**Today:** Basics of scientific writing; words and word location. Textbook Ch. 1–3.
**Next class:** Basics contd.; sentences, paragraphs. Textbook Ch. 4–6.
Read assigned material, including problems, *before and after* class.

1. List the members of your group below. Underline your name.

2. For each of the writing errors noted below, provide an example that illustrates the error, and a revision that corrects the error. Use examples of your own; do not reuse or superficially modify the book's examples.

   (a) Imprecise words.

   (b) Overly complex words.

   (c) Stereotyping.

   (d) Redundancies.

3. Provide an original example analogous to Example 3-2 (p. 36) of the textbook. Explain it qualitatively using a table similar to the one in that example.

4. Focusing on word placement and flow, write (individually) a paragraph based on the following points on programming languages (from Chapter 1 of a classic[1]). Then ask a group member to critique it.

- Ways to instruct a computer.
- Framework for organizing thoughts.
- Combining simple ideas to form complex ones.
  - Primitive objects and operations.
  - Means of combination (building compound objects and operations).
  - Means of abstraction (manipulating the above as units).

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[1]Harold Abelson, Gerald Jay Sussman and Julie Sussman, *Structure and Interpretation of Computer Programs*, 2nd edition (MIT Press, 1996).