

Reminders

1. HW 3.3, 3.4 due Friday 03/04 11:59 pm
2. Mid-Semester Writeup due 03/15 11:59 pm
3. Exam 02 on 03/29 (Sections on Exam 2
3.1, 3.2, 3.3, 3.4, 10.1, 10.2, 10.3, 10.5)
4. Mid-Semester Survey due 03/04 (see D2L)
5. Studyguide for Exam 2 on course page (See Notes on D2L)

Exercise from last time

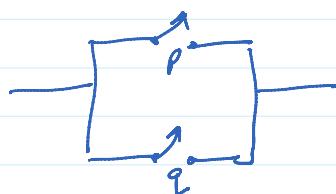
recall

$$1. P \rightarrow q \equiv \neg P \vee q$$

$$2. P \wedge q \quad \text{Series circuit}$$



$$3. P \vee q \quad \text{Parallel circuit}$$



Draw a circuit diagram for

$$P \rightarrow (q \wedge \neg r) \equiv \neg P \vee (q \wedge \neg r)$$



More Exercise

Draw circuit diagrams for the following

1. $\sim q \rightarrow (\sim p \rightarrow i)$ Hint $p \rightarrow i \equiv \sim p \vee i$
2. $[(p \vee q) \wedge r] \wedge \sim p$

Solution

$$\textcircled{1} \quad \sim q \rightarrow (\sim p \rightarrow i)$$

$$\equiv \sim q \rightarrow (p \vee i)$$

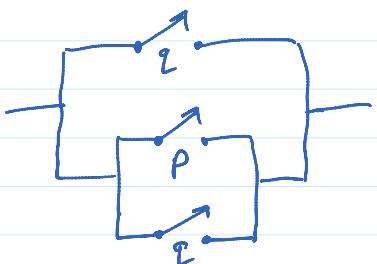
$$\equiv i \vee (p \vee i)$$

$$\sim p \rightarrow i \equiv \sim(\sim p) \vee i$$

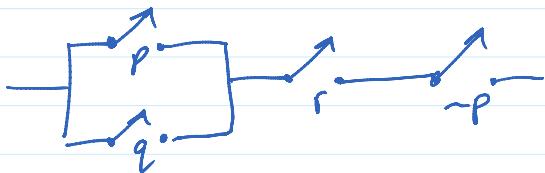
$$\equiv p \vee i$$

$$\sim i \rightarrow (p \vee q) \equiv \sim(\sim i) \vee (p \vee q)$$

$$\equiv i \vee (p \vee q)$$



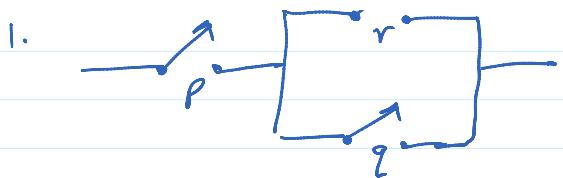
$$\textcircled{2} \quad [(p \vee q) \wedge r] \wedge \sim p$$



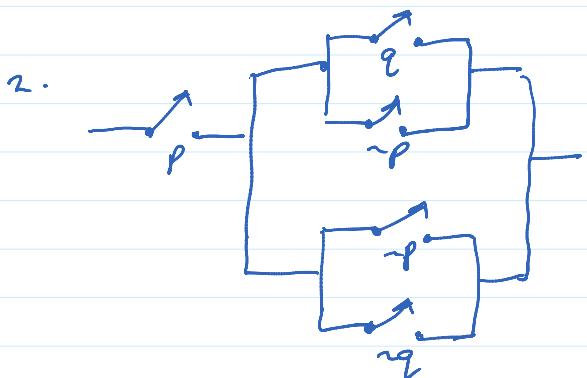
Write the statement from the circuit diagram



$$p \wedge (r \vee q)$$



$$p \wedge (r \vee q)$$



$$p \wedge [(q \vee \neg p) \vee (\neg p \vee \neg q)]$$

3.4 Conditional, Converse, Inverse, Contrapositive, bi-conditional

Conditional $p \rightarrow q$ (if p , then q)

Converse $q \rightarrow p$ (if q , then p)

Inverse $\neg p \rightarrow \neg q$ (if not p , then not q)

Contrapositive $\neg q \rightarrow \neg p$ (if not q , then not p)

$$q \rightarrow p \equiv \neg p \rightarrow \neg q$$

Converse Inverse

$$p \rightarrow q \equiv \neg q \rightarrow \neg p$$

Conditional Contrapositive

Prove that $\sqrt{2}$ is irrational

Pf

Suppose $\sqrt{2}$ is rational

If $\sqrt{2}$ is rational, then $\sqrt{2} = \frac{p}{q}$ $(p, q \text{ are integers and } \frac{p}{q} \text{ is in its simplest form})$

By contraposition, I can re-write the above statement as follows

If $\sqrt{2} \neq \frac{p}{q}$ $(p, q \text{ are integers and } \frac{p}{q} \text{ is in its simplest form})$

then

$\sqrt{2}$ is irrational

Suppose

$$\begin{aligned}\sqrt{2} &= \frac{p}{q} \\ 2 &= \frac{p^2}{q^2}\end{aligned}$$

$$2q^2 = p^2 \quad \text{--- (1)}$$

p^2 must be even (p must also be even)

If p is even, & I can write $p = 2 \cdot k$

Then (1) becomes

$$2q^2 = (2k)^2$$

$$2q^2 = 4k^2$$

$$q^2 = 2k^2$$

q^2 must also be even (q must be even)



More on conditional statements

$P \rightarrow q \quad \left\{ \begin{array}{l} \text{if } P, \text{ then } q \end{array} \right. \quad ?$

$P \rightarrow q$ } 1. If P , then q
 } 2. If P, q
 } 3. P implies q
 } 4. P only if q
 } 5. P is sufficient for q
 } 6. q is necessary for P
 } 7. All P are q
 } 8. q if P

Exercise

B1 - Conditional

Draw a truth table for $(q \rightarrow p) \wedge (p \rightarrow q) \equiv p \leftrightarrow q$

$(P \text{ if and only if } q)$

P	q	$q \rightarrow p$	$p \rightarrow q$	$(q \rightarrow p) \wedge (p \rightarrow q)$
T	T	T	T	T
T	F	T	F	F
F	T	F	T	F
F	F	T	T	T

P	q	$P \leftrightarrow q$
T	T	T
T	F	F
F	T	F
F	F	T

Exercise

write in words

1. If you lead, then I will follow (conditional)
2. If I will follow, then you will lead (converse)

3. If you don't lead, then I will not follow (Inverse)

4. If I will not follow, then you will not lead (contrapositive)

Some equivalent statements

Verify using truth table

P	\bar{P}	$P \vee \bar{P}$
T	F	T
F	T	T

1. $P \vee \bar{P} \equiv T$

2. $P \wedge \bar{P} \equiv F$

3. $P \vee \sim P \equiv T$

4. $P \wedge \sim P \equiv F$

5. $P \vee P \equiv P$

6. $P \wedge P \equiv P$

7. $P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)$

8. $P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)$

9. $P \rightarrow Q \equiv \sim P \rightarrow \sim Q$

10. $P \rightarrow Q \equiv \sim P \vee Q$

11. $\sim (P \wedge Q) \equiv \sim P \vee \sim Q$

12. $\sim (P \vee Q) \equiv \sim P \wedge \sim Q$

In ()]

10.

(Counting)