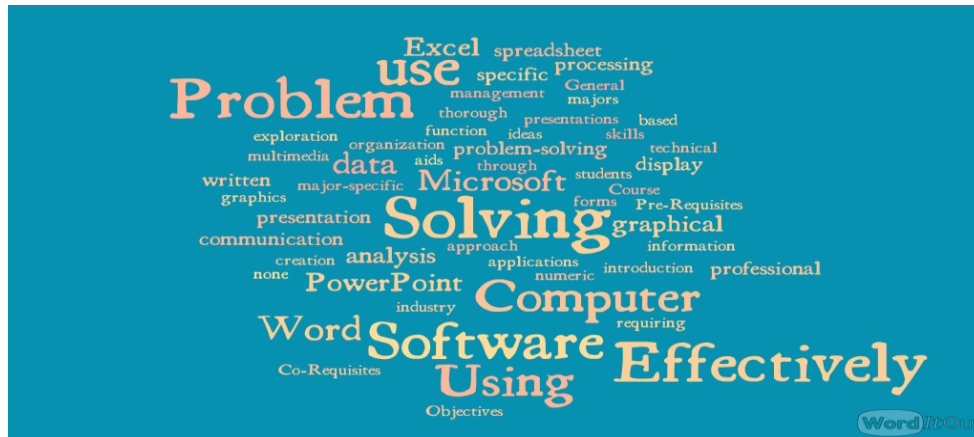


This course received the highest Quality Online Course Designation ([Exemplary Course](#)) by the Center of Teaching Excellence.



This course also received the [Exemplary Online Award](#) in the category of Large Enrollment Strategies



CGS2531 Problem Solving Using Computer Software

Fall 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

Student Learning Outcomes

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

Students in the major will learn to:

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

Similarly, this course will introduce and build on the following SLO that guides the Accounting Major in the Fisher School of accounting:

Critical thinking

- Apply mathematical concepts and technology to interpret, understand and communicate quantitative data.

In addition, the course will also build on the following SLOs stated by the Heavener School of Business, introducing content and practices related to:

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

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E-learning technical support.....**Error! Bookmark not defined.**
Career Connections Center**Error! Bookmark not defined.**
Library Support.....**Error! Bookmark not defined.**
Teaching Center**Error! Bookmark not defined.**
Writing Studio**Error! Bookmark not defined.**
Student Complaints Campus**Error! Bookmark not defined.**
Online Students Complaints**Error! Bookmark not defined.**



Guided by the SLOs presented above, 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.

Your success in this class is important to me. We all will need accommodations because we all learn differently. If aspects of this course prevent you from learning or exclude you, please let me know as soon as possible. Together we will 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:

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. Find more information about me in Canvas under

Welcome to the *course =>Meet Your instructor/Instructional Team.*

Email: Email me through Canvas. If Canvas is down,

or you do not have access to Canvas, please contact me through my UF email:

jmendozagarcia@ufl.edu

Office hours: Tuesdays: 2 to 2:45 pm. Wednesdays 9:40 to 10:25 am.

Where: Find a link in Canvas.

Office phone number: +1(352)-



294-0485

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 to respond to your questions in Canvas through the discussion boards. Before sending me an email, please read section [\[2\] email communications](#) in the Communicating with me section.

I will support you, be respectful, and encourage you to do your best. You can count on me if you



are experiencing a temporary situation impacting your performance in my class. Please, communicate such a situation in advance of the due dates. I cannot help you if you do so after them.

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 starts 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 eight (8) business days (1,5 weeks). If you have not gotten your grade after that range of time, please contact me through a Canvas email.

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 impacts your performance in my class, whether you have questions about the assignments or just to say hello.

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

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

Assignment discussions and other non-graded discussion boards are my preferred method for answering your assignment-related questions. I also like this description by the Online Public Health Program in which they say that students should post to: "[When to post to the support discussions.](#)" Most online instructors and I follow the same premises.

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



Please, in these discussions, do not post answers to questions asked in quizzes or assignments that would be considered cheating.

Finally, as explained in the link above, your personal questions about assignments, grades, or other private matters should be sent directly to me through the Canvas email (see the next section).

[3] email communications

[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. 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.](#)" Most online instructors and I follow the same premises.

Please, when writing, follow the [email etiquette guidelines](#) provided in the video.

[For emailing me, use Canvas email](#)

You have an email on the Canvas course site under the "Inbox" tool. Canvas email is my preferred email for any topic related to the course. Please adjust the settings to have all course mail forwarded to your regular UF email account. In that way, you will not miss anything or forget to check. If Canvas is down, or you do not have access to Canvas, please use your UF email. By the way, your email might get lost if you do not use your UF email.

My reply: 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). 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 replying to emails, I usually go to Canvas and reply to the oldest ones. If you send me several emails before I reply, Canvas will put your email as a new one to get it later. Please, be patient.

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 going about the assignments through online office hours and answering questions on the discussion boards or emails.
- 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.

Consultation hours



[2] email communications

You can contact the peer mentors when seeking answers on the course material or assignments. I suggest you



choose a peer mentor and do so according to the office hours that work best for you.

Please, follow the [email etiquette 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 and bar charts.

Module 6: Statistics: Descriptive statistics and combo charts.



Department of Engineering Education

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 advanced features of Word to create a professional report.

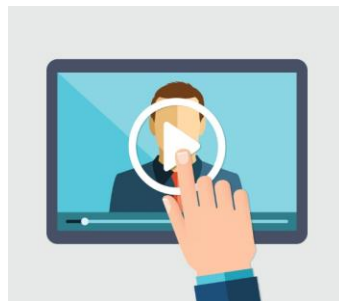
Module 13: Using the Problem-Solving Process. Use of the problem-solving process to create an evidence-based argument. Use of advanced features of PowerPoint.

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 watch all the videos. Please, watch them.



Problem Solving Using Computer Software

Course Assessment (Evaluation)



The grade in this course will be obtained in points. You will need 92 points or more to get an A and at least 82 to get a B. See all the details about the grading below:

Grading Scale:

Points	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](#)

The course has different components that are contributing to your grade. Each component has different assignments. Their difficulty determines their number of points. These are the course components:

Basics of Word: 5 points

Word Formatting assignment, or one of the options in the MS Word word certification assignment (one of the options is completing a LinkedIn Course)



Basics of Excel: 10 points

Excel Quizzes or one of the options in the MS Excel Certification assignment (one of the options is completing a LinkedIn Course)

Other Quizzes – 20 points

- Intro to this Course quizzes: 5 points (syllabus + netiquette)
- Problem Solving Process: 2.5 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 to the quizzes will be published after the due date. Accordingly, 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 – 55 points

Assess your ability to apply the concepts and use them to analyze real-world scenarios or cases. According to previous students, the average number of hours spent on each module is approximately 6 to 8 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.

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- **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



Participating in a community of learning 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 and Perusall, an artificial intelligence platform supporting discussions around readings and podcasts. These activities build on your analysis and critical thinking regarding 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 real-life application of the course content.

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

Regarding the Certification assignment (optional)

You have the opportunity to choose between the Word formatting assignment or one of the options in the Word Certification assignment (5



points). You can also choose between the basics 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. You will also find instructional materials to support your Exam preparation and discount vouchers you can use to get a lower exam price.



One of the options is to take the Certification in Word or Excel. If you decide to take it, you will need to go to a Certiport authorized testing center and take an exam with them.

I have no business relationship (or any other) with Certiport, and Certiport is not affiliated with the University of Florida. I do not know how the certification process works with them today, neither can I reserve a spot for the exam.

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 need to upload the Certification credentials in the right certification Canvas assignment. I will award you all the possible points for the course component related to your certification (Word: 5 points; Excel: 10 points).

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

You do not need to do the Word formatting assignment (and it is not expected to 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?"



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. Taking the quizzes will not give you additional points.

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

I will give you the points you need to get all the possible points in that course component with the certification. For example, if you got only 2 points in the Word Formatting Assignment, the Certification would 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 would give you 5 additional points. However, if you have all the points in the quizzes and submit proof of your certification, your grade in that course component will have no increase because you already have all the possible points in that course component.

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 points).

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 Pacific time.



Deliverables will not be accepted in the comments, by the Canvas email, the regular UF email, or any other online sharing media.

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. After that time, you will not get credit for your deliverable.

We will only grade your last submission, so make sure that it has the right file(s) and it is complete.

Policies on course evaluation

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 in which these 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 was submitted through the assignment description section.

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

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

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 and Perusall activities

Since discussion boards and Perusall are intended to facilitate interaction between students, you will not participate in the discussions once closed. There is no exception to this rule because if you miss participating in one discussion, you still have the chance to participate in the other 5 (The minimum required discussions you should participate in is 5) or in the other Perusall activity.



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 allow you to get up to 50% of the assignment points if you submit it between 1 second and 23 hours 59 minutes and 59 seconds hours late. This means that your grade will get a discount of 50% of the assignment's total possible number of points.

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 were 7, you would get a 50% discount on 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 on 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:

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- The quiz due date was on the first week of classes, and you added the course 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, students are expected to 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 at least one week in advance, you will have plenty of time to work on the assignments. That is why I do not offer extensions unless you qualify for a University-based exception (For example, you had to go to the Emergency Room, 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 takes an average time of 6 hours to be done according to students from previous semesters, I have not considered providing extra time. I believe that athletes also are aware of their competition calendars. Please, plan and submit your deliverables before you leave for a tournament. Still, if you have a special situation, please contact me through the UF email, 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. 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 and start early. However, I understand that you work at a different pace. Accordingly, I will not apply the late policy to your deliverable if 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

Please email me your current DRC request as soon as possible, or at least one week before the quiz deadline, to get your extra time added.

This is important!

Policy on corrupt deliverables or other issues in which students did not submit the right file

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
 - A corrupt file in Canvas could show a name like:
 - ~\$jmendozagarcia_Word_Ass04_Report_on_Regression.docx



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- If it is corrupt when clicking on the file, Word or Excel will show an error message or show 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.



Policy on Grading Dispute and Procedure:

You must submit any grading disputes to me (John Mendoza-Garcia) within 5 business days after your assignment grade is 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 explaining why you think your assignment needs to be regraded and state that you are aware of the possibility of getting your grade increase or decrease because of the regrading.



Department of Engineering Education

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.

Peer mentors cannot modify grades once posted, so do not contact them for a grading dispute.

Bank Time Option (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 (the week in which the last assignment is due). I will ask no questions. To be eligible for this benefit, you should submit at least 50% of your assignments, quizzes, or participation in discussions or Perusall at least 24 hours before the due date. If you are eligible and want to use this benefit, send me a Canvas email using the text below in blue:

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].

Below is the information about my submission dates of the assignments (use early, on time, late, or missing). As you see, I submitted early [replace with the number of assignments submitted early] out of 25, which is more than 50%. I am following the student's honor code when writing this email:

Other Assignments

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- simple data analysis:
- statistic assignment:
- pivot tables and writing data analysis report:
- idea generation:
- decision making:
- regression analysis:
- report on regression:
- Probl.Solv.Part 1:
- Probl.Solv.Part 2:
- Mailmerging:
- Probl.Solv.Part 3:

Discussions:

- discussion 1: early, on time, late, missing?
- discussion 2: early, on time, late, missing?
- discussion 3: etc...
- discussion 4:
- discussion 5:

Chosen Perusall activity:

Other Quizzes

- M01: Syllabus:
- M01: Email etiquette
- M03:The problem-solving process
- M07: Statistics
- M12: Regression Analysis

Basics of Excel:

- M03 quiz: Basics of Excel
- M03 quiz: Using Cell Ref:
- M04 quiz: Using mixed cell ref:

-OR: Excel certification assignment:

Basics of Word:

- Word formatting:
- OR: Word Certification assignment:

This email can only be sent from Monday to Friday of the week when the last mandatory assignment is due (only then can I verify that what you say is true). Emails arriving after that Friday will not be considered for the bank time option (extra credits are not mandatory assignments).



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



Meeting Times/ Course Schedule:

This is an asynchronous online course, and 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. I also expect you to engage in conversations with the other class students in the discussion boards and provide communicative peer reviews. Requirements for class attendance, 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,

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.

Students are prohibited from recording these office hours.

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 Student Honor Code and the Student Conduct Code specifies the number of behaviors that violate this code and the possible sanctions ([Click here to read the Conduct Code](#)). 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.



My expectations of your work

Specifically for our course, I expect you to work on the assignments individually. I also expect you to help each other in the discussion boards, but you do not provide your files or solutions to other students. I also expect you to work from scratch or to use material created only by yourself from previous assignments. It is not approved to use deliverables from previous semesters created by you or another student in the same or a previous semester. Neither are accepted solutions that can also be found online. All these cases or similar ones will be considered suspicious of plagiarism and reported to the dean of students.

How will I know that you used a deliverable previously submitted by another student?

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



Therefore, your deliverable will be compared with all of those previously submitted on the same or other semesters.

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 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



Problem Solving Using Computer Software

frustrated. However, before deciding to pursue alternate options (e.g., cheating, plagiarism), please contact one of your peer mentors or me. I will do my best (and my peer mentors) to help you learn what you need to achieve academic success.

Consequences related to your grade in the course

If, after the process, you are found responsible for any violation of the student honor code, you will get a **0 in the assignment**, and you will get **no extra credits in the course.**

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 support and encouragement to minority students like first-generation college students, Blacks, Latinos, and LGBTQIA communities. To accomplish this, I would need your help:

PRONOUNS MATTER

- 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!

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



- If your experiences outside of class are impacting your academic performance in the class, please contact me. I want to be a resource for you.



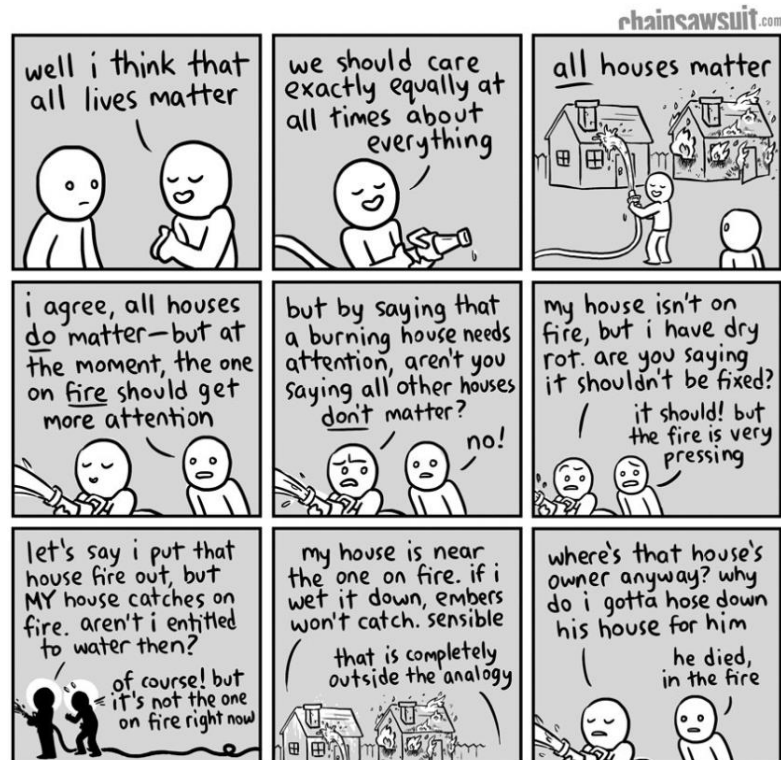
• Although I took training to become Ally, I am still learning about diverse perspectives and identities. If something was said or written in this course (by anyone) that made you feel uncomfortable, please let me know. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns)

- Some local and international students may struggle with my accent or find the music of my speaking difficult or the grammar of my speaking inaccurate. Since English is my second language, I can tell you that I understand what you experience. After all, adapting the ear to understand other nationalities' accents requires additional effort. I experienced such a process myself when I was learning English with other non-native English speakers or talking 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 grew up as part of the majority, I have learned that not everybody has had the same opportunities (even though my family was middle income). I also learned that statistically, Black lives are



more often in danger than the ones from other Colombian communities. Based on what I have read from the [CDC](#) (see the link for further information)¹, in 2014 and 2015, in the United States, the number of deaths of people from the Black community (870.7 and 876.1 per 100 thousand people) was higher than white (742.8 and 753.2) and Hispanics (Approx 500). Based on these data, it can be said that people in the Black community are more in danger of death than those in other communities. I like the [comic from Kris Straub using the analogy of a burning house, which as stated by Nidhi Prakash in 2016](#) “explain why Black Lives Matter strikes a chord with so many black Americans, and why it isn’t about dishonoring anyone else’s lives.” It helped me to understand why we should say it aloud.



¹ QuickStats: Age-Adjusted Death Rates, by Race/Ethnicity — National Vital Statistics System, United States, 2014–2015. CGS2531 - Fall - 2021 University of Florida



Department of Engineering Education

Honestly, I realized of this just in 2020. In fact, the [UF president Fuchs, in May 29 of 2020, published a message condemning the killing of George Floyd](#) (see the link) saying: “our hearts and spirits are heavy as we grieve the needless police killing of George Floyd and other killings around the country due to racism, ignorance and hate” and that he condemns “these acts of violence and share in the anger, the frustration, and the sorrow felt by so many,” The President also mention that there is “racism, injustice, and violence that so often are directed at, and experienced by African Americans.” He invited us, the Gator Nation, to “come together against racism and hate, and in support of justice”. In particular, he invited us all to consider how can we be “part of positive change.” His message really inspired me, and based on all these learning experiences, 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. (Again, anonymous feedback is always an option).

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 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.

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Course Resources

Materials & Supply Fees: none

Textbook:



No text book to buy

Software required for this course



Students should install the desktop version of the MS Office software package on their computers. The online version does 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](#).

You can also use [UF-Apps](#), a service that the University of Florida offers that allows you to run the desktop version on a virtual machine.





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Windows 10

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 some of the menus and options are in a different place, although the functionality is the same. 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 where Mac users 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



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CGS2531 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 usually slow.

If you are far from Gainesville (e.g., abroad), and the videos are slow for you, please contact me to work on a solution.

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 giving feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students> Students will be notified when the evaluation period opens and can complete evaluations through email and 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

Federal laws are 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>.

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
- Jennifer Nappo, Director of Human Resources, 352-392-0904, jpennacc@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@eng.ufl.edu

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 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.

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

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 email to 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 concerning 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.

Online Students Complaints:

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