MTH 134   SYLLABUS   BUSINESS MATHEMATICS   FALL 1994
Instructor: Laura A. Shears
phone: 484-2600
office hours: M, W 12:45-1:15P.M.   **office location**: in back of the
          T, Th 9:30- 10:00A.M.   administration building
          or by appointment

Academic Enrichment Center: Check out this center in the back of the library for additional study aids and tutoring.

Text: Slater, Jeffrey (1994). Practical Business Math Procedures (4th ed.) Boston: Irwin

Class Meets: M T W TH 11:30 - 12:30P.M. Rm. 200

Course Description: The goal of this course is to understand the general application of mathematics to business and be able to solve problems involving interest, percentages, merchandising, payroll, and depreciation.

Learning Objectives: By the end of the course the student will be able to...
- understand and be able to convert decimals, fractions, and whole numbers to percents, and conversely; be able to solve percentage problems with the proper use of three basic elements: base, rate, and portion
- understand trade pricing and be able to calculate single and series discounts, cash discounts, and discounts on partial payments
- be able to solve problems in the field of merchandising, such as those dealing with markup or gross profit, markdowns and net loss
- understand and be able to apply the methods of depreciating business assets
- know what interest is, and be able to calculate both simple and compound interest using methods discussed in the text
- understand bank discounting and be able to calculate the proceeds on both interest and non-interest bearing promissory notes
- compute a person's gross and net earning using different systems of compensation
- make payroll deductions, such as FICA and Federal Withholding Tax

Davenport College Success System: Students should be able to understand and apply:
1. Oral and written communication and basic literacy skills, as demonstrated by
   - performance on problems requiring students to summarize the work done in solving the problem, as well as interpreting the solution of the problem in the original context.
2. Problem solving, as demonstrated by
   - performance on problems that require students to determine the appropriate means for solving the problem
   - carrying out the solution of the problem
   - meeting deadlines, as demonstrated by
   - completing all assignments, and take-home tests by the designated due date
3. Self-initiative, as demonstrated by
   - effectively using faculty office hours
   - performance on problems that require several different tools to be used together for a solution
4. Reliability, as demonstrated by
   - participation in group work
   - timely completion of homework and or take-home tests

Grading:

> **Tests**: There will be 8 tests worth 100 points each. The lowest test score will be dropped. If a test is missed the score is a zero and that is the score that I will drop. (If extenuating circumstances occur, *you must put the request for an exception in writing*. Be aware that makeup tests are often slightly more difficult than regular in class exam, however they cover the same material so they should be doable if you are prepared for the test.)

> **Final Exam**: There will be a cumulative final exam during finals week. The final exam will count as 20% of your grade. (It cannot be the grade dropped.) No final exam may be taken early.
> Date of final: <u>Mon. Dec. 12, 1994</u>
> Time of final: <u>10:30-12:30P.M.</u>

> **Writing Exercise**: It is important that you learn to explain in words as well as numbers how to solve math exercises. You will have five exercises for which you will be required to give a written explanation of your solution. Each written exercise will be worth 10 points for a total of 50 points or 5% of your grade.

> **Oral Exercise**: One important objective of any course is that the student will be able to explain to others what she/he has learned in both a written and oral form. The tests will require you to show in written form how well you can work through the exercises. Each student will have opportunities to demonstrate problems in front of the class or in small groups. These exercises will be worth 50 points or 5% of your grade.

> **Extra Credit**: Up to 4 extra credit points may be added to your test score for each unit test by the following method:
> On test days you may turn in your take home assignments for that unit. I will pick four problems randomly from the assignment and check them. You must show your work to receive credit since most of the answers are in the book anyway.

> **Grading Scale**:
> | | | | |
> |---|---|---|---|
> | 93-100 A | 83-86 B | 73-76 C | 63-66 D |
> | 90- 92 A- | 80-82 B- | 70-72 C- | 60-62 D- |
> | 87- 89 B+ | 77-79 C+ | 67-69 D+ | Below 60 (No Credit) |

Attendance: I will take attendance each day. The writing and oral exercises will be completed in class, so attendance is very important for you to have a chance at all the possible points. *It is not sufficient to come to part of the class and then leave when it is the students turn to do problems.* I will start class on time, but let you leave a few minutes early so that you have a chance for a short break between your classes.

Assignments: I will hand out an exercise assignment sheet for each unit. You should allow 2 hours every day to do your daily exercises. Be sure to show all steps in solving each exercise. Don't forget the extra credit opportunities for doing your homework. The test exercises will be very similar to the daily assignments and in class worksheets.