







What could be improved?

- sometimes the pace of the lectures feel a bit fast
- no group sessions
- late days
- The content feels way too theoretical
- Less proofs, less inductions pls
- Possible Saturday mentor sessions

What could be improved?

It also feels like a level of background is expected from students, even though that background has not been built through previous Pomona CS classes so it feels very unfair to those of us who weren't exposed to CS beyond or before Pomona.

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Rod splitting example	Rod splitting example
length: 1 3 5 6 8 price: 1 6 9 13 16 $R(n) = \max_{l:n-l_l \ge 0} \{p_l + R(n-l_l)\}$	length: 1 3 5 6 8 price: 1 6 9 13 16
R 0 1 2 3 4 5 6 7 8 9 10 11 12	0 1 2 R 0 1 2 3 4 5 6 7 8 9 10 11 12 Choice: 1 1
9	10

Rod splitting example	
length: 1 3 5 6 8 price: 1 6 9 13 16	
3: $6 + R[0] = 6$ 1: $1 + R[2] = 3$	
0 1 2 6	
R 0 1 2 3 4 5 6 7 8 9 10 11 12	
Choice: 1 1 3	Cho



lengt	h: 1	3	5	6	8									
price	: 1	6	9	13	16									
					5: 3: 1:	9 + F 6 + F 1 + F	2 <mark>[0] =</mark> 2[2] = 2[4] =	9 8 8						
C	1	2	6	7	9									
RO	1	2	3	4	5	6	7	8	9	10	11	12		
The lease	1	1	3	3	5									



Rod splitting example													
lengt price	h:1 : 1	3 6	5 9	6 13	8 16	,							
								6: 13 5: 9 - 3: 6 - 1: 1 -	+ R[2] + R[2] + R[4] + R[6]	1] = 14 = 11 = 13 = 14	1		
c) 1	2	6	7	9	13	14						
RC	1	2	3	4	5	6	7	8	9	10	11	12	
Choice:	1	1	3	3	5	6	6						



8: 16 + R[2] = 18 6: 13 + R[4] = 20 5: 9 + R[5] = 18 3: 6 + R[7] = 20 1: 1 + R[9] = 20



Rod	sp	olit	rtir	۱g	ex	ar	np	le				
length price:	: 1 1	3 6	5 9	6 13	8 16						8: 16 6: 13 5: 9 + 3: 6 + 1: 1 +	+ R[3] = 22 + R[5] = 22 R[6] = 22 R[8] = 22 R[10] = 21
0 R 0 Choice:	1 1 1	2 2 1	6 3 3	7 4 3	9 5 5	13 6 6	14 7 6	16 8 8	19 9 6	20 10 6	22 11 8	12

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Given a sequence of numbers X = $x_1,\,x_2,\,\ldots,\,x_n$ find the longest increasing subsequence

 $(i_1,\,i_2,\,\ldots,\,i_m),\,i.e.,\,a$ subsequence where numbers in the sequence increase.

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 $(i_1,\,i_2,\,\ldots,\,i_m),\,i.e.,\,a$ subsequence where numbers in the sequence increase.

5 <u>2</u> 8 6 <u>3</u> <u>6</u> <u>9</u> 7

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2: DP solution (bottom-up)	2: DP solution (bottom-up)
$LIS'(i) = 1 + \max_{j: i < j \le n \text{ and } x_j > x_i} LIS'(j)$	$LIS'(i) = 1 + \max_{j: i < j \le n \text{ and } x_j > x_i} LIS'(j)$
LIS': 1 1 5 2 8 6 3 6 9 7	LIS': 2 1 1 5 2 8 6 3 6 9 7 1
50	51



2: DP solution (bottom-up)	2: DP solution (bottom-up)
$LIS'(i) = 1 + \max_{j: i < j \le n \text{ and } x_j > x_i} LIS'(j)$	$LIS'(i) = 1 + \max_{j: i < j \le n \text{ and } x_j > x_i} LIS'(j)$
LIS': 2 2 3 2 1 1 5 2 8 6 3 6 9 7 1	LIS': 4 2 2 3 2 1 1 5 2 8 6 3 6 9 7 1
54	55





























Edit distance

(aka Levenshtein distance)

Edit distance between two strings is the minimum number of insertions, deletions and substitutions required to transform string s1 into string s2

Deletion:

ABACED

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Edit distance examples
Edit(Kitten, Mitten) = 1
Operations:
Sub 'M' for 'K' Mitten
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Edit distance examples	Edit distance examples
Edit(Happy, Hilly) = 3	Edit(Banana, Car) = 5
Operations:	Operations:
Sub 'a' for 'i' Hippy	Delete 'B' anana
Sub 'I' for 'p' Hilpy	Delete 'a' nana
Sub 'I' for 'p' Hilly	Delete 'n' naa
	Sub 'C' for 'n' Caa
	Sub 'a' for 'r' Car
76	Sub 'C' for 'n' Caa Sub 'a' for 'r' Car 77

Why might this be useful?

Edit distance examples	Edit distance
Edit(Simple, Apple) = 3 Operations:	Why migh
Delete 'S' imple Sub 'A' for 'i' Ample Sub 'm' for 'p' Apple	

































Edit distance variants

- Only include insertions and deletions
 What does this do to substitutions?
- Include swaps, i.e. swapping two adjacent characters counts as one edit
- Weight insertion, deletion and substitution differently
- Weight specific character insertion, deletion and substitutions differently
- Length normalize the edit distance



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