

A Mathematical Bridge An Intuitive Journey In Higher Mathematics

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An intellectual gulf needs to be crossed before a true, deep appreciation of mathematics can develop. This book bridges this mathematical gap. It focuses on the process of discovery as much as the content, leading the reader to a clear, intuitive understanding of how and why mathematics exists in the way it does.

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The model of the Mathematical Bridge took around 2 years to design for production. It contains 81 pieces fixed to a single frame which are then cut out by the builder to be slotted together and glued to fix in place. ... Intuitive. The bridge may look complicated, but the construction is intuitive and logical Historical. The bridge is ...

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Although higher mathematics is beautiful, natural and interconnected, to the uninitiated it can feel like an arbitrary mass of disconnected technical definitions, symbols, theorems and methods. An intellectual gulf needs to be crossed before a true, deep appreciation of mathematics can develop. This book bridges this mathematical gap. It focuses on the process of discovery as much as the content, leading the reader to a clear, intuitive

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understanding of how and why mathematics exists in the way it does. The narrative does not evolve along traditional subject lines: each topic develops from its simplest, intuitive starting point; complexity develops naturally via questions and extensions. Throughout, the book includes levels of explanation, discussion and passion rarely seen in traditional textbooks. The choice of material is similarly rich, ranging from number theory and the nature of mathematical thought to quantum mechanics and the history of mathematics. It rounds off with a selection of thought-provoking and stimulating exercises for the reader.

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This helpful "bridge" book offers students the foundations they need to understand advanced mathematics. The two-part treatment provides basic tools and covers sets, relations, functions, mathematical proofs and reasoning, more. 1975 edition.

Stimulating account of development of mathematics from arithmetic, algebra, geometry and trigonometry, to calculus, differential equations, and non-Euclidean geometries. Also describes how math is used in optics, astronomy, and other phenomena.

A thorough and mathematically rigorous exposition of single-variable calculus for readers with some previous experience of calculus techniques. This book can be used as a textbook for an undergraduate course on calculus or as a reference for self-study.

The fundamental mathematical tools needed to understand machine learning include linear algebra, analytic geometry, matrix decompositions, vector calculus, optimization, probability and statistics. These topics are traditionally taught in disparate courses, making it hard for data science or computer science students, or professionals, to efficiently learn the mathematics. This self-contained textbook bridges the gap between mathematical and machine learning texts, introducing the mathematical concepts with a minimum of prerequisites. It uses these concepts to derive four central machine learning methods: linear regression, principal component analysis, Gaussian mixture models and support vector machines. For students and others with a mathematical background, these derivations provide a starting point to machine learning texts. For those learning the mathematics for the first time, the methods help build intuition and practical experience with applying mathematical concepts. Every chapter includes worked examples and exercises to test understanding. Programming tutorials are offered on the book's web site.

Building bridges between classical results and contemporary nonstandard problems, this highly relevant work embraces important topics in analysis and algebra from a problem-solving perspective. The book is structured to assist the reader in formulating and proving conjectures, as well as devising solutions to important mathematical problems by making connections between various concepts and ideas from different areas of mathematics. Instructors and motivated mathematics students from high school juniors to college seniors will find the work a useful resource in calculus, linear and abstract algebra, analysis and differential equations. Students with an interest in mathematics competitions must have this book in their personal libraries.

Book is clean and tight. No writing in text. Like New

Math rocks! At least it does in the gifted hands of Sean Connolly, who blends middle school math with fantasy to create an exciting adventure in problem-solving. These word problems are perilous, do-or-die scenarios of blood-sucking vampires (How many months would it take a single vampire to completely take over a town of 500,000 people?), or a rowboat of 5 shipwrecked sailors with a single barrel of freshwater (How much can they drink, and for how long, before they go mad from thirst??). Each problem requires readers to dig deep into the tools they're learning in school to figure out how to survive. Kids will love solving these problems. Sean Connolly knows how to make tough subjects exciting and he brings that same intuitive understanding of what inspires and challenges kids' curiosity to the 24 problems in *The Book of Perfectly Perilous Math*. These problems are as fun to read as they are challenging to solve. They test readers on fractions, algebra, geometry, probability, expressions and equations, and more. Use geometry to fill in for the ship's navigator and make it safely to the New World. Escape an evil Duke's executioner by picking the right door—probability will save your neck.

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This is a textbook for a one-term course whose goal is to ease the transition from lower-division calculus courses to upper-division courses in linear and abstract algebra, real and complex analysis, number theory, topology, combinatorics, and so on. Without such a "bridge" course, most upper division instructors feel the need to start their courses with the rudiments of logic, set theory, equivalence relations, and other basic mathematical raw materials before getting on with the subject at hand. Students who are new to higher mathematics are often startled to discover that mathematics is a subject of ideas, and not just formulaic rituals, and that they are now expected to understand and create mathematical proofs. Mastery of an assortment of technical tricks may have carried the students through calculus, but it is no longer a guarantee of academic success. Students need experience in working with abstract ideas at a nontrivial level if they are to achieve the sophisticated blend of knowledge, discipline, and creativity that we call "mathematical maturity." I don't believe that "theorem-proving" can be taught any more than "question-answering" can be taught. Nevertheless, I have found that it is possible to guide students gently into the process of mathematical proof in such a way that they become comfortable with the experience and begin asking themselves questions that will lead them in the right direction.

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