

ENG 1112 A: Test 1, September 30, 2020, 10 am (100 minutes)

The test is worth 15 percent of your grade in the course.

It will be written in two parts, and each part will be graded out of 100. This means that you will be getting two grades for test 1: one grade (out of 100) for part 1 (that grade will be worth 10% of your final grade in the course) and another grade (out of 100) for part 2 (that grade will be worth 5% of your final grade in the course).

Both parts of the test must be completed by 11:40 am (Ottawa time).

There will NOT be a Zoom meeting during the test, but you may contact me during the test to ask questions (see contact information below). Note that I cannot answer questions in a manner that would direct you toward the answer (I can only answer general questions about instructions, etc.). The test is "open book" (you may consult course materials while writing it, but you may NOT communicate with other students or other people who could help you answer the questions during the test.

My contact information for questions during the test:

Email: gbaronsa@uottawa.ca

Home phone: 613-729-7602

Mobile and text: 613-295-6372

Part 1 is included in this handout below (see instructions below).

Part 2 is NOT included in this handout. You may find it in the Quizzes section of your DGD Brightspace page (Quizzes are under "More" in the Navbar). It will include 10 multiple-choice questions (each question worth 10% of Part 2 of the test). Part 2 will be graded automatically. You will see your grade on Brightspace after the test closes, and the answer key will be posted after the test closes in the "tests" folder.

You may submit the two parts of the test in any order that you'd like (part 1 before part 2 or part 2 before part 1). Both parts should be completed by 11:40 am.

A note for students who have accommodations with Student Academic Success Services (SASS):

You will be writing the test on Brightspace (this is a change from the original information I gave you that said that you will be writing through SASS). Students with SASS accommodations may submit the test later at a time that corresponds to their accommodations. For example, if your accommodation is for 20% extra time (20% is just a random example), you may submit the test within 120 minutes. I have a record of your accommodations from SASS, so I will be able to check the accuracy of your time of submission.

Part 1

Part 1 contains 10 questions (each worth 10% of Part 1). Part 1 is worth 10% of your grade in the course.

Please download this document, save it on your computer, answer each question in the document directly below the question and upload the document in the Assignments sections of your DGD Brightspace under "Test 1, part 1" (Assignments are under "More" in the Navbar). The name of the file you upload should be your first and last name, and it should be in a Word format (or, if not possible, PDF). Your DGD leader will grade the file you submit, typically within 2-3 weeks.

Note: some of the information in the questions may be fictional, and you may make up fictional information to solve the problems.

- 1. Explain what the problem is in the following sentence and rewrite the sentence to eliminate the problem:**

The supervisor told the engineer that his presentation notes required close editing.

The pronoun “his” is ambiguous. The pronoun can cause a misunderstanding about the subject of the sentence. As the reader, it is unclear whether the sentence is referring to the notes of the supervisor or the engineer. To better write this sentence so that there are no chances of confusion, we can write “The supervisor told the engineer that [the engineer’s/the supervisor’s] notes required close editing.” By clarifying the pronoun with the subject, the sentence is easier to follow and the meaning is not ambiguous.

- 2. Explain what the problem is in the following sentence and rewrite the sentence to eliminate the problem:**

Though only a junior employee, the company Rosepen promoted Anikan to the position of chief designer.

This is a case of a dangling modifier, meaning as the reader it is expected that after the comma, the subject of the sentence should have been introduced. Yet it was unclear, at first, how the company could be the subject. This could cause confusion and extra work for the reader, which is to be avoided. Instead we can write “Though only a junior employee, Anikan was promoted to the position of chief designer at the company, Rosepen.”

- 3. Explain what the problem is in the following sentence and rewrite the sentence to eliminate the problem:**

A significant percent of the recent increase in COVID-19 cases in Ontario is among younger age groups.

Firstly, there is vagueness as a result of the use of the word *significant*. This can be taken in many ways by the reader causing a shift in the true meaning. *Significant* should be used in reference to a real number value or should be replaced by a real number value for clarification. Also, *younger age groups* is vague because as the reader it is impossible to tell what age group is being referenced. As an example the age group 50-60 years old is a younger age group compared to the age group of 80-100 but yet the 50-60 year old age group is not actually a young age group. Numerical values should be used when referring to statistical and scientific evidence when possible to increase precision. Instead this sentence should be written so it reads as “Amongst the age group of 10-25 year-olds, there has been a 40% increase in recent COVID-19 cases within Ontario.”

- 4. Explain what the problem is in the following sentence and rewrite the sentence to eliminate the problem (note: Oz is a fictional city):**

The number of COVID-19 cases in Oz doubled between August 1 and September 1, 2020. This is partly due to 60% more testing being done.

It is unspecified what *doubled* really means since the sentence did not provide the reader with the initial number of COVID-19 cases. This is subjective because different readers can assume different values and thus change the true meaning of the sentence. Also there is information missing in regards to the testing being done. One could ask, what testing is being done, why the sudden demand for more testing and why only *partly due to* more testing...what else caused this increase? Instead the sentence could read "From the 2000 cases documented before July 2020 in Oz, the number of cases have doubled to 4000 cases between August 1 and September 1, 2020. This was due to the recent outbreak in residential homes as well as the 60% increases in testing at high density areas within the population of Oz."

- 5. Imagine that you are writing a report that proposes improved response strategies for COVID-19. You divide the report into sub-sections and entitle the first sub-section "the situation." Explain what the problem with this sub-title is and how the sub-title might be improved.**

The subtitle is very generic, in technical writing it is important that we specify the subject being written about with vivid and descriptive words. A title, whether it is just a subtitle or the title of an article, it is important that it indicates the main focus of the paper to avoid any form of vagueness and unprofessionalism through the lack of research, analysis and focus. To improve the subtitle, one could write "The COVID-19 situation in Ottawa; what can be done"

- 6. Based on the text on "meeting your ethical obligations" (House et. al), describe the problem that the authors refer to when they describe engineers who have been asked to take off their engineering hat and put on their management hat.**

The problem is that as an engineer, being asked to "take off" their engineering hat is not a valid way to say that engineers need to think about managerial aspects of a project or company as well. As an engineer, there are obligations that need to be met, such as safety and public health thus asking an engineer to think solely about the management aspects of the project or company would not benefit the most people overall. It is also

not ethical to think that profitability is more important than public safety, because it is not. As an engineer, it is the duty to protect the public's safety over all other aspects and thus managers of any company should not put the pressure on the engineer to abandon the ethical code of an engineer.

7. Explain why Wushow Chou used plain English when he started working in the United States and why he believes everyone should master the skill of using plain language.

Wushow Chou started using plain language when he started working in the United States due to the fact that since he was an immigrant, his accent was still very strong and he knew it would be difficult for people to understand what he was saying if he tried to overcomplicate the words he was using when speaking and explaining broad or complex ideas. Instead he used plain language, which consists of precise and simple words, to communicate his thoughts in an effective way.

Chou believes that everyone should master the skill of using plain language since it increases the effectiveness of communication and the audience is able to understand the purpose and true meaning for what is being said without using assumption and such techniques that may cause confusion and misunderstanding. Using plain language allows the audience, to whom one is speaking to, to be able to readily and easily understand the words, phrases and expressions being used to present the information.

8. Frederick Brooks writes that “great designs do not come from great processes.” Explain one of the reasons that design processes are problematic.

Brooks states that product design is a conservative aspect aimed to bring order to the natural chaos of design. This is the main reason for the hindering of product design because Brooks states that truly great design comes from chaotic situations, it is the mess that produces great designs. If one is restricted to the tools and materials one can use, the true creativity and innovation of design is lost. Since the design process is conservative, its main focus is to bring about similar yet slightly different products to meet the previously established framework. This causes restrictions and limitations to innovation and design and thus establishing that design process is problematic for true, great designs.

9. Explain one reason that, according to Kimberly Young, Internet addiction is more challenging to diagnose than addiction to chemical drugs.

It is challenging to diagnose internet addiction because it can be validated by the patient and even the cultural environment surrounding the patient. Since the use of the internet is not only restricted to entertainment, but it is also used for educational and work purposes. The cultural environment validates this since technology is the basis of jobs and careers of the future. The patient may not understand that they have an addiction to the internet since the internet is a tool that is widening used in this generation and has many true purposes. They may deny the fact that they have an addiction to the internet since it is encouraged to be used in work and school settings and thus justified. It is harder to diagnose than chemical drug addictions since the symptoms can be masked by other symptoms of other conditions such as depression, bipolar disorder or anxiety. .

10. Write 3-6 sentences in which you describe the progress you have made on Report 1 so far.

Much like the start of any research-based assessment done thus far in my educational journey, the beginning consists of at least one night of research followed by the organisation of all the research found. The research acts as a basis to start developing ideas through interesting aspects of the information found during this stage. Since this report is broad in terms of the topic, I have brainstormed and organised some concepts that I found interesting and categorised these topics within three subcategories, ethics behind preimplantation genetic screening, scientific strategies to meet the requirements of the globally increasing human population and the development of genetic engineering through CRISPR technologies. This allowed me to decide what aspects of each topic are the most applicable to the requirements of this courses as well as guarantee that there are enough scientific sources which would act as references to the final report. Next, I will start summarizing the information I have collected, in order to organise the information into a functional mind map which includes the point, the explanation and the analysis.