CSE 413: Programming Languages and their Implementation

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Today's Outline

- Administrative info
- Overview of the course
- Introduction to Racket

Welcome back!

- The last time we CSE413 was taught, it was online only, so we're adjusting (again!)

- This has been a strange world for the last few years and there's still a lot of stress for many

- Please speak up if things aren't (or are!) going well
  - We can often help if we know what's up, so stay in touch with TAs, instructor, advising, friends and peers, others
  - Don't try to "tough it out" or pretend it will get better if you just ignore it – speak up!

- We're all in this together but not all in the same way, so please show understanding and compassion for each other and help when you can – both in and outside of class

And a couple more things…

- Stay healthy! If you do come down with something, please stay home until recovered and not contagious
  - Lectures are on panopto if you do miss (but this is not a remote-learning class)

- Please be realistic about your workload – it's up to you to be sure you have the time and energy to handle your academic and other commitments

Who, Where & When

- Instructor: Hal Perkins (perkins@cs.washington.edu)
- TAs: Aditya Akhileshwaran, Aaminah Alam, Allan Jl, Yigao Li, Sravani Panuganti, Yilin Zhang
- Office hours: will set up and add to calendar shortly
- Lectures: MWF 10:30-11:20
- No sections
  - Might be able to set up some sort of semi-organized study sessions. Possible interest?

Course Web

- All info is on the CSE 413 web:
  www.cs.uw.edu/413
- Look there for schedules, contact information, lecture materials, assignments, links to discussion boards and mailing lists, etc.

- Canvas used for panopto recordings, office hour zoom links for ones with remote access, and (eventually - maybe) final gradebook only

ed discussion board

- Primary communications channel to stay in touch outside of class
  - Public discussions – join in, help out
  - Private messages for things like help with specific coding problems or other things that shouldn't be posted publically
  - Occasional broadcast messages from course staff

cse413-staff[at]cs mailing list

- Mailing list to reach course staff with things not appropriate for ed
  - Admin issues or questions that require followup beyond a quick answer on the discussion board
    - (But we'll use Gradescope for routine regrade requests)
  - Personal situations (illness, emergencies, etc.) where we can help out
- Please prefer this to messages to individual staff if you can – easier to route to right person to handle them

Course Computing

- All software is freely available and can be installed anywhere you want
  - Links on the course web

- If you have trouble getting a working setup please contact the course staff to see what might be possible

Grading: Estimated Breakdown

- Approximate Grading:
  - Homework: 70%
  - Midterm: 10%
  - Final: 15%
  - Other ≤5% (citizenship, effort, …)
  - We reserve the right to make reasonable adjustments if needed

- Assignments:
  - Weights will differ depending on difficulty
  - Assignments will be a mix of shorter written exercises and shorter/longer programming projects

- We will have a midterm and final exam
  - It's an important review/reflection part we need

Deadlines & Late Policy

- Assignments submitted online, graded, and feedback returned via GradeScope
  - Due @11pm (**not** 11:59 pm, not 2am, …)
  - Most due Tuesday evenings, a few other nights

- Late policy: 4 "late days" for entire quarter
  - At most 2 on any single assignment
  - Used only in integer, 24-hour units
  - Don't "plan" on using them! Save for unexpected needs or problems

Unusual situations

- Unusual things happen – remember to speak up
- We will do our best to work with you, but you need to contact course staff or the instructor well in advance (unless not possible because of a true emergency)
  - We will be flexible for emergency situations beyond your control, but we do not hand out extra "late days" or extensions just because something isn't done on time – save the last days for when you really need them.
- Please reach out early – don't let things fester until it's late and much harder to fix

Academic (Mis-)Conduct

- You are expected to do your own work
  - Exceptions, if any, will be clearly announced
- Things that are academic misconduct:
  - Joint production of submitted solutions, doing work for others, accepting work from others including have someone "walk you through" the details
  - Copying solutions found on the web
  - Consulting solutions from previous offerings of this course
  - etc. Will not attempt to provide exact legislation and invite attempts to weasel around the rules
- Integrity is a fundamental principle in the academic world (and elsewhere) – we and your classmates trust you; don't abuse that trust
- You must know the course policy– **Read It**! (on the web)

Working With Colleagues

- "Do your own work" does *not* mean "lock yourself in a windowless room". Learning from each other and from the course staff is a good thing; sharing ideas and talking is a good thing; finding useful resources is a good thing
  - Representing something that you didn't do as your own is not.
    - OK?

Gadgets (1)

- Gadgets reduce focus and learning
  - Bursts of info (*e.g.* emails, IMs, etc.) are *addictive*
  - Heavy multitaskers have more trouble focusing and shutting out irrelevant information
    - http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away
  - Seriously, you will learn more if you use **paper** instead!!!

Gadgets (2)

- So how should we deal with laptops/phones/etc.?
  - Just say no!
  - No open gadgets during class (really!)
    - Unless you are actually using a device to take notes or for other appropriate purposes….
  - Urge to search? – ask a question! Everyone benefits!!
  - You may close/turn off your electronic devices now
  - Pull out a piece of paper and pen/pencil instead ☺
- We will post code samples and transcripts of demos; but you'll want to have your own notes about key points and ideas
  - Attending class should not be the same as watching videos with brains clicked off ☺

Reading

- No required $$$ textbook – good free resources available
- First several weeks: "Functional Programming / Racket" page on course web:
  - Course notes! (also linked to calendar – *read them!*)
  - Racket documentation
  - How to Design Programs
    - Intro programming textbook using Scheme
    - More detail / longer than we need, but very useful
  - Structure and Interpretation of Computer Programs
    - Fantastic, classic intro CS book from MIT. Some good examples here that are directly useful

Tentative Course Schedule

- Week 1: Functional Programming/Racket
- Week 2: Functional Programming/Racket
- Week 3: Functional Programming/Racket
- Week 4: FP wrapup, environments, lazy eval
- Weeks 5-6: Object-oriented programming and Ruby; scripting languages
- Weeks 7-9: Language implementation, compilers and interpreters
- Week 10: garbage collection; special topics

Work to do!

- Download Racket and install
- Run DrRacket and verify facts like 1+1=2
  - Which, in racket is `(eqv? (+ 1 1) 2)` ☺
- Learn your way around the course web and linked resources
  - Especially: *read* the Racket lecture notes that go with the first classes

Now where were we?

- Programming Languages

- Language Implementation

Why Functional Programming?

- Focus on "functional programming" because of simplicity, power, elegance
- Stretch our brains – different ways of thinking about programming and computation
  - Often a good way to think even if stuck with C/Java/…
- Now mainstream – lambdas/closures in Javascript, C#; modern Java, C++; functional programming is the "secret sauce" in cloud infrastructure; …
- Let go of Java/C/… for now
  - Easier to approach functional prog. on its own terms
  - We'll make connections to other languages as we go

Scheme / Racket

- Scheme: The classic functional language
  - Enormously influential in education, research

- Racket
  - Modern Scheme dialect with some changes/extras
  - DrRacket programming environment (was DrScheme for many years)

- Expect your instructor to say “Scheme” accidentally at times

Functional Programming

- Programming consists of defining and evaluating functions
- No side effects (assignment)
  - An expression will always yield the same value when evaluated (referential transparency)
  - You can bind names to values and use the name to refer to the value (very common), but we won't re-bind (update) names
- No loops (use recursion instead)

- Racket/Scheme/Lisp include assignment and loops but they are not needed and we won't use
  - i.e., you will "lose points", as the saying goes ☺

Primitive Expressions

- constants
  - Integer
  - rational
  - real
  - boolean
- variable names (symbols)
  - Names can contain almost any character except white space and parentheses
  - Stick with simple names like sumsq, x, iter, same?, ...

Compound Expressions

- Either a combination or a special form

1. Combination: (operator op1 op2 …)
   - there are a lot of pre-defined operators
   - We can define our own operators
2. Special form
   - “keywords” in the language
   - eg, define, if, cond
   - have non-standard evaluation rules (more later)

Combinations

- (operator operand1 operand2 …)

- this is prefix notation, the operator comes first
- a combination always denotes a procedure application
- the operator is a symbol or an expression, the applied procedure is the associated value
  - +, -, abs, new-function
  - characters like * and + are not special; if they do not stand alone then they are part of some name

Evaluating Combinations

- To evaluate a combination
  - Evaluate the subexpressions of the combination
    - All of them, including the operator – it's an expression too!
  - Apply the procedure that is the value of the leftmost subexpression (the operator) to the arguments that are the values of the other subexpresions (the operands)
- Examples (demo)

Evaluating Special Forms

- Special forms have unique evaluation rules
- `(define x 3)` is an example of a special form; it is not a combination
  - the evaluation rule for a simple define is "associate the given name with the given value" or, more concisely, "bind the value to the name"
  - All special forms do something different from simple evaluation of a value from (evaluated) operands
- There are a few more special forms, but there are surprisingly few compared to other languages

Procedures

Recall the define special form

- Special forms have unique evaluation rules
- `(define x 3)` is an example of a special form; it is not a combination
  - the evaluation rule for a simple define is "associate the given name with the given value", i.e., "bind the value to the name"

Bind a value to a variable

- `(define ⟨name⟩ ⟨expr⟩)`
  - define - special form
  - name - name that the value of expr is bound to
  - expr - expression that is evaluated to give the value for name
- define is valid only at the top level of a <program> and at the beginning of a <body>
  - We will only use it at top-level

Bind a procedure value (!) to a name

- `(define (⟨name⟩ ⟨params⟩) ⟨body⟩)`
  - define - special form
  - name - the name that the procedure is bound to
  - formal parameters - names used within the body of procedure, bound when procedure is called
  - body - expression (or sequence of expressions) that will be evaluated when the procedure is called
  - The result of the last expression in the body will be returned as the result of the procedure call

Example definitions

```
(define pi 3.1415926535)

(define (area-of-disk r)
  (* pi (* r r)))

(define (area-of-ring outer inner)
  (- (area-of-disk outer)
     (area-of-disk inner)))
```

Defined procedures are “first class”

- Procedures that we define are used exactly the same way as the primitive procedures provided in Racket
  - names of built-in procedures are not special; they are simply names that have been pre-defined
  - you can't tell whether a name stands for a primitive (built-in) procedure or one we’ve defined by looking at the name or how it is used
  - [Disclaimer: This is almost but not always strictly true in Racket]

Booleans

- One type of data object is boolean

  `#t` (true) or `#f` (false)
- We can use these explicitly or by calculating them in expressions that yield boolean values
- An expression that yields a true or false value is called a predicate

```
#t =>
(< 5 5) =>
(> pi 0) =>
```

Conditional expressions

- As in all languages, we need to be able to make decisions based on values
- In Racket it's not "if this is true, do that else do something else"
- Instead, we have conditional expressions. The value of a conditional expression is the value of one of its subexpressions – which one depends on the value(s) of other expression(s)

Special form: if

`(if ⟨e1⟩ ⟨e2⟩ ⟨e3⟩)`

Evaluation:

- Evaluate ⟨e1⟩
- If true, evaluate ⟨e2⟩ to get the if value
- If false, evaluate ⟨e3⟩ to get the if value

- Example: `(if (< x y) x y)`

Special form: cond

`(cond ⟨clause1⟩ ⟨clause2⟩ … ⟨clausen⟩)`

- each clause has the form

  `[⟨predicate⟩ ⟨expression⟩]`

  - (Racket allows us to use[ ] and ( ) interchangeably, which can make things more readable)

- the last clause can be

  `[else ⟨expression⟩]`

Example: sign.scm

```
; return the sign of x: -1, 0, 1
(define (sign x)
  (cond
    [(< x 0) -1]
    [(= x 0) 0]
    [(> x 0) +1]))
```

Logical composition

```
(and ⟨e1⟩ ⟨e2⟩... ⟨en⟩)
(or ⟨e1⟩ ⟨e2⟩... ⟨en⟩)
(not ⟨e⟩)
```

- Racket evaluates the expressions ei one at a time in left-to-right order until it determines the correct value

in-range.scm

```
; true if val is lo <= val <= hi

(define (in-range lo val hi)
  (and (<= lo val)
       (<= val hi)))
```

To Be Continued…

- For more information about Racket/Scheme, refer to notes on the Racket pages of the course web & reference material linked there

- More demos/examples in the next several lectures, very little PowerPoint, if any