

CS 361, Lecture 4

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- The Question: Design an algorithm to return the largest sum of contiguous integers in an array of ints
- Example: if the input is $(-10, 2, 3, -2, 0, 5, -15)$, the largest sum is 8, which we get from $(2, 3, -2, 0, 5)$.

3

Today's Outline

- Interview question improvement
- Formal definition of big-O analysis
- Intro to $\Theta, \Omega, o, \omega$
- Intro to correctness proofs

1

A Naive Algorithm

```
MaxSeq1 (int arr[], int n)
    int max = 0;
    for (int i = 0; i < n; i++)
        for (int j = i; j < n; j++)
            int sum = 0;
            for (int k = i; k <= j; k++)
                sum += arr[k];
                if (sum > max)
                    max = sum;
    return max;
```

4

Important Log Facts

- $\log^x f = (\log f)^x$
- $\log xy = \log(xy)$ (multiplication binds the tightest)

Examples:

- $\log^2 n^5 = (\log n^5)^2 = 25(\log n)^2 = 25 \log^2 n$
- $\log 5n = \log 5 + \log n$

2

Naive Algorithm

- Analysis from last time showed this takes $O(n^3)$ steps
- Worst case and best case is the same
- Can we do better?

5

A Better Algorithm

```
MaxSeq2 (int arr[], int n)
int max = 0;
for (int i = 1; i <= n; i++)
    int sum = 0;
    for (int j = i; j <= n; j++)
        sum += arr[j];
        if (sum > max)
            max = sum; //and store i and j if desired
return max;
```

6

Analysis of MaxSeq2

- Let f be the number of operations this algorithm performs. The:

$$f = \sum_{i=1}^n \sum_{j=i}^n 1 \quad (1)$$

$$= \sum_{i=1}^n (n - i + 1) \quad (2)$$

$$= \sum_{i=1}^n i \quad (3)$$

$$= (n + 1)(n/2) \quad (4)$$

$$= O(n^2) \quad (5)$$

7

Challenge

- MaxSeq2 is much better than MaxSeq1 ($O(n^2)$ vs $O(n^3)$)
- But it's still not great, can you do better?
- We'll come back to this when we do recurrences

8

Beyond Big-O

- Both MaxSeq1 and MaxSeq2 have same best case and worst case behavior
- In a sense, we can say more about them than big-O time
- I.e. we can say more than that their run time is approx " \leq " some amount
- Want a way of saying "asymptotically equal to"
- In general, want asymptotic analogues of \leq , \geq , $=$, etc.

9

Formal Defn of Big-O

- Before we go beyond big-O, what precisely does it *mean*?
- It has a precise, mathematical definition:
- A function $f(n)$ is $O(g(n))$ if there exist positive constants c and n_0 such that $f(n) \leq cg(n)$ for all $n \geq n_0$

10

Example

- Let's try to show that $f(n) = 10n + 100$ is $O(g(n))$ where $g(n) = n$
- We need to give constants c and n_0 such that $f(n) \leq cg(n)$ for all $n \geq n_0$
- In other words, we need constants c and n_0 such that $10n + 100 \leq cn$ for all $n \geq n_0$

11

Example

- We can solve for appropriate constants:

$$10n + 100 \leq cn \quad (6)$$

$$10 + 100/n \leq c \quad (7)$$

- So if $n > 1$, then c need be greater than 110.
- In other words, for all $n > 1$, $10n + 100 \leq 110n$
- So $10n + 100$ is $O(n)$

12

Relatives of big-O

Following are some of the relatives of big-O:

O	" \leq "
Θ	" $=$ "
Ω	" \geq "
o	" $<$ "
ω	" $>$ "

15

Another Example

- Let's try to show that $f(n) = n^2 + 100n$ is $O(g(n))$ where $g(n) = n^2$
- We need to give constants c and n_0 such that $f(n) \leq cg(n)$ for all $n \geq n_0$
- In other words, we need constants c and n_0 such that $n^2 + 100n \leq cn^2$ for all $n \geq n_0$

13

Relatives of big-O

When would you use each of these? Examples:

O	" \leq "	This algorithm is $O(n^2)$ (i.e. worst case is $\Theta(n^2)$)
Θ	" $=$ "	This algorithm is $\Theta(n)$ (best and worst case are $\Theta(n)$)
Ω	" \geq "	Any algorithm for sorting is worst case $\Omega(n \log n)$
o	" $<$ "	Can you write an algorithm for sorting that is $o(n^2)$?
ω	" $>$ "	This algorithm is not linear, it can take time $\omega(n)$

16

Another Example

- We can solve for appropriate constants:

$$n^2 + 100n \leq cn^2 \quad (8)$$

$$1 + 100/n \leq c \quad (9)$$

- So if $n > 1$, then c need be greater than 101.
- In other words, for all $n > 1$, $n^2 + 100n \leq 101n^2$

14

Formal Defns

- $O(g(n)) = \{f(n) : \text{there exist positive constants } c \text{ and } n_0 \text{ such that } 0 \leq f(n) \leq cg(n) \text{ for all } n \geq n_0\}$
- $\Theta(g(n)) = \{f(n) : \text{there exist positive constants } c_1, c_2, \text{ and } n_0 \text{ such that } 0 \leq c_1g(n) \leq f(n) \leq c_2g(n) \text{ for all } n \geq n_0\}$
- $\Omega(g(n)) = \{f(n) : \text{there exist positive constants } c \text{ and } n_0 \text{ such that } 0 \leq cg(n) \leq f(n) \text{ for all } n \geq n_0\}$

17

Formal Defns (II)

- $o(g(n)) = \{f(n) : \text{for any positive constant } c > 0 \text{ there exists } n_0 > 0 \text{ such that } 0 \leq f(n) < cg(n) \text{ for all } n \geq n_0\}$
- $\omega(g(n)) = \{f(n) : \text{for any positive constant } c > 0 \text{ there exists } n_0 > 0 \text{ such that } 0 \leq cg(n) < f(n) \text{ for all } n \geq n_0\}$

18

Examples

- Worst case time of linear search is $\Theta(n)$
- Worst case time of linear search is $\Omega(\log n)$
- Best case time of linear search is $\Theta(1)$
- Worst case time of binary search is $o(n)$
- Worst case time of binary search is $\Theta(\log n)$

19

More Examples

The following are all true statements:

- From last lecture, $\sum_{i=1}^n i^2$ is $O(n^3)$, $\Omega(n^3)$ and $\Theta(n^3)$
- $\log n$ is $o(\sqrt{n})$
- $\log n$ is $o(\log^2 n)$
- $10,000n^2 + 25n$ is $\Theta(n^2)$

20

In Class Exercise

True or False? (Justify your answer)

- $n^3 + 4$ is $\omega(n^2)$
- $n \log n^3$ is $\Theta(n \log n)$
- $\log^3 5n^2$ is $\Theta(\log n)$
- $10^{-10}n^2 + n$ is $\Theta(n)$
- $n \log n$ is $\Omega(n)$
- $n^3 + 4$ is $o(n^4)$

(These equations represent run times of algorithms)

21

Asymptotic Analysis - Take Away

- In studying behavior of algorithms, we'll more concerned with *rate* of growth than with constants
- $O, \Theta, \Omega, o, \omega$ give us a way to talk about rates of growth
- Asymptotic analysis is an extremely useful way to compare run times of algorithms
- However, empirical analysis is also important (you'll be studying this in your project)

22

Correctness of Algorithms

- Another important aspect of algorithms is their correctness
- An algorithm by definition *always* gives the right answer to the problem
- A procedure which doesn't always give the right answer is a *heuristic*
- All things being equal, we prefer an algorithm to a heuristic
- How do we prove an algorithm is really correct?

23

Loop Invariants

Most useful tool is loop invariants. Three things must be shown about a loop invariant

- **Initialization:** Invariant is true before first iteration of loop
- **Maintenance:** If invariant is true before iteration i , it is also true before iteration $i + 1$ (for any i)
- **Termination:** When the loop terminates, the invariant gives a property which can be used to show the algorithm is correct

24

Example Loop Invariant

- **Invariant:** At the start of the i -th iteration of the while loop, $pSlow$ points to the i -th element in the list and $pFast$ points to the $2i$ -th element
- **Initialization:** True when $i = 0$ since both pointers are at the head
- **Maintenance:** if $pSlow$, $pFast$ are at positions i and $2i$ respectively before i -th iteration, they will be at positions $i + 1$, $2(i + 1)$ respectively before the $i + 1$ -st iteration
- **Termination:** When the loop terminates, $pFast$ is at element $n - 1$. Then by the loop invariant, $pSlow$ is at element $(n - 1)/2$. Thus $pSlow$ points to the middle of the list

27

Example Loop Invariant

- We'll prove the correctness of a simple algorithm which solves the following interview question:
- *Find the middle of a linked list, while only going through the list once*
- The basic idea is to keep two pointers into the list, one of the pointers moves twice as fast as the other
- (Call the head of the list the 0-th elem, and the tail of the list the $(n - 1)$ -st element, assume that $n - 1$ is an even number)

25

Challenge

- Figure out how to use a similar idea to determine if there is a loop in a linked list *without marking nodes!*

28

Example Algorithm

```
GetMiddle (List l){
    pSlow = pFast = l;
    while ((pFast->next)&&(pFast->next->next)){
        pFast = pFast->next->next
        pSlow = pSlow->next
    }
    return pSlow
}
```

26

Todo

- Read Chapter 4 (Recurrences) in text

29