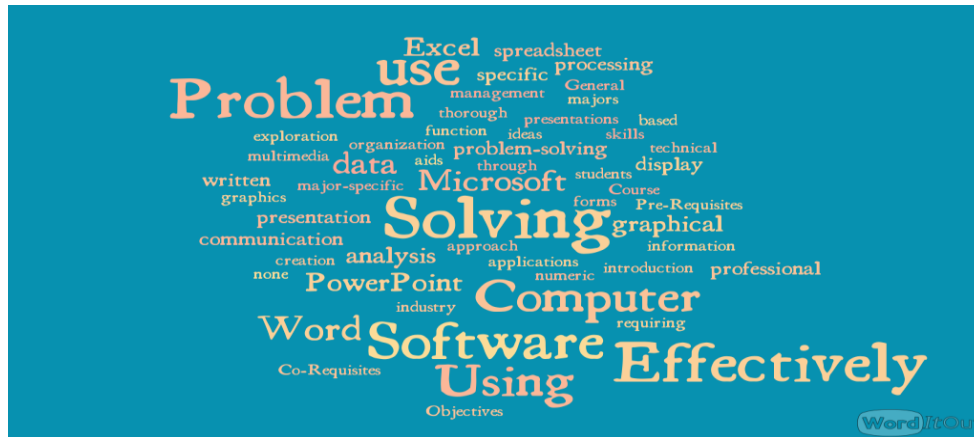Department of Engineering Education
University of Florida

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

Sections 1123 & 1124: Fall 2023

Comment from previous students after taking the class

I'm better at reaching solutions for my problems then I was in the past because of the problem-solving process this course taught me.

I think that applying problem–solving and proficiency in Word, PowerPoint, and Excel will boast the most professional growth in my future career

I think this class is very helpful for professional growth— I know how to do so much more in Excel and Word, especially as it related to problem solving in a professional setting.

I think everything I learned in this class, especially the Excel stuff, will be useful regardless of the career I pursue.

The concepts that I believe will be the most useful in my future career are regression analysis, data visualization, cell referencing, and word formatting.

His course compared to every other I have taken at UF, in my opinion, will help me the most in my future endeavors as he actually taught useful information.

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. (M)

Primary General Education Designation: Mathematics (M) ([Area objectives available here](#))
   Note: A minimum grade of C is required for general education credit

Pre-Requisites & Co-Requisites

Student Learning Outcomes

In this course, you will be introduced to the following Student Learning Outcomes (SLOs) as required by the academic learning compact in the programs in 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.

Communication
- Write business documents clearly, concisely, and analytically.
- Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids

General Education: Mathematics

You will receive General Education credits for mathematics because CGS2531 provides instruction in computational strategies in fundamental mathematics such as: solving equations, logic, statistics, algebra, and 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

Table of Contents for this Syllabus

In the light of the SLOs presented above for the Warrington College of Business, I defined the following course goals for CGS2531

1. Students will use Excel, Word, and PowerPoint to aid in their problem-solving process.
2. Students will write a plan on how they would address an open-ended problem using the language of the problem-solving framework.
3. Students will analyze real-world data, such as applying business statistics techniques and mathematical models and create data visualizations for problem-solving.
4. Students will demonstrate professional, and 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 need accommodations because we all learn differently. Therefore, I encourage you to visit the [Disability Resource Center (DRC)](#) (352-392-8565) to determine how you could improve your learning. If you need official accommodations, you have a right to have these met, and I will work on making them available to you.

Instructional Team

Instructor:

I am Dr. John Mendoza-Garcia, you can just call me Dr. Mendoza-Garcia, or just Dr. Mendoza, either way is ok. I am 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 an amazing daughter who is my inspiration. Find more information about me in Canvas under Welcome to the *course =>Meet Your instructor/Instructional Team*.

Email: <mark>Email me **only** through Canvas</mark>. Only if Canvas is down, or you do not have access to Canvas, contact me through my UF email: jmendozagarcia@ufl.edu
Office hours: Tuesday 10:00 to 10:45 am and Thursday 1:30pm to 2:15 pm
Where: ZOOM   Find a link in Canvas.
Office phone number: +1(352)-294-0485. Please, only call me during office hours, otherwise, publish your questions on a discussion board, or send me a Canvas email (it will take me 24 to 48 business-day-hours to reply).

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. In that case, 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. 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 that in office hours we communicate through Zoom than the phone because I can help you better; for example, I can share my screen and see yours. Still, if you want to call me by phone when in office hours, feel free to do so. Outside of office hours, please publish your questions on the discussion board, or send me a Canvas email before calling me over the phone.

[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 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 only 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 within 24-48 hours 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.

I usually go to Canvas and reply to the oldest ones when replying to emails. 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 with their office hours 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.

[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 to help you go about the assignments.
- Assignment Rubrics

Week 1: Module 1: Introduction
Week 2: Module 2: The Problem-Solving Process & Introduction to Word: Word formatting, Sections, styles, etc.
Week 3: Module 3: Open-ended Problems and Introduction to Excel
Week 4: Module 4: Data gathering and use of cell referencing.
Week 5: Module 5: Simple Data analysis: working with data, sorting, and visualization using pie and bar charts.
Week 6: Module 6: Statistics: Descriptive statistics and combo charts.
Week 7: Module 7: Pivot Tables and Reporting. Data analysis using Pivot Tables and writing a professional report in Word. Use of Reference Manager. Data interpretation.
Week 8: Module 8: Problem Definition. From an open-ended problem to a well-defined problem.
Week 9: Module 9: Idea generation strategies. Explore different idea generation techniques and create a report in Word.
Week 10: Module 10: Decision-making. Use conditional formatting, dropdowns, and functions like COUNT and COUNTIF to create a decision-

making matrix. Use of the matrix to aid in decision-making.

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

Week 12: Module 12: Reporting your findings professionally. Use of advanced features of Word to create a professional report.

Week 13: 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.

Week 14: Module 14: Communicating your solution. Build an argument and use Mail merging (Excel and Word) to aid dissemination.

Week 15: Module 15: Final Submissions

This is important!

Students who do best in the course watch all the videos. Please, watch all the videos.

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 Policy:

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.

More information on UF grading policy may be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

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

Basics of Word: 5%

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%

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%

- Intro to this Course quizzes: 5 points (syllabus + netiquette)
- Problem Solving Process: 2.5 points
- Statistics and Pivot Tables: 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%

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.

- **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 %

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.

Note: You must participate in at least 4 of the 6 discussions and in 2 Perusall assignments, one on each course component.

These participation 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): Students must respond to prompts related to the real-life application of the course content in these discussions.

[2]Support or assignment-related discussion boards: Students ask questions about the assignment. Students' participation on these discussions will not get participation points.

Regarding the Certification assignment (optional)

You can choose between the Word formatting assignment or one of the options in the Word Certification assignment (5%). You can also choose between the basics of Excel quizzes or one of the options in the Excel Certification (10%). 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. Therefore, I do not know how the certification process works

<mark>with them today, nor can I reserve a spot for the exam.</mark>

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 do not need to take the exam again. Instead, you must 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 (Basics of Word: 5 points; Basics of 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 you submit the certification (5 points), and the Word Formatting assignment

"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.

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 your file has 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 in a different computer or device, or at least, a different folder. Can you open it correctly? 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.

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 a 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.

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

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 are intended to facilitate interaction between students, you will not participate in the discussions once they are 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.

Note: You should participate in at least 4 of the 6 discussions published during the semester, and in 2 Perusall assignments among several options (You will select one on module 08, and another on module 09).

Policy on late assignments

This is important!

I understand that sometimes life gives us unexpected situations, and in that case, it is impossible to get on top of our duties. I know that students could miss one or more due dates for various reasons. 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. When you submit late, you get a late penalty, a discount of 50% of the assignment's total possible number of points.

Example: if the assignment is worth 9 points, your discount is 4.5 (50% of 9 is 4.5 points). Accordingly, if the grade in that assignment were 7 points, the final grade, after the late penalty discount, would be 2.5: 7 - 4.5 = **2.5.** 🙁

The good news is that you can use the Bank Time at the end of the semester to waive this penalty. It is up to you to become eligible.

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:

- 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 a late penalty).

Exceptions to the late policy

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

Policy on Extra-time or Extensions

Since this class is a 3-credit course, and it is taught in just 5 weeks, students are expected to invest 9 hours per module in the course. However, based on data shared by previous students, the module assignments can be done in 6 hours or less. Please allocate time accordingly; summer is fast-paced. 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 according to students from previous semesters, each takes an average time of 6 hours to be done, I have not considered providing extra time. However, I was made aware by one of the academic advisors 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. If your academic advisor approves, I will be happy to work with you.

Extra time in assignments for Students with special needs

If you have been approved for extra time for out-of-class assignments, please, plan. This course is fast paced. We do not have a specific class time; assignments are not timed and are published days before the due dates. 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,
- You sent the temporary working file created by Word, or Excel instead of the one with your solution. Therefore, it cannot be read by Canvas, and it is interpreted as corrupt.
  - The temporary file created by Word and Excel might start with the ~ symbol in its name like:
  - ~$jmendozagarcia_Word_Ass04_Report_on_Regression.docx
  - If it is corrupt when clicking on the file, Word or Excel will show an error message or 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.

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, peer mentor comments, and the solution. 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 decreased because of the regrading.

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 students who have become eligible)

Considering that "things" happen, I will waive the late policy in two of your deliverables on the week 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 the week the last mandatory assignment is due using the text below in blue (Note: extracredits are not mandatory assignments):

Policy on Grading Dispute and Procedure:

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. 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
-simple data analysis: [use early, on time, late, or missing]
-statistic assignment: [use early, on time, late, or missing]
-pivot tables, and writing a data analysis report: [early? On time? Late? Missing?]]
-idea generation: etc…
-decision making:
-regression analysis:
-regression report:
-Probl.Solv.Part 1:
-Probl.Solv.Part 2:
-Mailmerging:
-Probl.Solv.Part 3:

Discussions (include only the mandatory ones in which you finish participating early with your original thread and your two replies)…
-discussion 1: early, on time, late, missing?
-discussion 2: early, on time, late, missing?
-discussion 3: etc...
-discussion 4:
-discussion 5:

Chosen Perusall activity:
-write here the name of the 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:

Note: The Bank Time option 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

-OR: Excel certification assignment:

Basics of Word:
-Word formatting:
OR: Word Certification assignment:

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 course videos. I also expect you to engage in conversations with the other class students and provide communicative peer reviews through the discussion boards. In addition, 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 which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a 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.

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 those previously submitted in 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. [See the process at this link at the Dean of Students office](#).

Reporting you to the Dean of Students office is a time-consuming activity, and I prefer to use that time to help you learn what you need to do well in the assignments. I am asking you to take your academic integrity very seriously. I understand that learning new concepts is sometimes challenging and that you may get frustrated. However, before deciding to pursue alternate options (e.g., cheating, plagiarism), please contact 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**. If the assignment is part of a course component, you will get a 0 in the course component. For example, the course component Basics of Excel quizzes is composed of 4 quizzes, and in total it is 10 points. A violation of

the student honor code in one or more of these quizzes will imply that you get zero (0) points in that course component, meaning that your other quiz grades in that course component would be transformed to 0. Similarly, if you choose to complete the Excel certification option instead of the quizzes, but you are found responsible of a violation of the student honor code, you will get zero points in all the course Basic of Excel course component regardless the number of points you have in the Basics of Excel quizzes. Something similar would apply for the Basics of Word course component and its optional certification assignment.

My diversity and Inclusion Statement:

I seek to create an environment where each student is treated equally and fairly and do my best to give you encouragement based on your learning needs and your special needs. This happens regardless of race, gender, ethnicity, sexual orientation, or place of birth. In this course, everyone has the same opportunities to increase their grade through different options like extra credits, "Bank time Option," and other optional assignments. That is why I do not round grades up or give additional points to one person at the end of the semester.

- 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 have met many people who speak Spanish as their second language. In that exchange, I have found that adapting my ear to understand other nationalities' accents requires additional effort and that I open my barriers to let communication happen. Accordingly, please tell me if you want me to repeat or clarify what I say. I will be happy to work on making sense to you.

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

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
- HWCOE Human Resources, 352-392-0904, student-support-hr@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@eng.ufl.edu

Students requiring accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Resources

Materials & Supply Fees: none

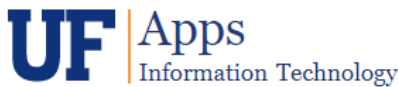**Textbook:**

No text book to buy

Software required for this course.

Students must install the desktop version of the MS Office software package on their computers because the online version does not have some of the functionalities 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 to run the desktop version on a virtual machine.

This is important!

Most videos and assignments are recorded with the Windows version of Office, so I strongly suggest using a Windows computer for this class.

However, if you decide to use a Mac and the desktop Mac version of Office, be aware that some menus and options are in different places. However, the functionality is the same. For example, 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.

Required computer

- For this course, your computer should meet or exceed the University of Florida Student Computing Requirements

Internet connection

This Photo by Unknown Author is licensed under CC BY-SA

CGS2531 is an online course. To succeed 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/

Software Use

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

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: https://registrar.ufl.edu/ferpa.html

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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 Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Connections 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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/;https://care.dso.ufl.edu.

On-line Students Complaints_:_ https://distance.ufl.edu/getting-help/; _https://distance.ufl.edu/state-authorization-status/#student-complaint_

Week	Module	Due Dates: all the due dates are at 11:59pm Eastern time	Quiz	points	Assignment	points	Participation	points	Notes
1	1: Introduction	29-Aug 29-Aug	M1- Email ettiquette M1 - Syllabus	2 3					
2	2: The problem-solving process and introduction to MS Word	31-Aug 11:59 pm Eastern time	M02 - Problem solving	2.5	Formatting of NY Times & Formatting of Business Journal articles.	5	DB: Introductions (extra)		
3	3: Open-ended problems and introduction to Excel	5-Sep 7-Sep 12-Sep	M3-Excel basics M3 - Mathematical series	3 2.5			DB1: student organizations	0	Students will choose 4 discussions to get 6 points in total. For this example, it will be assumed that student participated in DB2, DB3, DB5, and DB6. Students will be graded from 0 to 2, but Canvas will internally convert that number to one between 0 to 1.5.
4	4: Gathering of data and cell referencing	12-Sep 14-Sep 15-Sep	M4-mixed cell referencing M4-regular and absolute cell referencing	2.5 2			DB2:open-ended problems and Data gathering	2	Example
5	5: Simple data analysis	19-Sep 21-Sep			Part 1 - Simple data analysis Part 2 - Simple Data Analysis	5			
6	6: Statistics	26-Sep 28-Sep			Part 1 - Statistics Part 2 - Statistics	0 6			
7	7: Pivot Tables and Writing a Data analisys Report	3-Oct 5-Oct	M7 - Statistics	6.5	Part 1 - Pivot Tables and data analysis report: Writing a Data Analysis Report Assignment Part 2 - Pivot Tables and data analysis report: Writing a Data Analysis Report Assignment	0 9			
8	8: Finding the right problem and SMART objectives	10-Oct 12-Oct					Perusall activity 1: Problem-Solving DB 3: Problem statement and smart goal (module 8)	2 2	Perusall activities published for module 8: Students will choose one among all the different options. Maximum they will get 2 points even if they participate in more than one Perusall activity Example
9	9: Idea generation strategies for considering different course of actions	17-Oct 19-Oct			idea generation assignment (using idea generation strategies)	5	Perusall activity 2: Idea generation	2	will choose one among all the different options. Maximum they will get 2 points even if they participate in more than
10	10: Decision making	24-Oct 26-Oct			Part 1 - Weighted Decision-Making Matrix Part 2 - Weighted decision-making matrix	0 5			
11	11: Regression analysis	31-Oct 2-Nov 3-Nov			Part 1 - Regression analysis in Excel Part 2 - Regression analysis in Excel	0 5	DB4: Decision making in professional practice	0	Example
12	12: Reporting your findings professionally	7-Nov 9-Nov 10-Nov	M12 - Regression	6	Writing a report on regression analysis	5	DB5: Problem solving in professional practice	2	Example
13	13: Using the problem-solving process	16-Nov			Addressing an open ended problem. Part 1: Iteration 1 - Submission of first draft - Visual aids for peer review	1			
14	14: Communicating your solution	28-Nov 30-Nov 1-Dec			Submission of peer reviews mail merging assignment	2 5	DB6: Visual aids	2	Example
15	15: Final submission	6-Dec			Final submission of visual aids for assignment addressing an open-ended problem.	7			
16	Instructional team will be finalizing grades Final grades will be available to students on Thursday.	Dec 10 - Dec 14							Total
Total points				30		60		10	100