Math 115 Section 03 (Barsamian) Quiz 2 Name (print):_____

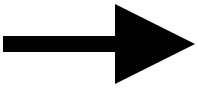
Ohio University, Friday 17 September, 2004

Q2: ____ / 20 Attendance: ____ / 9 Quizzes: ____ / 40 Course: ____ / 49 Course Percentage: % Course Grade:

1 (Similar to exercise 1.4 #18 and #21.) Let $y = 8 - x^3$. Determine all intercepts and describe any symmetry in the corresponding graph. (Note that it is not necessary to draw the graph in order to do this problem!)

2 Let $f(x) = x^2$.

a) Draw a graph of f, being sure to label the coordinates of key points.
b) Draw the secant line segment joining the points on the graph where $x = -3$ and $x = -2$.
c) Write down the mathematical expression that represents the slope of this line segment. (Do not compute the value yet.)
d) Compute the value of the expression from part (c).
e) In class, we defined a certain phrase by saying that it means the same thing as the mathematical expression in part (c). What is that phrase?

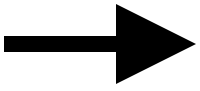


3 (Similar to 1.7 #36)

a) Find the slope-intercept equation of the line that passes through $(3,2)$ and is parallel to the line $x+3y=15$.

b) Find the slope-intercept equation of the line that passes through $(3,2)$ and is perpendicular to the line $x+3y=15$.

4 (Similar to 1.8 #7) Draw the graph of $f(x)=(x+2)^2-5$ by using transformations of graphs. (You should draw three graphs.)



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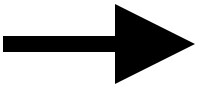
1 (Similar to exercise 1.4 #18 and #21.) Let $y = 8 - x^3$. Determine all intercepts and describe any symmetry in the corresponding graph. (Note that it is not necessary to draw the graph in order to do this problem!)

2 Let $f(x) = x^2$.

a) Draw a graph of f, being sure to label the coordinates of key points.
b) Draw the secant line segment joining the points on the graph where $x = -3$ and $x = 2$.
c) Write down the mathematical expression that represents the slope of this line segment. (Do not compute the value yet.)
d) Compute the value of the expression from part (c).
e) In class, we defined a certain phrase by saying that it means the same thing as the mathematical expression in part (c). What is that phrase?

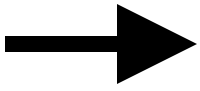


3 (Similar to 1.7 #36)

a) Find the slope-intercept equation of the line that passes through $(3,4)$ and is parallel to the line $x+3y=12$.

b) Find the slope-intercept equation of the line that passes through $(3,4)$ and is perpendicular to the line $x+3y=12$.

4 (Similar to 1.8 #7) Draw the graph of $f(x)=(x-2)^2+5$ by using transformations of graphs. (You should draw three graphs.)



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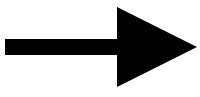
1 (Similar to exercise 1.4 #18 and #21.) Let $y = 8 + x^3$. Determine all intercepts and describe any symmetry in the corresponding graph. (Note that it is not necessary to draw the graph in order to do this problem!)

2 Let $f(x) = x^2$.

a) Draw a graph of f, being sure to label the coordinates of key points.
b) Draw the secant line segment joining the points on the graph where $x = -2$ and $x = 3$.
c) Write down the mathematical expression that represents the slope of this line segment. (Do not compute the value yet.)
d) Compute the value of the expression from part (c).
e) In class, we defined a certain phrase by saying that it means the same thing as the mathematical expression in part (c). What is that phrase?

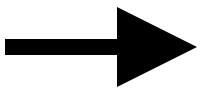


3 (Similar to 1.7 #36)

a) Find the slope-intercept equation of the line that passes through $(3,5)$ and is parallel to the line $x+3y=9$.

b) Find the slope-intercept equation of the line that passes through $(3,5)$ and is perpendicular to the line $x+3y=9$.

4 (Similar to 1.8 #7) Draw the graph of $f(x)=(x+3)^2-4$ by using transformations of graphs. (You should draw three graphs.)



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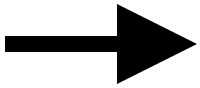
1 (Similar to exercise 1.4 #18 and #21.) Let $y = 8 + x^3$. Determine all intercepts and describe any symmetry in the corresponding graph. (Note that it is not necessary to draw the graph in order to do this problem!)

2 Let $f(x) = x^2$.

a) Draw a graph of f, being sure to label the coordinates of key points.
b) Draw the secant line segment joining the points on the graph where $x = 2$ and $x = 3$.
c) Write down the mathematical expression that represents the slope of this line segment. (Do not compute the value yet.)
d) Compute the value of the expression from part (c).
e) In class, we defined a certain phrase by saying that it means the same thing as the mathematical expression in part (c). What is that phrase?



3 (Similar to 1.7 #36)

a) Find the slope-intercept equation of the line that passes through $(3,7)$ and is parallel to the line $x+3y=6$.

b) Find the slope-intercept equation of the line that passes through $(3,7)$ and is perpendicular to the line $x+3y=6$.

4 (Similar to 1.8 #7) Draw the graph of $f(x)=(x-3)^2+4$ by using transformations of graphs. (You should draw three graphs.)