

BUS/ECON 309: QUANTITATIVE FOUNDATIONS FOR BUSINESS SPRING 2025

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Office Hours: Online 8pm-10pm Wednesdays, and by appointment

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Course Information: This course is 8-weeks online... but I think you knew that already.:

Prerequisites: ACCT 210, ACCT 220, BUS 111, ECON 110, ECON 111 and MATH 201; and MATH 140 or MATH 150. If you haven't passed all of these with a C- or better, run away!

Textbook: I do not have a textbook for this class. I may find individual readings that will be of interest, which I will post to Canvas with the relevant module (for ease of access and remembering which goes with what topic!).

Course Description: The course reinforces and synthesizes quantitative skills developed in the lower division to ensure high levels of competence. You will polish and apply these skills to examples from core business disciplines both from previous lower division classes as well as upcoming major requirements.

Course Learning Outcomes: Upon completion of this course, you will be able to

1. Use algebra to solve challenges in abstract and applied settings.
2. Use derivatives to find local/global maxima and minima in abstract and applied settings.
3. Interpret graphs and tables in business applications.
4. Create accurate and compelling graphs and tables for business applications.
5. Analyze information using personal calculations as well as software applications.

Translation: At least sometimes, in some classes (and disproportionately in mathematically-based classes), you have earned grades that you know are not commensurate with your understanding of the material. This class is designed to make you demonstrate repeatedly, quickly, and with high accuracy that you can indeed use quantitative reasoning, both in abstract if repetitive settings as well as in settings applied to your major.

Grades: The grades you earn will reflect the degree to which you meet the course learning objectives. I use the +/- system for grades; while people who get an 89 and a 91 are substantially similar in terms of the learning they have accomplished, people who get an 89 and an 81 are not. I round to the nearest tenth of a percentage point on the final grade, and use "top 3/bottom 3" for pluses and minuses. Curves are great for car ads, but not for this class. Do not expect one.

Here is how your grade will be determined in this class:

Assignments	100 points
Exam 1	200 points
Exam 2	200 points
Final Exam	250 points
Project	250 points

Assignments. Assignments require you to apply what was taught in the lectures of that module. For assignments that are more quiz-like, you have the opportunity to do them again for a better grade (multiple times, in fact. Practice away!). For assignments that are more open-ended (e.g., download some data, make me an effective graph, and then describe what you have done; answer some open-ended questions), you usually only get one shot.

Exams. There will be three exams. They will all feature questions similar to those in assignments and also questions unlike any you have previously seen (but that require the same skill set). The small point difference between the final and the other two exams is simply to make 1000 points for the whole class.

Project. While assignments are great for practice and exams tell me whether you can do a thing today without your notes, what really matters is being able to apply these skills. Thus, there will be a project wherein you choose a data set, perform some analyses with that data set (including creating effective graphs and tables), and then write up your analysis. I will give you more details on this project throughout the semester.

Extras. I may occasionally post some sort of extra activity for points. These will be if the mood strikes me and I find something interesting in the world that relates to class. Do not plan for these opportunities—I do not know how many “extra” points will appear, if any.

Make-Up Exams: There are 2 midterms during the semester, and a final exam. As the class is asynchronous, I anticipate no one will need a make-up. That said, people get sick, have last-minute work trips, and have family members who have either of these things. If you have any of these come up, let me know ASAP, please.

Grade appeals: If you believe that I misgraded your exam or assignment, you may submit a written appeal no later than 2 classes after I return the grade to you. Attach the relevant item along with a written explanation of the appeal. I will respond in writing. If there is still a disagreement, we can meet during my office hours.

Office Hours: Office hours belong to you, not to me. Please use them! They tend to get busy near exams and project deadlines, but otherwise tend not to be crowded. If they are crowded, we'll use breakout rooms within Zoom, or all just hang together Brady-Bunch-style.

How to reach me: I will email you at your CSUCI email account; please check it regularly. Emailing me at my CSUCI email address is an effective way to reach me. Calling also works—I set up call forwarding on my office phone to my mobile. If you call and do not reach me, please leave your number in your message—I don't get full caller ID on forwarded calls to my mobile. Sorry.

Canvas: I use Canvas to post everything. Please check Canvas daily.

Disability Accommodations: CSU Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the

Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Academic Honesty: Most people don't cheat. If everyone doesn't cheat, then this part of the syllabus was unnecessary. Let's make it unnecessary, okay?

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Course Outline: This is our plan for the semester. The week 7 module will probably require some of week 8, too, so plan accordingly. If you are capable of going faster than this schedule, you are more than welcome to, but please don't let speed get in the way of absolute performance!

This plan is subject to change. If I need to change it, I'll first reconfigure Canvas, and then message you that I have done so. I will update this last (since I know you read this less than you follow the Canvas modules).

Week	Modules	Things due this week
1	01 and 02	Numeracy Refresher Equations of one variable
2	03 and 04	Two equations, two unknowns Derivatives, max & min
3	EXAM 1	EXAM 1 (you have all week to prepare, do well!)
4	05 and 06	Interpreting graphs Interpreting tables
5	07 and 08	Make some graphs! <i>Again, look around and ask me for help with data selection—this is good practice for a project!</i> Descriptive Statistics Refresher
6	EXAM 2	EXAM 2 (you have all week to prepare, do well!)
7	(one long one!)	Regression in a nutshell <i>This is a large module, and it will spill into week 8.</i>
8	ENDGAME	FINAL EXAM and PROJECT DUE