

**Computer Programming for Engineers: MATLAB****COP2271 Sections: EE01****Class Periods: Mondays** Periods: 2-3 (8:30 AM – 10:25AM)**Location: NEB 0101****Academic Term: Spring 2020**

## Course Description

Computer programming and the use of computers to solve engineering and mathematical problems. Emphasizes applying problem-solving skills. An intensive 2 credit course for students pursuing technical careers in fields employing a reasonably high degree of mathematics. The programming language used depends on the department. In one semester, several languages may be taught, but no more than one will be taught per section. Students are required to learn a specific language must enroll in the correct section.

## Course Pre-Requisites / Co-Requisites

MAC 2312 - Analytic Geometry and Calculus 2 with a minimum grade of C

## Course Objectives

The main objective of this course is to provide a foundation in programming for engineering problem solving using the MATLAB software package. Students will develop the skills to analyze and break down an engineering problem and solve it algorithmically using MATLAB. After this course, students will have an understanding of various programming constructs and how they can be used to solve a computational problem.

## Professional Component (ABET):

This course uses several programming assignments that teach students how to effectively develop programming solutions to engineering problems. Students will develop the skills to analyze a given engineering/mathematical question and pose it as a software solution.

## Relation to Program Outcomes (ABET):

Outcome	Coverage*
1. An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.	High
2. An ability to apply both analysis and synthesis in the engineering design process, resulting in designs that meet desired needs.	High
3. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	
4. An ability to communicate effectively with a range of audiences	Low
5. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.	Medium
6. An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.	High
7. An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty	

\*Coverage is given as high, medium, or low. An empty box indicates that this outcome is not covered or assessed in the course.

## Table of Contents

Course Description .....	1
Course Pre-Requisites / Co-Requisites .....	1
Course Objectives.....	1
Professional Component (ABET): .....	1
Relation to Program Outcomes (ABET): .....	1
Instructional team .....	3
Instructor:.....	3
What to expect from me as your instructor: .....	3
Communication with me (your instructor) .....	4
Peer Mentors:.....	4
Course Resources .....	5
Required Textbooks and Software .....	5
What is UFApps?.....	5
Course Schedule.....	5
Class Expectations .....	5
Before class .....	5
While in class .....	5
After class .....	6
Project work .....	6
Classroom expectations .....	6
Dress Code.....	6
Students who are parents .....	6
Time Zone considerations .....	6
Teaming.....	6
Course Policies .....	6
Attendance Policy.....	6
Make-Up Policy.....	7
Policy on late submissions.....	7
Grading.....	7
.....	7
Course components and weight toward the final grade.....	7
Comments about the course components .....	7
Quizzes.....	7
In-class activities.....	7
Peer Reviews .....	7
Teamwork.....	8
Design project.....	8
Grading scale .....	8
Policy on Grading Disputes.....	8
Dropping of grades .....	9
Later Exam Grades Replace Earlier.....	9
My diversity and Inclusion Statement:.....	9
Students Requiring Accommodations .....	9
Course Evaluation.....	9
University Honesty Policy .....	10
Commitment to a Safe and Inclusive Learning Environment .....	10
Software Use .....	11
Student Privacy.....	11
Campus Resources: .....	11



Guided by the ABET SLOs, I have defined the following Course Goals:

- Students will use a systematic design process to develop a design solution to one engineering problem that meets a set of specific desired requirements.
- Students will increase their logical problem-solving process that includes sequential structures, conditional structures, repetition structures and modularity for fundamental engineering problems.
- Students will create programs in Matlab to address specific problem needs and requirements using the logical structures presented in the previous goal.
- Students will be able to use matrices and vectors (arrays) when addressing an engineering problem.
- Students will build on their professional habits and will be demonstrating inclusive and respectful communication.

Your success in this class is important to me. We all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the [Disability Resource Center \(DRC\)](#) (352-392-8565) to determine how you could improve your learning as well. If you

need official accommodations, you have a right to have these met.

## Instructional team

Instructor:

John Mendoza-Garcia

[jmendozagarcia@ufl.edu](mailto:jmendozagarcia@ufl.edu)

Office Phone Number: 352-294-0485

Office Hours: **Thursday 2-4 pm**

I am Dr. John Mendoza-Garcia. I am so excited and honored to be your guide in this class. I received my Ph.D. in Engineering Education from Purdue University. I am married and have a smart daughter who is my inspiration. My hobbies are all activities I can do with my daughter and wife. Some of those are traveling, hiking, and biking.



Find more information about me in Canvas.

Email: [jmendozagarcia@ufl.edu](mailto:jmendozagarcia@ufl.edu)

Office location: NSC-226

Telephone: +1(352)-294-0485

Office hours (starting on week 02): Thursday 1:30 to 3:30pm.

Where: In my office ☺ unless there are many of you, which in that case, I will reserve a room.

What to expect from me as your instructor:

I will do everything I can to help you succeed in this class. I will do my best in responding to your questions either in the class or on discussion boards and e-mails before the due dates in a 24-48 hours range on business days. If you write to me on Friday, please expect your answer on the next business day (for example, if you write me on Friday at 6 pm, I will reply before Tuesday 6 pm). I usually do recreational activities with my family weekends, vacation breaks, or outside of business hours. If you do not receive an answer from me

within that range of time, please, write to me again, somehow I might have missed your email. Make sure you send it from your UF email user and follow the email etiquette taught in the first module of this course.

I will provide peer mentors who can help you to go about the assignments and will work with them to make sure you are graded fairly. If several of you have a similar question about an assignment, I will use a method in which all of you get an answer.

You can submit your assignment any time before the due date. However, the grading of the assignments start after it is closed (Typically one day after the due date). At that time, the graders (my peer mentors or other students) and I will do our best to grade your assignment and publish the grades within 8 business days (1,5 weeks). If after that range of time you have not to get your grade, please contact me through a Canvas email.

[Communication with me \(your instructor\)](#)

### **[1] In-person communication**

Beyond our meetings in the classroom, I will hold office hours either in person or online through Zoom. Please, meet me to talk about a special situation you are experiencing that is impacting your performance in my class, or in case you have questions about the assignments.

For online meetings, I prefer Zoom over the phone because I can help you better, for example, I can share my screen and see yours.

### **[2] e-mail communications**

You have an email on the Canvas course site under the "Inbox" tool. This is my preferred method of communication, and this is how I will contact you if necessary. You can adjust the settings to have all course mail forwarded to your regular UF email account so that you don't miss anything or forget to check. If you have questions please contact me using this email option. If you are having problems and cannot use the course

Inbox option, you may email me directly in which case, use your UF email, otherwise, the email system will discard your email because it would think it is Spam.

[When to send an email to me \(The instructor\):](#)

Contact me through email when you have: a scheduling conflict, suspect a grading error, family emergency, technical issue or are behind in the course.

[Peer Mentors:](#)

The full list of peer mentors for this course and their office hours can be found in Canvas. Peer mentors will have two different roles:

- Assist you in the development of the assignments either in the classroom or in their office hours.
- Grade your work.

#### **Note**

Peer mentors will be helping any student and will grade different students across all the assignments.

**Communication with your peer mentors**

### **[1] In-person communication**

The undergraduate peer mentors will hold consultation hours (office hours) weekly and you can attend any of these. Their office hours will be announced in the second week of classes through Canvas.

### **[2] e-mail communications**

You can contact the peer mentors when seeking answers to questions related to the course material, assignments, and will provide clarification to the students when needed.

Please, follow the [e-mail etiquette guidelines](#) provided in the video in the introduction module

## Course Resources

### Required Textbooks and Software



- There is no Textbook. All the content will be provided. **No text book to buy**
- Because this is a flipped classroom, we will use the Canvas course site (<http://lss.at.ufl.edu>) extensively to post course material. It will be every student's responsibility to be familiar with the material posted on the course web site.
- You will be programming in MATLAB, accordingly, you need to be able to run this application either locally (you will need to buy a student license), or you may consider using UFApps to access a number of popular software applications for "free" including MATLAB at <http://info.apps.ufl.edu/> ;

### What is UFApps?

"UFApps leverages a number of cutting edge technologies to provide UF students and faculty access to Windows-based software applications from any computing device—laptops, tablets, desktops, and smartphones—from any location, at any time."

MATLAB is also available for purchase and download at:  
[http://www.mathworks.com/academia/student\\_version/index.html](http://www.mathworks.com/academia/student_version/index.html)

### **Recommended TextBook (optional)**

- Title: MATLAB: A Practical Introduction to Programming and Problem Solving
- Author: Stormy Attaway

- Publication date and edition: August 6, 2016, 4<sup>th</sup> Edition
- ISBN-13: 978-0128045251

## Course Schedule

- Week 01 (01/06 – 01/10): [Introduction to Information, Technology, and Computers](#)
- Week 02 (01/13 – 01/17): [MATLAB interface, user input and output, variables, operators](#)
- Week 03 (01/20 – 01/24): [Flow control: if statement](#)
- Week 04 (01/27 – 01/31): [While loops, break, continue](#)
- Week 05 (02/03 – 02/07): [For loops](#)
- Week 06 (02/10 – 02/14): [Nested flow control, series, and patterns based computation](#)
- Week 07 (02/17 – 02/21): **Exam-1**
- Week 08 (02/24 – 02/28): [Matrices and vectors \(arrays\)](#)
- Week 09 (03/09 – 03/13): [Strings and ciphers](#)
- Week 10 (03/16 – 03/20): [Pixels and image manipulation](#)
- Week 11 (03/23 – 03/27): [Binary images and thresholding](#)
- Week 12 (03/30 – 04/03): [Matrix concatenation](#)
- Week 13 (04/06 – 04/10): **Exam-2**
- Week 14 (04/13 – 04/17): [Functions, data analysis, and plotting](#)
- Week 15 (04/20 – 04/22): [Advance topics and Computational ethics](#)

## Class Expectations

This course runs on a flipped classroom design. Accordingly, it will run following these premises

### Before class

Every week students will be expected to watch the content videos for a particular module and complete a quiz based on it before coming to the class (11:59 pm of the previous day).

### While in class

In the class, students will be expected to complete 2-3 activities and they will have an opportunity to ask any questions to the instructor or peer mentors. The activities have to be done in

the class and students are expected to submit the activities before the class ends.

### After class

You will be peer-reviewing the deliverables that other students created for the in-class activities, and after that, you are encouraged to start preparing the next class (watch the videos, take the quiz, etc).

### Project work

Students will work on the project mainly outside of the classroom. Still, if you complete your activities and have extra-time, you are encouraged to work in the design project.

### Classroom expectations

- Students are expected to bring their laptops.
- No food is allowed in the classrooms (unless you have a special condition that allows it)
- Drinks are allowed but they must have secure lids.

### Dress Code

Personal hygiene and proper attire are important. Out of respect for yourself and your classmates, please come to class clean and free of odors and dress in a way that is appropriate for all class activities.

### Students who are parents

Lactating parents may take breaks to feed their infant or express milk as needed, either in the classroom or elsewhere (breastfeeding is allowed anywhere on child's demand). If you need a special additional accommodation, please let me know. Also, because "things" happen, kids are welcome!



### Time Zone considerations

In Canvas, you will find a list of the assignments with their due dates in Eastern Time. The deadlines listed are the latest you can submit the assignment (be aware that Canvas shows two dates: the due

date, and the date until the assignment is available for late submission – 1 day later). Install the Canvas student App and activate the notifications.

Students in a different Time zone should adjust their schedules to comply with the eastern time requirement. For example, if you are in Los Angeles, CA, you will have to submit before 9 pm of Pacific time.

### Teaming

You will be assigned to a team in this course and will complete many assignments and activities with your team. Your performance in your team is part of your course grade.

**This is important!**

## Course Policies

### Attendance Policy

Because in class you will collaborate with other students, class attendance is very important for this class. Accordingly, it is **required** except for excused absences which must be documented in advance (except for emergencies). Furthermore, attendance will be taken at the beginning of class and students must be present for their attendance to count. If you arrive late, you are welcome into the classroom, but you will be marked as absent.

Your two first absences will not directly affect your semester grade. However, starting with the third absence, your grade on the teamwork component will be reduced by 25% for each unexcused absence. If 100% of the teamwork grade has been taken off, other components of the course grade can be reduced as needed.

If necessary, you can attend the class through Zoom, but you will need to coordinate with your teammates. This is because, if that is the case, all the other members in your team should also be connected to the same Zoom meeting, and should be using headphones and microphones.

Make-Up Policy

Makeups for exams, quizzes, in-class activities, peer-reviews, and the final project are not normally allowed. If you cannot attend an exam, you must contact me (the instructor) well in advance.

Arrangements will be made for students on a case by case basis for excused reasons. Please, contact me and avoid a zero.

Policy on late submissions



I understand, sometimes life gives us unexpected situations and in that case, it is impossible to get on top of our duties. Thinking that sometimes students

for diverse reasons could miss one or more due dates, I have decided to give you the opportunity to get up to 50% of the points of the assignment if you submit it between 1 second and 23 hours 59minutes and 59 seconds hours late (this means that your grade will get a discount of 50% of the total possible number of points of the assignment).

**Example:** Your assignment deliverable was late (e.g. at 12 am and 5 seconds) and the assignment is worth 100 points. If the grade in that assignment was 80, you will get a 50% discount of the total possible points (50% of 100 is 50 points). Your grade would be  $80 - 50 = 30$ . 😞

The good news is that you can use the Bank Time to drop this grade.

23 hours 59 minutes and 59 seconds after the due date, the deliverable will not be accepted, and you will get 0 points in that assignment.

This late policy only applies to peer reviews and design project deliverables. It does not apply for other deliverables and not the final project or extra credit assignments. It is the student's responsibility to honor and respect the given deadlines posted on Canvas (<http://lss.at.ufl.edu>).

Grading



Course components and weight toward the final grade

Assignment	Total Points	Percentage of Final Grade
Quizzes (13)	10 each	15%
In-class Activities (12)	10 each	15%
Peer Reviews (12)	10 each	10%
Teamwork (at least three peer evaluations)	10 each	10%
Midterm Exam	100	15%
Final Exam	100	15%
Design Project (Deliverables across the semester)	150	20%
		100%

Comments about the course components

Quizzes

Quizzes will be taken before class and will be related to the videos students are expected to watch before class. Quizzes will be open until 11:59pm of the previous day (Sunday).

In-class activities

Students will perform different activities in Class and will submit deliverables related to them before the class ends. Typically, the programming activities will be done in sub-groups of two.

Peer Reviews

You will do peer-reviews individually outside of class. You will be reviewing weekly two deliverables created in Class by other students, and the different deliverables created by other teams for the design project. To get credit for the review,

students have to submit their reviews to two places: One, as a comment (attached a file) in the assignment in which the peer review was assigned. Two, in the peer review activity created in Canvas. The first submission will allow your peers to get your reviews. The second, allows us (instructor and peer teachers) to access your reviews and give you a grade for your peer reviews. Peer reviews are due on Friday. If a student deliverable is not getting a right answer or is missing an activity, the peer reviewer should provide a solution.

### Teamwork

Students will be assigned to a team of 4 students for the design project. Your team will sit together in the classroom.

This group will be subdivided into 2 subgroups to work in the in-class activities. There will be one computer per subgroup, and this subgroup will create one deliverable that can be submitted by one of the subgroup members. The person on the computer will be known as the driver. Every class, the driver will alternate. The sub-groups will rotate internally every 3 weeks.

### Design project

Students' teams will be asked to create a design solution to an engineering problem following a systematic design process and show through this project the achievement of the course goals. Students will be also asked to define an additional learning goal to be achieved with their project. The team will be asked to submit different deliverables across the semester that show progress toward finding a robust design solution. These deliverables will be improved and complemented based on new learning of the problem and the ways to create a solution using Matlab. There will be 7 incremental deliverables, including a final presentation.

### Grading scale

Percent	Grade	Grade Points
90.0 - 100	A	4.00
87.0 - 89.9	B+	3.33
80.0 - 86.9	B	3.00
77.0 - 79.9	C+	2.33
70.0 - 76.9	C	2.00
66.7 - 69.9	D+	1.33
60.0 - 66.6	D	0.67
0 - 59.9	E	0.00

### Notes on the grades:

- A grade of C- will not be a qualifying grade for critical tracking courses. In order to graduate, students must have an overall GPA and an upper-division GPA of 2.0 or better (C or better).
- Grades will not be rounded-up

More information on UF grading policy may be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Policy on Grading Disputes

You must submit any grading disputes to me (John Mendoza-Garcia) within one week (7 calendar days) of your assignment grade being posted. After that time, the grades are frozen and cannot be appealed.

Therefore, once your grade is posted, please review the peer mentor comments, and if available, the solution, and the rubrics. Follow up immediately with me if you have a legitimate grading dispute. Please be aware that I will regrade the deliverable which can cause your grade to go up or down. Please submit in written (e-mail) justification as to why you think your assignment needs to be regraded and state that you are aware of the possibility to get your grade increase or decrease because of the re-grading. Written is better because in that way, it is easier for me to understand why you are disputing your grade. Still,



you can meet with me in person, but I will ask you to write by email as well.

Please do not use phrasing such as "I worked so hard to create this deliverable, I deserved more points!", in professional practice what counts are the results of your output, some projects you work on will take more effort, some less effort, but you have a set of requirements to meet.

### Dropping of grades

Because "things happen" all students are allowed to drop one quiz and one in-class activity.

### Later Exam Grades Replace Earlier

Since exams emphasize the most recently covered materials, the grade of one exam (the equivalent percentage) could replace the grade of previous in-class activities if students were in that class and submitted the in-class activity. You will need to contact me in writing if you want this benefit and should let me know which grades you want to replace.

## My diversity and Inclusion Statement:

I seek to create an environment in which each student is treated equally, fairly and do my best to give you encouragement based on your learning needs, and if necessary, your special needs. This happens regardless of race, gender, ethnicity, sexual orientation, or place of birth. I also seek to provide support and encouragement to minority students like first-generation college students, Blacks, Latinos, and those from the LGBTQIA communities. To accomplish this, I would need your help:

- If you have a name and/or set of pronouns that differ from those that appear in your official University of Florida records, please let me know!

- If you feel like your performance in the class is being impacted by your experiences outside of class, please contact me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).
- Although I took training to become Ally, I consider that I am still in the process of learning about diverse perspectives and identities. If something was said or written in this course (by anyone) that made you feel uncomfortable, please let me know. (Again, anonymous feedback is always an option).
- Some local and international students may struggle with my accent, the music of my speaking, or the grammar of my speaking. Since English is my second language, I understand this process of adapting the ear to understand other nationalities' accents. I experienced it myself when I was learning English with other non-native English speakers, or when I talk to Americans or other internationals who have Spanish as their second language. Accordingly, feel free to ask for repetition or clarification. I will be happy to provide it.

### Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at

<https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Process. See the process at this [link at the Dean of Students Office](#).

This process of reporting you to the Dean of Students Office is a time-consuming activity, and I prefer to use that time in helping you to learn what you need in order to do well in the assignments. With this, I am asking you to take your academic integrity very seriously. I understand that learning new concepts is sometimes challenging and that you may get frustrated. However, before deciding to pursue alternate options (e.g. cheating, plagiarism), please contact me or one of your peer mentors. I will do my best (and my peer mentors as well) to help you to learn what you need in order



### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies the number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or peer mentors in this class.

I expect you to work on the quizzes individually. I also expect that you help each other, but that you do not provide the answers to your questions to other students. From assignments, I expect that you work on them individually and from scratch, or using material created only by yourself. Still, you can ask questions to others, but it is not expected that you share your deliverables with other students. It is not approved to use deliverables from previous semesters.

Note that failure to comply with this commitment will result in disciplinary action compliant with the UF Student Honor Code

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## Moss

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to achieve academic success.

Regarding software, all the programs are compared using the MOSS tool. MOSS stands for Measure Of Software Similarity, and it is an automatic system that determines the similarity of programs. This system was created by Stanford University. Therefore, please, make sure your code is only yours.

### Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

## Department of Engineering Education

• Your academic advisor or Graduate Program Coordinator

• Robin Bielling, Director of Human Resources, 352-392-0903, [rbielling@eng.ufl.edu](mailto:rbielling@eng.ufl.edu)

• Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, [taylor@eng.ufl.edu](mailto:taylor@eng.ufl.edu)

• Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, [nishida@eng.ufl.edu](mailto:nishida@eng.ufl.edu)

## Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

## Campus Resources:

### Health and Wellness

#### **U Matter, We Care:**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We

## University of Florida

Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

#### **Counseling and Wellness Center:**

<http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Discrimination, Harassment, Assault, or Violence**

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the [Office of Title IX Compliance](#), located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, [title-ix@ufl.edu](mailto:title-ix@ufl.edu)

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

#### **University Police Department** at 392-1111

(or 9-1-1 for emergencies), or

<http://www.police.ufl.edu/>.

### Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

<https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.

<https://www.crc.ufl.edu/>.

#### **Library Support,**

<http://cms.uflib.ufl.edu/ask>. Various ways to

receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

<https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers.

<https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus:**

[https://www.dso.ufl.edu/documents/UF Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints:**

<http://www.distance.ufl.edu/student-complaint-process>.