

**CISS240: Introduction to Programming**  
**Quiz q0302**

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This is a closed-book, no compiler, 5 minute quiz.

Q1. Here's a code fragment. Notice that there's a repeating chunk of code. (The repeating chunk of code appears 5 times.)

```
int i = 0;

std::cout << i << '\n';
i = i + 1;

std::cout << i << '\n';
i = i + 1;

std::cout << i << '\n';
i = i + 1;

std::cout << i << '\n';
i = i + 1;

std::cout << i << '\n';
i = i + 1;
```

What is the last integer output and what is the final value of i? If you think the last integer output is 111 and the final value of i is 222, write 111 222 with exactly one space between the two integers.

ANSWER:

Q2. Here's another code fragment:

```
int i = 42;

i = i + 1;
std::cout << i << '\n';

i = i + 1;
std::cout << i << '\n';

i = i + 1;
std::cout << i << '\n';

i = i + 1;
std::cout << i << '\n';

i = i + 1;
std::cout << i << '\n';
```

What is the last integer output and what is the final value of `i`? If you think the last integer output is 111 and the final value of `i` is 222, write 111 222 with exactly one space between the two integers.

ANSWER:

47 47

Q3. Here's a code fragment:

```
int i = 10;

i = i - 1;
std::cout << i << '\n';

i = i - 1;
std::cout << i << '\n';

i = i - 1;
std::cout << i << '\n';
```

Note that there is a repeating chunk of code. This chunk of code appears 3 times. How many times must this repeating chunk of code appear if you want the last line of output to be -1?

ANSWER:

11

Q4. Here's a code fragment:

```
int i = 42;

std::cout << i << '\n';
i = i * (-1);

std::cout << i << '\n';
i = i * (-1);

std::cout << i << '\n';
i = i * (-1);
```

Note that there is a repeating chunk of code. This chunk of code appears 3 times. If the repeating chunk of code appears 100 times, what is the last integer output and what is the final value of `i`? If you think the last integer output is 111 and the final value of `i` is 222, write 111 222 with exactly one space between the two integers.

ANSWER:

42 42

## INSTRUCTIONS

In the file `thispreamble.tex` look for

```
\renewcommand\AUTHOR{}
```

and enter your email address:

```
\renewcommand\AUTHOR{jdoe5@cougars.ccis.edu}
```

(This is not really necessary since alex will change that for you when you execute `make`.) In your bash shell, execute “`make`” to recompile `main.pdf`. Execute “`make v`” to view `main.pdf`.

Enter your answers in `main.tex`. In the bash shell, execute “`make`” to recompile `main.pdf`. Execute “`make v`” to view `main.pdf`.

For each question, you’ll see boxes for you to fill. For small boxes, if you see

```
1 + 1 = \answerbox{}
```

you do this:

```
1 + 1 = \answerbox{2}
```

`answerbox` will also appear in “true/false” and “multiple-choice” questions.

For longer answers that need typewriter font, if you see

```
Write a C++ statement that declares an integer variable name x.  
\begin{answercode}  
\end{answercode}
```

you do this:

```
Write a C++ statement that declares an integer variable name x.  
\begin{answercode}  
int x;  
\end{answercode}
```

`answercode` will appear in questions asking for code, algorithm, and program output. In this case, indentation and spacing is significant. For program output, I do look at spaces and newlines.

For long answers (not in typewriter font) if you see

```
What is the color of the sky?  
\begin{answerlong}  
\end{answerlong}
```

you can write

```
What is the color of the sky?  
\begin{answerlong}  
The color of the sky is blue.  
\end{answerlong}
```

A question that begins with “T or F or M” requires you to identify whether it is true or false, or meaningless. “Meaningless” means something’s wrong with the question and it is not well-defined. Something like “ $1 + 2 = 4$ ” is either true or false (of course it’s false). Something like “ $1+2 = 4?$ ” does not make sense.

When writing results of computations, make sure it’s simplified. For instance write 2 instead of  $1 + 1$ .

#### HIGHER LEVEL CLASSES.

For students beyond 245: You can put L<sup>A</sup>T<sub>E</sub>X commands in `answerlong`.

More examples of meaningless statements: Questions such as “Is  $42 = 1+2$  true or false?” or “Is  $42 = \{2\}^{\{3\}}$  true or false?” does not make sense. “Is  $P(42) = \{42\}$  true or false?” is meaningless because  $P(X)$  is only defined if  $X$  is a set. For “Is  $1 + 2 + 3$  true or false?”, “ $1 + 2 + 3$ ” is well-defined but as a “numerical expression”, not as a “proposition”, i.e., it cannot be true or false. Therefore “Is  $1 + 2 + 3$  true or false?” is also not a well-defined question.

More examples of simplification: When you write down sets, if the answer is  $\{1\}$ , do not write  $\{1, 1\}$ . And when the values can be ordered, write the elements of the set in ascending order. When writing polynomials, begin with the highest degree term.

When writing a counterexample, always write the simplest.