

Notes on Maple for Calculus

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Chapter 1

Basics in Maple

This is a book written for Maple labs for Calculus I and II.

1.1 What should I do after I opened Maple

Once you opened Maple, you will see the following Maple Start document.

- If you already know what you want to do, then you may open a new document by clicking **New Document** icon in the start document. The following shows what an new (empty document) looks like.

In this new document you may type in text under **Text** mode or evaluate a Maple syntax in the **Math** mode. (See the following picture).

- If you want to explore some featured sample documents, you may go to **Start.mw** document and click on different icons to open a new document.
 - You may always reopen the start page by click the home icon to reopen the start page.
- For Calculus, the most useful document is **Calculus**.

If you click the **Calculus** icon on the Start page and click OK, you will see the following document.

1.2 Basic Operators

The first thing to know when learn something new is where and how to get help. In Maple, you may simply type

?keyword

to open a help page (a new window).

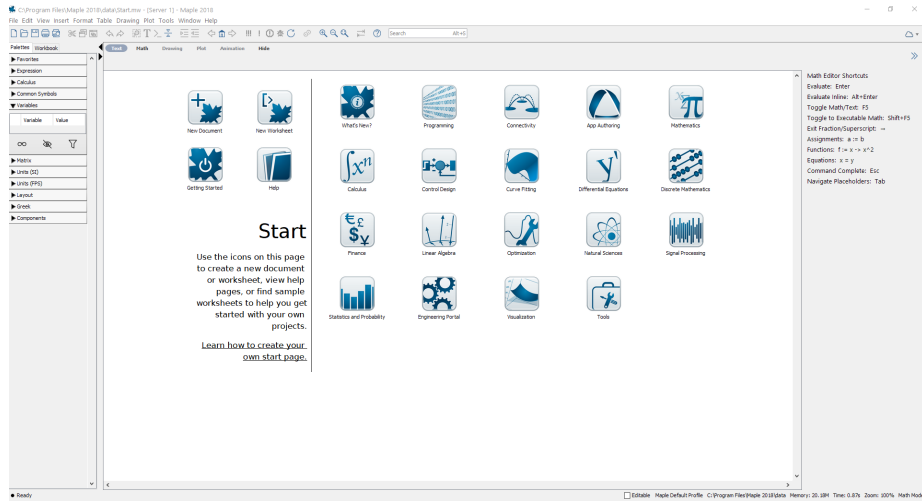


Figure 1.1: Maple start page screenshot

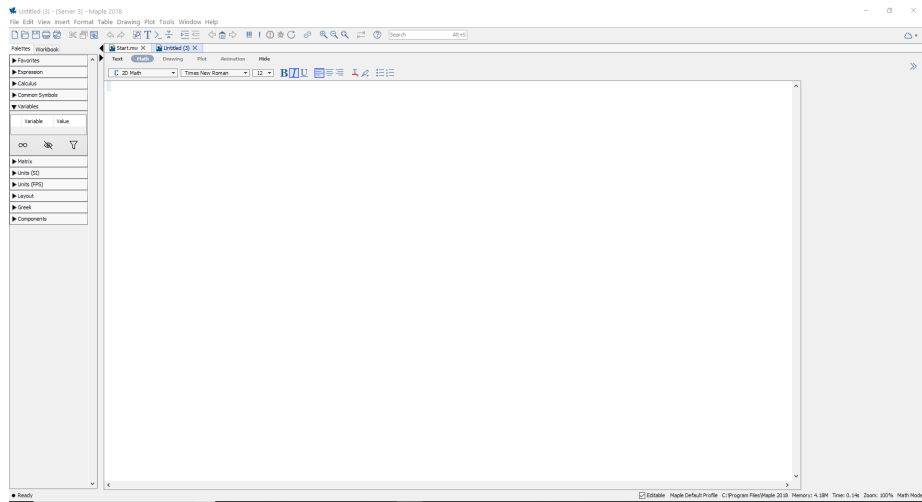


Figure 1.2: Maple new document page screenshot

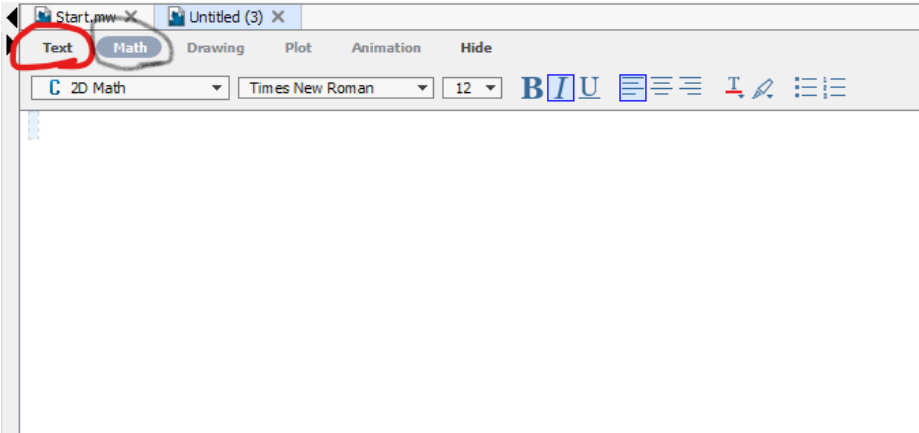


Figure 1.3: Maple text and Math modes screen shot

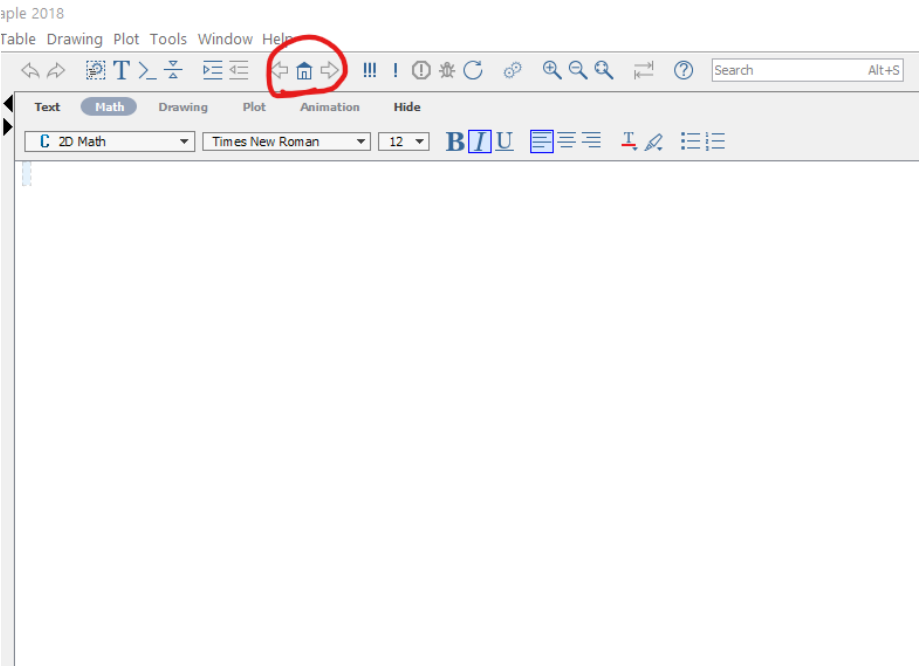


Figure 1.4: Maple reopen start page screenshot

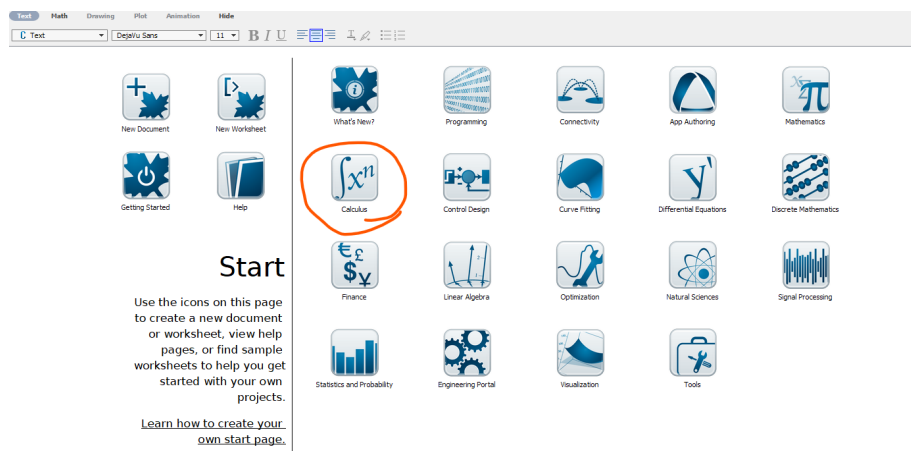


Figure 1.5: Maple start page screen shot with Calculus highlighted

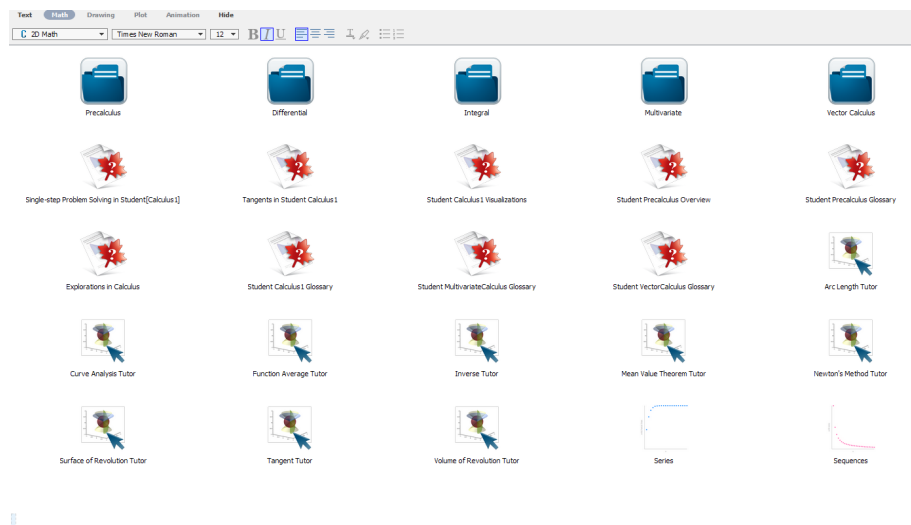


Figure 1.6: Maple Calculus document page screen shot

For example, the command `?operators` will lead you to descriptions of arithmetic operators in Maple.

	addition	subtraction	multiplication	division	exponentiation
Maple Operators	+	-	*	/	^
In writing	$x + 2$	$a - b$	$2x$	$\frac{p}{q}$	b^5
In Maple	<code>x+2</code>	<code>a-b</code>	<code>2*x</code>	<code>p/q</code>	<code>b^5</code>

1.3 How to define a function

A function is an assignment, for a given input x , we assign an output y under a certain rule. Maple takes this idea to define functions. The command to define a function has the following form.

`function name := independent variable -> function rule`

Here `:=` means “defined/assigned to be” and `->` may be understood as “plug in”.

Example 1.1. Define the following function in Maple and find the value $f(0.999)$.

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

Solution. The function name is f , the independent variable is x and the function rule is $\frac{x}{x-1}$. So the function can be defined in Maple by the following command.

`f:=x->x/(x-1)`

Once the function is defined, you may find the function value by the command `f(0.999)`.

Exercise 1.1. Define the following function in Maple and find the value $f(2.0001)$.

$$g(x) = \frac{x^3}{(x-2)^2}$$

Remark. The assignment operator `:=` to the left-hand side the value of the right-hand side. The left-hand side normally is a name and the right-hand side is a value or expression.

Functions

[Calling Sequence](#)

[Description](#)

[Examples](#)

Calling Sequence

`expr(expseq)`

Description

- This help page describes the Maple *function* expression. A "function" expression represents a function call, or application of a function or procedure to arguments. For a list of mathematical functions defined in Maple, see [initial functions](#). A mathematical function can be defined in Maple using a [functional operator](#). Use these to define a function of a single variable, a multivariate function, or a vector function.
- In Maple, a "function" expression represents a function call, or application of a function or procedure to arguments. Such an expression is said to be of type **function**. A "typical" example of an expression of type function is the expression $f(x)$, which represents the application of the expression f to the argument sequence x . Note that, in this expression, we refer to the entire expression $f(x)$ as being of type function (that is, a "function call" or "function application"), while the expression f is typically not itself of type function (but often is of type **procedure**).
- The operands of a function expression are the "arguments". For example, the operands of the expression $f(a, b, c)$ are a , b and c . The expression f may be extracted from this expression as the zero-th operand. See the examples section below for more about this.

Figure 1.7: Maple function help page screenshot

1.4 Initially known mathematical functions

Maple has many predefined functions which can be used to create new functions. To see all initially known mathematical functions in maple, you may use the help command `?functions` and click the hyperlinked "initial functions" in the description shown in the new window.

Some frequently used functions are listed in tables below.

absolute value	square root	n-th root	natural exponential	logarithmic
<code>abs()</code>	<code>sqrt()</code>	<code>surd(,n)</code>	<code>exp()</code>	<code>log()</code> , <code>log[b]()</code> , <code>ln()</code>

sine	cosine	tangent	cotangent	secant	cosecant
<code>sin()</code>	<code>cos()</code>	<code>tan()</code>	<code>cot()</code>	<code>sec()</code>	<code>csc()</code>

inverse sine	inverse cosine	inverse tangent	inverse cotangent	inverse secant	inverse cosecant
<code>arcsin()</code>	<code>arccos()</code>	<code>arctan()</code>	<code>arccot()</code>	<code>arcsec()</code>	<code>arccsc()</code>

Another initially known function that we will use is the piecewise function.

`piecewise(condition1, expression1, condition2, expression2, expression3)`

Example 1.2. Define the following function in Maple and evaluate $pwf(3)$

$$pwf(x) = \begin{cases} \sqrt{\sin(x)} & x < -1 \\ \frac{\sqrt[3]{x}}{|x+2|} & -1 \leq x < \pi \\ \ln(e^x + 2) & \text{otherwise.} \end{cases}$$

Solution. The function can be defined by the following command.

`pwf:=x->piecewise(x<-1, sqrt(sin(x)), x>=-1 and x<Pi, surd(x, 3)/abs(x+2), ln(exp(x)+2,`

The value $pwf(3)$ can be obtained by the command `pwf(3)`.

Exercise 1.2. Define the following function in Maple and evaluate $q(1)$

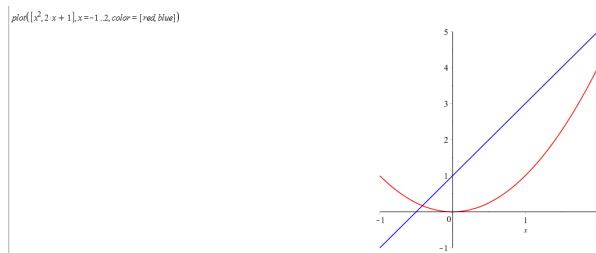


Figure 1.8: Screen shot of the output generated by plotting of two function

1.5 Plot functions

In Maple, you may plot a single variable function easily using the command

```
plot(expression, domain, options)
```

or plot several single variable functions together using

```
plot([expression1, expression2], domain, options)
```

In the command, options may be omitted, but the domain must be given. To see details about available options, you may run the command `?plot` in Maple.

Example 1.3. Plot the functions $f(x) = x^2$ in red and $l(x) = 2x + 1$ in blue over the domain $[-1, 2]$.

Solution. Here are the command and the output

```
plot([x^2, 2*x+1], x=-1..2, color=[red, blue])
```

Exercise 1.3. Plot the piecewise function in Exercise ??piecewise-exer1 over the domain $[-2, 4]$.

Exercise 1.4. Plot the functions $f(x) = \ln(x + 5)$ and $g(x) = 3 \cos(2x + 1) + 4$ over the domain $[-\pi, \pi]$.

Part 1 - Calculus I

Chapter 2

Limits

2.1 Understand limits using tangent lines

Intuitively, the limit of a function f at $x = a$ is a fixed value L that values of the function $f(x)$ approach as the values of x ($\neq a$) approach a .

The slope of a tangent line to the graph of a functions is a limit of slopes of secant lines. This can be visualized easily using Maple with the support of the package `Student[Calculus1]`.

Like predefined functions in Maple, package consists of predefine commands for Maple. The package `Student` serves for studying Calculus and other subject interactively. The subpackage `Student[Calculus1]` focus mainly on Calculus as the name indicated.

As different package has different focus and serves for different purpose, Maple won't load a specific package until you run the command `with(package_name)`. For example, the command `with(Student[Calculus1])` will load the subpackage `Calculus1`.

Example 2.1. Observe how do secant lines of the function $f(x) = x^3 - 2$ approach to the tangent line at $x = 1$.

Solution. Load the `Student[Calculus1]` package using `with()`.

```
with(Student[Calculus1])
```

Use `TangentSecantTutor` from the loaded package to observe changes of secant lines.

```
TangentSecantTutor(x^3-1, x=1)
```

Exercise 2.1. Explore the package `Student`, in particular the subpackage `Student[Calculus1]`. You can use the command `?Student` to get help.

Find the slope of the tangent line to the function $f(x) = 2x^3 + \frac{1}{x^2}$ at $x = 1$ using the `TangentSecantTutor` command.

2.2 Estimate limits numerically or graphically

To estimate a limit $\lim_{x \rightarrow a} f(x)$ numerically, one may pick some values close to a and evaluate the function. In Maple, the calculation can be done by using the repetition statement `for counter in array do statement end to;`.

Example 2.2. Estimate the limit $\lim_{x \rightarrow 0} \frac{\sin x}{x}$ by approximations.

Solution. First, we pick some values close to 0, for example -0.99, -0.999, -0.9999, 0.01, 0.001, 0.0001 and assign them to an expression.

```
sq:= [-0.99, -0.999, -0.9999, 0.0001, 0.001, 0.01]
```

Now we find the function values using two new commands instead of defining the function a priori.

```
for t in sq do evalf(subs(x=t, sin(x)/x)) end do;
```

Graphs provide visual intuition which helps understand and solve problems. Recall, the command `plot(expression, domain, option)` produces a graph of the function defined by the expression over your choice of domain.

Example 2.3. Determine whether the limit $\lim_{x \rightarrow 0} \frac{1}{1-\cos x}$ exists.

Solution. Apply the `plot` function to the expression over the domain $(-0.5, 0.5)$.

```
plot(1/(1-cos(x)), x=-0.5..0.5)
```

The graph shows that the function $y = \frac{1}{1-\cos x}$ goes to ∞ when x approaches 0. So the limit is an infinite limit.

Exercise 2.2. Estimate the limit $\lim_{t \rightarrow 0} \frac{1-\cos x}{x}$ numerically.

Exercise 2.3. Determine whether the limit $\lim_{x \rightarrow 1} \frac{\sin x}{|x-1|}$ exists using the graph.

2.3 Evaluate limits

Maple provides the following command to evaluate a limit

```
limit(function, position, direction)
```

The direction may be omitted when evaluating a two-side limit.

Example 2.4. Determine whether the limit $\lim_{x \rightarrow 0} \frac{|x|}{x}$ exists.

Solution. You may find the left and right limits using the following commands.


```
limit(abs(x)/x, x=0, left)
limit(abs(x)/x, x=0, right)
```

It turns out that $\lim_{x \rightarrow 0} \frac{|x|}{x}$ does not exist because the left limit and the right limit are different.

Example 2.5. Evaluate the limit $\lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$, where $f(x) = \frac{1}{x}$.

Solution. The limit can be obtained using the following command.

```
limit((1/(x+h)-1/x)/h, x=0)
```

Exercise 2.4. Determine whether the limit $\lim_{x \rightarrow 1/2} \frac{2x-1}{|2x^3-x^2|}$ exists.

Exercise 2.5. Evaluate the limit $\lim_{t \rightarrow 0} \frac{\sqrt{x+t} - \sqrt{x}}{t}$.

2.4 Learn limit laws using LimitTutor

Suppose the limits of two functions f and g at the same point $x = a$ exist (equal finite numbers). Then the limit operation commutes with addition/subtraction, multiplication/division and power.

In Maple, you may use the command `LimitTutor(function, position, direction)`, which is again supported by the subpackage `Student[Calculus1]`, to learn how to evaluate a limit using limit laws and theorems.

Example 2.6. Evaluate $\lim_{x \rightarrow 0} \frac{1 - \cos x}{x}$.

Solution. Load the subpackage `Student[Calculus1]` if it was not loaded.

```
with(Student[Calculus1])
```

Use the following command to learn how to evaluate the limit.

```
LimitTutor(2-x^3, x=2, 'right')
```

You will see an interactive windows pop out. You can choose the see the procedure step-by-step.

Exercise 2.6. Evaluate $\lim_{x \rightarrow 0} \frac{(x+2)(\cos x - 1)}{x^2 - x}$ using `LimitTutor`.

2.5 Squeeze Theorem

Comparison is a very useful tool in problem solving. Squeeze theorem is such an example

Theorem 2.1 (Squeeze Theorem). *Suppose that*

$$f(x) \leq g(x) \leq h(x)$$

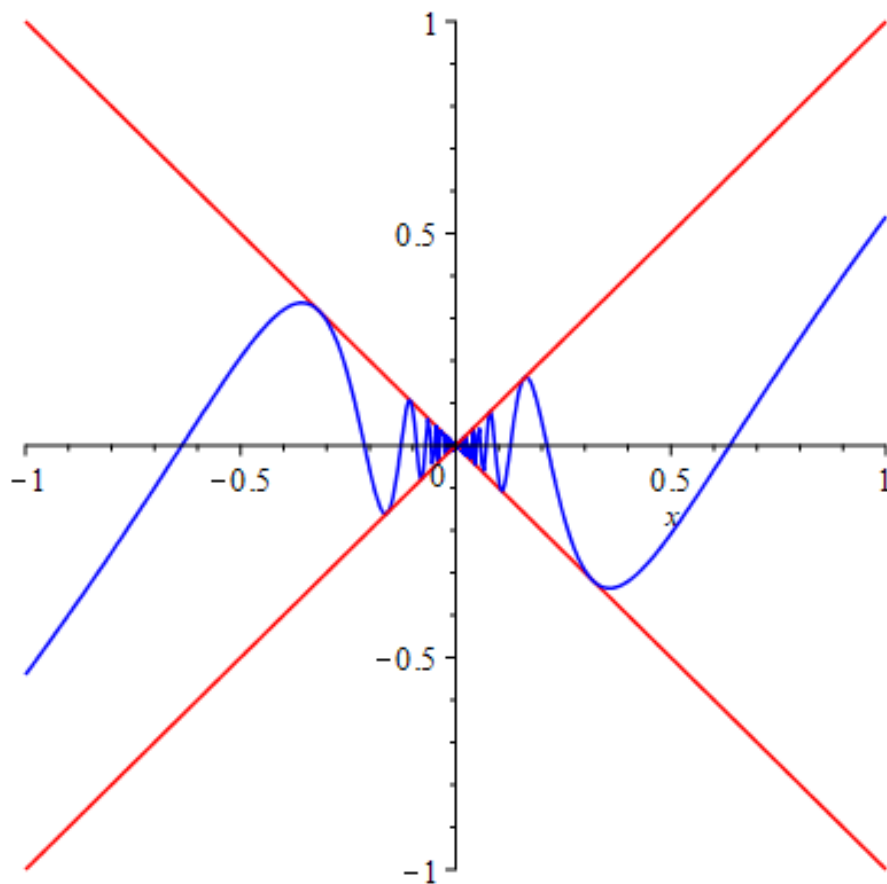


Figure 2.1: Squeeze Theorem demonstration

and

$$\lim_{x \rightarrow c} f(x) = L = \lim_{x \rightarrow c} h(x).$$

Then

$$\lim_{x \rightarrow c} g(x) = L.$$

Let's use Maple to understand the statement.

Example 2.7. Graph the functions $f(x) = -x$, $g(x) = x \cos \frac{1}{x}$ and $h(x) = x$ in the same coordinate system. What's the limit of $g(x)$ as x approaches 0.

Solution. We use the `plot()` command to graph the functions together.

```
plot([-x, x*cos(1/x), x], x=-1..1, discontinuous, color=[red, blue, red])
```

From the graph, we see that the $\lim_{x \rightarrow c} f(x) = 0$ as it is squeezed by two limits which are both 0.

Exercise 2.7. Graph the functions $f(x) = -x$, $g(x) = x \sin \frac{1}{x}$ and $h(x) = x$ in the same coordinate system. What's the limit of $g(x)$ as x approaches 0.

2.6 Continuity

A function f is continuous at $x = a$ if $f(a)$ is defined and $\lim_{x \rightarrow a} f(x) = f(a)$. Intuitively, a function is continuous if the graph has no hole or jump.

Example 2.8. Use graph to determine if the function

$$f(x) = \begin{cases} x & x \leq -1 \\ 1/(x-1) & -1 < x < 1 \\ 3-x & 1 \leq x \leq 2 \\ \sin(x-2) + 1 & x > 2 \\ -2 & x = 2 \end{cases}$$

is continuous over $(-\infty, \infty)$. Find the discontinuities and verify them using the definition and properties of continuity.

Solution. First we define the function.

```
f := x -> piecewise(x <= -1, x, -1 < x and x < 1, 1/(x - 1), 1 <= x and x < 2, 3 - x, 2 < x, sin(x - 2) + 1, x = 2, -2)
```

We first check visually whether the graph has holes or jumps.

```
plot(f(x), discont = [showremovable], x = -5 .. 5, smartview = true)
```

In the above command, the option `discont = [showremovable]` is used to show removable discontinuities.

From the graph, we can tell that the function has discontinuities which can also be found using Maple.

```
discont(f(x), x)
```

Maple gives three discontinuities $\{-1, 1, 2\}$.

Let's first find limits at all three values.

```
discontset := [-1, 1, 2]
for a in discontset do limit(f(x), x=a) end do
```

You will find that limits do not exist at -1 and 1 . The limit at 2 is 1 . However, $g(2) = -2$. So f has three discontinuities at $x = -1$, $x = 1$ and $x = 2$.

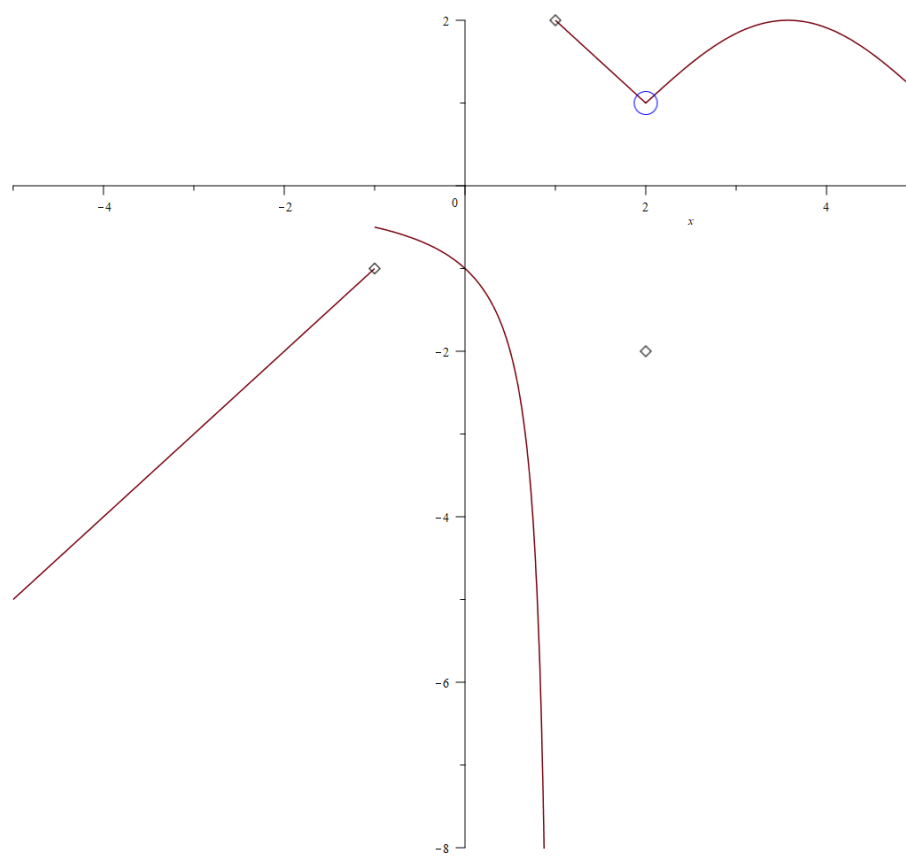


Figure 2.2: An example shows three types of discontinuities

Exercise 2.8. Determine if the function

$$f(x) = \begin{cases} -x^2 + 2 & x \leq 1 \\ \tan x & 1 < x < \pi/2 \\ 2 \cos x - 1 & \text{otherwise} \end{cases}$$

is continuous over $(-\infty, \infty)$. Find all discontinuities if they exist and verify them using the definition.

2.7 Continuity and Limit of a Composite Function

Continuous functions behave under composition. The composition of continuous functions is still continuous over its domain. More generally,

Theorem 2.2. *Let f be a function continuous at $x = L$. Suppose that $\lim_{x \rightarrow c} g(x) = L$. Then*

$$\lim_{x \rightarrow c} f(g(x)) = f(L).$$

In general, the limit does not commute with composition.

Example 2.9. Let

$$f(x) = x^3 \quad \text{and} \quad g(x) = \begin{cases} 1 & x = 0 \\ 2x - 1 & \text{otherwise} \end{cases}$$

Verify that

$$\lim_{x \rightarrow 0} f(g(x)) = f(\lim_{x \rightarrow 0} g(x)).$$

Is it true that

$$\lim_{x \rightarrow 0} g(f(x)) = g(\lim_{x \rightarrow 0} f(x))?$$

Solution. We first define f and g in Maple

```
f:=x->x^2
g:=x->piecewise(x=0, 0, x+2)
```

Evaluate limits for $f \circ g$.

```
limit(f(g(x)), x=0)
f(limit(g(x), x=0))
```

The results verify that the limit commutes with composition if the outside function is continuous.

Evaluate limits for $g \circ f$

```
limit(f(g(x)), x=0)
f(limit(g(x), x=0))
```

The results show that the limit may not commute with composition if the outside function is not continuous.

Exercise 2.9. Find three functions f , g , h and a value c such that $f(g(x))$ is continuous,

$$\lim_{x \rightarrow c} f(h(x)) = f(\lim_{x \rightarrow c} h(x))$$

and

$$\lim_{x \rightarrow c} h(g(x)) \neq h(\lim_{x \rightarrow c} g(x)).$$

2.8 Intermediate Value Theorem

A very important result about continuity is the intermediate value theorem (IVT for short).

Theorem 2.3 (Intermediate Value Theorem). *Let f be a function continuous over the interval $[a, b]$. Suppose that $f(a) \neq f(b)$ and N is a number between $f(a)$ and $f(b)$. Then there exists a number $c \in (a, b)$ such that $f(c) = N$.*

In particular, if $f(a)f(b) < 0$ then there exists a number c such that $f(c) = 0$.

Example 2.10. Determine whether the equation

$$\sin^2 x + 2x - 1 = 0$$

has the solution in $(-1, 1)$. Estimate the solution if it exists.

Solution. We first use the left hand side of the equation to define a function *eql*.

```
eql:=x->sin(x)^2 + 2*x - 1
```

Now let's verify that *eql* is continuous over $[-1, 1]$ using the command `iscont()`.

```
iscont(eql(x), x=-1..1)
```

The result is `True`. We may apply the IVT. Let's check if the value $eql(-1) \cdot eql(1) < 0$.

```
evalf(eql(-1)*eql(1))
```

Here `evalf()` convert the symbolic answer to the (approximate) numerical value.

Since the product is negative, applying the IVT, we know there exists a solution between $(-1, 1)$.

This can also be seen from the graph using the command.

```
plot(eql(x), x=-1..1)
```

To estimate the solution, you may use the Maple command

```
evalf(solve(eq1(x) = 0, x))
```

or you may repeatedly apply IVT to find an approximate solution.

```
m:=10;
a:=-1;
b:=1;
for n from 1 to m do
  c[n] := (a + b)/2;
  if evalf(eq1(c[n])*eq1(a)) < 0 then
    b := c[n];
  else
    a := c[n];
  end if;
  evalf(eq1(c[n]));
end do;
```

Exercise 2.10. Find an integer k such that the equation

$$\cos^2 x + 3x - 2 = 0$$

has a solution in $(k, k + 1)$. Estimate the solution.

Chapter 3

Derivatives

3.1 Derivative Functions

What makes derivative so important in modern mathematics is the ideal of linearly approximating curves using tangent lines. Geometrically, the derivative of a function f at a point $x = a$ is the slope of the line tangent to f at $x = a$. Using limits (if it exists), the derivative is defined as

$$f'(a) := \lim_{x \rightarrow a} \frac{f(x) - f(a)}{x - a}.$$

Consider a as a variable, we may define a function called the derivative function. In terms of limits, the derivative function of a function f , denoted by f' is given by

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}.$$

Using limit laws, we can show that differentiable functions are continuous.

Geometrically, the graph of differentiable function locally is flat without any hole or jump.

All elementary functions are differentiable over their domain. But there are also many functions which are not differential everywhere in their domain.

Example 3.1. Use the graph of the function $f(x) = |x - 1|$ to identify a x value where f is not differential. Verify your finding using the definition of differentiability.

Solution. First plot the function.

```
f:= x-> abs(x)
```

```
plot(f(x), x=-2..2)
```

You will see the function is not flat near $x = 1$. To verify that, we calculate the limit of the difference quotient for all x and then evaluate the resulting function at $x = 1$.

```
diffquot:=(f(x+h)-f(x))/h
```

```
derlimit:= limit(diffquot, h=0)
```

```
evalf(subs(x=1, derlimit))
```

Exercise 3.1. Determine whether the function

$$f(x) = \begin{cases} x \sin\left(\frac{1}{x}\right) & x \neq 0 \\ 0 & x = 0 \end{cases}$$

is differential at $x = 0$ using the definition of the differentiability.

Exercise 3.2. Determine whether the function

$$f(x) = \begin{cases} x^2 \cos\left(\frac{1}{x}\right) & x \neq 0 \\ 0 & x = 0 \end{cases}$$

is differential at $x = 0$ using the definition of the differentiability.

Exercise 3.3. Using the definition to find the derivative for $y = \sin x$.

3.2 Calculating Derivatives

Calculating a derivative in Maple is as easy as calculating a limit. The command for differentiation is `diff(function, variable)`. For higher derivatives, you may simply repeat the variable or use `[variable$n]` to indicate the n times differentiation.

Example 3.2. Calculate the first derivative and the second derivative for the function

$$f(x) = \frac{2}{\sqrt{2 \sin^2 x + 1}}.$$

Solution. First represent the function rule simply by `f`.

```
f:=2/(sqrt(2*(sin(x))^2+1))
```

Calculate the first derivative and denote the derivative by `f1`.

```
f1:=diff(f, x);
```

Calculate the second derivative and denote the derivative by `f2`. You may use one of the following three commands.

```
f2:=diff(f1, x)
```

```
f2:=diff(f, x, x)
```

```
f2:=diff(f, [x$2])
```

Maple also has a tutoring command for differentiation: `DiffTutor(function, variable)` which is again supported by the subpackage `Student[Calculus1]`. However, `DiffTutor` only works for the first derivative.

Example 3.3. Calculate the derivative for $g(x) = \frac{x^2-2x-x^{-3}}{\sqrt{x}}$ by hand and compare your calculation the the result given by `DiffTutor`.

Solution. By hand, we may simplify the expression using rational exponents first and then apply derivative rules.

$$g'(x) = (x^{\frac{3}{2}} - 2x^{\frac{1}{2}} - x^{-\frac{7}{2}})' = \frac{3}{2}\sqrt{x} - \frac{1}{\sqrt{x}} + \frac{7}{2x^4\sqrt{x}} = \frac{3x^5 - 2x^4 + 7}{2x^4\sqrt{x}}.$$

To see the result from `DiffTutor`, we use the following command. Remember to load the `Student[Calculus1]` first.

```
with(Student[Calculus1])
DiffTutor((x^2-2*x-x^(-3))/sqrt(x), x)
```

Here is how does the output look like

Exercise 3.4. Calculate the first derivative for the function $y = 2x^{-1} - 3\sqrt{x}$ by hand and by Maple. Compare two results. Are they different? If so, can you explain the difference?

Exercise 3.5. Calculate the first derivative for the function $y = x \sin^{-1}(x)$ by hand and by Maple. Compare two results. Are they different? If so, can you explain the difference?

Exercise 3.6. Calculate the first derivative for the function $y = \frac{\cos(x)+\sin x}{x}$ by hand and by Maple. Compare two results. Are they different? If so, can you explain the difference?

Exercise 3.7. Calculate the 3-th derivative for the function $y = \sin x \cos x$ by hand and by Maple. Can you find a formula for the n -th derivative of the function?

3.3 Chain Rule

Let $f(x)$ and $g(x)$ be two differentiable functions. Then the derivative of the composite function $f(g(x))$ can be calculated using the following formula

$$(f(g(x)))' = f'(g(x))g'(x).$$

Why there is an extra factor $g'(x)$? This is mainly because $g(x+h) \approx g(x) + g'(x)h$.

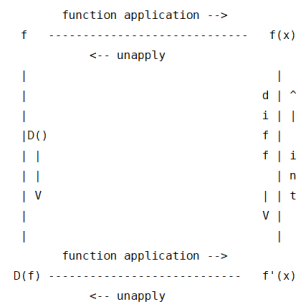
Now let's use Maple to understand the chain rule. In Maple, the symbol for composition is \circ , that is, in Maple the composition $f \circ g$ is given by `f@g`.

$$\begin{aligned}
& \frac{d}{dx} \left(\frac{x^2 - 2x - \frac{1}{x^3}}{\sqrt{x}} \right) \\
&= \frac{\frac{d}{dx} (x^5 - 2x^4 - 1) x^{7/2} - (x^5 - 2x^4 - 1) \frac{d}{dx} (x^{7/2})}{x^7} && [\textit{quotient}] \\
&= \frac{\left(\frac{d}{dx} (x^5) + \frac{d}{dx} (-2x^4) + \frac{d}{dx} (-1) \right) x^{7/2} - (x^5 - 2x^4 - 1) \frac{d}{dx} (x^{7/2})}{x^7} && [\textit{sum}] \\
&= \frac{\left(\frac{d}{dx} (x^5) + \frac{d}{dx} (-2x^4) \right) x^{7/2} - (x^5 - 2x^4 - 1) \frac{d}{dx} (x^{7/2})}{x^7} && [\textit{constant}] \\
&= \frac{\left(\frac{d}{dx} (x^5) - 2 \frac{d}{dx} (x^4) \right) x^{7/2} - (x^5 - 2x^4 - 1) \frac{d}{dx} (x^{7/2})}{x^7} && [\textit{constantmultiple}] \\
&= \frac{\left(-8x^3 + \frac{d}{dx} (x^5) \right) x^{7/2} - (x^5 - 2x^4 - 1) \frac{d}{dx} (x^{7/2})}{x^7} && [\textit{power}] \\
&= \frac{(5x^4 - 8x^3) x^{7/2} - (x^5 - 2x^4 - 1) \frac{d}{dx} (x^{7/2})}{x^7} && [\textit{power}] \\
&= \frac{(5x^4 - 8x^3) x^{7/2} - \frac{7(x^5 - 2x^4 - 1) x^{5/2}}{2}}{x^7} && [\textit{power}] \\
&\frac{d}{dx} \left(\frac{x^2 - 2x - \frac{1}{x^3}}{\sqrt{x}} \right) = \frac{(5x^4 - 8x^3) x^{7/2} - \frac{7(x^5 - 2x^4 - 1) x^{5/2}}{2}}{x^7} \\
&\frac{d}{dx} \left(\frac{x^5 - 2x^4 - 1}{x^{7/2}} \right) = \frac{3x^5 - 2x^4 + 7}{2x^{9/2}}
\end{aligned}$$

Figure 3.1: The derivative of a function obtained by the DiffTutor command

Operator D vs. Function diff[Description](#)[Examples](#)**Description**

- The **D** operator computes derivatives of operators, while **diff** computes derivatives of expressions.
- The argument and result of **D** are functional operators, while the argument and result of **diff** are expressions.
- The following diagram illustrates the transitions that occur using **D**, **diff**, **unapply**, and **function application**.

**Examples**

```
> D(sin)(x)
```

```
cos(x)
```

(1)

```
> diff(sin(x), x)
```

```
cos(x)
```

(2)

Figure 3.2: A screen shot from Maple shows a comparison between the commands **D** and **diff**

Since we will evaluate derivative functions, in addition to the command `diff(expression, variable)`, we will also use `D(function)(variable)` to find the derivative function. One major difference between those two commands is that **D** is designed to differentiate functions, whereas **diff** is for differentiating expressions.

Example 3.4. Let $f(x) = \sin x$, $g(x) = 2x$ and $F(x) = 2 \sin x \cos x$. Find $f'(g(x))$, $(fg)'(x)$, $(f \circ g)'(x)$ and $F'(x)$? Compare the derivatives and draw a conclusion.

Solution. We first define the functions.

```
f:=x->sin(x);
g:=x->2*x;
F:=x->2*sin(x)*cos(x);
```

Find the derivative functions

```
Der_f_g:=D(f)(g(x)); # f'(g(x))
Der_fg:=diff(f(x)g(x), x); # (fg)'(x)
Der_fog:=D(f@g)(x); # (fog)'(x)
Der_F:=D(F)(x); # F'(x)
```

To compare the derivatives, we use the command `expand` and `simplify` to

```

f := x -> sin(x);
g := x -> 2 * x;
F := x -> 2 * sin(x) * cos(x);
expand(f(2*x) - F(x));

Der_fg := D(f)(g(x)); # f'(g(x))
Der_fg := diff(f(x)g(x), x); # (fg)'(x)
Der_fog := D(f@g)(x); # (fog)'(x)
Der_F := D(F)(x); # F'(x)

simplify(expand(Der_fg));
simplify(expand(Der_fg));
simplify(expand(Der_fog));
simplify(expand(Der_F));

```

$$\begin{aligned}
 f &:= x \mapsto \sin(x) \\
 g &:= x \mapsto 2x \\
 F &:= x \mapsto 2 \sin(x) \cos(x) \\
 &0 \\
 Der_fg &:= \cos(2x) \\
 Der_fg &:= 2 \cos(x) x + 2 \sin(x) \\
 Der_fog &:= 2 \cos(2x) \\
 Der_F &:= 2 \cos(x)^2 - 2 \sin(x)^2 \\
 &2 \cos(x)^2 - 1 \\
 &2 \cos(x) x + 2 \sin(x) \\
 &4 \cos(x)^2 - 2 \\
 &4 \cos(x)^2 - 2
 \end{aligned}$$

Figure 3.3: An example about the chain rule solved using Maple

rewrite the expressions.

```

simplify(expand(Der_fg));
simplify(expand(Der_fg));
simplify(expand(Der_fog));
simplify(expand(Der_F));

```

From the outputs, we see that $(f \circ g)'(x) = F'(x)$. Why they are the same? This is because $\sin(2x) = 2 \sin x \cos x$!

Remark. You may also use $D(\text{unapply}(f(x)*g(x), x))(x)$ to calculate the derivative of the product function $(fg)(x) = f(x)g(x)$.

The chain rule is almost unavoidable in calculation of derivatives. Sometimes, using chain rule will simplify the calculation.

Example 3.5. Consider the function $f(x) = \frac{1}{\sin x + \cos x}$.

1. Find the derivative function $f'(x)$ using **DiffTutor**. Which rule of derivative was applied first?
2. Find the point where the tangent line of f is horizontal over the domain $(-\frac{\pi}{2}, \frac{\pi}{2})$.
3. Find an equation of the tangent line at $(0, 1)$.
4. Plot the tangent line and the function together over the domain $(-\frac{1}{2}, \frac{1}{2})$.

Solution. You may use quotient rule to find the derivative. However, the chain

$$\begin{aligned}
& \frac{d}{dx} \left(\frac{1}{\cos(x) + \sin(x)} \right) \\
&= \left(\frac{d}{d_{X0}} \left(\frac{1}{_{X0}} \right) \right) \bigg|_{_{X0}=\cos(x) + \sin(x)} \frac{d}{dx} (\cos(x) + \sin(x)) \quad [chain] \\
&= \left(\frac{d}{d_{X0}} \left(\frac{1}{_{X0}} \right) \right) \bigg|_{_{X0}=\cos(x) + \sin(x)} \left(\frac{d}{dx} \cos(x) + \frac{d}{dx} \sin(x) \right) \quad [sum] \\
&= \left(\frac{d}{d_{X0}} \left(\frac{1}{_{X0}} \right) \right) \bigg|_{_{X0}=\cos(x) + \sin(x)} \left(-\sin(x) + \frac{d}{dx} \sin(x) \right) \quad [cos] \\
&= \left(\frac{d}{d_{X0}} \left(\frac{1}{_{X0}} \right) \right) \bigg|_{_{X0}=\cos(x) + \sin(x)} (\cos(x) - \sin(x)) \quad [sin] \\
&= -\frac{\cos(x) - \sin(x)}{(\cos(x) + \sin(x))^2} \quad [power] \\
&\quad \frac{d}{dx} \left(\frac{1}{\cos(x) + \sin(x)} \right) = -\frac{\cos(x) - \sin(x)}{(\cos(x) + \sin(x))^2}
\end{aligned}$$

Figure 3.4: A example that chain rule was applied first by DiffTutor

rule may be a better choice because $\frac{1}{\sin x + \cos x} = (\sin x + \cos x)^{-1}$. Let's try DiffTutor.

```
restart; # Use `restart` to clear the internal memory.
with(Student[Calculus1]);
f:=1/(sin(x)+cos(x));
DiffTutor(f, x);
```

You see that the chain rule was applied first.

To find the points where the tangent line is horizontal, we need to solve the equation $f'(x) = 0$.

```
solve(diff(f, x)=0)
```

To find the tangent line, we find the derivative $f'(0)$. One way is to use `unapply`.

```
unapply(diff(f, x), x)(0)
```

You may also use `eval(expression, variable=value)`.

```
eval(diff(f, x), x=0)
```

Since $f'(0) = -1$, the tangent line at $(0, 1)$ is defined by $y = -x + 1$.

```
y:= -x+1
```

Now let's verify visually that $y = -x + 1$ is the tangent line.

```
plot([f, y], x=-1/2..1/2)
```

Exercise 3.8. Let $f(x) = \sin x$, $g(x) = \frac{\pi}{2} - x$ and $h(x) = \cos x$. Find $f'(g(x))$, $(fg)'(x)$, $(f \circ g)'(x)$ and $h'(x)$. Compare the derivatives and draw a conclusion.

Exercise 3.9. Let $f(x) = x^2$ and $g(x) = \cos x$ and $h(x) = \frac{1}{2}(\cos(2x) + 1)$. Find $f'(g(x))$, $(fg)'(x)$, $(f \circ g)'(x)$ and $h'(x)$. Compare the derivatives and draw a conclusion.

Exercise 3.10. Consider the function $F(x) = \sin^2(\frac{\pi(x^2+1)}{3})$.

1. Define three functions f , g and h so that $F(x) = f(g(h(x)))$.
2. Describe how the derivative function $F'(x)$ was calculated by **DiffTutor**.
3. Find the point where the tangent line of F is horizontal over the domain $(0, 1)$.
4. Find an equation of the tangent line of F at $(1, \frac{3}{4})$.
5. Plot the tangent line and the function together over the domain $(\frac{1}{2}, \frac{3}{2})$.

3.4 Implicit Differentiation

Implicit differentiation is an application of the chain rule. It provides a way to find the slope of a tangent line of a function implicitly defined by an equation, that is, the dependent variable is not isolated.

In Maple, there are two useful commands that help us understand implicitly defined functions. The command `implicitplot(equation, domain, range, options)` supported by the package `plots` can be used to graph an implicitly defined function. The command `implicitdiff(function, dependent variable, independent variable)` can be used to find derivatives implicitly.

Example 3.6. Graph the function y of x defined by $x^2 + 2y^2 = 2x + 4y$ with its tangent line at $(2, 0)$ over the domain $(1, 3)$ and range $(-1, 2)$.

Solution. Let's first assign an name to the equation. (Run `restart` first if `x` and `y` were previously used as names.)

```
restart;
eqnf:=x^2+2*y^2=2*x+4*y;
```

Now let's find the derivative function, and its value at $(0, 1)$.

```
D_eqnf:=implicitdiff(eqnf, y, x);
slope:=eval(D_eqnf, x=2, y=0);
```

Let's define the tangent line

```
tangentline:= y=slope*(x-2)+0
```

Now we are ready to plot the function with the tangent line together.

```
with(plots);
implicitplot([eqnf, tangentline], x = 1 .. 3, y = -1 .. 2, color = [red, blue]);
```


Remark. Another way, which is more flexible, to put two or more graphs together is to use the command `display(graph1, graph2)` which is supported by the package `plots`. For example, the following commands will show two curves in a single picture.

```
with(plots):
g1 := implicitplot(x^2 + y^2 = 1, x = -1 .. 1, y = 0 .. 1):
g2 := plot(1 - abs(x), x = -1 .. 1):
display(g1, g2, title = "Two Together");
```

Note that we use colone `:` at the end of a command to hide the output.

Exercise 3.11. For the ellipse $x^2 - xy + y^2 = 4$, find the locations of all horizontal tangent lines and plot them implicitly on the same graph as the relation over the interval $-3 \leq x \leq 3$ and $-3 \leq y \leq 3$.

Exercise 3.12. Find an equation of the line tangent to the curve $x^2 + (x - y)^3 = 9$ at $x = 1$. (You may want to use `solve` and `subs` to find the y when $x = 1$).

Exercise 3.13. Find all points (x, y) on the curve of $|x|^{2/3} + |y|^{2/3} = 8$ where lines tangent to the curve at (x, y) is perpendicular to the line $x - y = 1$. (Use `?solve` to learn how to solve a system of equations in Maple).

3.5 Related Rates

Stewart suggests the following general steps for solving problems about related rates.

1. Read the problem carefully. (What quantities are known? What is the unknown rate of change?)
2. Draw a diagram if possible.
3. Introduce notations. Assign symbols to all quantities that are functions of time.
4. Express the given information and the required rate in terms of derivatives.
5. Write an equation that relates the various quantities of the problem. If necessary, use the geometry of the situation to eliminate one of the variables by substitution.
6. Use the Chain Rule to differentiate both sides of the equation with respect to the shared independent variable, say t .
7. Substitute the given information into the resulting equation and solve for the unknown rate.

In Maple, the quantities that shared by the same independent variable should be written in function notations. See the following example for details.

Example 3.7. A spherical shaped balloon is inflated at a constant rate $2 \text{ cm}^3/\text{s}$. Find the relative rate growth of the diameter when its 10 cm wide.

Solution. The volume of a sphere is given by $V = \frac{4\pi}{3}r^3$. In this equation, both V and r are functions of the time t . In Maple, we will use $V(t)$ and $r(t)$ for the volume and the radius.

```
eqn_v:=V(t)=4*Pi/3*(r(t))^3
```

We know that at a certain time $r(t) = 10/2 = 5$, and $\frac{d}{dt}V(t)|_{r(t)=5} = 2$. What is asked is $\frac{d}{dt}r(t)|_{r(t)=5}$. The two rates are related by the equation obtained by differentiating both side of the equation `eqn_v`.

```
D_eqn_v:=diff(eqn_v, t)
```

In the above equation, we need to solve the derivative of r with respect to t . Let's first simplify notations.

```
D_v:=diff(V(t), t);
D_r:=diff(r(t), t);
D_r:=solve(D_eqn_v, D_r);
```

Now we plugin $D_v=2$ and $r(t)=5$ to find the value for D_r .

```
subs({D_v=2, r(t)=5}, D_r) # or using eval(D_r, {D_v=2, r(t)=5})
```

Exercise 3.14. A cylindrical cup with radius 5 cm is being filled with coffee at a rate of $2 \text{ cm}^3/\text{s}$. How fast is the height of the coffee increasing?

Exercise 3.15. Two cars start moving from the same point. One travels north at 30 mph and the other travels west at 50 mph. At what rate is the distance between the cars changing one hour later?

Exercise 3.16. Sands dumping from a truck to the ground at a constant rate $5 \text{ m}^3/\text{s}$ is creating a circular cone. Find a relation between the rate of growth of the radius of the base and the rate of growth of the height of cone, when the base is 6 m and the height is 4 m.

3.6 Linearizations

Let f be the function differentiable at $x = a$. The **linearization** of f at $x = a$ is defined to be the function $L(x) = f'(a)(x - a) + f(a)$. For any value b near a , the function value $f(b)$ is approximately the same as $L(b)$. This method is called **linear approximation**. The tangent line approximation is fundamental to almost every application of the derivative.

Example 3.8. Find the linearization $L(x)$ of the function $f(x) = \sqrt[3]{x+7}$ at $x = 1$ and use this linearization to estimate $f(0.99)$. How large is the error?

Solution. We first find the slope for the linearization which is the derivative $f'(1)$.

```
f:=x->surd(x+7, 3); # or f:=x->(x+7)^(1/3)
m:=simplify(D(f)(1)); # this is the slope (simplified).
```

Now we define the linearization $L(x)$ and estimate $f(0.99)$ using $L(0.99)$.

```
L:=x->m*(x-1)+f(1);  
L(0.99);
```

The error may be calculated based on the output of the follow command.

```
f_L:=f(0.99)-L(0.99);
```

The results shows that the linear approximation is slightly over estimated with an error less than 4×10^{-7} .

Exercise 3.17. Find the linear approximation $L(x)$ of the function $f(x) = \frac{\sqrt{x}}{x+1}$ at $x = 1$. Use this linearization to approximate $f(1.02)$.

Exercise 3.18. Find the linear approximation $L(x)$ of the function $f(x) = \cos(2x)$ at $x = 0$. Use this linearization to approximate $f(0.1)$.

Exercise 3.19. Find the linear approximation $L(x)$ of the function $f(x) = \sqrt{x^2 + 5}$ at $x = 2$. Use this linearization to approximate $f(2.03)$.

Part 2 - Calculus II

Chapter 4

Volume of Revolution

In terms of definite integrals, the volume of a solid obtained by rotating a region about the x -axis can be calculated by

$$\int_a^b \pi(r_1(x)^2 - r_2(x)^2)dx \quad \text{disk/washer method,}$$

or

$$\int_a^b 2\pi r(y)h(y)dy \quad \text{shell method method,}$$

where $r_1(x)$, $r_2(x)$ and $r(x)$ represents the radius and $h(x)$ represents the height of a cylindrical shell.

In practice, it's better to recognize the shape of a cross section, find the volume of a slice of the solid and then set up the integral.

In the following, you will see some tools/commands from Maple which are very helpful to calculate the volume of a solid.

In Maple, the following command, supported by the package `Student[Calculus1]`, can be used to get the graph, the integral and the volume of the solid obtained by rotation the region bounded by $f(x)$, $g(x)$, $x = a$ and $x = b$.

`VolumeOfRevolution(f(x), g(x), x = a..b, opts)`

To learn what options does the command `VolumeOfRevolution` have, you may type

`?VolumeOfRevolution`

in the Math mode and hit enter. You will see the help page.

Student[Calculus1]**VolumeOfRevolution**

find the volume of revolution of a curve

[Calling Sequence](#)[Parameters](#)[Description](#)[Notes](#)[Examples](#)[Compatibility](#)**Calling Sequence****VolumeOfRevolution(f(x), x = a..b, opts)****VolumeOfRevolution(f(x), g(x), x = a..b, opts)****VolumeOfRevolution(f(x), a..b, opts)****VolumeOfRevolution(f(x), g(x), a..b, opts)****Parameters**

$f(x)$, $g(x)$ - algebraic expressions in variable x

x - name; specify the independent variable

a, b - algebraic expressions; specify the endpoints of the curve

$opts$ - equation(s) of the form **option**=**value** where **option** is one of **axis**, **distancefromaxis**, **functionoptions**, **function2options**, **lineoptions**, **method**, **numpoints**, **output**, **partition**, **regionoptions**, **revolutionpoints**, **showfunction**, **showrotationline**, **showsum**, **showvolume**, **sumvolumeoptions**, **volumeoptions**, **volume2options**, **border**, or [Student plot options](#); specify output options

Example 4.1. Show the solid obtained by rotating the region bounded by $y = x^2$ and $y = x$ about y -axis. Set up an integral for the volume. Find the volume.

Solution. #Load the package

```
with(Student[Calculus1])
```

```
#Show the solid
```

```
VolumeOfRevolution(x^2, x, x = 0 .. 1, axis = vertical, output = plot)
```

```
#Set up an integral
```

```
VolumeOfRevolution(x^2, x, x = 0 .. 1, axis = vertical, output = integral)
```

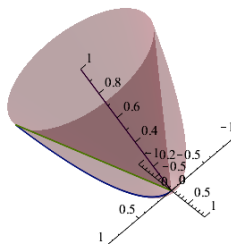
```
#Find the volume
```

```
VolumeOfRevolution(x^2, x, x = 0 .. 1, axis = vertical, output = value)
```

The outputs in Maple can be seen in the following picture

Visualize the solid

`VolumeOfRevolution(x^2, x, x = 0 .. 1, axis = vertical, output = plot)`



The solid of revolution created on $0 \leq x \leq 1$ by rotation of $f(x) = x^2$ and $g(x) = x$ about the axis $x = 0$.

Setup the integral

`VolumeOfRevolution(x^2, x, x = 0 .. 1, axis = vertical, output = integral)`

$$\int_0^1 -2\pi x^2 (x-1) dx$$

Find the volume

`VolumeOfRevolution(x^2, x, x = 0 .. 1, axis = vertical, output = value)`

$$\frac{\pi}{6}$$

Remark. 1. If you change the function to `VolumeOfRevolutionTutor`, you will see an interactive popup windows which does exactly the same thing.

2. If the rotation axis is not an axis of the coordinate system, you need add the option `distancefromaxis = numeric` into the function. For example, if in the above example, the rotation is about $y = -2$, then the Maple command should be the following

`VolumeOfRevolution(x^2, x, x = 0 .. 1, axis = vertical, distancefromaxis = -2, output = int`

Exercise 4.1. Find the volume of the solid obtained by rotating the region bounded by $y = x^3$, $x = 0$, $y = 1$ about y -axis

Exercise 4.2. Find the volume of the solid obtained by rotating the region bounded by $y = x^3$, $y = 0$, $x = 1$ about (a) $y = 0$, and (b) $x = 2$.

Chapter 5

Inverse Functions

Maple package `Student[Calculus1]` provides the following command

```
InversePlot(f(x), x = a..b);
```

which graphs the original function $f(x)$ and the inverse function $f^{-1}(x)$ together over the interval $[a, b]$.

You will see clearly that the graphs of a function and its inverse are symmetric with respect to the line $y = x$.

Example 5.1. 1. Graph the function $f(x) = x^3 - 2$, its inverse function, and the line $y = x$ over the interval $[-2, 2]$.

2. Find the inverse function.

Solution. One way to plot the function and its inverse together is to use the following command which is supported by the package `Student[Calculus1]`.

```
InversePlot(x^3-3, x = -2 .. 2)
```

Here is the output in Maple

Another way to plot the function f and its inverse g together uses the `plot` function.

```
plot([f(x), g(x), x], x = -2 .. 4, y = -5 .. 5, color = [red, black, blue])
```

To find the inverse function, we replace $f(x)$ by y , then switch x and y , and solve for y . In Maple, you may use the command `solve(equation/inequality, variable)` to solve an equation or an inequality (even system of equations/inequalities).

In this example, we may find the inverse function by type in the following command. Note I have switch x and y .

```
solve(x=y^3, y)
```

`InversePlot(x^3 - 3, x = -2 .. 2)`

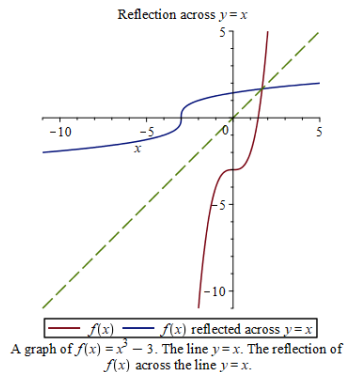


Figure 5.1: Graph of a pair of functions inverse to each other

To find the derivative of the inverse function of a function f at a given point $x = a$, we may apply the formula

$$(f^{-1})'(a) = \frac{1}{f'(f^{-1}(a))}.$$

In Maple, we may use the following commands to calculate the value of the derivative function.

- Calculate the derivative of the function f .

`diff(f(x), x)`

- Find $f^{-1}(a)$ which is the solution of the equation $f(x) = a$.

`solve(f(x)=a, x)`

- Plug in the formula to evaluate.

`eval(subs(x=f-1(a), 1/f'(x)))`

Example 5.2. Find $(f^{-1})'(0)$, where $f(x) = \cos(x)$ and $0 \leq x \leq \pi$.

Solution. Find the derivative of f

`diff(cos(x), x)`

Find the value of $f^{-1}(0)$

`solve(cos(x)=0, x)`

Apply the formula

```
eval(subs(x=Pi/2, -1/sin(x)))
```

Using Maple, we find $(f^{-1})'(0) = -1$.

Exercise 5.1. 1. Graph the function $f(x) = 3 + 2 \sin x$, its inverse function, and the line $y = x$ over the interval $[-2, 2]$.

2. Find the value $(f^{-1})'(5)$.

Chapter 6

Logarithmic and Exponential Functions

6.1 Basic properties and graphs

The natural logarithmic function $y = \ln(x)$ is defined by $\ln(x) = \int_1^x \frac{1}{t} dt$.

The natural exponential function $y = e^x$ is defined as the inverse function of $y = \ln(x)$.

From the definition, we have very important identities

$$\ln(e^x) = x \quad \text{and} \quad e^{\ln x} = x.$$

Using those two identities, we may define general exponential functions and general logarithmic function, and deduce the Law of Logarithms and Law of Exponents.

- For any positive number $b \neq 1$, we have $b^x = (e^{\ln b})^x = e^{x \ln b}$.
- For any positive number $b \neq 1$, we define $y = \log_b x$ to be the inverse function of $y = b^x$
- By solving $x = b^y$ for y , we find that $\log_b x = \frac{\ln x}{\ln b}$. This identity is called the change of base property.

How do graphs of logarithmic functions and exponential functions look like?

Example 6.1. Graph the following functions together.

$$y = \ln x, \quad y = e^x, \quad y = 2^x, \quad y = \log_2 x, y = x.$$

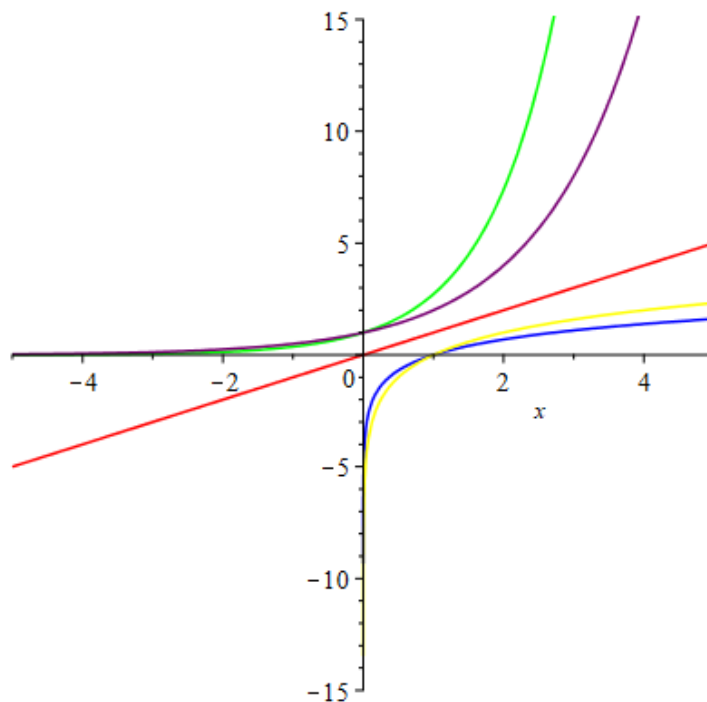


Figure 6.1: Graph of some logarithmic and exponential functions

Solution. In Maple, the logarithm $\log_b x$ is given by `log[b](x)`. When $b = e$, you simply use `ln(x)` for $\ln x$. When $b = 10$, you may also use `log(x)` or `log10(x)` for $\log_{10} x$.

The exponent b^x is given by `b^x` in Maple. When $b = e$, you may also use `exp(x)` to represent e^x .

To graph the functions together with different colors, we use the following command

```
plot([ln(x), exp(x), 2^x, log[2](x), x], x=-5..5, color=[blue, green, purple, yellow, red]);
```

Here is the output

Exercise 6.1. Graph the following functions together.

$$y = \log_3 x, \quad y = 3^x, \quad y = (1/3)^x, \quad y = \log_{1/3} x.$$

Find the pairs that are symmetric to each other with respect to a certain line.

Exercise 6.2. Graph the following functions together.

$$y = 0.5^x, \quad y = 2^x, \quad y = 5^x.$$

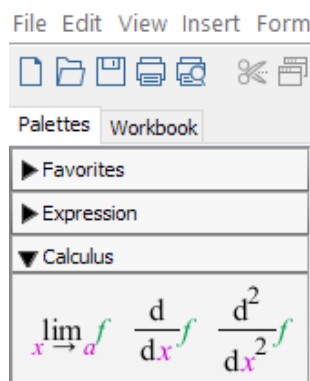


Figure 6.2: Calculus Palette in Maple

Describe the monotonicity (increasing/decreasing) of the functions?

Fix an input x . Describe how y -values change when bases changes from small number to bigger number?

Exercise 6.3. Graph the following functions together.

$$y = \log_{0.5} x, \quad y = \log_2 x, \quad y = \log_5 x.$$

Describe the monotonicity (increasing/decreasing) of the functions?

Fix an input x . Describe how y -values change when bases changes from small number to bigger number?

6.2 Differentiation and integration of logarithmic and exponential functions

In Maple, one way to do differentiation and integration is to use the **Calculus Palette** on the left side.

The other way is to use the commands `diff(f(x), x)`, `int(f(x), x)`, and `int(f(x), x=a..b)`.

Supported by the `Student[Calculus1]` package, Maple also provides the tutor commands `DiffTutor()` and `IntTutor()` which can show step-by-step solution of differentiation and integration.

Note you may also access tutor commands from the **Start** page (click the home button in the toolbar and look for Calculus).

Example 6.2. Find y' , where $y = \ln(x^3 + 5x + 1)$.

Solution. Using `diff`:

```
diff(ln(x^3+5*x+1), x)
```

We get

$$y' = \frac{3x^2 + 5}{x^3 + 5x + 1}.$$

Type in (assume that with(Student[Calculus1]) was run)

```
DiffTutor(ln(x^3+5*x+1), x)
```

and hit enter you will see

Calculus 1 - Differentiation Methods

File Edit Rule Definition Apply Rule Understood Rules Help

Enter a function

Function Variable

$$\frac{d}{dx} \ln(x^3 + 5x + 1)$$

$$= \left(\frac{d}{d_{X0}} \ln(_{X0}) \right) \Big|_{_{X0}=x^3+5x+1} \left(\frac{d}{dx} (x^3 + 5x + 1) \right)$$

$$= \left(\frac{d}{d_{X0}} \ln(_{X0}) \right) \Big|_{_{X0}=x^3+5x+1} \left(\frac{d}{dx} (x^3 + \frac{d}{dx}(5x) + \frac{d}{dx}(1)) \right)$$

The sum rule has been applied.

☒ Show Hints

Constant	Identity
Constant Multiple	
Sum	Difference
Product	Quotient
Power	Chain Rule
Integral	Rewrite
Exponential	Natural Logarithm
<trig>	<hyperbolic>
<arctrig>	<archyperbolic>

By click **Next Step** or **All Steps** you will see detailed solution with rules used.

Example 6.3. Evaluate the integral

$$\int \frac{e^x - 1}{e^x + 1} dx.$$

Solution. Using `int`:

```
int((exp(x)-1)/(exp(x)+1), x)
```

We get

$$\int \frac{e^x - 1}{e^x + 1} dx = 2 \ln(e^x + 1) - x + C.$$

Type in (assume that `with(Student[Calculus1])` was run)

`IntTutor((exp(x)-1)/(exp(x)+1), x)`

and hit enter you will see

By click **Next Step** or **All Steps** you will see detailed solution with rules used.

Exercise 6.4. Find the derivative $\frac{dy}{dx}$, where $y = \ln |\cos x|$

Exercise 6.5. Find the derivative $\frac{dy}{dx}$, where $y = x^{\cos x}$

Exercise 6.6. Evaluate the integral

$$\int \frac{(e^{4x} + e^{2x})}{e^{3x}} dx$$

Exercise 6.7. Evaluate the integral

$$\int 2^{3x} dx$$

Chapter 7

Solve differential equations

In Maple, you may solve the equation $y'(x) = ky(x) + c$ (which is called an ODE) using the command `dsolve({ics, eq})`, where `ics` stands for initial condition $y(0) = c$ and `eq` stands for the differential equation. Without the `ics`, `dsolve` will provide a general solution.

Example 7.1. Find the function $f(x)$ which satisfies the differential equation $f'(x) = kf(x)$ with $f(0) = 5$ and $f(2) = 3$.

Solution. Use the following command

```
dsolve({f(0)=5, f'(x)=k f(x)})
```

we get $f(x) = 5e^{kx}$.

To find k , we solve the equation $3 = 5e^{2k}$ by

```
solve(3=5*e^(2*k), k)
```

which shows that $k = \frac{\ln 3 - \ln 5}{2} \approx -0.255$. Here we use `evalf(%)` (`%` represents the previous result) to get the approximation.

So the function f is given by

$$f(x) = 5e^{\frac{x(\ln 3 - \ln 5)}{2}} \approx 5e^{-0.255x}.$$

Exercise 7.1. Find the function y which satisfies the differential equation $y'(x) = ky(x)$ with $y(0) = 2$ and $y(5) = 11$.

Chapter 8

Inverse Trigonometric Functions

8.1 Domains and Ranges

To define the inverse function, the original function must be a one-to-one function. For a trigonometric function, we have to restrict the function over a specific domain to ensure that the function is one-to-one. For simplicity, we pick domains near the origin for trigonometric functions. To be more precise, we consider the following trigonometric functions:

$$y = \sin x, \quad -\pi/2 \leq x \leq \pi/2 \text{ and } -1 \leq y \leq 1;$$

$$y = \cos x, \quad 0 \leq x \leq \pi \text{ and } -1 \leq y \leq 1;$$

$$y = \tan x, \quad -\pi/2 < x < \pi/2 \text{ and } -\infty < y < \infty.$$

Their inverse functions are

$$y = \arcsin x, \quad -\pi/2 \leq y \leq \pi/2 \text{ and } -1 \leq x \leq 1;$$

$$y = \arccos x, \quad 0 \leq y \leq \pi \text{ and } -1 \leq x \leq 1;$$

$$y = \arctan x, \quad -\pi/2 < y < \pi/2 \text{ and } -\infty < x < \infty.$$

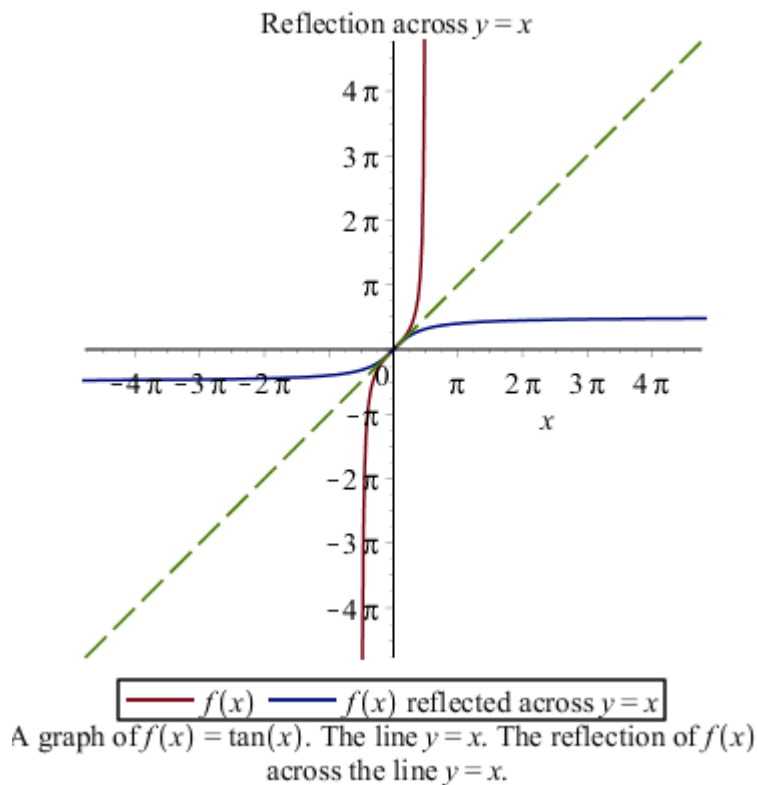


Figure 8.1: Graph of the tangent and arctangent functions

To see the graphs of the functions, we may use the `plot(f(x), x = a..b, opts)` command. Or, to graph f , f^{-1} and $y = x$ together, we may also use the command `InversePlot(f(x), x = a..b, opts)` supported by the package `Student[Calculus1]`.

Example 8.1. Graph the following functions together.

$$y = \tan x, \quad y = \arctan x, \quad y = x.$$

Solution. #load the package `Student[Calculus1]`.
`with(Student[Calculus1])`
 #plot the functions
`InversePlot(tan(x), x=-Pi/2..Pi/2)`

Here is the output

Exercise 8.1. Graph the following functions together over an appropriate domain.

$$y = \cot x, \quad y = \operatorname{arccot} x, \quad y = x.$$

What's the domain and range of $y = \operatorname{arccot} x$?

8.2 Differentiation and integration of inverse trigonometric functions

In the section {#Differentiation and integration of logarithmic and exponential functions}, we learned to how use Maple to learn differentiation and integration.

Now let find derivatives and integrals of some inverse trigonometric functions.

Example 8.2. Find y' , where $y = \operatorname{arccot} x$.

Solution. Surely, we may use `diff` or `DiffTutor` to find the derivative.

Here let's me introduce to you another command `implicitdiff`.

We've learned that (see {#Inverse Functions}) to find the inverse function, we switch x and y and then solve for y . When finding the derivative, we don't have to solve for y instead, we want y' which is implicitly defined by an equation. In this case, we have $x = \operatorname{arccot} y$.

Enter the following commands in Maple, you will find $y' = -\frac{1}{x^2+1}$.

```
implicitdiff(x=cot(y), y, x)
subs(cot(y) = x, %)
```

where `%` is a ditto operator that allows you to refer to a previously computed result in Maple.

Exercise 8.2. Find the derivative of $y = \operatorname{arcsec} x$

Exercise 8.3. Find the derivative of $y = \operatorname{arccsc} x$

For integrals of inverse trigonometric function, you may need the method of integration by parts.

Use `DiffTutor` to find antiderivatives of inverse trigonometric functions.

Exercise 8.4. Evaluate the integral

$$\int \arcsin x dx$$

Exercise 8.5. Evaluate the integral

$$\int \arctan x dx$$

Exercise 8.6. Evaluate the integral

$$\int \sec x dx$$

Chapter 9

Integrations Involving Trigonometric Functions

9.1 Integrations of trigonometric functions

When evaluating integrations of trigonometric functions, one idea is to reduce the total degree (power) of trigonometric functions using trigonometric identities.

In Maple, you may use the command `combine` to rewrite the expression.

Example 9.1. Rewrite $\cos^4 x$ into an expression with single terms and evaluate the integral $\int \cos^4 x dx$.

Solution. # combine terms into a single term
`combine((cos(x))^4)`
use DiffTutor to evaluate the integral of the resulting function.
`with(Student[Calculus1])`
`IntTutor(%, x)`

You may compare the above solution with the solution given by `IntTutor((cos(x))^4, x)`.

Exercise 9.1. Evaluate the integral

$$\int \tan^5 x dx$$

Exercise 9.2. Evaluate the integral

$$\int \sin 5x \sin^2 x dx$$

9.2 Trigonometric Substitution

Surely, you may learn some trigonometric substitution tricks using `IntTutor`.

Here I want to introduce another useful command which when integrating functions, we may need to complete a square and then do a substitution. In Maple, we can complete squares using the command `CompleteSquare(f, x)` which supported by the package `Student[Precalculus]`.

Example 9.2. Evaluate the integral

$$\int \frac{1}{x^2 + x + 1} dx.$$

Solution. We first complete the square for the denominator.

```
#load package Student[Precalculus]
with(Student[Precalculus])
#Complete square for the denominator
CompleteSquare(x^2+x+1, x)
```

Now you may try `DiffTutor` and/or evaluate it by hand.

```
#load package Student[Calculus1]
with(Student[Calculus1])
DiffTutor(1/%, x)
```

Exercise 9.3. Evaluate the integral

$$\int \sqrt{3 + 2x - x^2} dx$$

Exercise 9.4. Evaluate the integral

$$\int_0^{\pi/2} \frac{\cos t}{\sqrt{1 + \sin^2 t}} dt$$

Chapter 10

L'Hospital's Rule

In Maple, supported by the package, `Student[Calculus1]`, the command `LimitTutor` can show step-by-step solutions of evaluating limits.

Example 10.1. Evaluate the limit

$$\lim_{x \rightarrow \infty} (1+x)^{1/\ln(x)}$$

Solution. # load the package `Student[Calculus1]`.
`with(Student[Calculus1])`
#Find the limit step-by-step using `LimitTutor`
`LimitTutor((1+x)^(1/ln(x)), x = infinity)`

Exercise 10.1. Estimate the limit

$$\lim_{x \rightarrow 1} \frac{x^2 - 2x + 1}{x^2 - x}$$

by graphing and verify your estimation.

Exercise 10.2. Evaluate the limit

$$\lim_{x \rightarrow \infty} x - \ln(x).$$

Exercise 10.3. Evaluate the limit

$$\lim_{x \rightarrow \infty} x \tan\left(\frac{1}{x}\right).$$

Chapter 11

Integrations of Rational Functions by Partial Fractions

In Maple, we can factor a polynomial using the command `factor(polynomial)` or find partial fraction decomposition using `convert(function, parfrac)`.

Example 11.1. Find the sum of partial fractions for the rational function

$$f(x) = \frac{x^3 + 4x + 3}{x^4 + 5x^2 + 4}$$

Solution. This can be done easily in Maple:

```
# use the command convert
convert((x^3+4*x+3)/(x^4+5*x^2+4), parfrac)
```

Exercise 11.1. Find the sum of partial fractions for the rational function

$$f(x) = \frac{x^4}{(x^2 - x + 1)(x^2 + 2)^2}.$$

Exercise 11.2. Find the sum of partial fraction and evaluate the integral

$$\int \frac{2}{3x^2 + 2x - 1} dx$$

Exercise 11.3. Find the sum of partial fraction and evaluate the integral

$$\int \frac{x^3 + 6x - 2}{x^4 + 6x^2} dx$$

Exercise 11.4. Find the sum of partial fraction and evaluate the integral

$$\int \frac{\sin x}{\cos^2 x - 3 \cos x} dx$$

Chapter 12

Arc Lengths and Areas of Surfaces of Revolutions

- **Arc length:**

The length L of an arc: $y = f(x)$, $a \leq x \leq b$ is

$$L = \int_a^b \sqrt{1 + \left(\frac{dy}{dx}\right)^2} dx = \int_{f(a)}^{f(b)} \sqrt{1 + \left(\frac{dy}{dx}\right)^2} dy.$$

- **Surface area of a revolution**

The area S of the surface rotating an arc: $y = f(x)$, $a \leq x \leq b$ about the x -axis is

$$S = 2\pi \int r ds = 2\pi \int y ds,$$

and about the y -axis is

$$S = 2\pi \int r ds = 2\pi \int x ds,$$

where

$$ds = \sqrt{1 + \left(\frac{dy}{dx}\right)^2} dx = \sqrt{1 + \left(\frac{dy}{dx}\right)^2} dy.$$

The integral limits depend on whether you use dx or dy in the integral.

In Maple, the package `Student[Calculus1]` provides commands to investigate arc length and surface area of revolutions: `ArcLength(f(x), x = a..b, opts)}` `SurfaceOfRevolution(f(x), x = a..b, opts)}`

Example 12.1. Set up an integral and evaluate the integral for the length of the curve defined by

$$f(x) = \sqrt{x}, \quad 1 \leq x \leq 4.$$

Plot $f(x)$ together with the arc length function in the same coordinate system.

Solution. # Load the package

```
with(Student[Calculus1])
```

```
# Set up an integral
```

```
ArcLength(sqrt(x), x=1..4, output=integral)
```

```
# Evaluate the integral
```

```
ArcLength(sqrt(x), x=1..4)
```

```
# Plot the function and the arc length function
```

```
ArcLength(sqrt(x), x=1..4, output=plot)
```

Example 12.2. Set up an integral and evaluate the integral for the area of the surface obtained by rotating the curve defined by

$$f(x) = \sqrt{x}, \quad 1 \leq x \leq 4$$

about the y -axis. Plot the surface of the revolution.

Solution. # Load the package (skip if the package was already loaded)

```
with(Student[Calculus1])
```

```
# Plot the surface
```

```
SurfaceOfRevolution(sqrt(x), x=1..4, output=plot, axis=vertical)
```

```
# Set up an integral
```

```
SurfaceOfRevolution(sqrt(x), x=1..4, output=integral, axis=vertical)
```

```
# Evaluate the integral
```

```
SurfaceOfRevolution(sqrt(x), x=1..4, axis=vertical)
```

Exercise 12.1. Set up an integral and evaluate the integral for the length of the arc defined by

$$f(x) = \ln x, \quad 1 \leq x \leq 2.$$

Plot $f(x)$ together with the arc length function in the same coordinate system.

Exercise 12.2. Plot the surface obtained by rotating the curve defined by

$$f(x) = \frac{\cos x}{x}, \quad 0 \leq x \leq 4\pi$$

about the y -axis. Set up an integral for the area of the surface.

Exercise 12.3. Find the area of the surface obtained by rotating the curve defined by

$$f(x) = \sqrt{1 + x^2}, \quad 0 \leq x \leq 3.$$

Chapter 13

Sequences and Series

A sequence is a list of numbers in a definite order (indexed by integers). A series may be considered as the limit of the sequence of partial sums.

When the sequence is explicitly defined by an mathematical expression $a_n = f(n)$, Maple has the following command to list numbers of the sequence `seq(f, i=m..n, step)`.

Example 13.1. Find the first 10 terms of the sequence $\{\frac{1}{n(n+1)}\}_{n=1}^{\infty}$. Determine whether the sequence $\{\frac{1}{n(n+1)}\}$ is convergent or divergent.

Solution. # using seq

```
seq(1/(n*(n+1)), n=1..10)
```

The sequence converges to 0.

For a series $\sum a_n$, normally it is not easy to find explicit expression for the partial sum $s_n = \sum_{k=1}^n a_k$. However, if sequence is defined by an mathematical expression $a_n = f(n)$, we may find values of partial sums recursively use a `for/from` loop statement in Maple:

```
for *counter* from *initial* by *increment* to *final* do
    statement_sequence;
end do;
```

Example 13.2. Find the first 20 partial sums $s_k = \sum_{n=1}^k a_n$ of the infinite series

$$\sum_{n=0}^{\infty} \frac{1}{2^n} = 1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \cdots$$

Determine whether the series $\sum_{n=0}^{\infty} \frac{1}{2^n}$ is convergent or divergent.

Solution. # Set up s when n=0

```
s:=1
```

```
# Find 10 terms using `for/from loop`
```

```
for n from 1 to 10 do
  s:=s+1/(2^n);
end do;
```

The series converges to 2.

Of course, we may also use `for/from loop` to list numbers of a sequence.

Solution. Second solution to example 13.1.

```
# using `for/from loop`
```

```
for n from 1 to 10 do
  1/(n*(n+1));
end do;
```

When the sequence is defined by a recurrence formula like the Fibonacci sequence, we will need to Maple how to interpret the formula. For that purpose, we use a procedure, which encloses a sequence of statements between `proc(...)` and `end proc`, to define the formula in Maple.

For example, the following is a procedure that defines a function $a(x) = \sqrt{x} - \frac{1}{\sqrt{x}}$:

```
a:=proc(x) sqrt(x)-1/sqrt{x}; end proc;
```

To structure codes in a procedure, you may use **Code Edit Region** which can be find in the **Insert** menu. To execute codes within this region, click **Execute Code** from the **Edit** menu, or use the shortcut command **Ctrl+E**.

Example 13.3. The Fibonacci sequence is defined by $fib(0) = 0$, $fib(1) = 1$ and $fib(n) = fib(n-1) + fib(n-2)$. Find the first 20 Fibonacci numbers.

Solution. We first define a function $fib(n)$ which returns the n -th Fibonacci number.

```
fib := proc (n::nonnegint)
  if 2 <= n then
    return fib(n-1)+fib(n-2);
  else
    return n;
  end if;
end proc
```

Now we can use either `seq()` or `for/from loop`.

```
seq(fib(n), n=0..19)
```

Exercise 13.1. Find the first 20 terms of the sequence

$$\{\sin \frac{\pi}{n}\}_{n=1}^{\infty}.$$

Determine whether the sequence $\{\sin \frac{\pi}{n}\}$ is convergent or divergent.

Exercise 13.2. Find the first 20 partial sums $s_k = \sum_{n=1}^k a_n$ of the infinite series

$$\sum_{n=0}^{\infty} \frac{1}{n} = 1 + \frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \cdots .$$

Determine whether the series $\sum_{n=0}^{\infty} \frac{1}{n}$ is convergent or divergent.

Exercise 13.3. Find the 20th to 30th Fibonacci numbers.

Chapter 14

Power Series

A power series is a series with a variable x :

$$\sum_{n=0}^{\infty} c_n x^n = c_0 + c_1 x + c_2 x^2 + c_3 x^3 + \cdots .$$

More generally, a series of the form

$$\sum_{n=0}^{\infty} c_n (x - a)^n = c_0 + c_1 (x - a) + c_2 (x - a)^2 + c_3 (x - a)^3 + \cdots \quad (14.1)$$

is called a power series at a .

We call a positive number R the radius of convergence of the power series (eq:Taylor-series) if the power series converges whenever $|x - a| < R$ and diverges whenever $|x - a| > R$.

If a function f has a power series representation, i.e.

$$f(x) = \sum_{n=0}^{\infty} c_n (x - a)^n, \quad |x - a| < R,$$

then its coefficients are given by $c_n = \frac{f^{(n)}(a)}{n!}$.

Example 14.1. Find the interval of convergence of the power series

$$\sum_{n=1}^{\infty} \frac{(-2)^n x^n}{n^3}.$$

Solution. # Find the $\text{abs}(a_{n+1}/a_n)$

```
q:=abs((-2)^(n+1)(n+1)^3/(-2)^(n+1)(n+1)^3);
```

Find the limit of q

```
r:=limit(simplify(q), n=infinity)
```

Find the interval of convergence

```
solve(abs(x)<1/r, x)
```

Example 14.2. Find the Taylor expansion of the function $f(x) = \frac{1}{x-2}$ at $x = 0$ up to the 5-th order. Plot $f(x)$ and the 5-th order Taylor polynomial together.

Solution. # Find the Taylor expansion.

```
ftaylor:=taylor(1/(x-2), x = 0, 5)
```

convert the Taylor series into a polynomial

```
fpoly:=convert(ftaylor, polynom)
```

Plot the functions

```
plot([1/(x-2), fpoly], x=-1..1)
```

Exercise 14.1. Find the interval of convergence of the power series

$$\sum_{n=1}^{\infty} \frac{(-4)^n x^n}{\sqrt{n}}.$$

Exercise 14.2. Find the Taylor expansion of the function $f(x) = \sin x$ at $x = 0$ up to the 5-th order. Plot $f(x)$ and the 5-th order Taylor polynomial together over the interval $[-\pi, \pi]$.

Chapter 15

Taylor Expansion

Let $f(x)$ be a function. Assume that the k -th order derivatives $f^{(k)}(a)$ exist for $k = 1, 2, \dots, n$. The polynomial

$$T_n(x) = \sum_{k=0}^n \frac{f^{(k)}(a)}{k!} (x-a)^k$$

is called the n -th degree Taylor polynomial of f at a .

Let $f(x)$ be a function has derivative at a up to all orders. Set

$$R_n(x) = \sum_{k=n+1}^{\infty} \frac{f^{(k)}(a)}{k!} (x-a)^k, \quad |x-a| < R,$$

which is called the reminder of the Taylor series

$$\sum_{k=0}^{\infty} \frac{f^{(k)}(a)}{k!} (x-a)^k.$$

If

$$\lim_{n \rightarrow \infty} R_n(x) = 0$$

for $|x-a| < R$, then $f(x)$ is the sum of the Taylor series on the interval, that is

$$f(x) = \sum_{k=0}^{\infty} \frac{f^{(k)}(a)}{k!} (x-a)^k, \quad |x-a| < R.$$

If $|f^{(n+1)}(x)| \leq M$ for $|x-a| \leq d$, then the reminder R_n satisfies the follow inequality

$$|R_n(x)| \leq \frac{M}{n+1} |x-a|^{n+1} \quad \text{for } |x-a| \leq d.$$

Roughly speaking, the absolute value of the reminder $|R_n(x)|$ determines how accurate the Taylor polynomial approximation.

Example 15.1. Approximate function $f(x) = \sin x$ by the degree 3 Taylor polynomial at $x = 1$.

Solution. # Find the Taylor series.

```
fTs:=taylor(sin(x), x = 0, 4)
```

```
# Convert the Taylor series into a polynomial
```

```
fTp:=convert(fTs, polynom)
```

```
# Evaluate the Taylor polynomial at 1
```

```
subs(x=1, fpolyapprox)
```

Example 15.2. Plot the function

$$g(x) = \begin{cases} e^{-\frac{1}{x^2}} & x \neq 0 \\ 0 & x = 0 \end{cases}$$

and its 5-th order Taylor polynomial over the domain $[-2..2]$. What can you conclude?

Solution. # Define a piece-wisely defined function.

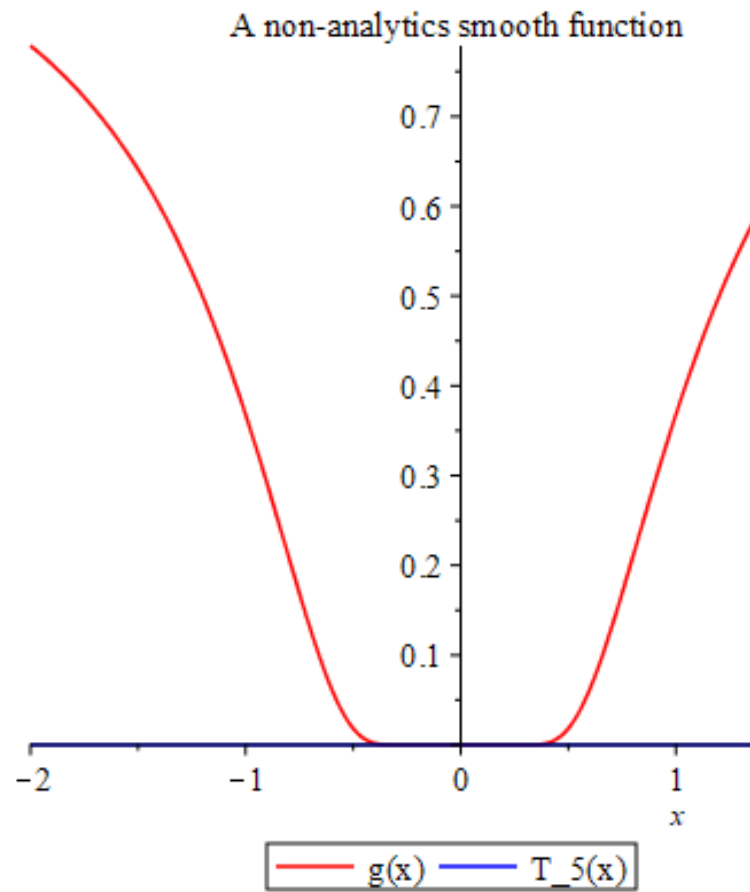
```
g:=piecewise(x!=0, exp(-1/x^2), 0)
```

```
# Find Taylor polynomial of degree 5.
```

```
for n to 5 do T := (eval(diff(g(x), x$n), x = 0))*x^n/factorial(n)+T end do
```

```
# Plot the functions
```

```
plot([g,T],x=-2..2, color=[red, blue])
```



The graphs of the functions are shown in the picture.

In the solution, `x$n` is a shortcut option for `x`, `x`, `x`, `x`, `x` in the `diff` command.

Exercise 15.1. Approximate function $f(x) = e^x$ by the degree 5 Taylor polynomial at $x = 1$.

Exercise 15.2. Compare the function $y = \sin x$ with its degree 10 Taylor polynomial at $x = 0$.