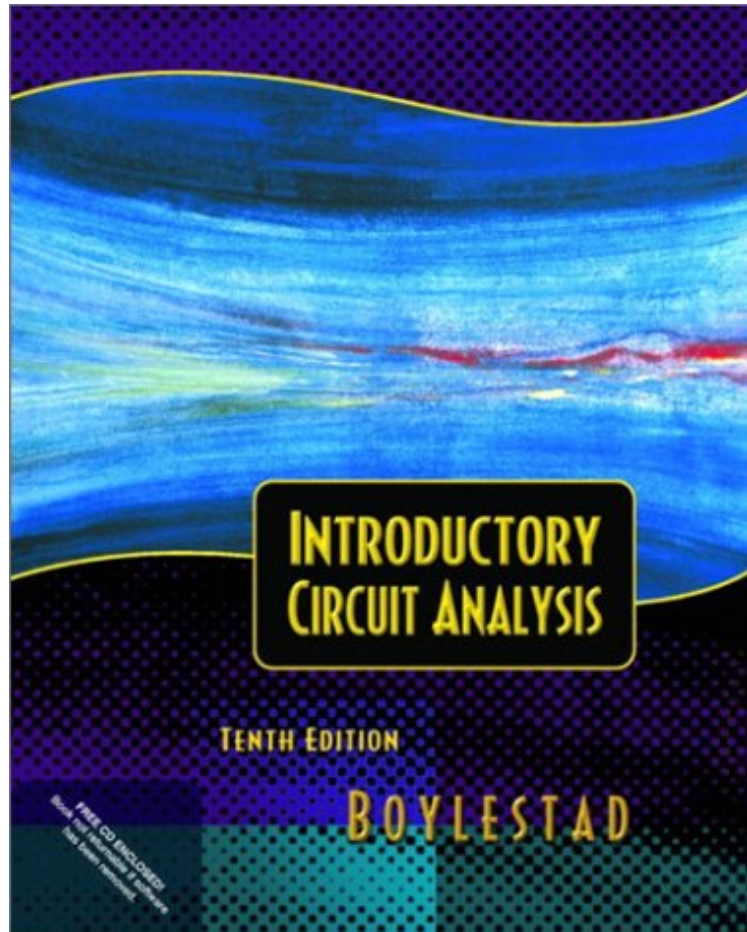


[Download ebook] Introductory Circuit Analysis (10th Edition)

Introductory Circuit Analysis (10th Edition)

Robert L. Boylestad

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#203688 in Books 2002-03-04Original language:EnglishPDF # 1 11.08 x 1.67 x 8.52l, .0 #File Name: 013097417X1228 pages | File size: 67.Mb

Robert L. Boylestad : Introductory Circuit Analysis (10th Edition) before purchasing it in order to gage whether or not it would be worth my time, and all praised Introductory Circuit Analysis (10th Edition):

0 of 0 people found the following review helpful. It is still one of the best textbooks on the subject of fundamental circuit analysisBy jamesI used this book as an undergraduate electronic engineering major back in 1979-82. It is still one of the best textbooks on the subject of fundamental circuit analysis. It is clear and concise.The concepts and information in this text are still applicable. Highly recommended for a course in circuit analysis. It always helps to use supporting textbooks or information sources that provide a different learning perspective.5 of 5 people found the following review helpful. Upset about early example problemsBy GMP-geengineerI bought this book for my son who is in his second year of college. I decided to read the first chapter to bone up on circuit design before he could ask me any questions. I was aghast that 2 of the first five example problems were dead wrong -- not theory but simple math. How in the heck do you get to a 12th edition with incorrect example problems? What a crock.0 of 0 people found the following review helpful. Not an electrical engineer.By Quan M. TranI needed this book for a class / the FE. Back

when Civil FE still had some basic electrical questions in it. I took my FE in 2012. I was told that the more recent FE did away with the electrical questions for non-electrical disciplines: civil, chemical, etc. The text was easy to read and comprehend, maybe in part my professor did a good job explaining the materials, but I felt that I learned quite a bit of side information from the readings. Professors have neither the time nor energy to cover everything. If you are the self-taught type, this book might be perfect for you. As the headline states, I am not an electrical engineer so I am not quite sure how the book measure up against other electrical textbooks.

For conventional flow courses in DC/AC Circuits in two- or four-year technology and engineering programs. THE most widely acclaimed text in the field for more than three decades, Introductory Circuit Analysis provides introductory-level students with the most thorough, understandable presentation of circuit analysis available. Exceptionally clear explanations and descriptions, step-by-step examples, practical applications, and comprehensive coverage of essentials provide students with a solid, accessible foundation.

From the Back Cover Long recognized and widely acclaimed as the classic introductory text in circuit analysis, this tenth edition represents over three decades of leadership in its field. Its clear and precise explanations, practical examples, and comprehensive, up-to-date coverage deliver a solid and complete foundation in a style that is both engaging and easy to understand. This book is ideally suited for use in two- and four-year technology and engineering programs and is a valuable reference for the seasoned professional as well. Excerpt. Reprinted by permission. All rights reserved. As I wrote the preface for this tenth edition of Introductory Circuit Analysis, it was impossible not to reflect over the past 34 years of its history. There were times when it was particularly difficult to be sure which subjects were outdated, whether a new topic should be added, whether a presentation was at the correct level or too mathematically complex, whether the computer coverage should be expanded, and so on. Fortunately, however, students' questions in class and in laboratory sessions, combined with comments from peers and reviewers, helped define the areas to be reworked and the subjects to 'be, added. Nonetheless, in my desire to please everyone, the book grew in size to the point where I seriously considered dropping sections and even whole chapters. However, the reaction to such a change was so negative that it seemed that the best alternative was simply to accept the fact that any new material could be considered only if a similar amount of content was deleted. It is always interesting that as I sit down to write the preface for one edition, I am already aware of changes that will appear in the next edition. For example, in the area of computers for this edition, I felt a strong need to maintain the detailed descriptions that appear with the applications of PSpice, Mathcad, and Electronics Workbench. However, the quality of the supporting literature has improved significantly in recent years, leading me to believe that most of the detail will be dropped from the eleventh edition, with possibly only the output files or printouts provided. One of the most enjoyable challenges for me with each new edition is to come up with something innovative that will support the learning process. In the ninth edition it was the addition of numerous practical examples, and in the eighth edition it was the detail to support the Windows version of PSpice. Going back to the fifth edition (1987), I can recall debating whether to introduce computer analysis to the text with the addition of BASIC programs. Obviously, it was the right move when we consider the coverage that such analysis receives in most texts today. In another edition it was the expansion of the early chapter on mathematical operations, as I found that many students lacked the proper background for the work to follow. Revision is a continuing process that provides a wonderful challenge for future editions. The most obvious changes for this edition are in the computer area. I was pleased with OrCAD's family release of the 9.2 Lite Edition, allowing me to move on from Version 8. I can recall when I finally became confident in the use of the DOS version of PSpice, and then the Windows version was introduced. I realized that although I had developed my skills in the DOS mode, I had to learn this new approach. At first I was reluctant and took pains to point out everything I didn't like about the Windows version. However, with exposure and time, I recognized that it was obviously the way of the future; and now, of course, I welcome the change. The same was true to some extent when I became familiar with Version 8 of PSpice and then Version 9 (under new ownership) was introduced with a number of changes. There was a period where I simply stayed with Version 8 rather than make the change. However, Cadence Design Systems has made a significant effort to soften the changes and bring back its close association with the MicroSim version. The time has come to move on to the new version. Most of the changes are in the front end and in some of the simulation sequences. Be assured, however, that if you are familiar with Version 8 and you take a few minutes to review the introductory material in this text, the new version will soon be as user-friendly as the old. In fact, you will probably appreciate some of the changes that were made. For this edition the Multisim 2001 version of Electronics Workbench was added in response to its expanded use by a number of institutions. It has the distinct advantage of permitting the use of actual instruments to make the measurements, giving students a laboratory experience using the computer. Finally, I decided to let Mathcad play an active role in the learning process. Students today are so quick to learn how to apply software packages that I felt the ability to perform complex mathematical operations with the computer would only entice students to become more familiar with computer methods. I can recall years ago when students would sit in awe when I showed them how to perform some basic operations with a computer. Today, I have to be constantly on

my toes to keep up with the questions they ask, and, admittedly, I sometimes have to do some research before I can answer them properly. The coverage of C++ remains the same in response to positive comments from current users. However, with the addition of Electronics Workbench, and based on some comments received from reviewers, I decided to remove the BASIC programs and their descriptions. Through recent years I have received numerous comments about the order of the last few chapters of the book. This time I took a close look at the content and decided that some of the recommended changes were valid and should be made. I must admit, however, that the new order is primarily a result of my own teaching experience and the order in which I feel the topics should be covered in an introductory text. The order of the numbered sections in Chapter 12 ("Inductors") was also changed to ensure that the most important topics were covered first and that the use of the general equation for transient behavior was presented earlier so that it could be used throughout the chapter. Other noticeable changes include deletion of material surrounding the introduction of superconductors because the descriptions required a background beyond the students' current level. Also, the term rms is now used almost exclusively rather than eff as in past editions. In the description of phasor algebra, the letters A, B, and C were replaced by X, Y, and Z to provide a bridge between the mathematical operations and the network parameters. In Chapter 10 on capacitors, the general equation for transient behavior is introduced earlier to permit its use throughout the chapter. In fact, it is now used throughout Chapter 24 so that students do not have to refer to the basic defining equations presented earlier. The CD-ROM enclosed with this textbook contains 96 circuit files provided in both Electronics Workbench Version 5 and Multisim, as well as an enhanced Textbook Edition of Multisim. I am very pleased with the reaction to the extensive changes made in the last edition of the laboratory manual. I'm sure that the positive reaction was partially due to the fact that the standard protoboard can now be used to set up the circuits because of the change to 1/4-W resistors. The new laboratory experiment on potentiometers was also a standout in the reviewers' comments. Minor changes were made, but in general the laboratory experiments are the same as in the last edition. In addition to the Laboratory Manual, a full package of ancillaries accompanies this text, including: Instructor's Solutions Manual Test Item File Prentice Hall Test Manager (electronic test bank) PowerPoint Transparencies CD-ROM Instructor's Supplements CD-ROM Blackboard Course Compass Companion Website <http://www.prenhall.com/boylestad> As with every edition, a number of individuals were very helpful in developing the content for this edition. My sincerest thanks go to Jerry Sitbon for taking the time to respond to my many questions about everything under the sun and for helping me define the content for specific areas of the text. Professor Franz Monssen, with his extensive experience in computer software, was very helpful in developing the presentation of the new version of PSpice. For this edition, developmental editor Kate Linsner was particularly helpful in searching for specific information, keeping track of all the necessary details, and defining a clear channel toward completion of the text. A special thank you also goes to Sigmund Arseth for the special painting that graces the cover. Throughout the years the production team in Columbus, Ohio, has been superb in every sense of the word. Rex Davidson, production editor and good friend, somehow removes all the stress from the production process. My editors, Scott Sambucci and Dennis Williams, are always there to help make important decisions and to do everything to ensure that the published text has all the elements necessary to make it a success. The ability of editorial assistant Lara Dimmick to take care of a mountain of details is deeply appreciated. My copy editor, Maggie Diehl, continues to amaze me with the questions asked and the suggestions offered to improve the text. Finally, I want to thank all of you, the readers, for believing in the text through all these years. Writing and revising the text is an endeavor that has provided a wonderful range of satisfaction and pleasure that I hope will continue in the future. There is nothing I enjoy more than hearing from current users of the text, and perhaps from those of some nine editions ago. I assure you that any communication will not go unanswered. My best wishes for a healthy, productive, and pleasant school year.