

## Ed meme recap:




## Congrats! You finished all the assignments!

## Questions on lecture content? Or about cats?

## Stress

- 429 H is not an easy class
- Lots of new materials
- Unfamiliar programming environments
- Fast, often relentless pace
- Struggling in this course is normal
- There will be times you won't know the answer of the solution
- This is expected-we want we everyone to succeed, but the only way we can help is if you ask for it
- If you find yourself overly overwhelmed or spending more time on this class than you think you should be, please reach out to Dr. Gheith or the TAs
- We can help out as far as the class goes
- We can provide other resources where we are not able to help

Mental health resource available at UT

## Quiz everyone say REVIEW!

## Question 1 - Caleb

Total time: 6 hours

| Time | 0 | 1 | 2 | 3 | 4 | 5 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Washer 1000 | Wash $_{A}$ | Wash $_{B}$ | Wash $_{C}$ | Wash $_{D}$ | Wash $_{E}$ |  |
| Dryer 1000 |  | Dry $_{A}$ | Dry $_{B}$ | Dry $_{C}$ | Dry $_{D}$ | Dry $_{E}$ |

## Question 1 - Chris

Total time: 10 hours

| Time | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Washer <br> Dryer <br> 3000 | Wash $_{A}$ | Dry $_{A}$ | Wash $_{B}$ | Dry $_{B}$ | Wash $_{C}$ | Dry $_{C}$ | Wash $_{D}$ | Dry $_{D}$ | Wash $_{E}$ | Dry $_{E}$ |

## Question 1 - Alex

## 10 hours vs 11 hours

| Time | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Washer <br> Dryer <br> 4000 | Wash $_{A}$ <br> Dry $_{A}$ | Wash $_{B}$ <br> Dry $_{B}$ | Wash $_{C}$ <br> Dry $_{C}$ | Wash $_{D}$ <br> Dry $_{D}$ | Wash $_{E}$ <br> Dry $_{E}$ | Wash $_{F}$ <br> Dry $_{F}$ | Wash $_{G}$ <br> Dry $_{G}$ | Wash $_{H}$ <br> Dry $_{H}$ | Wash $_{I}$ <br> Dry $_{I}$ | Wash $_{J}$ <br> Dry $_{J}$ |


| Time | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Washer <br> 1000 | Wash $_{A}$ | Wash $_{B}$ | Wash $_{C}$ | Wash $_{D}$ | Wash $_{E}$ | Wash $_{F}$ | Wash $_{G}$ | Wash $_{H}$ | Wash $_{I}$ | Wash $_{J}$ |  |
| Dryer <br> 1000 |  | Dry $_{A}$ | Dry $_{B}$ | Dry $_{C}$ | Dry $_{D}$ | Dry $_{E}$ | Dry $_{F}$ | Dry $_{G}$ | Dry $_{H}$ | Dry $_{I}$ | Dry $_{J}$ |

## Question 1 - Willow $\mathbb{O}$ Jocelyn

Total time: 7.5 hours

| Time | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Washer $1000$ | Wash ${ }_{A}^{1}$ Wash | (wait) <br> Wash $_{c}{ }^{1}$ | Wash ${ }_{C}{ }^{2}$ (wait) | $\begin{aligned} & \text { Wash }_{E_{2}^{1}} \\ & \text { Wash }_{2} \end{aligned}$ | (wait) <br> Wash $_{G}{ }^{1}$ | Wash ${ }_{G}{ }^{2}$ (wait) | Wash ${ }_{1}^{1}$ Wash ${ }_{1}{ }^{2}$ |  |
| Washer Dryer 4000 | Wash $_{B}$ <br> $\mathrm{Dry}_{\mathrm{B}}$ | Dry $_{\text {A }}$ Wash $_{\text {D }}$ | $\begin{aligned} & \text { Dry }_{D} \\ & \text { Dry }_{C} \end{aligned}$ | Wash $_{F}$ <br> Dry $_{F}$ | Dry ${ }_{E}$ Wash $_{H}$ | $\begin{aligned} & \text { Dry }_{H} \\ & \text { Dry }_{G} \end{aligned}$ | Wash <br> Dry | Dry, |

## Question 2

begin_of_while:
mov \$1, i
begin_of_for:
code for inside of for loop
add \$1, i
cmp i, \$5
jl begin_of_for //i at this point, before jump
jmp begin_of_while

| $i=2$ | $i=3$ | $i=4$ | $i=5$ | $i=2$ | $i=3$ | $i=4$ | $i=5$ | $i=2$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 00 | 01 | 10 | 11 | 10 | 11 | 11 | 11 | 10 |

## Question 3

Dr. Gheith created the following Verilog module to perform the addition of two different integers. Propose three different inputs (don't just swap a_in and b_in) for a_in and b_in that effectively test the module? Explain why you selected these inputs?
module addition (input [7:0] a_in, input [7:0] b_in, output [7:0] out);

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| a_in | b_in |
| :--- | :--- |
| 11111111 | 11111111 |
| 11111111 | 00000001 |
| 11111111 | 00000000 |
| 00000000 | 00000000 |



1: mov \$2, \%rbx
2: add \%rax, \%rbx
3: mov (\%rdx), \%rcx
4: sub \%rcx, \%rbx // rbx = rbx - rcx
5: jmp on_a_trampoline on_a_trampoline:
6: mov \%rax, (\%rdx)
7: mov \%rbx, (\%rdx, \$0x10)
8: mov \%rcx, (\%rdx, \$0x20)
9: jnz \%rsi, the_abyss

| 0 |  |
| :--- | :--- |
| 1 |  |
| 2 | 0,1 |
| 3 |  |
| 4 | 2,3 |
| 5 |  |
| 6 | $0,3(\mathrm{WaR}), 5$ (control dependency) |
| 7 | 4,5 |
| 8 | 3,5 |
| 9 | 5 |

## Question 4

b. Assume that an instruction is evaluated in a single-cycle. How many cycles will a standard single-cycle processor take to complete this code (i.e. resolve the last jump)?

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c. Now also assume that all instructions are executed simultaneously when possible. How many cycles will an out-of-order processor take?

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## Final Project

## Final Project Info!

- work in groups of up to four people
- presentations will be April 25th and April 26th
- presentation scheduling is up to y'all to organize
- project final submission will be due April 29
- anything architecture related
- extend a project we already did
- something completely new
- project proposal - more info next slide
- p9 will likely ask for similar elements included in the proposal, plus any research or proof of concept
- form groups + ideas now


## Project Proposals

- Due April 15 th at $11: 59 \mathrm{pm}$
- Submit by making a public post on Ed Discussion
- Mention if you are looking for additional group members
- Feel free to leave positive comments or questions on others' proposals
- Tag proposals with "Project Proposal" tag
- Title:<team name> - <project name>
- Include team members, description of the project, timeline, and questions you might have


## Example

Team Members: Caleb Eden, Chris Hill, AlexHuang, Willow Stenglein, Jocelyn Zhang
Proposed work: Teach the freshmen about cats
Timeline:
4/19: Research cat facts and locate cats
$4 / 26$ : Take pictures of cats and start on presentation
4/29: Finish presentation; share with world

## Questions:

Are we allowed to bring a cat into discussion?

## What we are looking for in presentation

- Be prepared!!
- Have a backup plan if your live demo doesn't work
- Explain your work
- Provide background that is appropriate for CS429H students
- Ideally people will learn something about architecture from your presentation!
- Demonstrate what you did
- Show screenshots of results, live demos, whatever is appropriate for your project


## Final Project Ideas !!!

- We have posted a long list of project ideas on Ed
- Note: We have 2 FPGAs (maybe more) so please let us (and probably more importantly Gheith) know early if you'll want one!

Questions?

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