



## Teaching Guide

Teaching Guide				
Identifying Data			2016/17	
Subject (*)	Matemáticas II		Code	611G02010
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	FB	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía Aplicada 2			
Coordinador	Gómez Suárez, Manuel Alberto	E-mail	manuel.gomez@udc.es	
Lecturers	Blanco Louro, Amalia Gómez Suárez, Manuel Alberto Saez Diaz, Maria Consuelo Seijas Macias, Jose Antonio	E-mail	amalia.blanco.louro@udc.es manuel.gomez@udc.es consuelo.saez@udc.es antonio.smacias@udc.es	
Web	moodle.udc.es			
General description	The objective of this course is to introduce students to the basics of differential calculus of several variables and mathematical programming, which will be necessary for learning other subjects of the grade and for their future career. The student will understand the basic concepts presented and the results that relate them, and will be able to properly and rigorously apply this knowledge to solving practical problems. An special emphasis will be made on the application of the course contents to economic problems, and on the interpretation of the results.  Another aim is to help students develop generic skills such as analysis and synthesis, logical reasoning, problem solving, critical thinking, independent learning, or retrieving and using information from various sources.			

## Study programme competences

Code	Study programme competences
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A6	Identify the relevant sources of economic information and to interpret the content.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs



C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes		Study programme competences	
Identify the notable sets of a subset of $\mathbb{R}^n$ .	A8 A11		
Understand the basic concepts of the euclidean space $\mathbb{R}^n$ .	A8 A11		
Determine if a set is open, closed, bounded, compact and convex.	A8 A11		
Understand the concept of function of several variables.	A8 A11		
Draw the level set of a function of two variables.	A8 A11		
Understand the concept of limit of a function at a point.	A8 A11		
Find the limit of a function at a point.	A8 A11		
Understand the concept of continuous function.	A8 A11		
Determine if a function is continuous or not.	A8 A11		
Recognize a linear function.	A8 A11		
Recognize a quadratic form.	A8 A11		
Classify a quadratic form by examining the signs of the principal minors.	A8 A11		
Classify a constrained quadratic form.	A8 A11		
Calculate and interpret partial derivatives and elasticities.	A4 A8 A11	B1 B2 B5 B10	C1 C7
Analyze the differentiability of a function of several variables.	A8 A11		
Know the relationship between differentiability, derivability and continuity.	A8 A11		
Find the Taylor polynomial of a function.	A8 A11		
Calculate the partial derivatives of a compounded function.	A8 A11		
Use the existence theorem to analyze if a equation defines an implicit real function.	A8 A11		
Find the partial derivatives and elasticities of an implicit function, and interpret them.	A8 A11		



Understand the concept of homogeneous function and determine if a function is homogeneous.	A8 A11		
Analyze the convexity of a set.	A8 A11		
Analyze the concavity/convexity of a function.	A8 A11		
Formulate mathematical programming problems.	A3 A4 A6 A8 A9 A10 A11	B1 B2 B3 B4 B5 B10	C1 C4 C5 C6 C7 C8
Distinguish between local and global optima.	A8 A11		
Solve graphically problems with two variables.	A8 A11		
Analyze the existence of global optima using the Weierstrass theorem.	A8 A11		
Find the critical points of a function of several variables.	A8 A11		
Classify the critical points using the second-order conditions.	A8 A11		
Determine the local or global character of the optima of an unconstrained problem.	A8 A11		
Formulate economic problems as mathematical programs with equality constraints.	A8 A11		
Find the critical points of a mathematical program with equality constraints.	A8 A11		
Classify the critical points and interpret the Lagrange multipliers.	A8 A11		
Determine the local or global character of the optima of an equality-constrained problem.	A8 A11		
Know the structure and basic properties of a linear program.	A8 A11		
Formulate simple economic problems as linear programs.	A3 A4 A8 A11 A12	B1 B2 B3 B4 B5 B10	C1 C4 C6 C7 C8
Solve linear programs by the simplex algorithm.	A3 A4 A6 A8 A9 A11	B1 B2 B3 B4 B5 B10	C1 C4 C5 C6 C7 C8
Formulate and solve the dual of a given linear program.	A8 A11		



Contents	
Topic	Sub-topic
1. The euclidean space $\mathbb{R}^n$ .	The vector space $\mathbb{R}^n$ . Inner product. Norm. Distance. Interior, closure, isolated, limit and boundary points. Open and closed sets. Compact and convex sets.
2. Functions of several variables.	Basic concepts. Graphical representation of real functions. Level sets. Limit of a function at a point. Continuity. Linear functions. Quadratic forms. Classification. Constrained quadratic forms.
3. Differentiability of functions of several variables.	Partial derivatives. Differentiability. Continuously differentiable function. Theorems relative to differentiability. The chain rule. Partial derivatives of higher order. Taylor theorem. Implicit function theorem. Homogeneous functions. Euler theorem.
4. Convexity of sets and functions.	Convex sets. Properties. Convex functions. Properties. Characterization of twice continuously differentiable convex functions.
5. Introduction to mathematical programming.	Formulation of a mathematical program. Local and global optima. Fundamental theorems of optimization.
6. Unconstrained optimization.	First-order necessary conditions. Second-order conditions. The convex case.
7. Equality-constrained optimization	Formulation. First-order necessary conditions: the Lagrange theorem. Second-order conditions. The convex case. Interpretation of the multipliers.
8. Linear programming.	Formulation of linear programs. Basic feasible solutions. Fundamental theorems. The simplex algorithm. Finding an initial basic feasible solution. Duality.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	A6 A9 A12 C1	1	0	1
Multiple-choice questions	A10 B2 B3 B4	2	7	9
Mixed objective/subjective test	A10 B2 B3 B4	3	15	18
Guest lecture / keynote speech	A3 A4 A8 A9 A11 A12 B1 B5 C6 C7	15	15	30
Seminar	B10 C4 C5 C8	2	4	6



Practical test:	A8 A11 B1 B2 B3 B4 B5 C1	2	8	10
Problem solving	A6 B1	25	50	75
Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Introductory activities	It will be the presentation of the course (one hour).
Multiple-choice questions	There will be two multiple-choice exams. These exams will have questions with several given answers --only one will be correct-- related to theoretical and practical concepts covered in the course.
Mixed objective/subjective test	At the end of the course, there will be a mixed (theoretical/practical) exam. This exam will take place at the official date determined by the Faculty.
Guest lecture / keynote speech	There will be 15 hours of keynote speech, that will be focused on the exposition of the theoretical contents.
Seminar	The group will be divided into two subgroups for the seminars.
Practical test:	There will two in-class practical exams.
Problem solving	There will be 25 hours of problem solving classes, which will be focused on the formulation and solving of problems related to the practical contents of the subject.

Personalized attention	
Methodologies	Description
Problem solving Seminar	The student will be able to contact the teacher by the following means: - Moodle (using the forums or direct messages). - Email. - Personal tutoring in the office (at the official dates or at other dates upon request). - Seminars in small groups (group tutorials).

Assessment			
Methodologies	Competencies	Description	Qualification
Practical test:	A8 A11 B1 B2 B3 B4 B5 C1	There will be two presential exams. Each of them will represent a 10% of the final grade (1 point each). It will be valued a good understanding of the concepts, the use of appropriate reasoning, the proper use of mathematical language, and the skills in formulating and solving problems.	20
Mixed objective/subjective test	A10 B2 B3 B4	The final (presential) exam will represent a 50% of the final mark (5 points). It will be valued a good understanding of the concepts, the use of appropriate reasoning, the proper use of mathematical language, and the skills in formulating and solving problems.	50
Guest lecture / keynote speech	A3 A4 A8 A9 A11 A12 B1 B5 C6 C7	It will be valued active participation and doing assigned activities for each season.	4
Problem solving	A6 B1	It will be valued active participation and doing assigned activities for each season.	5
Seminar	B10 C4 C5 C8	It will be valued active participation and doing assigned activities for each season.	1
Multiple-choice questions	A10 B2 B3 B4	There will be two multiple-choice presential exams. Each of them will represent a 10% of the final grade (1 point each).	20

Assessment comments
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The first and second opportunities will be graded in the same way. Continuous assessment will consist of valuing active participation and doing assigned activities for each session (lectures, problem solving and seminars) (10%), two in-class multiple-choice quizzes (10% each) and two in-class "probas prácticas" (10% each). Non-attendance to more than four class sessions (lecture, practice or seminar) will lead to not computing the continuous assessment qualification, which represents a 50% of the final mark. To qualify an absence as justified or not we will follow the provisions of Article 12, points 1 and 5, of the Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitarios. In case of disrespectful behavior with peers or teacher, or using electronic devices (tablet, computer, telephone, ...) or other material unrelated to the class activities, you will be required to leave the classroom, and it will be counted as an non-justified absence. The qualification of NOT-TAKEN will also be awarded to the student who has only participated in assessment activities that have a weighting below 20% of the final grade, regardless of the qualification obtained. The final grade for students applying to the call of December will be the qualification of the final exam valued on 10 points. Conditions for carrying out exams: During the examination you cannot have access to any device that allows communication with the outside and/or storage of information. Entry to the examination room with these devices may be denied. The student may use a scientific calculator non graphic and non programmable. Exams written in pencil will not be admitted. Virtual Platform: It will be used the Moodle virtual platform (<http://moodle.udc.es>).

## Sources of information

<b>Basic</b>	- K. Sydsæter, P. J. Hammond y P. Carvajal (2012). Matemáticas para el análisis económico . Madrid, Pearson
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- A. C. Chiang y K. Wainwright (2006). Métodos fundamentales de economía matemática . Madrid, McGraw-Hill</li> <li>- M. Hoy, J. Livernois, C. McKenna, R. Rees y T. Stengos (2001). Mathematics for economics. Cambridge, MA, The MIT Press</li> <li>- E. Minguillón, I. Pérez Grasa y G. Jarne (2004). Matemáticas para la economía. Libro de ejercicios. Álgebra lineal y cálculo diferencial. Madrid, McGraw-Hill</li> <li>- I. Pérez Grasa, G. Jarne y E. Minguillón (1997). Matemáticas para la economía: álgebra lineal y cálculo diferencial . Madrid, McGraw-Hill</li> <li>- I. Pérez Grasa, G. Jarne y E. Minguillón (2001). Matemáticas para la economía: programación matemática y sistemas dinámicos . Madrid, McGraw-Hill</li> <li>- R. Caballero, S. Calderón, T. P. Galache, A. C. González, M<sup>a</sup>. L. Rey y F. Ruiz (2000). Matemáticas aplicadas a la economía y la empresa. 434 ejercicios resueltos y comentados . Madrid, Pirámide</li> <li>- R. M. Barbolla, E. Cerdá y P. Sanz (2001). Optimización. Cuestiones, ejercicios y aplicaciones a la economía . Madrid, Prentice Hall</li> </ul>

## Recommendations

### Subjects that it is recommended to have taken before

Matemáticas I/611G02009

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

### Other comments

It is advisable to have passed Mathematics I. Students must be familiar with the concepts and fundamental results of linear algebra (matrices, determinants and systems of linear equations), and differential calculus in one variable (limit, continuity, derivative, elasticity, optima, convexity).

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