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# Single and Multivariable Calculus

*Late Transcendentals*

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This text was initially written by David Guichard. The single variable material in chapters 1–9 is a modification and expansion of notes written by Neal Koblitz at the University of Washington, who generously gave permission to use, modify, and distribute his work. New material has been added, and old material has been modified, so some portions now bear little resemblance to the original.

The book includes some exercises and examples from *Elementary Calculus: An Approach Using Infinitesimals*, by H. Jerome Keisler, available at <http://www.math.wisc.edu/~keisler/calc.html> under a Creative Commons license. In addition, the chapter on differential equations (in the multivariable version) and the section on numerical integration are largely derived from the corresponding portions of Keisler's book. Albert Schueller, Barry Balof, and Mike Wills have contributed additional material.

This copy of the text was compiled from source at 14:14 on 4/29/2016.

I will be glad to receive corrections and suggestions for improvement at [guichard@whitman.edu](mailto:guichard@whitman.edu).

*For Kathleen,  
without whose encouragement  
this book would not have  
been written.*

# Contents

<hr/>	
<b>1</b>	
<b>Analytic Geometry</b>	<b>15</b>
1.1 Lines	16
1.2 Distance Between Two Points; Circles	21
1.3 Functions	22
1.4 Shifts and Dilations	27
<hr/>	
<b>2</b>	
<b>Instantaneous Rate of Change: The Derivative</b>	<b>31</b>
2.1 The slope of a function	31
2.2 An example	36
2.3 Limits	38
2.4 The Derivative Function	48
2.5 Adjectives For Functions	53

## 6 Contents

### --- 3

<b>Rules for Finding Derivatives</b>	<b>57</b>
3.1 The Power Rule	57
3.2 Linearity of the Derivative	60
3.3 The Product Rule	62
3.4 The Quotient Rule	64
3.5 The Chain Rule	67

### --- 4

<b>Trigonometric Functions</b>	<b>73</b>
4.1 Trigonometric Functions	73
4.2 The Derivative of $\sin x$	76
4.3 A hard limit	77
4.4 The Derivative of $\sin x$ , continued	80
4.5 Derivatives of the Trigonometric Functions	81
4.6 Implicit Differentiation	82
4.7 Limits revisited	86

### --- 5

<b>Curve Sketching</b>	<b>91</b>
5.1 Maxima and Minima	91
5.2 The first derivative test	95
5.3 The second derivative test	96
5.4 Concavity and inflection points	97
5.5 Asymptotes and Other Things to Look For	99

### --- 6

<b>Applications of the Derivative</b>	<b>103</b>
6.1 Optimization	103
6.2 Related Rates	115
6.3 Newton's Method	123
6.4 Linear Approximations	127
6.5 The Mean Value Theorem	129

## 7

<b>Integration</b>	<b>133</b>
7.1 Two examples . . . . .	133
7.2 The Fundamental Theorem of Calculus . . . . .	137
7.3 Some Properties of Integrals . . . . .	144
7.4 Substitution . . . . .	148

## 8

<b>Applications of Integration</b>	<b>155</b>
8.1 Area between curves . . . . .	155
8.2 Distance, Velocity, Acceleration . . . . .	160
8.3 Volume . . . . .	163
8.4 Average value of a function . . . . .	169
8.5 Work . . . . .	173

## 9

<b>Transcendental Functions</b>	<b>179</b>
9.1 Inverse functions . . . . .	179
9.2 The natural logarithm . . . . .	185
9.3 The exponential function . . . . .	189
9.4 Other bases . . . . .	192
9.5 Inverse Trigonometric Functions . . . . .	196
9.6 Hyperbolic Functions . . . . .	199

## 10

<b>Techniques of Integration</b>	<b>205</b>
10.1 Powers of sine and cosine . . . . .	205
10.2 Trigonometric Substitutions . . . . .	207
10.3 Integration by Parts . . . . .	210
10.4 Rational Functions . . . . .	214
10.5 Numerical Integration . . . . .	218
10.6 Additional exercises . . . . .	223

## 11

<b>More Applications of Integration</b>	<b>225</b>
11.1 Center of Mass . . . . .	225
11.2 Kinetic energy; improper integrals . . . . .	231
11.3 Probability . . . . .	235
11.4 Arc Length . . . . .	244
11.5 Surface Area . . . . .	246

## 12

<b>Polar Coordinates, Parametric Equations</b>	<b>253</b>
12.1 Polar Coordinates . . . . .	253
12.2 Slopes in polar coordinates . . . . .	257
12.3 Areas in polar coordinates . . . . .	259
12.4 Parametric Equations . . . . .	263
12.5 Calculus with Parametric Equations . . . . .	265

## 13

<b>Sequences and Series</b>	<b>269</b>
13.1 Sequences . . . . .	270
13.2 Series . . . . .	276
13.3 The Integral Test . . . . .	280
13.4 Alternating Series . . . . .	285
13.5 Comparison Tests . . . . .	287
13.6 Absolute Convergence . . . . .	290
13.7 The Ratio and Root Tests . . . . .	291
13.8 Power Series . . . . .	294
13.9 Calculus with Power Series . . . . .	297
13.10 Taylor Series . . . . .	299
13.11 Taylor's Theorem . . . . .	302
13.12 Additional exercises . . . . .	308

## 14

<b>Three Dimensions</b>	<b>311</b>
14.1 The Coordinate System . . . . .	311
14.2 Vectors . . . . .	314
14.3 The Dot Product . . . . .	319
14.4 The Cross Product . . . . .	325
14.5 Lines and Planes . . . . .	329
14.6 Other Coordinate Systems . . . . .	335

## 15

<b>Vector Functions</b>	<b>341</b>
15.1 Space Curves . . . . .	341
15.2 Calculus with vector functions . . . . .	343
15.3 Arc length and curvature . . . . .	351
15.4 Motion along a curve . . . . .	357

## 16

<b>Partial Differentiation</b>	<b>361</b>
16.1 Functions of Several Variables . . . . .	361
16.2 Limits and Continuity . . . . .	365
16.3 Partial Differentiation . . . . .	369
16.4 The Chain Rule . . . . .	375
16.5 Directional Derivatives . . . . .	378
16.6 Higher order derivatives . . . . .	383
16.7 Maxima and minima . . . . .	385
16.8 Lagrange Multipliers . . . . .	390

## 17

<b>Multiple Integration</b>	<b>397</b>
17.1 Volume and Average Height . . . . .	397
17.2 Double Integrals in Cylindrical Coordinates . . . . .	407
17.3 Moment and Center of Mass . . . . .	411
17.4 Surface Area . . . . .	414
17.5 Triple Integrals . . . . .	416
17.6 Cylindrical and Spherical Coordinates . . . . .	419
17.7 Change of Variables . . . . .	423

## 18

<b>Vector Calculus</b>	<b>431</b>
18.1 Vector Fields . . . . .	431
18.2 Line Integrals . . . . .	433
18.3 The Fundamental Theorem of Line Integrals . . . . .	437
18.4 Green's Theorem . . . . .	440
18.5 Divergence and Curl . . . . .	445
18.6 Vector Functions for Surfaces . . . . .	448
18.7 Surface Integrals . . . . .	454
18.8 Stokes's Theorem . . . . .	458
18.9 The Divergence Theorem . . . . .	462

## 19

<b>Differential Equations</b>	<b>467</b>
19.1 First Order Differential Equations . . . . .	468
19.2 First Order Homogeneous Linear Equations . . . . .	472
19.3 First Order Linear Equations . . . . .	475
19.4 Approximation . . . . .	478
19.5 Second Order Homogeneous Equations . . . . .	481
19.6 Second Order Linear Equations . . . . .	485
19.7 Second Order Linear Equations, take two . . . . .	489

<hr/> <b>A</b> Selected Answers	493
<hr/> <b>B</b> Useful Formulas	519
<hr/> Index	523

# Introduction

The emphasis in this course is on problems—doing calculations and story problems. To master problem solving one needs a tremendous amount of practice doing problems. The more problems you do the better you will be at doing them, as patterns will start to emerge in both the problems and in successful approaches to them. You will learn fastest and best if you devote some time to doing problems every day.

Typically the most difficult problems are story problems, since they require some effort before you can begin calculating. Here are some pointers for doing story problems:

1. Carefully read each problem twice before writing anything.
2. Assign letters to quantities that are described only in words; draw a diagram if appropriate.
3. Decide which letters are constants and which are variables. A letter stands for a constant if its value remains the same throughout the problem.
4. Using mathematical notation, write down what you know and then write down what you want to find.
5. Decide what category of problem it is (this might be obvious if the problem comes at the end of a particular chapter, but will not necessarily be so obvious if it comes on an exam covering several chapters).
6. Double check each step as you go along; don't wait until the end to check your work.
7. Use common sense; if an answer is out of the range of practical possibilities, then check your work to see where you went wrong.

## 14 Introduction

### Suggestions for Using This Text

1. Read the example problems carefully, filling in any steps that are left out (ask someone for help if you can't follow the solution to a worked example).
2. Later use the worked examples to study by covering the solutions, and seeing if you can solve the problems on your own.
3. Most exercises have answers in Appendix A; the availability of an answer is marked by “ $\Rightarrow$ ” at the end of the exercise. In the pdf version of the full text, clicking on the arrow will take you to the answer. The answers should be used only as a final check on your work, not as a crutch. Keep in mind that sometimes an answer could be expressed in various ways that are algebraically equivalent, so don't assume that your answer is wrong just because it doesn't have exactly the same form as the answer in the back.
4. A few figures in the pdf and print versions of the book are marked with “(AP)” at the end of the caption. Clicking on this should open a related interactive applet or Sage worksheet in your web browser. Occasionally another link will do the same thing, like this example. (Note to users of a printed text: the words “this example” in the pdf file are blue, and are a link to a Sage worksheet.)