200006 - CI - Integral Calculus

**Coordinating unit:** 200 - FME - School of Mathematics and Statistics

**Teaching unit:** 749 - MAT - Department of Mathematics
751 - DECA - Department of Civil and Environmental Engineering

**Academic year:** 2019

**Degree:** BACHELOR'S DEGREE IN MATHEMATICS (Syllabus 2009). (Teaching unit Compulsory)

**ECTS credits:** 7,5

**Teaching languages:** Catalan, Spanish

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**Teaching staff**

**Coordinator:** ANDRES MARCOS ENCINAS BACHILLER

**Others:** Primer quadrimestre:
ANGELES CARMONA MEJIAS - CFIS, M-A, M-B
ANDRES MARCOS ENCINAS BACHILLER - CFIS, M-A, M-B
JAIME FRANCH BULLICH - CFIS, M-A, M-B

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**Degree competences to which the subject contributes**

**Specific:**
1. CE-2. Solve problems in Mathematics, through basic calculation skills, taking in account tools availability and the constraints of time and resources.
2. CE-3. Have the knowledge of specific programming languages and software.
3. CE-4. Have the ability to use computational tools as an aid to mathematical processes.

**General:**
4. CB-1. Demonstrate knowledge and understanding in Mathematics that is founded upon and extends that typically associated with Bachelor's level, and that provides a basis for originality in developing and applying ideas, often within a research context.
5. CB-2. Know how to apply their mathematical knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader or multidisciplinary contexts related to Mathematics.
6. CB-3. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.
7. CG-1. Show knowledge and proficiency in the use of mathematical language.
8. CG-2. Construct rigorous proofs of some classical theorems in a variety of fields of Mathematics.
9. CG-3. Have the ability to define new mathematical objects in terms of others already know and ability to use these objects in different contexts.
10. CG-4. Translate into mathematical terms problems stated in non-mathematical language, and take advantage of this translation to solve them.
11. CG-6 Detect deficiencies in their own knowledge and pass them through critical reflection and choice of the best action to extend this knowledge.

**Transversal:**
11. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.
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**Teaching methodology**

(Section not available)

**Learning objectives of the subject**

(Section not available)

**Study load**

<table>
<thead>
<tr>
<th>Total learning time: 187h 30m</th>
<th>Hours large group: 45h 24.00%</th>
<th>Hours medium group: 0h 0.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours small group: 30h 16.00%</td>
<td>Guided activities: 0h 0.00%</td>
<td></td>
</tr>
<tr>
<td>Self study: 112h 30m 60.00%</td>
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## Content

<table>
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<tr>
<th>Topic</th>
<th>Learning time</th>
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5. Differential Forms

Learning time: 28h 30m
- Theory classes: 6h 30m
- Practical classes: 3h
- Self study: 19h

Description:

Qualification system
A midterm exam (P) and a final exam (F).

The final course result will be calculated as follows:
Max \{0.3 \times P + 0.7 \times F; F\}

An extra exam will take place on July for students that failed during the regular semester.

Bibliography

Basic:

Complementary: