

Computer Architecture

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Rutgers University

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Computer Architecture

Curiosity

Computer science

Computer systems

Community

The students

The instructors

Learning

Preview of syllabus

Expectations

Accessing the class & resources

Lecture and short quizzes

Midterm and final exams

Programming assignments

Academic honesty and integrity

A New Golden Age for Computer Architecture

Accessing iLab Linux machines

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Warm up questions

1. What are some fundamental concepts in computer science?
2. How does a computer work?
3. How will computers work in the near and far future?

What this class is about: abstractions

Intermediate courses in computer science:

CS 112: Data structures

learned about how to store data and manipulate data with algorithms

CS 205/206: Discrete structures

learn about the discrete and continuous mathematics that govern computer science

CS 211: Computer architecture

learn about the abstractions that make programs run on computer building blocks

CS 213: Software methodology

learn how to organize complex programs

CS 214: Systems programming

learn how to interact with the operating system and network

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What are the parts of a computer?

1. What are the parts of a computer?

What are the parts of a computer?

- ▶ Central Processing Unit
- ▶ Registers
- ▶ Caches
- ▶ Memory
- ▶ File Systems
- ▶ Network
- ▶ Screen
- ▶ User interfaces
- ▶ GPU
- ▶ FPGA
- ▶ ASIC
- ▶ Circuit boards
- ▶ Chips
- ▶ Integrated circuits
- ▶ Logic gates
- ▶ Transistors

What are desirable properties for computers?

1. What are desirable properties for computers?
2. What are undesirable properties for computers?

What are desirable properties for computers?

- ▶ Correctness
- ▶ Performance
- ▶ Efficiency
- ▶ Security and privacy
- ▶ Fairness
- ▶ Positively impacts human condition

Important computing abstractions

Abstractions

A way to hide the details of an underlying system so that you (users & programmers) can be more creative.

Low-level programming

C, assembly language, machine code, instruction set architecture

The memory hierarchy

File system, main memory, caches, data representations

Digital logic

Pipelines, registers, flip flops, arithmetic units, gates

The entirety of computing's impact on society is built on these foundations

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The students

Take a look around to meet your fellow students.

As of today, 143 registered students.

- ▶ $\approx$ 10 seniors, $\approx$ 50 juniors, $\approx$ 80 sophomores, $\approx$ 5 first-years
- ▶ $\approx$ 30 CS, $\approx$ 5 ITI, $\approx$ 5 finance, $\approx$ 5 data science, $\approx$ 5 BAIT, $\approx$ 5 math, $\approx$ 100 undeclared, among many others

There are opportunities and challenges in large classes.

Welcome all to class

- ▶ In this class, we welcome diverse backgrounds and viewpoints spanning various dimensions: race, national origin, gender, sexuality, disability status, class, religious beliefs
- ▶ We will treat each other with respect and strive to create a safe environment to exchange questions and ideas.

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Prof. Yipeng Huang
yipeng.huang@rutgers.edu

Teaching assistants

- ▶ TBA
- ▶ TAs are students like you.

Recitation and office hours information will be here:

[https://rutgers.instructure.com/courses/404708/pages/
recitation-and-office-hour-information](https://rutgers.instructure.com/courses/404708/pages/recitation-and-office-hour-information)

Prof. Yipeng Huang

<https://people.cs.rutgers.edu/yipeng.huang>

My research is in abstractions that allow us to use novel computer architectures such as quantum and analog computers.

- ▶ I am looking for students who want to pursue research projects.
- ▶ I also teach CS 558/443—Quantum Computing: Programs and Systems
- ▶ Hardware accelerators for numerical methods
- ▶ Compilation of quantum circuits for quantum chemistry and optimization
- ▶ Benchmarking novel quantum error correction codes
- ▶ PhD Dissertation: Hybrid Analog-Digital Co-Processing for Scientific Computation.

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What this class is about

Course objective

Sustain and enhance your (the student's) interest and confidence in computer science.

Specific learning goals

Throughout the course, students will learn about important computing abstractions, such as low-level programming, data representations, the memory hierarchy, and digital logic, through case studies that are representative of real-world computer systems.

In other words

Computers are engineering products. You, as a computer scientist, are in control of and must understand the computer system.

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Low-level programming: C

Learn a new and foundational programming language.

```
#include <stdio.h>
```

```
int main() {
```

```
    printf("Hello, World!");
```

```
    return 0;
```

```
}
```

```
https://www.tiobe.com/tiobe-index/
```

Data representations

```
void show_squares()
{
    int x;
    for (x = 5; x <= 5000000; x*=10)
        printf("x = %d x^2 = %d\n", x, x*x);
}
```

x =	5	x ² =	25
x =	50	x ² =	2500
x =	500	x ² =	250000
x =	5000	x ² =	25000000
x =	50000	x ² =	-1794967296
x =	500000	x ² =	891896832
x =	5000000	x ² =	-1004630016

- Numbers are represented using a finite word size
- Operations can overflow when values too large
 - But behavior still has clear, mathematical properties

Figure: Credit: Computer Systems: A Programmer's Perspective

More impactful than ever

Flawless knowledge of how data is encoded in computers is even more important as data becomes voluminous and makes even more impactful decisions.

Low-level programming: assembly

Study the interface between software and hardware.

```
MOV EAX, [EBX]    ; Move the 4 bytes in memory at the address cont
```

```
MOV [ESI+EAX], CL ; Move the contents of CL into the byte at addr
```

```
MOV DS, DX        ; Move the contents of DX into segment register
```

An engineering product with impact on the scale of a century

The memory hierarchy

Computer Memory Hierarchy

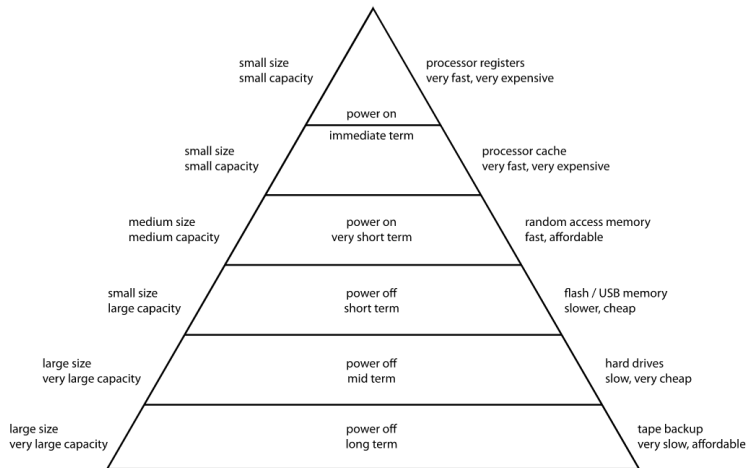


Figure: Credit: wikimedia

The memory hierarchy

```
void copyij(int src[2048][2048],
            int dst[2048][2048])
{
    int i,j;
    for (i = 0; i < 2048; i++)
        for (j = 0; j < 2048; j++)
            dst[i][j] = src[i][j];
}
```

4.3 ms

```
void copyji(int src[2048][2048],
            int dst[2048][2048])
{
    int i,j;
    for (j = 0; j < 2048; j++)
        for (i = 0; i < 2048; i++)
            dst[i][j] = src[i][j];
}
```

81.8 ms

19 times slower!

(Measured on 2 GHz
Intel Core i7 Haswell)

- Hierarchical memory organization
- Performance depends on access patterns
 - Including how step through multi-dimensional array

Figure: Credit: Computer Systems: A Programmer's Perspective

If this is one of a few computer systems classes you take...

This is what I want you to know

- ▶ Computers are engineering products designed in detail by people
- ▶ All computing and its impact on society involve hardware and software
- ▶ Studying today's computers enables building future computers

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Canvas

Announcements, lecture slides, videos, quizzes, assignments, and submissions.

<https://rutgers.instructure.com/courses/404708>

Long-range syllabus

Reading and programming assignment plan.

<https://yipenghuang.com/teaching/2026-fall-211/>

Textbooks

- ▶ Modern C: <https://gustedt.gitlabpages.inria.fr/modern-c/>
- ▶ Bryant and O'Hallaron. Computer Systems: A Programmer's Perspective. Prentice Hall. 3rd edition.

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Lecture and short quizzes

Lectures

- ▶ In-person attendance here in Lucy Stone A102 is expected. If you are sick or have an emergency, use the Zoom live stream and recording.
- ▶ It benefits your learning to attend live, ask questions and keep up.
- ▶ Videos will be posted within one day, access link on Canvas.

Short quizzes (5% of course grade)

- ▶ Ensure that you keep up with the class and check on basic concepts from previous week, and to collect feedback.
- ▶ One hour for quiz, max two attempts, open for set time window.

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Midterm and final exams

Midterm exam (15% of course grade)

- ▶ Friday, October 30 class period midterm exam
- ▶ Will be on C programming and data representations.
- ▶ Best way to prepare will be to master the programming assignments and quizzes.

Final exam (25% of course grade)

- ▶ Tuesday, December 15 designated exam time: 4pm – 7pm.
- ▶ Standard final exam block time assigned by the registrar.
- ▶ Cumulative of whole course.
- ▶ Best way to prepare will be to master the programming assignments and quizzes.

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Programming assignments (55% of course grade)

Students will apply essential knowledge about computer systems to modify and create new low-level software and hardware implementations via hands-on programming exercises.

0. Setting up your programming environment (1% of course grade)
 1. A new language: C (4% of course grade)
 2. Review of data structures and algorithms in C (10% of course grade)
 3. Everything is a number, numbers are bits and bytes (10% of course grade)
 4. How programs are represented and run in computers (10% of course grade)
 5. How to create the illusion of fast and big memory (10% of course grade)
 6. How to build computers from simple logic (10% of course grade)

Programming assignments

ilab

- ▶ All students need access to ilab to compile, run, and test programs in Linux.

Piazza

- ▶ Ask all questions if possible on Piazza.
- ▶ If you send the instructor or any of the TAs an email that is better addressed on Piazza, we will kindly ask you to repost your question on Piazza and we will answer it there.

Programming assignments

Automatic compiling, testing, and grading

- ▶ It is important to carefully follow the specified output formats so that the testing framework can validate your program.

Submit on Canvas

- ▶ Start early.
- ▶ You can submit as many times as you wish.
- ▶ We will not accept late assignments; the deadline will be enforced by Canvas.

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Importance of writing your own code

INEFFECTIVE SORTS

```
DEFINE HALFHEARTEDMERGESORT(LIST):  
    IF LENGTH(LIST) < 2:  
        RETURN LIST  
    PIVOT = INT(LENGTH(LIST) / 2)  
    A = HALFHEARTEDMERGESORT(LIST[:PIVOT])  
    B = HALFHEARTEDMERGESORT(LIST[PIVOT:])  
    // UMMMMMM  
    RETURN [A, B] // HERE. SORRY.
```

```
DEFINE FASTBOGOSORT(LIST):  
    // AN OPTIMIZED BOGOSORT  
    // RUNS IN  $O(N \log N)$   
    FOR N FROM 1 TO LOG(LENGTH(LIST)):  
        SHUFFLE(LIST):  
        IF ISORTED(LIST):  
            RETURN LIST  
    RETURN "KERNEL PAGE FAULT (ERROR CODE: 2)"
```

```
DEFINE JOBININTERVIEWQUICKSORT(LIST):  
    OK SO YOU CHOOSE A PIVOT  
    THEN DIVIDE THE LIST IN HALF  
    FOR EACH HALF:  
        CHECK TO SEE IF IT'S SORTED  
        NO, WAIT, IT DOESN'T MATTER  
        COMPARE EACH ELEMENT TO THE PIVOT  
        THE BIGGER ONES GO IN A NEW LIST  
        THE EQUAL ONES GO INTO, UH  
        THE SECOND LIST FROM BEFORE  
        HANG ON, LET ME NAME THE LISTS  
        THIS IS LIST A  
        THE NEW ONE IS LIST B  
        PUT THE BIG ONES INTO LIST B  
        NOW TAKE THE SECOND LIST  
        CALL IT LIST, UH, A2  
        WHICH ONE WAS THE PIVOT IN?  
        SCRATCH ALL THAT  
        IT JUST RECURSIVELY CALLS ITSELF  
        UNTIL BOTH LISTS ARE EMPTY  
        RIGHT?  
        NOT EMPTY, BUT YOU KNOW WHAT I MEAN  
        AM I ALLOWED TO USE THE STANDARD LIBRARIES?
```

```
DEFINE PANICSORT(LIST):  
    IF ISORTED(LIST):  
        RETURN LIST  
    FOR N FROM 1 TO 10000:  
        PIVOT = RANDOM(0, LENGTH(LIST))  
        LIST = LIST[PIVOT:] + LIST[:PIVOT]  
    IF ISORTED(LIST):  
        RETURN LIST  
    IF ISORTED(LIST):  
        RETURN LIST  
    IF ISORTED(LIST): // THIS CAN'T BE HAPPENING  
        RETURN LIST  
    IF ISORTED(LIST): // COME ON COME ON  
        RETURN LIST  
    // OH JEEZ  
    // I'M GONNA BE IN SO MUCH TROUBLE  
    LIST = []  
    SYSTEM("SHUTDOWN -H +5")  
    SYSTEM("RM -RF ./")  
    SYSTEM("RM -RF ~/./*")  
    SYSTEM("RM -RF /")  
    SYSTEM("RD /S /Q C:\*") // PORTABILITY  
    RETURN [1, 2, 3, 4, 5]
```

The path to expertly read and debug code involves writing code.

Figure: Credit: xkcd.com/1185

Academic honesty and integrity

Study and practice programming to *learn*

- ▶ We adopt the collaboration guidelines table set by CS 112 Data Structures
<https://ds.cs.rutgers.edu/>
- ▶ You are encouraged to discuss the homework with your classmates on Piazza.
- ▶ You are encouraged to research and study concepts online.

Importance of writing your own code

- ▶ But, you must not disclose your code or see your classmates' code.
- ▶ You cannot look at answers online that are obviously specific to this class.
- ▶ Finding your own solution and writing and debugging your own code is vital to your learning. Copying someone else's code short-circuits this process.
- ▶ We will use automatic tools to detect identical or similar submissions.

Rutgers Academic Integrity Policy

- ▶ <https://nbacademicintegrity.rutgers.edu/students>
- ▶ Every offense will be reported to office of student conduct.

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Learning goal

At the end of this course, students should have the preliminary skills to design and evaluate solutions involving the computer software-hardware interface to address new problems.

¹<https://cacm.acm.org/magazines/2019/2/234352-a-new-golden-age-for-computer-architecture/fulltext>

History: computer architecture abstractions drove digital revolution

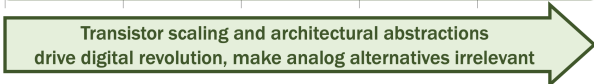
	1940s	1950s	1960s	1970s	1980s	1990s	2000s	2010s
Analog continuous-time computing	Analog computers for rocket and artillery controllers.	Analog computers for field problems. 	1 st transistorized analog computer. 	Analog-digital hybrid computers.	...			
Digital discrete-time computing	Turing's <i>Bomba</i> .	1 st transistorized digital computer.	Moore's law projection for transistor scaling.	Dennard's scaling for transistor power density.	VLSI democratized.			
	Stored program computer.	Microprogram ming.	Instruction set architecture.	Reduced instruction set computers.	Architecture abstraction milestones			
								

Figure: Emerging Architectures for Humanity's Grand Challenges, Yipeng Huang

History: computer architecture abstractions drove digital revolution

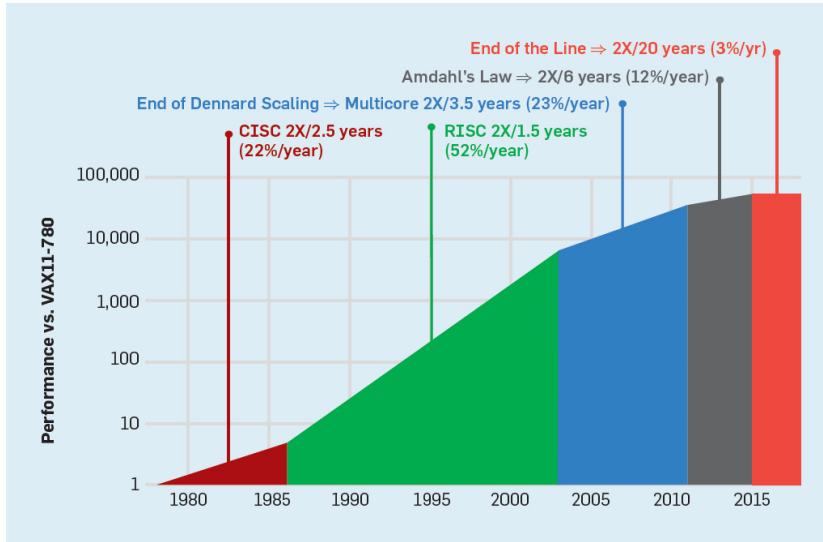


Figure: Credit: A New Golden Age for Computer Architecture

Present: power constraints driving diverse computer architectures

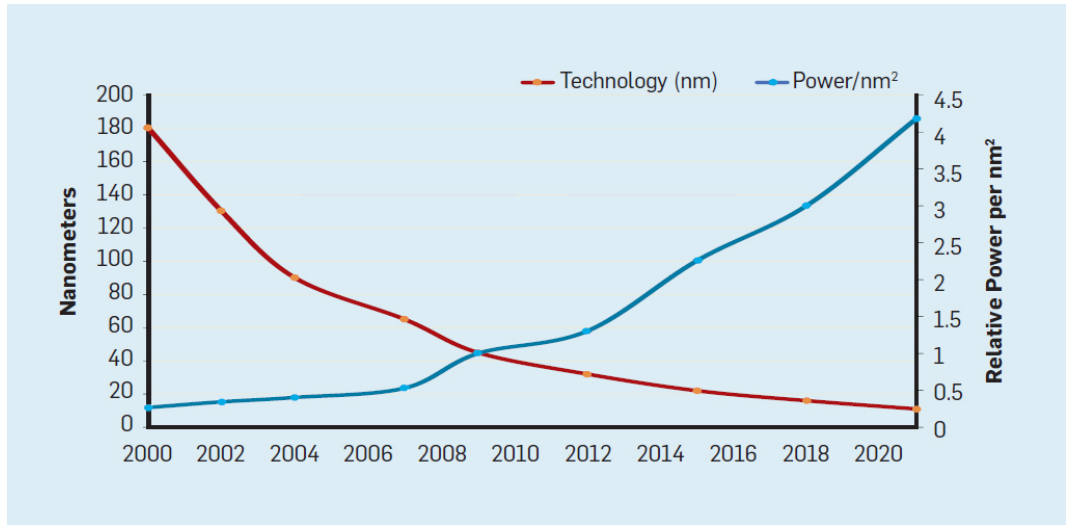


Figure: Credit: A New Golden Age for Computer Architecture

Present: power constraints driving diverse computer architectures

	1940s	1950s	1960s	1970s	1980s	1990s	2000s	2010s
Analog continuous-time computing	Analog computers for rocket and artillery controllers.	Analog computers for field problems. 	1 st transistorized analog computer. 	Analog-digital hybrid computers.	...			
Digital discrete-time computing	Turing's <i>Bomba</i> . Stored program computer.	1 st transistorized digital computer. Microprogramming.	Moore's law projection for transistor scaling. Instruction set architecture.	Dennard's scaling for transistor power density. Reduced instruction set computers.	VLSI democratized.	FPGAs introduced. GPUs introduced. Heterogenous architectures		
						End of Dennard's scaling. CPUs go multicore.	Cloud FPGAs: Microsoft Catapult. Amazon F1.	ASICs: Google TPUs. DE Shaw Research Anton.

Transistor scaling and architectural abstractions drive digital revolution, make analog alternatives irrelevant

Scaling challenges drive heterogenous architectures

Figure: Emerging Architectures for Humanity's Grand Challenges, Yipeng Huang

Present: a rapidly evolving and influential field of study

Heterogeneity

Multicore CPUs, GPUs, FPGAs, ASICs, TPUs

Energy conservation

Laptop and phone battery life, datacenter energy consumption

Security

Spectre / Meltdown

Virtualization

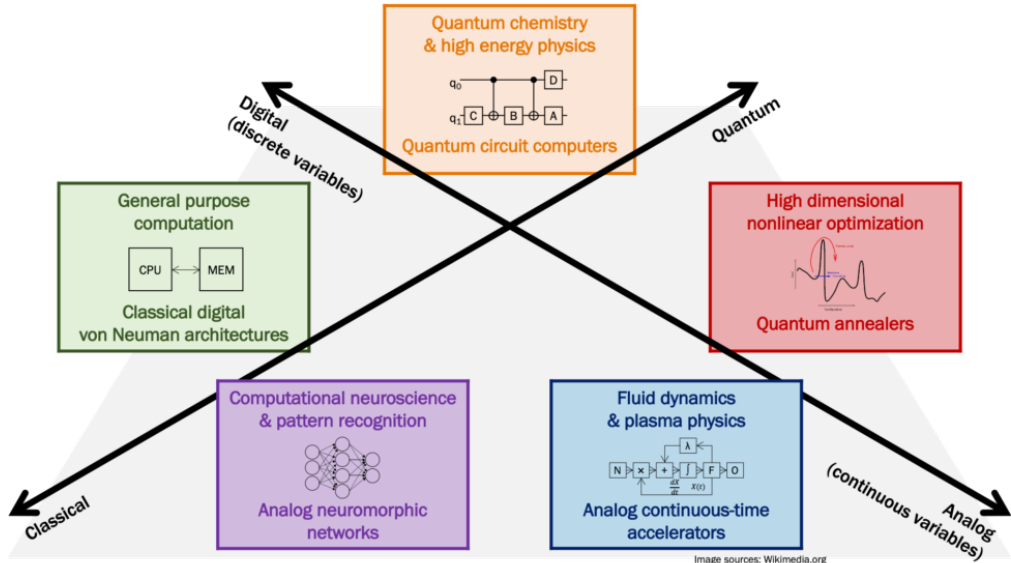
Docker, Amazon AWS

Present: a rapidly evolving and influential field of study

CS 211 lays foundations for many areas of computer systems and science

- ▶ Internet technology
- ▶ Security
- ▶ Distributed systems
- ▶ Database implementation
- ▶ Parallel programming
- ▶ Operating systems
- ▶ Systems programming
- ▶ Programming languages and compilers

Future: post-Moore's Law computer architectures

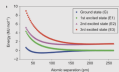


Future: post-Moore's Law computer architectures

Nonlinear
scientific
computation



Quantum
simulation &
optimization



**New and extreme
workload challenges**

**Multicore CPUs, GPUs,
FPGAs, ASICs,
analog, quantum,
etc.**

**Limitations in
transistor scaling**

Dennard's
scaling
already
ended

Moore's law
increasingly
costly to
sustain

Open challenges in emerging architectures:

Problem abstractions

- How do you accurately solve big problems?

Programming abstractions

- Can you borrow ideas from conventional computing?

Architecture abstractions

- How to interface with the unconventional hardware?

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Why use Linux?

Do you have Linux? Trick question...

Why use Linux?

- ▶ Stable
- ▶ Open source
- ▶ Flexible: all form factors (wearables, IoT, Raspberry Pi, Roku, Android, laptops, iLab, web hosting, warehouse-scale datacenters)
- ▶ A critical piece of infrastructure for practicing computer science

Key steps to get going

1. **Activate account:** <https://services.cs.rutgers.edu/accounts/>
2. **Familiarize yourself with CS department infrastructure:** <https://resources.cs.rutgers.edu/docs/new-users/beginners-info/>
3. **Use what you are familiar with to log onto iLab remotely. Command line:** Windows command line, macOS, terminal, PuTTY. **Graphical:** X2Go... <https://resources.cs.rutgers.edu/docs/other/working-at-home/>
4. **Use what you are familiar with to move files. SCP, Filezilla, Cyberduck...** <https://resources.cs.rutgers.edu/docs/file-storage/accessing-files-remotely/>
5. **Use what you are familiar with to edit files. Vim, Emacs, other text editors, VS Code...**