340371 - PRO1-I2O23 - Programming I

Coordinating unit: 340 - EPSEVG - Vilanova i la Geltrú School of Engineering
Teaching unit: 723 - CS - Department of Computer Science
Academic year: 2015
Degree: BACHELOR'S DEGREE IN INFORMATICS ENGINEERING (Syllabus 2010). (Teaching unit Compulsory)
ECTS credits: 7.5  
Teaching languages: Catalan

Teaching staff
Coordinator: Neus Català Roig
Others: Jordi Esteve Cusiné

Prior skills

Required knowledge on imperative programming techniques:
- basic instructions: assignment, alternative, iteration
- actions, functions and parameter passing
- vectors and tuples; sequences
- sequential search and traversal schemes

Students are expected to know how to use one imperative language, preferably C++. They should have some experience in editing, compiling and running C++ programs in the Linux environment.

Degree competences to which the subject contributes

Specific:
1. CEFB3. Ability to understand and to have a good command of discrete, logical, algorithmically mathematics and computing complexity and its application to automatical treatment of information by means of computational systems and its application to solve engineering problems.
2. CEFB4. Basic knowledge of use and computer programming, as well as of operating systems, data base and generally informatic programs with engineering applications.
3. CEFB5. Knowledge of informatic systems, its structure, function and interconnection, as well as fundamentals of its programming.
4. CEFC6. Basic knowledge and application of algorithmic processes, informatic techniques to design solutions of problems, analyzing if proposed algorisms are apt and complex.
5. CEFC7. Knowledge, design and efficient use of data types and structures the most appropriate to resolve problems.

Transversal:
6. SELF-DIRECTED LEARNING - Level 1. Completing set tasks within established deadlines. Working with recommended information sources according to the guidelines set by lecturers.
7. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 1. Planning oral communication, answering questions properly and writing straightforward texts that are spelt correctly and are grammatically coherent.
8. TEAMWORK - Level 1. Working in a team and making positive contributions once the aims and group and individual responsibilities have been defined. Reaching joint decisions on the strategy to be followed.
9. EFFECTIVE USE OF INFORMATION RESOURCES - Level 1. Identifying information needs. Using collections, premises and services that are available for designing and executing simple searches that are suited to the topic.
The objective of this course is to consolidate the basic techniques of designing algorithms for solving problems by computer, scientific and technical fields, and learn the basics of advanced techniques such as recursivity and object orientation.

After completing the course the student has to master the concepts of class, object, attribute, method, and understand class specifications. It must also be able to build programs that use classes for simple linear structures (stack, queue, list, vector) and tree (binary tree, general tree).

Another key objective of the course is the understanding of the multiple and linear recursivity and their relationship with the iterative algorithms.

It is expected that students learn to design correct and efficient programs both iterative and recursive. It is also expected that students explain the different types of specification generalizations and their characteristics. At the end of the course the students must be able to implement a data structure with specific operational and efficiency requirements using recursive data types (or pointers).

### Study load

<table>
<thead>
<tr>
<th>Total learning time: 187h 30m</th>
<th>Hours large group: 45h</th>
<th>24.00%</th>
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</thead>
<tbody>
<tr>
<td>Hours medium group:</td>
<td>0h</td>
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<tr>
<td>Hours small group:</td>
<td>30h</td>
<td>16.00%</td>
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<tr>
<td>Guided activities:</td>
<td>0h</td>
<td>0.00%</td>
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<tr>
<td>Self study:</td>
<td>112h 30m</td>
<td>60.00%</td>
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### Content

<table>
<thead>
<tr>
<th>1.- Modular design and object-oriented design</th>
<th>Learning time: 20h</th>
</tr>
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<tbody>
<tr>
<td>Theory classes: 2h</td>
<td></td>
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<tr>
<td>Practical classes: 3h</td>
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<tr>
<td>Laboratory classes: 2h</td>
<td></td>
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<tr>
<td>Guided activities: 1h</td>
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<tr>
<td>Self study: 12h</td>
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**Description:**

**Related activities:**
Activity 1 and First Test.

**Specific objectives:**
- Distinguish the roles of user, specifier and implementer of data classes. List the elements of the specification of a data class. List the elements of the implementation of a data class.
- Design a data class with a clear independence between specification and implementation. Justify why the only way to create, consult or modify an object of a data class is through operations included in the class specification.
- Solve in C++ any exercise based on the application of a basic algorithmic technique on a vector composed of objects from a data class, as would be done for a vector of elements from simple types.
- Given an implementation for a simple data class, make improvements in the representation of its components and its operations.
## 2.- Linear and tree-like data structures

<table>
<thead>
<tr>
<th>Learning time: 26h</th>
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<tbody>
<tr>
<td>Theory classes: 3h</td>
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<tr>
<td>Practical classes: 4h</td>
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<tr>
<td>Laboratory classes: 2h</td>
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<tr>
<td>Guided activities: 1h</td>
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<tr>
<td>Self study: 16h</td>
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**Description:**

**Related activities:**
Activity 2, First Test and Second Test.

**Specific objectives:**
- Identify the data types most used to represent and manage linear data structures and write their specification.
- Design iterative and recursive algorithms for solving search and traversal problems on stacks, queues and lists, using the operations of the corresponding data types.
- Identify the data types most used to represent and manage tree data structures and write their specification.
- Design recursive algorithms for solving search and traversal problems on binary and general trees using the operations of the corresponding data type.

## 3.- Methodical iterative programming

<table>
<thead>
<tr>
<th>Learning time: 24h 30m</th>
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<tbody>
<tr>
<td>Theory classes: 2h</td>
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<tr>
<td>Practical classes: 3h 30m</td>
</tr>
<tr>
<td>Laboratory classes: 3h</td>
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<tr>
<td>Guided activities: 1h</td>
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<td>Self study: 15h</td>
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**Description:**
Loop invariants. Inductive design of iterative algorithms. Proof of correctness of iterative algorithms.

**Related activities:**
First Test.

**Specific objectives:**
- Describe the steps to follow to design an iterative algorithm.
- Prove the correctness of a given iterative algorithm.
### 4.- Methodical recursive programming

**Description:**
Inductive design of recursive algorithms. Proof of correctness of recursive algorithms. Function immersion (or generalization). Relationship between final linear recursive algorithms and iterative algorithms.

**Related activities:**
First Test, Second Test and Practical.

**Specific objectives:**
- Describe the steps to follow to design a recursive function.
- Prove the correctness of a given recursive algorithm.
- Explain what a function immersion is and the difference between specification and efficiency immersions. Explain the two types of specification immersions and their characteristics.
- Given a recursive algorithm, determine whether there is a simple way to obtain an equivalent iterative algorithm, and if so, write it.

**Learning time:** 39h 30m
- Theory classes: 4h
- Practical classes: 6h
- Laboratory classes: 4h
- Guided activities: 1h
- Self study: 24h 30m

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<thead>
<tr>
<th>Theory classes</th>
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<th>Laboratory classes</th>
<th>Guided activities</th>
<th>Self study</th>
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<tbody>
<tr>
<td>4h</td>
<td>6h</td>
<td>4h</td>
<td>1h</td>
<td>24h 30m</td>
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### 5.- Efficiency enhancements in recursive and iterative programs

**Description:**
Detection of repeated calculations in recursive and iterative programs. Efficiency immersions: new parameters and/or results in recursive operations to improve efficiency. New local variables that reuse their previous value in iterative operations to improve efficiency.

**Related activities:**
Second Test and Practical.

**Specific objectives:**
- Distinguish whether the cost of a given iterative or recursive algorithm, which works on vectors, stacks, queues or trees, is linear or quadratic (assuming that the cost is one of those).  
- Identify whether you can improve the efficiency of a given recursive algorithm and, if possible, design a more efficient recursive algorithm using efficiency immersions.
- Identify whether you can improve the efficiency of a given iterative algorithm and, if possible, design a more efficient alternative iterative algorithm.

**Learning time:** 20h
- Theory classes: 2h
- Practical classes: 3h
- Laboratory classes: 2h
- Guided activities: 1h
- Self study: 12h

<table>
<thead>
<tr>
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<th>Guided activities</th>
<th>Self study</th>
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</thead>
<tbody>
<tr>
<td>2h</td>
<td>3h</td>
<td>2h</td>
<td>1h</td>
<td>12h</td>
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</tbody>
</table>
6.- Recursive data types

Learning time: 20h
- Theory classes: 2h
- Practical classes: 3h
- Laboratory classes: 2h
- Guided activities: 1h
- Self study: 12h

Description:
Introduction to the use of recursive data types. Pointer type constructor and dynamic memory management. Implementation of linked data structures by means of recursive types (nodes). Iterative and recursive algorithms for solving search and traversal problems in linked data structures by directly accessing the node-based representation.

Related activities:
Second Test.

Specific objectives:
- Implement a data structure with specific operational and efficiency requirements using recursive data types (or pointers).
- Design iterative and recursive algorithms for resolving search and traversal problems in linked data structures, by directly accessing the implementation (given) of the appropriate type.

Qualification system

C1 = First Test.
C2 = Second Test.
Act = Grade obtained from the grade of 2 activities.
Pra = Grade obtained from the grade of each practice delivery.

Final Grade = 0.25*C1 + 0.30*C2 + 0.10*Act + 0.35*Pra

Regulations for carrying out activities

The written tests (First Test and Second Test) are presental and individual. The Practical is done in teams of two people. It is delivered non-presentially and evaluated both presentally and non presentally, using the documentation.
Bibliography

Basic:

Complementary:

Others resources:
Hyperlink

http://c.conclase.net/curso/index
C++ course. To be used as a reference manual.

http://www.cplusplus.com/reference/stl/
Reference manual for C++ STL containers.