



Learning Objectives

This review session has one objective, and that is to *work in groups to identify learning objectives that you are not comfortable with*.

- The following sentences have errors or are missing something. Correct them or add the missing details.

(a) **(Subspaces & Bases; Span; Linear Independence)**

A basis for the subspace V is a set S such that $\dim S = \dim V$ and $\text{span}(S) = V$.

(b) **(Vectors)**

Vector \vec{w} is a convex combination of \vec{u} and \vec{v} if:

$$\vec{w} = \{ \vec{w} : \vec{w} = a\vec{u} + b\vec{v} \text{ for all } a, b \in [0, 1] \}$$

(c) **(Determinants; Dot products)**

If \vec{a} , \vec{b} , and \vec{c} are pairwise orthogonal vectors in \mathbb{R}^3 , then $\det[\vec{a} \mid \vec{b} \mid \vec{c}] = 1$.

(d) **(Eigenvectors & Diagonalization)**

Every matrix has a basis of eigenvalues.

- (Linear Transformations)**

A transformation $T : \mathbb{R}^n \rightarrow \mathbb{R}^m$ is called *almost linear* if for all $x, y \in \mathbb{R}^n$, and $\alpha \geq 0$, we have

$$\begin{aligned} \|T(x+y)\| &\leq \|T(x) + T(y)\| \\ \|T(\alpha x)\| &\leq \alpha \|T(x)\| \end{aligned}$$

- Write down a clear and concise explanation of what one must do in order to show that a transformation is almost linear.
- Show that the transformation $f : \mathbb{R} \rightarrow \mathbb{R}$ defined by $f(x) = x^2$ is not almost linear.
- Show that any linear transformation is almost linear.

- (Inverses)**

Mohammed has partially row-reduced the matrix A using the following steps. Use his work to write A as a product of elementary matrices. Use this to compute $\det A$.

$$A = \begin{bmatrix} 0 & 0 & 0 & 2 \\ 0 & 1 & 0 & 0 \\ 1 & 0 & 0 & 0 \\ 1 & 0 & 3 & 0 \end{bmatrix} \xrightarrow{r_1 \leftrightarrow r_3} \begin{bmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 0 & 2 \\ 1 & 0 & 3 & 0 \end{bmatrix} \xrightarrow{r_4 \rightarrow r_4 - r_1} \begin{bmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 0 & 2 \\ 0 & 0 & 3 & 0 \end{bmatrix} \xrightarrow{r_4 \leftrightarrow r_3} \begin{bmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 3 & 0 \\ 0 & 0 & 0 & 2 \end{bmatrix}$$

- (Determinants and Inverses; Subspaces)**

We define:

$$A = \begin{bmatrix} 0 & 3 & 2 \\ a & 0 & 0 \\ 8 & 2 & 0 \end{bmatrix}$$

- (a) For which values of a is the matrix A invertible?
- (b) What is the rank of A when it is not invertible?
- (c) When A is not invertible, find a basis for the range of the transformation $T_A(x) = Ax$.

5. **(Eigenvalues & Diagonalization; Similar Matrices; Projections)**

Let $T: \mathbb{R}^2 \rightarrow \mathbb{R}^2$ be the transformation which projects vectors onto the subspace $V = \text{span}\{\vec{v}\}$, where $\vec{v} = \begin{bmatrix} 1 \\ 1 \end{bmatrix}$.

- (a) Write T in the standard basis, and in one other basis. Which one do you prefer?
- (b) Is T one-to-one? Is T onto?
- (c) What are the eigenvectors of T ? Is T diagonalizable?
- (d) Is T invertible?

6. **(Computational Objectives; Representations of Lines; SLE)**

Let $\vec{a} = \begin{bmatrix} -1 \\ 0 \\ 1 \end{bmatrix}$ and $\vec{b} = \begin{bmatrix} 1 \\ 0 \\ 0 \end{bmatrix}$. Define the set V as

$$V = \left\{ \vec{x} \in \mathbb{R}^3 : (\vec{x} - \vec{e}_3) \perp \vec{a} \text{ and } (\vec{x} - \vec{e}_3) \perp \vec{b} \right\}$$

- (a) Write down a system of linear equations where V is the complete solution set.
- (b) Write down the corresponding augmented matrix.
- (c) Express V in vector form.
- (d) Express V as the span or translated span of vectors.
- (e) Sketch V .

Solutions go here.

Session Objectives

We are pretty open about the fact that this session is for students to find their weak spots. We are happy if every student at least attempts every problem.

What to Do

Unlike tutorials during the year, in this tutorial, it is okay if students do not finish a question before moving on to the next one. Walk around the room helping students for a fixed time for each question. Encourage multiple-group discussions, and allow groups to exchange ideas, like a mini-tutorial. After the allotted time for a question, there will be a short wrap-up. Rinse and repeat.

Some students will want to skip ahead to do things they either know how to do, or think they should practice. Do not let students do this; instead encourage them to discuss with other groups.

Notes

- Question 1 has math notation mistakes and math content mistakes. Try to get each group to notice at least one of each.
- Students will struggle with question 2, but it is important that they are able to do 2a and 2c.
- Question 3 can be done by inspection, but students should do it by writing A as a product of elementary matrices
- Question 4 can be done by inspection, but if students insist on it being done this way, they should have a very good explanation to go along.
- In question 5a, students might try to do some complicated calculus to find the minimal distance. This will work, but the shorter approach of using plane geometry is preferred.