Department of Engineering Education
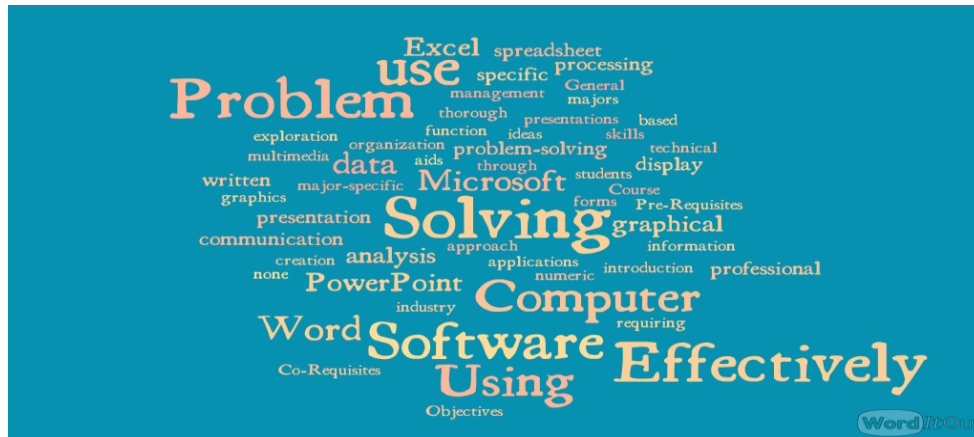University of Florida

This course received the highest Quality Online Course Designation (Exemplary Course) by the Center of Teaching Excellence.	EXEMPLARY COURSE	This course also received the Exemplary Online Award in the category of Large Enrollment Strategies

CGS2531 Problem Solving Using Computer Software

Spring 2021

Comment from previous students after taking the class

I enjoyed the relatable examples used to demonstrate how the material could be applied to our daily lives. The problem-solving process is useful when we face open-ended questions that we may be indecisive about.

The course has improved my technological knowledge and my ability to use a computer to solve problems.

I thought it was very interesting to learn computer skills and get to test my knowledge through the variety of projects and assignments assigned in this course.

I thought I knew everything about Microsoft word, but this class showed me a lot more applications than I knew were possible

I think that learning how to use pivot tables was a really important skill

Course Description

(Credits: 3) A problem-solving introduction and thorough exploration of word processing, spreadsheet management, data analysis, graphical display of data, and multimedia presentations. The problem-solving approach also aids students in their specific majors through software applications requiring major-specific professional communication skills in written, graphical, and presentation forms.

Pre-Requisites & Co-Requisites: none

Table of Contents

Your success in this class is important to me. We all will 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.

SLOs and Course Goals

In this course you will be introduced and will build on the following Student Learning Outcomes (SLOs) of the Business School:

Content
- Demonstrate knowledge and understanding of elements of economics, financial accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
- Demonstrate proficiency in the use of business-related software applications

Critical thinking
- Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.
- Assess the outcomes of a course of action and make appropriate adjustments

Communication
- Write business documents clearly, concisely and analytically.

- Speak in groups and in public clearly, concisely and analytically, with appropriate use of visual aids

Mathematics

In this course, you will receive credit for mathematics because it provides instruction in computational strategies in fundamental mathematics such as: solving equations, logic, statistics, algebra, inductive and deductive reasoning. The course includes formulating

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Following the SLOs for the school of business, **the course goals for CGS2531** are:

- Students will use Excel, Word, and PowerPoint to aid in their problem-solving process.
- Students will write a plan on how they would address an open-ended problem using the language of the problem-solving framework.
- Students will analyze real-world data, such as applying business statistics techniques and mathematical models and create data visualizations for problem-solving
- Students will demonstrate professional, inclusive communication

Remember:

You will use these course goals in the final assignment.

A detailed description of the alignment between course goals, learning objectives, assessments, assignments, and content can be found in the course map available in Canvas.

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mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations

Instructional Team

Instructor:

I am Dr. John Mendoza-Garcia. I am so excited and honored to be your guide in this class. I received my Ph.D. from Purdue University in Engineering Education. I am married and have a beautiful daughter who is my inspiration. My hobbies are all activities I can do with my daughter and family. Some of those are traveling, hiking, and biking. Find more information about me in Canvas under Welcome to the *Course=>Meet Your instructor/Instructional Team*.

Email: email me through Canvas
Office phone number: +1(352)-294-0485
Office hours (starting on week 02): Thursdays 10:30 am – 12m.
Where: ZOOM Find a link in Canvas.

What to expect from me as your instructor:

I will do everything I can to help you succeed in this class. Accordingly, I will do my best in responding to your questions either in class or in Canvas through the discussion boards or in e-mails you sent me through it. I will follow your progress and will support you. I will be respectful and will encourage you to do your best. You can count on me if you are experiencing a temporary situation that is impacting your performance in my class.

What to expect about the time for grading:

You can submit your assignment any time before the due date. However, the assessment/grading of the assignments start after it is closed (Typically one day after the due date). At that time, the grader 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.

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 send announcemts or create videos to make sure I can reach all the students in the class that may also have this question.

Communication with me (your instructor)

[1] In person communication

I will hold online office hours. 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, or just to say hello.

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

[2] e-mail communications

You have 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.

Expect my answer in a 24-48 hours range on business days. If you write to me on Friday, please expect my answer on Monday or Tuesday if both are business days (for example, if you write me on Friday at 6 pm, I will reply before Tuesday 6 pm). This is because I usually do family activities on 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. Always follow the email etiquette taught in the first module of this course

When to send 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.

For further information, I like the description created by the Online Student Resources at Public Health Program web page with the title [“When to send email to the instructor.”](#) I and most online instructors follow the same premises.

Please, follow the [e-mail ettiquete guidelines](#) provided in the video.

[3] Not graded Discussion boards (e.g. assignment related ones)

Please, post here all the questions that seek clarification on the syllabus, curriculum or instruction, those that are reporting Technical issues with course materials, or are assignment related.

I also like the description written for further information or guidance on when to pubish on online discussion boards at the Online student resources webpage created by the Online Publich Health Program with the title [“When to post to the support discussions.”](#) I and most online instructors follow the same premises.

You will get an answer either from me, from one of my peer mentors, or from other students in the class.

Please, do not post answers to questions asked in quizzes or assignments, that would be considered cheating. Your personal questions related to assignments, grades or other private matters should be sent directly to the instructor through Canvas email (see previous section).

Undergraduate peer mentors:

The full list of peer mentors for this course can be found in Canvas under Welcome to the *Course=>Meet Your instructor/Instructional Team*. Peer mentors will have two different roles:

- Assist you in the development of the assignments through online office hours and answering questions on the discussion board.
- Grade your work.
  Note
  Peer teachers 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 online consultation hours weekly through Zoom, and you can attend any of these. Their office hours will be announced at the beginning of the semester.

[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. You can choose your peer mentor according to the office hours that work best for you.

Please, follow the e-mail ettiquete guidelines provided in the video in the introduction module.

Details about the course

Course Content

This is important!
You will find that the course is divided into 15 modules (one per week). Modules are designed to build on the technical components of the course, and on the professional skills related to developing your Problem-Solving skills.

Materials you should review every week:

- Weekly messages from me
- Written instructions for the assignments.
- Videos explaining the assignments.
- Videos helping you to go about the assignments.
- Assignment Rubrics

The course will have the following 15 modules, and you will complete one or more per week:

Module 1: Introduction

Module 2: The Problem-Solving Process & Introduction to Word: Word formatting, Sections, styles, etc.

Module 3: Open-ended Problems and Introduction to Excel

Module 4: Data gathering and use of cell referencing

Module 5: Simple Data analysis: working with data, sorting, and visualization using pie charts and bars.

Module 6: Statistics: Descriptive statistics and combo charts.

Module 7: Pivot Tables and Reporting. Data analysis using Pivot Tables, and writing a professional report in Word. Use of Reference Manager. Data interpretation.

Module 8: Problem Definition. From an open-ended problem to a well-defined problem.

Module 9: Idea generation strategies. Explore different idea generation techniques and create a report in Word.

Module 10: Decision-making. Use of Conditional formatting, dropdowns, and functions like COUNT, and COUNTIF to create a decision-making matrix. Use of the matrix to aid in decision making.

Module 11: Regression Analysis. Application of cell referencing for calculating the equation for the regression line. Use of Excel Toolpak for verification.

Module 12: Reporting your findings professionally. Use of all the features of Word to create a professional data analysis report.

Module 13: Using the Problem-Solving Process. Use of the problem solving process to create an evidence-based argument. Use of advance features of PoerPoint.

Module 14: Communicating your solution. Build an argument, use Mailmerging (Excel and Word) to facilitate dissemination.

Module 15: Final Submissions

This is important!

Students who do best in the course are those who watch all the videos, please, watch them.

Course Assessment (Evaluation)

Quizzes – 30 points

assess your memory and understanding.

There are 9 open-book individual quizzes:

- Intro to this course quizzes : 5 points (syllabus + netiquette)
- Problem Solving Process: 2.5 points
- Basics of Excel: 10 points
- Statistics: 6.5 points
- Regression: 6 points

Notes about quizzes

- Quizzes can be taken at any time before the deadline.
- You can take the quizzes two times.
- For your grade calculation, the system will only consider the highest grade.
- The answers of the quizzes will be published after the due date. Accordinlgy, you will not get individualized feedback unless your answer is right but was not taken by the system.
- No points for quizzes will be awarded after the deadline unless you have a valid excuse.
  - Quizzes are timed.
  - If you start a quiz, there is no way to stop it. So, before you start a quiz, make sure you are prepared to take it, otherwise, you will lose one of your opportunities.

General course Assignments – 60 points

Assess your ability to apply the concepts and use them to analyze real-world scenarios or cases. There will be one assignment due every week. According to previous students, the average number of hours they spent on the assignment is 6 hours. In each assignment, you will need to submit one or more files to fulfill the requirements. Assignments will usually ask you to reflect, and the one on week 13 will ask you to do peer reviews.

- **Reflections and self-assessments**: provide opportunities to develop reflective practice.
- **Peer reviews**: Contributes to your critical thinking, inclusive communication, and learning of the content. It also develops the professional skill of providing feedback to peers.

Participation – 10 points

Being able to participate in community of Learning in which you can learn from each other is relevant for your future professional practice. Accordingly, you will be sharing your knowledge and experiences to build on the understanding of course topics by the other students. This sharing will happen through different discussion boards. These discussions assess your analysis and critical thinking in regards to using the content of the course in the future. It also builds upon your inclusive communication.

This is important!

Note: This course has two types of discussion boards. [1] Participation assignment related ones (graded), in these discussions students must respond to prompts related to open-ended problems.

[2]Support/Assignments related discussion boards in which students ask questions about the assignment. Students' participation in the latter is not valid to get participation points.

Certification (optional)

You have the opportunity to choose between a Word formatting assignment or one of the options in the Word Certification assignment (5 points). You can also choose between the basic of Excel quizzes or one of the options in the Excel Certification (10 points). In Canvas you can find further information on these optional assignments,and you will also find there instructional materials to support your Exam preparation, and discount vouchers you can use to get a lower exam price.

If you decide to take the certification, you will need to go to a Certiport authorized testing center and take a exam there (I have no business relationship (or any other) with Certiport, and Certiport is not affiliated to the University of Florida). So I do not know how the certification process work with them today.

Frequent Ask Questions (FAQ) about how the certification will count in your grade:

"I already have a certification, should I take the exam again?"

No, you just need to upload the certification in the right certification Canvas assignment and I will award you all the possible points for the course component your certification is related to (Word: 5 points; Excel: 10 points).

"If I have submitted proof of the Word certification, do I need to do the Word Formatting Assignment?"

No, you don't need to do the Word formatting assignment (and it is not expected you do so) because you have already reached all the possible points in that course component.

"If I have the Excel certification, should I also take the Basics of Excel quizzes? "

No, you are not supposed to take the quizzes (and it is not expected), because you have already reached all the possible points in that course component.

"What if I had a poor grade in the Word formatting assignment, or in one or more quizzes, how the certification would help me?"

With the certification, I will give you the points you need in order to get all the possible points in that component of the course. For example, if you got only 2 points in the Word Formatting Assignment, the Certification will raise your grade to 5 points in that course component. Similarly, if you got only 5 out of 10 possible points in the Basics of Excel Quizzes, the certification will give you 5 additional points.

If I showed proof of my certification, should I take the quizzes in the other quizzes course component?

Yes, you are expected to take all the quizzes on the "other quizzes" course component (20% of the grade).

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.

Policies on course evaluation

This is important!

Policy on deliverables with issues

If one or more of the following is (are) true for the deliverable you submit, you will be able to resubmit, but you will get the late penalty (unless you are eligible to use your [Bank Time](#)).

- It has a virus,
- It is corrupt in Canvas
  - This is how a corrupt file can look in Canvas.
  - ~$jmendozagarcia_Word_Ass04_Report_on _Regression.docx
  - If it is corrupt when clicking on the file, the Software shows an error message or shows no error but it does not open.

    A file can get corrupted because of a malfunction of your computer or a network communication problem.

    Usually, when the file is corrupt in Canvas, the document name starts with the symbol tilde ~.
- The file you submitted was the wrong one.

"If anything can go wrong, it will"

This is important!

Please, make sure that we can grade the file you want us to grade.

These are some tips to avoid having a corrupt or the wrong file on Canvas: do not wait until the last minute to try to upload your assignments or take your quizzes (Battle Murphy's Law!), and instead:

1. Make sure you have no virus
2. Upload your document early (you can submit an assignment from day 1 they are published).
3. Log out, and log back in
4. Download your assignment and open it. Can you see it? If you can, there is a high probability that we can too.

On where you need to submit to get credit

We will only grade what is available in Canvas, and that was submitted through the assignment description section.

On errors, mistakes or other issues while submitting

Deliverables will not be accepted by the Canvas e-mail, by the regular e-mail, or by any other online sharing media unless you are authorized by me (the instructor).

Likewise, if you complete the assignment several minutes or hours before the due date, but you miss submitting it before the due date, you can submit it later, but before the assignment is closed (you will have 23 hours 29 minutes to get some credit for it). In this case, you will get the late penalty.

We will only grade your last submission, so make sure that you either submit only once or if you submit more than once, that your last submission has the right file(s) and it is complete.

Example, if in an assignment you need to submit 2 different documents, you must submit both files in one submission.

However, if after verifying your submission you find out that one file is corrupt or is missing, you should submit again the two files in a second submission.

We will grade your last submission, so any previous submission will not be considered.

In addition, if your first submission was before the due date, but your last submission is after the due date (1 second to 23:59 hours late), your deliverable will be graded with the late policy.

Policy on discussion boards

Since discussion boards intend to create a space for interaction between students, you will not be able to participate in the discussions once they are closed. There is no exception for this rule because if you miss participating in one discussion, you still have the chance to participate in the other 6 (The minimum required number of discussion you should participate is 5).

Policy on late assignments

This is important!

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 (for example at 12 am and 5 seconds) and the assignment is worth 9 points. If the grade in that assignment was 7, you will get 50% discount of the total possible points (50% of 9 is 4.5 points). Your grade would be 7 - 4.5 = **2.5.** ☹

The good news is that you can use the Bank Time at the end of the semester (if you qualify) to waive this penalty.

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.

Frequent question:

Can I use the Bank Time for submitting an assignment and get credit for it?

Yes, but you will get the late policy discount.

Policy on late Quizzes

If you missed a quiz, there is no way you can take it past the deadline unless:

- The quiz due date were on the first week of classes and you added the course in that week.
- You use the Bank Time option for taking the missing quiz (In this case you will get the late penalty).

Exceptions to the late policy

Exceptions to the late policy are only allowed per university policy or if you are eligible to use the Bank Time (See below for more information).

Policy on Extra-time or Extensions

Since this class is a 3-credit course, it is expected that students invest 9 hours per week in the course. Based on data shared by previous students, weekly assignments can be done in 6 hours or less. Since assignments are published several weeks in advance, you will be plenty of time to work on the assignments and that is why I do not offer extensions unless you qualify for a University based exception (Example: you had to go to the Emergency Room, you have a family emergency, etc).

Extra-time for athletes

I will be happy to grant you early access to any assignment you need. Since assignments are published several days in advance and each take, according to students from previous semesters an average time of 6 hours to be done, I have not considered providing extra-time. I believe that athletes also are aware of their competition calendars. Please, plan ahead and submit your deliverables before you leave for a tournament. Still, if you have a special situation, please contact me copying your Academic Advisor.

Extra-time in assignments for Students with special needs

If you have been approved for extra-time on out of the class assignment, please, plan ahead. We do not have a specific class time, assignments are not timed and are published several days before the due dates. You will have plenty of time to work on the assignments if you plan ahead and start early. However, I understand that you work at a different pace, accordingly, I will not apply the late policy to your deliverable, in case you submit your assignment late. Just remind me to waive it because Canvas will apply it automatically. Deliverables will not be accepted later than that.

Extra-time in quizzes for students with special needs

e-mail me your current DRC request as soon as possible, or at least 1 week before the quiz deadline to get your extra time added.

Policy on Grading Dispute and Procedure:

You must submit any grading disputes to me (John Mendoza-Garcia) within one week of your assignment grade being posted. So, once your grade is posted, please review the rubric, the peer mentor comments, and the solution, if available. Follow up immediately with me if you have a legitimate grading dispute. Please be aware that I will regrade the assignment, which can cause your grade to go up or down. Please submit a 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.

Please do not use phrasing such as "I worked so hard on this assignment, 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.

Bank Time (only for eligible students)

Considering that "things" happen, I will waive the late policy in two of your deliverables at the end of the semester. I will ask no questions. To be eligible for this benefit, you should submit at least 50% of your assignments, quizzes or participations in discussions at least one day before the due date. If you are eligible and want to use this benefit, just send me a Canvas email as follows:

Subject: *I am using my bank time*.

Body of the message: *Dear Dr. Mendoza-Garcia, since I have submitted most of my assignments, quizzes and participated in discussions at least one day before the due date, I would like to use my bank time to waive the late penalty on the following assignment(s): [replace this text with the name of the one or two assignments].*

This email can only be sent last week of classes (only there I can verify that what you say is true).

Grading Scale:

Percent	Grade	Grade Points
92 - 100	A	4.00
90.0 – 91.99	A-	3.67
88 – 89.99	B+	3.33
82 – 87.99	B	3.00
80.0 – 81.99	B-	2.67
76.7 - 79.99	C+	2.33
73.4 – 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

This is important!

Grades will not be rounded-up

Here you can find the current UF grading policies for assigning grade points

Meeting Times/ Course Schedule:

This is an asynchronous online course, there are no set meeting times. All lecture videos and course materials are delivered online through Canvas, the UF course management system; LinkedIn Learning, and other online resources. Students can work ahead since lecture videos and assignments are listed well ahead of the due dates of each assignment.

Make sure you watch the weekly message as soon as it is published. Since it will be sent through an announcement, activate the Canvas notifications in your phone app.

Attendance and Expectations:

Since this is an online course, there is no attendance requirement. However, I expect you to watch the weekly messages, and all the course videos and engage in conversations with the other students of this class in the discussion boards and the peer reviews. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the [attendance policies](#) at UF.

This is important!

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](#)

Online Course Recording

Our office hours sessions may be audio visually recorded for students in the class who cannot attend and get similar questions to the ones addressed during office hours, or by others to refer back to what it was said. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during online office hours and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during the office hours, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

[Honor 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.

For example, quizzes are open book. So, 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, or those that you can find online.

All assignments are checked using Turnitin for the originality of composition.

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

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 asssignments. With this, I am asking you to take your academic integrity very seriously. I understand that learning new concepts are 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 to achieve academic success.

If after the process you are found as guilty

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.

- As a Latino who grow up as part of the majorities, I have learned that not everybody have had access to the same opportunities I have had. I also learned that statistically Blacks lives are more often in danger than the ones from other communities, so it is important to say aloud that their lives matter and that they matter. This is true in Latino America, and it is in the United States. Accordingly, I became aware of the systemic racism that have been present in our society (in Latino America and in the US). Accordingly, I have become anti-racist and I invite you to be anti-racist as well. Therefore, speak up and let me know if something written or said in this course can be interpreted as racist or in pro of cultivating our society's systemic racism. (Again, anonymous feedback is always an option).

- Similarly, if you are Black and you are reading this syllabus, please remember that you matter, and your success in this class matter to me.

Accommodation for Students with Special Needs:

As explained above, students with special needs requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting an accommodation. Students with special needs should follow this procedure as early as possible in the semester.

If you need further accommodations, we can meet during my office hours or at another time that works for you.

Course Resources

Materials & Supply Fees: none

Textbook:

No text book to buy

Software required for this course

Students sholuld install the desktop version of the MS Office software package in their computers. The online version do not have some of the functionalities that will be taught in the course,.

While you are a UF student, you can obtain free access to the latest UF approved Office version from the UF IT website.

All the videos and assignments are recorded with the Windows version of Office. I strongly suggest that you use a Windows computer for this class.

However, if you decide that you will use a Mac and the desktop Mac version of Office, be aware that

Instructor: Dr. John Mendoza-Garcia (he|him|él)

although the functionality is the same, some of the menus and options are in a different place. You may need extra time to figure out where these options are. We will be happy to help you during office hours or through discussion boards, but still, it will take you more time than if you work in the Windows version of the software. I will also create a discussion board in which Mac users of this course can help each other faster than our 24 hour-response-window.

Hardware

- Microphone and camera.
- Since you will be learning how to use advanced features of Excel, you will need a reliable computer.

Internet connection

This is an online course. For succeeding in this course, you will need a reliable high-speed internet connection. Low-speed connections may give you a delay in the videos or other issues with the online content. Internet connections in Hotels or public places are most of the times slow.

Technical issues

In case you experience technical difficulties, please contact the help desk.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

https://gatorevals.aa.ufl.edu/students Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

Policy on Software Use

All faculty, staff, and student 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.

General course guidelines

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 this link at the registrar web page on the Family Educational Rights and Privacy Act of 1974 (FERPA).

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:

- Your academic advisor or Graduate Program Coordinator
- Robin Bielling, Director of Human Resources, 352-392-0903, rbielling@eng.ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@ufl.edu

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 so that the U Matter, We 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.

UF Counseling & Wellness Center,

Or call 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

Sexual Assault Recovery Services (SARS)

 Student Health Care Center, 392-1161.

University Police Department

At 392-1111 (or 9-1-1 for emergencies).

Academic Support
E-learning technical support

352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu..

Career Connections Center

Reitz Union, 392-1601. Career assistance and counseling.

Library Support

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.

Writing Studio

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

Student Complaints Campus

On-Line Students Complaints