CIS 371
~~Digital Systems~~ Organization and Design
Computer

Unit 1: Introduction

Slides developed by Milo Martin & Amir Roth at the University of Pennsylvania
with sources that included University of Wisconsin slides
by Mark Hill, Guri Sohi, Jim Smith, and David Wood.

Today's Agenda

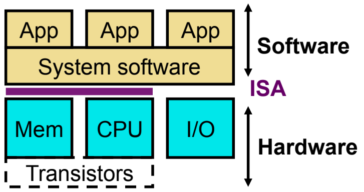
- Course overview and administrivia
- What is computer organization anyway?
  - …and the forces that drive it
- Motivational experiments

Course Overview

Pervasive Idea: Abstraction and Layering

- **Abstraction**: only way of dealing with complex systems
  - Divide world into objects, each with an…
    - **Interface**: knobs, behaviors, knobs → behaviors
    - **Implementation**: "black box" (ignorance+apathy)
  - Only specialists deal with implementation, rest of us with interface
  - Example: car, only mechanics know how implementation works
- **Layering**: abstraction discipline makes life even simpler
  - Divide objects in system into layers, layer *n* objects…
    - Implemented using interfaces of layer *n* – 1
    - Don't need to know interfaces of layer *n* – 2 (sometimes helps)
- **Inertia**: a dark side of layering
  - Layer interfaces become entrenched over time ("standards")
  - – Very difficult to change even if benefit is clear (example: Digital TV)
- **Opacity**: hard to reason about performance across layers

Abstraction, Layering, and Computers



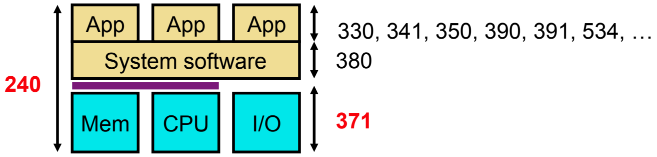
- Computers are complex, built in layers
  - Several **software** layers: assembler, compiler, OS, applications
  - **Instruction set architecture (ISA)**
  - Several **hardware** layers: transistors, gates, CPU/Memory/IO
- 99% of users don't know hardware layers implementation
- 90% of users don't know implementation of any layer
  - That's okay, world still works just fine
  - But sometimes it is helpful to understand what's "under the hood"

CIS 240: Abstraction and Layering

- Build computer bottom up by raising level of abstraction

- Solid-state semi-conductor materials → transistors
- Transistors → gates
- Gates → digital logic elements: latches, muxes, adders
  - Key insight: number representation
- Logic elements → datapath + control = processor
  - Key insight: stored program (instructions just another form of data)
  - Another one: few insns can be combined to do anything (software)
- Assembly language → high-level language
- Code → graphical user interface

Beyond CIS 240



- CIS 240: Introduction to Computer Systems
  - Bottom-up overview of the entire hardware/software stack
  - Subsequent courses look at individual pieces in more detail
- CIS 380: Operating Systems
  - A closer look at system level software
- CIS 277, 330, 341, 350, 390, 391, 455, 460, 461, 462…
  - A closer look at different important application domains
- **CIS 371: Computer Organization and Design**
  - **A closer look at hardware layers**

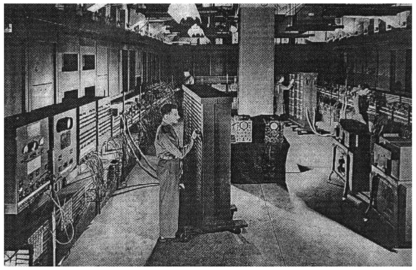
Why Study Hardware?

- **Understand where computers are going**
  - Future capabilities drive the (computing) world
  - Real world-impact: no computer architecture → no computers!
- **Understand high-level design concepts**
  - The best system designers understand all the levels
    - Hardware, compiler, operating system, applications
- **Understand computer performance**
  - Writing well-tuned (fast) software requires knowledge of hardware
- **Write better software**
  - The best software designers also understand hardware
  - Understand the underlying hardware and its limitations
- **Design hardware**
  - Intel, AMD, IBM, ARM, Qualcomm, Apple, Oracle, NVIDIA, Samsung, …

Penn Legacy

- **ENIAC**: electronic numerical integrator and calculator
  - First operational general-purpose stored-program computer
  - Designed and built here by Eckert and Mauchly
  - Go see it (Moore building)

- **First seminars on computer design**
  - Moore School Lectures, 1946
  - "*Theory and Techniques for Design of Electronic Digital Computers*"

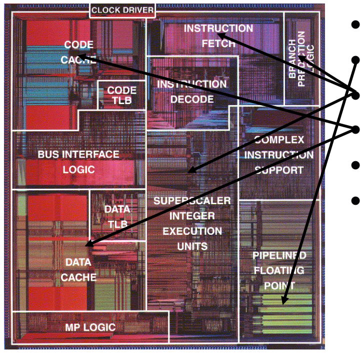


Hardware Aspect of CIS 240 vs. CIS 371

- Hardware aspect of CIS 240
  - Focus on one toy ISA: LC4
  - Focus on functionality: "just get something that works"
  - Instructive, learn to crawl before you can walk
  - Not representative of real machines: 240 hardware is circa 1975

- CIS 371
  - De-focus from any particular ISA during lectures
  - Focus on quantitative aspects: **performance**, cost, power, etc.

CIS 371 Topics



- Review of CIS 240 level hardware
  - Instruction set architecture
  - Single-cycle datapath and control
- New
  - Performance, cost, and technology
  - Fast arithmetic
  - Pipelining and superscalar execution
  - Memory hierarchy and virtual memory
  - Multicore
  - Power & energy

Course Goals

- Three primary goals
  - Understand key hardware concepts
    - Pipelining, parallelism, caching, locality, abstraction, etc.
  - Hands-on design lab
  - A bit of scientific/experimental exposure and/or analysis
    - Not found too many other places in the major

- My role:
  - **Trick you into learning something**

CIS371 Administrivia

- Instructor
  - **Prof. Milo Martin** (milom@cis), Levine 606
- "Lecture" TA
  - Laurel Emurian
- "Lab" TAs
  - Mishal Awadah, Jinyan Cao, Connie Ho, Jason Mow, Allison Pearce, Alex Zhang
- Contact e-mail:
  - **cis371@cis.upenn.edu**
- Lectures
  - **Please do not be disruptive (I'm easily distracted as it is)**

The CIS371 Lab

- Lab project
  - "Build your own processor" (pipelined 16-bit CPU for LC4)
  - Use Verilog HDL (hardware description language)
    - Programming language compiles to gates/wires not insns
  - Implement and test on FPGA (field-programmable gate array)
  - + Instructive: learn by doing
  - + Satisfying: "look, I built my own processor"
- No scheduled "lab sessions"
  - But you'll need to use the hardware in the lab for the projects

Lab Logistics

- K-Lab: Moore 204
  - Home of the boards, computers, and later in semester … you
  - Good news/bad news: 24 hour access, keycode for door lock
  - "Lab" TA office hours, project demos here, too
- Tools
  - Digilent XUP-V2P boards
  - Xilinx ISE
  - Warning: all such tools notorious for being buggy and fragile
- Logistics
  - All projects must run on the boards in the lab
  - Boards and lockers handout … sometime in next few weeks

CIS371 Resources

- Three different web sites
  - Course website: syllabus, schedule, lecture notes, assignments
    - **http://www.cis.upenn.edu/~cis371/**
  - "Piazza": announcements, questions & discussion
    - **https://piazza.com/class#spring2013/cis371**
    - **The way to ask questions/clarifications**
    - **Can post to just me & TAs or anonymous to class**
    - As a general rule, no need to email me directly
    - **Please sign up!**
  - "Canvas": grade book, turning in of assignments
    - **https://upenn.instructure.com**
- Textbook
  - *P+H, "Computer Organization and Design",* **4th edition?** (~$80)
  - **New this year: available online from Penn library!**
    - https://proxy.library.upenn.edu/login?url=http://site.ebrary.com/lib/upenn/Top?id=10509203
  - Course will largely be lecture note driven

Large Class Size

- Question: CIS371 keeps growing, how are we going to handle so many students in a project-based class?

- Answer: we'll do the best we can
  - Just one instructor, one lecture TA, but we have six "lab TAs".

- We'll need ***your*** help!
  - Post questions on Piazza, so others can see responses
    - Only use email for private & non-technical sort of issues
  - Help out by answering other student's questions on Piazza
  - Work in the labs during "lab hours" when TAs are present
  - Come to class on time to avoid disrupting others
  - Start labs & homework assignments early

Coursework (1 of 2)

- A few homework assignments – **individual work**
  - Written questions
  - Two total "grace" periods, hand in late, no questions asked
    - 48 hour extension
  - Max of one late period per assignment
    - **Why?** so solutions can posted promptly
- Labs – **all done in groups of 3 students**
  - Lab 0: getting started, tools intro
  - Lab 1: arithmetic unit
  - Lab 2: single-cycle LC4 & register file
  - Lab 3: single-cycle with "cache" (tentative plan)
  - Lab 4: pipelined LC4: bypassing, branch prediction, with cache

Coursework (2 of 2)

- Exams
  - In-class midterm (time & date yet to be determined)
  - Cumulative final exam (time & date set by registrar)

- [Last year] Attend two research seminars
  - I'm looking into who is visiting this semester

- Class participation

Grading

- *A necessary evil*
- Tentative grade contributions:
  - Exams: 50%
    - Midterm: 17%
    - Final: 33%
  - Labs: 35%
  - Homework assignments: 9%
  - Class participation: 1%
- Historical grade distribution: median grade is B+
  - 2012: A's: 42%, B's: 49%, C's: 7%, D/F's: 2%
  - 2011: A's: 40%, B's: 50%, C's: 7%, D/F's: 3%

Academic Misconduct

- Cheating will **not** be tolerated
- General rule:
  - Anything with your name on it must be **YOUR OWN** work
  - Example: individual work on homework assignments
- Possible penalties
  - Zero on assignment (minimum)
  - Fail course
  - Note on permanent record
  - Suspension
  - Expulsion
- Penn's Code of Conduct
  - http://www.vpul.upenn.edu/osl/acadint.html

Full Disclosure

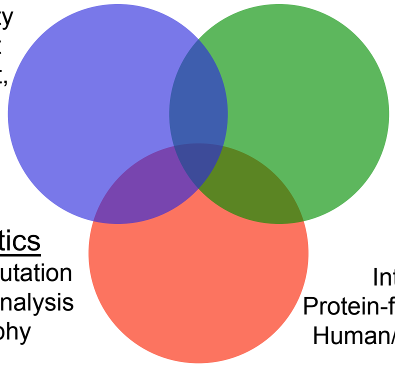
- **Potential sources of bias or conflict of interest**
- Most of my funding governmental (your tax $$$ at work)
  - National Science Foundation (NSF), DARPA, ONR
- My non-governmental sources of research funding
  - **NVIDIA** (sub-contract of large DARPA project, ended last year)
  - **Intel**
  - **Sun/Oracle** (hardware donation)
- Consulting
  - **Qualcomm**
- Sabbatical for 2013-2014 academic year
  - **Google**
- Collaborators and colleagues
  - Intel, IBM, AMD, Oracle, Microsoft, Google, VMWare, ARM, etc.
  - (Just about every major computer hardware company)

Recap: CIS 371 in Context

- Prerequisite: CIS 240
  - **Absolutely required as prerequisite**
  - Focused on "**function**"
  - Exposure to logic gates and assembly language programming
- The "lecture" component of the course:
  - Mostly focuses on "**performance**"
  - Some coverage of "**experimental evaluation**"
- The "lab" component of the course:
  - Focuses on "**design**"
  - Design a working processor

Computer Science as an Estuary

Where does CIS371 fit into computer science?
most engineering, some science



Engineering
Design
Handling complexity
Real-world impact
Examples: Internet,
microprocessor

Science
Experiments
Hypothesis
Examples:
Internet behavior,
Protein-folding supercomputer
Human/computer interaction

Mathematics
Limits of computation
Algorithms & analysis
Cryptography
Logic
Proofs of correctness

Other Issues
Public policy, ethics, law, security

Some CIS 371 (In)Frequently Asked Questions (FAQs)

FAQs

- Question: Why is the course (and labs) so difficult?
  - [3.41 out of 4 for "difficulty", 3.42 for "work required"]
- Answer:
  - The final lab is *just* complicated enough to that it cannot be solved via "brute force" alone
  - Pushes design & debugging skills beyond what you've done so far
    - *"…there were a few times that it took several hours to find just one error in our code."* -- 2012 course eval. comment
  - Often more time consuming than "difficult"
- Question: Ok, then why are they so time consuming?
  - Time spent varies widely from group-to-group
  - Solid design & careful debugging makes a huge difference
  - Another unfortunate reason: the tools are buggy
    - We're working on some ways to mitigate that this year
  - Much time is spent the last few weeks (when everyone is busy)

Comments from 2012 Course Evals.

- *"Is this course some sort of a military exercise trying to test us if we can survive in extreme situations? Given that every semester, the labs become longer and harder at some point I expect that students' health will get damaged. You should see that people eat junk food and drink a lot of RedBulls and Monsters which already does damage your body. This is not okay, think about it."*
- *"Though I found the course to be extremely valuable and interesting, the amount of work required is very high, especially in the final month"*

Comments from 2012 Course Evals.

- *"I learned more from this course, especially the project, than anything else I've taken so far."*
- *"I didn't think there could be a class better than CIS 240, and from a "fun" perspective I still believe that, but from an academic perspective I have learned more in CIS 371 than any other single class that I have had at Penn."*

Comments from 2012 Course Evals.

- *"You will come out of this course with a much better understanding of what a computer is, how it is made, and how it actually works. Was building a pipelined processor easy? No. Did I spend a lot of nights-into-mornings in the KLab debugging? Yes. Was it worth it? Definitely."*

FAQs

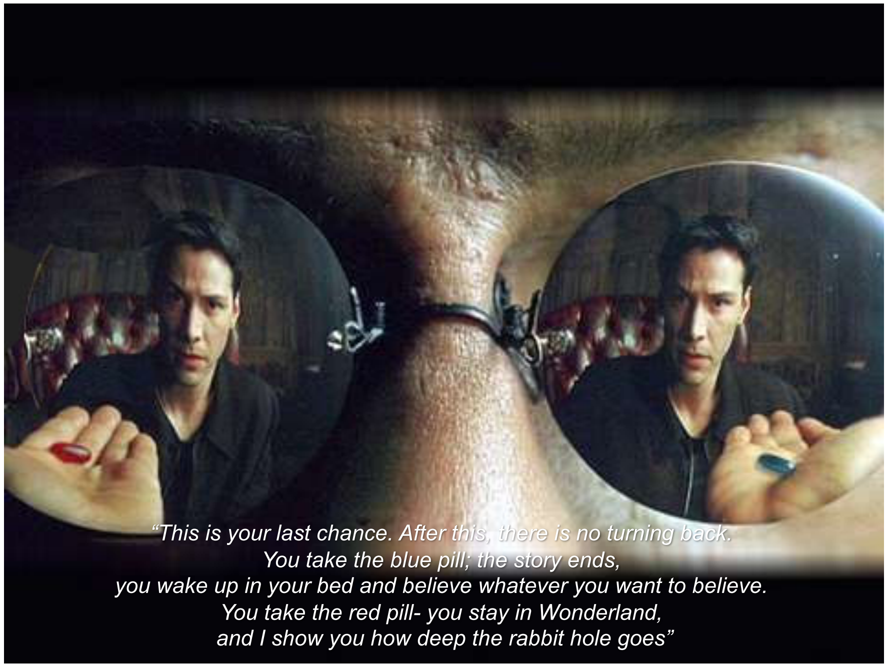
- Question: If the labs are so difficult, why aren't they worth a larger percent of the course grade?
  - *"It would be much nicer if the lab, which requires 20-60 hours, be worth much more than 30%, while exams could be weighted lower." – 2012 course evaluation comment*
- Answer:
  - Group nature of labs & grade uniformity/distribution
    - That is, the lab grades are uniform, what varies is time spent
  - Material covered in lectures is important, too
- Bigger picture answer:
  - You'll learn a lot from the labs; ***learning by doing*** (no matter how much they are "worth" grade-wise)
  - Again, grades not the main focus; my goal is provide an environment that tricks you into learning

FAQs

- Question: if CIS371 is so hard, why do students generally like it?
- Answer:
  - Not sure. I dunno, maybe *stockholm syndrome*?
    - "Stockholm syndrome, or capture-bonding, is a psychological phenomenon in which hostages express empathy, sympathy and have positive feelings towards their captors, sometimes to the point of defending them." – wikipedia
  - Or, maybe students did learn a thing or two about a thing or two

So, Should I *Really* Take CIS371?

- Are you a Junior/Senior BSE CIS or CMPE major?
  - Welcome aboard, please fasten your seatbelts
- Are you a Sophomore BSE CIS or CMPE major?
  - Did you really excel at CIS 240? If not, take it next year
- Are you a CIS BAS, BA, or minor?
  - Not required, right? Are you *really* sure you want to take CIS371?



"This is your last chance. After this, there is no turning back.
You take the blue pill; the story ends,
you wake up in your bed and believe whatever you want to believe.
You take the red pill- you stay in Wonderland,
and I show you how deep the rabbit hole goes"

Any other questions?

What is Computer Organization?

"Computer Organization"

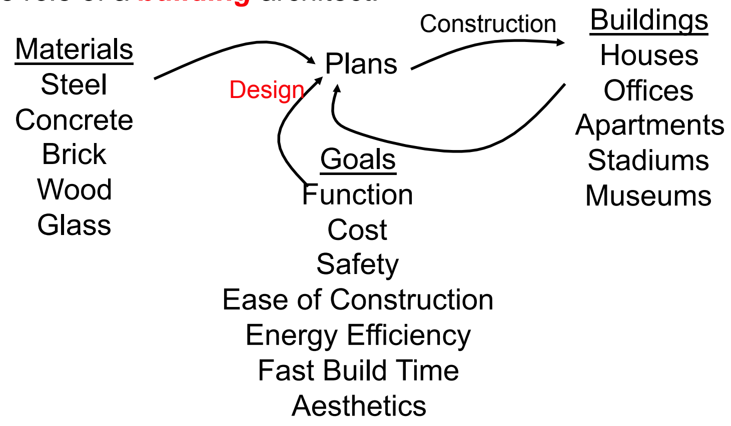
- "Digital Systems Organization and Design"
  - Don't really care about "digital systems" in general
  - **"Computer Organization and Design"**
- **Computer architecture**
  - Definition of ISA to facilitate implementation of software layers
  - The hardware/software interface
- **Computer micro-architecture**
  - Design processor, memory, I/O to implement ISA
  - Efficiently implementing the interface
- CIS 371 is mostly about processor micro-architecture
  - Confusing: architecture also means micro-architecture

What is Computer Architecture?

- *“Computer Architecture* is the science and art of selecting and interconnecting hardware components to create computers that meet functional, performance and cost goals.” - WWW Computer Architecture Page
- An analogy to architecture of buildings…

What is ~~Computer~~ Architecture?

The role of a ***building*** architect:



Materials
Steel
Concrete
Brick
Wood
Glass

Design

Plans

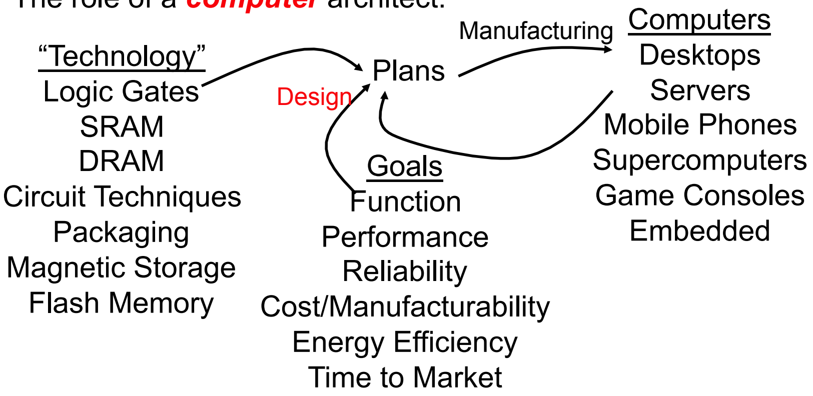
Construction

Buildings
Houses
Offices
Apartments
Stadiums
Museums

Goals
Function
Cost
Safety
Ease of Construction
Energy Efficiency
Fast Build Time
Aesthetics

What is Computer Architecture?

The role of a ***computer*** architect:



“Technology”
Logic Gates
SRAM
DRAM
Circuit Techniques
Packaging
Magnetic Storage
Flash Memory

Design

Plans

Manufacturing

Computers
Desktops
Servers
Mobile Phones
Supercomputers
Game Consoles
Embedded

Goals
Function
Performance
Reliability
Cost/Manufacturability
Energy Efficiency
Time to Market

Important differences: age (~60 years vs thousands), rate of change, automated mass production (magnifies design)

Computer Architecture Is Different…

- Age of discipline
  - 60 years (vs. five thousand years)
- Rate of change
  - All three factors (technology, applications, goals) are changing
  - Quickly
- Automated mass production
  - Design advances magnified over millions of chips
- Boot-strapping effect
  - Better computers help design next generation

Design Goals & Constraints

- **Functional**
  - Needs to be correct
    - And unlike software, difficult to update once deployed
  - What functions should it support (Turing completeness aside)
- **Reliable**
  - Does it ***continue*** to perform correctly?
  - Hard fault vs transient fault
  - Google story - memory errors and sun spots
  - Space satellites vs desktop vs server reliability
- **High performance**
  - "Fast" is only meaningful in the context of a set of important tasks
  - Not just "Gigahertz" – truck vs sports car analogy
  - Impossible goal: fastest possible design for all programs

Design Goals & Constraints

- **Low cost**
  - Per unit manufacturing cost (wafer cost)
  - Cost of making first chip after design (mask cost)
  - Design cost (huge design teams, why? Two reasons…)
  - (Dime/dollar joke)
- **Low power/energy**
  - Energy in (battery life, cost of electricity)
  - Energy out (cooling and related costs)
  - Cyclic problem, very much a problem today
- Challenge: balancing the relative importance of these goals
  - And the balance is constantly changing
    - No goal is absolutely important at expense of all others
  - Our focus: *performance,* only touch on cost, power, reliability

Shaping Force: Applications/Domains

- Another shaping force: **applications** (usage and context)
  - Applications and application domains have different requirements
    - Domain: group with similar character
  - Lead to different designs
- **Scientific**: weather prediction, genome sequencing
  - First computing application domain: naval ballistics firing tables
  - Need: large memory, heavy-duty floating point
  - Examples: CRAY T3E, IBM BlueGene
- **Commercial**: database/web serving, e-commerce, Google
  - Need: data movement, high memory + I/O bandwidth
  - Examples: Sun Enterprise Server, AMD Opteron, Intel Xeon

More Recent Applications/Domains

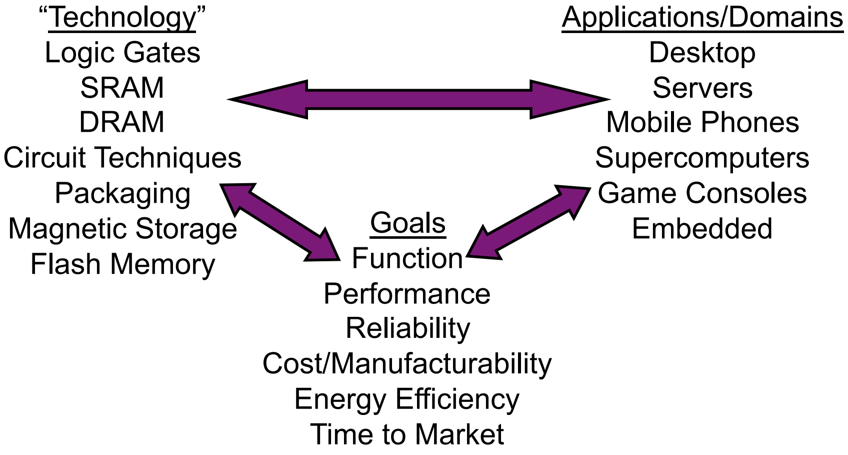
- **Desktop**: home office, multimedia, games
  - Need: integer, memory bandwidth, integrated graphics/network?
  - Examples: Intel Core 2, Core i7, AMD Athlon
- **Mobile**: laptops, mobile phones
  - Need: **low power**, integer performance, integrated wireless
  - Laptops: Intel Core 2 Mobile, Atom, AMD Turion
  - Smaller devices: ARM chips by Samsung, Qualcomm; Intel Atom
- **Embedded**: microcontrollers in automobiles, door knobs
  - Need: low power, **low cost**
  - Examples: ARM chips, dedicated digital signal processors (DSPs)
  - Over 6 billion ARM cores sold in 2010 (multiple per phone)
- **Deeply Embedded**: disposable "smart dust" sensors
  - Need: extremely low power, extremely low cost

Application Specific Designs

- This class is about **general-purpose CPUs**
  - Processor that can do anything, run a full OS, etc.
  - E.g., Intel Core i7, AMD Athlon, IBM Power, ARM, Intel Itanium
- In contrast to **application-specific chips**
  - Or **ASICs** (Application specific integrated circuits)
    - Also application-domain specific processors
  - Implement critical domain-specific functionality in hardware
    - Examples: video encoding, 3D graphics
  - General rules
    - - Hardware is less flexible than software
    - + Hardware more effective (speed, power, cost) than software
    - + Domain specific more "parallel" than general purpose
      - But general mainstream processors becoming more parallel
- Trend: from specific to general (for a specific domain)

Technology Trends

Constant Change: Technology



"Technology"
Logic Gates
SRAM
DRAM
Circuit Techniques
Packaging
Magnetic Storage
Flash Memory

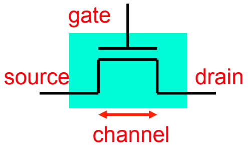
Applications/Domains
Desktop
Servers
Mobile Phones
Supercomputers
Game Consoles
Embedded

Goals
Function
Performance
Reliability
Cost/Manufacturability
Energy Efficiency
Time to Market

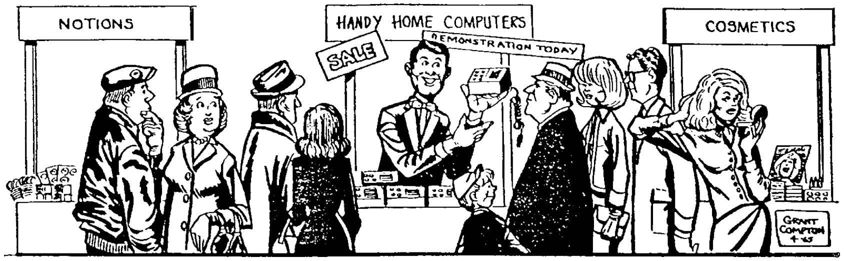
- Absolute improvement, **different rates of change**
- New application domains enabled by technology advances

"Technology"

- Basic element
  - Solid-state **transistor** (i.e., electrical switch)
  - Building block of **integrated circuits (ICs)**

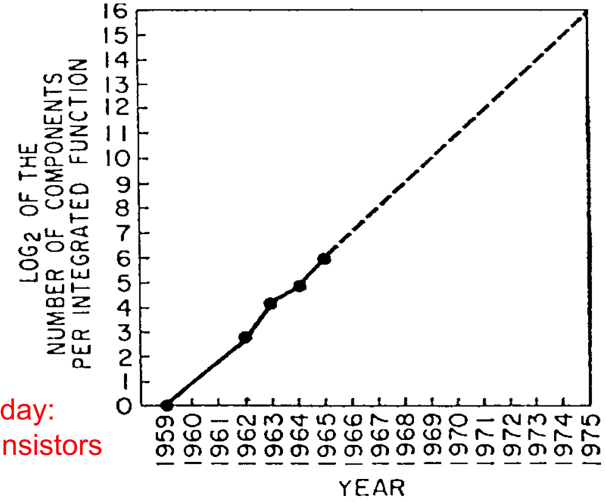


- What's so great about ICs? Everything
  - + High performance, high reliability, low cost, low power
  - + Lever of mass production
- Several kinds of integrated circuit families
  - **SRAM/logic**: optimized for speed (used for processors)
  - **DRAM**: optimized for density, cost, power (used for memory)
  - **Flash**: optimized for density, cost (used for storage)
  - Increasing opportunities for integrating multiple technologies
- Non-transistor storage and inter-connection technologies
  - Disk, optical storage, ethernet, fiber optics, wireless



Funny or Not Funny?

Moore's Law - 1965



Today:
2^{30} transistors

Technology Trends

- **Moore's Law**
  - Continued (up until now, at least) transistor miniaturization
- Some technology-based ramifications
  - Absolute improvements in density, speed, power, costs
  - SRAM/logic: density: ~30% (annual), speed: ~20%
  - DRAM: density: ~60%, speed: ~4%
  - Disk: density: ~60%, speed: ~10% (non-transistor)
  - Big improvements in flash memory and network bandwidth, too
- **Changing quickly and with respect to each other!!**
  - Example: density increases faster than speed
  - Trade-offs are constantly changing
  - **Re-evaluate/re-design for each technology generation**

Technology Change Drives Everything

- Computers get 10x faster, smaller, cheaper every 5-6 years!
  - A 10x quantitative change is qualitative change
  - Plane is 10x faster than car, and fundamentally different travel mode
- New applications become self-sustaining market segments
  - Recent examples: mobile phones, digital cameras, mp3 players, etc.
- Low-level improvements appear as discrete high-level jumps
  - Capabilities cross thresholds, enabling new applications and uses

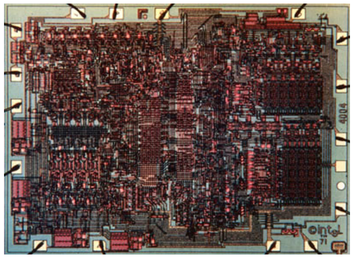
Revolution I: The Microprocessor

- **Microprocessor revolution**
  - One significant technology threshold was crossed in 1970s
  - Enough transistors (~25K) to put a 16-bit processor on one chip
  - Huge performance advantages: fewer slow chip-crossings
  - Even bigger cost advantages: one "stamped-out" component

- Microprocessors have allowed new market segments
  - Desktops, CD/DVD players, laptops, game consoles, set-top boxes, mobile phones, digital camera, mp3 players, GPS, automotive

- And replaced incumbents in existing segments
  - Microprocessor-based system replaced supercomputers, "mainframes", "minicomputers", etc.

First Microprocessor

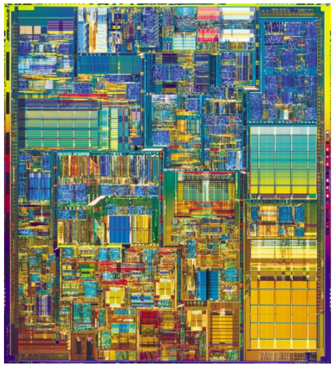


- Intel 4004 (1971)
  - Application: calculators
  - Technology: 10000 nm

  - 2300 transistors
  - 13 mm^2
  - 108 KHz
  - 12 Volts

  - 4-bit data
  - Single-cycle datapath

Pinnacle of Single-Core Microprocessors



- Intel Pentium4 (2003)
  - Application: desktop/server
  - Technology: 90nm (1/100x)

  - 55M transistors (20,000x)
  - 101 mm^2 (10x)
  - 3.4 GHz (10,000x)
  - 1.2 Volts (1/10x)

  - 32/64-bit data (16x)
  - 22-stage pipelined datapath
  - 3 instructions per cycle (superscalar)
  - Two levels of on-chip cache
  - data-parallel vector (SIMD) instructions, hyperthreading

Tracing the Microprocessor Revolution

- How were growing transistor counts used?

- Initially to widen the datapath
  - 4004: 4 bits → Pentium4: 64 bits

- … and also to add more powerful instructions
  - To amortize overhead of fetch and decode
  - To simplify programming (which was done by hand then)

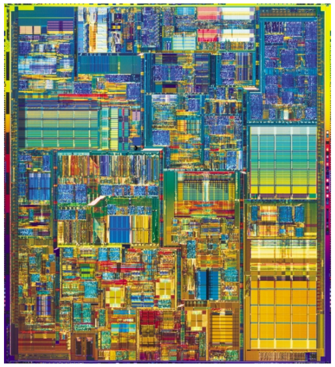
Revolution II: Implicit Parallelism

- Then to **extract implicit instruction-level parallelism**
  - Hardware provides parallel resources, figures out how to use them
  - Software is oblivious

- Initially using pipelining …
  - Which also enabled increased clock frequency
- … caches …
  - Which became necessary as processor clock frequency increased
- … and integrated floating-point
- Then deeper pipelines and branch speculation
- Then multiple instructions per cycle (superscalar)
- Then dynamic scheduling (out-of-order execution)

- We will talk about these things

Pinnacle of Single-Core Microprocessors

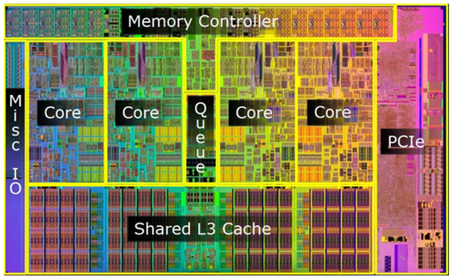


- Intel Pentium4 (2003)
  - Application: desktop/server
  - Technology: 90nm (1/100x)

  - 55M transistors (20,000x)
  - 101 mm^2 (10x)
  - 3.4 GHz (10,000x)
  - 1.2 Volts (1/10x)

  - 32/64-bit data (16x)
  - 22-stage pipelined datapath
  - 3 instructions per cycle (superscalar)
  - Two levels of on-chip cache
  - data-parallel vector (SIMD) instructions, hyperthreading

Modern Multicore Processor



- Intel Core i7 (2009)
  - Application: desktop/server
  - Technology: 45nm (1/2x)

  - 774M transistors (12x)
  - 296 mm^2 (3x)
  - 3.2 GHz to 3.6 Ghz (~1x)
  - 0.7 to 1.4 Volts (~1x)

  - 128-bit data (2x)
  - 14-stage pipelined datapath (0.5x)
  - 4 instructions per cycle (~1x)
  - Three levels of on-chip cache
  - data-parallel vector (SIMD) instructions, hyperthreading
  - **Four-core multicore** (4x)

Revolution III: Explicit Parallelism

- Then to support **explicit data & thread level parallelism**
  - Hardware provides parallel resources, software specifies usage
  - Why? diminishing returns on instruction-level-parallelism

- First using (subword) vector instructions…, Intel's SSE
  - One instruction does four parallel multiplies

- … and general support for multi-threaded programs
  - Coherent caches, hardware synchronization primitives

- Then using support for multiple concurrent threads on chip
  - First with single-core multi-threading, now with multi-core

- Graphics processing units (GPUs) are highly parallel
  - Converging with general-purpose processors (CPUs)?

To ponder…

Is this decade's
"**multicore revolution**"
comparable to the original
"**microprocessor revolution**"?

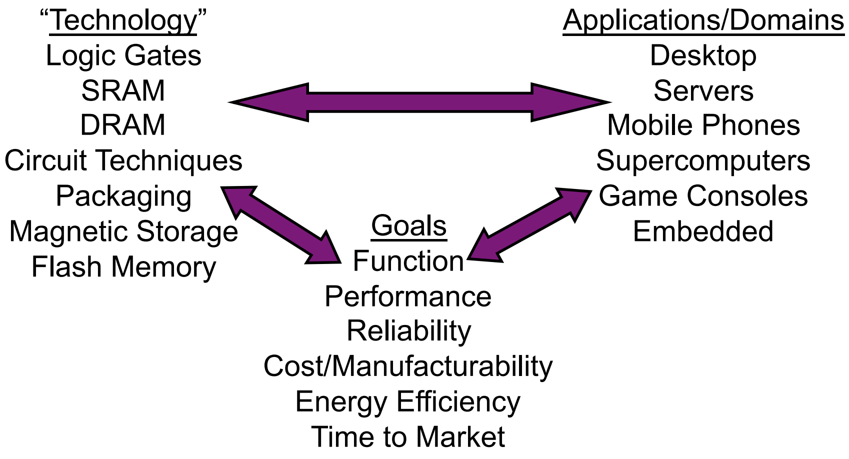
Technology Disruptions

- Classic examples:
  - The transistor
  - Microprocessor
- More recent examples:
  - Multicore processors
  - Flash-based solid-state storage
- Near-term potentially disruptive technologies:
  - Phase-change memory (non-volatile memory)
  - Chip stacking (also called 3D die stacking)
- Disruptive "end-of-scaling"
  - "If something can't go on forever, it must stop eventually"
  - Can we continue to shrink transistors for ever?
  - Even if more transistors, not getting as energy efficient as fast

Managing This Mess

- Architect must consider all factors
  - Goals/constraints, applications, implementation technology
- Questions
  - How to deal with all of these inputs?
  - How to manage changes?
- Answers
  - Accrued institutional knowledge (stand on each other's shoulders)
  - Experience, rules of thumb
  - Discipline: clearly defined end state, keep your eyes on the ball
  - **Abstraction and layering**

Recap: Constant Change



"Technology"
Logic Gates
SRAM
DRAM
Circuit Techniques
Packaging
Magnetic Storage
Flash Memory

Applications/Domains
Desktop
Servers
Mobile Phones
Supercomputers
Game Consoles
Embedded

Goals
Function
Performance
Reliability
Cost/Manufacturability
Energy Efficiency
Time to Market

Experimental Motivation

In-Class Exercise

- Consider a binary tree
  - Left & right pointers
  - Integer value keys
  - Initialized to be fully balanced

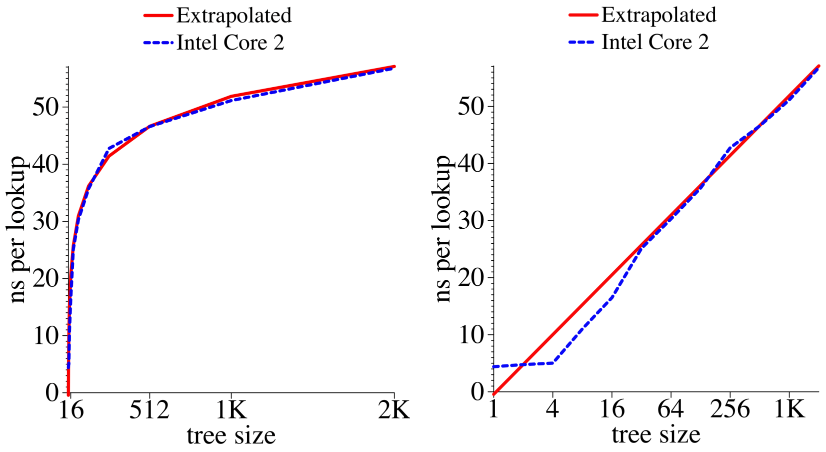
```
while (node != NULL) {
   if (node->m_data == value) {
      return node;
   } else if (node->m_data < value){
     node = node->m_right;
   } else {
     node = node->m_left;
   }
 }
```

- Question#1:
  - The average lookup time for tree of size 1024 (1K = 2^{10}) is 50ns
  - What about for a a tree of size 1,048,576 (1M = 2^{20})?
- Question #2:
  - For each item in a tree, look it up (repeatedly)
  - What is the expected distribution of lookup times over all items
    - For a tree with height *h*
    - That is, what does the histogram of lookup times look like?

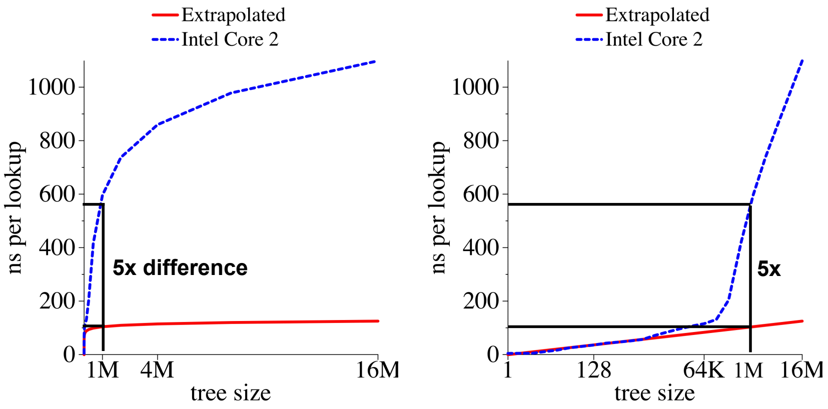
Limits of Abstraction: Question #1

- Question#1:
  - The average lookup time for tree of size 1024 (1K) is 50ns
  - What is the expected lookup time for a tree of size 1048576 (1M)?
- Analysis (from what you know from 121, 240, 320):
  - 1024 is $2^{10,}$ 1048576 is 2^{20}
  - Binary search is O(log *n*)
  - Based on that, it will take roughly twice as long to lookup in a 2^{20} tree than a 2^{10} tree
  - Expected time: 100ns
- Let's evaluate this ***experimentally***
  - Experiment: create a balanced tree of size *n*, lookup a random node 100 million times, find the average lookup time, repeat

Average Time per Lookup

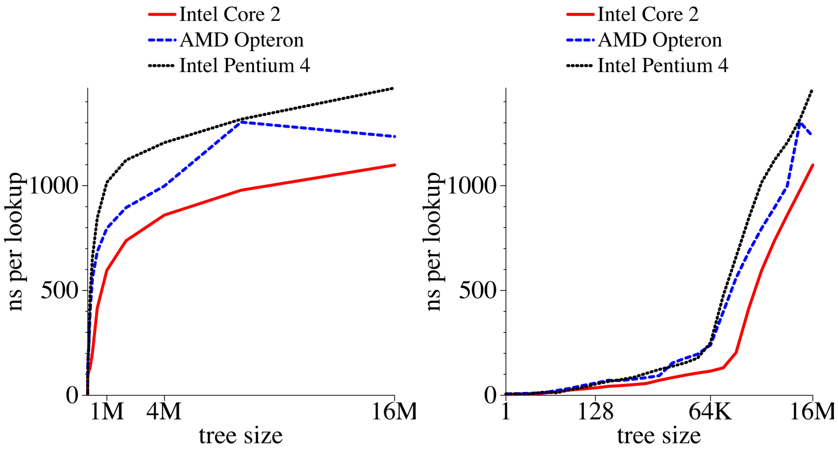


Average Time per Lookup

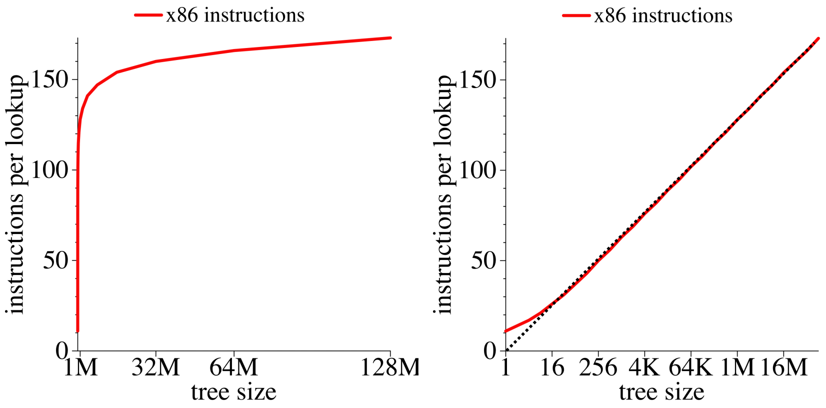


What is going on here?

Average Time per Lookup



Average *Instructions* per Lookup



So number of instructions isn't the problem

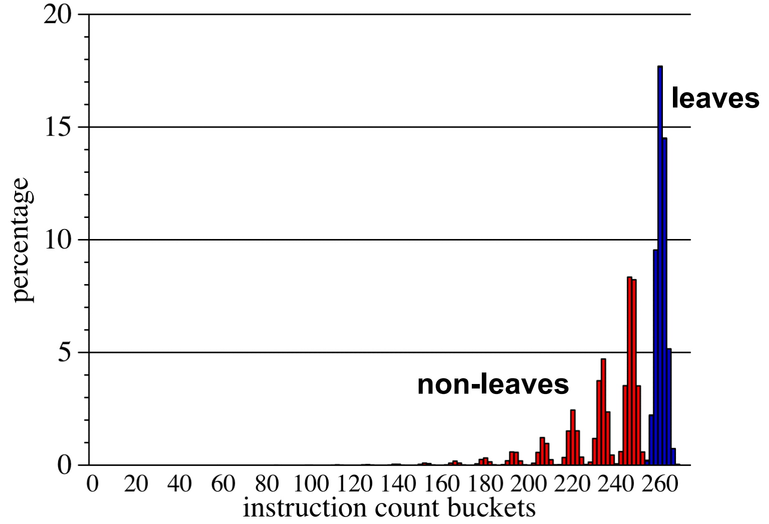
Question #1 Discussion

- Analytical answer assuming O(log n)
  - 2^{10} to 2^{20} will have 2x slowdown
- Experimental result
  - 2^{10} to 2^{20} has a 10x slowdown
- 5x gap in expected from experimental!
- What is going on?
  - Modern processor have "fast" and "slow" memories
    - Fast memory is called a "cache"
  - As tree gets bigger, it doesn't fit in fast memory anymore
  - Result: average memory access latency becomes slower

Limits of Abstraction: Question #2

- Question #2:
  - What is the expected distribution of lookup times?
  - That is, for a tree with height *h*, what is the histogram of repeatedly looking up a random value in the tree?
- Analysis:
  - 50% of nodes are at level *n* (leaves), slowest
  - 25% of nodes are at level *n-1,* a bit faster
  - 12.5% of nodes are at level *n-2*, a bit faster yet
  - 6.25%, 3%, 1.5%…
- Let's evaluate this experimentally
  - Experiment: create a balanced tree of size 2^{19}, for each node, lookup it up 100 million times (consecutively), calculate lookup time for each node, create a histogram

Instruction count distribution
Tree size is 2^{19}

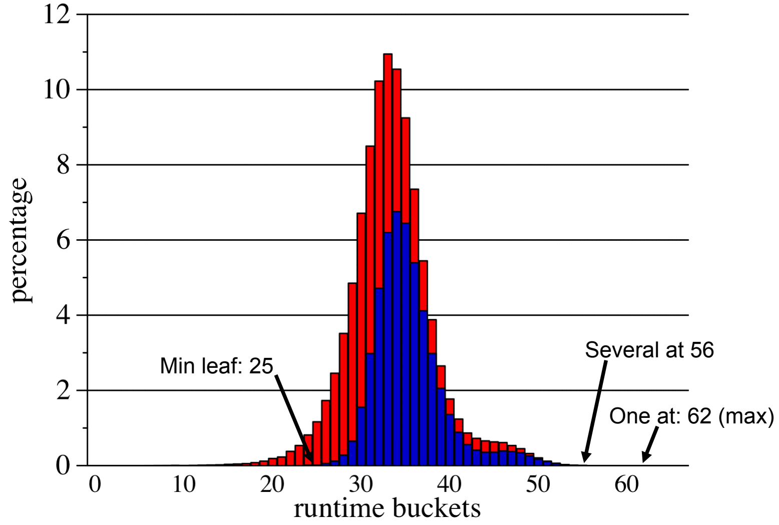


leaves

non-leaves

What about runtime? (not instructions)

Runtime distribution - Intel Core2
Tree size is 2^{19}



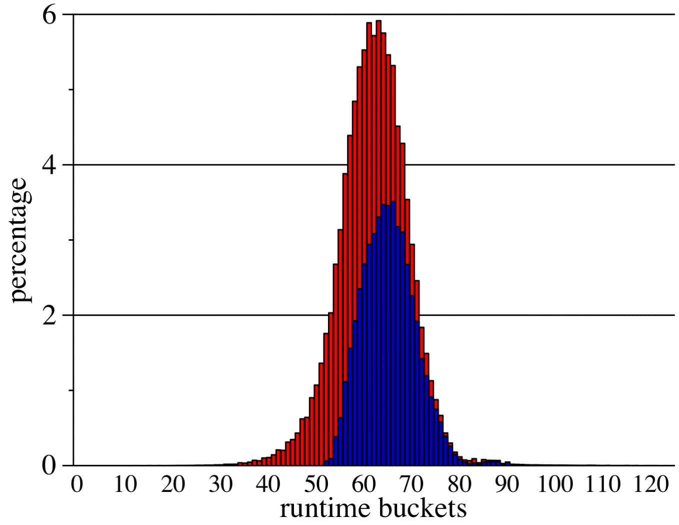
Min leaf: 25

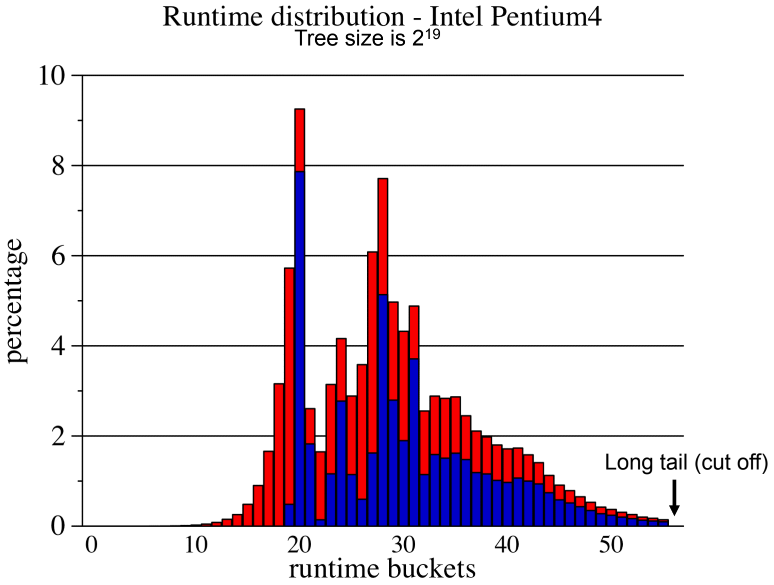
Several at 56

One at: 62 (max)

What is going on here?

Runtime distribution - AMD Opteron
Tree size is 2^{19}

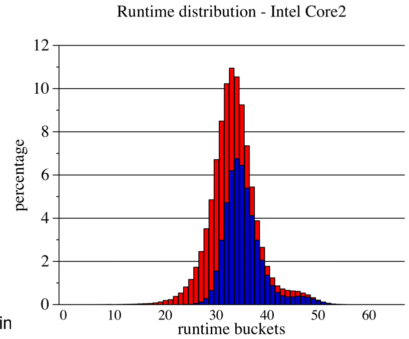




Long tail (cut off)

Fastest and Slowest Leaf Nodes (Core2)

- Expectation:
  - Let's just consider the leaves
  - Same depth, similar instruction count -> similar runtime
- Some of the fastest leaves (all ~24): L = Left, R = Right
  - LLLLLLLLLLLLLLLLLL
  - LLLLLLLLLLLLLLLLLR (or any with one "R")
  - LLRRLLRRLLRRLLRRLL
  - LLRRLRLRLRLRLRLRLR
  - LLRRRLRLLRRRLRLLRR
- RRRRRRRRRRRRRRRRRR
  - was worst than average (~41)
- Some of the slowest leaves:
  - RRRRLRRRRLRLRRLLLL (~62)
  - RRRRLRRRRRRLLLRRRL (~56)
  - RRRRRLRRRLRRLRLRLL (~56)

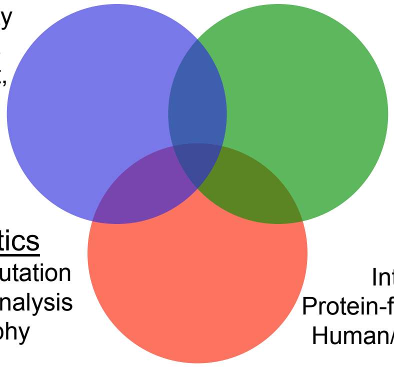


Question #2 Discussion

- Analytical expectation
  - 50%, 25%, 12.5%, 6.25%, 3%, 1.5%…
  - All leaf nodes with similar runtime
- Experimental result
  - Significant variation, position in tree matters
  - All "left" is fastest, all "right" is slow, but not the slowest
  - Pattern of left/right seems to matter significantly
- What is going on?
  - "Taken" branches are slower than "non-taken" branches
  - Modern processors learn and *predict* branch directions over time
    - Can detect simple patterns, but not complicated ones
  - Result: exact branching behavior matters

Computer Science as an Estuary

Where does CIS371 fit into computer science?
most engineering, some science



Engineering
Design
Handling complexity
Real-world impact
Examples: Internet,
microprocessor

Science
Experiments
Hypothesis
Examples:
Internet behavior,
Protein-folding supercomputer
Human/computer interaction

Mathematics
Limits of computation
Algorithms & analysis
Cryptography
Logic
Proofs of correctness

Other Issues
Public policy, ethics, law, security

For Next Time…

- Sign up for CIS371 on Piazza
- Start to form a lab group
- Read Chapter 1 of the textbook