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Who's likely to enjoy this book and course

A day at a time: Notes, Lab, Problems, Supplements

You need not resemble the students who take our course at the university but you may be interested to know who they are, since the course evolved with them in mind. We teach the course in three distinct forms. Most of our students take it during fall and spring daytime classes at the College. I here, about half are undergraduates in the sciences and engineering; the other half are graduate students including way that reading about them cannot.

In addition, nearly every day includes a worked example and many days include what we call "supplementary notes." These - for example, early notes on how to read resistors and capacitors - are not for every reader. Some people don't need the note because they already understand the topic. Others will skip the note because they don't want to invest the time on a first pass through the book. That's just what we mean by "supplementary," it's something (like a supplementary lab setup) that may be useful, but that you can quite safely live without.

the student would like to denystify.

What's new?

any substantial amount of physics or sophisticated math. We see this in the College course, too, where it any reader is acquainted with the *Student Manual*, published in 1989 to accompany the second edition of *The Art of Electronics*, it may be worth noting principal differences between this book and that one. First, this book means to be self-sufficient, whereas the earlier book was meant to be read alongside the larger work. Second, the most important changes in content are these:

of Analog

your student's feedback loop that controls a motor.

target voltage and output voltage: "Proportional" (P), "Integral" (I), and "Derivative" (D).

that he envisioned. If those insights came, they probably didn't come from us.