

# INTRODUCTION TO COMPUTER SCIENCE I

## PROJECT 1

### Arithmetic and Basic Input/Output

For our first project, you will get familiar with the tools used to *write*, *compile*, and *execute* programs.<sup>1</sup> You will do so by writing small programs that read numbers that the user types with the keyboard, performs arithmetic on those numbers, and prints a result to the screen. Along the way, you may have to do a bit of scurrying about campus. . .

## 1 Your first Java program: Printing text messages

The following steps will lead you through your first Java program. Here, the goal is to get used to the tools involved in writing, compiling, executing, and debugging these programs. After you get this pre-written and simple program working, you will then need to write a program of your own.

1. **Login to your workstation:** Our lab is full of basic Windows desktop computers.<sup>2</sup> These are run by our Information Technology department, and you must begin by logging into them using your college username and password.
2. **Log in:** The computer systems that we will use for our projects are `romulus.amherst.edu` or `remus.amherst.edu`, (heretofore, `remus/romulus`), which are UNIX (Linux) systems. To use these systems, you must login to them from your workstation using *Xming*, software that allows you to connect graphically to these servers. To do so, follow the Windows *Xming* instructions that describe how to use this software on the Windows machines in Seeley Mudd 014. Notice that this page also describes how to install and use *Xming* on your own computer if it is a Windows machine as well. If you have a Mac, follow the Mac *X11* and *ssh* instructions.

Once you have logged into `remus/romulus`, you will be presented with a *shell*—a text window with a prompt at which you can type commands to the system. The shell is the place from which you will direct the system to run the program that allows you to edit your source code, to perform the compilation of your source code, and to execute your programs.

3. **Make a directory:** When you first login, you will be working in your *home directory*—the UNIX analog of your *My Documents* folder. Within this directory, you should make a *subdirectory* (a folder) for your work for this lab. Specifically, enter the following command to create and then change into that subdirectory:

```
$ mkdir project-1
$ cd project-1
```

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<sup>1</sup>If you don't understand these terms—particularly *compile* and *execute*—fear not! Such terms will be defined and used in examples soon enough. In the meantime, the point is that you will write programs and then attempt to make those programs “go”.

<sup>2</sup>The Computer Center and the Library also contain a number of Windows computers. They are configured identically to those in our lab, and so you can easily do your course work at those public Windows desktop computers.

4. **Get some sample source code:** Use the following command to obtain a sample Java source code file, being careful to include the tilde (~) before my username and the trailing space followed by a period (.):

```
$ cp ~sfkaplan/public/COSC-111/project-1/Howdy.java .
```

To ensure that you have copied the file into your `project-1` subdirectory, use the following command to list the files in the current directory, noting that the character following the dash (-) is a lowercase letter L, and **not** the numeral 1:

```
$ ls -l
```

You should see an output that looks something like this:

```
total 4
-rw-r--r-- 1 sfkaplan sfkaplan 235 Jan 28 22:18 Howdy.java
```

5. **Examine and modify the source code:** Run *Emacs*, a programming text editor, to examine the `Howdy.java` file. In the following command, be sure to include the trailing ampersand (&), causing the text editor to run in the *background*—that is, to run while allowing you to enter more commands:

```
$ emacs Howdy.java &
```

You will see a small program much like the one we wrote on the blackboard in class. In fact, this program is simpler: it declares no variables and performs no arithmetic. Instead, it merely prints a message to the screen.

You will easily find that, within the *Emacs* window, you can move around the source code with the arrow keys, and change the file simply by typing in a normal fashion. The pull-down menus allow you to save your file periodically and to exit the program. However, *Emacs* is a complex program that is capable of a great deal more. To really start learning how to use it, you should read this documentation/tutorial on using Emacs.

Once you have gotten somewhat comfortable with your new text editor, use it to **add one more line of text to what is printed on the screen**. It doesn't matter what text you add—just have the program print something new and unique. Once you are done adding this additional line of code, be sure to **use the *save* command**.

6. **Compile:** Now that you have changed the source code, you must translate it into a form that the computer can execute. Leaving your *Emacs* window open, click over to your shell window again. In it, use the following command to compile your source code:

```
$ javac Howdy.java
```

In this case, **no news is good news**. That is, if the computer simply presents the shell prompt to you after you issue this command, then **the compilation succeeded**. The compiler—the `javac` program—will print messages into your shell window only if it was unable to translate your program.

If you see such an error message, then you must have made some type of mistake in adding your line of code to print one more line of text. Go back to your *Emacs* window and see if you can spot your error. If you can, correct it, save the source code, go back to your shell window, and issue the compilation command (as above) again. If the error persists, or if you could not see what your error was in the first place, then **ask for help**.

7. **Execute:** Once you have successfully compiled your program, it is time to run it and see what happens. Go to your shell window and issue this command:

```
$ java Howdy
```

Your program should (very quickly) print into your shell window the lines of text that your source code indicated it should. If you don't see the text that you expected, then go back to your source code in your *Emacs* window, and see if you can spot your error. If you cannot find the error, then **ask for help**.

**Congratulations!** You've (partially) written, compiled, and run a Java program! Although the programs will get more complex, you will continue to use the *write, compile, execute* sequence throughout. You can now close your *Emacs* window since you are done with this program.

## 2 Your second program: User input and arithmetic

You are now going to write a program that reads a few values that the user of the program types in, performs a few arithmetic operations on those values, and then prints the results to the screen. This program will seem almost absurdly arbitrary—and in some sense, it is—but the purpose of this program will become clear later.

### 2.1 Getting started

Because this program will do a few new things that we have not yet discussed in class, I am providing some portions of the program. Much like your `Howdy` program, you will add the critical, arithmetic instructions to the program, making it whole. You should begin by obtaining the initial, partially written program by issuing the following command at your shell prompt, again being sure to put the *tilde* (`~`) and the trailing *space* () and *period* (`.`) in proper places as shown here:

```
$ cp ~/sfkaplan/public/COSC-111/project-1/StrangeMath.java .
```

Once again, use *Emacs* to examine and modify the source code of this program:

```
$ emacs StrangeMath.java &
```

## 2.2 Understanding the user input code

You will quickly notice that there are unfamiliar lines within the `StrangeMath` source code. Specifically, at and near the top are the lines:

```
import java.util.Scanner;
[...]  
public static Scanner keyboard = new Scanner(System.in);
```

Once again, I will make like the Wizard of Oz and ask that you “not look behind the curtain”—that is, don’t ask what these magic lines mean. These are, for the moment, lines that are simply necessary for allowing the user of your program (usually, *you*) to type in numbers while the program runs that the program can then use. To that end, notice the pairs of lines that look something like:

```
System.out.print("Enter a value for a: ");  
int a = keyboard.nextInt();
```

The first of these two lines does something familiar: it prints a line of text to the window. In this case, that text is a *prompt*, asking the user to enter a datum. The second line, however, is less familiar. Declaring an integer variable named `a` is something we know how to do, and so is assigning a value into that space. What is new, however, is the expression, `keyboard.nextInt()`. Simply put, this command causes the program to wait for the user to **type an integer value and press the return key**. When the user does so, the integer value is assigned into the space named `a`.<sup>3</sup>

## 2.3 Your task: Adding the arithmetic

The user must enter three integer values, namely: `a`; `b`; and `c`. It is your task to then compute three new values, each of which depends on some subset of `a`, `b`, and `c`. Specifically, you must compute `x`, `y`, and `z`, noting that **all of these values are integers, and all computations should be done with integer arithmetic**:

$$x = (b \bmod a) + 12$$

$$y = \frac{b}{a}$$

$$z = \frac{ac}{b} - 3$$

*Why these wacky arithmetic operations?* These will serve as your “magic decoder ring” for the wild goose chase, below ...<sup>4</sup>

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<sup>3</sup>What happens if the user doesn’t enter an integer? Short answer: Try it and find out! Long answer: The program will *crash*—that is, it will abruptly stop running, but not before printing a strange collection of currently indecipherable (to us) error messages. We will learn how to read such crash messages later. And even later than that, we will learn how to keep the program from crashing when the user types the wrong kind of input. For now, don’t worry about those things.

<sup>4</sup>Put differently, these arithmetic operations were chosen so that, if you find the right values for `a`, `b`, and `c`, you will then calculate the useful-but-only-superficially-meaningful `x`, `y`, and `z` to find something.

Notice that the final part of the program prints the values of variables  $x$ ,  $y$ , and  $z$  to the shell window. Therefore, the code that you add to the program must **declare** and **assign** these variables their correct values, as described above.

## 2.4 Testing your program

Once you have added the lines of code that perform the strange arithmetic, you should test that your program works! Specifically, these are three arithmetic operations that you could perform with pen and paper or, for those so inclined, with a calculator.<sup>5</sup> Therefore, you should dream up a handful of values for  $a$ ,  $b$ , and  $c$ . Before running your program, calculate for yourself what  $x$ ,  $y$ , and  $z$  **should** be if your program is written correctly.

Armed with a few *test cases*, now run your program:

```
$ java StrangeMath
```

When prompted by your program to enter values for  $a$ ,  $b$ , and  $c$ , choose any one of your pre-determined trio of values for those variables. Then examine your program's output. Did it produce the values for  $x$ ,  $y$ , and  $z$  that you expected? If not, then either your program or your test case contains an error, and you must determine which is at fault and fix it. If the output **does** match your expectation, then you have one (more) test case to support your belief that your program is correct.<sup>6</sup> Once your program has passed enough test cases to convince you that it is likely to be working correctly, then you should move on to . . .

## 3 The wild goose chase, take I

Have you even been to the gym? Have you noticed, on the walls surrounding the main, old basketball court (**not** LeFrak), the pictures of so many alumni who have competed on various teams, going back over 100 years? Your mission, should you choose to accept it,<sup>7</sup> is to find **one particular person in one particular such photograph**.<sup>8</sup> Moreover, **it's a race**, where those who submit a correct answer sooner get more credit than those who do so later.<sup>9</sup>

### 3.1 Finding the inputs

To find this photograph and the person in it, you must find three very important numbers. Finding them will require a bit of patience, frighteningly little ingenuity, and, one hopes, a sunny disposition. Here are the clues—none too subtle—for finding those three numbers:

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<sup>5</sup>Don't forget that you're using **integer arithmetic**!

<sup>6</sup>Do not confuse this belief as being **proof** that your program is correct. Proving that program produces correct output in all cases is exceedingly difficult, and way outside of the scope of this course.

<sup>7</sup>I highly recommend that you **do** accept it.

<sup>8</sup>No, I am not kidding.

<sup>9</sup>I'm still not kidding. And don't freak out about the credit thing. It's not like you're going to get terrible grades for slow but correct solutions to these projects. The race is a small component of the grading. Now get to work.

- a: This value is *the numeric portion of the street address of the Folger Shakespeare Library*. Truly low cunning is required to discover this value. Should you require more than two minutes for this task, hang your head in shame and avoid eye contact. *Bonus point*: Why might I have involved the poor Folger in this fiasco?
- b: In the *Olds Mathematics Library/Reading Room*,<sup>10</sup> there is an old dictionary sitting upon a reading pedestal. You need to find the number of the page on which the word “fantod” is defined in this *Webster’s Third New International Dictionary*.<sup>11</sup>
- c: In the foyer of the Merrill Science Center, there are posters, each presenting scientific work carried out using the slave labor of an undergraduate student who toiled in a lab, utterly wasting one of the beautiful summers of that student’s youth.<sup>12</sup> Among them you will find one titled, *The Role of Diacylglycerol in Membrane Fusion: Karyomere Resolution Assay*. This poster contains two tables, one for  $j$  degrees centigrade, the other for  $k$ . You may obtain  $c$  by summing those values; that is,  $c = j + k$ . And while you’re there, check out the cool posters all around you!

### 3.2 Using the outputs

This next step should not surprise you. Go run your `StrangeMath` program, and enter the values of  $a$ ,  $b$ , and  $c$  that you worked so hard to obtain. From it, you will, of course, obtain values for  $x$ ,  $y$ , and  $z$ . These are the values you need to find the person among the pictures of alumni athletes in the gym. To wit, follow these steps to find the person in question:

1. Go to the gym.<sup>13</sup> Go to the *hallway on the north side of the basketball court*.<sup>14</sup> Then, look at the *north wall of that hallway*—that is, with your back to the basketball court itself.
2. Starting from the far left side of this wall, find the  $x^{th}$  column of photographs.
3. From the bottom of that column, find the photograph in the  $y^{th}$  row. **Note the team and year of this photograph.**
4. Within the photograph, find the middle row of people.
5. From the left side of that row of people, find the  $z^{th}$  person. **Note the exact name of this person in the photograph.**

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<sup>10</sup>Don’t know where that is? Use The Google, Luke.

<sup>11</sup>Yup, another **bonus opportunity**: What author would get the howling fantods if he were alive to see my mimicry of his heavy use of footnotes?

<sup>12</sup>Just kidding! Amherst is outstanding during the summers, and working in the labs on original research is fascinating.

<sup>13</sup>Duh.

<sup>14</sup>Don’t know which way is north? Seriously, you can’t figure that out?

**Recording your big find:** Run, don't walk, to a computer from which you can login to `remus/romulus`. Within your `project-1` subdirectory, use *Emacs* to open a plain text file, like so:

```
$ emacs final-answer.txt &
```

Into this file, type the two pieces of information that you noted from alumni photograph: the team/year of the photograph, and name of the person. If you have figured out any of the above *bonus points*, add that information to this file of answers. **Super-mega-bonus point:** Find the two other photographs in that gym in which this same person appears. Enter into your collection of answers the year and sport of those two photographs.

When you have entered all of the information that you can gather, save the file and then close your *Emacs* window.

## 4 How to submit your work

You will use the `cs111-submit` command to turn in your work. Specifically, you should submit your completed `Howdy.java`, `StrangeMath.java`, and `final-answer.txt` files, like so:

```
cs111-submit project-1 Howdy.java StrangeMath.java final-answer.txt
```

**This assignment is due on Thursday, September 13, at 11:59 pm.**