Designing Grace

Can an Introductory Programming of Language Support the Teaching of



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Grace User Model

- First year students in OO CS1 or CS2
- objects early or late,
- static or dynamic types,
- functionals first or scriptings first or ...
- Second year students
- Faculty & TAs assignments and libraries
- Researchers wanting an experimental vehicle
- Language Designers wanting a good example

Why Now?

- Happy teaching Java next 3-5 years
- In 2015, Java will be 20 years old
- State of the art has advanced
- patches look like ... patches
- Essential difficulties vs Accidental difficulties
- @ To be ready in 2015, we need to start now.

Grace Example

```
method average(in : InputStream) -> Number
// reads numbers from in stream and averages them
{ var total := 0
 var count := 0
 while { ! in.atEnd } do {
   count := count + 1
   total := total + in.readNumber }
   if (count == 0) then {return 0}
   return total / count }
```

Method Requests

```
aPerson.printOn(outputStream)

printOn(outputStream) // implicit self

((x + y) > z) && !q // operators are requests

while { ! in.atEnd } do { print (in.readNumber) }

// multi-part method name
```

Object constructors

```
object {
  def x = 2
  def y = 3
  method distanceTo(other) {
    ((x - other.x)^2 + (y - other.y)^2) }
}
```

Object constructors

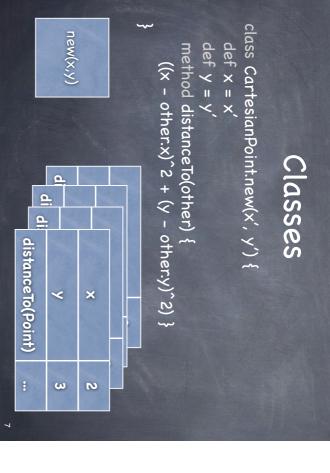
```
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```

Object constructors

```
object {
  def x = 2
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  method distanceTo(other) {
    ((x - other.x)^2 + (y - other.y)^2) }
}
```

distanceTo(Point)

class CartesianPoint.new(x', y') { new(x,y) method distanceTo(other) { ((x - other.x)^2 + (y - other.y)^2) } def y = y'Classes distanceTo(Point) × 2



Language Support the Teaching of Can an Introductory Programming

Consistency

Syntactic Consistency:

```
if (count == 0) { return 0 }
```

```
if (count == 0) then { return 0 } // Grace
```

Consistency

Syntactic Consistency:

```
if (count == 0) { return 0 }
```

if (count == 0) then { return 0 } // Grace

Semantic Consistency:

```
while ( x > 0 ) { other.iterate } // C/Java
```

while { x > 0 } do { other.iterate } // Grace

Static vs. Dynamic Types

Types vs Classes

```
type Point = {
    x -> Number
    y -> Number
    distanceTo(other : Point) -> Number
}
```

- Types are separate from classes
- Types need to be defined separately

Static vs. Dynamic Types

Implicit vs. Explicit Declarations

```
JavaScript, FORTRAN:
```

```
countr = counter + delta
```

Pascal, C, Java, Ada...

```
def delta = 3
var counter := 0
```

```
if (counter == 100) then { ... }
```

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Information Hiding

Formal Reasoning

```
method gcd(m, n) {
    assert {(m >= 0) & (n >= 0) & ((m != 0) | (n != 0))}
    var a := max(m,n)
    var b := min(m,n)
    hile {b != 0}
    invariant { a >= b }
    do {def remainder = a % b
        a := b
        b := remainder
    variant {b}
    return a }
```

Information Hiding

Formal Reasoning

```
assert {(letters.size > 0) && (letters.size < 20)}

// implementation of assert
method assert (block : Block<Boolean>) {
  if ( ! block.apply )
  then {error "Assertion Failed"}
}
```

Formal Reasoning

```
method for(collection) invariant(inv) do(blk) {
   for (collection) do {element->
      if (! inv.apply) then {
        InvariantFailure.raise "Loop invariant not satisfied." }
      blk.apply(element)
      }
   if (! inv.apply) then {
      InvariantFailure.raise "Loop invariant not satisfied." }
}
```

Can an Introductory Programming Language Support the Teaching of

- Gruce: objects and method requests
- Consistency: syntactic vs semantics
- Static vs Dynamic Types
- Types vs Classes
- Information Hiding
- Formal Reasoning
- Dialects

Dialects

No conclusions — we aren't done yet

Questions

Comments

Suggestions

Brickbats

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