

iLrn/CengageNOW info and hints:

For typing answers into CengageNOW in the correct form, the best guides are **the answers in the back of the book**, the answers on the even answer overheads in the recitations, and the answers your lecturers recommend.

HINT: When you have the palette with the math symbols to enter answers, the top row is actually a menu of choices. Click on the square root symbol and you will see a template for any root as a choice.

HW 2B General

Although you can convert radical problems into exponential problems, that's not we are doing on those problems. A problem given in radical form should have an answer given in radical form.

HW 3B #4, 5: - Check the similar odd problems and their answers in the book.

HW 3, 4, 5... General ... You can use $\text{frac}(a,b)$, but don't have to. I don't use it except on very rare occasions, even if iLrn asks me to use $\text{frac}(a,b)$. The fraction 'x+1 over x-2' would be $\text{frac}(x+1,x-2)$ or abstractly $\text{frac}(\text{Numerator polynomial}, \text{Denominator polynomial})$. I cannot recall an iLrn problem that asks for frac that doesn't allow you to use the box over a box fraction template located on the left side of equation window. I almost always use the fraction template.

HW 3, 4, 5, ... We want answers factored as much as possible for almost all problems. Exceptions will normally be noted in lectures.

HW 3, 4, 5, ... As to the form of the answers iLrn and I would expect, we never want complex fractions (fractions within fractions, as mentioned in lecture), so you need to manipulate what you have to get rid of the extra fractions you have in an answer if you end up with a complex fractional answer.

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HW 4A #4,5 and 4B # 1: - Check the similar odd problems and their answers in the book.

HW 5B #'s 1, 5, 6, 7, etc: Answers should never be written as complex fractions (fractions within fractions). Otherwise, typing answers in a very similar form as the back of the book should work just fine on these 3 problems and the other problems as well.

HW 6B #5 - Entering a variable that has a subscript (v sub zero, for example). This occurs on only one problem on this assignment, but shows up other times this semester as well.

- 1) Use the subscript template (under one of the menu choices along the top of the equation palette that has the square root and nth root templates) and find the template that has the regular 'box' and just the one smaller subscript 'box' to its lower right side.
- 2) Use zero '0', not 'o', 'O', or the Greek letter theta.

If the picture on **HW 7B #3** doesn't show up for you, it is based on Sec 2.2 #30 page 72. See the picture there. The problem number is normally listed when you take an assignment, so the corresponding book problem is certainly a resource you can use when things are amiss such as this.

Problems with multiple blanks are still usually graded on an all or nothing basis. However, some problems like this will occasionally give partial credit for having one of the boxes filled in correctly. If you get partial credit on a problem it simply means part of your answer is correct and part of it is incorrect.

HW 9B #1: The answer they are looking for is a decimal number for the top/sides margin.

HW 9B #3:

On entering (v sub zero) squared.

- 1) Use parentheses around v sub zero, then square the quantity.
- 2) Use the subscript template that has the main box and just the one smaller subscript box.
- 3) Use zero '0', not 'o', 'O', or the Greek letter theta.

The subscript template is on the palette. I think it is the 3rd or 4th button along the top of the formula window.

HW 9B #4: There are two algebraic solutions, iLrn/CengageNOW is the looking for only the one solution of those two that makes the most sense. If you are unsure, try one of your solutions and then try the other one if that first one doesn't work.

If the picture on **HW 9B #6** doesn't show up for you, it is based on Sec 2.3 #78 page 87. See the picture there. The problem number is normally listed when you take an assignment, so the corresponding book problem is certainly a resource you can use when things are amiss such as this.

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HW 9B #7: This really applies to the entire semester, but do not round early in the your solutions to problems. Always, wait until to the very end of the problem and then as the very last thing round off your answer.

HW's 11, 12, etc. - INTERVAL NOTATION: Use 'cup' for the union symbol and 'inf' and '-inf' for positive and negative infinity respectively. On most problems iLrn will accept the union and infinity symbols that can be found on the palettes above the equation window, but there are some problems that explicitly require using 'cup' and/or 'inf' or '-inf'.

HW's 11, 12, etc. - Remember intervals should be written from left to right, from negative to positive, (2,5) not (5,2) or like (-3,6) not (6,-3). Also, if you have more than one interval, those should also be listed from smallest to largest from left to right. Otherwise, it's a like writing a sentence backwards, you can still figure out what it is saying but the grammar is patently incorrect.

HW11B #6 - For greater than or equal to, typing " \geq " works, for typing less than or equal to, typing " \leq " works.

HW11B #7 - a mixture of fractions and decimals " $7/2.25$ " is never acceptable as an answer. You needed to multiply the numerator and denominator by 4 or 100 in this case and then reduce the fraction.

HW's 12, 13, etc. - GRAPHS, READING COORDINATES - you should indeed generally assume that the major points on a graph given by iLrn/CengageNOW (points, maximums, minimums, x-intercepts, y-intercepts, etc.) are usually some exact and relatively easily found value. Do not try to guess whether an x or y coordinate value is 1.9 instead of 2 or as another example 1.4 instead of 1.5. If it is close by your estimation, then assume the value is 2 or in the second case 1.5.

HW12A #3 - which is a find the distance problem. Many of these answers can be reduced (and should really be reduced), $\sqrt{100}$ is 10 for example, but the iLrn system is counting some of these reduced answers incorrect. So, for example, use $\sqrt{100}$ if 10 doesn't work.

HW12B #7: iLrn/CengageNOW wants an inequality rather than interval notation.

HW12B #8: Note: The car must be moving to have a real braking distance.

HW12B #10 - This problem requires a method of 'factoring by grouping', we have not done any problems using that method, but you should have seen that before and know how to do that. If not, then p.38 Example 10 gives some examples of how to do that. The second of the 3 examples in 'Example 10' will be the most useful. I will not require you to do factoring by grouping on quizzes and exams.

HW's 13 etc. - x and/or y intercepts on the HW, quizzes, and exams.

The x and y intercepts are really points on the graph, not numbers. They are points where the graph of a function intersects the x-axis or y-axis. Your textbook often refers to them as numbers, and some online homework problems will occasionally refer to them as numbers, but in reality they are points. Most online HW problems will require you to enter x and y intercepts in point form, '(- 4,0)' not '- 4' for example.

For quizzes and exams, when a question asks you to find x and/or y intercepts, the answer(s) expected will always be the actual points not just the numbers. For example (good answer : 'the x intercepts are (3,0), (-5,0)', bad answer: 'the x intercepts are 3, -5').

HW 13A #8, 9; 13B #5 - the numbers may not work out nice. Estimate the coordinates of the points to two decimal places. Do not round off any decimal numbers you calculate early in the problem, you will introduce error. Only round to two decimal places on the very last step of computing your answers.

HW 13B #6 - use interval notation to describe the values of 'a' for your answer.

HW 13B #7 – For the correctly simplified form of the answer iLrn/CengageNOW is looking for, check the problem and answer for the similar odd numbered problem from the book. The form is basically $ax+by=c$, where a, b, and c are integers. NOTE: $2x+4y=6$ simplifies to $x+2y=3$.

HW 14B #6 - Some versions of this problem may be malfunctioning. They are working on it. Try the problem a couple of times if it does not work for you at first.

HW 14B #8 Some versions of the problem want the unsimplified radical form like $\sqrt{96}$ instead of the truly correct $4\sqrt{6}$. Why? I have no idea.

HW 15A #5,6 & 15B #1 The fill in the blank does not always recognize an answer like $y=2/3x-7$, it thinks you are dividing 2 by 3x. Anyway, sometimes the above answer will work, but otherwise try one of these, ' $y=2/3*x-7$ ', ' $y=(2/3)x-7$ ', or ' $y=(2/3)*x-7$ ' all seem to work fine.

HW 15 General Hint: If a problem doesn't specify which form of the equation of the line it wants, then usually it wants slope-intercept form. Like $y=m*x+b$ or $P=m*h+b$.

HW 15B #8 step 1

Use '100' and '40' instead of '1' and '0.4'. The whole number percentages.

Also, leave the slope and P-intercept in reduced fraction form when you type in your equation.

Remember: **When iLrn is not as specific as you would like as to how it wants an answer, then the answers to similar problems in the back of the back of the book and those given in the lectures are often a very good general guide as to how to type answers into iLrn.**

HW 15B #8 step 2 The second part of the problem wants an exact decimal answer, not an approximation. Do not use a '%' symbol either. 10.15% should be typed in as '10.15' for the answer.

HW 15B #9 The mixture of fractions and decimals in your slope will not work as a final answer. As in earlier problems leaving answers with a mixture of fractions and decimals is not considered a correctly simplified form of a fractional answer. Multiply the numerator and denominator of your slope by 10 that will work, assuming your slope is correct. For example '1.7/22' should be typed in as '17/220'.