MA166: Review Sheet for Exam 1

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1 Review Notes for Exam 1

This is a review sheet for Exam 1 for MA 166. This is by no means the only resource you should use to study for the exam, but I hope it will serve as a good review for some of the techniques you have learned thus far.

1.1 Vectors and the Geometry of Space

Three-Dimensional Coordinate Systems

In this section you first learn about the right-hand rule and right handed coordinate systems. This is really just a mathematical *convention* that we follow because we like the cross product of two "positive" vectors, i.e. vectors in the first quadrant of the xy-plane, to point out of the plane. Keep this in mind as you continue studying the natural sciences.

A cute way to figure out whether you have a right-handed coordinate system is this:

If you are right-handed, imagine holding a coffee mug with your right hand, your thumb pointing up towards the z-axis, then your fingers wrapped around the handle of the mug will traverse first the x-axis, then end up on the y-axis.

I noticed a lot of students were having trouble with describing equations and inequalities in \mathbb{R}^2 and \mathbb{R}^3 . When you see an equation like "What does the equation x=3 represent in \mathbb{R}^3 ?" your first thought should be, what is a point in the graph of this equation? The equation is telling us, no matter what choice of y and z we make, x will always be 3. Thus, the points (3,1,0) and (3,0,1) are in the graph of the equation x=3, but (2,0,0) is not because we have the constraint that x must equal 3. You can already more or less see what this is going to look like. If you draw the line from (3,1,0) to (3,0,1) every point on the line will be in the graph of x=3 and if you pick any other point in x=3 and draw the line from (3,1,0) to it, the same will be true, so x=3 must be a plane perpendicular to the x-axis which intersects the x-axis at (3,0,0).

Now, what does the equation x = 3 represent in \mathbb{R}^2 ?

Of course, you should also know the general equation of a sphere centered at (x_0, y_0, z_0) with radius r:

$$(x - x_0)^2 + (y - y_0)^2 + (z - z_0)^2 = r^2.$$
(1)

When you see a quadratic equation, i.e., an equation with terms like x^2 , y^2 , z^2 , you should try completing the square and simplifying it. For example, suppose we are asked what the following expression represents

$$x^2 + y^2 + z^2 - 6x - 4y + 6z = 0$$
?

First, you gather all your like terms and put them next to each other like this

$$(x^2 - 6x) + (y^2 - 4y) + (z^2 + 6z) = 0.$$

Next, you complete the square, i.e., you add whatever terms you need to add to the parenthesized polynomials to turn it into the square of a linear polynomial (a linear polynomial looks like ax + b, or a'y + b', or a''z + b'', etc.) so we have

$$(x^2 - 6x + 9)^2 + (y^2 - 4y + 4) + (z^2 + 6z + 9) = 9 + 4 + 9.$$

Don't forget than when you are completing the square, you are adding terms, so you are changing your original equation, you must add the same terms to the right-hand side to balance the equation!

Now you just need to recognize that, because the coefficient in front of x is negative (the same for y) and $(x+a)^2 = x^2 + 2ax + a^2$, then we must be looking at the square of negative -3 (the same is true of the coefficient in front of y) so we have

$$(x-3)^2 + (y-2)^2 + (z+3)^2 = 22.$$

Now we can read off the values: The equation $x^2 + y^2 + z^2 - 6x - 4y + 6z = 0$ represents a sphere of radius $\sqrt{22}$ centered at (3,2,-3)

Now, if you find it a little difficult to remember <u>comp</u> and <u>proj</u> perhaps the following equation will help you see the relationship between the scalar projection and the projection

$$\operatorname{proj}_{\mathbf{v}} \mathbf{w} = \frac{\mathbf{v} \cdot \mathbf{w}}{|\mathbf{v}|^2} \mathbf{v} = \left(\frac{\mathbf{v} \cdot \mathbf{w}}{|\mathbf{v}|}\right) \frac{\mathbf{v}}{|\mathbf{v}|} = \operatorname{comp}_{\mathbf{v}} \mathbf{w} \frac{\mathbf{v}}{|\mathbf{v}|}.$$
 (2)

In fact, the scalar projection is just the signed magnitude of $\operatorname{proj}_{\mathbf{v}}\mathbf{w}$ since

1.2 Integration