



Tecnológico de
Monterrey

Funciones Algebraicas y Transcendentes
Primer Proyecto Parcial

Jessica Paola Salinas Torres A01570617

Omar Martínez Gómez A01570552

Salón 101

Materia: Funciones Algebraicas y Transcendentes

Profa. Verónica López

29 de Agosto del 2017

Monterrey, Nuevo León

Rational Functions Project

Project for Rational Functions:

Goal: Analyze a Rational Functions and its graph.

Objectives:

- Recognize a rational function.
- Explain why the denominator of a rational function cannot be zero thus recognizing these values as the places where vertical asymptotes occur and what they graphically look like.
- Student will explain why the values where vertical asymptotes appear are excluded from domain of the function and thus the graph does not touch or cross them.
- Student will demonstrate what the graph of the function does as it approaches the vertical asymptote from the left and right.
- Student will be able to graphically recognize what a horizontal asymptote is.

Learning Objective: You will explain why the denominator of a rational function cannot be zero thus recognizing these values as the places where vertical asymptotes occur and graphically what vertical asymptotes look like and mean.

Learning Activity: You will use a word problem showing a real world application of rational functions (given), with a grading rubric to explain the possible effects of dividing by zero. The following is an actual mathematical model used for Cost-Benefit analysis. The model is a rational function. Read the situation and analyze what the solution should be using the algebraic techniques we have studied.

Rational Functions Project

Project for Rational Functions:

Application of Rational Functions: If you want to know why it is important to understand Rational Functions, consider the following.

This application is a Cost-Benefit Model. A utility company burns coal to generate electricity. The cost C (in dollars) of removing p amount (percent) of the smokestack pollutants is given by:



$$C(p) = \frac{80,000 p}{(100-p)}$$

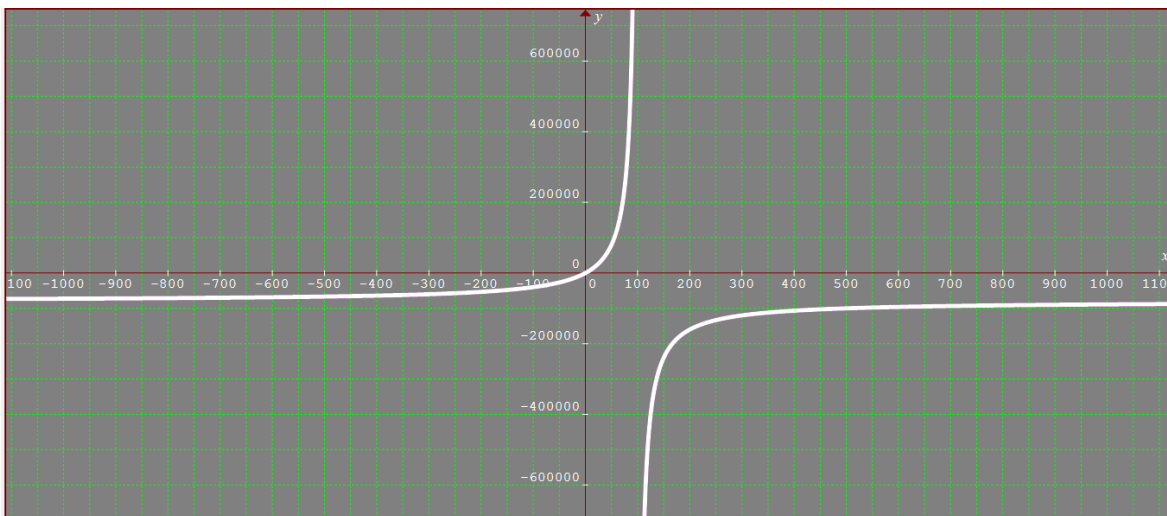
Is it possible for the company to remove 100 percent of the pollutants? Discuss why or why not, and support your response by using algebraic analysis on the given model. Remember to write in complete sentences. **No se puede remover el 100 porciento porque al**

sustituir los valores en la función, el denominador será 0 haciendo de esta un resultado indefinido.

What happens if the company does try to remove 100 percent of the pollutants? Will the company be successful at doing so, or will the attempt end in failure, that is, will it be too much expense for the company? Explain your thoughts and remember to write in complete sentences. **Si la compañía intenta remover el 100 porciento de la contaminación, se volveria indefinido por lo tanto no se sabria cuanto costaria llevarlo a cabo. Esto no ayudaría a la compañía, por consiguiente esto no resolvería su propósito.**

Make a graph to show what the consequences of the last question would be. Pick your scale carefully so that all the information you want to discuss is visible on the graph. Remember to label the axes and show units and tick marks. Show the vertical asymptotes as dashed lines and label them. Then discuss their impact on the company's expense (Explain). There are

numerous interactive graphing resources on the Internet that can be used. Google it!)



Y= costo en dolares

X= porcentaje

AH= -80,000 AV= 100

Por un 100% el costo seguiría creciendo, por lo tanto no le conviene a la compañía invertir tanto dinero para la purificación del aire.

This project is slightly adapted from one written by a Professor Rust. I do not know who he or she is so I cannot give more complete credit than that.

SOURCE: http://graybeard.wikispaces.com/file/view/Rational_Functions_Project.pdf

	Criteria				Points
	4	3	2	1	
Explanation	A complete response with a detailed explanation showing individual insight.	Response is a clear explanation, but no personal in depth details.	Explanation is unclear.	Misses key points.	—
Use Of Visuals	Clear diagram or sketch with details and labeling.	Diagram or sketch with no details or labeling.	Inappropriate or unclear diagram.	No diagram or sketch.	—
Mechanics	No math errors. Complete sentences and properly constructed paragraphs	No major math errors, serious flaws in reasoning, or major grammar and sentence structure problems	May be <u>some</u> serious math errors, flaws in reasoning, or grammar and sentence structure mistakes	Major math errors, serious flaws in reasoning, major grammar and sentence structure mistakes	—
Demonstrated Knowledge	Shows complete understanding of the questions, mathematical ideas, and processes, gives individual insight to problem.	Shows understanding of the problem, ideas, and processes, but no individual insight added only definitions given.	Response shows some understanding of the problem.	Response shows a complete lack of understanding for the problem.	—
Requirements	Goes beyond the requirements of the problem, explains concepts in detail enhancing answers with own insights and reasoning.	Meets the requirements of the problem, may explain concepts by stating definitions, instead of contributing own insights.	Hardly meets the requirements of the problem.	Does not meet the requirements of the problem.	—
				Total---->	—

Teacher Comments: