**Group 2:**

**Kaur, Karamjeet - Design Foundation**

**Kaur, Komalpreet - Design Foundation**

**Kaur, Ramanpreet - Computer Programming**

**Khan, Humayun T. - Computer Programming**

**Kovanov, Dmitry - Game Programming**

**Neha, . - Computer Programming**

**Rao, Krishna Samirbhai - Computer Programming&Analysis**

**Instructions**

1. **Directly on this document**, each student should type their answers below each question box (and include your name so that I know who to grade. I have put my own example for each question, so just add yours below mine in the same boxes. There are 5 question boxes, and each response is worth 2 marks. You will be graded on your professionalism (ability to follow instructions and use effective format) and communication (quality and clarity of responses).
2. Please be careful not to delete others’ work by accident.
3. Remember to submit the sentence, **“I have completed Interactive Assignment A,”** in the submission box on Blackboard so that Blackboard knows you have completed the assignment and doesn’t issue you an automatic zero before I am able to grade it

| 1. Think about **ONE** specific technical reading or writing task that you have to do in your program at Humber or will need to do in your career. In the box below, on this Google Doc, write one original statement about that task. (Everyone’s sentence should be different.) Your statement needs to join at least two simple sentences (independent clauses) correctly, using one method from the Chart of Connectors that you viewed in MODULE 2. For example, you could use a coordinating conjunction (FANBOYS) OR a subordinating conjunction, OR a semi-colon/conjunctive adverb. |
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| **Lynn Boulanger:** Writing clear instructions for assignments is an essential task for teaching professions; therefore, I use numbered points, headings, and bold font to help with clarity.  **Humayun Tariq:** To regularly prepare user manuals as a part of your work, and make sure that every document is precise and easy to read. Also revise your work to see if any changes are necessary which interim would make your work more user-friendly.  **Krishna Rao:** As a student of Computer Programming and Analysis, I need to write code and add a comment that should be understood by other programmers. Also, the code should be very neat and in proper format so that other teammates will find it easy to read and edit that part. |

| 1. Write **ONE** specific technical term that someone outside your program might not understand. (In other words, it would require a high level of technical knowledge.) Also state what program you’re in. Then, write a brief definition that people with a low level of technical knowledge could understand. |
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| **Lynn Boulanger, English Department:** Determiner - a category of words usually used before a noun and often classify the noun as specific or non-specific. There are 4 types: Articles (a, an, the), Quantifiers (some, any, each, etc.), Demonstratives (this/that, these/those), and Possessives (my, his, its, theirs, etc.)  **Humayun Tariq:** “Recursion”(It happens when a function calls itself in a program).I am in Computer programming.It can be defined as instructions for a computer to follow to carry out a specific task or to solve some problem.  **Krishna Rao:** “Encapsulation” (“It is the process of wrapping a chunk of code into Function”). I am in a Computer Programming and Analysis course. People can understand this by taking an example of a Car. As a driver, one can know how to drive but if the car has any fault they can’t repair it. They are just provided with the details which are understood by them. |

| 1. Give **ONE** helpful tip about **reading assignment instructions** that you think could be useful to another student. (Please be sure that your answer is unique - different from your classmates.) |
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| **Lynn Boulanger:** When reading instructions for assignments, I pay attention to any bolded and/or capitalized words as that is usually very important information. For instance, these instructions have the word **ONE** in bold and capitals. If I only provide one, I will receive a good grade for being professional and following instructions; furthermore, it will save me time and frustration.  **Humayun Tariq:** Highlighting or underlining important terms.Knowing the deadlines should be important for reading assignment instruction as it helps to identify crucial information and guarantees that you don't overlook any criteria.  **Krishna Rao:** The thing that the assignment must have should be clearly mentioned and if possible an example should be added. |

| 1. Write **ONE** helpful tip for writing instructions. |
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| **Lynn Boulanger:** Use headings (and subheadings for complicated instructions) to help readers easily see the various sections.  **Humayun Tariq:** Use simple and concise language, breaking down each step into simple and manageable tasks.This lessens the possibility of confusion from the reader’s side.  **Krishna Rao:** Simple and Concise Language can be one of the tips but another is to keep yourself at others' place and explain the task either way. |

| 1. The paragraph below (in bold font) is poorly written instructions for operating the camp stove toaster (Remember the camp stove toaster from MODULE 1.) Identify **ONE** ineffective feature of the instructions. Explain briefly why it is ineffective.   **The toaster is circular in shape, is shiny silver in color, and has tiny holes to allow heat flow. When you look at it, you can see that the wires are lying flat. Pull them up so that you have something to support your toast. There are four wires. You can put 4 pieces of toast on the supports when they are up. Put the camp stove toaster on a gas stove or a campfire that has a grill on it. You can’t just put the toaster directly in the fire. Now you’re ready! Put your bread on it and flip the bread until it’s really good and cooked. Enjoy!** |
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| **Lynn Boulanger:** The first sentence is not needed because it is obvious information. The person will have opened the box and pulled out the toaster. This is extra information that makes reading the instructions more time consuming.  **Humayun Tariq:** The steps involving the wire say, **"**Pull them up so that you have something to support your toast,**"** but it doesn’t clearly explain how to pull the wires up (In the video it shows that you have to first pull up any two adjacent wires so it means there is a clear order to pull them up) or why this is necessary for supporting the toast. Additionally, the description of the wires being **"flat"** and then needing to be **"pulled up"** can be confusing without a clear visual or detailed explanation.  **Krishna Rao:** The instruction to "flip the bread until it's really good and cooked" is vague.  This instruction is t say is the clear criterion of when the toast is to be "really good and cooked," since different people like it differently. It would be rather good to just say for how long or suggest visual cues like the amount of browning the user should aim at with his toast specific to either the frequency or the duration of flipping. Another thing it does not. |