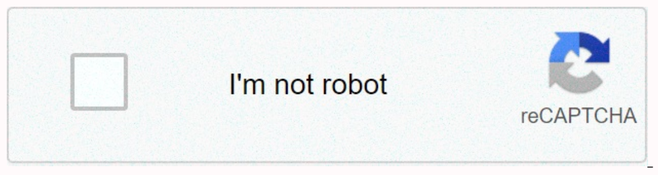

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(If an infringement occurs, you can report it) GMT-8, 2021-1-6 06:43 jane_gQr1V Posted on 2020-11-17 20:07:06 jane_gQr1V Published 2020-11-17 20:0606:30 _U27K8 Published 2020-11-6 17:02:40 mtmaggie Published 2020-11-6 13:53:20 Teach your child frustrations education as important as learning. Frustration is everywhere in life, take the opportunity, you can get an education from it. Everything in life will be avoided, only setbacks will not be short, so to learnculus :(13554208952 posted in 2020-10-31 01:58:43 Hanson published 2020-10-5 13:55:04 Winter Published 2020-10-5 13:55:04 Winter Published 2020-10-5 13:55:04 Winter Published 2020-10-5 13:55:04 Winter Published 2020-10-5 13:55:04 Winter Published 2020-10-5 13:55:04 Winter Published 2020-10-5 13:55:04 Winter Published 2020-10-5 13:55:04 Winter Publish12020-9-22 23:08:03 _cv50S On Posted 2020-9-22 22:40:50 hands posted on 2020-9-22 06:32:44 14th Edition of Heil, Joel R. Hass, ... 12th edition of Hass, Thomas, Weir 13th Edition Thomas 11th Edition Thomas 13th Edition George B Thomas Jr, ... For three semesters or four-quarters of courses in Mathematics for students who have studied mathematics, engineering or scienceDebra package includes MyLab mathematics. Clarity and precision Thomas' account: Early transcendentals help students reach the level of mathematical knowledge and maturity you need, but with support for students who need it。 through a balance of clear and intuitive explanations, current applications and generalised concepts. In 14th Edition, new co-author Christopher Heil (Georgia Institute of Technology) works with author Joel Hass to preserve what's best about Thomas's time-tested text while having second mind。 every word and every work of art with today's disciples in mind. The result is text that goes beyond memory formulas and routine procedures to help students generalize key concepts and develop a deeper understanding. Personalize learning with MyLab math. MyLab™ Math is an online homegrown, tutorial and assessment program designed to work with this text to engage students and improve results. Within their structured environment, students practice what they learn, test their understanding and follow a personalized study plan that helps absorb course materials and understand。 difficult concepts. A full suite of interactive figures has been added to the accompanying MyLab maths course to further support teaching and learning. Improved sample tasks include reviewing prerequisites on time, helping to maintain fresh skills with distributed practices of key concepts, and providing。 Provide. do exercises without learning aids to help students develop confidence in their ability to solve problems on their own. NOTE: This text requires a title-specific MyLab Math access kit. The title-specific access kit provides access to Hass/Heil/Weir, Thomas' Calculus: Early Transcendentals 14/e following the MyLab course ONLY. Personalize learning with MyLab Math. MyLab™ Math is an online homegrown, tutorial and rating program designed to work with this text to engage students and improve results. Within their structured environment, students practice what they learn, test their understanding, and follow a personalized study plan that helps them absorb course materials and understand difficult concepts. A full suite of interactive figures has been added to the accompanying MyLab maths course to further support teaching and learning. Improved sample tasks include reviewing prerequisites on time, helping to maintain fresh skills with distributed key concept practices, and providing opportunities to work on exercises without learning aids to help students develop confidence in their ability to solve problems on their own. NOTE: This text requires a title-specific MyLab Math access kit. The title-specific access kit provides access to Hass/Heil/Weir, Thomas' Calculus: Early Transcendentals 14/e following the MyLab course ONLY. Engage students with the power of accounts through various multimedia resources NEW! A full suite of interactive images has been added to support teaching and learning. The figures illustrate key concepts and allow manipulation. They are designed to be used in lectures, as well as by students independently. Included are videos that use interactive figures to explain key concepts. The figures can be edited using the freely available GeoGebra software. The figures were produced by Marc Renault (Shippensburg University), Steve Phelps (University of Cincinnati), Kevin Hopkins (Southwest Baptist University) and Tim Brzezinski (Berlin High School, CT). Updated! Instructional videos: Hundreds of videos are available as learning aids within exercises and for self-learning. The Video-Based Task Guide makes it easy to assign homework videos by showing which myLab math exercises fit each video. The complete eText is available to students through their MyLab math courses for lifetime editions, giving students unlimited access to eText within any course using that textbook release. Evaluate students' understanding of concepts and skills through a wide range of exercises Exercises with immediate feedback – over 8080 assigned exercises for this text are algorithmically regenerated to give students unlimited opportunity to practice and mastery. MyLab Math provides useful feedback when incorrect responses and includes additional learning aids, including Me Solve This, View an Example, videos, and a eText.NEW! Setup and solving exercises require students to first describe how they will set up and approach the problem. This strengthens the conceptual understanding of the process applied in approaching the problem, promotes long-term retention of skill and reflects what students will be expected to do on the test. New! Additional conceptual questions increase textual exercises to focus on a deeper, theoretical understanding of key concepts in the account. These questions were written by the faculty at Cornell University under an NSF grant and are also assigned through catalytic learning. New! Improved sample tasks have been created to increase student performance in the course. These section-level tasks include: (a) personalized on-time review exercises; (b) systematically distributed practices of key concepts (such as the Chain Rule) to keep skills fresh and (c) periodically remove learning aids to help learners develop confidence in their ability to solve problems on their own. New! An integrated review of MyLab math courses provides a full suite of supportive resources for the content of the main course plus additional tasks and learning aids for students who will benefit from the remediation. The tasks for the contents of the integrated review are pre-signed in MyLab Math, which makes it easier than ever to create a course. Learning catalytics™ helps instructors generate class discussion, customize lectures and promote peer-to-peer learning with real-time analytics. As a student response tool, Learning Catalytics uses students' smartphones, tablets or laptops to engage them in more interactive tasks and thinking. Learning catalytics allows you to help your students develop critical thinking skills. Follow the answers to find out where your students are struggling. Rely on real-time data to customize your teaching strategy. Automatically group students for discussion, teamwork, and peer-to-peer learning. About calculating teaching a book the way you want to teach it, at a level that prepares students for their STEM majors New co-author Chris Heil (Georgia Institute of Technology) and co-author Joel Hass continue Thomas' tradition of developing students' mathematical maturity and expertise, go beyond remembering formulas and routine procedures, and showing students how to generalize key concepts once they are introduced. The authors carefully present key topics, such as the definition of derivative, both informally and formally. The difference between the two is clearly an explanation of how each one was developed, including an explanation of why a formal definition is needed. Ideas are introduced by examples and intuitive explanations that are then generalized so that students are not overwhelmed by abstraction. The results are carefully and proves throughout the book and clearly explained and motivated. Students and instructors undergoing formal material will find it carefully presented and explained as well as informal development. If the instructor decides to downplay the formality at any stage, it will not cause problems with the later development of the text. The flexible table of contents divides topics into manageable sections, allowing instructors to customize their course to meet their students' specific needs. Full and precise multiple coverage enhances the connections of multi-shifting ideas with its one-variable analogists studied earlier in the book. Evaluate understanding of key concepts and skills of students through a wide range of time-tested exercises Powerful exercise sets have a great breadth of problems — progression from skills problems to applied and theoretical problems — to encourage students to think and practice concepts until they have achieved mastery. In the 14th century. Writing exercises set throughout the text ask students to explore and explain different terms and applications of accounts. In addition, the end of each chapter contains a list of questions that students can review and summarize what they have learned. Many of these exercises make good writing tasks. Technology exercises (marked with A T) are included in each section, asking students to use a calculator or computer when solving problems. In addition, computer research gives the ability to assign exercises that require an algebra computer system (CAS, such as Maple or Mathematica). Enhance full understanding of accounts for students at different levels Each main topic is developed with simple and more advanced examples to give basic ideas and illustrate deeper concepts. Updated! The figures are conceived and presented to provide insight to students and support conceptual reasoning. In 14th Edition, new figures are added to improve understanding and graphics are revised throughout to emphasize clear visualization. Enhanced! The annotations within the example (shown in blue) guide students through a problem solution and emphasize that every step in the mathematical argument is rigorously justified. For the 14th time. Materials at the end of the chapter include review questions, exercises covering the entire chapter, and a series of additional and advanced exercises with more challenging or synthesizing problems. The complete suite of instructor and student add-ons saves class preparation time for instructors and improves student learning. Personalize learning with MyLab Math. MyLab™ Math is an online homegrown, tutorial and rating program designed to work with this text to engage students and improve results. Within its structured environment, practice what they learn, test their understanding and follow a personalized study plan that helps them absorb course material and understand difficult concepts. A full suite of interactive figures has been added to the accompanying MyLab maths course to further support teaching and learning. Improved sample tasks include reviewing prerequisites on time, helping to maintain fresh skills with distributed key concept practices, and providing opportunities to work on exercises without learning aids to help students develop confidence in their ability to solve problems on their own. NOTE: This text requires a title-specific MyLab Math access kit. The title-specific access kit provides access to Hass/Heil/Weir, Thomas' Calculus: Early Transcendentals 14/e following the MyLab course ONLY. New to MyLab Math: The new release continues to expand comprehensive auto-rating workout options. Existing exercises have been carefully reviewed, verified and improved using aggregated data on student use and performance over time. A full suite of interactive images has been added to support teaching and learning. The figures illustrate key concepts and allow manipulation. They are designed to be used in lectures, as well as by students independently. Included are videos that use interactive figures to explain key concepts. The figures can be edited using the freely available GeoGebra software. The figures were produced by Marc Renault (Shippensburg University), Steve Phelps (University of Cincinnati), Kevin Hopkins (Southwest Baptist University) and Tim Brzezinski (Berlin High School, CT). Setup and solving exercises require students to first set up and then solve the problem. This better suits what they are asked to do in tests and promotes long-term retention of skill. Additional conceptual questions increase textual exercises to focus on a deeper, theoretical understanding of key concepts in the account. These questions were written by faculty at Cornell University under an NSF grant and are also assigned through catalytic learning. Improved sample tasks are created to maximize student performance in the course. These section-level tasks include: (a) personalized on-time review exercises; (b) systematically distributed practices of key concepts (such as the Chain Rule) to keep skills fresh and (c) periodically remove learning aids to help learners develop confidence in their ability to solve problems on their own. An integrated review of MyLab math courses provides a full suite of supportive resources for the content of the main course plus additional tasks and learning aids for students who will benefit from the remediation. The tasks for the contents of the integrated

review are pre-signed in MyLab Math, which facilitates ever creating a course. More assign exercises - Instructors now have more than ever to choose in the assignment of homework. There are about 8,080 dodrous exercises in MyLab Math.More instructional videos -- More than 200 new instructional videos, which include Greg Wisloski and Dan Radelet (both from Indiana PA University), increase an already robust collection within the course. These videos support the overall approach to text – specifically, they go beyond routine procedures to show students how to generalize and connect key concepts. The book's new co-authors Joel Hass and Chris Heil questioned every word, symbol and work of art, motivating students to consider content from different perspectives and a compelling deeper, geometric understanding. The updated graphic emphasizes clear visualization and mathematical correctness. New examples and figures have been added in all chapters, many based on user feedback. See, for example, Example 3 in section 9.1, which helps students overcome a conceptual hurdle. New types of domestic exercises have been added, including many geometric natures. The new exercises provide different perspectives and approaches to each topic. Short URLs have been added to historical margins, allowing students to navigate directly to online information. The newnotations within the example (in blue type) guide the student through a problem solution and emphasize that every step in the mathematical argument is rigorously justified. All chapters have been revised for clarity, consistency, brevity and understanding. Detailed content changes Chapter 1 Abbreviated 1.4 to focus on problems arising from the use of mathematical software and potential pitfalls. Removed peripheral material on regression, along with associated exercises. Clarification of the definition of exponential function in 1.5.Replaced sin-1 note for inverse function of the sinus with arcine as the default note at 1.6, and is similar for other functions of trig. Added new exercises: 1.1: 59-62, 1.2: 21-22; 1.3: 64-65, 1.6: 61-64, 79cd; PE: 29-32. Chapter 2 Added definition of average speed in 2.1.Updated definition of limitations to enable arbitrary domains. The definition of limitations now complies with the definition in multi-replaceable domains later in the text and with more general mathematical usage. Reworded the limitation and continuity of definition to remove symbol implications and improve understanding. Added a new example 7 in 2.4 to illustrate the limits of the ratio of trig functions. Rewrite 2.5 Example 11 to solve the equation by finding zero, according to the previous discussion. New exercises added: 2.1: 15-18; 2.2: 3h-k, 4f-I; 2.4: 19-20, 45-46; 2.5: 31-32; 2.6: 69-74; PE: 57-58; AAE: 35-38. Chapter 3 The ratio of inclination and speed of change has been cleared. Added new figure 3.9 using the square root function to illustrate vertical tangent lines. Added x-image(1x) in 3.2 to illustrated how oscillation can the insutigable existence of a continuous function derivative. Revised product rule to keep the order of factors consistent throughout the text, including later product formulas with dots and cross-products. Added new exercises: 3.2: 36, 43-44; 3.3: 65-66; 3.5: 43-44, 61bc; 3.6: 79-80, 111-113; 3.7: 27-28; 3.8: 97-100; 3.9: 43-46; 3.10: 47; AAE: 14-15, 26-27. Chapter 4 Added summary on 4.1.Added new example 3 with new figure 4.27 and Example 12 with new figure 4.35 to give basic and advanced examples more concave. Added new exercises: 4.1: 53-56, 67-70; 4.3: 45-46, 67-68; 4.4: 107-112; 4.6: 37-42; 4.7: 7-10; 4.8: 115-118; PE: 1-16, 101-102; AAE:19-20, 38-39. Moved exercises 4.1: 53-68 to PE. Chapter 5 Improved discussion at 5.4 and added a new figure of 5.18 to illustrate the mean theorem.Added new exercises: 5.2: 33-36; 5.4: 71-72; 5.6: 47-48; PE: 43-44, 75-76. Chapter 6 Clarification method of cylindrical shell. Converted 6.5 Example 4 to metric units. Added introductory discussion on mass distribution along the line, with a figure, in 6.6.Added new exercises: 6.1: 15-16; 6.2: 49-50; 6.3: 13-14; 6.5: 1-2; 6.6: 1-6, 21-22; PE: 17-18, 23-24, 37-38. Chapter 7 Clarification discussion of separational differential equations in 7.2.New exercises added: 7.1: 61-62, 73; PE: 41-42. Chapter 8 Updated 8.2 Integration by parts of discussions emphasize in(x)v'(x) dx form, not in DV. Rewrite examples 1-3 accordingly. Table integration discussion and related exercises removed. Updated discussion at 8.5 on how to find constants in the partial fraction methodUpdated notation at 8.8 to comply with standard usage in statistics. Added new exercises: 8.1: 41-44; 8.2: 53-56, 72-73; 8.3: 75-76; 8.4: 49-52; 8.5: 51-66, 73-74; 8.8: 35-38, 77-78; PE: 69-88. Chapter 9 Added a new Example 3 with the number 9.3 to illustrate how to build a slope field. Added new exercises: 9.1: 11-14; PE: 17-22, 43-44. Chapter 10 Clarified the different meaning of the sequence and series. Added new figure 10.9 to illustrate the sum of the series as an area of histograms. Added to the 10.3 debate on the importance of tying errors in approximations. Added new figure 10.13 illustrating how to use integrals to bind the remaining terms of partial amounts. Rewrite Theorem 10 at 10.4 to draw a resemblance to an integral comparison test. Added new figure 10.16 illustrating the different behaviors of the harmonic and alternating harmonic sequence. Renamed nth term test nth term test for divergence emphasize that it says nothing about convergence. Added new figure 10.19 to illustrate polynomials that connect to ln(1 + x), illustrating convergence at a semi-open interval (-1, 1]. Red dots and intervals were used to indicate intervals and points where divergence and blue occur to indicate convergence during 10.New picture added 10.21 10.21 show six different options for the convergence interval. Added new exercises: 10.1: 27-30, 72-77; 10.2: 19-22, 73-76, 105; 10.3: 11-12, 39-42; 10.4: 55-56; 10.5: 45-46, 65-66; 10.6: 57-82; 10.7: 61-65; 10.8: 23-24, 39-40; 10.9: 11-12, 37-38; PE: 41-44, 97-102. Chapter 11 A new example 1 and Figure 11.2 at 11.1 were added to give a simple first example of a parametized curve. Updated area formulas for polar coordinates that include conditions for positive r and θ.He added a new example 3 and Figure 11.37 at 11.4 to illustrate the intersections of polar curves. New exercises added: 11.1: 19-28; 11.2: 49-50; 11.4: 21-24. Chapter 12 A new Figure 12.13(b) has been added to demonstrate the effect of vector scaling. Added a new example 7 and Figure 12.26 at 12.3 to illustrate the projection of the vector. Added discussion of general quadrice surfaces at 12.6, with new example 4 and new figure 12.48 illustrating the description of the ellipsoid not focused on origin through the completion of the square. Added new drills: 12.1: 31-34, 59-60, 73-76; 12.2: 43-44; 12.3: 17-18; 12.4: 51-57; 12.5: 49-52. Chapter 13 Added sidebars on how to pronounce Greek letters such as kappa, tau, etc. Added new exercises: 13.1: 1-4, 27-36; 13.2: 15-16, 19-20; 13.4: 27-28; 13.6: 1-2. Chapter 14 Elaborated on the discussion of open and closed regions at 14.1.Standardised notation for the assessment of partial derivatives, gradients and directed derivatives in point, throughout the chapter. Renamed branch diagrams to dependency diagrams that clarify that they capture dependence on variables. Added new exercises: 14.2: 51-54; 14.3: 51-54, 59-60, 71-74, 103-104; 14.4: 20-30, 43-46, 57-58; 14.5: 41-44; 14.6: 9-10, 61; 14.7:61-62. Chapter 15 A new figure 15.21b has been added to illustrate the setting of double integral boundaries. Added new example 15.5, modified examples 2 and 3, and added new figures 15.31, 15.32, 15.33 give basic examples of setting integration limits for triple integral. New material has been added on the distribution of common probability as a multi-integration application. Added new examples 5, 6 and 7 to section 15.6.Added new exercises: 15.1: 15-16, 27-28; 15.6: 39-44; 15.7: 1-22. Chapter 16 A new figure 16.4 has been added to illustrate a line integral to the function. Added new image 16.17 illustrate gradient field. Added new figure 16.19 to illustrate a line integral to the vector field. Clarified note for line integrals at 16.2.Added discussion of the potential energy mark at 16.3.Rewrote solution example 3 at 4.4pm to clarify the link to Green's theorem. Updated discussion of surface orientation at 4.6pm along with figure 16.52.New exercises added: 16.2: 37-38, 41-46; 16.4: 1-6; 16.6: 49-50; 16.7: 1-6; 16.8: 1-4. Add-ons: Rewrite add-on A7 complex numbers. 1. Functions1.1 and their charts1.2 Combine function; Scroll and scale Graphs1.3 Trigonometric Functions1.4 Graphing with Software1.5 Exponential Functions1.6 Inverse Functions and Logarithms2. Limitations and continuity2.1 Rates of line change and tangents on curves2.2 Function boundary and limit laws2.3 Precise definition of limitations 2.4 Unilateral limits2.5 Continuity2.6 Limitations involving infinity; Asymptoti Graphs3. 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Applications of definite integral6.1 volumes using cross section6.2 volumes using cylindrical shells6.3 Arc Length6.4 areas of revolution6.5 Rada surfaces and fluid forces6.6 moments and centers Mass7. Integral and transcendental functions7.1 Logarithm defined as integral7.2 exponential change and separation differential equations 7.3 Hyperbolic functions 7.4 Relative growth rates 8. Integration techniques8.1 Using basic integration formulas8.2 integrations by parts8.3 Trigonometric integrali8.4 Trigonometric replacements8.5 Integration of rational functions by partial fractions8.6 Integral tables and computer algebra systems8.7 Numerical Integration8.8 Irregular integrali8.9 Probability9. Differential equations of the first order9.1 solutions, tilting fields and Euler methods9.2 Linear equations of the first order9.3 Application9.4 Graphic solutions of autonomous equations9.5 Systems of equations and phase planes10. Infinite Sequences and Series 10.1 Sequences10.2 Infinite Series10.3 Integral Test10.4 Comparison Tests10.5 Absolute Convergence; Ratio and Root Tests10.6 Alternating Series and Conditional Convergence10.7 Power Series10.8 Taylor and Maclaurin Series10.9 Convergence Taylor Series10.10 Taylor Series11 Apps. Parametatic equations and polar coordinates1.1 Parameterization of the plane curve11.2 Account with parametaar curves11.3 Polar Equation Polar Coordination Graph11.5 area and length in polar coordinates11.6 Conic section11.7 Conics in polar coordinates12. Space12.1 three-dimensional coordinates of the system12.2 Vectors12.3 Spot product12.4 Cross lines and planes in space12.6 cylinders and quadrice surfaces13. Vector functions and motion in space13.1 curves in space and their tangents13.2 Integrals of vector function; Projektil Motion13.3 Arc Length in Space13.4 Curvature i Normal Vectors of a Curve13.5 Tangential and Normal Components of Acceleration13.6 Velocity and Acceleration in Polar Coordinates14. Partial derivatives14.1 Functions of several variables14.2 Limitations and continuity in higher dimensions14.3 Partial derivatives14.4 Chain rule14.5 Directed derivatives and Gradient Vectors14.46 Tangent planes and Differentials14.7 Extreme Values and Saddle Points14.8 Lagrange Multipliers14.9 Taylor formula for two variables14.10 Partial derivatives with limited variables15. 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