

70: Discrete Math and Probability Theory

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Programming + Microprocessors \equiv Superpower!

What are your super powerful programs/processors doing?

Logic and Proofs!

Induction \equiv Recursion.

What can computers do?

Work with discrete objects.

Discrete Math \implies immense application.

Computers learn and interact with the world?

E.g. machine learning, data analysis, robotics, ...

Probability!

The truth: My hopes and dreams.

You learn to think more clearly and more powerfully.

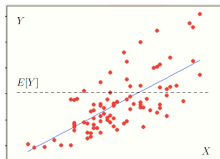
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You learn to think more clearly and more powerfully.

..And to deal clearly with uncertainty itself.

Probability Unit

- How can we predict unknown future events (e.g., gambling profit, next week rainfall, traffic congestion, ...)?
 - Constructive Models: Model the overall system (including the sources of uncertainty).
 - For modeling uncertainty, we'll develop probabilistic models and techniques for analyzing them.
 - Deductive Models: Extract the “trend” from the previous outcomes (e.g., linear regression).



Learning.

Veritassium on Khan

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Confusion is the sweat of learning.

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Confusion is the sweat of discovery.

Metacognition.

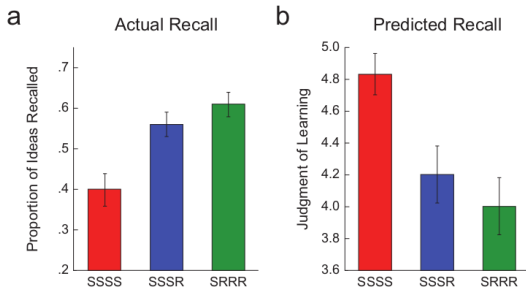


Fig. 1. Final recall (a) after repeatedly studying a text in four study periods (SSSS condition), reading a text in three study periods and then recalling it in one retrieval period (SSSR condition), or reading a text in one study period and then repeatedly recalling it in three retrieval periods (SRRR condition). Judgments of learning (b) were made on a 7-point scale, where 7 indicated that students believed they would remember material very well. The data presented in these graphs are adapted from Experiment 2 of Roediger and Karpicke (2006b). The pattern of students' metacognitive judgments of learning (predicted recall) was exactly the opposite of the pattern of students' actual long-term retention.

Learning styles.

Learning Styles: Veritassium.

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Also: how to search google.

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CS70: Notes, lectures, discussions, vitamins, homeworks.

First grade

1, 2, 3, 4, ..., 120

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Peano's axioms. There is always a successor.

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+3 means move to successor and another and another, or 3 times.

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Metric. (distance.) There is mapping $f : \mathbb{N} \times \mathbb{N} \rightarrow \mathbb{N}$

Obeys triangle inequality: $f(i, j) + f(j, k) \geq f(i, k)$

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11 is one ten, and one one.

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$3 \times 5?$

\times means add 3 times.

$5 + 5 + 5$

10 is moving over 5 from 5

The next number one can use the one's place.

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Notes cover material. Discussion. Vitamins. Homework. Study.

How to interact with staff..

My advice to TA's.

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What should you do?

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What should you do?

Where does your understanding get iffy?

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What should you do?

Where does your understanding get iffy?

Explain what you understand, then say what you don't.

Advice from (former) TA's

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I read the notes until I could reproduce the proofs myself.

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Head TA Richard:

“carefully review the homework solutions after they are released and understand them to the point of being able to replicate them without needing to reference them.”

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We are making some changes.

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Do before lecture.

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Known knowns..

There are the known knowns, known unknowns, and **unknown unknowns**.

Known knowns..

There are the known knowns, known unknowns, and unknown unknowns.

The last one is what **get's you.**

Known knows..

There are the known knows, known unknowns, and unknown unknowns.

The last one is what **get's you**.

In learning, one goes from unknown unknowns, to known unknowns, to known knows.

Known knowns..

There are the known knowns, known unknowns, and unknown unknowns.

The last one is what **get's you**.

In learning, one goes from unknown unknowns, to known unknowns, to known knowns.

The middle one is **stressful** and where most of the time is spent.

Admin

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Explains policies, has office hours, homework, midterm dates, etc.

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Questions

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Questions \implies Ed:

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Logistics, etc.

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Read it!!!!

Announcements, logistics, critical advice.

Wason's experiment:1

Suppose we have four cards on a table:

- ▶ 1st about Alice, 2nd about Bob, 3rd Charlie, 4th Donna.

Wason's experiment:1

Suppose we have four cards on a table:

- ▶ 1st about Alice, 2nd about Bob, 3rd Charlie, 4th Donna.
- ▶ Card contains person's **destination** on one side, and **mode of travel**.

Wason's experiment:1

Suppose we have four cards on a table:

- ▶ 1st about Alice, 2nd about Bob, 3rd Charlie, 4th Donna.
- ▶ Card contains person's **destination** on one side, and **mode of travel**.
- ▶ Consider the theory:

Wason's experiment:1

Suppose we have four cards on a table:

- ▶ 1st about Alice, 2nd about Bob, 3rd Charlie, 4th Donna.
- ▶ Card contains person's **destination** on one side, and **mode of travel**.
- ▶ Consider the theory:
"If a person travels to Chicago, they flies."

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- ▶ Suppose you see that Alice went to Baltimore, Bob drove, Charlie went to Chicago, and Donna flew.

Alice
Baltimore

Bob
drove

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- ▶ Which cards must you flip to test the theory?

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Answer: (A), (B), (C), (D).

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- ▶ Which cards must you flip to test the theory?

Answer: (A), (B), (C), (D). Later.

CS70: Lecture 1. Outline.

Today: Note 1.

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The language of proofs!

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The language of proofs!

1. Propositions.
2. Propositional Forms.
3. Implication.
4. Truth Tables
5. Quantifiers
6. More De Morgan's Laws

Propositions: Statements that are true or false.

$\sqrt{2}$ is irrational

$$2+2 = 4$$

$$2+2 = 3$$

826th digit of pi is 4

Johnny Depp is a good actor

Any even > 2 is sum of 2 primes

$$4 + 5$$

$$x + x$$

Alice travelled to Chicago

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Not Proposition

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Not a Proposition.

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False

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False

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Its complicated.

Again: “value” of a proposition is ... True or False

Propositional Forms.

Put propositions together to make another...

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Conjunction (“and”): $P \wedge Q$

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Examples:

$\neg (2 + 2 = 4)$ – a proposition that is ...

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$(2 + 2 = 3) \wedge (2 + 2 = 4)$ – a proposition that is ...

Propositional Forms.

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Examples:

$\neg “(2 + 2 = 4)”$ – a proposition that is ... False

“ $2 + 2 = 3$ ” \wedge “ $2 + 2 = 4$ ” – a proposition that is ... False

Propositional Forms.

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“ $2 + 2 = 3$ ” \vee “ $2 + 2 = 4$ ” – a proposition that is ...

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Examples:

$\neg “(2 + 2 = 4)”$ – a proposition that is ... **False**

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“ $2 + 2 = 3$ ” \vee “ $2 + 2 = 4$ ” – a proposition that is ... **True**

Put them together..

Propositions:

P_1 - Person 1 rides the bus.

Put them together..

Propositions:

P_1 - Person 1 rides the bus.

P_2 - Person 2 rides the bus.

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Put them together..

Propositions:

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....

But we can't have either of the following happen; That either person 1 or person 2 ride the bus and person 3 or 4 ride the bus. Or that person 2 or person 3 ride the bus and that either person 4 rides the bus or person 5 doesn't.

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Propositional Form:

$\neg(((P_1 \vee P_2) \wedge (P_3 \vee P_4)) \vee ((P_2 \vee P_3) \wedge (P_4 \vee \neg P_5)))$

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Can person 3 ride the bus?

Put them together..

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Can person 3 ride the bus?

Can person 3 and person 4 ride the bus together?

Put them together..

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This seems ...

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We can program!!!!

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We can program!!!!

We need a way to keep track!

Truth Tables for Propositional Forms.

" $P \wedge Q$ " is True if
both P and Q are True .

P	Q	$P \wedge Q$
T	T	T
T	F	
F	T	
F	F	

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Check: \wedge and \vee are commutative.

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DeMorgan's Law's for Negation: distribute and flip!

$$\neg(P \wedge Q)$$

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T	F	F	F
F	T	F	F
F	F	T	T

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$$\neg(P \wedge Q) \equiv \neg P \vee \neg Q$$

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P	Q	$\neg(P \vee Q)$	$\neg P \wedge \neg Q$
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DeMorgan's Law's for Negation: distribute and flip!

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P	Q	$\neg(P \vee Q)$	$\neg P \wedge \neg Q$
T	T	F	F
T	F	F	F
F	T	F	F
F	F	T	T

DeMorgan's Law's for Negation: distribute and flip!

$$\neg(P \wedge Q) \equiv \neg P \vee \neg Q \qquad \neg(P \vee Q) \equiv \neg P \wedge \neg Q$$

Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

P	Q	$P \vee Q$
T	T	T
T	F	T
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Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

Is $(T \wedge Q) \equiv Q$?

P	Q	$P \vee Q$
T	T	T
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Quick Questions

P	Q	$P \wedge Q$
T	T	T
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Is $(T \wedge Q) \equiv Q$? Yes?

Quick Questions

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Is $(T \wedge Q) \equiv Q$? Yes? No?

Quick Questions

P	Q	$P \wedge Q$
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T	F	F
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T	T	T
T	F	T
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Yes!

Quick Questions

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T	T	T
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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

P	Q	$P \vee Q$
T	T	T
T	F	T
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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

What is $(F \wedge Q)$?

Quick Questions

P	Q	$P \wedge Q$
T	T	T
T	F	F
F	T	F
F	F	F

P	Q	$P \vee Q$
T	T	T
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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

What is $(F \wedge Q)$? F or False.

Quick Questions

P	Q	$P \wedge Q$
T	T	T
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P	Q	$P \vee Q$
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What is $(F \wedge Q)$? F or False.

What is $(T \vee Q)$?

Quick Questions

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What is $(T \vee Q)$? T

Quick Questions

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Is $(T \wedge Q) \equiv Q$? Yes? No?

Yes! Look at rows in truth table for $P = T$.

What is $(F \wedge Q)$? F or False.

What is $(T \vee Q)$? T

What is $(F \vee Q)$? Q

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

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Simplify: $(T \wedge Q) \equiv Q$,

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R)$$

Distributive?

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

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Distributive?

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P is False .

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

P is False .

$$\text{LHS: } F \wedge (Q \vee R)$$

Distributive?

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

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$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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Distributive?

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Distributive?

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Cases:

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Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

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P is False .

$$\text{LHS: } F \wedge (Q \vee R) \equiv F.$$

$$\text{RHS: } (F \wedge Q) \vee (F \wedge R) \equiv (F \vee F) \equiv F.$$

$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

P is False .

$$\text{LHS: } F \wedge (Q \vee R) \equiv F.$$

$$\text{RHS: } (F \wedge Q) \vee (F \wedge R) \equiv (F \vee F) \equiv F.$$

$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$,

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

P is False .

$$\text{LHS: } F \wedge (Q \vee R) \equiv F.$$

$$\text{RHS: } (F \wedge Q) \vee (F \wedge R) \equiv (F \vee F) \equiv F.$$

$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

P is False .

$$\text{LHS: } F \wedge (Q \vee R) \equiv F.$$

$$\text{RHS: } (F \wedge Q) \vee (F \wedge R) \equiv (F \vee F) \equiv F.$$

$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Foil 1:

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

P is False .

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$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Foil 1:

$$(A \vee B) \wedge (C \vee D) \equiv (A \wedge C) \vee (A \wedge D) \vee (B \wedge C) \vee (B \wedge D)?$$

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

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$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

Simplify: $T \vee Q \equiv T$, $F \vee Q \equiv Q$

Foil 1:

$$(A \vee B) \wedge (C \vee D) \equiv (A \wedge C) \vee (A \wedge D) \vee (B \wedge C) \vee (B \wedge D)?$$

Foil 2:

Distributive?

$$P \wedge (Q \vee R) \equiv (P \wedge Q) \vee (P \wedge R)?$$

Simplify: $(T \wedge Q) \equiv Q$, $(F \wedge Q) \equiv F$.

Cases:

P is True .

$$\text{LHS: } T \wedge (Q \vee R) \equiv (Q \vee R).$$

$$\text{RHS: } (T \wedge Q) \vee (T \wedge R) \equiv (Q \vee R).$$

P is False .

$$\text{LHS: } F \wedge (Q \vee R) \equiv F.$$

$$\text{RHS: } (F \wedge Q) \vee (F \wedge R) \equiv (F \vee F) \equiv F.$$

$$P \vee (Q \wedge R) \equiv (P \vee Q) \wedge (P \vee R)?$$

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$$(A \vee B) \wedge (C \vee D) \equiv (A \wedge C) \vee (A \wedge D) \vee (B \wedge C) \vee (B \wedge D)?$$

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Implication.

$P \implies Q$ interpreted as

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If P , then Q .

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True Statements: $P, P \implies Q$.

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Conclude: Q is true.

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Examples:

Statement: If you stand in the rain, then you'll get wet.

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$P \implies Q$ interpreted as

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Examples:

Statement: If you stand in the rain, then you'll get wet.

P = "you stand in the rain"

Implication.

$P \implies Q$ interpreted as

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Examples:

Statement: If you stand in the rain, then you'll get wet.

P = "you stand in the rain"

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Statement: If you stand in the rain, then you'll get wet.

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Statement: "Stand in the rain"

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Examples:

Statement: If you stand in the rain, then you'll get wet.

P = "you stand in the rain"

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Can conclude: "you'll get wet."

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Statement:

If a right triangle has sidelengths $a \leq b \leq c$, then $a^2 + b^2 = c^2$.

Implication.

$P \implies Q$ interpreted as

If P , then Q .

True Statements: $P, P \implies Q$.

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Examples:

Statement: If you stand in the rain, then you'll get wet.

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If a right triangle has sidelengths $a \leq b \leq c$, then $a^2 + b^2 = c^2$.

P = "a right triangle has sidelengths $a \leq b \leq c$ ",

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Non-Consequences/consequences of Implication

The statement " $P \implies Q$ "

Non-Consequences/consequences of Implication

The statement " $P \implies Q$ "

only is **False** if P is **True** and Q is **False** .

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The statement " $P \implies Q$ "

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If fish die, did chemical plant pollute river?

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Not necessarily.

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The chemical plant pollutes river. Can we conclude fish die?

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The chemical plant pollutes river. Can we conclude fish die?

Implication and English.

$$P \implies Q$$

Poll.

- ▶ If P , then Q .

Implication and English.

$$P \implies Q$$

Poll.

▶ If P , then Q .

▶ Q if P .

Just reversing the order.

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Implication and English.

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▶ If P , then Q .

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Just reversing the order.

▶ P only if Q .

Remember if P is true then Q must be true.

Implication and English.

$$P \implies Q$$

Poll.

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Just reversing the order.

▶ P only if Q .

Remember if P is true then Q must be true.

this suggests that P can only be true if Q is true.

Implication and English.

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Just reversing the order.

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since if Q is false P must have been false.

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▶ If P , then Q .

▶ Q if P .

Just reversing the order.

▶ P only if Q .

Remember if P is true then Q must be true.

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since if Q is false P must have been false.

▶ P is sufficient for Q .

Implication and English.

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Example: Showing $n > 4$ is sufficient for showing $n > 3$.

Implication and English.

$$P \implies Q$$

Poll.

▶ If P , then Q .

▶ Q if P .

Just reversing the order.

▶ P only if Q .

Remember if P is true then Q must be true.

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since if Q is false P must have been false.

▶ P is sufficient for Q .

This means that proving P allows you to conclude that Q is true.

Example: Showing $n > 4$ is sufficient for showing $n > 3$.

▶ Q is necessary for P .

For P to be true it is necessary that Q is true.

Or if Q is false then we know that P is false.

Implication and English.

$$P \implies Q$$

Poll.

▶ If P , then Q .

▶ Q if P .

Just reversing the order.

▶ P only if Q .

Remember if P is true then Q must be true.

this suggests that P can only be true if Q is true.

since if Q is false P must have been false.

▶ P is sufficient for Q .

This means that proving P allows you to conclude that Q is true.

Example: Showing $n > 4$ is sufficient for showing $n > 3$.

▶ Q is necessary for P .

For P to be true it is necessary that Q is true.

Or if Q is false then we know that P is false.

Example: It is necessary that $n > 3$ for $n > 4$.

Truth Table: implication.

P	Q	$P \implies Q$
T	T	T
T	F	
F	T	
F	F	

Truth Table: implication.

P	Q	$P \implies Q$
T	T	T
T	F	F
F	T	
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Truth Table: implication.

P	Q	$P \implies Q$
T	T	T
T	F	F
F	T	T
F	F	T

P	Q	$\neg P \vee Q$
T	T	
T	F	
F	T	
F	F	

Truth Table: implication.

P	Q	$P \implies Q$
T	T	T
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Truth Table: implication.

P	Q	$P \implies Q$
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$$\neg P \vee Q \equiv P \implies Q.$$

P	Q	$\neg P \vee Q$
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Truth Table: implication.

P	Q	$P \implies Q$
T	T	T
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F	T	T
F	F	T

P	Q	$\neg P \vee Q$
T	T	T
T	F	F
F	T	T
F	F	T

$$\neg P \vee Q \equiv P \implies Q.$$

These two propositional forms are logically equivalent!

Contrapositive, Converse

- ▶ **Contrapositive** of $P \implies Q$ is $\neg Q \implies \neg P$.

Contrapositive, Converse

- ▶ **Contrapositive** of $P \implies Q$ is $\neg Q \implies \neg P$.
 - ▶ If the plant pollutes, fish die.

Contrapositive, Converse

- ▶ **Contrapositive** of $P \implies Q$ is $\neg Q \implies \neg P$.
 - ▶ If the plant pollutes, fish die.
 - ▶ If the fish don't die, the plant does not pollute.

Contrapositive, Converse

- ▶ **Contrapositive** of $P \implies Q$ is $\neg Q \implies \neg P$.
 - ▶ If the plant pollutes, fish die.
 - ▶ If the fish don't die, the plant does not pollute.
(contrapositive)

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- ▶ **Contrapositive** of $P \implies Q$ is $\neg Q \implies \neg P$.
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 - ▶ If you stand in the rain, you get wet.

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(contrapositive)
- ▶ If you stand in the rain, you get wet.
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Contrapositive, Converse

▶ **Contrapositive** of $P \implies Q$ is $\neg Q \implies \neg P$.

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▶ If you stand in the rain, you get wet.

▶ If you did not stand in the rain, you did not get wet.

(not contrapositive!)

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Logically equivalent! Notation: \equiv .

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Logically equivalent! Notation: \equiv . Recall: $(X \implies Y) \equiv (\neg X \vee Y)$

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- ▶ **Definition:** If $P \implies Q$ and $Q \implies P$ is P if and only if Q or $P \iff Q$.
(Logically Equivalent: \iff .)

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Next: Statements about boolean valued functions!!

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- ▶ See note 0 for more!

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Chicago(x) = "x went to Chicago." *Flew*(x) = "x flew"

Back to: Wason's experiment:1

Theory: "If a person travels to Chicago, he/she/they flies."

Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

Which cards do you need to flip to test the theory?

Chicago(x) = "x went to Chicago." *Flew*(x) = "x flew"

Statement/theory: $\forall x \in \{A, B, C, D\}, \textit{Chicago}(x)$

Back to: Wason's experiment:1

Theory: "If a person travels to Chicago, he/she/they flies."

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Statement/theory: $\forall x \in \{A, B, C, D\}, Chicago(x) \implies Flew(x)$

$Chicago(A) =$ **False** .

Back to: Wason's experiment:1

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$Chicago(A)$ = **False** . Do we care about $Flew(A)$?

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$Chicago(A)$ = **False** . Do we care about $Flew(A)$?

No.

Back to: Wason's experiment:1

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$Chicago(A) =$ **False** . Do we care about $Flew(A)$?

No. $Chicago(A) \implies Flew(A)$ is true.

since $Chicago(A)$ is **False** ,

Back to: Wason's experiment:1

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$Flew(B) = \text{False}$.

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since $Chicago(A)$ is **False** ,

$Flew(B) = \text{False}$. Do we care about $Chicago(B)$?

Yes.

Back to: Wason's experiment:1

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Which cards do you need to flip to test the theory?

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Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

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Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

So $Chicago(Bob)$ must be **False** .

Back to: Wason's experiment:1

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$Chicago(C) =$ **True** .

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So $Chicago(Bob)$ must be **False** .

$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

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$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D) =$ **True** .

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$Chicago(C) =$ **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D) =$ **True** . Do we care about $Chicago(D)$?

No.

Back to: Wason's experiment:1

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Alice to Baltimore, Bob drove, Charlie to Chicago, and Donna flew.

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So $Chicago(Bob)$ must be **False** .

$Chicago(C)$ = **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D)$ = **True** . Do we care about $Chicago(D)$?

No. $Chicago(D) \implies Flew(D)$ is true if $Flew(D)$ is true.

Back to: Wason's experiment:1

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Yes. $Chicago(B) \implies Flew(B) \equiv \neg Flew(B) \implies \neg Chicago(B)$.

So $Chicago(Bob)$ must be **False** .

$Chicago(C)$ = **True** . Do we care about $Flew(C)$?

Yes. $Chicago(C) \implies Flew(C)$ means $Flew(C)$ must be true.

$Flew(D)$ = **True** . Do we care about $Chicago(D)$?

No. $Chicago(D) \implies Flew(D)$ is true if $Flew(D)$ is true.

Only have to turn over cards for Bob and Charlie.

More for all quantifiers examples.

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- ▶ “doubling a number always makes it larger”

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- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathcal{N}) (2x > x)$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathcal{N}) (2x > x) \quad \text{False}$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$(\forall x \in \mathbb{N}) (2x > x)$ **False** **Consider** $x = 0$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x)$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

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More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5)$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5 \implies$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5 \implies x^2 > 25).$$

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

$$(\forall x \in \mathbb{N}) (2x > x) \quad \text{False} \quad \text{Consider } x = 0$$

Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

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Idea alert:

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

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$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

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Idea alert: Restrict domain using implication.

More for all quantifiers examples.

- ▶ “doubling a number always makes it larger”

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Can fix statement...

$$(\forall x \in \mathbb{N}) (2x \geq x) \quad \text{True}$$

- ▶ “Square of any natural number greater than 5 is greater than 25.”

$$(\forall x \in \mathbb{N})(x > 5 \implies x^2 > 25).$$

Idea alert: Restrict domain using implication.

Later we may omit universe if clear from context.

Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

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$$(\exists y \in \mathcal{N})$$

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- ▶ In English: “there is a natural number that is the square of every natural number”.

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- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2)$$

Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2) \quad \text{False}$$

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- ▶ In English: “the square of every natural number is a natural number.”

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$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2) \quad \text{False}$$

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$$(\forall x \in \mathcal{N})$$

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Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N}) (\forall x \in \mathcal{N}) (y = x^2) \quad \text{False}$$

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$$(\forall x \in \mathcal{N})(\exists y \in \mathcal{N}) (y = x^2)$$

Quantifiers..not commutative.

- ▶ In English: “there is a natural number that is the square of every natural number”.

$$(\exists y \in \mathcal{N})(\forall x \in \mathcal{N})(y = x^2) \quad \text{False}$$

- ▶ In English: “the square of every natural number is a natural number.”

$$(\forall x \in \mathcal{N})(\exists y \in \mathcal{N})(y = x^2) \quad \text{True}$$

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Quantifiers....negation...DeMorgan again.

Consider

$$\neg(\forall x \in S)(P(x)),$$

Quantifiers....negation...DeMorgan again.

Consider

$$\neg(\forall x \in S)(P(x)),$$

English: there is an x in S where $P(x)$ does not hold.

Quantifiers....negation...DeMorgan again.

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$$\neg(\forall x \in S)(P(x)),$$

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That is,

Quantifiers....negation...DeMorgan again.

Consider

$$\neg(\forall x \in S)(P(x)),$$

English: there is an x in S where $P(x)$ does not hold.

That is,

$$\neg(\forall x \in S)(P(x)) \iff \exists(x \in S)(\neg P(x)).$$

Quantifiers....negation...DeMorgan again.

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What we do in this course! We consider claims.

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$$\neg(\forall x \in S)(P(x)) \iff \exists(x \in S)(\neg P(x)).$$

What we do in this course! We consider claims.

Claim: $(\forall x) P(x)$

Quantifiers....negation...DeMorgan again.

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That is,

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What we do in this course! We consider claims.

Claim: $(\forall x) P(x)$ “For all inputs x the program works.”

Quantifiers....negation...DeMorgan again.

Consider

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English: there is an x in S where $P(x)$ does not hold.

That is,

$$\neg(\forall x \in S)(P(x)) \iff \exists(x \in S)(\neg P(x)).$$

What we do in this course! We consider claims.

Claim: $(\forall x) P(x)$ “For all inputs x the program works.”

For **False**, find x , where $\neg P(x)$.

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English: there is an x in S where $P(x)$ does not hold.

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Next Time: proofs!