

**Mathematics I**

Code: 102097  
ECTS Credits: 6

Degree	Type	Year	Semester
2501231 Accounting and Finance	FB	1	1
2501232 Business and Information Technology	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Errata

There was a mistake and the correct teacher that should appear is: Raquel Ferreras García

## Contact

Name: Maria del Mar Gómez Pujalte  
Email: MariaDelMar.Gomez@uab.cat

## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Teachers

Raquel Farreras Lopez  
Maria Beatriz Quiros Blasco  
Mercedes Donaire Benito

## Prerequisites

Entry level pre-requisites have not been established. However, enrolment in the course assumes that the student has achieved a knowledge of mathematics at secondary/high school level. It is strongly recommended that those students who do not meet those standards, or those with difficulties in mathematics (in particular those who have not studied higher levels maths in high school) enrol in the preparation programme organised by the Faculty and/or other preparatory courses in order to achieve the minimal tools required to pass the course satisfactorily.

## Objectives and Contextualisation

The objective of the Mathematics I course is to bring all the students to a certain level of mathematics that will allow them to acquire and consolidate the knowledge and skills necessary to understand and correctly manipulate basic mathematical concepts and carry out the analysis of a real variable. In addition, the student must be capable of applying such knowledge to simple models and problems as they pertain to an economics and business context.

The skills and knowledge acquired in Mathematics I, together with Mathematics II, will afford the student the necessary tools to study more advanced subjects.

For this reason, the objectives that are intended to be achieved are the following:

1. To familiarise the student with the formulation and mathematical reasoning.
2. To introduce the role of mathematical models in economics and business.
3. To identify and know how to manipulate the main families of functions.
4. To work with derivatives and solve function limits of one variable.
5. To understand and know how to determine the basic properties that exhibit the functions of one variable.
6. To represent functions of one variable graphically.
7. To solve optimisation problems with one variable.
8. To determine and calculate primitives using the basic integration techniques.

## Competences

### Accounting and Finance

- Analysing, summarising and assessing information.
- Interpreting and using mathematical tools and statistics in order to identify and solve problems of the economical and business scope with deterministic or/and random components.
- Organising the work, regarding order and planning.
- Working effectively in teams.

### Business and Information Technology

- Developing self-learning strategies.
- Interpreting and using mathematical and statistic tools in order to identify and solve problems of the economical and business scope with deterministic or/and random components.
- Students must be capable of analysing, summarising, organising, planning and solving problems and making decisions.
- Working in teams, sharing knowledge and communicating it to the rest of the team and the organisation.

## Learning Outcomes

1. Analysing and drawing functions, deducing properties of a function from a graphic, comprehending, and intuitively, geographically and formally working with the notions of limit, derivative and integral.
2. Analysing and drawing functions, deducing the properties of a function from its graph, comprehending the notions of limit, derivative and integral and working with them in a intuitive, geometric and formal way.
3. Analysing, summarising and assessing information.
4. Calculating and studying the maxima and minima of functions.
5. Calculating integrals of functions of a variable and solving problems that imply the usage of integrals in problems of the field of economy and business.
6. Calculating integrals of functions of a variable and solving problems that imply the usage of integrals in the field of economy and business.
7. Developing self-learning strategies.
8. Identifying and using the mathematical language and the basic methods of demonstration.
9. Organising the work, regarding order and planning.
10. Students must be capable of analysing, summarising, organising, planning and solving problems and making decisions.
11. Working effectively in teams.

12. Working in teams, sharing knowledge and communicating it to the rest of the team and the organisation.

## **Content**

### PART I. INTRODUCTION

#### Topic 1. BASIC CONCEPTS

- 1.1. Basics: variables, constants, parameters, equations and identities
- 1.2. Sets. Basic operations and properties between sets
- 1.3. The real number: concept and absolute value
- 1.4. The real line: distance, inequalities, intervals and intervals

#### Topic 2. BASICS OF ALGEBRA AND BASIC OPERATIONS

- 2.1. Growth rates
- 2.2. The use of logarithms. Applications to the economy
- 2.3. Calculation with fractions, powers and roots
- 2.4. Simplification of mathematical expressions

### PART II. STUDY AND REPRESENTATION OF FUNCTIONS

#### Topic 3. FUNCTIONS

- 3.1. Real functions of a variable; domain and image
- 3.2. Type of functions and properties
- 3.3. Operations with functions

#### Topic 4. CONTINUITY

- 4.1. Limits and indeterminations
- 4.2. Study of the continuity of a function

#### Topic 5. DIFFERENTIATION

- 5.1. The concept of derivative. Economic and geometric interpretation
- 5.2. The derived function. Differentiation rules

#### Topic 6. STUDY AND REPRESENTATION OF FUNCTIONS

- 6.1. Differentiable functions
- 6.2. Basic study of functions; cutting points and symmetries
- 6.3. Monotony of functions. Increase, decrease and local stationary points
- 6.4. Curvature of functions. Concavity, convexity, maximum, minimum and points of inflection
- 6.5. Asymptotes

## 6.6. Graphical representation of functions

### PART III. OPTIMISATION WITH A VARIABLE

#### Topic 7. OPTIMISATION WITH A VARIABLE

##### 7.1. Optimisation issues. Local extremities and optimum solutions

##### 7.2. Optimisation at closed intervals. The Weierstrass theorem

### PART IV. PRINCIPLES OF INTEGRATION

#### Topic 8. INTRODUCTION TO INTEGRATION

##### 8.1. The concept of integral

##### 8.2. Primitives and the calculation of integrals

##### 8.3. Defined Integrals

#### Topic 9. PRIMITIVE CALCULUM METHODS

##### 9.1. Integration by parts

##### 9.2. Integration by substitution

## **Methodology**

To achieve the objectives previously outlined, the following types of activities will be used:

### 1. Theoretical lectures where teachers will present the main concepts

The objective of this activity is to present the fundamental notions of the subject, and to facilitate their learning through the analysis of examples, which will emphasise both intuitive aspects and applications and explanations in the field of Economics.

### 2. Practical classes where the resolution of the problems will be discussed

This activity has the purpose to answer doubts that students may have encountered during the resolution of the problems and to correct possible errors committed. The presentation of solutions by students will be prioritised, either orally as a first step in their discussion, or in written form.

### 3. Problem solving by students

Each topic will have a list of associated problems, which the students will have to solve independently. This activity has a dual objective of allowing the student to demonstrate that he/she has assimilated the theoretical concepts and work tools presented in class and that he/she has acquired the necessary skills to solve exercises and problems.

### 4. Attending office hours

The student will have access to some tutorials with the teacher that presents the course, in order to address doubts that may have arisen during the study of the subject and in the resolution of the problems. Due to the use of mathematical symbols that this activity implies, the tutorials will be developed in person.

The proposed teaching methodology may undergo some modifications according to the restrictions imposed by the health authorities on non-campus courses.

## **Activities**

---

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Problem sets resolution	13	0.52	1, 4, 6, 8
Theory lectures	33	1.32	1, 4, 6, 8
Type: Supervised			
Follow-up of homework	3	0.12	3, 9, 10
Tutorships	3.5	0.14	
Type: Autonomous			
Study	94	3.76	1, 4, 6, 8

## Assessment

The evaluation of the course will be carried out in a continuous way, through partial assessments and a final exam. The type of activities and their relative weight in the final note is the following:

- Final exam: 50% of the final mark (it will include the totality of the syllabus)
- Mid-term exam: 30% of the final mark
- Continuous assessment activities: a total of 20% of the final mark

The final grade will be the weighted average of all the activities. The minimum mark for any activity is not set.

If, once applied the above mentioned percentage the mark achieved is 5 or higher, the course is considered as passed and this will not be subject to a new evaluation. In case of a grade less than 3.5, the student will have to sit it again in the following year. For those students who have obtained a grade that is equal to or greater than 3.5 and less than 5 there will be a re-take exam. The teachers of the subject will decide the modality of this re-take exam. This re-take exam is scheduled in the last week of the semester. The re-take exam grade will be qualitative and will only have two possible options: PASS or NO PASS. If the student obtains a PASS grade, it is considered that they have passed the subject with a maximum numerical grade equal to 5. If the student obtains a NO PASS score, they do not have passed the subject and the final grade will be equal to the one obtained before the re-take exam.

A student is considered to be "Not Evaluated" in the subject as long as he/she has not participated in any of the assessment activities. Therefore, it is considered that a student who carries out some components of the continuous assessment modality can no longer opt for a "Not Evaluated".

Students attending the subject for the second, third or fourth time have the option to follow the continuous modality or to sit directly and only the final exam, which will count 100% of the final grade. The choice of this last option must accordingly be notified to their teacher during the first weeks of the semester, prior to any of the continuous evaluation activities. Submission of any of such activities shall be understood as to implicitly waiving this option.

Students must be examined in the classroom assigned to the group where they are enrolled. Doing the exam in the classroom assigned to another group may entail invalidation of the exam and it will be classed as 'Not-attended'.

### Calendar of evaluation activities

The dates of the evaluation activities (midterm exams, exercises in the classroom, assignments, ...) will be announced well in advance during the semester.

The date of the final exam is scheduled in the assessment calendar of the Faculty.

"The dates of evaluation activities cannot be modified, unless there is an exceptional and duly justified reason why an evaluation activity cannot be carried out. In this case, the degree coordinator will contact both the teaching staff and the affected student, and a new date will be scheduled within the same academic period to make up for the missed evaluation activity." Section 1 of Article 115. Calendar of evaluation activities (Academic Regulations UAB). Students of the Faculty of Economics and Business, who in accordance with the previous paragraph need to change an evaluation activity date must process the request by filling out an Application for exams' reschedule

[https://eformularis.uab.cat/group/deganat\\_feie/application-for-exams-reschedule](https://eformularis.uab.cat/group/deganat_feie/application-for-exams-reschedule)

#### Grade revision process

After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will also be informed of the procedure, place, date and time of grade revision following University regulations.

#### Retake Process

"To be eligible to participate in the retake process, it is required for students to have been previously been evaluated for at least two thirds of the total evaluation activities of the subject." **Section 3 of Article 112 ter. The recovery (UAB Academic Regulations).** Additionally, it is required that the student to have achieved an average grade of the subject between 3.5 and 4.9.

The date of the retake exam will be posted in the calendar of evaluation activities of the Faculty. Students who take this exam and pass, will get a grade of 5 for the subject. If the student does not pass the retake, the grade will remain unchanged, and hence, student will fail the course.

#### Irregularities in evaluation activities

In spite of other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the case that the student makes any irregularity that could lead to a significant variation in the grade of an evaluation activity, it will be graded with a 0, regardless of the disciplinary process that can be instructed. In case of various irregularities occur in the evaluation of the same subject, the final grade of this subject will be 0". **Section 10 of Article 116. Results of the evaluation. (UAB Academic Regulations).**

The proposed evaluation activities may undergo some changes according to the restrictions imposed by the health authorities on on-campus courses.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous assessment activities	20%	0.5	0.02	1, 3, 4, 6, 7, 8, 9, 10, 12, 11
Final exam	50%	2	0.08	1, 2, 3, 4, 6, 5, 8, 9, 10
Mid-term exam	30%	1	0.04	1, 2, 4, 6, 5, 7, 8

## Bibliography

#### Main textbooks:

- Sydsaeter, K. and P.J. Hammond, *Mathematics for Economic Analysis*. London, Prentice Hall (1995).
- Sydsaeter, K. and P.J. Hammond, *Essential Mathematics for Economic Analysis*. Fourth edition. Pearson Education (2012).

#### Complementary textbooks:

- Alejandre, F., F. Llerena, i C. Villela, *Problemes de matemàtiques per a econòmiques i empresarials*, Editorial Media (1995).
- Chiang, A.C., *Fundamental Methods of Mathematical Economics*, McGraw-Hill. (2005).
- Hoffmann, L.D., G.L. Bradley, G., and K.H. Rosen, 2005, *Applied Calculus for Business, Economics, and the Social and Life Sciences*, McGraw-Hill (2005).
- Alegre, P., L. Jorba, F.J. Orti, G. Rodriguez, J.B. Saez, T. Sancho i A. Terceño, *Ejercicios Resueltos de Matemáticas Empresariales II*. Editorial Alfacentauro, Madrid (2000).