

# **MATH111** Quantitative Methods for Science

S1 Day 2019

Dept of Mathematics and Statistics

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#### Disclaimer

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# **General Information**

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Credit points 3

Prerequisites

Corequisites

Co-badged status

#### Unit description

This unit provides an introduction to the basic quantitative methods and techniques common to much of Science. In this unit, you will learn how to formulate scientific problems using mathematical and statistical language; be equipped with a range of techniques to analyse and solve these problems, and gain an understanding of how to interpret the solutions obtained. Amongst other topics, this unit will cover rates of change, graphical display and interpretation of data, logarithmic and exponential scales, basic statistical ideas; all in the context of scientific measurement and analysis.

#### Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <a href="https://www.mq.edu.au/study/calendar-of-dates">https://www.mq.edu.au/study/calendar-of-dates</a>

# **Learning Outcomes**

On successful completion of this unit, you will be able to:

Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques Apply introductory statistical/mathematical concepts to problems in multiple science disciplines Identify the mathematical/statistical principles underlying basic discipline-specific

problems

Able to model and interpret scientific data at an introductory level

Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software

Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines

At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

# **General Assessment Information**

**HURDLES:** Attendance at, and reasonable engagement in, Small Group Teaching Activities (SGTA) in all first year mathematics units is compulsory. Participation will be assessed by instructors via rosters and observation of students' work during classes. Attendance and reasonable engagement in the class activities in at least 10 out of 12 of the SGTA classes are requirements to pass the unit.

**ATTENDANCE and PARTICIPATION:** Please contact the unit convenor as soon as possible if you have difficulty attending and participating in any classes. There may be alternatives available to make up the work. If there are circumstances that mean you miss a class, you can apply for a Special Consideration via <u>ask.mq.edu.au</u>.

**LATE SUBMISSION OF WORK:** All assignments and assessment tasks must be submitted by the official due date and time. No marks will be given for late work unless an extension has been granted following a successful application for Special Consideration. Please contact the unit convenor for advice as soon as you become aware that you may have difficulty meeting any of the assignment deadlines.

**FINAL EXAM POLICY:** You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period. The only excuse for not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these special circumstances, you may apply for special consideration via ask.mq.edu.au.

If you receive special consideration for the final exam, a supplementary exam will be scheduled in the interval between the regular exam period and the start of the next session. By making a special consideration application for the final exam you are declaring yourself available for a resit during the supplementary examination period and will not be eligible for a second special consideration approval based on pre-existing commitments. Please ensure you are familiar with the policy prior to submitting an application. You can check the supplementary exam information page on FSE101 in iLearn (bit.ly/FSESupp) for dates, and approved applicants will receive an individual notification one week prior to the exam with the exact date and time of their supplementary examination.

# Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	20%	No	Week 7
Essay	20%	No	Week 10
Assignment 2	20%	No	Week 13
Final Examination	40%	No	Exam period
SGTA Participation	0%	Yes	weekly

# Assignment 1

#### Due: Week 7 Weighting: 20%

Assignment questions providing an opportunity to demonstrate understanding and mastery of the concepts of the unit

On successful completion you will be able to:

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems
- Able to model and interpret scientific data at an introductory level
- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- · Able to present and explain simple examples of the role of mathematics/statistics in

multiple science disciplines

• At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

#### Essay

Due: Week 10 Weighting: 20%

Essay relating to the role of mathematics and statistics in a scientific discipline.

On successful completion you will be able to:

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems
- Able to model and interpret scientific data at an introductory level
- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines
- At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

# Assignment 2

Due: Week 13 Weighting: 20%

Assignment questions providing an opportunity to demonstrate understanding and mastery of the concepts of the unit.

On successful completion you will be able to:

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems

- Able to model and interpret scientific data at an introductory level
- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines
- At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

# **Final Examination**

# Due: Exam period Weighting: 40%

2 hour written examination

On successful completion you will be able to:

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems
- Able to model and interpret scientific data at an introductory level
- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines
- At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

# SGTA Participation

#### Due: weekly

Weighting: 0%

This is a hurdle assessment task (see <u>assessment policy</u> for more information on hurdle assessment tasks)

Attendance at, and reasonable engagement in, Small Group Teaching Activities (SGTA) in all first year mathematics units is compulsory.

Participation will be assessed by instructors via rosters and observation of students' work during classes.

Attendance and reasonable engagement in the class activities in, at least, 10 out of 12 of the classes are requirements to pass the unit. This is a hurdle requirement.

On successful completion you will be able to:

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems
- · Able to model and interpret scientific data at an introductory level
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines
- At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

# **Delivery and Resources**

- Three hours of lectures per week
- One 1-hour Small Group Teaching Activity (SGTA) per week

# **Unit Schedule**

25/02/2019	Computation and Measurement in Science
04/03/2019	Predictions and theories in Science
11/03/2019	Displaying data and interpreting graphs in Science
18/03/2019	Oscillations, growth and decay in Science
25/03/2019	Measuring rates of change in Science
01/04/2019	Optimisation in Science
8/04/2019	Accumulation of change in Science

29/04/2019	Predicting outcomes based on theories relating to change in Science	

06/05/2019	Describing collections of data in Science	
13/05/2019	Random variation and chance in Science	
20/05/2019	Using statistical tests to validate theories in Science	
27/05/2019	Transforming data into a mathematical model in Science	
03/06/2019	Revision	

# **Policies and Procedures**

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr al). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- <u>Special Consideration Policy</u> (*Note: The Special Consideration Policy is effective from 4* December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the <u>Student Policy Gateway</u> (htt <u>ps://students.mq.edu.au/support/study/student-policy-gateway</u>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-central).

#### **Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

#### **Results**

Results published on platform other than <u>eStudent</u>, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in <u>eStudent</u>. For more information visit <u>ask.mq.edu.au</u> or if you are a Global MBA student contact <u>globalmba.support@mq.edu.au</u>

# Student Support

Macquarie University provides a range of support services for students. For details, visit <u>http://stu</u> dents.mq.edu.au/support/

#### Learning Skills

Learning Skills (<u>mq.edu.au/learningskills</u>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

# Student Services and Support

Students with a disability are encouraged to contact the **Disability Service** who can provide appropriate help with any issues that arise during their studies.

#### **Student Enquiries**

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

# IT Help

For help with University computer systems and technology, visit <u>http://www.mq.edu.au/about\_us/</u>offices\_and\_units/information\_technology/help/.

When using the University's IT, you must adhere to the <u>Acceptable Use of IT Resources Policy</u>. The policy applies to all who connect to the MQ network including students.

# **Graduate Capabilities**

# Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Assessment tasks

- Assignment 1
- SGTA Participation

# Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcome

• At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

#### **Assessment tasks**

- Essay
- Assignment 2
- SGTA Participation

#### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

#### Learning outcomes

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems
- · Able to model and interpret scientific data at an introductory level
- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines

• At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

#### Assessment tasks

- Assignment 1
- Essay
- Assignment 2
- Final Examination
- SGTA Participation

# Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

#### Learning outcomes

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems
- · Able to model and interpret scientific data at an introductory level
- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines
- At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

#### Assessment tasks

- Assignment 1
- Essay
- Assignment 2
- Final Examination

SGTA Participation

# Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

#### Learning outcomes

- Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
- Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
- Identify the mathematical/statistical principles underlying basic discipline-specific problems
- Able to model and interpret scientific data at an introductory level
- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines
- At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

#### **Assessment tasks**

- Assignment 1
- Essay
- Final Examination

#### **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

#### Learning outcomes

- Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
- Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines
- At the end of this unit students will be able to: Demonstrate foundational learning skills including active engagement in their learning process.

#### Assessment tasks

- Assignment 1
- Essay
- Assignment 2
- Final Examination
- SGTA Participation

# Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

#### Assessment task

Assignment 2