**Thank You to Our Reviewers**

The following individuals have reviewed articles for *MathAMATYC Educator* during the past year. Thanks to each of them for their hard work and great insight. If you would like to be a reviewer for the journal, please do not hesitate to contact the editor.

**Problem Section Editor**

Sean Simpson is a professor of mathematics at Westchester Community College, where he has been since 2002. He has a master’s degree in mathematics from Pennsylvania State University and another in statistics from Baruch College. He has served as the Problem Section editor since 2014.

**Problem Section Reviewers Needed**

The Problem Section could use a team of four to five volunteers dedicated to reviewing problem proposals and submitted solutions before publication in the *MathAMATYC Educator*. If you have an eye for accuracy and an interest in problem-solving activities, please consider joining our review team. Contact the Problem Section editor, Sean Simpson (Sean.Simpson@sunywcc.edu) for more information about the work involved.

**Editorial Panel**

Judy Atkinson began her teaching career at the Interior Aleutians Campus of the University of Alaska in 2001, teaching synchronous online classes (lecturing over the phone using the blackboard online tool as a “chalkboard”). In 2003, she began working for the Fairbanks campus of the University of Alaska, where she continues teaching both face-to-face and online courses. Her main focus has been developmental level algebra courses. She helped develop the “UAF Math Fast Track” program and co-wrote a textbook to go along with the program. She developed several courses for online delivery, as an Algebra Boot Camp, and a Math Study Skills course.

Atkinson has authored a series of three texts for her developmental mathematics courses in prealgebra, beginning algebra, and intermediate algebra and was recently promoted to full professor at the University of Alaska Fairbanks.
Amber Rust began her career as a United States Air Force Officer after earning a BS in mathematics from Louisiana Tech University. Once she fulfilled her commitment to the military, she returned to school to earn an MS in actuarial science from the University of Nebraska–Lincoln. While there, she got her first taste of teaching as a teaching assistant. After working as an actuary for a while, she became an adjunct at a community college in Omaha, Nebraska and found her true passion—the mission of teaching mathematics at a community college. A family move to Maryland brought about her first full-time faculty position at a community college and acceptance into Project ACCCESS Cohort 2. She then turned her attention to earning a PhD in curriculum and instruction for mathematics education at the University of Maryland–College Park on a Mid-Atlantic Center for Mathematics Teaching and Learning fellowship. Once she

Robert Cappetta currently teaches at the University of Illinois at Chicago. He spent over 25 years at Illinois community colleges, and he retired from College of DuPage in 2016. He is a past president of the Illinois Mathematics Association of Community Colleges and has been a statewide leader in mathematics curriculum development.

He earned a PhD in mathematics education at Northern Illinois University under the direction of Alan Zollman. Robert’s research interests focus on conceptual understanding in mathematics. In particular, he applies Piaget’s notion of reflective abstraction to learning mathematics.

Robert serves on AMATYC’s Mathematics Intensive Committee. He regularly gives presentations that examine teaching and learning calculus; in particular, he focuses on the unique challenges of infinite series. In addition to

Sang Lee is currently serving his second term as a member of the editorial panel. He has taught mathematics for over 30 years, and is a professor of mathematics at Grand Rapids Community College in Michigan. His main interest is in discrete mathematics, particularly graph theory. When he is not doing mathematics, he enjoys playing Go, bicycle riding, and traveling.

Tony Piccolino is a professor of mathematics at Palm Beach State College in Palm Beach Gardens, Florida since 2009. He also serves as campus liaison for the Floyd Koch Honors College and is faculty advisor to the Alpha Gamma Sigma Chapter of Phi Theta Kappa. Prior to his tenure at Palm Beach State, he taught undergraduate, graduate, and doctoral courses in mathematics and mathematics education for 17 years at Montclair State University in New Jersey and served on several dissertation committees. In addition to his years in higher education, he also served for 25 years as a mathematics teacher and supervisor in public schools in New York State. Tony’s educational background includes a BS in mathematics from Iona College, Master’s Degrees from Yeshiva University and Fordham University, and a doctorate in mathematics education from Columbia University (Teachers College).
Timothy Mayo is a professor of mathematics at Mohave Community College, where he has served since 2003. He earned a BA from Baylor University and an MS in applied mathematics from California State University, Hayward. He served on the Editorial Board of MathAMATYC Educator from 2010 to 2014 and was appointed to the Editorial Panel in 2014. He is also a member of the United States Navy Reserve and is a veteran of the global war on terrorism, having served in Operation Iraqi Freedom. At leisure, he enjoys camping in a streamlined, economical retro-style teardrop trailer.

Gavin Waters is a recently promoted professor at Missouri Western State University. He earned his PhD in mathematics from University of Iowa, where his research interests were in partial differential equations. Since arriving at MWSU, his fields of interest are economics, math education, and undergraduate research. Most recently, his attention has been focused on the correct placement of students entering an open enrollment institution and the development of dynamic self-correcting placement exams. His hobbies include motorcycle riding, backpacking, python scripting, and photography.

Jane-Marie Wright is a professor of mathematics at Suffolk Community College in Selden, New York. She has represented that Northeast region on the editorial panel for three years. Holding master’s degrees in both statistics (Stony Brook University) and pure mathematics (Hofstra University), her interests are in statistics, history of mathematics, differential equations, and excellence in teaching. She is a recipient of the New York State Chancellor’s Award for Excellence in Teaching and an active member in many professional organizations including AMATYC, NYSMATYC, and MAA.

AMATYC Seeks Nominations for the Mathematics Excellence Award

The Mathematics Excellence (ME) Award is intended for educators who have made outstanding contributions to mathematics or mathematics education at the two-year college. Award criteria are: national reputation, leadership and activities in professional organizations, professional talks and presentations, awards and grants received, publications, professional activities on a regional, state, and national scale, teaching expertise, and other contributions to mathematics and/or mathematics education.

Nominations for the 2018 AMATYC Mathematics Excellence Award must be submitted electronically by November 1, 2017 and will be reviewed by a committee chaired by AMATYC Past President, Nancy Sattler (nsattler@terra.edu). The award will be presented at the 2018 AMATYC Annual Conference in Orlando, FL. More information can be found at http://www.amatyc.org/?page=MathExcellenceNomin.
Having two different approaches gives students options in problem solving, which allows individuals to select a method that uses their own strengths to best advantage. We found that students who were comfortable doing algebra used the new algebraic manipulation method. The students who were less comfortable doing algebra chose the traditional method, using a system of equations.

References

Thank You to Our Reviewers
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Judy Atkinson
In addition to developmental mathematics, Atkinson teaches a math course for non-science majors, the calculus series, the business algebra/calculus series, and math for elementary school teachers. Prior to entering the field of teaching, Atkinson worked as a civil engineer for the Alaska Department of Transportation. Atkinson has earned bachelor’s degrees in mathematics and psychology from Eastern Kentucky University in 1988, a masters in mathematics from the University of Alaska in 1993, and a PhD in Civil Engineering from the University of Alaska in 2002.

Robert Cappetta
calculus, Robert is interested in developmental mathematics and statistics.

Robert and his wife have two daughters. His hobbies include cooking, language learning, and performing.

Tony Piccolino
Tony has served as president of the Association of Mathematics Teachers of New York, as president of the New York State Supervisors of Mathematics, vice president for the National Council of Supervisors of Mathematics, and has served on numerous committees for the National Council of Teachers of Mathematics (NCTM). For over 20 years, he served as a consultant in AP Mathematics for The College Board and as a reader for AP Calculus and Statistics exams. Currently, in addition to serving on the Editorial Panel for *MathAMATYC Educator*, he is a frequent presenter at AMATYC conferences and is a member of the Math Intensive Committee, the Statistics Committee, the Teacher Preparation Committee, and serves as a writer for the forthcoming revision of *Beyond Crossroads*. Tony’s research interests are in the history of mathematics with emphasis on the reform in algebra in Victorian Britain and the rigorization of analysis in the nineteenth century.

Amber Rust
finished her PhD program, she accepted a position with Anne Arundel Community College in Arnold, MD. Her area of interest is reading and literacy issues in mathematics and has developed and presented many workshops on various aspects of these issues. Amber is now the chair of the mathematics department at AACC.

A Novel Method to Factor Cubic Polynomials: The *ad*-Method
*Continued from page 56.*

References


Appendix

Appendix A
Problem of the Week: Cubic Factoring

Part I
Rip Van Winkle found his way out of the woods. He stumbled into a bar for a drink. Unfortunately, there was a tough guy who threatened to beat him up unless he could answer the following question: Hey buddy! Can you find three factors of 6 whose sum is 9 and whose product is 12?

\[ * * * = 9 \]
\[ * * * = 12 \]
Quick—Help Rip!

Part II
Poor Rip! He needs to factor this cubic: \(2x^3 + 9x^2 + 10x + 3\). Using what you know about the *ac*-method, look back at Part I while considering this problem.

- Why did the tough guy use factors of 6?
- Where does the 9 show up in this problem? Where did the 9 show up in part I?
- How can you use the factors you found to rewrite this cubic? Rewrite the \(6x^2\) term here:

\[ x^2 + * + * = 9 \]

- Now, can you find three factors of 6 that sum to 10 whose product is 18?

\[ * + * + * = 10 \]
\[ * + * + * = 18 \]

- Where does the 10 show up in this problem?
- How can you use the factors you found to rewrite this cubic? Rewrite the \(6x^2\) term here:

\[ x^2 + * + * = * \]

- Now what? What did you do after you expanded in the *ac*-method? Whoa! How cool is that?! This method worked for a hard problem. We’ll call this the *ad*-method.

Part III
Try again. Factor this: \(6x^3 - 23x^2 + 16x - 3\).
Find three factors of 18 that sum to 23 and whose product is 108. Find three factors of 18 that sum to 16 and whose product is 54. Use the numbers you found to rewrite the problem and factor by grouping.

Part IV
The last problem we did was: Given \(6x^3 - 23x^2 + 16x - 3\), find three factors of 18 that sum to 23 and whose product is 108. Find three factors of 18 that sum to 16 and whose product is 54, and use those number to factor by the *ad*-method. Where did we get 108 and 54? Well, 108 is \(6 \times 18\) and 54 is \(6 \times 9\). Use this information to factor \(2x^3 + 17x^2 + 38x + 15\).