

# Integers II

## CSE 351 Autumn 2023

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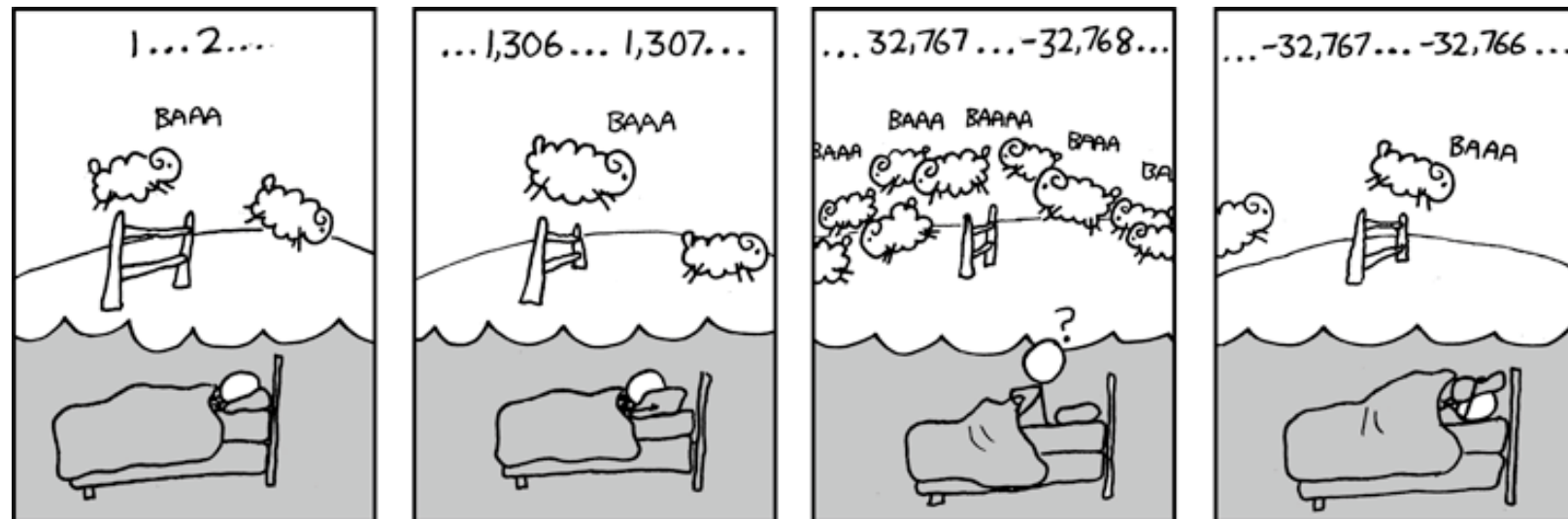
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<http://xkcd.com/571/>

# Relevant Course Information

- ❖ hw4 due Monday, hw5 due Wednesday
- ❖ Lab 1a due Monday (10/9)
  - Use `ptest` and `d1c.py` to check your solution for correctness (on the CSE Linux environment)
  - Submit `pointer.c` and `lab1Asynthesis.txt` to Gradescope
    - Make sure you pass the File and Compilation Check – all the correct files were found and there were no compilation or runtime errors
- ❖ Lab 1b released today, due 10/16
  - Bit manipulation on a custom encoding scheme
  - Bonus slides at the end of today's lecture have relevant examples

# Runnable Code Snippets on Ed

- ❖ Ed allows you to embed runnable code snippets (*e.g.*, readings, homework, discussion)
  - These are *editable* and *rerunnable*!
  - Hides compiler warnings, but will show compiler errors and runtime errors
- ❖ Suggested use
  - Good for experimental questions about basic behaviors in C
  - *NOT* entirely consistent with the CSE Linux environment, so should not be used for any lab-related work

A detailed, colorful image of a microchip die, showing a complex grid of circuitry and various colored regions (purple, blue, yellow, green, red) representing different functional blocks.

# Integers II

# Lesson Summary (1/2)

- ❖ Casting in C
  - Data types determine size, interpretations, and operator behaviors
  - Casting (implicit or explicit) can convert values between different data types
    - Be careful of the possible consequences of casting (truncation, zero/sign extension, change in interpreted value, change in operator behaviors like comparisons and shifting)
- ❖ We can only represent a limited range of numbers in  $w$  bits
  - When we exceed the limits, *arithmetic overflow* occurs following rules of modular arithmetic
    - Signed vs. unsigned overflow depends on interpretation of numbers
- ❖ Shifting is a useful bitwise operator
  - Right shifting can be arithmetic (sign) or logical (0)
  - Can be used in multiplication with constant or bit masking

# Lesson Summary (2/2)

## ❖ Terminology:

- Modular arithmetic, arithmetic overflow (limits UMin, UMax, TMin, Tmax)
- Type casting: implicit vs. explicit, integer zero extension vs. sign extension
- Bit shifting: left shift, logical right shift, arithmetic right shift

## ❖ Learning Objectives:

- Identify when integer limitations are encountered (*e.g.*, overflow).
- Identify the effect of C casts (both implicit and explicit) on stored values and the behavior of operations.

## ❖ What lingering questions do you have from the lesson?

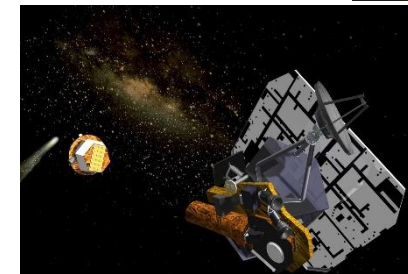


A detailed, colorful micrograph of a microchip die, showing a complex grid of circuitry and various colored regions (purple, blue, yellow, green, red) representing different functional blocks.

# Integers II – Context

# Integer Representation Issues in Real Life

- ❖ **1985:** Therac-25 radiation therapy machine
  - Overdoses of radiation due to arithmetic overflow of incrementing a 1-byte safety flag variable
- ❖ **2000:** Y2K problem
  - Limited representation (two-digit decimal year)
- ❖ **2013:** Deep Impact spacecraft lost
  - Suspected integer overflow from storing time as tenth-seconds in unsigned int: 8/11/2013, 00:38:49.6
- ❖ **2038:** Unix epoch time rollover (seconds since 1/1/1970)
  - Signed 32-bit integer representation rolls over to TMin in 2038



Unix Epoch:  
00:00:00  
January 1, 1970



# Discussion Question

- ❖ Discuss the following question(s) in groups of 3-4 students
  - I will call on a few groups afterwards so please be prepared to share out
  - Be respectful of others' opinions and experiences
- ❖ Given that **arithmetic overflow** is a well-known property of integers in computing, what do you think are some of the *causes* and *pressures* that perpetuate these issues?
  - Think broadly! Ideas could be technical, economic, societal, etc.



# Integers II – Practice

# Group Work Time

- ❖ During this time, you are encouraged to work on the following:
  - 1) If desired, continue your discussion
  - 2) Work on the lesson problems (solutions at the end of class)
  - 3) Work on the homework problems
  
- ❖ Resources:
  - You can revisit the lesson material
  - Work together in groups and help each other out
  - Course staff will circle around to provide support

# Practice Problems (1/2)

- ❖ What is the value (and encoding) of TMin for a fictional 6-bit wide integer data type?

$$0b \frac{1}{-2^5} \frac{0}{2^4} \frac{0}{2^3} \frac{0}{2^2} \frac{0}{2^1} \frac{0}{2^0}$$

$$-2^{n-1} = -2^5 = \boxed{-32}$$

*signed*  
*most negative*  
*represent  $2^6 = 64$  numbers*

- ❖ For unsigned char uc = 0xA1;, what are the produced data for the cast (unsigned short)uc?

*2 bytes*

*unsigned → zero extension*

$$\boxed{0x00A1}$$

- ❖ What is the result of the following expressions?

- (signed char)uc >> 2
- (unsigned char)uc >> 3

*signed:*  $0b \underline{1}010 \cancel{0001} \xrightarrow{\text{arithmetic}} 0b \underline{11}101000 = \boxed{0xE8}$

*unsigned:*  $0b 1010 \cancel{0001} \xrightarrow{\text{logical}} 0b \underline{000}10100 = \boxed{0x14}$

# Practice Problems (2/2)

$$[\text{TMin}, \text{TMax}] = [-128, 127]$$

$$[\text{UMin}, \text{UMax}] = [0, 255]$$

- ❖ Assuming 8-bit integers:
  - $0x27 = 39$  (signed) = 39 (unsigned)
  - $0xD9 = -39$  (signed) = 217 (unsigned)
  - $0x7F = 127$  (signed) = 127 (unsigned)
  - $0x81 = -127$  (signed) = 129 (unsigned)
- ❖ For the following additions, did signed and/or unsigned overflow occur?
  - $0x27 + 0x81$ 
    - signed:  $39 + (-127) = -88$   
no signed overflow
    - unsigned:  $39 + 129 = 168$   
no unsigned overflow
  - $0x7F + 0xD9$ 
    - signed:  $127 + (-39) = 88$   
no signed overflow
    - unsigned:  $127 + 217 = 344$   
unsigned overflow