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1 Lecture 01

Outline

1. Administrivia
2. Introduction to CS 115 - Course Website and Slides 1-9
3. Introduction to DrRacket - Slides 10-20

1.1 Administrivia

1. Labs start this week.
2. I will lecture on the blackboard using the course slides as a resource. I will announce pre-reading for each future lecture.
3. Register your iClicker exactly once. The course staff will contact you at the end of January if your iClicker is not yet correctly registered.

1.2 Introduction to CS 115 - Course Website and Slides 1-9

Refer to the slides.

1.3 Introduction to DrRacket - Slides 10-20

Programming language design

- Imperative:
  - frequent changes to data
  - examples: machine language, Java, C++

- Functional:
  - examples: Excel formulas, LISP, ML, Haskell, Mathematica, XSLT, R (used in STAT 231)
  - more closely connected to mathematics
  - easier to design and reason about programs
We use DrRacket, a functional program, in CS 115. DrRacket is great for teaching, although I have yet to see a real computer system developed in it. DrRacket is Turing Complete, so in theory any computer system could be developed using it. DrRacket provides an easy entry point into coding. You will work in the imperative language, Python, in CS 116. Real computer systems are written in Python.

**Themes of the course**

- design (the art of creation)
- abstraction (finding commonality, not worrying about details)
- refinement (revisiting and improving initial ideas)
- syntax (how to say it), expressiveness (how easy it is to say and understand), and semantics (the meaning of what’s being said)
- communication (in general)

**Functions:** A mathematical function definition consists of

- the **name** of the function,
- its **parameters** (aka **argument**) (what the function **consumes**), and
- a mathematical **expression** using the parameters, to define what the function **produces**. The mathematical expression is **evaluated** by substitution.

**Functions in DrRacket:**

- As in the slides, we start with $f(x) = x^2$ and $g(x, y) = x - y$.
- Include exactly one set of parentheses for each function call.
- Write the function first inside the open parenthesis, followed by the arguments.
- Observe that following this syntax removes any ambiguity about the **order of operations**.
- Using this setup, try some examples of your own in DrRacket.

## 2 Lecture 02

**Outline**

1. Administrivia
2. Mathematical Functions in DrRacket
3. The DrRacket Environment
4. Defining New Functions in DrRacket
2.1 Administrivia

1. Email Barb Daly (contact information in Personnel page) with your issues with iClicker registration or Markus setup.

2.2 Mathematical Functions in DrRacket

<table>
<thead>
<tr>
<th>Familiar Math Notation</th>
<th>DrRacket</th>
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</thead>
<tbody>
<tr>
<td>3 - 2</td>
<td>(- 3 2)</td>
</tr>
<tr>
<td>3 - 2 + 4/5</td>
<td>(+ (- 3 2) (/ 4 5))</td>
</tr>
<tr>
<td>(6 - 4)(3 + 2)</td>
<td>(* (- 6 4) (+ 3 2))</td>
</tr>
</tbody>
</table>

- CQ 2
- CQ 3

2.3 The DrRacket Environment

Built-in Functions - Examples

Integer division (in the positive integers to keep things simple for a start) produces a quotient and remainder, for example

- Dividing 17 by 5 produces the quotient 3 and the remainder 2 because $17 = 3 \cdot 5 + 2$.
- Dividing 15 by 5 produces the quotient 3 and the remainder 0 because $15 = 3 \cdot 5 + 0$.
- If dividing $a$ by $b$ produces the quotient $q$ and the remainder $r$, so that $a = q \cdot b + r$, then requiring $0 \leq r < b$ makes the choice of $q$ and $r$ unique, so that quotient and remainder are actually functions.

- (quotient 75 7)
- (remainder 75 7)

Bad Syntax / Semantics - Examples

- (* (5) 3)
- (+ (* 2 4))
- (5 * 14)
- (* + 3 5 2)
- (/ 25 0)

- CQ 4
2.4 Defining New Functions in DrRacket

- DrRacket enforces correct syntax at all times.
- If you enter an expression which is not syntactically correct, then you will get an error message.
- Every syntactically correct DrRacket function call has the form (functionname exp1 . . . expk), for some function functionname and expressions exp1 ... expk.

\[
\begin{array}{|c|c|}
\hline
\text{Familiar Math Notation} & \text{DrRacket} \\
\hline
f(x) = x^2 & (define (f x) (* x x)) \\
g(x, y) = x - y & (define (g x y) (- x y)) \\
\hline
\end{array}
\]

- define is a special form; it looks like a DrRacket function, but not all of its arguments are evaluated.
- It binds a name to an expression (which uses the parameters that follow the name).

Identifiers

- To give names to the function and parameters, we use identifiers.
- Syntax rule: an identifier starts with a letter, and can include letters, numbers, hyphens, underscores, and a few other punctuation marks.
- It cannot contain spaces or any of \(( ) , \{ \} \[ \] \ ' \ " \).
- Syntax rule: function definition is of the form (define (id1 . . . idk) exp), where exp is an expression and each id is an identifier.

- CQ 5

DrRacket Definitions Window

- can accumulate definitions and expressions
- Run button loads contents into Interactions window
- can save and restore Definitions window
- provides a Stepper to let one evaluate expressions step-by-step
- features include: error highlighting, subexpression highlighting, syntax checking, bracket matching

DrRacket Constants
<table>
<thead>
<tr>
<th>Familiar Math Notation</th>
<th>DrRacket</th>
</tr>
</thead>
<tbody>
<tr>
<td>( k = 3 )</td>
<td>(define k 3)</td>
</tr>
<tr>
<td>( p = k^2 )</td>
<td>(define p (* k k))</td>
</tr>
</tbody>
</table>

**DrRacket Programs** A DrRacket program is a sequence of definitions and expressions.

- The definitions are of functions and constants.
- The expressions typically involve both user-defined and built-in functions and constants.

Programs may also make use of special forms (which look like functions, but don’t necessarily evaluate all their arguments).

- CQ 6

## 3 Lecture 03

### Outline

1. Administrivia
2. Identifiers and Binding
3. Semantics
4. Values and Substitution

### 3.1 Administrivia

Anything?

### 3.2 Identifiers and Binding

1. Two functions can use the same parameter name (e.g. our definitions of \( f \) and \( g \) from last lecture both used \( x \), with no conflicts).
2. A constant and a parameter can share the same name, for example

\[
\text{(define x 3)} \\
\text{(define (f x) (* x x))}
\]

but this is not very readable and hence is not recommended.
3. Two constants cannot share the same name, for example

   (define x 4)
   (define x 5)

4. A constant and a function cannot share the same name, for example

   (define x 4)
   (define (x y) (* 5 y))

5. The name of a function can be the same as a parameter name of another function, for example

   (define (x y) (* 5 y))
   (define (z x) (* 3 x))

   but this is not very readable and hence is not recommended.

6. The name of a function can be the same as the name of one of its parameters, for example

   (define (x x) (+ 1 x))

   but this is not very readable and hence is not recommended.

Remarks:

1. define binds an identifier to

   (a) an expression in the case of a constant.
   (b) a function declaration (arguments plus expression) in the case of a function.

3.3 Semantics

- Syntax is concerned with deciding which expressions are written correctly for DrRacket to process them.
- Semantics is concerned with assigning a value to each syntactically correct DrRacket expression.
- We must make sure that our DrRacket programs are unambiguous (i.e. have exactly one interpretation).
A DrRacket program is a sequence of definitions and expressions.

Our model involves the simplification of the program using a sequence of steps (i.e. substitution rules).

Each step yields a valid DrRacket program.

A fully-simplified program is a sequence of definitions which ends in a value (see Definition 3.4.1).

### 3.4 Values and Substitution

**Definition 3.4.1.** A value is an expression which cannot be further simplified.

- For example, 3 is a value, but (+ 3 5) and (f 3 2) are not.
- To ensure that we all agree on how to simplify any expression, we adopt the convention that we always simplify the leftmost expression requiring simplification first.
- As in the slides, we use \( \Rightarrow \) to separate steps in a simplification.

**Examples:**

1. \[
\begin{align*}
&\text{(define (f x) (* x x))} \\
&\text{(define (g x y) (- x y))} \\
&\text{(g (f 2) (g 3 1))} \\
&\Rightarrow (g (* 2 2) (g 3 1)) \\
&\Rightarrow (g 4 (g 3 1)) \\
&\Rightarrow (g 4 (- 3 1)) \\
&\Rightarrow (g 4 2) \\
&\Rightarrow (- 4 2) \\
&\Rightarrow 2
\end{align*}
\]

2. \[
\begin{align*}
&\text{(define (term x y) (* x (sqr y)))} \\
&\text{(term (- 5 3) (+ 1 2))} \\
&\Rightarrow (\text{term 2 (+ 1 2)}) \\
&\Rightarrow (\text{term 2 3}) \\
&\Rightarrow (* 2 (sqr 3)) \\
&\Rightarrow (* 2 9) \\
&\Rightarrow 18
\end{align*}
\]

- **Exercise:** Run the Stepper on these two examples yourself.
- Be prepared to demonstrate tracing on exams.
• The Stepper may not use the same rules as our convention. Write your own trace to be sure you understand your code.

• CQ 7

3.5 Goals of Module 1
Refer to Slides 52-53.

4 Lecture 04
Outline
1. Administrivia
2. The Design Recipe - Examples (M2:1-20)
3. Tests/Examples - Check-Expect/Check-Within (M2:21-26)

4.1 Administrivia
1. Your submission for a01 need not follow the design recipe.
2. In DrRacket, #i indicates an inexact value.

4.2 The Design Recipe - Examples

Background: Recall that the roots (i.e. the values for \( x \) which make the polynomial equal 0) of the quadratic polynomial \( ax^2 + bx + c \) are given by the quadratic formula

\[
\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}.
\]

1. Solve, using the design recipe:

Problem: Write a DrRacket function `quadratic-root-right` which consumes real numbers \( a > 0 \), \( b \) and \( c \) and produces the the right-hand root \( \frac{-b + \sqrt{b^2 - 4ac}}{2a} \) of the quadratic polynomial \( ax^2 + bx + c \). For now you may assume that \( b^2 - 4ac \geq 0 \).

Solution: Solve it from scratch with examples / tests developed by the class. Refer to the associated DrRacket file for the finished version.
2. **Exercise:** Re-do the example for quadratic-root-left, and the root \( \frac{-b - \sqrt{b^2 - 4ac}}{2a} \).

3. **Exercise:** Re-do the example with \( b^2 - 4ac < 0 \).

**Examples of Functions that can return inexact values:**

1. /, division
2. sqrt, square root
3. expt, exponentiation, like on a01.
4. later, sin, cos, etc, trig functions.

- CQ 1
- CQ 2

### 4.3 Tests/Examples - Check-Expect/Check-Within

1. Use check-expect if DrRacket will produce the expected value exactly.
2. Use check-within if DrRacket will produce an inexact value.

We saw both of these in the preceding example!

- CQ 3

## 5 Lecture 05

**Outline**

1. Administrivia
2. String Functions (M2:28-31)
3. Helper Functions (M2:32-36)
4. Using Constants (M2:37-41)
5. Summary of Module 2 (M2:42-43)

### 5.1 Administrivia

1. In the example from last time, we can enforce \( a > 0 \), instead of \( a \neq 0 \).
   Then there is no ambiguity about which root is the right hand root.
2. I will post all my .rkt example files on my Instructor Specific page soon.
5.2 String Functions

Examples:

1. **Problem:** Develop a function `start-end-middle`, which will consume a string `s` and construct a new string from it, composed of

   (a) the first character,
   (b) the last character and
   (c) the middle, i.e. the substring lying strictly between the first and the last characters.

   For example, `(start-end-middle "angle") ⇒ "aengl".

   **Solution:** Solve with the class; post the DrRacket file on your Instructor Specific Page afterward.

   • **CQ 4**

5.3 Helper Functions

Remarks:

1. We already used helper functions in the preceding example.

5.4 Using Constants

Remarks:

1. In CS 115, the first natural number is 0, not 1. You may have used the convention that the first natural number is 1 in previous courses.

Examples:

1. **Problem:** Develop a function `electricity-charge`, which will consume natural numbers `total-kwh` and `high-rate-kwh` and produce the total charge, assuming that high rate kWh are charged at $0.15 and low rate kWh are charged at $0.06. Assume that `total-kwh` ≥ `high-rate-kwh`. For example, `(electricity-charge 10 5)` ⇒ 1.05.

   **Solution:** Solve with the class; post the DrRacket file on your Instructor Specific Page afterward.

   • **CQ 5**
5.5 Summary of Module 2
Refer to slides 42-43.

6 Lecture 06

Outline

1. Administrivia
2. Intro to M3 (M3:1)
3. Boolean Expressions (M3:2-15)
5. Substitution Rules for cons (M3:20-26)
6. Design Recipe Modifications (M3:27-33)

6.1 Administrivia

1. Reminder: Like anything that is worth marks, your Labs must be done individually.

6.2 Intro to M3
Refer to slide 1.

6.3 Boolean Expressions

1. Boolean values can seem confusing at first; happily you use them all the time, e.g. “If it rains tomorrow, then I will bring my umbrella.” Any phrase that can be either true or false (and never both) is Boolean.
2. Recall that string=? compares two strings and returns true if they are equal and false otherwise.
3. Recall that a predicate is a function that returns a Boolean value in DrRacket.
4. string=? is an example of a predicate in DrRacket.
5. We adopt the convention of naming our predicates ending in “?” to remind the reader that it produces a Boolean value.
6. and and or are special forms. Not all arguments necessarily need to be simplified in order to evaluate.
Examples in DrRacket:

1. \((>\ (*\ 2\ 5)\ (-\ 12\ 4))\) ⇒ true
2. \((\text{string=?} \ \text{"dog" \ "cat"})\) ⇒ false

- CQ2

Example (from slide 14): Simplify
\[(\text{and}\ (<\ 3\ 5)\ (\text{or}\ (<\ 1\ 3)\ (=\ 1\ 3))\ (\text{or}\ (>\ 1\ 5)\ (>\ 2\ 5)))\]

Solution:

\[
(\text{and}\ (<\ 3\ 5)\ (\text{or}\ (<\ 1\ 3)\ (=\ 1\ 3))\ (\text{or}\ (>\ 1\ 5)\ (>\ 2\ 5)))
\Rightarrow (\text{and}\ \text{true}\ (\text{or}\ (<\ 1\ 3)\ (=\ 1\ 3))\ (\text{or}\ (>\ 1\ 5)\ (>\ 2\ 5)))
\Rightarrow (\text{and}\ (\text{or}\ (<\ 1\ 3)\ (=\ 1\ 3))\ (\text{or}\ (>\ 1\ 5)\ (>\ 2\ 5))))
\Rightarrow (\text{and}\ (\text{or}\ \text{true}\ (=\ 1\ 3))\ (\text{or}\ (>\ 1\ 5)\ (>\ 2\ 5))))
\Rightarrow (\text{and}\ (\text{true}\ (>\ 1\ 5)\ (>\ 2\ 5)))
\Rightarrow (\text{and}\ (\text{or}\ (>\ 1\ 5)\ (>\ 2\ 5)))
\Rightarrow (\text{and}\ (\text{false}\ (>\ 2\ 5)))
\Rightarrow (\text{and}\ (\text{false}))
\Rightarrow (\text{and}\ \text{false})
\Rightarrow \text{false}
\]

- CQ2

6.4 Conditional Expressions

Example: Write a function \text{range-for-input} which consumes a Natural number \((x)\) and produces

- "small" if \(x < 5\),
- "medium" if \(5 \leq x < 15\) and
- "large" if \(15 \leq x\).

Solution: Develop in DrRacket. Use your prepared version if you run out of time.

- CQ3

Remarks:
1. cond is like any other expression in DrRacket, in that it simplifies to a value. For example,

(a) \((+ 4 (\text{cond } \begin{cases} \text{even? } 3 & 1 \\ \text{else} & 0 \end{cases}))\) \(\Rightarrow\) 4
(b) \((+ 4 (\text{cond } \begin{cases} \text{even? } 2 & 1 \\ \text{else} & 0 \end{cases}))\) \(\Rightarrow\) 5

6.5 Substitution Rules for conds

Example (from slide 21): Simplify

\(\text{(define n 5)}\)
\(\text{(cond } \begin{cases} \text{even? } n & "even" \\ \text{odd? } n & "odd" \end{cases})\)

Solution:

\(\text{(cond } \begin{cases} \text{even? } n & "even" \\ \text{odd? } n & "odd" \end{cases})\)
\(\Rightarrow\) \(\text{(cond } \begin{cases} \text{even? } 5 & "even" \\ \text{odd? } n & "odd" \end{cases})\)
\(\Rightarrow\) \(\text{(cond } \begin{cases} \text{false } "even" \\ \text{odd? } n & "odd" \end{cases})\)
\(\Rightarrow\) \(\text{(cond } \begin{cases} \text{odd? } n & "odd" \end{cases})\)
\(\Rightarrow\) \(\text{(cond } \begin{cases} \text{true } "odd" \end{cases})\)
\(\Rightarrow\) "odd"

Remarks:

1. The question in the second clause could equivalently be else.
2. On the first line, we substitute only the first n, unlike how we would simplify a function call.

- CQ4
- CQ5

6.6 Design Recipe Modifications

- Add Data Analysis and steps for creating the Q & A pairs for any conds.

Remarks:

- \((\text{and } c)\) and \((\text{or } c)\) only make sense if c is a Boolean expression. For example, \((\text{and } 5)\) produces a run-time error.
7 Lecture 07

Outline

1. Administrivia
2. Testing Conditional Expressions (M3:34-38)
3. Developing Predicates (M3:39-42)
4. Data Type Sym (M3:43-46)
5. Mixed Data Types (M3:47-53)
6. Changes to Syntax and Design Recipe (M3:54-55)
7. Summary of M3 (M3:56-57)

7.1 Administrivia

1. Stuff.

7.2 Testing Conditional Expressions

Principles:

1. Check every answer.
2. Make the purpose of each question clear.
3. Test all the relevant boundaries.
4. Testing Boolean Expressions:

   (a) and
   
   i. Test one case that evaluates to true.
   ii. Test one case that makes each component evaluate to false.

   (b) or
   
   i. Test one case that evaluates to false.
   ii. Test one case that makes each component evaluate to true.

Examples:

1. Problem: What minimal set of test cases is needed to fully test our range-for-input code from earlier?

   Solution: We need:

   (a) $x = 0$
   (b) $x = 4$
   (c) $x = 5$
(d) $x = 14$
(e) $x = 15$
(f) $x = 25$

so 6 test cases in total.

2. **Problem:** What minimal set of test cases is needed to fully test this Boolean expression?

$$(\text{or} \ (\text{and} \ (\text{symbol=?} \ x \ 'a) \ (\text{symbol=?} \ y \ 'b)) \ 
(\text{and} \ (\text{symbol=?} \ x \ 'c) \ (\text{symbol=?} \ y \ 'd)))$$

**Solution:** We need:

(a) for outer or:
   1. both clauses **false** (can use $x = 'b, y = 'a$)
   2. first clause **true** (can use $x = 'a, y = 'b$)
   3. second clause **true** (can use $x = 'c, y = 'd$)

(b) for first clause of outer or:
   1. making it **true** (can use $x = 'a, y = 'b$, included already)
   2. making each part of it **false**
      - A. (can use $x = 'b, y = 'b$)
      - B. (can use $x = 'a, y = 'a$)

(c) for second clause of outer or:
   1. making it **true** (can use $x = 'c, y = 'd$, included already)
   2. making each part of it **false**
      - A. (can use $x = 'd, y = 'd$)
      - B. (can use $x = 'c, y = 'c$)

- CQ 6

### 7.3 Developing Predicates

- **Example:** Develop the function `before-cat-or-after-dog`, which consumes a string (`s`) and returns **true** if `s` is alphabetically strictly before "cat" or after "dog", and **false** otherwise.

**Solution:** Develop in DrRacket (with `cond` and without `cond`). Use your prepared versions if you run out of time.

### 7.4 Data Type Sym

- **Key Point:** Symbols are meaningful to people, not to DrRacket.
7.5 Mixed Data Types

Examples: Which Data Types Are Possible?

1. -1: Num, Int (not Nat)
2. "-1": Str
3. 5: Num, Int, Nat
4. false: Bool

N.B. All could be declared using anyof.

- CQ 7
- We can use cond to handle anyof types, with one Q & A pair per type, before simplifying.
- Example (from slide 53) gen-even?:

```scheme
(define (gen-even? info)
  (cond
   [(integer? info) (even? info)]
   [(or (equal? info 'even) (equal? info "even")) true]
   [else false]))
```

- Remarks:
  1. (even? info) is a Boolean expression, which could evaluate to true or false.

7.6 Changes to Syntax and Design Recipe

1. Syntax: an expression is:
   (a) a value,
   (b) a single constant,
   (c) a function application,
   (d) a conditional expression, or
   (e) a Boolean expression.

2. Design Recipe: See slide 55.

7.7 Summary of M3

1. Refer to slides 56-57.
8 Lecture 08

Outline

1. Administrivia
2. Posn Structures (M4:1-12)
3. Dynamic Typing (M4:13-15)
4. Data Definitions / Structure Definitions (M4:16-18)
5. Design Recipe Modifications (M4:19-20)
6. Templates (M4:21-27)
7. Additions to Syntax/Semantics for Structures (M4:28-29)

8.1 Administrivia

1. Office Hours today in DC 3108, 1:00-1:50 PM.
2. I still need to type my notes for Lecture 06 and Lecture 07. I will get this done ASAP.

8.2 Posn Structures

- The building block of a structure is a field.
- Posn is built-in in DrRacket. You can use Posn with no additional setup.
- Recall that Posn is meant to capture the x and y co-ordinates of a point in the Cartesian plane (draw a diagram of an example).
- Historically, many students have thought that all structures are Posns. Do not make this mistake!
- **Example:** Simplify the given expression.

```
;; requires: (posn-x myPosn) is non-zero
(define (slope myPosn) (/ (posn-y myPosn) (posn-x myPosn)))
(slope (make-posn (posn-y (make-posn 8 2)) (posn-x (make-posn 5 7))))
```

**Solution:**
```
(slope (make-posn (posn-y (make-posn 8 2)) (posn-x (make-posn 5 7))))
⇒ (slope (make-posn 2 (posn-x (make-posn 5 7))))
⇒ (slope (make-posn 2 5))
⇒ (/ 5 2)
⇒ 2.5
```
• CQ 1
• **Exercise:** Use `slope` as a helper function to write a new function to compute the slope of the line-segment from any `(make-posn x0 y0)` to any `(make-posn x1 y1)`.
• Recall that `Posn` is a structure that stores an `x` and a `y` together. DrRacket allows any values to be stored in `x` and `y`, numeric or otherwise. If you store something non-numeric and then try to process it as if it is numeric, you will get a run-time error. Try an example for yourself in DrRacket.
• CQ 2

### 8.3 Dynamic Typing

• As in the previous clicker question, DrRacket uses **dynamic typing**. This means that DrRacket determines the type of a value at run time.
• DrRacket is *interpreted*, not *compiled*, so there really is no other choice.
• Contracts are comments; they cannot be enforced by DrRacket.
• However we will assume for our purposes in the course that our contracts are always observed by the caller.
• So after adopting the convention for `Posn` structures on slide 15, we know that the `x` and `y` values of a `Posn` will always be numeric.
• For Pros and Cons of dynamic typing: Refer to slide 14.

### 8.4 Data Definitions / Structure Definitions

• A **Data Definition** is a comment specifying a data type.
• For a structure it specifies the numbers and types of our fields.
• Defining a structure automatically creates:
  - Constructor
  - Selectors
  - Predicate

**Example:**

```racket
(define-struct course (subject number title))
;; A Course is a (make-course Str Nat Str)
;; requires
```
; subject is the subject area code, e.g. "CS"
;; number is the catalog number, e.g. 115
;; title is the course title,
;; e.g. "Introduction to Computer Science 1"

Then a template for a function consuming a Course is

;;; course-template: Course -> Any
(define (course-template mycourse)
  (... (course-subject mycourse)
       (course-number mycourse)
       (course-title mycourse)...))

8.5 Design Recipe Modifications

- Refer to the slides for full details.

8.6 Templates

- Example: Develop a function update-title which consumes oldcourse (a Course) and newtitle (a string), and produces a new Course with the same subject and number, and title set to newtitle.

  Solution:

  (define (update-title oldcourse newtitle)
    (make-course (course-subject oldcourse)
                 (course-number oldcourse)
                 newtitle))

- CQ 3

9 Lecture 09

Outline

1. Administrivia
2. Additions to Syntax/Semantics for Structures (M4:28-29)
3. More Examples (M4:30-34)
4. Using the Design Recipe for Compound Data (M4:35-41)
5. Mixed Data and Structures (M4:42-50)
6. Summary of M4 (M4:51-52)

9.1 Administrivia

1. Office Hours (for my other course) today in DC 3108, 1:00-1:50 PM.
2. I still need to type my notes for Lecture 06 and Lecture 07. I will get this done ASAP.

9.2 Additions to Syntax/Semantics for Structures

- The list of legal values now include structures!
- The simplification rules for the selectors and the type predicate are the obvious things (See slides 28-29).

9.3 More Examples

Example: Use these definitions.

```scheme
(define-struct instructor (last-name first-name office))
;; An Instructor is a (make-instructor Str Str Str)
;; requires
;; office is the building and room number,
;; e.g. "DC 3108"

(define-struct TA (last-name first-name loginid))
;; A TA is a (make-TA Str Str Str)
;; requires
;; loginid is the email prefixt,
;; e.g. "cbrown" has email address "cbrown@uwaterloo.ca"
```
1. Develop a template for a consumer of an Instructor.
Solution:

;; instructor-template: Instructor -> Any
(define (instructor-template myinstructor)
  (...(instructor-last-name myinstructor)
      (instructor-first-name myinstructor)
      (instructor-office myinstructor)
      ...))

2. Develop a template for a consumer of a TA.

Solution:

;; TA-template: TA -> Any
(define (TA-template myTA)
  (...(TA-last-name myTA)
      (TA-first-name myTA)
      (TA-office myTA)
      ...))

3. Develop a template for a consumer of a Course.

Solution:

;; course-template: Course -> Any
(define (course-template mycourse)
  (...(course-subject mycourse)
      (course-number mycourse)
      (course-title mycourse)
      (cond
       [(instructor? (course-staff1 mycourse)
          (...(instructor-last-name (course-staff1 mycourse))
              (instructor-first-name (course-staff1 mycourse))
              (instructor-office (course-staff1 mycourse))
              ...)]
       [(TA? (course-staff1 mycourse)
          (...(TA-last-name (course-staff1 mycourse))
              (TA-first-name (course-staff1 mycourse))
              (TA-loginid (course-staff1 mycourse))
              ...)])

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4. Use the template to develop a function `first-staff-contact` to return the contact information (office for an instructor; email for a TA) for the first staff member of a consumed Course, `mycourse`.

**Solution:** Do this in DrRacket. Use your prepared version if you run out of time.

**Remarks:**

(a) We could make a helper function to produce the email address from the loginid, but we won’t. This could help readability but it will not shorten the code in this example.
(b) In M5, lists will provide us a more elegant way to store several course staff members (without needing to know how many there will be up front).

### 9.4 Using the Design Recipe for Compound Data

### 9.5 Mixed Data and Structures

- CQ4
- CQ5
- CQ6
9.6 Summary of M4

10 Lecture 10

Outline

1. Administrivia
2. Data Definitions for Lists (M5:2-13)
3. Template for a List of Symbols (M5:14-22)

10.1 Administrivia

1. Office Hours today in DC 3108: 1:00-1:50 PM.
2. I am still behind on typing L06/07 and uploading my clicker files. I will get caught up soon.

10.2 Data Definitions for Lists

A list is either

- empty or
- (cons f r), where
  
  - f is a value and
  - r is a list.

Remarks:

1. This definition is recursive, i.e. it refers back to itself.
2. It might appear that this definition can continue referring back to itself forever, in the case of an infinite list. However in CS 115 all of our lists will be finite. So in any actual example, when we start peeling off the first element of some list and retaining the rest, the rest will eventually equal empty.
3. The empty list empty is a built-in constant.
4. The constructor function cons is a built-in function.
5. f is the first item in the list. r is the rest of the list.
6. first and rest are also built-in functions in DrRacket. They can be called on any non-empty list. Calling either one on an empty list results in a run-time error.
Example (from slide 11): Suppose we have
(define mylist (cons 1 (cons 'blue (cons true empty))))
Then what expression evaluates to:

1. 1?
   Solution:
   (first mylist)
2. 'blue?
   Solution:
   (first (rest mylist))
3. (cons true empty)?
   Solution:
   (rest (rest mylist))
4. true?
   Solution:
   (first (rest (rest mylist)))
5. empty?
   Solution:
   (rest (rest (rest mylist)))

- CQ 1
- CQ 2

;; A (listof Sym) is one of:
;; * empty
;; * (cons Sym (listof Sym))

Remarks:

1. Informally: a list of symbols is either empty, or it consists of a first
   symbol followed by a list of symbols (the rest of the list).
2. This is a recursive definition, with a base case, and a recursive (self-
   referential) case.
3. Lists are the main data structure in standard Racket.
4. Last week our Course structure had Staff1 and Staff2 substructures.
   This worked under the assumption that every course has exactly two
   course staff. A better approach is to use (listof Staff), so that we
   can capture any number of staff members for a given course.
10.3 Template for a List of Symbols

See M5:16

;; los-template: (listof Sym) -> Any
(define los-template alos)
  (cond
    [(empty? alos) ... ]
    [else (... (first alos) ...
               ... (los-template (rest alos)) ... )]]))

Examples:

1. **Problem:** Develop a predicate list-has-symbol? which consumes a list (mylist) and returns true if mylist contains at least one symbol and false otherwise.
   
   **Solution:** See the solution in DrRacket.

2. **Problem:** Give a condensed trace to simplify
   
   (list-has-symbol? (cons 1 (cons 'blue (cons true empty))))
   
   **Solution:**

   
   (list-has-symbol? (cons 1 (cons 'blue (cons true empty))))
   ⇒ (or (symbol? 1) (list-has-symbol? (cons 'blue (cons true empty))))
   ⇒ (or false (list-has-symbol? (cons 'blue (cons true empty))))
   ⇒ (or (list-has-symbol? (cons 'blue (cons true empty))))
   ⇒ (or (or (symbol? 'blue) (list-has-symbol? (cons true empty))))
   ⇒ (or (or true (list-has-symbol? (cons true empty))))
   ⇒ (or true)
   ⇒ true

3. **Problem:** Give a condensed trace to simplify
   
   (list-has-symbol? (cons 1 (cons 3.5 (cons "dog" empty))))
   
   **Solution:** Exercise. (You should get false.)

4. Develop a function last-list-element which consumes a list (mylist) and returns
   
   (a) "empty list" if mylist is empty, or
   (b) the last element of mylist if mylist is non-empty.
   
   **Solution:** Exercise. We will solve this one in Lecture 12 on Feb 13 if not sooner.
11 Lecture 11

Outline

1. Administrivia
2. Template for a List of Symbols (M5:14-22)
4. Examples (M5:33-42)
5. Wrapping a Function (M5:43)
6. String Functions (M5:44-47)
7. Example: Portions of a Total (M5:48-49)

11.1 Administrivia

1. I am caught up on uploading my iClicker files now.
2. I am not yet caught up on typing my notes from L06/07. I will get this finished over the weekend at the latest.

11.2 Template for a List of Symbols

Example from slides: my-length

;;; (my-length alos) produces the number of symbols in alos.
;;; my-length: (listof Sym) -> Nat
;;; Examples:
(check-expect (my-length empty) 0)
(check-expect (my-length (cons 'a (cons 'b empty))) 2)

(define (my-length alos)
  (cond
   [(empty? alos) 0]
   [else (+ 1 (my-length (rest alos)))]))

Condensed trace of my-length

(my-length (cons 'a (cons 'b empty)))
⇒ (+ 1 (my-length (cons 'b empty)))
⇒ (+ 1 (+ 1 (my-length empty)))
⇒ (+ 1 (+ 1 0))
⇒ 2

• CQ 3
11.3 Structural Recursion

- **Idea:** We need recursive programs in order to handle recursively-defined data.
- **Strategy:** Create templates from our data definitions. Then use these templates as starting points to write our functions.
- **Contracts:** Use the (listof ________) notation to indicate the type(s) that the list elements can have. E.g.

  1. (listof Sym) for symbols
  2. (listof Num) for numerics
  3. (listof (anyof Str Sym)) for strings or symbols

- CQ 4

11.4 Examples

11.5 Wrapping a Function

11.6 String Functions

**Example:** Develop a function count-after-cat which consumes a list of strings (alos) and returns the number of elements of alos which are alphabetically after "cat".

**Solution:**

1. Note that this example is similar to count-apples in the slides.
2. The string "cat" should be a named constant.
3. Thinking about this, we also realize that we should write a helper function to determine whether we should add 0 or 1 for a given list element, after comparing it to the given string ("cat" for us), which should be a parameter. This will make our code more readable, and will facilitate re-use for other comparisons. At the end of the example, we created count-after-fish, by simply changing "cat" to "fish" in the constants section.
4. Complete this in DrRacket. Use your prepared version if you run out of time.
11.7 Example: Portions of a Total

- Show and explain the example from slides 48-49 here.
- CQ 5

12 Lecture 12

Outline

1. Administrivia
2. Nonempty Lists (M5: 50-51)
3. Functions with Multiple Base Cases (M5: 52)
4. Structures Containing Lists (M5: 53-55)
5. Lists of Structures (M5: 56-72)

12.1 Administrivia

1. The iClicker grades on LEARN are up to date now. Please let me know about any outstanding iClicker problems.
2. Office Hours today in DC 3108, 1:00-1:50 PM.
3. I still need to type my notes for Lecture 06 and Lecture 07. I will get this done ASAP.
4. The Mid-Term Exam will cover up to the end of Module 5 (i.e. to the end of Lecture 12).
5. A reminder about how cons works: Recall that (cons f r) makes sense only if f is an element, and r is a list. For example, processing the expression (cons 1 2) will generate a run-time error, since 2 is not a list.
6. Do not use the (list a1 ... an) notation for a05.

12.2 Nonempty Lists

;; A nonempty list of numbers (Neln) is either:
;; * (cons Num empty)
;; * (cons Num Neln)

- CQ 6

Create the implementation of max-lon in DrRacket here.
12.3 Functions with Multiple Base Cases
Develop allSame? in DrRacket here.

12.4 Structures Containing Lists
Solve an example like server-tips in DrRacket here, only if there is time.

12.5 Lists of Structures
Example: Recall this structure definition from Module 4.

(define-struct line (endpt1 endpt2))
;; A Line is a (make-line Posn Posn).

Develop the function midpoints which consumes a list of Lines (alol) and returns the corresponding list of their midpoints.
Solution: Develop the solution in DrRacket.

• CQ 7

12.6 Summary of M5
Refer to slides 73-74.

13 Lecture 13
Outline
1. Administrivia
2. Intro to Module 6 (M6:1)
3. Natural Numbers (M6:2-6)
4. Countdown (M6:7-10)
5. Subintervals of the Natural Numbers (M6:11-16)
6. Countdown-to (M6:17-20)
7. Countup (M6:21-24)
8. Countup-to (M6:25-29)
13.1 Administrivia

1. Please do not pass through the instructor’s corner while the cabinet door is open. Please go around instead.

13.2 Intro to Module 6

13.3 Natural Numbers

Recall: The Natural numbers are \( \mathbb{N} = \{0, 1, 2, 3, \ldots\} \). The Natural numbers are defined recursively on slide 2 by

\[
\text{A natural number (Nat) is either:}
\]

\[
* \ 0, \text{ or}
\]

\[
* \ 1 + \text{Nat}
\]

13.4 Countdown

Idea: Work on a descending list of Natural numbers \( \{n, n-1, \ldots, 1, 0\} \), for some Natural number \( n \).

Remarks:

1. The \texttt{add1} and \texttt{sub1} functions are built-in in DrRacket. You can just use them whenever you need them.

Problem: Develop the function \texttt{countdown-by} which consumes a natural number (\texttt{multiplier}) and another natural number (\texttt{last-multiple}) and produces the multiples of \texttt{multiplier} from \texttt{last-multiple} * \texttt{multiplier} down to 0, in descending order. For example

\[
\texttt{(countdown-by 4 5)} \Rightarrow (\texttt{cons 20 (cons 16 (cons 12 (cons 8 (cons 4 (cons 0 empty))))))}
\]

Solution: Develop in DrRacket. Use your prepared version if you run out of time.

Problem: Give a condensed trace to simplify

\[
\texttt{(countdown-by 4 5)}
\]

Solution:

\[
\texttt{(countdown-by 4 5)} \Rightarrow (\texttt{cons (* 4 5) (countdown-by 4 4)})
\]

\[
\Rightarrow (\texttt{cons 20 (countdown-by 4 4)})
\]
\[ (\text{cons } 20 \ (\text{cons } (* \ 4 \ 4) \ (\text{countdown-by } 4 \ 3))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{countdown-by } 4 \ 3))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } (* \ 4 \ 3) \ (\text{countdown-by } 4 \ 2)))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{countdown-by } 4 \ 2)))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{cons } (* \ 4 \ 2) \ (\text{countdown-by } 4 \ 1)))))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{cons } 8 \ (\text{countdown-by } 4 \ 1)))))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{cons } 8 \ (\text{cons } (* \ 4 \ 1) \ (\text{countdown-by } 4 \ 0)))))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{cons } 8 \ (\text{cons } 4 \ (\text{countdown-by } 4 \ 0)))))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{cons } 6 \ (\text{cons } 4 \ (\text{countdown-by } 4 \ 0)))))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{cons } 6 \ (\text{cons } 4 \ (\text{countdown-by } 4 \ 0)))))) \]
\[ (\text{cons } 20 \ (\text{cons } 16 \ (\text{cons } 12 \ (\text{cons } 6 \ (\text{cons } 4 \ (\text{countdown-by } 4 \ 0)))))) \]

- CQ 1

### 13.5 Subintervals of the Natural Numbers

### 13.6 Countdown-to

### 13.7 Countup

### 13.8 Countup-to

**Problem:** Develop the function `countup-by` which consumes a natural number (multiplier) and another natural number (last-multiple) and produces the multiples of multiplier from 0 up to last-multiple * multiplier, in ascending order. For example

\[ (\text{countup-by } 4 \ 5) \Rightarrow (\text{cons } 0 \ (\text{cons } 4 \ (\text{cons } 8 \ (\text{cons } 12 \ (\text{cons } 16 \ (\text{cons } 20 \ empty)))))) \]

**Solution:** Develop in DrRacket. Use your prepared version if you run out of time.

**Problem:** Give a condensed trace to simplify

\[ (\text{countup-by } 4 \ 5) \]

**Solution:**

\[ (\text{countup-by } 4 \ 5) \]
\[ \Rightarrow (\text{countup-from-by } 4 \ 0 \ 5) \]
\[ \Rightarrow (\text{cons } (* \ 0 \ 4) \ (\text{countup-from-by } 4 \ 1 \ 5)) \]
\[ \Rightarrow (\text{cons } 0 \ (\text{countup-from-by } 4 \ 1 \ 5)) \]
\[ \Rightarrow (\text{cons } 0 \ (\text{cons } (* \ 1 \ 4) \ (\text{countup-from-by } 4 \ 2 \ 5))) \]

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⇒ (cons 0 (cons 4 (countup-from-by 4 2 5)))
⇒ (cons 0 (cons 4 (cons (* 2 4) (countup-from-by 4 3 5))))
⇒ (cons 0 (cons 4 (cons 8 (countup-from-by 4 3 5))))
⇒ (cons 0 (cons 4 (cons 8 (cons (* 3 4) (countup-from-by 4 4 5)))))
⇒ (cons 0 (cons 4 (cons 8 (cons 12 (countup-from-by 4 4 5)))))
⇒ (cons 0 (cons 4 (cons 8 (cons 12 (cons (* 4 4) (countup-from-by 4 5 5))))))
⇒ (cons 0 (cons 4 (cons 8 (cons 12 (cons 16 (countup-from-by 4 5 5))))))
⇒ (cons 0 (cons 4 (cons 8 (cons 12 (cons 16 (cons (* 5 4) empty))))))
⇒ (cons 0 (cons 4 (cons 8 (cons 12 (cons 16 (cons 20 empty))))))

Remarks:

1. The helper function was needed in this example, because the specification of the main function omitted a parameter which was required by the countup template.
2. Hence we included the needed parameter in the helper function, then wrapped it in the main function.

- CQ 2

14 Lecture 14

Outline

1. Administrivia
2. Example: Countdown-To (M6:30-38)
3. Modifications to Templates (M6:39-40)
4. Example: Sorting (M6:41-48)
5. List Abbreviations (M6:49-51)

14.1 Administrivia

1. Office Hours today in DC 3108, 1:00-1:50 PM.
2. No marking of the mid-term exam has been done yet. We will mark the exam on Wednesday, Feb 28.
3. Clicker questions that don’t count (about the mid-term).
14.2 Example: Countdown-To

1. **Problem:** Develop the function `countdown-by-to` which consumes a natural number (multiplier), a natural number (last-multiple) and a natural number (first-multiple) and produces the multiples of multiplier from last-multiple * multiplier down to first-multiple * multiplier, in descending order. For example
   \[(\text{countdown-by-to} 4 5 3) \Rightarrow (\text{cons} 20 (\text{cons} 16 (\text{cons} 12 \text{ empty})))\]

   **Solution:** Develop in DrRacket. Use your prepared version if you run out of time.

2. **Problem:** Give a condensed trace to simplify
   \[(\text{countdown-by-to} 4 5 3)\]

   **Solution:**
   \[
   (\text{countdown-by} 4 5 3) \\
   \Rightarrow (\text{cons} (* 4 5) (\text{countdown-by} 4 4 3)) \\
   \Rightarrow (\text{cons} 20 (\text{countdown-by} 4 4 3)) \\
   \Rightarrow (\text{cons} 20 (\text{cons} (* 4 4) (\text{countdown-by} 4 3 3))) \\
   \Rightarrow (\text{cons} 20 (\text{cons} 16 (\text{countdown-by} 4 3 3))) \\
   \Rightarrow (\text{cons} 20 (\text{cons} 16 (\text{cons} (* 4 3) \text{ empty}))) \\
   \Rightarrow (\text{cons} 20 (\text{cons} 16 (\text{cons} 12 \text{ empty})))
   \]

3. **Example:** Do the example `gcd-three` from the slides. Develop in DrRacket. Use your prepared version if you run out of time.

14.3 Modifications to Templates

Refer to slides 39-40.

14.4 Example: Sorting

1. **Example:** `insert`, from the slides, if there is time. Post it after the lecture in any case.

2. **Problem:** Develop the function `insert-non-increasing` to insert `n` into the non-increasing list `alon`.

   **Solution:** Develop in DrRacket. Use your prepared version if you run out of time.
14.5 List Abbreviations

Refer to slides 49-51. We already used these abbreviations in the previous example.

15 Lecture 15

Outline

1. Administrivia
2. Lists Containing Lists (M6:52-62)
3. Dictionaries (M6:63-66)
4. Different Kinds of Lists (M6:67)
5. Summary of M6 (M6:68-69)

15.1 Administrivia

1. Sorry, I still need to revise my lecture notes for Lecture 14 (including posting the DrRacket examples). I will do this by the end of the day on Friday.
2. The mid-term is marked, but the model solutions still need a few corrections before we release them. The marked mid-term and solutions will be posted on Friday.

15.2 Lists Containing Lists

- CQ 3 (recall you have a DrRacket file to demonstrate the right answer)
- CQ 4
- CQ 5

- The same thing can often be accomplished using a structure or a list of lists.
- Using structures usually makes the solution more readable, and less flexible.
15.3 Dictionaries

A dictionary contains a number of unique keys, each with an associated value.
Recall these definitions.

;;; An association (As) is (list Num Str),
;;; where
;;; * the first item is the key,
;;; * the second item is the associated the value.
;;; An association list (AL) is one of
;;; * empty
;;; * (cons As AL)
;;; Note: All keys must be distinct.

- Example lookup-al, from slide 65!
- CQ 6
- CQ 7

15.4 Different Kinds of Lists

We will work more with lists of lists in Module 10.

15.5 Summary of M6

Refer to slides 68-69.

16 Lecture 16

Outline

1. Administrivia
2. Intro to M7 (M7:1-2)
3. One List Going Along For The Ride (M7:3-6)
4. Processing Two Lists in Lockstep (M7:7-13)
5. Processing Two Lists at Two Different Rates (M7:14-23)
16.1 Administrivia

1. Collin to type ASAP.

16.2 Intro to M7

16.3 One List Going Along For The Ride

16.4 Processing Two Lists in Lockstep

16.5 Processing Two Lists at Two Different Rates

17 Lecture 17

Outline

1. Administrivia
2. Example: nth-occur-suffix (M7:24-31)
3. Example: midpoints of pairs of Posns (M7:32)
4. Example: list=? (M7:33-41)
5. Summary of M7 (M7:42)

17.1 Administrivia

1. I still need to type my lecture notes for Lecture 16. I will get this done ASAP.

17.2 Example: nth-occur-suffix

Roberts’ Example: Develop the function \texttt{nth-occur-prefix}, as described below.

\[\text{\langle\texttt{nth-occur-prefix \texttt{asym n \texttt{alist}}\rangle \texttt{produces sublist}}\]
\[\text{\langle\texttt{ending at the nth occurrence of \texttt{asym in \texttt{alist}}.}}\]
\[\text{\langle\texttt{nth-occur-prefix:\rangle}\]
\[\text{\langle\texttt{Sym Nat (listof Sym) \rightarrow (listof Sym))}}\]
\[\text{\langle\texttt{requires: n} \geq \texttt{1}}\]
\[\text{\langle\texttt{Examples:}}\]
\[\text{(check-expect (nth-occur-prefix 'a 1 empty) empty)}\]
\[\text{(check-expect (nth-occur-prefix 'a 1 (list 'a 'c)) (list 'a))}\]
(check-expect (nth-occur-prefix 'a 2 empty) empty)
(check-expect (nth-occur-prefix 'a 2 (list 'a 'b 'a 'c)) (list 'a 'b 'a))
(define (nth-occur-prefix sym n alist) ...)

Solution: Develop in DrRacket. Use your prepared solution if you run out of time.

17.3 Example: midpoints of pairs of Posns

17.4 Example: list=?

Develop the function list=?, as described below.

;; Constants
(define mylist-1 (list 1 2 3 4 5))
(define mylist-2 (list 1 2 3 4 6))
(define mylist-3 (list 1 2 3 4))
(define mylist-4 (list 2 2 3 4 5))

;; (list=? list1 list2) produces true if
;; list1 and list2 are equal.
;; list=?: (listof Any) (listof Any) -> Bool
;; Examples:
(check-expect (list=? mylist-1 mylist-1) true)
(check-expect (list=? mylist-1 mylist-2) false)
(check-expect (list=? mylist-1 mylist-3) false)
(check-expect (list=? mylist-1 mylist-4) false)
(define (list=? list1 list2) ...)

Solution: Develop in DrRacket. Use your prepared solution if you run out of time.

- CQ 4
17.5 Summary of M7

18 Lecture 18

Outline

1. Administrivia
2. Intro to M8 (M8:1)
3. Binary Arithmetic Expressions
   (a) As Trees (M8:2-5)
   (b) Data Definition (M8:6-8)
   (c) Template (M8:9-10)
4. Binary Search Trees
   (a) Binary Trees (M8:11-17)
   (b) Additional Property for a Binary Search Tree (M8:18-22)

18.1 Administrivia

1. Office Hours today in DC 3108, 1:00-1:50 PM.
2. I still need to type my lecture notes for Lecture 16. I will get this done ASAP.
3. I also still owe you some examples to explain recent clicker question answers. I will get these done ASAP.

18.2 Binary Arithmetic Expressions

Remarks:

1. As with lists, the principal goal of M8, namely binary search trees are another classic data structure in CS.
2. We build up to the idea step-by-step, starting with binary trees (motivating them via binary arithmetic expressions).
3. Review the terminology on slide 4 before going on.
18.2.1 As Trees

1. Q: Construct the arithmetic expression that is represented by the tree.

```
+     /    /   -
*     /   *   -
2   6   5   2   5   3
```

A: \((2 \times 6) + ((5 \times 2)/(5 - 3))\)

2. Q: Construct the tree that represents the arithmetic expression:
\(((2 \times 6) + (5 \times 2))/(5 - 3)\)

A:

```
/   /
+   -
*   *
/   /   \
5   3
```

- CQ 1

18.2.2 Data Definition

```
(define-struct binode (op arg1 arg2))
;; A Binary arithmetic expression Internal Node (BINode)
;; is a (make-binode (anyof * + /) BinExp BinExp)
;; A Binary arithmetic expression (BinExp) is one of:
;; * a Num
;; * a BINode
;; Examples
5
```
(make-binode ' * 2 6)
(make-binode ' + 2 (make-binode ' - 5 3))

18.2.3 Template

;; binexp-template: BinExp -> Any
(define (binexp-template ex)
  (cond [(number? ex)...
      [else (...(binode-op ex)...
        (binexp-template (binode-arg1 ex))...
        (binexp-template (binode-arg2 ex))...))])

Examples:

1. On a08 you will develop some programs using this template.

2. Q: Construct the DrRacket expression that is represented by the tree.

   A:

   (make-binode ' + (make-binode ' * 2 6)
   (make-binode ' / (make-binode ' * 5 2) (make-binode ' - 5 3)))

3. Q: Construct the tree that represents the DrRacket expression.

   (make-binode ' * (make-binode ' + (make-binode ' * 5 2) (make-binode ' / 3 2))
   (make-binode ' - 2 6)))
18.3 Binary Search Trees

18.3.1 Binary Trees

1. A node of a tree stores a key and a value (i.e. an Association of an Association List).
2. When discussing the structure of a BST, it often suffices to show the keys only.

18.3.2 Additional Property for a Binary Search Tree

(define-struct node (key val left right))
;; A binary search tree (BST) is either
;; * empty, or
;; * (make-node Nat Str BST BST),
;; which satisfies the ordering property recursively:
;; * every key in left is less than key
;; * every key in right is greater than key

Examples: Q: Which of the following are, and which are not, BSTs, and why?

1.
19 Lecture 19

Outline

1. Administrivia
2. Example: count-leaves
3. Example: count-values
4. Searching in a BST (M8:24-28)
5. Creating a BST (M8:29-30)

19.1 Administrivia

1. Stuff.

19.2 Example: count-leaves

- CQ 3

19.3 Example: count-values

- A traversal is a systematic way of visiting every node of the tree.
- The most commonly used type is called depth-first, in which the search tree is deepened as much as possible on each child before going to the next sibling.
- At node $N$ you must do these three things:

  (N) Process $N$ itself.
  (L) Recursively traverse $N$’s left subtree.
(R) Recursively traverse \( N \)'s right subtree.

We may do these things in any order and still have a legitimate traversal. If we do (L) before (R), we call it left-to-right traversal, otherwise we call it right-to-left traversal.

Example: Let \( t \) be the following binary search tree.

\[
\begin{array}{c}
\text{onml} \\
5 \\
1, "blue" \\
6, "red" \\
14, "blue"
\end{array}
\]

Then

- \((\text{count-values } t \ "blue")\) produces 3, and
- \((\text{count-values } t \ "red")\) produces 1.

### 19.4 Searching in a BST

Here are some concrete examples of searching in a BST.

\[
\begin{array}{c}
5 \\
2 \\
1 \\
14, "blue"
\end{array}
\]

- We start from the root of the tree.
- If we search for 5, then we find it at the root and we are done.
If we search for 2, then we do not find it at the root.
Since $2 < 5$, we can ignore the right subtree, and only recursively search the left subtree.

If we search for 3, then we do not find it at the root.
Since $3 < 5$, we can again ignore the right subtree, and only recursively search the left subtree.
Since $3 > 2$, we can ignore the left subtree, and only recursively search the right subtree.
19.5 Creating a BST

Here is the binary tree formed by
(add 6 "6" (add 2 "2" (add 3 "3" (add 7 "7" empty)))):

- CQ 4
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