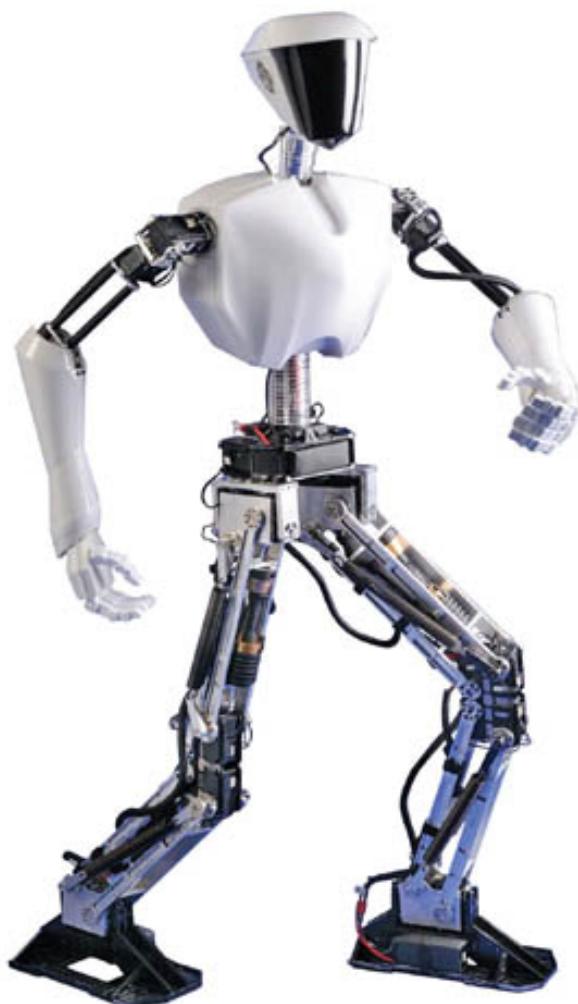


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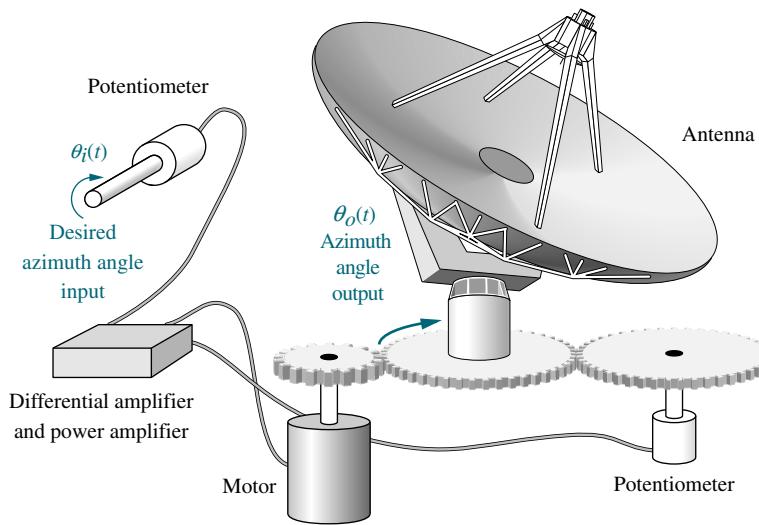


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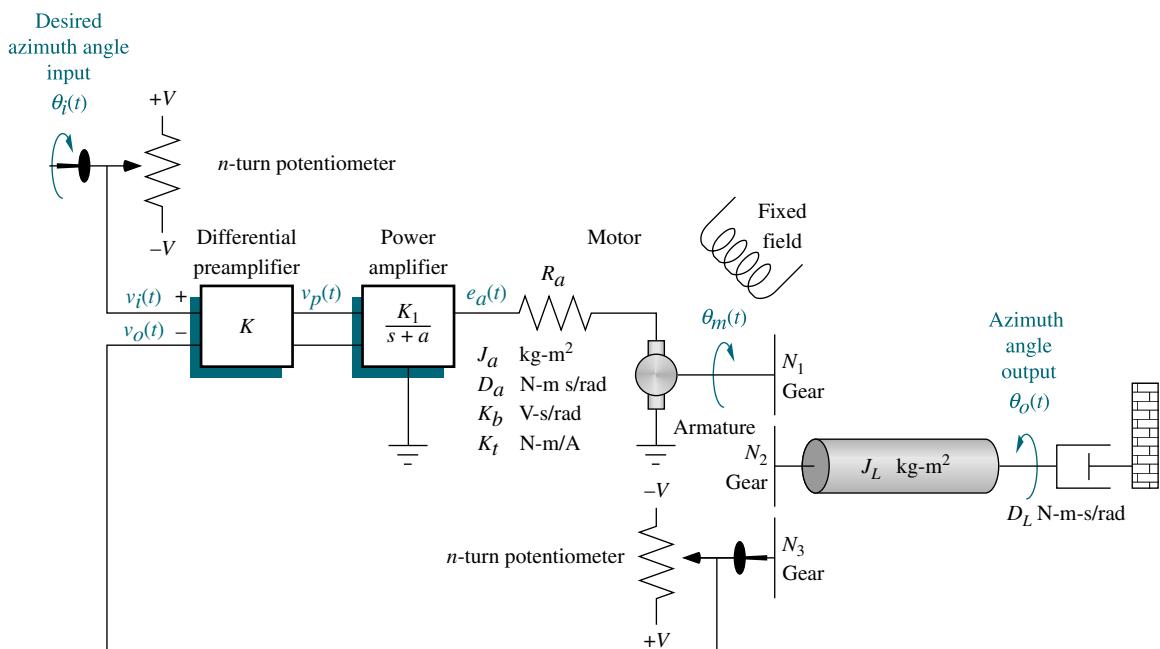
SIXTH EDITION

Antenna Azimuth Position Control System

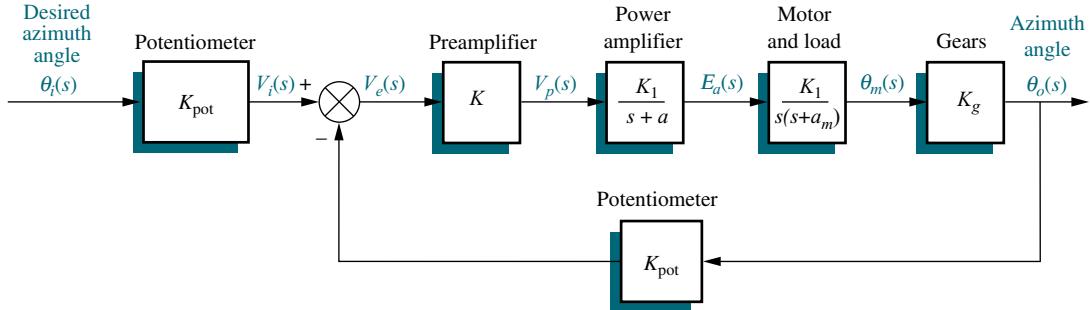
Layout



Schematic



Block Diagram



Schematic Parameters

Parameter	Configuration 1	Configuration 2	Configuration 3
V	10	10	10
n	10	1	1
K	—	—	—
K_1	100	150	100
a	100	150	100
R_a	8	5	5
J_a	0.02	0.05	0.05
D_a	0.01	0.01	0.01
K_b	0.5	1	1
K_t	0.5	1	1
N_1	25	50	50
N_2	250	250	250
N_3	250	250	250
J_L	1	5	5
D_L	1	3	3

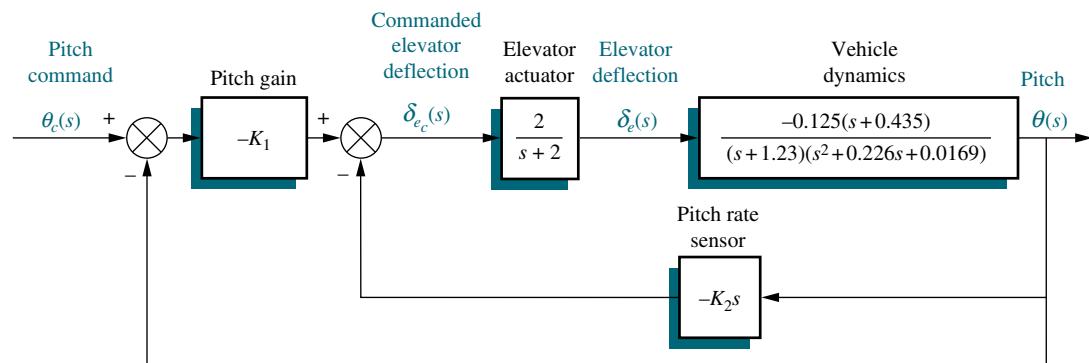
Block Diagram Parameters

Parameter	Configuration 1	Configuration 2	Configuration 3
K_{pot}	0.318		
K	—		
K_1	100		
a	100		
K_m	2.083		
a_m	1.71		
K_g	0.1		

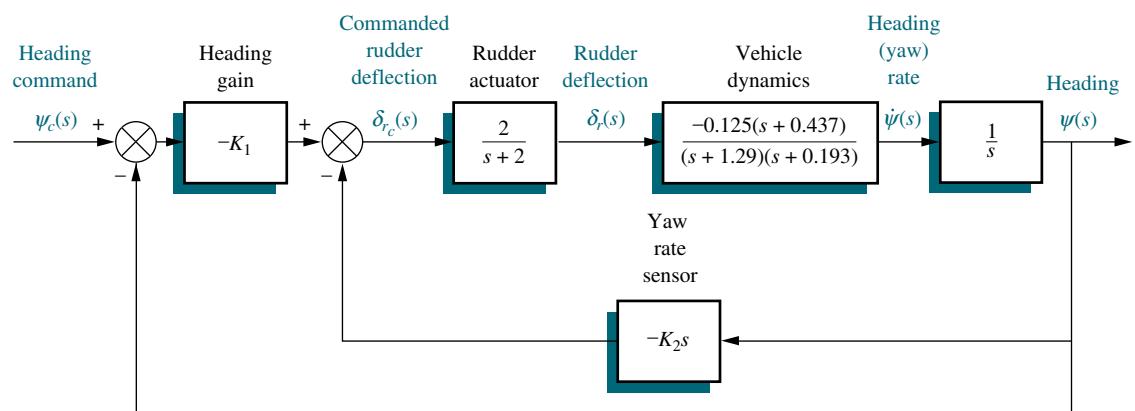
Note: reader may fill in Configuration 2 and Configuration 3 columns after completing the antenna control Case Study challenge problems in Chapters 2 and 10, respectively.

Unmanned Free-Swimming Submersible Vehicle

Pitch Control System



Heading Control System



CONTROL SYSTEMS ENGINEERING

Sixth Edition

Norman S. Nise

California State Polytechnic University, Pomona



John Wiley & Sons, Inc.

To my wife, Ellen; sons, Benjamin and Alan; and daughter, Sharon, and their families.

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Contents

STUDENT COMPANION SITE

PREFACE, ix

1. INTRODUCTION, 1

- 1.1 Introduction, 2
- 1.2 A History of Control Systems, 4
- 1.3 System Configurations, 7
- 1.4 Analysis and Design Objectives, 10
 - Case Study, 12
- 1.5 The Design Process, 15
- 1.6 Computer-Aided Design, 20
- 1.7 The Control Systems Engineer, 21
 - Summary, 23
 - Review Questions, 23
 - Problems, 24
 - Cyber Exploration Laboratory, 30
 - Bibliography, 31

2. MODELING IN THE FREQUENCY DOMAIN, 33

- 2.1 Introduction, 34
- 2.2 Laplace Transform Review, 35
- 2.3 The Transfer Function, 44
- 2.4 Electrical Network Transfer Functions, 47
- 2.5 Translational Mechanical System Transfer Functions, 61
- 2.6 Rotational Mechanical System Transfer Functions, 69
- 2.7 Transfer Functions for Systems with Gears, 74
- 2.8 Electromechanical System Transfer Functions, 79
- 2.9 Electric Circuit Analogs, 84
- 2.10 Nonlinearities, 88
- 2.11 Linearization, 89
 - Case Studies, 94
 - Summary, 97
 - Review Questions, 97

- Problems, 98
- Cyber Exploration Laboratory, 112
- Bibliography, 115

3. MODELING IN THE TIME DOMAIN, 117

- 3.1 Introduction, 118
- 3.2 Some Observations, 119
- 3.3 The General State-Space Representation, 123
- 3.4 Applying the State-Space Representation, 124
- 3.5 Converting a Transfer Function to State Space, 132
- 3.6 Converting from State Space to a Transfer Function, 139
- 3.7 Linearization, 141
 - Case Studies, 144
 - Summary, 148
 - Review Questions, 149
 - Problems, 149
 - Cyber Exploration Laboratory, 157
 - Bibliography, 159

4. TIME RESPONSE, 161

- 4.1 Introduction, 162
- 4.2 Poles, Zeros, and System Response, 162
- 4.3 First-Order Systems, 166
- 4.4 Second-Order Systems: Introduction, 168
- 4.5 The General Second-Order System, 173
- 4.6 Underdamped Second-Order Systems, 177
- 4.7 System Response with Additional Poles, 186
- 4.8 System Response With Zeros, 191
- 4.9 Effects of Nonlinearities Upon Time Response, 196

4.10 Laplace Transform Solution of State Equations, 199	Cyber Exploration Laboratory, 335
4.11 Time Domain Solution of State Equations, 203	Bibliography, 336
Case Studies, 207	
Summary, 213	
Review Questions, 214	
Problems, 215	
Cyber Exploration Laboratory, 228	
Bibliography, 232	
5. REDUCTION OF MULTIPLE SUBSYSTEMS, 235	
5.1 Introduction, 236	
5.2 Block Diagrams, 236	
5.3 Analysis and Design of Feedback Systems, 245	
5.4 Signal-Flow Graphs, 248	
5.5 Mason's Rule, 251	
5.6 Signal-Flow Graphs of State Equations, 254	
5.7 Alternative Representations in State Space, 256	
5.8 Similarity Transformations, 266	
Case Studies, 272	
Summary, 278	
Review Questions, 279	
Problems, 280	
Cyber Exploration Laboratory, 297	
Bibliography, 299	
6. STABILITY, 301	
6.1 Introduction, 302	
6.2 Routh-Hurwitz Criterion, 305	
6.3 Routh-Hurwitz Criterion: Special Cases, 308	
6.4 Routh-Hurwitz Criterion: Additional Examples, 314	
6.5 Stability in State Space, 320	
Case Studies, 323	
Summary, 325	
Review Questions, 325	
Problems, 326	
7. STEADY-STATE ERRORS, 339	
7.1 Introduction, 340	
7.2 Steady-State Error for Unity Feedback Systems, 343	
7.3 Static Error Constants and System Type, 349	
7.4 Steady-State Error Specifications, 353	
7.5 Steady-State Error for Disturbances, 356	
7.6 Steady-State Error for Nonunity Feedback Systems, 358	
7.7 Sensitivity, 362	
7.8 Steady-State Error for Systems in State Space, 364	
Case Studies, 368	
Summary, 371	
Review Questions, 372	
Problems, 373	
Cyber Exploration Laboratory, 384	
Bibliography, 386	
8. ROOT LOCUS TECHNIQUES, 387	
8.1 Introduction, 388	
8.2 Defining the Root Locus, 392	
8.3 Properties of the Root Locus, 394	
8.4 Sketching the Root Locus, 397	
8.5 Refining the Sketch, 402	
8.6 An Example, 411	
8.7 Transient Response Design via Gain Adjustment, 415	
8.8 Generalized Root Locus, 419	
8.9 Root Locus for Positive-Feedback Systems, 421	
8.10 Pole Sensitivity, 424	
Case Studies, 426	
Summary, 431	
Review Questions, 432	
Problems, 432	
Cyber Exploration Laboratory, 450	
Bibliography, 452	

9. DESIGN VIA ROOT LOCUS, 455	Review Questions, 609
9.1 Introduction, 456	Problems, 610
9.2 Improving Steady-State Error via Cascade Compensation, 459	Cyber Exploration Laboratory, 621
9.3 Improving Transient Response via Cascade Compensation, 469	Bibliography, 623
9.4 Improving Steady-State Error and Transient Response, 482	
9.5 Feedback Compensation, 495	
9.6 Physical Realization of Compensation, 503	
Case Studies, 508	
Summary, 513	
Review Questions, 514	
Problems, 515	
Cyber Exploration Laboratory, 530	
Bibliography, 531	
10. FREQUENCY RESPONSE TECHNIQUES, 533	
10.1 Introduction, 534	
10.2 Asymptotic Approximations: Bode Plots, 540	
10.3 Introduction to the Nyquist Criterion, 559	
10.4 Sketching the Nyquist Diagram, 564	
10.5 Stability via the Nyquist Diagram, 569	
10.6 Gain Margin and Phase Margin via the Nyquist Diagram, 574	
10.7 Stability, Gain Margin, and Phase Margin via Bode Plots, 576	
10.8 Relation Between Closed-Loop Transient and Closed-Loop Frequency Responses, 580	
10.9 Relation Between Closed- and Open-Loop Frequency Responses, 583	
10.10 Relation Between Closed-Loop Transient and Open-Loop Frequency Responses, 589	
10.11 Steady-State Error Characteristics from Frequency Response, 593	
10.12 Systems with Time Delay, 597	
10.13 Obtaining Transfer Functions Experimentally, 602	
Case Study, 606	
Summary, 607	
11. DESIGN VIA FREQUENCY RESPONSE, 625	
11.1 Introduction, 626	
11.2 Transient Response via Gain Adjustment, 627	
11.3 Lag Compensation, 630	
11.4 Lead Compensation, 635	
11.5 Lag-Lead Compensation, 641	
Case Studies, 650	
Summary, 652	
Review Questions, 653	
Problems, 653	
Cyber Exploration Laboratory, 660	
Bibliography, 661	
12. DESIGN VIA STATE SPACE, 663	
12.1 Introduction, 664	
12.2 Controller Design, 665	
12.3 Controllability, 672	
12.4 Alternative Approaches to Controller Design, 676	
12.5 Observer Design, 682	
12.6 Observability, 689	
12.7 Alternative Approaches to Observer Design, 693	
12.8 Steady-State Error Design Via Integral Control, 700	
Case Study, 704	
Summary, 709	
Review Questions, 710	
Problems, 711	
Cyber Exploration Laboratory, 719	
Bibliography, 721	
13. DIGITAL CONTROL SYSTEMS, 723	
13.1 Introduction, 724	
13.2 Modeling the Digital Computer, 727	

13.3	The z-Transform,	730	Summary,	885
13.4	Transfer Functions,	735	Bibliography,	886
13.5	Block Diagram Reduction,	739	Glossary,	887
13.6	Stability,	742	Answers to Selected Problems,	897
13.7	Steady-State Errors,	749	Credits,	903
13.8	Transient Response on the z-Plane,	753	Index,	907
13.9	Gain Design on the z-Plane,	755		
13.10	Cascade Compensation via the s-Plane,	758		
13.11	Implementing the Digital Compensator,	762		
	Case Studies,	765		
	Summary,	769		
	Review Questions,	770		
	Problems,	771		
	Cyber Exploration Laboratory,	778		
	Bibliography,	780		
Appendix A List of Symbols,			783	
Appendix B MATLAB Tutorial,			787	
B.1	Introduction,	787		
B.2	MATLAB Examples,	788		
B.3	Command Summary,	833		
	Bibliography,	835		
Appendix C MATLAB's Simulink Tutorial,			836	
C.1	Introduction,	836		
C.2	Using Simulink,	836		
C.3	Examples,	841		
	Summary,	855		
	Bibliography,	856		
Appendix D LabVIEW Tutorial,			857	
D.1	Introduction,	857		
D.2	Control Systems Analysis, Design, and Simulation,	858		
D.3	Using LabVIEW,	859		
D.4	Analysis and Design Examples,	862		
D.5	Simulation Examples,	876		
Control Systems Engineering Toolbox (Online)				
Cyber Exploration Laboratory Experiments Covers Sheets (Online)				
Lecture Graphics (Online)				
Solutions to Skill-Assessment Exercises (Online)				

Preface

This book introduces students to the theory and practice of control systems engineering. The text emphasizes the practical application of the subject to the analysis and design of feedback systems.

The study of control systems engineering is essential for students pursuing degrees in electrical, mechanical, aerospace, biomedical, or chemical engineering. Control systems are found in a broad range of applications within these disciplines, from aircraft and spacecraft to robots and process control systems.

Control Systems Engineering is suitable for upper-division college and university engineering students and for those who wish to master the subject matter through self-study. The student using this text should have completed typical lower-division courses in physics and mathematics through differential equations. Other required background material, including Laplace transforms and linear algebra, is incorporated in the text, either within chapter discussions or separately in the appendixes or on the book's Companion Web site. This review material can be omitted without loss of continuity if the student does not require it.

Key Features

The key features of this sixth edition are:

- Standardized chapter organization
- Qualitative and quantitative explanations
- **Examples, Skill-Assessment Exercises, and Case Studies** throughout the text
- WileyPLUS content management system for students and professors
- **Cyber Exploration Laboratory and Virtual Experiments**
- Abundant illustrations
- Numerous end-of-chapter problems
- Emphasis on design
- Flexible coverage
- Emphasis on computer-aided analysis and design including MATLAB^{®1} and LabVIEW^{®2}

¹ MATLAB is a registered trademark of The MathWorks, Inc.

² LabVIEW is a registered trademark of National Instruments Corporation.

- Icons identifying major topics

Let us look at each feature in more detail.

Standardized Chapter Organization

Each chapter begins with a list of chapter learning outcomes, followed by a list of case study learning outcomes that relate to specific student performance in solving a practical case study problem, such as an antenna azimuth position control system.

Topics are then divided into clearly numbered and labeled sections containing explanations, examples, and, where appropriate, skill-assessment exercises with answers. These numbered sections are followed by one or more case studies, as will be outlined in a few paragraphs. Each chapter ends with a brief summary, several review questions requiring short answers, a set of homework problems, and experiments.

Qualitative and Quantitative Explanations

Explanations are clear and complete and, where appropriate, include a brief review of required background material. Topics build upon and support one another in a logical fashion. Groundwork for new concepts and terminology is carefully laid to avoid overwhelming the student and to facilitate self-study.

Although quantitative solutions are obviously important, a qualitative or intuitive understanding of problems and methods of solution is vital to producing the insight required to develop sound designs. Therefore, whenever possible, new concepts are discussed from a qualitative perspective before quantitative analysis and design are addressed. For example, in Chapter 8 the student can simply look at the root locus and describe qualitatively the changes in transient response that will occur as a system parameter, such as gain, is varied. This ability is developed with the help of a few simple equations from Chapter 4.

Examples, Skill-Assessment Exercises, and Case Studies

Explanations are clearly illustrated by means of numerous numbered and labeled **Examples** throughout the text. Where appropriate, sections conclude with **Skill-Assessment Exercises**. These are computation drills, most with answers that test comprehension and provide immediate feedback. Complete solutions can be found at www.wiley.com/college/nise.

Broader examples in the form of **Case Studies** can be found after the last numbered section of every chapter, with the exception of Chapter 1. These case studies are practical application problems that demonstrate the concepts introduced in the chapter. Each case study concludes with a “Challenge” problem that students may work in order to test their understanding of the material.

One of the case studies, an antenna azimuth position control system, is carried throughout the book. The purpose is to illustrate the application of new material in each chapter to the same physical system, thus highlighting the continuity of the design process. Another, more challenging case study, involving

an Unmanned Free-Swimming Submersible Vehicle, is developed over the course of five chapters.

WileyPLUS Content Management System for Students and Professors



WileyPLUS is an online suite of resources, including the full text, for students and instructors. For the sixth edition of *Control Systems Engineering*, this suite offers professors who adopt the book with WileyPLUS the ability to create homework assignments based on algorithmic problems or multi-part questions, which guide the student through a problem. Instructors also have the capability to integrate assets, such as the simulations, into their lecture presentations. Students will find a Read, Study, and Practice zone to help them work through problems based on the ones offered in the text.

Control Solutions (prepared by JustAsk) are included in the WileyPLUS platform. The student will find simulations and Control Solutions in the Read, Study, and Practice zone. The Control Solutions are highlighted in the text with a WileyPLUS icon.

A new addition to the WileyPLUS platform for this edition are National Instruments and Quanser Virtual Laboratories. You will find references to them in sidebar entries throughout the textbook.

Visit www.wiley.com or contact your local Wiley representative for information.

Cyber Exploration Laboratory and Virtual Experiments

Computer experiments using MATLAB, Simulink[®]³ and the Control System Toolbox are found at the end of the Problems sections under the sub-heading **Cyber Exploration Laboratory**. New to this edition is LabVIEW, which is also used for experiments within the Cyber Exploration Laboratory section of the chapters. The experiments allow the reader to verify the concepts covered in the chapter via simulation. The reader also can change parameters and perform “what if” exploration to gain insight into the effect of parameter and configuration changes. The experiments are written with stated Objectives, Minimum Required Software Packages, as well as Prelab, Lab, and Postlab tasks and questions. Thus, the experiments may be used for a laboratory course that accompanies the class. Cover sheets for these experiments are available at www.wiley.com.college/nise.

In addition, and new to this sixth edition, are **Virtual Experiments**. These experiments are more tightly focused than the **Cyber Exploration Laboratory** experiments and use LabVIEW and Quanser virtual hardware to illustrate immediate discussion and examples. The experiments are referenced in sidebars throughout some chapters.

³ Simulink is a registered trademark of The MathWorks, Inc.

Abundant Illustrations

The ability to visualize concepts and processes is critical to the student's understanding. For this reason, approximately 800 photos, diagrams, graphs, and tables appear throughout the book to illustrate the topics under discussion.

Numerous End-of-Chapter Problems

Each chapter ends with a variety of homework problems that allow students to test their understanding of the material presented in the chapter. Problems vary in degree of difficulty and complexity, and most chapters include several practical, real-life problems to help maintain students' motivation. Also, the homework problems contain progressive analysis and design problems that use the same practical systems to demonstrate the concepts of each chapter.

Emphasis on Design

Design
D

This textbook places a heavy emphasis on design. Chapters 8, 9, 11, 12 and 13 focus primarily on design. But, even in chapters that emphasize analysis, simple design examples are included wherever possible.

Throughout the book, design examples involving physical systems are identified by the icon shown in the margin. End-of-chapter problems that involve the design of physical systems are included under the separate heading **Design Problems**, and also in chapters covering design, under the heading **Progressive Analysis and Design Problems**. In these examples and problems, a desired response is specified, and the student must evaluate certain system parameters, such as gain, or specify a system configuration along with parameter values. In addition, the text includes numerous design examples and problems (not identified by an icon) that involve purely mathematical systems.

Because visualization is so vital to understanding design, this text carefully relates indirect design specifications to more familiar ones. For example, the less familiar and indirect phase margin is carefully related to the more direct and familiar percent overshoot before being used as a design specification.

For each general type of design problem introduced in the text, a methodology for solving the problem is presented—in many cases in the form of a step-by-step procedure, beginning with a statement of design objectives. Example problems serve to demonstrate the methodology by following the procedure, making simplifying assumptions, and presenting the results of the design in tables or plots that compare the performance of the original system to that of the improved system. This comparison also serves as a check on the simplifying assumptions.

Transient response design topics are covered comprehensively in the text. They include:

- Design via gain adjustment using the root locus
- Design of compensation and controllers via the root locus
- Design via gain adjustment using sinusoidal frequency response methods
- Design of compensation via sinusoidal frequency response methods

- Design of controllers in state space using pole-placement techniques
- Design of observers in state-space using pole-placement techniques
- Design of digital control systems via gain adjustment on the root locus
- Design of digital control system compensation via s -plane design and the Tustin transformation

Steady-state error design is covered comprehensively in this textbook and includes:

- Gain adjustment
- Design of compensation via the root locus
- Design of compensation via sinusoidal frequency response methods
- Design of integral control in state space

Finally, the design of gain to yield stability is covered from the following perspectives:

- Routh-Hurwitz criterion
- Root locus
- Nyquist criterion
- Bode plots

Flexible Coverage

The material in this book can be adapted for a one-quarter or a one-semester course. The organization is flexible, allowing the instructor to select the material that best suits the requirements and time constraints of the class.

State Space
SS

Throughout the book, state-space methods are presented along with the classical approach. Chapters and sections (as well as examples, exercises, review questions, and problems) that cover state space are marked by the icon shown in the margin and can be omitted without any loss of continuity. Those wishing to add a basic introduction to state-space modeling can include Chapter 3 in the syllabus.

In a one-semester course, the discussions of slate-space analysis in Chapters 4, 5, 6 and 7, as well as state-space design in Chapter 12, can be covered along with the classical approach. Another option is to teach state space separately by gathering the appropriate chapters and sections marked with the **State Space** icon into a single unit that follows the classical approach. In a one-quarter course, Chapter 13, “Digital Control Systems,” could be eliminated.

Emphasis on Computer-Aided Analysis and Design

Control systems problems, particularly analysis and design problems using the root locus, can be tedious, since their solution involves trial and error. To solve these problems, students should be given access to computers or programmable calculators configured with appropriate software. In this sixth edition, MATLAB continues to be integrated into the text as an optional feature. In addition, and new to this

edition, we have included LabVIEW as an option to computer-aided analysis and design.

Many problems in this text can be solved with either a computer or a hand-held programmable calculator. For example, students can use the programmable calculator to (1) determine whether a point on the s -plane is also on the root locus, (2) find magnitude and phase frequency response data for Nyquist and Bode diagrams, and (3) convert between the following representations of a second-order system:

- Pole location in polar coordinates
- Pole location in Cartesian coordinates
- Characteristic polynomial
- Natural frequency and damping ratio
- Settling time and percent overshoot
- Peak time and percent overshoot
- Settling time and peak time

Handheld calculators have the advantage of easy accessibility for homework and exams. Please consult Appendix H, located at www.wiley.com/college/nise, for a discussion of computational aids that can be adapted to handheld calculators.

Personal computers are better suited for more computation-intensive applications, such as plotting time responses, root loci, and frequency response curves, as well as finding state-transition matrices. These computers also give the student a real-world environment in which to analyze and design control systems. Those not using MATLAB or LabVIEW can write their own programs or use other programs, such as Program CC. Please consult Appendix H at www.wiley.com/college/nise for a discussion of computational aids that can be adapted for use on computers that do not have MATLAB or LabVIEW installed.

Without access to computers or programmable calculators, students cannot obtain meaningful analysis and design results and the learning experience will be limited.

Icons Identifying Major Topics

WileyPLUS
 WPCS
Control Solutions
MATLAB
 ML
Simulink
 SL
GUI Tool
 GUIT

Several icons identify coverage and optional material. The icons are summarized as follows:

Control Solutions for the student are identified with a WileyPLUS icon. These problems, developed by JustAsk, are worked in detail and offer explanations of every facet of the solution.

The MATLAB icon identifies MATLAB discussions, examples, exercises, and problems. MATLAB coverage is provided as an enhancement and is not required to use the text.

The Simulink icon identifies Simulink discussions, examples, exercises, and problems. Simulink coverage is provided as an enhancement and is not required to use the text.

The GUI Tool icon identifies MATLAB GUI Tools discussions, examples, exercises, and problems. The discussion of the tools, which includes the LTI Viewer, the Simulink LTIViewer, and the SISO Design Tool, is provided as an enhancement and is not required to use the text.

The Symbolic Math icon identifies Symbolic Math Toolbox discussions, examples, exercises, and problems. Symbolic Math Toolbox coverage is provided as an enhancement and is not required to use the text.

The LabVIEW icon identifies LabVIEW discussions, examples, exercises, and problems. LabVIEW is provided as an enhancement and is not required to use the text.

The State Space icon highlights state-space discussions, examples, exercises, and problems. State-space material is optional and can be omitted without loss of continuity.

The Design icon clearly identifies design problems involving physical systems.



New to This Edition

The following list describes the key changes in this sixth edition

End-of-chapter problems More than 20% of the end-of-chapter problems are either new or revised. Also, an additional Progressive Analysis and Design Problem has been added at the end of the chapter problems. The new progressive problem analyzes and designs a hybrid electric vehicle.

MATLAB The use of MATLAB for computer-aided analysis and design continues to be integrated into discussions and problems as an optional feature in the sixth edition. The MATLAB tutorial has been updated to MATLAB Version 7.9 (R 2009b), the Control System Toolbox Version 8.4, and the Symbolic Math Toolbox Version 5.3

In addition, MATLAB code continues to be incorporated in the chapters in the form of sidebar boxes entitled TryIt.

Virtual Experiments Virtual experiments, developed by National Instruments and Quanser, are included via sidebar references to experiments on Wiley-PLUS. The experiments are performed with 3-D simulations of Quanser hardware using developed LabVIEW VIs. Virtual Experiments are tightly focused and linked to a discussion or example.

Cyber Exploration Laboratory Experiments using LabVIEW have been added. Cyber Exploration Laboratory experiments are general in focus and are envisioned to be used in an associated lab class.

MATLAB's Simulink The use of Simulink to show the effects of nonlinearities upon the time response of open-loop and closed-loop systems appears again in this sixth edition. We also continue to use Simulink to demonstrate how to simulate digital systems. Finally, the Simulink tutorial has been updated to Simulink 7.4

Chapter 11 Lag-lead compensator design using Nichols charts has been added to Section 11.5.

LabVIEW New to this edition is LabVIEW. A tutorial for this tool is included in Appendix D. LabVIEW is used in Cyber Exploration Laboratory experiments and other problems throughout the textbook.

Book Companion Site (BCS) at www.wiley.com/college/nise

The BCS for the sixth edition includes various student and instructor resources. This free resource can be accessed by going to www.wiley.com/college/nise and clicking on Student Companion Site. Professors also access their password-protected resources on the Instructor Companion Site available through this url. Instructors should contact their Wiley sales representative for access.

For the Student:

- All M-files used in the MATLAB, Simulink, GUI Tools, and Symbolic Math Toolbox tutorials, as well as the TryIt exercises
- Copies of the Cyber Exploration Laboratory experiments for use as experiment cover sheets
- Solutions to the Skill-Assessment Exercises in the text
- LabVIEW Virtual Experiments and LabVIEW VIs used in Appendix D

For the Instructor:

- PowerPoint[®]⁴ files containing the figures from the textbook
- Solutions to end-of-chapter problem sets
- Simulations, developed by JustAsk, for inclusion in lecture presentations



Book Organization by Chapter

Many times it is helpful to understand an author's reasoning behind the organization of the course material. The following paragraphs hopefully shed light on this topic.

The primary goal of Chapter 1 is to motivate students. In this chapter, students learn about the many applications of control systems in everyday life and about the advantages of study and a career in this field. Control systems engineering design objectives, such as transient response, steady-state error, and stability, are introduced, as is the path to obtaining these objectives. New and unfamiliar terms also are included in the Glossary.

Many students have trouble with an early step in the analysis and design sequence: transforming a physical system into a schematic. This step requires many simplifying assumptions based on experience the typical college student does not yet possess. Identifying some of these assumptions in Chapter 1 helps to fill the experience gap.

Chapters 2, 3, and 5 address the representation of physical systems. Chapters 2 and 3 cover modeling of open-loop systems, using frequency response techniques and state-space techniques, respectively. Chapter 5 discusses the representation and reduction of systems formed of interconnected open-loop subsystems. Only a representative sample of physical systems can be covered in a textbook of this length. Electrical, mechanical (both translational and rotational), and electromechanical systems are used as examples of physical systems that are modeled, analyzed, and designed. Linearization of a nonlinear system—one technique used by the engineer to simplify a system in order to represent it mathematically—is also introduced.

Chapter 4 provides an introduction to system analysis, that is, finding and describing the output response of a system. It may seem more logical to reverse the order of Chapters 4 and 5, to present the material in Chapter 4 along with other chapters covering analysis. However, many years of teaching control systems have taught me that the sooner students see an application of the study of system representation, the higher their motivation levels remain.

Chapters 6, 7, 8, and 9 return to control systems analysis and design with the study of stability (Chapter 6), steady-state errors (Chapter 7), and transient response of higher-order systems using root locus techniques (Chapter 8). Chapter 9 covers design of compensators and controllers using the root locus.

⁴ PowerPoint is a registered trademark of Microsoft Corporation.

Chapters 10 and 11 focus on sinusoidal frequency analysis and design. Chapter 10, like Chapter 8, covers basic concepts for stability, transient response, and steady-state-error analysis. However, Nyquist and Bode methods are used in place of root locus. Chapter 11, like Chapter 9, covers the design of compensators, but from the point of view of sinusoidal frequency techniques rather than root locus.

An introduction to state-space design and digital control systems analysis and design completes the text in Chapters 12 and 13, respectively. Although these chapters can be used as an introduction for students who will be continuing their study of control systems engineering, they are useful by themselves and as a supplement to the discussion of analysis and design in the previous chapters. The subject matter cannot be given a comprehensive treatment in two chapters, but the emphasis is clearly outlined and logically linked to the rest of the book.

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Norman S. Nise