

Common Programming Error 4.3

Forgetting one or both of the braces that delimit a block can lead to syntax errors or logic errors in a program.



Good Programming Practice 4.4

Always putting the braces in an `if . . . else` statement (or any control statement) helps prevent their accidental omission, especially when adding statements to an `if` or `else` clause at a later time. To avoid omitting one or both of the braces, some programmers prefer to type the beginning and ending braces of blocks even before typing the individual statements within the braces.



4.6 i f...el se Double-Selection Statement (Cont.)

- **Empty statement**
 - **A semicolon (;) where a statement would normally be**
 - **Performs no action**
 - **Also called a null statement**



Common Programming Error 4.4

Placing a semicolon after the condition in an `if` statement leads to a logic error in single-selection `if` statements and a syntax error in double-selection `if . . . else` statements (when the `if` part contains an actual body statement).



4.7 while Repetition Statement

- **Repetition statement**

- Action repeated while some condition remains true

- Pseudocode

- *While there are more items on my shopping list*

- Purchase next item and cross it off my list*

- while loop repeats until condition becomes false

- Example

- `int product = 3;`

- ```
while (product <= 100)
 product = 3 * product;
```



## Common Programming Error 4.5

---

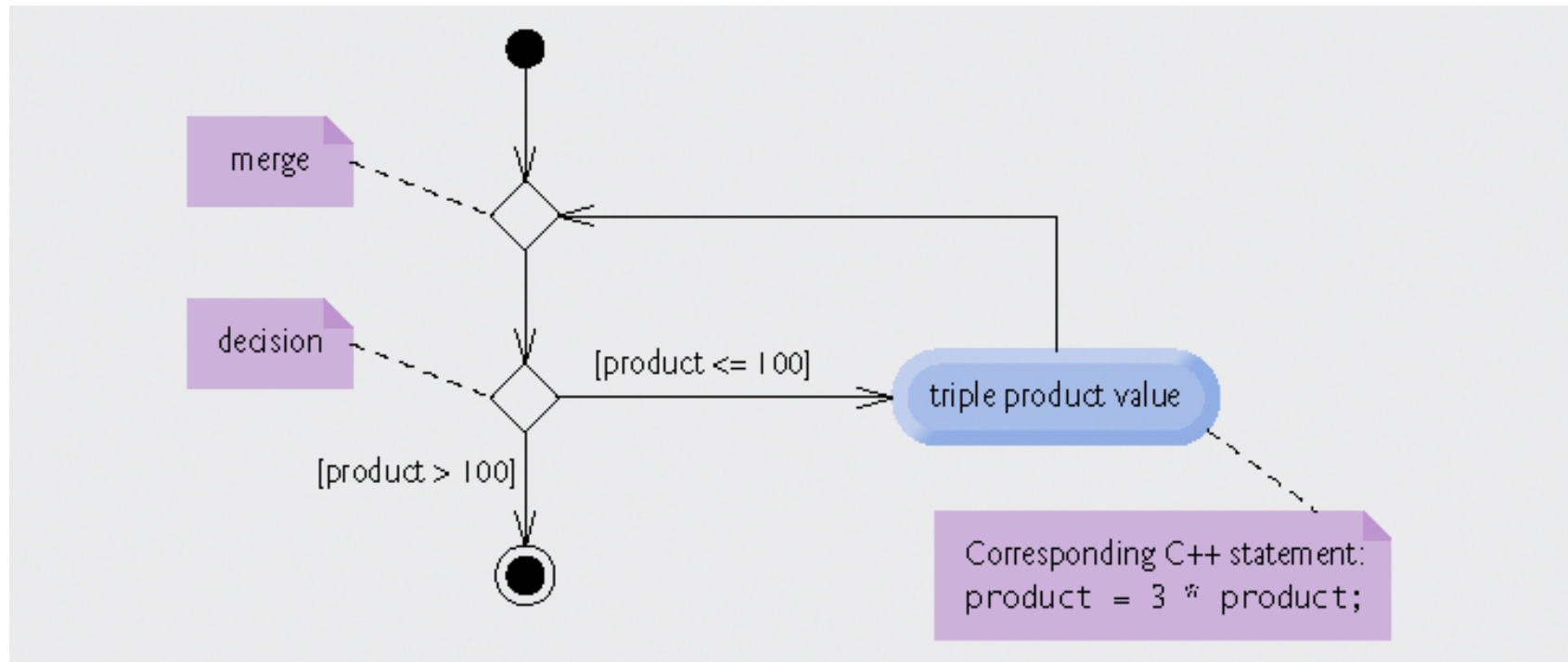
**Not providing, in the body of a while statement, an action that eventually causes the condition in the while to become false normally results in a logic error called an infinite loop, in which the repetition statement never terminates. This can make a program appear to “hang” or “freeze” if the loop body does not contain statements that interact with the user.**



## 4.7 while Repetition Statement (Cont.)

- **UML merge symbol**
  - Joins two or more flows of activity into one flow of activity
  - Represented as a diamond
    - Unlike the decision symbol a merge symbol has
      - Multiple incoming transition arrows
      - Only one outgoing transition arrows
        - No guard conditions on outgoing transition arrows
  - Has no counterpart in C++ code





**Fig. 4.6 | while repetition statement UML activity diagram.**





## Performance Tip 4.3

---

**Many of the performance tips we mention in this text result in only small improvements, so the reader might be tempted to ignore them. However, a small performance improvement for code that executes many times in a loop can result in substantial overall performance improvement.**



## 4.8 Formulating Algorithms: Counter-Controlled Repetition

- **Problem statement**

*A class of ten students took a quiz. The grades (integers in the range 0 to 100) for this quiz are available to you. Calculate and display the total of all student grades and the class average on the quiz.*

- **Counter-controlled repetition**

- Loop repeated until counter reaches certain value
- Also known as definite repetition
  - Number of repetitions known beforehand



## 4.8 Formulating Algorithms: Counter-Controlled Repetition (Cont.)

- **Counter-controlled repetition (Cont.)**
  - **Counter variable**
    - **Used to count**
      - **In example, indicates which of the 10 grades is being entered**
  - **Total variable**
    - **Used to accumulate the sum of several values**
    - **Normally initialized to zero beforehand**
      - **Otherwise it would include the previous value stored in that memory location**



## Software Engineering Observation 4.3

---

**Experience has shown that the most difficult part of solving a problem on a computer is developing the algorithm for the solution. Once a correct algorithm has been specified, the process of producing a working C++ program from the algorithm is normally straightforward.**



```
1 Set total to zero
2 Set grade counter to one
3
4 While grade counter is less than or equal to ten
5 Prompt the user to enter the next grade
6 Input the next grade
7 Add the grade into the total
8 Add one to the grade counter
9
10 Set the class average to the total divided by ten
11 Print the total of the grades for all students in the class
12 Print the class average
```

**Fig. 4.7 | Pseudocode algorithm that uses counter-controlled repetition to solve the class average problem.**



## Outline

fig04\_08.cpp

(1 of 1)

```
1 // Fig. 4.8: GradeBook.h
2 // Definition of class GradeBook that determines a class average.
3 // Member functions are defined in GradeBook.cpp
4 #include <string> // program uses C++ standard string class
5 using std::string;
6
7 // GradeBook class definition
8 class GradeBook
9 {
10 public:
11 GradeBook(string); // constructor initializes
12 void setCourseName(string); // function to set
13 string getCourseName(); // function to retrieve
14 void displayMessage(); // display a welcome message
15 void determineClassAverage(); // averages grades entered by the user
16 private:
17 string courseName; // course name for this GradeBook
18 }; // end class GradeBook
```

Function **determineClassAverage** implements the class average algorithm described by the pseudocode



Outline

fi g04\_09. cpp

(1 of 3)

```

1 // Fig. 4.9: GradeBook.cpp
2 // Member-function definitions for class GradeBook that solves the
3 // class average program with counter-controlled repetition.
4 #include <iostream>
5 using std::cout;
6 using std::cin;
7 using std::endl;
8
9 #include "GradeBook.h" // include definition of class GradeBook
10
11 // constructor initializes courseName with string supplied as argument
12 GradeBook::GradeBook(string name)
13 {
14 setCourseName(name); // validate and store courseName
15 } // end GradeBook constructor
16
17 // function to set the course name;
18 // ensures that the course name has at most 25 characters
19 void GradeBook::setCourseName(string name)
20 {
21 if (name.length() <= 25) // if name has 25 or fewer characters
22 courseName = name; // store the course name in the object
23 else // if name is longer than 25 characters
24 { // set courseName to first 25 characters of parameter name
25 courseName = name.substr(0, 25); // select first 25 characters
26 cout << "Name \"<\" << name << "\" exceeds maximum length (25).\\n"
27 << "Limiting courseName to first 25 characters.\\n" << endl;
28 } // end if...else
29 } // end function setCourseName
30

```

If course name was longer than 25, select first 25 characters



Outline

fi g04\_09. cpp

(2 of 3)

```

31 // function to retrieve the course name
32 string GradeBook::getCourseName()
33 {
34 return courseName;
35 } // end function getCourseName
36
37 // display a welcome message to the GradeBook user
38 void GradeBook::displayMessage()
39 {
40 cout << "Welcome to the grade book for\n" << getCourseName() << "\n"
41 << endl;
42 } // end function displayMessage
43
44 // determine class average based on 10 grades entered by user
45 void GradeBook::determineClassAverage()
46 {
47 int total; // sum of grades entered by user
48 int gradeCounter; // number of the grade to be entered next
49 int grade; // grade value entered by user
50 int average; // average of grades
51

```

Function **determineClassAverage** implements the class average algorithm described by the pseudocode

Declare total variable **total**

Declare counter variable **gradeCounter**





```

52 // initialization phase
53 total = 0; // initialize total
54 gradeCounter = 1; // initialize loop counter
55
56 // processing phase
57 while (gradeCounter <= 10) // loop 10 times
58 {
59 cout << "Enter grade: "; // prompt for input
60 cin >> grade; // input next grade
61 total = total + grade; // add grade to total
62 gradeCounter = gradeCounter + 1; // increment counter by 1
63 } // end while
64
65 // termination phase
66 average = total / 10; // integer division yields
67
68 // display total and average of grades
69 cout << "\nTotal of all 10 grades is " << total << endl;
70 cout << "Class average is " << average << endl;
71 } // end function determineClassAverage

```

Initialize total variable **total** to 0

Initialize counter variable **gradeCounter** to 1

Continue looping as long as **gradeCounter**'s value is less than or equal to 10

Add the current grade to **total**

Increment counter by 1, which causes **gradeCounter** to exceed 10 eventually

Perform the averaging calculation and assign its result to the variable **average**

04\_09.cpp  
(3)



## Outline

fig04\_10.cpp

(1 of 1)

```
1 // Fig. 4.10: fig04_10.cpp
2 // Create GradeBook object and invoke its determineClassAverage function.
3 #include "GradeBook.h" // include definition of class GradeBook
4
5 int main()
6 {
7 // create GradeBook object myGradeBook and
8 // pass course name to constructor
9 GradeBook myGradeBook("CS101 C++ Programming");
10
11 myGradeBook.displayMessage(); // display welcome message
12 myGradeBook.determineClassAverage(); // find average of 10 grades
13 return 0; // indicate successful termination
14 } // end main
```

```
Welcome to the grade book for
CS101 C++ Programming
```

```
Enter grade: 67
Enter grade: 78
Enter grade: 89
Enter grade: 67
Enter grade: 87
Enter grade: 98
Enter grade: 93
Enter grade: 85
Enter grade: 82
Enter grade: 100
```

```
Total of all 10 grades is 846
Class average is 84
```



# Good Programming Practice 4.5

---

**Separate declarations from other statements in functions with a blank line for readability.**



## 4.8 Formulating Algorithms: Counter-Controlled Repetition (Cont.)

- **Uninitialized variables**
  - Contain “garbage” (or undefined) values
- **Notes on integer division and truncation**
  - Integer division
    - When dividing two integers
    - Performs truncation
      - Fractional part of the resulting quotient is lost



# Common Programming Error 4.6

---

**Not initializing counters and totals can lead to logic errors.**



## Error-Prevention Tip 4.2

---

**Initialize each counter and total, either in its declaration or in an assignment statement. Totals are normally initialized to 0. Counters are normally initialized to 0 or 1, depending on how they are used (we will show examples of when to use 0 and when to use 1).**



# Good Programming Practice 4.6

---

**Declare each variable on a separate line with its own comment to make programs more readable.**



# Common Programming Error 4.7

---

**Assuming that integer division rounds (rather than truncates) can lead to incorrect results. For example,  $7 \div 4$ , which yields 1.75 in conventional arithmetic, truncates to 1 in integer arithmetic, rather than rounding to 2.**





# Common Programming Error 4.8

---

**Using a loop's counter-control variable in a calculation after the loop often causes a common logic error called an **off-by-one-error**. In a counter-controlled loop that counts up by one each time through the loop, the loop terminates when the counter's value is one higher than its last legitimate value (i.e., 11 in the case of counting from 1 to 10).**



## 4.9 Formulating Algorithms: Sentinel-Controlled Repetition

- **Problem statement**

*Develop a class average program that processes grades for an arbitrary number of students each time it is run.*

- **Sentinel-controlled repetition**

- **Also known as indefinite repetition**

- **Use a sentinel value**

- **Indicates “end of data entry”**

- **A sentinel value cannot also be a valid input value**

- **Also known as a signal, dummy or flag value**



# Common Programming Error 4.9

---

**Choosing a sentinel value that is also a legitimate data value is a logic error.**



## 4.9 Formulating Algorithms: Sentinel-Controlled Repetition (Cont.)

- **Top-down, stepwise refinement**
  - **Development technique for well-structured programs**
  - **Top step**
    - **Single statement conveying overall function of the program**
    - **Example**
      - *Determine the class average for the quiz*
  - **First refinement**
    - **Multiple statements using only the sequence structure**
    - **Example**
      - *Initialize variables*
      - *Input, sum and count the quiz grades*
      - *Calculate and print the total of all student grades and the class average*



# Software Engineering Observation 4.4

---

**Each refinement, as well as the top itself, is a complete specification of the algorithm; only the level of detail varies.**



## Software Engineering Observation 4.5

---

**Many programs can be divided logically into three phases: an initialization phase that initializes the program variables; a processing phase that inputs data values and adjusts program variables (such as counters and totals) accordingly; and a termination phase that calculates and outputs the final results.**



# Common Programming Error 4.10

---

**An attempt to divide by zero normally causes a fatal runtime error.**



## Error-Prevention Tip 4.3

---

**When performing division by an expression whose value could be zero, explicitly test for this possibility and handle it appropriately in your program (such as by printing an error message) rather than allowing the fatal error to occur.**





## 4.9 Formulating Algorithms: Sentinel-Controlled Repetition (Cont.)

- **Top-down, stepwise refinement (Cont.)**
  - **Second refinement**
    - **Commit to specific variables**
    - **Use specific control structures**
    - **Example in Fig. 4.11**
- **Fatal logic error**
  - **Could cause the program the fail**
    - **Often called “bombing” or “crashing”**
  - **Division by zero is normally a fatal logic error**



```
1 Initialize total to zero
2 Initialize counter to zero
3
4 Prompt the user to enter the first grade
5 Input the first grade (possibly the sentinel)
6
7 While the user has not yet entered the sentinel
8 Add this grade into the running total
9 Add one to the grade counter
10 Prompt the user to enter the next grade
11 Input the next grade (possibly the sentinel)
12
13 If the counter is not equal to zero
14 Set the average to the total divided by the counter
15 Print the total of the grades for all students in the class
16 Print the class average
17 else
18 Print "No grades were entered"
```

**Fig. 4.11 | Class average problem pseudocode algorithm with sentinel-controlled repetition.**



## Software Engineering Observation 4.6

---

**Terminate the top-down, stepwise refinement process when the pseudocode algorithm is specified in sufficient detail for you to be able to convert the pseudocode to C++. Normally, implementing the C++ program is then straightforward.**



## Software Engineering Observation 4.7

---

**Many experienced programmers write programs without ever using program development tools like pseudocode. These programmers feel that their ultimate goal is to solve the problem on a computer and that writing pseudocode merely delays the production of final outputs. Although this method might work for simple and familiar problems, it can lead to serious difficulties in large, complex projects.**



## 4.9 Formulating Algorithms: Sentinel-Controlled Repetition (Cont.)

- **Floating-point numbers**
  - A real number with a decimal point
  - C++ provides data types `float` and `double`
    - `double` numbers can have larger magnitude and finer detail
      - Called precision
    - Floating-point constant values are treated as `double` values by default
  - Floating-point values are often only approximations



## Outline

fig04\_12.cpp

(1 of 1)

```
1 // Fig. 4.12: GradeBook.h
2 // Definition of class GradeBook that determines a class average.
3 // Member functions are defined in GradeBook.cpp
4 #include <string> // program uses C++ standard string class
5 using std::string;
6
7 // GradeBook class definition
8 class GradeBook
9 {
10 public:
11 GradeBook(string); // constructor initializes course name
12 void setCourseName(string); // function to set the course name
13 string getCourseName(); // function to retrieve the course name
14 void displayMessage(); // display a welcome message
15 void determineClassAverage(); // averages grades entered by the user
16 private:
17 string courseName; // course name for this GradeBook
18 }; // end class GradeBook
```



## Outline

```

1 // Fig. 4.13: GradeBook.cpp
2 // Member-function definitions for class GradeBook that solves the
3 // class average program with sentinel-controlled input
4 #include <iostream>
5 using std::cout;
6 using std::cin;
7 using std::endl;
8 using std::fixed; // ensures that decimal point is displayed
9
10 #include <iomanip> // parameterized stream manipulators
11 using std::setprecision; // sets numeric output precision
12
13 // include definition of class GradeBook from GradeBook.h
14 #include "GradeBook.h"
15
16 // constructor initializes courseName with string supplied as argument
17 GradeBook::GradeBook(string name)
18 {
19 setCourseName(name); // validate and store courseName
20 } // end GradeBook constructor
21

```

**fixed** forces output to print in fixed point format (not scientific notation) and forces trailing zeros and decimal point to print

**setprecision** stream manipulator (in header `<iomanip>`) sets numeric output precision

fig04\_13.cpp



## Outline

fi g04\_13. cpp

(2 of 4)

```
22 // function to set the course name;
23 // ensures that the course name has at most 25 characters
24 void GradeBook::setCourseName(string name)
25 {
26 if (name.length() <= 25) // if name has 25 or fewer characters
27 courseName = name; // store the course name in the object
28 else // if name is longer than 25 characters
29 { // set courseName to first 25 characters of parameter name
30 courseName = name.substr(0, 25); // select first 25 characters
31 cout << "Name \" " << name << "\" exceeds maximum length (25).\n"
32 << "Limiting courseName to first 25 characters.\n" << endl ;
33 } // end if...else
34 } // end function setCourseName
35
36 // function to retrieve the course name
37 string GradeBook::getCourseName()
38 {
39 return courseName;
40 } // end function getCourseName
41
42 // display a welcome message to the GradeBook user
43 void GradeBook::displayMessage()
44 {
45 cout << "Welcome to the grade book for\n" << getCourseName() << "!\n"
46 << endl ;
47 } // end function displayMessage
48
```





Function **determineClassAverage** implements the class average algorithm described by the pseudocode

11g04\_13.cpp

(3 of 4)

Declare local **int** variables **total**, **gradeCounter** and **grade** and **double** variable **average**

**while** loop iterates as long as **grade** does not equal the sentinel value **-1**

```

49 // determine class average based on 10 grades entered by user
50 void GradeBook::determineClassAverage()
51 {
52 int total; // sum of grades entered by user
53 int gradeCounter; // number of grades entered
54 int grade; // grade value
55 double average; // number with decimal point for average
56
57 // initialization phase
58 total = 0; // initialize total
59 gradeCounter = 0; // initialize loop counter
60
61 // processing phase
62 // prompt for input and read grade from user
63 cout << "Enter grade or -1 to quit: ";
64 cin >> grade; // input grade or sentinel value
65
66 // loop until sentinel value read from user
67 while (grade != -1) // while grade is not -1
68 {
69 total = total + grade; // add grade
70 gradeCounter = gradeCounter + 1; // increment counter
71
72 // prompt for input and read next grade from user
73 cout << "Enter grade or -1 to quit: ";
74 cin >> grade; // input grade or sentinel value
75 } // end while
76

```



## Outline

```
77 // termination phase
78 if (gradeCounter != 0) // if user entered at least one grade...
79 {
80 // calculate average of all grades entered
81 average = static_cast< double >(total) / gradeCounter;
82
83 // display total and average (with two digits)
84 cout << "\nTotal of all " << gradeCounter << "
85 << total << endl;
86 cout << "Class average is " << setprecision(2) << fixed << average
87 << endl;
88 } // end if
89 else // no grades were entered, so output appropriate message
90 cout << "No grades were entered" << endl;
91 } // end function determineClassAverage
```

Calculate average grade using  
**static\_cast< double >**  
to perform explicit conversion

file g04\_13.cpp

(4 of 4)



## Outline

fig04\_14.cpp

(1 of 1)

```
1 // Fig. 4.14: fig04_14.cpp
2 // Create GradeBook object and invoke its determineClassAverage function.
3
4 // Include definition of class GradeBook from GradeBook.h
5 #include "GradeBook.h"
6
7 int main()
8 {
9 // create GradeBook object myGradeBook and
10 // pass course name to constructor
11 GradeBook myGradeBook("CS101 C++ Programming");
12
13 myGradeBook.displayMessage(); // display welcome message
14 myGradeBook.determineClassAverage(); // find average of 10 grades
15 return 0; // indicate successful termination
16 } // end main
```

```
Welcome to the grade book for
CS101 C++ Programming
```

```
Enter grade or -1 to quit: 97
```

```
Enter grade or -1 to quit: 88
```

```
Enter grade or -1 to quit: 72
```

```
Enter grade or -1 to quit: -1
```

```
Total of all 3 grades entered is 257
Class average is 85.67
```



## Good Programming Practice 4.7

---

**Prompt the user for each keyboard input. The prompt should indicate the form of the input and any special input values. For example, in a sentinel-controlled loop, the prompts requesting data entry should explicitly remind the user what the sentinel value is.**



# Common Programming Error 4.11

---

**Omitting the braces that delimit a block can lead to logic errors, such as infinite loops. To prevent this problem, some programmers enclose the body of every control statement in braces, even if the body contains only a single statement.**



# Common Programming Error 4.12

---

**Using floating-point numbers in a manner that assumes they are represented exactly (e.g., using them in comparisons for equality) can lead to incorrect results. Floating-point numbers are represented only approximately by most computers.**



## 4.9 Formulating Algorithms: Sentinel-Controlled Repetition (Cont.)

- **Unary cast operator**

- **Creates a temporary copy of its operand with a different data type**

- **Example**

- `static_cast< double > ( total )`

- **Creates temporary floating-point copy of total**

- **Explicit conversion**

- **Promotion**

- **Converting a value (e.g. `int`) to another data type (e.g. `double`) to perform a calculation**

- **Implicit conversion**



# Common Programming Error 4.13

---

**The cast operator can be used to convert between fundamental numeric types, such as `int` and `double`, and between related class types (as we discuss in Chapter 13, Object-Oriented Programming: Polymorphism). Casting to the wrong type may cause compilation errors or runtime errors.**





## 4.9 Formulating Algorithms: Sentinel-Controlled Repetition (Cont.)

- **Formatting floating-point numbers**
  - **Parameterized stream manipulator `setprecision`**
    - Specifies number of digits of precision to display to the right of the decimal point
    - Default precision is six digits
  - **Nonparameterized stream manipulator `fixed`**
    - Indicates that floating-point values should be output in fixed-point format
      - As opposed to scientific notation ( $3.1 \times 10^3$ )
  - **Stream manipulator `showpoint`**
    - Forces decimal point to display



## 4.10 Formulating Algorithms: Nested Control Statement

- **Problem statement**

*A college offers a course that prepares students for the state licensing exam for real estate brokers. Last year, ten of the students who completed this course took the exam. The college wants to know how well its students did on the exam. You have been asked to write a program to summarize the results. You have been given a list of these 10 students. Next to each name is written a 1 if the student passed the exam or a 2 if the student failed.*

*Your program should analyze the results of the exam as follows:*

- 1. Input each test result (i.e., a 1 or a 2). Display the prompting message “Enter result” each time the program requests another test result.*
- 2. Count the number of test results of each type.*
- 3. Display a summary of the test results indicating the number of students who passed and the number who failed.*
- 4. If more than eight students passed the exam, print the message “Raise tuition.”*



## 4.10 Formulating Algorithms: Nested Control Statement (Cont.)

- **Notice that**
  - **Program processes 10 results**
    - **Fixed number, use counter-controlled loop**
  - **Each test result is 1 or 2**
    - **If not 1, assume 2**
  - **Two counters can be used**
    - **One counts number that passed**
    - **Another counts number that failed**
  - **Must decide whether more than eight students passed**



## 4.10 Formulating Algorithms: Nested Control Statement (Cont.)

- **Top level outline**
  - *Analyze exam results and decide whether tuition should be raised*
- **First refinement**
  - *Initialize variables*  
*Input the ten exam results and count passes and failures*  
*Print a summary of the exam results and decide whether tuition should be raised*
- **Second Refinement**
  - *Initialize variables*  
**to**  
*Initialize passes to zero*  
*Initialize failures to zero*  
*Initialize student counter to one*



## 4.10 Formulating Algorithms: Nested Control Statement (Cont.)

- **Second Refinement (Cont.)**

- *Input the ten exam results and count passes and failures*  
to

*While student counter is less than or equal to ten*

*Prompt the user to enter the next exam result*

*If the student passed*

*Add one to passes*

*Else*

*Add one to failures*

*Add one to student counter*



## 4.10 Formulating Algorithms: Nested Control Statement (Cont.)

- **Second Refinement (Cont.)**

- *Print a summary of the exam results and decide whether tuition should be raised*

**to**

*Print the number of passes*

*Print the number of failures*

*If more than eight students passed*

*Print “Raise tuition”*



```
1 Initialize passes to zero
2 Initialize failures to zero
3 Initialize student counter to one
4
5 While student counter is less than or equal to 10
6 Prompt the user to enter the next exam result
7 Input the next exam result
8
9 If the student passed
10 Add one to passes
11 Else
12 Add one to failures
13
14 Add one to student counter
15
16 Print the number of passes
17 Print the number of failures
18
19 If more than eight students passed
20 Print "Raise tuition"
```

**Fig. 4.15 | Pseudocode for examination-results problem.**



## Outline

fig04\_16.cpp

(1 of 1)

```
1 // Fig. 4.16: Analysis.h
2 // Definition of class Analysis that analyzes examination results.
3 // Member function is defined in Analysis.cpp
4
5 // Analysis class definition
6 class Analysis
7 {
8 public:
9 void processExamResults(); // process 10 students' examination results
10 }; // end class Analysis
```





## Outline

fi g04\_17. cpp

(1 of 2)

```
1 // Fig. 4.17: Analysis.cpp
2 // Member-function definitions for class Analysis that
3 // analyzes examination results.
4 #include <iostream>
5 using std::cout;
6 using std::cin;
7 using std::endl;
8
9 // include definition of class Analysis from Analysis.h
10 #include "Analysis.h"
11
12 // process the examination results of 10 students
13 void Analysis::processExamResults()
14 {
15 // initializing variables in declarations
16 int passes = 0; // number of passes
17 int failures = 0; // number of failures
18 int studentCounter = 1; // student counter
19 int result; // one exam result (1 = pass, 2 = fail)
20 }
```

Declare function  
**processExamResults's**  
local variables



## Outline

fi g04\_17. cpp

(2 of 2)

```

21 // process 10 students using counter-controlled loop
22 while (studentCounter <= 10)
23 {
24 // prompt user for input and obtain value from user
25 cout << "Enter result (1 = pass, 2 = fail): ";
26 cin >> result; // input result
27
28 // if...else nested in while
29 if (result == 1) // if result is 1,
30 passes = passes + 1; // increment passes;
31 else // else result is not 1, so
32 failures = failures + 1; // increment failures
33
34 // increment studentCounter so loop eventual
35 studentCounter = studentCounter + 1;
36 } // end while
37
38 // termination phase; display number of passes and failures
39 cout << "Passed " << passes << "\nFailed " << failures << endl;
40
41 // determine whether more than eight students passed
42 if (passes > 8)
43 cout << "Raise tuition " <<
44 } // end function processExamResu

```

Determine whether this student passed or failed, and increment the appropriate variable

Determine whether more than eight students passed



## Outline

fi g04\_18. cpp

(1 of 2)

```
1 // Fig. 4.18: fi g04_18. cpp
2 // Test program for class Analysis.
3 #include "Analysis.h" // include definition of class Analysis
4
5 int main()
6 {
7 Analysis application; // create Analysis object
8 application.processExamResults(); // call function to process results
9 return 0; // indicate successful termination
10 } // end main
```



Outline

fi g04\_18. cpp

(2 of 2)

```

Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 2
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Passed 9
Failed 1
Raise tuition

```

More than eight students  
passed the exam

```

Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 2
Enter result (1 = pass, 2 = fail): 2
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 2
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 1
Enter result (1 = pass, 2 = fail): 2
Passed 6
Failed 4

```



# 4.11 Assignment Operators

- **Assignment expression abbreviations**

- **Addition assignment operator**

- **Example**

- $c = c + 3;$  abbreviates to  $c += 3;$

- **Statements of the form**

*variable = variable operator expression;*

**can be rewritten as**

*variable operator= expression;*

- **Other assignment operators**

- $d -= 4$       ( $d = d - 4$ )

- $e *= 5$       ( $e = e * 5$ )

- $f /= 3$       ( $f = f / 3$ )

- $g \% = 9$       ( $g = g \% 9$ )



| Assignment operator                                    | Sample expression | Explanation | Assigns |
|--------------------------------------------------------|-------------------|-------------|---------|
| <i>Assume: int c = 3, d = 5, e = 4, f = 6, g = 12;</i> |                   |             |         |
| +=                                                     | c += 7            | c = c + 7   | 10 to c |
| --                                                     | d -= 4            | d = d - 4   | 1 to d  |
| *=                                                     | e *= 5            | e = e * 5   | 20 to e |
| /=                                                     | f /= 3            | f = f / 3   | 2 to f  |
| %=                                                     | g %= 9            | g = g % 9   | 3 to g  |

**Fig. 4.19 | Arithmetic assignment operators.**



## 4.12 Increment and Decrement Operators

- **Increment operator ++**
  - Increments variable by one
    - **Example**
      - C++
- **Decrement operator --**
  - Decrement variable by one
    - **Example**
      - C--



# 4.12 Increment and Decrement Operators (Cont.)

- **Preincrement**

- When the operator is used before the variable ( $++C$  or  $--C$ )
- Variable is changed, then the expression it is in is evaluated using the new value

- **Postincrement**

- When the operator is used after the variable ( $C++$  or  $C--$ )
- Expression the variable is in executes using the old value, then the variable is changed





| Operator | Called        | Sample expression | Explanation                                                                                                  |
|----------|---------------|-------------------|--------------------------------------------------------------------------------------------------------------|
| ++       | preincrement  | ++a               | Increment <b>a</b> by 1, then use the new value of <b>a</b> in the expression in which <b>a</b> resides.     |
| ++       | postincrement | a++               | Use the current value of <b>a</b> in the expression in which <b>a</b> resides, then increment <b>a</b> by 1. |
| --       | predecrement  | --b               | Decrement <b>b</b> by 1, then use the new value of <b>b</b> in the expression in which <b>b</b> resides.     |
| --       | postdecrement | b--               | Use the current value of <b>b</b> in the expression in which <b>b</b> resides, then decrement <b>b</b> by 1. |

**Fig. 4.20** | Increment and decrement operators.



## Good Programming Practice 4.8

---

**Unlike binary operators, the unary increment and decrement operators should be placed next to their operands, with no intervening spaces.**



## Outline

fig04\_21.cpp

(1 of 1)

```

1 // Fig. 4.21: fig04_21.cpp
2 // Preincrementing and postincrementing.
3 #include <iostream>
4 using std::cout;
5 using std::endl;
6
7 int main()
8 {
9 int c;
10
11 // demonstrate postincrement
12 c = 5; // assign 5 to c
13 cout << c << endl; // print 5
14 cout << c++ << endl; // print 5 then postincrement
15 cout << c << endl; // print 6
16
17 cout << endl; // skip a line
18
19 // demonstrate preincrement
20 c = 5; // assign 5 to c
21 cout << c << endl; // print 5
22 cout << ++c << endl; // preincrement then print 6
23 cout << c << endl; // print 6
24 return 0; // indicate successful termination
25 } // end main

```

Postincrementing the **c** variable

Preincrementing the **c** variable



## 4.12 Increment and Decrement Operators (Cont.)

- **If `c = 5`, then**
  - `cout << ++c;`
    - **`c` is changed to 6**
    - **Then prints out 6**
  - `cout << c++;`
    - **Prints out 5 (`cout` is executed before the increment)**
    - **`c` then becomes 6**



## 4.12 Increment and Decrement Operators (Cont.)

- **When variable is not in an expression**
  - **Preincrementing and postincrementing have same effect**
    - **Example**
      - `++C;`  
`cout << C;`
      - and**
      - `C++;`  
`cout << C;`
      - are the same**



# Common Programming Error 4.14

---

**Attempting to use the increment or decrement operator on an expression other than a modifiable variable name or reference, e.g., writing  $++(x + 1)$ , is a syntax error.**



| Operators                                      | Associativity | Type                 |
|------------------------------------------------|---------------|----------------------|
| ()                                             | left to right | parentheses          |
| ++ -- <code>static_cast&lt; type &gt;()</code> | left to right | unary (postfix)      |
| ++ -- + -                                      | right to left | unary (prefix)       |
| * / %                                          | left to right | multiplicative       |
| + -                                            | left to right | additive             |
| << >>                                          | left to right | insertion/extraction |
| < <= > >=                                      | left to right | relational           |
| == !=                                          | left to right | equality             |
| ?:                                             | right to left | conditional          |
| = += -= *= /= %=                               | right to left | assignment           |

**Fig. 4.22 | Operator precedence for the operators encountered so far in the text.**



## 4.13 (Optional) Software Engineering Case Study: Identifying Class Attributes in the ATM System

- **Identifying and modeling attributes**
  - **Create attributes and assign them to classes**
    - **Look for descriptive words and phrases in the requirements document**
    - **Each attribute is given an attribute type**
    - **Some attributes may have an initial value**
    - **Example**
      - **userAuthenticated : Boolean = false**
        - **Attribute userAuthenticated is a Boolean value and is initially false**





| Class           | Descriptive words and phrases              |
|-----------------|--------------------------------------------|
| ATM             | user is authenticated                      |
| Balance inquiry | account number                             |
| Withdrawal      | account number<br>amount                   |
| Deposit         | account number<br>amount                   |
| BankDatabase    | [no descriptive words or phrases]          |
| Account         | account number<br>PIN<br>balance           |
| Screen          | [no descriptive words or phrases]          |
| Keypad          | [no descriptive words or phrases]          |
| CashDispenser   | begins each day loaded with 500 \$20 bills |
| DepositSlot     | [no descriptive words or phrases]          |

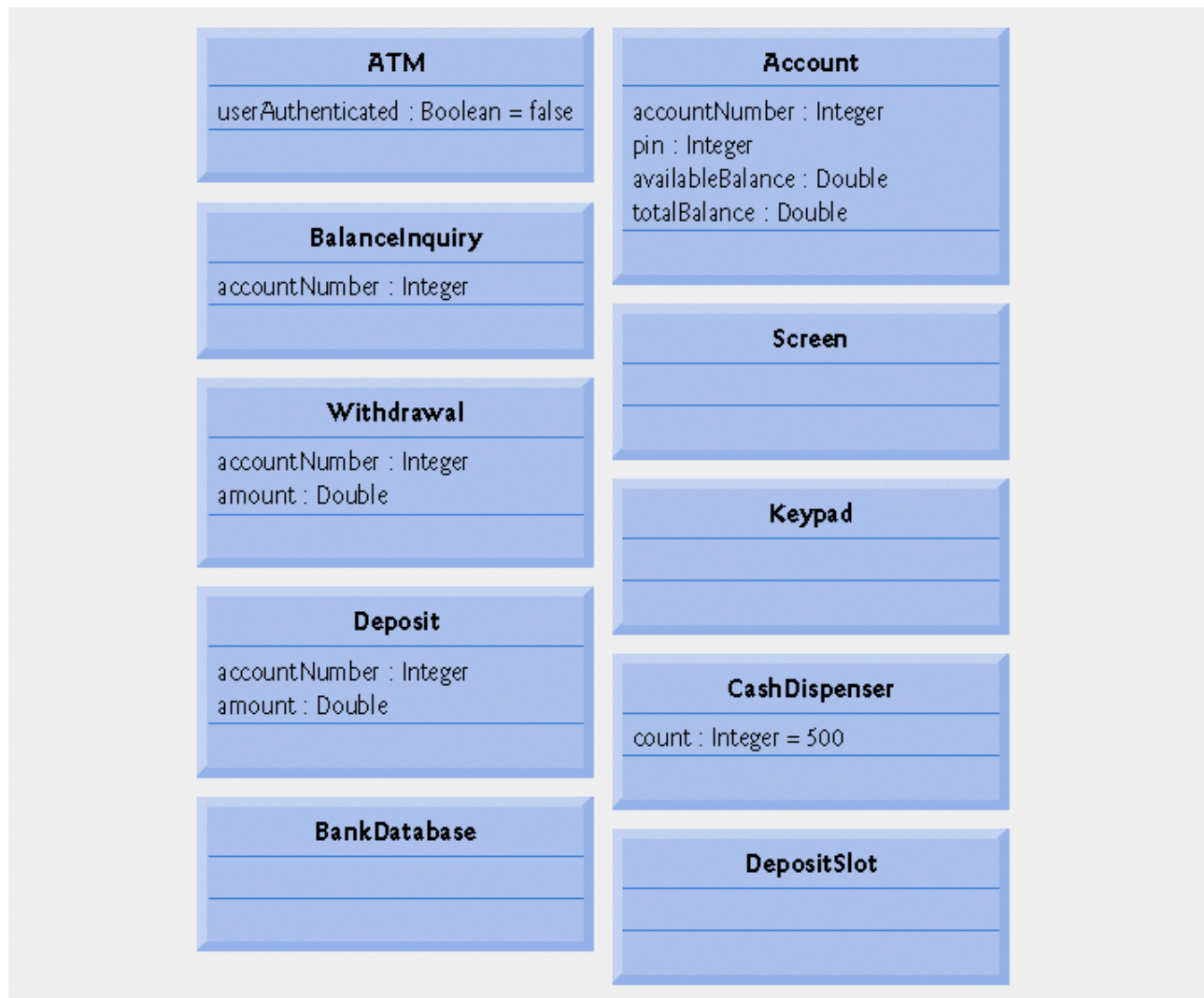
**Fig. 4.23 | Descriptive words and phrases from the ATM requirements.**



## 4.13 (Optional) Software Engineering Case Study: Identifying Class Attributes in the ATM System (Cont.)

- **Identifying and modeling attributes (Cont.)**
  - **Some classes may end up without any attributes**
    - **Additional attributes may be added later on as the design and implementation process continues**
  - **Class-type attributes are modeled more clearly as associations**





**Fig. 4.24 | Classes with attributes.**



## Software Engineering Observation 4.8

---

**At early stages in the design process, classes often lack attributes (and operations). Such classes should not be eliminated, however, because attributes (and operations) may become evident in the later phases of design and implementation.**

