



Beginning Algebra (Hutchison Series on Mathematics)

By Stefan Baratto, Barry Bergman, Donald Hutchison

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Beginning Algebra (Hutchison Series on Mathematics) By Stefan Baratto, Barry Bergman, Donald Hutchison

Beginning Algebra, 9th edition, by Baratto, Bergman, and Hutchison is part of the latest offerings in the successful Hutchison Series in Mathematics. The book is designed for a one-semester course in beginning algebra and is appropriate for lecture, learning center, laboratory, and self-paced settings. The ninth edition continues the series' hallmark approach of encouraging mastery of mathematics through careful practice. The text provides detailed, straightforward explanations and accessible pedagogy to help students **grow their math skills from the ground up**. The authors use a three-pronged approach of **communication, pattern recognition, and problem solving** to present concepts understandably, stimulate critical-thinking skills, and stress reading and communication skills in order to help students become effective problem-solvers. Features such as Tips for Student Success, Check Yourself exercises, and Activities underscore this approach and the underlying philosophy of mastering math through practice. Exercise sets have been significantly expanded and are now better-organized, and applications are now more thoroughly integrated throughout the text. The text is fully-integrated with McGraw-Hill's new online learning system, Connect Math Hosted by ALEKS Corp, and is available with ALEKS 360.

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Editorial Review

About the Author

Don began teaching in a preschool while he was an undergraduate. He subsequently taught children with disabilities, adults with disabilities, high school mathematics, and college mathematics. Although each position offered different challenges, it was always breaking a challenging lesson into teachable components that he most enjoyed.

It was at Clackamas Community College that he found his professional niche. The community college allowed him to focus on teaching within a department that constantly challenged faculty and students to expect more. Under the guidance of Jim Streeter, Don learned to present his approach to teaching in the form of a textbook. Don has also been an active member of many professional organizations. He has been president of ORMATYC, AMATYC committee chair, and ACM curriculum committee member. He has presented at AMATYC, ORMATYC, AACC, MAA, ICTCM, and a variety of other conferences.

Above all, he encourages you to be involved, whether as a teacher or as a learner. Whether discussing curricula at a professional meeting or homework in a cafeteria, it is the process of communicating an idea that helps one to clarify it.

Stefan began teaching math and science in New York City middle schools. He also taught math at the University of Oregon, Southeast Missouri State University, and York County Technical College. Currently, Stefan is a member of the mathematics faculty at Clackamas Community College where he has found a niche, delighting in the CCC faculty, staff, and students. Stefan's own education includes the University of Michigan (BGS, 1988), Brooklyn College (CUNY), and the University of Oregon (MS, 1996).

Stefan is currently serving on the AMATYC Executive Board as the organization's Northwest Vice President. He has also been involved with ORMATYC, NEMATYC, NCTM, and the State of Oregon Math Chairs group, as well as other local organizations. He has applied his knowledge of math to various fields, using statistics, technology, and web design. More personally, Stefan and his wife, Peggy, try to spend time enjoying the wonders of Oregon and the Pacific Northwest. Their activities include scuba diving, self-defense training, and hiking.

Barry has enjoyed teaching mathematics to a wide variety of students over the years. He began in the field of adult basic education and moved into the teaching of high school mathematics in 1977. He taught high school math for 11 years, at which point he served as a K-12 mathematics specialist for his county. This work allowed him the opportunity to help promote the emerging NCTM standards in his region.

In 1990, Barry began the next portion of his career, having been hired to teach at Clackamas Community College. He maintains a strong interest in the appropriate use of technology and visual models in the learning of mathematics.

Throughout the past 32 years, Barry has played an active role in professional organizations. As a member of OCTM, he contributed several articles and activities to the group's journal. He has presented at AMATYC, OCTM, NCTM, ORMATYC, and ICTCM conferences. Barry also served 4 years as an officer of ORMATYC and participated on an AMATYC committee to provide feedback to revisions of NCTM's standards.

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