Gamesman Worksheet: Start thinking about your final project

The goal of this worksheet is to have you design the framework for the Gamesman final project. There is NO coding involved in this part of the assignment.

Exercise 1: Representing the position

A position in Gamesman is a unique way of representing the state of the game being played. For any game, the position must contain enough information to determine two things: where all the pieces on the game board are and whose turn it is.

To better explain this, let’s look at an example from example from 1,2,…10. In this game a position is represented by a two-element sentence. The first word determines whose turn it is. The letter l represents Left player’s turn, while the letter r represents Right player’s turn. The second element represents the game board. In this case all the necessary board information is contained by a non-negative integer describing how many pieces are currently down on the game board.

Thus, a sample position might look like this: (l 7) and be drawn in Gamesman as shown below.

Thus, it is now Left player’s turn and there are currently seven pieces on the game board.

In Tomorrow’s-Tic-Tac-Toe, a position is represented as a sentence of elements. The first element of the sentence, represented by an x or an o, determines whose turn it is, just like in 1,2,…,10. The x stands for X-player and the o stands for O-player. The following elements represent the rows of the Tomorrow’s-Tic-Tac-Toe game board. Each row is made up of the symbols representing either game pieces or empty slots. Here, an x or an o represents an actual game piece and – represents an empty slot.

A sample position in Tomorrow’s-Tic-Tac-Toe might appear as follows: (x o-o x-- x--)
Your other handout describes all the games you can choose from in detail. On this handout you should see the recommended position representation to use for each game. This representation must have the ability to uniquely map to every possible instance in any game, including information about whose turn it is and where all the game pieces are. When you choose a game you are allowed to deviate from this suggested representation if you wish. You have the freedom to choose any mapping you wish, because Gamesman doesn’t care how you represent positions. The important thing is that you, the programmer, understand it. Keep in mind that you must be able to tell, just by looking at the position, whose turn it is and where all of the pieces lie on the board. You will provide all the tools that gamesman needs to play and even solve your game.

a) Based on your experience playing all four new games in lab, choose the game you wish to code for this project. **Circle the game board below corresponding to your game of choice.** Now consider what your mapping of this board will be. Your mapping may be similar to that of 1,2,…,10 or Tomorrow’s-Tic-Tac-Toe, or it can be entirely unique. It should be as intuitive as possible.
My representation for a fun position mid-way through the game is: _________________.
(Draw what that board would look like in the rectangle below – what you should focus on is making sure you understand the mapping between your chosen position, whose turn it is, and what the board looks like.)

b) Now that you’ve come up with a mapping, let’s test its versatility. You will be required to write a function called \texttt{whose-move?}, which takes one argument, a position, and returns a word representing the name of the player whose turn it is to move. On the next page are two sample calls from $1,2,…,10$:

\begin{verbatim}
> (whose-move? '(r 5)) => Right
> (whose-move? '(l 2)) => Left
\end{verbatim}

And now, two sample calls from Tomorrow’s Tic-Tac-Toe:

\begin{verbatim}
> (whose-move? '(x x-- x-- o-o)) => X-player
> (whose-move? '(o x-- ox- x-o)) => O-player
\end{verbatim}

Assume that you have already written \texttt{whose-move?} for your game. Fill in the first blank below with your answer from Part A and provide what your \texttt{whose-move?} function will return. The return value may include capital letters if you wish.

\begin{verbatim}
> (whose-move? ________________________)
==>______________________________
\end{verbatim}

Assume that the EXACT same position as above was given to you, except that it was the opposite player’s turn. (For example, if your game was Surround and Black had the next move, change the position so that it’s White’s turn to move next instead, but the ordering of the pieces is the same.) What would this position look like in your representation? Fill in this new position below and the return value from \texttt{whose-move?}.

\begin{verbatim}
> (whose-move? ________________________)
==>______________________________
\end{verbatim}

c) Now that you’ve come up way to access whose turn it is, let’s figure out how to access the information about the game board. You will be required to write a function called \texttt{get-board}.
taking one argument, a position, and returning your game board representation. Below are two sample calls from 1,2,…,10:

> (get-board '(r 5)) => 5
> (get-board '(l 2)) => 2

And now, two sample calls from Tomorrow’s Tic-Tac-Toe:

> (get-board '(x x-- x-- o-o)) => (x-- x-- o-o)
> (get-board '(o x-- ox- x-o)) => (x-- ox- x-o)

d) Assume that you have already written get-board for your game. Fill in the first blank below with your answer from Part A and provide what your get-board function will return.

> (get-board ___________________________________________)  
===>________________________________________

e) Assume that the EXACT same position as above was given to you, except that it was the opposite player’s turn. (For example, if your game was Konane and White had the next move, change the position so that it’s Black’s turn to move next instead, but the ordering of the pieces is the same.) What would this position look like in your representation? Fill in this position below and the return value from get-board.

> (get-board ___________________________ )
===>________________________________________

Exercise 2: Thinking Abstract…

Now you have an understanding of get-board and whose-move?, it is time to think about those functions in more abstract terms. Get-board and whose-move? each select specific information from the position. Thus, in abstract terms, these functions are called selectors.

The opposite of a selector, in abstract terms, is a constructor. You must construct the position from a turn and board. Likewise, the board and turn must also be constructed from their components. The turn is simple enough with little variance (one of 2 letters), so we do not require a constructor function for this, although you may choose to create one anyway. On the other hand, a board may vary in size with every game and it certainly changes state with every move of a player.

It is important to have a specific constructor for a board, and even selectors for the board. The following exercises will guide you in this endeavor. Refer to the drawing on the next page
for a visualization of the constructor-selector concept with respect to positions and boards. Keep in mind that these diagrams are general and you may have to create additional constructors and selectors for your specific implementation. You will be required to implement the abstract functions in the diagrams below. These tools, along with the additional tools you decide to create will make the more complicated functions much easier to conceptualize as well as keep your program readable, both for you and your grader.

Exercise 3: Creating a board and extracting information from your board.

A board in gamesman is a representation of the location of game pieces on a game board at a particular instance in the game. The board, unlike a position, does not contain the information concerning whose turn it is. The board can have different representations for different games. Think about Knight’s Dance vs. Surround for a moment. In Surround, the number of pieces on the game board
increases with each move. Most slots could be empty or most could be full, depending on how long the game has been played. For Surround, information about each slot is carried by the *board*, whether it is empty or full. This requires you keep track of every slot on your game board, and since board size is arbitrary, this could change with every game. In Knight’s Dance, however, there are always 4 game pieces on the game board and only their location changes with each move. For Knight’s Dance, it is simpler to represent the *board* by keeping track of only the game board dimensions and the location of the 4 game pieces. This consists of only six pieces of information, regardless of the game board size. The point is that there are many ways to represent a game board for each game and store them within your position. Choose a representation that makes the most sense to you and is easiest to work with.

**a)** Based on the diagram on the previous page, *make-board* takes necessary input and *constructs* the game board. These inputs may differ slightly for each student’s representation, even if they are coding the same game. The following examples call *make-board* for Tomorrow’s Tic-Tac-Toe. Beneath each call to *make-board* is a picture of what the newly constructed board looks like. As you can see, it is necessary to have a good understanding of your chosen mapping.

\[
> \text{(make-board 3 4)}
\]

resulting board:

\[
\begin{array}{|c|c|c|c|}
\hline
3 \mid - & - & - & - \\
2 \mid - & - & - & - \\
1 \mid - & - & - & - \\
\hline
a & b & c & d
\end{array}
\]

\[
> \text{(make-board 3 3)}
\]

resulting board:

\[
\begin{array}{|c|c|c|}
\hline
3 \mid - & - & - \\
2 \mid - & - & - \\
1 \mid - & - & - \\
\hline
a & b & c
\end{array}
\]

**b)** Fill in the blanks below so that the call to *make-board* results in your board from Exercise 1, part D (not including the pieces).

\[
\begin{array}{c}
\text{(num-rows)} \\
\text{(num-cols)}
\end{array}
\]

\[
> \text{(make-board \_\_\_\_ \_\_\_\_)}
\]

===> (board from Exercise 1D without pieces)

**c)** Once you can create your *board* you must also be able to select the relevant information about it, such as the number of rows, columns, or the contents of a particular place on the board. Below are some sample calls from *Knight’s Dance* with a particular position:
> (get-num-rows (get-board '(r 5 4 b3 d3 b4 d2))  ==>  5
> (get-num-cols (get-board '(l 5 4 b3 d3 b4 d2))  ==>  4
> (get-black-knight (get-board '(l 5 4 b3 d3 b4 d2))  ==>  d2
> (get-white-knight (get-board '(l 5 4 b3 d3 b4 d2))  ==>  b4

And now, some sample calls from Tomorrow’s Tic-Tac-Toe:

> (get-num-rows (get-board '(x –x–o oo–x –x–))  ==>  3
> (get-num-cols (get-board '(o ox–o oo–x –x–))  ==>  4
> (get-piece-at (get-board '(o ox–o oo–x –x–)) 'b2)  ==>  o

c) Assume that you have already written the selectors `get-board`, `get-num-rows`,
`get-piece-at`, and `get-num-cols` for your game.

Fill in the first blank below with your board from Exercise 1, part D and provide what your
`get-num-rows` selector will return.

> > (get-num-rows (get-board ____________________________________________))

===>_____

Fill in the first blank below with your position from Exercise 1, part A and provide what your
`get-num-cols` selector will return.

> > (get-num-cols (get-board ____________________________________________))

===>_____

Fill in the first blank below with your board from Exercise 1, part D, then fill the second blank in
with a valid location on this board, and provide what your `get-piece-at` selector will return.

> > (get-piece-at ____________________________________________  ___)

===>_____

Exercise 4: Representing the Move

A move in Gamesman is a representation of how you might physically move a piece on
the board. A move does not contain any information about the rest of the pieces on the board.
Rather, it represents one move made by one player. Also, because you can tell whose turn it is
just by looking at the position, the move does not contain information about which player is making the move or whether the move is good or bad (winning or losing). The representation should work for all types of moves, no matter if the move will result in the player winning, losing, or tying.

Let’s look at a Gamesman example from 1,2,...,10. A move in 1,2,...,10 is represented as a number (1 or 2). At most positions, the player can choose to add 1 or 2 pieces to the board, bringing the total closer to 10 (except at position 9 where the player can only choose to put down 1 piece). Here’s an example:

<table>
<thead>
<tr>
<th>Position: (l 7)</th>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose Move?: Left</td>
<td></td>
</tr>
<tr>
<td>Moves: 1, 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position: (r 9)</th>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose Move?: Right</td>
<td></td>
</tr>
<tr>
<td>Moves: 1</td>
<td></td>
</tr>
</tbody>
</table>

A move in Tomorrow’s-Tic-Tac-Toe is also represented as a number, referring to the particular slot where a piece is to be placed (see the legend below). Here are a few examples of moves given the following position. (Note: There are no actual function calls being made below.)

| Position: |
| (x --- --- ---) |
| Whose Move?: X-player |
| Moves: a1, a2, a3, b1, b2, b3, c1, c2, c3 |

| Position: |
| (o -x- xoo --x) |
| Whose Move?: O-player |
| Moves: a1, c1, a3, b3 |

| Position: |
| 3 / - - - |
| 2 / - - - |
| 1 / - - - |
| a b c |

| Position: |
| 3 / - - x |
| 2 / x o o |
| 1 / - x - |
| a b c |

Now consider your own move representation for your game. They don’t need to be numbers, like in 1,2,...,10, unless it suits you to do so. Remember that these four games (Surround, Knight’s Dance, Konane, and Northcott’s Game) may have different kinds of moves than Tomorrow’s-Tic-Tac-Toe and 1,2,...,10. Instead of just placing new pieces on the board, some of these games involve a piece jumping from one location to the next. Thus, the move should include information about which piece is being moved, and where to. Pretend that in Tomorrow’s-Tic-Tac-Toe you were allowed to slide one of your existing pieces around instead of putting a new piece on the board. What would it take to represent, for example, a slide from slot c2 to slot b1?

Once again, the way you choose to represent your moves is entirely up to you. Gamesman puts no restrictions on what form your moves must take, except that you are limited to sentences and words as before. It is also a good idea to make appropriate selectors for your
move, even if they are as simple as a mapping to \texttt{first} or \texttt{butlast}. It is important that your program read well so that you don’t get tangled in a web of Data Abstraction Violation (DAV) \texttt{firsts} and \texttt{butfirsts} as you write your game. The time it takes to write a simple selector which will allow you to easily read your program is far less than the time you will spend debugging the one missing \texttt{butfirst} you forgot, not to mention the frustration you will save yourself.

a) In later weeks of this project, you will be asked to write a function called \texttt{generate-moves}. This \texttt{generate-moves} function takes one argument, a position, and returns a list (not a sentence or a word) of all the moves available for the player whose turn it is. For now, don’t worry about how this is done. This is a more challenging function than others in this worksheet, but you will be able to tackle it easily using the abstractions you will create from above.

This exercise will simulate \texttt{generate-moves}. In the first blank below, please enter your board representation for Exercise 1 Part a. Then fill out the rest, using standard play options (don’t apply any fancy rules, just a standard game as stated in the game sheets). You need not use all the spaces (below) for moves, each unique move should be written once \textit{and only once}, and there’s no particular order to the moves. You may not need all the blanks…

\textit{Position:} ______________________________ (copy position from 1.a)

\textit{Whose Move?:} ______________________________ (copy from 1.b)

\textit{Moves:} __________, __________, __________, __________, __________,
__________, __________, __________, __________, __________, __________,
__________, __________, __________, __________, __________, __________,
__________, __________, __________, __________, __________, __________,
__________, __________, __________, __________, __________, __________,
__________, __________, __________, __________, __________, __________.

b) In the upcoming weeks, you will also be required to write \texttt{do-move}. This function takes two arguments, a \textit{position} and a \textit{move}, and returns the new position which results from performing that move on that position. Here’s an example from 1,2,…,10:

\texttt{> (do-move `(l 7) 2) ;; add 2 to the pile so far}
\texttt{=> (r 9)}

And here’s an example from Tomorrow’s-Tic-Tac-Toe …

\texttt{> (do-move `((x x-- x-- o-o) b3) ;; place an x on slot b3}
\texttt{=> (o xx-- x-- o-o)}

Notice that the calls to \texttt{do-move} change the element that determines whose move it is. In 1,2,…,10, \texttt{l} changes to \texttt{r}; in Tomorrow’s-Tic-Tac-Toe, \texttt{x} changes to \texttt{o}. Now, assume you’ve already written \texttt{do-move} for your game. Below, fill in the first blank with your position from Exercise 1 Part A. For the second blank, circle one of moves you created for Part A of this
question (2.A) and write it in. Then provide the new position that would result from the *do-move* function call.

\[ \text{> (do-move ___________________________________________ ___)} \]
\[ \text{==> ___________________________________________} \]

**Exercise 4: Primitive Positions**

While a game is being played, Gamesman needs to check each position to see if the game has ended. These end-game positions are known as *primitive positions*. A primitive position is a *win*, a *loss*, or a *tie* for the player whose turn it is. If a position is not primitive, then the game continues.

Gamesman determines whether or not a position is primitive by calling *primitive-position*, a function you will be required to write for your game. The function takes one argument, a position, and returns the word *w*, *l*, or *t* if the position is primitive. (We use *w*, *l*, or *t* instead of the words *win*, *loss*, or *tie* for simplicity and to make the game tree more readable.) If the position is not primitive, then *primitive-position* returns #f for that position. Notice that some games have primitive positions resulting in *ties* (e.g., *Tomorrow's-Tic-Tac-Toe*); others only *wins* and *losses* (e.g., *1,2,...,10*). None of the four games you have to implement have ties, however.

Here are a few sample calls to *primitive-position* from *1,2,...,10*:

\[ (\text{primitive-position (l 9))} \Rightarrow \#f \quad ;; \text{(game is not over)} \]
\[ (\text{primitive-position (r 10))} \Rightarrow \text{l} \quad ;; \text{(Right player loses)} \]

Because the implementation of primitive positions is sometimes difficult to understand, let’s step through a more detailed example in *Tomorrow’s-Tic-Tac-Toe*.

We begin with this position: *(x-- o x-- oo)*

Notice that it is *X-player*’s turn. This game is obviously not over because neither player has three in a row, nor have all the spaces been occupied. Thus, a call to *primitive-position* would return the following.

\[ (\text{primitive-position ‘(x x-o x-- oo)}) \Rightarrow \#f \]

Here are the available moves for the *X-player*: *b2*, *c2*, *b3*

It is obvious that if *X-player* chooses *b2* as a move that he will win the game. Thus, after choosing this move, the next position is created by calling *do-move*:
> (do-move '(x oox x-- x-o) b2)  
==> (o oox xx- x-o)  

Now let’s look at the resulting position:  
(o x-o xx- oox)  

| 3 | x - o  
| 2 | x x -  
| 1 | o o x  
| a | b | c  

Notice that it is now O-player’s turn, not X-player’s anymore. But now there are three in a row on the board, so that means that the game is over. And because it is currently O-player’s turn, this game ends in a loss for O-player. A call to primitive-position would return the following:

(primitive-position '(o oox xx- x-o)) => 1

Remember, even though the X-player won, primitive-position returns an 1 (for loss) because it is currently O-player’s turn.

Assume primitive-position is already written for your game. You are required to fill in the function calls below with three different positions for your game. The first position must result in a loss for the White/Left player, the second must result in a loss for the Black/Right player, and the last position must not be primitive.

(primitive-position ______________________________________)  
==> 1 (lose for White/Left)

(primitive-position ______________________________________)  
==> 1 (lose for Black/Right)

(primitive-position ______________________________________)  
==> #f (not primitive)

There are many more primitive positions possible in your game. Start thinking about how you might write primitive-position. Perhaps you should consider using some of the functions you will have defined as part of prior checks-offs.
A few final notes…

1. **DO NOT WAIT UNTIL THE LAST MINUTE TO START.** This is not a small undertaking. You will likely run into road blocks either in design or implementation. You will want to discuss various approaches with your lab assistants, TA’s, and Dan.

2. Once you have written and individually tested all of your required procedures, you should first play your game using `test-loop.scm`. Next play your game **without** solving in `gamesman`. This will prevent wasting both your time and server computing resources. You will also be able to play and test much larger boards without solving because the computer can only “solve” relatively small boards. Although you will not be able to access the extra features of `gamesman` associated with a solved game (such as “safe” moves or win/loss prediction) they would be meaningless without a game that works properly. Solve and play **only after you have tested it without solving and you are sure it works**.

3. **HAVE FUN!** After all, it’s only a game, and games are supposed to be fun.