

# College Physics I: 1511

## Mechanics & Thermodynamics

Professor Jasper Halekas  
Van Allen Lecture Room 1  
MWF 8:30-9:20 Lecture

# Announcements

- We'll start using Turning Point Cloud on Friday
  - Please register for your account (through the link on ICON) before then if you want to participate
  - At the start of class I'll give you the session ID - you can then access the polling through the app, the Turning Point web site, or <https://rwpoll.com>
  - We'll practice to make sure things are working!

# Topics for Today

- Math review
  - Trigonometry
  - Vector math
  - Algebra

# Position

- How do we specify the position of an object?
  - We must have a reference (coordinate system)
  - We need units (otherwise “how far” is meaningless)
  - We don't live in a one-dimensional world, so we need vectors

# Units are Important

## International System of Units (SI)

### SI Base Units

Base Quantity	Name	Symbol
Length	meter	m
Mass	kilogram	kg
Time	second	s
Electric current	ampere	A
Temperature	kelvin	K
Amount of substance	mole	mol
Luminous intensity	candela	cd

### SI Derived Units

Derived Quantity	Name	Symbol	Equivalent SI units
Frequency	hertz	Hz	s <sup>-1</sup>
Force	newton	N	m·kg·s <sup>-2</sup>
Pressure	pascal	Pa	N/m <sup>2</sup>
Energy	joule	J	N·m
Power	watt	W	J/s
Electric charge	coulomb	C	s·A
Electric potential	volt	V	W/A
Electric resistance	ohm	Ω	V/A
Celsius temperature	degree Celsius	°C	K*

\*Unit degree Celsius is equal in magnitude to unit kelvin.

### SI Prefixes

Factor	Name	Symbol	Numerical Value
10 <sup>12</sup>	tera	T	1 000 000 000 000
10 <sup>9</sup>	giga	G	1 000 000 000
10 <sup>6</sup>	mega	M	1 000 000
10 <sup>3</sup>	kilo	k	1 000
10 <sup>2</sup>	hecto	h	100
10 <sup>1</sup>	deka	da	10
10 <sup>-1</sup>	deci	d	0.1
10 <sup>-2</sup>	centi	c	0.01
10 <sup>-3</sup>	milli	m	0.001
10 <sup>-6</sup>	micro	μ	0.000 001
10 <sup>-9</sup>	nano	n	0.000 000 001
10 <sup>-12</sup>	pico	p	0.000 000 000 001

\* Adapted from NIST Special Publication 811

\* SI rules and style conventions recommend using spaces rather than commas to separate groups of three digits.



# International Standards





# Position

Position of me w/ respect to student A?

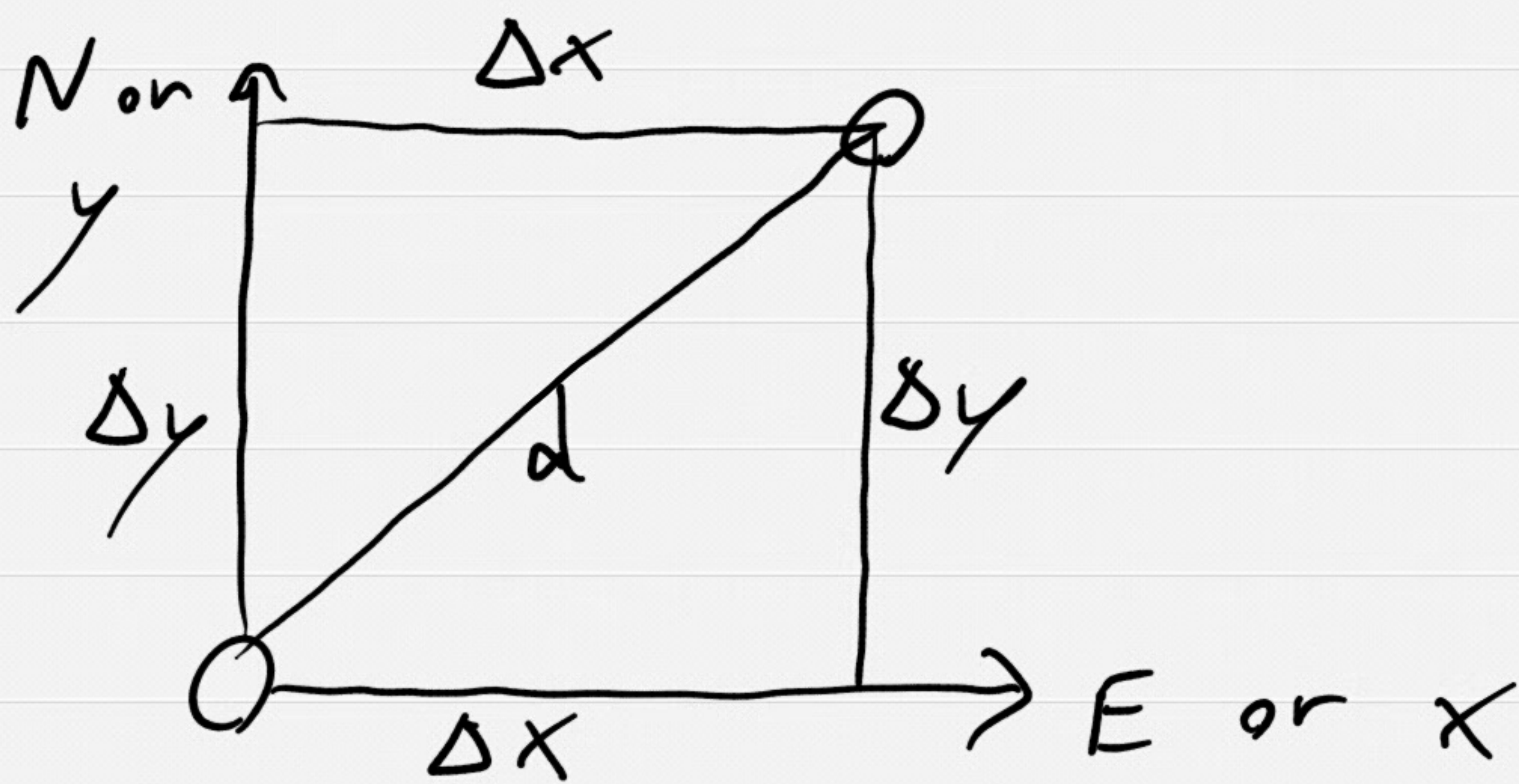
O me



O student A

"In front of and to the right" - depends on orientation of student

Use fixed coordinates



- How far are  $\Delta x$ ,  $\Delta y$ ?
- Need to specify units

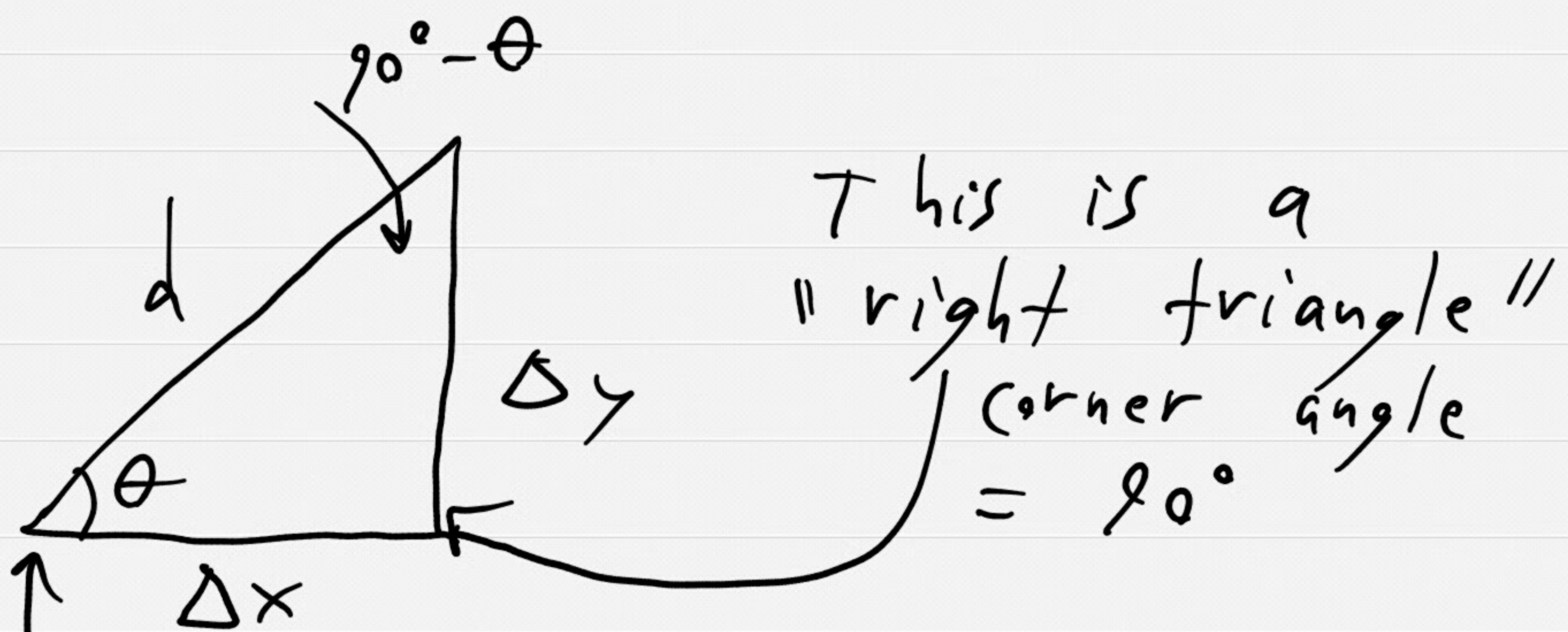


How far is student A from me?

Pythagorean theorem says:

$$d^2 = \Delta x^2 + \Delta y^2$$

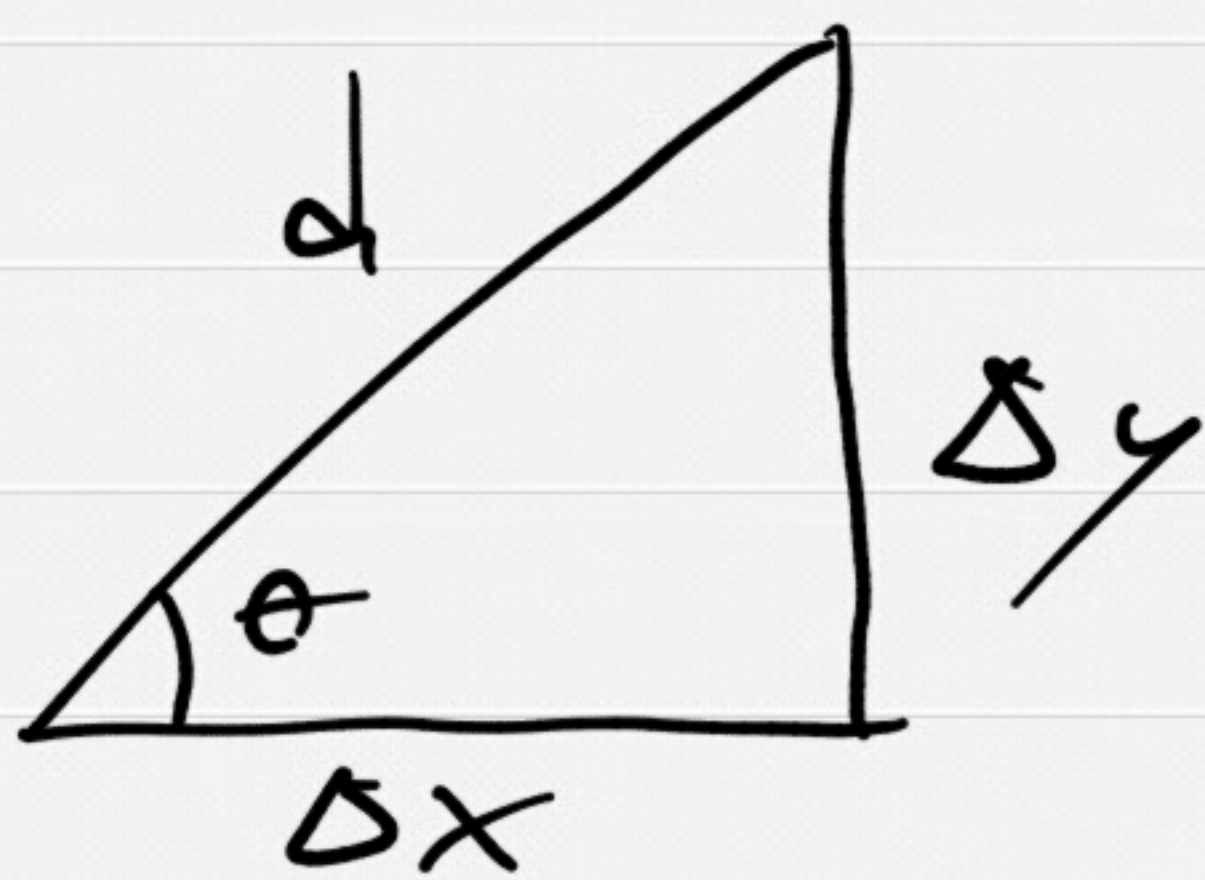
$$\text{or } d = \sqrt{\Delta x^2 + \Delta y^2}$$



let's call this angle  $\theta$  = angle N-ward of East that student A has to look to see me.

- Sum of angles in any triangle =  $180^\circ$  so other angle =  $180^\circ - 90^\circ - \theta$  =  $90^\circ - \theta$

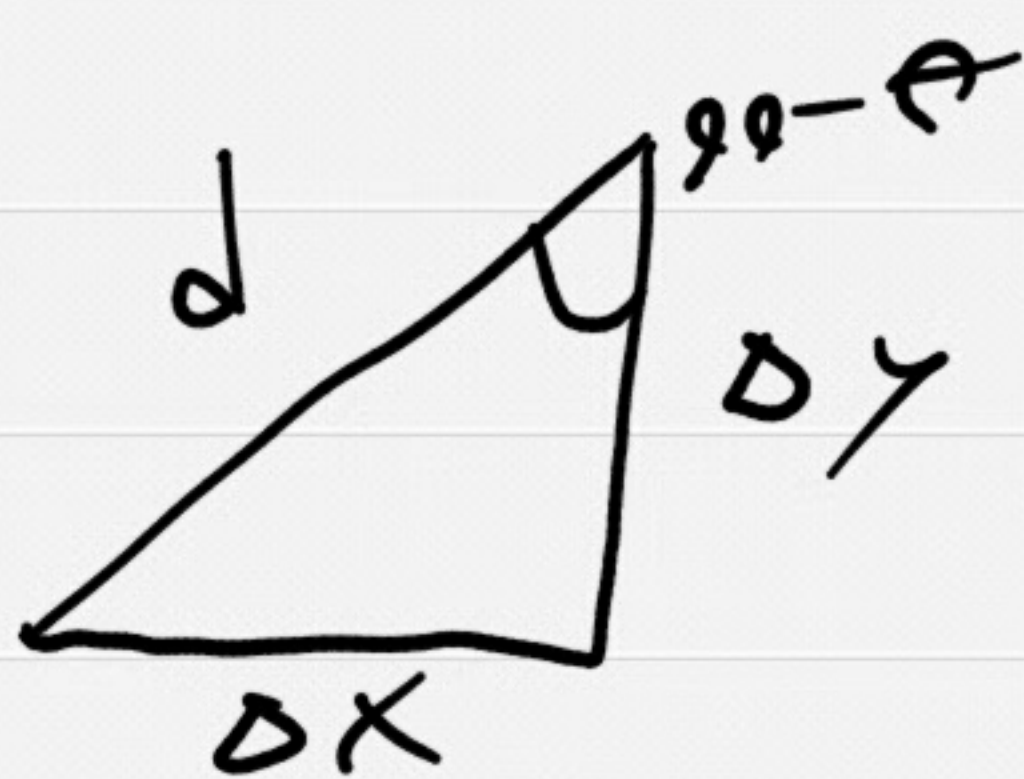




$$\sin \theta = \frac{\Delta y}{d}$$

$$\cos \theta = \frac{\Delta x}{d}$$

$$\tan \theta = \frac{\Delta y}{\Delta x}$$



$$\sin (90^\circ - \theta) = \frac{\Delta x}{d}$$

$$\cos (90^\circ - \theta) = \frac{\Delta y}{d}$$

$$\tan (90^\circ - \theta) = \frac{\Delta x}{\Delta y}$$

Comparing :

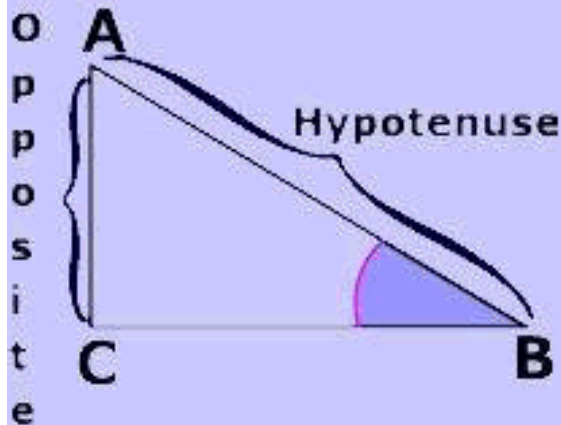
$$\sin (90^\circ - \theta) = \cos \theta$$

$$\cos (90^\circ - \theta) = \sin \theta$$



# SOHCAHTOA

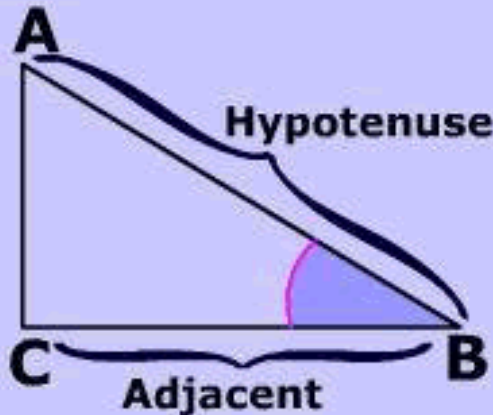
*Sine*



$\frac{\text{opposite}}{\text{hypotenuse}}$

*SOH*

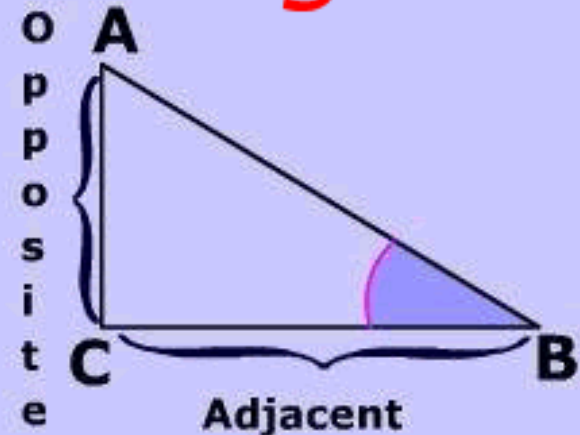
*Cosine*



$\frac{\text{adjacent}}{\text{hypotenuse}}$

*CAH*

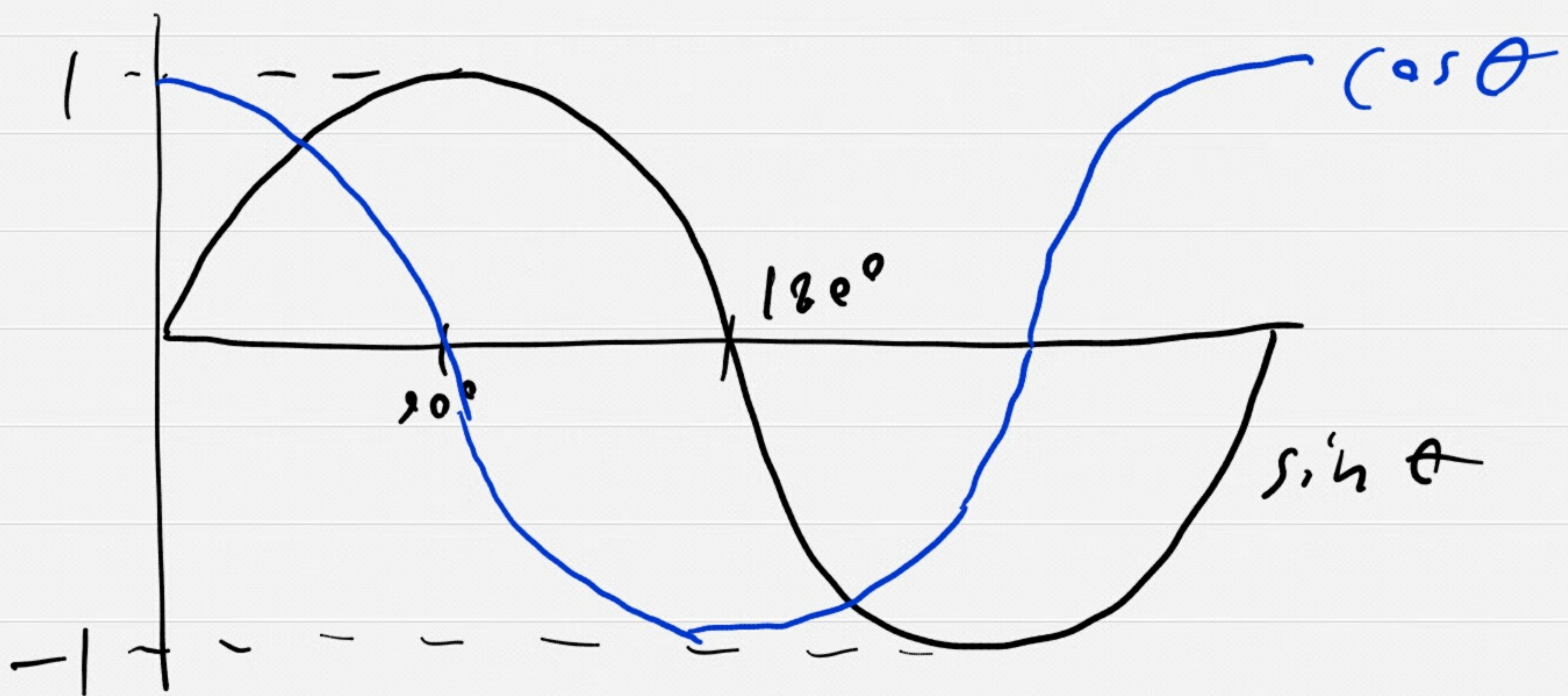
*Tangent*



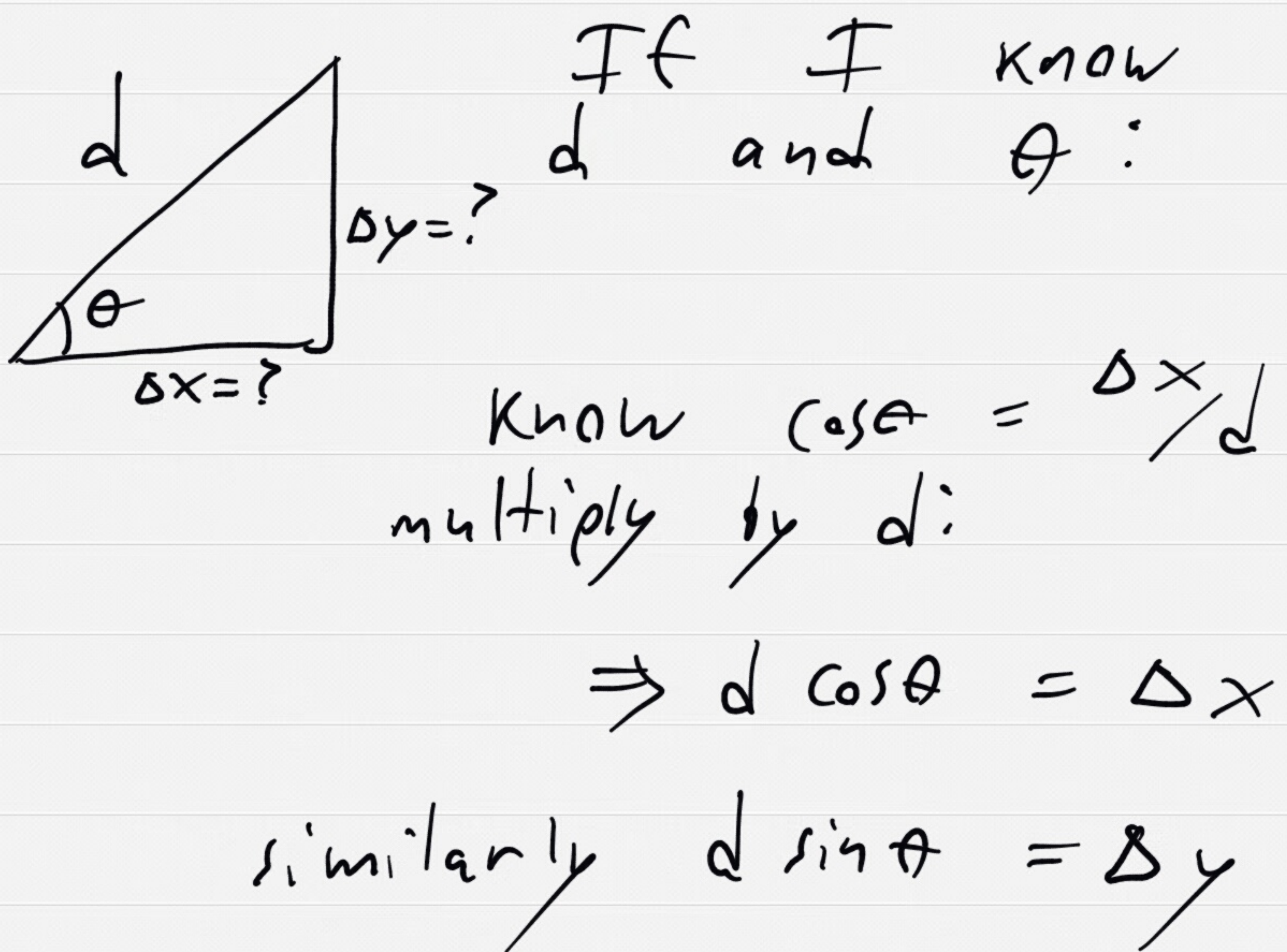
$\frac{\text{opposite}}{\text{adjacent}}$

*TOA*

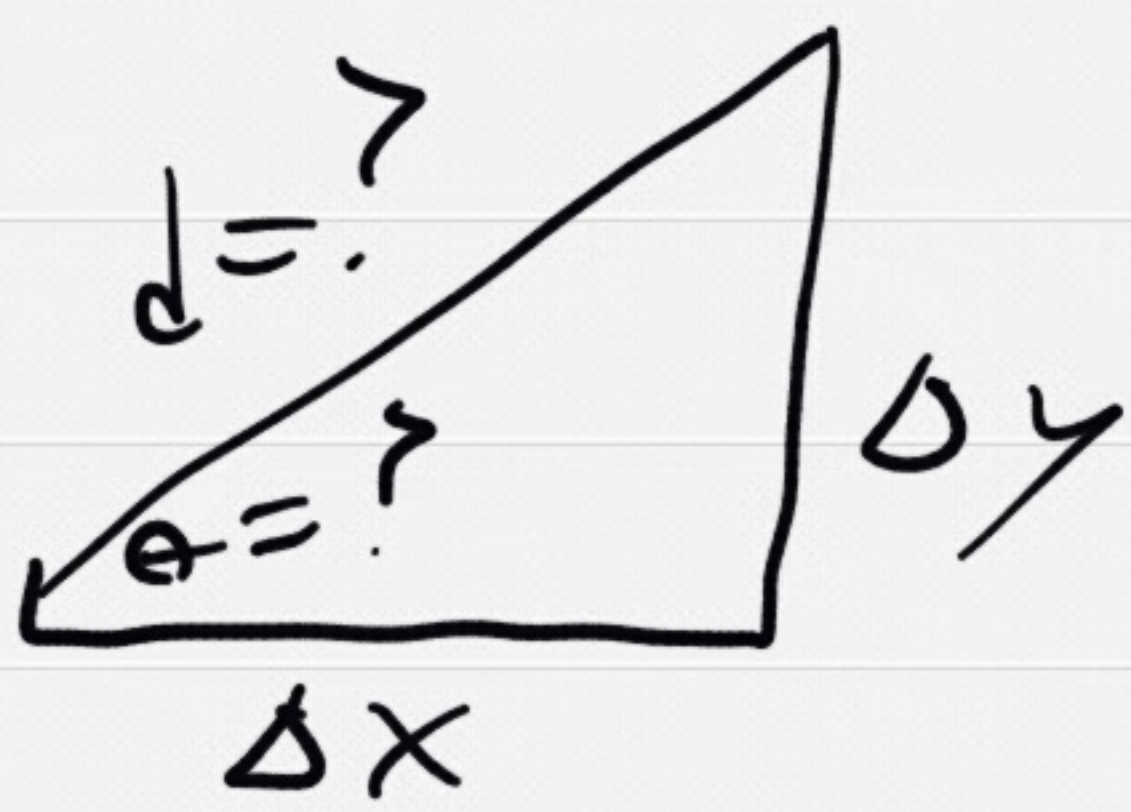




Can solve for unknowns







- Know  $\Delta x, \Delta y$

- get  $d = \sqrt{\Delta x^2 + \Delta y^2}$

Know  $\Delta y / \Delta x = \tan \theta$

$$\Rightarrow \theta = \tan^{-1}(\Delta y / \Delta x)$$

$$= \sin^{-1}(\Delta y / d)$$

$$= \cos^{-1}(\Delta x / d)$$

- My position w/ respect to student A has both magnitude and direction

- this is a vector!

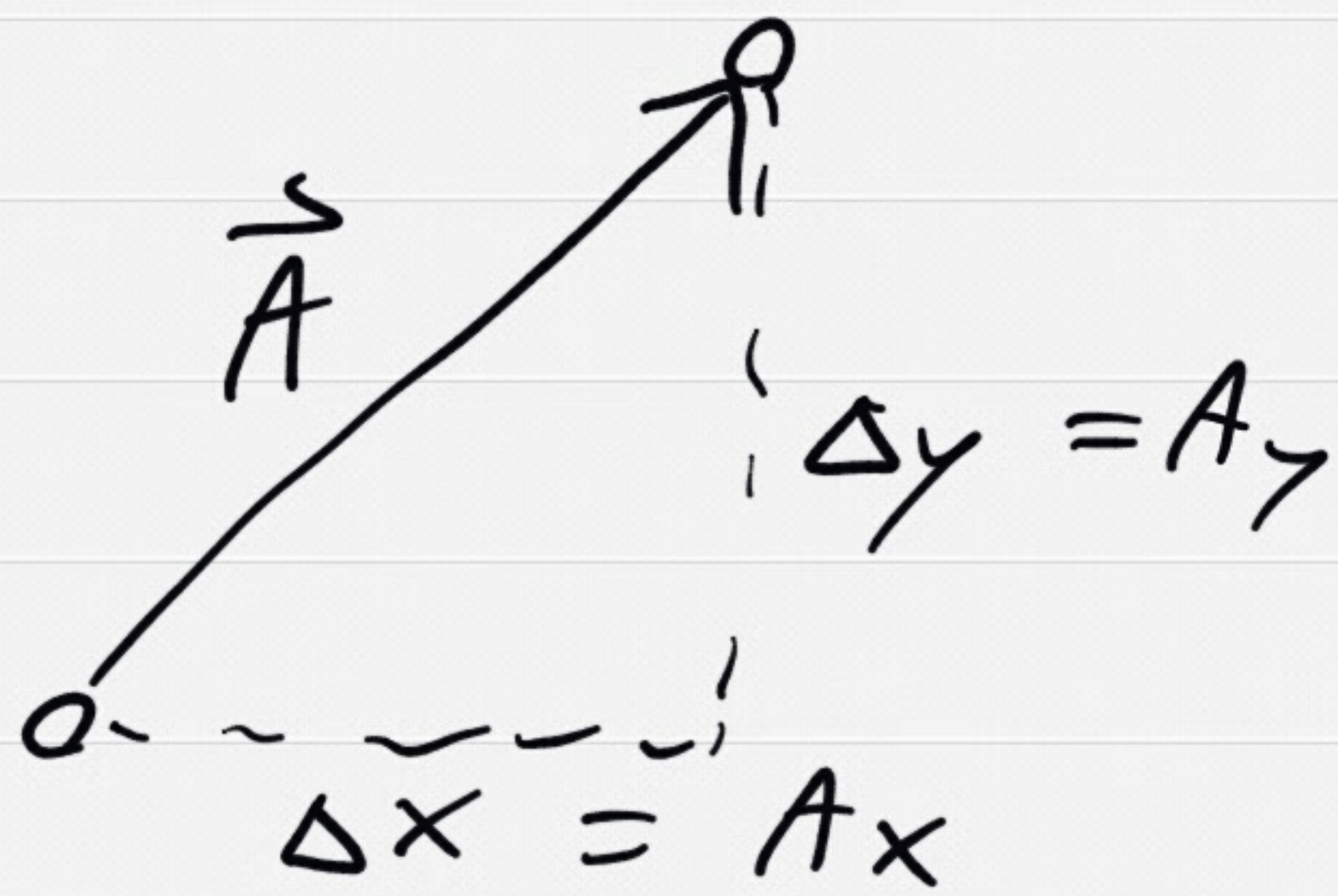
Let's call it  $\vec{A}$

$$\vec{A} = [A_x, A_y, A_z]$$

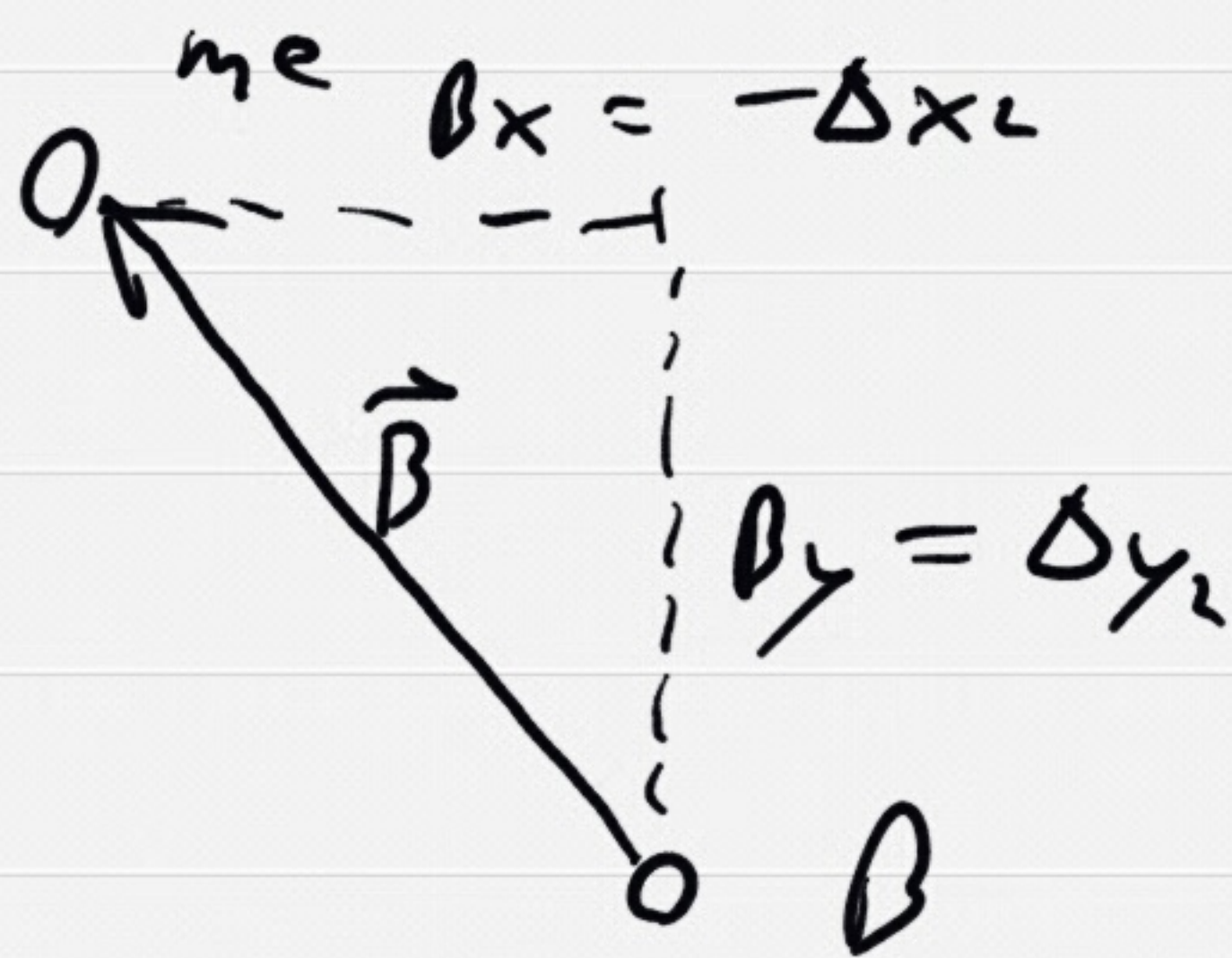
$$= [\Delta x, \Delta y, \Delta z]$$

$$= [\Delta x, \Delta y, 0]$$



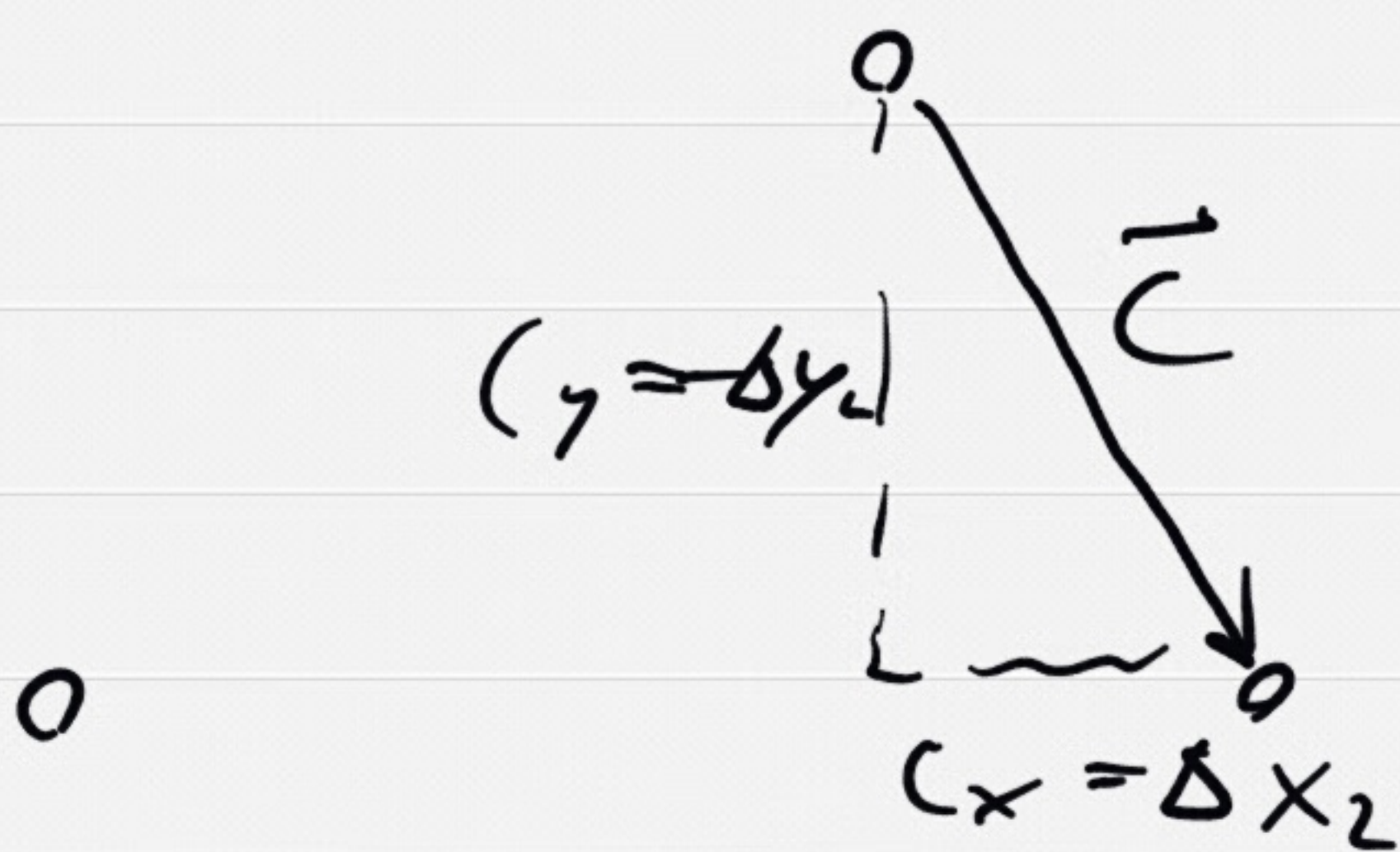


- what about my position w/ respect to student B?



AO

- what about position of student B w/ respect to me?



Notice

$$\vec{C} = -\vec{B}$$

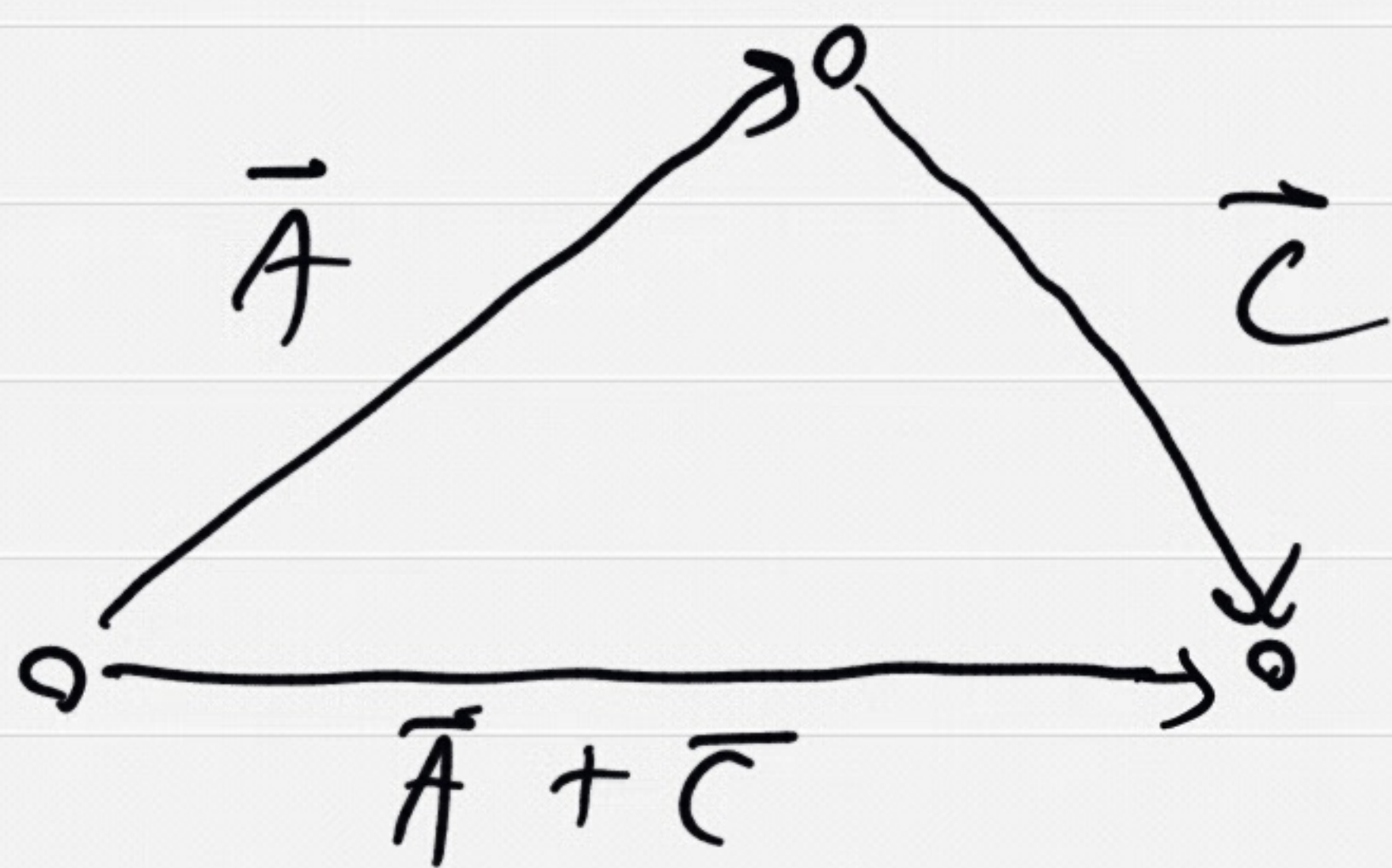
$$[C_x, C_y, C_z]$$

$$= -[B_x, B_y, B_z]$$

$$= [-B_x, -B_y, -B_z]$$



How far from student A to student B?



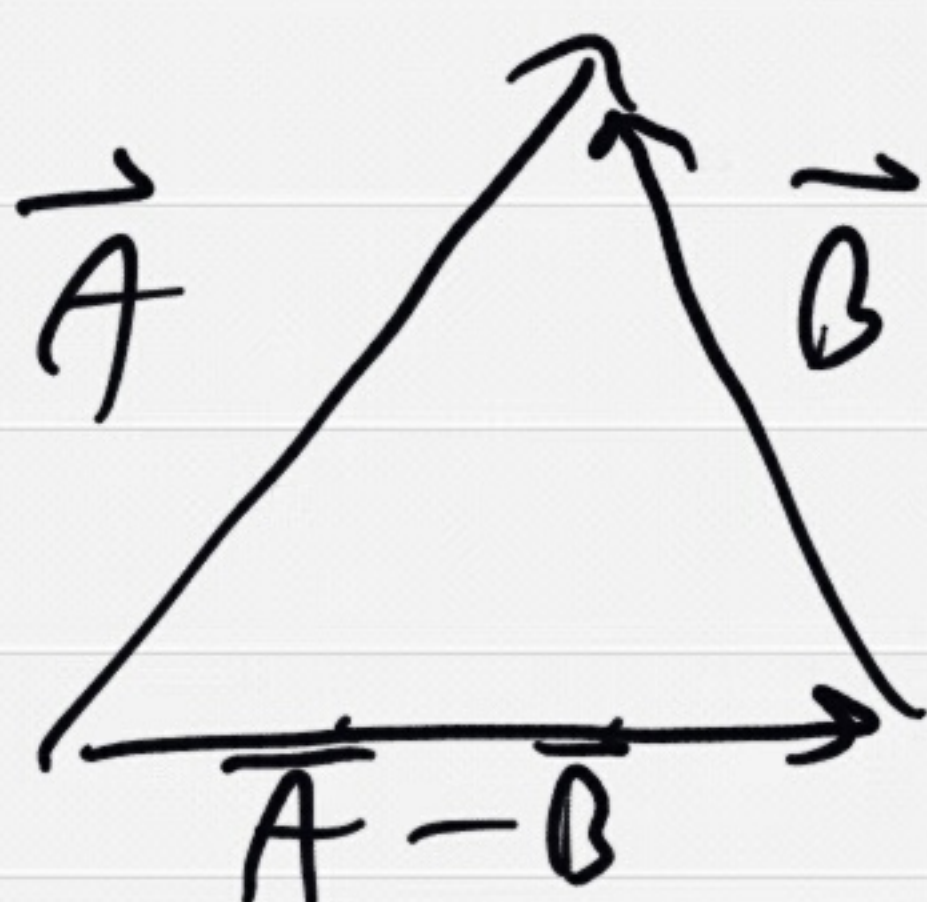
$$\vec{A} + \vec{C} = [A_x, A_y, A_z] + [C_x, C_y, C_z]$$

$$= [A_x + C_x, A_y + C_y, A_z + C_z]$$

$$= [\Delta x + \Delta x_2, \Delta y - \Delta y_2, 0]$$

notice  $|\vec{A} + \vec{C}| < |\vec{A}| + |\vec{C}|$   
true unless  $\vec{A} \parallel \vec{C}$

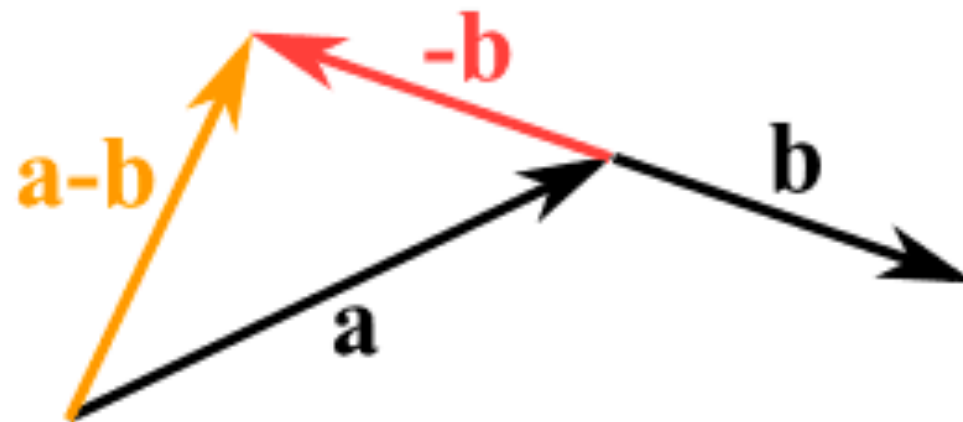
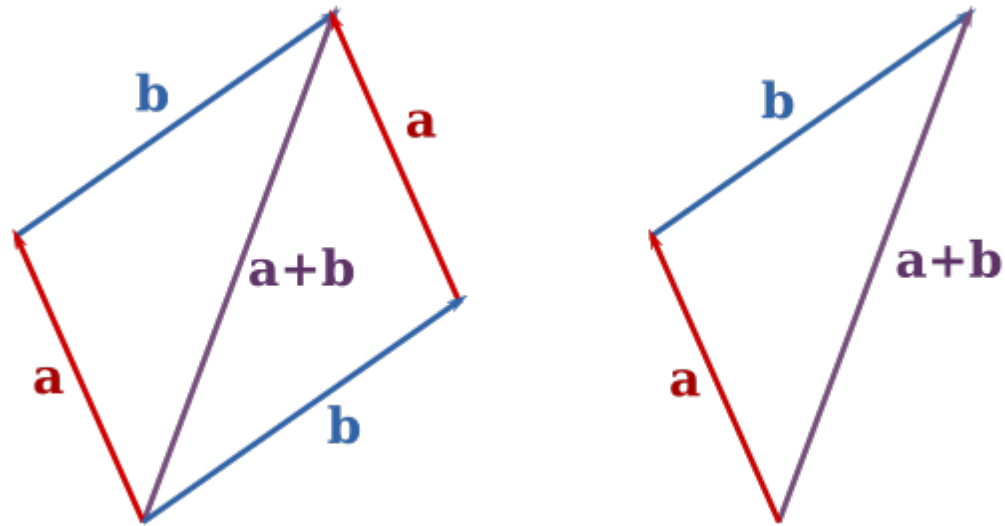
notice  $\vec{A} + \vec{C} = \vec{A} + (-\vec{B})$   
 $= \vec{A} - \vec{B}$



Easiest to compute  $\vec{A} - \vec{B}$  as  $\vec{A} + (-\vec{B})$



# Vector Math





Some algebra:

$$4x - 3 = 0$$

Always try to isolate variables:

Add 3 to both sides

$$4x = 3$$

Divide by 4

$$x = 3/4$$

Verify:  $4(3/4) - 3 = 0 \checkmark$



What about;

$$x + 3y = 2$$

$$x - y = 3$$

isolate  $x$  in Eq. 1

$$x = 2 - 3y$$

plug in to Eq. 2

$$2 - 3y - y = 3$$

$$\text{or } 2 - 4y = 3$$

$$\Rightarrow -4y = 1$$

$$\Rightarrow y = \frac{1}{(-4)} = \left(-\frac{1}{4}\right)$$

Now use Eq. 1 to get  $x$

$$\begin{aligned} x &= 2 - 3y = 2 - 3\left(-\frac{1}{4}\right) \\ &= 2 + \frac{3}{4} \\ &= \left(\frac{11}{4}\right) \end{aligned}$$