

# Memory Allocation I

## CSE 351 Autumn 2023

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## WHEN WILL WE FORGET?

BASED ON US CENSUS BUREAU  
NATIONAL POPULATION PROJECTIONS

ASSUMING WE DON'T REMEMBER CULTURAL  
EVENTS FROM BEFORE AGE 5 OR 6

BY THIS YEAR:	THE MAJORITY OF AMERICANS WILL BE TOO YOUNG TO REMEMBER:
2016	RETURN OF THE JEDI RELEASE
2017	THE FIRST APPLE MACINTOSH
2018	NEW COKE
2019	CHALLENGER
2020	CHERNOBYL
2021	BLACK MONDAY
2022	THE REAGAN PRESIDENCY
2023	THE BERLIN WALL
2024	HAMMERTIME
2025	THE SOVIET UNION
2026	THE LA RIOTS
2027	LORENA BOBBITT
2028	THE FORREST GUMP RELEASE
2029	THE RWANDAN GENOCIDE
2030	OT SIMPSON'S TRIAL
2038	A TIME BEFORE FACEBOOK
2039	VH1's I LOVE THE 90s
2040	HURRICANE KATRINA
2041	THE PLANET PLUTO
2042	THE FIRST iPhone
2047	ANYTHING EMBARRASSING YOU DO TODAY

Adapted from  
<https://xkcd.com/1093/>

# Relevant Course Information

- ❖ hw17 due tonight
- ❖ hw19 due Friday (11/17)
  - Lab 4 preparation!
- ❖ hw20 due Monday (11/20)
  
- ❖ Lab 4 due Monday after Thanksgiving (11/27)
  - Section tomorrow intended to help prepare you for Lab 4
  
- ❖ Midterm scores posted
  - See Ed post #966 for common misconceptions and deductions
  - Regrade requests open from Nov. 16-18 (Thu-Sat)

# Growth vs. Fixed Mindset



- ❖ Students can be thought of as having either a “growth” mindset or a “fixed” mindset (based on research by Prof. Carol Dweck)
  - “In a **fixed mindset** students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb.”
  - “In a **growth mindset** students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it.”

A detailed, colorful micrograph of a microchip die, showing a complex grid of circuitry and various colored regions (purple, blue, yellow, green, red) representing different functional blocks.

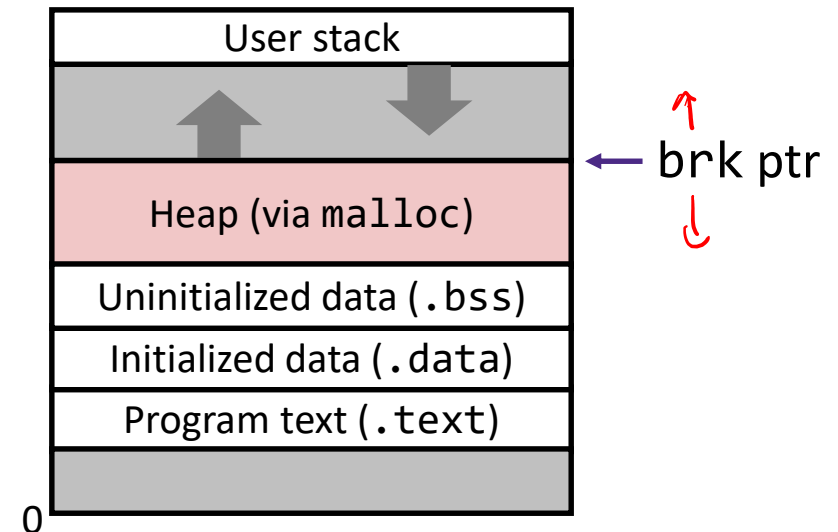
# Memory Allocation I

# Lesson Summary (1/3)

❖ **Dynamic memory allocation** is used when size or lifetime is not known until runtime

■ Memory allocated in the heap segment of memory:

- In C: `void* malloc(size_t size)`  
*NULL on error* ← *dynamically sized*
- In C: `void free(void* p)`
- In Java: `new`



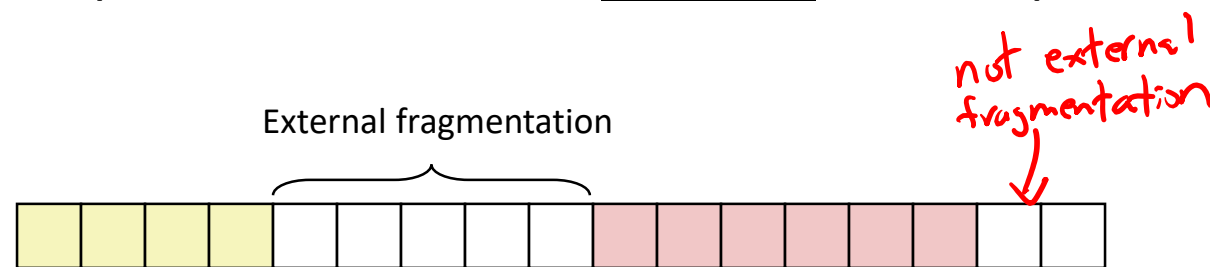
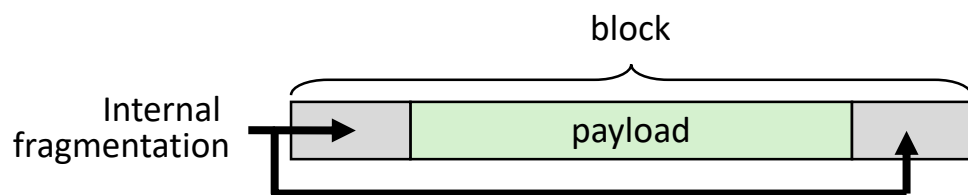
❖ Managed by dynamic memory allocator

- Implicit: automatic deallocations, Explicit: manual deallocations  
*(Java garbage collection)* *(C)*
- Performance metrics: throughput, memory utilization ← *ratio of payload to heap size*  
*↳ how quickly can I allocate & deallocate*

# Lesson Summary (2/3)

❖ The heap is divided into allocated and free **heap blocks**

- Fragmentation: internal is non-payload space within blocks, external is free space between allocated blocks



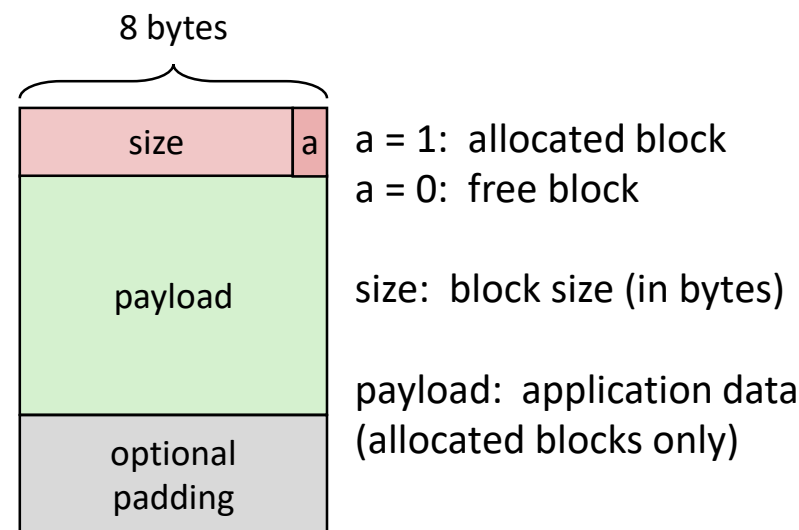
- Blocks have headers with size and is-allocated? Information:

$$x = \text{size} | a;$$

$$a = x \ \& \ 1;$$

$$\text{size} = x \ \& \ \sim 1;$$

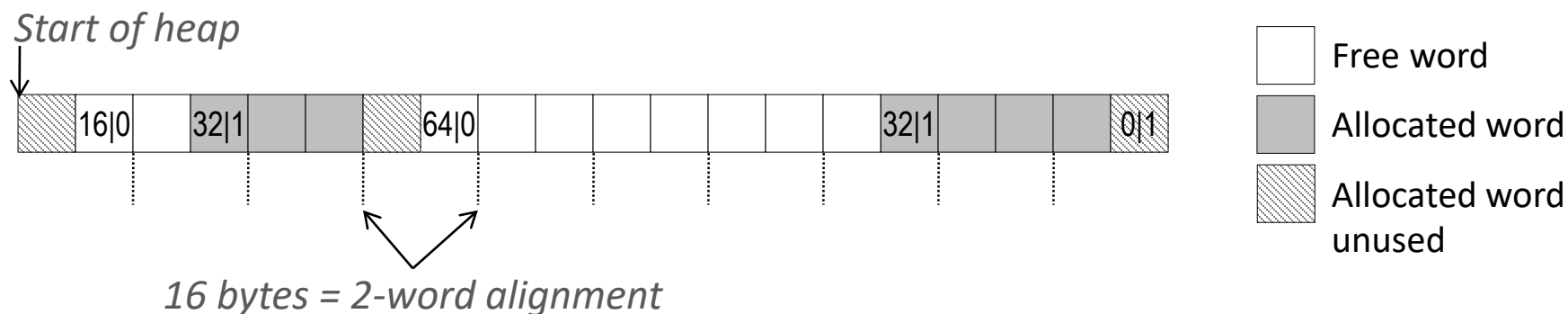
*Format of allocated and free blocks:*



# Lesson Summary (3/3)

□ = 8-byte word

- ❖ Implicit free list example
- ❖ Heap blocks (size | is-allocated?): 16 | 0, 32 | 1, 64 | 0, 32 | 1



- ❖ 16-byte alignment for (1) *heap block size* and (2) *payload address*
  - Padding for size is considered part of *previous* heap block (internal fragmentation)
  - May require initial padding at start of heap
- ❖ Special one-word marker (0 | 1) marks end of list
  - Zero size is distinguishable from all other blocks

# Lesson Q&A

## ❖ Terminology:

- Dynamically-allocated data: malloc, free
- Allocators: implicit vs. explicit allocators, heap blocks, implicit vs. explicit free lists
- Heap fragmentation: internal vs. external, padding, alignment
- Header, heap block size, is-allocated? bit

## ❖ Learning Objectives:

- Use `malloc` and `free` in C programs to manage dynamic data.
- Explain the tradeoffs between different allocator implementations, [policies, and strategies].

## ❖ What lingering questions do you have from the lesson?



A detailed, colorful micrograph of a microchip die, showing a complex grid of circuitry and various colored regions (purple, blue, yellow, green, red) representing different functional blocks and interconnects.

# Memory Allocation I – Practice

# Practice Questions (1/2)

❖ Which of the following statements is FALSE?

A. Temporary arrays should *not* be allocated on the Heap

*should allocate on the Stack*

B. malloc returns an address of a payload that is filled with mystery data

*allocates only; no initialization*

C. Peak memory utilization is a measure of both internal and external fragmentation

*aggregate payload*  
heap size

D. An allocation failure will cause your program to stop

*just returns NULL*

E. We're lost...

## Practice Questions (2/2)

- ❖ How many “flags” can we fit in our header if our allocator uses 16-byte alignment?

all multiples of 16 have lowest 4 bits as zeros.  $\Rightarrow 16 = 0b10000$

4 flags

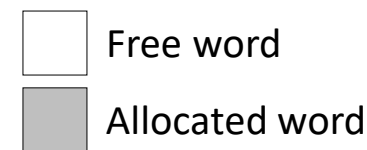
- ❖ If we placed a new “flag” in the second least significant bit, write out a C expression that will extract this new flag from header

two steps: ① mask out bit ②  
② shift into LSB ①

$(\text{header} \& 2) \gg 1$

$(\text{header} \gg 1) \& 1$

# Homework Setup



❖ *Implicit free list* that uses **8-byte headers** and **8-byte alignment**. The current blocks on the heap are numbered and sized as follows.

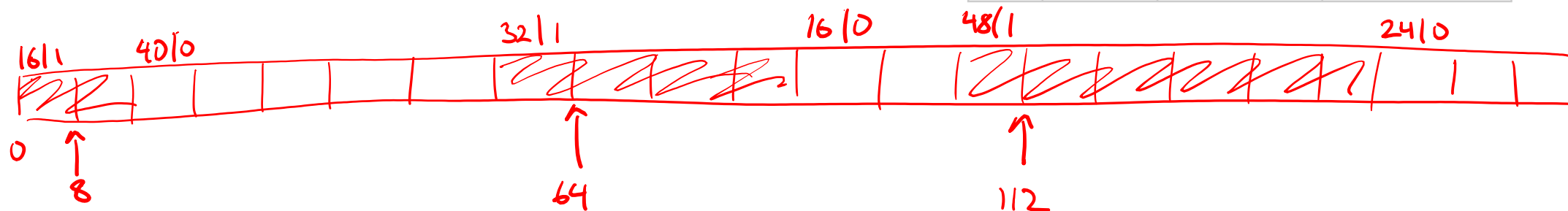
- Draw out the heap starting at address “0”. What is the address of each allocated block’s payload? *8, 64, 112*
- How much padding does each allocated block have? *padding = size - header - payload*

#	Size	Type	Request
1	16 B	allocated	malloc(8)
2	40 B	free	n/a
3	32 B	allocated	malloc(20)
4	16 B	free	n/a
5	48 B	allocated	malloc(35)
6	24 B	free	n/a

*16 - 8 - 8 = 0 B*

*32 - 8 - 20 = 4 B*

*48 - 8 - 35 = 5 B*



# Group Work Time

- ❖ During this time, you are encouraged to work on the following:
  - 1) If desired, continue your discussion
  - 2) Work on the homework problems
  - 3) Work on the current lab
  
- ❖ Resources:
  - You can revisit the lesson material
  - Work together in groups and help each other out
  - Course staff will circle around to provide support