

Running Head: FINAL REFLECTION

Final Reflection

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**Introduction 2**

**Rhetorical Situations 3**

Audience 3

Purpose 4

Stance 4

Genre 5

Media/Design 7

Exigence 7

**Course Learning Outcomes 8**

Outcome 1 8

Outcome 2 9

Outcome 3 9

Outcome 4 10

Outcome 5 11

Outcome 6 11

Outcome 7 12

Outcome 8 13

**Conclusion 13**

**Appendix 15**

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## Introduction

My name is Bujar Sefa, and I am a Freshman at the City College of New York. I am currently enrolled in English for Engineers, 21007, and as the semester is coming to an end, it is time to reflect upon the work that I did throughout this course. This semester of English was not like any other I've had in the past. The former English courses were about literary analysis and literary writing; I would mostly discuss or argue what the author's message was. In this course, my writing and analyzing shifted from literary to more technical. Additionally, my writing became geared towards my computer science major.

The three major assignments in this course were the Technical Description, the Lab Report, and the Proposal. In my Technical Description, "Oral-B Pro 1000 Electric Toothbrush: Technical Description," I discussed the different components that make up the Oral-B Pro 1000 electric toothbrush, from describing its motor to describing its cam and gears. In the Lab Report, "Possible Grindr Feature - Promiscuity Coefficient," I wrote about a social experiment, i.e., the effectiveness of the Grindr Networking application and how I could incorporate a feature - a promiscuity coefficient. The promiscuity coefficient deems a user to have more sexual vs. social interests – thus allowing users to find partners with similar intentions. The "technical" part of my Lab Report included the utilization of Grindr's databases and the C++ implementation of the promiscuity coefficient feature. The last major assignment was the Group Project Proposal, "MTA App Proposal, Technical Project," in which my group and I developed a transit application that streamlined all of the MTA's current applications while also incorporating new features. We discussed the stakeholders of the project, the schedule, and specific tools and resources we may have needed to develop the MTA application.

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Each of the three major papers was like no other work that I've written before. Not only did I have to figure out how to implement the technical applications of the Lab Report and Proposal, I also needed to learn how to turn my technical writing into something that could be understood by its target audience and persuade others to deem my work as useful and credible. In this final reflection paper I will reflect on my achievement of the eight-course learning outcomes and the six rhetorical situations that we needed to take into consideration throughout the semester.

## **Rhetorical Situations**

### **Audience**

As an engineer, one of the most important rhetorical situations that must be taken into consideration is audience. Audience is the group of people who interact with what we write. Audience is important because it helps guide us on what aspects of a paper we must address, and the language that we must utilize to convey our message. In each of the three major assignments, the first step was to figure out who was the target audience - since everything needs to be tailored directly to the reader. In the Technical Description, my audience was geared towards individuals who wanted to learn about the different components of the Oral-B Pro 1000 Electric Toothbrush (Appendix A). I kept my descriptions of each component both concise and comprehensible to a non-technical audience (Appendix B). For my Lab Report, my audience shifted from people who wanted to learn about a toothbrush, to users of dating applications who wanted to know more about an implementation of a promiscuity coefficient (Appendix C). Additionally, it is even for people who wanted to know the technicalities of adding a feature to an application (Appendix D.). Lastly, the Proposal was geared both towards workers in the MTA and my fellow CCNY

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peers (Appendix E). My group and I developed simple UX wireframes that both were easy to use by CCNY students and simple enough for an MTA board member to understand what kind of features may be implemented (Appendix F).

## **Purpose**

For engineers, the purpose of writing is to have documentation of what we are trying to accomplish and create. From the beginning of the semester, I knew that my purpose for writing was to inform and to teach my audience about topics that I was passionate about. In the Lab Report, I stated that if something is created, it's supposed to achieve its purpose (Appendix G), which led to my exigence on the subject because such an app like Grindr doesn't satisfy the needs of its users (Appendix H). Similarly to the Lab Report, my purpose for the MTA Proposal was to help the users of MTA applications (Appendix I). As a group, we realized that commuters have a plethora of transit applications available on their phones and that none even provide the convenience of filling up one's MetroCard (Appendix J). With this issue in hand, we discussed the development of such an application, from the implementation of all the features to measuring the successfulness of such an application (refer to Proposed Technical Approach and Expected project results in MTA Project Proposal). Purpose is more than why we write; it's making sure that our audience has a great take away from what we wrote, and what we are willing to do.

## **Stance**

Stance is crucial **to** engineering-style writing just like audience and purpose, as stance is your attitude towards the topic you wrote about. As engineers, we should have a firm position in our writing, our attitude, and methods in which we write determine our level of success. My

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stance in the Technical Description was that people are not acutely aware of the complexity of certain things that they use daily, such as an electric toothbrush, and I believe they should be more informed about devices they regularly use (Appendix K). My stance appeared in my paper where I mentioned that the toothbrush is more than just a simple handle that vibrates its bristles; an electric toothbrush has many components such as a battery, a motherboard, a motor, etc. that all work together to make it function (Appendix B). As my audience was general consumers, not “tech” people (as mentioned in the Audience section above), I kept my information as easy to comprehend as possible. I genuinely wanted my audience to be able to learn that a toothbrush is far more complicated than it seems - but not too complicated for their understanding (Appendix L).

Likewise, my stance for the Lab Report was that applications should be able to serve their intended purposes (Appendix M). On the Grindr networking app, many users end up having sexual interactions with one another leading it to have the reputation of a hookup app, yet Grindr itself is a networking app, and studies show many of its users want dates yet end up doing something else (Appendix H). I conducted an experiment that would help handle this issue of figuring out which guys are more promiscuous and help gear them towards men with similar intentions to keep them separated from men who only wanted dates. This implementation would benefit both groups achieve their goals more efficiently and keep them on track to meet their initial intentions, as reflected by the positive conclusion of my experiment.

## **Genre**

One of my most significant developments in this class was genre. Genre is defined as the style of writing. At the beginning of the semester, we had to write letters to Professor Carr,

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which was certainly nothing new for me. My letter was personal, informal, and literary. In my letter, I introduced myself to Professor Carr and told her about my teddy bear, which is an item that has allowed me to develop my relationship with my baby sister (Appendix N). As the semester went on, I was introduced to certain genres that I've never worked with before. The first new genre was the Technical Description, where I wrote about the Oral-B Pro 1000 Electric Toothbrush (Appendix O). The Technical Description is a report that breaks apart an object and in detail addresses what components make up the overall object and how those components function, for example, the cam and gear, motor, motherboard, battery, etc. each made up the Oral-B Pro 1000 Electric ToothBrush (Appendix P).

Then, I was exposed to the writing genre of technical/scientific lab reports. While I've done lab reports for my chemistry classes in high school, I never had to develop an experiment from scratch. I never had to figure out how my experiment relates to current studies, or determine how my experiment can help benefit the world (Appendix Q). The last genre I worked with was a Proposal, where I developed a business idea with my group and figured out which aspects the idea would need, i.e., what the timeline would be, which programming languages we need, and what's at stake for this project (Appendix R). One could also say that the Proposal was a tie-in of both the Technical Description and Lab Report, as I had to develop an idea and take each specific part into account in detail. Overall, I think my success came from Professor Carr telling me throughout the semester that my papers are model essays, something I feel accomplished of.

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## **Media/Design**

Just like audience and purpose shift the way our writing comes out, Media/Design does the same thing. Media/Design is the way you deliver your message. The two broader media/design that we worked on during the semester include digital and print. All of our three major papers were submitted digitally (Appendix S), and some were handed in as print as Professor Carr preferred reading print to digital. Other media that we utilized in this class include blackboard, powerpoint, and Facebook. Blackboard helped the class communicate with one another and express our opinions and knowledge to help each other grow in our work (Appendix T). Powerpoint helped us in our oral presentation where we had to present our work in a concise and easy to comprehend way, as seen in our slides which only had a few images and words per slide (Appendix U). Lastly, Facebook communication allowed my group and me to be able to communicate informally to develop our final presentation and discuss with one another our ideas/opinions (Appendix V).

## **Exigence**

Everything that we do starts with one simple reaction, or should I say exigence. There are many reasons why someone decides to write, and I believe it all begins with experiences that we as human beings have. My exigence for the Technical Description was the fact that I deem my oral health as a necessity, and it wasn't until I first started using an electric toothbrush that I saw the electric toothbrush's full potential (Appendix W). Similarly, my exigence for writing the MTA Group Project Proposal had to do with the fact that I, just like many of my CCNY peers, utilize the MTA system daily and am familiar with its flaws. For the Proposal, I knew I wanted to make a change and develop something that is not only beneficial to myself but beneficial to



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the whole community (Appendix X). I believe that this semester has allowed me to come to the realization that the reason why we write is not that we have to write, but instead to help us make our voices heard.

## Course Learning Outcomes

### Outcome 1

*Acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility.*

For my Group Project Proposal, my group and I at first didn't include any history of why the new and improved MTA application was needed, as group six stated in their peer review feedback (Appendix Y); we only stated what our application is intended to accomplish. As a group, we realized that we had to give our readers context to understand precisely the needs and cause of the application itself, and because of that peer review, we chose to include a specific background section which details a bit of the history that they were looking for (Appendix Z). Our decision to include a section specific to the background was because we wanted to introduce our readers to information about why this new application was necessary, through explaining the old applications and why they were ineffective (as this Proposal was more technical). Likewise, I achieved outcome one during the peer review session for the Lab Report. My classmates claimed that I provided adequate/great information that allowed them to understand which application I was performing my experiment on and what specifically was being tested, that being the promiscuity coefficient. (Appendix AA).

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## Outcome 2

*Enhance strategies for reading, drafting, revising, editing, and self-assessment.*

Of all of the eight learning outcomes, outcome two is an outcome that I did not achieve. While the whole point of this outcome was to enhance our ability in reading, drafting, editing, etc., I haven't changed the way I did things since the past semester. In English 11000, I edited/revised my drafts with detail to every word and sentence (Appendix AB). My methodology stuck around with me as seen in Appendix AC. While growth in outcome two was not present, I was able to utilize outcome two as a way to practice and perfect my method from previous courses. Just like any engineering skill, literary skills such as reading, writing, and reflecting, are certain things that we can never stop doing. Without expressing ourselves, learning more, and reflecting on our past, we cannot continue to grow and maintain the abilities that we've already mastered.

## Outcome 3

*Negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation.*

My overall goal in this course was to be able to write more like an engineer while maintaining readability and reader interest, unlike the majority of technical papers. The very first assignment that we had, the letter to Professor Carr, was not an engineering report. It was very similar to what I've written in my other English composition courses, but I believe it was beneficial in later reminding me to steer away from the stereotypically dry style of writing found in engineering documents. I say this because my first essay allowed me to stay within my literary roots and remain soft in my language, as I stated when discussing the story about my teddy bear

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and it helping build relationships. Similarly, in the Lab Report, I choose a topic that was social, and that would be able to help with dating applications, precisely those of the gay community which suffers due to the reputations of their apps being used solely for hookups. Professor Carr stated that I perfectly intertwined an atypical and heavy engineering topic into something that flowed smoothly and could be easily comprehended by anyone, all while maintaining the integrity of an engineering style paper (Appendix AD).

#### **Outcome 4**

*Develop and engage in the collaborative and social aspects of writing processes.*

Growth comes from not only learning by yourself but from learning with others.

Throughout this whole semester, collaboration played a crucial role in learning and developing our skills. In each of the three essays, my peers provided me with feedback that allowed me to look at my writing from a different perspective and figure out which flaws and strings I had. The blackboard posts (Appendix T), allowed me to look into my peers' thought processes and even allowed me to provide feedback to them. By helping my peers with their papers, it has allowed me to pinpoint those same mistakes in my writing and not make them. Additionally, the process of collaboration allowed my group and me to develop a coherent, in-depth Proposal for the MTA. Appendix V shows messages of my group and I furthering each other's thoughts and developing an idea together. I believe that no one mind can equal the minds of many.

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**Outcome 5**

*Engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond.*

The majority of this course focused on three different papers: the Technical Description, the Lab Report, and the Group Project Proposal. Each of the three papers had different components, the Technical Description describing different parts of an object (Appendix P), the Lab Report consisting of an experiment tailored to our major (Appendix Q), and the Group Project Proposal to help solve a problem in our community (Appendix R). Not only did each of the three papers hold different components to them, but some also required multimodal work, specifically the MTA Proposal. The MTA Proposal had my group and I utilize social networking tools to communicate with one another (Appendix V). Additionally, the Proposal had us customizing presentation programs to develop coherent and easy to navigate projects (Appendix U). This course allowed me to develop both different forms of writing and tools to help further out my writing process.

**Outcome 6**

*Formulate and articulate a stance through and in your writing.*

Writing without meaning is like not writing at all. Since the beginning of the semester, I believed that formulating and articulating a stance is something that I, as a writer, have achieved. My stance was formulated by the personal significance I felt in what I was writing, the position of my opinions. I stated in my reflection that my position of writing was to inform my audience as I believed many are unaware of how an electric toothbrush works (Appendix K). I introduced the history of the toothbrush, tied it to the modern electric toothbrush, and stated that while both

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brushes have the same purpose, an electric toothbrush's complexity is often overlooked (Appendix B). Similarity, in the MTA oral presentation, my stance was positioned by the fact that we were developing an application that not only streamlined the hassle of cycling through a plethora transit of applications, but that it would also help day to day users by incorporating the features of all those into one.

## **Outcome 7**

*Practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects.*

One's opinion is not fact; one must have credible sources to validate the information stated. Such a statement holds true with each of the three major papers in this course. Each paper required that we had a minimum of three credible sources. Not only did I incorporate more than the three required sources in each of my papers (refer to each paper), I also utilized various databases, as seen in my reference sheet for the Lab Report (Appendix AE). When working on the Lab Report, a task that was difficult for me was finding reports which included the addition of features on Grindr. As no results popped up, it became apparent that the application is more than its features. I had to search up different terms such as: "*Grindr database, Grindr technologies, Grindr dating, etc.*" With each different search I found new information that I wouldn't have found with the appropriate search. Some sources came from the company website, some from AIDS awareness websites, and others from dating research experiments. Additionally, as a class, we had a whole lesson on how to perform relevant searches on databases to find articles that fit within our paper. By finding various sources for the Lab Report and

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having the research lecture, I believe I achieved the course learning outcome and improved on what keywords to look for when trying to research a paper.

### **Outcome 8**

*Strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources).*

Like outcome two and six, outcome eight is another outcome that I can say I haven't improved in as much. While we had to utilize a new citing convention, APA style (Appendix AF), I believe I quickly grasped on to the convention as throughout each paper my reflection paper was not commented on by Professor Carr. Additionally, Professor Carr commented that my APA citations for the MTA Proposal were all good (Appendix AG). The reason why I say I haven't improved much in the learning outcome is that in English 110 I had a similar learning outcome which I believe I have already mastered (Appendix AH). Though I didn't improve in this outcome, I was still able to practice using sources more.

### **Conclusion**

Being in Writing for Engineers has been an experience like no other. Not only have I explored different forms of genre, from Technical Descriptions to Lab Reports, I have also exposed myself to written pieces related to my computer science field. Writing for Engineers challenged me to consider different rhetorical situations to more effectively have the ability to persuade my audience why I should be heard, to show them why my knowledge matters. It allowed me to gain the experience of altering my writing based on the needs of people. Writing for engineers helped me think out of the box, as seen in the Lab Report where I didn't write about some mathematical proof or algorithm, I took a social experiment and related it to a

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computer science topic. Throughout the course, I even worked through the eight-course learning outcomes, eight fundamental skills one should have and actively use/consider as a writer, which I believed I have achieved. We don't write because we have to write, we write because we need to be heard.

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## Appendix

### Appendix A

Reflection of Audience in Oral-B Pro 1000 Electric Toothbrush: Technical Description.

Speaking of rhetorical situations, my technical description of the electric toothbrush is intended for someone who is new to an electric toothbrush, or for someone who wants to know more about how the Oral-B electric toothbrush operates.



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Appendix B

Concluding paragraph of the Oral-B Pro 1000 Electric Toothbrush: Technical Description.

A toothbrush is an often overlooked tool that's used approximately two or three times daily in a person's everyday life. From humble origins beginning in 3500 BC, the toothbrush has come a very long way and experienced a plethora of advances along the way. The idea of an "electric" toothbrush was first developed in 1880 by a Dr. Scott who used magnets to create an electric effect, instead of actual current. It wasn't until 1961 where General Electric developed the wireless electric toothbrush similar to the Oral-B Pro 1000 that is used today. The Oral-B Pro 1000 is more than a vibrating handle with some bristles on it. The motor, battery, motherboard, cam and gear, and more, all work together to make up the Oral-B Pro 1000.

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### Appendix C

Reflection of Audience in Possible Grindr Feature - Promiscuity Coefficient Lab Report.

my lab report on developing a networking app feature, specifically a feature for Grindr, is intended for anyone who might use or develop a networking app. The feature is designed to help those looking to help increase the efficiency and compatibility outcomes of users on networking apps. It is also for the users of networking apps who may be searching for different methodologies that can help their them find more compatible matches.

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## Appendix D

Materials/Technical Tools utilized in the Possible Grindr Feature - Promiscuity Coefficient experiment.

- Grindr Database (Grindr.db) Used to allocate the Data (Farnden, Martini, B., & Choo, 2015).
- Messages then inputted into a C++ readable file format
- Google Sheets - Used to generate the graphs, tables, and test subject surveys
- C++ (Virtual Machine)
  - o Algorithm
- Grindr Application
  - o Add new Feature and Analyze Data/Interactions

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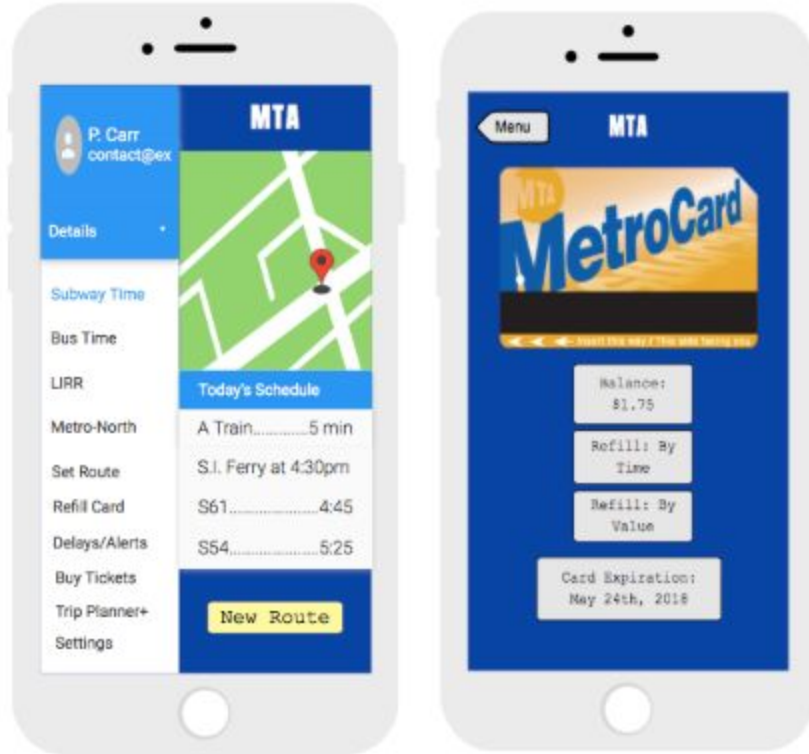
Appendix E

Reflection of Audience in MTA Application - Group Project Proposal.

The proposal that my group and I worked on is intended for the board of the MTA, specifically those in the board who handle their public applications. Our paper consists of real-life steps that someone in the MTA can look upon and use as a project for the company. We developed wireframes for an easy to use MTA application that incorporates many of the components of current applications that they have.

Appendix F

Interface design for home page of MTA app (left) and MetroCard refill page (right).



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## Appendix G

### Reflection of Purpose in Possible Grindr Feature - Promiscuity Coefficient Lab Report.

My purpose for writing this paper was because I've realized that networking apps, in theory, are intended to help people find compatible persons. They are supposed to help find people with similar interests in matters of seconds, but I've found out that the opposite is true in reality. When I came across Grindr in my research, I realized that new features need to be added to these networking apps to help a user find "the one" as using a networking app that is statistically known for dates, has a reputation for only hookups.

## Appendix H

## Introductory snippet of Possible Grindr Feature - Promiscuity Coefficient Lab Report.

Grindr was invented in 2009 and has grown today to be one of the world's most popular gay dating apps. (Isaac, 2016). Yet, Grindr users still find it challenging to connect with one another meaningfully. While some of the challenges come from users not being compatible, it boils down to people "wasting" one another's time because of not knowing each other's true intentions. Previous research by Rice, Holloway, Winetrobe, Rhoades, Barman-Adhikari, et al. found that while 65.1% of men were looking for hookups, another 64.6% were looking for real dates (2012). Through reputation, Grindr is known to be a simple hookup app by popular media sources (Isaac, 2016).

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Appendix I

Reflection of Purpose in MTA Application - Group Project Proposal.

My purpose for writing this paper was because I've realized that a mobile application can affect the lives of many by helping their lives move more productively and accurately, specifically regarding their modes of transportation. Not only would our proposed mobile application help users with figuring out their daily commute, but it could also be able to refill their MetroCard from at home, something in which they cannot do today.



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Appendix J

Snippet of MTA Application - Group Project Proposal problem statement.

Overall, our solution to these problems is to develop a singular, streamlined application operated by the MTA itself. A user's daily commute will be tracked, and as delays occur, the suggested route will automatically be adjusted to ensure the user knows the fastest route to take. Users will also be able to refill their MetroCards from their phones and will be alerted when their balance is running low, allowing less time to be spent waiting in long lines and swiping at turnstiles with an empty MetroCard. Additionally, existing features from other apps such as Transit, Trip Planner, and eTix will still be incorporated into this app.

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Appendix K

Reflection of Stance in Oral-B Pro 1000 Electric Toothbrush: Technical Description.

My stance on this assignment is that I feel as if people, like me, are unaware of what's inside their electric toothbrush and how it works and that they should be more informed about it. They may not know that there are a cam and gear that converts the motions of a regular motor to the oscillating movement of the brush head.

## Appendix L

Motor and Motherboard description and images from Oral-B Pro 1000 Electric Toothbrush:

## Technical Description.

**Motor**

The motor is the reason for the “circulating vibration” of the whole toothbrush; it converts the electricity into rotational motion (Love, 2016). The motor spins in circles, which then gets converted into an oscillating motion by the cam and the gear of the toothbrush (Woodford, 2017).

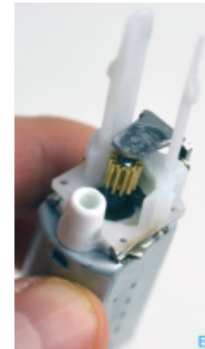


Figure 7: Motor (Love, 2016)

**Mother (Circuit) Board**

The Mother (Circuit) Board connects all of the pieces inside the toothbrush handle, from the motor to the power button (Woodford, 2017). The circuit board “tells” the toothbrush when it needs to begin powering the motor when it needs to light the battery light, and when to power off the toothbrush when the battery is depleted (Love, 2016).



Figure 8: Oral-B Pro 1000 Mother (Circuit) Board (Kinsey, Tolbert, & Suovanen, 2017)

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Appendix M

Reflection of Stance in Possible Grindr Feature - Promiscuity Coefficient Lab Report.

My stance on this assignment is that I feel that if we as users rely on specific networking apps to find people with similar interests, we should be able to find those people and not “waste our time” on these applications. I believe that if an application is to be built, its features should be utilized to their maximum potential to increase its efficiency.

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Appendix N

Snippet of letter to Professor Carr.

My teddy bears are my friends, my source of comfort. My teddy bears allow me to connect with others - specifically my little sister. My teddy bears are there when my sister and I need to make up imaginary stories, or when we want to pretend like we are eating. Anytime my little sister wants to play with me she says, "let's get the teddy bears."

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Appendix O

Snippet of my Technical Description cover page.

**Oral-B Pro 1000 Electric Toothbrush: Technical Description**

**Bujar Sefa**

**The City College of New York**

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Appendix P

Reflection of Genre in Oral-B Pro 1000 Electric Toothbrush: Technical Description.

The genre of this assignment is a technical description which is a paper that splits up an object or process, in my case an Oral-B Pro 1000 (object) and describes the different main parts in detail. The paper describes the components by color, shape, touch, and anything else that applies to it. My assignment follows the technical description because it shows the parts of the Oral-B Pro 1000, from the handle to the motor inside, to the bristles on the brush head. It also shows how the outer parts of the toothbrush come together.

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Appendix Q

Reflection of Genre in Possible Grindr Feature - Promiscuity Coefficient Lab Report.

The genre of this assignment is a lab report, a lab report tailored to my engineering field. The lab report experiments/researches something, in my case a feature being added to the Grindr networking app. It also analyzes both the outcome and the procedure of its implementation. My procedure involved



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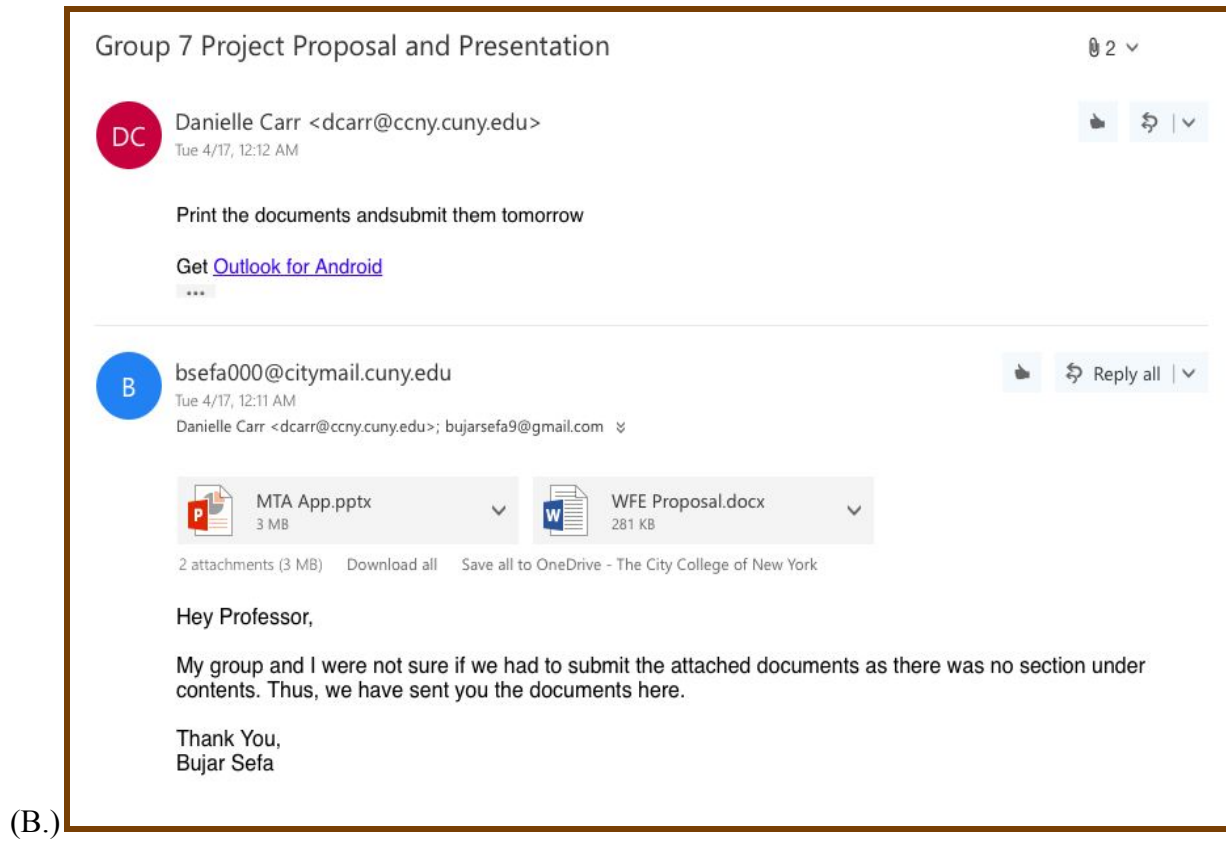
Appendix R

Reflection of Genre in MTA Application - Group Project Proposal.

The genre of this assignment is a proposal . The proposal describes what the problem of the MTA mobile applications is and how our new development is a practical solution to the problem. My assignment also includes the different components of the process of building the application, to different things that must be worried about throughout, such as the quality assurance aspect of inspecting and removing "bugs."

## Appendix S

Email communication showing the submission of major essays via digital(A.) and print (B.).



## Appendix T

## BlackBoard Homework Discussions, Student Response (A) and Discussion (B).

Arman Uddin 2 months ago

Hybrid HW

1. Trimming, cooking, and forging are all under the subject matter of ethics. Trimming is when an employee basically cuts out a little bit of data so the results look a little better. An example of trimming would be if you were testing lawnmowers and one of them suddenly broke down but you decided not to include that data in your results to make the product seem better. Cooking is similar to trimming and it is when you get rid of all data that makes your product look bad and only keep the data that makes it look good. Going back to the lawnmower example if you had a number of lawnmowers that performed exceptionally well and some that were sub par you would only report data on the first set of lawnmowers and discard the rest. This would make your product look much better than it actually is. Finally forging is probably the worst of the three and its when an employee just completely makes up data. If you lawnmowers were just plain bad you could just make up data that would make it seem like they were amazing.
2. Ethical obligations are things that an employee or organization is expected to do. For example employees have an ethical obligation to do the job they were hired for. Organizations have their own set of obligations to the public such as to protect the environment. Ethical obligations help create a safe, and accepting workplace. When you meet your ethical obligations you are ensuring that you are doing what you should be doing.
3. A safe and effective product is one that does not harm the consumer when used properly and is able to perform its promised function(s). This is important to facilitate trust in your organization. If your organization is known for dangerous and/or faulty products consumers are less likely to purchase them. Safe and effective products are also important because if you do not fulfill those guidelines you may encounter legal troubles involving things like liability laws.
4. Web based sources are vulnerable to plagiarism because of their availability and ease of access. These days it easy to find information online and simple copy and paste it. So everything on the web is simply a few clicks away from one source to another.
5. Manufacturers are expected to be honest and open about their product including the actual abilities(not exaggerations) and limits of said product. Manufacturers are also required in some parts of the world to explicitly and clearly state any danger associated with the product. If other developers or the public get injured while using the product as intended then the manufacturer has failed to fulfill their moral and legal obligations.
6. Manufacturers should have a code of conduct so that they can clarify the organization's goals and values and also possibly create an ethical culture within said organization. For a company to improve their ethical conduct they can demonstrate the code of conduct being followed by a higher position to act as a role model, provide rewards to those that follow the code of conduct, or just encourage ethical conduct in general. For example if an employee witness's an unethical act and they see their manager speak up about it the employee will likely do the same in the future.
7. Social media has provided us great opportunities to reach out to large numbers of people in a short amount of time which can act as advertising to help boost a corporations value but social media can also be very dangerous. If an employee misuses social media it can result in negatives for the company. If an employee talks about a new project the company is working on when the details were supposed to be confidential, a business rival can use that information to the disadvantage of the initial company. There should always be a separation of business and personal social media and employees should always keep in mind that they are an extension of the company and that their posts can have consequences.
8. Its important to understand the laws and ethics of the countries where your product will be sold. If your product breaks the laws in a certain country then you have just closed off a potential market. If your product does not break the laws but it conflicts with the regions ethics then your product will not sell. So it is important to understand a region before exporting products to it to ensure the product's success.
9. This question closely relates to the previous question but in general it is important to communicate ethically to ensure the success of your product and to build a trusting relationship with consumers.
10. It is not ethical for you to take a full time job when you only intend to work for a few months. If you apply for that job you are in essence lying to the employer and possibly taking away the job from someone else. If you still wish to apply for the job you should inform the employer of your situation and they may agree to hire you part time.

(A).

**Bujar Sefa** 2 months ago  
**RE: Hybrid HW**

When talking about copying web sources, do you believe that things posted online should be free for the consumer to utilize in any way possible? If they wanted something with more of a trademark, shouldn't their work thus be private? Or do you agree with the conditions of how web sources are posted.

▲ Hide 4 replies

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**Sahil Shaikh** 2 months ago  
**RE: Hybrid HW**

~~~~~ Collapse Post PSE ~~~~~

I feel like if web sources do become more private and trademarked, there's still a chance for the public to get the work somehow. Even now, if a service is private there's someone or some way that leaks and becomes available to the public.

Reply Quote Email Author

▲ Hide 1 reply

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**Bujar Sefa** 2 months ago  
**RE: Hybrid HW**

I guess I would agree also, but think of code that users cannot access because it is private to the company. Can't people do the same thing?

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**Arman Uddin** 2 months ago  
**RE: Hybrid HW**

The purpose of posting things to the web is mainly to reach a wider audience so making it private would ruin the point. People should be able to make their work public but consumers should not be able to use it any way they see fit.

▲ Hide 1 reply

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**Kazi Siam** 2 months ago  
**RE: Hybrid HW**

I disagree. Why make it public if we can't use it? That's like saying let's make a park free but you cannot actually go in the park. That's why they have private parks where people cannot go.

(B).

Appendix U

First nine slides of MTA App presentation.

The image displays a 3x3 grid of presentation slides for the MTA App. Each slide includes an MTA logo in the bottom-left corner.

- Slide 1 (Top Left):** Title "MTA App" with subtitle "Kerlu Shores, Pappas, Wilkoff, Rojas, Saha, Mays-Barn, Saha-Paulin".
- Slide 2 (Top Middle):** "Agenda" listing sections: 1. Introduction, 2. Proposed Technical Approach, 3. Expected Program Results, 4. Schedule.
- Slide 3 (Top Right):** "1. Introduction" with sub-points: Problem Statement, Background, Needs Statement, Objective. Includes a photo of a crowded subway station.
- Slide 4 (Middle Left):** "1.1 Problem Statement" with text: "No streamlined application. Not MTA affiliated." Includes images of MetroCard and EasyPay Express.
- Slide 5 (Middle Middle):** "1.2 Background" with text: "2 Billion Riders - 2016", "CNSY Students - Daily", "Modes of Transportation." Includes a grid of images showing various transit modes.
- Slide 6 (Middle Right):** "1.3 Needs Statement" with text: "Long lines", "Multiple modes of transit with different applications", "Significant amount of time is spent waiting MetroCards that come with lines, or waiting an empty MetroCard at a kiosk." Includes photos of a MetroCard machine and a kiosk.
- Slide 7 (Bottom Left):** "1.4 Objective" with text: "Make New York City commutes more pleasant by providing..." and a list of objectives.
- Slide 8 (Bottom Middle):** "2. Proposed Technical Approach" listing: Requirements, Architecture Design, Implementation Design, Quality Assurance Plan. Includes logos for CSS3, JavaScript, HTML5, and Java.
- Slide 9 (Bottom Right):** "2.1 Requirements" showing a hierarchical tree diagram of requirements.

## Appendix V

Facebook messages between my group and I regarding MTA Application - Group Project Proposal.

The screenshot shows a Facebook chat conversation with the following messages:

- Participant 1:** if you think its easier to read that way, go for it
- Participant 2:** I think its easier to read
- Participant 2:** I just dont think we have as much info like they have multiple categories, we dont
- Participant 1:** Maya Dara Sofia
- Participant 1:** I mean our only stakeholders are customers and the government right?
- Participant 2:** ... 😊 whats the timeline for this project
- Participant 2:** ill figure that out rn maya give me a couple of minutes
- Participant 2:** cause it might be others too who pay for such applications
- Participant 1:** Fayrouz
- Participant 1:** Timeline image be from 1- year to 2years to do the application
- Participant 1:** Maya Dara Sofia
- Participant 1:** That sounds reasonable to me
- Participant 2:** actually i think i like the bullet point format vs the table

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Appendix W

Reflection of Exigence in Oral-B Pro 1000 Electric Toothbrush: Technical Description.

The exigence surrounding this paper has to do with the fact that I care about my oral health a lot. When I was younger, I rarely would brush my teeth, and because of it I lost a lot of teeth and had cavities. Even as I began to brush my teeth, I realized that my teeth weren't as clean as I wanted them to. After I got my first electric toothbrush, I noticed that my smile was whiter and healthier. I then began to wonder why my teeth were in better condition. What makes an electric toothbrush better? It's all because an electric toothbrush holds power, just like the systems used at dental clinics? Answers may vary by person, but for me, the answer is yes.

## Appendix X

## Reflection of Exigence in MTA Application - Group Project Proposal.

The exigence surrounding this paper has to do with the fact that I am someone who takes the MTA every day. On a day to day basis I take the L and A train, and at times I take the M14 bus. I find it difficult having to download multiple application or having to enter MTAbustime.com on Safari just to get an accurate position of my modes of transportation. Additionally, I am someone who doesn't own a credit or debit card and cannot be part of the EasyPay automatic refill that the MTA offers. By being able to refill my MetroCard via an application, I can quickly ask my parents for their card



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Appendix Y

Group 6 comment of MTA Application- Group Project Proposal - introduction.

The introduction has no history.

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Appendix Z

Snippet of MTA Application - Group Project Proposal - background.

In 2016, almost 2 billion people rode New York's subways (Metropolitan Transportation Authority, n.d.c), many of them are students. In 2014, data from 240 American universities found that 89% of first-year college students live off campus or commute (Clark, 2014). Not to mention the people who only take buses, the LIRR, or Metro North.

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Appendix AA

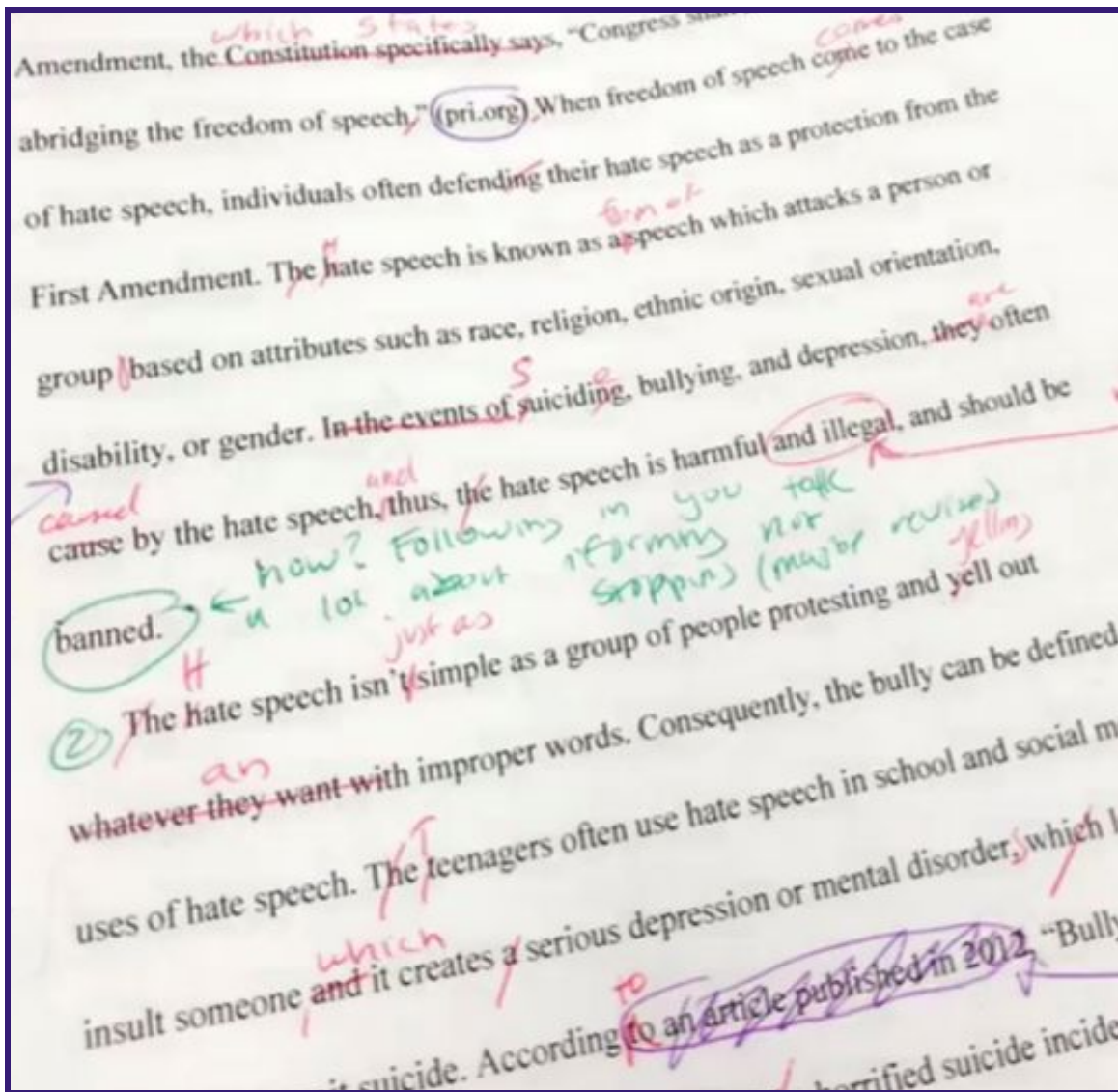
Long's (A.) and Joshua's (B.) comment to the abstract in Possible Grindr Feature - Promiscuity  
Coefficient Lab Report.

(A.) Abstract is informative. It has clear explanation on what Grindr is, intention of this experiment, and how to figure out the intention of the users that can be used as results.

(B.) Abstract was well written and explained a lot for the audience to understand.

Appendix AB

Editing of Assignment in English 11000.



## Appendix AC

## Editing of Oral-B Pro 1000 Electric Toothbrush: Technical Description.

toothbrush, the toothbrush to power it on, and to turn on the  
 imprinted battery image-light, to show that the toothbrush is  
 charged, or the imprinted plug imprinted imprinted red plug  
 image light, to show that the toothbrush needs to be charged.

### Cam and Gear

The Cam and Gear are the parts in the toothbrush that convert spinning of the motor into the oscillation of the bristles (Woodford, 2017). Figure 6 shows t  
 The Cam is a black angled clip  
 and: tThe Gear is a white ring, with ridges rigid all around, connected to the Cam.

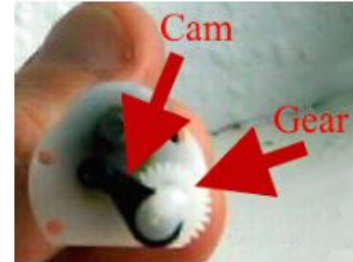


Figure 6: Cam and Gear (Woodford, 2017)

### Motor

The Motor is the reason for the “circulating vibration” of the whole toothbrush, it converts the electricity into rotational motion (Love, 2016). The  
 motor spins in circles, which then gets converted into an oscillating motion  
 motion-wise again by the Cam and the Gear Gear of the toothbrush (Woodford,



Figure 7: Motor (Love, 2016)

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Appendix AD

Professor Carr's Feedback for Possible Grindr Feature - Promiscuity Coefficient Lab Report.

Bujar,

What is there to say? Very very well done. Unique, socially relevant topic which you nicely linked to computer science. Very thorough but easy to comprehend. Rhetorical situation was handled nicely as well.

## Appendix AE

## Possible Grindr Feature - Promiscuity Coefficient references.

## POSSIBLE GRINDR FEATURE – PROMISCUITY COEFFICIENT

12

## References

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- Rice E, Holloway I, Winetrobe H, Rhoades H, Barman-Adhikari A, et al. (2012) *Sex Risk among Young Men who have Sex with Men who use Grindr, a Smartphone Geosocial Networking Application.* **J AIDS Clinic Res S4:005.doi:10.4172/2155-6113.S4-005** **STDS Analysis Source - Different from Grindr Feature Analysis**

## Appendix AF

Possible Grindr Feature - Promiscuity Coefficient in text citation (A.) and (B.).

Oral-B Pro 1000 Electric Toothbrush: Technical Description in text citation (C.).

(A.) Grindr Database (Grindr.db) Used to allocate the Data (Farnden, Martini, B., & Choo, 2015).

(B.) Users can filter out their profile and other profiles by stating what they are looking for, such as dates, networking, friends, relationships, and right now [immediate meetup] (Grindr).

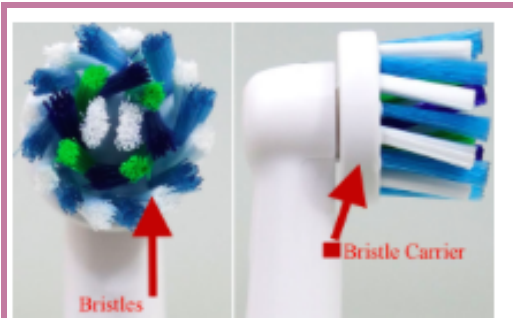


Figure 4: Oral-B CrossAction Brush Head (P., 2017)



Figure 5: Ni-MH rechargeable battery (Love, 2016)

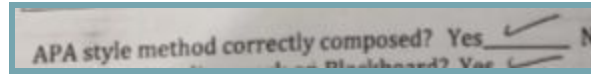
(C.)



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Appendix AG

Professor Carr's statement to correct APA citation for MTA Application - Group Project  
Proposal.



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Appendix AH

Snippet of English 11000 Final Reflection.

The final learning outcome that I achieved in this class is “Practice systematic application of citation conventions.” All of the sources that I used in my Exploratory Essay and Critical Analysis Essay were cited either parenthetically at the end of sentences (refer to Appendix 2.2), or introduced in a manner such as, Alex Bollinger, wrote in defense of the study... (refer to Appendix 2.3). The same form of convention throughout my papers made it simpler for my audience to go through my paper. Both types of citations were present in both my paragraphs as each had their purposes to the points I was trying to convey, such as the one with the author introduced to describe something.