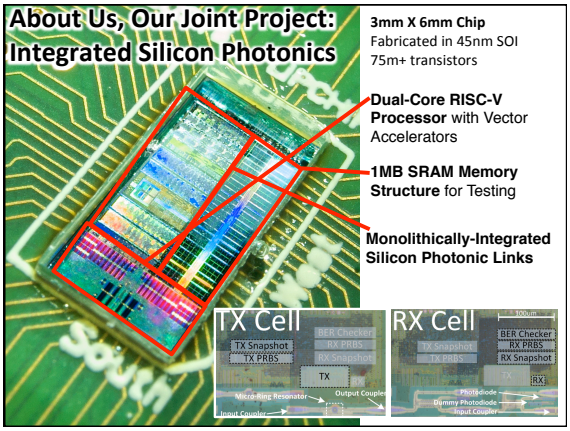
CS 61C
Great Ideas in Computer Architecture
(a.k.a. Machine Structures)
Lecture 1: *Course Introduction*


Instructors:
Professor Krste Asanovic (call me "Krste")
Professor Vladimir Stojanovic (call me "Vladimir")
(lots of help from **TAs,** esp **Head TA Sagar Karandikar**)
`http://inst.eecs.berkeley.edu/~cs61c/`

About Us, Our Joint Project: Integrated Silicon Photonics



Agenda

- Thinking about Machine Structures
- Great Ideas in Computer Architecture
- What you need to know about this class
- Everything is a Number

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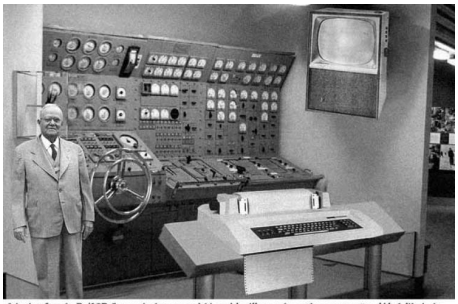
CS61C is NOT really about C Programming

- It is about the hardware-software interface
  - What does the programmer need to know to achieve the highest possible performance
- C is closer to the underlying hardware, unlike languages like Scheme, Python, Java!
  - Allows us to talk about key hardware features in higher level terms
  - Allows programmer to explicitly harness underlying hardware parallelism for high performance

Old School CS61C



Scientists from the RAND Corporation have created this model to illustrate how a "home computer" could look like in the year 2004. However the needed technology will not be economically feasible for the average home. Also the scientists readily admit that the computer will require not yet invented technology to actually work, but 50 years from now scientific progress is expected to solve these problems. With teletype interface and the Fortran language, the computer will be easy to use.

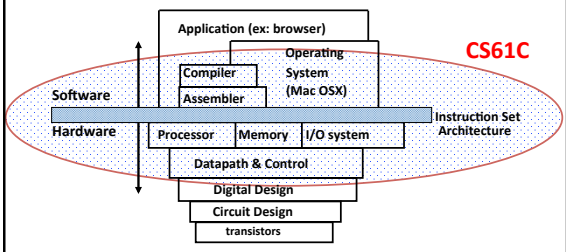
New School CS61C (1/2)

Personal Mobile Devices

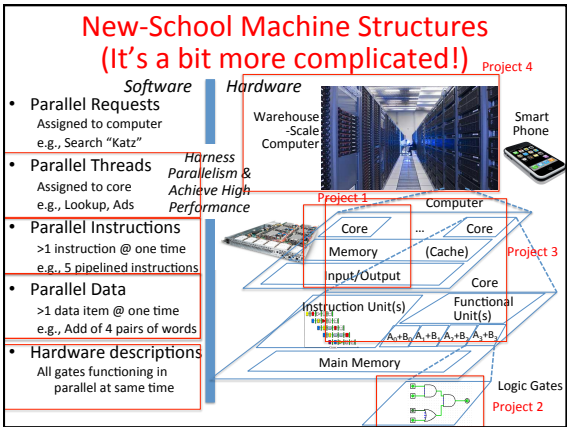
New School CS61C (2/3)

New School CS61C (3/3)

Old School Machine Structures



New-School Machine Structures (It's a bit more complicated!)



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6 Great Ideas in Computer Architecture

1. Abstraction
   (Layers of Representation/Interpretation)
2. Moore's Law (Designing through trends)
3. Principle of Locality (Memory Hierarchy)
4. Parallelism
5. Performance Measurement & Improvement
6. Dependability via Redundancy

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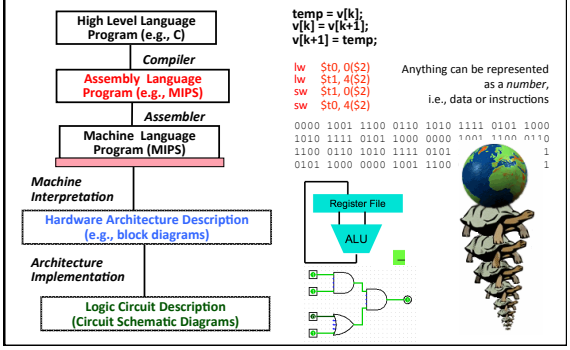
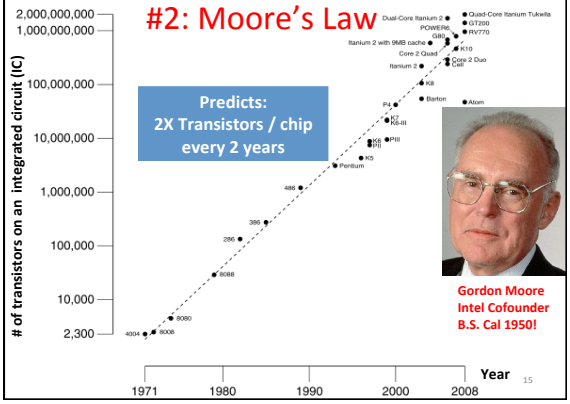
Great Idea #1: Abstraction (Levels of Representation/Interpretation)



#2: Moore's Law



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Interesting Times

Moore's Law was based on how many transistors/chip at cheapest cost/transistor as technology scaled.

BUT newest, smallest fabrication processes <14nm, might have greater cost/transistor !!!!
So, why shrink????

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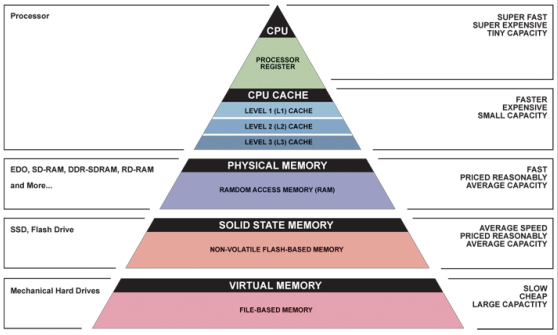
Jim Gray's Storage Latency Analogy: How Far Away is the Data?

Jim Gray
Turing Award
B.S. Cal 1966
Ph.D. Cal 1969!

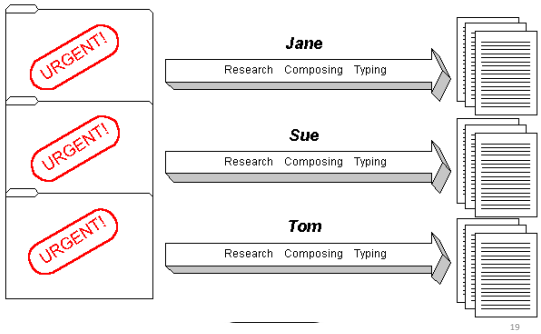
	Andromeda		
10^9	Tape /Optical Robot	2,000 Years	
10^6	Disk	2 Years	
100	Memory	1.5 hr	
10	On Board Cache	10 min	
2	On Chip Cache		
1	Registers	1 min	
(ns)			

Pluto
Sacramento
This Campus
This Room
My Head

Great Idea #3: Principle of Locality/ Memory Hierarchy



Great Idea #4: Parallelism



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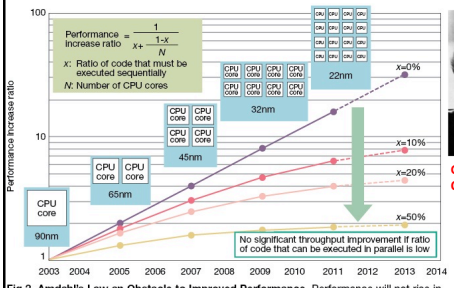
Caveat: Amdahl's Law



Gene Amdahl
Computer Pioneer

Fig 3 Amdahl's Law an Obstacle to Improved Performance Performance will not rise in the same proportion as the increase in CPU cores. Performance gains are limited by the ratio of software processing that must be executed sequentially. Amdahl's Law is a major obstacle in boosting multicore microprocessor performance. Diagram assumes no overhead in parallel processing. Years shown for design rules based on Intel planned and actual technology. Core count assumed to double for each rule generation.

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Great Idea #5: Performance Measurement and Improvement

- Tuning application to underlying hardware to exploit:
  - Locality
  - Parallelism
  - Special hardware features, like specialized instructions (e.g., matrix manipulation)
- Latency
  - How long to set the problem up
  - How much faster does it execute once it gets going
  - It is all about *time to finish*

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Coping with Failures

- 4 disks/server, 50,000 servers
- Failure rate of disks: 2% to 10% / year
  - Assume 4% annual failure rate
- On average, how often does a disk fail?
  a) 1 / month
  b) 1 / week
  c) 1 / day
  d) 1 / hour

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Coping with Failures

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50,000 x 4 = 200,000 disks
200,000 x 4% = 8000 disks fail
365 days x 24 hours = 8760 hours

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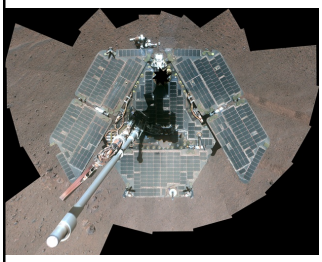
NASA Fixing Rover's Flash Memory



Opportunity still active on Mars after >10 years

But flash memory worn out

New software update will avoid using worn out memory banks

http://www.engadget.com/2014/12/30/nasa-opportunity-rover-flash-fix/

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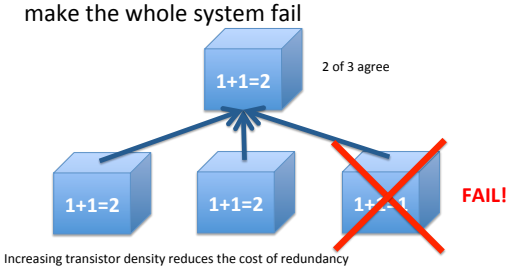
Great Idea #6: Dependability via Redundancy

- Redundancy so that a failing piece doesn't make the whole system fail



Increasing transistor density reduces the cost of redundancy

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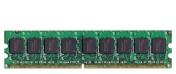
Great Idea #6: Dependability via Redundancy

- Applies to everything from datacenters to storage to memory to instructors
  - Redundant datacenters so that can lose 1 datacenter but Internet service stays online
  - Redundant disks so that can lose 1 disk but not lose data (Redundant Arrays of Independent Disks/RAID)
  - Redundant memory bits of so that can lose 1 bit but no data (Error Correcting Code/ECC Memory)



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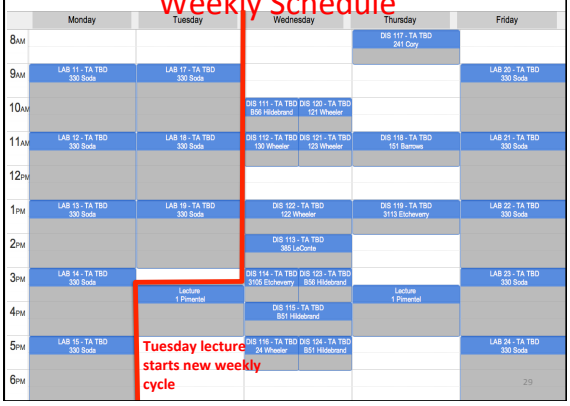
Yoda says…

"Always in motion, the future is…"

Our schedule may change slightly depending on some factors. This includes lectures, assignments & labs…

Weekly Schedule



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Course Information

- Course Web: http://inst.eecs.Berkeley.edu/~cs61c/
- Instructors:
  - Krste Asanovic & Vladimir Stojanovic
- Teaching Assistants: (see webpage)
- Textbooks: Average 15 pages of reading/week (can rent!)
  - Patterson & Hennessey, *Computer Organization and Design*, 5/e (we'll try to provide 4th Ed pages, not Asian version 4th edition)
  - Kernighan & Ritchie, *The C Programming Language*, 2nd Edition
  - Barroso & Holzle, *The Datacenter as a Computer, 2nd Edition*
- Piazza:
  - Every announcement, discussion, clarification happens there

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Course Grading

- EPA: Effort, Participation and Altruism (5%)
- Homework (10%)
- Labs (5%)
- Projects (20%)
  1. Non-Parallel Application (MIPS & C)
  2. Computer Processor Design (Logisim)
  3. Parallelize for Performance, SIMD, MIMD
  4. Massive Data Parallelism (Spark on Amazon EC2)
- Two midterms (15% each): 6th & 12th week in class, can be clobbered!
- Final (30%): 2015/5/15 @ 7-10pm
- Performance Competition for honor (and EPA)

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Tried-and-True Technique: Peer Instruction

- Increase real-time learning in lecture, test understanding of concepts vs. details
- As complete a "segment" ask multiple-choice question
  - 1-2 minutes to decide yourself
  - 2 minutes in pairs/triples to reach consensus.
  - Teach others!
  - 2 minute discussion of answers, questions, clarifications
- You can get transmitters from the ASUC bookstore
  - We'll start this next week
  - No web-based clickers, sorry!

EECS Grading Policy

- http://www.eecs.berkeley.edu/Policies/ugrad.grading.shtml
  "A typical GPA for courses in the lower division is 2.7. This GPA would result, for example, from 17% A's, 50% B's, 20% C's, 10% D's, and 3% F's. A class whose GPA falls outside the range 2.5 - 2.9 should be considered atypical."
- Fall 2010: GPA 2.81
  26% A's, 47% B's, 17% C's, 3% D's, 6% F's
- Job/Intern Interviews: They grill you with technical questions, so it's what you say, not your GPA
  (New 61C gives good stuff to say)

	Fall	Spring
2010	2.81	2.81
2009	2.71	2.81
2008	2.95	2.74
2007	2.67	2.76

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Our goal as instructors

- To make your experience in CS61C as enjoyable & informative as possible
  - Humor, enthusiasm & technology-in-the-news in lecture
  - Fun, challenging projects & HW
  - Pro-student policies (exam clobbering)
- To maintain Cal & EECS standards of excellence
  - Projects & exams will be as rigorous as every year.
- Score 7.0 on HKN:
  - Please give feedback so we can improve! Why are we not 7.0 for you? We will listen!!

EPA!

- Effort
  - Attending prof and TA office hours, completing all assignments, turning in HW0, doing reading quizzes
- Participation
  - Attending lecture and voting using the clickers
  - Asking great questions in discussion and lecture and making it more interactive
- Altruism
  - Helping others in lab or on Piazza
- EPA! points have the potential to bump students up to the next grade level! (but actual EPA! scores are internal)

Late Policy … Slip Days!

- Assignments due at 11:59:59 PM
- You have 3 slip day tokens (NOT hour or min)
- Every day your project or homework is late (even by a minute) we deduct a token
- After you've used up all tokens, it's 33% deducted per day.
  - No credit if more than 3 days late
  - Save your tokens for projects, worth more!!
- No need for sob stories, just use a slip day!

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Policy on Assignments and Independent Work

- **ALL PROJECTS WILL BE DONE WITH A PARTNER**
- With the exception of laboratories and assignments that explicitly permit you to work in groups, all homework and projects are to be YOUR work and your work ALONE.
- PARTNER TEAMS MAY NOT WORK WITH OTHER PARTNER TEAMS
- You are encouraged to discuss your assignments with other students, and extra credit will be assigned to students who help others, particularly by answering questions on Piazza, but we expect that what you hand in is yours.
- It is NOT acceptable to copy solutions from other students.
- It is NOT acceptable to copy (or start your) solutions from the Web.
- It is NOT acceptable to use PUBLIC github archives (giving your answers away)
- We have tools and methods, developed over many years, for detecting this. You WILL be caught, and the penalties WILL be severe.
- **At the minimum F in the course**, and a letter to your university record documenting the incidence of cheating.
- (We've caught people in recent semesters!)
- **Both Giver and Receiver are equally culpable and suffer equal penalties**

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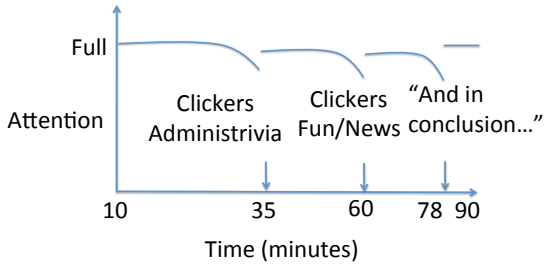
Architecture of a typical Lecture



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Key Concepts

- Inside computers, everything is a number
- But numbers usually stored with a fixed size
  - 8-bit bytes, 16-bit half words, 32-bit words, 64-bit double words, …
- Integer and floating-point operations can lead to results too big to store within their representations: *overflow*/*underflow*

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Number Representation

- Value of i-th digit is $d \times Base^i$ where i starts at 0 and increases from right to left:
- $123_{10} = 1_{10} \times 10_{10}^2 + 2_{10} \times 10_{10}^1 + 3_{10} \times 10_{10}^0$
  $= 1x100_{10} + 2x10_{10} + 3x1_{10}$
  $= 100_{10} + 20_{10} + 3_{10}$
  $= 123_{10}$
- Binary (Base 2), Hexadecimal (Base 16), Decimal (Base 10) different ways to represent an integer
  - We use 1_{two}, 5_{ten}, 10_{hex} to be clearer (vs. 1_2, 4_8, 5_{10}, 10_{16})

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Number Representation

- Hexadecimal digits: 0,1,2,3,4,5,6,7,8,9,A,B,C,D,E,F
- $FFF_{hex} = 15_{ten} \times 16_{ten}^2 + 15_{ten} \times 16_{ten}^1 + 15_{ten} \times 16_{ten}^0$
  $= 3840_{ten} + 240_{ten} + 15_{ten}$
  $= 4095_{ten}$
- $1111\ 1111\ 1111_{two} = FFF_{hex} = 4095_{ten}$
- May put blanks every group of binary, octal, or hexadecimal digits to make it easier to parse, like commas in decimal

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Signed and Unsigned Integers

- C, C++, and Java have *signed integers*, e.g., 7, -255:

```
int x, y, z;
```

- C, C++ also have *unsigned integers*, which are used for addresses
- 32-bit word can represent 2^{32} binary numbers
- Unsigned integers in 32 bit word represent 0 to 2^{32}-1 (4,294,967,295)

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Unsigned Integers

$0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000_{two} = 0_{ten}$
$0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0001_{two} = 1_{ten}$
$0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0010_{two} = 2_{ten}$
…
$0111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1101_{two} = 2{,}147{,}483{,}645_{ten}$
$0111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1110_{two} = 2{,}147{,}483{,}646_{ten}$
$0111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111_{two} = 2{,}147{,}483{,}647_{ten}$
$1000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000_{two} = 2{,}147{,}483{,}648_{ten}$
$1000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0001_{two} = 2{,}147{,}483{,}649_{ten}$
$1000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0010_{two} = 2{,}147{,}483{,}650_{ten}$
…
$1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1101_{two} = 4{,}294{,}967{,}293_{ten}$
$1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1110_{two} = 4{,}294{,}967{,}294_{ten}$
$1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111_{two} = 4{,}294{,}967{,}295_{ten}$

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Signed Integers and Two's-Complement Representation

- Signed integers in C; want ½ numbers <0, want ½ numbers >0, and want one 0
- *Two's complement* treats 0 as positive, so 32-bit word represents 2^{32} integers from -2^{31} (–2,147,483,648) to 2^{31}-1 (2,147,483,647)
  - Note: one negative number with no positive version
  - Book lists some other options, all of which are worse
  - Every computer uses two's complement today
- *Most-significant bit* (leftmost) is the *sign bit*, since 0 means positive (including 0), 1 means negative
  - Bit 31 is most significant, bit 0 is least significant

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Two's-Complement Integers

Sign Bit

$0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000_{two} = 0_{ten}$
$0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0001_{two} = 1_{ten}$
$0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0010_{two} = 2_{ten}$
…
$0111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1101_{two} = 2{,}147{,}483{,}645_{ten}$
$0111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1110_{two} = 2{,}147{,}483{,}646_{ten}$
$0111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111_{two} = 2{,}147{,}483{,}647_{ten}$
$1000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000_{two} = -2{,}147{,}483{,}648_{ten}$
$1000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0001_{two} = -2{,}147{,}483{,}647_{ten}$
$1000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0000\ 0010_{two} = -2{,}147{,}483{,}646_{ten}$
…
$1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1101_{two} = -3_{ten}$
$1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1110_{two} = -2_{ten}$
$1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111\ 1111_{two} = -1_{ten}$

1/21/15

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Ways to Make Two's Complement

- For N-bit word, complement to 2_{ten}^{N}
  - For 4 bit number 3_{ten}=0011_{two}, two's complement (i.e. -3_{ten}) would be

    $16_{ten}-3_{ten}=13_{ten}$ or $10000_{two} - 0011_{two} = 1101_{two}$
- Here is an easier way: 3_{ten} 0011_{two}
  - Invert all bits and add 1 Bitwise complement 1100_{two}
    $+\ 1_{two}$
  - Computers actually do it like this, too -3_{ten} 1101_{two}

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Two's-Complement Examples

- Assume for simplicity 4 bit width, -8 to +7 represented

```
 3  0011        3  0011        -3  1101
+2  0010    + (-2) 1110    + (-2) 1110
 5  0101     1 1 0001       -5 1 1011

 7  0111        -8  1000
+1  0001    + (-1)  1111
-8  1000     +7 1 0111
```

Overflow! Overflow!

Carry into MSB = Carry Out MSB

Carry into MSB ≠ Carry Out MSB

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Suppose we had a 5-bit word. What integers can be represented in two's complement?

- ☐ -32 to +31
- ☐ 0 to +31
- ☐ -16 to +15
- ☐ -15 to +16

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Summary

- CS61C: Learn 6 great ideas in computer architecture to enable high performance programming via parallelism, not just learn C
  1. Abstraction (Layers of Representation/Interpretation)
  2. Moore's Law
  3. Principle of Locality/Memory Hierarchy
  4. Parallelism
  5. Performance Measurement and Improvement
  6. Dependability via Redundancy
- Everything is a Number!

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