Problem Set 1, Problems 0 and 1

Problem 0: Reading and response

Put your response to the reading below.

I think that portion of idea that betrays thinking at the time was the idea that we don't need to understand why events happen and why things are correlated. In my opinion, the idea that we should accept information simply given to us by computers is preposterous due to the lack of understanding as to why it should be accepted in the first place. It may be true, but allowing that kind of philosophy is a slippery slope to where everything should be accepted without a reason as to why.

I only agree partially with the statement that we don't have to settle on models. Although it is true that if we use strictly statistical analysis, we can determine a massive amount of information, I find it imperative that we still determine how exactly it came to be, which is the main purpose of models. Although they are not always accurate, they provide a representation that conveys meaning to people in ways that are understandable, which can lead to research in a different area that may not be explored if no one understands anything. Also being able to understand information provides a reason to give it more credence rather than developing to blind faith of what we're told.

Problem 1: Statements, expressions and conditional execution

1-1. Tracing a simple program

`line of code`	`x`	`y`	`z`
`x = 11`	11		
`y = 5`	11	5	
`y = y * 3`	11	15	
`z = y - x`	11	15	4
`x = x // 3`	3	15	4
`y = z % 3`	3	15	1

1-2. Assignment statements and expressions

a) `a = a + 5`

b) `a ** b`

c) `b = a//3`

d) `a==b`

e) `a%3 == 0`

f) `not (b>=6 and b<=16)`

1-3. Conditional execution: Calls to the function `mystery()`

function call	**output**
a. `mystery([5, 7, 1])`	mound redound
b. `mystery([4, 4, 6])`	round redound
c. `mystery([8, 6, 3])`	found redound
d. `mystery([1, 2, 3])`	zounds redound
e. `mystery([2, 8, 8])`	mound ground redound