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Chapter 2 Differentiation

Chapter Comments

The material presented in Chapter 2 forms the basis for the remainder of calculus. Much of it needs to be memorized, beginning with the definition of a derivative of a function found on page 103. Students need to have a thorough understanding of the tangent line problem and they need to be able to find an equation of a tangent line. Frequently, students will use the function f'(x) as the slope of the tangent line. They need to understand that f'(x) is the formula for the slope and the actual value of the slope can be found by substituting into f'(x) the appropriate value for x. On pages 105–106 of Section 2.1, you will find a discussion of situations where the derivative fails to exist. These examples (or similar ones) should be discussed in class.

As you teach this chapter, vary your notations for the derivative. One time write y'; another time write dy dx or f'(x). Terminology is also important. Instead of saying "find the derivative," sometimes say, "differentiate." This would be an appropriate time, also, to talk a little about Leibnitz and Newton and the discovery of calculus.

Sections 2.2, 2.3, and 2.4 present a number of rules for differentiation. Have your students memorize the Product Rule and the Quotient Rule (Theorems 2.7 and 2.8) in words rather than symbols. Students tend to be lazy when it comes to trigonometry and therefore, you need to impress upon them that the formulas for the derivatives of the six trigonometric functions need to be memorized also. You will probably not have enough time in class to prove every one of these differentiation rules, so choose several to do in class and perhaps assign a few of the other proofs as homework.

The Chain Rufe, in Section 2.4, will require two days of your class time. Students need a lot of practice with this and the algebra involved in these problems. Many students can find the derivative of $f(x) = x^2$. It is without much trouble, but simplifying the answer is often difficult for them. Insist that they learn to factor and write the answer without negative exponents. Strive to get the answer in the form given in the back of the book. This will help them later on when the derivative is set equal to zero.

Implicit differentiation is often difficult for students. Have students think of as a function of x and therefore y_0 is $[f(x)]_0$. This way they can relate implicit differentiation to the Chain Rule studied in the previous section.

Try to get your students to see that related rates, discussed in Section 2.6, are another use of the Chain Rule.

Section 2.1 The Derivative and the Tangent Line Problem

Section Comments

2.1 The Derivative and the Tangent Line Problem—Find the slope of the tangent line to a curve at a point. Use the limit definition to find the derivative of a function. Understand the relationship between differentiability and continuity.

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Minjie Lin

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