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An Ideal Book for Computer Science (Hand Book)

Logic is, and should be, the core subject area of modern mathemat ics. The blueprint for twentieth century mathematical thought, thanks to Hilbert and Bourbaki, is the axiomatic development of the subject. As a result, logic plays a central conceptual role. At the same time, mathematical logic has grown into one of the most recondite areas of mathematics. Most of modern logic is inaccessible to all but the special ist. Yet there is a need for many mathematical scientists-not just those engaged in mathematical research-to become conversant with the key ideas of logic. The Handbook of Mathematical Logic, edited by Jon Bar wise, is in point of fact a handbook written by logicians for other mathe maticians. It was, at the time of its writing, encyclopedic, authoritative, and up-to-the-moment. But it was, and remains, a comprehensive and authoritative book for the cognoscenti. The encyclopedic Handbook of Logic in Computer Science by Abramsky, Gabbay, and Maibaum is a wonderful resource for the professional. But it is overwhelming for the casual user. There is need for a book that introduces important logic terminology and concepts to the working mathematical scientist who has only a passing acquaintance with logic. Thus the present work has a different target audience. The intent of this handbook is to present the elements of modern logic, including many current topics, to the reader having only basic mathe matical literacy.

Logic plays a central conceptual role in modern mathematics. However, mathematical logic has grown into one of the most recondite areas of mathematics. As a result, most of modern logic is inaccessible to all but the specialist. This new book is a resource that provides a quick introduction and review of the key topics in logic for the computer scientist, engineer, or mathematician. Handbook of Logic and Proof Techniques for Computer Science presents the elements of modern logic, including many current topics, to the reader having only basic mathematical literacy. Computer scientists will find specific examples and important ideas such as axiomatics, recursion theory, decidability, independence, completeness, consistency, model theory, and P/NP completeness. The book contains definitions, examples and discussion of all of the key ideas in basic logic, but also makes a special effort to cut through the mathematical formalism, difficult notation, and esoteric terminology that is typical of modern mathematical logic. TThis handbook delivers cogent and selfcontained introductions to critical advanced topics, including: Godel's completeness and incompleteness theorems Methods of proof, cardinal numbers, the continuum hypothesis, the axiom of choice, model theory, and number systems and their construction and ordinal numbers. Extensive treatment of complexity theory and programming applications* Applications to algorithms in Boolean algebra* Discussion of set theory and applications of logicThe book is an excellent resource for the working mathematical scientist. The graduate student or professional in computer science and engineering or the systems scientist who needs to have a guick sketch of a key idea from logic will find it here in this self-contained, accessible, and easy-to-use reference.

Coding teaches our students the essence of logical thinking and problem solving while also preparing them for a world in which computing is becoming increasingly pervasive. While there's excitement and enthusiasm about programming becoming an intrinsic part of K-12 curricula the world over, there's also growing anxiety about preparing teachers to teach effectively at all grade levels. This book strives to be an essential, enduring, practical guide for every K-12 teacher anywhere who is either teaching or planning to teach computer science and programming at any grade level. To this end, readers will discover:? An A-to-Z organization that affords comprehensive insight into teaching introductory programming.? 26 chapters that cover foundational concepts, practices and well-researched pedagogies related to teaching introductory programming as an integral part of K-12 computer science. Cumulatively these chapters address the two salient building blocks of effective teaching of introductory programming-what content to teach (concepts and practices) and how to teach (pedagogy).? Concrete ideas and rich grade-appropriate examples inspired by practice and research for classroom use.? Perspectives and experiences shared by educators and scholars who are actively practicing and/or examining the teaching of computer science and programming in K-12 classrooms.

The growing trend for high-quality computer science in school curricula has drawn recent attention in classrooms. With an increasingly information-based and global society, computer science education coupled with computational thinking has become an integral part of an experience for all students, given that these foundational concepts and skills intersect cross-disciplinarily with a set of mental competencies that are relevant in their daily lives and work. While many agree that these concepts should be taught in schools, there are systematic inequities that exist to prevent students from accessing related computer science skills. The Handbook of Research on Equity in Computer Science in P-16 Education is a comprehensive reference book that highlights relevant issues, perspectives, and challenges in P-16 environments that relate to the inequities that students face in accessing computer science or computational thinking and examines methods for challenging these inequities in hopes of allowing all students equal opportunities for learning these skills. Additionally, it explores the challenges and policies that are created to limit access and thus reinforce systems of power and privilege. The chapters highlight issues, perspectives, and challenges faced in P-16 environments that include gender and racial imbalances, population of growing computer science teachers who are predominantly white and male, teacher preparation or lack of faculty expertise, professional development programs, and more. It is intended for teacher educators, K-12 teachers, high school counselors, college faculty in the computer science department, school administrators, curriculum and instructional designers, directors of teaching and learning centers, policymakers, researchers, and students.