

CSCI 1312 (Introduction to Programming for Engineering), Fall 2018

Homework 9

Credit: 40 points.

1 Reading

Be sure you have read (or at least skimmed) the assigned readings from chapters 8, 9, and 10.

2 Programming Problems

Do the following programming problems. You will end up with at least one code file per problem. Submit your program source (and any other needed files) by sending mail to bmassing@cs.trinity.edu with each file as an attachment. Please use a subject line that mentions the course and the assignment (e.g., “csci 1312 hw 9” or “CS1 hw 9”). You can develop your programs on any system that provides the needed functionality, but I will test them on one of the department’s Linux machines, so you should probably make sure they work in that environment before turning them in.

1. (20 points) Your mission for this assignment is to complete a starter program that plays mathematician John Conway’s “Game of Life”, as described briefly in class and below. (You can also find more information on the Web. The http://en.wikipedia.org/wiki/Conway's_Game_of_Life seems good.)

The Game of Life is not so much a game in the usual sense as a set of rules for something called a cellular automaton: There are no players, and once the initial configuration is established, everything that happens is determined by the game’s rules. The game is “played” on a board consisting of a rectangular grid of cells. Some cells are “live” (contain a simulated organism); others are “dead” (empty). At each step, a new configuration is computed from the old configuration according to the following rules:

- For each cell, we look at its eight neighbors (top, bottom, left, right, and the four diagonal neighbors) and count the number of cells that are live. Note that this count is based on the configuration at the start of the time step.
- A dead cell with exactly three live neighbors becomes live; otherwise it stays dead.
- A live cell with two or three live neighbors stays live; otherwise it becomes dead (of isolation or overcrowding).
- What do to with cells at the boundary of the board is tricky; to me the option that makes the most sense is to only consider the cells that exist; so for example a cell at one of the four corners only has three neighbors.

To visualize how this works ... I found some Web sites that let you “play” online, but none I found immediately appealing. I have a version that uses text-based graphics that you should be able to use on our classroom/lab machines. Download file <http://www.cs.trinity.edu/~bmassing/Class> tell Linux it’s an executable file with the command `chmod u+x game`, and run it with the

command `./game`. (If you're curious, the program is written in C++ using a library called `ncurses` to do text-based graphics.)

To implement the basic algorithm in a program, you pretty much need to use 2D arrays. Writing a complete program is straightforward but more than I want to ask you to do; instead I am providing starter code that does everything but the actual update of the grid:

http://www.cs.trinity.edu/~bmassing/Classes/CS1312_2018fall/Homeworks/HW09/Problems/game-o

The program takes two command-line arguments, the name of a file containing an initial configuration and the number of steps to “play”; it prints the initial configuration and then updated configurations for the specified number of steps. Sample output for input files

http://www.cs.trinity.edu/~bmassing/Classes/CS1312_2018fall/Homeworks/HW09/Problems/game-o

and http://www.cs.trinity.edu/~bmassing/Classes/CS1312_2018fall/Homeworks/HW09/Problems/gar

```
[bmassing@dias04]$ ./a.out game-of-life-in1.txt 4
```

```
Initial board:
```

```
. . . . .
1 1 1 . . .
. . . . .
. . . . 1 .
. . . . 1 .
. . . . 1 .
```

```
Board after step 1:
```

```
. 1 . . . .
. 1 . . . .
. 1 . . . .
. . . . .
. . . 1 1 1
. . . . .
```

```
Board after step 2:
```

```
. . . . .
1 1 1 . . .
. . . . .
. . . . 1 .
. . . . 1 .
. . . . 1 .
```

```
Board after step 3:
```

```
. 1 . . . .
. 1 . . . .
. 1 . . . .
. . . . .
. . . 1 1 1
. . . . .
```

```
Board after step 4:
```

```
. . . . .
```

```

1 1 1 . . .
. . . . .
. . . . 1 .
. . . . 1 .
. . . . 1 .

```

```

[bmassing@dias04]$ ./a.out game-of-life-in2.txt 4
Initial board:

```

```

. . . . .
. 1 1 . . . .
. 1 1 . . . .
. . . . .
. . . . .
. . . . . 1 1 .
. . . . . 1 1 .
. . . . .

```

```

Board after step 1:

```

```

. . . . .
. 1 1 . . . .
. 1 1 . . . .
. . . . .
. . . . .
. . . . . 1 1 .
. . . . . 1 1 .
. . . . .

```

```

Board after step 2:

```

```

. . . . .
. 1 1 . . . .
. 1 1 . . . .
. . . . .
. . . . .
. . . . . 1 1 .
. . . . . 1 1 .
. . . . .

```

```

Board after step 3:

```

```

. . . . .
. 1 1 . . . .
. 1 1 . . . .
. . . . .
. . . . .
. . . . . 1 1 .
. . . . . 1 1 .
. . . . .

```

Board after step 4:

```

. . . . .
. 1 1 . . . .
. 1 1 . . . .
. . . . .
. . . . .
. . . . . 1 1 .
. . . . . 1 1 .
. . . . .

```

Your mission for this assignment is to fill in the missing part of the program (look for comment “FIXME”) so that it works as intended.

2. (20 points) For this problem, your mission is to adapt your Game of Life program to experiment with generating the initial board “randomly” rather than reading it in from a file and observe how the game evolves with different board sizes and parameters for generating “random” data. Your program should get all its input from command-line arguments:
 - Size of board (a `long`).
 - Seed for random number sequence (a `long`).
 - Fraction of cells that should be “live” initially (a `double`) (not really a great name, explained better later).
 - Number of steps (a `long`).
 - Optionally, the word “print”.

The program should then work as follows:

- Generate an initial configuration by first calling `srand()` and then calling `rand()` once per cell, setting the cell to `true` based on whether what `rand()` returns, divided by `RAND_MAX`, is less than the specified fraction.
- Count and print the number of cells that are “live”, and print the board if the “print” option was specified.
- For each step, update the board (no change from first program), but then rather than always printing the new board, count and print the number of cells that are “live”, and print the board if the “print” option was specified.

(My idea here is that such a program could be a prototype for something that would allow you to try out more-sophisticated ways of generating “random” configurations and observing how they evolve.)

Here are some sample executions:

```

[bmassing@dias02]$ ./a.out 6 5 .5 1 print
28 live cells at start (fraction 0.777778)
Initial board:
1 1 . 1 1 1
1 1 1 . 1 1

```

```
. 1 1 1 1 1
1 1 1 1 1 1
1 . . 1 1 .
1 . 1 1 . 1
```

8 live cells after step 1 (fraction 0.222222)

Board after step 1:

```
1 . . 1 . 1
. . . . .
. . . . .
1 . . . . .
1 . . . . .
. 1 1 1 . .
```

```
[bmassing@dias02]$ ./a.out 6 7 .5 1 print
```

18 live cells at start (fraction 0.500000)

Initial board:

```
1 . . 1 1 .
. 1 . 1 . 1
. . . 1 1 .
. 1 1 1 1 .
1 1 1 . 1 1
1 . . . . .
```

11 live cells after step 1 (fraction 0.305556)

Board after step 1:

```
. . 1 1 1 .
. . . . . 1
. 1 . . . 1
1 . . . . .
1 . . . 1 1
1 . . . . .
```

(different seeds give different configurations)

```
[bmassing@dias02]$ ./a.out 6 5 .25 1 print
```

9 live cells at start (fraction 0.250000)

Initial board:

```
. 1 . 1 1 1
. . . . 1 .
. 1 . . . .
. . . . .
1 . . . . .
. . 1 . . 1
```

```

7 live cells after step 1 (fraction 0.194444)
Board after step 1:
. . . 1 1 1
. . 1 1 1 1
. . . . .
. . . . .
. . . . .
. . . . .

```

(smaller fraction gives fewer live cells)

```

[bmassing@dias02]$ ./a.out 100 5 .5 10
5141 live cells at start (fraction 0.514100)
2647 live cells after step 1 (fraction 0.264700)
2453 live cells after step 2 (fraction 0.245300)
2437 live cells after step 3 (fraction 0.243700)
2265 live cells after step 4 (fraction 0.226500)
2181 live cells after step 5 (fraction 0.218100)
2127 live cells after step 6 (fraction 0.212700)
2001 live cells after step 7 (fraction 0.200100)
1873 live cells after step 8 (fraction 0.187300)
1852 live cells after step 9 (fraction 0.185200)
1784 live cells after step 10 (fraction 0.178400)

```

```

[bmassing@dias02]$ ./a.out 100 5 .25 10
2497 live cells at start (fraction 0.249700)
2789 live cells after step 1 (fraction 0.278900)
2338 live cells after step 2 (fraction 0.233800)
2382 live cells after step 3 (fraction 0.238200)
2243 live cells after step 4 (fraction 0.224300)
2137 live cells after step 5 (fraction 0.213700)
2158 live cells after step 6 (fraction 0.215800)
2145 live cells after step 7 (fraction 0.214500)
2028 live cells after step 8 (fraction 0.202800)
2035 live cells after step 9 (fraction 0.203500)
1899 live cells after step 10 (fraction 0.189900)

```

Hints:

- For parsing command-line arguments, remember that to get a numeric value you should call `strtol` or `strtod`, and to compare two strings you need `strcmp` rather than `==`.
- You should not need to make a lot of changes to the program you wrote for the previous

problem; what you need to do is:

- Add code to parse the new command-line arguments.
- Replace the function that reads the initial configuration from a file with one that generates it “randomly”.
- Add a function to count the number of “live” cells.
- Change the code that always prints the board so that instead it prints the count of live cells and optionally the board.

3 Honor Code Statement

Include the Honor Code pledge or just the word “pledged”, plus *at least one of the following* about collaboration and help (as many as apply).¹ Text *in italics* is explanatory or something for you to fill in. For programming assignments, this should go in the body of the e-mail or in a plain-text file `honor-code.txt` (no word-processor files please).

- This assignment is entirely my own work. (*Here, “entirely my own work” means that it’s your own work except for anything you got from the assignment itself — some programming assignments include “starter code”, for example — or from the course Web site. In particular, for programming assignments you can copy freely from anything on the “sample programs page”.*)
- I worked with *names of other students* on this assignment.
- I got help with this assignment from *source of help — ACM tutoring, another student in the course, the instructor, etc.* (*Here, “help” means significant help, beyond a little assistance with tools or compiler errors.*)
- I got help from *outside source — a book other than the textbook (give title and author), a Web site (give its URL), etc..* (*Here too, you only need to mention significant help — you don’t need to tell me that you looked up an error message on the Web, but if you found an algorithm or a code sketch, tell me about that.*)
- I provided help to *names of students* on this assignment. (*And here too, you only need to tell me about significant help.*)

4 Essay

Include a brief essay (a sentence or two is fine, though you can write as much as you like) telling me what about the assignment you found interesting, difficult, or otherwise noteworthy. For programming assignments, it should go in the body of the e-mail or in a plain-text file `essay.txt` (no word-processor files please).

¹ Credit where credit is due: I based the wording of this list on a posting to a SIGCSE mailing list. SIGCSE is the ACM’s Special Interest Group on CS Education.