

IS MATH IN SOCIETY A HARD CLASS

IS MATH IN SOCIETY A HARD CLASS, A QUESTION THAT ECHOES IN THE MINDS OF MANY STUDENTS CONTEMPLATING THEIR ACADEMIC PATHWAYS. THIS COURSE, OFTEN CATEGORIZED AS A GENERAL EDUCATION REQUIREMENT OR AN INTRODUCTORY LIBERAL ARTS MATHEMATICS OFFERING, CAN PRESENT A UNIQUE SET OF CHALLENGES AND REWARDS. ITS PERCEIVED DIFFICULTY OFTEN STEMS FROM ITS BROAD SCOPE, ITS EMPHASIS ON PRACTICAL APPLICATION RATHER THAN ABSTRACT THEORY, AND THE VARIED MATHEMATICAL BACKGROUNDS OF ITS STUDENTS. THIS COMPREHENSIVE ARTICLE WILL DELVE INTO THE MULTIFACETED NATURE OF A "MATH IN SOCIETY" CLASS, EXPLORING ITS TYPICAL CURRICULUM, THE SKILLS IT AIMS TO DEVELOP, COMMON STUDENT CONCERNS, AND EFFECTIVE STRATEGIES FOR SUCCESS. WE WILL DISSECT THE REASONS BEHIND ITS REPUTATION AND OFFER INSIGHTS INTO HOW STUDENTS CAN NAVIGATE ITS COMPLEXITIES TO NOT ONLY PASS BUT TRULY UNDERSTAND THE RELEVANCE OF MATHEMATICS IN THEIR EVERYDAY LIVES AND THE WORLD AROUND THEM.

TABLE OF CONTENTS

UNDERSTANDING THE "MATH IN SOCIETY" CURRICULUM

COMMON TOPICS COVERED IN MATH IN SOCIETY

ASSESSING THE DIFFICULTY: FACTORS INFLUENCING PERCEPTION

IS MATH IN SOCIETY A HARD CLASS FOR EVERYONE?

DEVELOPING ESSENTIAL SKILLS IN MATH IN SOCIETY

PRACTICAL APPLICATIONS AND REAL-WORLD RELEVANCE

STRATEGIES FOR SUCCESS IN A MATH IN SOCIETY COURSE

SEEKING HELP AND RESOURCES

THE LONG-TERM VALUE OF UNDERSTANDING MATH IN SOCIETY

UNDERSTANDING THE "MATH IN SOCIETY" CURRICULUM

THE CORE OBJECTIVE OF A "MATH IN SOCIETY" COURSE IS TO DEMYSTIFY MATHEMATICS FOR STUDENTS WHO MAY NOT BE PURSUING STEM FIELDS. UNLIKE TRADITIONAL, HIGHLY THEORETICAL MATHEMATICS COURSES, THIS CLASS FOCUSES ON THE PRACTICAL APPLICATIONS AND SOCIETAL IMPACT OF MATHEMATICAL CONCEPTS. THE CURRICULUM IS GENERALLY DESIGNED TO BE ACCESSIBLE TO A WIDE RANGE OF STUDENTS, ASSUMING MINIMAL PRIOR ADVANCED MATHEMATICAL KNOWLEDGE. THE EMPHASIS IS ON FOSTERING QUANTITATIVE LITERACY, CRITICAL THINKING, AND AN APPRECIATION FOR HOW MATHEMATICS SHAPES OUR WORLD, FROM PERSONAL FINANCE TO PUBLIC POLICY.

INSTRUCTORS IN THESE COURSES OFTEN STRIVE TO CONNECT MATHEMATICAL PRINCIPLES TO EVERYDAY SCENARIOS, MAKING THE SUBJECT MATTER MORE RELATABLE AND ENGAGING. THIS APPROACH AIMS TO EQUIP STUDENTS WITH THE TOOLS TO UNDERSTAND AND INTERPRET DATA, MAKE INFORMED DECISIONS, AND CRITICALLY EVALUATE INFORMATION PRESENTED IN A QUANTITATIVE FORMAT. THE GOAL IS NOT NECESSARILY TO PRODUCE MATHEMATICIANS, BUT RATHER NUMERATE CITIZENS CAPABLE OF NAVIGATING AN INCREASINGLY DATA-DRIVEN SOCIETY.

COMMON TOPICS COVERED IN MATH IN SOCIETY

WHILE SPECIFIC SYLLABI CAN VARY SIGNIFICANTLY BETWEEN INSTITUTIONS AND INSTRUCTORS, CERTAIN THEMES AND TOPICS ARE FREQUENTLY FOUND IN "MATH IN SOCIETY" COURSES. THESE ARE SELECTED FOR THEIR DIRECT RELEVANCE TO CONTEMPORARY LIFE AND THEIR ABILITY TO ILLUSTRATE FUNDAMENTAL MATHEMATICAL IDEAS WITHOUT REQUIRING EXTENSIVE PREREQUISITE KNOWLEDGE. UNDERSTANDING THESE COMMON AREAS CAN PROVIDE A CLEARER PICTURE OF WHAT TO EXPECT FROM SUCH A CLASS.

- **PERSONAL FINANCE:** THIS OFTEN INCLUDES TOPICS LIKE BUDGETING, SAVING, INVESTING, UNDERSTANDING INTEREST RATES (SIMPLE AND COMPOUND), LOANS, MORTGAGES, AND CREDIT. STUDENTS LEARN TO CALCULATE THE COST OF BORROWING AND THE BENEFITS OF SAVING, ESSENTIAL FOR MANAGING PERSONAL FINANCES EFFECTIVELY.
- **STATISTICS AND DATA ANALYSIS:** A SIGNIFICANT PORTION OF THE COURSE USUALLY DELVES INTO BASIC STATISTICAL CONCEPTS. THIS CAN INVOLVE UNDERSTANDING AVERAGES (MEAN, MEDIAN, MODE), MEASURES OF SPREAD (VARIANCE, STANDARD DEVIATION), PROBABILITY, INTERPRETING GRAPHS AND CHARTS, AND RECOGNIZING COMMON STATISTICAL FALLACIES. THE ABILITY TO CRITICALLY ANALYZE DATA PRESENTED IN THE MEDIA IS A KEY TAKEAWAY.

- **LOGIC AND REASONING:** THIS COMPONENT FOCUSES ON DEVELOPING LOGICAL THINKING SKILLS, INCLUDING UNDERSTANDING CONDITIONAL STATEMENTS, DEDUCTIVE AND INDUCTIVE REASONING, AND IDENTIFYING LOGICAL FALLACIES IN ARGUMENTS. THIS IS CRUCIAL FOR EVALUATING INFORMATION AND CONSTRUCTING SOUND ARGUMENTS.
- **SET THEORY AND COUNTING PRINCIPLES:** BASIC PRINCIPLES OF SET THEORY, SUCH AS UNIONS, INTERSECTIONS, AND COMPLEMENTS, ARE OFTEN INTRODUCED. COUNTING TECHNIQUES LIKE PERMUTATIONS AND COMBINATIONS CAN ALSO BE COVERED, ILLUSTRATING HOW MATHEMATICAL PRINCIPLES ARE USED IN AREAS LIKE PROBABILITY AND DISCRETE MATHEMATICS.
- **GRAPH THEORY:** SOME COURSES MAY INTRODUCE BASIC GRAPH THEORY CONCEPTS, SUCH AS NODES, EDGES, AND PATHS. THIS CAN BE APPLIED TO UNDERSTANDING NETWORKS, TRANSPORTATION SYSTEMS, AND PROBLEM-SOLVING SCENARIOS.
- **APPORTIONMENT AND VOTING METHODS:** TOPICS RELATED TO HOW VOTES ARE TRANSLATED INTO REPRESENTATION, SUCH AS DIFFERENT APPORTIONMENT METHODS AND VOTING PARADOXES, ARE SOMETIMES EXPLORED TO HIGHLIGHT THE MATHEMATICAL CHALLENGES IN DEMOCRATIC PROCESSES.
- **CONSUMER MATHEMATICS:** THIS CAN INCLUDE UNDERSTANDING PERCENTAGES, DISCOUNTS, MARKUPS, TAXES, AND UNIT PRICING, ALL VITAL FOR MAKING INFORMED CONSUMER CHOICES.

ASSESSING THE DIFFICULTY: FACTORS INFLUENCING PERCEPTION

THE PERCEIVED DIFFICULTY OF A "MATH IN SOCIETY" CLASS IS HIGHLY SUBJECTIVE AND DEPENDS ON A CONFLUENCE OF FACTORS RELATED TO THE STUDENT, THE INSTRUCTOR, AND THE COURSE DESIGN ITSELF. WHAT ONE STUDENT FINDS STRAIGHTFORWARD, ANOTHER MAY STRUGGLE WITH, AND THIS IS OFTEN MORE ABOUT INDIVIDUAL LEARNING STYLES AND PRIOR EXPERIENCES THAN AN INHERENT FLAW IN THE SUBJECT MATTER.

ONE OF THE PRIMARY DRIVERS OF PERCEIVED DIFFICULTY IS A STUDENT'S MATHEMATICAL BACKGROUND. INDIVIDUALS WHO HAVE HAD POSITIVE AND FOUNDATIONAL EXPERIENCES WITH MATHEMATICS IN HIGH SCHOOL MAY FIND THE CONCEPTS MORE INTUITIVE. CONVERSELY, THOSE WHO HAVE STRUGGLED WITH MATH PREVIOUSLY, PERHAPS DUE TO GAPS IN FOUNDATIONAL KNOWLEDGE OR NEGATIVE ASSOCIATIONS WITH THE SUBJECT, MAY FACE A STEEPER LEARNING CURVE. THE TRANSITION FROM ABSTRACT MATHEMATICAL CONCEPTS, OFTEN ENCOUNTERED IN HIGHER-LEVEL MATH, TO THE APPLIED FOCUS OF "MATH IN SOCIETY" CAN ALSO BE DISORIENTING FOR SOME.

IS MATH IN SOCIETY A HARD CLASS FOR EVERYONE?

IT IS A COMMON MISCONCEPTION THAT "MATH IN SOCIETY" IS AN INHERENTLY "EASY" CLASS SIMPLY BECAUSE IT'S NOT CALCULUS OR LINEAR ALGEBRA. HOWEVER, THIS IS RARELY THE CASE. THE DIFFICULTY IS NOT ABOUT THE COMPLEXITY OF ADVANCED THEOREMS BUT RATHER THE BREADTH OF TOPICS AND THE REQUIREMENT FOR A DIFFERENT KIND OF MATHEMATICAL THINKING – APPLIED REASONING AND PRACTICAL PROBLEM-SOLVING. STUDENTS WHO EXCEL IN ROTE MEMORIZATION MIGHT FIND IT CHALLENGING IF THE COURSE EMPHASIZES CONCEPTUAL UNDERSTANDING AND REAL-WORLD APPLICATION. THE CHALLENGE OFTEN LIES IN CONNECTING ABSTRACT NUMERICAL CONCEPTS TO TANGIBLE SITUATIONS, WHICH REQUIRES A DIFFERENT COGNITIVE APPROACH THAN MORE THEORETICAL MATHEMATICS.

FURTHERMORE, THE PACE OF THE COURSE CAN ALSO BE A FACTOR. COVERING A WIDE ARRAY OF TOPICS, FROM PERSONAL FINANCE TO BASIC STATISTICS AND LOGIC, WITHIN A SINGLE SEMESTER REQUIRES EFFICIENT LEARNING AND CONSISTENT ENGAGEMENT. STUDENTS WHO FALL BEHIND, EVEN BY A SMALL MARGIN, MAY FIND IT DIFFICULT TO CATCH UP DUE TO THE INTERCONNECTEDNESS OF THE CONCEPTS. THE EXPECTATION IS OFTEN THAT STUDENTS WILL ACTIVELY PARTICIPATE IN DISCUSSIONS, ENGAGE WITH PROBLEM SETS, AND APPLY THE LEARNED PRINCIPLES TO CASE STUDIES, WHICH DEMANDS MORE THAN PASSIVE ABSORPTION OF INFORMATION.

DEVELOPING ESSENTIAL SKILLS IN MATH IN SOCIETY

BEYOND SIMPLY UNDERSTANDING MATHEMATICAL FORMULAS, A "MATH IN SOCIETY" COURSE IS DESIGNED TO CULTIVATE A SUITE OF CRUCIAL SKILLS. THESE SKILLS ARE TRANSFERABLE ACROSS VARIOUS DISCIPLINES AND ARE HIGHLY VALUED IN BOTH

ACADEMIC AND PROFESSIONAL SETTINGS. THE COURSE ACTS AS A TRAINING GROUND FOR DEVELOPING QUANTITATIVE LITERACY, WHICH IS THE ABILITY TO UNDERSTAND, INTERPRET, AND USE NUMERICAL INFORMATION EFFECTIVELY.

THIS INCLUDES CRITICAL THINKING AND PROBLEM-SOLVING. STUDENTS ARE ENCOURAGED TO ANALYZE PROBLEMS, IDENTIFY RELEVANT MATHEMATICAL TOOLS, APPLY THEM, AND THEN INTERPRET THE RESULTS WITHIN A GIVEN CONTEXT. THE COURSE OFTEN PRESENTS SCENARIOS WHERE THERE ISN'T A SINGLE, OBVIOUS ANSWER, FORCING STUDENTS TO THINK CRITICALLY ABOUT THE BEST APPROACH AND THE LIMITATIONS OF THEIR METHODS. THIS ANALYTICAL APPROACH IS FUNDAMENTAL TO MAKING SOUND JUDGMENTS IN A DATA-RICH WORLD.

PRACTICAL APPLICATIONS AND REAL-WORLD RELEVANCE

THE DEFINING CHARACTERISTIC OF A "MATH IN SOCIETY" COURSE IS ITS UNWAVERING FOCUS ON REAL-WORLD APPLICATIONS. THE CURRICULUM IS DELIBERATELY STRUCTURED TO SHOWCASE HOW MATHEMATICAL PRINCIPLES ARE NOT CONFINED TO TEXTBOOKS BUT ARE ACTIVELY AT PLAY IN OUR DAILY LIVES AND IN THE BROADER SOCIETAL STRUCTURES AROUND US. THIS PRACTICAL ORIENTATION IS WHAT OFTEN MAKES THE SUBJECT MATTER MORE ENGAGING AND, FOR SOME, LESS INTIMIDATING THAN PURELY THEORETICAL MATHEMATICS.

FOR INSTANCE, WHEN DISCUSSING PERSONAL FINANCE, INSTRUCTORS WILL OFTEN USE HYPOTHETICAL (OR SOMETIMES REAL-WORLD) EXAMPLES OF MORTGAGES, STUDENT LOANS, OR INVESTMENT PORTFOLIOS. STUDENTS LEARN TO CALCULATE INTEREST, UNDERSTAND AMORTIZATION SCHEDULES, AND COMPARE FINANCIAL PRODUCTS. THIS DIRECT APPLICABILITY TO PERSONAL WELL-BEING IS A SIGNIFICANT MOTIVATOR FOR MANY STUDENTS. SIMILARLY, IN STATISTICS, THE COURSE MIGHT EXAMINE HOW POLLING DATA IS PRESENTED, HOW MEDICAL STUDIES ARE INTERPRETED, OR HOW RISK IS ASSESSED IN INSURANCE. THESE EXAMPLES HIGHLIGHT THE TANGIBLE IMPACT OF MATHEMATICS ON DECISION-MAKING PROCESSES AT BOTH INDIVIDUAL AND SOCIETAL LEVELS.

STRATEGIES FOR SUCCESS IN A MATH IN SOCIETY COURSE

TO NAVIGATE THE CHALLENGES AND THRIVE IN A "MATH IN SOCIETY" CLASS, A PROACTIVE AND ENGAGED APPROACH IS KEY. GIVEN THE BREADTH OF TOPICS AND THE EMPHASIS ON APPLICATION, CONSISTENT EFFORT AND DIVERSE STUDY METHODS ARE OFTEN MORE EFFECTIVE THAN CRAMMING. STUDENTS WHO APPROACH THE COURSE WITH THE RIGHT MINDSET AND EMPLOY PROVEN STRATEGIES ARE MORE LIKELY TO SUCCEED AND GAIN A GENUINE APPRECIATION FOR THE SUBJECT.

REGULAR ATTENDANCE AND ACTIVE PARTICIPATION ARE PARAMOUNT. BECAUSE THE COURSE OFTEN INVOLVES DISCUSSIONS, GROUP WORK, AND THE INTERPRETATION OF REAL-WORLD EXAMPLES, BEING PRESENT AND CONTRIBUTING CAN SIGNIFICANTLY ENHANCE UNDERSTANDING. TAKING DETAILED NOTES, ESPECIALLY THOSE THAT CONNECT CONCEPTS TO PRACTICAL SCENARIOS, IS CRUCIAL. IT'S ALSO HIGHLY BENEFICIAL TO ATTEMPT ALL ASSIGNED HOMEWORK PROBLEMS, AS THESE PROVIDE DIRECT PRACTICE IN APPLYING THE CONCEPTS LEARNED IN LECTURES. DON'T JUST AIM TO GET THE RIGHT ANSWER; STRIVE TO UNDERSTAND THE PROCESS AND THE REASONING BEHIND IT.

SEEKING HELP AND RESOURCES

NO MATTER HOW WELL-PREPARED A STUDENT IS, ENCOUNTERING DIFFICULTIES IN A "MATH IN SOCIETY" COURSE IS NORMAL. FORTUNATELY, A WEALTH OF RESOURCES AND SUPPORT SYSTEMS ARE TYPICALLY AVAILABLE TO HELP STUDENTS OVERCOME THESE CHALLENGES. PROACTIVELY SEEKING ASSISTANCE IS A SIGN OF STRENGTH, NOT WEAKNESS, AND CAN MAKE A SIGNIFICANT DIFFERENCE IN ACADEMIC PERFORMANCE.

THE MOST IMMEDIATE RESOURCE IS USUALLY THE INSTRUCTOR OR TEACHING ASSISTANT. MAKING USE OF OFFICE HOURS IS HIGHLY RECOMMENDED, WHETHER TO CLARIFY A SPECIFIC CONCEPT, ASK ABOUT HOMEWORK, OR SIMPLY TO BUILD A RAPPORT. MANY STUDENTS FIND THAT A BRIEF CONVERSATION DURING OFFICE HOURS CAN UNLOCK UNDERSTANDING THAT WAS ELUSIVE IN A LECTURE SETTING. UNIVERSITY OR COLLEGE TUTORING CENTERS ALSO OFFER INVALUABLE SUPPORT, OFTEN PROVIDING ONE-ON-ONE OR SMALL-GROUP TUTORING SESSIONS LED BY STUDENTS WHO HAVE SUCCESSFULLY COMPLETED THE COURSE. THESE TUTORS CAN OFFER ALTERNATIVE EXPLANATIONS AND DIFFERENT APPROACHES TO PROBLEM-SOLVING.

THE LONG-TERM VALUE OF UNDERSTANDING MATH IN SOCIETY

THE KNOWLEDGE AND SKILLS ACQUIRED IN A "MATH IN SOCIETY" COURSE EXTEND FAR BEYOND THE CONFINES OF A SINGLE SEMESTER OR THE REQUIREMENTS OF A DEGREE PROGRAM. THE COURSE AIMS TO FOSTER A LEVEL OF QUANTITATIVE LITERACY AND CRITICAL THINKING THAT IS ESSENTIAL FOR INFORMED CITIZENSHIP AND PERSONAL WELL-BEING IN THE MODERN WORLD. BY DEMYSTIFYING MATHEMATICS AND HIGHLIGHTING ITS PERVASIVE INFLUENCE, THE COURSE EMPOWERS INDIVIDUALS TO ENGAGE MORE EFFECTIVELY WITH COMPLEX INFORMATION AND MAKE BETTER DECISIONS.

GRADUATES WHO HAVE A SOLID GRASP OF THE PRINCIPLES COVERED IN "MATH IN SOCIETY" ARE BETTER EQUIPPED TO MANAGE THEIR FINANCES, UNDERSTAND PUBLIC POLICY DEBATES THAT INVOLVE DATA, INTERPRET NEWS REPORTS CONTAINING STATISTICS, AND NAVIGATE THE TECHNOLOGICAL ADVANCEMENTS THAT ARE INCREASINGLY DRIVEN BY MATHEMATICAL AND COMPUTATIONAL PRINCIPLES. THIS FOUNDATIONAL UNDERSTANDING CONTRIBUTES TO A MORE INFORMED AND ENGAGED POPULACE, CAPABLE OF CRITICALLY EVALUATING THE QUANTITATIVE INFORMATION THAT PERMEATES NEARLY EVERY ASPECT OF CONTEMPORARY LIFE. THE PERCEIVED DIFFICULTY, THEREFORE, OFTEN BELIES A SIGNIFICANT LONG-TERM PAYOFF IN TERMS OF PERSONAL EMPOWERMENT AND SOCIETAL UNDERSTANDING.

Q: IS MATH IN SOCIETY CONSIDERED A DIFFICULT GENERAL EDUCATION REQUIREMENT?

A: MATH IN SOCIETY IS GENERALLY CONSIDERED A MODERATE-DIFFICULTY GENERAL EDUCATION REQUIREMENT. ITS DIFFICULTY OFTEN STEMS FROM ITS BROAD SCOPE AND THE NEED FOR STUDENTS TO APPLY MATHEMATICAL CONCEPTS TO REAL-WORLD SCENARIOS, RATHER THAN FROM HIGHLY ABSTRACT OR ADVANCED THEORETICAL CONTENT.

Q: WHAT ARE THE MOST COMMON REASONS STUDENTS FIND MATH IN SOCIETY HARD?

A: STUDENTS OFTEN FIND MATH IN SOCIETY HARD DUE TO A LACK OF CONFIDENCE IN THEIR MATHEMATICAL ABILITIES, GAPS IN FOUNDATIONAL MATH KNOWLEDGE, DIFFICULTY IN CONNECTING ABSTRACT CONCEPTS TO PRACTICAL APPLICATIONS, AND SOMETIMES THE FAST PACE OF COVERING A WIDE RANGE OF TOPICS.

Q: DOES MATH IN SOCIETY REQUIRE ADVANCED CALCULUS OR PRE-CALCULUS KNOWLEDGE?

A: TYPICALLY, MATH IN SOCIETY DOES NOT REQUIRE ADVANCED CALCULUS OR PRE-CALCULUS KNOWLEDGE. IT IS DESIGNED TO BE ACCESSIBLE TO STUDENTS WITH VARIED MATHEMATICAL BACKGROUNDS AND FOCUSES ON FOUNDATIONAL CONCEPTS APPLIED IN PRACTICAL WAYS.

Q: HOW CAN I PREPARE MYSELF TO DO WELL IN A MATH IN SOCIETY CLASS?

A: TO PREPARE, REVIEW BASIC ALGEBRA AND ARITHMETIC CONCEPTS. ACTIVELY ENGAGE IN LECTURES, TAKE THOROUGH NOTES, COMPLETE ALL HOMEWORK ASSIGNMENTS DILIGENTLY, AND DON'T HESITATE TO SEEK HELP FROM THE INSTRUCTOR OR TUTORS.

Q: WHAT KIND OF MATH SKILLS DOES MATH IN SOCIETY FOCUS ON DEVELOPING?

A: THE COURSE FOCUSES ON DEVELOPING QUANTITATIVE LITERACY, CRITICAL THINKING, PROBLEM-SOLVING, LOGICAL REASONING, DATA INTERPRETATION, AND THE ABILITY TO APPLY MATHEMATICAL CONCEPTS TO EVERYDAY SITUATIONS LIKE PERSONAL FINANCE AND STATISTICS.

Q: IS THERE A LOT OF MEMORIZATION INVOLVED IN MATH IN SOCIETY?

A: WHILE SOME FORMULAS AND DEFINITIONS NEED TO BE REMEMBERED, THE EMPHASIS IS GENERALLY ON UNDERSTANDING THE CONCEPTS AND KNOWING HOW TO APPLY THEM. ROTE MEMORIZATION ALONE IS USUALLY NOT SUFFICIENT FOR SUCCESS.

Q: HOW DOES THE PRACTICAL APPLICATION OF MATH IN THIS COURSE AFFECT ITS DIFFICULTY?

A: THE PRACTICAL APPLICATION CAN MAKE THE COURSE MORE ENGAGING BUT ALSO MORE CHALLENGING IF STUDENTS STRUGGLE TO BRIDGE THE GAP BETWEEN THEORY AND REAL-WORLD PROBLEMS. IT REQUIRES A DIFFERENT APPROACH TO LEARNING THAN PURELY THEORETICAL MATH.

Q: WHAT ARE SOME STRATEGIES TO OVERCOME MATH ANXIETY WHEN TAKING THIS COURSE?

A: STRATEGIES INCLUDE BREAKING DOWN PROBLEMS INTO SMALLER STEPS, CELEBRATING SMALL SUCCESSES, SEEKING HELP EARLY AND OFTEN, JOINING STUDY GROUPS, AND REMINDING YOURSELF OF THE PRACTICAL RELEVANCE OF THE MATERIAL TO YOUR LIFE.

Is Math In Society A Hard Class

Is Math In Society A Hard Class

Related Articles

- [introduction to analysis maxwell rosenlicht](#)
- [introduction the philosophy of religion](#)
- [ipad user guide for seniors](#)

[Back to Home](#)