Learning goals
Introductions
Clickers

Have you used iClickers before?

A. Yes  
B. No

CENTR101: CA

To change your remote frequency
1. Press and hold power button until flashing
2. Enter two-letter code
3. Checkmark / green light indicates success

Why use clickers?
Logistics

Textbook: Sipser 2nd edition

Participation: Class times (iClicker questions)
Register on Triton Ed (ted.ucsd.edu)

Preparation: Reading quizzes (Ted) & Discussion (4 options each Monday)

Exams:  Wednesday April 20 8pm-9:50pm
Wednesday May 11 8pm-9:50pm  ** No makeup exams **
Final Exam Saturday June 4 11:30am-2:30pm

Gradescope: Homework submission and exam return
Piazza: announcements and Q&A. Contact instructors here!
Class podcast: podcast.ucsd.edu
Logistics

• Exams 70%    HW 20%    Participation + Preparation 10%
• Details on class website: [http://cseweb.ucsd.edu/classes/sp16/cse105-ab](http://cseweb.ucsd.edu/classes/sp16/cse105-ab)
• Register iClickers on TritonEd by Friday, April 1
• 7 HW assignments, can be done in groups of 1-3. **No late HW accepted.**
• Can change HW groups throughout quarter
• Drop lowest HW score
• Drop lowest midterm score if do better on final
• Can use note card for exams
• Need to earn at least 50% on final exam to pass the class
• Preparation earned via either reading quizzes or discussion quizzes
• Drop lowest discussion quiz score and two lowest class participation scores
• Credit for participation if answer 80% of clicker question in that day's class
• HW and exams answers evaluated not only on the correctness of your answers, but on your ability to effectively communicate your ideas and convince the reader of your conclusions through proofs and logical reasoning
• HW solutions on TritonEd
How to succeed

• Prepare ahead of class
  • Read assigned sections, do reading quiz before class

• Engage in class
  • Discuss questions with your neighbors, look for (counter)examples
  • Go over wrong choices too!

• Re-inforce after class
  • Briefly summarize what you learned

• Start homework early and work in a group
  • Tackle problems together: brainstorm, plan, and solve together

• Seek help and seek to help others, with integrity
About this class: Academic integrity

It's an integrity violation to…

- Click in for someone who is absent
- Sign discussion attendance sheet for someone who is absent
- Ask others to give you specific HW or quiz or test answers
- Share your answers on HW or quiz or test
- Work on HW with anyone else than your HW partners
- Search the internet or other resources not provided for the class for HW solutions
- Share answers or notes while taking an exam

This not a complete list … you are responsible for knowing and following the guidelines. Academic integrity violations will be taken seriously and reported immediately.
About this class: Academic integrity

You are working on a homework question with your group members and are stuck on a question. You run into a friend who solved the problem already and shows you her solution. You look at it, but put it away before continuing the group conversation. Is this acceptable?

A. Yes
B. No
You’re working on a homework question and run across a definition you don’t understand. You Google the term and, ‘lo and behold, the first hit is a full solution to the homework question. You avoid reading the solution and close the browser. You keep working on the solution and hand in the assignment, without mentioning the Google search since you didn’t use the result. Is this acceptable?

A. Yes
B. No
About this class: Academic integrity

You're not sure if you are interpreting a homework problem correctly. You write a post on Piazza explaining your approach to answering it, and asking if this is the correct way to interpret the question. Is this acceptable?

A. Yes
B. No
Getting down to business

• This week's discussion: **Review** of prerequisites
  • Sets, functions, operations
  • Proofs (e.g. proof strategies, closure proofs)

• **Textbook** reference: Chapter 0, Section 1.1

• **Wednesday**: Reading quiz due (via TritonEd)
• **Friday**: HW1 due (via Gradescope)
CSE191 (Spring 2016) Automata Practicum

- **Optional** Lab class to be taken concurrently with CSE 105
- **Goal:** Reinforce your understanding of Automata and Computability Theory
- **How:** implement and run mathematical definitions using a real programming language (Haskell)
- **Administrivia:**
  - Instructor: Daniele Micciancio
  - 1 Unit, P/NP grade
  - Lectures: Monday 10:00-10:50am, HSS 1128A
  - Homework: set of (short) programming assignments
Today's learning goals  

- Explain the difference between computability theory and complexity theory.
- Model a controller using a finite automaton
- Define key terms and operations associated to finite automata
  - Alphabet
  - Strings
  - Languages
- Use and design a finite automaton via its
  - Formal definition
  - State diagram
- Identify the strings and languages accepted by a given finite automaton
- Design a finite automaton which accepts a given language
Questions about algorithms

Can they solve problems?

Can they be provably correct?

Can they be made more efficient?

Can they always be found?
Questions about algorithms

Can they solve problems?

implementation: Java, C++, Python …

Can they be provably correct?

CSE 20, 21, 101

Can they be made more efficient?

Can they always be found?
Questions? Problems?

- Scheduling
- Sorting
- Classifying
- Computing a value

Making a decision or computing a value based on some input
Questions about algorithms

Can they solve problems?
    implementation: Java, C++, Python …

Can they be provably correct?
    CSE 20, 21, 101

Can they be made more efficient?

Can they always be found?

are there problems that no computer can solve?
Questions about algorithms

Can they solve problems?
implementation: Java, C++, Python …

Can they be provably correct?
CSE 20, 21, 101

Can they be made more efficient?
Complexity theory [Last week of CSE 105]

Can they always be found?
Computability theory [Last third of CSE 105]
But what is an algorithm?

- Computers are everywhere in various forms
  - Mobile,
  - Embedded,
  - High-performance,
  - Hardware,
  - Cryptography,
  - Big data
  - DNA/RNA computing
  - Quantum

Different contexts call for different algorithms + different performance constraints
Any common thread?

- Model of computation
  - Abstraction
  - Isolate common features of computation
  - May be removed from implementation

- Why?
  - Wide application
  - Can study limits
Models of computation

- Finite automata and their variants
- Context free grammars
- Turing machines
Automata

- Text processing: grep, regexp
- Hardware design: Moore machines, Mealy machines
- Controllers: Code input as strings, Model memory using states
Example: subway turnstile

- A subway turnstile is locked until a token is entered, at which point it unlocks in response to a single push, after which it locks again.
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Example: subway turnstile

- A subway turnstile is locked until a token is entered, at which point it unlocks in response to a single push, after which it locks again.

What happens if the turnstile is pushed while locked?

A. Transition to unlocked
B. Stay locked
C. Send error message
D. None of the above
Example: subway turnstile

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Example: subway turnstile

- A subway turnstile is locked until a token is entered, at which point it unlocks in response to a single push, after which it locks again.

What's the initial state of the turnstile?

A. Locked  
B. Unlocked
Example: subway turnstile

- A subway turnstile is locked until a token is entered, at which point it unlocks in response to a single push, after which it locks again.
Finite automaton

- Input: finite string over a fixed alphabet
- Output: "accept" or "reject"

Language of the machine is the set of strings it accepts
Finite automaton

- Input: finite string over a fixed alphabet
- Output: "accept" or "reject"

Example input: 0001
Finite automaton

- Input: finite string over a fixed alphabet
- Output: "accept" or "reject"

What is the sequence of states followed on input 110?

A. q1, q1, q0  
B. q1, q1, q2  
C. q0, q1, q2, q3  
D. q0, q1, q1, q2  
E. None of the above
Finite automaton

- Input: finite string over a fixed alphabet
- Output: "accept" or "reject"

Does this DFA accept the string 001000?
A. Yes
B. No
C. I don't know
Finite automaton

- Input: finite string over a fixed alphabet
- Output: "accept" or "reject"

Does this DFA accept the empty string?

A. Yes  
B. No  
C. I don't know
A finite automaton is a 5-tuple \((Q, \Sigma, \delta, q_0, F)\) where

1. \(Q\) is a finite set called the states
2. \(\Sigma\) is a finite set called the alphabet
3. \(\delta : Q \times \Sigma \rightarrow Q\) is the transition function
4. \(q_0 \in Q\) is the start state
5. \(F \subseteq Q\) is the set of accept states.
A finite automaton is a 5-tuple \((Q, \Sigma, \delta, q_0, F)\) where

1. \(Q\) is a finite set called the states
2. \(\Sigma\) is a finite set called the alphabet
3. \(\delta : Q \times \Sigma \to Q\) is the transition function
4. \(q_0 \in Q\) is the start state
5. \(F \subseteq Q\) is the set of accept states.

Can there be more than one start state in a finite automaton?

A. Yes, because of line 4.
B. No, because of line 4.
C. I don't know
A finite automaton is a 5-tuple \((Q, \Sigma, \delta, q_0, F')\) where

1. \(Q\) is a finite set called the states
2. \(\Sigma\) is a finite set called the alphabet
3. \(\delta : Q \times \Sigma \to Q\) is the transition function
4. \(q_0 \in Q\) is the start state
5. \(F' \subseteq Q\) is the set of accept states.

Can there be zero many accept states?

A. Yes, in which case the language is empty.
B. Yes, in which case the language is all strings.
C. No, because of line 5.
D. I don't know.
Finite automaton

A finite automaton is a 5-tuple \((Q, \Sigma, \delta, q_0, F)\) where

1. \(Q\) is a finite set called the states
2. \(\Sigma\) is a finite set called the alphabet
3. \(\delta : Q \times \Sigma \to Q\) is the transition function
4. \(q_0 \in Q\) is the start state
5. \(F \subseteq Q\) is the set of accept states.

Can one state have two different transitions labelled with the same symbol going out of it?

A. Yes, because of 2.
B. Yes, because of 3.
C. No, because of 2.
D. No, because of 3.
E. I don't know.
Vocabulary review

- \{ a,b,c,d,e \}  
  The set whose elements are a,b,c,d,e

- \{ a,b \}^*  
  The set of finite strings over a,b
  - Includes empty string
  - Includes a, aa, aaa
  - Includes b, bb, bbb
  - Includes ab, ababab, aaaaaabbb
  - Does not include infinite sequences of a's and b's
  - Has infinitely many different elements

- \| ababab \| = 6  
  The length of the string ababab is 6

- \| \{ a,b,c,d,e \} \| = 5  
  The size of the set \{a,b,c,d,e\} is 5
For next time

• Reading quiz due tomorrow
  • on Triton Ed

• Start Homework 1
  • Set up course tools: TritonEd, Gradescope, Piazza, JFLAP
  • Find group members
  • Read all the questions
  • Start working