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# SIGNALS and SYSTEMS PRIMER with MATLAB<sup>®</sup>

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Alexander D. Poularikas



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*To our grandchildren Colton-Alexander and Thatcher-James who have given us so much pleasure and happiness and have shown us how difficult it is to teach a time-varying, nonlinear, noncausal, and a multiple-input–multiple-output (MIMO) feedback system.*

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## Preface

*Signals and Systems* is designed for use as a one-semester analog track, a one-semester digital track, a one-semester analog–digital track, or a two-semester analog–digital course.

We have included several carefully chosen examples from many fields to show the wide applicability of the material and methods presented in this text. The selection of examples from diverse engineering fields, as well as from nonengineering fields, helps to motivate and excite the student to delve into this course with enthusiasm. It is important that the student studies and learns the material presented, since this course is one of the most fundamental in the electrical engineering curriculum. To illustrate this diversity, the examples we include are drawn from chemical engineering, mechanical engineering, biomedical engineering, process control, economics, heat transfer, and other areas. They show that systems in general possess two features: the input signals to the system are functions of one or more independent variables, and the systems produce signals when excited by input signals. It is well known that engineers in their long careers will face problems that are not purely electrical engineering. They will be involved in heating problems of their electronic chips, the use of electromechanical elements driven by small motors in the development of disc drives, the modeling of parts of the body when helping biomedical engineers, the development of edge detectors when involved in pattern recognition of targets, and numerous other applications.

It is the author's belief that a good background, first of analog signals and systems, is necessary for the study of discrete signals and systems. It is known that discrete signals do not exist in nature for the simple fact that their detection needs the use of a physical transducer. Therefore, introducing arbitrarily the signal  $x(n)$ , which is derived from the continuous signal  $x(t)$  by taking its values at equal time distances  $T$ , it is difficult for the student to understand why  $x(n)$  and  $x(t)$  are two different signals. Furthermore, unless the student is well versed and has a good knowledge of the spectrum of analog signals, he or she will have difficulties understanding the spectrum of sampled signals. Some methods to build digital filters are based on analog filter considerations and use.

In this text we have strived to balance the modeling and presentation of systems and their interaction with signals, as well as the study of signals.

We have tried to balance these two entities and avoid the presentation of a couple of systems, based on electrical circuits alone, for example, and then proceed to deal only with signals and their interaction with system models arbitrarily given without deriving them. It is important that the student be able to create the mathematical representation of a system from the physical laws that govern it, its physical presentation, and its underline constants. Engineers, if they want to be creative, must be able to model accurately the systems they investigate and find their responses under many different excitations. This type of work is at the heart of the engineering field.

The electrical engineering field, as it was taught for a long time based on electrical notion, has been changed considerably. For example, micro-electromechanical systems (MEMS) are part of the electrical engineering study today and include mechanical systems, signal processing, mathematics, solid-state physics, vibration analysis (deterministic and random), etc. The above discussion points to the fact that electrical engineering students must possess a wide variety of knowledge in many fields. The engineers must be able to build and study systems and predict results accurately. This book tries to do that by introducing systems from many diverse disciplines.

In the beginning, we introduce the block diagram presentation of systems, starting from the most elementary systems represented by one element, such as resistors, capacitors, mass, etc. This approach starts the student in the right direction so that he or she builds the right foundation. During their career, engineers will deal with block diagram representations of complicated and interrelated systems and will be expected to produce the right solution.

In this text, by expounding and covering continuous and discrete systems, we try to emphasize that some operations are done by computer software, and therefore we are talking about software systems. It is important for the student to realize that circuits, mechanical control systems, and physical media and computers are the everyday compound systems found in most of the devices in the market.

Because coverage of the different fields starts from the fundamental laws and devices, there is an additive flexibility, and the book can be used in other fields of engineering with equal ease. The prerequisites for this course are the standard mathematics and engineering courses up to the junior year.

In this text, we have also introduced advanced concepts in their elementary form such that students require the fundamentals of those principles that will become the basis for their future studies. Concepts such as correlation, match filtering, least squares estimation, adaptation, edge detection, etc., are skillfully introduced so that the student builds his or her knowledge on these important signal processing procedures. Furthermore, although new situations and systems are studied, we require their presentations and solutions to use methods already introduced, such as spectra, convolution, impulse response, etc. This repetition is one of the most basic pedagogical methods of learning available in the field of education.

The modeling of signals and systems is inherently mathematical and involves mathematical forms not ordinarily studied by undergraduate engineering majors. Therefore, to improve the student's skills in different fields of needed mathematics, we have included enough mathematical material to serve in understanding the classical solution of differential and difference equations, convolutions and correlations, Fourier transforms, z-transforms, and other important topics. For the same purpose, we have also included as appendices mathematical formulas, definitions, algebraic summations, etc.

We have introduced MATLAB functions and m-files to produce the desired results. We have not introduced SIMULINK or any other canned software program because we feel, at this early learning stage, that the student should program the steps needed to find his or her answer. With this form of programming, the student must first understand the problem, understand the necessary steps in the digital format, find the requested results, and, finally, compare them with the corresponding mathematical results whenever they exist. Educators should refrain from canned programs. Very often, even in my graduate classes, when we learn about Fourier transforms and ask the students to obtain the transform of a finite signal using computers, they come with plots in the frequency domain from 0 to  $\frac{1}{2}$ , although we have emphasized in class that every finite signal has infinite spectrum. When asked what 0 to  $\frac{1}{2}$  means in the frequency axis, the answer is that MATLAB gave it to them in this form. In my undergraduate classes, I explain to the students the history and importance of the fast Fourier transform (FFT), but I require that they find the discrete Fourier transform (DFT) from the definition.

### *Pedagogical features*

1. The book introduces all the needed mathematical background within the chapters; some additional material is included in the appendices.
2. There is a balance between signals and systems, and both are emphasized equally.
3. Examples are derived from many diverse fields to emphasize that this course is applicable to any field as long as the systems are characterized by the same form of mathematical equations.
4. Key equations are boxed to emphasize their importance.
5. There are examples in the text and problems. In addition, appendices are also added in some chapters to elucidate the mathematics of the chapter.
6. We use paragraphs with the indication "**Note**" to emphasize the meaning of a concept or to improve the understanding of an operation.
7. Analog and digital signal processing and systems are presented in separate chapters. From experience, we have found that students get confused easily by jumping back and forth between analog and digital. It may seem appropriate and even novel for an experienced



person, but for a student that is meeting many of these concepts and mathematical areas for the first time, it is rather confusing.

8. We strive to repeat introduced concepts, such as convolution, correlation, spectra, etc., throughout the book. Repetition is the most fundamental pedagogical learning process, and in this book we try to use it.
9. The author believes that at an early stage of an engineering student's career, exposure to random signals and their interaction with linear time-invariant (LTI) systems is essential. There is nothing deterministic in the physical world. Most students in their professional life will deal with and study random phenomena, such as earthquake signals, electroencephalograms, thermal noise in electrical elements, noise introduced during the transportation of signals through different communication channels, radar returns, target recognition, acoustic signals in the ocean, etc. For this reason, Chapter 13 was added.
10. It is very important that our undergraduate students come in contact with and understand filtering processes that are adaptive and learn where such devices are used in practice. For this reason, we have added Chapter 14, where Wiener and least mean square (LMS) filtering are introduced. We provide numerous examples of how these filters are used, and we expect that this will stimulate the student's interest to continuously be involved in the digital signal processing discipline.
11. We introduce the fundamentals of digital sampling and the effect it has on the spectrum.
12. At the end of each chapter we summarize the new definitions and concepts that were introduced in the chapter.
13. The material is introduced in a concise format but is elucidated by a large number of examples.
14. The book has been arranged in such a way that it can be used for a one- or two-semester course. Furthermore, the track can be analog, digital, or analog–digital.

The text consists of 14 chapters. Chapter 1 introduces both analog and digital signal presentation. It also introduces the presentation of signals by a complete set of orthogonal signals.

Chapter 2 introduces linear and time-invariant continuous-time systems. In addition, the chapter covers convolution and impulse response of such systems.

Chapter 3 introduces discrete-type systems and their solution. It also discusses how to simulate analog systems using discrete methods.

Chapter 4 presents the analysis of periodic signals in Fourier series, the amplitude and phase spectra of these signals, as well as the effect that linear time-invariant systems have on them.

Chapter 5 develops the Fourier transform and its great utility in identifying systems, studying the spectra of signals as well as the influence that systems have on these spectra, known as filtering of signals. The Gibbs' phenomenon is also introduced, along with its significance in the study of signals.

Chapter 6 introduces the sampling theorem and the importance of signal bandwidth in the aliasing problem.

Chapter 7 introduces the discrete-time Fourier transform and the discrete Fourier transform. With examples, this chapter gives a clear understanding of the effects of decreasing the sampling time and padding with zeros the sequences on the spectra of discrete signals.

Chapter 8 presents in some detail the Laplace transform and its usefulness in solving differential equations, identifying analog systems, and producing transfer functions of systems, as well as its use in feedback control of systems. The Bode plots are also introduced.

Chapter 9 presents the z-transform and its applications in solving difference equations, developing the transfer functions of discrete systems, and finding the frequency response of discrete systems.

Chapter 10 brings forth the analog filter design. Specifically, it introduces the Butterworth and Chebyshev filter, and finally, it introduces the design of analog filters with the use of MATLAB functions.

Chapter 11 introduces the digital filter, known as the finite impulse response or the nonrecursive filter.

Chapter 12 introduces the infinite impulse response digital filter and its use for filtering discrete signals.

Chapter 13 develops the fundamentals of random variables and their use for finding the spectrums of stationary processes' random sequences. This chapter introduces the Wiener–Kintchin relation and the nonparametric spectral estimation.

Chapter 14 characterizes different types of filtering and their uses. Particularly, it introduces the use of Wiener filtering and least mean squares filtering. It presents several examples with applications to noise elimination, system identification, and channel equalization.

The following are some suggestions in using the text.

**One-semester course:** Analog and digital signal processing

Chapter 1: 1.1 → 1.3  
Chapter 2: 2.1 → 2.7  
Chapter 3: 3.1 → 3.4  
Chapter 5: 5.1 → 5.3  
Chapter 6: 6.1 → 6.2  
Chapter 7: 7.5 → 7.6  
Chapter 8: 8.1 → 8.3  
Chapter 10: 10.1 → 10.5  
Chapter 11: 11.1 → 11.3

**One-semester course:** Analog signal processing

Chapter 1: 1.1 → 1.3  
Chapter 2: 2.1 → 2.7  
Chapter 4: 4.1 → 4.4  
Chapter 5: 5.1 → 5.2

Chapter 6: 6.1 → 6.2  
Chapter 8: 8.1 → 8.7  
Chapter 10: 10.1 → 10.6

**One-semester course:** Discrete signal processing

Chapter 1: 1.1 → 1.3  
Chapter 3: 3.1 → 3.3  
Chapter 5: 5.1 → 5.2  
Chapter 6  
Chapter 7: 7.5 → 7.6  
Chapter 11: 11.1 → 11.3  
Chapter 13

**Two-semester course**

All the chapters could be covered, including the starred chapters and sections. Some sections may be skipped at the discretion of the instructor. The starred sections may be skipped without loss of continuity.

The author acknowledges the valuable and helpful comments of Professor Nicolaos Karayiannis of the University of Houston. The author is indebted to Dr. Haluk Ogmen, department chair, and Dr. Raymond Flumerfelt, dean of the College of Engineering, who provided an excellent academic and research environment at the University of Houston.

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## *Abbreviations*

|       |                                               |
|-------|-----------------------------------------------|
| A/D   | Analog-to-digital conversion                  |
| AM    | Amplitude modulation                          |
| AR    | Autoregressive                                |
| ARMA  | Autoregressive moving average                 |
| cdf   | Cumulative density function                   |
| dB    | Decibel                                       |
| DFT   | Discrete Fourier transform                    |
| DSBSC | Double-sideband suppressed carrier            |
| DTFT  | Discrete-time Fourier transform               |
| FFT   | Fast Fourier transform                        |
| FIR   | Finite impulse response                       |
| FM    | Frequency modulation                          |
| GHz   | Gigahertz                                     |
| IDTFT | Inverse discrete-time Fourier transform       |
| IFFT  | Inverse fast Fourier transform                |
| iid   | Independent and identically distributed       |
| IIR   | Infinite impulse response                     |
| ILT   | Inverse Laplace transform                     |
| KCL   | Kirchhoff current law                         |
| KVL   | Kirchhoff voltage law                         |
| LMS   | Least mean squares                            |
| LT    | Laplace transform                             |
| LTI   | Linear time invariant                         |
| MMSE  | Minimum mean square error                     |
| MSE   | Mean square error                             |
| NLMS  | Normalized least mean squares                 |
| PAM   | Pulse amplitude modulation                    |
| pdf   | Probability random function                   |
| PID   | Proportional integral differential controller |
| ROC   | Region of convergence                         |
| rv    | Random variable                               |
| SFG   | Signal flow graph                             |
| SSB   | Single sideband                               |
| WGN   | White Gaussian                                |
| WN    | White noise                                   |
| WSS   | Wide-sense stationary                         |

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