

# CSE505: Graduate Programming Languages

## Lecture 1 — Course Introduction

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### Today

- ▶ Administrative stuff
- ▶ Course motivation and goals
  - ▶ A Java example
- ▶ Course overview
- ▶ Course pitfalls
- ▶ Start OCaml tutorial (see separate notes)
  - ▶ Advice: start playing with it soon (e.g., hw1, problem 1)

### Course facts

- ▶ Dan Grossman, CSE574, djg at cs.washington.edu
- ▶ Zach Stein, steinz at uw.edu
- ▶ Office hours: posted on web page and “negotiable”
  - ▶ Or by appointment or just stop by my office if I’m around
- ▶ Web page for:
  - ▶ Mailing list
  - ▶ “Homework 0”
  - ▶ Homework 1, fairly carefully pipelined with first lectures
    - ▶ Do not wait to do it all

### Coursework

- ▶ 5 homework assignments
  - ▶ “Paper/pencil” (L<sup>A</sup>T<sub>E</sub>X recommended?)
  - ▶ Programming (OCaml required)
  - ▶ Where you’ll probably learn the most
  - ▶ Do challenge problems if you *want* but not technically “extra”
- ▶ 1 “introduction/summary” to a published research paper
  - ▶ More details later; high work/length ratio
- ▶ 2 exams
  - ▶ My reference sheet plus your reference sheet; samples provided
- ▶ Optional textbook: Types and Programming Languages by Pierce

### Exam scheduling

- ▶ Midterm: In class on October 30
- ▶ Final: Monday December 10, 10:30AM–12:20PM
- ▶ More information and several old exams posted as the dates near

### Academic integrity

- ▶ Don’t cheat in my class
  - ▶ I’ll be personally offended
  - ▶ Being honest is far more important than your grade
- ▶ Rough guidelines
  - ▶ Can sketch idea together
  - ▶ Cannot look at code solutions
- ▶ Ask questions and always describe what you did
- ▶ Please *do* work together and learn from each other...

## Graduate-school success

- ▶ Success in 505 (a graduate course) comes from:
  - ▶ Learning and enjoying the material
  - ▶ Challenging yourself
  - ▶ Managing the “big picture” and the details
- ▶ Success has nothing to do with:
  - ▶ Scrounging for grading points
  - ▶ “Doing better than the person next to you”
- ▶ *The person next to you is your colleague for the next 5–50 years*

## Logistical advice

- ▶ Take notes:
  - ▶ Slides/proofs posted, but they are enough to teach from not to learn from
  - ▶ Will often work through examples by hand
- ▶ Arrive on time:
  - ▶ Missing the first  $N$  minutes is so much less efficient than missing the last  $N$  minutes
  - ▶ I *know* you can get here on time (cf. exam days)

## Programming-language concepts

Focus on *semantic* concepts:

What do programs mean (do/compute/produce/represent)?

How to define a language *precisely*?

English is a poor *metalanguage*

Aspects of meaning:

equivalence, termination, determinism, type, ...

This course does *not* give superficial exposure to  $N$  weird PLs

- ▶ But it will help you learn new languages via foundations
- ▶ And build rigorous models for any area of CS research

## Does it matter?

Novices write programs that “work as expected,” so why be rigorous/precise/pedantic?

- ▶ The world runs on software
  - ▶ Web-servers and nuclear reactors don’t “seem to work”
- ▶ You buy language implementations—what do they do?
- ▶ Software is buggy—semantics assigns blame
- ▶ Real languages have many features: building them from well-understood foundations is good engineering
- ▶ Never say “nobody would write that” (surprising interactions)

## Is this really about PL?

Building a precise model is a hallmark of quality research

The value of a model is in its:

- ▶ Fidelity
- ▶ Convenience for establishing (proving) properties
- ▶ Revealing alternatives and design decisions
- ▶ Ability to communicate ideas concisely

Why we mostly do it for programming languages:

- ▶ Elegant things we all use
- ▶ Remarkably complicated (need rigor)

I believe this “theory” makes you a better computer scientist

- ▶ Focus on the model-building, not just the PL features

## APIs

Like almost anything in computing, we can describe the course in terms of designing an API

Many APIs have 1000s of functions with simple inputs

- ▶ Kernel calls take a struct or two and return an int

A typical language implementation more or less has just

- ▶ *typecheck* : *program* → *bool*
- ▶ *compile* : *program* → (*string* → *value*)

But defining *program* and these functions is subtle, hard

- ▶ Conversely, “a data structure is just a really dumb PL”
- ▶ Every extensible system ends up defining a PL (game engines, editors, web browsers, CAD tools, ...)

## Java example

```
class A { int f() { return 0; } }
class B {
  int g(A x) {
    try { return x.f(); }
    finally { s }
  }
}
```

For all  $s$ , is it equivalent for  $g$ 's body to be "return 0;"?  
Motivation: code optimizer, code maintainer, ...

## Punch-line

Not equivalent:

- ▶ Extend A
- ▶  $x$  could be null
- ▶  $s$  could modify global state, *diverge*, throw, ...
- ▶  $s$  could return

A silly example, but:

- ▶ PL makes you a good adversary, programmer
- ▶ PL gives you the tools to argue equivalence (hard!)

## Course goals

1. Learn intellectual tools for describing program behavior
2. Investigate concepts essential to most languages
  - ▶ mutation and iteration
  - ▶ scope and functions
  - ▶ types
  - ▶ objects
  - ▶ threads
3. Write programs to "connect theory with the code"
4. Sketch applicability to "real" languages
5. Provide background for current PL research (less important for most of you)

## Course nongoes

- ▶ Study syntax; learn to specify grammars, parsers
  - ▶ Transforming  $3 + 4$  or  $(+ 3 4)$  or  $+(3, 4)$  to "application of plus operator to constants three and four"
- ▶ Learn specific programming languages (but some ML)

## What we will do

- ▶ Define really small languages
  - ▶ Usually Turing complete
  - ▶ Always unsuitable for real programming
- ▶ Extend them to realistic languages less rigorously
- ▶ Digress for cool results (this is fun!?!)
- ▶ Study models very rigorously via *operational models*
- ▶ Do programming assignments in OCaml

## OCaml

- ▶ OCaml is an awesome, high-level language
- ▶ We will use a tiny core subset of it that is well-suited for manipulating recursive data structures (like programs!)
- ▶ You mostly have to learn it outside of class
  - ▶ Don't procrastinate
  - ▶ Don't hesitate to ask questions
- ▶ Resources on course webpage
- ▶ I am not a language zealot, but knowing ML makes you a better programmer

## Pitfalls

How to hate this course and get the wrong idea:

- ▶ Forget that we made simple models to focus on the essence
- ▶ Don't quite get inductive definitions and proofs when introduced
- ▶ Don't try other ways to model/prove the idea
  - ▶ You'll probably be wrong
  - ▶ And therefore you'll learn more
- ▶ Think PL people focus on only obvious facts
  - ▶ Need to start there

## Final metacomment

Acknowledging others is crucial...

This course draws heavily on pedagogic ideas from at least: Chambers, Chong, Felleisen, Flatt, Fluet, Harper, Morrisett, Myers, Pierce, Rugina, Walker

And material covered in texts from Pierce, Wynskel, and others  
(This is a course, not my work.)

## OCaml tutorial

- ▶ "Let go of Java/C"
- ▶ If you have seen SML, Haskell, Scheme, Lisp, etc. this will feel more familiar
- ▶ If you have seen OCaml, focus here on "how I say things" and what subset will be most useful to us in studying PL
- ▶ Give us some small code snippets so we have a common experience we can talk about
- ▶ Also see me use the tools