Welcome To Math 34A! Differential Calculus

Instructor:

Trevor Klar, trevorklar@math.ucsb.edu South Hall 6431X (Grad Tower, 6th floor, blue side, first door on the right)

Office Hours:

MTWR after class 2:00-3:00, and by appointment. Details on Gauchospace.

© 2017-22 Daryl Cooper, Peter Garfield, Ebrahim Ebrahim, Nathan Schley, and Trevor Klar Please do not distribute outside of this course.

Math 34A is about...

- Problem-solving using reasoning, algebra and arithmetic
- Turning English into Math (and vice versa)

Math 34A is about...

- Problem-solving using reasoning, algebra and arithmetic
- Turning English into Math (and vice versa)

Math 34A is **not** about...

- Memorizing formulas
- Rote computations

Here's a blog that explains this point well.

Math with Bad Drawings: Just Memorizing
Thankfully, we don't make very good robots.

Do You Have An i>clicker?

$$A = Yes, B = No$$

00000

- Syllabus
- Homework:
 - On WeBWorK (link on GauchoSpace)
 - Due each lecture day before the end of the day
 - First one is due Thursday, Jan 6th!
- Dates of midterm exams and final exam.
 - First midterm is Jan 25! (Yikes!)
- Grading system
- Consider signing up with CLAS = Campus Learning Assistance
 Services More info on Gauchocpase.

See https://gauchospace.ucsb.edu/

• Purpose of the class: Solving new problems you haven't seen before.

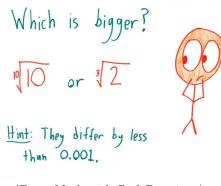
- Purpose of the class: Solving new problems you haven't seen before.
 - Use reasoning, algebra and arithmetic.
 - This can get very difficult at times.
 - Memorizing formulas is tempting and seems easy, but it's actually harder long-term.
 - Word problems are the point.

- Purpose of the class: Solving new problems you haven't seen before.
 - Use reasoning, algebra and arithmetic.
 - This can get very difficult at times.
 - Memorizing formulas is tempting and seems easy, but it's actually harder long-term.
 - Word problems are the point.
- You should read the textbook!

- Purpose of the class: Solving new problems you haven't seen before.
 - Use reasoning, algebra and arithmetic.
 - This can get very difficult at times.
 - Memorizing formulas is tempting and seems easy, but it's actually harder long-term.
 - Word problems are the point.
- You should read the textbook!
 - It's quite good!
 - These lectures are not just presenting the textbook—they complement it.
 - Your homework problems are pulled from the textbook.
 - To be ready for exams you should follow both the textbook and the lectures.

Example Puzzle

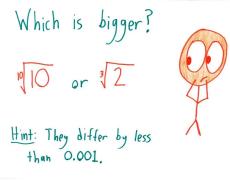
A New Favorite Puzzle



(From Math with Bad Drawings)

Example Puzzle

A New Favorite Puzzle



(From Math with Bad Drawings)

<u>Idea</u>: The number $2^{10} = 1024$ is often approximated to a "rounder" number to convey sizes with computer hardware.

- 1. Solve for x: 4x + 7 = 12
 - A = 3 B = 6 C = 5/4 D = 19/4 E = ?

Let's Get Started!

1. Solve for x: 4x + 7 = 12

$$A = 3$$
 $B = 6$ $C = 5/4$ $D = 19/4$ $E = ?$

Answer: C

Let's Get Started!

1. Solve for x: 4x + 7 = 12

$$A = 3$$
 $B = 6$ $C = 5/4$ $D = 19/4$ $E = ?$

Answer: C

2. Solve for x: ax + b = c.

$$A = c/a$$
 $B = bc/a$ $C = (c+b)/a$ $D = c-b/a$ $E = (c-b)/a$

Let's Get Started!

1. Solve for
$$x$$
: $4x + 7 = 12$

$$A = 3$$
 $B = 6$ $C = 5/4$ $D = 19/4$ $E = ?$

Answer: C

2. Solve for x: ax + b = c.

$$A = c/a$$
 $B = bc/a$ $C = (c+b)/a$ $D = c-b/a$ $E = (c-b)/a$

Answer: E

3. Solve for
$$x$$
: $2x + 7 = ax + k$

$$A = (2-k)/(a-7)$$
 $B = (k-7)/(2-a)$

$$C = (k-7)/(a-2)$$
 $D = k-7/a-2$ $E = ?$

3. Solve for
$$x$$
: $2x + 7 = ax + k$

$$A = (2-k)/(a-7)$$
 $B = (k-7)/(2-a)$

$$C = (k-7)/(a-2)$$
 $D = k-7/a-2$ $E = ?$

Answer: B

3. Solve for
$$x$$
: $2x + 7 = ax + k$

$$A = (2-k)/(a-7)$$
 $B = (k-7)/(2-a)$

$$C = (k-7)/(a-2)$$
 $D = k-7/a-2$ $E = ?$

Answer: B

4. Expand: $(1-x)(1+x+x^2)$

3. Solve for
$$x$$
: $2x + 7 = ax + k$

$$A = (2-k)/(a-7)$$
 $B = (k-7)/(2-a)$

$$C = (k-7)/(a-2)$$
 $D = k-7/a-2$ $E = ?$

Answer: B

4. Expand:
$$(1-x)(1+x+x^2)$$

Moral: Parentheses are awesome!

4. The sum of three consecutive numbers is 99. What are the numbers?

4. The sum of three consecutive numbers is 99. What are the numbers?

Answer: 32, 33, 34

4. The sum of three consecutive numbers is 99. What are the numbers?

Answer: 32, 33, 34

5. Twice one number is three times another number. The sum of the two numbers is 110. What are the numbers?

4. The sum of three consecutive numbers is 99. What are the numbers?

Answer: 32, 33, 34

5. Twice one number is three times another number. The sum of the two numbers is 110. What are the numbers?

Answer: 66, 44

4. The sum of three consecutive numbers is 99. What are the numbers?

Answer: 32, 33, 34

5. Twice one number is three times another number. The sum of the two numbers is 110. What are the numbers?

Answer: 66, 44

6. The perimeter of a rectangle is twice its area. Find a formula for the length of the rectangle in terms of its width.

The sum of three consecutive numbers is 99. What are the numbers?

Answer: | 32, 33, 34

Twice one number is three times another number. The sum of the two numbers is 110. What are the numbers?

Answer: 66, 44

6. The perimeter of a rectangle is twice its area. Find a formula for the length of the rectangle in terms of its width.

Answer: $L = \frac{W}{W-1}$

- cent means hundred
- percent means per hundred or out of one hundred.
- So 50% means 50 out of 100

- cent means hundred
- percent means per hundred or out of one hundred.
- So 50% means 50 out of 100, or $\frac{50}{100}$

- cent means hundred
- percent means per hundred or out of one hundred.
- So 50% means 50 out of 100, or $\frac{50}{100}$, or .50

- cent means hundred
- percent means per hundred or out of one hundred.
- So 50% means 50 out of 100, or $\frac{50}{100}$, or .50

To convert a fraction to a percentage: multiply by 100%

- cent means hundred
- percent means per hundred or out of one hundred.
- So 50% means 50 out of 100, or $\frac{50}{100}$, or .50

To convert a fraction to a percentage: multiply by 100%

Questions:

1. What is 3/4 as \%?

$$A = 0.75\%$$
 $B = 30\%$ $C = 7.5\%$ $D = 75\%$

- cent means hundred
- percent means per hundred or out of one hundred.
- So 50% means 50 out of 100, or $\frac{50}{100}$, or .50

To convert a fraction to a percentage: multiply by 100%

Questions:

1. What is 3/4 as \%?

$$A = 0.75\%$$
 $B = 30\%$ $C = 7.5\%$ $D = 75\%$

2. What is 20% of 30?

$$A = 600$$
 $B = 60$ $C = 6$ $D = 0.6$

- cent means hundred
- percent means per hundred or out of one hundred.
- So 50% means 50 out of 100, or $\frac{50}{100}$, or .50

To convert a fraction to a percentage: multiply by 100%

Questions:

1. What is 3/4 as \%?

$$A = 0.75\%$$
 $B = 30\%$ $C = 7.5\%$ $D = 75\%$ D

2. What is 20% of 30?

$$A = 600 \quad B = 60 \quad C = 6 \quad D = 0.6 \quad \boxed{\text{C}}$$

You Try It!

- 3. Click A,B,C,D as you do these problems
 - (A) What is 20% of x?
 - (B) What is 70% as a fraction?
 - (C) What is x% of 50?
 - (D) What is $\frac{x}{x+1}$ as %?

You Try It!

- 3. Click A,B,C,D as you do these problems
 - (A) What is 20% of x?
 - (B) What is 70% as a fraction?
 - (C) What is x% of 50?
 - (D) What is $\frac{x}{x+1}$ as %?

Answers: (A) x/5 (B) 7/10 (C) x/2 (D) $\left(\frac{100x}{x+1}\right)\%$ How many did you get right?

$$A = 4 \bigcirc B = 3$$
 $C = 2$ $D = 1$ $E = \bigcirc$

4. If I combine 5 liters of blue paint with 15 liters of red paint, what percentage of red paint is in the combination?

 $A 15\% \quad B 5\% \quad C 75\% \quad D 25\% \quad E \text{ Other}$

4. If I combine 5 liters of blue paint with 15 liters of red paint, what percentage of red paint is in the combination?

A~15% B~5% C~75% D~25% E~Other

Mixing Paint

4. If I combine 5 liters of blue paint with 15 liters of red paint, what percentage of red paint is in the combination?

$$A~15\%$$
 $B~5\%$ $C~75\%$ $D~25\%$ $E~Other$

5. If I combine x liters of blue paint with y liters of red paint, what percentage of blue paint is in the combination?

$$A \left(\frac{x}{x+y}\right) \% \quad B \left(\frac{y}{x+y}\right) \% \quad C \left(\frac{100y}{x+y}\right) \%$$
$$D \left(\frac{100x}{x+y}\right) \% \quad E \text{ Other}$$

Mixing Paint

4. If I combine 5 liters of blue paint with 15 liters of red paint, what percentage of red paint is in the combination?

$$A~15\%$$
 $B~5\%$ $C~75\%$ $D~25\%$ $E~Other$

5. If I combine x liters of blue paint with y liters of red paint, what percentage of blue paint is in the combination?

$$A \left(\frac{x}{x+y}\right) \% \quad B \left(\frac{y}{x+y}\right) \% \quad C \left(\frac{100y}{x+y}\right) \%$$

$$D \left(\frac{100x}{x+y}\right) \% \quad E \text{ Other} \qquad \boxed{D}$$

One More Problem!

6. Express x% of 4 plus y% of 3 as a percentage of 12.

6. Express x% of 4 plus y% of 3 as a percentage of 12.

Idea: Break down the problem into simple steps in English. Explain what I'm doing to myself.

That's it. Thanks for being here.

