378: Machine Organization and Assembly Language

Winter 2011 - The Final Performance!

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Slides adapted from: UIUC, Luis Ceze, Larry Snyder, Hal Perkins
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.
CSE 370/378 vs CSE 351/351

- 370/378 is “bottom-up” – from gates to logic units to registers, datapath, control to make up a processor

- 351/352 is “middle-down” – start with registers, instructions, what the compiled code does (351), then down to implementation – registers, logic units, datapath, control (352)

- MIPS (378) vs x86 (351)
  - Important thing is to learn a first machine at the instruction set level
  - You will pick up many others during your career but the basic ideas are the same
  - If we have time at the end of the quarter we’ll take a quick look at x86
Who we are

- **Instructor:**
  Hal Perkins, perkins@cs, Office: CSE 548

- **Teaching Assistants:**
  Aaron Miller ajmiller@cs
  Steven Lockhart srl7@cs

- **Communications**
  - course webpage:
    http://www.cs.washington.edu/education/courses/378/11wi/
  - discussion board – please join in!
  - mailing list (mostly for announcements from course staff)
Who are you?

- 32 students as of last night
- Who has written programs in assembly before?
- Anyone designed HW before?
- Written a threaded program before?
The textbook provides the most comprehensive coverage (it’s a beautiful textbook, easy to read & use)


Lectures will present course material.

Sections, you signed up for one; here’s how they work

- We have CSE 003 Lab (2:30-5:30) for “lab work”
- We’ll use Loew 216 for “classroom work” during the first hour of labs as needed
  —Labs will meet there this week!
- Use lab time wisely, because we won’t usually be around at other times
- Don’t expect to finish lab projects during your official lab time – start immediately and plan on outside time
Administrivia - The Grading

Grading

- Lab assignments: 25%
- Homeworks: 15%
- Midterm: 20%
- Final: 35%
- Participation: 5%

Midterm: Friday, Feb. 11, in class

Final: Monday, March 14, 8:30 am. (sorry)
Instruction set architectures

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

  `add, mul, and, lw, ...`
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
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\textsuperscript{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.
Instruction Execution Engines

Computers are instruction execution engines that endlessly run the fetch/execute cycle.

Instruction Fetch
Instruction Decode
Operand Fetch
Instruction Execute
Result Return

This course explains in detail this logical process and how it is implemented in hardware.
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:

```
add a, b, c
```

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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:
    
    $0 \quad $1 \quad $2 \quad \ldots \quad $31
  
  - By (mostly) two-character names, such as:
    
    $a0\text{-}$a3 \quad $s0\text{-}$s7 \quad $t0\text{-}$t9 \quad $sp \quad $ra

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

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

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

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

- And here are a few logical operations:
  
  \[
  \begin{array}{llll}
  \text{and} & \text{or} & \text{xor} \\
  \end{array}
  \]

- Remember that these all require three register operands; for example:
  
  \[
  \begin{align*}
  \text{add} & \quad $t0, \ $t1, \ $t2 \quad \# \quad $t0 = $t1 + $t2 \\
  \text{mul} & \quad $s1, \ $s1, \ $a0 \quad \# \quad $s1 = $s1 \times $a0 \\
  \end{align*}
  \]
Larger expressions

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

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

```assembly
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
```

- Temporary registers may be necessary, since each MIPS instruction 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.
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:

  \[
  \text{addi } \$t0, \$t1, 4 \quad \# \; \$t0 = \$t1 + 4
  \]

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

  \[
  \text{addi } \$t0, \$0, 4 \quad \# \; \$t0 = 4
  \]

- 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” to mark commonly-used variables which should be kept in the register file if possible.
  - However, modern compilers do a 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. Use the discussion board & Wiki. Ask lots of questions! Check out the web pages.