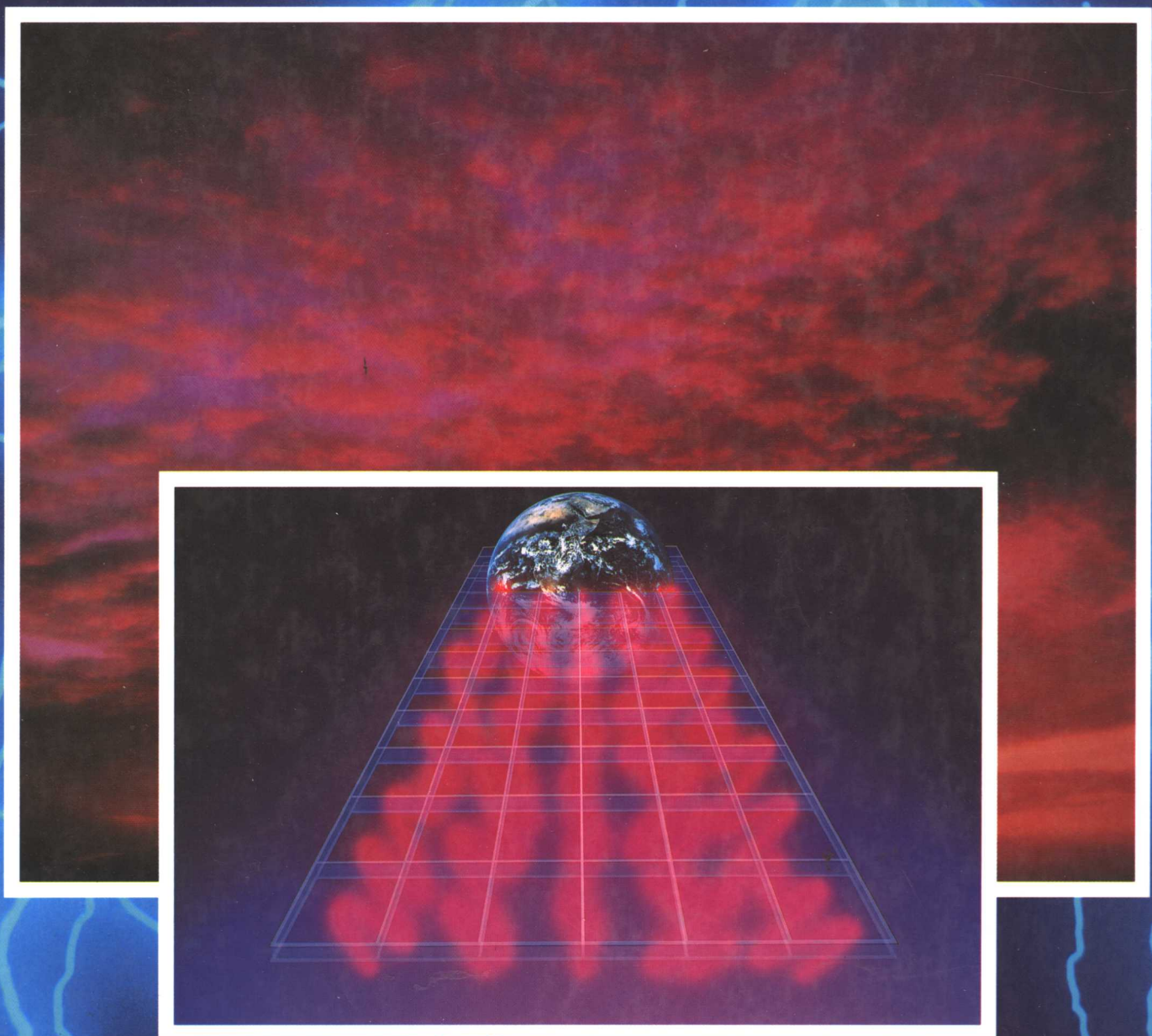


Electric Circuit Analysis

Schuler • Fowler



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Electric Circuit Analysis

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California University of Pennsylvania

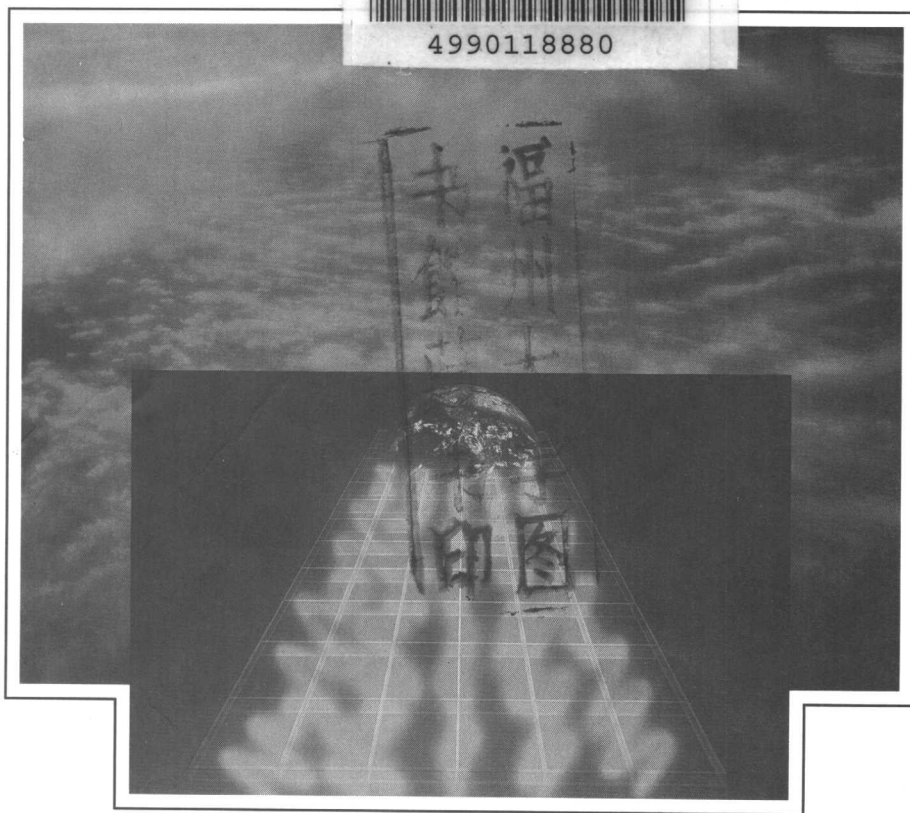
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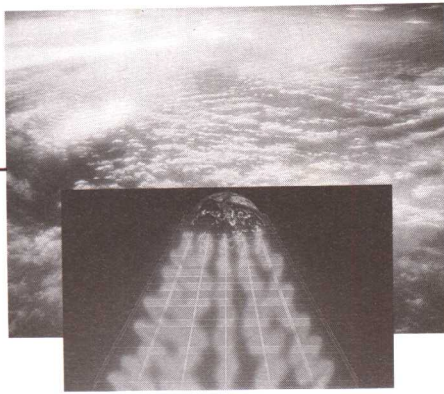
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Preface

This text is designed to be used in introductory courses in electricity and electronics. It provides a thorough coverage of fundamental concepts, dc circuit analysis, and ac circuit analysis. It also introduces both linear and digital electronics. Basic algebra and trigonometry are the only prerequisites.

Students who master dc and ac circuit concepts are in a position to go on to further studies and to enter many technical fields. It is extremely important that beginning students who are preparing for advanced courses and technical careers are exposed to the best possible learning materials.

Electricity is an abstract field. It has its own vocabulary, units of measure, laws, rules, and an ever-expanding myriad of applications. It is often not easy for students to develop a model of how new information applies in a particular case and how the new information relates to what they already have learned. It is essential that the material be presented in a logical format, with smooth transitions from topic to topic. Laws, formulas, and concepts must be carefully intermingled with applications, or they will seem vague to some students and will not be remembered.

The first circuits course is often the most difficult for students. The ideas come too fast, seem to be disconnected, and don't appear to be readily applicable to the student's world. Our job, as authors and teachers, was to make the material as readable, as interesting, and as accurate as possible and to organize it into a logical sequence that was seamless rather than disjointed. Each major topic was carefully developed, with each topic serving as a foundation for subsequent discussions.

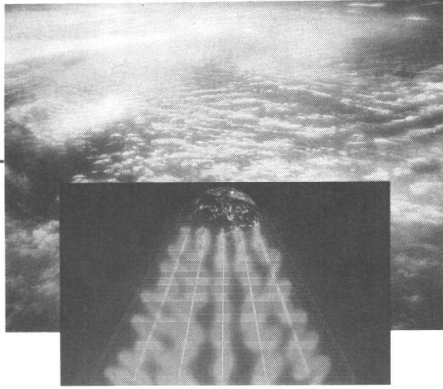
Every chapter in this text is divided into major sections, and each of these concludes with a self-test to allow and encourage students to check their progress. The tests reinforce the text material and supports the students' efforts to think about it and apply it.

When techniques are presented, they are immediately followed by illustrative examples that include step-by-step solutions. Each chapter ends with a summary of concepts and equations, review questions, and review problems. A comprehensive glossary appears at the end of the text. Appendix materials are provided with examples of PSpice and MICRO-CAP computer analyses and simulations. An accompanying experiments manual was developed concurrently with this text and is smoothly correlated to it. It provides activities, experiments, and a broad assortment of BASIC programs that can be used and modified by students.

The experiences of many years of classroom teaching are reflected in this work. We have gained much inspiration from the students and colleagues with whom we have been associated over the years. This text is gratefully dedicated to those people. We also wish to acknowledge our families for their support, understanding, and almost infinite patience.

We have taken considerable care to ensure that this text is as error-free and effective as possible. We welcome comments, suggestions, and corrections from both students and instructors.

*Charles A. Schuler
Richard J. Fowler*



Contents

<i>Preface</i>	<i>ix</i>	4-3 Temperature Coefficient	79
		4-4 Wire and Cable	81
		4-5 Connections and Connectors	85
		Summary	88
1 Introductory Concepts	2	5 Resistive Components	92
1-1 SI Units	2	5-1 Fixed Resistors	92
1-2 Scientific Notation	6	5-2 Resistor Color Code	97
1-3 Prefixes	8	5-3 Variable Resistors	99
1-4 Resolution and Rounding	10	5-4 Other Resistive Devices	102
1-5 The Structure of Matter	13	Summary	106
1-6 The Nature of Electricity	16		
Summary	23		
2 Electric Circuits and Quantities	28	6 Series Circuits	110
2-1 Circuits and Diagrams	28	6-1 Current in a Series Circuit	110
2-2 Electric Current Flow	32	6-2 Kirchhoff's Voltage Law	113
2-3 Measuring Current	36	6-3 Voltage Dividers	117
2-4 Electric Potential	40	6-4 Applications of Series Circuit Concepts	121
2-5 Resistance and Ohm's Law	43	6-5 Fault Analysis in Series Circuits	125
2-6 Measuring Voltage and Resistance	45	Summary	129
Summary	49		
3 Power and Energy	54	7 Parallel Circuits	134
3-1 Power	54	7-1 Voltage and Current in Parallel Circuits	134
3-2 Energy	58	7-2 Conductance	139
3-3 Efficiency	60	7-3 The Current Divider Rule	143
3-4 Energy Sources	61	7-4 Applications of Parallel Circuit Concepts	145
3-5 Protective Devices	63	7-5 Fault Analysis in Parallel Circuits	148
Summary	67	Summary	151
4 Electrical Materials	70	8 Series-Parallel Circuits	156
4-1 Characteristics	70	8-1 Applying Laws to Series-Parallel Circuits	156
4-2 Resistivity	74	8-2 Analysis of Series-Parallel Circuits by Reduction	160

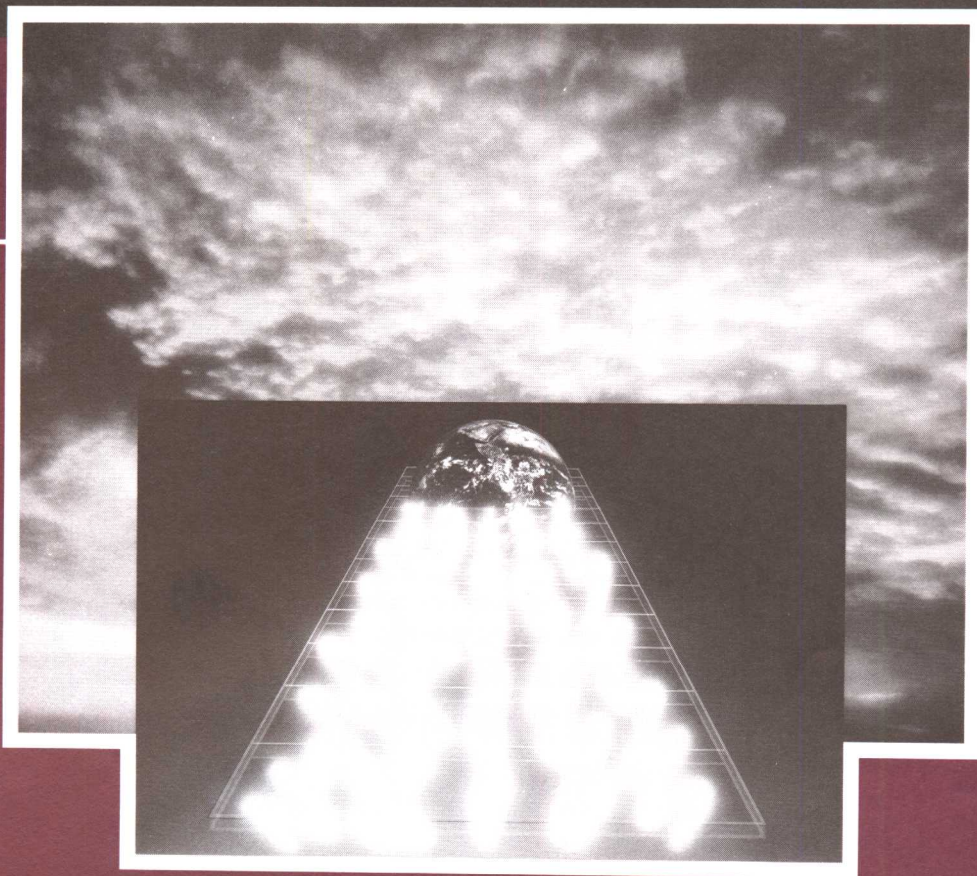
vi CONTENTS

8-3 Applications of Series-Parallel Circuits	165	13-3 Types of Inductors	300
8-4 Fault Analysis in Series-Parallel Circuits	170	13-4 Series Inductors and Parallel Inductors	304
Summary	173	Summary	306
9 Network Analysis	178	14 Inductors in DC and AC Circuits	310
9-1 Current Sources	178	14-1 Energy Stored in an Inductor	310
9-2 Determinants	182	14-2 Current Rise in Inductive Circuits	313
9-3 Branch Analysis	185	14-3 Time Constants for Rising Currents	314
9-4 Mesh Analysis	188	14-4 Current Fall in Inductive Circuits	318
9-5 Nodal Analysis	190	14-5 Inductor Action in an AC Circuit	321
9-6 Superposition	193	14-6 Inductive Reactance	323
9-7 Thevenin's Theorem	196	14-7 Inductive Reactance in Series and Parallel	325
9-8 Norton's Theorem	200	14-8 Quality Factor	326
9-9 Millman's Theorem	203	14-9 Measuring Inductance	329
9-10 Power Transfer and Network Transforms	206	Summary	331
Summary	212	15 Capacitance	338
10 Magnetism	218	15-1 Electric Fields	338
10-1 Magnetic Fields	218	15-2 Dielectrics	341
10-2 Electromagnetism	222	15-3 Capacitance and Capacitors	343
10-3 Magnetic Units	224	15-4 Factors Affecting Capacitance	345
10-4 Magnetization Curves	228	15-5 Energy Storage	347
10-5 Magnetic Circuits	232	15-6 Characteristics of Capacitors	348
10-6 Applications	238	15-7 Types of Capacitors	349
Summary	242	15-8 Stray Capacitance	354
11 Electric Energy Sources	248	15-9 Indicating Capacitance	354
11-1 Electromagnetic Induction and Generators	248	15-10 Series, Parallel, and Series-Parallel	
11-2 Primary Cells and Batteries	254	Capacitors	355
11-3 Secondary Cells and Batteries	259	Summary	358
11-4 Other Electric Sources	264	16 Capacitors in DC and AC Circuits	364
Summary	268	16-1 Controlled Charging and Discharging	364
12 Alternating Current	274	16-2 Time Constant	367
12-1 The Sine Wave	274	16-3 Capacitor Action in an AC Circuit	373
12-2 Frequency and Phase	278	16-4 Phase Angle and Power	374
12-3 Phasors	281	16-5 Capacitive Reactance	375
12-4 Resistive Circuits	284	16-6 Capacitive Reactances in Series and	
12-5 Electronic Function Generators	287	Parallel	376
Summary	289	16-7 Capacitor Dissipation Factor	377
13 Inductance	294	16-8 Measuring Capacitance	379
13-1 Induction	294	Summary	381
13-2 Self-Induction	297	17 RCL Circuits	386
		17-1 Series RC Circuits	386
		17-2 Series RL Circuits	392

17-3 Series RCL Circuits	393	21-5 Cathode-Ray Oscilloscopes	502
17-4 Parallel RC Circuits	394	21-6 Oscilloscope Measurements	510
17-5 Parallel RL Circuits	397	21-7 Oscilloscope Probes and Circuit Loading	515
17-6 Parallel RCL Circuits	398	Summary	517
17-7 Response to Pulses	399		
Summary	405		
18 Resonance and Filters	410	22 Three-Phase Circuits	524
18-1 Series-Resonant Circuits	410	22-1 Reference Point and Subscripts	524
18-2 Ideal Parallel-Resonant Circuits	419	22-2 Three-Phase Generation	526
18-3 Practical Parallel LC Circuits	422	22-3 The Wye Connection	528
18-4 Gain, Attenuation, and the Decibel	424	22-4 The Delta Connection	530
18-5 Filters	426	22-5 Wye-Delta and Delta-Wye Systems	532
Summary	434	22-6 Three-Phase Transformer Connections	533
		22-7 Calculating Power in Three-Phase	
		Systems	534
		22-8 Types of Power and Power Factor	536
		22-9 Measuring AC Power	539
		22-10 Advantages of Three-Phase Systems	542
		Summary	544
19 AC Network Analysis	440	23 Introduction to Discrete	548
19-1 The j Operator	440	Electronics	
19-2 Rectangular and Polar Notation	442	23-1 Semiconductor Materials	548
19-3 Rectangular-to-Polar Conversion	444	23-2 PN Junction	553
19-4 Polar-to-Rectangular Conversion	444	23-3 Diodes	556
19-5 Phasor Algebra	445	23-4 Rectification	562
19-6 Conductance, Susceptance, and		23-5 Filters	567
Admittance	447	23-6 Zener Regulator	575
19-7 Series and Parallel Impedances	449	Summary	577
19-8 Equivalent Series and Parallel			
Impedances	452		
19-9 Thevenin's and Norton's Theorems	453		
Summary	456		
		24 Electronic Amplification	584
20 Transformers	460	24-1 Bipolar Transistor	584
20-1 Mutual Inductance and Coupling	460	24-2 Transistor Amplifiers	592
20-2 Basic Transformer Action	463	24-3 Common-Emitter Amplifier No. 1	594
20-3 Ideal Iron-Core Transformer	464	24-4 Common-Emitter Amplifier No. 2	599
20-4 Real Iron-Core Transformers	470	24-5 Negative Feedback	604
20-5 Measuring Core and Copper Losses	473	24-6 Voltage Amplifiers	605
20-6 Equivalent Circuits	474	24-7 Dual-Supply Amplifier Circuits	606
20-7 Multiple and Tapped Windings	477	24-8 Other Circuit Configurations	607
20-8 Types of Transformers	480	24-9 Field-Effect Transistors	609
Summary	482	Summary	615
21 Measuring Instruments	488	25 Integrated Circuits and Operational	622
21-1 Meter Specifications	488	Amplifiers	
21-2 Meter Loading	491	25-1 Integrated Circuits	622
21-3 Digital Meters	495	25-2 Fabricating Monolithic ICs	624
21-4 Analog Meters	497		

25-3	Fabricating Hybrid ICs	629	<i>Appendix A Circuit Simulation and Analysis Using PSpice</i>	702
25-4	Integrated Component Characteristics	630		
25-5	The Differential Amplifier	631		
25-6	The Operational Amplifier	641	<i>Appendix B Circuit Simulation and Analysis Using MICRO-CAP III</i>	728
25-7	Operational Amplifier Circuits Summary	645 651		
<hr/> 26 Introduction to Digital Circuits		658	<i>Appendix C Standard Resistance Values and Electrical Symbols and Abbreviations</i>	741
26-1	A Little Terminology	659		
26-2	Binary Numbers	660		
26-3	Decision-Making Gates	663	<i>Glossary</i>	745
26-4	Combinational Logic	672		
26-5	Sequential Logic	680	<i>Answers to Odd-Numbered Review Questions and Problems</i>	753
26-6	Arithmetic Circuits	691		
26-7	Memory Circuits	692		
26-8	Microcomputer Systems Summary	695 696	<i>Index</i>	761

Electric Circuit Analysis



Electricity is a technical subject. As such, it is intimately involved with numbers, equations, calculations, and systems of measurement. This chapter introduces what electricity is and how numbers and measuring units are used to describe its characteristics and behavior.

1-1 SI UNITS

Most of the countries of the world use the metric system of measurement. The metric system offers tremendous advantages because it is almost universal and because the various sized portions of each unit are multiples of 10 when compared to each other and to the base unit. Thus, it is a decimal

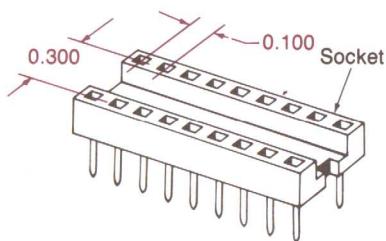
system and forever eliminates clumsy relationships such as 12 inches (in.) = 1 foot (ft), 3 ft = 1 yard (yd), and 5280 ft = 1 mile (mi).

The international system of units, usually abbreviated SI, was developed from the metric system of measurement in 1960. It is mainly based on the older metric meter-kilogram-second-ampere (mksa) system which uses base units of meters, kilograms, seconds, and amperes. The SI system has become the accepted standard and was officially adopted by the Institute of Electrical and Electronics Engineers (IEEE) in 1965. Therefore, all electrical and electronic measurement should use the SI system. However, there are carryovers from the old English system of measurements. For example, many physical standards used in electronics are derived from the inch. The contacts on an elec-

Chapter 1

Introductory Concepts

tronic component or a circuit board connector are often spaced at inch intervals. Figure 1-1 shows an integrated circuit socket. The contact spacing is based on tenths of inches. Figure 1-2 shows an edge connector for a printed circuit board. The

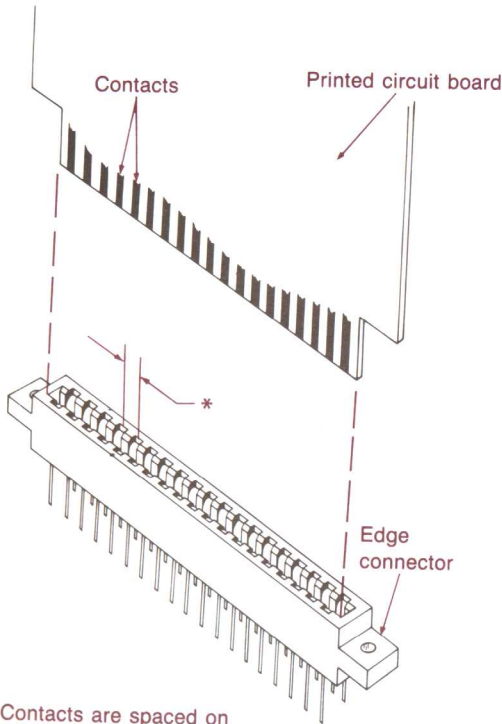


Note: All dimensions are in inches.

FIGURE 1-1 An integrated circuit socket.

standard contact spacings are specified in inches. It is unreasonable to expect a 100 percent conversion to SI standards in every aspect of electrical and electronic measurements. However, electrical quantities dealing with phenomena such as the flow of electricity, its pressure, and its ability to produce heat are totally based on the SI system.

The SI system is particularly convenient in technical areas where energy calculations are common. This is because only one unit, the joule (J), is used to quantify all types of energy including electric, atomic, chemical, heat, and mechanical. The joule is covered in detail later. Now, thanks to the SI system, electrical specialists can communicate with scientists, mechanical engineers, and chemists without the burden of unique systems of measurements.



* Contacts are spaced on 0.100, 0.125, or 0.156 inch centers.

FIGURE 1-2 Printed circuit edge connector.

Table 1-1 is a comparison of the base units among three systems of measurement. The SI system is essentially the same as the metric mksa system, as shown by that column heading. The major difference is that the original mksa system used the Celsius temperature scale. When the SI system was

extracted from the mksa system, the Kelvin temperature scale was adopted in favor of the Celsius scale. This deviation from the mksa system is carried into some areas of electricity and electronics. Most manufacturers continue to specify the temperature characteristics of their assemblies and component parts in degrees Celsius even though the IEEE has officially adopted the SI system. On the other hand, the equivalent noise temperature of some electronic devices is specified in degrees Kelvin. The English system is sometimes referred to as the U. S. Customary system. This is because England has officially adopted the SI system as mandatory, while the United States has only recognized the SI system and not officially mandated it. The centimeter-gram-second (cgs) system is also metric. It is convenient for measurements in small-scale systems since it is based on smaller base units of length and mass.

Base units, such as those found in Table 1-1, are the foundation for all measurements. In mechanics, all additional units can be derived from three base units which are length, mass, and time. By adding a base unit for electric current flow, the additional units needed for measurements in electricity can be derived. When the base units of temperature, luminous intensity, and amount of substance are added, any and all scientific and technical units for any type of measurement may be derived.

Table 1-2 shows examples of derived SI units. Area and volume are derived from the base unit of length. Velocity and acceleration are derived from

Table 1-1 A Comparison of Base Units

Quantity	SI, mksa	English (U.S. Customary)	cgs
Length	Meter, m = 100 cm	Foot, ft = 0.3048 m	Centimeter, cm 2.54 cm = 1 in
Mass	Kilogram, kg = 1000 g	Slug = 14.6 kg	Gram, g
Time	Second, s	Second	Second
Electric current	Ampere, A	Ampere	Ampere
Temperature	Kelvin, K = 273.15 + °C	Fahrenheit, F = (5/9 °C) + 32	Celsius, C = 5/9 (°F - 32)
Luminous intensity	Candela, cd		
Amount of substance	Mole, mol		

Table 1-2 Examples of Derived SI Units

Quantity	Derivation	Units
Area	Length \times width	Square meters, m ²
Volume	Length \times width \times height	Cubic meters, m ³
Velocity	Distance/time	Meters per second, m/s
Acceleration	Distance/time/time	Meters per second per second, m/s ²
Force	Mass \times acceleration	Newtons (kilograms \times m/s ²), kg \times m/s ²
Energy and work	Force \times distance	Joules (newtons \times meters), N \times m
Power	Energy/time	Watts (joules per second), J/s
Pressure	Force/area	Pascals (newtons per m ²), N/m ²
Electric charge	Current \times time	Coulombs (amperes \times seconds), A \times s
Electric potential	Energy/charge	Volts (joules per coulomb), J/C
Electric resistance	Potential/current	Ohms (volts per ampere), V/A
Capacitance	Charge/potential	Farads (coulombs per volt), C/V
Inductance	Potential/current/time	Henrys (volts per ampere per second), V/A/s

the base units of distance (length) and time. Force is derived from mass (a base unit) and from acceleration (a derived unit). Energy (or work) is derived from force and distance. Obviously, derived units can be used to derive additional units. Several of the derived units in Table 1-2 deal with electrical quantities. These units are explained and applied later.

The base units are arbitrary. They have evolved over years of scientific work and investigations into natural phenomena. The meter was originally defined as one ten-millionth of the distance, at sea level, from either pole to the equator. Later, the meter was defined as 1,650,763.73 wavelengths, in a vacuum, of the krypton 86 atom. The most recent definition of the meter is the distance light travels in a vacuum during 1/299,792,458 of a second. Scientific and technical work must be repeatable, even at independent locations. A unified measurement system is one of the key elements for achieving repeatability.

Since the U. S. Customary system of units will likely remain in existence for the foreseeable future, people who work in technical areas will continue to be faced with making conversions from one system to another.

EXAMPLE 1-1

The front panel of an electric control device is 3 in. high and 7.5 in. wide. What are its dimensions in

centimeters? What is its area in square centimeters?

Solution

Table 1-1 shows that 1 in. is equal to 2.54 cm. Therefore, the inch dimensions can be converted to centimeter dimensions by multiplying them by 2.54.

$$\begin{aligned} 3 \text{ in.} \times 2.54 \text{ cm/in.} &= 7.62 \text{ cm} \\ 7.5 \text{ in.} \times 2.54 \text{ cm/in.} &= 19.05 \text{ cm} \end{aligned}$$

Note that the inch units cancel, leaving the answers in centimeter units. The area is now found by

$$7.62 \text{ cm} \times 19.05 \text{ cm} = 145.16 \text{ cm}^2$$

EXAMPLE 1-2

The upper temperature limit of an electronic computer is specified as being 323.15 K. Convert this to degrees Celsius and also to degrees Fahrenheit.

Solution

Table 1-1 shows that the Kelvin temperature is found by adding 273.15 to the Celsius temperature. Therefore, the Celsius temperature may be derived by subtracting 273.15 from the Kelvin value.

$$323.15 - 273.15 = 50^\circ \text{C}$$

The Fahrenheit temperature can now be found by

$$\left(\frac{9}{5} \times 50\right) + 32 = 122^\circ \text{F}$$

Self-Test

1. Which system of measurement has been officially adopted by the IEEE?
2. There are carryovers from older systems of measurement. For example, the spacings of component and circuit board connectors are often measured in _____.
3. Identify the two units of temperature measurement most often used in electricity and electronics.
4. Which metric system favors measurements for small-scale systems?
5. Identify the SI base units that are used to derive the additional units needed in electricity.
6. The performance of electronic components is often specified at 25° C. Convert this temperature to degrees Fahrenheit.
7. A circuit board is 12 cm × 8 cm. What are the board's measurements in inches?

1-2 SCIENTIFIC NOTATION

The numbers used in electricity range from very small to very large. It is quite cumbersome to write, speak, and manipulate very small and very large numbers. A *power-of-ten notation system* is widely used to represent such numbers and to greatly lessen the burden of working with them. As the following list shows, 10 is the *base*:

$10^{-6} = 0.000001$	= one-millionth
$10^{-5} = 0.00001$	= one hundred-thousandth
$10^{-4} = 0.0001$	= one ten-thousandth
$10^{-3} = 0.001$	= one-thousandth
$10^{-2} = 0.01$	= one-hundredth
$10^{-1} = 0.1$	= one-tenth
$10^0 = 1$	= one
$10^1 = 10$	= ten
$10^2 = 100$	= hundred
$10^3 = 1000$	= thousand
$10^4 = 10,000$	= ten thousand
$10^5 = 100,000$	= hundred thousand
$10^6 = 1,000,000$	= million

Expressing numbers in powers of 10 with one nonzero digit to the left of the decimal point is called *scientific notation*. For example, to convert 0.00000483 to scientific notation, first change the number so that it has one nonzero digit to the left of the decimal point. This involves moving the decimal point six places to the right as shown below

(an asterisk is used to mark the original position of the decimal point):

$$0^*000004.83$$

Now, the number must be multiplied by some power of 10 to restore the number to its original value. When the decimal point is moved to the left, the required power of 10 is positive. When the decimal point is moved to the right, the required power of 10 is negative. The example moved the decimal point six places to the right, so the power of 10 (also called the exponent) is negative 6, producing the scientific notation:

$$4.83 \times 10^{-6} \quad \text{which is equal to } 0.00000483$$

Suppose we wish to express 483,000 using scientific notation. First, we convert the number so it has one digit to the left of the decimal. This is shown below and again an asterisk is used to show the original location of the decimal point:

$$4.83000^*$$

The decimal point had to be moved five places to the left. Therefore, the power of 10 is +5, and the scientific notation for 483,000 is

$$4.83 \times 10^{+5} \quad \text{or, more commonly, } 4.83 \times 10^5$$

Exponents without a minus sign are understood to be positive.

EXAMPLE 1-3

Change the following numbers to scientific notation:

$$12,720,000$$

$$0.000023$$

$$628$$

$$0.5$$

$$13,900$$

$$1.83$$

Solution

$$12,720,000 = 1.272 \times 10^7$$

$$0.000023 = 2.3 \times 10^{-5}$$

$$628 = 6.28 \times 10^2$$

$$0.5 = 5 \times 10^{-1}$$

$$13,900 = 1.39 \times 10^4$$

$$1.83 = 1.83 \times 10^0 \quad (10^0 \text{ is not normally used})$$

(1.83 is the scientific notation)

EXAMPLE 1-4

Convert the following numbers to standard form:

$$\begin{aligned} &1 \times 10^9 \\ &4.56 \times 10^{-3} \\ &9.871 \times 10^5 \\ &3.9 \times 10^{-7} \end{aligned}$$

Solution

To convert from scientific notation, the power of 10 must be eliminated. Move the decimal point to the right for positive exponents and to the left for negative exponents.

$$\begin{aligned} 1 \times 10^9 &= 1,000,000,000 \\ 4.56 \times 10^{-3} &= 0.00456 \\ 9.871 \times 10^5 &= 987,100 \\ 3.9 \times 10^{-7} &= 0.00000039 \end{aligned}$$

The exponents must be handled properly when arithmetic operations are performed with scientific notation. The following rules for exponents apply:

1. To perform addition or subtraction, all numbers must have the same exponent (magnitude and sign). The columns must be aligned according to the decimal points. The sum or the difference will have the same exponent as the numbers being added.
2. To perform multiplication, the exponents are added.
3. To perform division, the exponent of the divisor is subtracted from the exponent of the dividend.
4. To extract a root, the exponent is divided by the root.
5. To raise to a power, the exponent is multiplied by the power.

EXAMPLE 1-5

Add 2.1×10^3 , 3.68×10^2 , and 4×10^{-1} .

Solution

Make the necessary conversions so that all of the numbers are multiplied by the same power of 10. In this case, it is convenient to use 10^3 since it is the largest power and the answer will be in scientific notation:

$$\begin{array}{r} 2.1 \times 10^3 \\ +0.368 \times 10^3 \\ +0.0004 \times 10^3 \\ \hline 2.4684 \times 10^3 \end{array}$$

Note that the columns are aligned according to the decimal points and that the answer is multiplied by the same power of 10.

EXAMPLE 1-6

Subtract 4.5×10^4 from 1×10^5 .

Solution

Once again, we choose the largest power of 10 as the common exponent:

$$\begin{array}{r} 1.00 \times 10^5 \\ -0.45 \times 10^5 \\ \hline 0.55 \times 10^5 \end{array}$$

Notice that the answer is not in scientific notation. It would have been better to use 10^4 as the common exponent. All is not lost, however. It is a simple matter to move the decimal point of the answer one place to the right and make the exponent one digit smaller:

$$0.55 \times 10^5 = 5.5 \times 10^4$$

EXAMPLE 1-7

Perform the following multiplications and express the answers in scientific notation:

$$\begin{aligned} &(3.5 \times 10^2) \times (2.1 \times 10^4) \\ &(5.1 \times 10^3) \times (4.8 \times 10^{-5}) \\ &(1.9 \times 10^{-1}) \times (3 \times 10^{-3}) \end{aligned}$$

Solution

For the first multiplication problem, $3.5 \times 2.1 = 7.35$ and the sum of the exponents is 6. Therefore, the answer is 7.35×10^6 . For the second problem, $5.1 \times 4.8 = 24.48$ and the sum of the exponents is 10^{-2} . This gives us 24.48×10^{-2} , which is not scientific notation. Shifting the decimal one place to the left and making the exponent one digit larger yields 2.448×10^{-1} . In the last multiplication problem, $1.9 \times 3 = 5.7$ and the sum of the exponents is -4 , which produces an answer of 5.7×10^{-4} .

$$\begin{aligned} &3.5 \times 10^2 \times 2.1 \times 10^4 = 7.35 \times 10^6 \\ &5.1 \times 10^3 \times 4.8 \times 10^{-5} = 2.448 \times 10^{-1} \\ &1.9 \times 10^{-1} \times 3 \times 10^{-3} = 5.7 \times 10^{-4} \end{aligned}$$

EXAMPLE 1-8

Perform the following divisions and express the answers using scientific notation:

$$\frac{4.3 \times 10^5}{8.6 \times 10^3}$$

$$\frac{9.9 \times 10^2}{3 \times 10^{-2}}$$

$$\frac{-5 \times 10^{-2}}{2 \times 10^{-3}}$$

Solution

In the first problem, dividing 4.3 by 8.6 gives 0.5, and subtracting the exponent of the divisor from the exponent of the dividend gives 2 for a result of 0.5×10^2 , or 5×10^1 in scientific notation. In the second problem, dividing 9.9 by 3 gives 3.3, and subtracting exponents produces a positive 4 since $+2 - (-2) = +4$. The answer is therefore 3.3×10^4 . For the last division problem, dividing -5 by 2 yields -2.5 , and subtracting the exponents gives $+1$ for an answer of -2.5×10^1 .

$$\frac{4.3 \times 10^5}{8.6 \times 10^3} = 5 \times 10^1$$

$$\frac{9.9 \times 10^2}{3 \times 10^{-2}} = 3.3 \times 10^4$$

$$\frac{-5 \times 10^{-2}}{2 \times 10^{-3}} = -2.5 \times 10^1$$

EXAMPLE 1-9

Find the square root of 3.6×10^5 .

Solution

To find a square root, it is necessary to divide the exponent by 2. An exponent of 5 will not produce an integer (whole number) result. Therefore, it is best to change the number to an even power of 10. For example, 36×10^4 is equivalent and the exponent is now evenly divisible by 2. The square root of 36 is 6 and $\frac{1}{2} = 2$, which gives an answer of 6×10^2 .

EXAMPLE 1-10

Raise 4×10^2 to the third power.

Solution

The example can be written as $4^3 \times (10^2)^3$. $4 \times 4 \times 4 = 64$ and $2 \times 3 = 6$ for a result of 64×10^6 . Converting to scientific notation gives 6.4×10^7 .

Self-Test

8. Change these numbers to scientific notation:

$$186,000 \quad 0.154$$

$$0.0003 \quad 1,200,000,000$$

$$357.2 \quad 0.0000000005$$

9. Change these numbers to standard form:

$$4.9 \times 10^2 \quad 2 \times 10^{-1}$$

$$1.1 \times 10^{-3} \quad 5.5 \times 10^4$$

$$5.678 \times 10^5 \quad 1.9 \times 10^{-4}$$

10. Perform the following additions and express the answers using scientific notation:

$$(5.5 \times 10^1) + (1.7 \times 10^2)$$

$$(3.83 \times 10^1) + (2 \times 10^{-1})$$

$$(2 \times 10^4) + (3 \times 10^3) + (4 \times 10^2)$$

11. Perform the following subtractions and express the answers using scientific notation:

$$(4.4 \times 10^{-2}) - (4)$$

$$(7.65 \times 10^3) - (-1.2 \times 10^2)$$

$$(-4 \times 10^{-5}) - (2.2 \times 10^{-6})$$

12. Perform the following multiplications and express the answers using scientific notation:

$$(5 \times 10^2) \times (2.6 \times 10^{-3})$$

$$(3.32 \times 10^{-2}) \times (1 \times 10^3)$$

$$(4.4 \times 10^6) \times (8 \times 10^5)$$

13. Perform the following divisions and express the answers using scientific notation:

$$\frac{6.6 \times 10^9}{3 \times 10^6} \quad \frac{1.71 \times 10^5}{4.5 \times 10^{-2}}$$

$$\frac{9 \times 10^{-6}}{2 \times 10^4}$$

14. Take the square root of 8.1×10^3 .

15. Raise 2×10^2 to the fourth power.

1-3 PREFIXES

Electrical quantities vary considerably in magnitude. Prefixes are used to modify measuring units by making them multiple or submultiple units. A multiple unit is larger than a nonmodified unit and a submultiple unit is smaller. In the SI system, the prefixes are arranged in increments of three powers of 10 as shown in Table 1-3. The SI system does

Table 1-3 Prefixes

Prefix	Multiple-Submultiple	Power-of-10 Form	SI Symbol
Giga	1,000,000,000	10^9	G
Mega	1,000,000	10^6	M
Kilo	1000	10^3	k
Milli	0.001	10^{-3}	m
Micro	0.000001	10^{-6}	μ
Nano	0.000000001	10^{-9}	n
Pico	0.000000000001	10^{-12}	p

not recognize the older metric prefixes of deca (10^1) and centi (10^{-2}), and these prefixes are not used with electrical units.

If a prefix is added to a unit, a new unit is effectively formed. When a multiple or submultiple unit is raised to a power, the power applies to the new unit and not to the original unit. As an example, a millimeter (mm) is a unit that equals one-thousandth of a meter. The area of a small surface may be measured in square millimeters. Note that $10 \text{ mm}^2 = 10 (\text{mm})^2$ and does not equal $10 \text{ m}(\text{m}^2)$.

Prefixes can be used to avoid using numbers smaller than 0.1 or greater than 1000. As an example, if a current flow is 0.004 ampere, it is often expressed in terms of *milliamperes* to avoid using a number smaller than 0.1. As another example, a value such as 1500 watts can be expressed in *kilo-watts* to avoid the use of a number greater than 1000.

EXAMPLE 1-11

Convert 0.004 ampere to milliamperes and determine how it would be written in abbreviated form. How would it be written using scientific notation?

Solution

Table 1-3 shows that the prefix milli is a submultiple and represents 0.001 or 10^{-3} . When a measurement unit is converted to a submultiple or smaller unit by the use of a prefix, the number must become larger. The relationship in this case is three decimal places. Therefore, amperes are converted to milliamperes by moving the decimal point three places to the right:

$$0.004 \text{ ampere} = 4 \text{ milliamperes}$$

Table 1-3 shows that the prefixes, with the exception of giga and mega, are symbolized with lower-

case letters. A current of 4 milliamperes is abbreviated as 4 mA. Using scientific notation, the current would be expressed as 4×10^{-3} ampere or 4×10^{-3} A. Note that abbreviations are not pluralized by adding an “s” even though they are often pronounced or written as plurals. Lowercase “s” is the SI symbol for the second and would cause confusion if used.

EXAMPLE 1-12

Convert 0.000004 ampere to microamperes and to scientific notation.

Solution

Once again, the conversion is from a unit to a submultiple (a smaller unit). In this case, the decimal point must be moved six places to the right:

$$0.000004 \text{ ampere} = 4 \text{ microamperes (4 } \mu\text{A)}$$

Using scientific notation, the current would be expressed as 4×10^{-6} A.

EXAMPLE 1-13

Convert 3400 amperes to kiloamperes and to scientific notation.

Solution

This involves changing from a unit to a multiple unit (to a larger unit). The decimal point must be moved three places to the left.

$$3400 \text{ amperes} = 3.4 \text{ kiloamperes (3.4 kA)}$$

Using scientific notation, the current would be expressed as 3.4×10^3 A.

Thus far, the examples have produced agreement between scientific notation and the multiple and submultiple units. This is not always the case. For example, a current of $25 \mu\text{A}$ could be written as 25×10^{-6} A, which is not in scientific notation. It could be converted to 2.5×10^{-5} A, but there is no submultiple unit to represent 10^{-5} . Both representations are correct. However, the method preferred by electrical engineers and technicians is to use the units shown in Table 1-3 when possible. In this system, $25 \mu\text{A}$ is preferred over 2.5×10^{-5} A. The system of recording values in terms of the multiple units and submultiple units given in Table 1-3 is known as *engineering notation*. As can be seen from this table, engineering notation uses powers