Continuity and Differentiability - Homework

 In the following graphs determine if the function \(f(x)\) is continuous at the marked value of \(c,\) and if not, determine for which of the 3 rules of continuity the function fails.



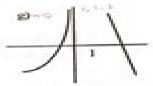




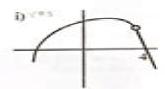


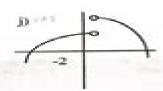




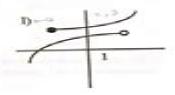












Find the value of x where the function is discontinuous.

a.
$$f(x) = x^3 + 3^2$$

b.
$$f(x) = \frac{5}{x^2 - 81}$$

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b.
$$f(x) = \frac{5}{x^2 - 81}$$
 c. $f(x) = \frac{x^2 + 2x - 24}{x^2 - 36}$

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3. Find whether the function is continuous at the value where the rule for the function changes.

a.
$$f(x) = \begin{cases} 8 - x^2, x < 2 \\ 6 - x, x \ge 2 \end{cases}$$

b.
$$f(x) = \begin{cases} 4 - x^2, x < 1 \\ 1 + x, x \ge 1 \end{cases}$$

c.
$$f(x) = \begin{cases} 2^x, x < 3 \\ 10 - x, x \ge 3 \end{cases}$$

Continuity And Differentiability Homework Answers

Ed Dubinsky

Continuity And Differentiability Homework Answers:

Single Variable Calculus Gerald L. Bradley,1999 *Linear Programming and Generalizations* Eric V. Denardo, 2011-07-25 This book on constrained optimization is novel in that it fuses these themes use examples to introduce general ideas engage the student in spreadsheet computation survey the uses of constrained optimization investigate game theory and nonlinear optimization link the subject to economic reasoning and present the requisite mathematics Blending these themes makes constrained optimization more accessible and more valuable It stimulates the student s interest quickens the learning process reveals connections to several academic and professional fields and deepens the student s grasp of the relevant mathematics. The book is designed for use in courses that focus on the applications of constrained optimization in courses that emphasize the theory and in courses that link the subject to economics **Differential Equations** Alexandra Skidmore, Margie Hale, 1998 This ODE workbook develops more than 50 projects that require a CAS Some are designed to get the student into the right mode of thinking for that topic be it solutions integrating factors linear operations and so forth The syntax for using Maple Mathematica and Derive are provided Calculus 1 Using Mathematica Margret H. Höft, 1992 Using Writing to Teach Mathematics Andrew Sterrett, 1990 This collection of essays is an outgrowth of the widespread interest shown in sessions of contributed papers on writing given at the 1988 and 1989 Annual Meetings of the MAA Many of the 30 authors of the essays included in this volume participated in those sessions and each has considerable experience in requiring students to write about mathematics Calculus from Graphical, Numerical, and Symbolic Points of View Arnold Ostebee, Paul Zorn, 2002 This flexible series offers instructors a true balance of traditional and conceptual approaches to calculus for math science and engineering majors The Second Edition continues to focus on conceptual understanding as its primary goal and combines a variety of approaches and viewpoints to help students achieve this understanding In addition to providing a readable tone that appeals to students and supports independent work the authors present a balance of traditional theorems and proofs along with conceptually driven examples and exercises featuring graphical numerical and symbolic points of view In addition the text offers a wealth of **Research in Collegiate Mathematics** diverse well graded exercises including some more challenging problems **Education IV** Ed Dubinsky, 2000 This fourth volume of Research in Collegiate Mathematics Education RCME IV reflects the themes of student learning and calculus Included are overviews of calculus reform in France and in the U S and large scale and small scale longitudinal comparisons of students enrolled in first year reform courses and in traditional courses The work continues with detailed studies relating students understanding of calculus and associated topics Direct focus is then placed on instruction and student comprehension of courses other than calculus namely abstract algebra and number theory The volume concludes with a study of a concept that overlaps the areas of focus quantifiers. The book clearly reflects the trend towards a growing community of researchers who systematically gather and distill data regarding collegiate mathematics

teaching and learning This series is published in cooperation with the Mathematical Association of America MAA Notes A Course in Mathematical Methods for Physicists Russell L. Herman, 2013-12-04 Based on the author's junior level ,1983 undergraduate course this introductory textbook is designed for a course in mathematical physics Focusing on the physics of oscillations and waves A Course in Mathematical Methods for Physicists helps students understand the mathematical techniques needed for their future studies in physics It takes a bottom up approach that emphasizes physical applications of the mathematics The book offers A quick review of mathematical prerequisites proceeding to applications of differential equations and linear algebra Classroom tested explanations of complex and Fourier analysis for trigonometric and special functions Coverage of vector analysis and curvilinear coordinates for solving higher dimensional problems Sections on nonlinear dynamics variational calculus numerical solutions of differential equations and Green's functions The Effect of Computer and Calculator Graphics on Students' Ability to Mentally Construct Calculus Concepts Marian Joan Ellison, 1993 Abstracts of Papers Presented to the American Mathematical Society American Mathematical **Comparing Writing with Interviews and Exams as** Society,2007 The Mathematics Educator ,2009 Assessments of Students' Understanding of the Concept of the Derivative Gwen Laura Fisher, 2001 Continuity and Differentiation Wieslawa J. Kaczor, 2001

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