CPSC-354 Report

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Abstract

Short summary of purpose and content.

Contents

1 Introduction

This is the report for CPSC 354 Programming Languages. It will contain homework for each week, as well as project work and analysis.

2 Homework

This section will contain your solutions to homework.

2.1 Week 1

HW 1 - Greatest Common Divisor

```
def gcd(n, m):
    while n != m:
        if  n > m:
            n = n-m
        else:
            m = m-n
    return n
```

The code above implements Euclid's algorithm to find the greatest common divisor in python. Below is an explanation given sample input gcd(9,33).

While n != m, the code will compare whether or not n is greater than m. If n > m, n will become n – m. Otherwise if n < m, m will become m – n. When n == m, the greatest common divisor has been found.

Keeping this logic in mind, let n = 9, m = 33.

```
gcd(9,33) =
gcd(9,24) =
gcd(9,15) =
gcd(9,6) =
gcd(3,6) =
gcd(3,3) =
3
```

Since n == m and the value of both is 3, the greatest common divisor is 3 for this example.

2.2 Week 2

HW 2 - Recursion in Functional Programming

```
select_evens :: [a] -> [a]
select_evens [] = []
select_evens (x:(y:xs)) = y:select_evens(xs)

select_odds :: [a] -> [a]
select_odds [] = []
select_odds (x:(y:xs)) = x:select_odds(xs)

member :: (Eq a) => a -> [a] -> Bool
member a [] = False
member a (x:xs)
    | a == x = True
    | otherwise = a `member` xs

append :: (Ord a) => [a] -> [a] -> [a]
append [] [] = []
append [] ys = ys
append (x:xs) (ys) = x:append(xs) (ys)

revert :: [a] -> [a]
revert [] = []
revert (x:xs) = append (revert xs) [x]
```

```
less_equal :: (Ord a) => [a] -> [a] -> Bool
less_equal [] [] = True
less_equal (x:xs) (y:ys)
    | x > y   = False
    | otherwise = xs `less_equal` ys
```

The code above implements select_evens, select_odds, member, append, revert, less_equal as recursive functions in Haskell. Below are explanations showing computations for given inputs.

Select Evens example:

Select Evens [”a”,”b”,”c”,”d”]

```
select_evens ["a","b","c","d"] =
    "b" : (select_evens ["c","d"]) =
    "b" : ("d" : (select_evens [])) =
    ["b","d"]
```

Select Odds example:

Select Odds [”a”,”b”,”c”,”d”]

```
select_odds ["a","b","c","d"] =
    "a" : (select_odds ["c","d"]) =
    "a" : ("c" : (select_odds [])) =
    ["a","c"]
```

Member example:

Member 2 [5,2,6]

```
member 2 [5,2,6] =
    member 2 [2,6] =
    True
```

Append example:

Append [1,2,3] [4,5]

```
append [1,2,3] [4,5] =
    1 : (append [2,3] [4,5]) =
    1 : (2 : (append [3] [4,5])) =
    1 : (2 : (3 : (append [] [4,5]))) =
    1 : (2 : (3 : [4,5])) =
    [1,2,3,4,5]
```

Revert example:

Revert [1,2,3]

```
revert [1,2,3] =
    append(revert [2,3], [1]) =
    append(append (revert [3]) [2]) [1] =
    append(append (append (revert []) [3]) [2]) [1] =
```

```
append(append (append [] [3]) : [2]) [1] =
append(append [3] [2]) [1] =
append 3 : (2) [1] =
append [3,2] [1] =
3 : (append [2] [1]) =
3 : (2 : (append [] [1])) =
3 : (2 : 1) =
[3,2,1]
```

Less Equal example:

Less Equal [1,2,3] [2,3,4]

```
less_equal [1,2,3] [2,3,4] =
    less_equal [2,3] [3,4] =
    less_equal [3] [4] =
    True
```

2.3 Week 3

HW 3 - Towers of Hanoi

```
hanoi 5 0 2
  hanoi 4 0 1
    hanoi 3 0 2
      hanoi 2 0 1
        hanoi 1 0 2 = move 0 2
        move 0 1
        hanoi 1 2 1 = move 2 1
      move 0 2
      hanoi 2 1 2
        hanoi 1 1 0 = move 1 0
        move 1 2
        hanoi 1 0 2 = move 0 2
    move 0 1
    hanoi 3 2 1
        hanoi 2 2 0
            hanoi 1 2 1 = move 2 1
            move 2 0
            hanoi 1 1 0 = move 1 0
        move 2 1
        hanoi 2 0 1
            hanoi 1 0 2 = move 0 2
            move 0 1
            hanoi 1 2 1 = move 2 1
  move 0 2
  hanoi 4 1 2
      hanoi 3 1 0
        hanoi 2 1 2
            hanoi 1 1 0 = move 1 0
            move 1 2
            hanoi 1 0 2 = move 0 2
        move 1 0
        hanoi 2 2 0
            hanoi 1 2 1 = move 2 1
```

```
            move 2 0
            hanoi 1 1 0 = move 1 0
        move 1 2
        hanoi 3 0 2
            hanoi 2 0 1
                hanoi 1 0 2 = move 0 2
                move 0 1
                hanoi 1 2 1 = move 2 1
            move 0 2
            hanoi 2 1 2
                hanoi 1 1 0 = move 1 0
                move 1 2
                hanoi 1 0 2 = move 0 2
```

In order to solve the puzzle, the moves are as follows:

```
move 0 2
move 0 1
move 2 1
move 0 2
move 1 0
move 1 2
move 0 2
move 0 1
move 2 1
move 2 0
move 1 0
move 2 1
move 0 2
move 0 1
move 2 1
move 0 2
move 1 0
move 1 2
move 0 2
move 1 0
move 2 1
move 2 0
move 1 0
move 1 2
move 0 2
move 0 1
move 2 1
move 0 2
move 1 0
move 1 2
move 0 2
```

The word "hanoi" appears in the computation 31 times.

This computation can be expressed as a formula that works for moving any number of disks n as:

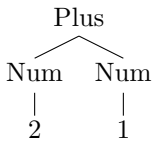
```
hanoi(n+1) x y = hanoi n x(other x y)
move x y
hanoi n(other x y)y
```

```
hanoi 1 x y = move x y

hanoi (n+1) x y =
  hanoi n x (other x y)
  move x y
  hanoi n (other x y) y
```

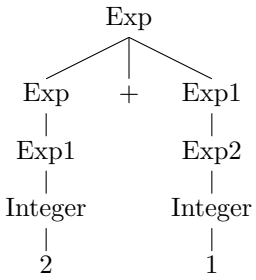
2.4 Week 4

HW 4 - Parsing and Context-Free Grammars

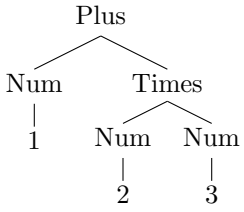
```
Abstract Syntax Tree: 2 + 1
   Plus (Num 2) (Num 1)
```



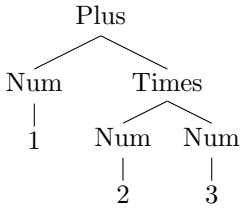

```
Concrete Syntax Tree: 2 + 1
```



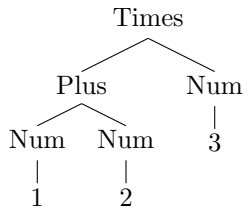

```
Abstract Syntax Tree: 1 + 2 * 3
   Plus (Num 1) (Times (Num 2) (Num 3))
```



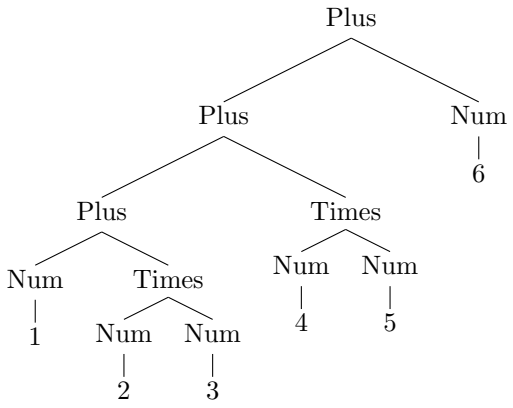

```
Abstract Syntax Tree: 1 + (2 * 3)
   Plus (Num 1) (Times (Num 2) (Num 3))
```



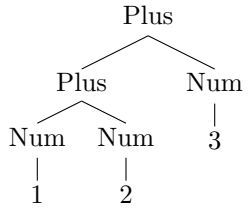
```
Abstract Syntax Tree: (1 + 2) * 3
    Times (Plus (Num 1) (Num 2)) (Num 3)
```



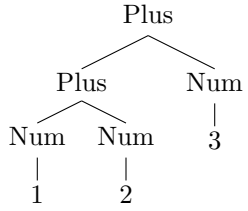

```
Abstract Syntax Tree: 1 + 2 * 3 + 4 * 5 + 6
    Plus (Plus (Plus (Num 1) (Times (Num 2) (Num 3))) (Times (Num 4) (Num 5))) (Num 6)
```



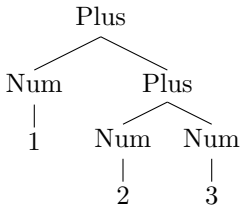

```
Abstract Syntax Tree: 1 + 2 + 3
    Plus (Plus (Num 1) (Num 2)) (Num 3)
```




```
Abstract Syntax Tree: (1 + 2) + 3
    Plus (Plus (Num 1) (Num 2)) (Num 3)
```




```
Abstract Syntax Tree: 1 + (2 + 3)
    Plus (Num 1) (Plus (Num 2) (Num 3))
```

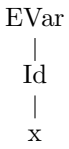



```
The abstract syntax tree of 1+2+3 is identical to the one of (1+2)+3, but not the one of 1+(2+3).
```

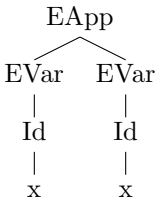
2.5 Week 5

HW 5 - Syntax + Semantics of Lambda Calculus Syntax

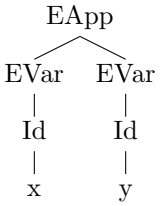
```
x = EVar (Id "x")
```



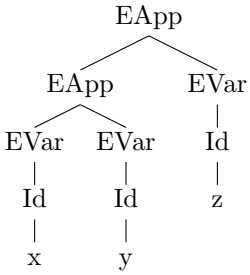

```
x x = EApp (EVar (Id "x") EVar (Id "x"))
```



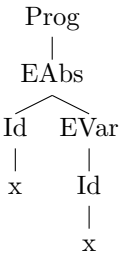

```
x y = EApp (EVar (Id "x") EVar (Id "y"))
```



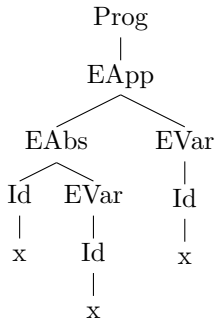

```
x y z = EApp (EVar (Id "x") EVar (Id "y")) EVar (Id "z"))
```



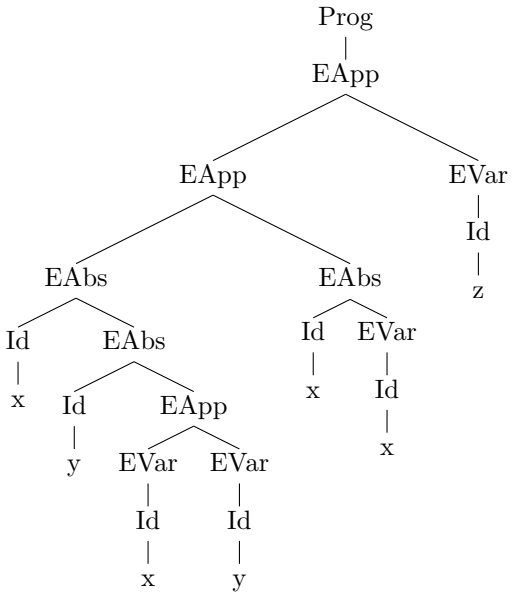

```
\ x.x = Prog (EAbs(Id "x" EVar(Id "x")))
```



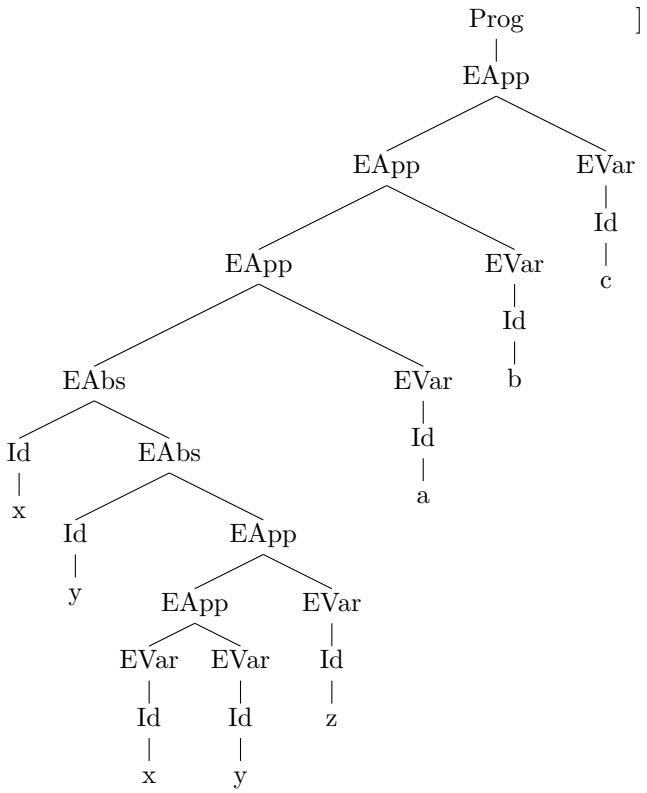

```
(\x.x) x = Prog(EApp(EAbs(Id "x" EVar(Id "x")) EVar(Id "x")))
```




```
(\ x . (\ y . x y)) (\ x.x) z = Prog(EApp(EApp(EAbs(Id "x", EAbs(Id "y", EApp(EVar(Id "x"),
    EVar(Id "y")))), EAbs(Id "x", EVar(Id "x"))), EVar(Id "z")))
```




```
(\ x . \ y . x y z) a b c = Prog(EApp(EApp(EApp(EAbs(Id "x", EAbs(Id "y", EApp(EApp(EVar(Id "x"),
    EVar(Id "y")), EVar(Id "z")))), EVar(Id "a")), EVar(Id "b")), EVar(Id "c")))
```



Semantics

```
- Evaluate using pen-and-paper the following expressions:

(\x.x) a = a

\x.x a = \x.x a

(\x.\y.x) a b = (\y.a) b = a

(\x.\y.y) a b = (\y.y) b = b

(\x.\y.x) a b c = (\y.a) b c = a c

(\x.\y.y) a b c = (\y.y) b c = b c

(\x.\y.x) a (b c) = (\y.a) (b c) = a

(\x.\y.y) a (b c) = (\y.y) (b c) = b c

(\x.\y.x) (a b) c = (\y.a b) c = a b

(\x.\y.y) (a b) c = (\y.y) c = c

(\x.\y.x) (a b c) = \y.a b c

(\x.\y.y) (a b c) = \y.y
```

```
- Evaluate (\x.x)((\y.y)a) by executing the function evalCBN

evalCBN(EApp (EAbs (Id "x") (EVar (Id "x"))) (EApp (EAbs (Id "y") (EVar (Id "y"))) (EVar (Id
    "a")))) = line 6
evalCBN (EApp (EAbs (Id "x") (EVar (Id "x"))) subst (Id "y") (EVar (Id "a")) (EVar (Id "y"))) =
    line 15
evalCBN (EApp (EAbs (Id "x") (EVar (Id "x"))) EVar (Id "a")) = line 6
evalCBN (subst (Id "x") (EVar (Id "a")) (EVar (Id "x"))) = line 15
evalCBN (EVar (Id "a")) = line 8
EVar (Id "a")
```

2.6 Week 6

Evaluate

```
(\exp.\two.\three. exp two three)

(\m.\n. m n)

(\f.\x. f (f x))

(\f.\x. f (f (f x)))

Substitute the terms as shown in the following:

((\m.\n. m n) \two. \three. two three) =

((\m.\n. m n) (\f.\x. f (f x)) \three. three) =

((\m.\n. m n) (\f.\x. f (f x)) (\f.\x. f (f (f x)))) =

((\m.\n. m n) (\f0.\x0. f0 (f0 x0)) (\f1.\x1. f1 (f1 (f1 x1)))) =

((\n. (\f0. \x0. f0 (f0 x0)) n) (\f1. \x1. f1 (f1 (f1 x1)))) =

((\f0.\x0. f0 (f0 x0)) (\f1.\x1. f1 (f1 (f1 x1)))) =

((\x0. (\f1.\x1. f1 (f1 (f1 x1))) ((\f1.\x1. f1 (f1 (f1 x1))) x0))) =

((\x0. (\f1.\x1. f1 (f1 (f1 x1))) ((\f1.\x1. f1 (f1 (f1 x1))) x0))) =

((\x0. (\x1. ((\f1.\x1. f1 (f1 (f1 x1))) x0) (((\f1.\x1. f1 (f1 (f1 x1))) x0) (((\f1.\x1. f1 (f1
    (f1 x1))) x0) x1))))) =

((\x0. (\x1. ((\x1. x0 (x0 (x0 x1)))) (((\f1.\x1. f1 (f1 (f1 x1))) x0) (((\f1.\x1. f1 (f1 (f1
    x1))) x0) x1))))) =

((\x0. (\x1. ((\x1. x0 (x0 (x0 x1)))) (((\x1. x0 (x0 (x0 x1)))) (((\f1.\x1. f1 (f1 (f1 x1))) x0)
    x1))))) =

((\x0. (\x1. ((\x1. x0 (x0 (x0 x1)))) (((\x1. x0 (x0 (x0 x1)))) (((\x1. x0 (x0 (x0 x1)))) x1))))) =

((\x0. (\x1. ((\x1. x0 (x0 (x0 x1)))) (((\x1. x0 (x0 (x0 x1)))) (((x0 (x0 (x0 x1))))))))) =

((\x0. (\x1. ((\x1. x0 (x0 (x0 x1)))) (((x0 (x0 (x0 ((x0 (x0 (x0 x1)))))))))))) =
```

```
((\x0. (\x1. (x0 (x0 (x0 (((x0 (x0 (x0 ((x0 (x0 (x0 x1)))))))))))))) =

(\x0. (\x1. (x0 (x0 (x0 (x0 (x0 (x0 (x0 (x0 (x0 x1))))))))))
```

2.7 Week 7

Explain whether each variable is bound or free - if it is bound, say the binder and scope of the variable.

```
Lines 5-7
evalCBN (EApp e1 e2) = case (evalCBN e1) of
    (EAbs i e3) -> evalCBN (subst i e2 e3)
    e3 -> EApp e3 e2
```

e1 (line 5)

- bound on the left of =
- scope is the end of line 7

e2 (line 5)

- bound on the left of =
- scope is the end of line 7

i (line 6)

- bound on the left of -¿
- scope is the end of line 6

e3 (line 6)

- bound on the left of -¿
- scope is the end of line 6

e3 (line 7)

- bound on the left of -¿
- scope is the end of line 7

x (line 8)

- bound on the left of =
- scope is the end of line 8

```
Lines 18-22
subst id s (EAbs id1 e1) =
    -- to avoid variable capture, we first substitute id1 with a fresh name inside the body of the
        lambda-abstraction, obtaining e2. Only then do we proceed to apply substitution of the
        original s for id in the body e2.
    let f = fresh (EAbs id1 e1)
        e2 = subst id1 (EVar f) e1 in
        EAbs f (subst id s e2)
```

id (line 18)

- bound on the left of =
- scope is to the end of line 22

s (line 18)

- bound on the left of =
- scope is to the end of line 22

id1 (line 18)

- bound on the left of =
- scope is to the end of line 22

e1 (line 18)

- bound on the left of =
- scope is to the end of line 22

f (line 20)

- bound on the left of =
- scope is to the end of line 22

e2 (line 21)

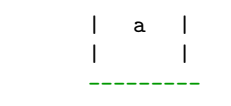
- bound on the left of =
- scope is to the end of line 22

```
- Evaluate (\x.\y.x) y z by executing the function evalCBN

evalCBN(EApp (EAbs (Id "x") (EAbs (Id "y") (EVar (Id "z")))) (EVar (Id "y")) (EVar (Id "z"))) --
    line 6
evalCBN (subst (Id "x") (EVar (Id "y")) (EVar (Id "x")) (EAbs (Id "y") (EVar (Id "x")))(EVar (Id
    "z"))) -- line 15
evalCBN (EApp (EAbs (Id "y") (EVar (Id "y1"))) EVar (Id "z")) -- line 6
evalCBN (subst (Id "y") (EVar (Id "z")) (EVar (Id "y1"))) -- line 15
evalCBN (EVar (Id "z")) -- line 8
EVar (Id "z")
```

Rewriting Introduction

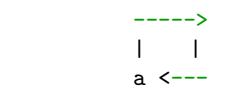
```
1. A = {}
---------
|       |
|       |
---------

- terminates - yes
- confluent - yes
- unique normal forms - yes
```

2. A = {a} and R = {}



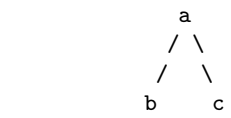
- terminates - yes
- confluent - yes
- unique normal forms - yes

3. A = {a} and R = {(a,a)}



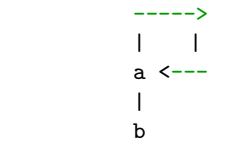
- terminates - no
- confluent - yes
- unique normal forms - no

4. A = {a,b,c} and R = {(a,b),(a,c)}



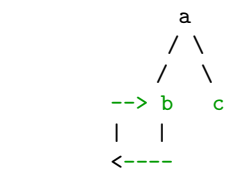
- terminates - yes
- confluent - no
- unique normal forms - no

5. A = {a,b} and R = {(a,a),(a,b)}



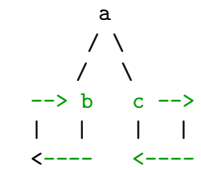
- terminates - no
- confluent - yes
- unique normal forms - yes

6. A = {a,b,c} and R = {(a,b),(b,b),(a,c)}



- terminates - no
- confluent - no
- unique normal forms - no

7. A = {a,b,c} and R = {(a,b),(b,b),(a,c),(c,c)}



- terminates - no
- confluent - no
- unique normal forms - no

Find an example of an ARS for each of the possible 8 combinations - draw pictures.

---

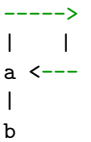
1. confluent, terminating, has unique normal forms
   A = {a,b} and R = {(a,b)}

2. confluent, terminating, doesn't have unique normal forms

   - not possible

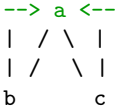
3. confluent, not terminating, has unique normal forms

   A = {a,b} and R = {(a,a),(a,b)}



4. confluent, not terminating, doesn't have unique normal forms

   A = {a,b,c} and R = {(a,b),(a,c),(b,a),(c,a)}

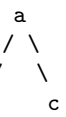


5. not confluent, terminating, has unique normal forms

   - not possible

6. not confluent, terminating, doesn't have unique normal forms

A = {a,b,c} and R = {(a,b),(a,c)}

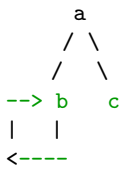


7. not confluent, not terminating, has unique normal forms

- not possible

8. not confluent, not terminating, doesn't have unique normal forms

A = {a,b,c} and R = {(a,b),(b,b),(a,c)}



2.8 Week 8

Answer the questions about the rewrite system

```
aa -> a
bb -> b
ba -> ab
ab -> ba
```

Why does the ARS not terminate?
The ARS doesn't terminate because the two rules ba -> ab and ab -> ba are circular.

What are the normal forms?
The normal forms are a, b, []

Can you change the rules so that the new ARS has unique normal forms (but still has the same equivalence relation)?
Yes, the rules can be changed so that the new ARS has unique normal forms. This can be done by removing the rule ab -> ba.

```
aa -> a
bb -> b
ba -> ab
```

What do the normal forms mean? Describe the function implemented by the ARS.
The normal forms mean that at that point, nothing can be reduced further. The ARS takes a string consisting of a's and b's. If there are doubles (ie aa or bb), then the length of those doubles is reduced. In the case of ba or ab, then the letters are flipped. Ultimately, the ARS reduces the length of the left-hand side of the string.

2.9 Week 9

```
Consider the ARS (A,->) where A is the set of words over the alphabet {a,b,c} and -> is defined
    via the following schema of rules.

ba -> ab
ab -> ba
ac -> ca
ca -> ac
bc -> cb
cb -> bc

aa -> b
ab -> c
ac ->
bb ->
cb -> a
cc -> b

The upper section of the ARS (involving ba, ab, ac, ca, bc, cb) is circular. There is a
    possibility that words could be arranged in a way to allow the lower section to come into
    play. If ba -> ab and to the right is another ba, then we would have abba. Then using bb -> ,
    the resulting form could potentially be aa, then b. However, it is unknown if this would ever
    be the case, as another possibility is that abba becomes abab or baba. Additionally, ab
    reduces both to ba and also c, adding yet another possibility.
```

2.10 Week 10

Activity and Homework:

Let F be $\lambda f.\lambda n.$ if n==0 then 1 else f(n-1)*n and reduce fix F 2.

fix F $\approx$ F fix F (computation rule)

```
fix F 2 = F fix F 2 = if 2 == 0 then 1 else fix F (2-1)*2 --> assume we have a function for 2-1
                = (fix F 1) * 2
                = (F fix F 1 = if 1 == 0 then 1 else fix F (1-1) * 1) * 2
                            = (fix F 0) * 2
                            = (F fix F 0 if 0 == 0 then 1) * 2
                            = 1 * 2
                            = 2
```

2.11 Week 11

Discussion Question:

```
In section 4.5, the paper states that contracts can only be valued over observables that we can
    model. Is there a case where this is untrue?
```

Discussion Responses:

```
Question 1: To further the question of how a software system built on this technology would take
    into account human behavior, legal requirements, security, etc. what are the limits of this
    language's applications? How difficult would it be to account for these limitations and would
```

this language still be worth using to generate contracts given the limits and ease of addressing them?

Response: I think that the language presented in the paper is able to define and generate lots of broad or general contracts, but there is definitely a limit when taking things into account like legality and security. I'm not even sure how it would begin to approach something like human behavior. While I think that the language as it is now is usable to an extent, I think there would definitely need to be additions made to the language in order for it to continue to be worth using in the future. The difficult thing is how to find out what additions need to be made, and how to represent intangible or unpredictable things such as human behavior.

Question: With any consumer-facing software or program, its success ultimately relies on how well it is adopted by its target audience. While composing contracts and its use of combinators can have potentially huge benefits, what are some ways we can make it user-friendly and encouraging for financial experts to use this new method?

Response: I agree with Eli that visual scripting or drag/drop implementation would make things much simpler for users to understand. The idea and usage of combinators could be intimidating at first glance for people unfamiliar with the terminology or with programming, but I think drag/drop would definitely help users (whether first timers or more experienced users) feel more at ease with using the program.

2.12 Week 12

Hoare Logic
Apply the method of analysis from the lecture to

```
while (x!=0) do z:=z*y; x:= x-1 done
```

What is the invariant? Indicate the reasoning steps in which you apply the rules of Hoare logic.

Pre and post conditions:
$\{x \geq 0\}$ while (x!=0) do z:=z*y; x:= x-1 done $\{post\}$
The while loop's rule is:

$$\frac{\{I\}S\{I\}}{\{I\}whileBdoSdone\{\neg B \wedge I\}}$$

`S` represents z := z * y; x := x - 1, while `I` represents the while loop invariant.

Table of execution:
Where t is the number of times the loop executes, and assume program variables are as follows: x=5, y=2, z=1.

t	x	y	z
0	5	2	0
1	4	2	2
2	3	2	4
3	2	2	8
4	1	2	16
5	0	2	32

With precondition of `x` $\geq$ `0` $\wedge$ `z = 1`, the postcondition of `z =` y^x and the table, the invariants are `t + x = 5` and `z =` y^t. Hence, the invariant `z =` $y^{(5-x)}$.

The invariant is `z =` $y^{(m-x)}$, where `m` represents the number of loops. We add the variable `n` to the invariant, so that `z = n +` $y^{(m-x)}$. However, `n` would have to be 0, because we there is no addition in the postcondition that we found above. We then replace `y` with `k`. Thus, $\{I\}$ is `z =` $k^{(m-x)}$.

Returning to the loop rule: $\frac{\{I\}S\{I\}}{\{I\}whileBdoSdone\{\neg B \wedge I\}}$

Let $\{\neg B \wedge I\}$ be `z =` $k^{(m-x)}$. $\neg B$ is equal to $\neg(\neg(x = 0))$ or `x = 0` (we know that `x` is equal to 0 once the while loop terminates). That leaves us with $\{I\}$ `while B do S done` $\{z = k^{(m-x)}\}$.

The rule for composition is: $\frac{\{P\}S\{Q\}\{Q\}T\{R\}}{\{P\}S;T\{R\}}$

Plugging in our equations we get: $\frac{\{P\}z{:=}z{*}y\{Q\}\{Q\}x{:=}x{-}1\{I\}}{\{I \wedge B\}z{:=}z{*}y;x{:=}x{-}1\{I\}}$

Then, we calculate `Q` and `P` and get:

$$\frac{\{z+y=n+k^{(m-(x-1))}\}z{:=}z{*}y\{z=n+k^{(m-(x-1))}\}x{:=}x{-}1\{I\}}{\{I \wedge B\}z{:=}z{*}y;x{:=}x{-}1\{I\}}$$

Algebra:

z + k = n + $k^{(m-(x-1))}$
z + k = n + $k^{(m-x+1)}$
z + k = n + $k^{(m-x)}$ + k^1
z = n + $k^{(m-x)}$

Therefore, our invariant is `z = n +` $k^{(m-x)}$.

3 Project

This section details the project.

3.1 Specification

For this project, I plan to learn a combination of HTML and CSS to build a website. Since this course is about programming languages, it made me think about how one would go about learning programming languages (as well as other languages in general). Because this topic is fascinating to me, I've decided to use HTML and CSS to create a blog website containing my thoughts and personal experiences regarding language learning. It will compare my experience learning HTML, CSS, and other programming languages to my experience learning Japanese. The website will consist of posts which viewers can click on in order to read more about the content.

3.2 Milestones

Milestone 1 (11/28):

The first milestone due date is 11/28. It will consist of a short writeup on the history of html/css and why these languages are so widely used when building websites or webpages. Just what about these languages makes it ideal to use for this purpose, and what benefits are there compared to other languages? Additional questions like what influenced the development choices behind the making of these languages will also be considered in this milestone.

Milestone 2 (12/2):

The second milestone due date is 12/2. This milestone will consist of a more fleshed out description and design of how the website will look and what it will contain. A clear plan of what needs to be implemented and the steps that need to be taken will be finalized. At this point, code will also be mailed to the professor

for a progress check and possible feedback.

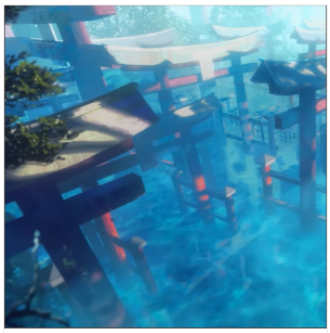
Milestone 3 (12/7):

The third milestone due date is 12/7. This milestone will contain updated progress on the website. Additionally, it will include the beginnings of a synthesis on the language learning. This will be a commentary on my thoughts as I learned these languages, as well as things I wish I had learned sooner during the process. The ultimate goal is to try to put my learning process into words so that I can apply better learning techniques when I pick up new languages in the future.

3.3 Prototype

[I]

```
All images used in the blog are sourced from https://www.youtube.com/watch?v=roh_p2l8DHo
The blog can be accesed from the projects folder of the repo.
```



Post 2 / Learning a Language

Language Learning Strategies

Strategies for learning languages (both programming and others).

Read More

Post 3 / Learning a Language

Goals and Motivations

My goals and motivations for learning a language.

Read More

Post 1 / Learning a Language

Parallels Between Programming and Other Languages

Growing up, learning how to program was incredibly difficult and frustrating for me. It was difficult for me to grasp all of these new concepts that I had never heard of before, and I felt incredibly out of my depth. In contrast, I was very interested in learning other, primarily spoken, languages. It was hard to put it into perspective at the time, but looking back on it I realize that it was so difficult because I didn't think of programming as learning a new language, even though that's exactly what I was doing.

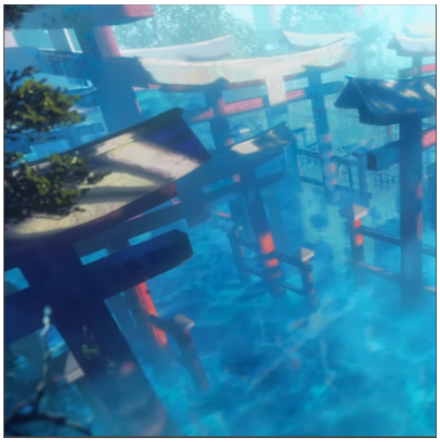
Programming and other languages are both means of communication. People can communicate with each other, with computers, and with each other through computers. These are all languages which can help facilitate that. They have their own syntax, their own semantics, and their own quirks and caveats which can be both fascinating and frustrating to learn for learners of all skill levels.

Another similarity in my opinion is that the first new language - whether for programming or otherwise, is the hardest one to learn. People will argue that there are certain languages that are more difficult to learn than others because of their unfamiliar scripts or syntax, but that's not the point I'm trying to get across. People will struggle with learning different things, and there is no completely "easy" language to learn. The main idea is that the first time you attempt to learn a new language, it's the first time your brain is trying to think in a completely different way than what you're used to. And that's incredibly challenging. Unlearning and relearning all the rules you thought to be true, or even discovering new rules that apply in that new language but not others that you're used to can be very uncomfortable at first. However, the more you learn, the more things you realize you can do with the skills you've learned. It's incredibly rewarding being able to understand something you didn't before.

Home
Strategies
Goals

Post 2 / Learning a Language

Language Learning Strategies

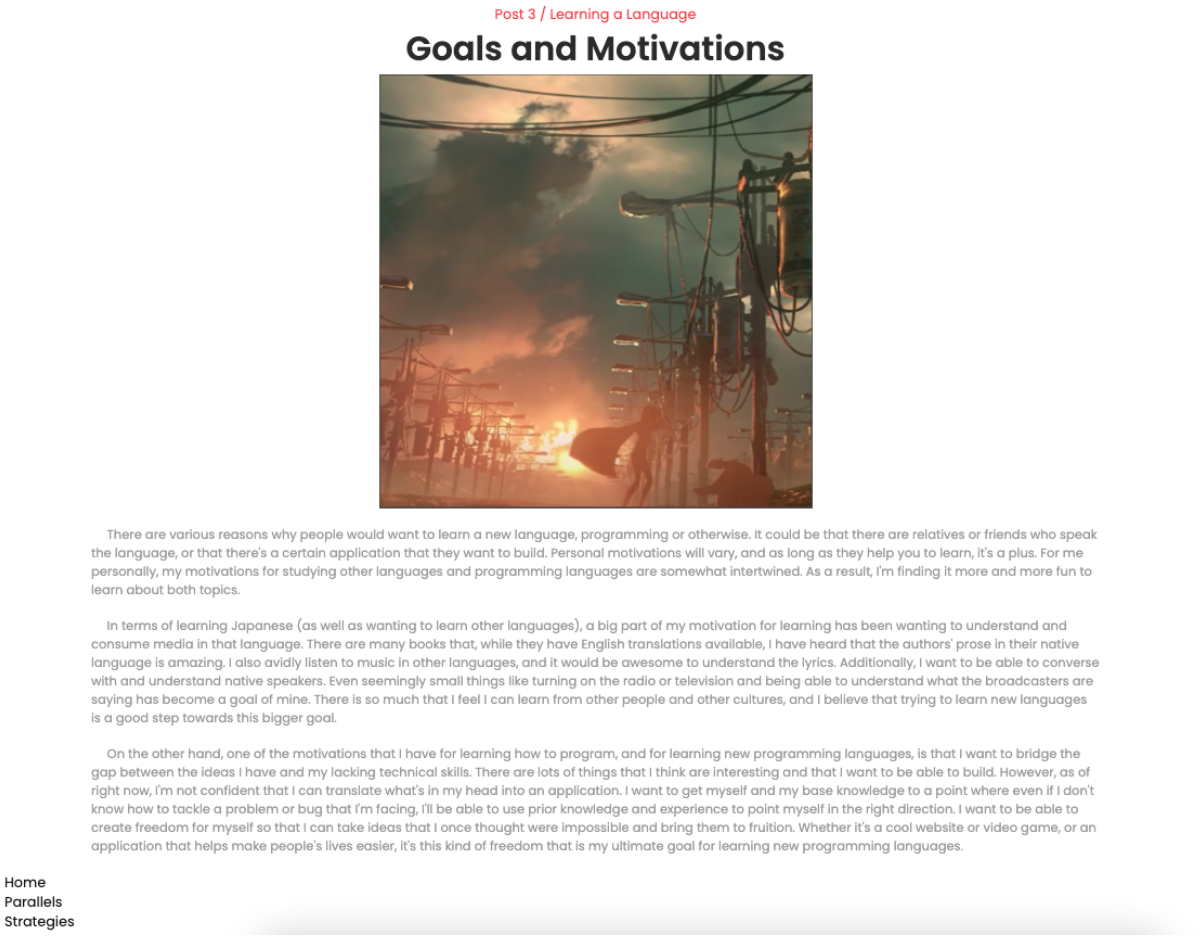


When expressing an interest in learning something new, I often find that people will begin to plan large projects or set very big goals for themselves. I am also guilty of this myself. However, while this approach seems appealing, and having a big goal/dream to work towards seems nice in theory, this mentality is flawed. It almost sets oneself up for failure. It is ok to keep lofty goals in your mind, but focusing too much on them can mean that you psych yourself out or focus too much on planning a "perfect" strategy without actually beginning the process of learning at all. Instead, the most important thing is to start doing what it is that you want to learn or do.

A great way to start is to put yourself in a position where you can be exposed to your target language often. For me, this primarily relates to how I learned Japanese (and also how I'm going to begin learning Chinese). I try to consume as much media (songs, shows, games, etc) as possible in my target language(s), even if I don't quite understand it. By doing this, I can begin introducing my brain to what I want to learn. It's extremely helpful for me to hear sounds and phonetics, as well as practice my listening skills before I even begin to learn what those sounds mean. It also makes the language seem a bit less unfamiliar starting out.

This can also be applied to learning programming languages, albeit in a slightly different way. I find it very helpful when learning a new programming language to look at multiple ways people solve one problem. For example, when learning how to use HTML and CSS for this project, I watched a lot of different videos about how people made their own websites or blogs. This way, I can somewhat build a small base of knowledge about what I am trying to build or accomplish. Another fun way to do this is to inspect website pages you come across that you like the design of. It can be pretty cool to see just how people decide to build their stuff.

Home
Parallels
Goals



3.4 Documentation

History of HTML [H]

Today, HTML is the primary structural markup language used for creating web pages and applications. HTML files are textual files that can be viewed and edited in plain text editors. HTML originated in 1990, with its intended use being for the distribution of simply structured documents. Its main users consisted of authors, scientists, and academics - people whose expertise was not in document formatting or printing. As use of the World Wide Web continued to grow, HTML needed to be enhanced to accommodate with new users' needs. Things like access to multimedia, layout/fonts, and additional support for interaction in applications needed to be considered now that more people were coming into contact with the web.

The original HTML was based on SGML (standardized generalized markup language), which was used to mark up text into structural units (i.e. paragraphs, headings, list items, etc). While SGML was good and accepted in the case of publishing workflows, it was predicted that it wouldn't be as widely accepted as a distribution format on the web. As such, iterations of HTML (1995), XHTML (1997), and XML (after XHTML) began to be developed. Since the web was being used for apps in addition to distributing documents however, HTML developers felt that focusing on XHTML would not address the needs of web developers.

HTML markup itself has no external dependencies. However, web pages that use external style sheets will of course depend on those external resources. For example, things like scripts in other programming languages can create dependencies and cause issues during runtime. However, this is not to say that HTML is not complementary or compatible with other languages. On the contrary, it commonly works in tandem

with Javascript and css. Here, HTML is the structural markup for the content, CSS applies formatting to said content, and Javascript supports the interaction between the moving parts of the content.

History of CSS [C]

The idea of CSS (cascading style sheets) originated in 1990 with HTML, but things only really got moving in 1994 when the web began to be used as a means of electronic publishing. From the beginning, developers of HTML aimed to separate document structure from document layout, and CSS was created to do just that.

Prior to the development and implementation of CSS, there was no way to style documents or personalize anything people put out on the web. Writers and authors of web pages wanted to have more influence over how their pages looked so that they could better express themselves and also catch the attention of potential viewers. They wanted to be able to do things like changing the font type and size, or changing the colors of certain elements on a web page to create a cohesive theme. HTML did not provide users the option to do such things at the time, since it was designed only to be a structural formatter.

Håkon published a draft of CSS in 1994, at the same time that Netscape was talking about releasing the first beta of Mozilla, complete with additional tags for authors to use. This brings conflicting ideas to a head and people began to consider: Should HTML really be turned into a page-description language? Or would it be better to build something to complement its functionality like the proposed CSS? There were also differing ideas on how much power one needed in order to customize a web page, as well as whether the user or the author or both parties should be able to customize what they were seeing. CSS took a new approach and said that both the user and author, as well as the capabilities of their devices and browsers, would need to be taken into account in order to create the visuals that would be displayed.

Synthesis

HTML and CSS are used when building websites and web pages because that is the reason why they were designed. When people began using the web to publish documents, HTML was a simple way that they could format their text. As it became more popular, new users needs came up. How could they take the plain formatting of HTML that they had available to them and customize it to their liking? It was through such thoughts that CSS came into existence. In the case of both HTML and CSS, developers listened closely to the requests of users so that they could make their needs and ideas a reality.

3.5 Critical Appraisal

Creating this website and writing these blog posts/reflections has made me think more in depth about how I have learned languages, and how I should approach learning in the future. There is never an end to learning, and I think that's a very joyous thing. It means that I will always have more to look forward to and more things to discover. Now the challenge is how I can continue learning efficiently and in a way that it conducive to me. How can I make what I learn stick in my mind? How can I remember and apply the concepts that I've studied? These questions are always on my mind. Whether it's to understand the people who've spoken a language different than me since birth, or to understand how to use various programming languages to build something helpful to myself and others, it has been and will continue to be something I think about very deeply.

4 Conclusions

This course has helped me with my logical and critical thinking skills immensely. I learned something new in each class, and a lot of the topics we covered were things that I'd never even heard of before. It was fun to puzzle through different types of questions and learn about new things. I felt like I had to actively engage my brain each time something new was brought up, and this has helped me think on my feet and problem solve more efficiently. I think that I will definitely be able to apply this in my everyday life and in my work. I also believe that I have a stronger general knowledge base now that I have taken this class.

Words that were once completely unfamiliar to me will now ring a bell if I hear them in conversation or read them somewhere online. This helps give me context for problems that I might encounter, and also provides me with more background knowledge about the software engineering field in general.

References

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