Computer Programming for Engineers: MATLAB
COP2271   Sections: EE06
Class Periods: Monday Periods: 6-7 (12:50 – 2:45 pm)
Location: NEB – 0101
Academic Term: Spring 2022

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 is a software solution.

Relation to Program Outcomes (ABET):

Outcome	Coverage*
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	High
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	High
3. An ability to communicate effectively with a range of audiences	Low
4. 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
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	Medium
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies	High

*Coverage is given as high, medium, or low. An empty box indicates that this outcome is not covered or assessed in the course. In this section, developing skills to build on the outcome 5 can be expected.

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Course Goals

Guided by the course objective and the ABET SLOs, these are the Course Goals you should achieve when addressing the course problems we have designed for you:

- *You will use the following logical structures in MATLAB: sequential, conditional, and repetition (ABET 1,7).*
- *You will be able to define functional modules for your MATLAB programs (ABET 1,7).*
- *You will be able to use matrices and vectors (arrays) in MATLAB when addressing an engineering problem (ABET 1,7).*
- *You will create programs in MATLAB to address specific problem requirements using the logical structures presented in the previous goal (ABET 1,7).*
- *You will apply engineering design to develop a solution to one engineering problem that meets a set of specific desired requirements (ABET 2, 4).*
- *You will build on their professional habits and will be demonstrating inclusive, respectful and effective communication with three kinds of audiences: peers, instructors and stakeholders (ABET 3).*
- *In this course, you will also be part of a team, therefore it is expected that you increase your ability to function effectively in a team, and that you contribute to create a collaborative and inclusive environment, establish goals, plan tasks, and in the end meet the team objectives (ABET 5).*

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

Dr. John Mendoza-Garcia (he|him|él)
email me through Canvas
If you cannot access Canvas, this is my UF-email: jmendozagarcia@ufl.edu
Office Phone Number: 352-294-0485
Online Office Hours: Wednesday 10:25 to 11:15 am, and Friday 2 to 2:45 pm
Where? Find the Zoom link in Canvas.

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 talented daughter who is my inspiration. My hobbies are all the activities I can do with my wife and my daughter. Some of those are traveling, hiking, and biking. Find more information about me 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 to respond to your questions either in class or in Canvas through the discussion boards or in emails 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 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. If the autograder is available for that assignment, you will get quick feedback and a grade for your deliverable. In such a case, you can re-submit as many times as you want to get full credits for your deliverable. On the other hand, if the assignment is manually graded, its grading will start after it is due (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 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

Beyond our meetings in the classroom, I will hold online office hours through Zoom. Please, meet me to talk about a special situation you are experiencing that impacts your performance in my class, if you have questions about the assignment, or just to say hello.

[2] email communications

You have an email on the Canvas course site under the "Inbox" tool. Canvas email 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 do not 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). 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 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 during class time.
- Grade your work. The peer mentor will grade your work following a rubric provided by me to ensure fair grading if the autograder is not enabled for that assignment.

Communication with your peer mentors

[1] In-person communication

The undergraduate peer mentors will be available in class and help me answer any questions you have.

[2] email communications

You can contact the peer mentor when seeking answers about the course material and assignments and clarification.

Please, follow the email etiquette guidelines provided in the video in the introduction module

Course Resources

Required Textbooks and Software

No text book to buy

- There is no Textbook. All the content will be provided.
- Because this class follows the flipped classroom model, we will extensively use the Canvas course site to post course material. Every student's responsibility will be to be familiar with the material posted on the course website.
- You will be programming in MATLAB; accordingly, either you need to be able to run this application locally on your computer (you will need to buy a student license), or you may consider using UFApps to access several 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

Recommended TextBook (optional)

- Title: MATLAB: A Practical Introduction to Programming and Problem Solving
- Author: Stormy Attaway
- Publication date and edition: August 6, 2016, 4th Edition
- ISBN-13: 978-0128045251

Hardware

- Microphone and camera.
- Since you will be learning how to use MATLAB, you will need a reliable computer.

Internet connection

COP2271 is a face-to-face course. However, for facilitating access, Zoom will also be available for those students who prefer to work remotely. Students who prefer to use Zoom will need a reliable high-speed internet connection to succeed.

Be aware that Internet connections in Hotels or public places are most of the time slow.

Technical issues

In case you experience technical difficulties, please contact the [help desk](#).

Course Schedule

Module 01 (01/10 – 01/15): Introduction to Information, Technology, and Computers

Module 02 (01/17 – 01/21): User input and output, variables, operators. On Jan 17 (holiday), there is no class. Students should work on the course activities independently during the week.

Module 03 (01/24 – 01/29): Flow control: if statement

Module 04 (01/31 – 02/04): While loops, and use of break, and continue commands

Module 05 (02/07 – 02/12): For loops, nested flow control

Module 06 (02/14 – 02/18): Series and patterns based computation

Module 07 (02/21 – 02/26): **Exam-1** (Date and time TBD. Typically in the night any day of this week)

Module 08 (02/28 – 04/04): Matrices and vectors (arrays)

Spring Break (03/05 – 03/12)

Module 09 (03/14 – 03/19): Strings and Ciphers

Module 10 (03/21 – 03/26): Pixels and image manipulation

Module 11 (03/28 – 04/02): Binary images and thresholding

Module 12 (04/04 – 04/09): Matrix concatenation. Functions

Module 13 (04/11 – 04/16): **Exam-2** (Date and time TBD. Typically in the night any day of this week)

Module 14 (04/11 – 04/16): Functions, data analysis, and plotting.

Module 15 (04/18 – 04/20): Computing Future. Final Project is Due.

Class Expectations

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

Before class

Every module will be published one week in advance. Students are expected to:

- Watch the online lectures for that particular module
- Take a quiz based on these lectures before coming to the class (these are due at noon of the previous day).
- Start working on the Homework, which is due one day after the next class.

While in class

In the class, students will be expected to:

- Actively participate in the activities that would clarify students' concepts. e.g., rational questions and quiz clarifications.
- Participate in peer instruction
- Get answers to your questions related to the HW or any other activity.

After class

Homework: You will submit the m files created in response to the Homework exercises and submit them. Check the feedback provided by the autograder, and submit again, as many times as you need to get all the available points.

Next module: watch the videos, take the quiz, work in the class activities, and start the Homework. Be ready for class.

Design project: Once teams have been assigned, you will be completing a design project

Design Project

Students will work in teams on a chosen open-ended problem and will develop a solution for the problem they defined. This project will be mainly developed outside of the classroom.

Dress Code

Personal hygiene and proper attire are important. Please, dress in a way that is appropriate for the online or the face-to-face class.

Students who are parents

Students who are lactating parents may take breaks to feed their infant or express milk as needed. If you need additional special additional accommodation, please let me know. Also, because "things" happen, toddlers and kids are welcome in the classroom! (or in-camera if the parent has to stay at home for any reason)

Time Zone considerations

In Canvas, you will find a list of the assignments with their <u>due dates in Eastern Time</u>. 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 if the due date is 11:59 pm eastern time.

Teaming

You will be assigned to a team in this course and 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 crucial for your success and your team's. Accordingly, attendace is **mandatory** 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.

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 University policy excused reasons. Please, contact me.

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. I understand that sometimes students, for diverse reasons, could miss one or more due dates. Therefore, I have decided to allow you to get up to 50% of the points on your deliverable 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 total possible number of points of the assignment).

Example: Your assignment deliverable was late, and the assignment is worth 100 points (e.g., it was due at 11:59 pm, but you submitted it the next day at 12 am and 5 seconds). If the grade in that

assignment was 80, you would get a 50% discount on the total possible points (50% of 100 is 50 points). Your grade would be 80 - 50 = 30. 😩

Twenty-three 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.

This late policy only applies to HomeWorks, design projects, and teamwork deliverables. This policy does not apply to quizzes or exams. In that case, no late submissions will be accepted.

Grading

Course components and weight toward the final grade

Evaluation
- ☑ OUTSTANDING
- ☐ Excellent
- ☐ Very Good
- ☐ Average
- ☐ Below Average

Assignment	Percentage of Final Grade
Quizzes (13)	15%
Homework (12)	25%
Teamwork (CATME surveys, planning tasks, etc)	10%
Midterm Exam	10%
Final Exam	20%
Design Project (9 submissions across the semester)	20%
	100%

Comments about the course components

Quizzes

Quizzes will be open until noon of the previous day (Sunday). These will be related to the videos I expect you to watch before class. Quizzes will have one attempt before class and could get a second attempt after class. This second attempt will be granted if at least 70% of the students took the quiz before class. This second attempt, if enabled, will be open until midnight of the class day (Monday).

Homework

Homework is composed of one or more programming problems similarly challenging to the ones a student can expect in the exam. Students can work with other students in understanding the problem and find mutual errors. However, each student will submit their homework deliverables individually, and I expected that the .m file submitted with the solution is original and different than any other previously sent by other students in the same semester on in a previous one. Similarly, the deliverable submitted cannot be similar to any found on the Internet. Students submitting programs or deliverables similar to those explained above will be reported to the dean of students as suspicious of violating the student's honor code.

The autograder will grade the Homework. Accordingly, before the due date, students can submit their deliverable as many times as they want to ensure they get the highest possible number of points available for each Homework.

Students cannot expect manual grading of their .m files submitted for the Homework. However, if the autograder does not provide a grade, the grade for this deliverable will be 40 % of the maximum total number of points that specific Homework is worth.

Students have to submit a picture that proves that they were working on paper at least to understand the problem before programming.

Teamwork

Students will be assigned to a team of 3 or 4 students for the design project.

Students will be asked to create different team deliverables, but the grade's core comprises two peer evaluations that students will perform using the CATME web platform. The results from the peer evaluation will be transformed into grades following these guidelines:

- A student whose result in the CATME evaluation shows her/him a high team performer

will get a bonus of 10% in her/his teamwork grade and their design project grade.

- A student whose result in the CATME evaluation shows her/him a low team performer will get only 80% in the peer evaluation grade and will get 80% of the total points he/she can get in the design project.
- A student who abandons a team (e.g., do not contribute with final deliverables in M8, M9, or before those) will only be able to reach a maximum of 50% of the possible number of points for the Design project (100/200), and the same percentage for the teamwork (50/100).
- While in class, students will sit in these groups and work with an assigned peer. Such peer would change across the semester for another team member.

Design project

Your team 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. Your team will be asked to submit at least 9 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 how to create a solution using MATLAB. There will be several incremental deliverables, including a video presenting your project. Team formation and your team performance will be facilitated through the CATME portal. A negative evaluation of your performance by the other team members will impact your grade in the design project. See the teamwork section for further information on how your team performance impacts your design project grade.

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

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 5 business days after your assignment grade was posted. After that time, the grades are frozen and cannot be appealed.

Once your grade is posted, please review the autograder or 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 deliverable, which can cause your grade to go up or down. Please submit in written (email) justification as to why you think your assignment needs to be regraded and state that you are aware of the possibility of getting your grade increased or decreased because of the regrading. 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.

Grades replacing other grades

Since exams emphasize the most recently covered materials, the grade of one exam (the equivalent percentage) could replace the grade of previous Homework if students were in that class and submitted a .m file for that Homework (including the picture with their handwritten work). You will need to contact me in writing if you want this benefit and describe which grades you want to replace. If you do not write, your grades in Homework will have no change, even if these are much lower than the ones in the exam.

Design project grade

I will be asking weekly or bi-weekly deliverables for the design project. In a design project, deliverables are not considered final, but versions can be improved because your understanding of the problem and the solution will evolve. Accordingly, I prefer to wait before giving you the grade for those deliverables. Still, expect feedback from me about your deliverables, especially on the first milestones.

Dropping of grades

Because "things happen," the worst grade in quizzes, and Homework will be automatically dropped by the Canvas Learning System.

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 encourage minority students like first-generation college students, Blacks, Latinos, and 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! I also invite you to include yours in your electronic signature and your Zoom name description. See *www.mypronouns.org* for more information about this.

- If you feel that your experiences outside of class impact your performance in the 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).

SAFE ZONE
ASEE AMERICAN SOCIETY FOR ENGINEERING EDUCATION

- Although I took training to become Ally for the LGBTI community, I am still learning about diverse perspectives and identities. If anything was said or written in this course (by anyone) that made you feel uncomfortable or if you find it promoting homophobia, please let me know so I can follow procedures for corrective action. (Again, anonymous feedback is always an option).

- 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.

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*
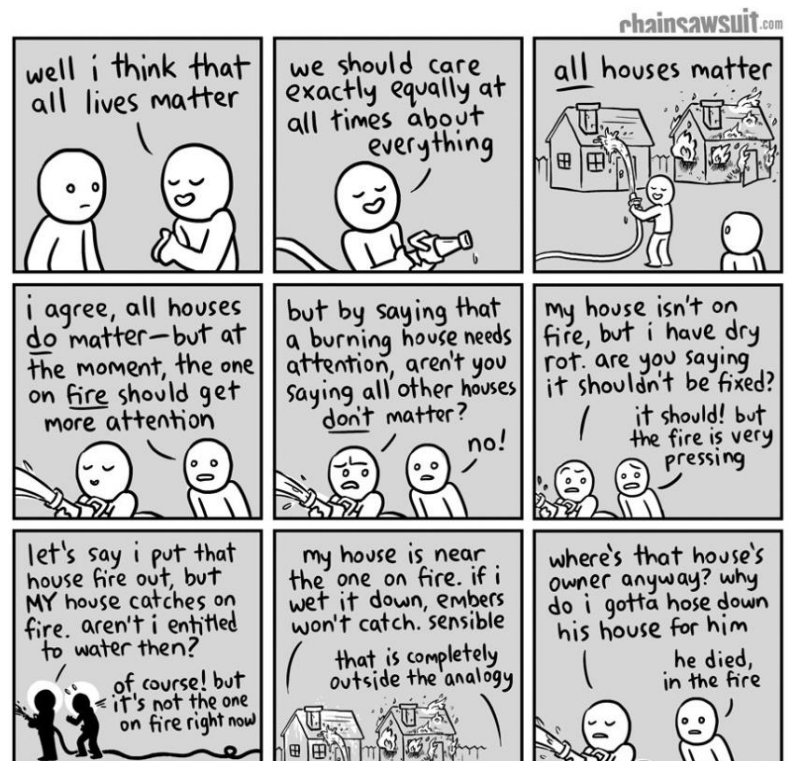
we grieve the needless police killing of George Floyd and other killings around the country due to racism, ignorance and hate" and that he condemns *"these acts of violence and share in the anger, the frustration, and the sorrow felt by so many,"* The President also mention that there is *"racism, injustice, and violence that so often are directed at,*

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[1] QuickStats: Age-Adjusted Death Rates, by Race/Ethnicity — National Vital Statistics System, United States, 2014–2015.

MMWR Morb Mortal Wkly Rep 2017;66:375. DOI: http://dx.doi.org/10.15585/mmwr.mm6613a6 .

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).

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/.

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 (see this link) specifies the number of behaviors that violate 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 without MATLAB. I also expect you to help each other with the Homework and other course activities but do not provide your .m files to other students. Regarding assignments and exams, I expect you to work on them individually and from scratch or use material created only by yourself.

The previous paragraphs mean that Sharing or copying code through any medium such as email, text, GroupMe, Snapchat, etc., and plagiarism, in addition to other dishonest behaviors, are all considered academic dishonesty. 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 either.

Collaboration (helping out others at a conceptual level through discussions) is encouraged in the course. However, looking at any piece of your peer's code, share files, search for solutions found online, or use someone else's code to create your solution.

Copying solutions from online portals or submitting full or partial .m files with code that you did not develop in assignments or exams will be considered as suspicious of academic dishonesty and will be reported.

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](link).

Consequences related to your grade in the course in case violation of student honor code

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 (if you already had extra credits, these will be converted to 0 points).

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

Software Use

All university faculty, staff, and students 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 University of Florida community members, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Online Exams through Honorlock

- There is still no decision on how your exams will be if face to face or online. In case these are online, honorlock might proctor your exams. In such case, please review this information:

- Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software, or schedule an appointment in advance.
- Honorlock is available 24/7, and all that is needed is a **computer**, a **working webcam**, and a **stable Internet connection**. To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.
- When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by the webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even on a secondary device.
- Honorlock support is available 24/7/365. If you encounter any issues, you may contact them by live chat, phone **(844-243-2500)**, and/or email **(support@honorlock.com)**.

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

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

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 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 suppor*t*, 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.