CS152 – Computer Architecture and Engineering

Lecture 5 – Performance and Design Process

2003-09-09

Dave Patterson
(www.cs.berkeley.edu/~patterson)

www-inst.eecs.berkeley.edu/~cs152/

Patterson Fall 2003 © UCB

Review

- **Critical Path** is longest among N parallel paths
- **Setup Time** and **Hold Time** determine how long Input must be stable before and after trigger clock edge
- **Clock skew** is difference between clock edge in different parts of hardware; it affects clock cycle time and can cause hold time, setup time violations
- **FSM** specify control symbolically
  - Moore machine easiest to understand, debug
  - "One hot" reduces decoding for faster FSM
- Die size affects both dies/wafer and yield

Patterson Fall 2003 © UCB

Outline this week

- Performance Review
  - Latency v. Throughput, CPI, Benchmarks
- Philosophy of Design
  - As decompsition ("divide and conquer")
  - As composition
  - As refinement
- MIPS ALU as example design (if time)
- Online Notebook (next lecture)
  - Capturing design and implementation process, decisions so that can understand evolution of design, fix bugs

Patterson Fall 2003 © UCB

Two Notions of "Performance"

Plane	DC to Paris	Top Speed	Passen-gers	Throughput (pmph)
Boeing 747	6.5 hours	610 mph	470	286,700
BAD/Sud Concorde	3 hours	1350 mph	132	178,200

- Which has higher performance?
- Time to deliver 1 passenger?
- Time to deliver 400 passengers?
- In a computer, time for 1 job called Response Time or Execution Time
- In a computer, jobs per day called Throughput or Bandwidth

Patterson Fall 2003 © UCB

Definitions

- Performance is in units of things per sec
  - bigger is better
- If we are primarily concerned with response time
  - performance(x) = $\frac{1}{\text{execution_time}(x)}$

" X is n times faster than Y" means

$$n = \frac{\text{Performance(X)}}{\text{Performance(Y)}}$$

Patterson Fall 2003 © UCB

What is Time?

- Straightforward definition of time:
  - Total time to complete a task, including disk accesses, memory accesses, I/O activities, operating system overhead, ...
  - "real time", "response time" or "elapsed time"
- Alternative: just time processor (CPU) is working only on your program (since multiple processes running at same time)
  - "CPU execution time" or "CPU time "
  - Often divided into system CPU time (in OS) and user CPU time (in user program)

Patterson Fall 2003 © UCB

How to Measure Time?

- User Time $\Rightarrow$ seconds
- CPU Time: Computers constructed using a clock that runs at constant rate
  - These discrete time intervals called clock cycles (or informally clocks or cycles)
  - Length of clock period: clock cycle time (e.g., 250 picoseconds or 250 ps) and clock rate (e.g., 4 gigahertz, or 4 GHz), which is the inverse of the clock period; use these!

Patterson Fall 2003 © UCB

Measuring Time using Clock Cycles (1/2)

° CPU execution time for program

= Clock Cycles for a program
x Clock Cycle Time

° or

$$= \frac{\text{Clock Cycles for a program}}{\text{Clock Rate}}$$

Patterson Fall 2003 © UCB

Measuring Time using Clock Cycles (2/2)

° One way to define clock cycles:

Clock Cycles for program

= Instructions for a program
(called "Instruction Count")

x Average Clock cycles Per Instruction
(abbreviated "CPI")

° CPI one way to compare two machines with same instruction set, since Instruction Count would be the same

Patterson Fall 2003 © UCB

Performance Calculation (1/2)

- CPU execution time for program
  = Clock Cycles for program
  x Clock Cycle Time

- Substituting for clock cycles:

CPU execution time for program
= (Instruction Count x CPI)
x Clock Cycle Time

= Instruction Count x CPI x Clock Cycle Time

Patterson Fall 2003 © UCB

Performance Calculation (2/2)

$$\text{CPU time} = \frac{\text{Instructions}}{\text{Program}} \times \frac{\text{Cycles}}{\text{Instruction}} \times \frac{\text{Seconds}}{\text{Cycle}}$$

$$\text{CPU time} = \frac{\text{Instructions}}{\text{Program}} \times \frac{\text{Cycles}}{\text{Instruction}} \times \frac{\text{Seconds}}{\text{Cycle}}$$

$$\text{CPU time} = \frac{\text{Instructions}}{\text{Program}} \times \frac{\text{Cycles}}{\text{Instruction}} \times \frac{\text{Seconds}}{\text{Cycle}}$$

$$\text{CPU time} = \frac{\text{Seconds}}{\text{Program}}$$

- Product of all 3 terms: if missing a term, can't predict time, the real measure of performance

Patterson Fall 2003 © UCB

Administrivia

- HW #1 Due Wed 9/10 by 5 PM
  - 3 homework boxes (1 / section) in 283 Soda
- Lab #2 done in pairs since 15 FPGA boards, 33 PCs. Due Monday 9/15
- Form 4 or 5 person teams by Friday 9/12
  - Who have full teams? Needs teammates?
- Office hours in Lab
  - Mon 5 – 6:30 Jack, Tue 3:30-5 Kurt, Wed 3 – 4:30 John
- Dave's office hours Tue 3:30 – 5

Patterson Fall 2003 © UCB

Computers in the Real World

° Problem: IB Prof. Dawson monitors redwoods by climbing trees, stringing miles of wire, placing printer sized data logger in tree, collect data by climbing trees (300' high)

http://www.berkeley.edu/news/media/releases/2003/07/28_redwood.shtml

Solution: CS Prof. Culler proposes wireless "micromotes" in trees. Automatically network together (without wire). Size of film canister, lasts for months on C battery, much less expensive. Read data by walking to base of tree with wireless laptop. "Will revolutionize environmental monitoring"

Patterson Fall 2003 © UCB

How Calculate the 3 Components?

- **Clock Cycle Time**: in specification of computer (Clock Rate in advertisements)
- **Instruction Count**:
  - Count instructions in loop of small program
  - Use simulator to count instructions
  - Hardware counter in spec. register (most CPUs)
- **CPI**:
  - Calculate: $\frac{\text{Execution Time / Clock cycle time}}{\text{Instruction Count}}$
  - Hardware counter in special register (most CPUs)

Patterson Fall 2003 © UCB

Calculating CPI Another Way

- First calculate CPI for each individual instruction (`add`, `sub`, `and`, etc.)
- Next calculate frequency of each individual instruction
- Finally multiply these two for each instruction and add them up to get final CPI

Patterson Fall 2003 © UCB

Example

Op	$Freq_i$	CPI_i	Prod	(% Time)
ALU	50%	1	.5	(33%)
Load	20%	2	.4	(27%)
Store	10%	2	.2	(13%)
Branch	20%	2	.4	(27%)
			1.5	

Instruction Mix

(Where time spent)

- What if Branch instructions twice as fast?

Patterson Fall 2003 © UCB

What Programs Measure for Comparison?

- Ideally run typical programs with typical input before purchase, or before even build machine
  - Called a "workload"; For example:
  - Engineer uses compiler, spreadsheet
  - Author uses word processor, drawing program, compression software
- In some situations its hard to do
  - Don't have access to machine to "benchmark" before purchase
  - Don't know workload in future

Patterson Fall 2003 © UCB

Benchmarks

- Obviously, apparent speed of processor depends on code used to test it
- Need industry standards so that different processors can be fairly compared
- Companies exist that create these benchmarks: "typical" code used to evaluate systems
- Need to be changed every 2 or 3 years since designers could target these standard benchmarks

Patterson Fall 2003 © UCB

Example Standardized Workload Benchmarks

- Workstations: Standard Performance Evaluation Corporation (SPEC)
  - SPEC95: 8 integer (gcc, compress, li, ijpeg, perl, ...) & 10 floating-point (FP) programs (hydro2d, mgrid, applu, turbo3d, ...)
  - SPEC2000: 11 integer (gcc, bzip2, …) , 18 FP (mgrid, swim, ma3d, …)
  - www.spec.org
  - Separate average for integer and FP
  - Benchmarks distributed in source code
  - Company representatives select workload
  - Compiler, machine designers target benchmarks, so try to change every 3 years

Patterson Fall 2003 © UCB

Performance Evaluation

- Good products created when have:
  - Good benchmarks
  - Good ways to summarize performance
- Given sales is a function of performance relative to competition, should invest in improving product as reported by performance summary?
- If benchmarks/summary inadequate, then choose between improving product for real programs vs. improving product to get more sales; Sales almost always wins!

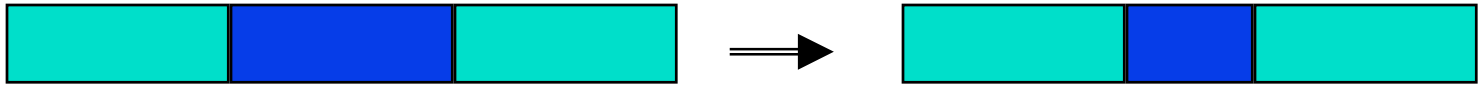
Patterson Fall 2003 © UCB

Amdahl's Law

Speedup due to enhancement E:

$$\text{Speedup(E)} = \frac{\text{ExTime w/o E}}{\text{ExTime w/ E}} = \frac{\text{Performance w/ E}}{\text{Performance w/o E}}$$

° Suppose that enhancement E accelerates a fraction F of the task by a factor S, and the remainder of the task is unaffected



° Then Maximum benefit:

$$\text{Speedup}_{\text{maximum}} = \frac{1}{1 - \text{Fractiontime}_{\text{affected}}}$$

Patterson Fall 2003 © UCB

Things to Remember

- Latency v. Throughput
- Performance doesn't depend on any single factor: need to know Instruction Count, Clocks Per Instruction and Clock Rate to get valid estimations
- 2 Defitnitions of times:
  - User Time: time user needs to wait for program to execute (multitasking affects)
  - CPU Time: time spent executing a single program: (no multitasking)
- Amdahl's Law: law of diminishing returns

Patterson Fall 2003 © UCB

Peer Instruction: find the best mismatch!

Performance metric:

I. Instruction Count

II. CPI

III. Clock Rate

Designer choice:

A. Benchmark

B. Compiler

C. HW technology

Match the metric with designer choice least likely to affect it

Doesn't affect?	I.	II.	III.
1.	A	B	C
2.	A	C	B
3.	B	A	C
4.	B	C	A
5.	C	A	B
6.	C	B	A

Patterson Fall 2003 © UCB

Peer Instruction: Amdahl's Law

- Suppose your benchmarks spend 80% of their time on floating point multiply, and your boss tells you the benchmarks must run 5 times faster than it does now. How much faster must you make the Floating Point multiplier?

1. 4X faster
2. 5X faster
3. 8X faster
4. 10X faster
5. You get another job, because it can't be done

Patterson Fall 2003 © UCB

The Design Process

"To Design Is To Represent"

Design activity yields description/representation of an object

-- Traditional craftsman does not distinguish between the conceptualization and the artifact

-- Separation comes about because of *complexity*

-- The concept is captured in one or more *representation languages*

-- This process IS design

Design Begins With Requirements

-- Functional Capabilities: what it will do

-- Performance Characteristics: Speed, Power, Area, Cost, . . .

Patterson Fall 2003 © UCB

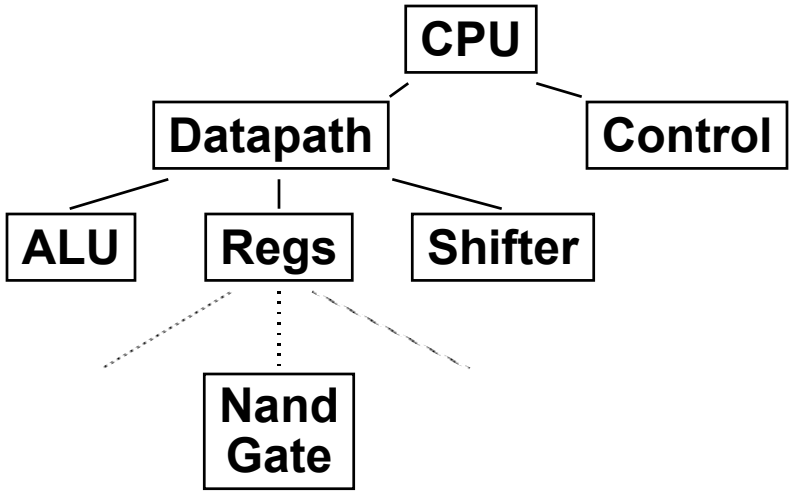
Design Process (cont.)

Design Finishes As Assembly

-- Design understood in terms of components and how they have been assembled

-- Top Down *decomposition* of complex functions (behaviors) into more primitive functions

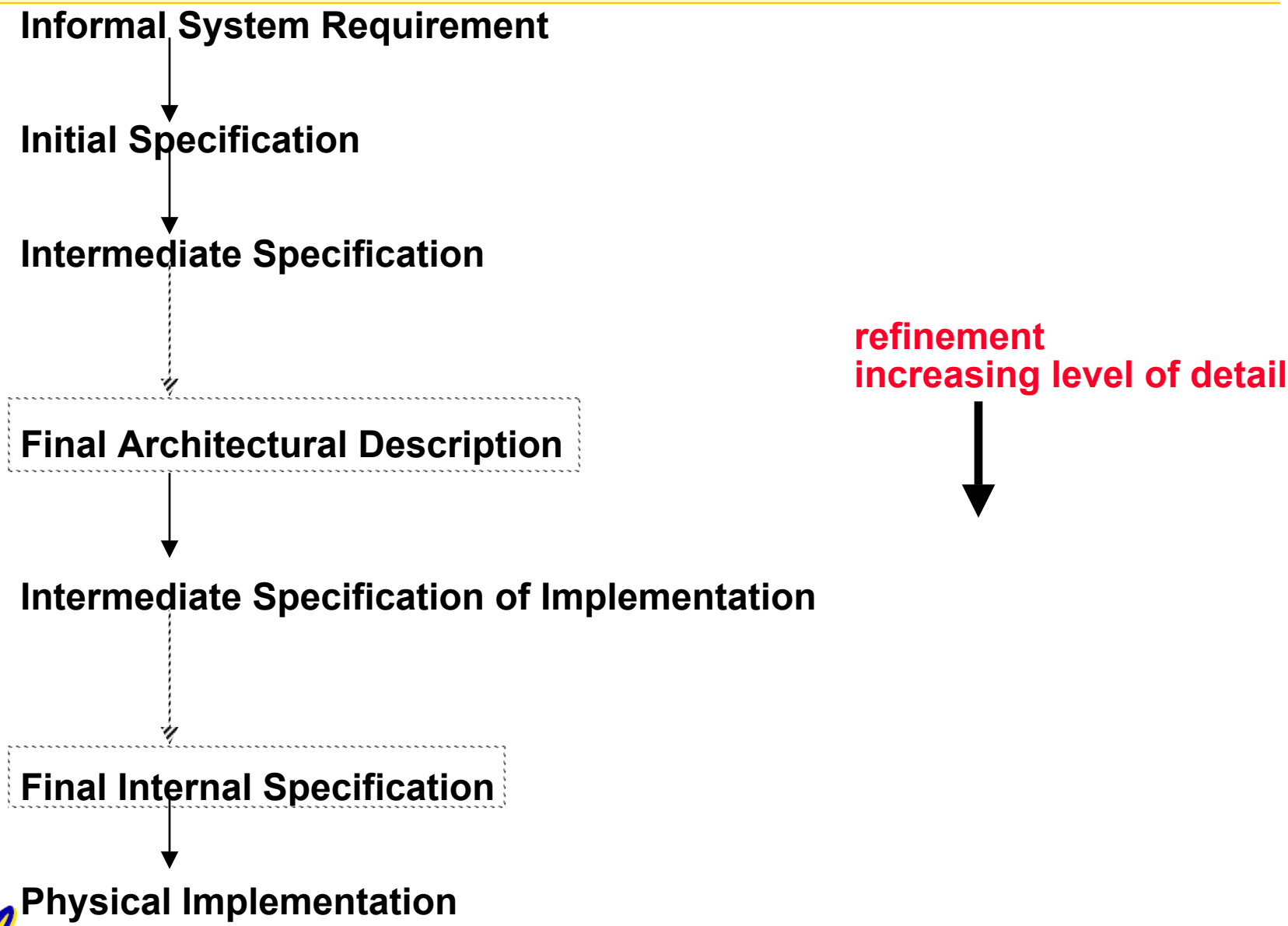
-- bottom-up *composition* of primitive building blocks into more complex assemblies



Design is a "creative process," not a simple method

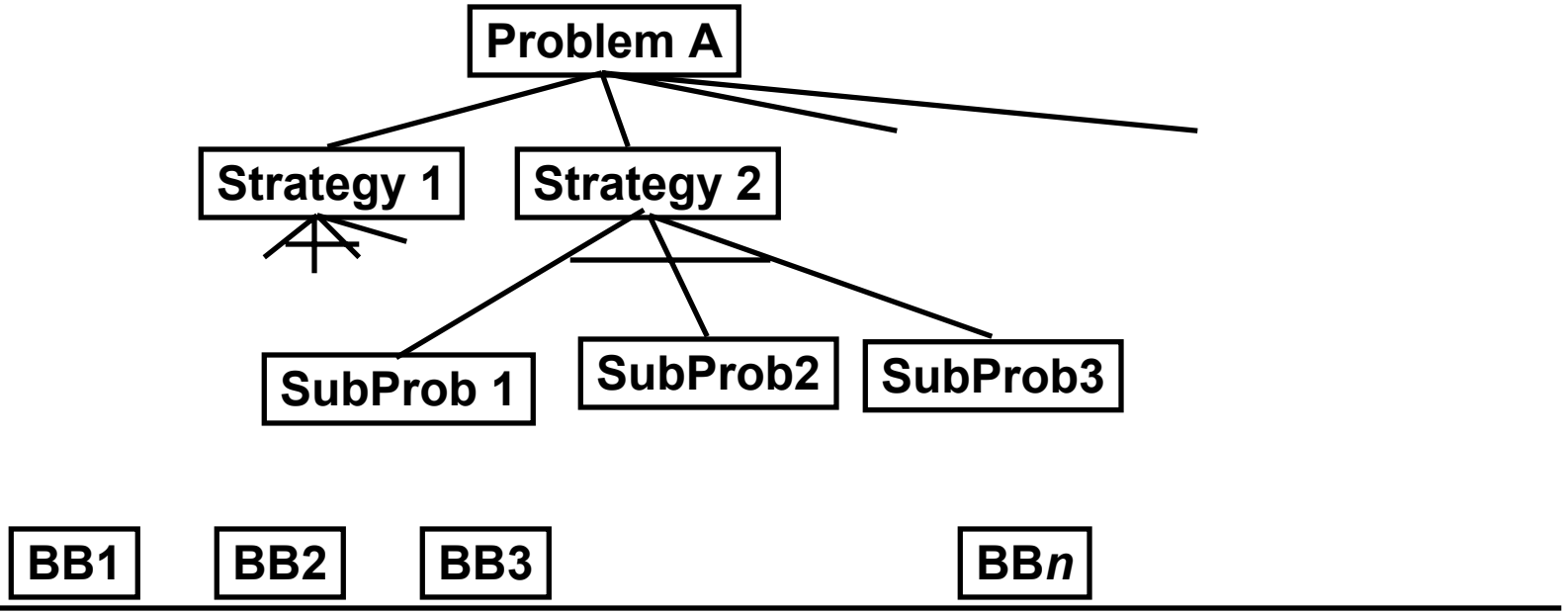
Patterson Fall 2003 © UCB

Design Refinement



Patterson Fall 2003 © UCB

Design as Search



Design involves educated guesses and verification

-- Given the goals, how should these be prioritized?

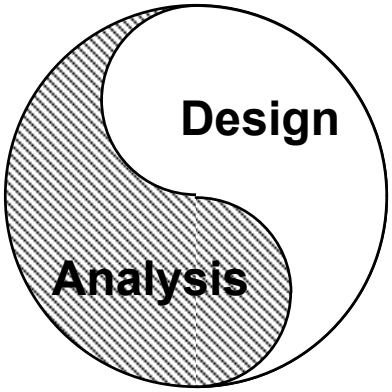
-- Given alternative design pieces, which should be selected?

-- Given design space of components & assemblies, which part will yield the best solution?

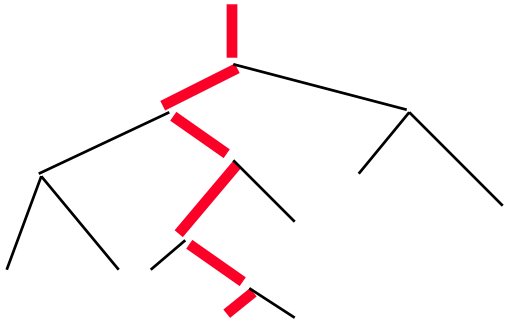
Feasible (good) choices vs. Optimal choices

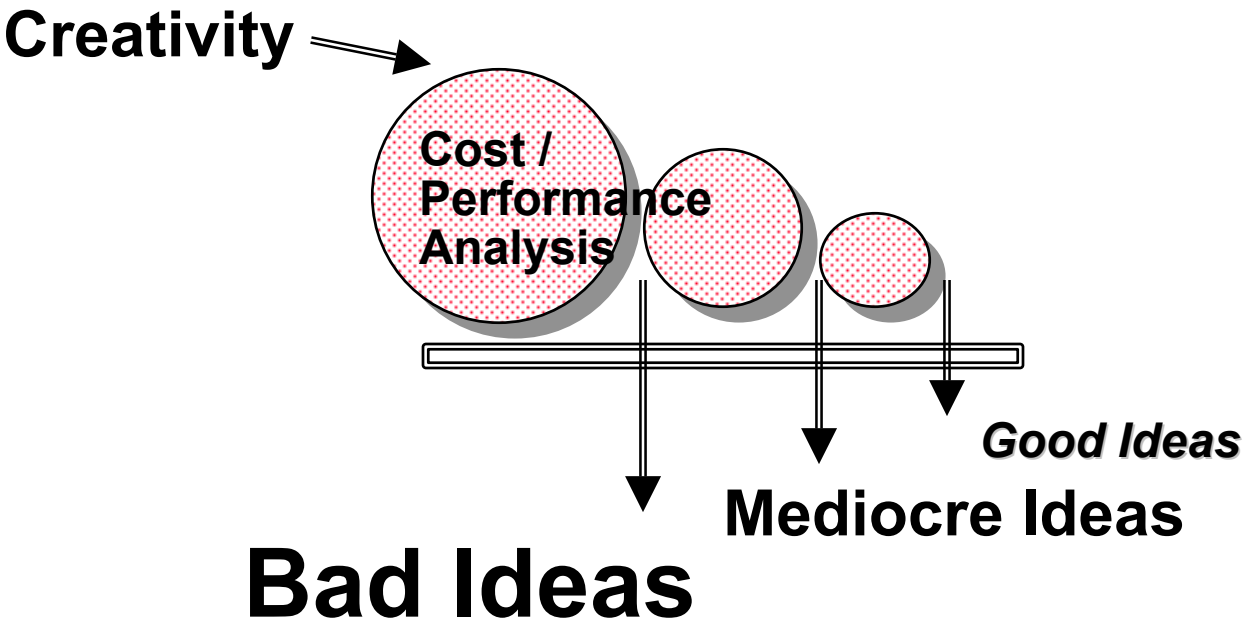
Patterson Fall 2003 © UCB

Measurement and Evaluation



Architecture is an iterative process
-- searching the space of possible designs
-- at all levels of computer systems





Patterson Fall 2003 © UCB

Problem: Design a "fast" ALU for the MIPS ISA

- Requirements?
- Must support the MIPS ISA
  Arithmetic / Logic operations
- Tradeoffs of cost and speed based on frequency of occurrence, hardware budget

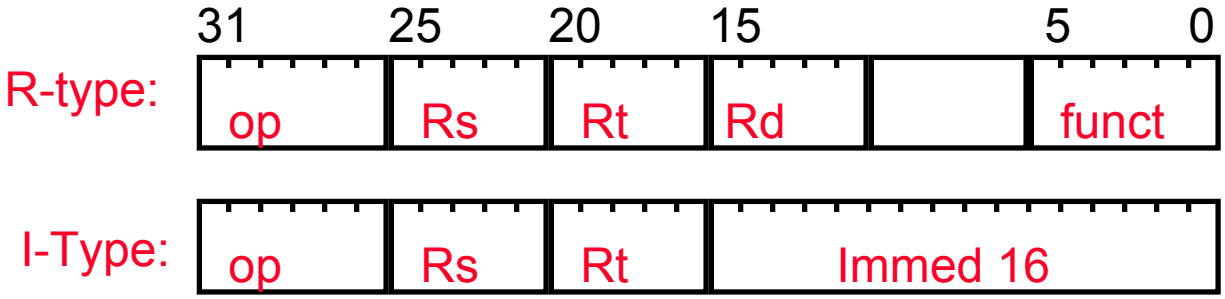
Patterson Fall 2003 © UCB

MIPS ALU requirements

- Add, AddU, Sub, SubU, AddI, AddIU
  - => 2's complement adder/sub with overflow detection
- And, Or, AndI, OrI, Xor, Xori, Nor
  - => Logical AND, logical OR, XOR, nor
- SLTI, SLTIU (set less than)
  - => 2's complement adder with inverter, check sign bit of result
- ALU from from P&H book chapter 4 supports these ops

Patterson Fall 2003 © UCB

MIPS arithmetic instruction format



Type	op	funct
ADDI	10	xx
ADDIU	11	xx
SLTI	12	xx
SLTIU	13	xx
ANDI	14	xx
ORI	15	xx
XORI	16	xx
LUI	17	xx

Type	op	funct
ADD	00	40
ADDU	00	41
SUB	00	42
SUBU	00	43
AND	00	44
OR	00	45
XOR	00	46
NOR	00	47

Type	op	funct
	00	50
	00	51
SLT	00	52
SLTU	00	53

- Signed arithmetic generate overflow, no carry

Patterson Fall 2003 © UCB

Design Trick: divide & conquer

- Trick #1: Break the problem into simpler problems, solve them and glue together the solution
- Example: assume the immediates have been taken care of before the ALU
  - 10 operations (4 bits)

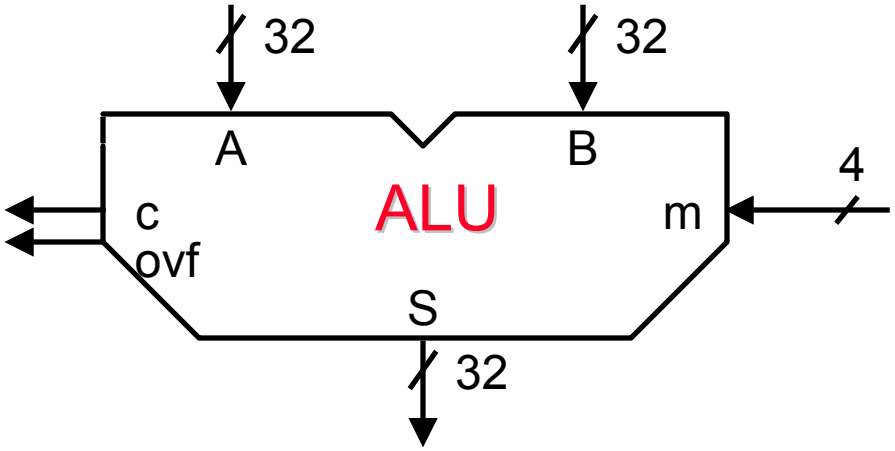
00	add
01	addU
02	sub
03	subU
04	and
05	or
06	xor
07	nor
12	slt
13	sltU

Patterson Fall 2003 © UCB

Refined Requirements

(1) Functional Specification
inputs: 2 x 32-bit operands A, B, 4-bit mode
outputs: 32-bit result S, 1-bit carry, 1 bit overflow
operations: add, addu, sub, subu, and, or, xor, nor, slt, sltU

(2) Block Diagram (schematic symbol, Verilog description)



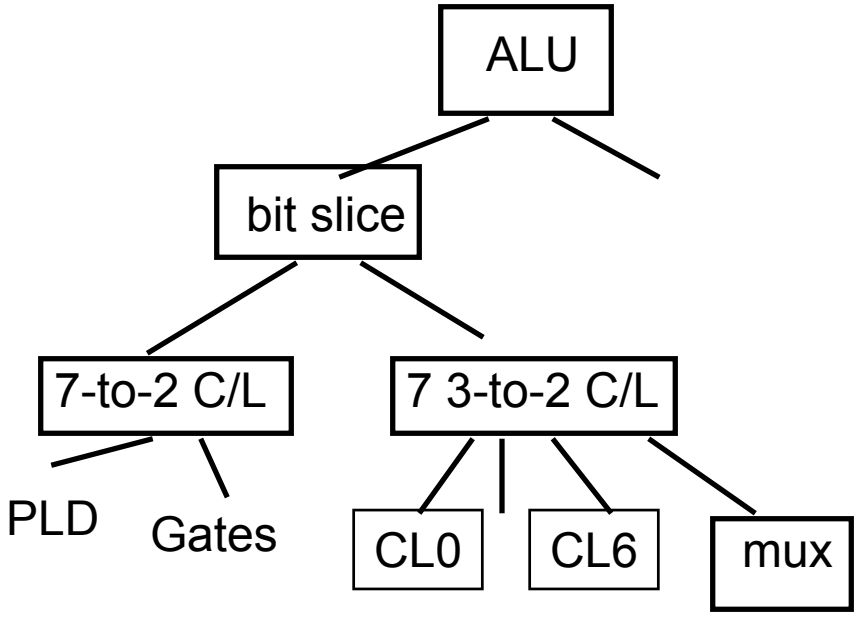
Patterson Fall 2003 © UCB

Behavioral Representation: Verilog

```
module ALU(A, B, m, S, c, ovf);
input [0:31] A, B;
input [0:3] m;
output [0:31] S;
output c, ovf;

reg [0:31] S;
reg c, ovf;

always @(A, B, m) begin
    case (m)
        0: S = A + B;

    . . .

end
endmodule
```

Patterson Fall 2003 © UCB

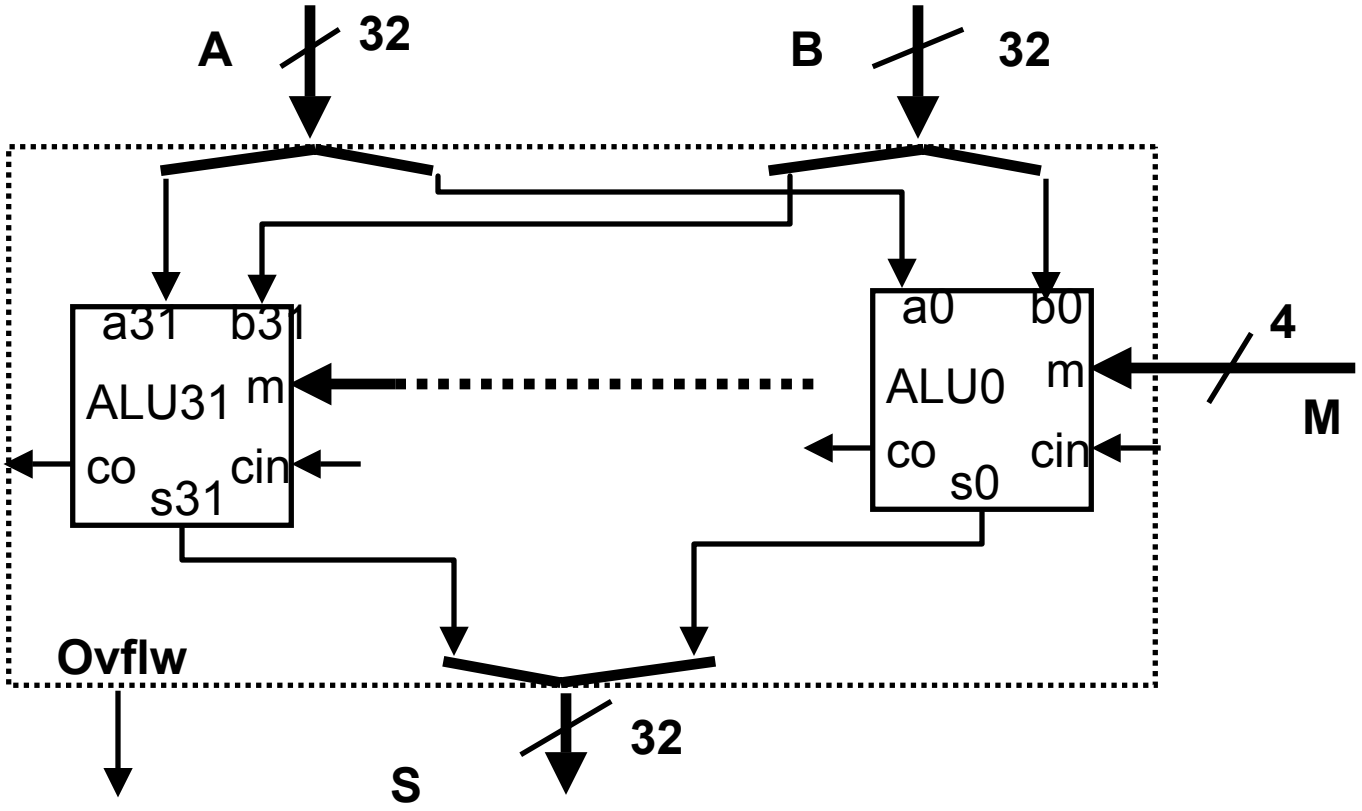
Design Decisions



- Simple bit-slice
  - big combinational problem
  - many little combinational problems
  - partition into 2-step problem
- Bit slice with carry look-ahead

Patterson Fall 2003 © UCB

Refined Diagram: bit-slice ALU



Patterson Fall 2003 © UCB

7-to-2 Combinational Logic

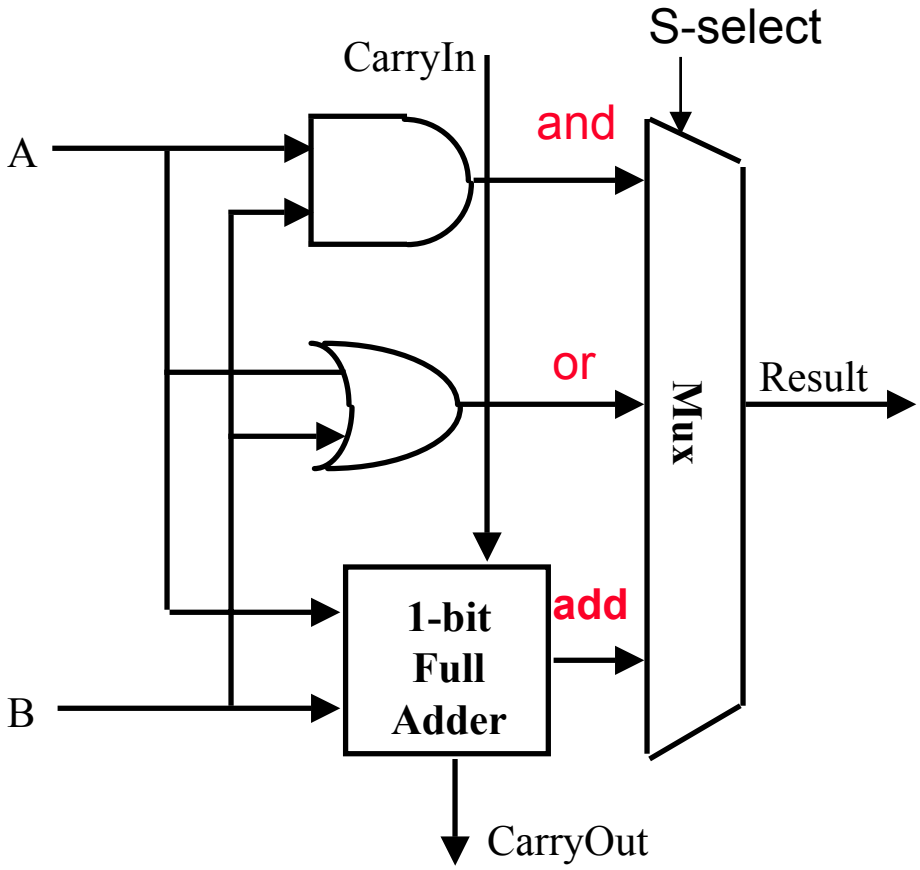
° start turning the crank . . .

	Function	Inputs							Outputs		K-Map
		M0	M1	M2	M3	A	B	Cin	S	Cout	
0	add	0	0	0	0	0	0	0	0	0	
127											

Patterson Fall 2003 © UCB

Seven plus a MUX ?

- Design trick 2: take pieces you know (or can imagine) and try to put them together
- Design trick 3: solve part of the problem and extend



Full Adder
(3->2 element)

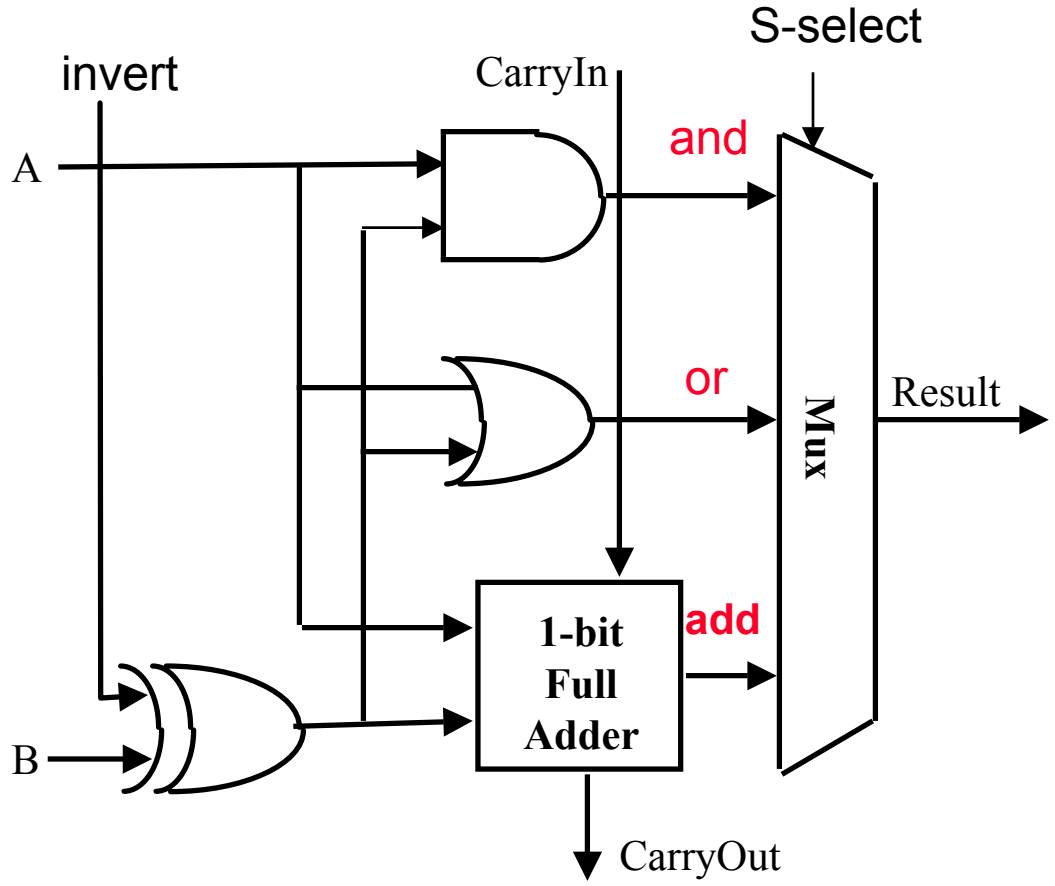
A	B	C	Co	O
0	0	0	0	0
0	0	1	0	1
0	1	0	0	1
0	1	1	1	0
1	0	0	0	1
1	0	1	1	0
1	1	0	1	0
1	1	1	1	1

Patterson Fall 2003 © UCB

Additional operations

° A - B = A + (– B) = A + $\overline{B}$ + 1

• form two complement by invert and add one

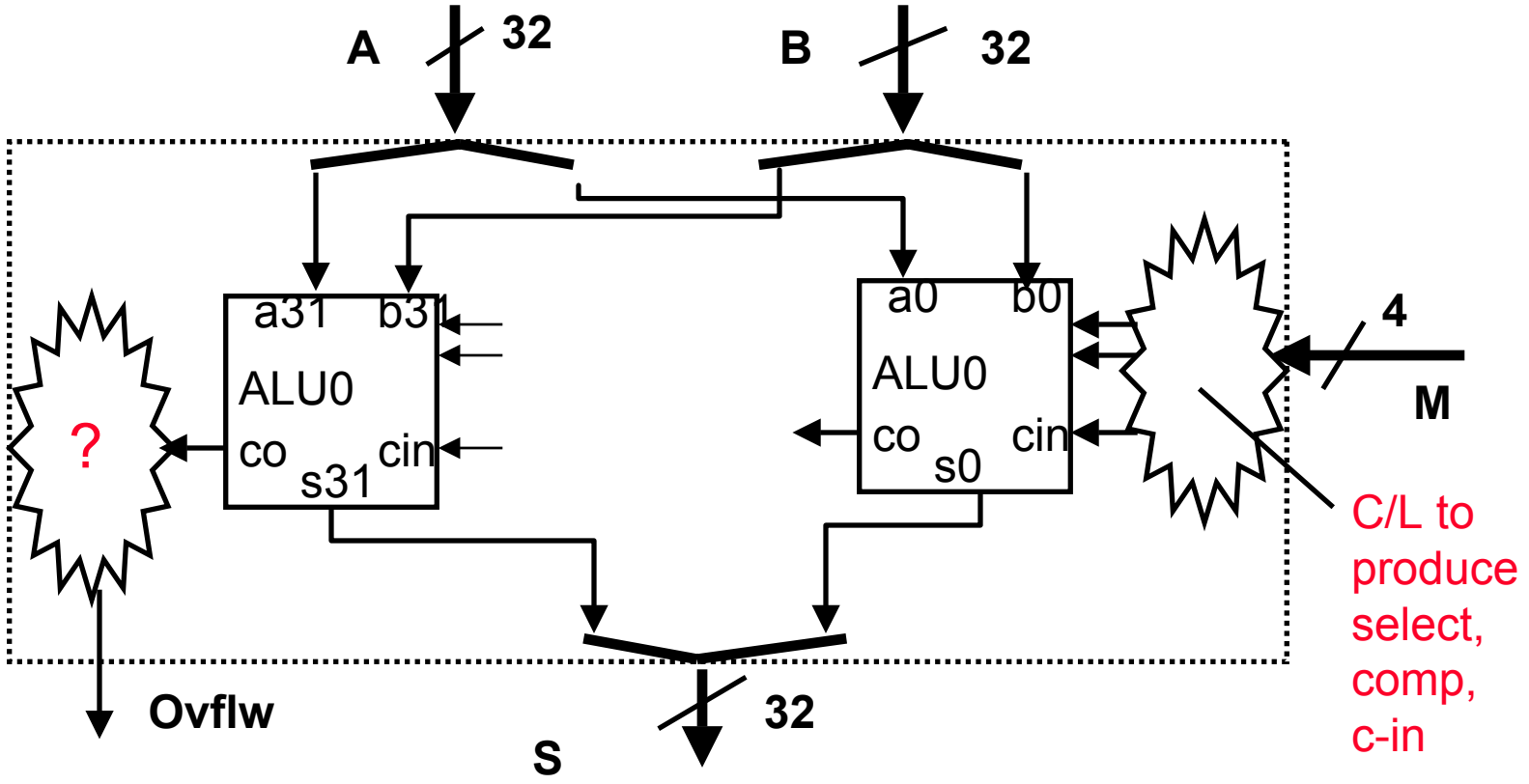


Set-less-than? – left as an exercise

Patterson Fall 2003 © UCB

Revised Diagram

° LSB and MSB need to do a little extra



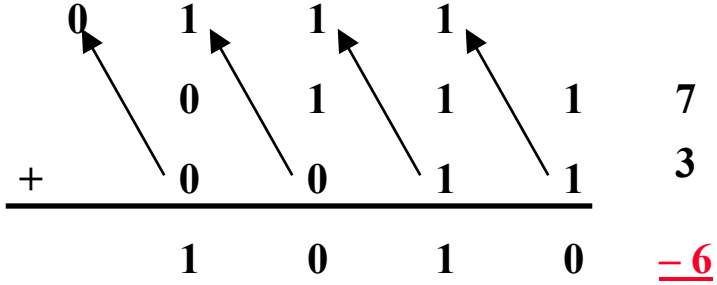
Patterson Fall 2003 © UCB

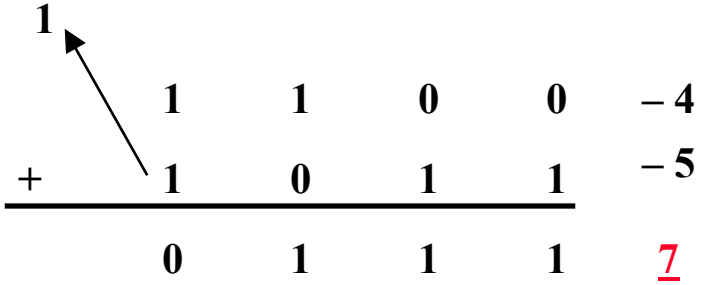
Overflow

Decimal	Binary	Decimal	2's Complement
0	0000	0	0000
1	0001	-1	1111
2	0010	-2	1110
3	0011	-3	1101
4	0100	-4	1100
5	0101	-5	1011
6	0110	-6	1010
7	0111	-7	1001
		-8	1000

° Examples: 7 + 3 = 10 but ...

° - 4 - 5 = - 9 but ...

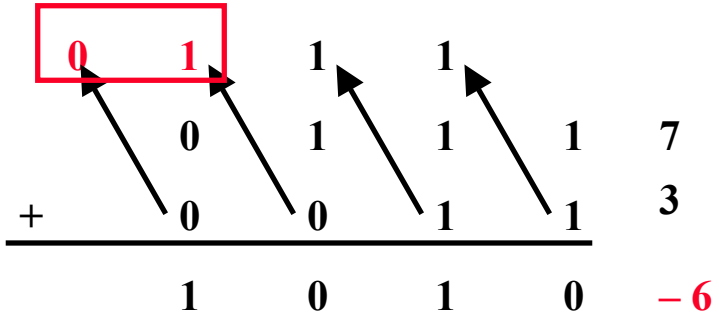


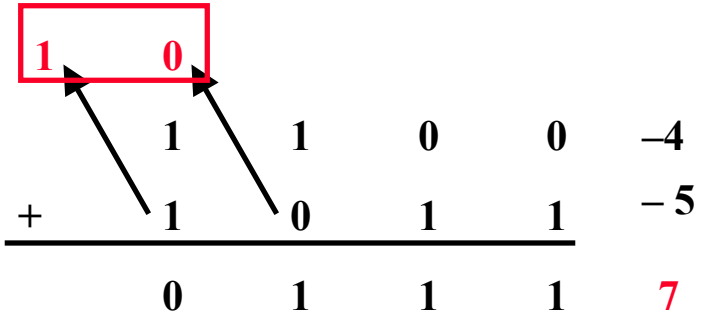


Patterson Fall 2003 © UCB

Overflow Detection

- Overflow: the result is too large (or too small) to represent properly
  - Example: - 8 ≤ 4-bit binary number ≤ 7
- When adding operands with different signs, overflow cannot occur!
- Overflow occurs when adding:
  - 2 positive numbers and the sum is negative
  - 2 negative numbers and the sum is positive
- On your own: Prove you can detect overflow by:
  - Carry into MSB ≠ Carry out of MSB



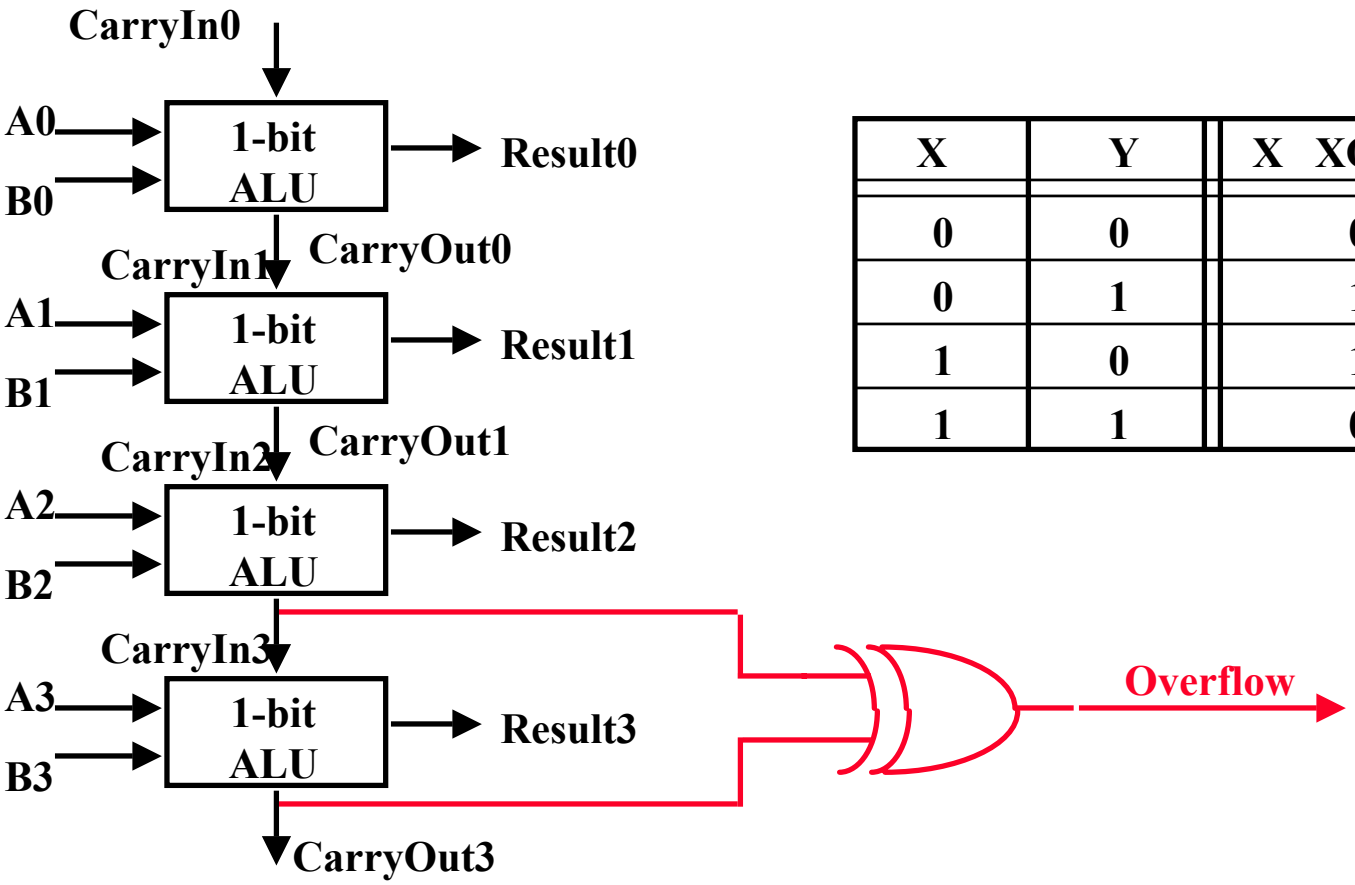


Patterson Fall 2003 © UCB

Overflow Detection Logic

° Carry into MSB ≠ Carry out of MSB

- For a N-bit ALU: Overflow = CarryIn[N - 1] XOR CarryOut[N - 1]

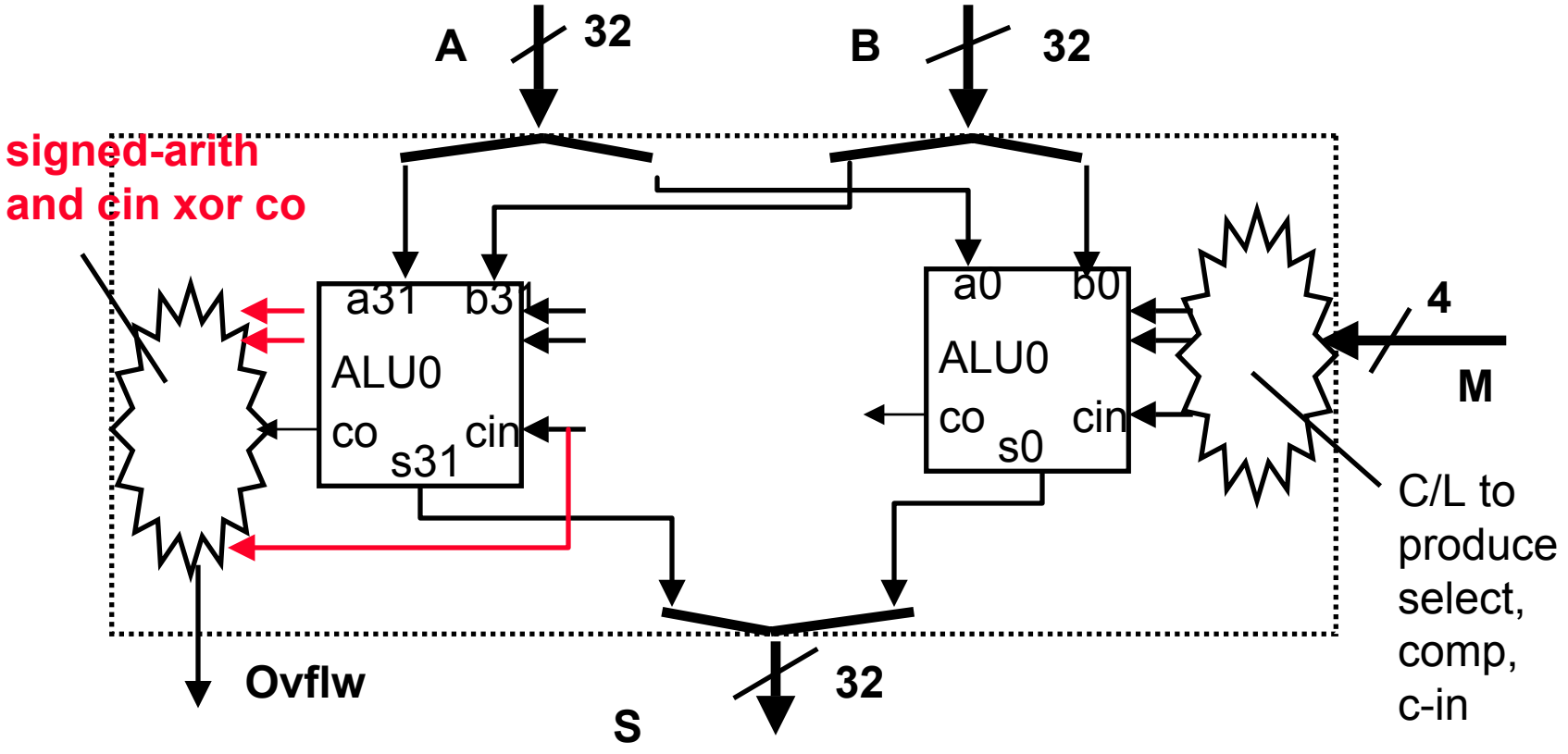


X	Y	X XOR Y
0	0	0
0	1	1
1	0	1
1	1	0

Patterson Fall 2003 © UCB

More Revised Diagram

° LSB and MSB need to do a little extra



Patterson Fall 2003 © UCB

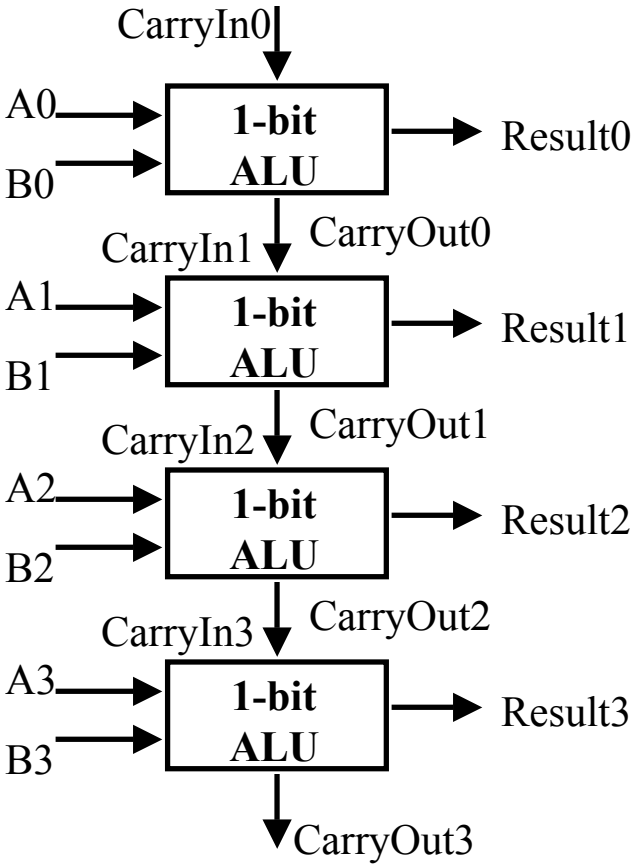
Peer Instruction: Which is good design advice?

1. Wait until you know everything before you start ("Be prepared")
2. The best design is a one-pass, top down process ("Plan Ahead")
3. Start simple, measure, then optimize ("Less is more")
4. Don't be biased by the components you already know ("Start with a clean slate")

Patterson Fall 2003 © UCB

But What about Performance?

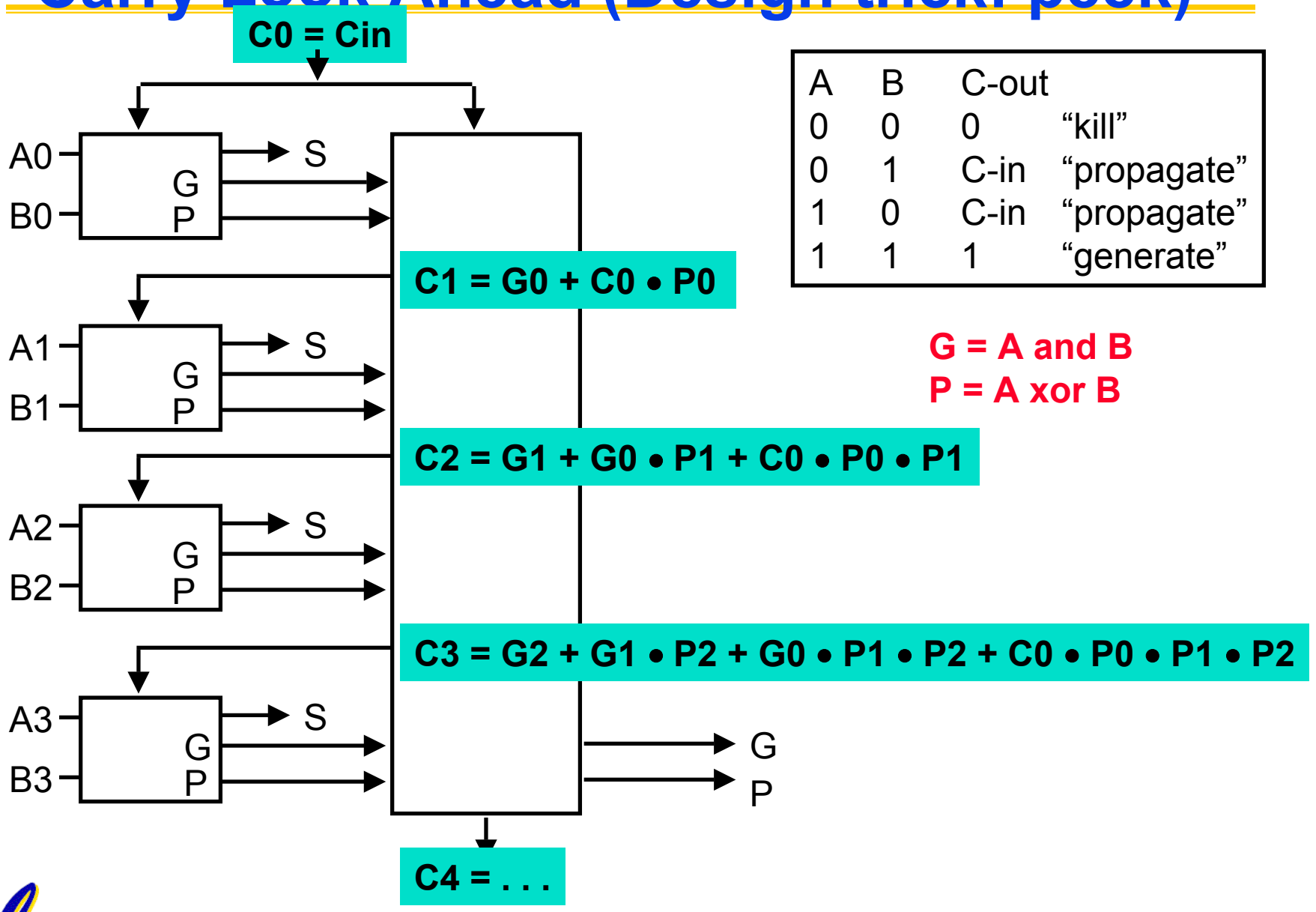
° **Critical Path of n-bit Rippled-carry adder is n*CP of 1-bit adder**



Design Trick:
Throw hardware at it

Patterson Fall 2003 © UCB

Carry Look Ahead (Design trick: peek)

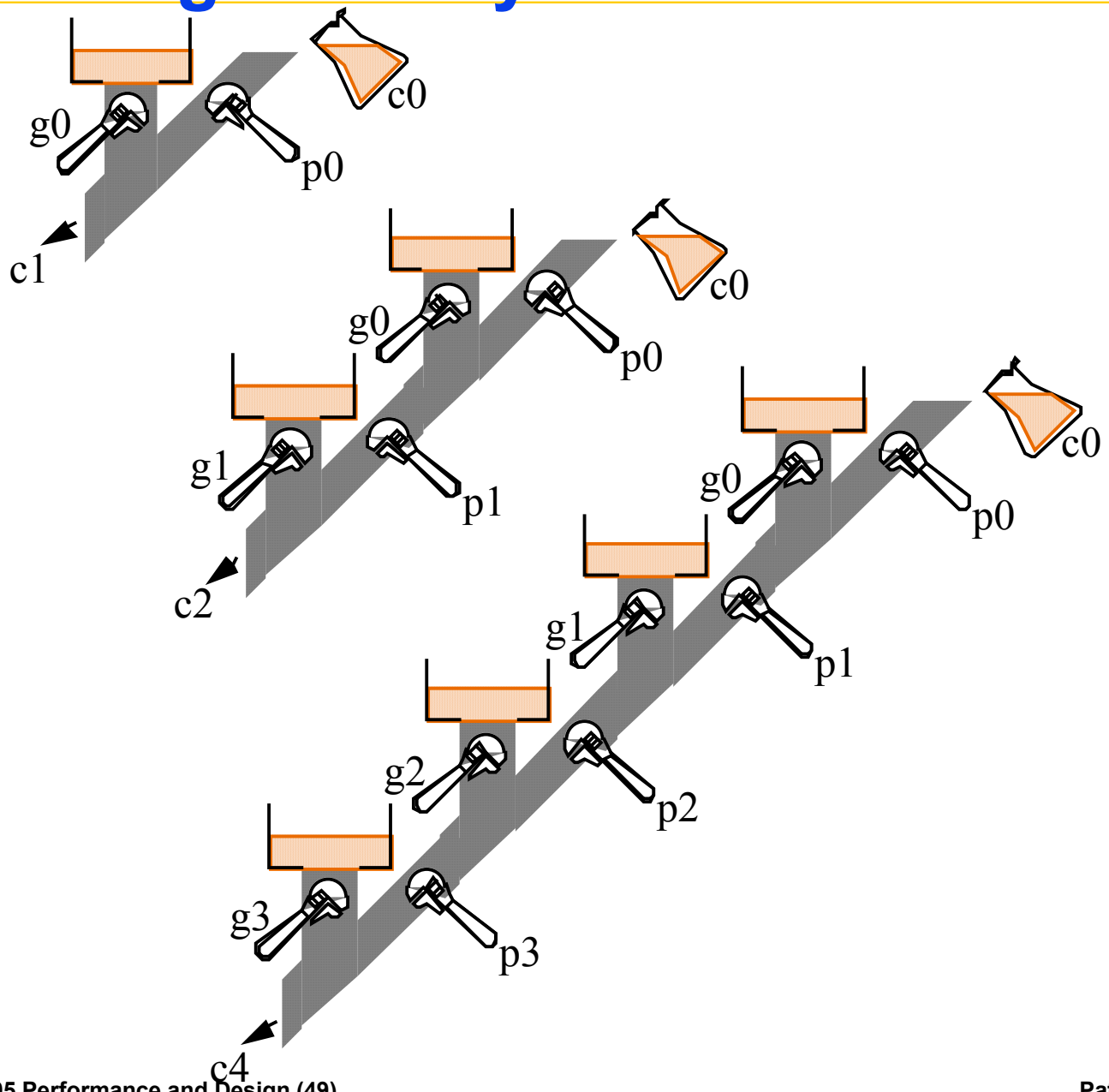


A	B	C-out	
0	0	0	"kill"
0	1	C-in	"propagate"
1	0	C-in	"propagate"
1	1	1	"generate"

G = A and B
P = A xor B

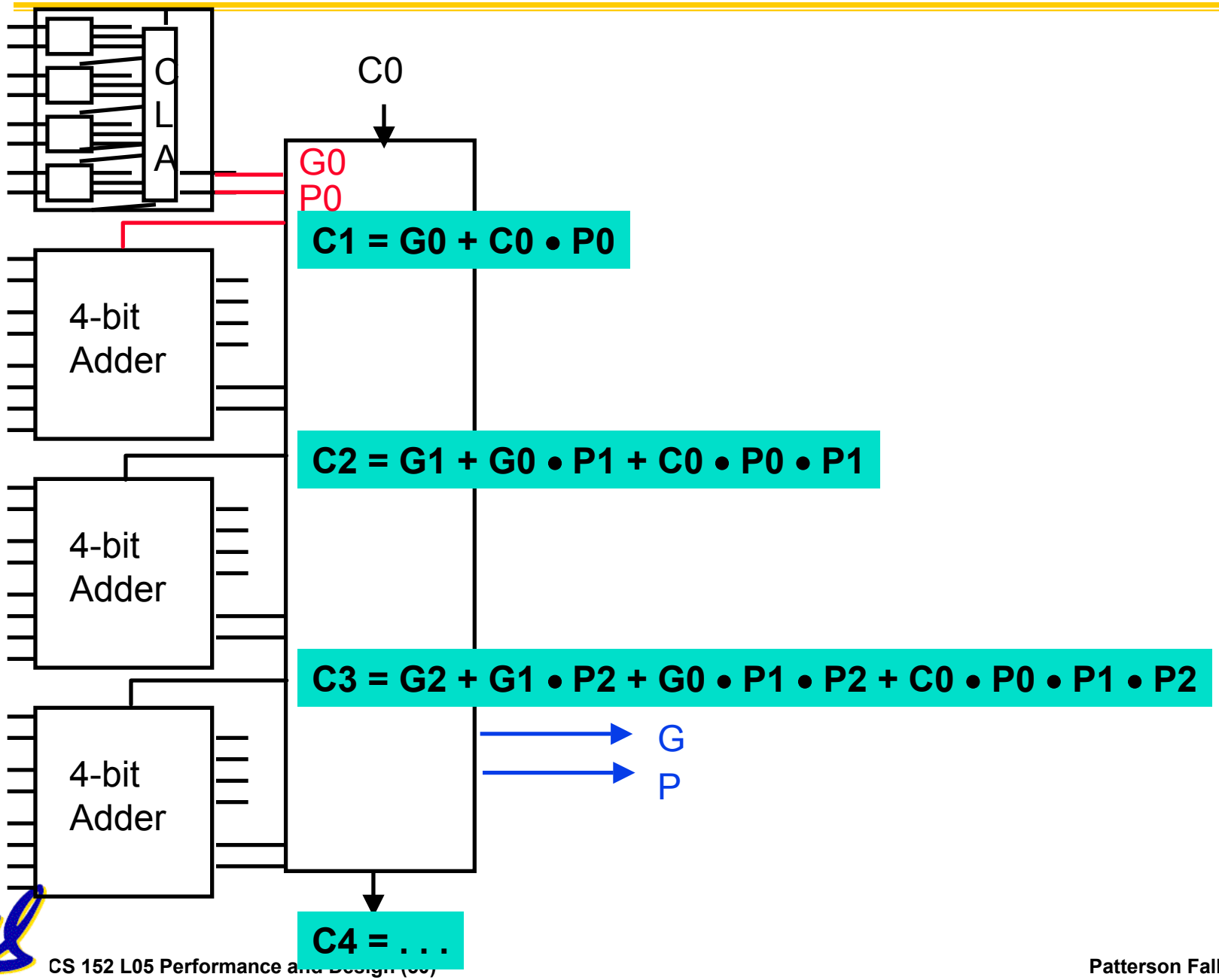
Patterson Fall 2003 © UCB

Plumbing as Carry Lookahead Analogy



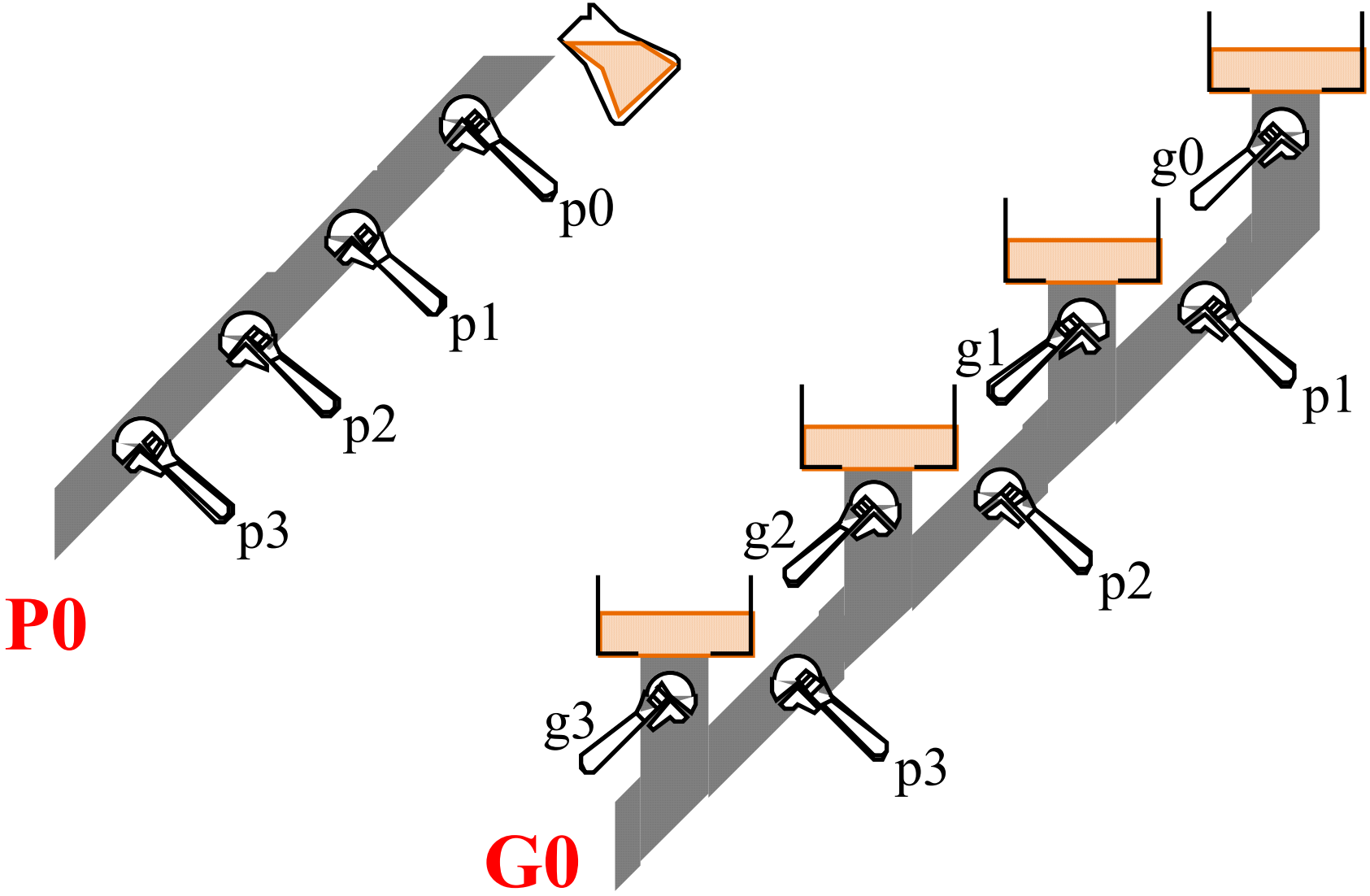
Patterson Fall 2003 © UCB

Cascaded Carry Look-ahead (16-bit): Abstraction



Patterson Fall 2003 © UCB

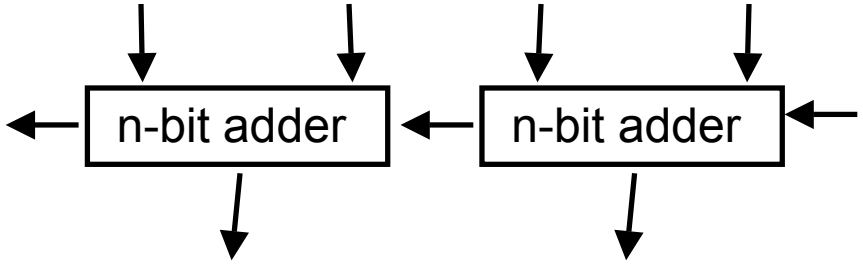
2nd level Carry, Propagate as Plumbing



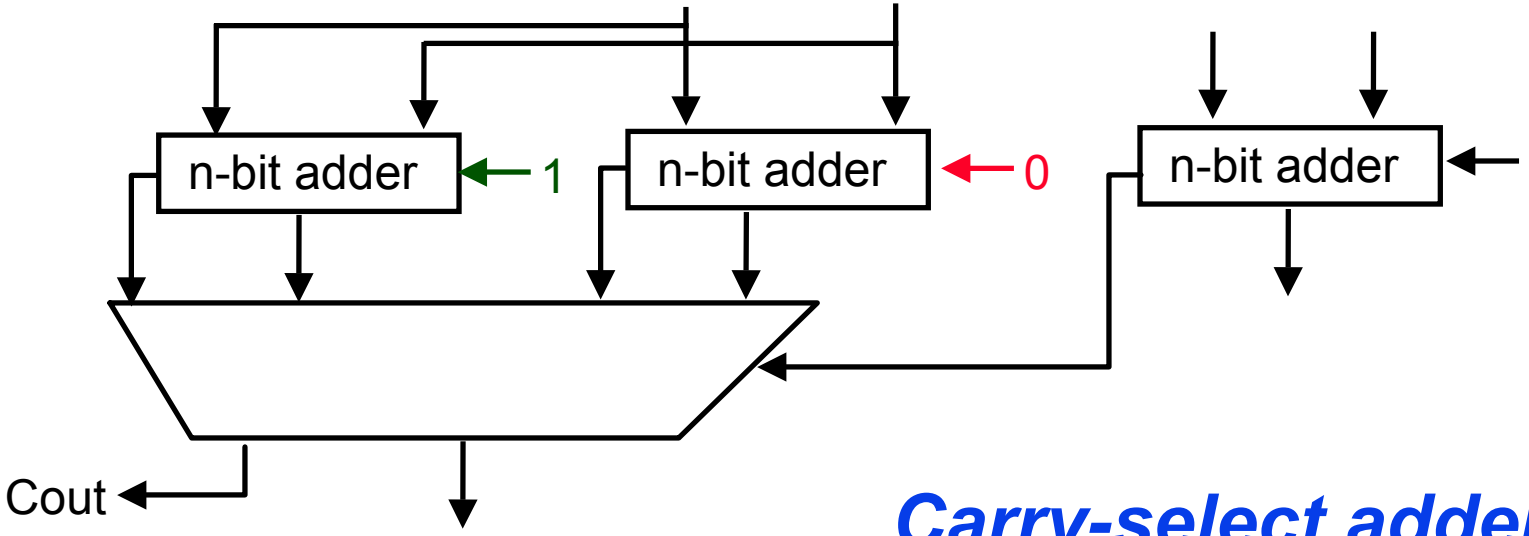
Patterson Fall 2003 © UCB

Design Trick: Guess (or "Precompute")

CP(2n) = 2*CP(n)



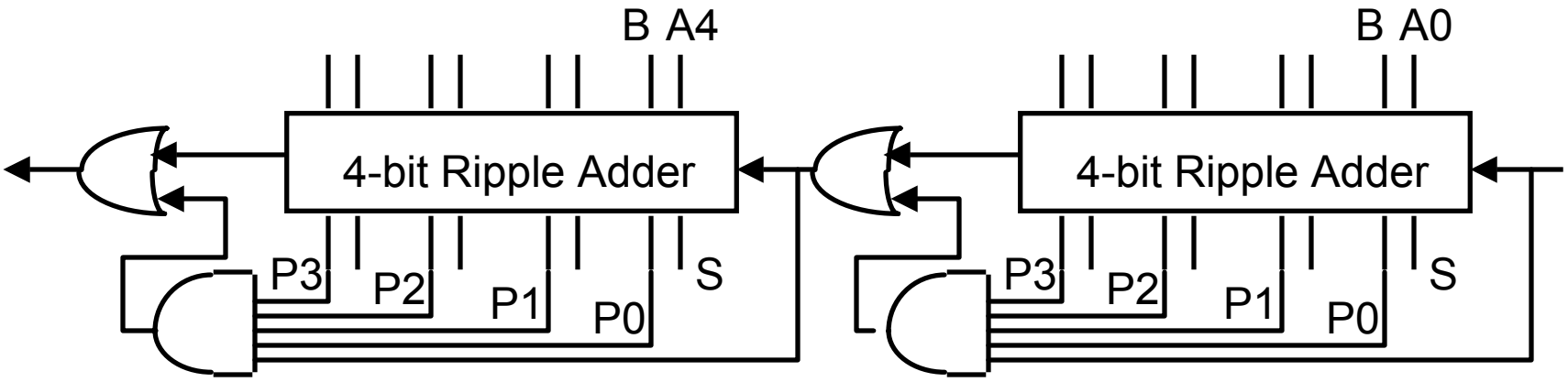
CP(2n) = CP(n) + CP(mux)



Carry-select adder

Patterson Fall 2003 © UCB

Carry Skip Adder: reduce worst case delay



Just speed up the slowest case for each block

Exercise: optimal design uses variable block sizes

Patterson Fall 2003 © UCB

Additional MIPS ALU requirements

- Mult, MultU, Div, DivU (earlier lecture) => Need 32-bit multiply and divide, signed and unsigned
- Sll, Srl, Sra => Need left shift, right shift, right shift arithmetic by 0 to 31 bits
- Nor (leave as exercise to reader) => logical NOR or use 2 steps: (A OR B) XOR 1111....1111

Patterson Fall 2003 © UCB

Elements of the Design Process

- Divide and Conquer (e.g., ALU)
  - Formulate a solution in terms of simpler components.
  - Design each of the components (subproblems)
- Generate and Test (e.g., ALU)
  - Given a collection of building blocks, look for ways of putting them together that meets requirement
- Successive Refinement (e.g., carry lookahead)
  - Solve "most" of the problem (i.e., ignore some constraints or special cases), examine and correct shortcomings.
- Formulate High-Level Alternatives (e.g., carry select)
  - Articulate many strategies to "keep in mind" while pursuing any one approach.
- Work on the Things you Know How to Do
  - The unknown will become “obvious” as you make progress.

Patterson Fall 2003 © UCB

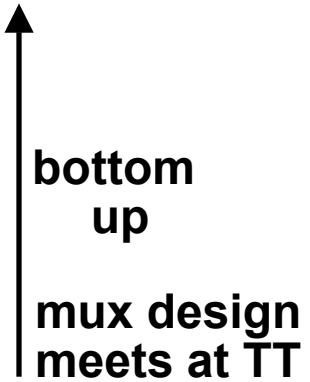
Summary of the Design Process

Hierarchical Design to manage complexity

Top Down vs. Bottom Up vs. Successive Refinement

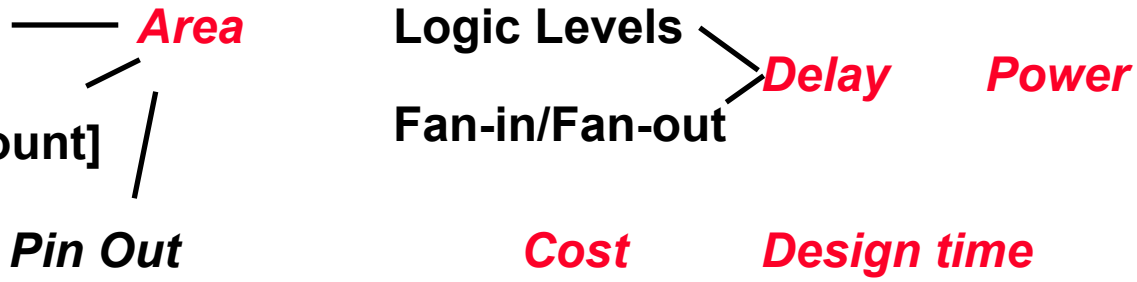
Importance of Design Representations:

- Block Diagrams
- Decomposition into Bit Slices
- Truth Tables, K-Maps
- Circuit Diagrams



- Other Descriptions: state diagrams, timing diagrams, reg xfer, . . .

Optimization Criteria:



Patterson Fall 2003 © UCB

Peer Instruction: Match for Design Principle?

I. Composition

II. Divide and Conquer

III. Start simple, then optimize critical paths

A. Design 1-bit ALU slice before 32-bit ALU

B. Replace ripple carry with carry lookahead

C. Use Mux to join AND, OR gates with Adder

Best match	I.	II.	III.
1.	A	B	C
2.	A	C	B
3.	B	A	C
4.	B	C	A
5.	C	A	B
6.	C	B	A

Patterson Fall 2003 © UCB

Why should you keep a design notebook?

- Keep track of the design decisions and the reasons behind them
  - Otherwise, it will be hard to debug and/or refine the design
  - Write it down so that can remember in long project: 2 weeks ->2 yrs
  - Others can review notebook to see what happened
- Record insights you have on certain aspect of the design as they come up
- Record of the different design & debug experiments
  - Memory can fail when very tired
- Industry practice: learn from others mistakes

Patterson Fall 2003 © UCB

Why do we keep it on-line?

- You need to force yourself to take notes!
  - Open a window and leave an editor running while you work
    1) Acts as reminder to take notes
    2) Makes it easy to take notes
  - 1) + 2) => will actually do it
- Take advantage of the window system's "cut and paste" features
- It is much easier to read your typing than your writing
- Also, paper log books have problems
  - Limited capacity => end up with many books
  - May not have right book with you at time vs. networked screens
  - Can use computer to search files/index files to find what looking for

Patterson Fall 2003 © UCB

How should you do it?

- Keep it simple
  - DON'T make it so elaborate that you won't use (fonts, layout, ...)
- Separate the entries by dates
  - type "`date`" command in another window and cut&paste
- Start day with problems going to work on today
- Record output of simulation into log with cut&paste; add date
  - May help sort out which version of simulation did what
- Record key email with cut&paste
- Record of what works & doesn't helps team decide what went wrong after you left
- Index: write a one-line summary of what you did at end of each day

Patterson Fall 2003 © UCB

On-line Notebook Example

- Refer to the handout "Example of On-Line Log Book" on CS 152 home page:

`~cs152/handouts/online_notebook_example.html`

Patterson Fall 2003 © UCB

1st page of On-line notebook (Index + Wed. 9/6/95)

```
* Index ==========================================================

Wed Sep  6 00:47:28 PDT 1995 - Created the 32-bit comparator component
Thu Sep  7 14:02:21 PDT 1995 - Tested the comparator
Mon Sep 11 12:01:45 PDT 1995 - Investigated bug found by Bart in
                               comp32 and fixed it
+ ==========================================================
Wed Sep  6 00:47:28 PDT 1995

  Goal: Layout the schematic for a 32-bit comparator

  I've layed out the schemtatics and made a symbol for the comparator.
  I named it comp32.  The files are
      ~/wv/proj1/sch/comp32.sch
      ~/wv/proj1/sch/comp32.sym

Wed Sep  6 02:29:22 PDT 1995
- ==========================================================
```

- Add 1 line index at front of log file at end of each session: date+summary
- Start with date, time of day + goal
- Make comments during day, summary of work
- End with date, time of day (and add 1 line summary at front of file)

Patterson Fall 2003 © UCB

2nd page of On-line notebook (Thursday 9/7/95)

```
+ ============================================================
Thu Sep  7 14:02:21 PDT 1995

  Goal: Test the comparator component

  I've written a command file to test comp32.  I've placed it
  in ~/wv/proj1/diagnostics/comp32.cmd.

  I ran the command file in viewsim and it looks like the comparator
  is working fine.  I saved the output into a log file called
  ~/wv/proj1/diagnostics/comp32.log

  Notified the rest of the group that the comparator
  is done.

Thu Sep  7 16:15:32 PDT 1995
- ============================================================
```

Patterson Fall 2003 © UCB

3rd page of On-line notebook (Monday 9/11/95)

```
+ ============================================================
Mon Sep 11 12:01:45 PDT 1995

  Goal: Investigate bug discovered in comp32 and hopefully fix it

  Bart found a bug in my comparator component. He left the following
  e-mail.

-------------------
From bart@simpsons.residence Sun Sep 10 01:47:02 1995
Received: by wayne.manor (NX5.67e/NX3.0S)
        id AA00334; Sun, 10 Sep 95 01:47:01 -0800
Date: Wed, 10 Sep 95 01:47:01 -0800
From: Bart Simpson <bart@simpsons.residence>
To: bruce@wanye.manor, old_man@gokuraku, hojo@sanctuary
Subject: [cs152] bug in comp32
Status: R

Hey Bruce,
I think there's a bug in your comparator.
The comparator seems to think that ffffffff and fffffff7 are equal.

Can you take a look at this?
Bart
---------------
```

Patterson Fall 2003 © UCB

4th page of On-line notebook (9/11/95 contd)

```
I verified the bug. here's a viewsim of the bug as it appeared..
  (equal should be 0 instead of 1)
------------------
SIM>stepsize 10ns
SIM>v a_in A[31:0]
SIM>v b_in B[31:0]
SIM>w a_in b_in equal
SIM>a a_in ffffffff\h
SIM>a b_in fffffff7\h
SIM>sim
time =    10.0ns  A_IN=FFFFFFFF\H B_IN=FFFFFFF7\H EQUAL=1
Simulation stopped at 10.0ns.
-------------------
```

Ah. I've discovered the bug. I mislabeled the 4th net in the comp32 schematic.

I corrected the mistake and re-checked all the other labels, just in case.

I re-ran the old diagnostic test file and tested it against the bug Bart found. It seems to be working fine. hopefully there aren't any more bugs:)

Patterson Fall 2003 © UCB

5th page of On-line notebook (9/11/95 contd)

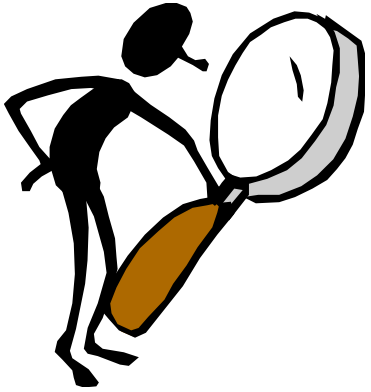
```
  On second inspectation of the whole layout, I think I can
  remove one level of gates in the design and make it go faster.
  But who cares! the comparator is not in the critical path
  right now. the delay through the ALU is dominating the critical
  path.  so unless the ALU gets a lot faster, we can live with
  a less than optimal comparator.

  I e-mailed the group that the bug has been fixed

Mon Sep 11 14:03:41 PDT 1995
- ============================================================
```

- Perhaps later critical path changes;
- What was idea to make comparator faster?
- Check on-line notebook!

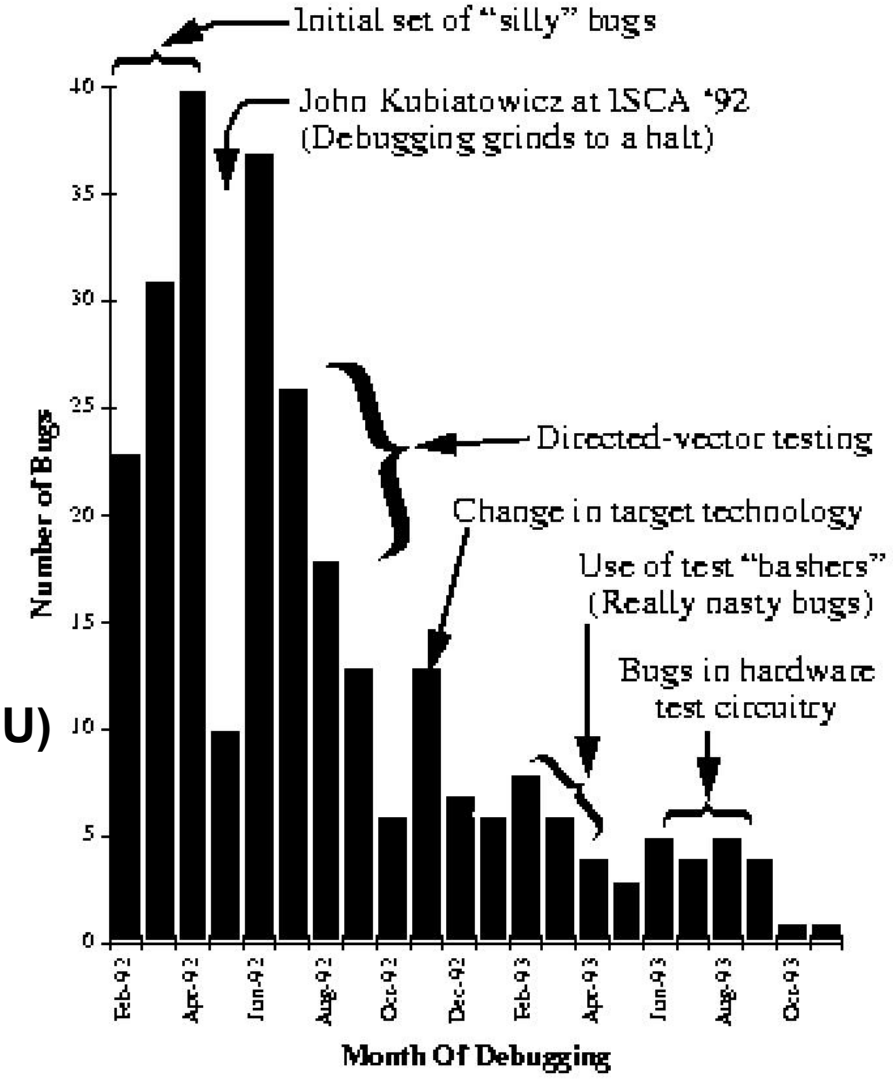
Patterson Fall 2003 © UCB

Added benefit: cool post-design statistics

Sample graph from the Alewife project:



- **For the Communications and Memory Management Unit (CMMU)**
- **These statistics came from on-line record of bugs**



Patterson Fall 2003 © UCB

Lecture Summary

- An Overview of the Design Process
  - Design is an iterative process, multiple approaches to get started
  - Do NOT wait until you know everything before you start
- Example: Instruction Set drives the ALU design
  - Divide and Conquer
  - Take pieces you know and put them together
  - Start with a partial solution and extend
- Optimization: Start simple and analyze critical path
  - For adder: the carry is the slowest element
  - Logarithmic trees to flatten linear computation
  - Precompute: Double hardware and postpone slow decision
- On-line Design Notebook
  - Open a window and keep an editor running while you work;cut&paste
  - Refer to the handout as an example
  - Former CS 152 students (and TAs) say they use on-line notebook for programming as well as hardware design; one of most valuable skills

Patterson Fall 2003 © UCB