

# COMP20007 Design of Algorithms

## Introduction and Welcome

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Lecture 1

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# Welcome to COMP20007

- Data structures, including stacks, queues, trees, priority queues and graphs.
- Algorithms for various problems, including sorting, searching, string manipulation, graph manipulation, and more.
- Algorithmic techniques, including including brute force, decrease-and-conquer, divide-and-conquer, dynamic programming and greedy approaches.
- Analytical and empirical assessment of algorithms.
- Complexity classes.

Anany Levitin. *Introduction to the Design and Analysis of Algorithms* Pearson, 2012.

Steven S Skiena. *The Algorithm Design Manual* Springer, 2008.

## Staff; Learning Management System

Lecturer and subject coordinators: Daniel Beck and Lars Kulik

Tutors: Tobias Edwards (head tutor), Lianglu Pan, Anh Vo, Alex Lighthart-Smith, Luca Kennedy, Santa Maiti, William Price

Tobias will have a weekly time for consultation in the Doug McDonnell building. Exact time and venue to be announced.

Other support is provided by your classmates, for example via the [LMS Discussion Board](#).

The LMS is our notice board, repository, and discussion forum.

# The Timetable

We use **lecture capture** which is useful for revisiting points from a lecture; and it can, **sort of**, be a substitute for the lecture proper, even if it is a poor one. In other words: come to the classes whenever you can :).

Workshops are unfortunately not a single venue! You will need to walk from one venue to another one for the workshops.

We will also offer online workshops via Zoom. For details please visit the LMS.

They start in **Week 2**.

# Time Commitment

For the 12 weeks of semester, expect

- 22 hours of classtime,
- 48 hours of reading and tute preparation
- 48 hours on assignments

That is roughly an **average** of 10 hours per week.

The commitment is well worth it: Knowledge of algorithms is essential for any computing professional, it expands your mind, improves complexion, and contains all the minerals and vitamins essential for developing boundless wisdom.

- Assignment 1, due around Week 5-6, worth 10%.
- Mid-semester take-home test in Week 5-6, worth 0%.
- Assignment 2, due around Week 11-12, worth 20%.
- A 3-hour exam, worth 70%.

To pass the subject you must obtain at least

- 50% in assignments (total  $\geq 15/30$ ); and
- 50% in the exam (total  $\geq 35/70$ ).

# Expectations

You need to catch up on any “assumed background knowledge” that you may not have:

- An understanding of sets and relations.
- A grasp of recursion and recurrence relations; a short tutorial on the latter is in Levitin’s book, Appendix B.
- Knowledge of basic data structures, such as arrays, records, linked lists, sets and dictionaries.
- Knowledge of some programming language that has a concept of “pointer”.

# How to Succeed

Understand the material, don't just memorize it (apart, perhaps, from the formulas in Levitin's Appendix A).

If you fall behind, try to catch up as fast as possible.

Don't procrastinate. Start assignments before you are ready. Put in the necessary time.

Attempt the tutorial questions **every** week, **before** you attend the tutorial, if at all possible.



# How to Succeed

Support the learning of your fellow students and expect their support, in class and through the LMS discussion board.

Remember that we are all on the same “learning journey” and have the same goal.

Participate in the discussions on the subject’s LMS site and check regularly for announcements.

## Over to You—Introductions

Please introduce yourself to your neighbours.

Tell them where you are from, what degree program you are enrolled in, whatever.

## Over to You—A Maze Problem

A maze (or labyrinth) is contained in a  $10 \times 10$  rectangle; rows and columns are numbered from 1 to 10.

It can be traversed along rows and columns: up, down, left, right.

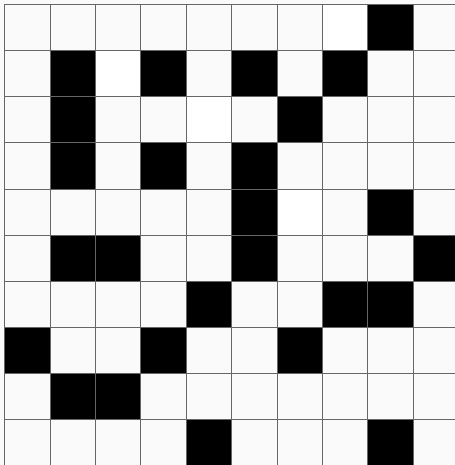
The starting point is (1,1), the goal point is (10,10).

These points are obstacles that you cannot travel through:

(3,2)	(6,6)	(2,8)	(5,9)	(8,4)	(2,4)	(6,3)	(9,3)
(1,9)	(3,7)	(4,2)	(7,8)	(2,2)	(4,5)	(5,6)	(10,5)
(6,2)	(6,10)	(7,5)	(7,9)	(8,1)	(5,7)	(4,4)	(8,7)
(9,2)	(10,9)	(2,6)					

Find a path through the maze.

## The Maze Problem ...



# What Is a Problem?

My ODE says: “doubtful or difficult question or task.”

In computer science we use the term like that too, but there is a more technical concept of **algorithmic problem**.

We usually want to find a single generic solution to a bunch of similar questions.

For example, the “maze problem” is to come up with a mechanical solution to **any** particular maze.

So to us, a “problem” usually has many instances, sometimes infinitely many.

# Algorithmic Problems

So a **problem** in computer science typically means a family of **instances** of a general problem.

An **algorithm** for the problem has to work for all possible instances (input).

**Example:** The **sorting** problem—an instance is a sequence of items.

**Example:** The **graph colouring** problem—an instance is a graph.

**Example:** **Equation solving** problems—an instance is a set of, say, linear equations.

# What Is an Algorithm?

My ODE says: “process or rules for (esp. machine) calculation etc.”

A finite sequence of instructions

- No ambiguity, and each step precisely defined
- Should work for all (well-formed) input
- Should finish in a finite (reasonable) amount of time

The (single) description of a process that will transform arbitrary input to the correct output—even when there are infinitely many possible inputs.

# What Is an Algorithm?

Not long ago, “algorithm” was synonymous with “numeric algorithm”.

Mathematicians had found many clever algorithms for all sorts of numeric problems.

The following algorithm for calculating the greatest common divisor of positive integers  $m$  and  $n$  is known as “Euclid’s Algorithm”.

To find  $\gcd(m, n)$ :

- Step 1:** If  $n = 0$ , return the value of  $m$  as the answer and stop.
- Step 2:** Divide  $m$  by  $n$  and assign the value of the remainder to  $r$ .
- Step 3:** Assign the value of  $n$  to  $m$ , and the value of  $r$  to  $n$ ;  
go to Step 1.



# Non-Numeric Algorithms

350 years ago, Thomas Hobbes, in discussing the possibility of automated reasoning, wrote:

*“We must not think that computations, that is, ratiocination, has place only in numbers.”*

Today, numeric algorithms are just a small part of the syllabus in an algorithms course.

The kind of computation that Hobbes was really after was mechanised reasoning, that is, algorithms for logical formalisms, for example, to decide “does this formula follow from that?”

In 2012 we celebrated Alan M. Turing's 100th birthday.

At the time of Turing's birth, a “computer” was a human employed to do tedious numerical calculations.

Legacy: “Turing machine”, the “Church-Turing thesis”, “Turing reduction”, the “Turing test”, the “Turing award”

One of Turing's great accomplishments was to put the concept of an **algorithm** on a firm foundation and to establish that certain important problems **do not have algorithmic solutions**.

# Abstract Complexity

In a course like this, we are only interested in problems that do have algorithmic solutions.

However, amongst those, there are many that provably do not have **efficient** solutions.

Towards the end of this subject we discuss **complexity theory** briefly—this theory is concerned with the inherent “hardness” of problems.

# Why Study Algorithms?

Computer science is increasingly an enabler for other disciplines, providing useful tools for these.

Algorithmic thinking is relevant in the life sciences, in engineering, in linguistics, in chemistry, etc.

Today computers allow us to solve problems whose size and complexity is vastly greater than what could be done a century ago.

The use of computers has changed the focus of algorithmic study completely, because algorithms that work well for a human (small scale) usually do not work well for a computer (big scale).

# Why Study Algorithms and Their Complexity?

To collect a number of useful problem solving tools.

To learn, from examples, strategies for solving computational problems.

To be able to write robust programs whose behaviour we can reason about.

To develop analytical skills.

To learn about the inherent difficulty of some types of problems.

# Problem Solving Steps

- Understand the problem
- Decide on the computational means (sequential/parallel, exact/approximate)
- Decide on method to use (algorithm design technique or strategy, use of randomization)
- Design the necessary data structures and algorithm
- Check for correctness, trace example input
- Evaluate analytically (time, space, worst case, average case)
- Code it
- Evaluate empirically

# What we will study

## Algorithm analysis

Important algorithms for various problems, primarily

- Sorting
- Searching
- String processing
- Graph algorithms

## Approaches to algorithm design

- Brute force
- Decrease and conquer
- Divide and conquer
- Transform and conquer

## Study Tips

**Before** the lecture, as a minimum make sure you have read the introductory section of the relevant chapter.

Always read (and work) with paper and pencil ready; run algorithms by hand.

Always have a go at the tutorial exercises; this subject is very much about learning-by-doing.

**After** the lecture, reread and consolidate your notes.

Identify areas not understood and use the LMS Discussion Forum.

Rewrite your notes if that helps.



## Things to Do in the First Two Weeks

Read the text, read Chapter 1, and skim Chapter 2.

Make sure you have a unimelb account.

Visit the COMP20007 LMS pages and check any announcements.

Use the LMS Discussion Board; for example, if you are interested in forming a study group with like-minded people, the Discussion Board is a useful place to say so.