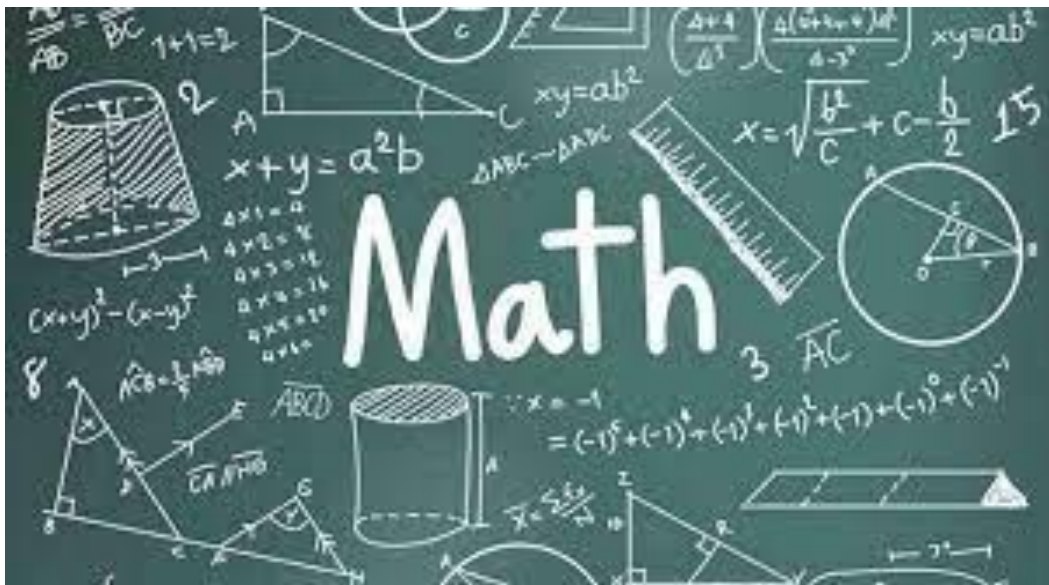# Scale Workplan

Math 01

Directed to First Year Students Common Torso

Prepared by:

Benfreiha Nadjat

2024/2023

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1- Information about the scale		
university	Djilali bounaama – khemis meliana-		
college	Faculty of Economic, Commercial and .Management Sciences		
section	Common torso		
level	.first year		
The scheduled scale	Mathematics 1		
Education Unit	.methodology		
Lesson type	Lecture + oriented works		
hexagon	**first**		
coefficient	.02		
credit	04		
Courier Size	weeks in 14 the first hexagon about 42 hours	Courier size per week	hours 3
		Lecture	an hour and a half
		oriented works	an hour and a half
Communication Window	e-mail	nadjet.benfreiha@univ-dbkm.dz	All your concerns about the lecture or business addressed via professional email will be answered within .48 hours

1– Submission of scale :

The math scale is 1 of the methodological teaching modules of the composition presentations in the LMD system Study in the first six years of the first year Bachelor of Common Trunk, Mathematics is a set of abstract knowledge resulting from logical conclusions applied to groups. quantitative topics, helping us to understand, compare and understand the world around us and develop the ability to think properly and reasonably, Mathematics is involved in many other fields such as technology and science, helping researchers and scholars find solutions to problems and make the right decisions.

Math helps provide logical solutions and addresses everyday issues such as project planning, project management, budgets and even discussion management

2– Scale Content :

The scale contains five basic axes as each axis comes within a pedagogical sequence that allows understanding and accommodation of the basic concepts addressed through the lecture Through the quota of targeted work, learning lessons are supported by a series of exercises that help students understand and understand more concepts in addition to dropping the theoretical aspect on the applied side and drawing what can be drawn. These themes are:

•   Introduction.
•   First Axis: Compromise Analysis
•   Theme II: General numerical sequences
•   Axis III: Logartomic and exponential functions.
•   Axis IV: Derivatives.
•   Axis V: Original functions and integration calculation.
•   Conclusion.

Each axis is divided from 2 to 5 lectures spread over 14 weeks so that each lecture contains learning activities and each activity comes within a pedagogical sequence that allows to accommodate the concepts addressed by the lesson supported by exercises and examples that allow for the ability to absorb more concepts and the following is an explanation of the elements of each of the three axes that are problematic for the scale and which we further explain by presenting the mental card to it:

Conceptual map of math scale 1
Professor: Benfreiha Nadjat
University of Djilali bounaama - Khemis Milaina -
Faculty of Economic, Commercial and Management
Sciences

3– Tribal Gains :

This article requires prior knowledge from the student about the concept of probability theory and the basic methods of the number in addition to his good knowledge of the mathematical aspect. A good understanding of the quantitative, computational and mathematical methods preceding this article, in order for the student to absorb this measure, must be aware of: Quantitative theories, probabilities, dals and derivatives, this will make it easier for the student to conclude or appreciate to solve problems and help make decisions. The student may also have to expand his cognitive interests to reveal the added value of what he learns about the mathematics scale.

mathematics	Descriptive and Mathematical Statistics	**Advance Knowledge**
To ascertain the student's prior knowledge, a pre-test shall be placed at his disposal at our University's Open Distance Educational Platform. Please follow the following steps: -1 Use the student's account (username and password) provided by the administrative and technical body responsible for running the platform at the university. -2 Click on the math icon 01. -3 Select test d 'entrée. • The test is available in and accessible at any time, so that the student can make several attempts. • This website is available throughout the week 7/7 and 24/24, so that the student can access the lessons and activities required to complete, via the following link: http://moodle.univ-dbkm.dz/course • If the correct answer is not reconciled, you will be directed to another self-course depending on your needs. • This course is available on the same platform and can be accessed following the following guidelines: -1 Click on Math Icon 1 -2 Click on the icon "Boost My Information".	Ascertain advance .knowledge

4– Educational Objectives :

At the end of this measure, the student must be able to identify, interpret, discuss and conclude. The objectives of this measure are:

• Get to know what math is 01.

• Enabling students to be empowered in the fields of research, interpretation and ability to make sound decisions.

• Identify quantitative methods used in data processing and anticipate possibilities.

• The student has a clear vision of the most important aspects of mathematics that enable him to work in different fields in life such as economy and trade.

• Enabling students to deal with methods of thinking and forming and developing sound mathematical trends.

• Accurate and correct understanding of the most important axes of Mathematics 01.

• To provide students with a range of experiences in mathematics to help them present the results of qualitative economic research in a specific quantitative, clear, concise and accurate manner

Note: The student must see all the attached links to be able to accommodate all the information included.

5–Calendar Method :

Oriented Business Exam %40		Lecture exam %60
Discipline/engagement %40	constant monitoring %60	Another hexagonal written test that contains everything that has been addressed and discussed during the scale lectures that reflect the themes of math subject 01, as well as the resources that you have been asked to see and that have been discussed. The test includes questions of analysis, composition, understanding and deduction, which is based on 20 points
Presentation of series of exercises on each axis, which mandate the student to try to resolve these exercises before dissolving them in the quota, so that these attempts are evaluated with the inclusion of participation and discipline specific to each student at 8 points, as well as interrogation in the axes of the subject at 12 points.		

Important note:

For the success of this article, you must get a greater rate or equal to 10 of 20. If you cannot take the course examination, which represents 60%. The point of directed business remains constant or the other 40%.

التقويم

40
60

■ المحاضرة
■ الأعمال الموجهة
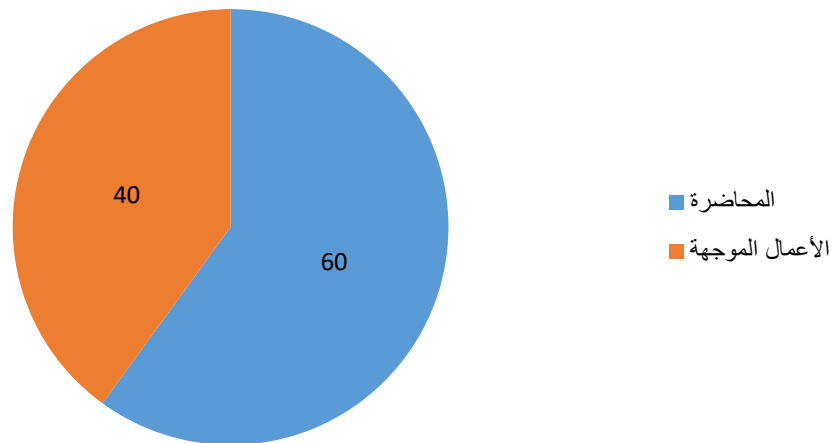
6–Learning activities :

In order to accommodate all the concepts addressed during the lectures and the ability to carry out all activities, the student must attend regular lectures, write down all the information and take pen heads for everything discussed. in addition to participating in discussions and asking all the questions that come to his mind, Exchange of views and views on topics for the enrichment of gains and information In the quota of targeted work, the ability to employ all information acquired in lectures is verified through the dissolution of the chains provided in the quota of works directed by the professor of the scale, or the professor in charge of the quota of directed work.

A range of activities are proposed that take into account students' individual differences. Several types of exercises are mixed, including:
- Answer brief questions.
- Test with multiple answers.
- Right or wrong.
- - Exercises and various issues.

7–Working Method :

As previously indicated, Mathematics Measure 01 includes a weekly lecture quota and a further quota for the work directed at each regiment within the Specialization Division. In the lecture, knowledge and concepts of theory are identified and acquired to be employed in the share of targeted work in which the exercises of each axis are resolved.

Through this measure we also seek to enhance the level of understanding and assimilation by:
- Use visual and audible lessons through remote formative lectures at the floor level.

The ground for distance education allows the student to benefit from:
- Download lectures and all activities of the scale in the form: Web, PDF, Word.
- Ask questions on the floor and receive answers.
- Answer the assumptions.
- Upload auxiliary resources to expand the lesson.

Note: Attendance is compulsory in the rations of the works directed, where they are dripped, with three unjustified absences or five justified absences subjected to exclusion.

8– Pedagogical Approach :

In general, the pedagogical approach is based on three main pillars: knowledge, knowledge experience, and knowledge use. These competencies are important and essential in the learning process and need a methodology to reach them. They will be supported by calendars to test the student's ability to absorb the information provided and achieve the desired goals. Pedagogical approaches can be displayed as follows:

•Knowledge: In this lecture, the student will gain the ability to recognize, learn and understand the basic concepts of Math Measure 01. This efficiency is gained by storing all the information and concepts of the lessons. This competence is supported by theoretical activities and questions about the understanding and absorption of information.

•Knowledge experience: The student moves to the second pillar, namely knowledge experience and how to apply these knowledge, concepts and information on math scale 01 and support this competence by preparing a set of required exercises that increase the absorption of lessons and enrich the concepts provided.

- • Knowledge recruitment: Thus the student moves to the efficiency of knowledge recruitment and is the application of the concepts acquired on the ground i.e. the extent to which the application of mathematics theories 01 in the analysis of economic phenomena.

9– Helpful References :

The student must see all the references at his disposal in order to ensure the good way to acquire all the targeted competencies and thus the proven success. Among the references we place in the students' hands are the following:

•*Mas' adan Hadi and Hanashi Farah, General Mathematics of Economists, edition 1, Noran Publishing and Distribution, Tibsa, Algeria, 2021.*

- *Hussein Yassin Tamah, Mathematics for Economics, Administrative and Financial Sciences, T1, Dar Al Safa for Publishing and Distribution, Amman, Jordan, 2010*
- *.Jacques Dixmier (2001), Cours de mathématiques du premier cycle 1re année– Avec exercices corrigès, Deuxième édition, Dunod, Paris, France.*
- *4. Jacques Vélu (2020), Mathématiques Générales - Cours et exercices corrigès, Dunod, Paris, France.*