

- Previous Lecture (and lab):
 - Variables & assignment
 - Built-in functions
 - Input & output
 - Good programming style (meaningful variable names; use comments)
- Today's Lecture:
 - Branching (conditional statements)

- Announcements:**
- Discussion this week in **computer lab Upson B7**
 - Project I (P1) due Thurs, 9/4, at 11pm
 - Pay attention to **Academic Integrity**
 - You can see any TA for help, not just your discussion TA
 - Matlab consultants at **ACCEL Green Rm (Carpenter Hall 2nd fl. computing facility) 5-10pm Sunday to Thursday**
 - Just added CS1112? Tell your discussion TA to add you in CS1112 CMS (and tell CS1110 to drop your from their CMS)
 - Answer "Week 1 survey" in CMS
 - Piazza – "Q & A system" for all students in CS1112. Use it for clarification only—do not ask (answer) homework questions and do not give hints on homework. Will be monitored by TAs. Available this weekend.

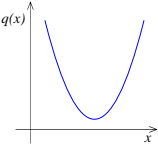
- Quick review**
- Variable
 - A named memory space to store a value
 - Assignment operator: =
 - Let x be a variable that has a value. To give variable y the same value as x, which statement below should you write?
 $x = y$ or $y = x$
 - Script (program)
 - A sequence of statements saved in an m-file
 - ; (semi-colon)
 - Suppresses printing of the result of assignment statement

- So far, all the statements in our scripts are executed in order
- We do not have a way to specify that some statements should be executed only under some condition
- We need a new language construct...

Consider the quadratic function

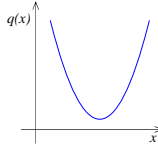
$$q(x) = x^2 + bx + c$$

on the interval $[L, R]$:



- Is the function strictly increasing in $[L, R]$?
- Which is **smaller**, $q(L)$ or $q(R)$?
- What is the **minimum value** of $q(x)$ in $[L, R]$?

- What are the critical points?



Problem 1

Write a code fragment that prints “yes” if $q(x)$ increases across the interval and “no” if it does not.

Lecture 3 9

```
% Quadratic q(x) = x^2 + bx + c
b = input('Enter b: ');
c = input('Enter c: ');
L = input('Enter L: ');
R = input('Enter R: ');
```

```
% Determine whether q increases
% across [L,R]
xc = -b/2;
```

Lecture 3 10

Does $q(x)$ increase across $[L,R]$?

$q(x) = x^2 + bx + c$ • $x_c = -b/2$

Lecture 3 12

So what is the requirement?

```
% Determine whether q increases
% across [L,R]
xc = -b/2;
```

```
if _____
    fprintf('Yes\n')
else
    fprintf('No\n')
end
```

Relational Operators

- < Less than
- > Greater than
- <= Less than or equal to
- >= Greater than or equal to
- == Equal to
- ~= Not equal to

Lecture 3 15

So what is the requirement?

```
% Determine whether q increases
% across [L,R]
xc = -b/2;
```

```
if _____
    fprintf('Yes\n')
else
    disp('No')
end
```

disp('Yes')

Lecture 3 20

Problem 2

Write a code fragment that prints
 “qleft is smaller”
 if $q(L)$ is smaller than $q(R)$.
 If $q(R)$ is smaller print
 “qright is smaller.”

Lecture 3 21

Algorithm v0

Calculate $q(L)$
 Calculate $q(R)$
 If $q(L) < q(R)$
 print "qleft is smaller"
 Otherwise
 print "qright is smaller"

Lecture 3

22

Algorithm v0.1

Calculate x_c
 If distance $\overline{x_c L}$ is smaller than distance $\overline{x_c R}$
 print "qleft is smaller"
 Otherwise
 print "qright is smaller"

Lecture 3

23

Do these two fragments do the same thing?

```
% given x, y
if x>y
    disp('alpha')
else
    disp('beta')
end
```

```
% given x, y
if y>x
    disp('beta')
else
    disp('alpha')
end
```

A: yes

B: no

Lecture 3

24

% Which is smaller, q(L) or q(R)?

```
xc= -b/2; % x at center
if (abs(xc-L) == abs(xc-R))
    disp('qleft and qright are equal')
elseif (abs(xc-L) < abs(xc-R))
    disp('qleft is smaller')
else
    disp('qright is smaller')
end
```

Lecture 3

27

% Which is smaller, q(L) or q(R)?

```
qL= L*L + b*L + c; % q(L)
qR= R*R + b*R + c; % q(R)
if (qL == qR)
    disp('qleft and qright are equal')
elseif (qL < qR)
    disp('qleft is smaller')
else
    disp('qright is smaller')
end
```

% Which is smaller, q(L) or q(R)?

```
qL= L*L + b*L + c; % q(L)
qR= R*R + b*R + c; % q(R)
if (qL == qR)
    disp('qleft and qright are equal')
    fprintf('q value is %f\n', qL)
elseif (qL < qR)
    disp('qleft is smaller')
else
    disp('qright is smaller')
end
```

Lecture 3

29

Consider the quadratic function

$$q(x) = x^2 + bx + c$$

on the interval $[L, R]$:

What if you only want to know if $q(L)$ is close to $q(R)$?

Lecture 3 30

% Is q(L) close to q(R)?

```
tol= 1e-4; % tolerance
qL= L*L + b*L + c
qR= R*R + b*R + c
if (abs(qL-qR) < tol)
    disp('qleft and qright similar')
end
```

Name an important parameter and define it with a comment!

Do these two fragments do the same thing?

```
% given x, y
if x>y
    disp('alpha')
else
    disp('beta')
end
```

```
% given x, y
if x>y
    disp('alpha')
end
if y>=x
    disp('beta')
end
```

A: yes

B: no

Lecture 3 32

Simple **if** construct

```
if boolean expression
    statements to execute if expression is true
else
    statements to execute if expression is false
end
```

Lecture 3 33

Even simpler **if** construct

```
if boolean expression
    statements to execute if expression is true
end
```

Lecture 3 34

The **if** construct

```
if boolean expression1
    statements to execute if expression1 is true
elseif boolean expression2
    statements to execute if expression1 is false
    but expression2 is true
:
else
    statements to execute if all previous conditions
    are false
end
```

Can have any number of elseif branches but at most one else branch

Lecture 3 35

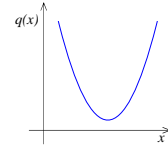
Things to know about the `if` construct

- _____ branch of statements is executed
- There can be _____ `elseif` clauses
- There can be _____ `else` clause
- The `else` clause _____ in the construct
- The `else` clause _____ (boolean expression)

Lecture 3 36

Consider the quadratic function

$$q(x) = x^2 + bx + c$$



on the interval $[L, R]$:

- Is the function strictly increasing in $[L, R]$?
- Which is smaller, $q(L)$ or $q(R)$?
- What is the minimum value of $q(x)$ in $[L, R]$?

Lecture 3 39

Modified Problem 3

Write a code fragment that prints “yes” if `xc` is in the interval and “no” if it is not.

Lecture 3 40

So what is the requirement?

```
% Determine whether xc is in
% [L,R]
xc = -b/2;

if _____

    disp('Yes')
else
    disp('No')
end
```

Lecture 3 44

The value of a boolean expression is either true or false.

$$(L \leq xc) \ \&\& \ (xc \leq R)$$

This (compound) boolean expression is made up of two (simple) boolean expressions. Each has a value that is either true or false.

Connect boolean expressions by **boolean** operators:

and	or	not
<code>&&</code>	<code> </code>	<code>~</code>

Lecture 3 46

Logical operators

- `&&` logical and: Are both conditions true?
E.g., we ask “is $L \leq x_c$ and $x_c \leq R$?”
In our code: `L<=xc && xc<=R`
- `||` logical or: Is at least one condition true?
E.g., we can ask if x_c is outside of $[L, R]$,
i.e., “is $x_c \leq L$ or $R \leq x_c$?”
In code: `xc<L || R<xc`
- `~` logical not: Negation
E.g., we can ask if x_c is **not outside** $[L, R]$.
In code: `~(xc<L || R<xc)`

Lecture 3 50