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Welcome to the course website for Computer Systems and Programming Tools in Spring 2023 with Professor Brown.

This class meets TTh 12:30-1:45 in Morrill Hall 323.

This website will contain the syllabus, class notes, and other reference material for the class.

course calendar



subscribe to that calendar in your favorite calendar application

Navigating the Sections

The Syllabus section has logistical operations for the course broken down into sections. You can also read straight through by starting in the first one and navigating to the next section using the arrow navigation at the end of the page.

This site is a resource for the course. We do not follow a text book for this course, but all notes from class are posted in the notes

part not strictly the material that you'll be graded on, but it is often material that will help you understand and grow as a programmer and data scientist.

Reading each page

All class notes can be downloaded in multiple formats, including as a notebook. Some pages of the syllabus and resources are also notebooks, if you want to see behind the curtain of how I manage the course information.

Try it Yourself

Notes will have exercises marked like this

Question from Class

Questions that are asked in class, but unanswered at that time will be answered in the notes and marked with a box like this. Long answers will be in the main notes

Further reading

Notes that are mostly links to background and context will be highlighted like this. These are optional, but will mostly help you understand code excerpts they relate to.

Hint

Both notes and assignment pages will have hints from time to time. Pay attention to these on the notes, they'll typically relate to things that will appear in the assignment.

Click here!

Special tips will be formatted like this

Check your Comprehension

Questions to use to check your comprehension will looklike this

Contribute

Chances to earn community badges will sometimes be marked like this

Computer Systems and Programming Tools

About this course

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will begin with two fundamental tools: version control and the shell. We will focus on git and bash as popular examples of each. Sometimes understanding the tools requires understanding an aspect of the system, for example git uses cryptographic hashing which requires understanding number systems. Other times the tools help us see how parts work: the shell is our interface to the operating system.

About this syllabus

This syllabus is a *living* document. You can get notification of changes from GitHub by “watching” the [repository](#). You can view the date of changes and exactly what changes were made on the Github [commit history](#) page.

Creating an [issue](#) is also a good way to ask questions about anything in the course it will prompt additions and expand the FAQ section.

Should you download the syllabus and rely on your offline copy?

No, because the syllabus changes

About your instructor

Name: Dr. Sarah M Brown Office hours: listed on communication page

Dr. Sarah M Brown is a third year Assistant Professor of Computer Science, who does research on how social context changes machine learning. Dr. Brown earned a PhD in Electrical Engineering from Northeastern University, completed a postdoctoral fellowship at University of California Berkeley, and worked as a postdoctoral research associate at Brown University before joining URI. At Brown University, Dr. Brown taught the Data and Society course for the Master’s in Data Science Program. You can learn more about me at my [website](#) or my research on my [lab site](#).

You can call me Professor Brown or Dr. Brown, I use she/her pronouns.

The best way to contact me is e-mail or an issue on an assignment repo. For more details, see the [Communication Section](#)

Tools and Resources

We will use a variety of tools to conduct class and to facilitate your programming. You will need a computer with Linux, MacOS, or Windows. It is unlikely that a tablet will be able to do all of the things required in this course. A Chromebook may work, especially with developer tools turned on. Ask Dr. Brown if you need help getting access to an adequate computer.

All of the tools and resources below are either:

- paid for by URI **OR**
- freely available online.

BrightSpace

On BrightSpace, you will find links to other resources, this site and others. Any links that are for private discussion among those enrolled in the course will be available only from our course [Brightspace](#) site .

Our class link for Prismia chat is available on Brightspace. Once you've joined once, you can use the link above or type the url: prismia.chat. We will use this for chatting and in-class understanding checks.

On Prismia, all students see the instructor's messages, but only the Instructor and TA see student responses.

! Important

Prismia is **only** for use during class, we do not read messages there outside of class time

You can get a transcript from class from Prismia.chat using the menu in the top right.

Course Website

The course website will have content including the class policies, scheduling, class notes, assignment information, and additional resources.

Links to the course reference text and code documentation will also be included here in the assignments and class notes.

GitHub

You will need a GitHub Account. If you do not already have one, please [create one](#) by the first day of class. If you have one, but have not used it recently, you may need to update your password and login credentials as the [Authentication rules](#) changed in Summer 2021.

You will also need the `gh` CLI. It will help with authentication and allow you to work with other parts of github besides the core git operations.

! Important

You need to install this on Mac

Programming Environment

In this course, we will use several programming environments. In order to participate in class and complete assignments you need the items listed in the requirements list. The easiest way to meet these requirements is to follow the recommendations below. I will provide instruction assuming that you have followed the recommendations. We will add tools throughout the semester, but the following will be enough to get started.

⚠ Warning

This is not technically a *programming* class, so you will not need to know how to write code from scratch in specific languages, but we will rely on programming environments to apply concepts.

Requirements:

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- a C compiler
- Git
- A bash shell
- A web browser compatible with Jupyter Notebooks
- nano text editor (comes with GitBash and default on MacOS)
- one IDE with git support (default or via extension)
- the GitHub CLI on all OSs

Recommendation

Windows- option A	Windows - option B	MacOS	Linux	Chrome OS
<ul style="list-style-type: none">• Install python via Anaconda video install• Git and Bash with GitBash (video instructions).				

Zoom

(backup only & office hours only)

This is where we will meet if for any reason we cannot be in person. You will find the link to class zoom sessions on Brightspace.

URI provides all faculty, staff, and students with a paid Zoom account. It can run in your browser or on a mobile device, but you will be able to participate in office hours and any online class sessions if needed best if you download the [Zoom client](#) on your computer. Please [log in](#) and [configure your account](#). Please add a photo (can be yourself or something you like) to your account so that we can still see your likeness in some form when your camera is off. You may also wish to use a virtual background and you are welcome to do so.

For help, you can access the [instructions provided by IT](#).

Grading

This section of the syllabus describes the principles and mechanics of the grading for the course. The course is designed around your learning so the grading is based on you demonstrating how much you have learned.

Additionally, since we will be studying programming tools, we will use them to administer the course. To give you a chance to get used to the tools there will be a grade free zone for the first few weeks.

Learning Outcomes

The goal is for you to learn and the grading is designed to as close as possible actually align to how much you have learned. So, the first thing to keep in mind, always is the course learning outcomes:

By the end of the semester, students will be able to:

2. Differentiate the different classes of tools used in computer science in terms of their features, roles, and how they interact and justify positions and preferences among popular tools
3. Identify the computational pipeline from hardware to high level programming language
4. Discuss implications of choices across levels of abstraction
5. Describe the context under which essential components of computing systems were developed and explain the impact of that context on the systems.

These are what I will be looking for evidence of to say that you met those or not.

Principles of Grading

Learning happens through practice and feedback. My goal as a teacher is for you to learn. The grading in this course is designed to reflect how deeply you learn the material, even if it takes you multiple attempts to truly understand a topic. The topics in this course are all topics that will come back in later courses, so it is important that you understand each of them correctly so that it helps in the next course.

This course is designed to encourage you to work steadily at learning the material and demonstrating your new knowledge. There are no single points of failure, where you lose points that cannot be recovered. Also, you cannot cram anything one time and then forget it. The material will build and you have to demonstrate that you retained material. You will be required to demonstrate understanding of the connections between ideas from different parts of the course.

- Earning a C in this class means you have a general understanding; you will know what all the terms mean; you could follow along in a meeting where others were discussing systems concepts and use core tools for common tasks. You know where to start when looking things up.
- Earning a B means that you can apply the course concepts in other programming environments; you can solve basic common errors without looking much up.
- Earning an A means that you can use knowledge from this course to debug tricky scenarios; you can know where to start and can form good hypotheses about why uncommon errors have occurred; you can confidently figure out new complex systems.

The course is designed for you to *succeed* at a level of your choice. As you accumulate knowledge, the grading in this course is designed to be cumulative instead of based on deducting points and averaging. No matter what level of work you choose to engage in, you will be expected to revise work until it is correct. The material in this course will all come back in other 300 and 400 level CSC courses, so it is essential that you do not leave this course with misconceptions, as they will make it harder for you to learn related material later.

If you made an error in an assignment what do you need to do?



Read the suggestions and revise the work until it is correct.

Penalty-free Zone

Since learning developer tools is a core learning outcome of the course, we will also use them for all aspects of administering the course. This will help you learn these tools really well and create accountability for getting enough practice with core operations, but it also creates a high stakes situation: even submitting your work requires you understanding the tools. This would not be very fair at the beginning of the semester.

feedback on your work. In this period, deadlines are more flexible as well. If work is submitted incorrectly, we will still see it because we will manually go look for all activities. After this zone, we will assume you chose to skip something if we do not see it.

What happens if you merged a PR without feedback?

During the Penalty-Free zone, it will still be graded and logged. After that, we will not see it.

Important

If there are terms in the rest of this section that do not make sense while we are in the penalty-free zone, do not panic. This zone exists to help you get familiar with the terms needed.

During the third week, you will create a course plan where you establish your goals for the course and I make sure that you all understand the requirements to complete your goals.

What happens if you're confused by the grading scheme right now?

Nothing to worry about, we will review it again in week three after you get a chance to build the right habits and learn vocabulary. We will also give you an activity that helps us to be sure that you understand it at that time.

Learning Badges

Your grade will be based on you choosing to work with the material at different levels and participating in the class community in different ways. Each of these represents different types of badges that you can earn as you accumulate evidence of your learning and engagement.

- experience: guided in class activities
- review: just the basics
- practice: a little bit more independent
- explore: posing your own directions of inquiry
- build: in depth- application

To earn a D you must complete:

- 23 experience badges

To earn a C you must complete:

- 23 experience badges
- 18 review badges

To earn a B you must complete:

- 23 experience badges
- your choice:
 - 18 practice badges
 - 12 review + 12 practice

 View
This is also a more informative page for this community.

- 23 experience badges
- your choice:
 - 18 practice badges + 6 explore badges
 - 18 review badges + 3 build badges
 - 6 review badges + 12 practice badges + 4 explore badges + 1 build badges
 - 12 review badges + 6 practice badges + 2 explore badges + 2 build badges

You can also mix and match to get +/- . For example (all examples assume 23 experience badges)

- A-: 18 practice + 4 explore
- B+: 6 review + 12 practice + 4 explore
- B-: 6 review + 12 practice
- B+: 24 practice
- C+: 12 review + 6 practice

Warning

These counts assume that the semester goes as planned and that there are 26 available badges of each base type (experience, review, practice). If the number of available badges decreases by more than 2 for any reason (eg snowdays, instructor illness, etc) the threshold for experience badges will be decreased.

Important

There will be 20 review and practice badges available after the penalty free zone. This means that missing the review and practice badges in the penalty free zone cannot hurt you. However, it does not mean it is a good idea to not attempt them, not attempting them at all will make future badges harder, because reviewing early ideas are important for later ideas.

You cannot earn both practice and review badges for the same class session, but most practice badge requirements will include the review requirements plus some extra steps.

At the end of the semester, there will be special *integrative* badge opportunities that have multipliers attached to them. These badges will count for more than one. For example an integrative 2x review badge counts as two review badges. These badges will be more complex than regular badges and therefore count more.

Can you do any combination of badges?



No, you cannot earn practice and review for the same date.

Experience Badges

You earn an experience badge in class by:

- preparing for class
- following along with the activity (creating files, using git, etc)
- responding to 80% of inclass questions (even incorrect or :idk:)

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- asking a question at the end of class

You can make up an experience badge by:

- preparing for class
- reading the posted notes
- completing the activity from the notes
- producing an “experience report” OR attending office hours

An experience report is evidence you have completed the activity and reflection questions. The exact form will vary per class, if you are unsure, reach out ASAP to get instructions. These are evaluated only for completeness/ good faith effort. Revisions will generally not be required, but clarification and additional activity steps may be advised if your evidence suggests you may have missed a step.

Do you earn badges for prepare for class?

No, prepare for class tasks are folded into your experience badges.

What do you do when you miss class?

Read the notes, follow along, and produce an experience report or attend office hours.

What if I have no questions?

Learning to ask questions is important. Your questions can be clarifying (eg because you misunderstood something) or show that you understand what we covered well enough to think of hypothetical scenarios or options or what might come next. Basically, focused curiosity.

Review and Practice Badges

The tasks for these badges will be defined at the bottom of the notes for each class session *and* aggregated to badge-type specific pages on the left hand side.

You can earn review and practice badges by:

- creating an issue for the badge you plan to work on
- completing the tasks
- submitting files to your KWL on a new branch
- creating a PR, linking the issue, and requesting a review
- revising the PR until it is approved
- merging the PR after it is approved

Where do you find assignments?

At the end of notes and on the separate pages in the activities section on the left hand side

The key difference between review and practice is the depth of the activity. Work submitted for review and practice badges will be assessed for correctness and completeness. Revisions will be common for these activities, because understanding correctly, without misconceptions, is important.

Important

Revisions are to help you improve your work **and** to get used to the process of making revisions. Even excellent work can be improved. The **process** of making revisions and taking good work to excellent or excellent to exceptional is a useful learning outcome. It will help you later to be really good at working through PR revisions; we will use the same process as code reviews in industry, even though most of it will not be code alone.

Explore Badges

Explore badges require you to pose a question of your own that extends the topic. For inspiration, see the practice tasks and the questions after class.

Details and more ideas are on the [explore](#) page.

You can earn an explore badge by:

- creating an issue proposing your idea (consider this ~15 min of work or less)
- adjusting your idea until given the proceed label
- completing your exploration
- submitting it as a PR
- making any requested changes
- merging the PR after approval

For these, ideas will almost always be approved, the proposal is to make sure you have the right scope (not too big or too small). Work submitted for explore badges will be assessed for depth beyond practice badges and correctness. Revisions will be more common on the first few as you get used to them, but typically decrease as you learn what to expect.

Important

Revisions are to help you improve your work **and** to get used to the process of making revisions. Even excellent work can be improved. The **process** of making revisions and taking good work to excellent or excellent to exceptional is a useful learning outcome. It will help you later to be really good at working through PR revisions; we will use the same process as code reviews in industry, even though most of it will not be code alone.

You should create one PR per badge

Build Badges

Build badges are for when you have an idea of something you want to do. There are also some ideas on the [build](#) page.

You can earn a build badge by:

- providing updates on your progress
- completing the build
- submitting a summary report as a PR linked to your proposal issue
- making any requested changes
- merging the PR after approval

You should create one PR per badge

For builds, since they're bigger, you will propose intermediate milestones. Advice for improving your work will be provided at the milestones and revisions of the complete build are uncommon. If you do not submit work for intermediate review, you may need to revise the complete build. The build proposal will be assessed for relevance to the course and depth. The work will be assessed for completeness in comparison to the proposal and correctness. The summary report will be assessed only for completeness, revisions will only be requested for skipped or incomplete sections.

Community Badges

Community badges are awarded for extra community participation. Both programming and learning are most effective in good healthy collaboration. Since being a good member of our class community helps you learn (and helps others learn better), some collaboration is required in other badges. Some dimensions of community participation can only be done once, for example fixing a typo on the course website, so while it's valuable, all students cannot contribute to the course community in the same way. To reward these unique contributions, you can earn a community badge.

You can see some ideas as they arise by issues labeled **community**.

Community badges can replace missed experience, review, and practice badges, upgrade a review to a practice badge, or they can be used as an alternate way to earn a + modifier on a D,C, or B (URI doesn't award A+s, sorry). Community badges are smaller, so they are not 1:1 replacements for other badges. You can earn a maximum of 14 community badges, generally one per week. Extra helpful contributions may be awarded 2 community badges, but that does not increase your limit. When you earn them, you can plan how you will use it, but they will only be officially applied to your grade at the end of the semester. They will automatically be applied in the way that gives you the maximum benefit.

Community Badge values:

- 3 community = 1 experience badge
- 4 community = 1 review
- 7 community = 1 practice.
- 3 community badges + 1 review = 1 practice.
- 10 community = add a  to a D,C, or B, **note that this is more efficient.**

You can earn community badges by:

- fixing small issues on the course website (during only)
- contributing extra terms or reviews to your team repo
- sharing articles and discussing them in the course discussions
- contributing annotated resources to the course website

Some participation in your group repo and a small number of discussions will be required for experience, review, and practice badges. This means that not every single contribution or peer review to your team repo will earn a community badge.

Example(nonexhaustive) uses:

- 22 experience + 17 review + 11 community = C (replace 2 experience, 1 review)
- 24 experience + 17 review + 5 community = C (replace 1 review)
- 24 experience + 18 review + 10 community = C+ (modifier)
- 24 experience + 18 practice + 10 community = B+ (modifier)
- 23 experience + 18 practice + 13 community = B+ (modifier, replace 1 experience)
- 24 experience + 16 practice + 2 review + 10 community = B (upgrade 2 review)
- 24 experience + 10 review + 10 community + 6 practice + 3 explore + 2 build = A (replace 2 review)
- 24 experience + 14 review + 10 community + 4 practice + 3 explore + 2 build = A (upgrade 2 review to practice)
- 24 experience + 12 review + 14 community + 4 practice + 3 build =A (replace 2 practice)

These show that community badges can save you work at the end of the semester by reducing the number of practice badges or simplifying badges

Free corrections

All work must be correct and complete to earn credit. In general, this means that when your work is not correct, we will give you guiding questions and advice so that you can revise the work to be correct. Most of the time asking you questions is the best way to help you learn, but sometimes, especially for small things, showing you a correct example is the best way to help you learn.

Additionally, on rare occasions, a student can submit work that is incorrect or will have down-the-line consequences but does not demonstrate a misunderstanding. For example, in an experience badge, putting text below the `#` line instead of replacing the hint within the `< >`. Later, we will do things within the kwl repo that will rely on the title line being filled in, but it's not a big revision where the student needs to rethink about what they submitted.

In these special occasions, good effort that is not technically correct may be rewarded with a . In this case, the instructor or TA will give a suggestion, with the  emoji in the comment and leave a review as "comment" instead of "changes requested" or "approved". If the student commits the suggestion to acknowledge that they read it, the instructor will then leave an approving review. Free corrections are only available when revisions are otherwise eligible. This means that they cannot extend a deadline and they are not available on the final grading that occurs after our scheduled "exam time".

Important

These free corrections are used at the instructional team's discretion and are not guaranteed.

This means that, for example, the same mistake the first time, might get a  and a third or fourth time might be a regular revision where we ask you to go review prior assignments to figure out what you need to fix with a broad hint instead of the specific suggestion

i Note

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assign
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be the

If the course response rate on the IDEA survey is about 75%,  will be applicable to final grading. **this includes the requirement of the student to reply**

Deadlines

There will be fixed feedback hours each week, if your work is submitted by the start of that time it will get feedback. If not, it will go to the next feedback hours.

We do not have a final exam, but URI assigns an exam time for every class. The date of that assigned exam will be the final due date for all work including all revisions.

Experience badges

Prepare for class tasks must be done before class so that you are prepared. Missing a prepare task could require you to do an experience report to make up what you were not able to do in class.

If you miss class, the experience report should be at least attempted/drafted (though you may not get feedback/confirmation) before the next class that you attend. This is strict, not as punishment, but to ensure that you are able to participate in the next class that you attend. Skipping the experience report for a missed class, may result in needing to do an experience report for the next class you attend to make up what you were not able to complete due to the missing class activities.

If you miss multiple classes, create a catch-up plan to get back on track by contacting Dr. Brown.

Review and Practice Badges

These badges have 5 stages:

- posted: tasks are on the course website
- planned: an issue is created
- started: one task is attempted and a draft PR is open
- completed: all tasks are attempted PR is ready for review, and a review is requested
- earned: PR is approved (by instructor or a TA) and work is merged

Tip

these badges *should* be reviewed and started before the next class. This will set you up to make the most out of each class session. However, only prepare for class tasks have to be done immediately.

These badges badges must be *started* within one week of when they are posted and *completed* within two weeks. A task is attempted when you have answered the questions or submitted evidence of doing an activity or asked a sincere clarifying question.

If a badge is planned, but not started within one week it will become expired and ineligible to be earned. You may request extensions to complete a badge by updating the PR message, these will typically be granted. Extensions for starting badges will only be granted in exceptional circumstances.

earn the badge.

💡 Tip

Try to complete revisions quickly, it will be easier for you

Explore Badges

Explore badges have stages:

- proposed: issue created
- in progress: issue is labeled “proceed” by the instructor
- complete: work is complete, PR created, review requested
- revision: “request changes” review was given
- earned: PR approved

Explore badges are feedback-limited. You will not get feedback on subsequent explore badge proposals until you earn the first one. Once you have one earned, then you can have up to two in progress and two in revision at any given time.

Build Badges

You may earn at most one build badge per month, with final grading in May. To earn three build badges, you must earn the first one by the end of March.

Academic Honesty Violation Penalty

If you are found to submit prismia responses that do not reflect your own thinking or that of discussion with peers as directed, the experience badge for that class session will be ineligible.

If you are found to submit work that is not your own for a review or prepare badge, the review and prepare badges for that date will be ineligible and the penalty free zone terms will no longer apply to the first six badges.

If you are found to submit work that is not your own for an explore or build badge, that badge will not be awarded and your maximum badges at the level possible will drop to 2/3 of the maximum possible.

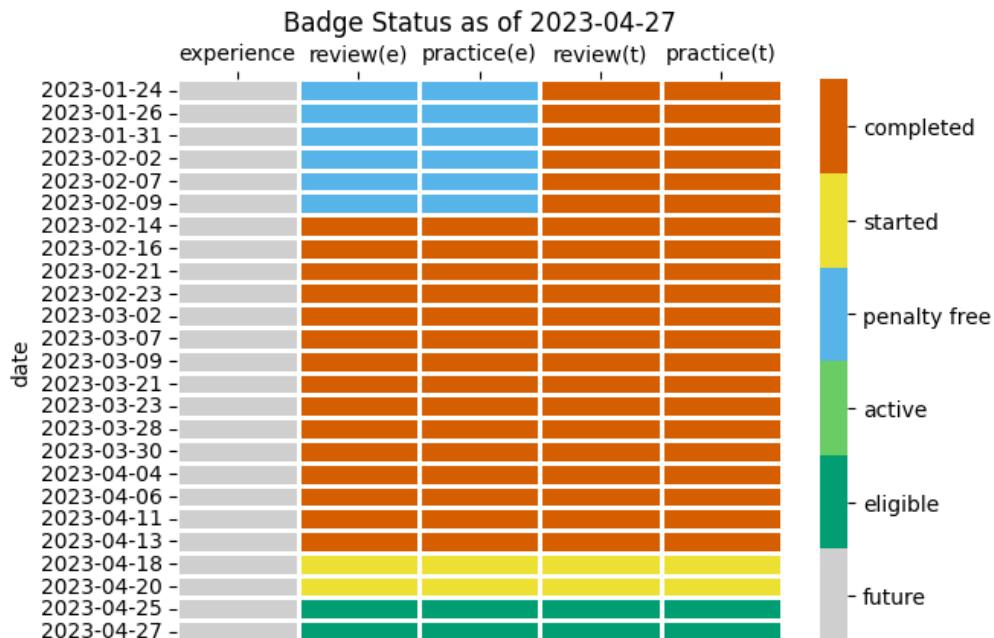
(experimental) Badge Visualizations

Badge status

⚠ Warning

this is not guaranteed to stay up to date with current, but the listed date is accurate. You can see the code that generates the figure behind the “click to show” button. It is Python code that you should be able to run anywhere with the required libraries installed.

Text(0.5, 1.0, 'Badge Status as of 2023-04-27')



The (e) columns are what will be enforced, the (t) columns is ideal, see the deadlines section of the syllabus for more on the statuses for more detail.

The following table shows, as of '2023-04-27', the number of badges with each status.

► Show code cell source

	experience	review	practice	review_target	practice_target
eligible	24.0				
penalty free		6.0	6.0		
active		1.0	1.0	1.0	1.0
started		2.0	2.0	2.0	2.0
completed		15.0	15.0	21.0	21.0

This means that, as of '2023-04-27' you are fully caught up if you have:

- 24 experience badges submitted.
- 21 total review and practice badges completed.
- 2 additional review and/or practice badges started and in progress.

Notes:

- If you do not have at least 21 experience badges earned, you should visit office hours to get caught up.
- There are are 6 review and practice badges that are from the penalty free zone, so they never expire.
- Most of your experience and completed badges should be earned, but there is no deadline to fix issues with them.

[Skip to main content](#)

This is for a single example with specific dates, but it is similar for all future dates

The columns (and purple boxes) correspond to branches in your KWL repo and the yellow boxes are the things that you have to do. The “critical” box is what you have to wait for us on. The arrows represent PRs (or a local merge for the first one)

sequenceDiagram participant P as prepare Feb 21 participant E as experience Feb 23 participant M as main note over P: complete prepare work
 between feb 21 and 23 note over E: run experience badge workflow
 at the end of class feb 23 P ->> E: local merge or PR you that
 does not need approval note over E: fill in experience reflection critical Badge review by instructor or TA E ->> M: Experience badge PR option if edits requested note over E: make requested edits option when approved note over M: merge badge PR end

In the end the commit sequence for this will look like the following:

```
gitGraph commit commit checkout main branch prepare-2023-02-21 checkout prepare-2023-02-21 commit id:  
"gitunderstanding.md" branch experience-2023-02-23 checkout experience-2023-02-23 commit id: "initexp" merge prepare-2023-  
02-21 commit id: "fillinexp" commit id: "revisions" tag:"approved" checkout main merge experience-2023-02-23
```

Where the “approved” tag represents and approving review on the PR.

Review and Practice Badge

Legend:

```
flowchart TD badgestatus{[Badge Status]} passive[/ something that has to occur<br/> not done by student /] student{[Something for  
you to do] style badgestatus fill:#2cf decisionnode{Decision/if} sta[action a] stb[action b] decisionnode --> |condition a|sta  
decisionnode --> |condition b|stb subgraph phase[Phase] st[step in phase] end
```

This is the general process for review and practice badges

```
flowchart TD %% subgraph work[Steps to complete] subgraph posting[Dr Brown will post the Badge] direction TB write[/Dr Brown  
finalizes tasks after class/] post[/Dr. Brown pushes to github/] link[/notes are posted with badge steps/] posted{[Posted: on badge  
date]} write --> post post --> link post --o posted end subgraph planning[Plan the badge] direction TB create[/Dr Brown runs your  
workflow/] decide{Do you need this badge?} close{close the issue} branch{create branch} planned{[Planned: on badge date]} create  
--> decide decide --> |no| close decide --> |yes| branch create --o planned end subgraph work[Work on the badge] direction TB  
start{do one task} commit{commit work to the branch} moretasks{complete the other tasks} ccommit{commit them to the branch}  
reqreview{request a review} started{[Started <br/> due within one week <br/> of posted date]} completed{[Completed <br/> due  
within two weeks <br/> of posted date]} wait{/wait for feedback/} start --> commit commit --> moretasks commit --o started  
moretasks --> ccommit ccommit --> reqreview reqreview --> wait reqreview --o completed end subgraph review[Revise your  
completed badges] direction TB prreview{Read review feedback} approvedq{what type of review} merge{Merge the PR}  
edit{complete requested edits} earned{[Earned <br/> due by final grading]} discuss{reply to comments} prreview --> approvedq  
approvedq --> |changes requested|edit edit --> |last date to edit: May 1| prreview approvedq --> |comment|discuss discuss --  
> prreview approvedq --> |approved|merge merge --o earned end posting ==> planning planning ==> work work ==> review %%  
styling style earned fill:#2cf style completed fill:#2cf style started fill:#2cf style posted fill:#2cf style planned fill:#2cf
```

Explore Badges

```
flowchart TD subgraph proposal[Propose the Topic and Product] issue{create an issue} proposed{[Proposed]}  
reqproposalreview{Assign it to Dr. Brown} wait{/wait for feedback/} proceedcheck{Did Dr. Brown apply a proceed label?}  
branch{start a branch} progress{[In Progress]} iterate{reply to comments and revise} issue --> reqproposalreview
```

```
>|yes| branch branch --> progress iterate --> waitp end subgraph work[Work on the badge] direction TB moretasks[complete the work] ccommit[commit work to the branch] reqreview[request a review] wait[/wait for feedback/] complete[[Complete]] moretasks -->ccommit ccommit -->reqreview reqreview --o complete reqreview --> wait end subgraph review[Revise your work] direction TB prreview[Read review feedback] approvedq{what type of review} revision[[In revision]] merge[Merge the PR] edit[complete requested edits] earned[[Earned <br/> due by final grading]] prreview -->approvedq approvedq -->|changes requested|edit edit --> prreview edit --o revision approvedq -->|approved| merge merge --o earned end proposal ==> work work ==> review %% styling style proposed fill:#2cf style progress fill:#2cf style complete fill:#2cf style revision fill:#2cf style earned fill:#2cf
```

Build Badges

```
flowchart TD subgraph proposal[Propose the Topic and Product] issue[create an issue] proposed[[Proposed]] reqproposalreview[Assign it ] waitp[/wait for feedback/] proceedcheck{Did Dr. Brown apply a proceed label?} branch[start a branch] progress[[In Progress ]] iterate[reply to comments and revise] issue --> reqproposalreview reqproposalreview --> waitp reqproposalreview --> proposed waitp --> proceedcheck proceedcheck -->|no| iterate proceedcheck -->|yes| branch branch --> progress iterate -->waitp end subgraph work[Work on the badge] direction TB commit[commit work to the branch] moretasks[complete the work] draftpr[Open a draft PR and <br/> request a review] ccommit[incorporate feedback] reqreview[request a review] wait[/wait for feedback/] complete[[Complete]] commit -->moretasks commit -->draftpr draftpr -->ccommit moretasks -->reqreview ccommit -->reqreview reqreview --> complete reqreview --> wait end subgraph review[Revise your work] direction TB prreview[Read review feedback] approvedq{what type of review} revision[[In revision]] merge[Merge the PR] edit[complete requested edits] earned[[Earned <br/> due by final grading]] prreview -->approvedq approvedq -->|changes requested|edit edit --> prreview edit -->revision approvedq -->|approved| merge merge --o earned end proposal ==> work work ==> review %% styling style proposed fill:#2cf style progress fill:#2cf style complete fill:#2cf style revision fill:#2cf style earned fill:#2cf
```

Badge Calculations

! Important

This page is generated with code and calculations, you can view them for more precise implementations of what the english sentences mean.

► Show code cell source

Grade cut offs are:

► Show code cell source

letter	threshold
D-	28
D	46
D+	64
C-	82
C	100
C+	118
B-	136
B	154
B+	172
A-	190
A	208

The total influence of each badge is as follows:

► Show code cell source

	badge_type	badge	complexity	weight	influence
0	learning	experience	2.0	1.000000	2.000000
1	learning	review	3.0	1.000000	3.000000
2	learning	practice	6.0	1.000000	6.000000
3	learning	explore	9.0	1.000000	9.000000
4	learning	build	36.0	1.000000	36.000000
0	community	plus	1.0	1.800000	1.800000
1	community	experience_makeup	1.0	0.666667	0.666667
2	community	review_makeup	1.0	0.750000	0.750000
3	community	review_upgrade	1.0	1.000000	1.000000
4	community	practice_makeup	1.0	0.857143	0.857143

► Show code cell source

```
KeyError                                     Traceback (most recent call last)
Cell In[4], line 72
    68 ex_grade = per_badge_df_mrw_c.groupby(['example'])['influence'].apply(grade_calc).reset_index().renam
       columns = {'influence':'influence_total'})
    71 thresh_mrw_rv = {v:k for k, v in thresh_mrw.items()}
--> 72 ex_grade['letter'] = ex_grade['influence_total'].apply(lambda v: thresh_mrw_rv[v])
    74 # ex_grade = ((per_badge_df_mrw_c.groupby(['example'])['influence'].sum()-48).floordiv((delta/3))*(de
    77 per_badge_df_mrw_cletter = pd.merge(per_badge_df_mrw_c,ex_grade[['example','letter','influence_total']])

File /opt/hostedtoolcache/Python/3.8.16/x64/lib/python3.8/site-packages/pandas/core/series.py:4626, in Series.apply(self, func, convert_dtype, args, **kwargs)
    4516 def apply(
    4517     self,
    4518     func: AggFuncType,
    (...),
    4521     **kwargs,
    4522 ) -> DataFrame | Series:
    4523     """
    4524     Invoke function on values of Series.
    4525
    (...),
    4624     dtype: float64
    4625     """
-> 4626     return SeriesApply(self, func, convert_dtype, args, kwargs).apply()

File /opt/hostedtoolcache/Python/3.8.16/x64/lib/python3.8/site-packages/pandas/core/apply.py:1025, in SeriesApply.__init__(self, func, convert_dtype, args, kwargs)
    1022         return self.apply_str()
    1024 # self.f is Callable
-> 1025     return self.apply_standard()

File /opt/hostedtoolcache/Python/3.8.16/x64/lib/python3.8/site-packages/pandas/core/apply.py:1076, in SeriesApply.apply(self, func, convert_dtype, args, **kwargs)
    1074     else:
    1075         values = obj.astype(object).values
-> 1076         mapped = lib.map_infer(
    1077             values,
    1078             f,
    1079             convert=self.convert_dtype,
    1080         )
    1082 if len(mapped) and isinstance(mapped[0], ABCSeries):
    1083     # GH#43986 Need to do list(mapped) in order to get treated as nested
    1084     # See also GH#25959 regarding EA support
    1085     return obj._constructor_expanddim(list(mapped), index=obj.index)

File /opt/hostedtoolcache/Python/3.8.16/x64/lib/python3.8/site-packages/pandas/_libs/lib.pyx:2834, in pandas._libs.lib.scalar_value

Cell In[4], line 72, in <lambda>(v)
    68 ex_grade = per_badge_df_mrw_c.groupby(['example'])['influence'].apply(grade_calc).reset_index().renam
       columns = {'influence':'influence_total'})
    71 thresh_mrw_rv = {v:k for k, v in thresh_mrw.items()}
--> 72 ex_grade['letter'] = ex_grade['influence_total'].apply(lambda v: thresh_mrw_rv[v])
    74 # ex_grade = ((per_badge_df_mrw_c.groupby(['example'])['influence'].sum()-48).floordiv((delta/3))*(de
    77 per_badge_df_mrw_cletter = pd.merge(per_badge_df_mrw_c,ex_grade[['example','letter','influence_total']])

KeyError: 48
```

▶ Show code cell source

[Skip to main content](#)

```

NameError                                 Traceback (most recent call last)
Cell In[5], line 2
  1 # make plot
----> 2 fig_cur = px.bar(per_badge_df_mrw_cletter,x='example',y='influence',color='badge_det',
   3                      hover_data=['badge','count','letter'],height=700)
   4 fig_cur.update_layout(yaxis = dict(tickmode='array',
   5                           tickvals = list(thresh_mrw.values()),
   6                           ticktext =list(thresh_mrw.keys()),
   7                           title='grade'))
   8 # fig.update_layout( xaxis={'categoryorder':'array','categoryarray':per_badge_df_mrw_cletter['influe
NameError: name 'per_badge_df_mrw_cletter' is not defined

```

⚠ Important

the labels on the horizontal axis are just example names, they do not have any meaning, I just have not figured out what I want to replace them with that might have meaning and need some sort of unique identifier there for the plot to work.

```
# fig_cur.to_html('influence.html',include_plotlyjs='cdn',
#                  full_html=False,div_id='badge_grade_graph')
```

⚠ Warning

Officially what is on the [Grading](#) page is what applies if this page is in conflict with that.

The total influence of a badge on your grade is the product of the badge's weight and its complexity. All learning badges have a weight of 1, but have varying complexity. All community badges have a complexity of 1, but the weight of a community badge can vary depending on what learning badges you earn.

There are also some hard thresholds on learning badges. You must have:

- 24 experience badges to earn a D or above
- at least 18 additional total across review and practice to earn above C or above

Only community badges can make exceptions to these thresholds. So if you are missing learning badges required to get to a threshold, your community badges will fill in for those. If you meet all of the thresholds, the community badges will be applied with more weight to give you a step up (eg C to C+ or B+ to A-).

Community badges have the most weight if you are on track for a grade between D and B+

If you are on track for an A, community badges can be used to fill in for learning badges, so for example, at the end of the semester, you might be able to skip some the low complexity learning badges (experience, review, practice) and focus on your high complexity ones to ensure you get an A.

More precisely the order of application for community badges:

- to make up missing experience badges
- to make up for missing review or practice badge to reach a total of 18 between these two types
- to upgrade review to practice to meet a threshold
- to give a step up (highest weight)

Overview

The following is a tentative outline of topics in an order, these things will be filled into the concrete schedule above as we go. These are, in most cases bigger questions than we can tackle in one class, but will give the general idea of how the class will go.

How does this class work?

one week

We'll spend the first two classes introducing some basics of GitHub and setting expectations for how the course will work. This will include how you are expected to learn in this class which requires a bit about how knowledge production in computer science works and getting started with the programming tools.

What tools do Computer Scientists use?

Next we'll focus in on tools we use as computer scientists to do our work. We will use this as a way to motivate how different aspects of a computer work in greater detail. While studying the tools and how they work, we will get to see how some common abstractions are re-used throughout the fields and it gives a window and good motivation to begin considering how the computer actually works.

Topics:

- bash
- linux
- git
- i/o
- ssh and ssh keys
- number systems
- file systems

What Happens When I run code?

Finally, we'll go in really deep on the compilation and running of code. In this part, we will work from the compilation through to assembly down to hardware and then into machine representation of data.

Topics:

- software system and Abstraction
- programming languages
- cache and memory
- compilation
- linking
- basic hardware components

Content from above will be expanded and slotted into specific classes as we go. This will always be a place you can get reminders of what you need to do next and/or what you missed if you miss a class as an overview. More Details will be in other parts of the site, linked to here.

Support

Academic Enhancement Center

Academic Enhancement Center (for undergraduate courses): Located in Roosevelt Hall, the AEC offers free face-to-face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses by appointment online and in-person. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the [AEC website](#).

- **STEM Tutoring** helps students navigate 100 and 200 level math, chemistry, physics, biology, and other select STEM courses. The STEM Tutoring program offers free online and limited in-person peer-tutoring this fall. Undergraduates in introductory STEM courses have a variety of small group times to choose from and can select occasional or weekly appointments. Appointments and locations will be visible in the TutorTrac system on September 14th, FIXME. The TutorTrac application is available through [URI Microsoft 365 single sign-on](#) and by visiting aec.uri.edu. More detailed information and instructions can be found on the [AEC tutoring page](#).
- **Academic Skills Development** resources helps students plan work, manage time, and study more effectively. In Fall FIXME, all Academic Skills and Strategies programming are offered both online and in-person. UCS160: Success in Higher Education is a one-credit course on developing a more effective approach to studying. Academic Consultations are 30-minute, 1 to 1 appointments that students can schedule on Starfish with Dr. David Hayes to address individual academic issues. Study Your Way to Success is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For more information on these programs, visit the [Academic Skills Page](#) or contact Dr. Hayes directly at davidhayes@uri.edu.
- The **Undergraduate Writing Center** provides free writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Fall 2020 services are offered through two online options: 1) real-time synchronous appointments with a peer consultant (25- and 50-minute slots, available Sunday - Friday), and 2) written asynchronous consultations with a 24-hour turn-around response time (available Monday - Friday). Synchronous appointments are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View the synchronous and asynchronous schedules and book online, visit uri.mywconline.com.

General URI Policies

Anti-Bias Statement:

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a

There you will also find people and resources to help.

Disability Services for Students Statement:

Your access in this course is important. Please send me your Disability Services for Students (DSS) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dss@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

Academic Honesty

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

URI COVID-19 Statement

The University is committed to delivering its educational mission while protecting the health and safety of our community. While the university has worked to create a healthy learning environment for all, it is up to all of us to ensure our campus stays that way.

As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe. Visit web.uri.edu/coronavirus/ for the latest information about the URI COVID-19 response.

- **Universal indoor masking** is required by all community members, on all campuses, regardless of vaccination status. If the universal mask mandate is discontinued during the semester, students who have an approved exemption and are not fully vaccinated will need to continue to wear a mask indoors and maintain physical distance.
- Students who are experiencing symptoms of illness should not come to class. Please stay in your home/room and notify URI Health Services via phone at 401-874-2246.
- If you are already on campus and start to feel ill, go home/back to your room and self-isolate. Notify URI Health Services via phone immediately at 401-874-2246.

successfully complete the course.

Office Hours & Communication

Announcements

Announcements will be made via GitHub Release. You can view them [online](#) in the releases page or you can get notifications by watching the repository, choosing “Releases” under custom see GitHub docs for instructions with screenshots. You can choose GitHub only or e-mail notification from the notification settings page

⚠ Warning

For the first few classes they will be made by BrightSpace too, but that will stop

🔔 Sign up to watch

Watch the repo and then create a file called `community.md` in your kwl repo and add a link to this section, like:

```
- [watched the repo as per announcements](https://introcompsys.github.io/spring2023/syllabus/community)
```

put this on a branch called `watch_community_badge` and title your PR “Community-Watch”

Help Hours

day	time	location	host
TBA	TBA	TBA	Dr. Brown
Monday/Wednesday	10:00-12:00	Zoom	Mark
Tuesday/Thursday	5:00-7:00	Zoom	Marcin

Online office hours locations are linked on the GitHub Organization Page

❗ Important

You can only see them if you are a “member” to join, use the “Whole Class Discussion” link in prismia.

Tips

For assignment help

- **send in advance, leave time for a response** I check e-mail/github a small number of times per day, during work hours, almost exclusively. You might see me post to this site, post to BrightSpace, or comment on your assignments outside of my

assignments early.

Using issues

- use issues for content directly related to assignments. If you push your code to the repository and then open an issue, I can see your code and your question at the same time and download it to run it if I need to debug it
- use issues for questions about this syllabus or class notes. At the top right there's a GitHub logo ☒ that allows you to open a issue (for a question) or suggest an edit (eg if you think there's a typo or you find an additional helpful resource related to something)



...

You can submit a pull request for the typo above, but be sure to check the pull request tab of the repo before submitting to see if it has already been submitted.

For E-mail

- use e-mail for general inquiries or notifications
- Please include **[CSC392]** in the subject line of your email along with the topic of your message. This is important, because your messages are important, but I also get a lot of e-mail. Consider this a cheat code to my inbox: I have setup a filter that will flag your e-mail if you include that in subject to ensure that I see it.



Should you e-mail your work?

No, request a pull request review or make an issue if you are stuck

1. Welcome and Introduction

1.1. Introductions

You can see more about me in the about section of the syllabus.

I look forward to getting to know you all better.

1.2. Prismia

- instead of slides
- you can message us
- we can see all of your responses
- emoji!

Are emoji fun or do they make me Old? *no penalty, this is for fun & to practice*

- 11 fun

[Skip to main content](#)

questions can also be “graded”

- this is instant feedback
- participation will be checked, not impact your final grade
- this helps both me and you know how you are doing

What is the topic of this course?

- [] hardware
- [] programming
- [x] computer systems and programming tools

or open ended

What is one thing you want the TAs and I to know about you?

1.2.1. Some Background

- What programming environments do you have?
- What programming environments are you most comfortable with?

what programming tools are you familiar with? **send exactly one tool name per message, but you can send multiple messages**

This information will help me prepare

1.2.2. My focus is for you to learn

- that means, practice, feedback, and reflection
- you should know that you have learned
- you should be able to apply this material in other courses

1.3. Getting started with KWL charts

Your [KWL](#) chart is where you will start by tracking what you know now/before we start and what you want to learn about each topic. Then you will update it throughout the semester.

Today we did the following:

1. Accept the assignment to create your repo: [KWL Chart](#)
2. Edit the README (only file there) to add your name by clicking the pencil icon ([editing a file step 2](#))
3. adding a descriptive commit message ([editing a file step 5](#))
4. created a new branch (named [priorknowledge](#)) ([editing a file step 7-8](#))
5. added a message to the Pull Request ([pull request step 5](#))
6. Creating a pull request ([pull request step 6](#))
7. Clicking Merge Pull Request

[Skip to main content](#)

..

We also discussed some of the terminology for git. We will also come back to these ideas in greater detail later.

1.5. What is this course about?

In your KWL chart, there are a lot of different topics that are not obviously related, so what is this course really about?

- practical exposure to important tools
- design features of those tool categories
- basic knowledge of many parts of the CS core
- focus on the connections

We will use learning the tools to understand how computer scientists think and work.

Then we will use the tools to examine the field of Computer Science top to bottom (possibly out of order).

1.5.1. How it fits into your CS degree

In CSC110, you learn to program in python and see algorithms from a variety of domain areas where computer science is applied.

Then in CSC 340 and 440 you study the algorithms more mathematically, their complexity, etc.

In CSC211, 212, you learn the foundations of computer science: general programming and data structures.

Then in 301, 305, 411, 412 you study different aspects of software design and how computers work.

In this class, we're going to connect different ideas. We are going to learn the tools used by computer scientists, deeply. You will understand why the tools are the way they are and how to use them even when things go wrong.

1.6. Course Admin

1.6.1. Programming is Collaborative

There are two very common types of collaboration

- code review (working independently and then reviewing)
- pair programming (sitting together and discussing while writing)

We are going to build your skill in the *code review* model. This means you need to collaborate, but collaboration in school tends to be more stressful than it needs to. If students have different goals or motivation levels it can create conflict. So **you will have no group graded work** but you will get the chance to work on something together in a low stakes way.

You will have a "home team" that you work with throughout the semester to build a glossary and a "cookbook" of systems recipes.

Your contributions and your **peer reviews** will be assessed individually for your grade, but you need a team to be able to practice these collaborative aspects.

[team formation survey](#)

Tip

know
where
under

Remember to fill out the [team formation survey](#)

1.6.2. Class forum

This community repository “assignment” will add you to a “team” with the whole class. It allows us to share things on GitHub, for the whole class, but not the whole internet.

! Important

When you click that link join the existing team, do not make a new one

1.6.3. Get Credit for Today’s class

1. Run your Experience Reflection (incalss) action on your kwl repo
2. today's evidence is your KWL repo existing and having the commits as above

1.7. Review today’s class

1. Review the notes after I post them.
2. Fill in the first two columns of your KWL chart.
3. review git and github vocabulary (include link in your badge PR)

1.8. Prepare for Next Class

1. Find the glossary page for the course website. Preview the terms for the next class: shell, terminal, bash, git, GitHub
2. Check your kwl repo before class and see if you have received feedback, reply or merge accordingly.
3. Make sure you have a working environment, see the [list in the syllabus](#). Use the discussions to ask for help

1.9. More Practice

1. Review the notes after I post them.
2. Fill in the first two columns of your KWL chart.
3. review git and github vocabulary (include link in your badge PR)
4. Read more about [version control in general](#) and add a “version control” row to your KWL chart with all 3 columns filled in.

1.10. Questions After Today’s Class

i Note

I will add the rest later, today I had a one time conflict.

Unfortunately, that is not an option on a PR review, but in general, you will not make a lot of changes in a review. We will learn other ways to do this

1.10.2. What is the importance of github in the real world? Is it so people can collaborate on code together, or maybe its somewhere to share your code and help others/inspire other code writers or a combination of both?

GitHub facilitates both collaboration and social access of code. It can also host websites (like this one) (and my lab site). It is deisgned to faciliate things that developers need.

1.10.3. I couldn't find the button to turn a comment into a suggestion. My screen looked almost identical to the instructor's, but the suggestion button wasn't there.

You may have clicked the blue + icon on a deleted line instead of an added line.

1.10.4. Easy way to remember everything we learned about pull requests?

Keep coming to class and practicing. We will do them very many times and I will re-explain and explain in more detail over time.

1.10.5. How do I add collaborators to my repository?

In the kwl repo you don't have the permissions. But otherwise, on the GitHub Settings tab.

1.10.6. How does the grading work in this class?

You earn badges by completing assigned activites.

1.10.7. Is attendance mandatory

Mostly, yes. You can make up a missed class, but it will always be easier to participate in class.

1.10.8. How do these git commands work in the terminal?

So far we used the terms, but have not seen the command directly yet. We will see them on Tuesday 1/31.

1.10.9. What are checks used for in the pull request tab?

Checks can run tests or other quality checks on the code. For example, they can check that the code follows good style or that contributions do not change the test coverage.

1.10.10. Will we go more in depth in creating forks and features that git has?

git in a way that does not cover every possible command, but focuses on *How* the most important ones work so that you have the foundation to understand the other parts (and new features that are introduced) quickly.

1.10.11. How are these systems used in work outside college?

We will learn more about this later when we discuss the Stack overflow developer survey.

1.10.12. why does the branch have more commits then the main. I think i understand, but it could be clarified

This is a good question. The branch had more commits than main because we told GitHub to make the new commit on a *new* branch. New branches have all of the history of the branch used to create them, plus any commits made to that branch.

2. Course Logistics and Learning

2.1. Syllabus Review

- Read the navigation on the left carefully

2.1.1. Scavenger Hunt

Note

The goal here is to make sure you know where to find basic things, not that you have memorized every bit of information about the course

Where can you find when office hours are? 

Where can you find the detailed list of what to prepare for today's class? 

Where is the regrading policy? 

Something went wrong in an assignment repo on GitHub, what should you check before asking for help? 

2.2. How does this work?

2.2.1. In class:

1. Memory/ understanding check
2. Review/ clarification as needed
3. New topic demo with follow along, tiny practice

[Skip to main content](#)

2.2.2. Outside of class:

1. Build your cookbook with your team
2. Review Notes
3. Practice material that has been taught
4. Activate your memory of related things to what we will cover
5. Read/ watch videos to either fill in gaps or learn more details
6. Bring questions to class

(practice extending will vary depending on what grade you are working toward)

2.2.3. Grade Tracking

We will use a GitHub project to track your grade. Create a project on the course organization that is named `<username>_grade_tacking` where `<username>` is your GitHub username. We will help you populate it.

⚠ Important

If you missed class, create a project and link it

In your repository, edit the: `/.github/workflows/getassignment.yml` file to remove either the two lines about practice or the two lines about review since you can only earn one or the other of these two types of badge per date.

⚠ Warning

This is different from in class

delete the `/.github/workflows/track.yml` file, we will add items to the project a different way.

2.3. What does it mean to study Computer Systems?

“Systems” in computing often refers to all the parts that help make the “more exciting” algorithmic parts work. Systems is like the magic that helps you get things done in practice, so that you can shift your attention elsewhere. In intro courses, we typically give you an environment to hide all the problems that could occur at the systems level.

⚠ Important

In this course, we will take the time to understand all of this stuff. This means that we will use a different set of strategies to study it than we normally see in computer science.

Systems programming is how to look at the file system, the operating system, etc.

From ACM Transactions on Computer Systems

ACM Transactions on Computer Systems (TOCS) presents research and development results on the design, specification, realization, behavior, and use of computer systems. The term “computer systems” is interpreted broadly and includes systems architectures, operating systems, distributed systems, and computer networks. Articles that appear in TOCS will tend either to present new techniques and concepts or to report on experiences and experiments with actual systems. Insights useful to system designers, builders, and users will be emphasized.

We are going to be studying aspects of computer systems, but to really understand them, we also have to think about how and why they are the way they are. We will therefore study in a broad way.

We will look at blogs, surveys of developers, and actually examine the systems themselves.

2.4. Mental Models and Learning

2.4.1. What is it like to know something really well?

When we know something well, it is easier to do, we can do it multiple ways, it is easy to explain to others and we can explain it multiple ways. we can do the task almost automatically and combine and create things in new ways. This is true for all sorts of things.

a mental model is how you think about a concept and your way of relating it.

Novices have sparse mental models, experts have connected mental models.

2.5. Why do we need this for computer systems?

2.5.1. Systems are designed by programmers

Computer Science is not a natural science like biology or physics where we try to understand some aspect of the world that we live in. Computer Science as a discipline, like algorithms, mostly derives from Math.

So, when we study computer science, while parts of it are limited by physics^[1], most of it is essentially an imaginary world that is made by people. Understanding how people think, both generally, and common patterns within the community of programmers^[2] understand how things work and why they are the way they are. The why can also make it easier to remember, or, it can help you know what things you can find alternatives for, or even where you might invent a whole new thing that is better in some way.

Important

Some of this was not discussed in class

Historically were often creating a making a r creating a places, CS or out of E grew out o

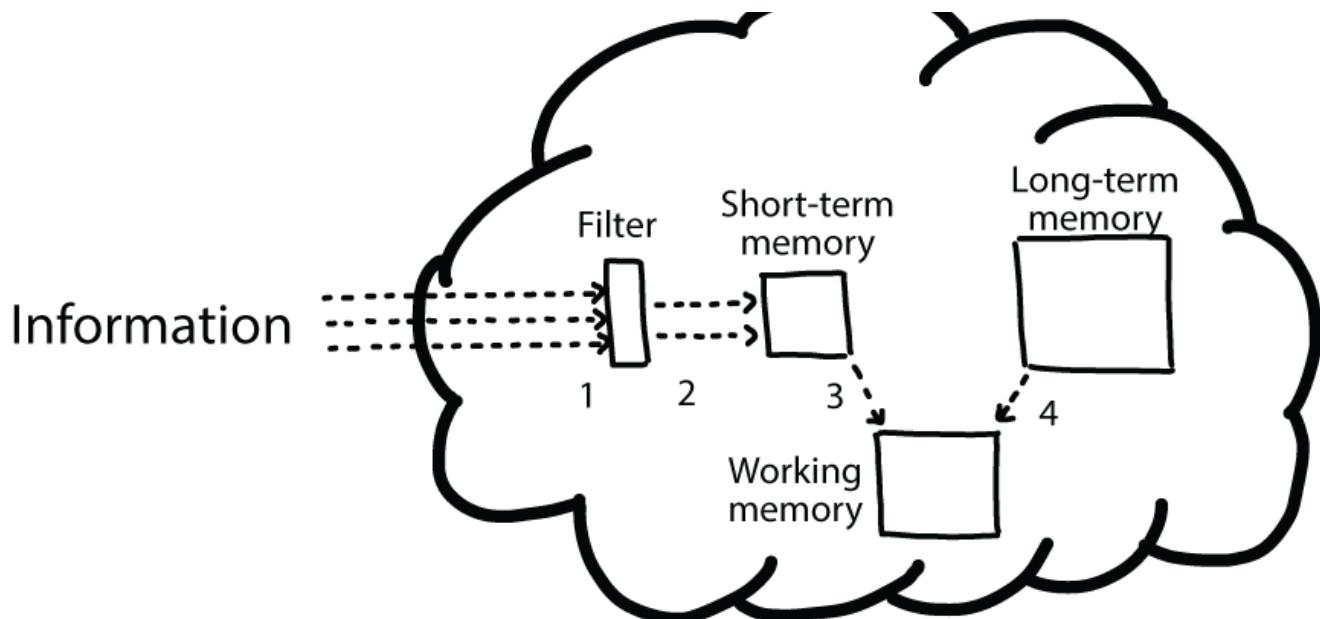


Fig. 2.1 An overview of the three cognitive processes that this book covers: STM, LTM, and working memory. The arrows labeled 1 represent information coming into your brain. The arrows labeled 2 indicate the information that proceeds into your STM. Arrow 3 represents information traveling from the STM into the working memory, where it's combined with information from the LTM (arrow 4). Working memory is where the information is processed while you think about it.

2.5.2. Context Matters

This context of how things were developed can influence how we understand it. We will also talk about the history of computing as we go through different topics in class so that we can build that context up.

2.5.3. Optimal is relative

The “best” way to do something is always relative to the context. “Best” is a vague term. It could be most computationally efficient theoretically, fastest to run on a particular type of hardware, or easiest for another programmer to read.

We will see how the best choice varies a lot as we investigate things at different levels of abstraction.

2.6. Admin

⚠ Warning

I created your issues for you, but GitHub's server is in a different time zone so the issue titles have the wrong date. You can change it, or not, your choice

Remember you can create branches to work on each badge from the issue

2.7. Review today's class

2. map out your computing knowledge and add it to your kwl chart repo. this can be an image that you upload or a text-based outline in a file called prior-knowledge-map. (optional) try mapping out using [mermaid](#) syntax, we'll be using other tools that will facilitate rendering later
3. fill in the first two columns of your KWL chart
4. complete the syllabus quiz. If you get less than 100%, submit an FAQ for the course website in your KWL repo in a file named syllabus-faq.md about something that confused you with your best guess at the correct answer. If you get 100%, make a note in your badge PR.

2.8. Prepare for Next Class

1. Find the glossary page for the course website. Preview the terms for the next class: shell, terminal, bash, git, GitHub
2. Check your kwl repo before class and see if you have received feedback, reply or merge accordingly.
3. Make sure you have a working environment, see the [list in the syllabus](#). Use the discussions to ask for help

2.9. More Practice

1. review notes after they are posted, both rendered and the raw markdown include links to each in your badge PR
2. read Chapter 1, "Decoding your confusion while coding" in [The Programmer's Brain](#) add a file called brain.md to your kwl repo that summarizes your thoughts on the chapter and how, if at all, it changes how you think about debugging and learning to program.
3. map out your computing knowledge and add it to your kwl chart repo in a file called [prior-knowledge-map](#). Use [mermaid](#) syntax, to draw your map. GitHub can render it for you including while you work using the preview button.
4. complete the syllabus quiz. If you get less than 100%, submit an FAQ for the course website in your KWL repo in a file named syllabus-faq.md about something that confused you with your best guess at the correct answer. If you get 100%, make a note in your badge PR.

2.10. Experience Report Evidence

If you missed class today, there is no separate evidence beyond updates to your repo.

2.11. Questions After Today's Class

 **Important**

Coming soon!

This list is content related and timely questions only, many of the syllabus questions were added to the syllabus faq page so they're in a more logical place to find them when you might need them later.

2.11.1. Can you use other files besides .yml files as scripts?

In other places, yes, but no on GitHub Actions.

I had put two copies of it in there thinking it had to work in two different ways, but we do not need the second one.

2.11.3. Can we go over the badge creation and submission process again

Yes, we will

2.11.4. Which shell is best for windows?

This is a really big question that I cannot answer authoritatively, but I can say that bash is the most common on unix, which a lot of servers use, so we will use that. To use bash on Windows, I recommend Git for Windows (GitBash) or Windows subsystem for linux

2.11.5. Also, if pre-class work needs to be attached to experience badges, is the experience (in class) action supposed to be selected before each class to attach the requested work, or will it all be attached at the end of class?

Attach at the end. We will learn more ways to manage things so this gets easier as we go. You can do the work in advance on its own branch and then make a PR from that prepare branch to the experience branch. This PR you can merge without approval.

2.11.6. Will you notify us when a badge is able to be completed or will we have to know ourselves.

You will get announcement

2.12. What should I do if I fall behind in class?

Raise your hand, go talk to Marcin (or waive for him to come to you) or send a message on prismia. It can even be as short as "help". Also, check prismia because mostly, I will be posting the steps there too

2.12.1. Where do I see what I need to submit?

At the bottom of the notes, the pages in the activity section of this website and the issues that will be created on your kwl repo will all have the same information.

2.12.2. When can there be office hours so that I can make sure I am doing things correctly?

TA office hours are now posted! Also, as we go through and give feedback, we will be able to tell you if you did it right or not and help you. That's a good thing about what we have done so far: All of it is fully visible to us and we can help fix it.

2.12.3. Do students like how this class is graded?

fall behind and hard to know if work was all done. The badges were designed to make it easier to keep track of your work, while still offering choices.

I use a similar system in CSC/DSP310, students who pay attention to how flexible it is, tend to like it. Students who stay confused and do not ask for help tend to think that my other course is more strict than it actually is and do not like it.

2.12.4. Do we ahve to do all the prepare class takss to get the experience badge or just some of them.

You need to do all of them, but my goal is that prepare for class tasks should take about 30 minutes per class session. Sometimes they may be longer (espeically setup/install ones, for reasons beyond my control). When I can anticipate that one may be a longer one, I will post it early with a marker that it advanced notice, like "start thinking about x" or similar. I will then post it again on the class before like, "Make sure that x is done".

2.12.5. Is it possible to implement github actions to automate some components of version control from your local machine?

Sort of! we will use the [GitHub CLI](#) to authenticate next class and it can also help you write scripts to do git actions and to interact with parts of GitHub. You can also use it within GitHub actions.

2.12.6. Questions we will address later

- Does github has a compiler to run code?
- How do we setup a workflow?

 **Make an issue or PR**

Add your question directly to the course website as an issue or a PR.

To make a PR, use the "suggest edit" button behind the  icon at the top. It will have you make a fork which is a copy of the repo that lives on your own account instead of the organization and then you can submit a PR>

Doing this will not always be worth a community badge, but I hit a challenge in the way I had planned to, so I'm giving you an extra opportunity.

[1] when we are *really* close to the hardware

[2] Of course, not *all* programmers think the same way, but when people spend time together and communicate, they start to share patterns in how they think. So, while you do **not** have to think the same way as these patterns, knowing what they are will help you reading code, and understanding things.

3. Bash intro & git offline

3.1. Open a Terminal

[Skip to main content](#)

Use Git for Windows aka GitBash. This program emulates bash for you.

My terminal reminds me that using bash is not Apple's preference

```
Last login: Sun Jan 29 11:50:33 on ttys017
The default interactive shell is now zsh.
To update your account to use zsh, please run `chsh -s /bin/zsh`.
For more details, please visit https://support.apple.com/kb/HT208050.
```

3.2. Getting Organized.

To view where we are, we print working directory using `pwd`.

```
pwd
```

As output we see:

```
/Users/brownsarahm
```

It prints out the *absolute* path, that begins with a `/` above, we used a relative path, from the home directory.

Next I can change directory with `cd`. To do this, I could use an absolute path of where I want to go or I can use the *relative* path which is the directions from one location to another.

```
cd Documents/inclass/
```

Here I can list the files.

```
ls
```

```
fa22      prog4dssp23
```

Next we'll make a folder for this course

```
mkdir systems
```

Note that making the new folder does not move us into it.

```
pwd
```

```
/Users/brownsarahm/Documents/inclass
```

```
cd systems/
```

This is an empty folder, we can confirm with:

```
ls
```

To go back one step in the path, (one level up in the tree) we use `cd ..`

```
cd ..
```

`..` is a special file that points to a specific relative path.

```
cd systems/
```

```
bash: cds: command not found
```

notice that command not found is the error when there is a typo

```
cd systems/  
pwd
```

```
/Users/brownsarahm/Documents/inclass/systems
```

```
cd ..  
pwd
```

```
/Users/brownsarahm/Documents/inclass
```

If we give no path to `cd` it brings us to home.

```
cd  
pwd
```

```
/Users/brownsarahm
```

Then we can go back.

```
pwd
```

```
/Users/brownsarahm/Documents/inclass/systems
```

We can use two levels up at once like this:

```
cd ../../  
pwd
```

```
/Users/brownsarahm/Documents
```

```
cd inclass/systems/
```

3.3. Authenticating with GitHub

We have two choices to Download a repository:

1. clone to maintain a link using git
2. download zip to not have to use git, but have no link

For a public repo, it won't matter, you can use any way to download it that you would like, but for a private repo, we need to be authenticated.

3.3.1. Authenticating with GitHub

There are many ways to authenticate securely with GitHub and other git clients. We're going to use *easier* ones for today, but we'll come back to the third, which is a bit more secure and is a more general type of authentication.

1. ssh keys
2. GitBash built in authentication

Windows (GitBash) **Windows (WSL)** **MacOS X** **If nothing else works**

Skip straight to clone, then follow the prompts, choosing to authenticate in Browser.

3.3.2. Cloning a repository

We will create a local copy by cloning

```
git clone https://github.com/introcompsys/github-in-class-brownsarahm-1.git
```

```
cloning into 'github-in-class-brownsarahm-1'...
```

[Skip to main content](#)

```
remote: compressing objects: 100% (7/7), done.  
remote: Total 8 (delta 0), reused 4 (delta 0), pack-reused 0  
Receiving objects: 100% (8/8), done.
```

Confirm it worked with:

```
ls
```

```
github-in-class-brownsarahm-1
```

We see the new folder that matches our repo name

3.4. What is in a repo?

We can enter that folder

```
cd github-in-class-brownsarahm-1/
```

When we compare the local directory to GitHub

```
ls
```

```
README.md
```

Notice that the `.github/workflows` that we see on GitHub is missing, that is because it is hidden. All file names that start with `.` are hidden.

We can actually see the rest with the `-a` for **all option or flag**. Options are how we can pass non required parameters to command line programs.

```
ls -a
```

```
.          .git           README.md  
..         .github
```

We also see some special “files”, `.` the current location and `..` up one directory

3.5. Review today's class

1. read the notes. If you have any questions, post an issue on the course website repo.
2. Using your terminal, download your KWL repo . Include the command used in your badge PR.
3. Try using setting up git using your favorite IDE or GitHub Desktop. Make a file gitoffline.md and include some notes of how it went. Was it hard? easy? what did you figure out or get stuck on.

new directories, move files, check what's inside them, etc. Answer reflection questions (will be in notes) in a new file, `terminal.md` in your kwl repo. Start with a file explorer open, but then try to close it and use only command line tools to explore and make your choices. If you get stuck, make notes.

Terminal File moving reflection

1. Did this get easier toward the end?
1. What if anything did you get stuck on
1. When do you think that using the terminal will be better than using your GUI file explorer?

3.6. Prepare for Next Class

1. Make a list of questions you have about using the terminal
2. Be prepared to compare and contrast bash, shell, terminal, and git.
3. (optional) If you like to read about things before you do them, read about merge conflicts. If you prefer to see them first, come to class on Thursday and read this after.

3.7. More Practice

1. Read the notes. If you have any questions, post an issue on the course website repo.
2. Using your terminal, download your KWL repo . Include the command used in your badge PR.
3. Try using setting up git using your favorite IDE or GitHub Desktop. Make a file `gitoffline.md` and include some notes of how it went. Was it hard? easy? what did you figure out or get stuck on.
4. Reorganize a folder on your computer (good candidate may be desktop or downloads folder), using only a terminal to make new directories, move files, check what's inside them, etc. Answer reflection questions (will be in notes) in a new file, `terminal.md` in your kwl repo. Start with a file explorer open, but then try to close it and use only command line tools to explore and make your choices. If you get stuck, look up additional commands to do accomplish your goals.

Terminal File moving reflection

1. Did this get easier toward the end?
1. Use the `history` to see which commands you used and how many times each, make a table below.
1. Did you have to look up how to do anything we had not done in class?
1. When do you think that using the terminal will be better than using your GUI file explorer?
1. What questions/challenges/ reflections do you have after this?
1. What kinds of things might you want to write a bash script for given what you know in bash so far? come up

3.8. Experience Report Evidence

To show you completed this activity, show the output of the following commands in `evidence-2023-01-31.md` in the `experiences` folder:

```
cd path/you/choce/systems
```

where you replace the `path/you/chose` accordingly

```
ls  
cd github-inclass-<yourghusername>
```

```
ls -a
```

3.9. Questions After Today's Class

3.9.1. Questions we will answer next class

- How do changes that I do to the repo offline update on the github website?
- Does github connect to a file automatically or do i have to connect it manual
- What other command options/flag examples like ls -a?
- When we make changes to our cloned repository, do we need to make commits/pull requests within gitbash, or the equivalent, in order for the changes to showup on the browser github?

3.9.2. Questions I need clarification from you to be able to answer

probably go to office hours

- I would like more clarification on how to navigate the experience reflection badge.
- Why is nothing working lol. I tried downloading the github thing from the command line and nothing worked
- After downloading homebrew, the "gh auth login" still doesn't work.

3.9.3. Why is SSH less secure than the HTTPS standard?

SSH keys are secure, but other shell things are not. Using SSH keys is acutally preferred, but you cannot do other types of command line password operations with GitHub. git alone, does support HTTPS connection with passwords, but GitHub no longer does. It only allows you to use PAT (a temporary password), SSH keys, or using the GitHub CLI tool to use your browser. We will use SSH keys later.

3.9.4. Why would we want to create files from Git Bash terminal as opposed to File Explorer or CMD Prompt

bash is not operating specific, so using bash commands can work on more systems including most servers, while CMD commands can only work on Windows (and basically no servers). File explorer is fine one file at a time, but you cannot automate it.

3.9.5. How do you move folders into other folders in terminal once you've created them?

The `mv` command does this. see [its documentation](#)

3.9.6. Is there an easy way to remember shortcuts for terminal?

Lots of practice.

I would say yes for a few reasons:

- I think only novices and nonprogrammers use GitHub desktop extensively.
- It has fewer features.
- It's not typically available on a server.
- It only works with GitHub, not other servers

The GitHub specific CLI, I do not have a good sense of how often it is used.

4. How can I work with branches offline?

4.1. Review

Recall, We can move around and examine the computer's file structure using shell commands.

```
pwd
```

```
/Users/brownsarahm
```

We can use `tab` to complete once we have a unique set of characters. If what we have is not unique bash will do nothing when you press tab once, but if you press it multiple times it will show you the options:

```
cd Do
```

```
Documents/ Downloads/
```

Let's go back to the github inclass repo.

```
cd Documents/inclass/systems/github-in-class-brownsarahm-1/
```

```
pwd
```

```
/Users/brownsarahm/Documents/inclass/systems/github-in-class-brownsarahm-1
```

Also recall our one file

```
ls
```

```
README.md
```

and how to see hidden files.

[Skip to main content](#)



4.2. How do I know what git knows?

`git status` is your friend.

```
git status
```

```
On branch main
Your branch is up to date with 'origin/main'.

nothing to commit, working tree clean
```

this command compares your working directory (what you can see with `ls -a` and all subfolders except the `.git` directory) to the current state of your `.git` directory.

4.3. Making a branch with GitHub.

First on an issue, create a branch using the link in the development section of the right side panel. See the [github docs](#) for how to do that.

Then it gives you two steps to do. We are going to do them one at a time so we can see better what they each do.

First we will update the `.git` directory without changing the working directory using `git fetch`. We have to tell git fetch where to get the data from, we do that using a name of a remote.

```
git fetch origin
```

```
From https://github.com/introcompsys/github-in-class-brownsarahm-1
 * [new branch]      2-create-an-about-file -> origin/2-create-an-about-file
```

We can look at the repo to see what has changed.

```
git status
```

```
On branch main
Your branch is up to date with 'origin/main'.

nothing to commit, working tree clean
```

This says nothing, because remember git status tells us the relationship between our working directory and the `.git` repo.

Next, we switch to that branch.

```
branch '2-create-an-about-file' set up to track 'origin/2-create-an-about-file'.
Switched to a new branch '2-create-an-about-file'
```

and verify what happened

```
git status
```

```
On branch 2-create-an-about-file
Your branch is up to date with 'origin/2-create-an-about-file'.

nothing to commit, working tree clean
```

4.4. Creating a file on the terminal

The `touch` command creates an empty file.

```
touch about.md
```

We can use `ls` to see our working directory now.

```
:class: cell_input
ls
```

```
README.md      about.md
```

and check how git has changed too?

```
:class: cell_input
git status
```

```
:class: cell_output
On branch 2-create-an-about-file
Your branch is up to date with 'origin/2-create-an-about-file'.

Untracked files:
  (use "git add <file>..." to include in what will be committed)
    about.md

nothing added to commit but untracked files present (use "git add" to track)
```

Now we see something new. Git tells us that there is a file in the working directory that it has not been told to track the changes in and it knows nothing.

It also tells us what we can do next. Under “Untracked files” it gives us advice for how to handle those files specifically. If we had made more than one type of change, there would be multiple subheadings each with their own suggestions.

The very last line is advice of what do to overall.

[Skip to main content](#)

`<file>...`, in our case this would look like `git add about.md`. However, remember we learned that the `.` that is always in every directory is a special “file” that points to the current directory, so we can use that to add all files. Since we have only one, the two are equivalent, and the `.` is a common shortcut, because most of the time we want to add everything we have recently worked on in a single commit.

`git add` puts a file in the “staging area” we can use the staging area to group files together and put changes to multiple files in a single commit. This is something we cannot do on GitHub in the browser, in order to save changes at all, we have to commit. Offline, we can save changes to our computer without committing at all, and we can group many changes into a single commit.

```
git add .
```

We will use status to see what has changed.

```
git status
```

```
On branch 2-create-an-about-file
Your branch is up to date with 'origin/2-create-an-about-file'.

Changes to be committed:
  (use "git restore --staged <file>..." to unstage)
    new file:   about.md
```

Now that one file is marked as a new file and it is in the group “to be committed”. Git also tells us how to undo the thing we just did.

💡 Try this yourself

Try making a change, adding it, then restoring it. Use git status to see what happens at each point

Next, we will commit the file. We use `git commit` for this. the `-m` option allows us to put our commit message directly on the line when we commit. Notice that unlike committing on GitHub, we do not choose our branch with the `git commit` command. We have to be “on” that branch before the `git commit`.

```
git commit -m "create empty about"
```

```
[2-create-an-about-file 57de0cd] create empty about
 1 file changed, 0 insertions(+), 0 deletions(-)
 create mode 100644 about.md
```

⚠️ Warning

At this point you might get an error or warning about your identity. Follow what git says to either set or update your identity using `git config`

Remember, the messages that git gives you are designed to try to help you. The developers of git know it's a complex and powerful tool and that it's hard to remember every little bit.

We again check in with git.

[Skip to main content](#)

! Imp
If you
into
to en
appea
term
comm
escap
type
write

```
git status
```

```
On branch 2-create-an-about-file
Your branch is ahead of 'origin/2-create-an-about-file' by 1 commit.
  (use "git push" to publish your local commits)

nothing to commit, working tree clean
```

Now it tells us we have changes that GitHub does not know about.

```
ls
```

```
README.md      about.md
```

We can send them to github with `git push`

```
git push
```

```
Enumerating objects: 4, done.
Counting objects: 100% (4/4), done.
Delta compression using up to 8 threads
Compressing objects: 100% (2/2), done.
Writing objects: 100% (3/3), 313 bytes | 313.00 KiB/s, done.
Total 3 (delta 0), reused 0 (delta 0), pack-reused 0
To https://github.com/introcompsys/github-in-class-brownsarahm-1.git
  3f54148..57de0cd  2-create-an-about-file -> 2-create-an-about-file
```

This tells us the steps git took to send:

- counts up what is there
- compresses them
- sends them to GitHub
- moves the `2-create-an-about-file` branch on GitHub from commit `3f54148` to commit `57de0cd`
- links the local `2-create-an-about-file` branch to the GitHub `2-create-an-about-file` branch

Remember our directory has other things in it:

```
ls -a
```

```
.          .git      README.md
..         .github    about.md
```

4.5. What does push do?

`git push` only sends the `.git` directory. To see that, we can make a file

```
touch temp
```

[Skip to main content](#)

```
git push
```

```
Everything up-to-date
```

when we push git tells us there is nothing to send, because git doesn't know about that file.

Even though our computer can see that file with `ls`

```
ls
```

```
README.md      about.md      temp
```

git only looks at the working directory and compares it to the `.git` directory's snapshots of our work when we use `git status` and `git add` other commands work with the `.git` directory only

We can delete that file, since we do not need it.

```
rm temp
```

4.6. Getting changes from GitHub

In your browser, make a pull request and then merge it for the changes that we pushed. It will be automatically linked to the issue, since we created the branch from the issue. Linked issues get closed when the PR is merged.

Now, switch to main on your local copy

```
git checkout main
```

```
Switched to branch 'main'  
Your branch is up to date with 'origin/main'.
```

It tells us that it is up to date, because it is up to date with what our computer knows about GitHub. If we used `git fetch` then `git status` it would tell us we were behind. Then we would have to apply the changes to our working directory after we fetched them. We can fetch and apply them at the same time with `git pull`.

```
git pull
```

```
remote: Enumerating objects: 1, done.  
remote: Counting objects: 100% (1/1), done.  
remote: Total 1 (delta 0), reused 0 (delta 0), pack-reused 0  
Unpacking objects: 100% (1/1), 639 bytes | 639.00 KiB/s, done.  
From https://github.com/introcompsys/github-in-class-brownsarahm-1  
 3f54148..0169e39  main    -> origin/main  
Updating 3f54148..0169e39  
Fast-forward
```

[Skip to main content](#)

```
CREATE MODE 100044 about.md
```

Here we see 2 sets of messages. Some lines start with "remote" and other lines do not. The "remote" lines are what `git` on the GitHub server said in response to our request and the other lines are what `git` on your local computer said.

So, here, it counted up the content, and then sent it on GitHub's side. On the local side, it unpacked (remember git compressed the content before we sent it). It describes the changes that were made on the GitHub side, the main branch was moved from one commit to another. So it then updates the local main branch accordingly ("Updating 3f54148...0169e39") then it tells the type of update ("Fast-forward") and describes a summary of the changes made to each file (created `about.md` empty).

We can see that this updates th working directory too:

```
ls
```

```
README.md      about.md
```

We've used `git checkout` to switch branchs before. To also create a branch at the same time, we use the `-b` option.

```
git checkout -b fill-in-about
```

```
Switched to a new branch 'fill-in-about'
```

and git tells us what it has done.

4.7. Editing a file on the terminal

we used the `nano` text editor. `nano` is simpler than other text editors that tend to be more popular among experts, `vim` and `emacs`. Getting comfortable with nano will get you used to the ideas, without putting as much burden on your memory. This will set you up to learn those later, if you need a more powerful terminal text editor.

```
nano about.md
```

this opens the nano program on the terminal. it displays reminders of the commands at the bottom of th screen and allows you to type into the file right away.

Navigate with your keyboard arrows, add your name to the file. Then, write out (save), it will prompt the file name. Since we opened nano with a file name (`about.md`) specified, you will not need to type a new name, but to confirm it, by pressing enter/return.

Now, we check in with git again.

```
git status
```

```
On branch fill-in-about
Changes not staged for commit:
  (use "git add <file>..." to update what will be committed)
```

[Skip to main content](#)

```
modular... about.md
```

```
no changes added to commit (use "git add" and/or "git commit -a")
```

This is very similar to when we checked after creating the file before, but, notice a few things are different.

- the first line tells us the branch but does not compare to origin. (this branch does not have a linked branch on GitHub)
- the file is listed as “not staged” instead of untracked
- it gives us the choice to add it to then commit OR to restore it to undo the changes

```
git add .
```

we'll add, since we want these changes

```
git status
```

```
On branch fill-in-about
Changes to be committed:
  (use "git restore --staged <file>..." to unstage)
    modified:   about.md
```

and commit.

```
git commit -m "add my name"
```

```
[fill-in-about c28b4ad] add my name
 1 file changed, 1 insertion(+)
```

and push

```
git push
```

```
fatal: The current branch fill-in-about has no upstream branch.
To push the current branch and set the remote as upstream, use
  git push --set-upstream origin fill-in-about
```

It cannot push, because it does not know where to push, like we noted above that it did not compare to origin, that was because it does not have an “upstream branch” or a corresponding branch on a remote server.

However, git helps us out and tells us how to add one. So we do as advised.

```
git push --set-upstream origin fill-in-about
```

```
Enumerating objects: 5, done.
Counting objects: 100% (5/5), done.
Delta compression using up to 0 threads
```

[Skip to main content](#)

```
writing objects: 100% (3/3), 200 bytes | 200.00 KB/s, done.
Total 3 (delta 1), reused 0 (delta 0), pack-reused 0
remote: Resolving deltas: 100% (1/1), completed with 1 local object.
remote:
remote: Create a pull request for 'fill-in-about' on GitHub by visiting:
remote:     https://github.com/introcompsys/github-in-class-brownsarahm-1/pull/new/fill-in-about
remote:
To https://github.com/introcompsys/github-in-class-brownsarahm-1.git
 * [new branch]      fill-in-about -> fill-in-about
branch 'fill-in-about' set up to track 'origin/fill-in-about'.
```

This time the returned message from the remote includes the link to the page to make a PR. Visit that and make and merge the PR.

Note though, that this does not change your local copy.

```
git status
```

```
On branch fill-in-about
Your branch is up to date with 'origin/fill-in-about'.

nothing to commit, working tree clean
```

Even the main branch does not change

```
git checkout main
```

```
Switched to branch 'main'
Your branch is up to date with 'origin/main'.
```

but it does not know that it is behind until we fetch or pull again.

4.8. Review today's class

1. Review the notes
2. Find your team's page on GitHub. It is named like `Spring2023-group-#` join the discussion that I started on your page.
3. Complete the classmate issue in your inclass repo from today. Find a partner from within your assigned team by posting on your team's page. Link to your commits on your badge issue.
4. Try using git using your favorite IDE **or** GitHub Desktop. You can either do the other tasks for this badge, work on a different badge, or add & commit some random files in your inclass repo. Answer the questions below in `gitcompare.md`.

Questions:

```
## Reflection

1. What tool's git integration did you use?
1. Compare and contrast using git on the terminal and through the tool you used. When would each be better/worse?
1. Did using a more visual representation help you understand better?
1. Describe the staging area (what happens after git add) in your own words.
2. what step is the hardest for you to remember? what do you think might help you?
```

1. Examine a large project you have done or by finding an open source project on GitHub. Answer the reflection questions in `software.md` in your kwl repo. (will be in notes)
2. map out how you think about data moving through a small program and bring it with you to class (no need to submit)

```
## Software Reflection

1. link to public repo if applicable or title of your project
1. What types of files are there that are not code?
1. What different types of code files are in the project? Do they serve different goals?
1. Is it all in one language or are there multiple?
1. Try to figure out (remember) how the project works. What types of things, without running the code can you
```

4.10. More Practice

1. Review the notes
2. Find your team's page on GitHub. It is named like `Spring2023-group-#` join the discussion that I started on your page.
3. Download the course website repo via terminal. Append the commands used to a terminalwork.md
4. Explore the difference between git add and git commit: try committing and pushing without adding, then add and push without committing. Describe what happens in each case in your gitcommit.md. Compare what happens based on what you can see on GitHub and what you can see with git status.
5. Complete the classmate issue in your inclass repo from today. Find a partner from within your assigned team by posting on your team's page. Link to your commits on your badge issue.
6. Try using git using your favorite IDE **and** GitHub Desktop. You can either do the other tasks for this badge, work on a different badge, or add & commit some random files in your inclass repo. Answer the questions below in `gitcompare3ways.md`.

Questions:

```
## Reflection

1. What IDE did you use?
1. Was the IDE or GitHub better for you? Why?
1. Compare and contrast using git on the terminal and through your IDE. When would each be better/worse?
1. Did using a more visual representation help you understand better?
1. Describe the staging area (what happens after git add) in your own words. Provide an analogy for it using
2. What programming concepts is the staging area similar to?
2. what step is the hardest for you to remember? what do you think might help you?
```

4.11. Experience Report Evidence

For today's class evidence

4.12. Questions After Today's Class

4.12.1. How does the computer hold the information for my github account after I shut it off?

It stores your account information in files on your system

[Skip to main content](#)

We cloned the repo from github. This can also be configured manually. We can even add more then one available remote in a single repo. Each branch will have a specific, single upstream, but two branches in the same repo can have different upstreams.

4.12.3. Could I have edited my experience reflection in terminal if I wanted?

Yes!

4.12.4. What is the best way to get comfortable with the terminal?

Lots of practice. Start with the recently posted badges, they're designed to give you good practice.

4.12.5. What is a .md file?

Markdown

4.12.6. Are there any disadvantages to using nano as opposed to something like VIM?

nano only has simple features. For simple tasks, there's no disadvantage. For complex tasks it would likely be more laborious.

4.12.7. Is there going to be somewhere we can see all of git hubs syntax for the terminal?

I passed out a printed [cheatsheet](#) from GitHub with a good amount of the syntax. If you did not get one, let me know.

4.12.8. If I close the terminal is everything we did saved?

Yes, everything we did today in the terminal was directly manipulating files. The log of what commands we ran is even likely saved, but not necessarily in an easy to find and use file.

4.12.9. Is it possible for me to perform everything that I need to with git through the terminal?

git is a command line tool, by definition. The git program is **only** available on the terminal. Other programs like GitHub Desktop or VSCode can do git operations, but typically only a subset. There is also only a subset of git operations available on [GitHub.com](#).

There are however, some GitHub things that there is no command line tool for.

4.12.10. How do I create different versions of my code on GitHub?

branches!

4.12.11. Is **origin** the name used by git terminal to reference github's servers?

there could be no `origin` and the repo still have the `remote` be a GitHub repo.

We will see soon that we can work with multiple remotes, for example with a GitHub fork. In that case, there would be two different remotes that each point to a GitHub repo.

4.12.12. How to commit multiple files at once?

add more than one file to the staging area before committing.

4.12.13. Is there a way to work with other things (issues, actions, etc) in the terminal?

For GitHub, yes!

5. When do I get an advantage from git and bash?

so far we have used git and bash to accomplish familiar goals, and git and bash feel like just extra work for familiar goals.

Today, we will start to see why git and bash are essential skills: they give you efficiency gains and time traveling super powers (within your work, only, sorry)

5.1. Important references

Use these for checking facts and resources.

- bash
- git

5.2. Setup

First, we'll go back to our github inclass folder

```
cd Documents/inclass/systems/github-in-class-brownsarahm-1/
```

and make sure we are on main:

```
git status
```

```
On branch main
Your branch is up to date with 'origin/main'.
nothing to commit, working tree clean
```

Then we will use fetch to see if we are really up to date

```
git fetch
```

[Skip to main content](#)

We will also check for open PRs in the browser:

Note this is optional, and only works with the `gh` cli is installed

```
gh repo view --web
```

```
Opening github.com/introcompsys/github-in-class-brownsarahm-1 in your browser.
```

and merge them there.

To get to your main branch.

```
git checkout main
```

```
Already on 'main'  
Your branch is up to date with 'origin/main'.
```

then fetch again because we now **know** there are changes on GitHub

```
git fetch
```

```
remote: Enumerating objects: 1, done.  
remote: Counting objects: 100% (1/1), done.  
remote: Total 1 (delta 0), reused 0 (delta 0), pack-reused 0  
Unpacking objects: 100% (1/1), 628 bytes | 628.00 KiB/s, done.  
From https://github.com/introcompsys/github-in-class-brownsarahm-1  
 0169e39..4b89dff main      -> origin/main
```

```
ls
```

```
README.md      about.md
```

Notice that it updated the .git, but not our working directory.

```
cat about.md
```

So we can check again

```
git status
```

```
On branch main  
Your branch is behind 'origin/main' by 2 commits, and can be fast-forwarded.  
(use "git pull" to update your local branch)
```

[Skip to main content](#)

```
nothing to commit, working tree clean
```

now we see it knows we are behind and tells us how to update

```
git pull
```

```
Updating 0169e39..4b89dff
Fast-forward
 about.md | 1 +
 1 file changed, 1 insertion(+)
```

5.3. Branches review

We can get a list of the branches we have locally

```
git branch
```

```
 2-create-an-about-file
 fill-in-about
 * main
```

or see them with their upstream information

```
git branch -vv
```

```
 2-create-an-about-file 57de0cd [origin/2-create-an-about-file] create empty about
 fill-in-about          c28b4ad [origin/fill-in-about] add my name
 * main                 4b89dff [origin/main] Merge pull request #5 from introcompsys/fill-in-about
```

5.3.1. Different ways to create a branch and switch

This doesn't work for a branch that does not exist

```
git checkout my_branch_checkedout
```

```
error: pathspec 'my_branch_checkedout' did not match any file(s) known to git
```

This creates and switches to.

```
git checkout -b my_branch_checkedoutb
```

```
Switched to a new branch 'my_branch_checkedoutb'
```

we'll go back to main before the next step

[Skip to main content](#)

```
git checkout main
```

```
Switched to branch 'main'  
Your branch is up to date with 'origin/main'.
```

this is not a real command

```
git branch create my_branch_created
```

```
fatal: not a valid object name: 'my_branch_created'
```

This is a 2 step way to create and switch.

```
git branch my_branch; git checkout my_branch
```

```
Switched to branch 'my_branch'
```

5.4. Organizing a project (workign with files)

A common question is about how to organize projects. While our main focus in this class session is the `bash` commands to do it, the *task* that we are going to do is to organize a hypothetical python project

We'll go back to main first

```
git checkout main
```

```
Switched to branch 'main'  
Your branch is up to date with 'origin/main'.
```

then create a new branch from main.

```
git checkout -b organization
```

```
Switched to a new branch 'organization'
```

```
touch abstract_base_class.py helper_functions.py important_classes.py alternative_classes.py README.md LICENSE
```

```
git status
```

```
untracked files.
(use "git add <file>..." to include in what will be committed)
API.md
CONTRIBUTING.md
LICENSE.md
_config.yml
abstract_base_class.py
alternative_classes.py
helper_functions.py
important_classes.py
overview.md
setup.py
test_alt.py
test_help.py
test_imp.py
tests_abc.py

nothing added to commit but untracked files present (use "git add" to track)
```

5.5. Files, Redirects, git restore

```
cat README.md
```

```
# GitHub Practice
Name: Sarah Brown
```

Echo allows us to send a message to std out. which is a special file.

```
echo "age=35"
```

```
age=35
```

We can add contents to files with `echo` and `>>`

```
echo "age=35" >> README.md
```

Then we check the contents of the file and we see that the new content is there.

```
cat README.md
```

```
# GitHub Practice
Name: Sarah Brown
age=35
```

We can redirect other commands too:

```
git status >> curgit
```

We can this created a new file

[Skip to main content](#)

```
API.md           abstract_base_class.py  setup.py
CONTRIBUTING.md alternative_classes.py test_alt.py
LICENSE.md       curgit                  test_help.py
README.md        helper_functions.py   test_imp.py
_config.yml      important_classes.py  tests_abc.py
about.md         overview.md
```

and we can look at its contents too

```
cat curgit
```

```
On branch organization
Changes not staged for commit:
  (use "git add <file>..." to update what will be committed)
  (use "git restore <file>..." to discard changes in working directory)
    modified: README.md

Untracked files:
  (use "git add <file>..." to include in what will be committed)
    API.md
    CONTRIBUTING.md
    LICENSE.md
    _config.yml
    abstract_base_class.py
    alternative_classes.py
    curgit
    helper_functions.py
    important_classes.py
    overview.md
    setup.py
    test_alt.py
    test_help.py
    test_imp.py
    tests_abc.py

no changes added to commit (use "git add" and/or "git commit -a")
```

```
rm curgit
```

we'll delete this test file.

Now we have made some changes we want, so let's commit our changes.

```
git commit -m 'start organizing'
```

```
On branch organization
Changes not staged for commit:
  (use "git add <file>..." to update what will be committed)
  (use "git restore <file>..." to discard changes in working directory)
    modified: README.md

Untracked files:
  (use "git add <file>..." to include in what will be committed)
    API.md
    CONTRIBUTING.md
    LICENSE.md
    config.yml
```

[Skip to main content](#)

```
alternative_classes.py  
helper_functions.py  
important_classes.py  
overview.md  
setup.py  
test_alt.py  
test_help.py  
test_imp.py  
tests_abc.py  
  
no changes added to commit (use "git add" and/or "git commit -a")
```

Without adding first, git cannot make a commit.

So we will add first then commit.

```
git add .  
git commit -m 'start organizing'
```

```
[organization ef45e77] start organizing  
15 files changed, 1 insertion(+)  
create mode 100644 API.md  
create mode 100644 CONTRIBUTING.md  
create mode 100644 LICENSE.md  
create mode 100644 _config.yml  
create mode 100644 abstract_base_class.py  
create mode 100644 alternative_classes.py  
create mode 100644 helper_functions.py  
create mode 100644 important_classes.py  
create mode 100644 overview.md  
create mode 100644 setup.py  
create mode 100644 test_alt.py  
create mode 100644 test_help.py  
create mode 100644 test_imp.py  
create mode 100644 tests_abc.py
```

```
git status
```

```
On branch organization  
nothing to commit, working tree clean
```

Now, let's go back to thinking about redirects. We saw that with two `>>` we appended to the file. With just *one* what happens?

```
echo "age=35" > README.md
```

We check the file now

```
cat README.md
```

```
age=35
```

It wrote over. This would be bad, we lost content, but this is what git is for!

do not know if it is going to work, so you make a commit before you try it. Then you can try it out. If it doesn't work you can undo and go back to the place where you made the commit.

To do this, we will first check in with git

```
git status
```

```
On branch organization
Changes not staged for commit:
  (use "git add <file>..." to update what will be committed)
  (use "git restore <file>..." to discard changes in working directory)
    modified: README.md

no changes added to commit (use "git add" and/or "git commit -a")
```

Notice that it tells us what to do ([use "git restore <file>..." to discard changes in working directory](#)). The version of README.md that we broke is in the working directory but not committed to git, so git refers to them as "changes" in the working directory.

```
git restore README.md
```

this command has no output, so we can use git status to check first

```
git status
```

```
On branch organization
nothing to commit, working tree clean
```

and it looks like it did before the [>](#) line. and we can check the file too

```
cat README.md
```

```
# GitHub Practice
Name: Sarah Brown
age=35
```

Back how we wanted it!

Now we will add some text to the readme

```
echo "|file | contents |
>>| -----| ----- |
>>| abstract_base_class.py | core abstract classes for the project |
>>| helper_functions.py | utility functions that are called by many classes |
>>| important_classes.py | classes that inherit from the abc |
>>| alternative_classes.py | classes that inherit from the abc |
>>| LICENSE.md | the info on how the code can be reused|
>>| CONTRIBUTING.md | instructions for how people can contribute to the project|
>>| setup.py | file with function with instructions for pip |
>>| tests_abc.py | tests for constructors and methods in abstract_base_class.py|
```

[Skip to main content](#)

```
> > | tests.py | tests for constructors and methods in alternative_classes.py |
> > | API.md | jupyterbook file to generate api documentation |
> > | _config.yml | jupyterbook config for documentation |
> > | _toc.yml | jupyter book toc file for documentation |
> > | philosophy.md | overview of how the code is organized for docs |
> > | example.md | myst notebook example of using the code |
> > | scratch.ipynb | jupyter notebook from dev |" >> README.md
```

this explains each file a little bit more than the name of it does. We see there are sort of 5 groups of files:

- about the project/repository
- code that defines a python module
- test code
- documentation
- extra files that “we know” we can delete.

i Note

using the open quote `"` then you stay inside that until you close it. when you press enter the command does not run until after you close the quotes

```
cat README.md
```

```
# GitHub Practice

Name: Sarah Brown
age=35
|file | contents |
> | -----| -----
> | abstract_base_class.py | core abstract classes for the project |
> | helper_functions.py | utilty funtions that are called by many classes |
> | important_classes.py | classes that inherit from the abc |
> | alternative_classes.py | classes that inherit from the abc |
> | LICENSE.md | the info on how the code can be reused|
> | CONTRIBUTING.md | instructions for how people can contribute to the project|
> | setup.py | file with function with instructions for pip |
> | tests_abc.py | tests for constructors and methods in abstract_base_class.py|
> | tests_helpers.py | tests for constructors and methods in helper_functions.py|
> | tests_imp.py | tests for constructors and methods in important_classes.py|
> | tests_alt.py | tests for constructors and methods in alternative_classes.py|
> | API.md | jupyterbook file to generate api documentation |
> | _config.yml | jupyterbook config for documentation |
> | _toc.yml | jupyter book toc file for documentation |
> | philosophy.md | overview of how the code is organized for docs |
> | example.md | myst notebook example of using the code |
> | scratch.ipynb | jupyter notebook from dev |
```

```
ls
```

API.md	abstract_base_class.py	test_alt.py
CONTRIBUTING.md	alternative_classes.py	test_help.py
LICENSE.md	helper_functions.py	test_imp.py
README.md	important_classes.py	tests_abc.py
_config.yml	overview.md	
about.md	setup.py	

First, we'll make a directory

```
mkdir docs
```

next we will move a file there

```
mv overview.md docs/
```

what this does is change the path of the file from `.../github-inclass-brownsarahm-1/overview.md` to `.../github-inclass-brownsarahm-1/docs/overview.md`

This doesn't return anything, but we can see the effect with `ls`

```
ls
```

```
API.md           abstract_base_class.py  test_alt.py
CONTRIBUTING.md alternative_classes.py  test_help.py
LICENSE.md       docs                  test_imp.py
README.md        helper_functions.py   tests_abc.py
_config.yml      important_classes.py
about.md         setup.py
```

We can also use `ls` with a relative or absolute path of a directory to list the location instead of our current working directory.

```
ls docs/
```

```
overview.md
```

```
touch _toc.yml
```

5.6.1. Moving multiple files with patterns

let's look at the list of files again.

```
ls
```

```
API.md           about.md          setup.py
CONTRIBUTING.md abstract_base_class.py  test_alt.py
LICENSE.md       alternative_classes.py  test_help.py
README.md        docs              test_imp.py
_config.yml      helper_functions.py   tests_abc.py
_toc.yml         important_classes.py
```

We can use the `*` wildcard operator to move all files that match the pattern. We'll start with the two `.yml` (`yaml`) files that are both for the documentation.

[Skip to main content](#)

Again, we confirm it worked by seeing that they are no longer in the working directory.

```
ls
```

```
API.md           abstract_base_class.py  setup.py
CONTRIBUTING.md alternative_classes.py test_alt.py
LICENSE.md        docs                  test_help.py
README.md         helper_functions.py  test_imp.py
about.md          important_classes.py tests_abc.py
```

and that they are in `docs`

```
ls docs/
```

```
_config.yml      _toc.yml       overview.md
```

We see that most of the test files start with `test_` but one starts with `tests_`. We could use the pattern `test*.py` to move them all without conflicting with the directory `tests/` but we also want consistent names.

We can use `mv` to change the name as well. This is because “moving” a file and is really about changing its path, not actually copying it from one location to another and the file name is a part of the path.

```
mv tests_abc.py test_abc.py
```

This changes the path from `.../tests_abc.py` to `.../test_abc.py` to. It is doing the same thing as when we use it to achieve a move, but changing a different part of the path.

```
ls
```

```
API.md           abstract_base_class.py  setup.py
CONTRIBUTING.md alternative_classes.py test_abc.py
LICENSE.md        docs                  test_alt.py
README.md         helper_functions.py  test_help.py
about.md          important_classes.py test_imp.py
```

Now we make a new folder:

```
mkdir tests
```

and move all of the test files there:

```
mv test_* tests/
```

API.md	about.md	helper_functions.py
CONTRIBUTING.md	abstract_base_class.py	important_classes.py
LICENSE.md	alternative_classes.py	setup.py
README.md	docs	tests

this is
import
organ
can u
yours

5.7. Recap

Why do I need a terminal

1. replication/automation
2. it's always there and doesn't change
3. it's faster one you know it (also see above)

So, is the shell the feature that interacts with the operating system and then the terminal is the gui that interacts with the shell?

! Important

if your push gets rejected, read the hints, it probably has the answer. We will come back to that error though

5.8. Review today's class

1. Read today's notes
2. Update your KWL chart with the new items and any learned items.
3. add `branches.md` to your KWL repo and describe how branches work, in your own words. Include one question you have about branches or one scenario you think they could help you with.

5.9. Prepare for Next Class

1. Read through the grading section and all of your feedback as it arrives.
2. Bring git questions or scenarios you want to be able to solve to class on Thursday
3. Update your `.github/workflows/experiencereflection.yml` file as follows: replace the two lines `team-reviewers: |` and `instructors` with `reviewers: <ta-gh-name>` where ta-gh-name is whichever TA is in your group. You can see your group on the organisation teams page named like "Spring 2023 Group X". Make a PR and ask that TA for a review.
4. Answer the following in a comment on your prepare issue. Tag @brownsarahn on the issue

```
# Plan for success

__Target Grade:__ (A, B, ...)

## Plan to get there:
- 24 experience badges
- (other badges you plan)
```

```
~: mm bullus ~  
<!-- If you plan any explore badges, create a schedule and propose one topic for your first explore badge -->
```

5.10. More Practice

1. Read today's notes
2. Update your KWL chart with the new items and any learned items.
3. Learn about GitHub forks (you can also use other resources)
4. add `branches-forks.md` to your KWL repo and describe how branches work, what a fork is and how they relate to one another. If you use other resources, include them in your file.

5.11. Experience Report Evidence

Save your history with:

```
history > activity-2023-02-07.md
```

then append your git status, and the contents of your github-in-class and github-in-class/docs with `-----` to help visually separate the parts.

```
echo "-----" >> activity-2023-02-07.md  
git status >> activity-2023-02-07.md  
echo "-----" >> activity-2023-02-07.md  
ls >> activity-2023-02-07.md  
echo "-----" >> activity-2023-02-07.md  
ls docs/ >> activity-2023-02-07.md
```

then edit that file (on terminal, any text editor, or an IDE) to make sure it only includes things from this activity.

5.12. Questions After Today's Class

5.12.1. how would we move every file we have into a new folder

```
mv old_folder/* new_folder/
```

5.12.2. Can we create a pull request through `bash`?

Strictly speaking `bash` does not do any git operations or any GitHub operation, or any other version control operations for other version control systems. `bash` is a particular scripting language that we are using on our terminal. We could use a different one, and git can still be used.

Pull requests are not a git feature, so they are not done by the git program at all. They are done different ways for different projects and hosting plans. For example, the git source code is mirrored (copied) on GitHub, but that is not where they actually do the work of maintaining it. They accept "pull requests" via e-mail.

Yes, we will see `git merge` soon.

5.12.4. I would like to know more about regular expressions as this is something I have seen but don't really know anything about.

We will use a few examples of them, but we will not go too in depth with them. We'll focus on the places they can be used and basic regex for the most common cases. However, this is an excellent topic for an explore or build badge.

5.12.5. What other symbols can be used to move files like *?

The wildcard `*` can be used not only for moving files, but in lots of places. It is a special character in regular expressions and glob matching. We will see some different ones, but this is also a good topic for an explore badge.

5.12.6. Will we use pipes in the terminal?

Yes, we will see pipes soon.

5.12.7. When you said that it only changes file path, do you mean its storage placement in the hard drive stays the same?

Yes, exactly.

5.12.8. Will we be learning out to open and use a .py file?

Indirectly. We will do a tiny bit of editing and running code in python and C, but not too much. We will learn more about what files are, how they work in general, and the role of interpreters and compilers so that you will be able to use the terminal for any language you encounter.

5.12.9. To make sure, mv can rename and move files?

Yes, it can do achieve both of those outcomes, because in the file system they are *the same thing*. “moving a file” does not have to actually copy and rewrite the file in a different part of the hard drive, but instead it changes the path of the file. We typically think about the path as having two parts: the location and the name, but technically there is a single *path* to the whole file. `mv` can change any part of the path.

5.12.10. How can we delete branches?

There is a [delete option on `git branch`](#)

5.12.11. What exactly are we doing with our teams that we were assigned?

Instructions will be given as you need to respond to them, for now just reply to discussions on the team page.

If you are comfortable with it. It will help you get more comfortable faster.

5.12.13. what is a .yml file?

it is [YAML](#) which is typically used to store settings and configurations. GitHub uses it for the workflows, and a lot of other tools I interact with use it for configurations. It stores key-value pairs.

5.12.14. Will all the files we used in the terminal today will be on the github website?

After we push them, yes.

5.12.15. Is there an official list of all git commands?

the [official git documentation](#) includes a [list of all commands](#). GitHub also publishes a [cheatsheet](#) in many languages. This [visual cheatsheet](#) is also good.

6. What if I edit the file in two places?

One of the biggest advantages of git is that it is [distributed](#). This gives us great flexibility, but also allows us to make things complicated.

Today we will see how to fix this.

6.1. Get set up

We left off in the middle of some work on tuesday

```
git status
```

```
On branch organization
Changes not staged for commit:
  (use "git add/rm <file>..." to update what will be committed)
  (use "git restore <file>..." to discard changes in working directory)
    modified:   README.md
    deleted:   _config.yml
    deleted:   overview.md
    deleted:   test_alt.py
    deleted:   test_help.py
    deleted:   test_imp.py
    deleted:   tests_abc.py

Untracked files:
  (use "git add <file>..." to include in what will be committed)
    docs/
    tests/

no changes added to commit (use "git add" and/or "git commit -a")
```

git thinks we deleted files because we moved them into an untracked folder.

[Skip to main content](#)

```
git add docs/
git status
```

```
On branch organization
Changes to be committed:
(use "git restore --staged <file>..." to unstage)
  new file:  docs/_config.yml
  new file:  docs/_toc.yml
  new file:  docs/overview.md

Changes not staged for commit:
(use "git add/rm <file>..." to update what will be committed)
(use "git restore <file>..." to discard changes in working directory)
  modified:  README.md
  deleted:  _config.yml
  deleted:  overview.md
  deleted:  test_alt.py
  deleted:  test_help.py
  deleted:  test_imp.py
  deleted:  tests_abc.py

Untracked files:
(use "git add <file>..." to include in what will be committed)
  tests/
```

Now it thinks I deleted and created new files Now if we do all

```
git add .
git status
```

```
On branch organization
Changes to be committed:
(use "git restore --staged <file>..." to unstage)
  modified:  README.md
  renamed:  _config.yml -> docs/_config.yml
  renamed:  overview.md -> docs/_toc.yml
  renamed:  test_alt.py -> docs/overview.md
  renamed:  test_help.py -> tests/test_abc.py
  renamed:  test_imp.py -> tests/test_alt.py
  renamed:  tests_abc.py -> tests/test_help.py
  new file:  tests/test_imp.py
```

It sees that we moved files. Since these were empty, it cannot match them all up very well.

Now we can commit

```
git commit -m 'start organizing'
```

```
[organization 812245d] start organizing
 8 files changed, 19 insertions(+)
 rename _config.yml => docs/_config.yml (100%)
 rename overview.md => docs/_toc.yml (100%)
 rename test_alt.py => docs/overview.md (100%)
 rename test_help.py => tests/test_abc.py (100%)
 rename test_imp.py => tests/test_alt.py (100%)
```

[Skip to main content](#)

```
create mode 100044 tests/test_timp.py
```

and confirm we're all set

```
git status
```

```
On branch organization
nothing to commit, working tree clean
```

then push

```
git push
```

```
fatal: The current branch organization has no upstream branch.
To push the current branch and set the remote as upstream, use

  git push --set-upstream origin organization
```

we have to create the upstream.

```
git push --set-upstream origin organization
```

```
Enumerating objects: 11, done.
Counting objects: 100% (11/11), done.
Delta compression using up to 8 threads
Compressing objects: 100% (7/7), done.
Writing objects: 100% (9/9), 1.42 Kib | 1.42 MiB/s, done.
Total 9 (delta 1), reused 0 (delta 0), pack-reused 0
remote: Resolving deltas: 100% (1/1), done.
remote:
remote: Create a pull request for 'organization' on GitHub by visiting:
remote:     https://github.com/introcompsys/github-in-class-brownsarahm-1/pull/new/organization
remote:
To https://github.com/introcompsys/github-in-class-brownsarahm-1.git
 * [new branch]      organization -> organization
branch 'organization' set up to track 'origin/organization'.
```

Then we'll make a PR for that branch, but leave it open.

6.2. Editing main when a PR is open.

First we switch to main

```
git checkout main
```

```
Switched to branch 'main'
Your branch is up to date with 'origin/main'.
```

and make sure it is up to date

[Skip to main content](#)

```
git pull
```

Already up to date.

Next we will edit the README to add something to the first line

```
nano README.md
```

on the main branch it starts like :

```
# GitHub Practice  
Name: Sarah Brown
```

and we edit to:

```
# GitHub Practice in class  
Name: Sarah Brown
```

Then we checkin

```
git status
```

```
On branch main  
Your branch is up to date with 'origin/main'.  
  
Changes not staged for commit:  
  (use "git add <file>..." to update what will be committed)  
  (use "git restore <file>..." to discard changes in working directory)  
    modified: README.md  
  
no changes added to commit (use "git add" and/or "git commit -a")
```

add and commit

```
git add .  
git commit -m 'update title'
```

```
[main f2844b2] update title  
 1 file changed, 1 insertion(+), 1 deletion(-)
```

and push to GitHub

```
git push
```

```
Enumerating objects: 5, done.  
Counting objects: 100% (5/5), done.  
Delta compression using up to 8 threads
```

[Skip to main content](#)

```
total 0 (delta 0), reused 0 (delta 0), pack/reused 0
To https://github.com/introcompsys/github-in-class-brownsarahm-1.git
 4b89dff..f2844b2  main -> main
```

When we check in our PR, we are still all set. git has checked the changes mad and they are consistent or do not conflict. This means that git knows how to merge this branch without any help from a person to tell it what is important.

6.3. Making a conflict

```
nano README.md
```

again we will edit the same file, but this time we will edit in a way that conflicts with how we changed it on the organization branch.

We will add text on line 4.

```
# GitHub Practice in class
Name: Sarah Brown
major: EE
```

and check with git

```
git status
```

```
On branch main
Your branch is up to date with 'origin/main'.

Changes not staged for commit:
  (use "git add <file>..." to update what will be committed)
  (use "git restore <file>..." to discard changes in working directory)
    modified:   README.md

no changes added to commit (use "git add" and/or "git commit -a")
```

and add commit, and push

```
git add .
git commit -m 'add major'
```

```
[main cffcf05] add major
 1 file changed, 1 insertion(+)
```

```
git push
```

```
Enumerating objects: 5, done.
Counting objects: 100% (5/5), done.
Delta compression using up to 8 threads
Compressing objects: 100% (3/3), done.
Writing objects: 100% (3/3), 366 bytes | 366.00 KiB/s, done.
```

[Skip to main content](#)

```
120472...@192 ~ main ~ main
```

If we look on the organization branch

```
git checkout organization
```

```
Switched to branch 'organization'  
Your branch is up to date with 'origin/organization'.
```

```
cat README.md
```

```
# GitHub Practice  
  
Name: Sarah Brown  
age=35  
|file | contents |  
> | ----- | ----- |  
> | abstract_base_class.py | core abstract classes for the project |  
> | helper_functions.py | utility functions that are called by many classes |  
> | important_classes.py | classes that inherit from the abc |  
> | alternative_classes.py | classes that inherit from the abc |  
> | LICENSE.md | the info on how the code can be reused |  
> | CONTRIBUTING.md | instructions for how people can contribute to the project |  
> | setup.py | file with function with instructions for pip |  
> | tests_abc.py | tests for constructors and methods in abstract_base_class.py |  
> | tests_helpers.py | tests for constructors and methods in helper_functions.py |  
> | tests_imp.py | tests for constructors and methods in important_classes.py |  
> | tests_alt.py | tests for constructors and methods in alternative_classes.py |  
> | API.md | jupyterbook file to generate api documentation |  
> | _config.yml | jupyterbook config for documentation |  
> | _toc.yml | jupyter book toc file for documentation |  
> | philosophy.md | overview of how the code is organized for docs |  
> | example.md | myst notebook example of using the code |  
> | scratch.ipynb | jupyter notebook from dev |
```

we see the file is different.

6.4. Resolving Merge Conflicts on GitHub

We can see it on the PR now and GitHub allows us to resolve it in the browser.

GitHub docs are the best reference on what we did here.

we resolved the issue in the browser then merged the conflict.

6.5. Making and resolving a conflict locally

We will go back to main and get up to date

```
git checkout main
```

```
Switched to branch 'main'
```

[Skip to main content](#)

```
git pull
```

```
remote: Enumerating objects: 7, done.  
remote: Counting objects: 100% (7/7), done.  
remote: Compressing objects: 100% (3/3), done.  
remote: Total 3 (delta 2), reused 0 (delta 0), pack-reused 0  
Unpacking objects: 100% (3/3), 751 bytes | 187.00 KiB/s, done.  
From https://github.com/introcompsys/github-in-class-brownsarahm-1  
 812245d..56f29ca organization -> origin/organization  
Already up to date.
```

Now we will edit the about file one way on our local copy and a different way on GitHub without pulling or pushing

```
nano about.md
```

Once the two versions are different, we pull the contents.

```
git pull
```

```
remote: Enumerating objects: 8, done.  
remote: Counting objects: 100% (7/7), done.  
remote: Compressing objects: 100% (3/3), done.  
remote: Total 4 (delta 1), reused 0 (delta 0), pack-reused 0  
Unpacking objects: 100% (4/4), 1.23 KiB | 314.00 KiB/s, done.  
From https://github.com/introcompsys/github-in-class-brownsarahm-1  
 cffcf05..8e2fe11 main -> origin/main  
Updating cffcf05..8e2fe11  
error: Your local changes to the following files would be overwritten by merge:  
      about.md  
Please commit your changes or stash them before you merge.  
Aborting
```

... and it fails. We need to commit our local changes first or git cannot even do its work to compare.

It will not overwrite our working directory with un committed changes.

```
git add .  
git commit -m 'add jacket'
```

```
[main 9cb0323] add jacket  
 1 file changed, 2 insertions(+)
```

```
git status
```

```
On branch main  
Your branch and 'origin/main' have diverged,  
and have 1 and 5 different commits each, respectively.  
(use "git pull" to merge the remote branch into yours)  
  
nothing to commit, working tree clean
```

! Imp

This i
misre
resolv

When we do what it says now,

```
git pull
```

```
hint: You have divergent branches and need to specify how to reconcile them.  
hint: You can do so by running one of the following commands sometime before  
hint: your next pull:  
hint:  
hint:   git config pull.rebase false  # merge  
hint:   git config pull.rebase true   # rebase  
hint:   git config pull.ff only     # fast-forward only  
hint:  
hint: You can replace "git config" with "git config --global" to set a default  
hint: preference for all repositories. You can also pass --rebase, --no-rebase,  
hint: or --ff-only on the command line to override the configured default per  
hint: invocation.  
fatal: Need to specify how to reconcile divergent branches.
```

It still fails, but we have to tell it how to try to merge them.

```
git pull --rebase
```

```
Auto-merging about.md  
CONFLICT (content): Merge conflict in about.md  
error: could not apply 9cb0323... add jacket  
hint: Resolve all conflicts manually, mark them as resolved with  
hint: "git add/rm <conflicted_files>", then run "git rebase --continue".  
hint: You can instead skip this commit: run "git rebase --skip".  
hint: To abort and get back to the state before "git rebase", run "git rebase --abort".  
Could not apply 9cb0323... add jacket
```

this time we edit the same way, but locally.

```
nano about.md
```

```
git status
```

```
interactive rebase in progress; onto 8e2fe11  
Last command done (1 command done):  
  pick 9cb0323 add jacket  
No commands remaining.  
You are currently rebasing branch 'main' on '8e2fe11'.  
  (fix conflicts and then run "git rebase --continue")  
  (use "git rebase --skip" to skip this patch)  
  (use "git rebase --abort" to check out the original branch)  
  
Unmerged paths:  
  (use "git restore --staged <file>..." to unstage)  
  (use "git add <file>..." to mark resolution)  
    both modified:  about.md  
  
no changes added to commit (use "git add" and/or "git commit -a")
```

then do as git says

[Skip to main content](#)

```
about.md: needs merge  
You must edit all merge conflicts and then  
mark them as resolved using git add
```

we have to add first

```
git add about.md  
git rebase --continue
```

```
[detached HEAD 6a2e1cc] add jacket  
1 file changed, 3 insertions(+)  
Successfully rebased and updated refs/heads/main.
```

```
git status
```

```
On branch main  
Your branch is ahead of 'origin/main' by 1 commit.  
(use "git push" to publish your local commits)  
  
nothing to commit, working tree clean
```

6.6. Review today's class

1. create `gitadvice.md` and write tips for how often to commit and how to avoid merge conflicts. Include at least 3 tips.
2. create an issue on your group repo for a tip or cheatsheet item you want to contribute. Make sure that your contribution does not overlap with one that amemb
3. clone your group repo.
4. work offline and add your contribution and then open a PR
5. review a class mate's PR.

6.7. Prepare for Next Class

1. Bring questions about git to class on Wednesday.
2. Make sure that the `gh` CLI tool works by using it to create an issue called test on your kwl repo with `gh issue create`
3. Read sections 1.1, 1.2, and 1.3 of the [pro git book](#) this is mostly review at this point, but we are going to go into more of how git works next, so you need to make sure these concepts are all sorted out. Comment on your prepare issue if reading helped clarify confusion, made you more confused, or gave you new understanding. Either explain what you learned or ask a question you have. Tag @brownsarahm on the issue.

6.8. More Practice

1. Create a merge conflict in your github in class repo and resolve it using your favorite IDE, then create one and resolve it on GitHub in browser. Describe how you created it, show the files, and describe how your IDE helps or does not help in

you do not regularly use an IDE, try VSCode)

2. create an issue on your group repo for a resource you want to review. Make sure that your contribution does not overlap with one that another member is going to post.
3. clone your group repo.
4. work offline and add your contribution and then open a PR. Your review should help a classmate decide if that reference material will help them or not.
5. review a class mate's PR.

6.9. Experience Report Evidence

link to your github inclass repo's commit history.

6.10. Questions After Today's Class

6.10.1. Is there a way to configure git to update automatically or a command we can run to update it?

Manual, unfortunately.

6.10.2. Whenever a merge conflict occurs will there always be some indicator that it occurred and instructions on how to fix it on git or github?

Yes! no guessing.

6.10.3.

We will see this soon.

6.10.4. If there are multiple merge conflicts, does the terminal iterate through each conflict once the prior one is fixed?

It tells you the first one's file and you have to find them all within the file.

6.10.5. how to get out of VIM when you accidentally enter git commit without -m

escape, `:wq`, enter/return

if the escape button does not work, sometimes you have pressed another key that puts it in a different mode, then you can use command/control + c and then `:wd` +enter.

As a last resort, you can close the terminal window and open a new one. Everything important that git does edits a file on your computer, git does not use a lot of memory that you can lose by quitting. If you quit, your staging area will stay exactly how you left it. You can then navigate back to that directory and start your commit again with `-m`.

the git docs describe this well

6.10.7. What's the importance of merging?

It's the way to combine two branches' of work

6.10.8. Questions we will answer later

- Is there any way to reverse what you did just like how you reverse your commits in before your staging area?
- How does git track all of the information between commits and merges and branches?

6.10.9. What if resolving a merge conflicts causes other issues?

By definition, it cannot.

6.10.10. Best way to prevent different/colliding branches / issues with local git and github not being the same?

This is an exercise for the review badge, so I am declining to answer here, but we will engage with you on your badges.

6.10.11. When you rename a file, how does git know that you renamed it (how does it know it's the same file even though it has a new name)?

It matches the content of the files.

6.10.12. How do we fix accidental merges?

The goal is to not have to, that's why GitHub makes you click twice to merge a pull request. It is possible though. It's on the FAQ: <https://introcompsys.github.io/spring2023/faq/github.html#help-i-accidentally-merged-the-feedback-pull-request-before-my-assignment-was-graded>. This example is taken from my Data Science class, where they commit to main and I grade a PR from main into Feedback. If they accidentally merge, they need to leave their main branch alone and hard reset their Feedback branch. In other cases you may want to reset the main branch or a develop branch. The procedure is the same, only the branch names change.

6.10.13. The prepare work before class and the work we do in class are for the same grade?

Yes, the prepare for class is a part of the experience badge for the next class after it is posted along with in class. This is because the prepare for class work is due before the next class. Increasingly, class sessions will rely on you having completed those items.

7. Why are these tools like this?

organized.

Understanding the context and principles will help you remember the what and help you understand when you shoudl do things as they have always been done and when you should challenge and change things.

7.1. How do I decide how to resolve a merge conflict?

First lets make a new branch

```
git checkout -b examplebranch
```

```
Switched to a new branch 'examplebranch'
```

```
git status
```

```
On branch examplebranch
nothing to commit, working tree clean
```

Now we will add some text to a file that “tells a story” of what we might have actually done.

```
echo "edit code near a bug I did not know about" > important_classes.py
```

and commit this change

```
git add .
git commit -m 'new code'
```

```
[examplebranch bb4e0d8] new code
 1 file changed, 1 insertion(+)
```

Then back on the main branch

```
git checkout main
```

```
Switched to branch 'main'
Your branch is ahead of 'origin/main' by 1 commit.
  (use "git push" to publish your local commits)
```

we will pretend a bug got fixed in that same file. This is a realistic-ish scenario. You might be workign on adding a new feature then get a bug report and fix the bug on a different branch and get it merged into main so that others using the file

```
echo "fix a bug" >> important_classes.py
```

```
git add
```

[Skip to main content](#)

```
git commit -m 'bug fix'
```

```
[main 4fa9114] bug fix
 1 file changed, 1 insertion(+)
```

```
git status
```

```
On branch main
Your branch is ahead of 'origin/main' by 2 commits.
  (use "git push" to publish your local commits)

nothing to commit, working tree clean
```

```
git merge --help
```

```
git checkout examplebranch
```

```
Switched to branch 'examplebranch'
```

```
git merge main
```

```
Auto-merging important_classes.py
CONFLICT (content): Merge conflict in important_classes.py
Automatic merge failed; fix conflicts and then commit the result.
```

```
cat important_classes.py
```

```
<<<<< HEAD
edit code near a bug I did not know about
=====
fix a bug
>>>>> main
```

```
nano important_classes.py
```

```
git status
```

```
On branch examplebranch
```

[Skip to main content](#)

```
git merge conflicts and run git commit /  
(use "git merge --abort" to abort the merge)  
  
Unmerged paths:  
(use "git add <file>..." to mark resolution)  
  both modified:  important_classes.py  
  
no changes added to commit (use "git add" and/or "git commit -a")
```

7.2. How do I exit vi?

```
vi
```

If you start it this way, you exit by pressing only `q` because it will already have the `:` at the bottom. If you are in `~insert~` mode then you have to press `esc` first and then `:` then you may want `w` to save first before you `q` uit

7.3. Why are we studying developer tools?

The best way to learn design is to study examples [Schon1984, Petre2016], and some of the best examples of software design come from the tools programmers use in their own work.

Software design by example

7.4. Unix Philosophy

wiki

- composability over monolithic design
- social conventions

The tenets:

1. Make it easy to write, test, and run programs.
2. Interactive use instead of batch processing.
3. Economy and elegance of design due to size constraints ("salvation through suffering").
4. Self-supporting system: all Unix software is maintained under Unix.

```
echo "hello"
```

```
hello
```

```
echo "hello" > greeting.md
```

```
/Users/brownsarahm/.rbenv/shims:/Library/Frameworks/Python.framework/Versions/3.8/bin:/opt/anaconda3/bin:/opt
```

```
award --help
```

```
Usage: award [OPTIONS] BADGE_NAME

award a badge to a student and output the signature as a receipt

parameters - badge_name : string      the name of the badge
formatted like type.YYYY-MM-DD for      type in {experience, review,
practice,community} or type.keyword for type      in {explore, build,
community}

options:
-s, --student-gh-name TEXT
-p, --gradebook-path TEXT
--help                  Show this message and exit.
```

```
pwd
```

```
/Users/brownsarahm/Documents/inclass/systems/github-in-class-brownsarahm-1
```

7.5. How do we Study (computer) Systems

When we think of something as a system, we can study it different ways:

- input/output behavior
- components
- abstraction layers

These basic ideas apply whether a computer system or not. We can probe things in different ways.

In a lot of disciplines people are taught one or the other, or they divide professionally into theorists or experimentalists along the lines.

People are the most effective at working with, within, and manipulating systems when they have multiple ways to achieve the same goal.

These are not mutually exclusive we will use them all together, and trade off.

When we study a system we can do so in two main ways. We can look at the input/output behavior of the system as a whole and we can look at the individual components. For each component, we can look at its behavior or the subcomponents. We can take what we know from all fo the components and piece that together. However, for a complex system, we cannot match individual components up to the high level behavior. This is true in both computers and other complex systems. In the first computers in the 1940s, the only things they did was arithmetic and you could match from their components al the way up pretty easily. Modern computers connect to the internet, send signals, load complex graphics, play sounds and many other things that are harder to decompose all at once. Outside of computers, scientists have a pretty good idea of how neurons work and that appears to be the

smaller mammals with less complex social lives than humans. Understanding the parts is not always enough to understand all of the complex ways the parts can work together. Computers are much less complicated than brains. They were made by brains.

But that fact motivates another way to study a complex system, across levels of abstraction. You can abstract away details and focus on one representation. This can be tied literally to components, but it can also be conceptual. For example, in CSC211 you use a model of stack and heap for memory. It's useful for understanding programming, but is not exactly what the hardware does. At times, it is even more useful though than understanding exactly what the hardware does. These abstractions also serve a social, practical purpose. In computing, and society at large really, we use *standards* these are sets of guidelines for how to build things. Like when you use a function, you need to know its API and what it is supposed to do in order to use it. The developers could change how it does that without impacting your program, as long as the API is not changed and the high level input/output behavior stays the same.

7.5.1. Behavior

Try something, see what happens

This is probably how you first learned to use a computer. Maybe a parent showed you how to do a few things, but then you probably tried other things. For most of you, this may have been when you were very young and much less afraid of breaking things. Over time you learned how to do things and what behaviors to expect. You also learned categories of things. Like once you learned one social media app and that others were also *social media* you then looked for similar features. Maybe you learned one video game had the option to save and expected it in the next one.

Video games and social media are *classes* or *categories* of software and each game and app are *instances*. Similarly, an Integrated Development Environment (IDE) is a category of software and VS Code, ... are instances. Also, version control is a category of software and git is an instance. A git host is also a category and GitHub is an instance. Just as before you were worried about details you transferred features from one instance to another within categories, I want you to think about what you know from one IDE and how that would help you learn another. We will study the actual features of IDE and what you might want to know about them so that you can choose your own. Becoming a more independent developer you'll start to have your own opinions about which one is better. Think about a person in your life who finds computers and technology overall intimidating or frustrating. They likely only use one social media app if at all, or maybe they only know to make documents in Microsoft word and they think that Google Docs is too much to learn, because they didn't transfer ideas from one to the other.

We have focused on the behavior of individual applications to this point, but there is also the overall behavior of the system in broad terms, typing on the keyboard we expect the characters to show (and when they don't for example in a shell password, we're surprised and concerned it is not working).

7.5.2. Components

Take it apart, assess the pieces

We have the high level parts: keyboard, mouse, monitor/screen, tower/computer. Inside we also tend to know there is a power supply, a motherboard, graphics card, memory, etc.

We can study how each of these parts works while not worrying about the others but having them there. This is probably how you learned to use a mouse. You focused your attention on the mouse and saw what else happened.

attached its output is not very visible. To do this, we would need additional tools to interpret its output and examine it. Most computer components actually would need additional tools, to measure the electrical signals, but we could examine what happens at each part one at a time to then build up what they do.

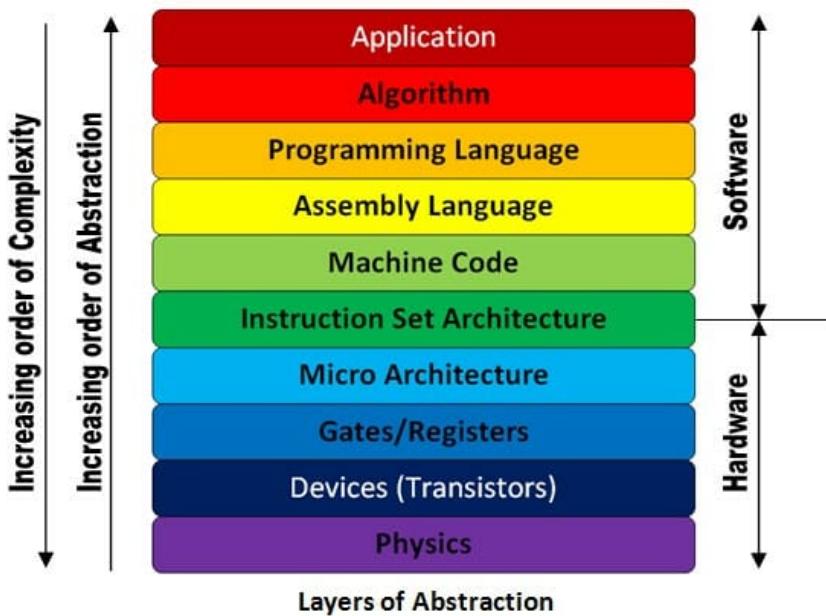
This idea, however that we can use another tool to understand each component is an important one. This is also a way to again, take care and study each piece even within a software-alone system without worrying about the hardware.

7.5.3. Abstraction

use a model

As we talked about the behavior and abstraction, we talked some about software and some about hardware. These are the two coarsest ways we can think about a computer system at different levels of abstraction. We can think about it only in physical terms and examine the patterns of electricity flow or we can think about only the software and not worry about the hardware, at a higher level of abstraction.

However, two levels is not really enough to understand how computer systems are designed.



Application - the software you run.

Algorithm - the way that it is implemented, in mathematical level

Programming language - the way that it is implemented for a computer.

Let's take a simple example, let's say we are talking about a simple search program that we wrote that finds xx. We can say that you put in a part of a file name and it shows you all the ones with a similar name. That description is at the application level it gives the high level behavior, but not the step by step of how it does it. Let's say we implemented it using bubble search then searches by ... That's the algorithm level, this is still abstract and could be implemented in different ways, but we know the steps and we can use this to know some things about how fast it will be, what types of result will make it slower, etc. At the programming level language then we know which language it was done in and we see more details. At this level, we can see the specific data

Still at this level, we do not need to know how the actual hardware works, but we see it in increasing detail. At each level we have different types of operations. At the application we might have input, press enter, get results. At the algorithm we have check the value, compare. At the programming language level we need more specifics too, like assign or append.

After the Programming language level, there is assembly. The advantage to assembly is that it is hardware independent and human readable. It is low level and limited to what the hardware *can* do, but it is a version of that that can be run on different hardware. It is much lower level. When you compile a program, it is translated to assembly. At this level, programs written in different level become indistinguishable. This has much lower level operations. We can do various calculations, but not things like compare. Things that were one step before, like assign become two, choose a memory location, then write to memory. This level of abstraction is the level of detail we will think about most. We'll look at the others, but spend much less time below here.

Machine code translates to binary from assembly.

The instruction set architecture is, notice, where the line between software and hardware lives. This is because these are specific to the actual hardware, this is the level where there are different instructions if you have an Intel chip vs an Apple chip. This level reduces down the instructions even more specifically to the specifics things that an individual piece of hardware does and how they do it.

The microarchitecture is the specific circuits: networks of smaller individual components. Again, we can treat the components as blocks and focus on how they work together. At this level we still have calculations like add, multiply, compare, negate, and we can store values and read them. That is all we have at this point though. At this level there are all binary numbers.

The actual gates (components that implement logical operations) and registers (components that hold values) break everything down to logical operations. Instead of adding, we have a series of `and`, `nand`, `or`, and `xor` put together over individual bits. Instead of numbers, we have `registers` that store individual zeros or ones. In a modern digital, electrical computer, at this level we have to actually watch the flow of electricity through the circuit and worry about things like the number of gates and whether or not the calculations finish at the same time or having other parts wait so that they are all working together. We will see later that when we try to allow multiple cores to work independently, we have to handle these timing issues at the higher levels as well. However, a register and gate can be implemented in different ways at the device level.

The device (or transistor in modern electrical digital computers) level, is where things transition between analog and digital. The world we live in is actually all analog. We just pay attention to lots of things at a time scale at which they appear to be digital. Over time devices have changed from mechanical switches to electronic transistors. Material science innovations at the physics level have improved the transistors further over time, allowing them to be smaller and more heat efficient. Because of abstraction, these changes could be plugged into new hardware without having to make any changes at any software levels. However, they do enable improvements at the higher levels.

Note

For example, Bayesian statistics is a philosophy that treats probability as subjective uncertainty instead of as frequency. This has some interpretative differences, but most importantly it means that we always need an extra factor (multiplied term) in our calculations. This makes all of the math **much** more complex. For many decades Bayesian statistics was not practical for anything but the simplest models. However, with improvements to computers, that opened new options at the algorithm level. The first large scale application of this type of statistics was by Microsoft after their researchers built a Bayesian player model for player matching in Halo.

7.6. Review today's class

[Skip to main content](#)

2. Add to your software.md a section about if that project does or does not adhere to the unix philosophy.

3. create methods.md and answer the following:

- which of the three methods for studying a system do you use most often when debugging?
- do you think using a different strategy might help you debug faster sometimes? why or why not?

7.7. Prepare for Next Class

1. install jupyterbook on Mac or linux those instructions will work on your regular terminal, if you have python installed. On

Windows those instructions will work in the Anaconda prompt or any other terminal that is set up with python. If these steps do not make sense see the [recommendations](#) in the syllabus for more instructions including videos of the Python install process in both Mac and Windows.

2. If you like to read about things before trying them, skim the [jupyterbook docs](#).

3. Think about and be prepared to reply to questions in class about your past experiences with documentation, both using it and writing it.

7.8. More Practice

1. Read today's notes when they are posted.

2. Add to your software.md a section about if that project does or does not adhere to the unix philosophy and why.

3. create methods.md and answer the following:

- which of the three methods for studying a system do you use most often when debugging?
- which do you use when you are trying to understand something new?
- do you think the ones you use most often are consistently the effective? why or why not? When do they work
- what are you most interested in trying that might be different?

7.9. Experience Report Evidence

complete the review or practice badge an link that to your experience report.

Also, update your `experiencereport.yml` to match the following but with `<ta-gh-name>` changed to be your group's TA's actual gh user name.

```
name: Experience Report (makeup)
on:
  workflow_dispatch:
    inputs:
      date:
        description: 'missed class date'
        required: true
        type: string

jobs:
  createPullRequest:
    runs-on: ubuntu-latest
    steps:
      - uses: actions/checkout@v3
```

```

# todo: modify to create complete file
run: |
  exptitle="experience-${{ inputs.date }}.md"
  cp .templates/experience-report.md experiences/$exptitle
- name: Create Pull Request
  id: cpr
  uses: peter-evans/create-pull-request@v4
  with:
    token: ${{ secrets.GITHUB_TOKEN }}
    commit-message: initialize experience report
    committer: GitHub <noreply@github.com>
    author: ${{ github.actor }} <${{ github.actor }}@users.noreply.github.com>
    signoff: false
    branch: experience
    branch-suffix: timestamp
    title: 'Experience Report ${{ inputs.date }}'
    body: |
      Checklist:
      - [ ] Merge prepare work into this PR
      - [ ] Link prepare issue to this PR
      - [ ] Complete experience report
      - [ ] Add activity completion evidence per notes
    reviewers: <ta-gh-here>

```

7.10. Questions After Today's Class

7.10.1. Questions that are good explore badge topics

- Why did windows deviate so heavily from these principles?
- Are there new text editors for the terminal? 2015 - present?
- what is the difference between Unix and Linux?

7.10.2. Does learning a little bit about the other layers in layers of abstractions help create better software or applications?

I think so, in some cases at least. A lot of the time the other layers are hidden because the abstractions work well. Sometimes though you hit a limit of some sort and knowledge of other layers can help you realize that or even overcome it.

7.10.3. Are there options to Nano that we can use, and in what case would it be worth using something else.

For this class, I recommend [nano](#) because it is more friendly. [vim](#) and [emacs](#) are more popular and powerful, but less friendly.

They can be worth it when you have more complex tasks to do

7.10.4. When is it better to work in the terminal as opposed to GitHub desktop?

Once you get used to the terminal, it saves a *lot* of time over using the GUI. Also, you can have better ergonomics using only the keyboard and less mouse use.

The biggest limitation of GitHub desktop is that it only works for GitHub repositories. The command line git program can be used with different hosts.

7.10.5. Is assembly language inefficient to be programming in?

It is maybe a less efficient use of your time, but otherwise not strictly speaking. However, to get good performance from your code, you have to manually make it efficient. In a compiled language, when you compile it, it can be optimized for you.

7.10.6. Are there different languages for machine code?

Its not in a language per se, there are different kinds and different specifications, but none of it is human readable like the programming languages you have used to date.

7.10.7. What does assembly code look like?

We will see more soon but it consists of simple, low level instructions and addresses to apply them to.

8. How do programmers communicate about code?

8.1. Wrap up

```
git status
```

```
On branch examplebranch
You have unmerged paths.
  (fix conflicts and run "git commit")
  (use "git merge --abort" to abort the merge)

Unmerged paths:
  (use "git add <file>..." to mark resolution)
    both modified:  important_classes.py

Untracked files:
  (use "git add <file>..." to include in what will be committed)
    greeting.md

no changes added to commit (use "git add" and/or "git commit -a")
```

```
cat important_classes.py \
```

```
>
new code that interates bug fix and new feature
```

```
git add important_classes.py
```

```
On branch examplebranch
All conflicts fixed but you are still merging.
  (use "git commit" to conclude merge)

Changes to be committed:
  modified:   important_classes.py

Untracked files:
  (use "git add <file>..." to include in what will be committed)
    greeting.md
```

```
git commit -m 'resolve conflict with bug fix and feature'
```

```
[examplebranch 12bbbad] resolve conflict with bug fix and feature
```

```
git status
```

```
On branch examplebranch
Untracked files:
  (use "git add <file>..." to include in what will be committed)
    greeting.md

nothing added to commit but untracked files present (use "git add" to track)
```

```
git checkout main
```

```
Switched to branch 'main'
Your branch is ahead of 'origin/main' by 2 commits.
  (use "git push" to publish your local commits)
```

```
cd ..
```

```
git status
```

```
fatal: not a git repository (or any of the parent directories): .git
```

8.2. Why Documentation

Today we will talk about documentation, there are several reasons this is important:

- **using** official documentation is the best way to get better at the tools
- **understanding how documentation is designed and built will help you use it better**

[Skip to main content](#)

- documentation building tools are a type of developer tool (and these are generally good software design)
-

In particular documentation tools are really good examples of:

- pattern matching
- modularity
- automation
- building

8.3. *conceptual topics*

By the end of today's class you will be able to:

- describe different types of documentation
- find different information in a code repo
- generate documentation as html
- ignore content from a repo
- create a repo locally and push to GitHub

practical skills

8.4. What is documentation

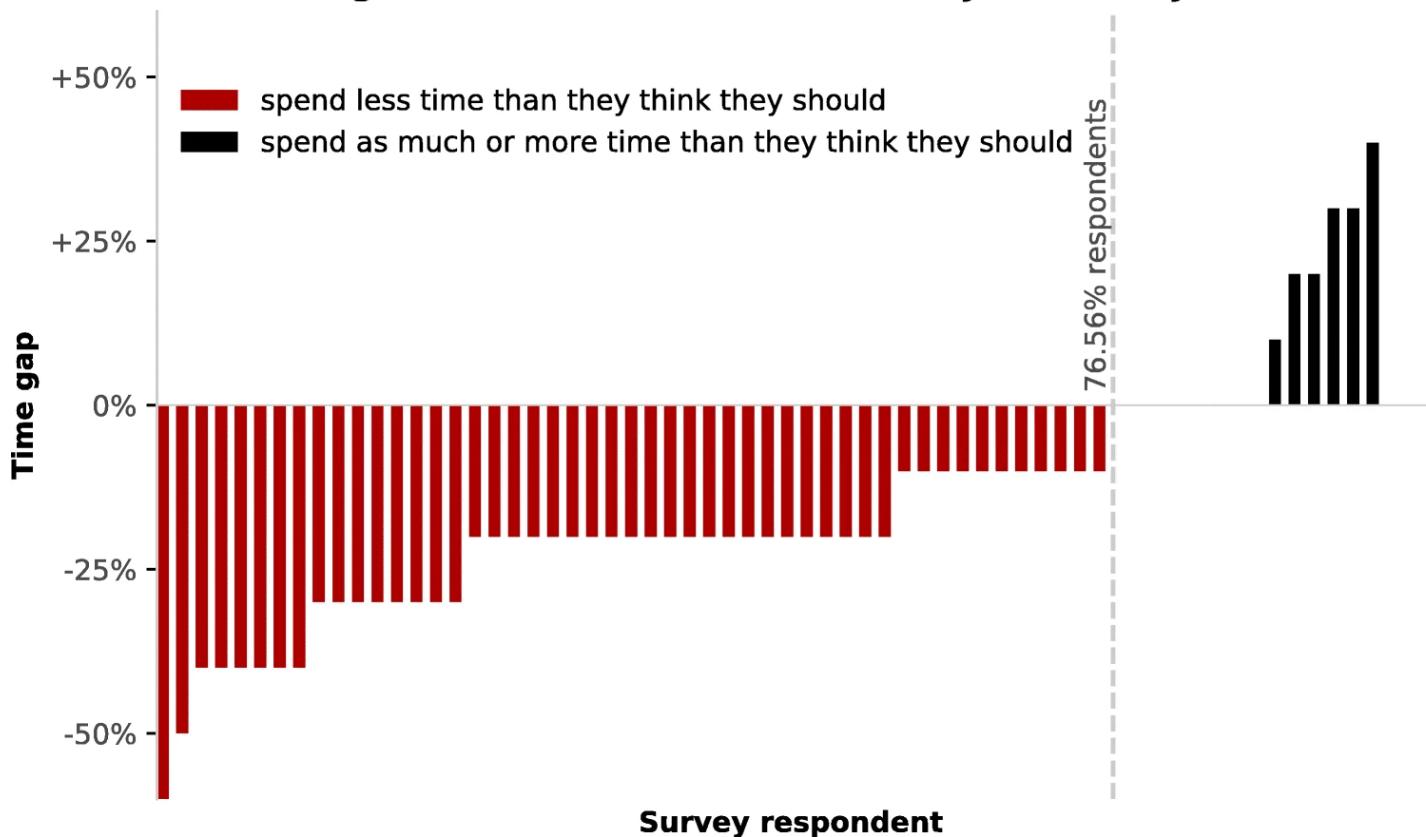
[documentation types table](#)

from ethnography of documentation data science

8.4.1. Why is documentation so important?

we should probably spend more time on it

writing documentation than what they think they should.



via source

8.5. So, how do we do it?

Documentation Tools

write the docs

linux kernel uses sphinx and here is [why](#) and how it works

8.6. Jupyterbook

Jupyterbook wraps sphinx and uses markdown instead of restructured text. We're going to use this.

```
jupyter-book create tiny-book
```

Your book template can be found at

[tiny-book/](#)

[Skip to main content](#)

```
jupyter-book create example
```

```
=====
Your book template can be found at
example/
=====
```

```
ls
```

Each one makes a directory

```
example          tiny-book
github-in-class-brownsarahm-1
```

```
cd tiny-book/
ls -a
```

```
.
.
..
config.yml      intro.md      notebooks.ipynb
_toc.yml        logo.png      references.bib
                  markdown-notebooks.md  requirements.txt
                  markdown.md
```

8.6.1. starting a git repo locally

```
git init .
```

```
hint: Using 'master' as the name for the initial branch. This default branch name
hint: is subject to change. To configure the initial branch name to use in all
hint: of your new repositories, which will suppress this warning, call:
hint:
hint:   git config --global init.defaultBranch <name>
hint:
hint: Names commonly chosen instead of 'master' are 'main', 'trunk' and
hint: 'development'. The just-created branch can be renamed via this command:
hint:
hint:   git branch -m <name>
Initialized empty Git repository in /Users/brownsarahm/Documents/inclass/systems/tiny-book/.git/
```

Here we are faced with a social aspect of computing that is *also* a good reminder about how git actually works

8.6.2. Retiring racist language

Historically the default branch was called master.

- GitHub no longer does
- the broader community is changing as well
- git allows you to make your default not be master
- literally the person who chose the names “master” and “origin” regrets that choice the name main is a more accurate and not harmful term and the current convention.

we'll change our default branch to main

```
git branch -m main
```

```
git status
```

```
On branch main
```

```
No commits yet
```

```
Untracked files:  
(use "git add <file>..." to include in what will be committed)  
_config.yml  
_toc.yml  
intro.md  
logo.png  
markdown-notebooks.md  
markdown.md  
notebooks.ipynb  
references.bib  
requirements.txt
```

```
nothing added to commit but untracked files present (use "git add" to track)
```

and we will commit the template.

```
git add .
```

```
git commit -m 'init jupyterbook'
```

```
[main (root-commit) 267e9ae] init jupyterbook  
9 files changed, 342 insertions(+)  
create mode 100644 _config.yml  
create mode 100644 _toc.yml  
create mode 100644 intro.md  
create mode 100644 logo.png  
create mode 100644 markdown-notebooks.md  
create mode 100644 markdown.md  
create mode 100644 notebooks.ipynb  
create mode 100644 references.bib  
create mode 100644 requirements.txt
```

8.6.3. Structure of a Jupyter book

```
ls
```

```
_config.yml          logo.png           notebooks.ipynb
_toc.yml            markdown-notebooks.md  references.bib
intro.md            markdown.md         requirements.txt
```

A jupyter book has two required files (`_config.yml` and `_toc.yml`)

- config defaults
- toc file formatting rules

Some files contain the content. The other files are optional, but common. `Requirements.txt` is the format for pip to install python dependencies. There are different standards in other languages for how

the extention (`.yml`) is **yaml**, which stands for “YAML Ain’t Markup Language”. It consists of key, value pairs and is deigned to be a human-friendly way to encode data for use in any programming language.

Further Reading

bibliographies are generated with `bibtex` which takes structured information from the references in a `bibtex` file with help from `sphinxcontrib-bibtex`

For general reference, reference managers like `zotero` and `mendeley` can track all of your sources and output the references in `bibtex` format that you can use anywhere or sync with tools like MS Word or Google Docs.

```
cat _config.yml
```

```
# Book settings
# Learn more at https://jupyterbook.org/customize/config.html

title: My sample book
author: The Jupyter Book Community
logo: logo.png

# Force re-execution of notebooks on each build.
# See https://jupyterbook.org/content/execute.html
execute:
  execute_notebooks: force

# Define the name of the latex output file for PDF builds
latex:
  latex_documents:
    targetname: book.tex

# Add a bibtex file so that we can create citations
bibtex_bibfiles:
  - references.bib

# Information about where the book exists on the web
repository:
```

```

path_to_book: does an optional path to your book, relative to the repository root
branch: master # Which branch of the repository should be used when creating links (optional)

# Add GitHub buttons to your book
# See https://jupyterbook.org/customize/config.html#add-a-link-to-your-repository
html:
  use_issues_button: true
  use_repository_button: true

```

The configuration file, tells it basic information about the book, it provides all of the settings that jupyterbook and sphinx need to render the content as whatever output format we want.

The table of contents file describe how to put the other files in order.

```
cat _toc.yml
```

```

# Table of contents
# Learn more at https://jupyterbook.org/customize/toc.html

format: jb-book
root: intro
chapters:
- file: markdown
- file: notebooks
- file: markdown-notebooks

```

```
jupyter-book build .
```

```

Running Jupyter-Book v0.13.1
Source Folder: /Users/brownsarahm/Documents/inclass/systems/tiny-book
Config Path: /Users/brownsarahm/Documents/inclass/systems/tiny-book/_config.yml
Output Path: /Users/brownsarahm/Documents/inclass/systems/tiny-book/_build/html
Running Sphinx v4.5.0
making output directory... done
[etoc] Changing master_doc to 'intro'
checking for /Users/brownsarahm/Documents/inclass/systems/tiny-book/references.bib in bibtex cache... not found
parsing bibtex file /Users/brownsarahm/Documents/inclass/systems/tiny-book/references.bib... parsed 5 entries
myst v0.15.2: MdParserConfig(renderer='sphinx', commonmark_only=False, enable_extensions=['colon_fence', 'do]
building [mo]: targets for 0 po files that are out of date
building [html]: targets for 4 source files that are out of date
updating environment: [new config] 4 added, 0 changed, 0 removed
Executing: markdown-notebooks in: /Users/brownsarahm/Documents/inclass/systems/tiny-book
Executing: notebooks in: /Users/brownsarahm/Documents/inclass/systems/tiny-book

looking for now-outdated files... none found
pickling environment... done
checking consistency... done
preparing documents... done
writing output... [100%] notebooks
generating indices... genindex done
writing additional pages... search done
copying static files... done
copying extra files... done
dumping search index in English (code: en)... done
dumping object inventory... done
build succeeded.

The HTML pages are in _build/html.
[etoc] missing index.html written as redirect to 'intro.html'

=====
Finished generating HTML for book

```

[Skip to main content](#)

```
_build/html/  
You can look at your book by opening this file in a browser:  
_build/html/index.html  
or paste this line directly into your browser bar:  
file:///Users/brownsarahm/Documents/inclass/systems/tiny-book/_build/html/index.html  
=====
```

🔔 Try it yourself

Which files created by the template are not included in the rendered output? How could you tell?

```
ls
```

```
_build          logo.png      references.bib  
_config.yml    markdown-notebooks.md  requirements.txt  
_toc.yml       markdown.md  
intro.md       notebooks.ipynb
```

```
ls _build/
```

```
html           jupyter_execute
```

```
ls _build/html/
```

```
_sources        index.html      notebooks.html  
_sphinx_design_static  intro.html     objects.inv  
_static          markdown-notebooks.html  search.html  
genindex.html    markdown.html    searchindex.js
```

We didn't have to write any html and we got a responsive site!

If you wanted to change the styling with sphinx you can use built in themes which tell sphinx to put different files in the `_static` folder when it builds your site, but you don't have to change any of your content! If you like working on front end things (which is great! it's just not always the goal) you can even build `your own theme` that can work with sphinx.

8.7. Ignoring Built files

```
git status
```

```
On branch main  
Untracked files:  
(use "git add <file>..." to include in what will be committed)  
_build/  
  
nothing added to commit but untracked files present (use "git add" to track)
```

[Skip to main content](#)

it less clear where someone should update content.

Git helps us with this with the `.gitignore`

```
echo "_build" >> .gitignore
```

```
git status
```

```
On branch main
Untracked files:
  (use "git add <file>..." to include in what will be committed)
    .gitignore

nothing added to commit but untracked files present (use "git add" to track)
```

now that's the only new file as far as git is concerned, so we will track this,

```
git add .
```

```
git commit -m "ignore build"
```

```
[main be4ae7c] ignore build
 1 file changed, 1 insertion(+)
 create mode 100644 .gitignore
```

8.8. How do I push a repo that I made locally to GitHub

For today, create an [empty](#) github repo shared with me.

More generally, you can create a repo

That default page for an empty repo if you do not initiate it with any files will give you the instructions for what remote to add.

```
git remote add origin https://github.com/introcompsys/tiny-book-brownsarahm-1.git
```

We can see what it did

```
git remote
```

```
origin
```

```
git status
```

```
On branch main
nothing to commit - working tree clean
```

[Skip to main content](#)

```
git push -u origin main
```

```
Enumerating objects: 14, done.  
Counting objects: 100% (14/14), done.  
Delta compression using up to 8 threads  
Compressing objects: 100% (12/12), done.  
Writing objects: 100% (14/14), 16.47 KiB | 5.49 MiB/s, done.  
Total 14 (delta 1), reused 0 (delta 0), pack-reused 0  
remote: Resolving deltas: 100% (1/1), done.  
To https://github.com/introcompsys/tiny-book-brownsarahm-1.git  
 * [new branch] main -> main  
branch 'main' set up to track 'origin/main'.
```

```
git push --help
```

```
ls
```

```
_build           logo.png        references.bib  
_config.yml     markdown-notebooks.md requirements.txt  
_toc.yml        markdown.md      notebooks.ipynb  
intro.md
```

🔔 Glossary Links for community badge

See the [issue I created](#) and more generally, any issue that I tag `community` is a chance

8.9. Review today's class

1. Make your kwl repo into a jupyter book. Review the notes carefully for what files are required to make `jupyter-book build` run. Ignore your build directory.
2. Add `docs.md` to your KWL repo and explain the most important things to know about documentation in your own words using other programming concepts you have learned so far. Include in a markdown (same as HTML `<!-- comment -->`) comment the list of CSC courses you have taken for context while we give you feedback.
3. Learn about the documentation ecosystem in a language that you know besides Python. In `docs.md` include a summary of your findings and compare and contrast it to jupyter book/sphinx. Include a [bibliography](#) of the sources you used. You can use [this generator](#) for informal sources and [google scholar](#) for formal sources.

8.10. Prepare for Next Class

1. Try exploring your a repo manually and bring more questions
2. Make sure that you have submitted and gotten feedback on your plan for the course. (Feb 7 prepare for class)

8.11. More Practice

[Skip to main content](#)

run. Ignore your build directory.

2. Add one of the following features to your kwl repo:

- a [glossary](#) both the terms and linkng to their use
- [substitutions](#)
- [figure](#)

3. Learn about the documentation ecosystem in another language that you know. In [docs.md](#) include a summary of your findings and compare and contrast it to jupyter book/sphinx. Include a [bibliography](#) of the sources you used. You can use [this generator](#) for informal sources and [google scholar](#) for formal sources.

8.12. Experience Report Evidence

Link to your tinybook repo.

8.13. Questions After Today's Class

8.13.1. How does the jupyter-book automatically translate html?

It runs a parser on the markdown and adds those into templates based on the settings.

Markdown is designed to be translated to HTML. Working with templates is like at the file level, but similar to using string formatting in programming([C++](#), [Python](#), [javascript](#), [Rust](#)).

[more in depth exploration here is a good explore badge](#)

8.13.2. what is a .yml file?

Be sure to read the questions after every class, this has been [asked and answered](#). I also added [yml](#) to the glossary.

8.13.3. Is it a good habit to pretty much git status every other line just to keep track of where I am at?

Until you are confident at keeping track of it in your head, yes. I will continue to do it a little bit more than I do when I'm working in class, but even when I am working, I use it a lot. It is also good to get confirmation that git is where you think it is.

8.13.4. Is there a cheatsheet for jupyter-book or just the documentation?

The documentation's [RESOURCES](#) section has a [cheatsheet](#) for Myst-Markdown and a [configuration reference](#) which are what I use a lot.

8.13.5. What is the difference between Jupyter Book, Lab, and Notebook?

Jupyter Notebook is a single stream of computational analysis. Jupyter Lab is a more IDE like interface for doing computational analyses. Both are part of [project jupyter](#) and on [GitHub](#)

notebooks, but is a part of a separate [executable books](#) project. It is specialized for cases where there is computation in the code. See their gallery for examples. I use it for [CSC310](#) that has code and plots in the notes

8.13.6. Is documentation a requirement when creating a programming language?

If you want people to be able to use your language then pretty much. That said, not all languages are open source and have easily accessible, official documentation. [Python](#), [Rust](#), [Asteroid](#) (developed here at URI), [Ruby](#) and [Stan](#) among many others do. On the other hand the C++ language does not have any official documentation. There is a [C++ standard](#) that you can purchase, but no official documentation.

8.13.7. Can jupyterbook convert other languages to html or only python?

It doesn't convert plain python to html, it can run jupyter notebooks. Jupyter notebooks can run [many different kernels](#). Jupyter-book is an opinionated distribution of [sphinx](#) which can also be used to document other languages like [C++](#)

8.13.8. this seemed like a tedious way of creating a repository is there maybe a shorter way?

The only thing that was for making the repository was the `git init .` step and then to link to GitHub, `git remote add`.

8.13.9. Should I use Jupyterbook for creating websites showcasing some of my programming projects?

You totally can. You could also use sphinx which is more customizable. A [sphinx gallery](#) might be of interest.

Build Badge

You could build a profile website using a tool like this or other jamstack tool that showcases projects for a build badge.

8.13.10. What happens to files in `.gitignore` once the repo is pushed?

Absolutely nothing. They exist in your working directory but they are not in the `.git` directory. These files are not tracked by git locally and not backed up by being copied to a server.

8.13.11. does jupyterbook have a hosting service or should we use something else like github pages?

Jupyterbook only provides the builder, but they do provide instructions [for hosting with multiple services](#).

8.13.12. What if later I do not want to ignore some files anymore?

The `.gitignore` file is a plain text file (try `cat .gitignore`). You can edit it anytime.

9.1. Admin

9.1.1. get credit for this class toward your major

If you have not already [get the “curriculum modification” form from the college]](<https://web.uri.edu/artsci/academics/student-resources/forms/>). Fill it out in the following way:

- substitution of: CSC392 Intro to Computer Systems For: 300 level elective
- no rationale
- send the form to Professor Dipippo, ldipippo@uri.edu

9.1.2. Progress

- find an issue from me on your KWL repo with titled “progress as of 2023-02-18 HH:MM:SS” ask questions there.
- merge PR from me titled “update experience report action”

⚠ Important

read comments carefully, if we correct something for you a few times and you continue to frequently make the same error, we will stop approving work with that error**

9.1.3. Logistics Clarification

badge info

⚠ Warning

The bottom of the page had rendering issues during class, but is fixed now.

🔔 See the bug I had today.

CDN for [mermaid.js](#) as imported through the sphinx extension that allows the jupyter book (course website) to render mermaid diagrams is failing. I put in an [issue](#) to report the bug. After class, I also figured out how to fix it and submitted a [PR](#) as well. I tested the jupyter book build offline with the version of the package I edited, and it works. So, I have attempted making my fork version of the package the version that GitHub installs.

- [commit with change to requirements.txt](#)
- [where it uses requirements.txt and builds the book](#)

9.2. Git is a File system

git book is the official reference on git.

this includes other spoken languages as well if that is helpful for you.

git is fundamentally a content-addressable filesystem with a VCS user interface written on top of it.

Content-addressable filesystem means a key-value data store.

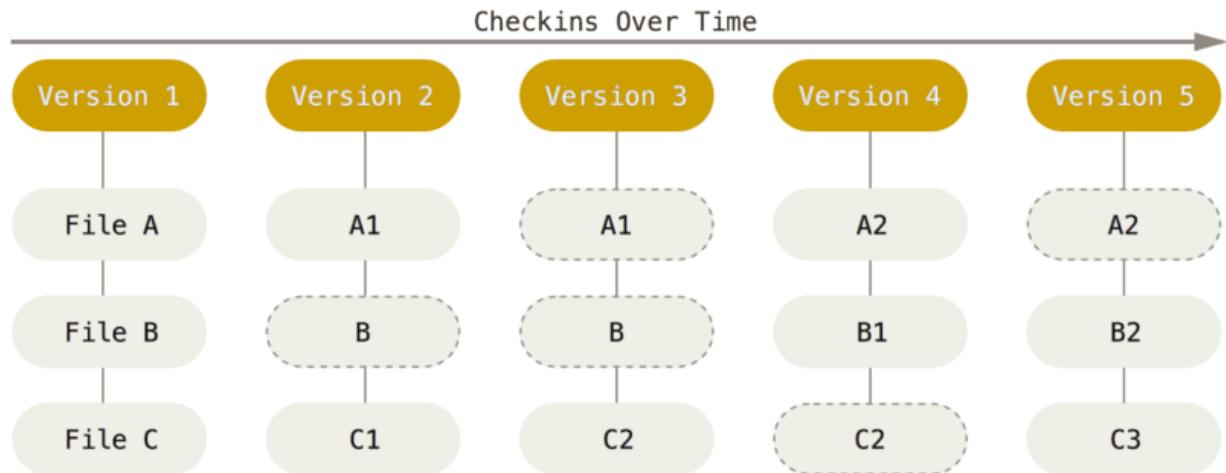
what types of programming have you seen that use key- value pairs?

```
Python 3.8.3 (default, Jul  2 2020, 11:26:31)
[Clang 10.0.0 ] :: Anaconda, Inc. on darwin
Type "help", "copyright", "credits" or "license" for more information.
>>> md = {'key1':1}
>>> md['key1']
Traceback (most recent call last):
  File "<stdin>", line 1, in <module>
NameError: name 'key1' is not defined
>>> md['key1']
1
>>> exit()
```

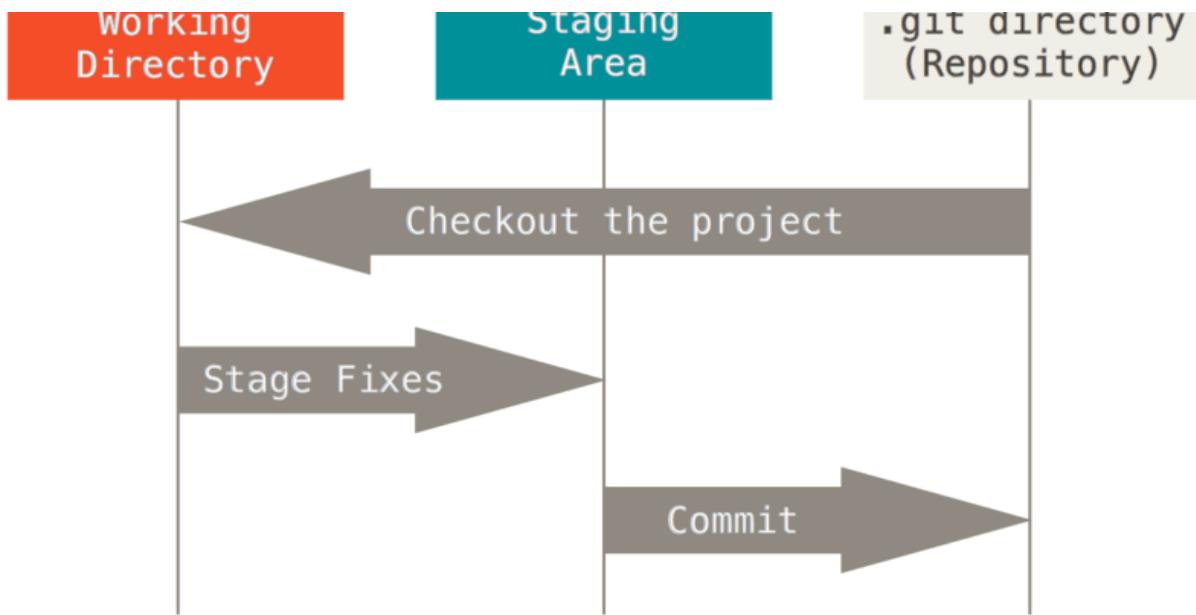
What this means is that you can insert any kind of content into a Git repository, for which Git will hand you back a unique key you can use later to retrieve that content.

9.3. Git is a Version Control System

git stores **snapshots** of your work each time you commit.



it uses 3 stages:



9.4. Git has two sets of commands

Porcelain: the user friendly VCS

Plumbing: the internal workings- a toolkit for a VCS

We have so far used git as a version control system. A version control system, in general, will have operations like commit, push, pull, clone. These may work differently under the hood or be called different things, but those are what something needs to have in order to keep track of different versions.

The plumbing commands reveal the way that git performs version control operations. This means, they implement file system operations for the git version control system.

You can think of the plumbing vs porcelain commands like public/private methods. As a user, you only need the public methods (porcelain commands) but those use the private ones to get things done (plumbing commands). We will use the plumbing commands over the next few classes to examine what git *really* does when we call the porcelain commands that we will typically use.

9.5. Git is distributed

What does that mean?

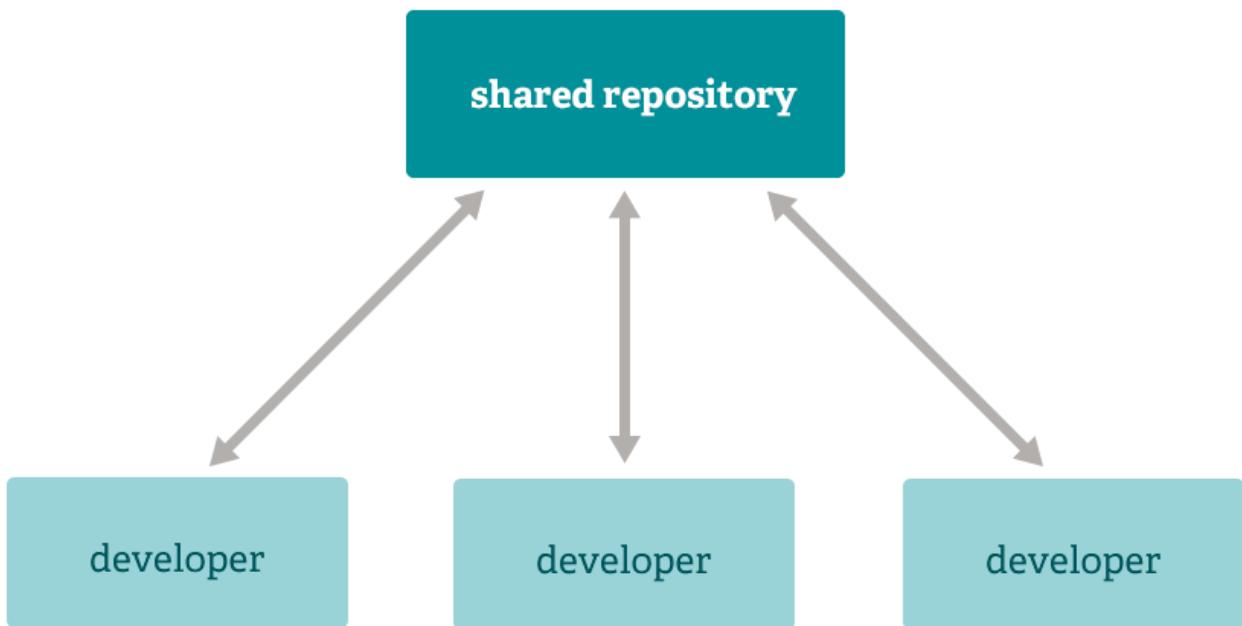
Git runs locally. It can run in many places, and has commands to help sync across remotes, but git does not require one copy of the repository to be the “official” copy and the others to be subordinate. git just sees repositories.

For human reasons, we like to have one “official” copy and treat the others as local copies, but that is a social choice, not a technological requirement of git. Even though we will typically use it with an official copy and other copies, having a tool that does not care, makes the tool more flexible and allows us to create workflows, or networks of copies that have any relationship we want.

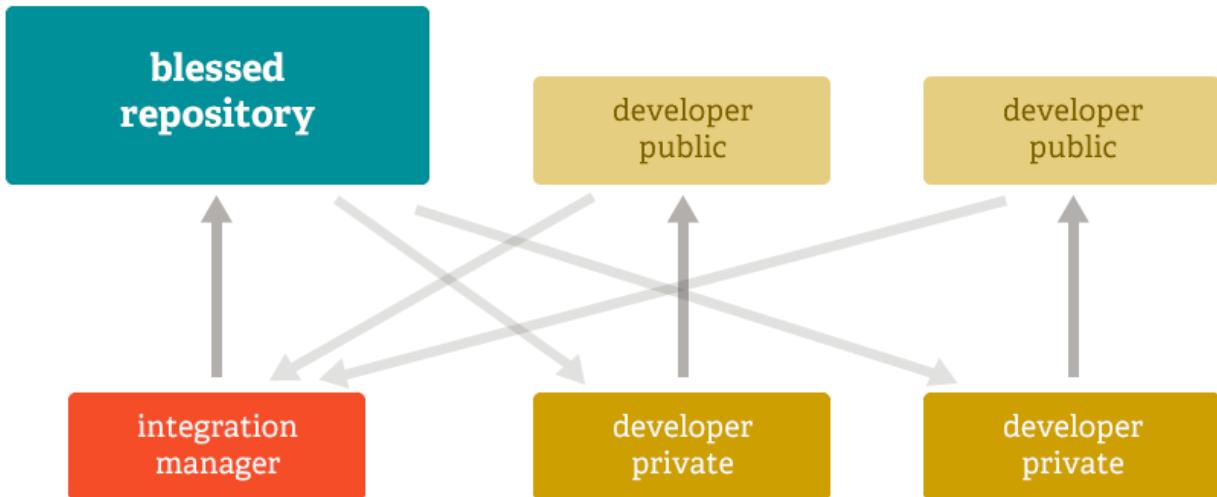
It's about the workflows, or the ways we socially *use* the tool.

Contr
count
repo.
have
expla
great

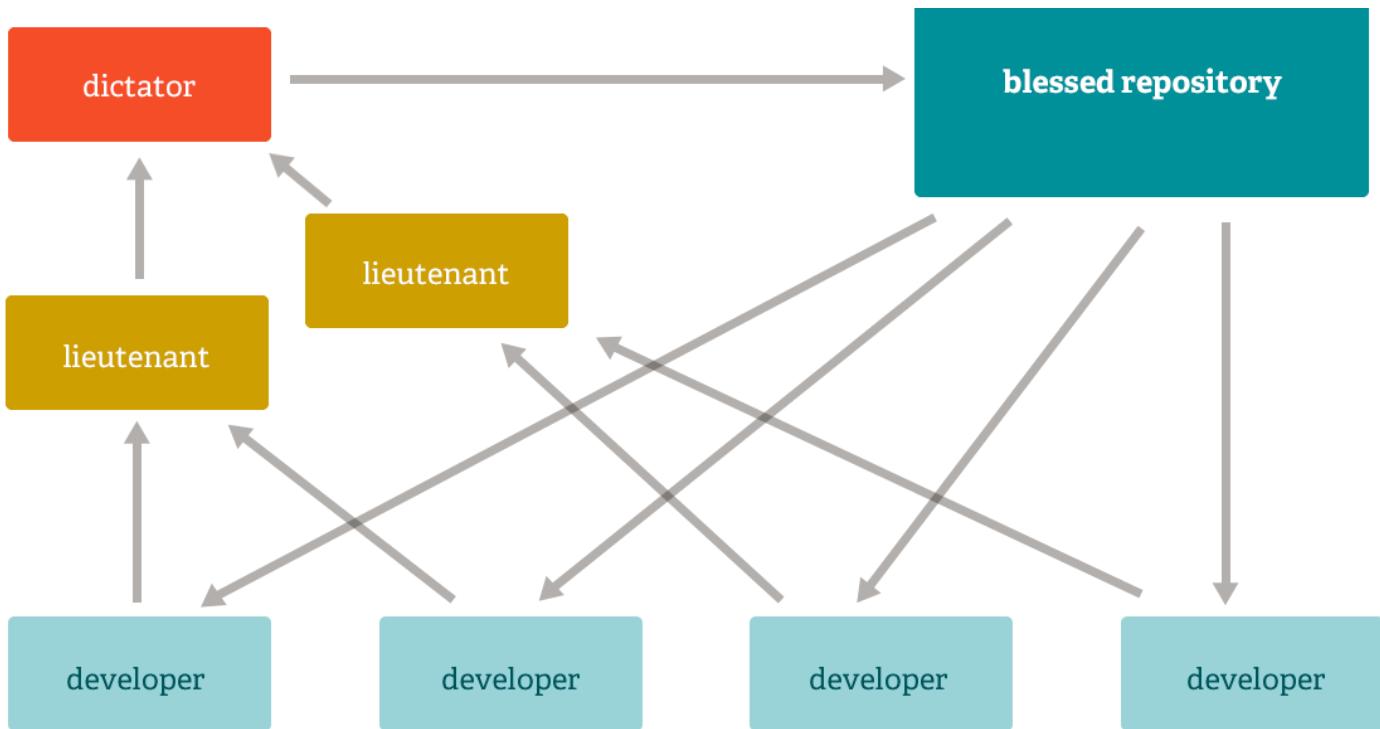
9.5.1. Subversion Workflow



9.5.2. Integration Manager



9.5.3. dictator and lieutenants



9.6. How does git do all these things?

Let's look at git again in our `github-inclass` repo

```
cd ../github-in-class-brownsarahm-1/
```

We can use the bash command `find` to search the file system note that this does not search the **contents** of the files, just the names.

```
find objects/ -type f
```

```
objects//0d/d61172a7dad0ac78ed6ca1788130a607983973
objects//66/63ed3256515f3b45209c380c76bc2c47225175
objects//57/de0cd87ec14926273fd4760b94c0ea6f5b87d3
objects//03/29e78f9f8cc84f80808b907b044295f1f82594
objects//6a/2e1cc65204d0c05acc477e7d5e704f989a68dc
objects//56/f29cad4c33dc9e5c194e6f774024bca756b6ee
objects//34/6853b8cf891a2783619506221965ffd35ed99d
objects//5f/3e4cc9381a15bf59b928af1381cb5f2518cedb
objects//9d/b284a866b196a79fd633c439b1dce783740137
objects//9c/b0323be29dab2db451e9975fa2e65b37190ff1
objects//d9/328fbe3ec302b590077eee7ad599b7dc246685
objects//bb/4e0d87b6dc7d6c48e5515f6a52cc05948ca9e3
objects//df/d1d047143ec437b431560e2ba8e7eb0c0d514f
objects//a2/fdcfaa06f1c56dac80df0cef908423b425ee4a
objects//bc/dc409a2e646854230114127ab8ad2f336668db
objects//f2/844b2a9c31f83e589a73c1c1b8bd7696c8cf64
objects//e3/cd28cf87c8f6c40529b4687cda50776970c829
objects//cf/fcf05fdee460b85057ae3716ce1f10ac205a22
objects//c1/b4b79b8bdd8e4496ea42bedcf143d22aea7e03
objects//4b/89dfffc186f530de628673b199676a097d6d13c
objects//pack/pack-f37aaf1cb9275265234c59965db2dc9400655294.idx
objects//pack/pack-f37aaf1cb9275265234c59965db2dc9400655294.pack
objects//7c/3faad8aaafdf49h67a50haf15adae32a3390ca5
```

[Skip to main content](#)

```
objects//10/000a7100a710430002a11700244334ba00700  
objects//81/2245d1177f889dd3ea2e20da6ac104085d25a3  
objects//00/96423976e05d13728aa27490d6dd2d2840cc84  
objects//98/96f7a7000a7b9d2fdb12047a141524358286c3  
objects//5e/373ecaa68320f4fb5cfec60a0d46dd68084693  
objects//5b/0dbbf0e8590575f3fe8e9df38d140ce2e2948  
objects//01/69e39a61bde682786d77bcde127fd0ff35d10  
objects//6c/96898a9a0a0d5c5f1a38311a919b9b950aa05c  
objects//64/0b6939d6dcfb9256e4f070f292f75c32bc8f59  
objects//b8/f98b0f8093179f9374bcadd9b6ebe9a5bf274f  
objects//ef/45e7786b3fab07e387ed8dda483d536d6fde1f  
objects//e6/9de29bb2d1d6434b8b29ae775ad8c2e48c5391  
objects//f7/9afa4312d6903db0c6ad33aaca79a93dadd0c3  
objects//e8/2ebb4066f0a6ae070b2f68d13bfad2f9a6835  
objects//fa/ee5ba81b606bf348f1a4e72683b0f8d71b5e4  
objects//c5/d4dbaf3808a86af355490f4251ee020d8b7057  
objects//c2/8b4ad71b16469c755dba11a1021703a3703212  
objects//f8/c5f11ce099748ff751d5535fec38871895a153  
objects//70/0ecd44ea6263b886e3ce5faa48ade2079f1d0  
objects//23/754587e413b5e75b96665b21b7e9a6404c4026  
objects//4f/a9114632f26ec590eec7e91712596085d7c442  
objects//12/bbbadd5e636eb345c891e044d4231912085fe4  
objects//76/175a40431fa6596e046795f46590208bb04232  
objects//47/0d497ce7c645a4646ae7f95999846988546440  
objects//78/b2aa7505031c06c109ff8bb2b0a8a1173c0652  
objects//8e/2fe11b4ed5ac39b22f680a4c627fd88a6628fd
```

This is a lot of files! It's more than we have in our working directory.

```
cd ..  
ls
```

```
API.md          docs  
CONTRIBUTING.md  greeting.md  
LICENSE.md       helper_functions.py  
README.md        important_classes.py  
about.md         setup.py  
abstract_base_class.py tests  
alternative_classes.py
```

This is a consequence of git taking snap shots and tracking both the actual contents of our working directory **and** our commit messages and other meta data about each commit.

9.7. Git HEAD

First lets get a clean working directory

i Note

MY first `git status` was not a clear up to date working tree. I took the steps to get there

```
git status
```

```
On branch main  
Your branch is up to date with 'origin/main'.  
  
nothing to commit, working tree clean
```

[Skip to main content](#)

the program `git` does not run continuously the entire time you are using it for a project. It runs quick commands each time you tell it to, its goal is to manage files, so this makes sense. This also means that important information that `git` needs is also saved in files.

```
cd .git  
ls
```

COMMIT_EDITMSG	ORIG_HEAD	description	info	packed-refs
FETCH_HEAD	REBASE_HEAD	hooks	logs	refs
HEAD	config	index	objects	

the files in all caps are like gits variables. Lets look at the one called `HEAD` we have interacted with `HEAD` before when resolving merge conflicts.

```
cat HEAD
```

```
ref: refs/heads/main
```

`HEAD` is a pointer to the currently checked out branch.

```
git status
```

```
fatal: this operation must be run in a work tree
```

Inside the `.git` directory `git` commands do not work.

```
cd ..
```

```
git status
```

```
On branch main  
Your branch is up to date with 'origin/main'.  
nothing to commit, working tree clean
```

that matches the `HEAD` as expected. Lets switch and look again.

```
git checkout 2-create-an-about-file
```

```
Switched to branch '2-create-an-about-file'  
Your branch is up to date with 'origin/2-create-an-about-file'.
```

```
On branch 2-create-an-about-file
Your branch is up to date with 'origin/2-create-an-about-file'.
nothing to commit, working tree clean
```

```
cat .git/HEAD
```

```
ref: refs/heads/2-create-an-about-file
```

As expected.

9.8. Branches are pointers

```
cat .git/refs/heads/2-create-an-about-file
```

```
57de0cd87ec14926273fd4760b94c0ea6f5b87d3
```

```
pwd
```

```
/Users/brownsarahm/Documents/inclass/systems/github-in-class-brownsarahm-1
```

```
cd .git
```

```
pwd
```

```
/Users/brownsarahm/Documents/inclass/systems/github-in-class-brownsarahm-1/.git
```

```
git status
```

```
fatal: this operation must be run in a work tree
```

```
cd ..
```

```
/Users/brownsarahm/Documents/inclass/systems/github-in-class-brownsarahm-1
```

```
cat .git/refs/heads/2-create-an-about-file
```

```
57de0cd87ec14926273fd4760b94c0ea6f5b87d3
```

```
git checkout main
```

```
Switched to branch 'main'  
Your branch is up to date with 'origin/main'.
```

```
cat .git/HEAD
```

```
ref: refs/heads/main
```

```
cat .git/refs/heads/main
```

```
4fa9114632f26ec590eec7e91712596085d7c442
```

```
git status
```

```
On branch main  
Your branch is up to date with 'origin/main'.
```

```
nothing to commit, working tree clean
```

```
git checkout organization
```

```
Switched to branch 'organization'  
Your branch is behind 'origin/organization' by 3 commits, and can be fast-forwarded.  
(use "git pull" to update your local branch)
```

```
cat .git/HEAD
```

```
ref: refs/heads/organization
```

```
git checkout main
```

```
Switched to branch 'main'
```

[Skip to main content](#)

```
git log
```

```
commit 4fa9114632f26ec590eec7e91712596085d7c442 (HEAD -> main, origin/main, origin/HEAD)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date: Tue Feb 14 12:48:11 2023 -0500

    bug fix

commit 6a2e1cc65204d0c05acc477e7d5e704f989a68dc
Author: Sarah M Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:26:28 2023 -0500

    add jacket

commit 8e2fe11b4ed5ac39b22f680a4c627fd88a6628fd
Author: Sarah Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:22:43 2023 -0500

    Update about.md

commit bcfdc409a2e646854230114127ab8ad2f336668db
Merge: cffcf05 56f29ca
Author: Sarah Brown <brownsarahm@uri.edu>
```

```
git log
```

```
commit 4fa9114632f26ec590eec7e91712596085d7c442 (HEAD -> main, origin/main, origin/HEAD)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date: Tue Feb 14 12:48:11 2023 -0500

    bug fix

commit 6a2e1cc65204d0c05acc477e7d5e704f989a68dc
Author: Sarah M Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:26:28 2023 -0500

    add jacket

commit 8e2fe11b4ed5ac39b22f680a4c627fd88a6628fd
Author: Sarah Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:22:43 2023 -0500

    Update about.md

commit bcfdc409a2e646854230114127ab8ad2f336668db
Merge: cffcf05 56f29ca
Author: Sarah Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:20:59 2023 -0500

    Merge pull request #6 from introcompsys/organization

    Organization

commit 56f29cad4c33dc9e5c194e6f774024bca756b6ee (origin/organization)
Merge: 812245d cffcf05
Author: Sarah Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:18:04 2023 -0500

    Merge branch 'main' into organization

commit cffcf05fdee460b85057ae3716ce1f10ac205a22
Author: Sarah M Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:09:30 2023 -0500

    add major
```

[Skip to main content](#)

```
commit 1204482a9001f03e303a73c101b00a700000104
Author: Sarah M Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 13:04:12 2023 -0500
```

```
update title
```

```
commit 812245d1177f889dd3ea2e20da6ac104085d25a3 (organization)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date: Thu Feb 9 12:59:00 2023 -0500
```

```
start organizing
```

```
ls .git
```

COMMIT_EDITMSG	ORIG_HEAD	description	info	packed-refs
FETCH_HEAD	REBASE_HEAD	hooks	logs	refs
HEAD	config	index	objects	

```
cat .git/config
```

```
[core]
repositoryformatversion = 0
filemode = true
bare = false
logallrefupdates = true
ignorecase = true
precomposeunicode = true
[remote "origin"]
url = https://github.com/introcompsys/github-in-class-brownsarahm-1.git
fetch = +refs/heads/*:refs/remotes/origin/*
[branch "main"]
remote = origin
merge = refs/heads/main
[branch "2-create-an-about-file"]
remote = origin
merge = refs/heads/2-create-an-about-file
[branch "fill-in-about"]
remote = origin
merge = refs/heads/fill-in-about
[branch "organization"]
remote = origin
merge = refs/heads/organization
```

9.9. Review today's class

1. Review the notes
2. Update your kwl chart with what you have learned or new questions
3. Practice with git log and redirects to write the commit history of your main branch for your kwl chart to a file gitlog.txt and commit that file to your kwl repo.
4. Read about different workflows in git and describe which one you prefer to work with and why in favorite_git_workflow.md in your kwl repo. Two good places to read from are [Git Book](#) and the [atlassian Docs](#)

9.10. Prepare for Next Class

[Skip to main content](#)

how they relate to your new understanding (b) things that your understanding has changed based on today's class © things about git you still have questions about

2. Follow up on your progress issue and plan for the course

9.11. More Practice

1. Review the notes
2. Update your kwl chart with what you have learned or new questions
3. Practice with git log and redirects to write the commit history of your main branch for your kwl chart to a file gitlog.txt and commit that file to your kwl repo.
4. Read about different workflows in git and add responses to the below in a workflows.md in your kwl repo. Two good places to read from are [Git Book](#) and the [atlassian Docs](#)
5. Contribute either a cheatsheet item, or additional resource/reference to your group repo.
6. Complete one [peer review](#) of a team mate's contribution

```
## Workflow Reflection
1. Why is it important that git can be used with different workflows?
1. Which workflow do you think you would like to work with best and why?
1. Describe a scenario that might make it better for the whole team to use a workflow other than the one you
```

9.12. Experience Report Evidence

9.13. Questions After Today's Class

9.13.1. Is the head file shared across all branches and updated every time we checkout a new branch or does each branch have its own head file that stores its own path?

The head file is like a variable that `git` writes to every time it checks out a new branch.

9.13.2. Will checking the commit hash locally and in the remote version of the branch play a role in going back in history if you messed something up?

That is exactly what we will do next

9.13.3. Can look go directly to the `git/refs/main` file instead of also looking the `/HEAD` before?

Yes, these are both files that we looked at, we can look at them in any order.

9.13.4. Just a little bit more clarification on what commands Porcelain and Plumbing have.

9.13.5. Are the names dictator and lieutenant really used?

It's the name of the workflow, but probably if a team is using it they use other terms like team lead or something.

9.13.6. What is a snapshot?

A "snapshot" is all of the details of the project (repo) at a given time. The term is derived from photography, a picture (aka snapshot) captures a moment in time.

[the git parable](#) uses a story to explain git.

[this GitHub blog post](#) might also be helpful.

9.13.7. when I set rebase to true, should i set it back to false?

Depends if you think you will ever want to not default to true.

9.13.8. How did git come to such prominence?

It is actually, truly, SO MUCH BETTER than what we had before. It is complicated, but so is every other version control system. *versioning* is hard no matter how you do it.

In addition to what we discussed today [git is extremely fast](#).

It also helps that [git is open source](#). Notice that git uses an integration manager type workflow.

9.13.9. what is the difference between the HEAD and ORIG_HEAD in the main branch?

These files are not in the working directory or *on* any branch. These tell us what branch is currently checked out locally and what reference the origin head branch is.

```
cat .git/ORIG_HEAD
```

```
bb4e0d87b6dc7d6c48e5515f6a52cc05948ca9e3
```

Notice that this gives a commit directly, not another branch. When we do [git status](#) we compare this to the local main to find out if we are up to date or not.

9.13.10. Do we have to link the prepare issue for this class day to this PR after it is done?

You should link the prepare issue from February 16 to today's (February 21) experience badge PR.

No.

9.13.12. Will what we learned today help to correct mistakes we make while using Git locally?

Yes.

9.13.13. will local commit hashes always match with the git servers?

Unless there is some hacking going on, yes.

10. How does git *really* work?

Today we will dig into how git really works. This will be a deep dive and provide a lot of details about git. It will conceptually reinforce important concepts and practically give you some ideas about how you might fix things when things go wrong.

Next week, we will built on this more on the practical side, but these **concepts** are very important for making sense of the more practical aspects of fixing things in git.

This deep dive in git is to help you build a correct, flexbile understanding of git so that you can use it independently and efficiently. The plumbing commands do not need to be a part of your daily use of git, but they are the way that we can dig in and see what *actually* happens when git creates a commit.

```
cd systems/gITHUB-IN-CLASS-BROWNSARAHM-1/
```

! Important

git stores important content in *files* that it uses like variables.

For example:

```
cat .git/HEAD
```

```
ref: refs/heads/main
```

holds the current branch and

```
cat .git/config
```

```
[core]
repositoryformatversion = 0
filemode = true
bare = false
logallrefupdates = true
ignorecase = true
```

[Skip to main content](#)

```
[remote "origin"]
  url = https://github.com/introcompsys/github-in-class-brownsarahm-1.git
  fetch = +refs/heads/*:refs/remotes/origin/*
[branch "main"]
  remote = origin
  merge = refs/heads/main
[branch "2-create-an-about-file"]
  remote = origin
  merge = refs/heads/2-create-an-about-file
[branch "fill-in-about"]
  remote = origin
  merge = refs/heads/fill-in-about
[branch "organization"]
  remote = origin
```

stores information about the different branches and remotes.

There are many:

```
ls .git
```

COMMIT_EDITMSG	description	info	refs
HEAD	hooks	logs	
config	index	objects	

! Important

`.gitignore` is a file in the working directory that contains a list of files and patterns to not track.

We can see it is a hidden file in the working directory with `ls -a`

```
cd ../../tiny-book/
ls -a
```

.	_config.yml	markdown.md
..	_toc.yml	notebooks.ipynb
.git	intro.md	references.bib
.gitignore	logo.png	requirements.txt
_build	markdown-notebooks.md	

and what it contains:

```
cat .gitignore
```

```
_build
```

10.1. Creating a repo from scratch

We will start in the top level course directory.

Mine looks like this:

```
example          tiny-book
github-in-class-brownsarahm-1
```

Yours should also have your kwl repo, group repo, etc.

We can create an empty repo from scratch using `git init <path>`

Last time we used an existing directory like `git init .`

Today we will create a new directory:

```
git init test
```

we get this message again, see context from last week

```
hint: Using 'master' as the name for the initial branch. This default branch name
hint: is subject to change. To configure the initial branch name to use in all
hint: of your new repositories, which will suppress this warning, call:
hint:
hint:   git config --global init.defaultBranch <name>
hint:
hint: Names commonly chosen instead of 'master' are 'main', 'trunk' and
hint: 'development'. The just-created branch can be renamed via this command:
hint:
hint:   git branch -m <name>
Initialized empty Git repository in /Users/brownsarahm/Documents/inclass/systems/test/.git/
```

It creates a folder and gives us a warning about branch names. If you have a new install you will not see this, because new versions of git have this by default.

We change into the new directory

```
cd test/
```

and then rename the branch

```
git branch -m main
```

To clarify we will look at the status

```
git status
```

```
On branch main
No commits yet
nothing to commit (create/copy files and use "git add" to track)
```

[Skip to main content](#)

```
ls .git
```

HEAD	description	info	refs
config	hooks	objects	

we've looked at most of these, but we have not been able to see the objects before. We will work with those now.

10.2. Searching the file system

We can use the bash command `find` to search the file *system* note that this does not search the **contents** of the files, just the names.

```
find .git/objects/
```

```
.git/objects/
.git/objects//pack
.git/objects//info
```

we have a few items in that directory and the directory itself.

We can limit by type, to only files with the `-type` option set to `f`

```
find .git/objects/ --type f
```

```
find: --type: unknown primary or operator
```

I made a typo, so I removed the extra `-`

```
find .git/objects/ -type f
```

And we have no results. We have no objects yet. Because this is an empty repo

10.3. Git Objects

There are 3 types:

- blob objects: the content of your files (data)
- tree objects: stores file names and groups files together (organization)
- Commit Objects: stores information about the sha values of the snapshots

```
string: author string: time } class blob{ binary: contents } class object{ hash: name } object <|-- blob object <|-- tree object <|-- commit
```

10.3.1. Hashing objects

Let's create our first one. git uses hashes as the key. We give the hashing function some content, it applies the algorithm and returns us the hash as the reference to that object. We can also write to our database with this.

The `git hash-object` function works on files, but we do not have any files yet. We can create a file, but we do not have to. Remember, **everything** is a file. When we use things like `echo` it writes to the stdout file.

```
echo "test content"
```

```
test content
```

which shows on our terminal. We can use a pipe to connect the stdout of one command to the stdin of the next.

```
echo "test content" | git hash-object -w --stdin
```

we get back the hash:

```
d670460b4b4aece5915caf5c68d12f560a9fe3e4
```

We can break down this command:

- `git hash-object` would take the content you handed to it and merely return the unique key
- `-w` option tells the command to also write that object to the database
- `--stdin` option tells `git hash-object` to get the content to be processed from `stdin` instead of a file
- the `|` is called a pipe (what we saw before was a redirect) it pipes a *process output* into the next command
- `echo` would write to `stdout`, with the pipe it passes that to `stdin` of the `git-hash`

and we can check if it wrote to the database.

```
find .git/objects/ -type f
```

```
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4
```

and we see a file that it was supposed to have!

10.3.2. Viewing git objects

We can try with `cat`

```
cat .git/objects/d6/70460b4b4aece5915caf5c68d12f560a9fe3e4
```

[Skip to main content](#)

! Imp
pipes
we're
uses,
Pipes
comm

This is binary output that we cannot understand. Fortunately, git provides a utility. We can use `cat-file` to use the object by referencing at least 4 characters that are unique from the full hash, not the file name. (`70460` will not work)

```
git cat-file -p d670
```

`cat-file` requires an option `-p` is for pretty print

```
test content
```

This is the content that we put in, as expected.

10.3.3. Hashing a file

let's create a file

```
echo "version 1" > test.txt
```

and store it in our database, by hashing it

```
git hash-object -w test.txt
```

```
83baae61804e65cc73a7201a7252750c76066a30
```

we can look at what we have.

```
find .git/objects/ -type f
```

```
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4  
.git/objects//83/baae61804e65cc73a7201a7252750c76066a30
```

Now this is the status of our repo.

classDiagram class d67046{ test content (blob) } class 83baae{ Version 1 (blob) }

We can check the type of files with `-t` and `git cat-file`

```
git cat-file -t 83ba
```

```
blob
```

```
git cat-file -t d670
```

Notice, however, that we only have one file in the working directory.

```
ls
```

```
test.txt
```

Note

the working directory and the git repo are not strictly the same thing, and can be different like this. Mostly they will stay in closer relationship than we currently have unless we use plumbing commands, but it is good to build a solid understanding of how the `.git` directory relates to your working directory.

So far, even though we have hashed the object, git still thinks the file is untracked, because it is not in the tree and there are no commits that point to that part of the tree.

```
git status
```

```
On branch main
No commits yet
Untracked files:
  (use "git add <file>..." to include in what will be committed)
    test.txt
nothing added to commit but untracked files present (use "git add" to track)
```

We can write a tree

```
git write-tree
```

```
4b825dc642cb6eb9a060e54bf8d69288fbe4904
```

and look at the tree

```
git cat-file -p 4b82
```

but it is empty

```
git cat-file -t 4b82
```

because `write-tree` works from the index.

```
find .git/objects/ -type f
```

```
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4  
.git/objects//4b/825dc642cb6eb9a060e54bf8d69288fbe4904  
.git/objects//83/baae61804e65cc73a7201a7252750c76066a30
```

it still made an object tough, because we told it to.

```
classDiagram class d67046{ test content (blob) } class 83baae{ Version 1 (blob) } class 4b825d{ (tree) }
```

10.4. Updating the Index

Now, we can add our file as it is to the index.

```
git update-index --add --cacheinfo 100644 \  
83baae61804e65cc73a7201a7252750c76066a30 test.txt
```

the `\` lets us wrap onto a second line.

- this the plumbing command `git update-index` updates (or in this case creates an index, the staging area of our repository)
- the `--add` option is because the file doesn't yet exist in our staging area (we don't even have a staging area set up yet)
- `--cacheinfo` because the file we're adding isn't in your directory but is in the database.
- in this case, we're specifying a mode of 100644, which means it's a normal file.
- then the hash object we want to add to the index (the content) in our case, we want the hash of the first version of the file, not the most recent one.
- finally the file name of that content

```
git status
```

```
On branch main  
No commits yet  
Changes to be committed:  
(use "git rm --cached <file>..." to unstage)  
  new file:   test.txt
```

Now the file is staged.

Let's edit it further.

```
echo "version 2" >> test.txt
```

So the file has two lines

[Skip to main content](#)

```
version 1  
version 2
```

Now check status again.

```
git status
```

```
On branch main  
No commits yet  
Changes to be committed:  
(use "git rm --cached <file>..." to unstage)  
  new file: test.txt  
  
Changes not staged for commit:  
(use "git add <file>..." to update what will be committed)  
(use "git restore <file>..." to discard changes in working directory)  
  modified: test.txt
```

We added the first version of the file to the staging area, so that version is ready to commit but we have changed the version in our working directory relative to the version from the hash object that we put in the staging area so we *also* have changes not staged.

We can hash and store this version too.

```
git hash-object -w test.txt
```

```
0c1e7391ca4e59584f8b773ecdbbb9467eba1547
```

```
find .git/objects/ -type f
```

```
.git/objects//0c/1e7391ca4e59584f8b773ecdbbb9467eba1547  
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4  
.git/objects//4b/825dc642cb6eb9a060e54bf8d69288fbee4904  
.git/objects//83/baae61804e65cc73a7201a7252750c76066a30
```

classDiagram class d67046{ test content (blob) } class 83baae{ Version 1 (blob) } class 4b825d{ (tree) } class 0c1e73{ Version 1 Version 2 (blob) }

```
git status
```

```
On branch main  
No commits yet  
Changes to be committed:  
(use "git rm --cached <file>..." to unstage)  
  new file: test.txt
```

[Skip to main content](#)

```
new file to update what will be committed  
  (use "git restore <file>..." to discard changes in working directory)  
modified: test.txt
```

```
ls
```

```
test.txt
```

```
cat test.txt
```

```
version 1  
version 2
```

```
git status
```

```
On branch main
```

```
No commits yet
```

```
Changes to be committed:  
  (use "git rm --cached <file>..." to unstage)  
    new file: test.txt
```

```
Changes not staged for commit:  
  (use "git add <file>..." to update what will be committed)  
  (use "git restore <file>..." to discard changes in working directory)  
    modified: test.txt
```

Now we can write a tre again and it will have content.

```
git write-tree
```

```
d8329fc1cc938780ffdd9f94e0d364e0ea74f579
```

Lets examine the tree, first check the type

```
git cat-file -t d8329
```

```
tree
```

and now we can look at its contents

```
git cat-file -p d8329
```

```
100644 blob 83baae61804e65cc73a7201a7252750c76066a30 test.txt
```

[Skip to main content](#)

Now this is the status of our repo:

```
classDiagram class d67046{ test content (blob) } class 83baae{ Version 1 (blob) } class 4b825d{ (tree) } class d8329f{ blob: 83baae  
filename: test.txt (tree) } class 0c1e73{ Version 1 Verson 2 (blob) } d8329f --> 83baae
```

This only keeps track of the objects, there are also still the HEAD that we have not dealt with and the index.

10.5. Creating a commit manually

We can echo a commit message through a pipe into the commit-tree plumbing function to commit a particular hashed object.

```
echo "first commit" | git commit-tree d8329
```

```
188a75ef66b6a85be0ab68d8575ec27808881dfc
```

and we get back a hash. But notice that this hash is unique for each of us. Because the commit has information about the time stamp and our user. The above hash is the one I got during class, but when I re-ran this while typing the notes I got a different hash ([d450567fec96cbd8dd514313db9bcb96ad7664b0](#)) even though I have the same name and e-mail because the time changed.

We can also look at its type

```
git cat-file -t 188a
```

```
commit
```

and we can look at the content

```
git cat-file -p 188a
```

```
tree d8329fc1cc938780ffdd9f94e0d364e0ea74f579  
author Sarah M Brown <brownsarahm@uri.edu> 1677177139 -0500  
committer Sarah M Brown <brownsarahm@uri.edu> 1677177139 -0500  
  
first commit
```

Now we check the final status of our repo

```
find .git/objects/ -type f
```

```
.git/objects//0c/1e7391ca4e59584f8b773ecdbbb9467eba1547  
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4  
.git/objects//d8/329fc1cc938780ffdd9f94e0d364e0ea74f579  
.git/objects//18/8a75ef66b6a85be0ab68d8575ec27808881dfc  
.git/objects//4b/825dc642cb6eb9a060e54bf8d69288fbee4904  
.git/objects//83/baae61804e65cc73a7201a7252750c76066a30
```

Check that you also hav 6 objects and 5 of them should match mine, the one you should not have is the [188a75e](#) one but you should have a different one.

```
classDiagram class d67046{ test content (blob) } class 83baae{ Version 1 (blob) } class 4b825d{ (tree) } class d8329f{ blob: 83baae  
filename: test.txt (tree) } class 0c1e73{ Version 1 Verson 2 (blob) } class 188a75{ tree d8329f author name committer time } d8329f -  
-> 83baae 188a75 --> d8329f
```

10.5.1. There are many git objects

Remember how many objects thre weere in the github inclass repo

```
cd ..../github-in-class-brownsarahm-1/
```

```
find .git/objects/ -type f
```

```
.git/objects//0d/d61172a7dad0ac78ed6ca1788130a607983973  
.git/objects//66/63ed3256515f3b45209c380c76bc2c47225175  
.git/objects//57/de0cd87ec14926273fd4760b94c0ea6f5b87d3  
.git/objects//03/29e78f9f8cc84f80808b907b044295f1f82594  
.git/objects//6a/2e1cc65204d0c05acc477e7d5e704f989a68dc  
.git/objects//56/f29cad4c33dc9e5c194e6f774024bca756b6ee  
.git/objects//34/6853b8cf891a2783619506221965ffd35ed99d  
.git/objects//5f/3e4cc9381a15bf59b928af1381cb5f2518cedb  
.git/objects//9d/b284a866b196a79fd633c439b1dce783740137  
.git/objects//9c/b0323be29dab2db451e9975fa2e65b37190ff1  
.git/objects//d9/328fbe3ec302b590077eee7ad599b7dc246685  
.git/objects//bb/4e0d87b6dc7d6c48e5515f6a52cc05948ca9e3  
.git/objects//df/d1d047143ec437b431560e2ba8e7eb0c0d514f  
.git/objects//a2/fdcfaa06f1c56dac80df0cef908423b425ee4a  
.git/objects//bc/dc409a2e646854230114127ab8ad2f336668db  
.git/objects//f2/844b2a9c31f83e589a73c1c1b8bd7696c8cf64  
.git/objects//e3/cd28cf87c8f6c40529b4687cda50776970c829  
.git/objects//cf/fcf05fdee460b85057ae3716ce1f10ac205a22  
.git/objects//c1/b4b79b8bdd8e4496ea42bedcf143d22aea7e03  
.git/objects//4b/89dfffc186f530de628673b199676a097d6d13c  
.git/objects//pack/pack-f37aaaf1cb9275265234c59965db2dc9400655294.idx  
.git/objects//pack/pack-f37aaaf1cb9275265234c59965db2dc9400655294.pack  
.git/objects//7c/3f99d89aaaf49b67e50baf15adae32a3390ca5  
.git/objects//45/fcb1dd311e5e45af759cb3627dca5f47f58f04  
.git/objects//10/d85a79160a778436092df1706244394ba8376e  
.git/objects//81/2245d1177f889dd3ea2e20da6ac104085d25a3  
.git/objects//00/96423976e05d13728aa27490d6dd2d2840cc84  
.git/objects//98/96f7a7000a7b9d2fdb12047a141524358286c3  
.git/objects//5e/373ecaa68320f4fb5cfec60a0d46dd68084693  
.git/objects//5b/0dbbf0e8590575ff3fe8e9df38d140ce2e2948  
.git/objects//01/69e39a61bde682786d77bcde127fde0ff35d10  
.git/objects//6c/96898a9a0a0d5c5f1a38311a919b9b950aa05c  
.git/objects//64/0b6939d6dcfb9256e4f070f292f75c32bc8f59  
.git/objects//b8/f98b0f8093179f9374bcadd9b6ebe9a5bf274f  
.git/objects//ef/45e7786b3fab07e387ed8dda483d536d6fde1f  
.git/objects//e6/9de29bb2d1d6434b8b29ae775ad8c2e48c5391  
.git/objects//f7/9afa4312d6903db0c6ad33aaca79a93dadd0c3  
.git/objects//e8/2ebb4066f0a6ae070b2f68d13bfbad2f9a6835  
.git/objects//fa/eef5ba81b606bf348f1a4e72683b0f8d71b5e4  
.git/objects//c5/d4dbaf3808a86af355490f4251ee020d8b7057  
.git/objects//c2/8b4ad71b16469c755dba11a1021703a3703212  
.git/objects//f8/c5f11ce099748ff751d5535fec38871895a153  
.git/objects//70/0ecd4eea6263b886e3ce5faa48ade2079f1d0  
.git/objects//23/754587e413b5e75b96665b21b7e9a6404c4026
```

```
.git/objects//12/5555555555554555510044042010120001c4  
.git/objects//76/175a40431fa6596e046795f46590208bb04232  
.git/objects//47/0d497ce7c645a4646ae7f95999846988546440  
.git/objects//78/b2aa7505031c06c109ff8bb2b0a8a1173c0652  
.git/objects//8e/2fe11b4ed5ac39b22f680a4c627fd88a6628fd
```

Back to the test repo

```
cd ../test/  
find .git/objects/ -type f
```

```
.git/objects//0c/1e7391ca4e59584f8b773ecdbbb9467eba1547  
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4  
.git/objects//d8/329fc1cc938780ffdd9f94e0d364e0ea74f579  
.git/objects//18/8a75ef66b6a85be0ab68d8575ec27808881dfc  
.git/objects//4b/825dc642cb6eb9a060e54bf8d69288fbee4904  
.git/objects//83/baae61804e65cc73a7201a7252750c76066a30
```

and we have no change in the status

```
git status
```

```
On branch main  
No commits yet  
  
Changes to be committed:  
  (use "git rm --cached <file>..." to unstage)  
    new file:   test.txt  
  
Changes not staged for commit:  
  (use "git add <file>..." to update what will be committed)  
  (use "git restore <file>..." to discard changes in working directory)  
    modified:   test.txt
```

This is because git status works off the HEAD file and we have not updated that or set our branch to point to our commit yet. We will start there on Tuesday.

10.6. Review today's class

1. Review the notes
2. Make a table in gitplumbingreview.md in your KWL repo that relates the two types of git commands we have seen: plumbing and porcelain. The table should have two columns, one for each type of commands. Each row should have one git plumbing command and at least one of the corresponding git porcelain command(s). Include three rows: git add, git commit, and git status.
3. Contribute to your group repo and review a classmate's contribution. Include a link to your contribution and review in your badge PR comment using markdown link syntax.

```
[text to display](url/of/link)
```

1. Start recording notes on *how* you use IDEs for the next couple of weeks using the template file in the course notes (will provide prompts and tips). We will come back to these notes in class later, but it is best to record over a time period instead of trying to remember at that time. Store your notes in your kwl repo in idethoughts.md on an `ide_prep` branch. **This is prep for the week after spring break, it does not have to be in the Feb 28 Experience Badge.**
2. make sure that you have a `test` git repo that matches the notes. **this is very important and if you do not have it you will not be able to follow along in class on Feb 28**

```
# IDE Thoughts

## Actions Accomplished
<!-- list what things you do: run code/ edit code/ create new files/ etc; no need to comment on what the code does -->

## Features Used
<!-- list features of it that you use, like a file explorer, debugger, etc -->
```

10.8. More Practice

1. Review the notes
2. Read about [git internals](#) to review what we did in class in greater detail. Make gitplumbingdetail.md. Create a visualization that is compatible with version control (eg can be viewed in plain text and compared line by line, such as table or mermaid graph) that shows the relationship between at least three porcelain commands and their corresponding plumbing commands.
3. Create gitislike.md and explain main git operations we have seen (add, commit, push) in your own words in a way that will either help you remember or how you would explain it to someone else at a high level. This might be analogies or explanations using other programming concepts or concepts from a hobby.
4. Contribute to your group repo and review a classmate's contribution. Include a link to your contribution and review in your badge PR comment using markdown link syntax. (view the raw version of this issue page for the git internals link above for an example)

10.9. Experience Report Evidence

! Important

You need to have a test repo that matches this for class on tuesday.

Generate your evidence with the following in your test repo

```
find .git/objects/ -type f > testobj.md
```

then append the contents of your commit object to that file.

Move the `testobj.md` to your kwl repo in the experiences folder.

10.10. Questions After Today's Class

(relatively) slow process but does this all very quickly.

It is all structured files that are designed to be fast. Most are small and they are all written by git, there is no case handling or user decisions to parse.

10.10.2. What scenarios would we use this over the way we have done them before?

You would not use this way very often. It is helpful to work through it to build up an understanding of what actually happens. It basically allows us to slow down and do things one step at a time.

10.10.3. How does the tree structure properly become formatted without specifying the branch that you want it to start at or be based on?

The tree is a part of the *snapshot* of the files, it looks only at what is in the index. That is why our first one was empty. The tree is independent from branches, we will see how branches relate to this next week.

10.10.4. When files that are not staged get staged, does the file that's already staged change?

When you add a file to the staging area, it writes it to the `.git` directory, but it does not tell you what the hash of it is. So, it is stored, but you have no way to know how to get it back directly.

Remember, in the case we had today, we staged the already hashed version 1 of the file when our working directory already had only version 2.

In our example, we had a version of test.txt that wasn't staged and version that was committed. If we staged the second version of test.txt what would happen to the already staged version. Since the first version is committed, we could still get back to that version. Each one of these is an object in the .git directory so it comes down to a matter of finding it in there.

10.10.5. Are hashes just a number identifier for an object? Is there a way to change them?

git primarily uses them as an identifier, but it also uses it to verify that the content is what it should be. There is no way to change them because that would break the security.

10.10.6. What is the difference between random and deterministic?

Random means that it comes from probability, for example rolling a die or flipping a coin. Deterministic derives from determined, it means there is a fixed outcome.

If you run a random function two times with the same input, it can give different values.

If you run a deterministic two times (or as many as you want) it will always have the same value.

10.10.7. How does the connection work between our devices and GitHub?

content to servers.

10.10.8. How is this useful on the day to day?

Understanding the different types of objects in git means that you will understand what git does and know how to accomplish different goals.

For example, once on a collaborative project, I realized that a collaborator had deleted content that we actually needed and added content we needed to keep in the same commit. Then we had made several more commits that impacted both files. Because I understood how git actually works, I was able to use the staging area and git revert carefully in order to undo the delete part of the commit and keep the adding part of that commit.

10.10.9. How common is it to use git plumbing commands?

First note that this is still not manually editing the .git directory. We are still relying on git, just smaller bits at a time. It is a thing to do in a pinch, when things are stuck or you get in a tricky thing you need to undo.

10.10.10. When does hashing occur, after any change is made to a file? Or when a git command is ran?

Only when a git command is run.

10.10.11. What happens if two hashes are the same?

this is called a collision. We will talk about it next week. git is set up to prevent this.

10.10.12. Is a tree a snapshot of the repo at the time?

it is a snapshot of everything that is staged. it is the whole files, not only the changes. git status shows us the files changes, but the tree also points to the corresponding version of the other files.

10.10.13. If hashes generated by git are deterministic, why is it impossible to convert a hash back into the commit's contents?

It is an asymmetric algorithm. We will talk more about hashes next week to see more about what this means.

10.10.14. How to access remote branches located in/at origin?

You can use `git branch -r` to view remote branches.

10.10.15. Is using the write-tree command the same as creating a new branch?

No, we have not done anything with branches so far. `write-tree` is one of the things that happens when we do `git add`

Important

This picks up directly from where we left off in: [How does git really work?](#)

We start in the `test` repo:

```
cd test  
ls -a
```

```
.. .git test.txt
```

We have one file, `test.txt`, but we were working more inside the `.git` directory.

Remember: git objects

```
classDiagram class tree{ List< blob > string: type -> file name } class commit{ hash: parent hash: tree string: message string: author string: time } class blob{ binary: contents } class object{ hash: name } object <|-- blob object <|-- tree object <|-- commit
```

There are 3 types:

- blob objects: the content of your files (data)
- tree objects: stores file names and groups files together (organization)
- Commit Objects: stores information about the sha values of the snapshots

Recall the `.git` directory has many other files in it.

```
ls .git
```

HEAD	description	index	objects
config	hooks	info	refs

11.1. What does git status do?

compares the working directory to the current state of the active branch

- we can see the working directory with: `ls`
- we can see the active branch in the `HEAD` file
- what is its status?

```
git status
```

```
On branch main
```

```
No commits yet
```

[Skip to main content](#)

```
new file: test.txt

Changes not staged for commit:
(use "git add <file>..." to update what will be committed)
(use "git restore <file>..." to discard changes in working directory)
modified: test.txt
```

we see it is “on main” this is because we set the branch to main , but since we have not written there, we have to do it directly.
Notice that when we use the porcelain command for commit, it does this automatically; the porcelain commands do many things.

In our case because we made the commit manually, we did not update the branch, so it says we have no commits...

Notice, we have no commits yet even though we had written a commit. This is because the main branch does not point to any commit.

We can verify by looking at the `HEAD` file

```
cat .git/HEAD
```

```
ref: refs/heads/main
```

and then viewing that file

```
cat .git/refs/heads/main
```

```
cat: .git/refs/heads/main: No such file or directory
```

which does not even exist!

```
ls .git/refs/heads
```

nothing exists there yet!

```
ls .git/refs
```

```
heads tags
```

we can see the objects though:

```
find .git/objects/ -type f
```

```
.git/objects//0c/1e7391ca4e59584f8b773ecdbbb9467eba1547  
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4
```

[Skip to main content](#)

```
.git/objects/10/8a73e65cc73a7201a7252750c76066a30  
.git/objects//4b/825dc642cb6eb9a060e54bf8d69288fbe4904  
.git/objects//83/baae61804e65cc73a7201a7252750c76066a30
```

```
git cat-file -t 188a
```

```
commit
```

This is our repo currently, but the branches are not there!

```
classDiagram class d67046{ test content (blob) } class 83baae{ Version 1 (blob) } class 4b825d{ (tree) } class d8329f{ blob: 83baae  
filename: test.txt (tree) } class 0c1e73{ Version 1 Verson 2 (blob) } class 188a75{ tree d8329f author name committer time } d8329f -  
-> 83baae 188a75 --> d8329f
```

11.2. Git References

```
echo 188a75ef66b6a85be0ab68d8575ec27808881dfc > .git/refs/heads/main
```

```
git status
```

```
On branch main  
Changes not staged for commit:  
  (use "git add <file>..." to update what will be committed)  
  (use "git restore <file>..." to discard changes in working directory)  
    modified:   test.txt  
  
no changes added to commit (use "git add" and/or "git commit -a")
```

We can see that indeed we have one object that is a commit

```
git cat-file -p 188a
```

```
tree d8329fc1cc938780ffdd9f94e0d364e0ea74f579  
author Sarah M Brown <brownsarahm@uri.edu> 1677177139 -0500  
committer Sarah M Brown <brownsarahm@uri.edu> 1677177139 -0500
```

```
first commit
```

```
git cat-file -p d8329
```

```
100644 blob 83baae61804e65cc73a7201a7252750c76066a30      test.txt
```

```
git cat-file -p 83baae
```

[Skip to main content](#)

```
version 1
```

So we now have HEAD-> main and main -> our commit -> tree -> blob.

11.3. Making another commit

First lets find the hash for the version 2 of test.txt

```
find .git/objects/ -type f
```

```
.git/objects//0c/1e7391ca4e59584f8b773ecdbbb9467eba1547  
.git/objects//d6/70460b4b4aece5915caf5c68d12f560a9fe3e4  
.git/objects//d8/329fc1cc938780ffdd9f94e0d364e0ea74f579  
.git/objects//18/8a75ef66b6a85be0ab68d8575ec27808881dfc  
.git/objects//4b/825dc642cb6eb9a060e54bf8d69288fbee4904  
.git/objects//83/baae61804e65cc73a7201a7252750c76066a30
```

We can display objects to see that it is what we want.

```
git cat-file -p 0c1e
```

```
version 1  
version 2
```

Then we add it to the index

```
git update-index --add --cacheinfo 100644 \  
0c1e7391ca4e59584f8b773ecdbbb9467eba1547 test.txt
```

Let's also add a second file

```
echo "new file" > new.txt
```

and hash that and write it to the repo

```
git hash-object -w new.txt
```

```
fa49b077972391ad58037050f2a75f74e3671e92
```

and stage it as well

```
git update-index --add --cacheinfo 100644 \  
> fa49b077972391ad58037050f2a75f74e3671e92 new.txt
```

Now we have two files stages:

[Skip to main content](#)

Tip

Review
is co

```
git status
```

```
On branch main
Changes to be committed:
(use "git restore --staged <file>..." to unstage)
  new file:   new.txt
  modified:  test.txt
```

and in our repo

```
ls
```

```
new.txt      test.txt
```

Now we will write a tree object from all of the staged things:

```
git write-tree
```

```
163b45f0a0925b0655da232ea8a4188cc615f5
```

and make a second comit.

```
echo "second commit" | git commit-tree 163b -p 188a
```

This command:

- `echo` sends “second commit” to stdout
- the pipe `|` connects that std out to stdin of the next command
- `git commit-tree` needs a tree (`163b`) as its input
- the `-p` option specifies the parent which is in this case our previous commit (mine is `188a`)

```
90f8d145f3b264e99832b47a662ed5d50b687e7a
```

and it returns the commit hash, which as with the first comit is unique to each of us.

```
git status
```

```
On branch main
Changes to be committed:
(use "git restore --staged <file>..." to unstage)
  new file:   new.txt
  modified:  test.txt
```

Then we can set our main branch to point to the new commit so that it will see what we expect

and we can also use `git log` now

```
git log
```

```
commit 90f8d145f3b264e99832b47a662ed5d50b687e7a (HEAD -> main)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date:   Thu Mar 2 13:15:39 2023 -0500
```

```
    second commit
```

```
commit 188a75ef66b6a85be0ab68d8575ec27808881dfc
Author: Sarah M Brown <brownsarahm@uri.edu>
Date:   Thu Feb 23 13:32:19 2023 -0500
```

```
    first commit
```

11.4. What does all this get me?

We can create a new branch at a previous point:

```
git update-ref refs/heads/test 188a
```

```
git log
```

```
commit 90f8d145f3b264e99832b47a662ed5d50b687e7a (HEAD -> main)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date:   Thu Mar 2 13:15:39 2023 -0500
```

```
    second commit
```

```
commit 188a75ef66b6a85be0ab68d8575ec27808881dfc (test)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date:   Thu Feb 23 13:32:19 2023 -0500
```

```
    first commit
```

We see the file for each branch points to the commit

```
cat .git/refs/heads/test
```

```
188a75ef66b6a85be0ab68d8575ec27808881dfc
```

We can change them around as we like:

```
git update-ref refs/heads/main 188a
```

```
git log
```

```
Author: Sarah M Brown <brownsaranm@uri.edu>
Date:   Thu Feb 23 13:32:19 2023 -0500
```

```
first commit
```

This does not lose any of our data, it just makes it harder to access, we have to know the hashes of things to find them if we did not have the branch structure to traverse the structure.

We can put this back

```
git update-ref refs/heads/main 90f8
git log
```

```
commit 90f8d145f3b264e99832b47a662ed5d50b687e7a (HEAD -> main)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date:   Thu Mar 2 13:15:39 2023 -0500
```

```
second commit
```

```
commit 188a75ef66b6a85be0ab68d8575ec27808881dfc (test)
Author: Sarah M Brown <brownsarahm@uri.edu>
Date:   Thu Feb 23 13:32:19 2023 -0500
```

```
first commit
```

and see that the files are as expected:

```
ls
```

```
new.txt      test.txt
```

```
git status
```

```
On branch main
nothing to commit, working tree clean
```

11.4.1. We can checkout any commit, not just branches

```
git checkout 188a
```

Note: switching to '188a'.

You are **in 'detached HEAD'** state. You can look around, make experimental changes **and** commit them, **and** you can discard **any** commits you make **in** this state without impacting **any** branches by switching back to a branch.

If you want to create a new branch to retain commits you create, you may do so (now **or** later) by using **-c with** the switch command. Example:

```
git switch -c <new-branch-name>
```

Or undo this operation **with**:

[Skip to main content](#)

```
git switch
```

```
Turn off this advice by setting config variable advice.detachedHead to false
```

```
HEAD is now at 188a75e first commit
```

```
cat .git/HEAD
```

```
188a75ef66b6a85be0ab68d8575ec27808881dfc
```

This changes the head pointer directly to the commit.

```
ls
```

```
test.txt
```

and checkout also updates the working directory

```
cat test.txt
```

```
version 1
```

```
git checkout test
```

```
Switched to branch 'test'
```

```
ls
```

```
test.txt
```

```
cat test.txt
```

```
version 1
```

11.5. What does this mean?

We tend to think of commits like this:

```
graph TD; A["first commit"] --> B["second commit"]
```

In reality

```

summary API LITTER COMMIT
commitA
%% file1v1
treeA
blob1
commitA-->treeA
treeA-->blob1
end
subgraph B[second commit]
%% file1v2
%% file2v1
%% file3v1
commitB
treeB
blob1v2
blob2
blob3
commitB-->treeB
treeB-->blob1v2
treeB--->blob2
treeB--->blob3
end
%% B--> A
commitB -->commitA

```

11.6. We can move pointers around freely

```

flowchart BT
blob1
blob2
blob3
subgraph A[first commit]
    direction TB
    commitA
    %% file1v1
    treeA
    commitA-->treeA

end
subgraph B[second commit]
    direction TB
    %% file1v2
    %% file2v1
    %% file3v1
    commitB
    treeB
    commitB-->treeB

end
%% subgraph C[third commit]
%%     direction TB
%%     %% file1v2
%%     %% file2v1
%%     %% file3v1
%%     commitC
%%     commitC-->treeC
%% end
B--> A

%% treeC-->blob1
treeC--->blob2
treeC-->blob3
treeB-->blob1
treeB--->blob2
treeA-->blob1
commitB -->commitA
commitC-->commitB
treeA --- treeB
treeB --- treeC

```

```

graph TD
branchC --- commitC2
subgraph C2[new commit]
commitC2 --> treeC
commitC2 --> commitA

treeC
end

%% A ---blob1
%% B ---blob2
%% C ---blob3

```

11.7. Review today's class

1. Read the notes and repeat the activity if needed
2. use `git cat-file` over the objects to draw a graph diagram of your current status in your test directory include your drawing in test_repo_map.md using `mermaid` syntax to diagram it. Name each node in your graph with 5-7 characters of the hash and the type. eg `0c913 commit`

11.8. Prepare for Next Class

1. Read about the Learn more about the [SHA-1 collision attack](#)
2. Think about different ways you know to represent numbers.

11.9. More Practice

1. Read the notes and repeat the activity if needed
2. use `git cat-file` over the objects to draw a graph diagram of your current status in your test directory include your drawing in test_repo_map.md using `mermaid` syntax to diagram it. Name each node in your graph with 5-7 characters of the hash and the type. eg `0c913 commit`
3. Add “version 3” to the test.txt file and hash that object
4. Add that to the staging area
5. Add the tree from the first commit to the staging area as a subdirectory with `git read-tree --prefix=back <hash>`
6. Write the new tree
7. Make a commit with message “Commit 3” point to that tree and have your second commit as its parent.
8. Update your diagram in test_repo_map.md after the following.

11.10. Experience Report Evidence

write your git status and object list to a file.

11.11. Questions After Today's Class

I will get to these later

12. What is a commit number?

12.1. Admin

- spring break is like a time pause (you get an extra week on things assigned last week and this week)
- grading updates PR is made

12.2. What is a hash?

a hash is:

- a fixed size value that can be used to represent data of arbitrary sizes
- the *output* of a hashing function
- often fixed to a hash table

Common examples of hashing are lookup tables and encryption with a cryptographic hash.

A hashing function could be really simple, to read off a hash table, or it can be more complex.

For example:

Hash	content
0	Success
1	Failure

If we want to represent the status of a program running it has two possible outcomes: success or failure. We can use the following hash table and a function that takes in the content and returns the corresponding hash. Then we could pass around the 0 and 1 as a single bit of information that corresponds to the outcomes.

This lookup table hash works here.

In a more complex scenario, imagine trying to hash all of the new terms you learn in class. A table would be hard for this, because until you have seen them all, you do not know how many there will be. A more effective way to hash this, is to derive a *hashing function* that is a general strategy.

A *cryptographic* hash is additionally:

- unique
- not reversible
- similar inputs hash to very different values so they appear uncorrelated

Hashes can then be used for a lot of purposes:

sent message can be hashed to produce the same has)

- password verification (password selected by the user is hashed and the hash is stored; when attempting to login, the input is hashed and the hashes are compared)
- file or data identifier (eg in git)

12.3. Hashing in passwords

Passwords can be encrypted and the encrypted information is stored, then when you submit a candidate password it can compare the hash of the submitted password to the hash that was stored. Since the hashing function is nonreversible, they cannot see the password.

An attacker who gets one of those databases, cannot actually read the passwords, but they could build a lookup table. For example, "password" is a bad password because it has been hashed in basically every algorithm and then the value of it can be reversed. Choosing an uncommon password makes it less likely that your password exists in a lookup table.

```
echo "password" | git hash-object --stdin
```

```
f3097ab13082b70f67202aab7dd9d1b35b7ceac2
```

Not

Some
pass
brows
proce
not re
(you
but e
warni

12.4. Hashing in Git

In git we hash both the content directly to store it in the database (.git) directory and the commit information.

Recall, when we were working in our toy repo we created an empty repository and then added content directly, we all got the same hash, but when we used git commit our commits had different hashes because we have different names and made the commits at different seconds. We also saw that two entries were created in the .git directory for the commit.

Git as originally designed to use SHA-1. SHA-1 is weak. Git switched to hardened HSA-1 in response to a collision. Learn more about the [SHA-1 collision attack](#)

In that case it adjusts the SHA-1 computation to result in a safe hash. This means that it will compute the regular SHA-1 hash for files without a collision attack, but produce a special hash for files with a collision attack, where both files will have a different unpredictable hash. [from](#).

they will change again soon

We can use the git hashing algorithm without writing to the repo too:

```
echo "it's almost break" | git hash-object --stdin
```

```
d49aa364a349587fc438e7a738d58b8eb06b040f
```

Hin

GitH
altern
so ye
devel
hosts
by th
that c

Then we get the hash back. Let's change just one character

```
671ece673e365c943997c861be56a48977ceff77
```

and we see that it changes a lot.

```
echo "it's almost braek" | git hash-object --stdin
```

```
185150671674540c2229dac8bda22ecba7bbc3f8
```

and again.

git uses the SHA hash primarily for uniqueness, not privacy

It does provide some *security* assurances, because we can check the content against the hash to make sure it is what it matches.

This is a Secure Hashing Algorithm that is derived from cryptography. Because it is secure, no set of mathematical options can directly decrypt an SHA-1 hash. It is designed so that any possible content that we put in it returns a unique key. It uses a combination of bit level operations on the content to produce the unique values.

The SHA-1 Algorithm hashes content into a fixed length of 160 bits.

This means it can produce 2^{160} different hashes. Which makes the probability of a collision very low.

The number of randomly hashed objects needed to ensure a 50% probability of a single collision is about 2^{80} (the formula for determining collision probability is $p = (n(n-1)/2) * (1/2^{160})$). 2^{80} is 1.2×1024 or 1 million billion billion. That's 1,200 times the number of grains of sand on the earth.

– A SHORT NOTE ABOUT SHA-1 in the Git Documentation

12.4.1. Working with git hashes

Mostly, a shorter version of the commit is sufficient to be unique, so we can use those to refer to commits by just a few characters:

- minimum 4
- must be unique

```
cd ..../github-in-class-brownsarahm-1/
git log
```

```
commit 4fa9114632f26ec590eec7e91712596085d7c442 (HEAD -> main, origin/main, origin/HEAD)
Author: Sarah M Brown <brownsarah@uri.edu>
```

```
Date: Tue Feb 14 12:48:11 2023 -0500
```

```
bug fix
```

```
commit 6a2e1cc65204d0c05acc477e7d5e704f989a68dc
```

```
Author: Sarah M Brown <brownsarah@uri.edu>
```

```
Date: Thu Feb 9 13:26:28 2023 -0500
```

```
add jacket
```

Update about.md

For most project 7 characters is enough and by default, git will give you 7 digits if you use `--abbrev-commit` and git will automatically use more if needed.

```
git log --abbrev-commit --pretty=oneline
```

```
4fa9114 (HEAD -> main, origin/main, origin/HEAD) bug fix
6a2e1cc add jacket
8e2fe11 Update about.md
bcdcc409 Merge pull request #6 from introcompsys/organization
56f29ca (origin/organization) Merge branch 'main' into organization
cffcf05 add major
f2844b2 update title
812245d (organization) start organizing
ef45e77 start organizing
4b89dff (my_branch_checkedoutb, my_branch) Merge pull request #5 from introcompsys/fill-in-about
c28b4ad (origin/fill-in-about, fill-in-about) add my name
0169e39 Merge pull request #4 from introcompsys/2-create-an-about-file
57de0cd (origin/2-create-an-about-file, 2-create-an-about-file) create empty about
3f54148 closes #1
4db10e5 Initial commit
```

12.5. What is a Number ?

a mathematical object used to count, measure and label

12.6. What is a number system?

While numbers represent **quantities** that conceptually, exist all over, the numbers themselves are a cultural artifact. For example, we all have a way to represent a single item, but that can look very different.

for example I could express the value of a single item in different ways:

- 1
- I

In modern, western cultures our is called the hindu-arabic system, it consists of a set of **numerals**: 0,1,2,3,4,5,6,7,8,9 and uses a **place based** system with **base 10**.

- invented by Hindu mathematicians in India 600 or earlier
- called "Arabic" numerals in the West because Arab merchants introduced them to Europeans
- slow adoption

We use a **place based** system. That means that the position or place of the symbol changes its meaning. So 1, 10, and 100 are all different values. This system is also a decimal system, or base 10. So we refer to the places and the ones (10^0), the tens (10^1), the hundreds(10^2), etc for all powers of 10.

Number systems can use different characters, use different strategies for representing larger quantities, or both.

is both different characters and not place based.

There are symbols for specific values: I=1, V=5, X=10, L =50, C = 100, D=500, M = 1000.

Not all systems are place based, for example Roman numerals. In this system the subsequent symbols are either added or subtracted, with no (nonidentity) multipliers based on position. Instead if the symbol to right is the same or smaller, add the two together, if the left symbol is smaller, subtract it from the one on the right.

Then

- III = 1+1+1 = 3
- IV = -1 + 5 = 4
- VI = 5+1 = 6
- XLIX = -10 + 50 -1 +10 = 49.

This feel hard because it is unfamiliar

12.6.2. Decimal

To represent larger numbers than we have digits on we have a base (10) and then.

$$10 = 10 * 1 + 1 * 0$$

$$22 = 10 * 2 + 1 * 2$$

we have the ones (10^0)*place*, *tens*(10^1)*place*, *hundreds*(10^2) *place* etc.

12.6.3. Binary

Binary is any base two system, and it can be represented using any different characters.

Binary number systems have origins in ancient cultures:

- Egypt (fractions) 1200 BC
- China 9th century BC
- India 2nd century BC

In computer science we use binary because mechanical computers began using relays (open/closed) to implement logical (boolean) operations and then digital computers use on and off in their circuits.

We represent binary using the same hindu-arabic symbols that we use for other numbers, but only the 0 and 1(the first two). We also keep it as a place-based number system so the places are the ones(2^0), twos (2^1), fours (2^2), eights (2^3), etc for all powers of 2.

so in binary, the number of characters in the word binary is 110.

$$10 \Rightarrow 2 * 1 + 1 * 0 = 2$$

$$1001 \Rightarrow 8 * 1 + 4 * 0 + 2 * 0 + 1 * 1 = 9$$

12.6.4. Octal

Is base 8. This too has history in other cultures, not only in computer science. It is rooted in cultures that counted using the spaces between fingers instead of counting using fingers.

use by native americans from present day CA

and

Pamean languages in Mexico

$$10 \Rightarrow 8 * 1 + 1 * 0 = 8$$

so 10 in octal is 8 in decimal

$$401 \Rightarrow 64 * 4 + 8 * 0 + 1 * 1 = 257$$

This numbering system was popular in 6 bit and 12 bit computers, but it has origins before that. Native Americans using the Yuki Language (based in what is now California) used an octal system because they count using the spaces between fingers and speakers of the Pamean languages in Mexico count on knuckles in a closed fist. Europeans debated using decimal vs octal in the 1600-1800s for various reasons because 8 is better for math mostly. It is also found in Chinese texts dating to 1000BC.

As in binary we use hindu-arabic symbols, 0,1,2,3,4,5,6,7 (the first eight). Then nine is 11.

In computer science we use octal a lot because it reduces every 3 bits of a number in binary to a single character. So for a large number, in binary say `101110001100` we can change to `5614` which is easier to read, for a person.

12.6.5. Hexadecimal

base 16, common in CS because it's 4 bits. we use 0,1,2,3,4,5,6,7,8,9,A,B,C,D,E,F.

This is how the git hash is 160 bits, or 20 bytes (one byte is 8 bits) but we represent it as 40 characters. $160/4=40$.

```
cd ../test
```

```
git log
```

```
commit 188a75ef66b6a85be0ab68d8575ec27808881dfc (HEAD -> test)
Author: Sarah M Brown <brownsarah@uri.edu>
Date:   Thu Feb 23 13:32:19 2023 -0500
```

```
first commit
```

[Skip to main content](#)

```
git status
```

```
On branch test
nothing to commit, working tree clean
```

```
cat .git/HEAD
```

```
ref: refs/heads/test
```

```
git checkout main
```

```
Switched to branch 'main'
```

```
cat .git/HEAD
```

```
ref: refs/heads/main
```

```
cat .git/refs/heads/main
```

```
90f8d145f3b264e99832b47a662ed5d50b687e7a
```

```
## Review today's class
```{include} ../../_review/2023-03-07.md
```

## 12.7. Prepare for Next Class

1. Make sure you can run python code from bash and that you have `gh` CLI installed. You will need to be able to run `gh` and `python` in the same terminal. This should happen for free on non-Windows or WSL. On Windows, check the GitBash settings.

## 12.8. More Practice

1. Learn more about how git is working on changing from SHA-1 to SHA-256 and answer the transition questions below) `gittransition.md`
2. find 2 more real world examples of using other number systems (either different bases or different symbols and bases) that are current. Describe them in `numbers.md`

```
transition questions
```

[Skip to main content](#)

Q. What impact will the switch have on how you work?

4. Which developers will have the most work to do because of the switch?

## 12.9. Experience Report Evidence

## 12.10. Questions After Today's Class

# 13. Bash Scripting

So far we have used bash commands to navigate our file system as a way to learn about the file system itself. To do this we used commands like:

- `mv`
- `cd`
- `pwd`
- `ls`

Bash is a unix shell for the GNU operating system and it has been adopted in other contexts as well. It is the default shell on Ubuntu linux as well for example (and many others). This is why we teach it.

A Unix shell is both a command interpreter and a programming language. As a command interpreter, the shell provides the user interface to the rich set of GNU utilities. The programming language features allow these utilities to be combined.

Read the official definition of `bash` and a shell in [the bash manual](#)

Today we will start from the main course directory

```
cd systems
ls
```

```
example test
github-in-class-brownsarahm-1 testobj.md
kwl tiny-book
```

## 13.1. Variables in Bash

We can create variables

```
NAME='Sarah'
```

### ! Important

notice that there are **no spaces** around the `=`. spaces in bash separate commands and options, so they cannot be in variable declarations.

```
echo $NAME
```

```
Sarah
```

This variable is local, in memory, to the current terminal window, so if we open a separate window and try `echo $NAME` it will not work. We can also see that it does not create any file changes.

```
ls
```

```
example test
github-in-class-brownsarahm-1 testobj.md
kwl tiny-book
```

We can, however use the variable at different working directories. So if we move

```
cd github-in-class-brownsarahm-1/
echo $NAME
```

```
Sarah
```

it still works.

The `$` is essential syntax for recalling variables in bash. If we forget it, it treats it as a literal

```
echo NAME
```

```
NAME
```

so we get the variable **name** out instead of the variable **value**

A common mistake is to put a space around the `=` sign, this is actually considered **good style** in many other languages.

```
:class: cell_input
NAME ='Sarah'
```

```
:class: cell_output
bash: NAME: command not found
```

In bash, however, this creates an error. When there is a space after `NAME`, `bash` tried to interpret `NAME` as a bash command, but then it does not find it, so it gives an error.

Removing the space works again:

```
NAME='Sarah'
```

[Skip to main content](#)

## 13.2. Bash Loops

We can also make loops:

```
for name in Sarah Amoy Scott Bri
> do
> echo $name
> done
```

A few important things, to make note of:

- loop variable does not need to be an iterator. the loop variable here `name` takes each value from a list (`Sarah Amoy Scott Bri`)
- lists in bash are defined with no brackets and no commas `Sarah Amoy Scott Bri` is a list
- we start the loop body with `do` and close it with `done` these are like the `{` and `}` in some languages.

```
Sarah
Amoy
Scott
Bri
```

When we get the command back with the up arrow key, it puts it all on one line, because it was one command. The `;` (semicolon) separates the “lines”

```
for name in Sarah Amoy Scott Bri Aiden; do echo $name; done
```

```
Sarah
Amoy
Scott
Bri
Aiden
```

```
ls
```

```
API.md about.md helper_functions.py
CONTRIBUTING.md abstract_base_class.py important_classes.py
LICENSE.md alternative_classes.py setup.py
README.md docs tests
```

## 13.3. Nesting commands

We can run a command to generate the list:

```
for file in $(ls)
> do
> echo $file
```

[Skip to main content](#)

```
CONTRIBUTING.md
LICENSE.md
README.md
about.md
abstract_base_class.py
alternative_classes.py
docs
helper_functions.py
important_classes.py
setup.py
tests
```

the `$()` tells bash to run that command first and then hold its output as a variable for use elsewhere

### ! Important

I use this to make the date in the filename of your experience reports and the titles of your badge issues

### Find & Comment

find where I use this in one of your action files and add a comment explaining the line. Put this commit in its own PR and request a review from @brownsarahm for a community badge!

We can modify what is in the `$()`:

```
for file in $(ls -a); do echo $file; done
```

```
..
.git
.github
API.md
CONTRIBUTING.md
LICENSE.md
README.md
about.md
abstract_base_class.py
alternative_classes.py
docs
helper_functions.py
important_classes.py
setup.py
tests
```

## 13.4. Conditionals in bash

We can also do conditional statements

```
if test -f docs
> then
> echo "file"
> fi
```

the key parts of this:

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- the `-f` option makes it check if the item is a *file*
- what to do if the condition is met goes after a `then` keyword
- the `fi` (backwards `if`) closes the if statement

This outputs nothing because `docs` is a directory not a file.

If we switch it, we get output:

```
if test -f API.md; then echo "file"; fi
```

```
file
```

We can put the if inside of the loop.

```
for file in $(ls); do if test -f $file; echo $file; fi; done
```

```
bash: syntax error near unexpected token `fi'
```

I forgot the `then` so bash said it had bad syntax around `fi` this is because it was treating everything after the `if` as the condition and looking for a `then` but when it got to `fi` it knew it was too late and the `then` was not coming because the `fi` is supposed to be after `then`.

Once we put `then` in, it works:

```
for file in $(ls); do if test -f $file; then echo $file; fi; done
```

```
API.md
CONTRIBUTING.md
LICENSE.md
README.md
about.md
abstract_base_class.py
alternative_classes.py
helper_functions.py
important_classes.py
setup.py
```

## 13.5. Script files

We can put our script into a file

```
nano filecheck.sh
```

So that the file

```
for file in $(ls)
do
```

[Skip to main content](#)

```
 echo $file
 fi
done
```

and run it with `bash <filename>`

```
bash filecheck.sh
```

```
API.md
CONTRIBUTING.md
LICENSE.md
README.md
about.md
abstract_base_class.py
alternative_classes.py
filecheck.sh
helper_functions.py
important_classes.py
setup.py
```

```
cat filecheck.sh
```

```
for file in $(ls)
do
 if test -f $file
 then
 echo $file
 fi
done
```

## 13.6. `gh` CLI operations

When you are working sometimes it is helpful to be able to manipulate (or create) issues, pull requests or even releases from the command line.

```
gh issue list
```

```
Showing 1 of 1 open issue in introcompsys/github-in-class-brownsarahm-1
```

```
#3 Create a Add a classmate about 1 month ago
```

We can also get options

```
gh issue list --help
```

```
List issues in a GitHub repository.
```

The search query syntax is documented here:  
<https://docs.github.com/en/search-github/searching-on-github/searching-issues-and-pull-requests>

**USAGE**

```
gh issue list [flags]
```

**FLAGS**

--app string	Filter by GitHub App author
-a, --assignee string	Filter by assignee
-A, --author string	Filter by author
-q, --jq expression	Filter JSON output using a jq expression
--json fields	Output JSON with the specified fields
-l, --label strings	Filter by label
-L, --limit int	Maximum number of issues to fetch (default 30)
--mention string	Filter by mention
-m, --milestone string	Filter by milestone number or title
-S, --search query	Search issues with query
-s, --state string	Filter by state: {open closed all} (default "open")
-t, --template string	Format JSON output using a Go template; see "gh help formatting"
-w, --web	List issues in the web browser

**INHERITED FLAGS**

--help	Show help for command
-R, --repo [HOST/]OWNER/REPO	Select another repository using the [HOST/]OWNER/REPO format

**EXAMPLES**

```
$ gh issue list --label "bug" --label "help wanted"
$ gh issue list --author monalisa
$ gh issue list --assignee "@me"
$ gh issue list --milestone "The big 1.0"
$ gh issue list --search "error no:assignee sort:created-asc"
```

**LEARN MORE**

Use 'gh <command> <subcommand> --help' for more information about a command.  
Read the manual at <https://cli.github.com/manual>

We can filter them to only the closed ones

```
gh issue list -s closed
```

Showing 2 of 2 issues in introcompsys/github-in-class-brownsarahm-1 that match your search

```
#2 Create an about file about 1 month ago
#1 Create a README about 1 month ago
```

It is similar for PRs:

```
gh pr list
```

no open pull requests in introcompsys/github-in-class-brownsarahm-1

When we use `create` it is interactive (or you can specify the options if you know them).

```
gh issue create
```

Creating issue in introcompsys/github-in-class-brownsarahm-1

```
? Title bug
? Body <Received>
```

i Note

You can  
option  
action

[Skip to main content](#)

Now we can see our list of issues

```
gh issue list -s all
```

Showing 4 of 4 issues in introcompsys/github-in-class-brownsarahm-1 that match your search

#7	bug	less than a minute ago
#3	Create a Add a classmate	about 1 month ago
#2	Create an about file	about 1 month ago
#1	Create a README	about 1 month ago

We can also search and filter them by piping the output to `grep` which searches the **contents** of a file (including stdin). We previously searched the file **names** with `find`. So `find` searches the paths that exist and `grep` actually reads the contents of the files, it does so faster than many other languages would be.

```
gh issue list -s all | grep "Create"
```

3	OPEN	Create a Add a classmate	2023-01-31 18:11:59 +0000 UTC
2	CLOSED	Create an about file	2023-02-02 18:14:19 +0000 UTC
1	CLOSED	Create a README	2023-01-31 18:18:20 +0000 UTC

`grep` can be used with pattern matching as well

### 💡 Tip

Learning more about `grep` is a good explore badge topic

Here are the options

```
gh issue create --help
```

unknown flag: `--help`

Usage: `gh issue create [flags]`

Flags:

<code>-a, --assignee</code>	login	Assign people by their login. Use <code>"@me"</code> to self-assign.
<code>-b, --body</code>	string	Supply a body. Will prompt for one otherwise.
<code>-F, --body-file</code>	file	Read body text from file (use <code>"-"</code> to read from standard input)
<code>-l, --label</code>	name	Add labels by name
<code>-m, --milestone</code>	name	Add the issue to a milestone by name
<code>-p, --project</code>	name	Add the issue to projects by name
<code>--recover</code>	string	Recover input from a failed run of create
<code>-t, --title</code>	string	Supply a title. Will prompt for one otherwise.
<code>-w, --web</code>		Open the browser to create an issue

## 13.7. Badge Hints

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The goal is to put files in your kwl repo for us to review, that summarizes the *contributions* you have done in your group repo

- See the options for `gh pr list`.
- Use two strategies for what you are the author and when you are the reviewer
- Try the json option on `gh pr list` and see how it can help you
- I use bash in the your experience badge action to make a file with a date in the file name
- You can run a file from different locations

```
cd ../test
bash ../github-in-class-brownsarahm-1/filecheck.sh
```

```
new.txt
test.txt
```

```
cd ../../
bash systems/github-in-class-brownsarahm-1/filecheck.sh
```

```
ls
```

```
fa22 prog4dssp23 systems
```

## 13.8. Review today's class

1. Update your KWL Chart learned column with what you've learned
2. Write a bash script that can generate a file in your KWL repo with a list of all of your contributed PRs. Save the script as groupcontributions.sh and its output as group\_contributions-YYYY-MM-DD.md

## 13.9. Prepare for Next Class

1. install putty on windows
2. spend 10 minutes after break before class, thinking about what you know about networking and how it works, what examples you have of it.

## 13.10. More Practice

1. Update your KWL Chart learned column with what you've learned
2. Write a bash script that can generate a file in your KWL repo with a list of all of your PRs and PR reviews. Save the script as groupcontributions.sh and its output as group\_contributions-YYYY-MM-DD.md

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## 13.12. Questions After Today's Class

### 13.12.1. Is there any structure/tools to reverse the order of if and do in a bash loop? Writing "do if" doesn't feel natural to me.

The `do` is a part of the `for`. We put the `if` in the loop body, as the first thing in there. It could have been like

```
for file in $(ls)
do
 echo checking $file
 if test -f $file
 then
 echo $file is a file
 fi
done
```

### 13.12.2. Would the script that we wrote into the file still work with semicolons or would adding them ruin the syntax?

This is easily testable.

### 13.12.3. How come we have been using git commands in stead of gh commands?

`git` commands are the core things we have been learning about so that you can use `git` no matter what host you use. `gh` commands **only** work with GitHub. They will not work on BitBucket, Gitlab, or any other git host. GitHub is popular, but since Microsoft purchased it, some people have left because they do not trust Microsoft.

### 13.12.4. What else can we use this gh command for?

Its most important uses are for issues and pull requests

### 13.12.5. What does the \$ mean since it's used in so many places?

It is the syntax for using a value from a variable.

### 13.12.6. Are the API.MD, CONTRIBUTING.MD ...etc files important? They have disappeared from my main branch

No, but I do encourage you to try to get them back. Try using `git log` to see what might have happened.

### 13.12.7. Can the script be in any type of file or does it have to be in a certain type of file?

They must be in plain text but the file extension does not matter

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what do it do? (like else if).

### 13.12.9. Is there any major benefit in creating an issue in a repo directly within a terminal, or is it just a matter of preference?

I use the terminal within vscode to make issues sometimes while I am working on one thing but I get an idea for a future feature. Using the terminal is helpful because I don't always have the GitHub web page for that repo open while I am working, but I do always have a terminal in the folder where I'm working. So I can quickly take note of an idea and then get back to what I was doing. Less switching contexts helps stay focused and complete tasks faster.

### 13.12.10. How often would I use bash programming as a software engineer?

For small bits here and there. You might not write bash scripts often but when you do it will be things that could save you a ton of time.

A lot of build processes are bash scripts, as we will see soon.

You will most likely never write a large program in bash, but you will almost definitely write or update small bash scripts on a semi-regular basis.

### 13.12.11. Can you create classes and objects in bash?

No bash is not an object oriented language

### 13.12.12. What are the benefits, if any, to bash scripting in the terminal rather than in an IDE?

Knowing how to do it is important because sometimes an IDE is not available. On a regular basis though no difference.

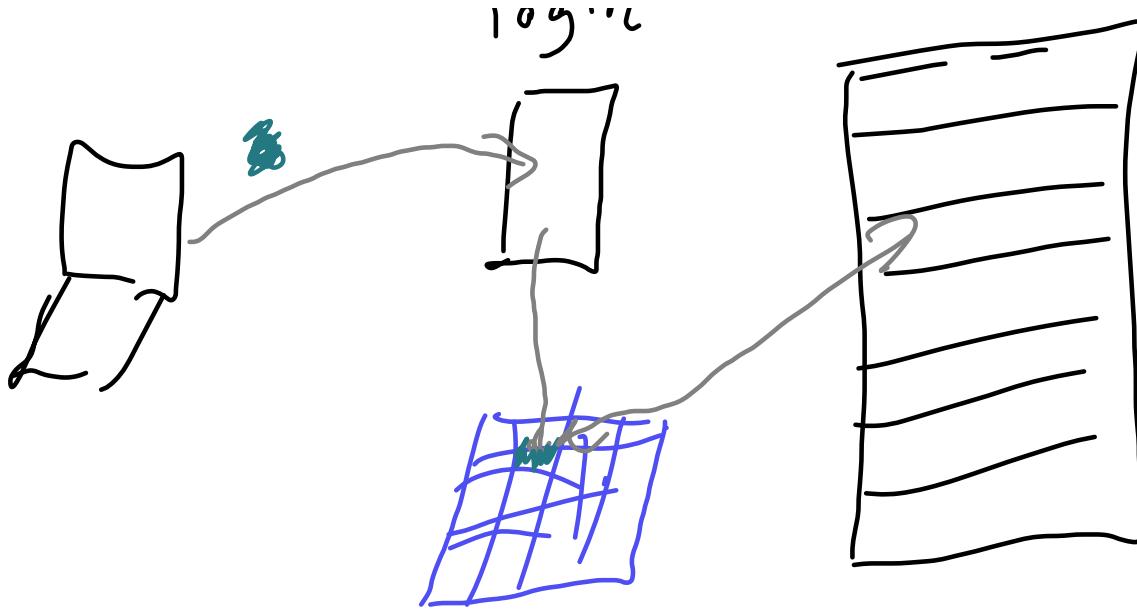
### 13.12.13. What exactly does grep do, can it only be used with piping?

grep searches files. We'll come back to it. It can search the contents of any file, not only stdin

## 14. How can I work on a remote server?

Today we will connect to a remote server and learn new bash commands for working with the *content* of files.

### 14.1. What are remote servers and HPC systems?



## 14.2. Connecting to Seawulf

We connect with secure shell or `ssh` from our terminal (GitBash or Putty on windows) to URI's teaching High Performance Computing (HPC) Cluster Seawulf.

Our login is the part of your uri e-mail address before the @ and I will tell you how to find your default password if you missed class (do not want to post it publicly). Comment on your experience report PR to ask for this information.

```
ssh -l brownsarahm seawulf.uri.edu
```

When it logs in it looks like this and requires you to change your password. They configure it with a default and with it past expired.

```
The authenticity of host 'seawulf.uri.edu (131.128.217.210)' can't be established.
ECDSA key fingerprint is SHA256:RwhTUyjWLqwohXiRw+tYlTiJEbqX2n/drCpkIwQVCro.
Are you sure you want to continue connecting (yes/no/[fingerprint])? y
Please type 'yes', 'no' or the fingerprint: yes
Warning: Permanently added 'seawulf.uri.edu,131.128.217.210' (ECDSA) to the list of known hosts.
brownsarahm@seawulf.uri.edu's password:
You are required to change your password immediately (root enforced)
WARNING: Your password has expired.
You must change your password now and login again!
Changing password for user brownsarahm.
Changing password for brownsarahm.
(current) UNIX password:
New password:
Retype new password:
passwd: all authentication tokens updated successfully.
Connection to seawulf.uri.edu closed.
```

⚠ War

This c  
purpo  
HPC  
projec  
Servic  
Azul :  
allocat

If you  
by a t  
serve  
partic  
resou

You use the default password when prompted for your username's password. Then again when it asks for the [\(current\) UNIX password:](#). Then you must type the same, new password twice.

**Choose a new password you will remember, we will come back to this server**

after you give it a new password, then it logs you out and you have to log back in.

```
brownsarahm@~ $ ssh -l brownsarahm seawulf.uri.edu
```

```
brownsarahm@seawulf.uri.edu's password:
Last login: Tue Mar 8 12:52:38 2022 from 172.20.133.152
```

We have logged into our home directory which is empty

```
[brownsarahm@seawulf ~]$ ls
```

```
[brownsarahm@seawulf ~]$ pwd
/home/brownsarahm
```

```
[brownsarahm@seawulf ~]$ whoami
brownsarahm
```

Notice that the prompt says [uriusername@seawulf](#) to indicate that you are logged into the server, not working locally.

## 14.3. Downloading files

[wget](#) allows you to get files from the web.

```
[brownsarahm@seawulf ~]$ wget http://www.hpc-carpentry.org/hpc-shell/files/bash-lesson.tar.gz
```

```
--2022-03-08 12:58:09-- http://www.hpc-carpentry.org/hpc-shell/files/bash-lesson.tar.gz
Resolving www.hpc-carpentry.org (www.hpc-carpentry.org)... 104.21.33.152, 172.67.146.136
Connecting to www.hpc-carpentry.org (www.hpc-carpentry.org)|104.21.33.152|:80... connected.
HTTP request sent, awaiting response... 200 OK
Length: 12534006 (12M) [application/gzip]
Saving to: 'bash-lesson.tar.gz'

100%[=====] 12,534,006 4.19MB/s in 2.9s

2022-03-08 12:58:12 (4.19 MB/s) - 'bash-lesson.tar.gz' saved [12534006/12534006]
```

```
[brownsarahm@seawulf ~]$ ls
bash-lesson.tar.gz
```

```
[brownsarahm@seawulf ~]$ tar -xvf bash-lesson.tar.gz
```

```
gene_association.fb
SRR307023_1.fastq
SRR307023_2.fastq
SRR307024_1.fastq
SRR307024_2.fastq
SRR307025_1.fastq
SRR307025_2.fastq
SRR307026_1.fastq
SRR307026_2.fastq
SRR307027_1.fastq
SRR307027_2.fastq
SRR307028_1.fastq
SRR307028_2.fastq
SRR307029_1.fastq
SRR307029_2.fastq
SRR307030_1.fastq
SRR307030_2.fastq
```

```
[brownsarahm@seawulf ~]$ ls
bash-lesson.tar.gz
dmel-all-r6.19.gtf
dmel_unique_protein_isoforms_fb_2016_01.tsv
gene_association.fb
SRR307023_1.fastq
SRR307023_2.fastq
SRR307024_1.fastq
SRR307024_2.fastq
SRR307025_1.fastq
SRR307025_2.fastq
SRR307026_1.fastq
SRR307026_2.fastq
SRR307027_1.fastq
SRR307027_2.fastq
SRR307028_1.fastq
SRR307028_2.fastq
SRR307029_1.fastq
SRR307029_2.fastq
SRR307030_1.fastq
SRR307030_2.fastq
```

## 14.4. Working with large files

One of these files, contains the entire genome for the common fruitfly, let's take a look at it: \

```
[brownsarahm@seawulf ~]$ cat dmel-all-r6.19.gtf
```

```
X FlyBase gene 19961297 19969323 . + . gene_id "FBgn0031081"; gene_s
2L FlyBase 3UTR 782825 782885 . + . gene_id "FBgn0041250"; gene_symbol "Gr21a";
```

### ⚠ Warning

this output is truncated for display purposes

We see that this actually takes a long time to output and is way too much information to actually read. In fact, in order to make the website work, I had to cut that content using command line tools, my text editor couldn't open the file and GitHub was unhappy when I pushed it.

For a file like this, we don't really want to read the whole file but we do need to know what it's structured like in order to design programs to work with it.

**head** lets us look at the first 10 lines.

```
[brownsarahm@seawulf ~]$ head dmel-all-r6.19.gtf
```

```

^ FlyBase 5UTR 19961689 19961845 . + . gene_id "FBgn0031081"; gene_
X FlyBase exon 19961689 19961845 . + . gene_id "FBgn0031081"; gene_
X FlyBase exon 19963955 19964071 . + . gene_id "FBgn0031081"; gene_
X FlyBase exon 19964782 19964944 . + . gene_id "FBgn0031081"; gene_
X FlyBase exon 19965006 19965126 . + . gene_id "FBgn0031081"; gene_
X FlyBase exon 19965197 19965511 . + . gene_id "FBgn0031081"; gene_
X FlyBase exon 19965577 19966071 . + . gene_id "FBgn0031081"; gene_
X FlyBase exon 19966183 19967012 . + . gene_id "FBgn0031081"; gene_

```

We can use the `-n` parameter to change the number.

And, tails shows the last few.

```
[brownsarahm@seawulf ~]$ tail dmel-all-r6.19.gtf
```

which in this case looks mostly the same

```

2L FlyBase exon 782124 782181 . + . gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase exon 782238 782441 . + . gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase exon 782495 782885 . + . gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase start_codon 781297 781299 . + . 0 gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase CDS 781297 782048 . + . 0 gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase CDS 782124 782181 . + . 1 gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase CDS 782238 782441 . + . 0 gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase CDS 782495 782821 . + . 0 gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase stop_codon 782822 782824 . + . 0 gene_id "FBgn0041250"; gene_symbol "Gr21a";
2L FlyBase 5UTR 782825 782885 . + . gene_id "FBgn0041250"; gene_symbol "Gr21a";

```

We can also see how much content is in the file `wc` give a word count and with its `-l` parameter gives us the number of lines.

```
[brownsarahm@seawulf ~]$ wc -l dmel-all-r6.19.gtf
```

```
542048 dmel-all-r6.19.gtf
```

Over five hundred forty thousand lines is a lot.

How can we get the number of lines in each of the `.fastq` files?

```
[brownsarahm@seawulf ~]$ wc -l *.fastw
wc: *.fastw: No such file or directory
```

note that in my typo, it tells me no files matched my pattern.

```
[brownsarahm@seawulf ~]$ wc -l *.fastq
20000 SRR307023_1.fastq
20000 SRR307023_2.fastq
20000 SRR307024_1.fastq
20000 SRR307024_2.fastq
20000 SRR307025_1.fastq
20000 SRR307025_2.fastq
20000 SRR307026_1.fastq
20000 SRR307026_2.fastq
20000 SRR307027_1.fastq
20000 SRR307027_2.fastq
20000 SRR307028_1.fastq
```

```
20000 SRR307023_2.fastq
20000 SRR307030_1.fastq
20000 SRR307030_2.fastq
320000 total
```

when it does work, we also get the total.

We can use redirects as before to save these to a file:

```
[brownsarahm@seawulf ~]$ wc -l *.fastq > linecounts.txt
```

```
[brownsarahm@seawulf ~]$ cat linecounts.txt
20000 SRR307023_1.fastq
20000 SRR307023_2.fastq
20000 SRR307024_1.fastq
20000 SRR307024_2.fastq
20000 SRR307025_1.fastq
20000 SRR307025_2.fastq
20000 SRR307026_1.fastq
20000 SRR307026_2.fastq
20000 SRR307027_1.fastq
20000 SRR307027_2.fastq
20000 SRR307028_1.fastq
20000 SRR307028_2.fastq
20000 SRR307029_1.fastq
20000 SRR307029_2.fastq
20000 SRR307030_1.fastq
20000 SRR307030_2.fastq
320000 total
```

We can also search files, without loading them all into memory or displaying them, with `grep`:

```
[brownsarahm@seawulf ~]$ grep Act5c dmel-all-r6.19.gtf
```

```
[brownsarahm@seawulf ~]$ grep mRNA dmel-all-r6.19.gtf
```

this output a lot, so the output is truncated here

```
X FlyBase mRNA 19961689 19968479 . + . gene_id "FBgn0031081"; gene_
2L FlyBase mRNA 781276 782885 . + . gene_id "FBgn0041250"; gene_symbol "Gr21a";
```

and we can combine `grep` with `wc` to count occurrences.

```
[brownsarahm@seawulf ~]$ grep mRNA dmel-all-r6.19.gtf | wc -l
34025
```

## 14.5. File permissions

Let's make a small script, recalling what we have learned so far:

```
[brownsarahm@seawulf ~]$ echo "echo 'script works'" >> demo.sh
```

```
[brownsarahm@seawulf ~]$ cat demo.sh
echo 'script works'
```

One thing we could do is to run the script using `./`

```
[brownsarahm@seawulf ~]$./demo.sh
```

but we get a permission denied error

```
-bash: ./demo.sh: Permission denied
```

By default, files have different types of permissions: read, write, and execute for different users that can access them. To view the permissions, we can use the `-l` option of `ls`.

```
[brownsarahm@seawulf ~]$ ls -l
total 138452
-rw-r--r-- 1 brownsarahm spring2022-csc392 12534006 Apr 18 2021 bash-lesson.tar.gz
-rw-r--r-- 1 brownsarahm spring2022-csc392 20 Mar 8 13:12 demo.sh
-rw-r--r-- 1 brownsarahm spring2022-csc392 77426528 Jan 16 2018 dmel-all-r6.19.gtf
-rw-r--r-- 1 brownsarahm spring2022-csc392 721242 Jan 25 2016 dmel_unique_protein_isoforms_fb_2016_01.ts
-rw-r--r-- 1 brownsarahm spring2022-csc392 25056938 Jan 25 2016 gene_association.fb
-rw-r--r-- 1 brownsarahm spring2022-csc392 447 Mar 8 13:07 linecounts.txt
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625262 Jan 25 2016 SRR307023_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625262 Jan 25 2016 SRR307023_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_2.fastq
```

For each file we get 10 characters in the first column that describe the permissions. The 3rd column is the username of the owner, the fourth is the group, then size date revised and the file name.

We are most interested in the 10 character permissions. The fist column indicates if any are directories with a `d` or a `-` for files. We have no directories, but we can create one to see this.

```
[brownsarahm@seawulf ~]$ mkdir results
```

```
[brownsarahm@seawulf ~]$ ls -l
total 138452
-rw-r--r-- 1 brownsarahm spring2022-csc392 12534006 Apr 18 2021 bash-lesson.tar.gz
-rw-r--r-- 1 brownsarahm spring2022-csc392 20 Mar 8 13:12 demo.sh
-rw-r--r-- 1 brownsarahm spring2022-csc392 77426528 Jan 16 2018 dmel-all-r6.19.gtf
-rw-r--r-- 1 brownsarahm spring2022-csc392 721242 Jan 25 2016 dmel_unique_protein_isoforms_fb_2016_01.ts
-rw-r--r-- 1 brownsarahm spring2022-csc392 25056938 Jan 25 2016 gene_association.fb
-rw-r--r-- 1 brownsarahm spring2022-csc392 447 Mar 8 13:07 linecounts.txt
```

[Skip to main content](#)

```

 brownsarahm spring2022 csc392 1625262 Jan 25 2016 SRR307023_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_2.fastq

```

We can see in the bold line, that the first character is a d.

The next nine characters indicate permission to **R**ead, **W**rite, and **eX**ecute a file. With either the letter or a  for permissions not granted, they appear in three groups of three, three characters each for owner, group, anyone with access.

If we want to run the file, we can instead use `bash` directly, but this is limited relative to calling our script in other ways.

```
[brownsarahm@seawulf ~]$ bash demo.sh
script works
```

Instead, to add execute permission, we can use `chmod`

```
[brownsarahm@seawulf ~]$ chmod +x demo.sh
```

```

[brownsarahm@seawulf ~]$ ls -l
total 138452
-rw-r--r--. 1 brownsarahm spring2022-csc392 12534006 Apr 18 2021 bash-lesson.tar.gz
-rwxr-xr-x. 1 brownsarahm spring2022-csc392 20 Mar 8 13:12 demo.sh
-rw-r--r--. 1 brownsarahm spring2022-csc392 77426528 Jan 16 2018 dmel-all-r6.19.gtf
-rw-r--r--. 1 brownsarahm spring2022-csc392 721242 Jan 25 2016 dmel_unique_protein_isoforms_fb_2016_01.ts
-rw-r--r--. 1 brownsarahm spring2022-csc392 25056938 Jan 25 2016 gene_association.fb
-rw-r--r--. 1 brownsarahm spring2022-csc392 447 Mar 8 13:07 linecounts.txt
drwxr-xr-x. 2 brownsarahm spring2022-csc392 10 Mar 8 13:16 results
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625262 Jan 25 2016 SRR307023_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625262 Jan 25 2016 SRR307023_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_2.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_1.fastq
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_2.fastq

```

```
[brownsarahm@seawulf ~]$./demo.sh
script works
```

We can add a bit more to our script to make it more interesting

[Skip to main content](#)

```
for VAR in *.gz
do
 echo $VAR
done

echo 'script works'
```

and note that that does not change the permission.

```
[brownsarahm@seawulf ~]$ ls -l
total 138452
-rw-r--r-- 1 brownsarahm spring2022-csc392 12534006 Apr 18 2021 bash-lesson.tar.gz
-rwxr-xr-x 1 brownsarahm spring2022-csc392 60 Mar 8 13:27 demo.sh
-rw-r--r-- 1 brownsarahm spring2022-csc392 77426528 Jan 16 2018 dmel-all-r6.19.gtf
-rw-r--r-- 1 brownsarahm spring2022-csc392 721242 Jan 25 2016 dmel_unique_protein_isoforms_fb_2016_01.tsv
-rw-r--r-- 1 brownsarahm spring2022-csc392 25056938 Jan 25 2016 gene_association.fb
-rw-r--r-- 1 brownsarahm spring2022-csc392 447 Mar 8 13:07 linecounts.txt
drwxr-xr-x 2 brownsarahm spring2022-csc392 10 Mar 8 13:16 results
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625262 Jan 25 2016 SRR307023_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625262 Jan 25 2016 SRR307023_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625376 Jan 25 2016 SRR307024_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625286 Jan 25 2016 SRR307025_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625302 Jan 25 2016 SRR307026_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625312 Jan 25 2016 SRR307027_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625338 Jan 25 2016 SRR307028_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625390 Jan 25 2016 SRR307029_2.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_1.fastq
-rw-r--r-- 1 brownsarahm spring2022-csc392 1625318 Jan 25 2016 SRR307030_2.fastq
```

## 14.6. Review today's class

### ! Important

This is an integrative 2x badge.

- File permissions are represented numerically often in octal, by transforming the permissions for each level (owner, group, all) as binary into a number. Add octal-review.md to your KWL repo and answer the following.

```
1. Transform the permissions [`r--`, `rw-`, `rwx`] to octal, by treating it as three bits.
1. Transform the permission we changed our script to `rwxr-xr-x` to octal.
1. Which of the following would prevent a file from being edited by other people 777 or 755?
```

- create a `vocab-quiz.md` file with 10 multiple choice questions that cover topics from at least 5 different class sessions. Each question should have 4 options, 1 correct and 3 that represent a reasonable, but incorrect idea someone may have. Questions should check that a person understand the key terms of the first half of the course. For each option explain why it is/not correct in a way that would help clarify someone's confusion if they had picked that answer instead of the correct answer. Use the following syntax:

[Skip to main content](#)

#### QUESTION TEXT

- [ ] a wrong answer
- [ ] another wrong
- [x] correct answer marked with x
- [ ] another wong

---

- explanation for first wrong
- explanation for second wrong
- key point about correct
- explantion for third wrong

---

Next question

## 14.7. Prepare for Next Class

2. Review your notes on IDE use, make sure they are complete (from 2023-02-23 Prepare)
3. Preview the [Stack Overflow Developer Survey](#) Technology section parts that are about tools.

## 14.8. Practice

### ! Important

This is an integrative 2x badge.

1. File permissions are represented numerically often in octal, by transforming the permissions for each level (owner, group, all) as binary into a number. Add octal-practice.md to your KWL repo and answer the following.

1. Transform the permissions [`r--`, `rw-`, `rwx`] to octal, by treating it as three bits.
1. Transform the permission we changed our script to `rwxr-xr-x` to octal.
1. What permissions would we want (both long and in octal) would allow only the owner to run a file?
1. Which of the following would prevent a file from being edited by other people 777 or 755?

2. create a `midterm.md` file in your kwl repo with 10 mutliple choice questions that cover topics from at least 5 different class sessions. Each question should have 4 options, 1 correct and 3 that represent a reasonable, but incorrect idea someone may have. All 10 questions should check understanding of key *concepts*, not only terminology or the name of a command. For each option explain why it is/not correct in a way that would help clarify someone's confusion if they had picked that answer instead of the correct answer. Use the following syntax:

#### Question text

- [ ] a wrong answer
- [ ] another wrong
- [x] correct answer marked with x
- [ ] another wong

---

- explanation for first wrong
- explanation for second wrong
- key point about correct

[Skip to main content](#)

---

[Next question](#)

## 14.9. Experience Report Evidence

No specific files.

## 14.10. Questions After Today's Class

### 14.10.1. What is meant by the term “gene symbol” ?

For the purpose of this class it is just a bit of the content in the file. For completeness, since the file is genomic data is is a name for the gene at that line.

### 14.10.2. How would we change permissions for just one type of user with chmod instead of all users?

There are two ways. One is to set the permission you want it to end up at, for example `chmod 744 demo.sh`. Another is to use more of the modifiers:

- “g” is for group
- “o” is for others
- “-” is for removing permissions
- “r” is for read-permission
- “w” is for write-permission
- “x” is for execute permission.
- “u” is for user / owner
- “+” is for adding permissions

So, instead of `chmod +x demo.sh` you could do `chmod u+x demo.sh`, or since we already did `chmod +x demo.sh` you could remove that access from the ones we do not want with `chmod go-x`.

you can see all of this and examples on the [man page](#)

### 14.10.3. When would I use these remote servers most often?

Remote servers are used for production code, and for large computations in any sort of science setting or machine learning setting.

### 14.10.4. Is it normal to be able to change file permissions? In the case in class i think it worked because it was our own file, but we wouldn't be able to just change other peoples permissions right?

#### **14.10.5. What type of data structure for storage does the server we used today follow? How does it version track and store files?**

It is a regular unix system with a standard file system. If we want to track versions, we use git. (or another version control system)

#### **14.10.6. Will the files on our seawulf, still be available after exiting.**

Yes, but not forever. Seawulf is a teaching server that makes no promise of backing up or keeping your data forever.

#### **14.10.7. What are .fastq and .gz files?**

.gz is a zip file, .fastq is a plain text output of a sequencing tool.

#### **14.10.8. Can we connect to other servers other than the URI server?**

Yes, if you have credentials, the ssh works basically the same way. We will learn one more thing that will give you more ability to use other servers next week.

#### **14.10.9. What is the point of a remote server?**

More compute power.

#### **14.10.10. Do the fiels download directly to my computer or to the remote server?**

The file goes to the system where the command is run, in this case, it went to the the server.

#### **14.10.11. where is the ssh server downloaded on my computer?**

ssh is the *connection protocol* or the set of rules by which our information is sent.

The server is another computer, you were using that computer *through* your local terminal.

We did not create any files on your local system today.

#### **14.10.12. Is access to the chmod command restricted on computers and servers?**

on a file by file basis typically, eys.

#### **14.10.13. Can I access the remote files using vscode and write code?**

Theoretically yes, but a more typical workflow would be to edit large files locally running vscode on your system then send the code to the remote server to run it. You might send one file at a time directly there or push from your local system to for example GitHub and then from GitHub on the server.

Maybe not this type specifically, but you will almost surely encounter a large file at some point. You will also likely encounter a server for some reason.

#### 14.10.15. for files that are impossible to open with text editors because they're too long, is it possible to edit parts of the file just through terminal commands?

Yes! This is a good explore badge as well.

#### 14.10.16. How can I zip from the terminal?

`zip file file` see the man

#### 14.10.17. Are you able to run a website through a terminal?

You could launch a web server from a terminal. You can also launch a browser.

For he course website when I build the pdf, version a bash script launches a browser, uses the browsers print to pdf function and closes the browser.

### 15. What is an IDE?

#### 15.1. Review your notes

##### Important

Do this before proceeding to the next section

Either discuss with peers in class or on the GitHub (asynch) discuss commonalities in your IDE notes.

##### 15.1.1. In person

1. What different tasks did all of you use an IDE for?
2. What features of an IDE did you all use?
3. Which features were used but not very much?
4. Share the most helpful IDE feature you use?

Update your individual IDE notes with 1-2 things you learned from your peers.

##### 15.1.2. On GitHub

There are questions on the [GitHub Discussion](#). Update your individual IDE notes in your KWL repo with links to your post and replies.

- What is an IDE?
- compare IDEs
- Most popular in 2021
- Most popular in 2022

### 15.2.1. In person

In class with your peers you can divide these up and read one and then share key points with others.

With your group, build a large list of IDE attributes or features that would be important, and make a table of how would you evaluate attribute? Which ones would you evaluate by just if it exists or not? Which ones would you evaluate in different degrees, what attributes of them would you evaluate?

Discuss with your group how you would rank them. You do not all have to agree on a final ranking, but notice the differences.

vs code is open source

Summarize what you all discussed on GitHub for your classmates. Note the ranking, with any disagreements.

### 15.2.2. Asynchronous

After reading the above, also read at least 3 different articles about the “best IDE” for your favorite language or for multiple languages.

Notice what IDE attributes or features the authors think is important, and how they evaluate each criterion. Which ones are evaluated as present/missing? Which ones are evaluated in more detail.

Join the discussion on GitHub summarizing what you found the most important criteria to be and if you personally agree or not.

## 15.3. Experience Reports

For today, whether you are in class or asynchronous use the experiecen report (makeup) action. Use ISO date format: YYYY-MM-DD for the workflow input.

## 15.4. Review today's class

1. Explore the IDE you use most and add `frequentide.md` to your kwl with notes about which features it does/not have based on what you learned in the in-class activity.
2. Try a new IDE and make some notes about how it was to learn in `newide.md` What is easy? hard? What could you apply from the ones you already use? Were there features you had trouble finding?

## 15.5. Prepare for Next Class

1. Read about connection protocols in general and specifically https and ssh. Wikipedia is a good source to start from, use sources to veirfy anything you find confusing. Be sure you have the basic terminology down and bring questions to class. Plan

[Skip to main content](#)

reflection.

## 15.6. More Practice

1. Explore the IDE you use most and add `frequentide.md` to your kwl with notes about which features it does/not have based on what you learned in the in-class activity.
2. Compare at least 3 IDEs for working in a single language. Your comparison should be based on first hand experience using each of the IDEs. Complete the same task in each tool. Create `favoriteide.md` to define and justify your preferred IDE. Include a ranked list of your criteria(which attributes and features) with justification/explanation of your ranking of these criteria. Then describe how each of the three IDEs meets/does not meet those criteria, and a conclusion of which IDE is the best based on your criteria.

## 15.7. Questions After Today's Class

Will be gathered from your experience reports.

# 16. Programming Languages

Today we'll explore how programming languages are categorized. Along the way, this will expose what core, generic features of a programming language are.

The key takeaway that I want for your is to have intuition for how to choose a language for a project, not only your favorite, but what is the best for different types of projects.

### 💡 Tip

You should do *either* the `in groups` or the `on your own` sections below for the x.x.x. For the x.x sections do all of them.

### ❗ Important

Use the makeup workflow with an ISO formated date (YYYY-MM-DD).

## 16.1. Comparing languages you know

Tak a few minutes on your own to fill in the follwing table for two languages of your own. Replace the `<language>` with two languages that you are familiar with. Add two additional rows. You can do this by memory, or by looking up/discussing. If you look things up, be sure to use reputable sources and include links to them.

feature	<code>&lt;language&gt;</code>	<code>&lt;language&gt;&lt;/language&gt;</code>
use of whitespace	Text	Text
list/array types		
variable typing		
memory usage		

Share your table with some classmates and then discuss how they are similar and different.

Together, produce a list of questions for what other things you would want to know about how programming languages compare. All of you should include the collaboratively developed list in your experience report.

### 16.1.2. On your own

Post your table and a question about how you might compare programming languages on [GitHub](#). Reply to at least two peers offering either advice or asking additional questions.

## 16.2. Learn more

- What is the study of programming languages? [intro to PL](#)

### 16.2.1. In groups

Discuss the reading, in particular:

- what you found most interesting
- was anything new to you?
- what do you want to remember most or learn more about?

In your experience report make a few notes (all can be the same notes// one person could write and share) about if you all agreed or each had different key points from the reading.

### 16.2.2. On your own

After reading this and your classmates' posts, add notes on broader patterns below your table in your experience report.

## 16.3. PL in Developer Survey

Read Carefully the [developer survey](#)// [languages](#) section for 2022. (the 2023 survey has not occurred yet)

Do additional reading about the languages from their official references if needed to answer the following questions.

### 16.3.1. With classmates

Discuss the findings to answer the following questions. This discussion should be at least 10-15 minutes including looking up information about different languages. As a group, you may divide and conquer this research.

- what is surprising?
- what did you expect?
- what do the popular languages have in common?
- what do the dreaded languages have in common?

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(one  
share  
acco  
to the  
one a

- How to used languages differ from less commonly used languages? What features might be the cause for making a language popular?
- How have things changed since 2011?

Include (shared) notes from the discussion in your experience report. Reflect (individually) on a few key points (2-3 bullet points) from the discussion in your experience report for today. Include the names of your group mates that you discussed with.

### 16.3.2. On your own

Include answers to the following questions in your experience report for today.

- what is surprising?
- what did you expect?
- what do the popular languages have in common?
- what do the dreaded languages have in common?
- How are popular vs dreaded languages different? What features might be the cause for making a language dreaded?
- How to used languages differ from less commonly used languages? What features might be the cause for making a language popular?
- How have things changed since 2011?

## 16.4. Review today's class

1. For 2 languages from the loved vs dreaded list (one top 5; one bottom 5) read 2-3 posts about why people love/hate that language and summarize the key points on each side (meaning pros and cons for both loved and dreaded languages). Include links to all of the posts you read in a section titled `## Sources` in your markdown file. Make a bulleted list with some notes about the author's background and any limitations that might put on the scope of their opinions. (for example, a data scientist's opinion on languages is very valuable for data science, but less for app development) Add this to your kwl repo in `language_love_dread.md`.

## 16.5. Prepare for Next Class

1. See prep from 2023-03-23, no additional prep.

## 16.6. More Practice

1. Describe a type of project where it would be worth it for you to learn a language you have never used before in `newlanguage.md`. This should be based in what types of features for the language your project would require and/or what would contribute to the long term health of the project.
2. Try out/learn about one of the following languages that you have not used before, do something small that is typical of that language (eg a toy data analysis in R): [R](#), [Julia](#), [Clojure](#), [Stan](#), [Go](#). Try to use official documentation only to figure out a toy task to do. Answer the following questions in `languagelearning.md`:

1. What is this language designed for?
  1. What Programming paradigm(s) does it support?
  1. What language would make it easy to learn this language? Why?

[Skip to main content](#)

1. What is its most unique feature(s):  
1. Include your small code bit (with comments! )  
1. How was it trying to figure out this language

## 16.7. Experience Report Evidence

Answers to questions

## 16.8. Questions After Today's Class

## 17. How do I use a remote server more effectively?

### ! Important

Since I've been sick, this is not fully filled in yet. Use a previous semester's equivalent sessions as a reference for more detail for now. Create a PR that inserts an explanation of a few steps for a community badge.

Previous notes:

- sp22 server
- sp22 ssh keys
- f22 server

```
ls
```

```
example
github-in-class-brownsarahm-1
kwl
seawulf
test
testobj.md
tiny-book
```

```
ssh -l brownsarahm seawulf.uri.edu
```

```
brownsarahm@seawulf.uri.edu's password:
```

```
Last failed login: Thu Mar 30 12:53:35 EDT 2023 from pool-96-238-44-82.prvdri.fios.verizon.net on ssh:notty
There was 1 failed login attempt since the last successful login.
Last login: Thu Mar 30 11:54:40 2023 from pool-72-87-118-171.prvdri.fios.verizon.net
```

```
[brownsarahm@seawulf ~]$ pwd
```

```
/home/brownsarahm
```

```

bash-lesson.tar.gz SRR307024_2.fastq
bash-lesson.tar.gz.1 SRR307025_1.fastq
demo.sh SRR307025_2.fastq
dmel-all-r6.19.gtf SRR307026_1.fastq
dmel_unique_protein_isoforms_fb_2016_01.tsv SRR307026_2.fastq
gene_association.fb SRR307027_1.fastq
linecounts.txt SRR307027_2.fastq
my_job.sh SRR307028_1.fastq
results SRR307028_2.fastq
slurm-23950.out SRR307029_1.fastq
SRR307023_1.fastq SRR307029_2.fastq
SRR307023_2.fastq SRR307030_1.fastq
SRR307024_1.fastq SRR307030_2.fastq

```

```
[brownsarahm@seawulf ~]$ mkdir example
```

```
[brownsarahm@seawulf ~]$ cd example/
```

```
[brownsarahm@seawulf example]$ pwd
```

```
/home/brownsarahm/example
```

```
[brownsarahm@seawulf example]$ mkdir ex2
```

```
[brownsarahm@seawulf example]$ cd ex2/
```

```
[brownsarahm@seawulf ex2]$ pwd
```

```
/home/brownsarahm/example/ex2
```

```
[brownsarahm@seawulf ex2]$ cd
```

```
[brownsarahm@seawulf ~]$ ls -l
```

```

total 150704
-rw-r--r--. 1 brownsarahm spring2022-csc392 12534006 Apr 18 2021 bash-lesson.tar.gz
-rw-r--r--. 1 brownsarahm spring2022-csc392 12534006 Apr 18 2021 bash-lesson.tar.gz.1
-rwxr-xr-x. 1 brownsarahm spring2022-csc392 20 Oct 26 17:11 demo.sh
-rw-r--r--. 1 brownsarahm spring2022-csc392 77426528 Jan 16 2018 dmel-all-r6.19.gtf
-rw-r--r--. 1 brownsarahm spring2022-csc392 721242 Jan 25 2016 dmel_unique_protein_isoforms_fb_2016_01.tsv
drwxr-xr-x. 3 brownsarahm spring2022-csc392 24 Mar 30 12:59 example
-rw-r--r--. 1 brownsarahm spring2022-csc392 25056938 Jan 25 2016 gene_association.fb
-rw-r--r--. 1 brownsarahm spring2022-csc392 447 Mar 8 2022 linecounts.txt
-rw-r--r--. 1 brownsarahm spring2022-csc392 84 Mar 8 2022 my_job.sh
drwxr-xr-x. 2 brownsarahm spring2022-csc392 10 Mar 8 2022 results
-rw-r--r--. 1 brownsarahm spring2022-csc392 89 Mar 8 2022 slurm-23950.out
-rw-r--r--. 1 brownsarahm spring2022-csc392 1625262 Jan 25 2016 SRR307023_1.fastq

```

[Skip to main content](#)

```
.. . . . + brownsarahm spring2022_csc392 1023070 Jan 20 2016 SRR307024_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625376 Jan 25 2016 SRR307024_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625286 Jan 25 2016 SRR307025_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625286 Jan 25 2016 SRR307025_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625302 Jan 25 2016 SRR307026_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625302 Jan 25 2016 SRR307026_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625312 Jan 25 2016 SRR307027_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625312 Jan 25 2016 SRR307027_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625338 Jan 25 2016 SRR307028_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625338 Jan 25 2016 SRR307028_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625390 Jan 25 2016 SRR307029_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625390 Jan 25 2016 SRR307029_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625318 Jan 25 2016 SRR307030_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 1625318 Jan 25 2016 SRR307030_2.fastq
```

```
[brownsarahm@seawulf ~]$ ls -l --block-size=M
```

```
total 148M
-rw-r--r-- 1 brownsarahm spring2022_csc392 12M Apr 18 2021 bash-lesson.tar.gz
-rw-r--r-- 1 brownsarahm spring2022_csc392 12M Apr 18 2021 bash-lesson.tar.gz.1
-rwxr-xr-x 1 brownsarahm spring2022_csc392 1M Oct 26 17:11 demo.sh
-rw-r--r-- 1 brownsarahm spring2022_csc392 74M Jan 16 2018 dmel-all-r6.19.gtf
-rw-r--r-- 1 brownsarahm spring2022_csc392 1M Jan 25 2016 dmel_unique_protein_isoforms_fb_2016_01.tsv
drwxr-xr-x 3 brownsarahm spring2022_csc392 1M Mar 30 12:59 example
-rw-r--r-- 1 brownsarahm spring2022_csc392 24M Jan 25 2016 gene_association.fb
-rw-r--r-- 1 brownsarahm spring2022_csc392 1M Mar 8 2022 linecounts.txt
-rw-r--r-- 1 brownsarahm spring2022_csc392 1M Mar 8 2022 my_job.sh
drwxr-xr-x 2 brownsarahm spring2022_csc392 1M Mar 8 2022 results
-rw-r--r-- 1 brownsarahm spring2022_csc392 1M Mar 8 2022 slurm-23950.out
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307023_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307023_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307024_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307024_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307025_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307025_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307026_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307026_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307027_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307027_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307028_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307028_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307029_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307029_2.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307030_1.fastq
-rw-r--r-- 1 brownsarahm spring2022_csc392 2M Jan 25 2016 SRR307030_2.fastq
```

```
[brownsarahm@seawulf ~]$ exit
```

```
logout
```

```
Connection to seawulf.uri.edu closed.
```

## 17.1. Creating SSH Keys

```
ssh-keygen -f ~/seawulf -t rsa -b 1024
```

[Skip to main content](#)

```

Enter passphrase (empty for no passphrase):
Enter same passphrase again:
Your identification has been saved in /Users/brownsarahm/seawulf.
Your public key has been saved in /Users/brownsarahm/seawulf.pub.
The key fingerprint is:
SHA256:NG9gJGqWW4E2B5AI6Alb7+34JGYQ2QS7BpCM081WQfU brownsarahm@Sarahs-MBP
The key's randomart image is:
-----[RSA 1024]----+
|X=o+.o+o.|
|X.OB+ . |
|++o= . o E|
|.= B.+ . o|
| O...o S .|
| + +.... .|
| . +o. . |
| o.o. |
| .. |
-----[SHA256]-----+
```

```
ssh-copy-id -i ~/seawulf brownsarahm@seawulf.uri.edu
```

```
/usr/bin/ssh-copy-id: INFO: Source of key(s) to be installed: "/Users/brownsarahm/seawulf.pub"
/usr/bin/ssh-copy-id: INFO: attempting to log in with the new key(s), to filter out any that are already installed
/usr/bin/ssh-copy-id: INFO: 1 key(s) remain to be installed -- if you are prompted now it is to install the missing ones
brownsarahm@seawulf.uri.edu's password:
```

```
Number of key(s) added: 1
```

```
Now try logging into the machine, with: "ssh 'brownsarahm@seawulf.uri.edu'"
and check to make sure that only the key(s) you wanted were added.
```

## 17.2. Logging in

```
ssh brownsarahm@seawulf.uri.edu
```

```
brownsarahm@seawulf.uri.edu's password:
Last login: Thu Mar 30 13:18:24 2023 from pool-72-87-118-171.prvdri.fios.verizon.net
```

```
[brownsarahm@seawulf ~]$ pwd
```

```
/home/brownsarahm
```

```
[brownsarahm@seawulf ~]$ lshw
```

```
WARNING: you should run this program as super-user.
seawulf.uri.edu
 description: Computer
 width: 64 bits
 capabilities: smp vsyscall32
*-core
 description: Motherboard
 physical id: 0
```

[Skip to main content](#)

```
physical id: 0
size: 32GiB
*-cpu:0
 product: Intel(R) Xeon(R) CPU E5-2650 v4 @ 2.20GHz
 vendor: Intel Corp.
 vendor_id: GenuineIntel
 physical id: 1
 bus info: cpu@0
 version: 6.79.1
 size: 1200MHz
 capacity: 2900MHz
 width: 64 bits
 capabilities: fpu fpu_exception wp vme de pse tsc msr pae mce cx8 apic sep mtrr pge mca cmov pat ps
```

Truncated output

```
[brownsarahm@seawulf ~]$ interactive
```

```
salloc: Granted job allocation 26471
salloc: Waiting for resource configuration
salloc: Nodes n005 are ready for job
```

```
[brownsarahm@n005 ~]$ ls
bash-lesson.tar.gz
bash-lesson.tar.gz.1
demo.sh
dmel-all-r6.19.gtf
dmel_unique_protein_isoforms_fb_2016_01.tsv
example
gene_association.fb
linecounts.txt
my_job.sh
results
slurm-23950.out
SRR307023_1.fastq
SRR307023_2.fastq
SRR307024_1.fastq
SRR307024_2.fastq
SRR307025_1.fastq
SRR307025_2.fastq
SRR307026_1.fastq
SRR307026_2.fastq
SRR307027_1.fastq
SRR307027_2.fastq
SRR307028_1.fastq
SRR307028_2.fastq
SRR307029_1.fastq
SRR307029_2.fastq
SRR307030_1.fastq
SRR307030_2.fastq
```

```
[brownsarahm@n005 ~]$ cat demo.sh
```

```
echo 'script works'
```

```
[brownsarahm@n005 ~]$./demo.sh
```

```
script works
```

```
[brownsarahm@n005 ~]$ ls my_job.sh
```

```
my_job.sh
```

```
[brownsarahm@n005 ~]$ cat my_job.sh
```

[Skip to main content](#)

```
#SBATCH -t 1:00:00
#SBATCH --nodes=1 --ntasks-per-node=1
./single_job
```

```
[brownsarahm@n005 ~]$ exit
```

```
logout
```

```
salloc: Relinquishing job allocation 26471
```

```
[brownsarahm@seawulf ~]$ interactive -t 0:03:00
```

```
usage: interactive [-c] [-p] [-J] [-w]
```

```
Optional arguments:
```

- c: number of CPU cores to request (default: 1)
- p: partition to run job **in** (default: general)
- J: job name (default: interactive)
- w: node name

```
NB: interactive jobs have a time limit of 8 hours.
```

```
Written by: Alan Orth <a.orth@cgiar.org>
```

```
[brownsarahm@seawulf ~]$ interactive -c 4
```

```
salloc: Granted job allocation 26490
salloc: Waiting for resource configuration
salloc: Nodes n005 are ready for job
```

```
[brownsarahm@n005 ~]$ exit
```

```
logout
```

```
salloc: Relinquishing job allocation 26490
```

```
[brownsarahm@seawulf ~]$ interactive
```

```
salloc: Granted job allocation 26499
salloc: Waiting for resource configuration
salloc: Nodes n005 are ready for job
```

```
[brownsarahm@n005 ~]$ python3
```

```
type help , copyright , credits or license for more information.
>>> 4+3
7
>>> exit
Use exit() or Ctrl-D (i.e. EOF) to exit
>>> exit()
...)
```

```
[brownsarahm@n005 ~]$ exit
```

```
logout
salloc: Relinquishing job allocation 26499
```

```
[brownsarahm@seawulf ~]$ exit
```

```
logout
Connection to seawulf.uri.edu closed.
```

### ! Important

No badges today

## 17.3. Experience Report Evidence

Create ssh keys

## 17.4. Questions After Today's Class

### 🔔 Post via PR

Submit a PR to the course website with your question as a level 3 heading for one community badge and with an attempted answer (I'll check it before merging it) for two community badges

## 18. What Happens when we build code?

### ! Important

Since I've been sick, this is not fully filled in yet. Use a previous semester's equivalent sessions as a reference for more detail for now. Create a PR that inserts an explanation of a few steps for a community badge.

- f22 build

## 18.1. Using SSH Keys

[Skip to main content](#)

```
ssh -i ~/seawulf brownsarahm@seawulf.uri.edu
```

```
Last login: Tue Apr 4 11:53:06 2023 from 172.20.207.131
```

For today, we will use an interactive session

```
[brownsarahm@seawulf ~]$ interactive
```

```
salloc: Granted job allocation 26525
salloc: Waiting for resource configuration
salloc: Nodes n005 are ready for job
```

We will make an empty directory to work in for today.

```
[brownsarahm@n005 ~]$ mkdir compilec
[brownsarahm@n005 ~]$ cd compilec/
[brownsarahm@n005 compilec]$ ls
```

## 18.2. A simple program

```
[brownsarahm@n005 compilec]$ nano hello.c
```

```
#include <stdio.h>
void main () {
 printf("Hello world\n");
}
```

We will see this is the only file in the folder

```
[brownsarahm@n005 compilec]$ ls
```

```
hello.c
```

```
[brownsarahm@n005 compilec]$ gcc -E hello.c -o hello.i
```

```
[brownsarahm@n005 compilec]$ ls
```

```
hello.c hello.i
```

```
[brownsarahm@n005 compilec]$ cat hello.i | head
```

[Skip to main content](#)

```
1 "hello.c"
1 "<built-in>"
1 "<command-line>"
1 "/usr/include/stdc-predef.h" 1 3 4
1 "<command-line>" 2
1 "hello.c"
1 "/usr/include/stdio.h" 1 3 4
27 "/usr/include/stdio.h" 3 4
1 "/usr/include/features.h" 1 3 4
375 "/usr/include/features.h" 3 4
```

```
[brownsarahm@n005 compilec]$ cat hello.c
```

```
#include <stdio.h>
void main () {

 printf("Hello world\n");
}
```

```
[brownsarahm@n005 compilec]$ cat hello.i | tail
```

```
extern void funlockfile (FILE *__stream) __attribute__ ((__nothrow__ , __leaf__));
943 "/usr/include/stdio.h" 3 4

2 "hello.c" 2
void main () {

 printf("Hello world\n");
}
```

```
[brownsarahm@n005 compilec]$ cat hello.i | wc -l
```

842

```
[brownsarahm@n005 compilec]$ cat hello.c | wc -l
```

6

```
[brownsarahm@n005 compilec]$ gcc -S hello.i
```

```
[brownsarahm@n005 compilec]$ ls
```

hello.c hello.i hello.s

```
[brownsarahm@n005 compilec]$ cat hello.s
```

[Skip to main content](#)

```

.....
.section .rodata
.LC0:
.string "Hello world"
.text
.globl main
.type main, @function
main:
.LFB0:
.cfi_startproc
pushq %rbp
.cfi_def_cfa_offset 16
.cfi_offset 6, -16
movq %rsp, %rbp
.cfi_def_cfa_register 6
movl $.LC0, %edi
call puts
popq %rbp
.cfi_def_cfa 7, 8
ret
.cfi_endproc
.LFE0:
.size main, .-main
.ident "GCC: (GNU) 4.8.5 20150623 (Red Hat 4.8.5-44)"
.section .note.GNU-stack,"",@progbits

```

[brownsarahm@n005 compilec]\$ cat hello.c

```

#include <stdio.h>
void main () {
 printf("Hello world\n");
}

```

[brownsarahm@n005 compilec]\$ gcc -c hello.s -o hello.o

[brownsarahm@n005 compilec]\$ ls

```

hello.c hello.i hello.o hello.s

```

[brownsarahm@n005 compilec]\$ cat hello.o

```

ELF>?@@
UH??]?Hello worldGCC: (GNU) 4.8.5 20150623 (Red Hat 4.8.5-44)zRx
K A?C
?? hello.cmaininputs

????????? .syntab.strtab.shstrtab.rela.text.data.bss.rodata.comment.note.GNU-stack.rela.eh_frame @?0
&PP1P
 90\..B?W?R@
?
?0a[brownsarahm@n005 compilec]$

```

[brownsarahm@n005 compilec]\$ gcc -o hello hello.o -lm

[Skip to main content](#)

```
[brownsarahm@n005 compilec]$ ls
```

```
hello hello.c hello.i hello.o hello.s
```

```
[brownsarahm@n005 compilec]$./hello
```

```
Hello world
```

```
[brownsarahm@n005 compilec]$ ls -la
```

```
total 48
drwxr-xr-x 2 brownsarahm spring2022-csc392 98 Apr 4 13:29 .
drwxr----- 7 brownsarahm spring2022-csc392 4096 Apr 4 13:01 ..
-rwxr-xr-x 1 brownsarahm spring2022-csc392 8360 Apr 4 13:29 hello
-rw-r--r-- 1 brownsarahm spring2022-csc392 64 Apr 4 13:03 hello.c
-rw-r--r-- 1 brownsarahm spring2022-csc392 16865 Apr 4 13:07 hello.i
-rw-r--r-- 1 brownsarahm spring2022-csc392 1496 Apr 4 13:24 hello.o
-rw-r--r-- 1 brownsarahm spring2022-csc392 433 Apr 4 13:14 hello.s
```

```
[brownsarahm@n005 compilec]$ ls
```

```
hello hello.c hello.i hello.o hello.s
```

```
[brownsarahm@n005 compilec]$ rm hello.i hello.s hello.o hello
```

```
[brownsarahm@n005 compilec]$ ls
```

```
hello.c
```

```
[brownsarahm@n005 compilec]$ gcc --help
```

```
Usage: gcc [options] file...
Options:
 -pass-exit-codes Exit with highest error code from a phase
 -help Display this information
 --target-help Display target specific command line options
 --help={common|optimizers|params|target|warnings|[{}]{joined|separate|undocumented}}[,...]
 Display specific types of command line options
 (Use '-v --help' to display command line options of sub-processes)
 -version Display compiler version information
 -dumpspecs Display all of the built in spec strings
 -dumpversion Display the version of the compiler
 -dumpmachine Display the compiler's target processor
 -print-search-dirs Display the directories in the compiler's search path
 -print-libgcc-file-name Display the name of the compiler's companion library
 -print-file-name=<lib> Display the full path to library <lib>
 -print-prog-name=<prog> Display the full path to compiler component <prog>
 -print-multiarch Display the target's normalized GNU triplet, used as
 a component in the library path
```

[Skip to main content](#)

```

print multi-110 display the mapping between command line options and
 multiple library search directories
-print-multi-os-directory Display the relative path to OS libraries
-print-sysroot Display the target libraries directory
-print-sysroot-headers-suffix Display the sysroot suffix used to find headers
-Wa,<options> Pass comma-separated <options> on to the assembler
-Wp,<options> Pass comma-separated <options> on to the preprocessor
-Wl,<options> Pass comma-separated <options> on to the linker
-Xassembler <arg> Pass <arg> on to the assembler
-Xpreprocessor <arg> Pass <arg> on to the preprocessor
-Xlinker <arg> Pass <arg> on to the linker
-save-temp Do not delete intermediate files
-save-temp=<arg> Do not delete intermediate files
-no-canonical-prefixes Do not canonicalize paths when building relative
 prefixes to other gcc components
-pipe Use pipes rather than intermediate files
-time Time the execution of each subprocess
-specs=<file> Override built-in specs with the contents of <file>
-std=<standard> Assume that the input sources are for <standard>
--sysroot=<directory> Use <directory> as the root directory for headers
 and libraries
-B <directory> Add <directory> to the compiler's search paths
-v Display the programs invoked by the compiler
-### Like -v but options quoted and commands not executed
-E Preprocess only; do not compile, assemble or link
-S Compile only; do not assemble or link
-c Compile and assemble, but do not link
-o <file> Place the output into <file>
-pie Create a position independent executable
-shared Create a shared library
-x <language> Specify the language of the following input files
 Permissible languages include: c c++ assembler none
 'none' means revert to the default behavior of
 guessing the language based on the file's extension

```

Options starting **with** **-g**, **-f**, **-m**, **-O**, **-W**, **or** **--param** are automatically passed on to the various sub-processes invoked by gcc. In order to **pass** other options on to these processes the **-W<letter>** options must be used.

For bug reporting instructions, please see:  
<http://bugzilla.redhat.com/bugzilla>.

```
[brownsarahm@n005 compilec]$ gcc -Wall -g -o hello hello.c -lm
```

```
hello.c:2:6: warning: return type of 'main' is not 'int' [-Wmain]
void main () {
^
```

```
[brownsarahm@n005 compilec]$ ls
```

```
hello hello.c
```

## 18.3. Working with Multiple Files

```
[brownsarahm@n005 compilec]$ nano main.c
```

```
[brownsarahm@n005 compilec]$ nano help.c
```

```

/* Used to illustrate separate compilation.
Created: Joe Zachary, October 22, 1992
Modified:
*/
#include <stdio.h>

void main () {
 int n;
 printf("Please enter a small positive integer: ");
 scanf("%d", &n);
 printf("The sum of the first n integers is %d\n", sum(n));
 printf("The product of the first n integers is %d\n", product(n));
}

```

and `help.c`

```

/* Used to illustrate separate compilation

Created: Joe Zachary, October 22, 1992
Modified:

*/
/* Requires that "n" be positive. Returns the sum of the
 first "n" integers. */

int sum (int n) {
 int i;
 int total = 0;
 for (i = 1; i <= n; i++)
 total += i;
 return(total);
}

/* Requires that "n" be positive. Returns the product of the
 first "n" integers. */

int product (int n) {
 int i;
 int total = 1;
 for (i = 1; i <= n; i++)
 total *= i;
 return(total);
}

```

```
[brownsarahm@n005 compilec]$ gcc -Wall -g -c main.c
```

```

main.c:14:6: warning: return type of 'main' is not 'int' [-Wmain]
 void main () {
 ^
main.c: In function 'main':
main.c:18:2: warning: implicit declaration of function 'sum' [-Wimplicit-function-declaration]
 printf("The sum of the first n integers is %d\n", sum(n));
 ^
main.c:19:2: warning: implicit declaration of function 'product' [-Wimplicit-function-declaration]
 printf("The product of the first n integers is %d\n", product(n));
 ^

```

```
[brownsarahm@n005 compilec]$ nano main.c
```

```
/* Used to illustrate separate compilation.
Created: Joe Zachary, October 22, 1992
Modified:
*/

#include <stdio.h>
int sum(int n);
int product(int n);

void main () {
 int n;
 printf("Please enter a small positive integer: ");
 scanf("%d", &n);
 printf("The sum of the first n integers is %d\n", sum(n));
 printf("The product of the first n integers is %d\n", product(n));
}
```

```
[brownsarahm@n005 compilec]$ gcc -Wall -g -c main.c
```

```
main.c:15:6: warning: return type of 'main' is not 'int' [-Wmain]
void main () {
 ^
```

```
[brownsarahm@n005 compilec]$ gcc -Wall -g -c help.c
```

```
[brownsarahm@n005 compilec]$ ls
```

```
hello hello.c help.c help.o main.c main.o
```

```
[brownsarahm@n005 compilec]$ gcc -o demo main.o help.o -lm
```

```
[brownsarahm@n005 compilec]$ ls
```

```
demo hello hello.c help.c help.o main.c main.o
```

```
[brownsarahm@n005 compilec]$./demo
```

```
Please enter a small positive integer: 3
The sum of the first n integers is 6
The product of the first n integers is 6
```

```
[brownsarahm@n005 compilec]$./demo 6
```

```
Please enter a small positive integer: 6
The sum of the first n integers is 21
```

[Skip to main content](#)

```
[brownsarahm@n005 compilec]$ exit
```

```
logout
srun: error: n005: task 0: Exited with exit code 43
salloc: Relinquishing job allocation 26525
```

```
[brownsarahm@seawulf ~]$ exit
```

```
logout
Connection to seawulf.uri.edu closed.
```

#### ! Important

To make up for missing the badges on Thursday last week, today's badges are integrative-3. Each will count as 3.

## 18.4. Review today's class

*note: this is integrative3*

1. Update your KWL Chart based on what you have learned.
2. Contribute to your group repo and review a team mate's PR.
3. Install `gcc` locally and practice using it. Repeat steps we did in class on your computer and then change the order of parameters; try skipping steps to produce errors, etc. Export the list of variations you tried and summarize what you learned as a list of tips and reminders on what the parameters do/why/when you would need them (or not) in `gcctips.md`. (to reinforce what we learned)
4. Create some variations of the `hello.c` we made in class. Make `hello2.c` print twice with 2 print commands. Make `hello5.c` print 5 times with a for loop and `hello7.c` print 7 times with a for loop. Build them all on the command line and make sure they run correctly.
5. Write a bash script, `assembly.sh` to compile each program to assembly and print the number of lines in each file.
6. Put the output of your script in `hello_assembly_compare.md`. Add to the file some notes on how they are similar or different based on your own reading of them.
7. Read about `sbatch`. Answer the following in `hpc.md` of your KWL repo: (to think about how the design of the system we used in class impacts programming and connect it to other ideas taught in CS)

1. What kinds of things would your code need to do if you were going to run it on an HPC system?
2. What Sbatch options seem the most helpful?
3. How might you go about setting the time limits for a script? How could you estimate how long it will take?

## 18.5. Prepare for Next Class

1. install this hardware simulator

with? Which have you seen in programming? math?

## 18.6. More Practice

*note: this is integrative3*

1. Update more rows on your KWL Chart based on what we did today.
2. Contribute to your group repo and review a team mate's PR
3. Install `gcc` locally and practice using it. Repeat steps we did in class on your computer and then change the order of parameters; try skipping steps to produce errors, etc. Export the list of variations you tried and summarize what you learned as a list of tips and reminders on what the parameters do/why/when you would need them (or not) in {index} `gcctips.md`. (to reinforce what we learned)
4. Write two short programs that do the same thing in different ways and compile them both to assembly (eg using a for vs while loop to sum numbers up to a number). Check the assembly to see if they produce the same thing or if it's different. Save your code (in code blocks) and notes about your findings in `assemblycompare.md`
5. On Seawulf, modify `main.c` from class to accept the integer as a command line argument instead of via input while running the program. See this tutorial for an example.
6. Write a bash script that runs your compiled program for each integer from 10 to 30 (syntax for a range is `{start..end}` so this would be `{10..30}`)
7. Create an sbatch script to run your script on a compute node and save the output to a file. The sbatch script should compile and link the program and then call the script. see the options
8. use `scp` to download your modified main, script files, and output to your local computer and include them in your kwl repo.
9. Answer the following in `hpc.md` of your KWL repo: (to think about how the design of the system we used in class impacts programming and connect it to other ideas taught in CS)

1. What kinds of things would your code need to do if you were going to run it on an HPC system?
  2. What Sbatch options seem the most helpful?
  3. How might you go about setting the time limits for a script? How could you estimate how long it will take?

## 18.7. Experience Report Evidence

use `scp` (see badge for instructions) and download the files created in class.

## 18.8. Questions After Today's Class

### Post via PR

Submit a PR to the course website with your question as a level 3 heading for one community badge and with an attempted answer (I'll check it before merging it) for two community badges

## 19. Hardware Simulator

```
example seawulf
github-in-class-brownsarahm-1 test
kwl testobj.md
nand2tetris tiny-book
```

```
cd nand2tetris/
```

```
ls
```

```
projects tools
```

```
cd tools
```

```
ls
```

```
Assembler.bat JackCompiler.bat VMEmulator.sh
Assembler.sh JackCompiler.sh bin
CPUEmulator.bat OS builtInChips
CPUEmulator.sh TextComparer.bat builtInVMCode
HardwareSimulator.bat TextComparer.sh
HardwareSimulator.sh VMEmulator.bat
```

and then

```
bash CPUEmulator.sh
```

### ! Important

On windows you need to use the .bat file

On Windows: Double click on the CPUEmulator.bat file

We're going to use the test cases from the book's project 5:

1. Load Program
2. Navigate to nand2tetris/projects/05

We're not going to *do* project 5, which is to build a CPU, but instead to use the test.

For more on how the emulator works see the [CPU Emulator Tutorial](#).

For much more detail about how this all works chapter 4 of the related text book has description of the machine code and assembly language.

We'll use `add.hack` first.

This program adds constants, 2+3.

It is a program, assembly code that we are loading to the simulator's ROM, which is memory that gets read only by the CPU.

Run the simulator and watch what each line of the program does.

Notice the following:

- to compute with a constant, that number only exists in ROM in the instructions
- to write a value to memory the address register first has to be pointed to what where in the memory the value will go, then the value can be sent there

The simulator has a few key parts:

- address register
- program counter

If you prefer to read, see section 5.2.1- 5.2.6 of nan2tetris book

- This program the first instruction puts 2 in the address register from the instructions in ROM.
- Then it moves the 2 through the ALU to the data register (D)
- then it puts 3 on the address register
- then it adds the numbers at D and A
- then it puts 0 on the address register
- then it write the output from the ALU (D) to memory (at the location indicated by the A register)

#### Explore Badge Idea

Create some experiments in the simulator and write new programs. Here are some ideas, but you can try anything you are curious about.

- What line do you change to change where it outputs the data?
- How could you add a third number?
- How could you add two pairs, saving the intermediate numbers?
- How could you do  $(4+4)*(3+2)$ ?

## 19.2. Machine Representation

python

## 19.3. Prelude: REPL

One way we can use many interpreted languages, including Python is to treat the interpreter like an application and then interact with it in the terminal.

[Skip to main content](#)

We can execute simple expressions like mathematical expressions:

```
Python 3.8.3 (default, Jul 2 2020, 11:26:31)
[Clang 10.0.0] :: Anaconda, Inc. on darwin
Type "help", "copyright", "credits" or "license" for more information.
>>> 2+3
```

and it will print the result

```
5
```

We can create variables

```
>>> name = 'sarah'
```

but assignment does not return anything, so nothing is printed.

We can see the value of a variable, by typing its name

```
>>> name
```

```
'sarah'
```

## 19.4. Characters to Integers

Python provides a builtin function `ord` to find the Unicode key for that character.

```
>>> ord('s')
115
>>> [ord(char) for char in name]
[115, 97, 114, 97, 104]
```

Note that it's important to try multiple things if you aren't sure the format you are getting back or to check the official documents, as Denno found by testing this with his name in lowercase.

```
>>> name ='denno'
>>> [ord(char) for char in name]
[100, 101, 110, 110, 111]
```

Coincidentally, the letters in his name all fall into the hundreds and only require 0 and 1 in decimal, so it looks like they could be 3 bit binary numbers.

## 19.5. Why is the object file not human readable?

The object file displays as random weird characters because it is written to disk in a different format than our terminal reads it in. It

Tip

This  
comp  
loop  
REPL

[Skip to main content](#)

Today, we will see how characters are represented as integers, then binary, and read and write files in binary of strings we know to see how it what happens and mimic something like how that object file happened by writing as binary and then reading it as characters.

Python also allows us to change content into a byte array:

We can also apply this to a whole string worth of integers

```
>>> name_ints = [ord(char) for char in name]
>>> name_ints
[115, 97, 114, 97, 104]
```

We can then write this to a file, by getting the actual bytes of each item. First, we will save our list in a variable.

We will use the Python `with` keyword to open the file so that we do not need to separately open and close the file. In the `open` function, the first parameter is the file name and the second is the mode. In this case, we want to write ('w') in binary ('b'). `f` is the filestream.

```
>>> with open('name.txt', 'wb') as f:
... f.write(bytes(bytearray(name_ints)))
...
...
...
...
...
...
...
KeyboardInterrupt
```

I forgot the final closing `)` but did not see my own error, so I used `crt+c` to quit and get a fresh start.

```
>>> with open('name.txt', 'wb') as f:
... f.write(bytes(bytearray(name_ints)))
...
```

it returns 5 in this case, because it wrote out 5 bytes, one per character.

5

```
>>> name_ints = [ord(char) for char in 'asldfkaslfjs']
>>> with open('name.txt', 'wb') as f:
... f.write(bytes(bytearray(name_ints)))
...
```

with more characters, more bytes

12

```
<>> with open('name.txt', 'w') as f:
... f.write(bytes(bytarray(name_ints)))
...
```

5

```
>>> exit()
```

If we exit python we can look at the file and see how it is interpreted.

Remember we wrote, as binary, the numbers, 115, 97, 114, 97, 104 to the file

```
cat name.txt
```

but it is interpreted as the string by the terminal.

sarah

```
Back in python
```

python

```
Back in Python, we can read the file as binary or as regular, first reading it as a string, we get the character
``Python
Python 3.8.3 (default, Jul 2 2020, 11:26:31)
[Clang 10.0.0] :: Anaconda, Inc. on darwin
Type "help", "copyright", "credits" or "license" for more information.
>>> with open('name.txt','r') as f:
... print(f.read())
...
```

sarah

```
>>> with open('name.txt','r') as f:
... name_in = f.read()
...
>>> type(name_in)
<class 'str'>
```

by checking the type we can confirm by default it reads the bytes in and finds a string.

We can use rb as the mode to read it as binary

```
>>> with open('name.txt','rb') as f:
... name_in_bin = f.read()
```

[Skip to main content](#)

```
>>> type(name_in_bin)
<class 'bytes'>
```

This is binary, but the python interpreter also *prints* it as a string, the **b** indicates the object is actually binary type.

## 19.6. Bit level Operations

We can operate on integers bit by bit.

If we shift 3 one to the right we transform from **11** to **1**, we can use the **>>** operator to do this.

```
>>> 3 >> 1
```

```
1
```

We can shift it the other way too: **11** to **110** so we get from 3 to 6

```
>>> 3<< 1
```

```
6
```

We can also use logical operators

```
>>> 1 & 0
```

```
0
```

```
>>> 7 & 15
```

```
7
```

But these do not work for non integer values. We will look at how these work next class and see why.

```
>>> 3.4 & 4.5
```

```
Traceback (most recent call last):
 File "<stdin>", line 1, in <module>
TypeError: unsupported operand type(s) for &: 'float' and 'float'
```

This is exclusive or, or xor, where it is only a 1 if exactly one bit of the inputs is a one. For the same number it will always be a zero

0

### 🔔 inplace swap

you can use xor to inplace swap two values, instead of using a temp variable

The  does or

```
>>> 3 | 1
```

3

```
>>> 3|6
```

7

The  does negate.

```
>>> ~4
```

```
-5
>>> exit()
```

## 19.7. Review today's class

1. Add [bitwise.md](#) to your kwl and write the bitwise operations required for the following transformations:

```
4 -> 128
12493 -> -12494
127 -> 15
7 -> 56
4 -> -5
```

shifts

1. For the following figure out the bitwise operator:

```
45 (_) 37 = 37
45 (_) 37 = 45
3 (_) 5 = 7
6 (_) 8 = 0
10 (_) 5 = 15
```

and/or

1. Create [readingbytes.md](#) and answer the following:

```
1. if a file had the following binary contents, what would it display in the terminal? Describe how you can do this.
1. What is the contents of the `sample.bn` if `cat sample.bn` is: `¢¶"*
```

2. Read about integer overflow and in [overflow.md](#) describe what it is, use an example assuming an 8 bit system.

## 19.8. Prepare for Next Class

1. In [fractionalbinary.md](#) use 8 bits to represent the following numbers by using 4 bits as usual (8,2,4,1) and the other 4 bits are 1/2, 1/4, 1/8, 1/16th:

- 3.75
- 7.5
- 11.625
- 5.1875

1. Add to your file some notes about the limitations of representing non integer values this way. How much would using more bits help with, what limitations are not resolved by adding more bits.

## 19.9. More Practice

1. Add [bitwise.md](#) to your kwl and write the bitwise operations required for the following transformations:

```
4 -> 128
12493 -> -12494
127 -> 15
7 -> 56
4 -> -5
```

2. For the following figure out the bitwise operator:

```
45 (_) 37 = 37
45 (_) 37 = 45
3 (_) 5 = 7
6 (_) 8 = 0
10 (_) 5 = 15
```

3. Create [readingbytes.md](#) and answer the following:

```
- if a file had the following binary contents, what would it display in the terminal? Describe how you can do this.
- What is the contents of the `sample.bn` if the result of `cat sample.bn` is: `¢¶"*
```

4. Read about integer overflow and describe what it is, use an example assuming an 8 bit system, and how integer overflow is handled in Python, C, Javascript, and one other language of your choice in [overflow\\_languages.md](#)
5. Contribute a new, not previously posted, use of bitwise operators to [the discussion](#)

none today.

## 19.11. Questions After Today's Class

# 20. How do I represent non integer quantities?

- floating point
- IEEE double format

## 20.1. What about a fixed point?

Let's experiment with an 8 bit representation with 1 bit for sign and then the next 4 used for the part of the number greater than 0 and the last 3 for the fractional part.

so then the number:

```
01000001
```

would be

```
0-1000-001
```

positive, 8.1

in this then we can represent the numbers 0-8 for the right hand side and 0-15 on the left hand side so we get

```
import itertools
num_list = [str(n+f) for n,f in itertools.product(range(16),[i/10 for i in range(10)])]
', '.join(num_list) + ', '.join(['-' + n for n in num_list])
```

```
len(num_list)*2
```

This is far fewer different values than we could represent with 1 bit for sign and 7 bits to represent integers

```
(2**7)**2
```

Another way we could represent numbers with a fixed point, is to use base two fractions:  $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$  etc.

In this fixed point we would have, for example: `0101.1010` would be \$

$$0 * 2^3 + 1 * 2^2 + 0 * 2^1 + 1 * 2^0 + 1 * \frac{1}{2^1} + 0 * \frac{1}{2^2} + 1 * \frac{1}{2^3} + 0 * \frac{1}{2^4} = 4 + 1 + \frac{1}{2} + \frac{1}{8} = 5 + \frac{5}{8} = 5.625$$

In this case we still have a small range of numbers, but it's a different set of possible numbers.

We can write numbers in many different forms. We have written integers through many different bases so far.

For example in scientific contexts, we often write numbers (in base 10) like:

$$3.45 \times 10^2 = 345$$

We can use a similar form to represent numbers in binary. Using base 2 instead of base 10.

## 20.3. Floating point numbers are not all exact

Let's look at an example, we add `.1` together 3 times, and we get the expected result.

```
.1 + .1 + .1
```

However, if we check what it's equal to, it does not equal .3

```
.1 + .1 + .1 == .3
```

This is because the floating point representation is an *approximation* and there are multiple full numbers that are close to any given number that cannot be expressed exactly. However, the display truncates since usually we want only a few significant digits. Even rounding does not make it work.

```
round(.1,1) + round(.1,1) + round(.1,1) == round(.3,1)
```

```
round(.1 + .1+ .1 ,1)
```

```
.1
```

```
num = .1
```

```
num
```

## 20.4. Floating point IEEE standard

Now, let's see how these numbers are actually represented.

**IEEE Floating Point** is what basically everyone uses, but it is technically a choice hardware manufacturers can technically make.

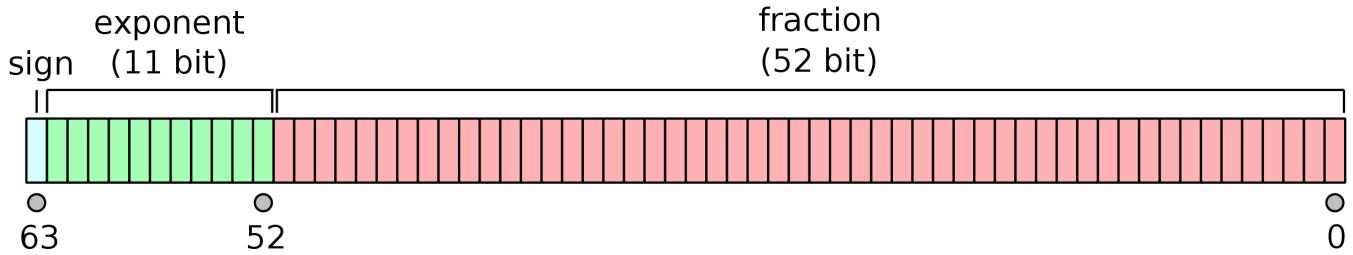
- Initially in 1985
- Revised in 2008 after 7 year process that expanded
- revised in 2019 after 4 year process that mostly clarified

Next revision is projected to 2028.

this is a double precision float or binary64 inthe current standard.

it was called double in the original, officially, so it is commonly called that.

In this case we will 1 bit for sign, 11 for exponent and 52 for the fraction part



#### 20.4.1. How do we read a number like this?

if the sign bit is  $s$  and the number represented by the exponent bits is  $e$  and the 52 bits are number from right most is 0 and the last one is 52.

$$(-1)s + \left(1 + \sum_{i=1}^{52} b_{52-i} 2^{-i}\right) \times 2^{e-1023}$$

Note that this is  $2^{-1}$  so we are working with *fractions* instead of integers in the sum.

So if we had:

it would represent:

$$\begin{aligned} & \left[ (-1)^0 + (1+0) \cdot 2^{-0} + 0 \cdot 2^{-1} + \dots + 0 \cdot 2^{-51} + 0 \cdot 2^{-52} \right] \times 2^{1023-1023} = 0 + (1+0) \\ & \quad \times 2^0 = 1 \times 1 = 1.0 \end{aligned}$$

or

it would represent: \$

$$\backslash(-1)^{*}0+\backslashleft(1+0\backslashcdots 2^{*-0}+1\backslashcdots 2^{*-1}+\backslashdots+0\backslashcdots 2^{*-51}+0\backslashcdots 2^{*-52}\backslashtimes 2^{1023-1023}=0+(1+\frac{1}{2})$$

1

0b01111111111

```
float: box(1 5)
```

0b0111111000-1023

## 20.4.2. How do we get numbers into this form?

Now, let's return to our example of .1.

First we take the sign of the number for the sign bit, but then to get the exponent and fraction, we have more work to do.

Let's take the equation we had from the standard:

$$\left(1 + \sum_{i=1}^{52} b_{52-i} 2^{-i}\right) \times 2^{e-1023}$$

If we think about the fraction and how we add fractions, by reaching a common denominator. Since they're all powers of two, we can use the last one.

$$\left(1 + \sum_{i=1}^{52} b_{52-i} 2^{-i}\right) \times 2^{e-1023}$$

$$\left(1 + \frac{b_{52}}{2^1} + \frac{b_{51}}{2^2} + \dots + \frac{b_1}{2^{51}} + \frac{b_0}{2^{52}}\right) \times 2^{e-1023}$$

Now with a common denominator:

$$\left(\frac{2^{52}}{2^{52}} + \frac{2^{51}b_{52}}{2^{52}} + \frac{2^{50}b_{51}}{2^{52}} + \dots + \frac{2^1b_1}{2^{52}} + \frac{2^0b_0}{2^{52}}\right) \times 2^{e-1023}$$

So then this becomes a binary number with 53 bits (the 52 + 1) and a denominator of  $2^{52}$ , let's call that number J.

$$\frac{J}{2^{52}} \times 2^{e-1023}$$

we can then combine the powers of 2.

$$\frac{J}{2^{52-e+1023}}$$

So in order to return to our .1 that we want to represent, we can represent it as a fraction and then estimate it in the form above.

$$\frac{1}{10} = \frac{J}{2^N}$$

$$J = 2^N / 10$$

Since we want to use exactly 53 bits to represent J, we want  $\frac{2^N}{10}$  to be greater than or equal to  $2^{52}$  and less than  $2^{53}$

[Skip to main content](#)

$$2^{52} \leq \frac{2^N}{10} < 2^{53}$$

Since  $10 = 8 + 2 = 2^3 + 2^1$  then  $2^3 < 10 < 2^4$  We can say that  $\frac{2^N}{2^4} < \frac{2^N}{10} < \frac{2^N}{2^3}$

$$2^{N-4} < \frac{2^N}{10} < 2^{N-3}$$

so if we want:

$$2^{52} \leq \frac{2^N}{10} < 2^{53}$$

then best  $N$  is 56, but we can check it.

```
2**52 <= 2**56 //10 < 2**53
```

Now we can get the number we will use for  $J$ . We want to get as close to .1 with our fraction as possible, so

```
q, r = divmod(2**56, 10)
```

Then we check the remainder to decide if we should round up by 1 or not.

```
r
```

$6 > 5 = \frac{10}{2}$  so we round up

```
q+1
```

then we can check the length in bits of that number

```
len(bin(q+1))-2
```

```
bin(q+1)
```

We need  $52 - e + 1023 = 56$  so

```
52-56+1023
```

Python doesn't provide a binary representation of floats, but it does provide a hex representation.

```
float.hex(.1)
```

If we take the binary above, it matched this for the part before the p. `0b1 1001 1001 1001 1001 1001 1001 1001 1001 1001 1001 1001 1001 1001 1001 1001 1001 1010`

[Skip to main content](#)

```
(q+1)/2**56 == .1
```

this confirms that the approximation we found is the same as the float representation of .1.

```
format(.1, '.17f')
```

We can also use built in classes to get at the needed quantities

## 20.5. Example In Python

```
Python 3.8.3 (default, Jul 2 2020, 11:26:31)
[Clang 10.0.0] :: Anaconda, Inc. on darwin
Type "help", "copyright", "credits" or "license" for more information.
>>> 2**11
2048
>>> 2**10
1024
>>> .1 + .1 + .1
0.3000000000000004
>>> .1 + .1 + .1 == .3
False
>>> .3
0.3
>>> .1
0.1
>>> round(.1,1) *3 ==round(.3,1)
False
>>> round(.1*3, 1)
0.3
>>> q,r =divmod(2**56,10)
>>> q
7205759403792793
>>> r
6
>>> J = q+1
>>> len(bin(J))
55
>>> 52-56+1023
1019
>>> float.hex(.1)
'0x1.999999999999ap-4'
>>> 1019-1023
-4
>>> (q+1)/2**56 == .1
True
>>> from decimal import Decimal
>>> from fractions import Fraction
>>> Fraction.from_float(.1)
Fraction(3602879701896397, 36028797018963968)
>>> q+1/2
7205759403792794.0
>>> q+1/4
7205759403792793.0
>>> (q+1)/2
File "<stdin>", line 1
 (q+1)/2
 ^
SyntaxError: invalid syntax
>>> (q+1)/2
3602879701896397.0
>>> Fraction.from_float(.1)
Fraction(3602879701896397, 36028797018963968)
```

## 20.6. Review today's class

Free. You may do the following as a bonus practice badge though.

1. Write a C program to compare values as doubles and as float (single precision/32bit) to see that this comparison issue is related to the IEEE standard and is not language specific. Make notes and comparison around its behavior and include it in a code cell in `cdouble.md`

## 20.7. Prepare for Next Class

None, come as you are.

## 20.8. More Practice

Free. You may do the following as a bonus practice badge though.

1. Write a C program to compare values as doubles and as float (single precision/32bit) to see that this comparison issue is related to the IEEE standard and is not language specific. Make notes and comparison around its behavior and include it in a code cell in `cdouble.md`
2. In `floatept.md` design an experiment using the `fractions.Fraction` class in python that shows helps illustrate how `.1*3 == .3` evaluates to `False` but `.1*4 == .4` evaluates to `True`.

## 20.9. Experience Report Evidence

Nothing separate

## 20.10. Questions After Today's Class

Post manually for a community badge.

## 21. How can we use logical operations?

## 22. Why do we need to think about bitwise operations?

Understanding them is prereq to what we will see today and that will help you understand hardware overall.

You of course will not *need* every single thing we teach you in every single class.

- Seeing topics once at least is the only way you can make an informed decision to study a topic deeper or not.
- Seeing a topic in more detail than you will use all the time actually helps you build intuition, or deep understanding, of the topic overall, and help you remember what you need to remember

- & : and
- | : or
- ^ : xor
- ~ : not
-  : shift right
- <<: shift left

Let's review truth tables for and, or, and xor.

*Table 22.1 AND*

a	b	output
0	0	0
0	1	0
1	0	0
1	1	1

*Table 22.2 OR*

a	b	output
0	0	0
0	1	1
1	0	1
1	1	1

*Table 22.3 XOR*

a	b	output
0	0	0
0	1	1
1	0	1
1	1	0

In order to implement more complex calculations, using gates, we can use these tables as building blocks compared to the required output.

[Skip to main content](#)

## 22.2. Adding with gates

Let's review adding binary numbers.

**remember, binary is a place-based system like the decimal placed based system you are likely familiar with**

How do you add each of the following:

- $2 + 3$
- $14 + 17$
- $65 + 37$

Since binary is place-based adding with binary follows the same basic algorithm

- add the two bits
- carry to the next place if  $\geq 2$

$$101 + 100 = 1001$$

We first add the ones place and get a 1, then the two's place and get a zero then the 4's place and get 0 with a carried one.

$$010 + 011 = 101$$

In this case in the ones place we add  $0 + 1$  to get one, the two ones add to 0 with carry then  $1 + 0 + 0$  gives another 1.

let's make a truth table for adding two bits.

Table 22.4 Add

a	b	out 2's	out 1's
0	0	0	0
0	1	0	1
1	0	0	1
1	1	1	0

Now, what gate can we use to get the output 1's place bit and what gate can we use to get the output 2's place bit by comparing to the truth tables above.

It turns out the one's place is an xor gate, and the two's place is an and gate.

This makes up the [half adder](#), try one out at this simulator.

So this lets us add two bits, but what about adding a number with more bits?

We can put multiple together, but there's one more wrinkle: the carry.

carry bit.

Then we can link many of those together to get an [8 bit ripple adder](#).

Alternatively, we can “lookahead” with the carry bit, passing it forward multiple places all at once, as shown in this [4 bit carry lookahead adder](#).

## 22.3. Review today's class

1. While we saw many types of gates today, but we actually could get all of the operations needed using only NAND gates. Work out how to use NAND gates to implement a half adder and describe it in [nandhalf.md](#)

check that what they describe does the same as an and and an xor, be sure they show how they match.

1. In [addertypes.md](#) compare ripple adders and lookahead adders.

1. Give a synopsis of each adder type
1. Compare them [in](#) terms of time (assume that each gate requires one unite of time)
1. Compare them [in](#) terms of space/[cost](#) by counting the total number of gates required.

## 22.4. Prepare for Next Class

### ! Important

This link is incorrect in the badge PR issue

1. Read [gates out of anything](#) and watch the [marble adder](#). Create [gates.md](#) and answer the questions below:
  1. What do all of the gates described have in common?
  1. How does the marble adder compare to the half adder and the full adder, which is it most like?
2. Study the [8 bit ALU](#). Try it out and be prepared to answer questions about it in class. Some questions to guide your exploration: What can it do? Try to compare it to the adder that we have seen. What components does it have that we have not yet seen? How does it represent different operations?
3. (optional, for 3 community badges) Add an additional workflow to your repo creates badge issues triggered by a [workflow\\_dispatch](#) and uses [inputs](#) of a date formatted like [YYYY-MM-DD](#) and boolean inputs for if review and/or practice should have issue created

## 22.5. More Practice

1. While we saw many types of gates today, but we actually could get all of the operations needed using only NAND gates. Work out how to use NAND gates to implement a half adder and describe it in [nandhalf.md](#)

check that what they describe does the same as an and and an xor, be sure they show how they match.

1. Give a synopsis of each adder type
1. Compare them in terms of time (assume that each gate requires one unit of time)
1. Compare them in terms of space/cost by counting the total number of gates required.

2. Compare the 2 bit multiplier to the full adder in [multiplication.md](#). Use comparison with the full adder to explain how the 2bit multiplier works relative to the fact that multiplication can be thought of like repeated addition.

## 22.6. Experience Report Evidence

Nothing separate

## 22.7. Questions After Today's Class

Post manually for a community badge.

# 23. What is a computer?

- how, physically, do we get the components we have seen?
- what other components do we need?
- how are those implemented

How have computers changed over time?

- at the physical level
- what was the context and motivation for these advances?
- how does that context influence how we use computers today?
- how does that influence computing as a discipline?

## 23.1. Let's start with a dictionary

we can start with a dictionary

- note that this starts with reference to a person.

### 23.1.1. Computers as people

and this text this particular dictionary is useful because it also includes where does the term originated like where does in that particular usage start appearing and so these are these are pretty all right this is starting 1646 1707

- Use of the word computer to refer to the person still common now recently 1950s
- the movie [hidden figures](#) is available on Disney+ with subscription or other streaming platforms for ~\$4 streaming rental.
- the book [hidden figures](#) is available at URI's library

Computers as machines started later. We started with mechanical, analog and then moved to electronic and then digital.

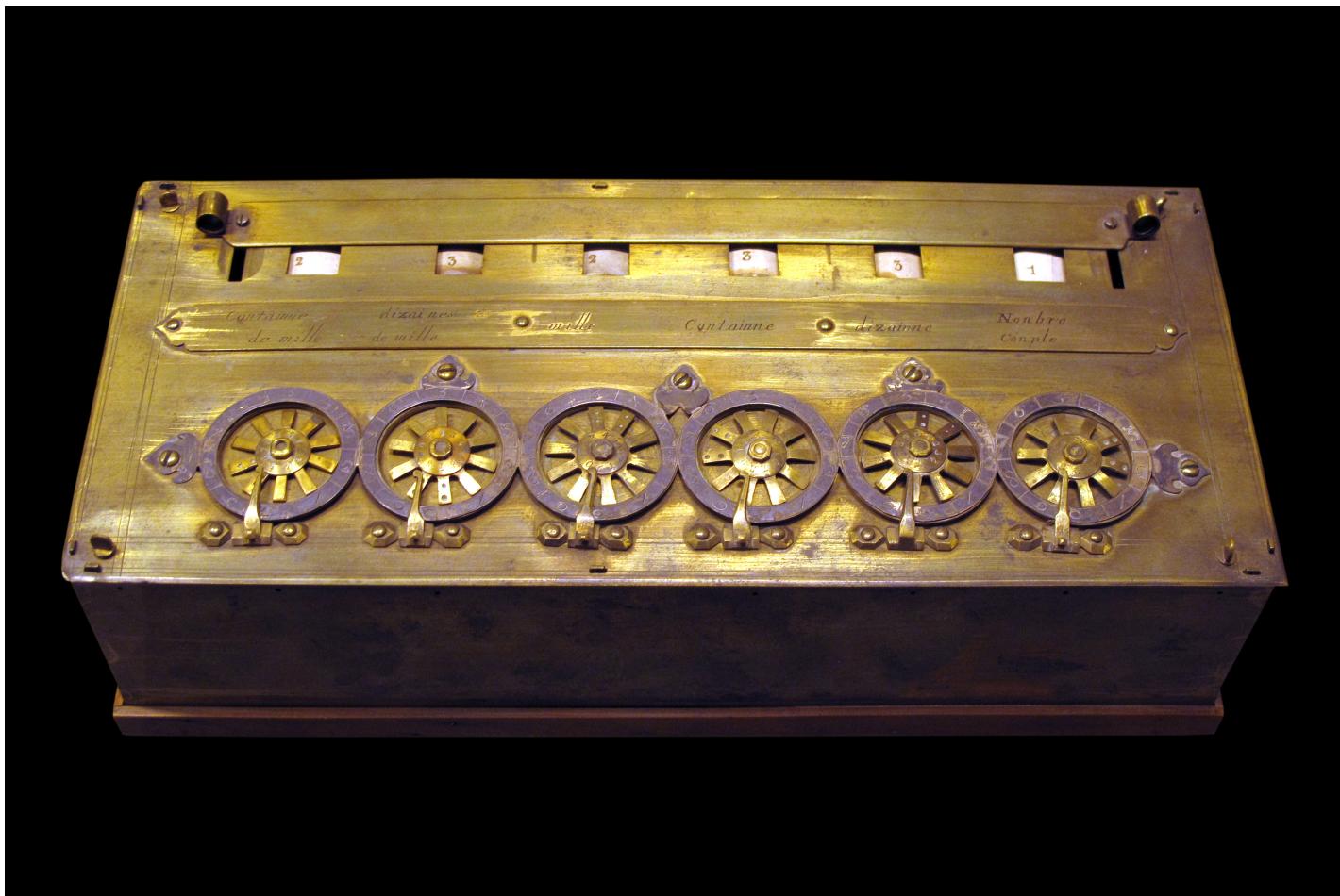
### 23.1.3. How much do we talk about computers?

how much do we talk about them changes over time

## 23.2. Mechanical Calculators

how do we actually like physically make it be machine

well we've we've talked we handed out that like it's going to reduce down to or isn't my check and logical operations write those de back much further than



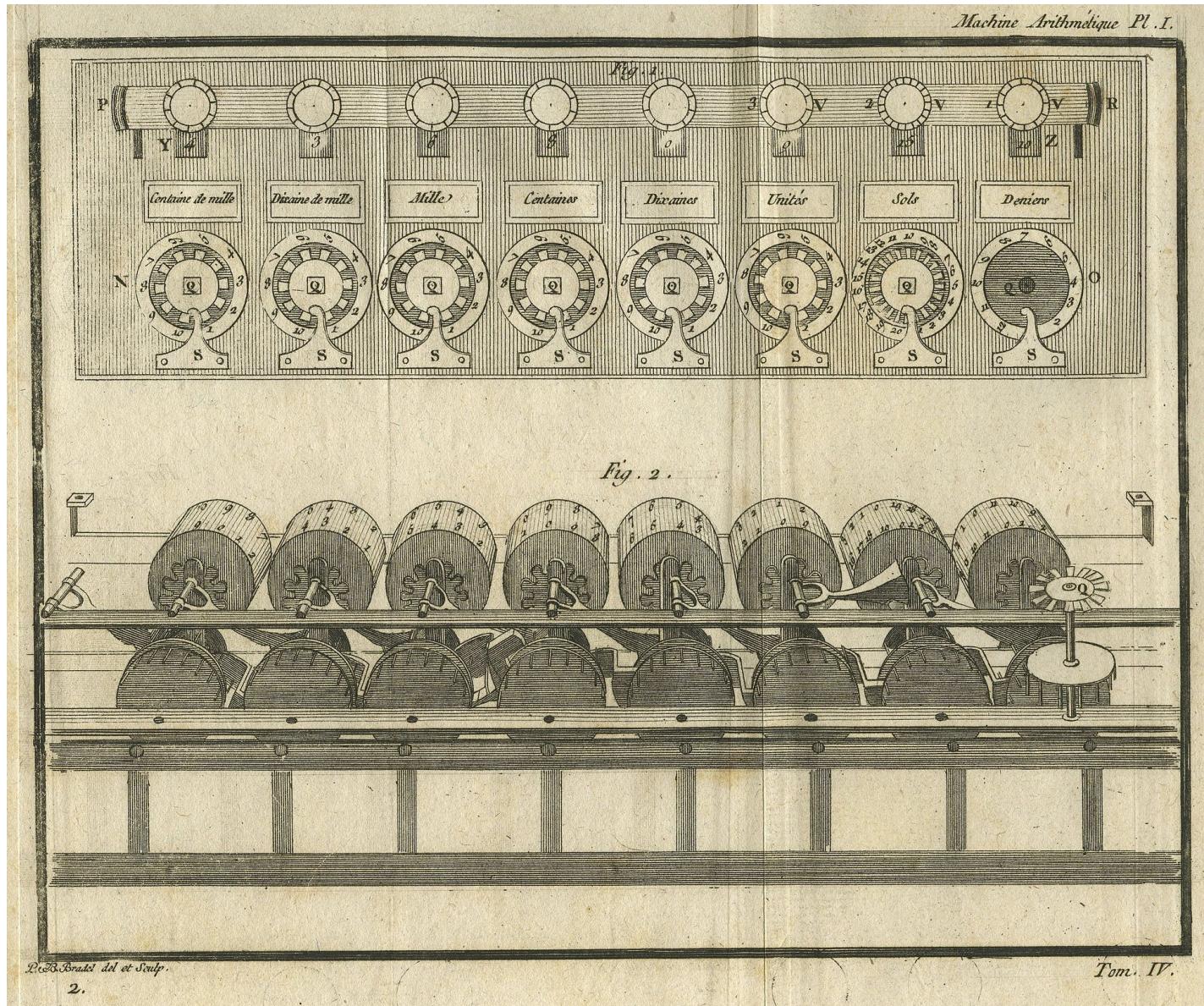
what is the mechanical calculator it works by like incrementing it doesn't do the logic like they took not a binary representation it's not adding via input two numbers and then it goes forward its where's my income as you put in one number then you can add the next number and it kind of works the wheels have like the numbers on them and it uses like 9 supplement to carry over to the next bit so there's a gear that when it hits a certain point that turns the next year and then it goes for it any Castles in the Sky why the semi did

#### Why did he make this?

He was 18 and his father was a tax commissioner in France and he wanted to like reduce his father's workload

[Skip to main content](#)

manufactured Computing a calculator is like mechanical calculators



#### **i Note**

Contrast this royal privilege with the 1970s where in resolving some other conflict, a court that declared the content of the computer that they cannot be found it at all and it's free for anyone to use the concept of a computer

### 23.3. How did this change over time?

calculators that are still analog so they're still working with mechanical systems using Waze electricity becomes easier

we can start doing like electrical signal processing so we can move analog signals and start doing our agents and calculations with those are not what was really used through for transmitting information like telegram telephone all of that is analog thing

between Springs and dampers, the mechanical things are used to build these mechanical calculators and the electrical components so resistors transistors.

### 23.3.1. Model K Adder (1937)

- George Stibitz took some pieces at home from work at Bell Laboratory and got it working on his kitchen table.
- it can do four bit addition
- uses a telephone relay switch or an electromechanical switch so they're using like a

#### Note

Relays are designed to repeat, or relay, a signal to the next circuit to compete long distance telegraphs and early telephone. As the signal transits down the cable (one circuit) it gets weaker due to loss, so it has to be repeated at some point to amplify the magnitude of it for the next length of the journey.

precursor to the complex number calculator he demonstrated how this works in combination with Telegraph for the first remote access

- complex number calculator was at Bell Labs in New York City at the time in 1940 at a Conference at Dartmouth in Hanover New Hampshire and he used a telegraph to do remote calculations on this calculator and bring them back

### 23.3.2. Intel 4004 (1971)

- First commercially produced microprocessor
- 2,250 transistors
- Could perform up to 90,000 operations per second in four bit chunks
- 740 kHz clock speed

### 23.3.3. So how do these things actually work

- We can build an adder mechanically with marbles and wood

As electricity became more available, they realized that in terms of mathematical operations, electrical components resemble springs and switches

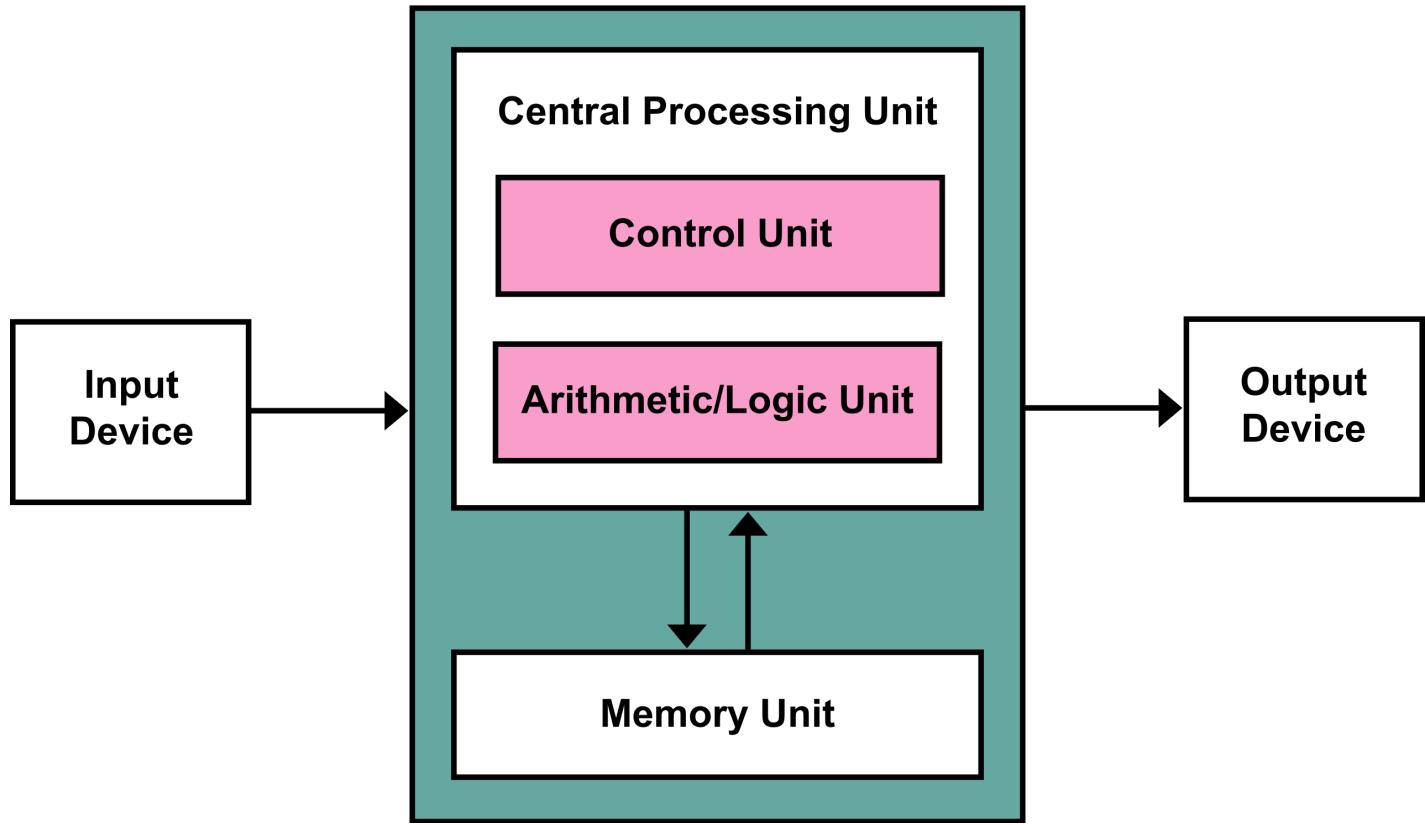
- first vacuum tubes: or diodes
- diodes prevent flow of electricity in one direction and allow in the other. They can be used to create circuits that behave like the logical operations, and create the gates.
- diodes only are easy for  and  gates,
- transistors can operate as a switch or amplifier and can also be used to build logic gates
- they're faster, smaller, and better at more types of gates than diodes

## 23.4. Early Computers

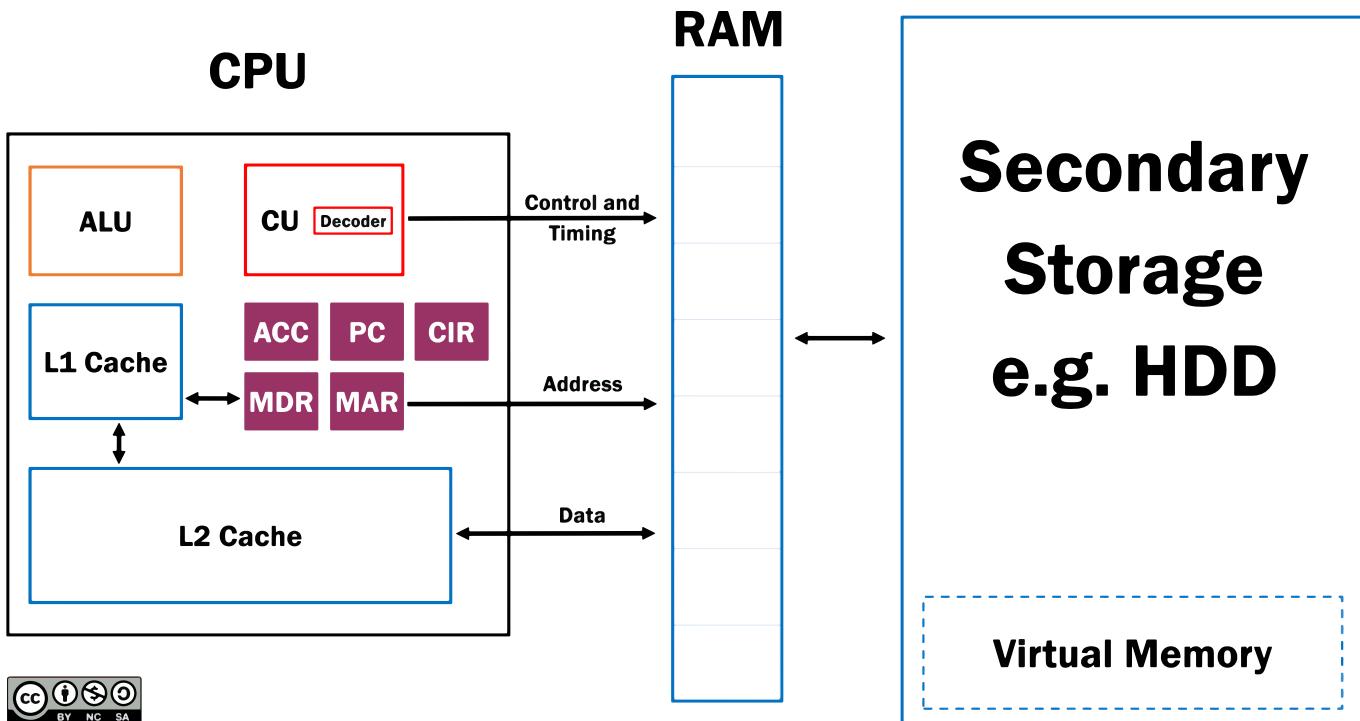
During this time small, lots of small computers were made, but each was made completely by its creators, there was no standards, per say.

switch the circuit to do different things between the numbers so this would get us bitwise operations of an indoor and outdoor on our numbers

## 23.5. von Neumann Architecture



# Computer Systems - Von Neumann Architecture



what else do we need besides ALU for to have like a whole computer

we eventually need clocks to time things and synchronize things to like know when to clear and when to change so that you if you want to do multiple things in sequence you can do that what else you need or want to do multiple things in sequence but don't know what else we need a general now

In 1945 we get a draft of a general template. This is basically what we use today.

## 23.6. Apollo Guidance Computer (AGC)

The AGC was the onboard computer for NASA's Apollo programs. It provided navigation for the control capsule as well as controlled the spacecraft during moon landings. The AGC had only 72KB of fixed memory (589,824 bits). Unlike many early computers, the software for the AGC was stored in its memory and was not physically built into its hardware's circuitry.

Additionally, this computer had RAM, which was memory that could be changed by the computer while it was running. This memory had a capacity of only 4KB (32,768 bits), which was still enough to store all the data needed to perform all calculations necessary for the missions. The AGC could be controlled by the astronauts in the command capsule by sending commands via a numeric keyboard. Its user interface consisted of a simple screen and a set of status lights that relayed information to the astronauts.

This computer is very similar to how modern computers work in the sense that it can keep data in its fixed memory even while the computer is off.

## 23.7. Storage

- there are some things we have not yet seen in detail in that diagram
- RAM is Random Access we can access it whenever we want we can read and write to
- ROM: is read only memory; the instructions are Permanently

In the stored program computers, the programs were in ROM.

The very earliest computers could not store any values without power.

- Register: data currently processing
- Memory: will be required for processing
- Disk: long term storage

## 23.8. Questions After Class

### Note

these are last semesters. I'm behind on the new ones

### 23.8.1. What are the PC, MAR, MDR, etc. and what do they do

They are various registers that each have a specific role. Learning all of these in more detail is a good Explore badge or a single one is in more practice.

### 23.8.2. How does a motherboard work with all of these

A motherboard contains all most of those components. This is also a good Deeper exploration.

### 23.8.3. When defining a computer, is it best to define the most current model of a computer? Or how everything functions bare bones?

What definition depends on the context. If you are talking to a child who is trying to learn basic typing they need to know different things than a teenager trying to choose what type of computer to bring to college, which is different than the model you need to keep in mind when you're working in a high level language, which is different than what you need when you are writing drivers.

### 23.8.4. How do Quantum computer logic gates differ from what we use now exactly

Quantum computers operate on a fundamentally different object, instead of bits they have [qubits](#). They represent, essentially some uncertainty, or randomness in the behavior, so then there are different operations needed.

URI has a [MS in Quantum Computing in the Physics Dept](#)

This was the first general purpose programmable processor which people could buy and then make or buy their own software to customize it with. This was a breakthrough in computing as it allowed consumers to have a say in what software was used in their electronics without having to make their own. This was extremely influential advancing nearly computing technologies because it made multiple softwares more accessible and deliverable to a wider audience. It is one of the smallest microprocessors ever made, and was developed for use in a Japanese calculator company, but was powerful enough to actually be used for a wide variety of functions.

Sources: [https://www.intel.com/content/www/us/en/history/museum-story-of-intel-4004.html#:~:text=That's when the Intel®, wide](https://www.intel.com/content/www/us/en/history/museum-story-of-intel-4004.html#:~:text=That's%20when%20the%20Intel%20wide)  
variety of electronic devices.

<https://spectrum.ieee.org/chip-hall-of-fame-intel-4004-microprocessor>

## 24. Feedback

See questions asked on Prismia.

### 24.1. Review today's class

*this is integrative-2*

1. Add `conclusion.md` to your KWL repo. In the file include 2 sections: summary with an overall description of what you learned and how this course was/not helpful to you (paragraph or bullet form is fine) key points with the top 10 things you want to make sure you remember from this class
2. Reflect on how this course impacts programming/debugging skills in `skillup.md`. You can write this as how you think your own skill has improved **or** as if you are convincing another student to take this class. Touch on at least three topics.

### 24.2. Prepare for Next Class

Review the prep from 2023-04-18, nothing new.

### 24.3. More Practice

*this is integrative-2*

1. Create `in_five_years.md` and answer the following two questions: What do you think you will remember from this class in five years? What parts of this course's content do you think will change the most in five years?
2. Reflect on how this course impacts programming/debugging skills in `skillup.md`. You can write this as how you think your own skill has improved **or** as if you are convincing another student to take this class. Touch on at least three topics.
3. Submit a PR with either **advice to future students on how to succeed in the course** or **on why a student should take this course**. Each of those is linked to where you should add your advice.

### 24.4. Experience Report Evidence

Answer today's prismia questions in the summary section of your experience report.

[Skip to main content](#)

# KWL Chart

## Working with your KWL Repo

### ! Important

The `main` branch should only contain material that has been reviewed and approved by the instructors.

1. Work on a specific branch for each activity you work on
2. when it is ready for review, create a PR from the item-specific branch to `main`.
3. when it is approved, merge into main.

### Tip

You can...

## Minimum Rows

```
KWL Chart

<!-- replace the _ in the table or add new rows as needed -->

| Topic | Know | Want to Know | Learned |
| ----- | ----- | ----- | ----- |
| Git | _ | _ | _ |
| GitHub | _ | _ | _ |
| Terminal | _ | _ | _ |
| IDE | _ | _ | _ |
| text editors | _ | _ | _ |
| file system | _ | _ | _ |
| bash | _ | _ | _ |
| abstraction | _ | _ | _ |
| programming languages | _ | _ | _ |
| git workflows | _ | _ | _ |
| git branches | _ | _ | _ |
| bash redirects | _ | _ | _ |
| number systems | _ | _ | _ |
| merge conflicts | _ | _ | _ |
| documentation | _ | _ | _ |
| templating | _ | _ | _ |
| bash scripting | _ | _ | _ |
| developer tools | _ | _ | _ |
| networking | _ | _ | _ |
| ssh | _ | _ | _ |
| ssh keys | _ | _ | _ |
| compiling | _ | _ | _ |
| linking | _ | _ | _ |
| building | _ | _ | _ |
| machine representation | _ | _ | _ |
| integers | _ | _ | _ |
| floating point | _ | _ | _ |
| logic gates | _ | _ | _ |
| ALU | _ | _ | _ |
| binary operations | _ | _ | _ |
| memory | _ | _ | _ |
| cache | _ | _ | _ |
| register | _ | _ | _ |
| clock | _ | _ | _ |
| Concurrency | _ | _ | _ |
```

This lists the files for reference, but mostly you can keep track by badge issue checklists.

<b>date</b>	<b>file</b>	<b>type</b>	<b>zone</b>
2023-01-26	syllabus-faq.md	review	penalty-free
2023-01-26	syllabus-faq.md	practice	penalty-free
2023-01-26	brain.md	practice	penalty-free
2023-01-31	gitoffline.md	practice	full-requirements
2023-01-31	gitoffline.md	review	full-requirements
2023-02-02	terminalwork.md	practice	full-requirements
2023-02-14	methods.md	practice	full-requirements
2023-02-14	software.md	practice	full-requirements
2023-02-14	software.md	review	full-requirements
2023-02-14	methods.md	review	full-requirements
2023-02-21	workflows.md	practice	full-requirements
2023-02-21	favorite_git_workflow.md	review	full-requirements
2023-02-21	gitunderstanding.md	prepare	full-requirements
2023-02-23	gitislike.md	practice	full-requirements
2023-02-23	gitplumbingreview.md	review	full-requirements
2023-02-23	idethoughts.md	prepare	full-requirements
2023-03-02	test_repo_map.md	review	full-requirements
2023-03-02	test_repo_map.md	practice	full-requirements
2023-03-02	test_repo_map.md	practice	full-requirements
2023-03-09	groupcontributions.sh` and its output as {index}`group_contributions-YYYY-MM-DD.md	practice	full-requirements
2023-03-09	groupcontributions.sh` and its output as {index}`group_contributions-YYYY-MM-DD.md	review	full-requirements
2023-03-21	octal-review.md	review	full-requirements
2023-03-21	octal-practice.md	practice	full-requirements

<b>date</b>	<b>file</b>	<b>type</b>	<b>zone</b>
2023-03-28	newlanguage.md	practice	full-requirements
2023-04-04	hpc.md	review	full-requirements
2023-04-04	operators.md	prepare	full-requirements
2023-04-04	hpc.md	practice	full-requirements
2023-04-06	bitwise.md	practice	full-requirements
2023-04-06	readingbytes.md	practice	full-requirements
2023-04-06	overflow_languages.md	practice	full-requirements
2023-04-06	fractionalbinary.md	prepare	full-requirements
2023-04-18	systemsabstractions.md	review	full-requirements
2023-04-18	systemsabstractions.md	practice	full-requirements
2023-04-25	threaded.md	practice	full-requirements
2023-04-25	threaded.md	review	full-requirements
2023-04-25	systeminteraction.md	practice	full-requirements

## Team Repo

### Contributions

Your team repo is a place to build up a glossary of key terms and a “cookbook” of “recipes” of common things you might want to do on the shell, bash commands, git commands and others.

For the glossary, follow the [jupyterbook](#) syntax.

For the cookbook, use standard markdown.

to denote code inline `use single backticks`

```
to denote code inline `use single backticks`
```

to make a code block use 3 back ticks

```
```  
to make a code block use 3 back ticks
```

[Skip to main content](#)

To nest blocks use increasing numbers of back ticks.

To make a link, [show the text in squarebrackets](url/in/parenthesis)

Collaboration

You will be in a “team” that is your built in collaboration group to practice using Git Collaboratively.

There will be assignments that are to be completed in that repo as well. These activities will be marked accordingly. You will take turns and each of you is required to do the initialization step on a recurring basis.

This is also where you can ask questions and draft definitions to things.

Peer Review

If there are minor errors/typos, suggest corrections inline.

In your summary comments answer the following:

- Is the contribution clear and concise? Identify any aspect of the writing that tripped you up as a reader.
- Are the statements in the contribution verifiable (either testable or cited source)? If so, how do you know they are correct?
- Does the contribution offer complete information? That is, does it rely on specific outside knowledge or could another CS student not taking our class understand it?
- Identify one strength in the contribution, and identify one aspect that could be strengthened further.

Choose an action:

- If the suggestions necessary before merging, select **request changes**.
- If it is good enough to merge, mark it **approved** and open a new issue for the broader suggestions.
- If you are unsure, post as a **comment** and invite other group members to join the discussion.

Review Badges

Review After Class

After each class, you will need to review the day’s material. This includes reviewing prismia chat to see any questions you got wrong and reading the notes. Most days there will be specific additional activities and questions to answer. These should be in your KWL repo. Review activities will help you to reinforce what we do in class and guide you to practice with the most essential skills of this class.

2023-01-24

related notes

Activities:

2. Fill in the first two columns of your KWL chart.
3. review git and github vocabulary (include link in your badge PR)

2023-01-26

related notes

Activities:

1. review notes after they are posted, both rendered and the raw markdown include links to each in your badge PR
2. map out your computing knowledge and add it to your kwl chart repo. this can be an image that you upload or a text-based outline in a file called prior-knowledge-map. (optional) try mapping out using [mermaid](#) syntax, we'll be using other tools that will facilitate rendering later
3. fill in the first two columns of your KWL chart
4. complete the syllabus quiz. If you get less than 100%, submit an FAQ for the course website in your KWL repo in a file named syllabus-faq.md about something that confused you with your best guess at the correct answer. If you get 100%, make a note in your badge PR.

2023-01-31

related notes

Activities:

1. read the notes. If you have any questions, post an issue on the course website repo.
2. Using your terminal, download your KWL repo . Include the command used in your badge PR.
3. Try using setting up git using your favorite IDE or GitHub Desktop. Make a file gitoffline.md and include some notes of how it went. Was it hard? easy? what did you figure out or get stuck on.
4. Reorganize a folder on your computer (good candidate may be desktop or downloads folder), using only a terminal to make new directories, move files, check what's inside them, etc. Answer reflection questions (will be in notes) in a new file, [terminal.md](#) in your kwl repo. Start with a file explorer open, but then try to close it and use only command line tools to explore and make your choices. If you get stuck, make notes.

[### Terminal File moving reflection](#)

1. Did this get easier toward the end?
1. What if anything did you get stuck on
1. When do you think that using the terminal will be better than using your GUI file explorer?

2023-02-02

related notes

Activities:

1. Review the notes
2. Find your team's page on GitHub. It is named like [Spring2023-group-#](#) join the discussion that I started on your page.

[Skip to main content](#)

your team's page. Link to your commits on your badge issue.

4. Try using git using your favorite IDE **or** GitHub Desktop. You can either do the other tasks for this badge, work on a different badge, or add & commit some random files in your inclass repo. Answer the questions below in [gitcompare.md](#).

Questions:

`## Reflection`

1. What tool's git integration did you use?
1. Compare and contrast using git on the terminal and through the tool you used. When would each be better/worse?
1. Did using a more visual representation help you understand better?
1. Describe the staging area (what happens after git add) in your own words.
2. what step is the hardest for you to remember? what do you think might help you?

2023-02-07

[related notes](#)

Activities:

1. Read today's notes
2. Update your KWL chart with the new items and any learned items.
3. add [branches.md](#) to your KWL repo and describe how branches work, in your own words. Include one question you have about branches or one scenario you think they could help you with.

2023-02-09

[related notes](#)

Activities:

1. create [gitadvice.md](#) and write tips for how often to commit and how to avoid merge conflicts. Include at least 3 tips.
2. create an issue on your group repo for a tip or cheatsheet item you want to contribute. Make sure that your contribution does not overlap with one that already exists.
3. clone your group repo.
4. work offline and add your contribution and then open a PR
5. review a class mate's PR.

2023-02-14

[related notes](#)

Activities:

1. Read today's notes when they are posted.
2. Add to your software.md a section about if that project does or does not adhere to the unix philosophy.
3. create methods.md and answer the following:

- do you think using a different strategy might help you debug faster sometimes? why or why not?

2023-02-16

related notes

Activities:

1. Make your kwl repo into a jupyter book. Review the notes carefully for what files are required to make `jupyter-book build` run. Ignore your build directory.
2. Add `docs.md` to your KWL repo and explain the most important things to know about documentation in your own words using other programming concepts you have learned so far. Include in a markdown (same as HTML `<!-- comment -->`) comment the list of CSC courses you have taken for context while we give you feedback.
3. Learn about the documentation ecosystem in a language that you know besides Python. In `docs.md` include a summary of your findings and compare and contrast it to jupyter book/sphinx. Include a [bibliography](#) of the sources you used. You can use [this generator](#) for informal sources and [google scholar](#) for formal sources.

2023-02-21

related notes

Activities:

1. Review the notes
2. Update your kwl chart with what you have learned or new questions
3. Practice with git log and redirects to write the commit history of your main branch for your kwl chart to a file `gitlog.txt` and commit that file to your kwl repo.
4. Read about different workflows in git and describe which one you prefer to work with and why in `favorite_git_workflow.md` in your kwl repo. Two good places to read from are [Git Book](#) and the [atlassian Docs](#)

2023-02-23

related notes

Activities:

1. Review the notes
2. Make a table in `gitplumbingreview.md` in your KWL repo that relates the two types of git commands we have seen: plumbing and porcelain. The table should have two columns, one for each type of commands. Each row should have one git plumbing command and at least one of the corresponding git porcelain command(s). Include three rows: git add, git commit, and git status.
3. Contribute to your group repo and review a classmate's contribution. Include a link to your contribution and review in your badge PR comment using markdown link syntax.

[text to display](url/of/link)

[Skip to main content](#)

[related notes](#)

Activities:

1. Read the notes and repeat the activity if needed
2. use `git cat-file` over the objects to draw a graph diagram of your current status in your test directory include your drawing in `test_repo_map.md` using `mermaid` syntax to diagram it. Name each node in your graph with 5-7 characters of the hash and the type. eg `0c913 commit`

2023-03-07

[related notes](#)

Activities:

1. find 2 more real world examples of using other number systems (either different bases or different symbols and bases) that are current. Describe them in `numbers.md`. Include links to your sources and be sure that the sources are trust worthy.

2023-03-09

[related notes](#)

Activities:

1. Update your KWL Chart learned column with what you've learned
2. Write a bash script that can generate a file in your KWL repo with a list of all of your contributed PRs. Save the script as `groupcontributions.sh` and its output as `group_contributions-YYYY-MM-DD.md`

2023-03-21

[related notes](#)

Activities:

1. File permissions are represented numerically often in octal, by transforming the permissions for each level (owner, group, all) as binary into a number. Add `octal-review.md` to your KWL repo and answer the following.

1. Transform the permissions `['r--', 'rw-', 'rwx']` to octal, by treating it as three bits.
 1. Transform the permission we changed our script to `'rwxr-xr-x'` to octal.
 1. Which of the following would prevent a file from being edited by other people 777 or 755?
2. create a `vocab-quiz.md` file with 10 multiple choice questions that cover topics from at least 5 different class sessions. Each question should have 4 options, 1 correct and 3 that represent a reasonable, but incorrect idea someone may have. Questions should check that a person understand the key terms of the first half of the course. For each option explain why it is/not correct in a way that would help clarify someone's confusion if they had picked that answer instead of the correct answer. Use the following syntax:

- [] a wrong answer
- [] another wrong
- [x] correct answer marked with x
- [] another wong

- explanation for first wrong
- explanation for second wrong
- key point about correct
- explantion for third wrong

Next question

2023-03-23

related notes

Activities:

1. Explore the IDE you use most and add `frequentide.md` to your kwl with notes about which features it does/not have based on what you learned in the in-class activity.
2. Try a new IDE and make some notes about how it was to learn in `newide.md` What is easy? hard? What could you apply from the ones you already use? Were there features you had trouble finding?

2023-03-28

related notes

Activities:

1. For 2 languages from the loved vs dreaded list (one top 5; one bottom 5) read 2-3 posts about why people love/hate that language and summarize the key points on each side (meaning pros and cons for both loved and dreaded languges). Include links to all of the posts you read in a section titled `## Sources` in your markdown file. Make a bulleted list with some notes about the author's background and any limitations that might put on the scope of their opinions. (for example, a data scientist's opinion on languages is very valuable for data science, but less for app development) Add this to your kwl repo in `language_love_dread.md`.

2023-04-04

related notes

Activities:

note: this is integrative3

1. Update your KWL Chart based on what you have learned.
2. Contribute to your group repo and review a team mate's PR.

[Skip to main content](#)

parameters; try skipping steps to produce errors, etc. Export the list of variations you tried and summarize what you learned as a list of tips and reminders on what the parameters do/why/when you would need them (or not) in gcctips.md. (to reinforce what we learned)

4. Create some variations of the `hello.c` we made in class. Make `hello2.c` print twice with 2 print commands. Make `hello5.c` print 5 times with a for loop and `hello7.c` print 7 times with a for loop. Build them all on the command line and make sure they run correctly.
5. Write a bash script, assembly.sh to compile each program to assembly and print the number of lines in each file.
6. Put the output of your script in hello_assembly_compare.md. Add to the file some notes on how they are similar or different based on your own reading of them.
7. Read about `sbatch`. Answer the following in hpc.md of your KWL repo: (to think about how the design of the system we used in class impacts programming and connect it to other ideas taught in CS)

1. What kinds of things would your code need to do if you were going to run it on an HPC system?
2. What Sbatch options seem the most helpful?
3. How might you go about setting the time limits for a script? How could you estimate how long it will take?

2023-03-30

related notes

Activities:

2023-04-06

related notes

Activities:

1. Add `bitwise.md` to your kwl and write the bitwise operations required for the following transformations:

```
4 -> 128
12493 -> -12494
127 -> 15
7 -> 56
4 -> -5
```

shifts

1. For the following figure out the bitwise operator:

```
45 (_ ) 37 = 37
45 (_ ) 37 = 45
3 (_ ) 5 = 7
6 (_ ) 8 = 0
10 (_ ) 5 = 15
```

ands/ors

[Skip to main content](#)

1. if a file had the following binary contents, what would it display in the terminal? Describe how you can use the file to do something useful.
1. What is the contents of the `sample.bn` if `cat sample.bn` is: ` `

2. Read about integer overflow and in [overflow.md](#) describe what it is, use an example assuming an 8 bit system.

2023-04-11

related notes

Activities:

Free. You may do the following as a bonus practice badge though.

1. Write a C program to compare values as doubles and as float (single precision/32bit) to see that this comparison issue is related to the IEEE standard and is not language specific. Make notes and comparison around its behavior and include it in a code cell in [cdouble.md](#)

2023-04-13

related notes

Activities:

1. While we saw many types of gates today, but we actually could get all of the operations needed using only NAND gates. Work out how to use NAND gates to implement a half adder and describe it in [nandhalf.md](#)

check that what they describe does the same as an and and an xor, be sure they show how they match.

1. In [addertypes.md](#) compare ripple adders and lookahead adders.

1. Give a synopsis of each adder type
1. Compare them in terms of time (assume that each gate requires one unit of time)
1. Compare them in terms of space/cost by counting the total number of gates required.

2023-04-20

related notes

Activities:

this is integrative-2

1. Add [conclusion.md](#) to your KWL repo. In the file include 2 sections: summary with an overall description of what you learned and how this course was/not helpful to you (paragraph or bullet form is fine) key points with the top 10 things you want to make sure you remember from this class

own skill has improved **or** as if you are convincing another student to take this class. Touch on at least three topics.

2023-04-25

related notes

Activities:

1. Update your KWL chart.
2. Simulate a more computationally intensive program using the `sleep` function in C and compare the time of a threaded vs single threaded (ie serial, no intentional threading) version of the program. Include your two programs and the bash script to show how you tested it with notes on the performance in `threaded.md` (to better illustrate the impact of the threads)

2023-04-27

related notes

Activities:

integrative-3 Write multiple 10 choice questions that assess understanding of terminology from after spring break your KWL repo in a file `final-vocab.md`.

Each question should have 4 options, 1 correct and 3 that represent a reasonable, but incorrect idea someone may have. Questions may check understanding of key *concepts* or *terminology*. For each option explain why it is/not correct in a way that would help clarify someone's confusion if they had picked that answer instead of the correct answer. Use the following syntax (correct answer can be in any position):

Question text

- [] a wrong answer
- [] another wrong
- [x] correct answer marked **with x**
- [] another wong

- explanation **for** first wrong
- explanation **for** second wrong
- key point about correct
- explantion **for** third wrong

Next question

Prepare for the next class

topic that we are *about* to cover. Getting whatever you know about the topic fresh in your mind in advance of class will help what we do in class stick for you when we start.

The correct answer is not as important for these activities as it is to do them before class. We will build on these in class.

2023-01-24

[related notes](#)

Activities:

1. Read the syllabus section of the course website carefully and explore the whole course [website](#)
2. Bring questions about the course to class
3. Think about one thing you've learned really well (computing or not). Be prepared to discuss the following: How do you know that you know it? What was it like to first learn it?
4. Post an introduction to your classmates [on our discussion forum](#)

2023-01-26

[related notes](#)

Activities:

1. Find the glossary page for the course website. Preview the terms for the next class: shell, terminal, bash, git, GitHub
2. Check your kwl repo before class and see if you have received feedback, reply or merge accordingly.
3. Make sure you have a working environment, see the [list in the syllabus](#). Use the discussions to ask for help

2023-01-31

[related notes](#)

Activities:

1. Make a list of questions you have about using the terminal
2. Be prepared to compare and contrast bash, shell, terminal, and git.
3. (optional) If you like to read about things before you do them, [read about merge conflicts](#). If you prefer to see them first, come to class on Thursday and read this after.

2023-02-02

[related notes](#)

Activities:

1. Examine a large project you have done or by finding an open source project on GitHub. Answer the reflection questions in [software.md](#) in your kwl repo. (will be in notes)

Software Reflection

1. link to public repo if applicable or title of your project
1. What types of files are there that are not code?
1. What different types of code files are in the project? Do they serve different goals?
1. Is it all in one language or are there multiple?
1. Try to figure out (remember) how the project works. What types of things, without running the code can you

2023-02-07

related notes

Activities:

1. Read through the grading section and all of your feedback as it arrives.
2. Bring git questions or scenarios you want to be able to solve to class on Thursday
3. Update your `.github/workflows/experiencereflection.yml` file as follows: replace the two lines `team-reviewers: |` and `instructors` with `reviewers: <ta-gh-name>` where ta-gh-name is whichever TA is in your group. You can see your group on the [organisation teams page](#) named like “Spring 2023 Group X”. Make a PR and ask that TA for a review.
4. Answer the following in a comment on your prepare issue. Tag @brownsarahm on the issue

```
# Plan for success

__Target Grade:__ (A, B, ...)

## Plan to get there:
- 24 experience badges
- (other badges you plan)

<!-- If you plan any build badges, uncomment the line below and list some ideas, topics from the course website
<!-- ## Builds -->

<!-- If you plan any explore badges, create a schedule and propose one topic for your first explore badge -->
```

2023-02-09

related notes

Activities:

1. Bring questions about git to class on Wednesday.
2. Make sure that the `gh` CLI tool works by using it to create an issue called test on your kwl repo with `gh issue create`
3. Read sections 1.1, 1.2, and 1.3 of the [pro git book](#) this is mostly review at this point, but we are going to go into more of how git works next, so you need to make sure these concepts are all sorted out. Comment on your prepare issue if reading helped clarify confusion, made you more confused, or gave you new understanding. Either explain what you learned or ask a question you have. Tag @brownsarahm on the issue.

2023-02-14

Activities:

1. install jupyterbook on Mac or linux those instructions will work on your regular terminal, if you have python installed. On Windows those instructions will work in the Anaconda prompt or any other terminal that is set up with python. If these steps do not make sense see the [recommendations](#) in the syllabus for more instructions including videos of the Python install process in both Mac and Windows.
2. If you like to read about things before trying them, skim the [jupyterbook docs](#).
3. Think about and be prepared to reply to questions in class about your past experiences with documentation, both using it and writing it.

2023-02-16

[related notes](#)

Activities:

1. Try exploring your a repo manually and bring more questions
2. Make sure that you have submitted and gotten feedback on your plan for the course. (Feb 7 prepare for class)

2023-02-21

[related notes](#)

Activities:

1. In a gitunderstanding.md list 3-5 items from the following categories (a) things you have had trouble with in git in the past and how they relate to your new understanding (b) things that your understanding has changed based on today's class © things about git you still have questions about
2. Follow up on your progress issue and plan for the course

2023-02-23

[related notes](#)

Activities:

1. Start recording notes on *how* you use IDEs for the next couple of weeks using the template file in the course notes (will provide prompts and tips). We will come back to these notes in class later, but it is best to record over a time period instead of trying to remember at that time. Store your notes in your kwl repo in idethoughts.md on an [ide_prep](#) branch. **This is prep for the week after spring break, it does not have to be in the Feb 28 Experience Badge.**
2. make sure that you have a [test](#) git repo that matches the notes. **this is very important and if you do not have it you will not be able to follow along in class on Feb 28**

```
# IDE Thoughts
```

```
## Actions Accomplished
```

```
<!-- list what things you do: run code/ edit code/ create new files/ etc: no need to comment on what the code-->
```

[Skip to main content](#)

```
## Features Used
<!-- list features of it that you use, like a file explorer, debugger, etc -->
```

2023-03-02

[related notes](#)

Activities:

1. Read about the Learn more about the [SHA-1 collision attack](#)
2. Think about different ways you know to represent numbers.

2023-03-07

[related notes](#)

Activities:

1. Make sure you can run python code from bash and that you have [hve](#) CLI installed. You will need to be able to run [gh](#) and python in the same terminal. This should happen for free on not-Windows or WSL. On Windows, check the GitBash settings.

2023-03-09

[related notes](#)

Activities:

1. install putty on windows
2. spend 10 minutes after break before class, thinking about what you know about networking and how it works, what examples you have of it.

2023-03-21

[related notes](#)

Activities:

2. Review your notes on IDE use, make sure they are complete (from 2023-02-23 Prepare)
3. Preview the [Stack Overflow Developer Survey](#) Technology section parts that are about tools.

2023-03-23

[related notes](#)

Activities:

sources to verify anything you find confusing. Be sure you have the basic terminology down and bring questions to class. Plan to check off your questions as they are answered during class on Tuesday and then submit others in your experience reflection.

2023-03-28

[related notes](#)

Activities:

1. See prep from 2023-03-23, no additional prep.

2023-04-04

[related notes](#)

Activities:

1. [install this hardware simulator](#)
2. Create operators.md and make some notes about what you know about operators. What kinds of operators are you familiar with? Which have you seen in programming? math?

2023-03-30

[related notes](#)

Activities:

2023-04-06

[related notes](#)

Activities:

1. In fractionalbinary.md use 8 bits to represent the following numbers by using 4 bits as usual (8,2,4,1) and the other 4 bits are 1/2, 1/4, 1/8, 1/16th:
 - 3.75
 - 7.5
 - 11.625
 - 5.1875
1. Add to your file some notes about the limitations of representing non integer values this way. How much would using more bits help with, what limitations are not resolved by adding more bits.

2023-04-11

[Skip to main content](#)

Activities:

None, come as you are.

2023-04-13

[related notes](#)

Activities:

1. Read [gates out of anything](#) and watch the marble adder. Create [gates.md](#) and answer the questions below:
 1. What do all of the gates described have in common?
 1. How does the marble adder compare to the half adder and the full adder, which is it most like?
2. Study the 8 bit ALU. Try it out and be prepared to answer questions about it in class. Some questions to guide your exploration: What can it do? Try to compare it to the adder that we have seen. What components does it have that we have not yet seen? How does it represent different operations?
3. (optional, for 3 community badges) Add an additional workflow to your repo creates badge issues triggered by a [workflow_dispatch](#) and uses [inputs](#) of a date formatted like [YYYY-MM-DD](#) and boolean inputs for if review and/or practice should have issue created

2023-04-20

[related notes](#)

Activities:

Review the prep from 2023-04-18, nothing new.

2023-04-25

[related notes](#)

Activities:

1. (optional, get a head start on the final review/practice badges) Bring 2 multiple choice questions about computer systems, machine representation, or building code to class.
2. (optional, community badge opportunity) Try out the Pycharm extenstion created by one of your classmates as a build badge. You can download it by searching “gcc integration” in pycharm directly in the plugin marketplace or by [following the instructions on the documentation website](#). If you succeed, comment on your prepare issue with which technique (pliging marketpalce or manual) you used to install it and tag Professor Brown. If it does not work, open an [issue](#) that describes what you did, what happened, and what you expected instead and link to that issue on your prepare issue and tag Professor Brown for the community badge. (write a long full review of the extension comparing it to similar available tools for an explore badge)

Activities:

(optional, community badge opportunity) Try out the Pycharm extenstion created by one of your classmates as a build badge. You can download it by searching “gcc integration” in pycharm directly in the plugin marketplace or by [following the instructions on the documentation website](#). If you succeed, comment on your prepare issue with which technique (pliging marketpalce or manual) you used to install it and tag Professor Brown. If it does not work, open an issue that describes what you did, what happened, and what you expected instead and link to that issue on your prepare issue and tag Professor Brown for the community badge. (write a long full review of the extension comparing it to similar available tools for an explore badge)

More Practice Badges

Note

these are listed by the date they were *posted*

More practice exercises are a chance to try new dimensions of the concepts that we cover in class.

Note

Activities will appear here once the semester begins

2023-01-24

[related notes](#)

Activities:

1. Review the notes after I post them.
2. Fill in the first two columns of your KWL chart.
3. [review git and github vocabulary](#) (include link in your badge PR)
4. Read more about [version control in general](#) and add a “version control” row to your KWL chart with all 3 columns filled in.

2023-01-26

[related notes](#)

Activities:

1. review notes after they are posted, both rendered and the raw markdown include links to each in your badge PR
2. read Chapter 1, “Decoding your confusion while coding” in [The Programmer’s Brain](#) add a file called brain.md to your kwl repo that summarizes your thoughts on the chapter and how, if at all, it changes how you think about debugging and learning to program.
3. map out your computing knowledge and add it to your kwl chart repo in a file called [prior-knowledge-map](#). Use mermaid syntax, to draw your map. GitHub can render it for you including while you work using the preview button.

syllabus-faq.md about something that confused you with your best guess at the correct answer. If you get 100%, make a note in your badge PR.

2023-01-31

related notes

Activities:

1. Read the notes. If you have any questions, post an issue on the course website repo.
2. Using your terminal, download your KWL repo . Include the command used in your badge PR.
3. Try using setting up git using your favorite IDE or GitHub Desktop. Make a file gitoffline.md and include some notes of how it went. Was it hard? easy? what did you figure out or get stuck on.
4. Reorganize a folder on your computer (good candidate may be desktop or downloads folder), using only a terminal to make new directories, move files, check what's inside them, etc. Answer reflection questions (will be in notes) in a new file, `terminal1.md` in your kwl repo. Start with a file explorer open, but then try to close it and use only command line tools to explore and make your choices. If you get stuck, look up additional commands to do accomplish your goals.

`### Terminal File moving reflection`

1. Did this get easier toward the end?
1. Use the `'history'` to see which commands you used and how many times each, make a table below.
1. Did you have to look up how to do anything we had not done in class?
1. When do you think that using the terminal will be better than using your GUI file explorer?
1. What questions/challenges/ reflections do you have after this?
1. What kinds of things might you want to write a bash script for given what you know in bash so far? come up

2023-02-02

related notes

Activities:

1. Review the notes
2. Find your team's page on GitHub. It is named like `Spring2023-group-#` join the discussion that I started on your page.
3. Download the course website repo via terminal. Append the commands used to a terminalwork.md
4. Explore the difference between git add and git commit: try committing and pushing without adding, then add and push without committing. Describe what happens in each case in your gitcommit.md. Compare what happens based on what you can see on GitHub and what you can see with git status.
5. Complete the classmate issue in your inclass repo from today. Find a partner from within your assigned team by posting on your team's page. Link to your commits on your badge issue.
6. Try using git using your favorite IDE **and** GitHub Desktop. You can either do the other tasks for this badge, work on a different badge, or add & commit some random files in your inclass repo. Answer the questions below in `gitcompare3ways.md`.

Questions:

`## Reflection`

1. What IDE did you use?
1. Did the IDE help you learn git more quickly?

[Skip to main content](#)

1. Did using a more visual representation help you understand better?
1. Describe the staging area (what happens after git add) in your own words. Provide an analogy for it using
 2. What programming concepts is the staging area similar to?
 2. what step is the hardest for you to remember? what do you think might help you?

2023-02-07

related notes

Activities:

1. Read today's notes
2. Update your KWL chart with the new items and any learned items.
3. Learn about GitHub forks (you can also use other resources)
4. add [branches-forks.md](#) to your KWL repo and describe how branches work, what a fork is and how they relate to one another. If you use other resources, include them in your file.

2023-02-09

related notes

Activities:

1. Create a merge conflict in your github in class repo and resolve it using your favorite IDE, then create one and resolve it on GitHub in browser. Describe how you created it, show the files, and describe how your IDE helps or does not help in ide_merge_conflict.md. Give advice for when you think someone should resolve a merge conflict in GitHub vs using an IDE. (if you do not regularly use an, IDE, try VSCode)
2. create an issue on your group repo for a resource you want to review. Make sure that your contribution does not overlap with one that another member is going to post.
3. clone your group repo.
4. work offline and add your contribution and then open a PR. Your review should help a classmate decide if that reference material will help them or not.
5. review a class mate's PR.

2023-02-14

related notes

Activities:

1. Read today's notes when they are posted.
2. Add to your software.md a section about if that project does or does not adhere to the unix philosophy and why.
3. create methods.md and answer the following:

- which of the three methods for studying a system do you use most often when debugging?
- which do you use when you are trying to understand something new?
- do you think the ones you use most often are consistently effective? why or why not? When do they work
- what are you most interested in trying that might be different?

[Skip to main content](#)

2023-02-16

related notes

Activities:

1. Make your kwl repo into a jupyter book. Review the notes carefully for what files are required to make [jupyter-book build](#) run. Ignore your build directory.
2. Add one of the following features to your kwl repo:
 - a [glossary](#) both the terms and linkng to their use
 - [substitutions](#)
 - [figure](#)
3. Learn about the documentation ecosystem in another language that you know. In [docs.md](#) include a summary of your findings and compare and contrast it to jupyter book/sphinx. Include a [bibliography](#) of the sources you used. You can use [this generator](#) for informal sources and [google scholar](#) for formal sources.

2023-02-21

related notes

Activities:

1. Review the notes
2. Update your kwl chart with what you have learned or new questions
3. Practice with git log and redirects to write the commit history of your main branch for your kwl chart to a file gitlog.txt and commit that file to your kwl repo.
4. Read about different workflows in git and add responses to the below in a workflows.md in your kwl repo. Two good places to read from are [Git Book](#) and the [atlassian Docs](#)
5. Contribute either a cheatsheet item, or additional resource/reference to your group repo.
6. Complete one [peer review](#) of a team mate's contribution

```
## Workflow Reflection
```

1. Why is it important that git can be used with different workflows?
1. Which workflow do you think you would like to work with best and why?
1. Describe a scenario that might make it better for the whole team to use a workflow other than the one you

2023-02-23

related notes

Activities:

1. Review the notes
2. Read about [git internals](#) to review what we did in class in greater detail. Make gitplumbingdetail.md. Create a visualization that is compatible with version control (eg can be viewed in plain text and compared line by line, such as table or mermaid graph)

[Skip to main content](#)

3. Create gitislike.md and explain main git operations we have seen (add, commit, push) in your own words in a way that will either help you remember or how you would explain it to someone else at a high level. This might be analogies or explanations using other programming concepts or concepts from a hobby.
4. Contribute to your group repo and review a classmate's contribution. Include a link to your contribution and review in your badge PR comment using markdown link syntax. (view the raw version of this issue page for the git internals link above for an example)

2023-03-02

related notes

Activities:

1. Read the notes and repeat the activity if needed
2. use `git cat-file` over the objects to draw a graph diagram of your current status in your test directory include your drawing in test_repo_map.md using `mermaid` syntax to diagram it. Name each node in your graph with 5-7 characters of the hash and the type. eg `0c913 commit`
3. Add "version 3" to the test.txt file and hash that object
4. Add that to the staging area
5. Add the tree from the first commit to the staging area as a subdirectory with `git read-tree --prefix=back <hash>`
6. Write the new tree
7. Make a commit with message "Commit 3" point to that tree and have your second commit as its parent.
8. Update your diagram in test_repo_map.md after the following.

2023-03-07

related notes

Activities:

1. Learn more about how git is working on changing from SHA-1 to SHA-256 and answer the transition questions below) gittransition.md
2. find 2 more real world examples of using other number systems (either different bases or different symbols and bases) that are current. Describe them in `numbers.md`

```
## transition questions
1. Why make the switch?
3. What impact will the switch have on how git works?
4. Which developers will have the most work to do because of the switch?
```

2023-03-09

related notes

Activities:

2. Write a bash script that can generate a file in your KWL repo with a list of all of your PRs and PR reviews. Save the script as groupcontributions.sh and its output as group_contributions-YYYY-MM-DD.md

2023-03-21

related notes

Activities:

- File permissions are represented numerically often in octal, by transforming the permissions for each level (owner, group, all) as binary into a number. Add octal-practice.md to your KWL repo and answer the following.

- Transform the permissions [`r--`, `rw-`, `rwx`] to octal, by treating it as three bits.
- Transform the permission we changed our script to `rwxr-xr-x` to octal.
- What permissions would we want (both long and in octal) would allow only the owner to run a file?
- Which of the following would prevent a file from being edited by other people 777 or 755?

- create a `midterm.md` file in your kwl repo with 10 mutliple choice questions that cover topics from at least 5 different class sessions. Each question should have 4 options, 1 correct and 3 that represent a reasonable, but incorrect idea someone may have. All 10 questions should check understanding of key *concepts*, not only terminology or the name of a command. For each option explain why it is/not correct in a way that would help clarify someone's confusion if they had picked that answer instead of the correct answer. Use the following syntax:

Question text

- [] a wrong answer
- [] another wrong
- [x] correct answer marked with x
- [] another wong

- explanation **for** first wrong
- explanation **for** second wrong
- key point about correct
- explantion **for** third wrong

Next question

2023-03-23

related notes

Activities:

- Explore the IDE you use most and add `frequentide.md` to your kwl with notes about which features it does/not have based on what you learned in the in-class activity.
- Compare at least 3 IDEs for working in a single language. Your comparison should be based on first hand experience using each of the IDEs. Complete the same task in each tool. Create `favoriteide.md` to define and justify your preferred IDE. Include a ranked list of your criteria(which attributes and features) with justification/explanation of your ranking of these criteria.

[Skip to main content](#)

based on your criteria.

2023-03-28

related notes

Activities:

1. Describe a type of project where it would be worth it for you to learn a language you have never used before in newlanguage.md This should be based in what types of features for the language your project would require and/or what would contribute to the long term health of the project.
2. Try out/learn about one of the following languages that you have not used before, do something small that is typical of that language (eg a toy data analysis in R): [R](#), [Julia](#), [Clojure](#), [Stan](#), [Go](#). Try to use official documentation only to figure out a toy task to do. Answer the following questions in languagelearning.md:

1. What is this language designed for?
1. What Programming paradigm(s) does it support?
1. What language would make it easy to learn this language? Why?
1. What language would make it hard for someone to learn this language? Why?
1. What is its most unique feature(s)?
1. Include your small code bit (with comments!)
1. How was it trying to figure out this language

2023-04-04

related notes

Activities:

note: this is integrative3

1. Update more rows on your KWL Chart based on what we did today.
2. Contribute to your group repo and review a team mate's PR
3. Install [gcc](#) locally and practice using it. Repeat steps we did in class on your computer and then change the order of parameters; try skipping steps to produce errors, etc. Export the list of variations you tried and summarize what you learned as a list of tips and reminders on what the parameters do/why/when you would need them (or not) in {index} [gcctips.md](#). (to reinforce what we learned)
4. Write two short programs that do the same thing in different ways and compile them both to assembly (eg using a for vs while loop to sum numbers up to a number). Check the assembly to see if they produce the same thing or if it's different. Save your code (in code blocks) and notes about your findings in [assemblycompare.md](#)
5. On Seawulf, modify [main.c](#) from class to accept the integer as a command line argument instead of via input while running the program. See this tutorial for an example.
6. Write a bash script that runs your compiled program for each integer from 10 to 30 (syntax for a range is [{start..end}](#)) so this would be [{10..30}](#)
7. Create an sbatch script to run your script on a compute node and save the output to a file. The sbatch script should compile and link the program and then call the script. see the options
8. use [scp](#) to download your modified main, script files, and output to your local computer and include them in your kwl repo.

[Skip to main content](#)

programming and connect it to other ideas taught in CS)

1. What kinds of things would your code need to do if you were going to run it on an HPC system?
 2. What Sbatch options seem the most helpful?
 3. How might you go about setting the time limits for a script? How could you estimate how long it will take?

2023-03-30

related notes

Activities:

2023-04-06

related notes

Activities:

1. Add bitwise.md to your kwl and write the bitwise operations required for the following transformations:

```
4 -> 128  
12493 -> -12494  
127 -> 15  
7 -> 56  
4 -> -5
```

2. For the following figure out the bitwise operator:

$$\begin{array}{r} 45 \\ \times 37 \\ \hline 315 \\ 135 \\ \hline 1665 \end{array}$$

3. Create readingbytes.md and answer the following:

- if a file had the following binary contents, what would it display in the terminal? Describe how you can tell.
- What is the contents of the `sample.bn` if the result of `cat sample.bn` is: `¶¶¶¶`

4. Read about integer overflow and describe what it is, use an example assuming an 8 bit system, and how integer overflow is handled in Python, C, Javascript, and one other language of your choice in `overflow_languages.md`
 5. Contribute a new, not previously posted, use of bitwise operators to [the discussion](#)

2023-04-11

related notes

Activities:

1. Write a C program to compare values as doubles and as float (single precision/32bit) to see that this comparison issue is related to the IEEE standard and is not language specific. Make notes and comparison around its behavior and include it in a code cell in [cdouble.md](#)
2. In [floatept.md](#) design an experiment using the `fractions.Fraction` class in python that shows helps illustrate how `.1*3 == .3` evaluates to `False` but `.1*4 == .4` evaluates to `True`.

2023-04-13

related notes

Activities:

1. While we saw many types of gates today, but we actually could get all of the operations needed using only NAND gates. Work out how to use NAND gates to implement a half adder and describe it in [nandhalf.md](#)

check that what they describe does the same as an and and an xor, be sure they show how they match.

1. In [addertypes.md](#) compare ripple adders and lookahead adders.

1. Give a synopsis of each adder type
1. Compare them in terms of time (assume that each gate requires one unit of time)
1. Compare them in terms of space/cost by counting the total number of gates required.

2. Compare the 2 bit multiplier to the full adder in [multiplication.md](#). Use comparison with the full adder to explain how the 2bit multiplier works works, relative to the fact that multiplication can be thought of like repeated addition.

2023-04-20

related notes

Activities:

this is integrative-2

1. Create [in_five_years.md](#) and answer the following two questions: What do you think you will remember from this class in five years? What parts of this course's content do you think will change the most in five years?
2. Reflect on how this course impacts programming/debugging skills in [skillup.md](#). You can write this as how you think your own skill has improved or as if you are convincing another student to take this class. Touch on at least three topics.
3. Submit a PR with either advice to future students on how to succeed in the course or on why a student should take this course. Each of those is linked to where you should add your advice.

2023-04-25

related notes

Activities:

[Skip to main content](#)

2. Simulate a more computationally intensive program using the `sleep` function in C and compare the time of a threaded vs single threaded (ie serial, no intentional threading) version of the program. Include your two programs and the bash script to show how you tested it with notes on the performance in `threaded.md` (to better illustrate the impact of the threads)
3. Learn about the system libraries in two languages (one can be C or Python, one must be something else). Find the name(s) of the library or libraries. In `systeminteraction.md` summarize what types of support are shared or different? What does that tell you about the language?
4. Research examples of programs using multi-threading besides splitting up a single calculation for time reasons, include three examples in `whymultithread.md`.

2023-04-27

related notes

Activities:

integrative-3 Write multiple choice questions that assess understanding of concepts from after spring break.

- If solo, write 10 questions.
- If in a team (max 4 people), write 5 per person.
- If you were not in class today, you must work solo and submit in your KWL repo in a file `final.md`.

Each question should have 4 options, 1 correct and 3 that represent a reasonable, but incorrect idea someone may have. All 10 questions should check understanding of key *concepts*, not only terminology or the name of a command. For each option explain why it is/not correct in a way that would help clarify someone's confusion if they had picked that answer instead of the correct answer. Use the following syntax(correct answer can be in any position):

Question text

- [] a wrong answer
- [] another wrong
- [x] correct answer marked with x
- [] another wong

- explanation `for` first wrong
- explanation `for` second wrong
- key point about correct
- explantion `for` third wrong

Next question

KWL File Information



⚠ Warning

Explore Badges are not required, but an option for higher grades. The logistics of this could be streamlined or the instructions may become more detailed during the penalty free zone.

Explore Badges can take different forms so the sections below outline some options. This page is not a cumulative list of requirements or an exhaustive list of options.

💡 Tip

You might get a lot of suggestions for improvement on your first one, but if you apply that advice to future ones, they will get approved faster.

How do I propose?

Create an issue on your kwl repo, label it explore, and “assign” @brownsarahm.

In your issue, describe the question you want to answer or topic to explore and the format you want to use.

If you propose something too big, you might be advised to consider a build badge instead. If you propose something too small, you will get ideas as options for how to expand it and you pick which ones.

Where to put the work?

- If you extend a more practice exercise, you can add to the markdown file that the exercise instructs you to create.
- If its a question of your own, add a new file to your KWL repo.

❗ Important

Either way, there must be a separate issue for this work that is also linked to your PR

What should the work look like?

It should look like a blog post, written tutorial, graphic novel, or visual aid with caption. It will likely contain some code excerpts the way the class notes do. Style-wise it can be casual, like how you may talk through a concept with a friend or a more formal, academic tone. What is important is that it clearly demonstrates that you understand the material.

The exact length can vary, but these must go beyond what we do in class in scope

Explore Badge Ideas:

- Extend a more practice:

them

- for a more practice that asks you to try something, try some other options and compare and contrast them. eg “try git in your favorite IDE” -> “try git in three different IDEs, compare and contrast, and make recommendations for novice developers”
- For a topic that left you still a little confused or their was one part that you wanted to know more about. Details your journey from confusion or shallow understanding to a full understanding. This file would include the sources that you used to gather a deeper understanding. eg:
 - Describe how cryptography evolved and what caused it to evolve (i.e. SHA-1 being decrypted)
 - Learn a lot more about a specific number system
 - compare another git host
 - try a different type of version control
- Create a visual aid/memory aid to help remember a topic. Draw inspiration from Wizard Zines or
- Review a reference or resource for a topic

Examples from past students:

- Scripts/story boards for tiktoks that break down course topics
- Visual aid drawings to help remember key facts

For special formatting, use [jupyter book's documentation](#).

Not

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Build Badges

⚠ Warning

This page is subject to change until the end of the penalty free zone

Proposal Template

If you have selected to do a project, please use the following template to propose a build

```
## < Project Title >

<!-- insert a 1 sentence summary -->

### Objectives

<!-- in this section describe the overall goals in terms of what you will learn and the problem you will solve -->

### Method

<!-- describe what you will do , will it be research, write & present? will there be something you build? what will you learn -->

### Deliverables

<!-- list what your project will produce with target deadlines for each-->

### Milestones
```

have to meet what is approved. Some guidance:

- any code or text should be managed with git (can be GitHub or elsewhere)
- if you write any code it should have documentation
- if you do experiments the results should be summarized
- if you are researching something, a report should be 2-4 pages, plus unlimited references in the 2 column ACM format.

This guidance is generative, not limiting, it is to give ideas, but not restrict what you *can* do.

Updates and work in Progress

These can be whatever form is appropriate to your specific project. Your proposal should indicate what form those will take.

Summary Report

This summary report will be added to your kwl repo as a new file `build_report_title.md` where `title` is the (title or a shortened version) from the proposal.

This summary report have the following sections.

1. **Abstract** a one paragraph “abstract” type overview of what your project consists of. This should be written for a general audience, something that anyone who has taken up to 211 could understand. It should follow guidance of a scientific abstract.
2. **Reflection** a one paragraph reflection that summarizes challenges faced and what you learned doing your project
3. **Artifacts** links to other materials required for assessing the project. This can be a public facing web resource, a private repository, or a shared file on URI google Drive.

Build Ideas

- make a vs code extension for this class or another URI CS course
- port the courseutils to rust. `crate clap` is like the python click package I used to develop the course utils
- build a polished documentation website for your CSC212 project with `sphinx` or another static site generator
-

Syllabus and Grading FAQ

How much does activity x weigh in my grade?

There is no specific weight for any activities, because your grade is based on earning the badges. Everything at a level must be complete and correct.

How do I keep track of my earned badges?

with in one place. This is quite different than checking your grade in BrightSpace, but using tools like this represents the real tools used by developers.

Additionally, when we log them in our private gradebook, we will give you a “receipt” that is 128 characters long. You will be able to use provided command line tools and github actions to produce a report of your status at any time from those receipts. Additionally, at particular points in the course, an in class or class preparation activity will be for you to review a “progress report” that we give you and update your success plan for the course.

Also, when are each badge due, time wise?

Review and practice must start within a week, but I recommend starting before the next class. Must be a good faith completion within 2 weeks, but again recommend finishing sooner.

Experience reports for missing class is on a case by case basis depending on why you missed class. You must have a plan by the next class.

Explore and build, we'll agree to a deadline when you propose.

Will everything done in the penalty free zone be approved even if there are mistakes?

No. In the penalty-free zone I still want you to learn things, but we will do extra work to make sure that you get credit for all of your effort even if you make mistakes in how to use GitHub. We will ask you to fix things that we have taught you to fix, but not things that we will not cover until later.

The goal is to make things more fair while you get used to GitHub. It's a nontrivial thing to learn, but getting used to it is worth it.

I want this class to be a safe place for you to try things, make mistakes and learn from them without penalty. A job is a much higher stakes place to learn a tool as hard as GitHub, so I want this to be lower stakes, even though I cannot promise it will be easy.

Once we make revisions on a pull request, how do we notify you that we have done them?

You do not have to do anything, GitHub will automatically notify which ever one of us who reviewed it initially when you make changes.

What should work for an explore badge look like and where do I put it?

It should be a tutorial or blog style piece of writing, likely with code excerpts or screenshots embedded in it.

an example that uses mostly screenshots

an example of heavily annotated code

They should be markdown files in your KWL repo. I recommend myst markdown.

I can't push to my repository, I get an error that updates were rejected

If your error looks like this...

```
! [rejected] main -> main (fetch first)
error: failed to push some refs to <repository name>
hint: Updates were rejected because the remote contains work that you do
hint: not have locally. This is usually caused by another repository pushing
hint: to the same ref. You may want to first integrate the remote changes
hint: (e.g., 'git pull ...') before pushing again.
hint: See the 'Note about fast-forwards' in 'git push --help' for details.
```

Your local version and github version are out of sync, you need to pull the changes from github to your local computer before you can push new changes there.

After you run

```
git pull
```

You'll probably have to [resolve a merge conflict](#)

My command line says I cannot use a password

GitHub has [strong rules](#) about authentication. You need to use SSH with a public/private key; HTTPS with a [Personal Access Token](#) or use the [GitHub CLI auth](#)

Help! I accidentally merged the Badge Pull Request before my assignment was graded

That's ok. You can fix it.

note: these instructions use the main branch the way we use the badge branches and the feedback branch the way we use the main branch in this course

You'll have to work offline and use GitHub in your browser together for this fix. The following instructions will work in terminal on Mac or Linux or in GitBash for Windows. (see [Programming Environment](#) section on the tools page).

First get the url to clone your repository (unless you already have it cloned then skip ahead): on the main page for your repository, click the green "Code" button, then copy the url that's shown



[Code](#) [Issues](#) [Pull requests](#) [Actions](#) [Projects](#) [Wiki](#) [Security](#) [Insights](#) [Settings](#)

feedback had recent pushes 1 minute ago

[Compare & pull request](#)

main 5 branches 1 tag

[Go to file](#)

[Add file](#) ▾

[Code](#) ▾

brownsarahm update toc to include notebook

| | |
|----------------|--------------------------------------|
| .github | correct path for jupytext conversion |
| about | mvoe notebook |
| template_files | convert notebooks to md |
| .gitignore | merge gh changes and ignore |
| README.md | Initial commit |

Clone with HTTPS ?

[Use SSH](#)

Use Git or checkout with SVN using the web URL.

<https://github.com/rhodyprog4ds/por>

[Open with GitHub Desktop](#)

[Download ZIP](#)

Next open a terminal or GitBash and type the following.

```
git clone
```

then past your url that you copied. It will look something like this, but the last part will be the current assignment repo and your username.

```
git clone https://github.com/rhodyprog4ds/portfolio-brownsarahm.git
```

When you merged the Feedback pull request you advanced the **feedback** branch, so we need to hard reset it back to before you did any work. To do this, first check it out, by navigating into the folder for your repository (created when you cloned above) and then checking it out, and making sure it's up to date with the **remote** (the copy on GitHub)

```
cd portfolio-brownsarahm
git checkout feedback
git pull
```

Now, you have to figure out what commit to revert to, so go back to GitHub in your browser, and switch to the feedback branch there. Click on where it says **main** on the top right next to the branch icon and choose feedback from the list.

generated from [rhodyprog4ds/portfolio](#)

[Code](#) [Issues](#) [Pull requests](#) [Actions](#) [Projects](#) [Wiki](#) [Security](#) [Insights](#) [Settings](#)

feedback had recent pushes 1 minute ago [Compare & pull request](#)

[main](#) [5 branches](#) [1 tag](#) [Go to file](#) [Add file](#) [Code](#)

Switch branches/tags [Find or create a branch...](#)

| Branches | Tags |
|-----------------|---------|
| ✓ main | default |
| feedback | |
| gh-pages | |
| someOtherBranch | |

| | | |
|--------------------------------------|--------------------------|----------------|
| notebook | ✓ a6f7f45 15 minutes ago | ⌚ 14 commits |
| correct path for jupytext conversion | | 17 hours ago |
| mvoe notebook | | 17 minutes ago |
| convert notebooks to md | | 17 hours ago |
| merge gh changes and ignore | | 3 days ago |
| Initial commit | | 3 days ago |

Now view the list of all of the commits to this branch, by clicking on the clock icon with a number of commits

generated from [rhodyprog4ds/portfolio](#)

[Code](#) [Issues](#) [Pull requests](#) [Actions](#) [Projects](#) [Wiki](#) [Security](#) [Insights](#) [Settings](#)

feedback had recent pushes 15 minutes ago [Compare & pull request](#)

[feedback](#) [5 branches](#) [1 tag](#) [Go to file](#) [Add file](#) [Code](#)

This branch is 1 commit ahead of main. [Pull request](#) [Compare](#)

| | | |
|--|--------------------------------------|----------------|
|  brownsarahm Merge pull request #1 from rhodyprog4ds/main ... | f301d90 16 minutes ago | ⌚ 15 commits |
| .github | correct path for jupytext conversion | 17 hours ago |
| about | mvoe notebook | 20 minutes ago |
| template_files | convert notebooks to md | 17 hours ago |

On the commits page scroll down and find the commit titled "Setting up GitHub Classroom Feedback" and copy its hash, by clicking on the clipboard icon next to the short version.

more examples

brownsarahm committed 3 days ago

 9427c13 

convert notebooks to md 

brownsarahm committed 3 days ago

 e2f5b79 

Update jupytext_ipynb_md.yml

brownsarahm committed 3 days ago 

Verified

 7bd76c6 

solution

brownsarahm committed 3 days ago 

 fbe6613 

Setting up GitHub Classroom Feedback

brownsarahm committed 3 days ago 

 822cf5 

GitHub Classroom Feedback

brownsarahm committed 3 days ago 

 f3e0297 

Initial commit

brownsarahm committed 3 days ago 

 66c21c3 

Newer Older

Now, back on your terminal, type the following

```
git reset --hard
```

then paste the commit hash you copied, it will look something like the following, but your hash will be different.

```
git reset --hard 822cf51a70d356d448bcaede5b15282838a5028
```

If it works, your terminal will say something like

```
HEAD is now at 822cf51 Setting up GitHub Classroom Feedback
```

but the number on yours will be different.

Now your local copy of the `feedback` branch is reverted back as if you had not merged the pull request and what's left to do is to push those changes to GitHub. By default, GitHub won't let you push changes unless you have all of the changes that have been made on their side, so we have to tell Git to force GitHub to do this.

Since we're about to do something with forcing, we should first check that we're doing the right thing.

```
git status
```

and it should show something like

```
On branch feedback
Your branch is behind 'origin/feedback' by 12 commits, and can be fast-forwarded.
  (use "git pull" to update your local branch)
```

[Skip to main content](#)

you know you're not deleting the `main` copy of your work and `Your branch is behind origin/feedback` to know that reverting worked.

Now to make GitHub match your reverted local copy.

```
git push origin -f
```

and you'll get something like this to know that it worked

```
Total 0 (delta 0), reused 0 (delta 0)
To https://github.com/rhodyprog4ds/portfolio-brownsarahm.git
 + f301d90...822cfe5 feedback -> feedback (forced update)
```

Again, the numbers will be different and it will be your url, not mine.

Now back on GitHub, in your browser, click on the code tab. It should look something like this now. Notice that it says, "This branch is 11 commits behind main" your number will be different but it should be 1 less than the number you had when you checked `git status`. This is because we reverted the changes you made to main (11 for me) and the 1 commit for merging main into feedback. Also the last commit (at the top, should say "Setting up GitHub Classroom Feedback").

Now, you need to recreate your Pull Request, click where it says pull request.

generated from [rhodyprog4ds/portfolio](#)

[Unwatch](#)

[Code](#) [Issues](#) [Pull requests](#) [Actions](#) [Projects](#) [Wiki](#) [Security](#) [Insights](#) [Settings](#)

[feedback](#) ▾

[5 branches](#)

[1 tag](#)

[Go to file](#)

[Add file](#) ▾

[Code](#) ▾

This branch is 11 commits behind main.

[Pull request](#) [Compare](#)

| | | | |
|--|--------------------------------------|--------------------------------------|---------------------------|
|  brownsarahm | Setting up GitHub Classroom Feedback | X 822cfe5 3 days ago | 3 commits |
|  .github | GitHub Classroom Feedback | 3 days ago | |
|  about | Initial commit | 3 days ago | |
|  template_files | Initial commit | 3 days ago | |
|  .gitignore | Initial commit | 3 days ago | |
|  README.md | Initial commit | 3 days ago | |

It will say there isn't anything to compare, but this is because it's trying to use [feedback](#) to update [main](#). We want to use [main](#) to update [feedback](#) for this PR. So we have to swap them. Change base from [main](#) to [feedback](#) by clicking on it and choosing [feedback](#) from the list.

generated from [rhodyprog4ds/portfolio](#)

[Unwatch](#)

[Code](#) [Issues](#) [Pull requests](#) [Actions](#) [Projects](#) [Wiki](#) [Security](#) [Insights](#) [Settings](#)

Comparing changes

Choose two branches to see what's changed or to start a new pull request. If you need to, you can also [compare across forks](#).

base: [main](#) ▾ ← compare: [feedback](#) ▾

Choose a base ref

Find a branch

Branches Tags

✓ main default

feedback

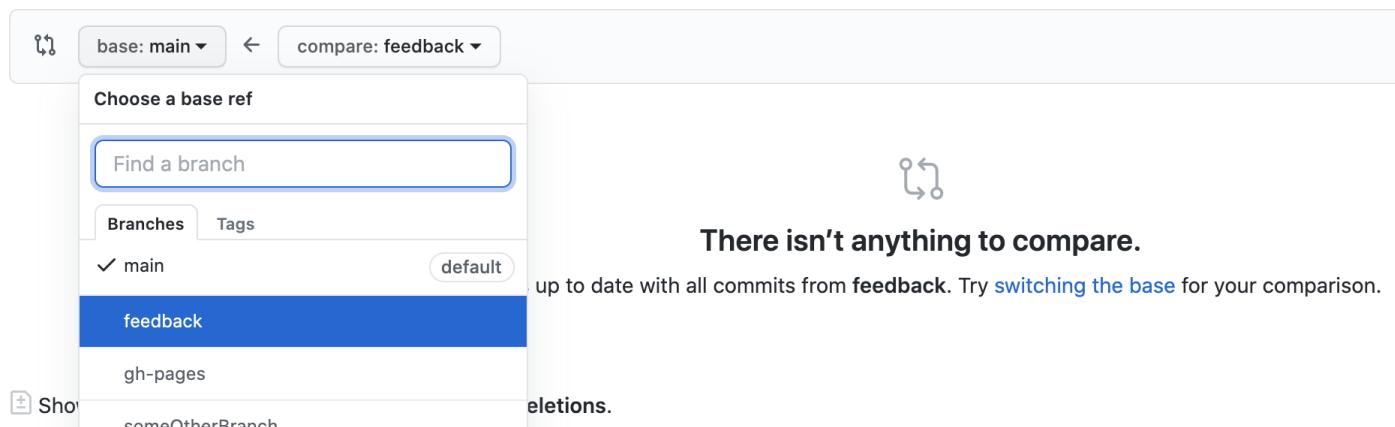
gh-pages

Show someOtherBranch

There isn't anything to compare.

up to date with all commits from feedback. Try switching the base for your comparison.

deletions.



Then change the compare [feedback](#) on the right to [main](#). Once you do that the page will change to the "Open a Pull Request" interface.

[Skip to main content](#)

Open a pull request

Create a new pull request by comparing changes across two branches. If you need to, you can also [compare across forks](#).

The screenshot shows a GitHub pull request interface. At the top, there are dropdown menus for 'base: feedback' and 'compare: main'. A green checkmark indicates 'Able to merge. These branches can be automatically merged.' Below this, a user profile picture is visible next to the title 'Feedback'. There are 'Write' and 'Preview' buttons. A toolbar with various icons for bold, italic, etc., is present. The main body area has a placeholder 'Leave a comment' and a note 'Attach files by dragging & dropping, selecting or pasting them.' at the bottom right.

Make the title “Feedback” put a note in the body and then click the green “Create Pull Request” button.

Now you’re done!

If you have trouble, create an issue and tag `@rhodyprog4ds/fall20instructors` for help.

For an Assignment, should we make a new branch for every assignment or do everything in one branch?

Doing each new assignment `in` its own branch `is` best practice. In a typical software development flow once the

Glossary

💡 Tip

We will build a glossary as the semester goes on. When you encounter a term you do not know, create an issue to ask for help, or contribute a PR after you find the answer.

add (new files in a repository)

the step that stages/prepares files to be committed to a repository from a local branch

bitwise operator

an operation that happens on a bit string (sequence of 1s and 0s). They are typically faster than operations on whole integers.

bitwise operator

[Skip to main content](#)

Compiled Code

code that is put through a compiler to turn it into lower level assembly language before it is executed. must be compiled and re-executed everytime you make a change.

directory

a collection of files typically created for organizational purposes

floating point number

the concept that the decimal can move within the number (ex. scientific notation; you move the decimal based on the exponent on the 10). can represent more numbers than a fixed point number.

fixed point number

the concept that the decimal point does not move in the number (the example in the notes where if we split up a bit in the middle and one half was for the decimal and the other half was for the whole number. Cannot represent as many numbers as a floating point number.

.gitignore

a file in a git repo that will not add the files that are included in this .gitignore file. Used to prevent files from being unnecessarily committed.

git

a version control tool; it's a fully open source and always free tool, that can be hosted by anyone or used without a host, locally only.

git objects

something (a file, directory) that is used in git; has a hash associated with it

GitHub

a hosting service for git repositories

Git Plumbing commands

low level git commands that allow the user to access the inner workings of git.

Git Workflow

a recipe or recommendation for how to use Git to accomplish work in a consistent and productive manner

HEAD

the branch that is currently being checked out (think of the current branch)

merge

putting two branches together so that you can access files in another branch that are not available in yours

hash function

the actual function that does the hashing of the input (a key, an object, etc.)

hashing

tables and when git hashes commits).

interpreted code

code that is directly executed from a high level language. more expensive computationally because it cannot be optimized and therefore can be slower.

integrated development environment

also known as an IDE, puts together all of the tools a developer would need to produce code (source code editor, debugger, ability to run code) into one application so that everything can be done in one place. can also have extra features such as showing your file tree and connecting to git and/or github.

Linker

a program that links together the object files and libraries to output an executable file.

pull (changes from a repository)

download changes from a remote repository and update the local repository with these changes.

push (changes to a repository)

to put whatever you were working on from your local machine onto a remote copy of the repository in a version control system.

repository

a project folder with tracking information in it in the form of a .git file

ROM (Read-Only Memory)

Memory that only gets read by the CPU and is used for instructions

SHA 1

the hashing function that git uses to hash its functions (found to have very serious collisions (two different inputs have same hashes), so a lot of software is switching to SHA 256)

shell

a command line interface; allows for access to an operating system

ssh

allows computers to safely connect to networks (such as when we used an ssh key to clone our github repos)

templating

templating is the idea of changing the input or output of a system. For instance, the Jupyter book, instead of outputting the markdown files as markdown files, displays them as HTML pages (with the contents of the markdown file).

terminal

a program that makes shell visible for us and allows for interactions with it

tree objects

type of git object in git that helps store multiple files with their hashes (similar to directories in a file system)

yml

see YAML

a file specification that stores key-value pairs. It is commonly used for configurations and settings.

General Tips and Resources

This section is for materials that are not specific to this course, but are likely useful. They are not generally required readings or installs, but are options or advice I provide frequently.

on email

- how to e-mail professors

How to Study in this class

In this page, I break down how I expect learning to work for this class.

Begin a great programmer does not require memorizing all of the specific commands, but instead knowing the common patterns and how to use them to interpret others' code and write your own. Being efficient requires knowing how to use tools and how to let the computer do tedious tasks for you. This is how this course is designed to help you, but you have to get practice with these things.

Using reference materials frequently is a built in part of programming, most languages have built in help as a part of the language for this reason. These tools can help you when you are writing code and forget a specific bit of syntax, but these tools will not help you *read* code or debug environment issues. You also have to know how to effectively use these tools.

Knowing the common abstractions we use in computing and recognizing them when they look a little bit differently will help you with these more complex tasks. Understanding what is common when you move from one environment to another or to This course is designed to have you not only learn the material, but also to build skill in learning to program. Following these guidelines will help you build habits to not only be successful in this class, but also in future programming.

Why this way?

Learning requires iterative practice. In this class, you will first get ready to learn by preparing for class. Then, in class, you will get a first experience with the material. The goal is that each class is a chance to learn by engaging with the ideas, it is to be a guided inquiry. Some classes will have a bit more lecture and others will be all hands on with explanation, but the goal is that you *experience* the topics in a way that helps you remember, because being immersed in an activity helps brains remember more than passively watching something. Then you have to practice with the material

Preparing for class will be activities that help you bring your prior knowledge to class in the most helpful way, help me mee

You will be making a lot of documentation of bits, in your own words. You will be directed to try things and make notes. This based on a recommended practices from working devs to [keep a notebook]](<https://blog.nelhage.com/2010/05/software-and-lab-notebooks/>) or keep a blog and notebook.

Learning in class

My goal is to use class time so that you can be successful with *minimal frustration* while working outside of class time.

Programming requires both practical skills and abstract concepts. During class time, we will cover the practical aspects and introduce the basic concepts. You will get to see the basic practical details and real examples of debugging during class sessions. Learning to debug something you've never encountered before and setting up your programming environment, for example, are *high frustration* activities, when you're learning, because you don't know what you don't know. On the other hand, diving deeper into options and more complex applications of what you have already seen in class, while challenging, is something I'm confident that you can all be successful at with minimal frustration once you've seen basic ideas in class. My goal is that you can repeat the patterns and processes we use in class outside of class to complete assignments, while acknowledging that you will definitely have to look things up and read documentation outside of class.

Each class will open with some time to review what was covered in the last session before adding new material.

To get the most out of class sessions, you should have a laptop with you. During class you should be following along with Dr. Brown. You'll answer questions on Prismia chat, and when appropriate you should try running necessary code to answer those questions. If you encounter errors, share them via Prismia chat so that we can see and help you.

After class

After class, you should practice with the concepts introduced.

This means reviewing the notes: both yours from class and the annotated notes posted to the course website.

When you review the notes, you should be adding comments on tricky aspects of the code and narrative text between code blocks in markdown cells. While you review your notes and the annotated course notes, you should also read the documentation for new modules, libraries, or functions introduced in that class.

If you find anything hard to understand or unclear, write it down to bring to class the next day or post an issue on the course website.

GitHub Interface reference

This is an overview of the parts of GitHub from the view on a repository page. It has links to the relevant GitHub documentation for more detail.

Top of page

The very top menu with the GitHub logo in it has GitHub level menus that are not related to the current repository.

Repository specific page

[Code](#) [Issues](#) [Pull Requests](#) [Actions](#) [Projects](#) [Security](#) [Insights](#) [Settings](#)

This is the main view of the project

Branch menu & info, file action buttons, download options (green code button)

About has basic facts about

[Skip to main content](#)

File panel

the header in this area lists who made the last commit, the message of that commit, the short hash, date of that commit and the total number of commits to the project.

If there are actions on the repo, there will be a red x or a green check to indicate that if it failed or succeeded on that commit.

Releases, Packages, and Environments are optional sections that the repo owner can toggle on and off.

Releases mark certain commits as important and give easy access to that version. They are related to git tags

Packages are out of scope for this course. GitHub helps you manage distributing your code to make it easier for users.

Environments are a tool for dependency management. We will cover things that help you know how to use this feature indirectly, but probably will not use it directly in class. This would be eligible for a build badge.

The bottom of the right panel has information about the languages in the project

the header in this area lists who made the last commit, the message of that commit, the short hash, date of that commit and the total number of commits to the project.

If there are actions on the repo, there will be a red x or a green check to indicate that if it failed or succeeded on that commit. ^^^ file list: a table where the first column is the name, the second column is the message of the last commit to change that file (or folder) and the third column is when is how long ago/when that commit was made

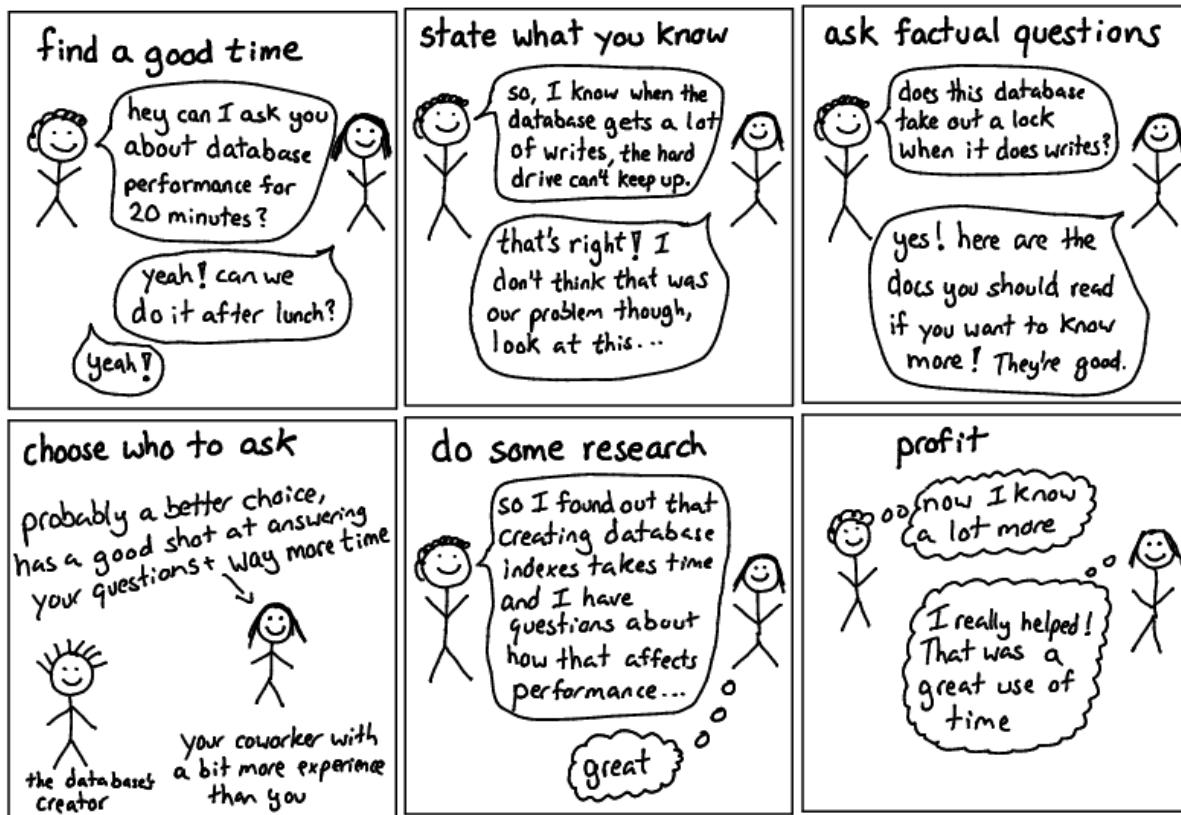
README file

Getting Help with Programming

This class will help you get better at reading errors and understanding what they might be trying to tell you. In addition here are some more general resources.

Asking Questions

ASKING YUUU QUESTIONS



One of my favorite resources that describes how to ask good questions is [this blog post](#) by Julia Evans, a developer who writes comics about the things she learns in the course of her work and publisher of wizard zines.

Describing what you have so far

Stackoverflow is a common place for programmers to post and answer questions.

As such, they have written a good [guide on creating a minimal, reproducible example](#).

Creating a minimal reproducible example may even help you debug your own code, but if it does not, it will definitely make it easier for another person to understand what you have, what your goal is, and what's working.

Getting Organized for class

The only **required** things are in the Tools section of the syllabus, but this organizational structure will help keep you on top of what is going on.

Your username will be appended to the end of the repository name for each of your assignments in class.

File structure

I recommend the following organization structure for the course:

i Note

A fun debug

```
|- notes  
|- portfolio-username  
|- 02-accessing-data-username  
|- ...
```

This is one top level folder will all materials in it. A folder inside that for in class notes, and one folder per repository.

Please **do not** include all of your notes or your other assignments all inside your portfolio, it will make it harder to grade.

Finding repositories on github

Each assignment repository will be created on GitHub with the [rhodyprog4ds](#) organization as the owner, not your personal account. Since your account is not the owner, they do not show on your profile.

Your assignment repositories are all private during the semester. At the end, you may take ownership of your portfolio[^pttrans] if you would like.

If you go to the main page of the organization you can search by your username (or the first few characters of it) and see only your repositories.

⚠ Warning

Don't try to work on a repository that does not end in your username; those are the template repositories for the course and you don't have edit permission on them.

More info on cpus

| Resource | Level | Type | Summary |
|-------------------------------------|-------|---------|---|
| What is a CPU, and What Does It Do? | 1 | Article | Easy to read article that explains CPUs and their use. Also touches on "buses" and GPUs. |
| Processors Explained for Beginners | 1 | Video | Video that explains what CPUs are and how they work and are assembled. |
| The Central Processing Unit | 1 | Video | Video by Crash Course that explains what the Central Processing Unit (CPU) is and how it works. |

Windows Help & Notes

CRLF Warning

[Skip to main content](#)

Classic Mac Operating system used the `CR` character. Unix-like systems (including MacOS X) use only the `LF` character. If you try to open a file on Windows that has only `LF` characters, Windows will think it's all one line. To help you, since git knows people collaborate across file systems, when you check out files from the git database (`.git/` directory) git replaces `LF` characters with `CRLF` before updating your working directory.

When working on Windows, when you make a file locally, each new line will have `CRLF` in it. If your collaborator (or server, eg GitHub) runs not a unix or linux based operating system (it almost certainly does) these extra characters will make a mess and make the system interpret your code wrong. To help you out, git will automatically, for Windows users, convert `CRLF` to `LF` when it adds your work to the index (staging area). Then when you push, it's the compatible version.

[git documentation of the feature](#)