COMP 105 Assignment: Higher-Order Functions

Due Wednesday, October 12, 2016 at 11:59PM.

This assignment is all individual work. There is no pair programming.

Setup

The executable µScheme interpreter is in /comp/105/bin/uscheme; if you are set up with use comp105, you should be able to run uscheme as a command. The interpreter accepts a -q ("quiet") option, which turns off prompting. Your homework will be graded using uscheme. When using the interpreter interactively, you may find it helpful to use ledit, as in the command

```scheme
ledit uscheme
```

Dire Warnings

The Scheme programs you submit must not use any imperative features. **Banish set, while, print, and begin from your vocabulary! If you break this rule for any exercise, you get No Credit for that exercise.** You may find it useful to use begin and print while debugging, but they must not appear in any code you submit. As a substitute for assignment, use let or let*.

Except as noted below, do not define helper functions at top level. Instead, use let or letrec to define helper functions. When you do use let to define inner helper functions, avoid passing as parameters values that are already available in the environment.

Your solutions should be valid µScheme; in particular, they must pass the following test:

```
/comп/105/bin/uscheme -q < myfilename > /dev/null
```

without any error messages. If your file produces error messages, we won't test your solution and you will earn No Credit for functional correctness. You can still earn credit for readability.

We will evaluate the correctness of your code by extensive testing. **Because this grading is automatic, it is critical that you name your functions exactly as described in each question. Failure to do so is likely to result in zero credit for the correctness of the misnamed function.**

The Problems

For this assignment, you will do Exercises 14 (b-f,h,j), 15, 19 (c & d), 21, and 44 from pages page 201–205 of Ramsey, plus the exercises A, G, M, S, and T below. There is also an extra-credit exercise of significant interest (and difficulty).

Problem Details

You should to use check-expect as you have in previous exercises to help focus your thinking and debug your code.

14. Higher-order functions. Do Exercise 14 on page 201 of Ramsey, parts(b) to (f), part (h), and part (j). **You must not use recursion—solutions using recursion will receive No Credit.** This restriction applies only to code you write. For example, gcd, which is in the initial basis, or insert, which is given, may use recursion. For this problem, you may define helper functions at top level.

15. Higher-order functions. Do Exercise 15 on page 202. **You must not use recursion—solutions using recursion will receive No Credit.** This restriction applies only to code you write. For example, gcd, which is in the initial basis, or insert, which is given, may use recursion.
19. Functions as values. Do Exercise 19 on page 204 of Ramsey, parts (c) & (d). Write \texttt{add-element} to take two parameters: the element to be added as the first parameter and the set as the second parameter. You should use the \texttt{equal?} function to compare values for equality. When you code the third approach to polymorphism, please write a function \texttt{mk-set-ops}. This function should take one argument (the equality predicate) and should return a list of six values, in this order:

1. The empty set
2. Function \texttt{member?}
3. Function \texttt{add-element}
4. Function \texttt{union}
5. Function \texttt{inter}
6. Function \texttt{diff}

21. Continuation-passing style. Do Exercise 21 on page 205 of Ramsey. You must define a function \texttt{find-formula-true-asst} which takes three parameters: a formula, a failure continuation, and a success continuation. The failure continuation should not accept any arguments, and the success continuation should accept two arguments: the first is the current (and perhaps partial) solution, and the second is a resume continuation. The solution to this exercise is under 50 lines of \texttt{µScheme}. Don't overlook the possibility of deeply nested formulas with one kind of operator under another. This problem is by far the most difficult problem on this homework assignment.

44. Operational semantics and language design. Do all parts of Exercise 44 of Ramsey. Be sure your answer to part (b) compiles and runs under \texttt{uscheme}.

A. Good functional style. The function

\begin{verbatim}
(define f-imperative (y) (locals x) ; x is a local variable
  (begin
    (set x e)
    (while (p x y)
      (set x (g x y)))
    (h x y))))
\end{verbatim}

is in a typical imperative style, with assignment and looping. Write an equivalent function \texttt{f-functional} that doesn't use the imperative features \texttt{begin} (sequencing), \texttt{while} (goto), and \texttt{set} (assignment).

- Assume that \texttt{p}, \texttt{g}, and \texttt{h} are free variables which refer to externally defined functions.
- Assume that \texttt{e} is an arbitrary expression.
- Use as many helper functions as you like, as long as they are defined using \texttt{let} or \texttt{letrec} and not at top level.

\textit{Hint #1}: If you have trouble getting started, rewrite \texttt{while} to use \texttt{if} and \texttt{goto}. Now, what is like a \texttt{goto}?

\textit{Hint #2}: (\texttt{set x e}) binds the value of \texttt{e} to the name \texttt{x}. What other ways do you know of binding the value of an expression to a name?

Don't be confused about the purpose of this exercise. The exercise is a \textit{thought experiment}. We don't want you to write and run code for some \textit{particular} choice of \texttt{g}, \texttt{h}, \texttt{p}, \texttt{e}, \texttt{x}, and \texttt{y}. Instead, we want you write a function that works the same as \texttt{f-imperative} given \textit{any} choice of \texttt{g}, \texttt{h}, \texttt{p}, \texttt{e}, \texttt{x}, and \texttt{y}. So for example, if \texttt{f-imperative} would loop forever on some inputs, your \texttt{f-functional} should also loop forever on exactly the same inputs.

Once you get your mind twisted in the right way, this exercise should be easy. The point of the exercise is not only to show that you can program without imperative features, but also to help you develop a technique for eliminating such features.

G. From operational semantics to algebraic laws. This problem has two parts.

1. The operational semantics for \texttt{µScheme} includes rules for \texttt{cons}, \texttt{car}, and \texttt{cdr}. Assuming that \texttt{x} and \texttt{xs} are variables and are defined in \texttt{(rho)}, use the operational semantics to prove that
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2. Use the operational semantics to prove or disprove the following conjecture: if \( e_1 \) and \( e_2 \) are arbitrary expressions, in any context where the evaluation of \( e_1 \) terminates and the evaluation of \( e_2 \) terminates, the evaluation of \( (\text{cdr} \ (\text{cons} \ e_1 \ e_2)) \) terminates, and \( (\text{cdr} \ (\text{cons} \ e_1 \ e_2)) == e_2 \). The conjecture says that two independent evaluations, starting from the same initial state, produce the same value as a result.

M. Reasoning about higher-order functions. Using the calculational techniques from Section 2.4.5, prove that

\[
(\circ \ ((\text{curry map}) \ f) \ ((\text{curry map}) \ g)) == ((\text{curry map}) \ (\circ \ f \ g))
\]

To prove two functions equal, prove that when applied to equal arguments, they return equal results.

Take the following laws as given:

\[
((\circ \ f \ g) \ x) == (f \ (g \ x)) \quad ; \text{apply-compose law}
\]
\[
(((\text{curry} \ f) \ x) \ y) == (f \ x \ y) \quad ; \text{apply-curried law}
\]

Using these laws should keep your proof relatively simple.

S. Higher-order, polymorphic sorting. Using \text{filter} and \text{curry}, define a function \text{qsort} that, when passed a binary comparison function (like \(<\)), returns a Quicksort function. So, for example,

\[
\rightarrow \ ((\text{qsort} <) \ '(6 \ 9 \ 1 \ 7 \ 4 \ 14 \ 8 \ 10 \ 3 \ 5 \ 11 \ 15 \ 2 \ 13 \ 12))
\]
\[
(1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9 \ 10 \ 11 \ 12 \ 13 \ 14 \ 15)
\]

If you are not familiar with Quicksort, we have prepared a short Quicksort handout online.

Your Quicksort should not use the \text{append} function in any of its disguises. By not using \text{append}, you avoid copying cons cells unnecessarily. (If you can't figure this part out, go ahead and use \text{append}; you will get partial credit.)

Any helper functions should be defined internally using \text{let} or \text{letrec}, not at top level. You should use as few helper functions as possible. In particular, there should be at most three occurrences of \text{define} and \text{lambda} in your code. (And if you give up and use \text{append}, you should have at most two.) If you are using more, you are doing something wrong.

The comments for your code should include a brief explanation of why your recursive sort routine terminates.

\textbf{Hint #1:} Use the method of accumulating parameters covered in class when we discussed \text{revapp}. That is, think about writing a helper function that takes at least two arguments: a list \text{l} to be sorted and another list \text{tail} to be appended to the sorted list \text{l}.

\textbf{Hint #2:} What part of Quicksort could \text{filter} and \text{circ} help with?

\textit{If you write more than a dozen lines of code for this exercise, you're probably in trouble.}

You might also try using \text{qsort} to sort a list of lists by putting the shortest lists first.

The solution is 11 lines of \(\mu\text{Scheme}\).

T. Testing your solver. Create three test cases to test solutions to Exercise 21. Test case \(i\) should consists of a pair of \text{val} bindings for variables \text{fi} and \text{si}:

- \text{fi} should be a formula input for the solver,
- \text{si} should be either a satisfying assignment, or if no satisfying assignment exists, then it should be the symbol \text{no-solution}.

Problem Details

3
For example, if I wanted to code the test case that appears on page 137 of the book, I might write

(val f1 '(and (or x y z) (or (not x) (not y) (not z)) (or x y (not z))))
(val s1 '((x #t) (y #f)))

As a second test case, I might write

(val f2 '(and x (not x)))
(val s2 'no-solution)

Use this template to define your test cases. Template is found at:

Be sure to consider combinations of the various Boolean operators. In comments in your test file, explain why these particular test cases are important—your test cases must not be too complicated to be explained.

We will run every submitted solver on every test case. Your goal should be to design test cases that cause other solvers to fail.

Note that you can do this question before you finish 21.

Extra Credit

Extra credit (FIVES). Programs as data. To deepen your understanding of LISP and Scheme, here is a toy example of the kind of symbolic problem for which LISP is famous.

Consider the class of well-formed arithmetic computations using the numeral 5. These are expressions formed by taking the integer literal 5, the four arithmetic operators +, -, *, and /, and properly placed parentheses. Such expressions correspond to binary trees in which the internal nodes are operators and every leaf is a 5. Write a Scheme program to answer one or more of the following questions:

• What is the smallest positive integer than cannot be computed by an expression involving exactly five 5's?
• What is the largest prime number that can computed by an expression involving exactly five 5's?
• Exhibit an expression that evaluates to that prime number.

And, without implementing anything,

• Explain how you would change your implementation to use exact division instead of integer division.

Hints:

• You can build S-expressions that represent the arithmetic expressions in the exercise, and you can just call eval to find out what they evaluate to.
• This exercise involves an exhaustive search (for all numbers that can be computed with 5's), so good techniques are important. This is an excellent problem for dynamic programming (handout online).
• It will help you debug if you write a 'set of integer' implementation that keeps elements in order.
• You may want to speed up the search by writing a specialized version of eval.
• You may have to do something special to avoid division by zero. This is something of a pain in LISP, but you can cheat by specializing eval.
• Rational arithmetic is a good way to implement exact division.

What to submit

You should submit four files:

• a README file containing
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- the names of the people with whom you collaborated
- the numbers of the problems that you solved
- your evaluation of your work as Exemplary, Satisfactory, or Needing Improvement on each of the dimensions form, documentation, naming, structure, cost, and correctness, described below in the evaluation section
- the number of hours you worked on the assignment.

- semantics.pdf containing the solutions to Exercises 44, G, and M. You can create this file using LaTeX or you can write your solution by hand and scan it. We strongly prefer typeset solutions. If you submit a scanned solution, please check to make sure it is legible to someone besides yourself.
- solution.scm containing the solutions to Exercises 14 (b-f,h,j), 15, 19, 21 and Exercises A and S, as well as any extra credit that you choose to submit. You should precede each solution by a comment that looks like something like this:

```scheme
;;
;; Problem A
;;
```
- solver-tests.scm containing the solutions to Exercise T.

(count 'a '(1 b a (c a))) 1 -> (countall 'a '(1 b a (c a))) 2

--> 

How to submit

When you are ready, run submit105-hofs to submit your work.

Avoid common mistakes

The most common mistakes on this assignment have to do with the Boolean-formula solver in Exercise 21. They are:

- It’s easy to handle fewer cases than are actually present in the exercise. You can avoid this mistake by considering all ways the operators and, or, and not can be combined pairwise to make formulas.
- It’s easy to write near-duplicate code that handles essentially similar cases multiple times. This mistake is harder to avoid; I recommend that you look at your cases carefully, and if you see two pieces of code that look similar, try abstracting the similar parts into a function.
- It’s easy to submit code with the wrong interface.

Another common mistake is passing unnecessary parameters to a nested helper function. Here’s a silly example:

```scheme
(define sum-upto (n)
  (letrec ((sigma (lambda (m n) ;; UGLY CODE
                                  (if (> m n) 0 (+ m (sigma (+ m 1) n))))))
    (sigma 1 n)))
```

The problem here is that the n parameter to sigma never changes, and it is already available in the environment. To eliminate this kind of problem, don’t pass the parameter:

```scheme
(define sum-upto (n)
  (letrec ((sum-from (lambda (m) ;; BETTER CODE
                                  (if (> m n) 0 (+ m (sum-from (+ m 1)))))
    (sum-from 1)))
```

I’ve changed the name, but the only other things that are different is that I have removed the formal parameter from the lambda and I have removed the second actual parameter from the call sites. I can still use n in the body of sum-from; it’s visible from the definition.

What to submit
Another common mistake is to fail to redefine functions \texttt{length} and so on in Exercise 15. Yes, we really want you to provide new definitions that replace the existing functions, just as the exercise says.

Another common mistake is to put your answer to some part of 44 in your \texttt{solution.scm}. All parts of this answer, including Part B, go in \texttt{semantics.pdf}.

Another common mistake is to forget to explain why \texttt{qsort} terminates.

\section*{How your work will be evaluated}

\subsection*{Structure and organization criteria}

Most of these you have seen before. As always, we emphasize \texttt{contracts} and \texttt{naming}. In particular, unless the contract is obvious from the name and from the names of the parameters, \texttt{an inner function defined with lambda and a let form needs a contract}.

There are a few new criteria around Quicksort and around the use of basis functions.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Must improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>• Code is laid out in a way that makes good use of scarce vertical space. Blank lines are used judiciously to break large blocks of code into groups, each of which can be understood as a unit.</td>
<td>• Code has a few too many blank lines.</td>
</tr>
<tr>
<td></td>
<td>• All code respects the offside rule</td>
<td>• Code needs a few more blank lines to break big blocks into smaller chunks that course staff can more easily understand.</td>
</tr>
<tr>
<td></td>
<td>• Indentation is consistent everywhere.</td>
<td>• The code contains one or two violations of the offside rule</td>
</tr>
<tr>
<td></td>
<td>• New: Indentation leaves most code in the left half or middle part of the line.</td>
<td>• New: Indentation pushes significant amounts of code to the right margin.</td>
</tr>
<tr>
<td></td>
<td>• No code is commented out.</td>
<td>• Solution file may contain clearly marked test functions, but they are never executed. It's easy to read the code without having to look at the test functions.</td>
</tr>
<tr>
<td></td>
<td>• Solution file contains no distracting test cases or print statements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New: Indentation pushes significant amounts of code so far to the right margin that lots of extra line breaks are needed to stick within the 80-column limit.</td>
</tr>
</tbody>
</table>
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### Naming
- Each function is named either with a noun describing the result it returns, or with a verb describing the action it does to its argument. (Or the function is a predicate and is named as suggested below.)
  - In a function definition, the name of each parameter is a noun saying what, in the world of ideas, the parameter represents.
  - Or the name of a parameter is the name of an entity in the problem statement, or a name from the underlying mathematics.
  - Or the name of a parameter is short and conventional. For example, a magnitude or count might be \( n \) or \( m \). An index might be \( i, j, \) or \( k \). A pointer might be \( p \); a string might be \( s \). A variable might be \( x \); an expression might be \( e \). A list might be \( x_s \) or \( y_s \).
  - Names that are visible only in a very small scope are short and conventional.
- Functions' names contain appropriate nouns and verbs, but the names are more complex than needed to convey the function's meaning.
- Functions' names contain some suitable nouns and verbs, but they don't convey enough information about what the function returns or does.
- The name of a parameter is a noun phrase formed from multiple words.
- Although the name of a parameter is not short and conventional, not an English noun, and not a name from the math or the problem, it is still recognizable—perhaps as an abbreviation or a compound of abbreviations.
- Names that are visible only in a very small scope are reasonably short.

### Documentation
- The contract of each function is clear from the function's name, the names of its parameters, and the documentation.
  - Each function is documented with a contract that explains what the function returns, in terms of the parameters, which are
- A function's contract omits some parameters.
- A function's documentation mentions every parameter, but does not specify a contract.
- A function's documentation includes information that is
- A function is not named after the thing it returns, and the function's documentation does not say what it returns.
- A function's documentation includes a narrative description of what happens in the body of the function, instead of a contract that
<table>
<thead>
<tr>
<th>Structure</th>
<th>Most short problems are solved using anonymous lambdas, but there are some named helper functions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New: Quicksort is implemented using more than three define and lambda, in any combination.</td>
</tr>
<tr>
<td></td>
<td>New: Or, Quicksort uses append and is implemented using three define and lambda, in any combination.</td>
</tr>
<tr>
<td></td>
<td>New: Quicksort uses up to two null? tests and up to two if's.</td>
</tr>
<tr>
<td></td>
<td>New: Quicksort mentions termination.</td>
</tr>
<tr>
<td></td>
<td>An inner function is passed, as a parameter, the value of a parameter or let-bound variable of an outer function, which it could have accessed directly.</td>
</tr>
<tr>
<td></td>
<td>Course staff have to work to tell whether the code is correct or incorrect.</td>
</tr>
<tr>
<td></td>
<td>There's somewhat more code than is needed to do the job.</td>
</tr>
<tr>
<td></td>
<td>New: Functions in the initial basis, when used, are used correctly.</td>
</tr>
</tbody>
</table>

- From the name of a function, the names of its parameters, and the accompanying documentation, it is easy to determine how each parameter affects the result.
- Documentation appears consistent with the code being described.
- As an alternative to internal documentation, a function's documentation may refer the reader to the problem specification where the function's contract is given.

- Most short problems are solved using named helper functions; there aren't enough anonymous lambda expressions.
- New: Quicksort uses more than two null? tests or more than two if's.
- New: Or, Quicksort does not use any null? tests or if's (serious fault).
- New: Quicksort does not mention termination.
- Helper functions are defined at top level.
- From reading the code, course staff cannot tell whether it is correct or incorrect.
- From reading the code, course staff cannot easily tell what it is doing.
- There's about twice as much code as is needed to do the job.
- New: Functions in the initial basis are redefined in the submission.
Function’s contract, course staff can easily tell whether the code is correct or incorrect.

- There’s only as much code as is needed to do the job.
- New: The initial basis of \( \lambda \)Scheme is used effectively.

Performance

- Empty lists are distinguished from non-empty lists in constant time.
- Distinguishing an empty list from a non-empty list might take longer than constant time.

Cost and correctness of your code

We’ll be paying some attention to cost as well as correctness.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Must improve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correctness</strong></td>
<td><strong>Correctness</strong></td>
<td><strong>Correctness</strong></td>
</tr>
<tr>
<td>• The translation in problem A is correct.</td>
<td>• The translation in problem A is almost correct, but an easily identifiable part is missing.</td>
<td>• The translation in problem A is obviously incorrect,</td>
</tr>
<tr>
<td>• Your code passes every one of our stringent tests.</td>
<td>• Testing reveals that your code demonstrates quality and significant learning, but some significant parts of the specification may have been overlooked or implemented incorrectly.</td>
<td>• Or course staff cannot understand the translation in problem A.</td>
</tr>
<tr>
<td>• Testing shows that your code is of high quality in all respects.</td>
<td>• Testing suggests evidence of effort, but the performance of your code under test falls short of what we believe is needed to foster success.</td>
<td>• Testing reveals your work to be substantially incomplete, or shows serious deficiencies in meeting the problem specifications <strong>(serious fault)</strong>.</td>
</tr>
<tr>
<td>• New: File solver-tests.scm contains exactly 6 val bindings and no other code.</td>
<td>• Code cannot be tested because of loading errors, or no solutions were submitted <strong>(No Credit)</strong>.</td>
<td></td>
</tr>
<tr>
<td>• New: In file solver-tests.scm, values s1, s2, and s3 are either satisfying assignents or the symbol no-solution.</td>
<td>• New: File solver-tests.scm contains other code besides the 6 val bindings requested.</td>
<td></td>
</tr>
<tr>
<td>• New: In file solver-tests.scm, values f1, f2, and f3 represent valid formulas.</td>
<td>• New: In file solver-tests.scm, value s1, s2, or s3 claims to be a satisfying assignment, but it isn’t.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• New: In file solver-tests.scm, value s1, s2, or s3 claims there is no solution, but the corresponding formula <em>does</em> have a solution.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• New: In file solver-tests.scm, values f1, f2, or f3 does not represent a valid formula.</td>
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</tbody>
</table>
**Proofs and inference rules**

These are the same criteria as before, with a little extra emphasis on using structural induction correctly.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Must improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proofs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>New:</strong> Proofs that involve predefined functions appeal to their definitions or to laws that are proved in the book.</td>
<td>• <strong>New:</strong> Proofs involve predefined functions but do not appeal to their definitions or to laws that are proved in the book.</td>
<td>• <strong>New:</strong> A proof that involves an inductively defined structure, like a list or an S-expression, does <strong>not</strong> use structural induction, but structural induction is needed.</td>
</tr>
<tr>
<td>• <strong>New:</strong> Proofs that involve inductively defined structures, including lists and S-expressions, use structural induction exactly where needed.</td>
<td>• <strong>New:</strong> Proofs that involve inductively defined structures, including lists and S-expressions, use structural induction, even if it may not always be needed.</td>
<td></td>
</tr>
</tbody>
</table>

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