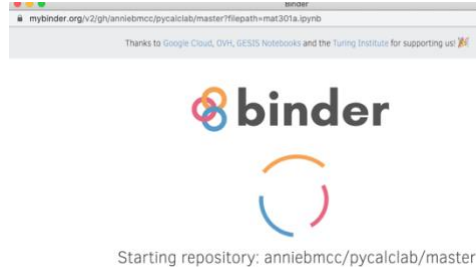


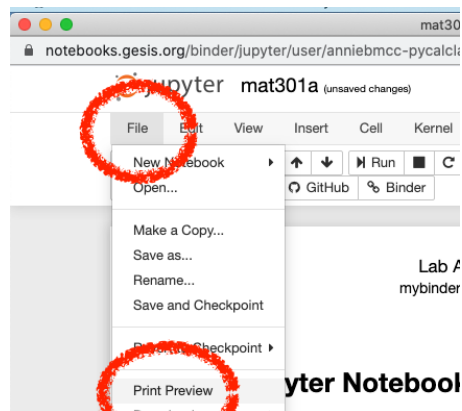
# MAT301 Lab Directions

1. Click link in table of contents  
Wait for page to load

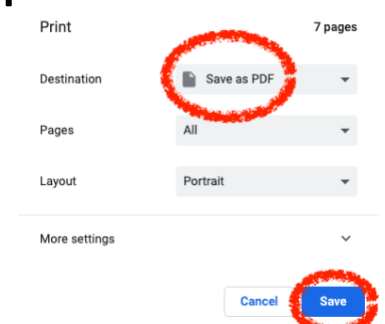
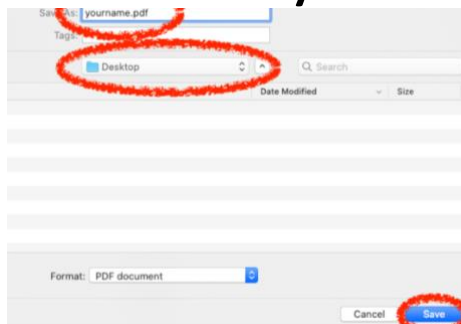
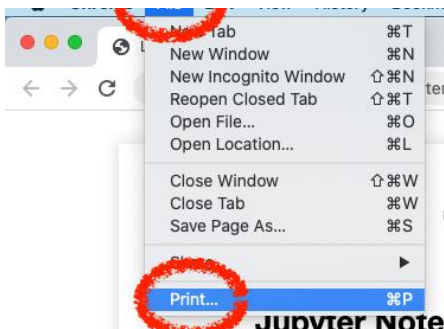


2. Run each cell that says RUN  
Type your answer to each EXERCISE

3. Open print preview



4. Print to PDF and save on your computer



5. Upload your PDF to blackboard

# Table of Contents

## A. Python as a Calculator.

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301a.ipynb>

## B. Graphing

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301b.ipynb>

## C. Limits

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301c.ipynb>

## D. Derivatives

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301d.ipynb>

## Lab A: Using Python as a Calculator

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301a.ipynb>

2020 Summer — Calculus 1

Dr Matthew H Sunderland

### Jupyter Notebooks

A1. **RUN** the following "code cell" (gray rectangle with `In [ ]:` next to it), by CLICKING the code cell and pressing SHIFT+RETURN. Notice that only the last result will display.

```
In [ ]: 1 + 2 + 3
        50 - 3
        100*5
```

A2. **RUN** the following. As always, only the last result displays, but the last result has 2 parts because of the comma.

```
In [ ]: 1 + 2 + 3
        50 - 3, 1000*1000
        100*5, 7*7
```

A3. The "+" on the toolbar adds a code cell. The "scissors" deletes a cell.

### Python arithmetic + - \* / \*\*

A4. **RUN** the following.

```
In [ ]: 3 + 10*5, 5**2, 27/10
```

A5. **EXERCISE.**

- a) What does each of the 5 arithmetic operations do?
- b) Do spaces around the 5 operations matter, or is it just style?

```
In [ ]: # TYPE YOUR ANSWERS BELOW
        #
        # a) + is
        #      - is
        #      * is
        #      / is
        #      ** is
        #
        # b)
```

## Python # and =

A6. **RUN** the following. You will notice python ignores everything after #

```
In [ ]: # This is a comment
        1 + 1 # This is also a comment
```

A7. **RUN** the following. Notice we assign variables using = Assignment itself does NOT produce output.

```
In [ ]: a = 10
        a
```

```
In [ ]: b = 20
```

```
In [ ]: a = 18
        b = 21
        c = a - b
        c
```

A8. **RUN** the following. Notice you can assign multiple variables at once with a comma.

```
In [ ]: x, y = 100, 500
        x
```

```
In [ ]: a,b,c = 3,4,5
        a + b/c
```

A9. **RUN** the following. See that we can compute  $\frac{(2-3)*-3}{-1+2}$  all at once (1st cell below), or we can assign variables to help us (2nd cell below).

```
In [ ]: (2 - 3)*-3/(-1 + 2)
```

```
In [ ]: top = (2 - 3)*-3
        bottom = -1 + 2
        top/bottom
```

A10. **EXERCISE.** Assign variables to help you compute  $3 - \frac{3^2-2\cdot3}{2\cdot3-2}$

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

## Order of Operations

A11. **RUN** the following. Notice  $a - b * c = a - (b * c)$ , but they do not equal  $(a - b) * c$ .

```
In [ ]: a,b,c = 3,4,5  
a - b*c,  a - (b*c),  (a - b)*c
```

A12. **EXERCISE.** In each row, identify NON-equivalent choice. For example, the answer to (1) is  $(a - b) * c$  because  $a - b * c = a - (b * c)$

- |      |                 |                 |                |
|------|-----------------|-----------------|----------------|
| (1)  | $a - b * c$     | $a - (b * c)$   | $(a - b) * c$  |
| (2)  | $a * (b - c)$   | $(a * b) - c$   | $a * b - c$    |
| (3)  | $a / b + c$     | $a / (b + c)$   | $(a / b) + c$  |
| (4)  | $(a + b) / c$   | $a + (b / c)$   | $a + b / c$    |
| (5)  | $a ** (b * c)$  | $(a ** b) * c$  | $a ** b * c$   |
| (6)  | $a * (b ** c)$  | $a * b ** c$    | $(a * b) ** c$ |
| (7)  | $a / b ** c$    | $(a / b) ** c$  | $a / (b ** c)$ |
| (8)  | $a ** b / c$    | $(a ** b) / c$  | $a ** (b / c)$ |
| (9)  | $(3 - 3) - 3$   | $3 - 3 - 3$     | $3 - (3 - 3)$  |
| (10) | $(2 ** 3) ** 2$ | $2 ** (3 ** 2)$ | $2 ** 3 ** 2$  |
| (11) | $6 / 3 / 2$     | $6 / (3 / 2)$   | $(6 / 3) / 2$  |

```
In [ ]: # TYPE YOUR ANSWERS BELOW.  
#  
# (1)  (a - b)*c  
# (2)  
# (3)  
# (4)  
# (5)  
# (6)  
# (7)  
# (8)  
# (9)  
# (10)  
# (11)
```

A13. **RUN** the following example, where we add 2 sets of parentheses which show the order of the 2 operations.

```
In [ ]: 1 + 3/5
```

```
In [ ]: (1 + (3/5))
```

A14. **EXERCISE.** Add 4 sets of parentheses, which show the order of the 4 operations.

```
In [ ]: 7 - 3 ** 2/9 + 4
```

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

A15. **EXERCISE.** Assign  $a, b, c = 4, 5, 8$  and then evaluate  $\frac{a^b - c/b}{c - a}, \frac{a^{c-b}}{c - b}, \frac{a^{3/2}}{b}, \frac{a - b(c - a)}{c - a}$

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

## Making python functions

A16. **RUN** the following.

```
In [ ]: def g(x):  
        return x**2  
  
g(7)
```

```
In [ ]: def h(n): return n + 100  
  
h(7)
```

A17. **EXERCISE.** Make the function  $P(x) = x^2 - 2x + 1$  and find  $P(P(7))$ .

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

## Built-in %pylab functions

Python	Math notation	Meaning
<code>abs(x)</code>	$ x $	absolute value
<code>sqrt(x)</code>	$\sqrt{x}$	square root
<code>exp(x)</code>	$e^x$	exponential function
<code>log(x)</code>	$\ln x$	natural logarithm
<code>sin(x)</code>	$\sin x$	sine
<code>arcsin(x)</code>	$\sin^{-1} x$	inverse sine
<code>radians(x)</code>		converts degrees to radians

A18. **RUN** the code cells below. The command `%pylab` only needs to be run once per lab; it loads "built-in functions" (from python packages numpy and matplotlib).

```
In [ ]: %pylab
        sqrt(49)
```

```
In [ ]: pi, exp(1), sin(pi/2)
```

A19. **EXERCISE.** Evaluate

1.  $\sin 40^\circ$
2.  $\sin^2 65^\circ$
3.  $e^{(10-8.5)/3}$
4.  $\arcsin(\sin(3\pi/4))$

Note. Python uses radians for all angle measurements, so you need to convert any degrees to radians.

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

## Making an array with `r_[ ]`

A20. **RUN** the following. (If you get an error, go back and run [A17.](#)) The function `r_[ ]` can make an array of numbers of your choice. We will need arrays for graphing (Lab B).

```
In [ ]: x = r_[2,3,4,5,10]
        x**3
```

A21. **EXERCISE.** Use `r_[ ]` to store the numbers 2,3,5,7,11 in an array named `x`. Find `x*x`.

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

## Making an array with `r_[a:b:stride]`

A22. **RUN** the following. In general, `r_[a:b]` will list integers from  $a$  up to but *not* including  $b$ . A missing  $a$  is the same as 0.

```
In [ ]: r_[5:10]
```

```
In [ ]: r_[ :5]
```

A23. **EXERCISE.** Use `r_[a:b]` to make the array 1,2,3,4,5,6,7,8,9

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

A24. **RUN** the following. In general, `r_[a:b:stride]` spaces out your numbers by the amount `stride`.

```
In [ ]: r_[0:100:2]
```

A25. **EXERCISE.** Use `r_[a:b:stride]` to make the array `1, 3, 5, ..., 99`

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

## Making an array with `linspace(a,b,n)`

A26. **RUN** the following. Observe that `linspace(a,b,n)` lists `n` numbers from `a` to `b` inclusive. This is useful for generating a lot of evenly-spaced numbers, such as when graphing (Lab B). Observe that `linspace(a,b)` lists 50 numbers from `a` to `b` inclusive.

```
In [ ]: linspace(0,10,6)
```

```
In [ ]: linspace(0,10)
```

A27. **EXERCISE.** Use `linspace(a,b,n)` to make the array `1, 1.5, 2, 2.5, 3, 3.5, 4`

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

A28. **EXERCISE.**

Convert average body temperature  $98.6^\circ F$  to Celsius using  $C = 5/9(F - 32)$ .

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

A29. **RUN** the following.

Notice that `x` and `y` are arrays,  
`c_[x,y]` puts them into a table.

```
In [ ]: x = r_[ :10]
        y = x**2
        c_[x,y]
```

A30. **EXERCISE.**

Use `r_` to make an array of Fahrenheit values `x = -100, -80, -60, ..., 100`.

Make the corresponding array of Celsius values `y`

Use `c_` to put `x` and `y` into a table.

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```



## Lab B: Plotting Graphs in Python

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301b.ipynb>

2020 Summer — Calculus 1

Dr Matthew H Sunderland

### Plotting with `plot`

B1. Example. To graph  $f(x) = x^2$  over  $[-2, 2]$  by hand, make an  $xy$  table: choose some  $x$  values,

$x$	-2	-1	0	1	2
$y$					

and then use  $f$  to compute the corresponding  $y$  values.

B2. **RUN** the following. Notice that graphing in python is similar to B1: we make a list of  $x$  values and  $y$  values.

```
In [ ]: %pylab inline
```

```
In [ ]: x = r_[-2, -1, 0, 1, 2]
        y = r_[4, 1, 0, 1, 4]
        plot(x,y)
```

B3. **RUN** the following. Notice that we save time by making the  $x$  array using `linspace` (see A27) and making the  $y$  array by doing arithmetic on  $x$  (see A29). For illustrative purposes, we use `c_[x,y]` to make a table out of the arrays  $x$  and  $y$  (see A29).

```
In [ ]: x = linspace(-2,2,9)
        y = x**2

        plot(x,y)
        title('$f(x) = x^2$ plotted with 9 points')
        grid()

        c_[x,y]
```

B4. **RUN** the following, which graph  $f(x) = e^x$  over the interval  $[0, 7]$ . Here we make our array  $x$  using `r_[a:b:stride]` (see A22). Remember that `exp(x)` is how you write  $e^x$  in python (see A18).

```
In [ ]: x = r_[0:7]
        y = exp(x)
        plot(x,y)
```

B5. **RUN** the following. When we change the  $x$  we must recompute the  $y$ ; there are two ways to do it (compare B4 to B5).

```
In [ ]: x = r_[:10]
        plot(x, exp(x))
```

#### B6. EXERCISE.

- (1) Graph  $y = \cos 4x$  over  $[0, \pi]$  with a step size of  $\pi/10$
- (2) Redo your plot from iii. using `x = linspace(0,pi)`
- (3) Which plot looks more like the plot of a cosine curve?

```
In [ ]: # (1) Type your answer below and press SHIFT+ENTER
```

```
In [ ]: # (2) Type your answer below and press SHIFT+ENTER
```

```
# (3) Your answer:
```

#### B7. EXERCISE. Plot the function $f(x) = e^{\cos x}$ over the interval $[0, 2\pi]$ .

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

## Doing arithmetic on arrays

B8. **RUN** the following.

We make numpy arrays with `r_` or `linspace`

Numpy arrays "know" how to do "elementwise" arithmetic.

Warning:  $x^2$  is written `x**2`.

```
In [ ]: x = r_[1:5]

        x, 10 - x, x + 10, 10*x, x**2, 12/x, x**x, 10**x
```

B9. **RUN** the following.

```
In [ ]: # We can add arrays of the same shape (same length)

        x = r_[10, 20, 50, 100]
        y = r_[3, 0, 7, -1]
        x + y
```

```
In [ ]: # We can add an array (x) and a scalar (y)

        x = r_[10, 20, 50, 100]
        y = 100
        x + y
```

```
In [ ]: # We CANNOT add arrays of DIFFERENT shape

x = r_[10, 20, 50, 100]
y = r_[3, 0, 7]
x + y
```

B10. **RUN** the following.

```
In [ ]: # y = sin x + cos 3x over the domain [0,2pi]

x = linspace(0,2*pi)
y = sin(x) + cos(3*x)
plot(x,y)
```

```
In [ ]: # y = e^(-x/2) cos 6x over the domain [0,10pi]

x = linspace(0, 10*pi, 300)
y1 = exp(-x/2) # Here we break up the
y2 = cos(6*x)  # computation into
y = y1*y2      # bite-sized pieces
plot(x,y)
```

```
In [ ]: # y = 1/(x^2 - 1) over the domain [2,5]

x = r_[2:5:0.1]
y = 1/(x**2 - 1)
plot(x,y)
```

B11. **EXERCISE.** First **RUN** the following.

```
In [ ]: a,b,c = r_[ :5], r_[ :50:10], r_[ :10]
a,b,c
```

Now, that we've defined  $a, b, c$ , which of the following are defined?

$a + b$        $a + c$        $a + 1$        $a * b$        $c ** 2$        $c ^ 2$

```
In [ ]: # Type your answer below and press SHIFT+ENTER
```

B12. **RUN** the following example. Let  $x$  be the array 1,2,3. Write Python commands to compute  $x^3$ . The output you get should be `array([ 1, 8, 27])`.

```
In [ ]: x = r_[1,2,3]
x**3
```

B13. **EXERCISE.** Using the same array  $x = r_{[1,2,3]}$ , find:

$$\cos x \sin x \quad \sin^2 x \quad \sin x^2 \quad 7x^2 \sin \frac{1}{7x^2}$$

You should get

```
array([ 0.45464871, -0.37840125, -0.13970775])
array([0.70807342, 0.82682181, 0.01991486])
array([ 0.84147098, -0.7568025 ,  0.41211849])
array([0.99660211, 0.99978743, 0.99995801])
```

In [ ]: *# Type your answer below and press SHIFT+ENTER*

B14. **EXERCISE.** Using the same array  $x = r_{[1,2,3]}$ , find:

$$x - \frac{\cos x - \sin x}{\sin x + \cos x} \quad \frac{1}{10} \left( x - \frac{x^{3/2}}{10} \right)^2$$

You should get

```
array([1.2179581 , 4.68770694, 1.66751188])
array([0.081      , 0.29486292, 0.61523085])
```

In [ ]: *# Type your answer below and press SHIFT+ENTER*

## Graphing practice

B15 **EXERCISE.**

- (1) Graph the function  $f(x) = \sin(\frac{\pi}{2}x) + \sin(\frac{2}{5}\pi x)$  over the interval  $[0, 40]$ .
- (2) How many peaks (relative maxima) does your graph have?
- (3) This function is periodic; how many periods are graphed in  $[0, 40]$ ?
- (4) Estimate from your graph the value of  $f(10)$  to 1 decimal point.

In [ ]: *# (1) Type your answer below and press SHIFT+ENTER*

*# (2) Your answer:*

*# (3) Your answer:*

*# (4) Your answer:*

B16. **EXERCISE.**

- (1) Graph  $f(x) = \cos^2 x - \sin^2 x$  over the interval  $[-2\pi, 2\pi]$  using 100 points.
- (2) Does the resemble any of the following?  $\cos 2x$   $\cos x/2$   $\cos x$

In [ ]: *# (1) Type your answer below and press SHIFT+ENTER*

*# (2) Your answer:*

**B17. EXERCISE.**

- (1) Plot the polynomial function  $f(x) = x^3 - 20x^2 + 10x - 1$  over the interval  $[-10, 10]$ .  
(2) Which is the approximate range for the y-axis?  
 $[-10, 10]$        $(-10, 10)$        $[-3100, 0]$        $[0, 2\pi]$

```
In [ ]: # (1) Type your answer below and press SHIFT+ENTER  
# (2) Your answer:
```

**B18. EXERCISE.** We wish to investigate when (if) the function in B17 is positive. We can't readily tell from our graph in B17 so we will replot over a smaller domain.

- (1). Which of these domains seems appropriate for this task?  
 $[0, 500]$        $[0, 10]$        $[-1, 1]$        $[0, 2\pi]$
- (2) Replot the graph over the selected domain. Turn on the grid using `grid()`
- (3) From your graph, which of these  $x$  values have  $f(x) > 0$ ? Indicate all that apply:  
0      0.25      0.50      0.75

```
In [ ]: # (1) Your answer:  
# (2) Type your answer below and press SHIFT+ENTER  
# (3) Your answer:
```

## Lab C: Finding Limits in Python

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301c.ipynb>

2020 Summer — Calculus 1

Dr Matthew H Sunderland

C1. *RUN the following.*

```
In [ ]: %pylab inline
```

The magic word `%pylab` loads a bunch of useful functions (including `pi` and `sin`).  
The option `inline` tells Jupyter to display any graphs we make on the page instead of in a popup.

C2. Example. Let's say we want to find  $\lim_{x \rightarrow \pi/2} \frac{\sin x}{x}$ . The first thing we try is plugging in.

*RUN the following.*

```
In [ ]: x = pi/2
        sin(x)/x
```

C3. **DO EXERCISE.** Based on the result in C2, what is the value of the limit  $\lim_{x \rightarrow \pi/2} \frac{\sin x}{x}$ ?

```
In [ ]: # RECORD YOUR ANSWER: the limit is _____
```

C4. Example. Let's say we want to find  $\lim_{x \rightarrow 0} \frac{\sin x}{x}$  instead.

*RUN the following.*

```
In [ ]: x = 0
        sin(x)/x
```

Notice that plugging in doesn't work, because  $\sin(0)/0$  is undefined.  
(Instead of "undefined", Python says "nan," which means "not a number.")

## Find the limit with a graph

C5. When plugging in doesn't work, one thing we can try is graphing.

*RUN the following.*

```
In [ ]: x = linspace(-10,10)
        y = sin(x)/x
        plot(x,y)
```

C6. **DO EXERCISE.** Based on the graph in C5, what is the value of the limit  $\lim_{x \rightarrow 0} \frac{\sin x}{x}$ ?

```
In [ ]: # RECORD YOUR ANSWER: the limit is _____
```

## Find the limit with a table

C7. The other thing we can try is making a table.

*RUN the following.*

```
In [ ]: x = r_[1, .1, .01, .001] # Make array of numbers approaching 0 from right
        y = sin(x)/x             # Plug the array into our function
        c_[x,y]                  # Make a table
```

```
In [ ]: x = r_[-1, -.1, -.01, -.001] # Same but approaching from left
        y = sin(x)/x
        c_[x,y]
```

Note that to display two tables, we use two code cells, because Jupyter only displays one output per cell.

C8. **DO EXERCISE.** Based on the table in C7, what is the value of the limit  $\lim_{x \rightarrow 0} \frac{\sin x}{x}$ ?

```
In [ ]: # RECORD YOUR ANSWER: the limit is _____
```

## Simplify the code

C9. We can simplify the code for `x` using an array.

*RUN the following.*

```
In [ ]: x = .1 ** r_[:4]
        y = sin(x)/x
        c_[x,y]
```

You should get the same table as in C7.

Why does this work? Because `.1 ** r_[:4]` means "0.1 raised to the 0, 1, 2, 3," which is going to be 1, 0.1, 0.01, 0.001.

## Increase precision

C10. The arrays we have made so far show (up to) 8 decimal places.

As an example, let's change the number of decimal places displayed to 17 decimal places:

*RUN the following.*

```
In [ ]: set_printoptions(precision=17)

        x = .1 ** r_[:4]
        y = sin(x)/x
        c_[x,y]
```

After you run this cell, from now on, arrays will display (up to) 17 decimal places.

## Turn off scientific notation

C11. Arrays with very small numbers (less than 0.001) will automatically change to scientific notation.

*RUN the following.*

```
In [ ]: x = .1 ** r_[:5]
        y = sin(x)/x
        c_[x,y]
```

C12. We can turn off scientific notation for arrays using `set_printoptions`

*RUN the following.*

```
In [ ]: set_printoptions(suppress=True)

        x = .1 ** r_[:5]
        y = sin(x)/x
        c_[x,y]
```



### C13. DO EXERCISE.

(1) Use the graphical approach to find  $\lim_{x \rightarrow 0^+} x^x$ .

(2) Use the numerical approach (make a table) for the same limit.

```
In [ ]: # (1) TYPE YOUR CODE:  
  
# RECORD YOUR ANSWER: the limit is _____
```

```
In [ ]: # (2) TYPE YOUR CODE:  
  
# RECORD YOUR ANSWER: the limit is _____
```

## Define a function

C14. Example. Let's make a graph and make tables to find  $\lim_{x \rightarrow 0} \frac{1 - \cos x}{x^2}$

We will use `def` to store the function so we don't have to type the function over and over.

*RUN the following.*

```
In [ ]: def f(x):  
        return (1 - cos(x))/x**2
```

```
In [ ]: x = linspace(-1,1)  
y = f(x)  
plot(x,y)
```

```
In [ ]: x = 0.1 ** r_[:8]  
y = f(x)  
c_[x,y]
```

```
In [ ]: x = -0.1 ** r_[:8]  
y = f(x)  
c_[x,y]
```

So, the graph and the tables tell us that  $\lim_{x \rightarrow 0} \frac{1 - \cos x}{x^2} = 0.5$

## Taking the limit as $x$ approaches a number other than zero

C15. Example. Let's investigate  $\lim_{x \rightarrow \pi/2} \left( \frac{\pi}{2} - x \right) \tan x$

Notice that in this example,  $x$  is not approaching 0.

*RUN the following.*

```
In [ ]: def f(x):  
        return (pi/2 - x)*tan(x)
```

```
In [ ]: x = linspace(0,pi)  
        y = f(x)  
        plot(x,y)
```

```
In [ ]: x = pi/2 + 0.1 ** r_[:8]  
        y = f(x)  
        c_[x,y]
```

```
In [ ]: x = pi/2 - 0.1 ** r_[:8]  
        y = f(x)  
        c_[x,y]
```

The graph and the tables tell us that  $\lim_{x \rightarrow \pi/2} \left( \frac{\pi}{2} - x \right) \tan x = 1$

## More Exercises

C16. **DO EXERCISE.**

Let  $f(x) = x \ln x$ .

(1) Plot a graph of  $f(x)$  over the interval  $(0, 1]$  and based on your graph, estimate

$$\lim_{x \rightarrow 0^+} f(x).$$

(2) Use the numeric approach to find the same limit.

```
In [ ]: # (1) TYPE YOUR CODE:  
  
        # RECORD YOUR ANSWER: the limit is _____
```

```
In [ ]: # (2) TYPE YOUR CODE:  
  
        # RECORD YOUR ANSWER: the limit is _____
```

**C17. DO EXERCISE.**

- (1) Define the python function  $f(x) = x^{-1}e^{-1/x}$   
 (2) Plot the function  $f(x)$  over the interval  $(0, 1]$  and estimate.

$$\lim_{x \rightarrow 0^+} f(x)$$

- (3) Use the numeric approach to find the same limit.

```
In [ ]: # (1) TYPE YOUR CODE:
```

```
In [ ]: # (2) TYPE YOUR CODE:
```

```
# RECORD YOUR ANSWER: the limit is _____
```

```
In [ ]: # (3) TYPE YOUR CODE:
```

```
# RECORD YOUR ANSWER: the limit is _____
```

**C18. DO EXERCISE.**

We wish to find the limit of the oscillating function

$$f(x) = x \sin \frac{1}{x}$$

as  $x$  approaches 0.

- (1) Plot the function  $f$  over the interval  $[-\pi, \pi]$  using 10000 points for  $x$ .  
 (2) "Zoom in" by replotting the function over  $[-0.1, 0.1]$ .  
 (3) Motivated by the squeeze theorem, plot on the same axes the function  $f$  over  $[-0.1, 0.1]$  as well as  $y = |x|$  and  $y = -|x|$ .  
 (4) Estimate the limit as  $x \rightarrow 0$ .  
 (5) How did graphing the absolute value help you find the limit in (3)? (Choose one)

*The mean-value theorem    The function is continuous    The squeeze theorem    They didnt; I just guessed*

```
In [ ]: # (1) TYPE YOUR CODE:
```

```
In [ ]: # (2) TYPE YOUR CODE:
```

```
In [ ]: # (3) TYPE YOUR CODE:
```

```
# (4) RECORD YOUR ANSWER: the limit is _____
```

```
# (5) RECORD YOUR ANSWER:
```

## Lab D: Finding First Derivatives in Python

<https://mybinder.org/v2/gh/anniebmcc/pycalclab/master?filepath=mat301d.ipynb>

2020 Summer — Calculus 1

Dr Matthew H Sunderland

D1. *RUN the following.*

```
In [ ]: %pylab
        set_printoptions(precision=15)
        set_printoptions(suppress=True)
```

D2. **Warmup (1)–(3).**

$$\text{Let } f(x) = \frac{x\sqrt{(x-1)^2}}{x-1} + \frac{\sqrt{x^2}}{x}$$

(1) Find  $\lim_{x \rightarrow 1^+} f(x)$

```
In [ ]: # (1) TYPE YOUR CODE:

        # RECORD YOUR ANSWER: the limit is _____
```

(2) Find  $\lim_{x \rightarrow 1^-} f(x)$

```
In [ ]: # (2) TYPE YOUR CODE:

        # RECORD YOUR ANSWER: the limit is _____
```

(3) Based on your answer to (1) and (2), find  $\lim_{x \rightarrow 1} f(x)$

```
In [ ]: # (3) RECORD YOUR ANSWER: the limit _____
```

## Computing the derivative at a point using the limit definition of derivative

D3. EXAMPLE. Let us approximate  $\left. \frac{d}{dx} x^x \right|_{0.6}$  to 4 decimal places.

In lecture we learned that limit definition of derivative is  $f'(x) := \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$

*RUN the following.*

```
In [ ]: def f(x): return x**x

x = 0.6
h = 0.1 ** r_[:15]
m = (f(x+h)-f(x))/h
c_[h,m]
```

⇒ The limit to 4 decimal places is 0.3600

D4. ASSIDE. Later on in calculus you will learn how to compute  $\left. \frac{d}{dx} x^x \right|_{0.6}$  algebraically. It turns out that

$$(x^x)' = (e^{x \ln x})' = e^{x \ln x} (\ln x + x/x) = x^x (\ln x + 1)$$

and so  $(x^x)'(0.6) = 0.6^{0.6} (\ln 0.6 + 1)$ .

*RUN the following*

```
In [ ]: 0.6**0.6*(log(0.6) + 1)
```

D5. **EXERCISE.** Approximate  $\left. \frac{d}{dx} (\sin x) \right|_{x = \pi/4}$  to 4 decimal places.

```
In [ ]: # TYPE YOUR CODE:

# RECORD YOUR ANSWER:
# the limit to 4 decimal places is _____
```

## Secant and tangent lines

The fraction inside the limit in the limit definition of derivative is called the "difference quotient"

$$\text{difference quotient} = \frac{f(x+h) - f(x)}{h}$$

The difference quotient is the slope of the secant line through the graph at  $x$  and  $x+h$ .

D6. EXAMPLE. Consider the same function as in [D3](#),  $f(x) = x^x$ . Let's plot  $f$  over  $[0, 2]$  and then plot the secant line for  $h = 1, 0.1, 0.01$ .

```
In [ ]: def f(x): return x**x

x = linspace(0,2)
plot(x,f(x))

x0 = pi/4

for h in [1, 0.1, 0.01]:
    m = (f(x0+h) - f(x0))/h
    y = f(x0) + m*(x-x0)
    plot(x,y)

legend(['f', 'Secant (h=1)', 'Secant (h=0.1)', 'Secant (h=0.01)']);
```

We actually have already computed the slope of these 3 secant lines in [D3](#)!

Their slopes are:

1.385228648279758,  
0.430339898526158, and  
0.367055009340134.

As  $h$  approaches 0, the secant lines approach the tangent line, and the difference quotient (the slope of the secant line) approaches the derivative (the slope of the tangent line).

D7. **EXERCISE.** Consider the same function as in [D5](#),  $f(x) = \sin x$ .

Plot  $f$  over  $[0, \pi]$ . and then plot the secant line for  $h = \pi/2, 1, 0.1$ . What is the slope of the three secant lines? Hint: look at the table you made in [D5](#).

```
In [ ]: # TYPE YOUR CODE:

# RECORD YOUR ANSWER:
# the slope of the 3 secant lines are
# _____,
# _____,
# _____
```

## Graphing the difference quotient

D8. EXAMPLE. Consider the same function as in [D3](#),  $f(x) = x^x$ .

Let's graph the function  $f$  over the interval  $[0, 2]$  and then graph the difference quotient for  $h = 1, 0.1$ .

```
In [ ]: def f(x): return x**x

x = linspace(0,0.5,10000)

for h in [1, 0.1, 0.01, 0.001]:
    m = (f(x+h) - f(x))/h
    plot(x,m)

legend([
    'Difference quotient (h=1)',
    'Difference quotient (h=0.1)',
    'Difference quotient (h=0.01)',
    'Difference quotient (h=0.001)',
]);
```

The graph of the difference quotient approaches the graph of the derivative function  $f'$ !!

D9. **EXERCISE (1)–(4).** Consider the same function as in [D5](#),  $f(x) = \sin x$ .

(1) Plot  $f$  over  $[0, 2\pi]$ . Add a grid.

```
In [ ]: # (1) TYPE YOUR CODE:
```

(2) Plot the difference quotient for  $h = 1, 0.5, 0.25, 0.125$ . Add a grid.

```
In [ ]: # (2) TYPE YOUR CODE:
```

(3) What graph do the difference quotients in (2) appear to be approaching?

```
In [ ]: # (3) RECORD YOUR ANSWER: the graph of _____
```

(4) What do the zeros of the graph in (2) tell you about the graph in (1)?

```
In [ ]: # (4) RECORD YOUR ANSWER:
#
```

# Differentiability

D10. EXAMPLE. In lecture we learned that corners and cusps mean "continuous but not differentiable." Let's look at a function that has a cusp at 0.

Plot  $f(x) = x^{2/3}$  over  $[-2, 2]$ , and also plot the difference quotient for  $h = 1, 0.5, 0.25, 0.125$ .

(Numpy does not like taking the cube root of negative numbers, so we will graph  $(x^2)^{1/3}$  which is equivalent to  $x^{2/3}$ .)

```
In [ ]: def f(x): return (x**2)**(1/3)

x = linspace(-2,2,10000)
plot(x,f(x))

for h in [1, 0.5, 0.25, 0.125]:
    m = (f(x+h) - f(x))/h
    plot(x,m)

grid()

legend([
    'f',
    'Diff. quo. (h=1)',
    'Diff. quo. (h=0.5)',
    'Diff. quo. (h=0.25)',
    'Diff. quo. (h=0.125)',
]);
```

The graph of the difference quotient approaches the graph of the derivative of  $x^{2/3}$ , which is  $(2/3)x^{-1/3}$ . Since  $f$  has a cusp at 0, the derivative has an asymptote at 0.