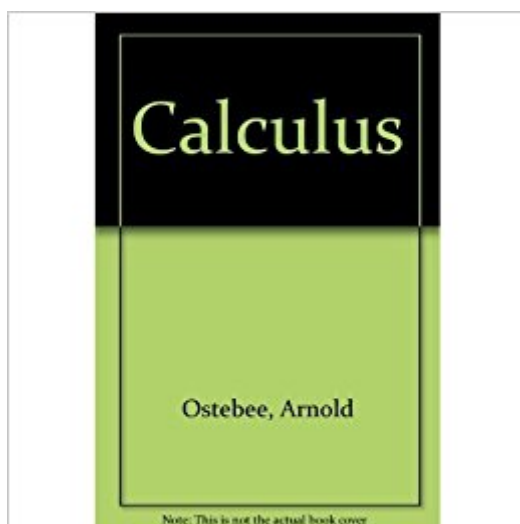


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Calculus From Graphical, Numerical, And Symbolic Points Of View



Synopsis

This flexible series offers instructors a true balance of traditional and conceptual approaches to calculus for math, science, and engineering majors. The Second Edition focuses on conceptual understanding as its primary goal and combines a variety of approaches and viewpoints to help students achieve this understanding. In addition to providing a readable tone that appeals to students and supports independent work, the authors present a balance of traditional theorems and proofs along with conceptually driven examples and exercises featuring graphical, numerical, and symbolic points of view. In addition, the text offers a wealth of diverse, well-graded exercises, including some more challenging problems.

Book Information

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Customer Reviews

Everything came as promised on time.

We used this book for my son to take an online calculus class from Bethany Lutheran College. He did need some additional help from a tutor, but the book was fine and he received an A so we are very happy with it. Just remember that there are three types of people: Those who can do math, Those who can't do math, and hmmm. :

It was late to class by 2 units, so I had to use a friend's book. The book was in used condition, but did its job and helped me get an A. Although, calculus in general can be confusing at any point, the

authors (tried) to make jokes.

We used the preliminary version of this text, when it was apparently still being finalized, for 3 quarters of Calculus when I took it at Portland State University. The best thing about it was the price...it was a paperback and only about \$20. The book was not at all liked by anyone. It is a very static text - all black and white, no color, and the graphs provided were often not very useful/meaningful. I'm not expecting a book with lots of color or pictures but if you're going to have an all black/white text, at least make it easy on the eyes. I remember, I went from an 'A' in the first course to a 'C' in the third course...and actually, I'd say that was mostly because of the text and not because the material got more difficult. The authors do not explain things in depth. As I remember, the intro to the books (Vols 1 and 2) stated that the secondary education math community had largely agreed that a shift towards a "leaner, more conceptual approach" was needed in college-level math courses. Instead of giving "drill" exercises or spending a lot of textbook space explaining concepts, the student hence becomes more responsible for their own learning. And I think that's what Ost and Zorn aim for. They give you the framework, the basics, and then they throw you into the deep end. Now, that's not to say that the content of the book isn't good. Some topics, I think they do explain quite well, although there are many that they don't cover in depth (Solids of Revolution is one topic, as I recall, that they glossed over very quickly in Volume 2, and in Volume 1, they use something called The Racetrack Principle, involving dogs on a racetrack, in their teaching of the Limit Definition of Derivatives.) All of this having been said, it doesn't seem like their textbook caught on too well, and it appears the last version was published in 2008. Maybe this is just as well. As for myself, I will say that I did learn Calculus sufficiently, well enough to graduate with a degree in Chemistry, and well enough to take Linear Algebra (400-level course). I do remember struggling a lot in Multivariable Calculus (Ost/Zorn's texts are just single variable) because my foundation was shaky. Anyhow, who knows if anyone uses Ost/Zorn's books anymore...I'd say they COULD be good, but only for a particular kind of student who is willing to go the extra mile on their own and fill in the gaps using their own resources (with other textbooks, the internet, etc.) Oh, as an aside, Ost/Zorn's constant references to Maple were annoying, especially because we did not use Maple in those undergrad courses at all. We used a software called Derive.

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