

# CS151 Computer Science Fundamentals for Non-Majors

## Prof Matthew Fricke

Ver 1.0. Send corrections to [mfricke@unm.edu](mailto:mfricke@unm.edu).

# Today:

- Why we are here...
- Me trying to convince you computer science is important...
- Course Syllabus...
- What is computer science...

# Why this course exists

- In US society computers are used in almost every aspect of our lives.
- Every purchase you make today will involve a computer somewhere.
- If you used a car\*, bus, train, or airplane to get to class today you used several computers.
- All your health care is handled and analyzed by computers. One reason your Dr can only spend a few minutes with you and is constantly rushed is that she has to click through dozens of computer alerts between patients.
- Almost all of us carry computers with us all the time. They are small but very powerful.
- Computation is as important to our lives now as reading and writing...

\*cars started using computers in 1968.

# Why this course exists

- There are about 25 million people in the world who know how computers work (i.e. coders)
- Sounds like a lot – and it is definitely up from the world total of 1 in 1940.
- But out of a world population of almost 8 billion that means about 3 people in every thousand understand how a computer works.
- Imagine if only 3 people in a thousand could read and write.\*

\*86% of the worlds population is literate

# Liberal Education vs Professional Training

Liberal Education: a broad  
understanding of the world and  
society in which you live

Computers have a huge  
influence on the world around  
us.\*

# Professional Training

Computer science skills increase  
your earning potential and  
therefore help grow the  
economy

# In this course...

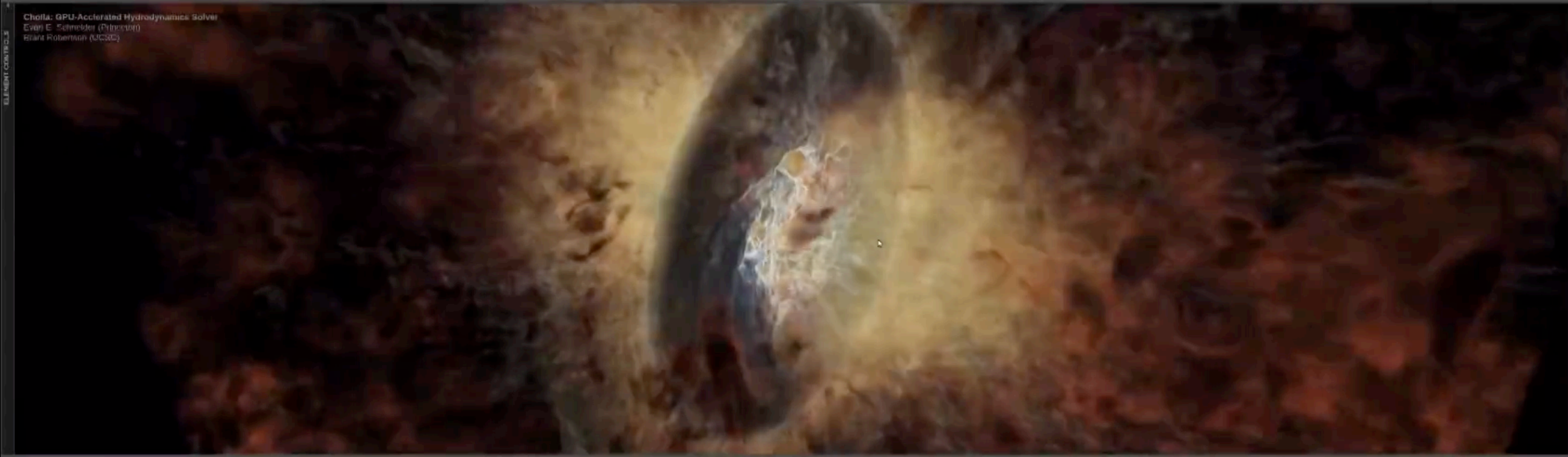
- You will learn a skill you can put on your resume to increase your earning potential.
- You will develop an understanding of how one of the most important parts of the world around you actually works.
- And many of you will find programming a computer a lot of fun!



- My job:
  - To teach you how to program computers  
(my obligation to you)
  - To check whether you are able to program a computer  
(my obligation to the University and anyone that reads your transcript)
- Your job
  - To learn how to program computers  
(because you want the knowledge)
  - Demonstrate that you learned the material  
(because you want the degree and the pay raise)

- My job:
  - To teach you how to program computers
    - Determining what will be most useful for you to learn
    - Assigning programs so you can practice writing
    - Finding excellent student teaching assistants to help you
  - To check whether you are able to program a computer
    - Exams and Quizzes
- Your job
  - To learn how to program computers
    - Read the assigned material and do the homeworks
    - Go to lab to get help
    - Go to my office hours or the teaching assistants office hours to get help
    - Form study groups to help each other
    - Use the Computer Science tutors to get help
    - Practice writing programs!
      - Like everything else in life doing is really the only way to learn
  - Demonstrate that you learned the material
    - Do well on the exams, quizzes, and doing the readings and homeworks (on time).

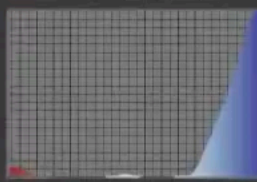
Cholla: GPU-Accelerated Hydrodynamics Solver  
Eran E. Schreiber (Purdue) |  
Grant Robertson (CC3D)



**Main Scene Parameters**

Colormap:

Range:



**Time-dependent Data**

Animation:

Timestep:

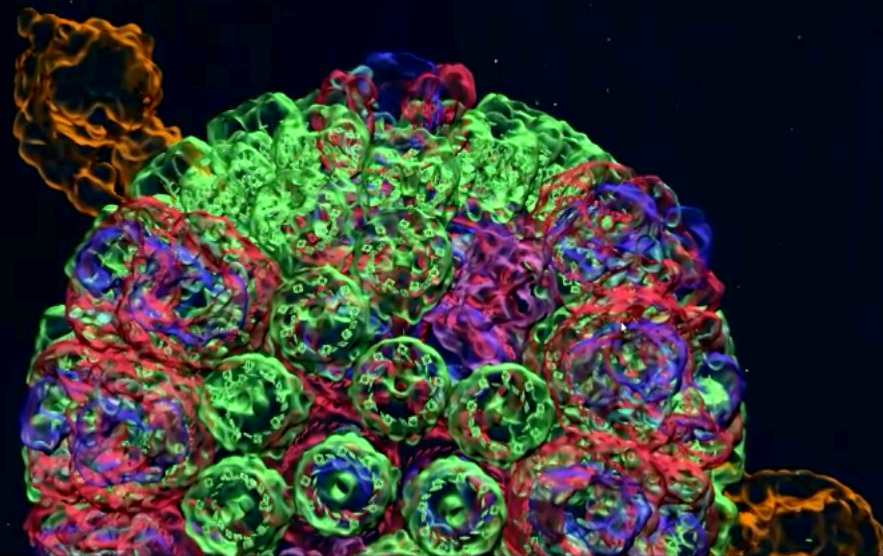
Range:

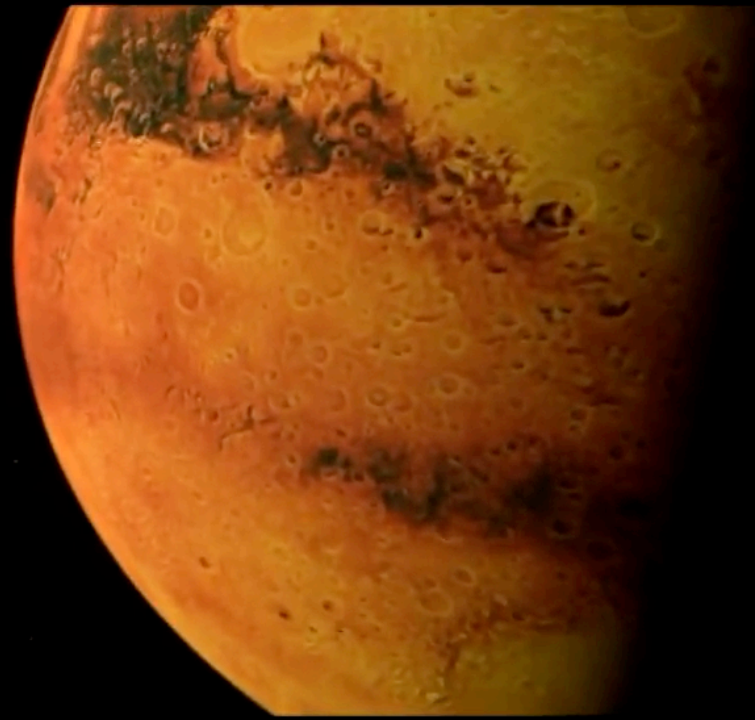
**Camera Animation**

Animation Presets:

Camera Control:

Timestep:





# Volcano Drones

Sampling Gasses to Predict Eruptions and Understand Global Warming





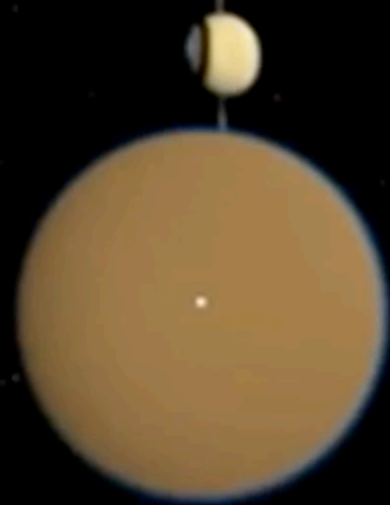




# Astrobiology Life Detection

Analysing Samples from other Worlds



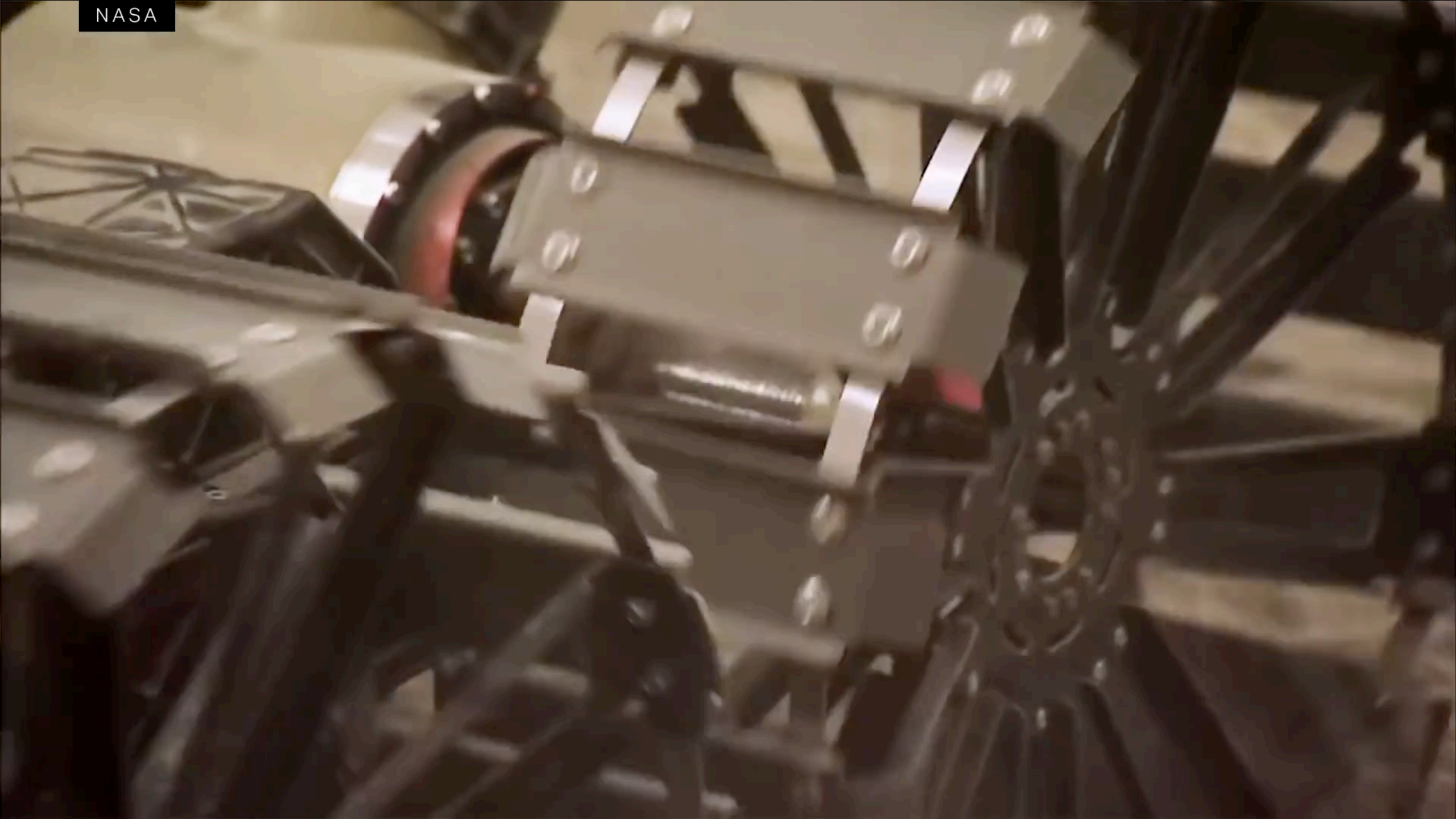


Free Fall  
14525 km  
20636 km/h  
8:26 UT



# Lunar Colonization

NASA Robot Space Challenge Phase 2



Everything I have shown you used the  
Python programming language





# Syllabus

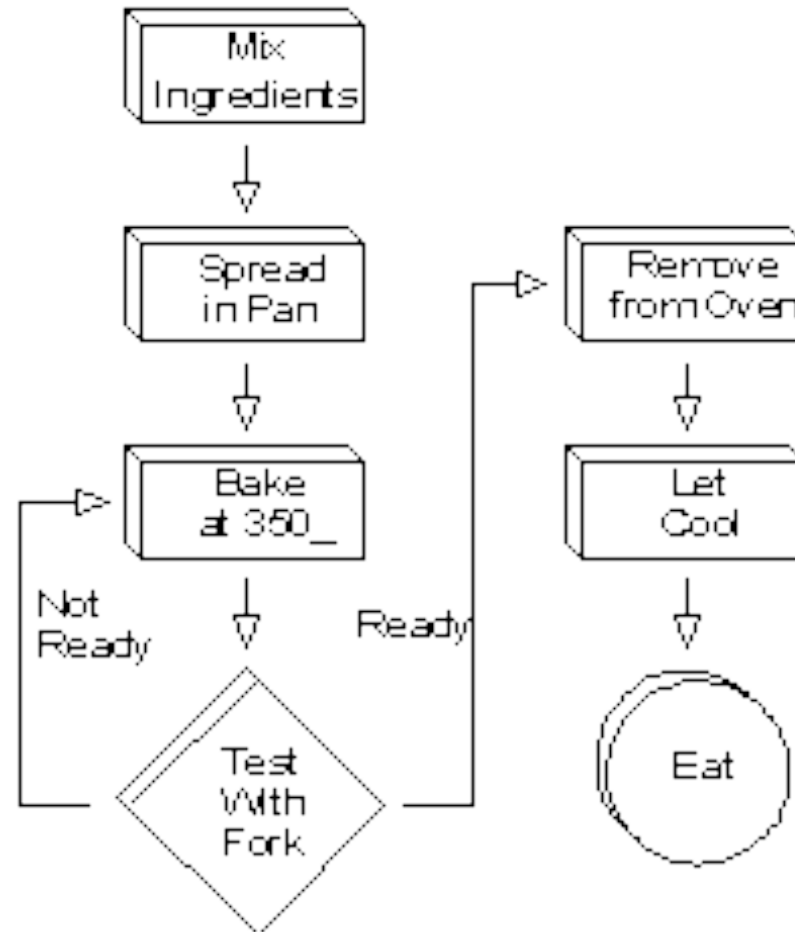
[http://fricke.co.uk/Teaching/CS151\\_2020/CS151\\_Syllabus.pdf](http://fricke.co.uk/Teaching/CS151_2020/CS151_Syllabus.pdf)

# Current Assignments

- Your first homework is available in ZyBooks due Wednesday, January 29<sup>th</sup>
- Lab instructors will help you login to ZyBooks but try to get a head start.
- The first lab quiz is next week. The lab assignment and homework will prepare you.

# Programs and Algorithms

- Algorithm: a series of abstract steps that solve a particular problem
  - Mathematics
  - Food Recipes
  - Textile Weaving



# Programs and Algorithms

- Computer (idealized definition): anything capable of following the steps of an algorithm
- Universal computer: a computer capable of following the steps of all possible algorithms
- Program: the encoding of an algorithm so that a computer can follow the steps

# The First Computers

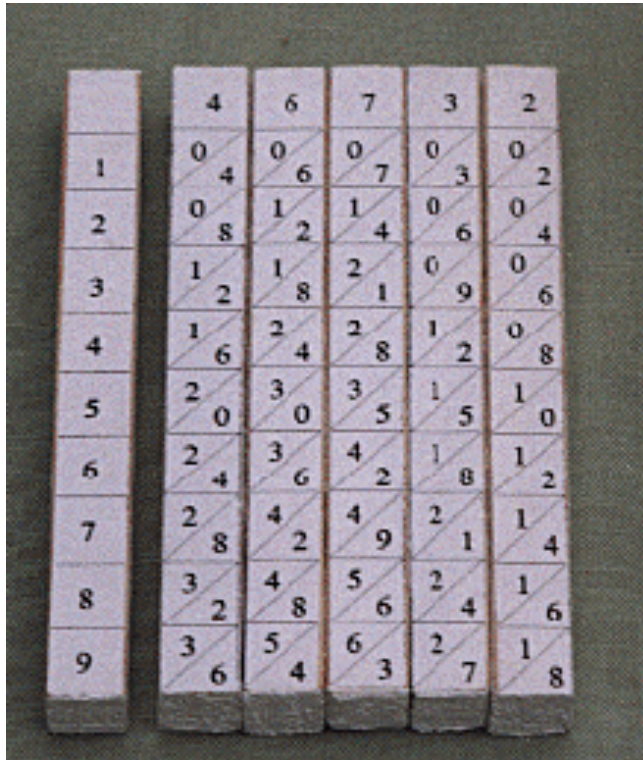


14th Century  
Counting Tables



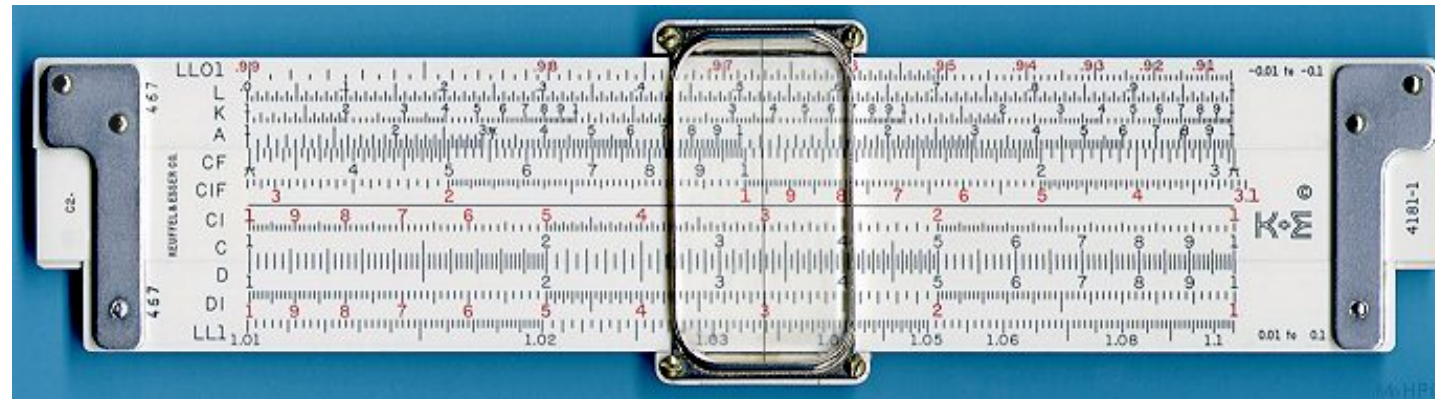
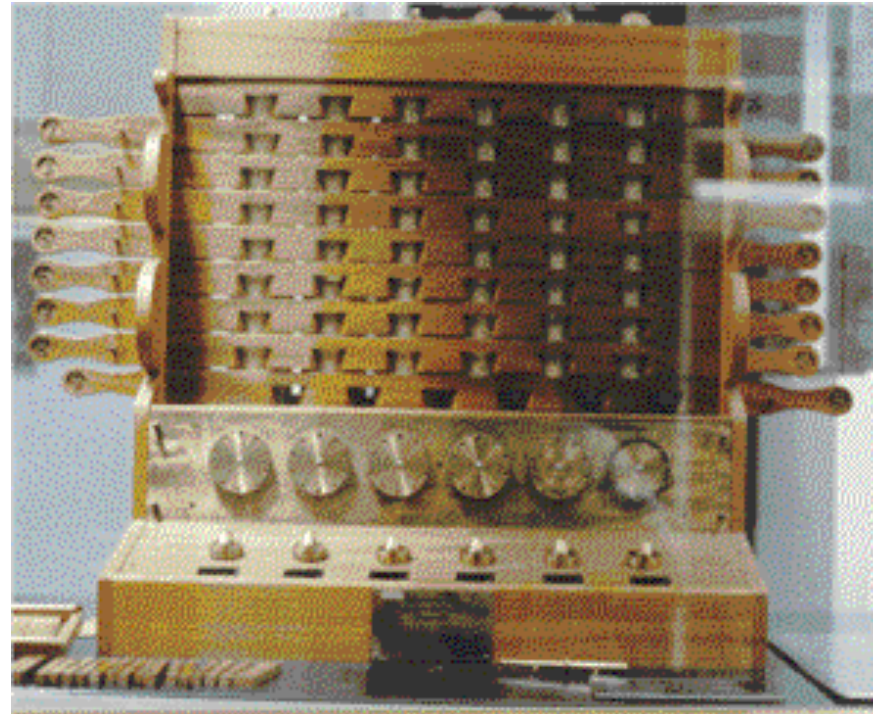
A 20<sup>th</sup> Century Computer  
Center

# Napier's Bones and the Calculating Clock



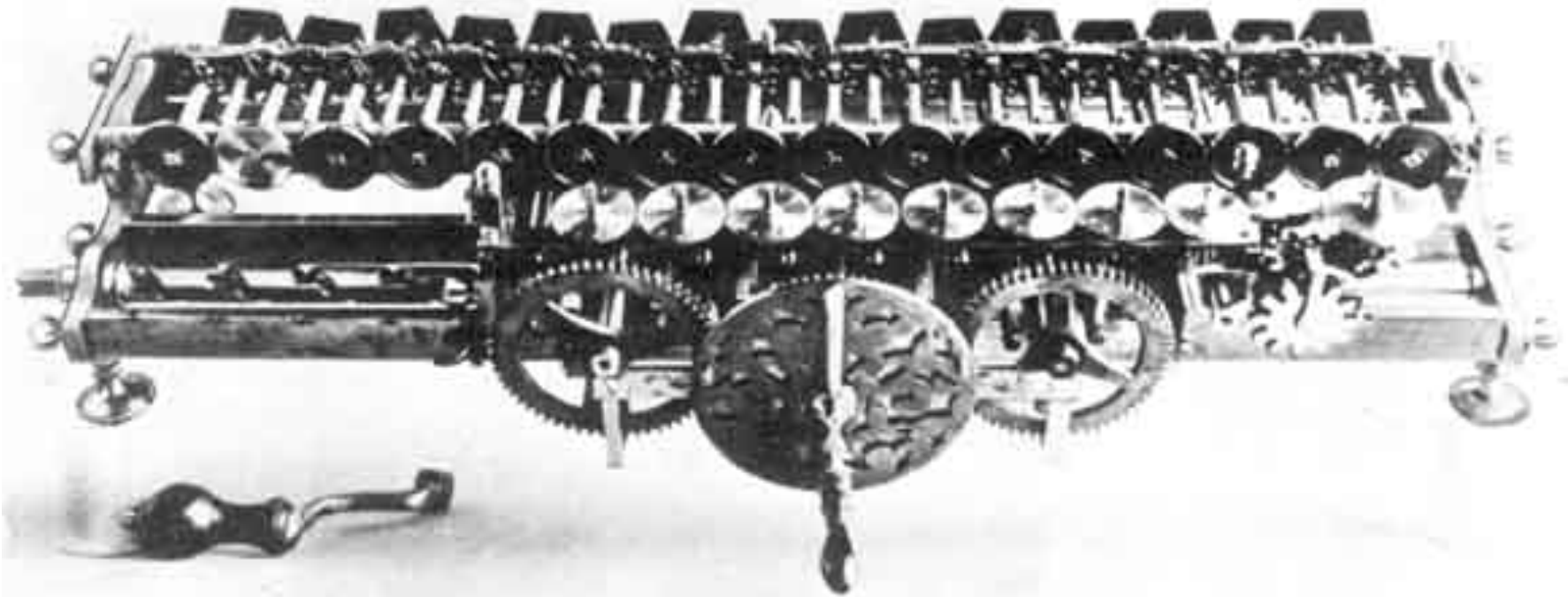
A set of nine vertical wooden strips, each representing a digit from 0 to 9. Each strip is divided into a grid of squares. The top row of each strip contains the digit it represents. The subsequent rows contain the digits of the multiplication table for that digit, with the diagonal line separating the tens and units digits of each product.

	4	6	7	3	2
1	0	0	0	0	0
2	0	1	1	0	0
3	1	2	2	0	0
4	1	2	2	1	0
5	2	3	3	1	1
6	2	3	4	1	1
7	2	4	4	2	1
8	3	4	5	2	1
9	3	5	6	2	1

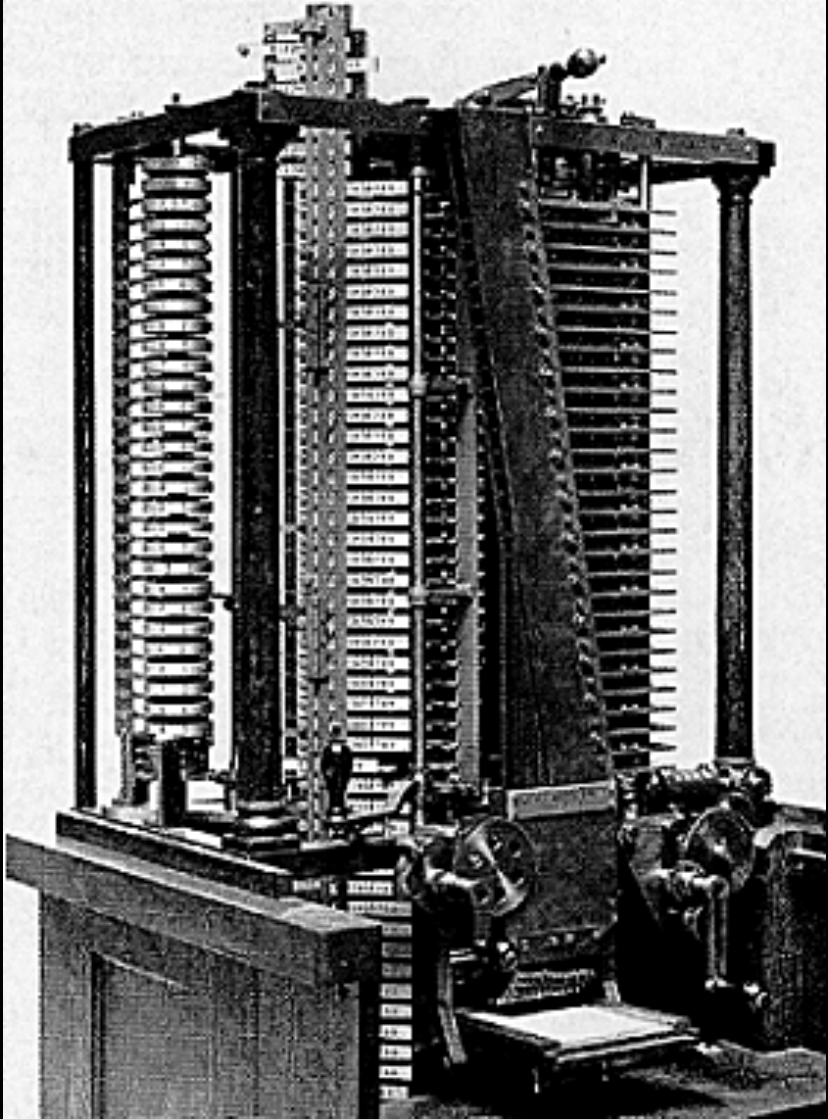
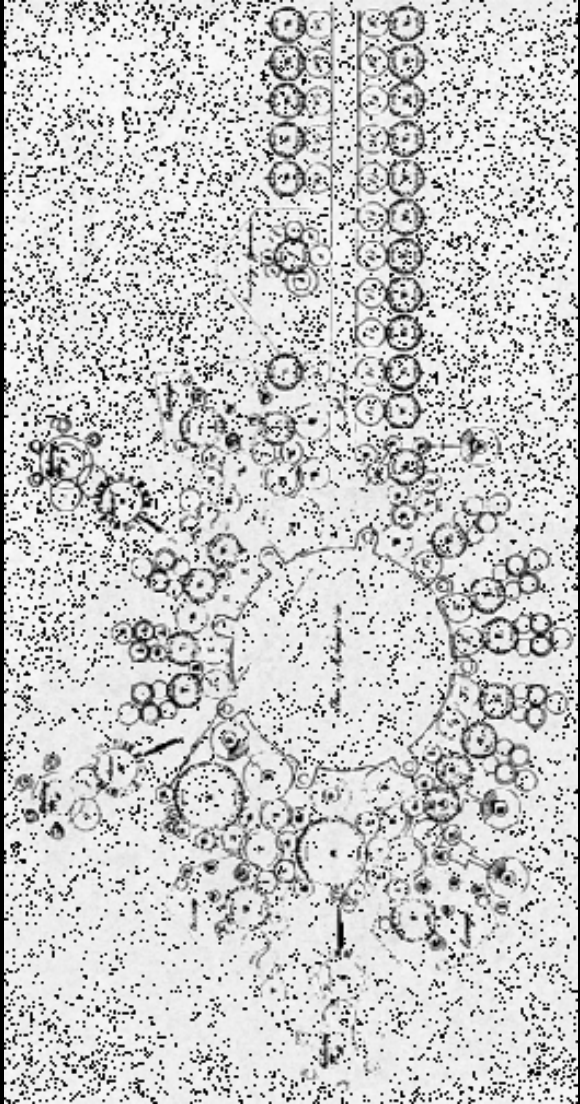




# Baron Gottlieb Leibniz The "Step Reckoner," 1671



# Charles Babbage's Analytical Steam Engine Designed in the 1830s, not built until 1906





# Countess Ada Lovelace

## Program for generating Bernoulli Numbers (1842)



12	-	${}^1V_{10} - {}^1V_1$	${}^2V_{10} \dots\dots\dots$	$\left\{ \begin{array}{l} {}^1V_{10} \\ {}^1V_1 \end{array} \right\}$	$= \frac{{}^2V_{10}}{{}^1V_1}$	$= n - 2 (= 2) \dots\dots\dots$
13	-	${}^1V_6 - {}^1V_1$	${}^2V_8 \dots\dots\dots$	$\left\{ \begin{array}{l} {}^1V_6 \\ {}^1V_1 \end{array} \right\}$	$= \frac{{}^2V_6}{{}^1V_1}$	$= 2n - 1 \dots\dots\dots$
14	+	${}^1V_3 + {}^1V_7$	${}^2V_7 \dots\dots\dots$	$\left\{ \begin{array}{l} {}^1V_3 \\ {}^1V_7 \end{array} \right\}$	$= \frac{{}^1V_3 + {}^1V_7}{{}^1V_1}$	$= 2 + 1 = 3 \dots\dots\dots$
15	÷	${}^2V_6 \div {}^2V_7$	${}^1V_3 \dots\dots\dots$	$\left\{ \begin{array}{l} {}^2V_6 \\ {}^2V_7 \end{array} \right\}$	$= \frac{{}^2V_6}{{}^2V_7}$	$= \frac{2n-1}{2} \dots\dots\dots$
16	×	${}^1V_6 \times {}^2V_{11}$	${}^4V_{11} \dots\dots\dots$	$\left\{ \begin{array}{l} {}^1V_6 \\ {}^2V_{11} \end{array} \right\}$	$= \frac{{}^1V_6}{{}^2V_{11}}$	$= \frac{2n}{3} \cdot \frac{2n-1}{2} \dots\dots\dots$
17	-	${}^2V_6 - {}^1V_1$	${}^2V_3 \dots\dots\dots$	$\left\{ \begin{array}{l} {}^2V_6 \\ {}^1V_1 \end{array} \right\}$	$= \frac{{}^2V_6}{{}^1V_1}$	$= 2n - 2 \dots\dots\dots$
18	+	${}^1V_3 + {}^2V_7$	${}^2V_7 \dots\dots\dots$	$\left\{ \begin{array}{l} {}^2V_7 \\ {}^1V_3 \end{array} \right\}$	$= \frac{{}^2V_7 + {}^1V_3}{{}^1V_1}$	$= 2 + 1 = 3 \dots\dots\dots$
19	+	${}^2V_6 \div {}^2V_7$	${}^1V_3 \dots\dots\dots$	$\left\{ \begin{array}{l} {}^2V_6 \\ {}^2V_7 \end{array} \right\}$	$= \frac{{}^2V_6}{{}^2V_7}$	$= \frac{2n-2}{2} \dots\dots\dots$
20	×	${}^1V_6 \times {}^4V_{11}$	${}^2V_{11} \dots\dots\dots$	$\left\{ \begin{array}{l} {}^1V_6 \\ {}^4V_{11} \end{array} \right\}$	$= \frac{{}^1V_6}{{}^4V_{11}}$	$= \frac{2n}{3} \cdot \frac{2n-2}{2} \cdot \frac{2n-2}{2} =$
21	×	${}^1V_{10} \times {}^2V_{11}$	${}^2V_{12} \dots\dots\dots$	$\left\{ \begin{array}{l} {}^1V_{10} \\ {}^2V_{12} \end{array} \right\}$	$= \frac{{}^1V_{10}}{{}^2V_{12}}$	$= 2 \cdot \frac{2n}{3} \cdot \frac{2n-2}{2} \cdot \frac{2n}{2}$

Next time: The Universal Computer