

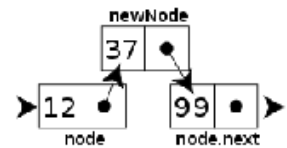
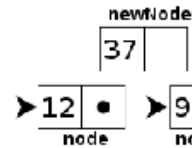
INSERTION-SORT(A)

```

1  for  $j \leftarrow 2$  to  $A.length$ 
2     $key \leftarrow A[j]$ 
3    // insert  $A[j]$  into the sorted
      sequence  $A[1 \dots j-1]$ 
4     $i \leftarrow j-1$ 
5    while  $i > 0$  and  $A[i] > key$ 
6       $A[i+1] \leftarrow A[i]$ 
7       $i \leftarrow i-1$ 
8     $A[i+1] \leftarrow key$ 

```

cost	times
c_1	n
c_2	$n-1$
d	$n-1$
c_4	$n-1$
c_5	$\sum_{j=2}^n t_j$
c_6	$\sum_{j=2}^n (t_j - 1)$
c_7	$\sum_{j=2}^n (t_j - 1)$
c_8	$n-1$



WELCOME TO CS 24!

Problem Solving with Computers-II

<https://ucsb-cs24-s18.github.io/>

Read the syllabus. Know what's required. Know how to get help.

C++

```

#include <iostream>
using namespace std;

int main() {
    cout << "Hola Facebook!";
    return 0;
}

```

Enrollment
status: 117/105

About me

- Diba Mirza (diba@ucsb.edu)
 - PhD (Computer Engineering, UCSD)
 - First year as faculty at UCSB!
 - Before this: Teaching faculty at UCSD for three years
- Office hours (starting next week 1/22):
 - M: 3:30p - 5p (right after lecture)
 - R: 11a – 1p
 - Or by appointment
 - Location: HFH 1155
 - Check the Google calendar on course website
 -
- You can reach me via
 - Piazza (highly recommended)
 - Email: Include [CS24] on the subject line



Ask me about:

- Course content!
- The how and why of what we are learning

Tell me about:

- Yourself!
- Experience in the class
- Interaction with the staff
- Climate of the labs

Course staff



TAs and peer mentors about:

- One-one help in labs
- Feedback on code
- Answer questions on course content
- Available during “schedule” and “open labs” in Phelps 3525



Peer Mentors

How to succeed in this course - first steps

- Come to office hours and introduce yourself
- Setup a regular time to meet outside of section time with your
 - **Mentor**
 - **Programming partner**
- Communicate with the staff in person and remotely on:

PIAZZA

About this course

You will learn to:

- Organize **data** in programs
- Design and implement **larger programs** that **run fast**
- Analyze** the **complexity** of your programs

Why learn all this?

C++

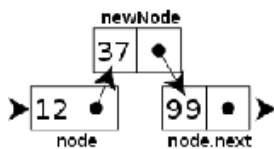
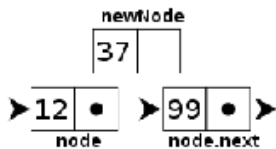
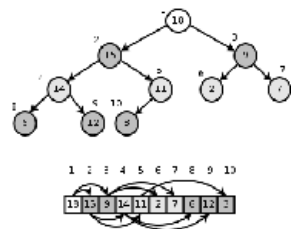
```
#include <iostream>
using namespace std;

int main() {
    cout << "Hola, Facebook!" << endl;
    return 0;
}
```

GitHub



Data Structures



Complexity Analysis

INSERTION-SORT(A)

```
1 for  $j = 2$  to  $A.length$ 
2    $key = A[j]$ 
3   // Insert  $A[j]$  into the sorted
   sequence  $A[1..j-1]$ .
4    $i = j - 1$ 
5   while  $i > 0$  and  $A[i] > key$ 
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```

cost	times
c_1	n
c_2	$n - 1$
c_3	$n - 1$
c_4	$n - 1$
c_5	$\sum_{j=2}^n t_j$
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c_7	$\sum_{j=2}^n (t_j - 1)$
c_8	$n - 1$

Course Logistics

- Grading
 - Class and section participation (iclickers): : 2%
 - Homeworks (due every week in sections) : 8%
 - Lab (programming) Assignments(due weekly) : 20%
 - Projects (programming assignments) : 20%
 - Midterm exams (2): : 20%
 - Final exam : 30%
- NO MAKEUPS ON EXAMS!
- You have 48 hours grace period to submit the labs. DO NOT contact the instructor or TAs for extensions unless you have a real emergency
- ATTENDENCE in sections and lectures is REQUIRED!
- To complete the labs you need a college of engineering account. If you don't have one yet, send an email to help@engineering.ucsb.edu

Clickers out – frequency AB

About you...

What is your familiarity/confidence with programming in C++?

- A. Know nothing or almost nothing about it.
- B. Used it a little, beginner level.
- C. Some expertise, lots of gaps though.
- D. Lots of expertise, a few gaps.
- E. Know too much; I have no life.

About you...

What is your familiarity/confidence with C++ pointers?

- A. Know nothing or almost nothing about it.
- B. Used it a little, beginner level.
- C. Some expertise, lots of gaps though.
- D. Lots of expertise, a few gaps.
- E. Know too much; I have no life.

About you...

What is your familiarity/confidence with C++ classes?

- A. Know nothing or almost nothing about it.
- B. Used it a little, beginner level.
- C. Some expertise, lots of gaps though.
- D. Lots of expertise, a few gaps.
- E. Know too much; I have no life.

About you...

What is your familiarity/confidence with using version control – git or subversion?

- A. Know nothing or almost nothing about it.
- B. Used it a little, beginner level.
- C. Some expertise, lots of gaps though.
- D. Lots of expertise, a few gaps.
- E. Know too much; I have no life.

iClickers: You must bring them

- Buy an iClicker at the Bookstore
- Register it on GauchoSpace (wait for my announcement on Piazza)
- Bring your iclicker to class

Required textbook

- Michael Main and Walter Savitch. *Data Structures and Other Objects Using C++ (4th edition)*, Addison-Wesley, 2011.

Recommended textbook

- Problem Solving with C++, Walter Savitch, Edition 9

You must **attend** class and lab sections

You must **prepare** for class

You must **participate** in class

Clickers, Peer Instruction, and PI Groups

- Find 1-2 students sitting near you. If you don't have any move.
- Introduce yourself.
- This is your initial PI group (at least for today)

Procedural Programming

- Break down a problem into sub tasks (functions)
- Algorithm to bake a cake

Preheat the oven to 350F

Get the ingredients: 2 eggs, 1cup flour, 1 cup milk

Mix ingredients in a bowl

Pour the mixture in a pan

Place in the over for 30 minutes

Object Oriented Programming

- A different approach to solving problems
- Solution to a problem is a system of interaction **objects**
- An object has attributes and behavior
- What are the objects in this example?

Preheat the oven to 350F

Get the ingredients: 2 eggs, 1 cup flour, 1 cup milk

Mix ingredients in a bowl

Pour the mixture in a pan

Place in the over for 30 minutes

In an oop approach
we start by defining
the attributes & behaviours
of relevant objects

Objects have attributes and behavior:

A cake baking example

Object	Attributes	Behaviors
Oven	Size Temperature Number of racks	Turn on Turn off Set temperature
Bowl	Capacity Current amount	Pour into Pout out
Egg	Size	Crack Separate(white from yolk)

Example: A “Rabbit” object

- You could (in a game, for example) create an object representing a rabbit
- It would have data:
 - How hungry it is
 - How frightened it is
 - Its Location
- And methods:
 - eat, hide, run, dig



A class: pattern for describing similar objects

A generic pattern that is used to describe objects that have similar attributes and behaviors

e.g. a bowl and a pan may be described by the same class


```
class Dish{  
    void pourIn( double amount);  
    void pourOut(double amount);  
    double capacity;  
    double currentAmount;  
};
```

Concept: Classes describe objects

- Every object belongs to (is an **instance** of) a **class**
- An object may have **fields**, or **variables**
 - The class describes those fields
- An object may have **methods**
 - The class describes those methods
- A class is like a template, or cookie cutter

Concept: Classes are like Abstract Data Types

- An **Abstract Data Type** (ADT) bundles together:
 - some data, representing an object or "thing"
 - the operations on that data
- The operations defined by the ADT are the *only* operations permitted on its data
- ADT = classes + information hiding

```
class Dish{  
public:  access Specifiers  
    void pourIn( double amount);  
    void pourOut(double amount);  
private:  
    double capacity;  
    double currentAmount;  
};
```

Another example of an ADT

```
class Employee{
```

Look at example code written in class

```
};
```

Notation: How to create objects of a class

```
Employee secretary;
```

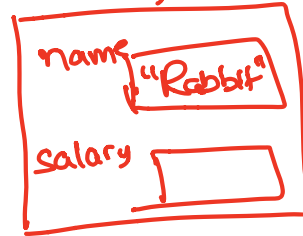
```
Employee president;
```

```
secretary.setname( "Rabbit");
```

```
cout<<secretary.getSalary();
```

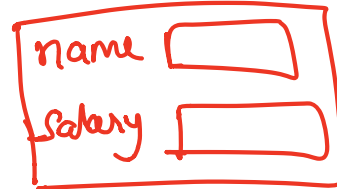
Secretary

dot operator used to
access methods of the class



Objects created on the
computer's memory
(specifically
the stack)

president



→ Note how this line
sets the 'name' variable
of the object secretary


Approximate Terminology

- instance = object
- field = instance variable
- method = function
- sending a message to an object =
calling a function
- These are all *approximately* true

Advice: Restrict access

- Always, *always* strive for a narrow interface
- Follow the **principle of information hiding**:
 - the caller should know as little as possible about how the method does its job
 - the method should know little or nothing about where or why it is being called
- Make as much as possible **private**
- Your class is responsible for its own data; don't allow other classes to screw it up!

What we have spoken about so far?

- Class = Data + Member Functions.
 - Abstract Data Type = Class + information hiding
 - How to define a new class type, and place the definition in a header file.
 - How to use the header file in a program which declares instances of the class type.
 - How to activate member functions.
-  But you still need to learn how to write the bodies of a class's methods.

Next time

- Demo converting a procedural program to a OOP style program
- The big 3