

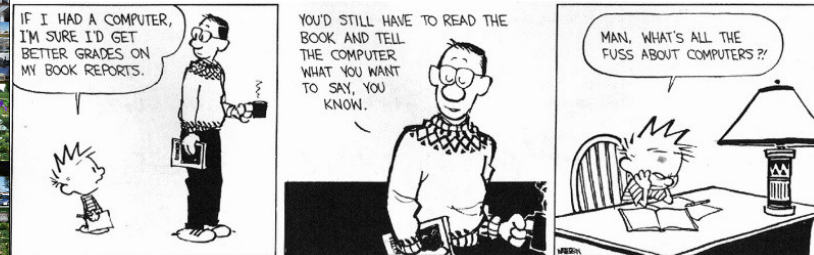
# Class 1: Introduction

CS1120 Fall 2010  
University of Virginia  
Computer Science

Westley Weimer

<http://www.cs.virginia.edu/cs1120>

## What is Computer Science?



Let  $AB$  and  $CD$  be the two given numbers not relatively prime. It is required to **find the greatest common measure** of  $AB$  and  $CD$ .

If now  $CD$  measures  $AB$ , since it also measures itself, then  $CD$  is a common measure of  $CD$  and  $AB$ . And it is manifest that it is also the greatest, for no greater number than  $CD$  measures  $CD$ .

Euclid's Elements, Book VII, Proposition 2 (300BC)

The note on the *inflected* line is only difficult to you, *because it is so easy*. There is in fact nothing in it, but you think there must be some grand mystery hidden under that word *inflected*!

Whenever from any point *without* a given line, **you draw along to any point in the given line**, you have *inflected* a line *upon* a given line.

Ada Byron (age 19), letter to Annabella Acheson (explaining Euclid), 1834

By the word **operation**, we mean any process which alters the mutual relation of two or more things, be this relation of what kind it may. This is the most general definition, and would include all subjects in the universe... Supposing, for instance, that the fundamental relations of pitched sounds in the science of harmony and of musical composition were susceptible of such expression and adaptations, the engine might compose elaborate and scientific pieces of music of any degree of complexity or extent.

Ada Byron, 1843



I ask you:  
What's the  
difference  
between Euclid  
and Ada?



*I have no idea what  
you're talking about  
when you say the word  
"ask".*

Bill Gates (deposition at  
Microsoft's anti-trust trial)



## Today's Class

- Ada and Euclid
- Engineering and Science
- Moore's Law and Computing Power
- The Liberal Arts
- Course Expectations
- Recursive Definitions and Languages
- Nuclear Weapons
- Formal Languages and Systems

#7

## Geometry vs. Computer Science

- Geometry (mathematics) is about *declarative* knowledge: “what is”  
If now  $CD$  measures  $AB$ , since it also measures itself, then  $CD$  is a common measure of  $CD$  and  $AB$
- Computer Science is about *imperative* knowledge: “how to”

#8

## Geometry vs. Computer Science

- Geometry (mathematics) is about *declarative* knowledge: “what is”  
If now  $CD$  measures  $AB$ , since it also measures itself, then  $CD$  is a common measure of  $CD$  and  $AB$
- ~~Computer Science~~ is about *imperative* knowledge: “how to”

Computer Science has little to do with beige (or spiffy black) boxes called “computers” and is not a real science.

#9

## Computer Science

“How to” knowledge:

- Ways of describing information processes (computations)
- Ways of predicting properties of information processes

Language

Logic

#10

## Science, Engineering or Other?



#11

## Science?

- **Science** involves understanding nature through observation
  - About *real* things like bowling balls, black holes, antimatter, electrons, comets, etc.
- Math and Computer Science are about *fake* things like numbers, graphs, functions, lists, etc.
  - Computer Science is a useful tool for *doing* real science, but is not a real science

#12



## Engineering?

“**Engineering** is design under constraint... Engineering is synthetic - it strives to create what can be, but it is constrained by nature, by cost, by concerns of safety, reliability, environmental impact, manufacturability, maintainability and many other such 'ilities.' ...”

William Wulf and George Fisher, 2002

#13

## Liberal Arts Trivia: Music

- Q. What is the name of a musical scale with twelve pitches, each a semitone or half step apart? Such a scale is nondiatonic, consisting entirely of half-step intervals and having no tonic due to the symmetry or equal spacing of its tone.



#14

## Liberal Arts Trivia: Psychology

Say the **color** each word is printed in:

Green Red Blue

Purple Blue Purple

Blue Purple Red

Green Purple Green

Q. Name the effect that refers to the fact that naming the color of the first group of words is easier and quicker than the second.

#15

## Let's Start With Classic Computers



#16

## Apollo Guidance Computer, 1969



1 Cubic Foot

Why did they need to fit the guidance computer in the rocket?

#17

## Measuring Computers

- 1 **bit** = smallest unit of information
  - True or False
  - 0 or 1
  - If we start with 2 possible choices, and get 1 bit, we can eliminate one of the choices



#18

## How much power?

- Apollo Computer: 61440 bits of changeable memory
  - Lab machines have 1 GB (RAM)
    - 1 Gigabyte = 1024 Megabytes,
    - 1 Megabyte = 1024 Kilobytes,
    - 1 Kilobyte = 1024 Bytes,
    - 1 Byte = 8 bits
- >  $(1024 * 1024 * 1024 * 8)$
- 8589934592** ~ 8.6 Billion bits
- > round  $((1024 * 1024 * 1024 * 8) / 61440)$
- 139810** You have 139 810 times more power than AGC

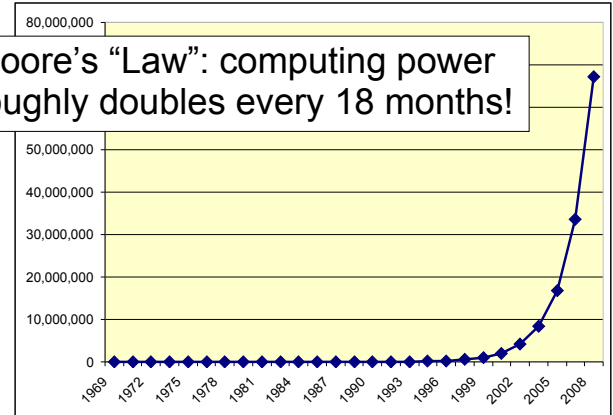
You will understand this notation soon...but don't worry if you don't now

If Apollo Guidance Computer power is 1 inch, you have 2.2 miles!

#19

## Computing Power 1969-present (in Apollo Control Computer Units)

Moore's "Law": computing power roughly doubles every 18 months!



## Constraints Computer Scientists Face

- Not like those for engineers:
  - Cost, weight, physics, etc.
  - If today's ~20 Million times what people had in 1969 isn't enough for you, wait until 2011 and you will have ~80 Million times...
- More like those for Musicians and Poets:
  - Imagination and Creativity
  - Complexity of what we can understand

#21

## So, what is computer science?

- ~~Science~~
  - No: it's about fake things like numbers, not about observing and understanding nature
- ~~Engineering~~
  - No: we don't have to deal with engineering-type constraints
- Liberal Art

#22

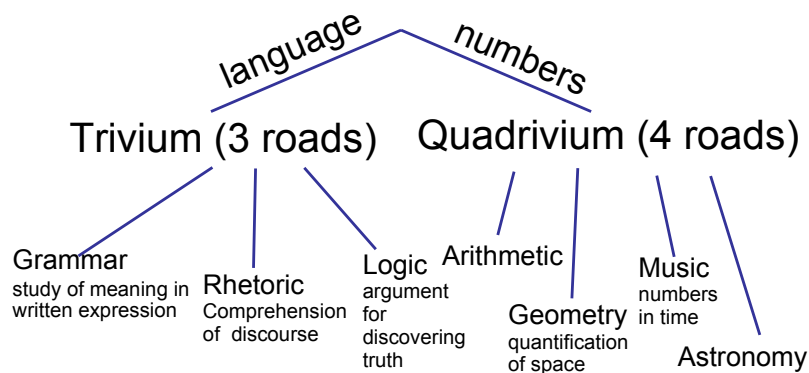
## Liberal Arts: ~1100 AD

- **Illiberal Arts**
  - arts for the non-free: pursued for economic reasons
- **Liberal Arts**
  - arts for the *free*: pursued for intrinsic reasons



#23

## The Liberal Arts



We will see all of these in this class!

#24



# Course Expectations



#25

## Would you recommend it?

No, not unless it was a requirement. It is just too time consuming to recommend for someone hoping to get an introduction to computer science without majoring in it. I thought it was worth taking though. I'll take from this class knowledge about computability and what computer science is.

I would recommend this class to people with time/dedication. This class is fun/interesting, but also a huge time consumer. They should expect to have their time killed, and to have their mind boggled at times, especially when working on the Problem sets and the tests.

If you want to learn a lot about computer science, I would definitely recommend this class. However, if you are not prepared to do the work associated with learning the material, I would not recommend it. This is one of the most rewarding classes I have taken, but it comes at a price.

They should expect a lot of work outside of class and I would advise them to take advantage of all of the planned office hours.

I would recommend the class to someone else, but only if they are ready to devote lots of time to the class

Yes. Take this class. If you expect to work and actually do the work, the class is very rewarding. I have a great sense of achievement now that I have finished.

Although it is a very challenging class, you learn a lot and it is very fulfilling in the end to have completed this course.

I would certainly recommend it, but caution them strongly that it's a lot of work.

I really appreciated this class. It was cool and fun. However, don't come to this class, thinking it's easy. YOU HAVE TO WORK! It's better to have friends in this class so that you enjoy/suffer together and help each other out.

Yes. I would even recommend all those whiny Cog Sci kids to retake it with you if they had a bad experience. Yes the workload is tough, but working for an A is not a bad thing.

If you want any chance of a social life or sleep, start the problem sets early... very early. Also, try to get to know all or most of the TAs early on so you can see which ones you find most helpful.

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## Other Options, if CS 1120 is a trap

- CS 1110 ("Introduction to Programming")
- CS 1010 ("Introduction to Information Technology")
- CS 1111 ("Introduction to Programming")



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## Course Roadmap



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## Difficulty

I would warn them that its a lot of work esp for an intro class.

I would say it has the work load of a 4 credit class but is a very practical class if at least somewhat interested in comp. sci.

The problem sets were very time consuming and very tough.

The first problem set was easy enough, but most of the rest of them were extremely difficult. Each week, it seems that Wes would warn us that this next one was particularly hard. They were all hard!

This was an extremely difficult crash course in CS for a Cog Sci major. The Cog Sci department, in the very least, should not market the class as a CS course for non CS people

I honestly think the problem sets were very challenging and time consuming, but it was for the best. I was able to collaborate with people and really think through the problems. All the sets were good, it was just tough at times to complete.

I would recommend this class to some of my friends, though I would have to warn them that it isn't a course where they will be able to sit back and not do any work.

I would make sure that students know how much of a time commitment this is.

I would prepare people for putting many many many many hours towards the class.

Problem sets owned my life for a number of hours but were essential to more fully understanding how computer science, and more specifically, computer programming goes about. Although some were absurdly tough to get through such as 3 and 5 and 9, I feel I have actually learned an incredible amount while attempting to complete these problem sets.

I would recommend this class to student who were interested in taking computer science, but probably defer them if they were only doing it for a major requirement and were not interested at all.

I would recommend with a warning. This class is unquestionably the hardest class I have taken in 4 years of college and was the most time consuming in terms of work. However, actually getting your code to work was extremely rewarding. I would advise students to strongly consider the amount of time they are willing to put into this class before registering for it. However, with that said, I think this class was worth taking because of how much it teaches you about programming.

#28

## Like Drinking from a Firehose

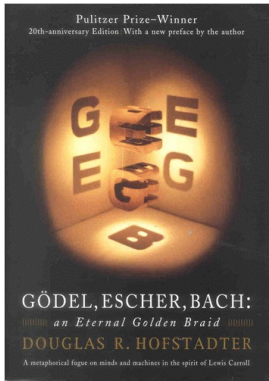
Don't be overwhelmed!  
If you're willing to work,  
you will do fine.



It may hurt a little bit, and a lot of water will go by you, but you won't go away thirsty!

#30

## Optional Course Book



“GEB”  
optional

### Introduction to Computing:

Explorations in  
Language, Logic, and  
Machines

A new book written for this course by  
Professor David Evans (UVA)

\$37.73 color printed copy  
\$00.00 read PDF on-line

“Course Book”  
optional

#31

## Optional Course “Book”

- Udacity “Intro To Computer Science”
  - **Follow at your own pace, on your own time**
  - In Early 2011, on-line undergraduate education was, shall we say, of poor quality
  - Sebastian Thrun of Stanford and Google adapted ideas from Khan Academy
  - And taught his “AI Class” to over 100,000 people, with 23,000 completing it
- Now: Udacity, Coursera, edX
  - Including Dave Evans and Wes Weimer
  - Course credit at some schools, etc.

#32

## Help Available

- Me: Westley Weimer (call me “Wes”)
  - Office Hours Wednesdays Noon-1pm
  - Always available via email and [forum](#), if I don’t reply in 24 hours, send again and complain
- Teaching Assistants: grad + undergrad TAs, ...
  - Staffed lab hours in Thornton Stacks, OLS 001, Small?
  - Hours TBA
- Web site: <http://www.cs.virginia.edu/cs1120>
  - **Everything** goes on the web, you should visit it often
- **Your classmates** (read the course pledge carefully!)

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## What I Expect of You

1. Everything on the Course Pledge
  - You should actually **read** it not just sign it (you will lose points on the problem sets if your submission reveals that you didn’t read it!)
2. You are a “Jeffersonian Student”
  1. Believe knowledge is powerful
  2. Interested in lots of things, ahead of your time
  3. Want to use what you learn to do good things
  4. Care more about what you learn than grades and degree requirements

#34

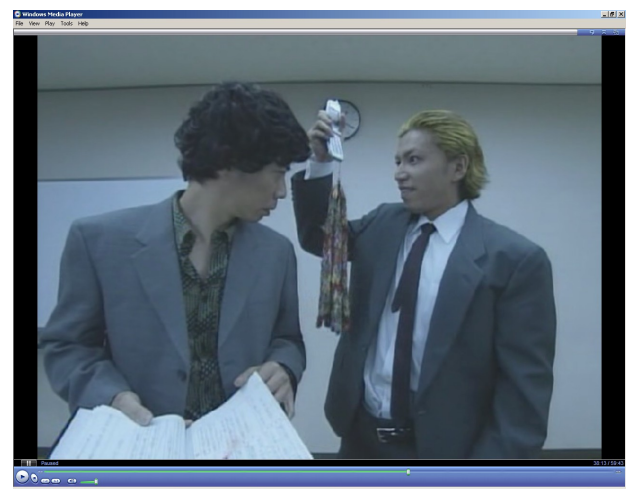
## Background Expected

- Language:
  - Reasonable reading and writing in English
  - Understanding of subject, verb and object
- Math:
  - Numbers, add, subtract, multiply, divide
  - Exponentiation, logarithms (we will review)
- Logic: *and*, *or*, *not*
- Computer Literacy: read email, browse web, store files

If I ever appear to expect anything else, stop me!

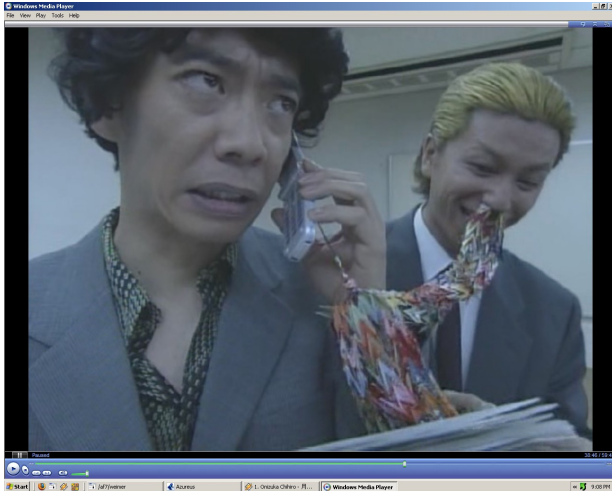
#35

## Many of you have fancy phones



#36

No ringing: you will look foolish



#37

## A Course for Everyone!

- CLAS, SEAS, Commerce, Arch, etc.
- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Years, Community Scholars, Faculty
- No background expected ... but challenging even for students with lots of previous CS courses
- Computer Science (future-) majors ... but worthwhile even if you don't take another CS course

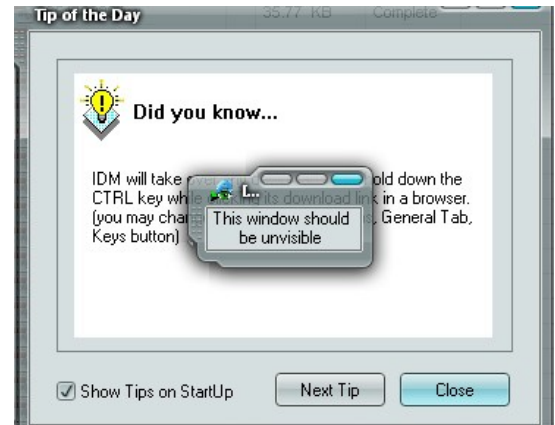
#38

## First Assignment

- Complete Registration Survey **by Tomorrow Noon**
- Optional Course Book Chaps 1-3 **by Tuesday**
- Problem Set 1 ("Making Mosaics") is due **3:30pm Thursday September 6**
  - Get started early!
- Due before CLAS drop deadline
  - If the class is too crowded for you, or if you *can't make the office hours*, or if PS1 is too confusing, drop CS1120 now and take it later
  - If you are in the class now and you drop it now but plan to take it later, *I will write you a note to skip you past the waitlist later*

#39

## First Main Theme: Recursive Definitions



#40

## What is the longest word in the English language?

Can you think of one longer than "**boustrophedon**" ? From Greek βουστροφηδόν ("ox-turning"—that is, turning like oxen in ploughing), it is an ancient way of writing manuscripts and other inscriptions.



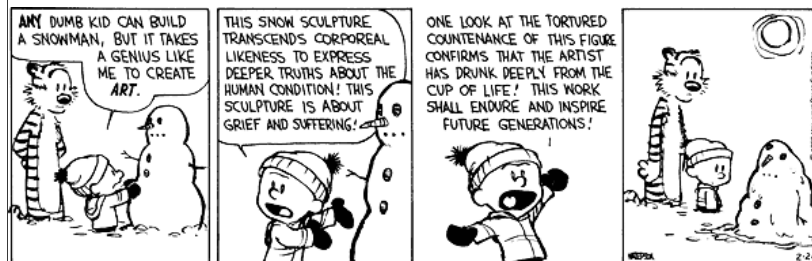
Ancient Greek boustrophedon inscription, Gortyn code, Crete, 5th c. B.C

#41

According to Guinness

**floccipoccinihilipilification**

*the act of rendering useless*



#42



## Making Longer Words

antifloccipoccinihilipilification

*the act of rendering not useless*

antiantifloccipoccinihilipilification

*the act of rendering useless*



## Language is *Recursive*

No matter what word you think is the longest word, I can always make up a longer one!

*word* ::= **anti-word**

If you have a word, you can always make up a new word by adding **anti** in front. Since the result is a word, you can make a longer new word by adding **anti-** in front again.

#44

## Recursive Definitions

- We can define things in terms of (*smaller versions of*) themselves
- **Recursive definitions** are different from circular definitions: they eventually end with something real

*word* ::= **anti-word**

*word* ::= **floccipoccinihilipilification**

#45

## Recursive Definitions

Allow us to express **infinitely** many things starting with a few.

This is powerful!

We will see **lots** of examples in this course.

#46

## Liberal Arts Trivia: Astronomy

- Q. What is the name given to highly magnetized rotating neutron stars that emit a beam of electromagnetic radiation? The radiation can only be observed when the beam of emission is pointing towards the Earth, yielding a “lighthouse effect”.



#47

## Liberal Arts Trivia: Rhetoric

- Q. The oft-quoted witticism - “This is the sort of English up with which I will not put” abjures that *these* are something one should avoid ending a sentence with.

#48

## Liberal Arts Trivia: Literature

- Q. This French author's works touched on topics such as solidarity, the absurd, and totalitarianism. His works include *L'Étranger*, *L'Homme révolté*, and *Caligula*. In 1957 he became the second-youngest recipient of the Nobel Prize for Literature and the first African-born writer to win it.



#49

## Megabytes vs. Megatons

- A brief diversion back to Moore's Law
- Computing: 30,000,000 times increase in power since 1969
- Nuclear weapons?



## If Nuclear Weapons followed Moore's Law...

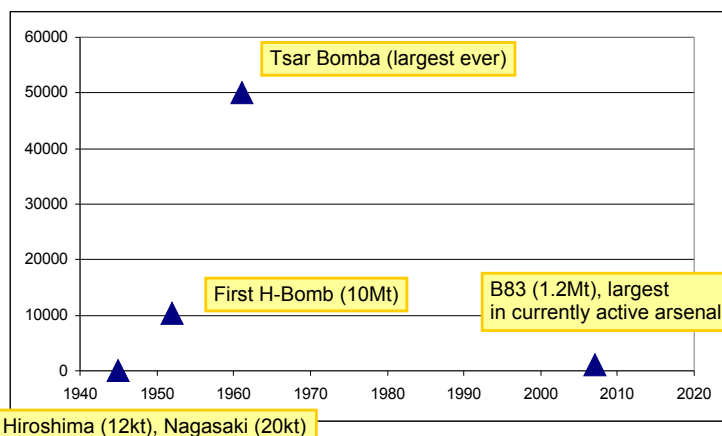
- 30M \* 50 Megatons = 1.5 Teratons
- 1 Megaton TNT =  $4.184 \times 10^{15}$  Joules
- 1.5 Teratons TNT =  $6.3 \times 10^{21}$  Joules
- Energy from Sun to Earth  
=  $4 \times 10^{18}$  Joules/ Year
- One bomb today would equal all the energy to reach the Earth from the Sun since 400 AD



Tsar Bomba 50 Megaton explosion, island in Arctic Sea, 1961

#51

## Actual Nuclear Weapons



#53

If it takes 60 seconds to compute a photomosaic for Problem Set 1 today on a typical PC, estimate how long it will take CS1120 students in 2015 to compute the same photomosaic? How long will it take in 2018?

>>>  $((2015 - 2012) * 12) / 18$

2

>>>  $(60 / (2 * 2))$

15

>>>  $((2018 - 2012) * 12) / 18$

4

>>>  $(60 / (2 * 2 * 2 * 2))$

3

>>>  $(60.0 / (2 * 2 * 2 * 2))$

3.75

Difference in years \* 12 = number of months  
Number of months / 18 = number of doublings  
according to Moore's Law

60 seconds today, 2 doublings by 2013  
15 seconds in 2013

60 seconds today, 4 doublings by 2016  
3.75 seconds in 2016

Reality check: Moore's "law" is just an "observation". We'll see one reason later today why it won't continue forever.

#52

#54

MU!

## Formal Systems and Languages



Are there any non-recursive natural languages? What would happen to a society that spoke one?

Not for humans at least.  
They would run out of original things to say.

Chimps and Dolphins are able to learn non-recursive “languages” (some linguists argue they are not really “languages”), but **only humans can learn recursive languages** (as far as we know).

#56

## Running out of Ideas

“It has all been said before.”

Eventually true for a non-recursive language.

**Never** true for a non-trivial recursive language.

There is always something original left to say!

#57

## Production Systems

- A **Post Production System** is one way of defining a language.
- Set of symbols
  - *Primitives*
- Set of rules for manipulating symbols
  - Hofstadter: Rules of Production, Rules of Inference
  - Also: Rules of Combination

#58

## The **MIU** System

- Symbols: **M**, **I**, **U**
- Rules of Production:
  - **Rule I:** If you have a string ending in **I**, you can add a **U** at the end.
  - **Rule II:** Suppose you have **M<sub>x</sub>**. Then you may add **M<sub>xx</sub>** to your collection.
  - **Rule III:** If **III** occurs in one of the strings in your collection you may make a new string with **U** in place of **III**.
  - **Rule IV:** If **UU** occurs inside one of your strings, you can drop it.

#59

## **MIU** System Example

Start with **MUI**, produce **MIU**

Rules of Production:

- Rule I: If you have a string ending in **I**, you can add a **U** at the end.
- Rule II: Suppose you have **M<sub>x</sub>**. Then you may add **M<sub>xx</sub>** to your collection.
- Rule III: If **III** occurs in one of the strings in your collection you may make a new string with **U** in place of **III**.
- Rule IV: If **UU** occurs inside one of your strings, you can drop it.

#60



# Any Questions?

- Before next class:
  - Optional Read Chapters 1-3
  - Complete Course Registration Survey
  - Read Lab Guide, start PS1
- PS1 due Thu Sep 06

