Hi!
What is computer architecture about?

- **Computer architecture** is the study of building computer systems.

- CSE378 is roughly split into three parts.
  - The first third discusses **instruction set architectures**—the bridge between hardware and software.
  - Next, we introduce more advanced processor implementations. The focus is on **pipelining**, which is one of the most important ways to improve performance.
  - Finally, we talk about **memory** systems, I/O, and how to connect it all together.
Why should you care?

- It is interesting.
  - You will learn how a processor actually works!

- It will help you be a better programmer.
  - Understanding how your program is translated to assembly code lets you reason about correctness and performance.
  - Demystify the seemingly arbitrary (e.g., bus errors, segmentation faults)

- Many cool jobs require an understanding of computer architecture.
  - The cutting edge is often pushing computers to their limits.
  - Supercomputing, games, portable devices, etc.

- Computer architecture illustrates many fundamental ideas in computer science
  - Abstraction, caching, and indirection are CS staples
CSE 370 vs. CSE 378

- This class expands upon the computer architecture material from the last few weeks of CSE370, and we rely on many other ideas from CS370.
  - Understanding binary, hexadecimal and two’s-complement numbers is still important.
  - Devices like multiplexers, registers and ALUs appear frequently. You should know what they do, but not necessarily how they work.
  - Finite state machines and sequential circuits will appear again.
- We do not spend time with logic design topics like Karnaugh maps, Boolean algebra, latches and flip-flops.
Who we are

- **Instructor:**
  Luis Ceze, luisceze@cs, Office: CSE 576

- **Teaching Assistants:**
  Francis Iannacci iannacci@cs
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Who are you?

- 58 students (wow!)
- Who has written programs in assembly before?
- Anyone designed HW before?
- Written a threaded program before?
Administrivia

- The textbook provides the most comprehensive coverage
  - *Computer Organizations and Design*, Patterson and Hennessy, 3rd Ed.
- Lectures will present course material
- Sections will clarify material and homeworks
- Grading:
  - 30% Labs
  - 20% Homeworks
  - 20% Midterm
  - 25% Final
  - 5% class participations
- Getting in touch with us: cse378@cs (all of you), cse378-tas@cs, Wiki
- Webpage will be up soon
Instruction set architectures

- Interface between hardware and software
  - abstraction: hide HW complexity from the software through a set of simple operations and devices

  \textit{add, mul, and, lw, ...}
MIPS

- In this class, we’ll use the MIPS instruction set architecture (ISA) to illustrate concepts in assembly language and machine organization
  - Of course, the concepts are not MIPS-specific
  - MIPS is just convenient because it is real, yet simple (unlike x86)

- The MIPS ISA is still used in many places today. Primarily in embedded systems, like:
  - Various routers from Cisco
  - Game machines like the Nintendo 64 and Sony Playstation 2
From C to Machine Language

High-level language (C)

Assembly Language (MIPS)

Binary Machine Language (MIPS)

 Compiler

 add $16, $17, $18

 Assembler

\[ a = b + c; \]

01010111010101101...
What you will need to learn soon

- You must become “fluent” in MIPS assembly:
  — Translate from C to MIPS and MIPS to C

- Example problem: Write a recursive function

Here is a function `pow` that takes two arguments (n and m, both 32-bit numbers) and returns \( n^m \) (i.e., n raised to the \( m^{th} \) power).

```c
int pow(int n, int m) {
    if (m == 1)
        return n;
    return n * pow(n, m-1);
}
```

Translate this into a MIPS assembly language function.
MIPS: register-to-register, three address

- MIPS is a register-to-register, or load/store, architecture.
  - The destination and sources must all be registers.
  - Special instructions, which we’ll see soon, are needed to access main memory.

- MIPS uses three-address instructions for data manipulation.
  - Each ALU instruction contains a destination and two sources.
  - For example, an addition instruction \((a = b + c)\) has the form:

```
operation     operands
  ↓         ↓
add          a, b, c
  ↓        ↓
destination  sources
```
MIPS register file

- MIPS processors have 32 registers, each of which holds a 32-bit value.
  - Register addresses are 5 bits long.
  - The data inputs and outputs are 32-bits wide.
- More registers might seem better, but there is a limit to the goodness.
  - It’s more expensive, because of both the registers themselves as well as the decoders and muxes needed to select individual registers.
  - Instruction lengths may be affected, as we’ll see in the future.
MIPS register names

- MIPS register names begin with a $. There are two naming conventions:
  - By number:
    
    \[ \text{\$0} \quad \text{\$1} \quad \text{\$2} \quad \ldots \quad \text{\$31} \]
  - By (mostly) two-character names, such as:
    
    \[ \text{\$a0-\$a3} \quad \text{\$s0-\$s7} \quad \text{\$t0-\$t9} \quad \text{\$sp} \quad \text{\$ra} \]

- Not all of the registers are equivalent:
  - E.g., register \$0 or \$zero always contains the value 0
    
    - (go ahead, try to change it)

- Other registers have special uses, by convention:
  - E.g., register \$sp is used to hold the “stack pointer”

- You have to be a little careful in picking registers for your programs.
Basic arithmetic and logic operations

- The basic integer arithmetic operations include the following:
  
  \[
  \begin{align*}
  \text{add} & \quad \text{sub} & \quad \text{mul} & \quad \text{div} \\
  \end{align*}
  \]

- And here are a few logical operations:

  \[
  \text{and} \quad \text{or} \quad \text{xor}
  \]

- Remember that these all require three register operands; for example:

  \[
  \begin{align*}
  \text{add} & \quad \text{mul} \\
  \$t0, & \quad \$s1, \quad \$t1, \quad \$s1, \quad \$t2, \quad \$a0 \quad \# \quad \$t0 = \$t1 + \$t2 \\
  \quad & \quad \# \quad \$s1 = \$s1 \times \$a0
  \end{align*}
  \]
Larger expressions

- More complex arithmetic expressions may require multiple operations at the instruction set level.

\[
t0 = (t1 + t2) \times (t3 - t4)
\]

- Temporary registers may be necessary, since each MIPS instructions can access only two source registers and one destination.
  - In this example, we could re-use \(t3\) instead of introducing \(s0\).
  - But be careful not to modify registers that are needed again later.

```plaintext
add $t0, $t1, $t2      # $t0 contains $t1 + $t2
sub $s0, $t3, $t4     # Temporary value $s0 = $t3 - $t4
mul $t0, $t0, $s0     # $t0 contains the final product
```
Immediate operands

- The ALU instructions we’ve seen so far expect register operands. How do you get data into registers in the first place?
  - Some MIPS instructions allow you to specify a signed constant, or “immediate” value, for the second source instead of a register. For example, here is the immediate add instruction, *addi*:

    ```assembly
    addi $t0, $t1, 4  # $t0 = $t1 + 4
    ```

  - Immediate operands can be used in conjunction with the $zero register to write constants into registers:

    ```assembly
    addi $t0, $0, 4    # $t0 = 4
    ```

- MIPS is still considered a load/store architecture, because arithmetic operands cannot be from arbitrary memory locations. They must either be registers or constants that are embedded in the instruction.
We need more space!

- Registers are fast and convenient, but we have only 32 of them, and each one is just 32-bits wide.
  - That’s not enough to hold data structures like large arrays.
  - We also can’t access data elements that are wider than 32 bits.

- We need to add some main memory to the system!
  - RAM is cheaper and denser than registers, so we can add lots of it.
  - But memory is also significantly slower, so registers should be used whenever possible.

- In the past, using registers wisely was the programmer’s job.
  - For example, C has a keyword “register” that marks commonly-used variables which should be kept in the register file if possible.
  - However, modern compilers do a pretty good job of using registers intelligently and minimizing RAM accesses.
How to Succeed in CSE 378

- **Remember the big picture.**
  What are we trying to accomplish, and why?

- **Read the textbook.**
  It’s clear, well-organized, and well-written. The diagrams can be complex, but are worth studying. Work through the examples and try some exercises on your own. Read the “Real Stuff” and “Historical Perspective” sections.

- **Talk to each other.**
  You can learn a lot from other CSE378 students, both by asking and answering questions. Find some good partners for the homeworks/labs (but make sure you all understand what’s going on).

- **Help us help you.**
  Come to lectures, sections and office hours. Send email or post on the mailing list/Wiki. Ask lots of questions! Check out the web page.