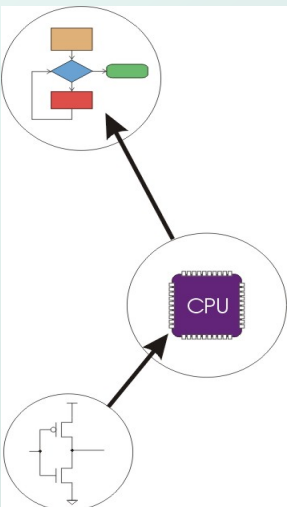


## Chapter 6 Programming

Original slides from Gregory Byrd, North Carolina State University  
Modified slides by C.Wilcox, S. Rajopadhye Colorado State University

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## Computing Layers



Problems

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Algorithms

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Language

-----

Instruction Set Architecture

-----

Microarchitecture

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Circuits

-----

Devices

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## Solving Problems using a Computer

- Methodologies for creating computer programs that perform a desired function.
- **Problem Solving**
  - How do we figure out what to tell the computer to do?
  - Convert problem statement into algorithm, using *stepwise refinement*.
  - Convert algorithm into LC-3 machine instructions.
- **Debugging**
  - How do we figure out why it didn't work?
  - Examine registers and memory, set breakpoints, etc.

***Time spent on the first can reduce time spent on the second!***

## Stepwise Refinement

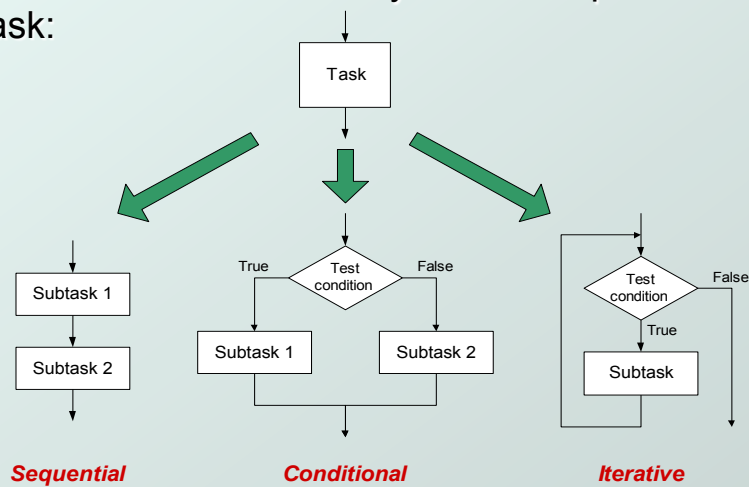
- Also known as *systematic decomposition*.
- Start with problem statement:
  - “We wish to count the number of occurrences of a character in a file. The character in question is to be input from the keyboard; the result is to be displayed on the monitor.”
- **Decompose** task into a few simpler **subtasks**.
- Decompose each subtask into **smaller subtasks**, and these into **even smaller subtasks**, etc.... until you get to the machine instruction level.

## Problem Statement

- Because problem statements are written in English, they are sometimes ambiguous and/or incomplete.
  - Where is “file” located? How big is it, or how do I know when I’ve reached the end?
  - How should final count be printed? A decimal number?
  - If the character is a letter, should I count both upper-case and lower-case occurrences?
- How do you resolve these issues?
  - Ask the person who wants the problem solved, or
  - Make a decision and document it.

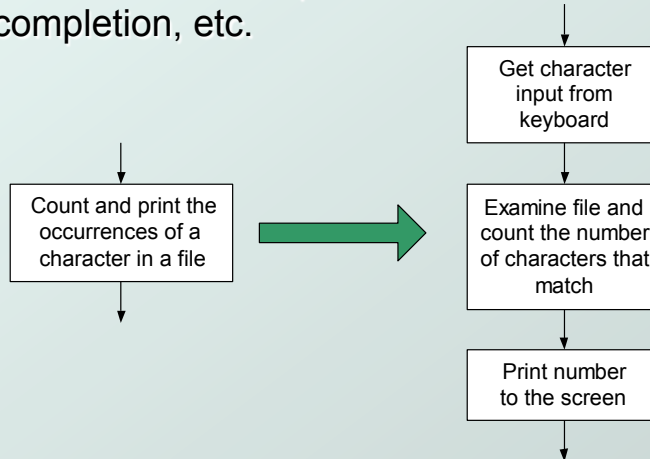
## Three Basic Constructs

- There are three basic ways to decompose a task:



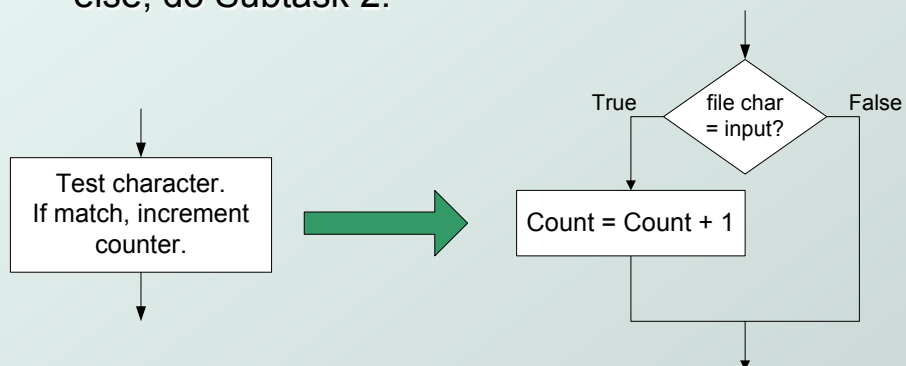
## Sequential

- Do Subtask 1 to completion, then do Subtask 2 to completion, etc.



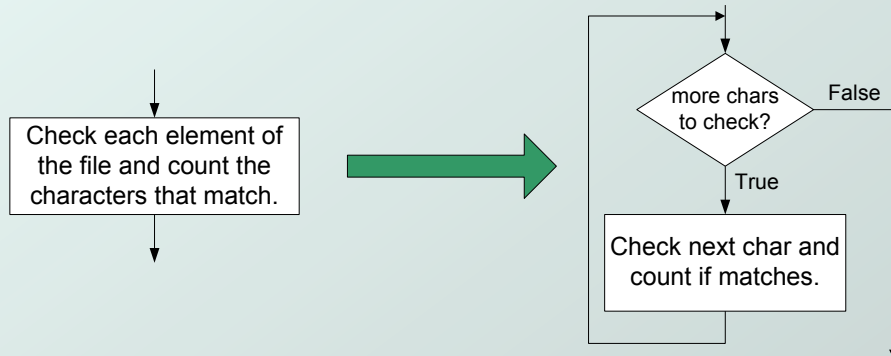
## Conditional

- If condition is true, do Subtask 1; else, do Subtask 2.



## Iterative

- Do Subtask over and over, as long as the test condition is true.



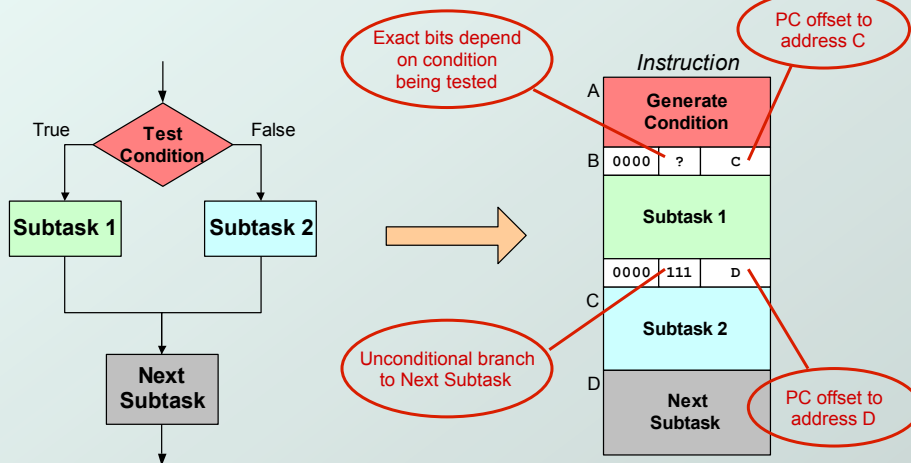
## Problem Solving Skills

- Learn to convert problem statement into step-by-step description of subtasks.  
**Like a puzzle, or a “word problem” from grammar school math.**
  - What is the starting state of the system?
  - What is the desired ending state?
  - How do we move from one state to another?
- **Recognize English words that correlate to three basic constructs:**
  - “do A **then** do B” ⇒ **sequential**
  - “**if** G, then do H” ⇒ **conditional**
  - “**for each** X, do Y” ⇒ **iterative**
  - “do Z **until** W” ⇒ **iterative**

## LC-3 Control Instructions

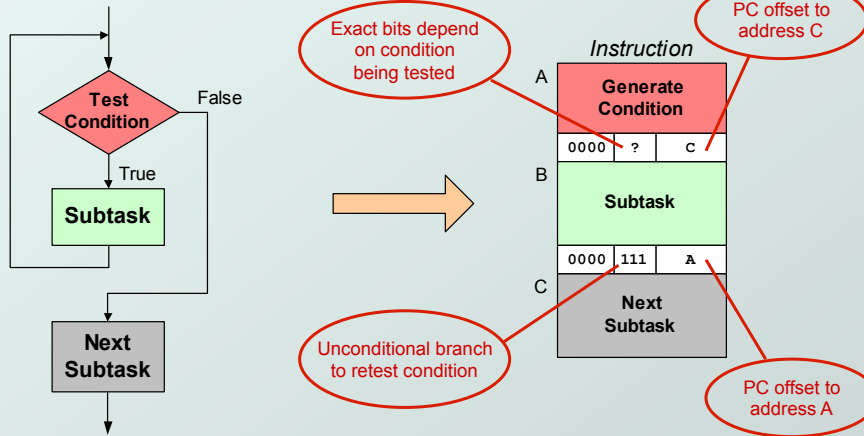
- How do we use LC-3 instructions to encode the three basic constructs?
  - **Sequential**
    - Instructions naturally flow from one to the next, so no special instruction needed to go from one sequential subtask to the next.
  - **Conditional and Iterative**
    - Create code that converts condition into N, Z, or P.  
Example: "Is R0 = R1?"  
Code: Subtract R1 from R0; if equal, Z bit will be set.
    - Use BR instruction to transfer control to proper subtask.

## Code for Conditional



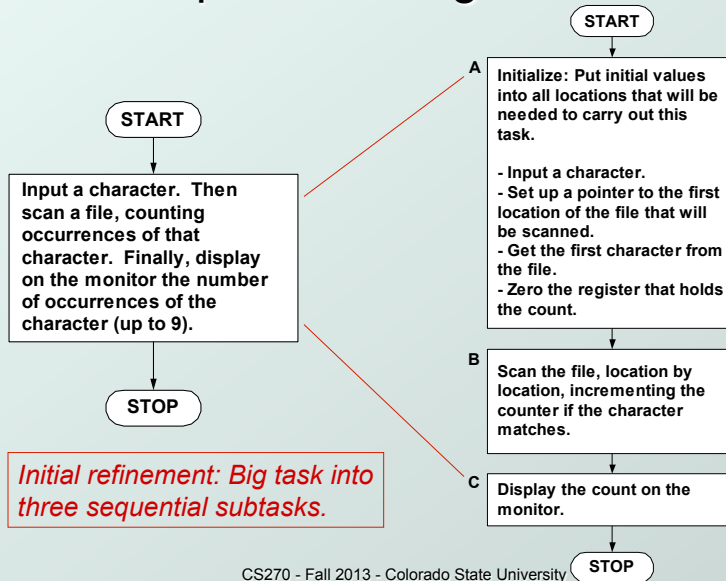
Assuming all addresses are close enough that PC-relative branch can be used.

## Code for Iteration

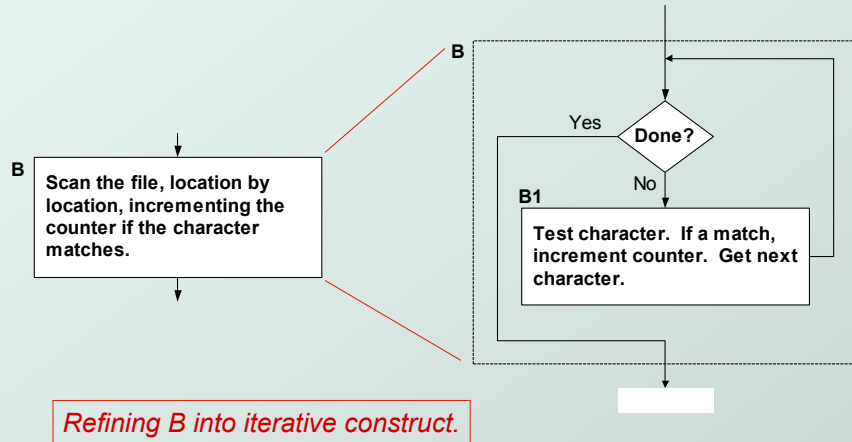


Assuming all addresses are on the same page.

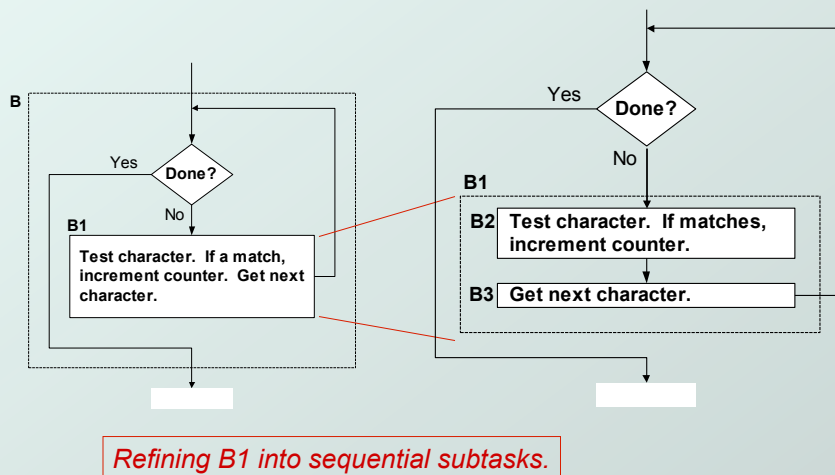
## Example: Counting Characters



## Refining B

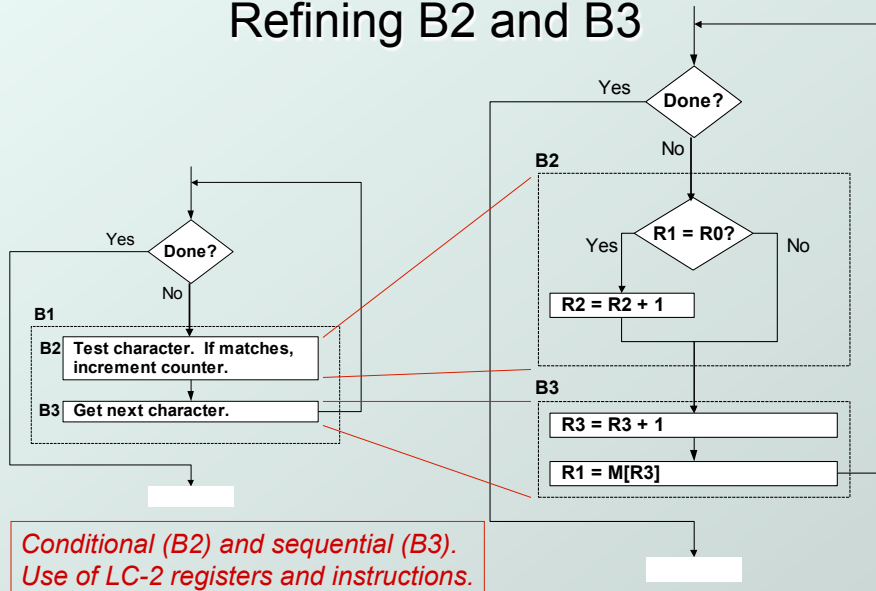


## Refining B1



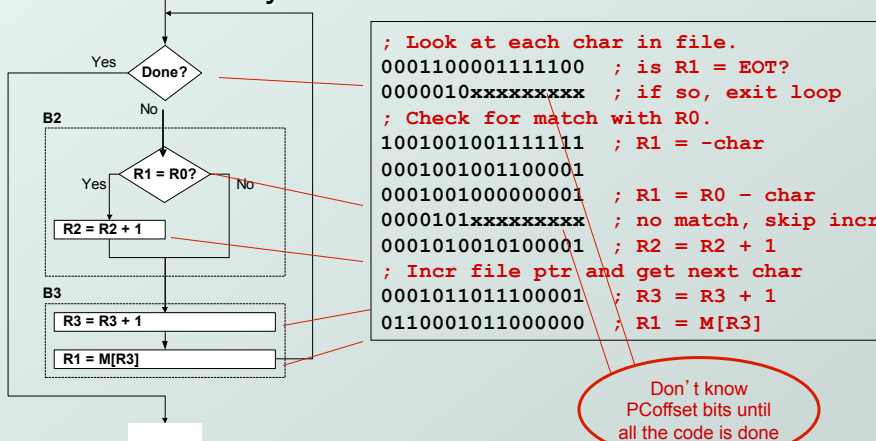


## Refining B2 and B3



## The Last Step: LC-3 Instructions

- Use comments to separate into modules and to document your code.



## Debugging

- You've written your program and it doesn't work.
- **Now what?**
- What do you do when you're lost in a city?
  - × Drive around randomly and hope you find it?
  - ✓ Return to a known point and look at a map?
  - ✓ In debugging, the equivalent to looking at a map is **tracing** your program.
    - **Examine the sequence of instructions being executed.**
    - **Keep track of results being produced.**
    - **Compare result from instructions to the expected result.**

## Debugging Operations

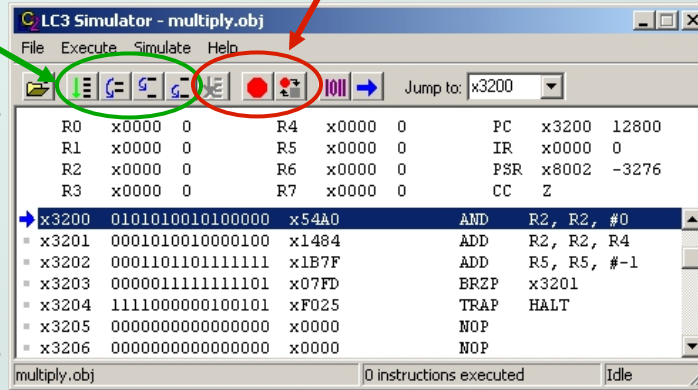
- Any debugger should provide means to:
  1. Display values in memory and registers.
  2. Deposit values in memory and registers.
  3. Execute instruction sequence in a program.
  4. Stop execution when desired.
- 1. Different programming levels offer different tools.
  - High-level languages (C, Java, ...) usually have source-code debugging tools.
  - For debugging at the machine instruction level:
    - simulators
    - operating system "monitor" tools
    - in-circuit emulators (ICE)
      - plug-in hardware replacements that give instruction-level control

## LC-3 Simulator

execute instruction sequences

stop execution, set breakpoints

set/display registers and memory



## Types of Errors

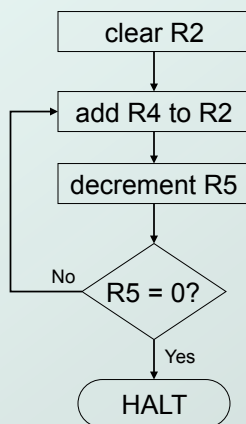
- **Syntax Errors**
  - You made a typing error that resulted in an illegal operation.
  - Not usually an issue with machine language, because almost any bit pattern corresponds to a legal instruction.
  - In high-level languages, these are often caught during the translation from language to machine code.
- **Logic Errors**
  - Your program is legal, but wrong, so the results don't match the problem statement.
  - Trace the program to see what's really happening and determine how to get the proper behavior.
- **Data Errors**
  - Input data is different than what you expected.
  - Test the program with a wide variety of inputs.

## Tracing the Program

- Execute the program one piece at a time, examining register and memory to see results at each step.
- **Single-Stepping**
  - Execute one instruction at a time.
  - Tedious, but useful to help you verify each step of your program.
- **Breakpoints**
  - Tell the simulator to stop executing when it reaches a specific instruction.
  - Check overall results at specific points in the program.
    - Quickly execute sequences to get an overview of the behavior.
    - Quickly execute sequences that you believe are correct.
- **Watchpoints**
  - Tell the simulator to stop when a register or memory location changes or when it equals a specific value.
  - Useful when you don't know where or when a value is changed.

## Example 1: Multiply

- This program is supposed to multiply the two unsigned integers in R4 and R5.



|       |                  |
|-------|------------------|
| x3200 | 0101010010100000 |
| x3201 | 0001010010000100 |
| x3202 | 0001101101111111 |
| x3203 | 0000011111111101 |
| x3204 | 1111000000100101 |

**Set R4 = 10, R5 = 3.  
Run program.  
Result: R2 = 40, not 30.**

## Debugging the Multiply Program

PC and registers at the beginning of each instruction

| PC    | R2 | R4 | R5 |
|-------|----|----|----|
| x3200 | -- | 10 | 3  |
| x3201 | 0  | 10 | 3  |
| x3202 | 10 | 10 | 3  |
| x3203 | 10 | 10 | 2  |
| x3201 | 10 | 10 | 2  |
| x3202 | 20 | 10 | 2  |
| x3203 | 20 | 10 | 1  |
| x3201 | 20 | 10 | 1  |
| x3202 | 30 | 10 | 1  |
| x3203 | 30 | 10 | 0  |
| x3201 | 30 | 10 | 0  |
| x3202 | 40 | 10 | 0  |
| x3203 | 40 | 10 | -1 |
| x3204 | 40 | 10 | -1 |
|       | 40 | 10 | -1 |

Single-stepping

Breakpoint at branch (x3203)

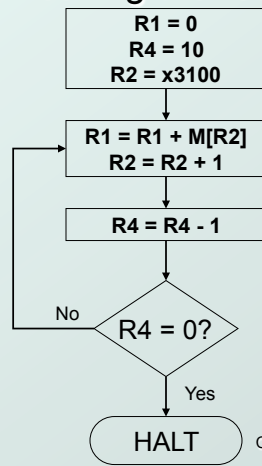
| PC    | R2 | R4 | R5 |
|-------|----|----|----|
| x3203 | 10 | 10 | 2  |
| x3203 | 20 | 10 | 1  |
| x3203 | 30 | 10 | 0  |
| x3203 | 40 | 10 | -1 |
|       | 40 | 10 | -1 |

Should stop looping here!

Executing loop one time too many. Branch at x3203 should be based on Z bit only, not Z and P.

## Example 2: Sum an Array of Numbers

- This program is supposed to sum the numbers stored in 10 locations beginning with x3100, leaving the result in R1.



|       |                  |
|-------|------------------|
| x3000 | 0101001001100000 |
| x3001 | 0101100100100000 |
| x3002 | 0001100100101010 |
| x3003 | 0010010011111100 |
| x3004 | 0110011010000000 |
| x3005 | 0001010010100001 |
| x3006 | 0001001001000011 |
| x3007 | 0001100100111111 |
| x3008 | 0000001111111011 |
| x3009 | 1111000000100101 |

## Debugging the Summing Program

- Running the the data below yields **R1 = x0024**, but the sum should be **x8135**. What happened?

| Address | Contents |
|---------|----------|
| x3100   | x3107    |
| x3101   | x2819    |
| x3102   | x0110    |
| x3103   | x0310    |
| x3104   | x0110    |
| x3105   | x1110    |
| x3106   | x11B1    |
| x3107   | x0019    |
| x3108   | x0007    |
| x3109   | x0004    |

Start single-stepping program...

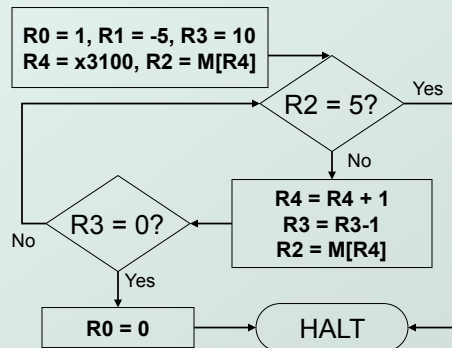
| PC    | R1 | R2    | R4 |
|-------|----|-------|----|
| x3000 | -- | --    | -- |
| x3001 | 0  | --    | -- |
| x3002 | 0  | --    | 0  |
| x3003 | 0  | --    | 10 |
| x3004 | 0  | x3107 | 10 |

Should be x3100!

Loading contents of M[x3100], not address.  
Change opcode of x3003 from 0010 (LD) to 1110 (LEA).

## Example 3: Looking for a 5

- This program is supposed to set R0=1 if there's a 5 in one of ten memory locations, starting at x3100.
- Else, it should set R0 to 0.



|       |                  |
|-------|------------------|
| x3000 | 0101000000100000 |
| x3001 | 0001000000100001 |
| x3002 | 0101001001100000 |
| x3003 | 0001001001111011 |
| x3004 | 0101011011100000 |
| x3005 | 0001011011101010 |
| x3006 | 0010100000001001 |
| x3007 | 0110010100000000 |
| x3008 | 0001010010000001 |
| x3009 | 0000010000000101 |
| x300A | 0001100100100001 |
| x300B | 0001011011111111 |
| x300C | 0110010100000000 |
| x300D | 0000011111111010 |
| x300E | 0101000000100000 |
| x300F | 1111000000100101 |
| x3010 | 0011000100000000 |

## Debugging the Fives Program

- Running the program with a 5 in location x3108 results in **R0 = 0**, not **R0 = 1**. What happened?

| Address | Contents |
|---------|----------|
| x3100   | 9        |
| x3101   | 7        |
| x3102   | 32       |
| x3103   | 0        |
| x3104   | -8       |
| x3105   | 19       |
| x3106   | 6        |
| x3107   | 13       |
| x3108   | 5        |

Perhaps we didn't look at all the data?

Put a breakpoint at x300D to see how many times we branch back.

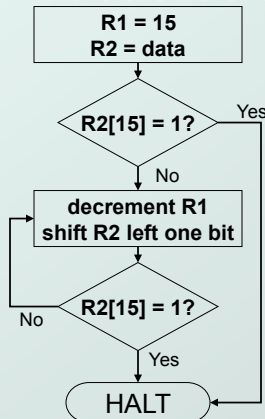
| PC    | R0 | R2 | R3 | R4    |
|-------|----|----|----|-------|
| x300D | 1  | 7  | 9  | x3101 |
| x300D | 1  | 32 | 8  | x3102 |
| x300D | 1  | 0  | 7  | x3103 |
|       | 0  | 0  | 7  | x3103 |

Didn't branch back, even though R3 > 0?

Branch uses condition code set by loading R2 with M[R4], not by decrementing R3. Swap x300B and x300C, or remove x300C and branch back to x3007.

## Example 4: Finding First 1 in a Word

- This program is supposed to return (in R1) the bit position of the first 1 in a word. The address of the word is in location x3009 (just past the end of the program). If there are no ones, R1 should be set to -1.



|       |                  |
|-------|------------------|
| x3000 | 0101001001100000 |
| x3001 | 0001001001101111 |
| x3002 | 1010010000000110 |
| x3003 | 0000100000000100 |
| x3004 | 0001001001111111 |
| x3005 | 0001010010000010 |
| x3006 | 0000100000000001 |
| x3007 | 0000111111111100 |
| x3008 | 1111000000100101 |
| x3009 | 0011000100000000 |

## Debugging the First-One Program

- Program works most of the time, but if data is zero, it never seems to HALT.

| PC    | R1 |
|-------|----|
| x3007 | 14 |
| x3007 | 13 |
| x3007 | 12 |
| x3007 | 11 |
| x3007 | 10 |
| x3007 | 9  |
| x3007 | 8  |
| x3007 | 7  |
| x3007 | 6  |
| x3007 | 5  |

| PC    | R1 |
|-------|----|
| x3007 | 4  |
| x3007 | 3  |
| x3007 | 2  |
| x3007 | 1  |
| x3007 | 0  |
| x3007 | -1 |
| x3007 | -2 |
| x3007 | -3 |
| x3007 | -4 |
| x3007 | -5 |

Breakpoint at backwards branch (x3007)

If no ones, then branch to HALT never occurs!

This is called an “infinite loop.”

Must change algorithm to either

- (a) check for special case ( $R2=0$ ), or
- (b) exit loop if  $R1 < 0$ .

## Debugging: Lessons Learned

- Trace program to see what's going on.**
  - Breakpoints, single-stepping
- When tracing, make sure to notice what's really happening, not what you think should happen.**
  - In summing program, it would be easy to not notice that address x3107 was loaded instead of x3100.
- Test your program using a variety of input data.**
  - In Examples 3 and 4, the program works for many (but not all) data sets.
  - Be sure to test extreme cases (all ones, no ones, ...).