



TOPIC PLAN				
Partner	Politehnica University of Timisoara			
Topic	Improper Integrals			
Lesson title	Improper Integrals			
Learning objectives	 Definition of an improper integrals Basic idea and Example Geometric interpretation of an area for to the improper integrals Example of divergence of an improper integrals Convergence criteria for the improper integrals 	Methodology Modeling Collaborative learning Project based learning Problem based learning		
Aim of the lecture / Description of the practical problem	The problem: If the interval is infinite won't the area be infinite? Now one might initially assume that if the interval of integration is infinite, the area under the curve must also be infinite, but actually this is not always the case.	Strategies/Activities Graphic Organizer Think/Pair/Share Discussion questions Discussion questions Strategies/Activities Think/Pair/Share Discussion questions Observations Observations Observations Oversations Oversations Onference Check list Diagnostics Assessment as learning Self-assessment Peer-assessment Presentation		
Previous knowledge assumed:	 Knowledge of Integration Knowledge of the properties of Riemann's integral 			
Introduction / Theoretical basics	 The students are asked about their research on primitives (homework). The solution of the practical problem. 	□Graphic Organizer ☑Homework		







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Action	• Definition and basic concepts The concept of Riemann integrability in effect, familiar reader since the last class of high school, can expand the functions defined on unbounded intervals and also to unbounded functions: $f:[a,b] \rightarrow R$, with $b=\infty$, or <i>b</i> is a finite number, but <i>f</i> is an unbounded function, respectively $f:[a,b] \rightarrow R$, with $a=-\infty$, or <i>a</i> is a finite number, but <i>f</i> is an unbounded function.	
	Questions for the students:Define an improper integral!What do you observe?	
	Let $f:[a,b) \longrightarrow R$ be an integrable function on any interval $[a,u]$ subset $[a,b]$. In this case it makes sense to consider the function	
	$F:[a,b)\longrightarrowR, \ F(u) \stackrel{\text{\tiny def}}{=} \int_{a}^{u} f(x) dx$	
	Definition: The function f is integrable in the generalized sense on [a,b) if and only if exists $\lim_{n \to \infty} F(u)$ (as a finite number). In this case we	
	will say that the improper integral $\int_a f(x) dx$ is	
	convergent and we define: $\int_{a}^{b} f(x) dx \stackrel{\text{\tiny def}}{=} \lim_{\substack{u \to b \\ u < b}} \int_{a}^{u} f(x) dx$	
	The extremity b of the definition interval (can be infinity or in which neighborhood f is an unbounded function) is a singular point of the	
	improper integral $\int_{a} f(x) dx$.	
	If the singular point minus infinity or infinity then the improper integral is easy to recognize; the singular point to finite distance is often highlighted by the suggestive notation	

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$\int_{a}^{b-0} f(x)dx, \text{ or } \int_{a+0}^{b} f(x)dx.$ Remark : The following results will be presented only for functions f:[a,b) \rightarrow R, because all of which can immediately reformulate for the functions f:(a,b] \rightarrow R by simply change of variables x \rightarrow -x in the case of unbounded interval, respectively x \rightarrow a+b-x in the case in which the function is unbounded.	
Outstanding improper integrals	
• $\int_{0}^{\infty} e^{-mx} dx = \frac{1}{2}, m > 0$	
$\int_{0}^{0} c^{2} dt m$, m^{2}	
• $\int_{a}^{\infty} \frac{1}{x^{p}} dx is \begin{cases} \text{convergent, if } p \in (1,\infty) \\ \text{divergent, if } p \in i \end{cases}, a > 0$	
• $\int_{a}^{b-0} \frac{1}{(b-x)^{p}} dx is \begin{cases} convergent, if \ p \in (0,1), \\ divergent, if \ p \in i \end{cases}$	
• $\int_{a+0}^{b} \frac{1}{(x-a)^{p}} dx is \begin{cases} convergent, if \ p \in (0,1) \\ divergent, if \ p \in i \end{cases}$	
 Task for the students: According to the previous integrals, we want to evaluate in case by convergence. 	
Convergence Criteria of Improper Integrals	
3. A Comparison Test for Improper Integrals	
Let $f,g:[a,b) \longrightarrow R$, be an integrable function on $[a,u] \subset [a,b), \forall u: a < u < b, f(x) \le g(x), x \in [a,b).$	
If $\int_{a}^{b} g(x) dx$ is convergent then $\int_{a}^{b} f(x) dx$ is	
convergent.	
If $\int_a f(x) dx$ is divergent then $\int_a g(x) dx$ is	

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divergent.	
4. Practical Convergence Criteria	
• If f:[a, ∞) $\longrightarrow R_{+}$ is integrable on [a,u] \subset [a, ∞), and $\lim_{x \to \infty} x^{pf}(x)$ is finite, and	
nonzero with $p \in (1, \infty)$ then $\int_{a}^{\infty} f(x) dx$ is convergent. If f[a,b] $\longrightarrow B_{+}$ is integrable on [a,u]C	
[a,b), and $\lim_{\substack{x \to b \\ x < b}} (b-x)^{pf}(x)$ is finite, and	
nonzero with $p \in (0,1)$ then $\int_{a} f(x) dx$ is convergent	
• If f:(a,b] $\longrightarrow R_+$ is integrable on [a,u]C (a,b], and $\lim_{\substack{x \to a \\ x > a}} (x-a)^{pf}(x)$ is finite, and	
nonzero with $p \in (0,1)$ then $\int_{a+0}^{b} f(x) dx$ is convergent.	
Remark. Conclusions on convergence remain valid even if the limit in the hypothesis is zero. Using any of the three variants of practical criteria for to conclude divergence of improper integrals (i.e. $p \in [0,1]$ in the first case, $p \in [1,\infty)$ in the other two cases) is possible only if the limits is nonzero.	
 Task for the students: Study the convergence of the following integrals, and if is possible evaluate: 	
$\int_{0}^{8} \frac{1}{\sqrt[3]{8-x}} dx;$	















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Materials / equipment / digital tools / software	<u>The materials for learning:</u> the references at the end of the document; <u>Equipment</u> : classroom, blackboard/whiteboard, different colours of chalk/markers; <u>Digital tools</u> : laptop, projector, smart board; <u>Software</u> : Wolfram Mathematica, Geogebra.			
Consolidation	 Use of materials, equipment, digital tools, software by teachers and students; The teacher's discussion with the students through appropriate questions; Independent solving of simple tasks by the students under the supervision of the teacher; Given of examples by the teacher for introducing a new concept in a cooperation and a discussion with the students; Assignment of homework by the teacher with a time limit until the next class. 			
Reflections and	next steps			
Activities that we	orked	Parts to be revisite	d	
After the class, the teacher, according to his personal perceptions regarding the success of the class, fills in this part.		Based on the homework done by the students, and on the questions and discussion at the beginning of the next class, the teacher concludes which parts of this class should be revised.		
References				
[1] D. Paunescu, A. Juratoni –Calcul integral avansat, Editura Orizonturi Universitare, Timisoara 2015				

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