

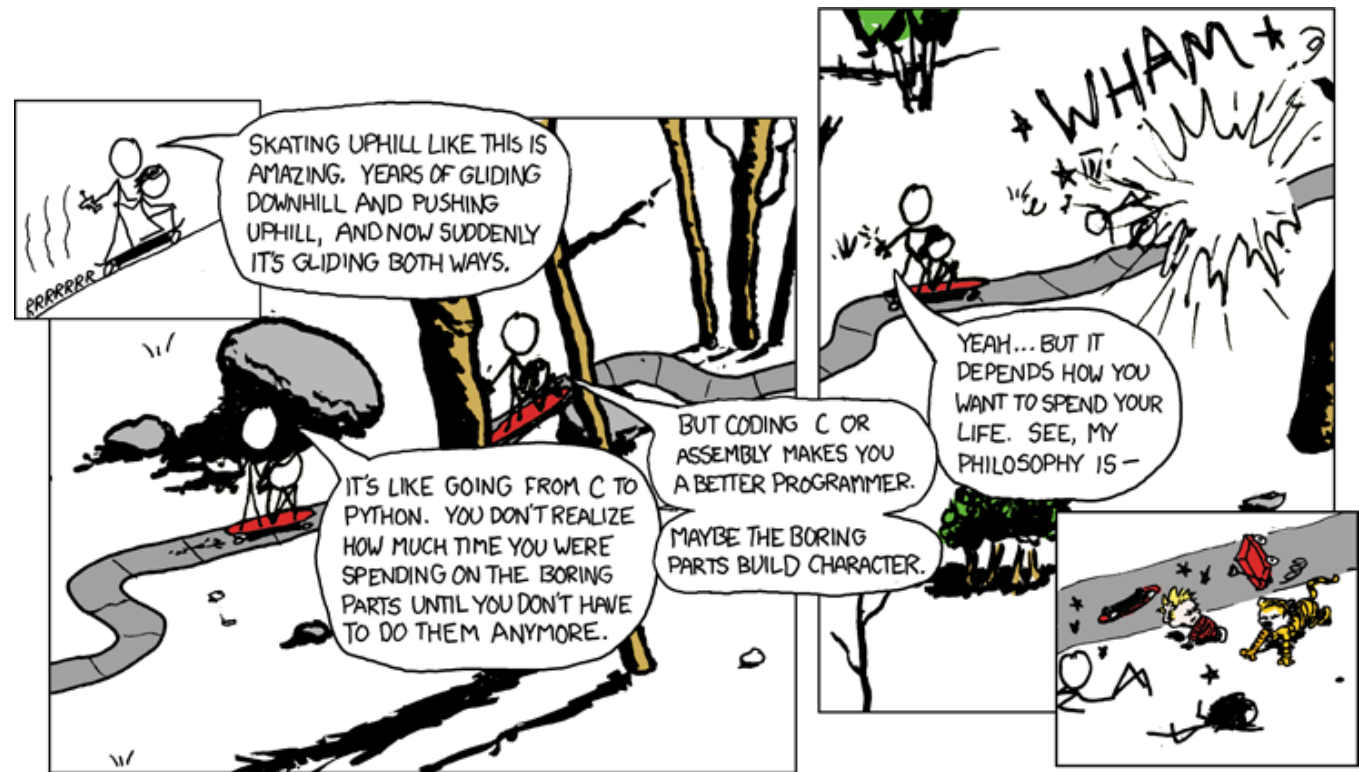
# x86-64 Programming I

## CSE 351 Winter 2024

**Instructor:**  
Justin Hsia

**Teaching Assistants:**

Adithi Raghavan  
Aman Mohammed  
Connie Chen  
Eyoel Gebre  
Jiawei Huang  
Malak Zaki  
Naama Amiel  
Nathan Khuat  
Nikolas McNamee  
Pedro Amarante  
Will Robertson



<http://xkcd.com/409/>

# Relevant Course Information

- ❖ HW5 due tonight, HW6 due Monday, HW7 due Wednesday
- ❖ Lab 1a grades hopefully released by end of Sunday (1/21)
- ❖ Lab 1b due Monday (1/22) at 11:59 pm
  - No major programming restrictions, but should avoid magic numbers by using C macros (`#define`)
  - For debugging, can use provided utility functions `print_binary_short()` and `print_binary_long()`
  - Pay attention to the output of `aisle_test` and `store_test` – failed tests will show you actual vs. expected
  - You have *late day tokens* available

# Getting Help with 351

- ❖ Lecture recordings, lessons, inked slides, section worksheet solutions
- ❖ Attend lectures and support hours
  - Can also chat with other students– help each other learn!
- ❖ Form a study group!
  - Good for everything but labs, which should be done in pairs
  - Communicate regularly, use the class terminology, ask and answer each others' questions, show up to SH together
- ❖ Post on Ed Discussion
- ❖ Request a 1-on-1 meeting
  - Available on a limited basis for special circumstances

A detailed, colorful micrograph of a microchip die, showing a complex grid of circuitry and various colored regions. The text 'x86-64 Programming I' is overlaid in the center.

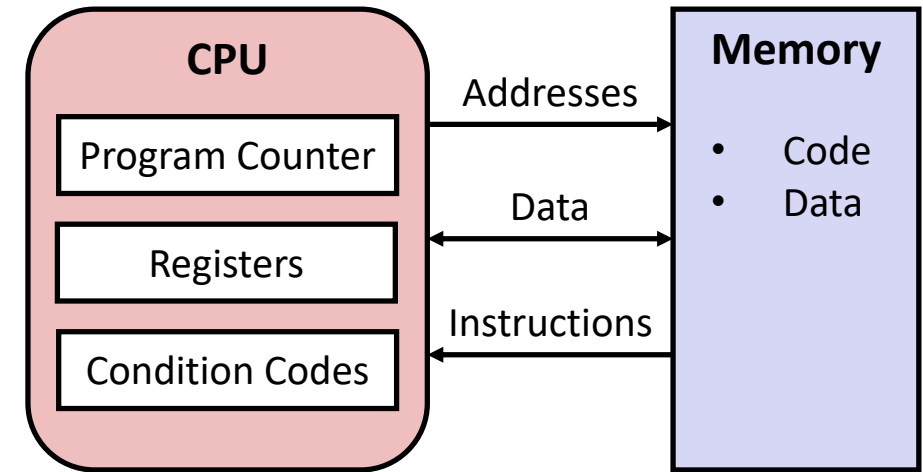
# x86-64 Programming I

# Lesson Summary (1/2)

❖ Assembly programmer-visible state:

❖ x86-64 is a *complex instruction set computing* (CISC) architecture

- x86-64 integer instruction common forms: **instr op** and **instr src, dst**
  - Fixed width specified by size suffix: b (1 byte), w (2 bytes), l (4 bytes), or q (8 bytes)
- Instruction types:
  - *Data transfer* (e.g., **movq** (%rsi), %rdx)
  - *Arithmetic* (e.g., **imulq** \$3, %rsi)
  - *Control Flow* (e.g., **ret**)



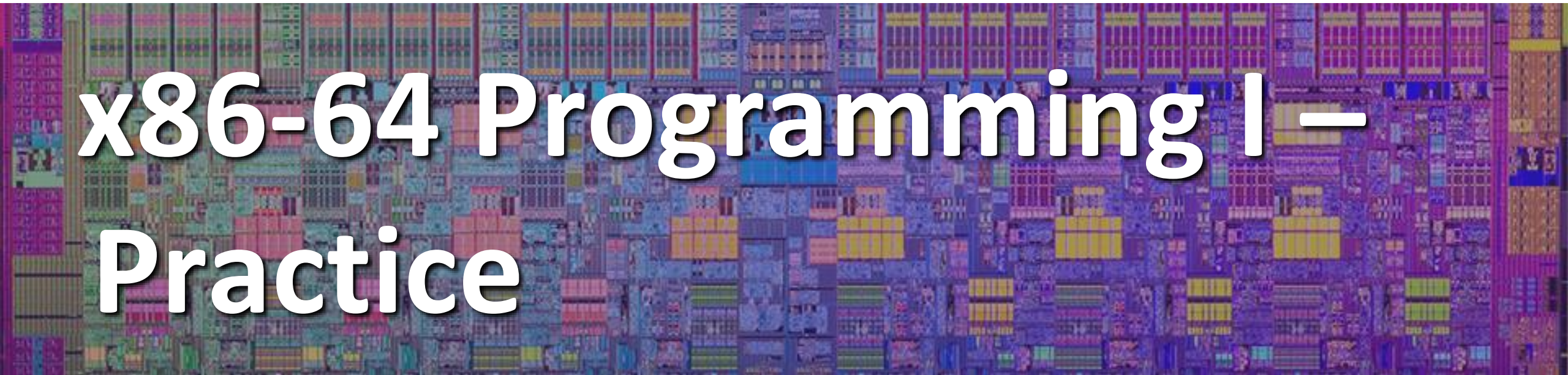
# Lesson Summary (2/2)

- ❖ x86-64 is a *complex instruction set computing* (CISC) architecture
  - x86-64 integer instruction common forms: **instr op** and **instr src, dst**
    - Fixed width specified by size suffix: b (1 byte), w (2 bytes), l (4 bytes), or q (8 bytes)
  - Operand types:
    - Immediate (\$) is a literal (e.g., `imulq $3, %rsi`)
    - Register (%) is a general-purpose integer register or sub-register (e.g., `movq (%rsi), %rdx`)
    - Memory (()) is a way to express an address (e.g., `movq (%rsi), %rdx`)

<u>%rax</u>	<u>%eax</u>	<u>%ax</u>	<u>%al</u>	%r8	%r8d	%r8w	%r8b
<u>%rbx</u>	<u>%ebx</u>	<u>%bx</u>	<u>%bl</u>	%r9	%r9d	%r9w	%r9b
<u>%rcx</u>	<u>%ecx</u>	<u>%cx</u>	<u>%cl</u>	%r10	%r10d	%r10w	%r10b
<u>%rdx</u>	<u>%edx</u>	<u>%dx</u>	<u>%dl</u>	%r11	%r11d	%r11w	%r11b
<u>%rsi</u>	<u>%esi</u>	<u>%si</u>	<u>%sil</u>	%r12	%r12d	%r12w	%r12b
<u>%rdi</u>	<u>%edi</u>	<u>%di</u>	<u>%dil</u>	%r13	%r13d	%r13w	%r13b
<u>%rsp</u>	<u>%esp</u>	<u>%sp</u>	<u>%spl</u>	%r14	%r14d	%r14w	%r14b
<u>%rbp</u>	<u>%ebp</u>	<u>%bp</u>	<u>%bpl</u>	%r15	%r15d	%r15w	%r15b
8 bytes	4 bytes	2 bytes	1 byte	8 bytes	4 bytes	2 bytes	1 byte

# Lesson Q&A

- ❖ Learning Objectives:
  - Without executing, describe the overall purpose of snippets of x86-64 assembly code containing arithmetic, [if-else statements, and/or loops].
- ❖ What lingering questions do you have from the lesson?
  - Chat with your neighbors about the lesson for a few minutes to come up with questions

A detailed, colorful micrograph of a microchip die, showing intricate circuit patterns in shades of purple, blue, yellow, and green. The text is overlaid on this background.

# x86-64 Programming I – Practice



# Polling Questions (1/2)

- ❖ Assume that the register `%rax` currently holds the value `0x 01 02 03 04 05 06 07 08`
- ❖ Answer the questions on Ed Lessons about the following instruction (`<instr> <src> <dst>`):

```
xorw $-1, %ax
```

- Operation type:
- Operand types:
- Operation width:
- (extra) Result in `%rax`:

## Polling Questions (2/2)

❖ Which of the following are valid implementations of  $rcx = rax + rbx$ ?

- `addq %rax, %rcx`  
`addq %rbx, %rcx`

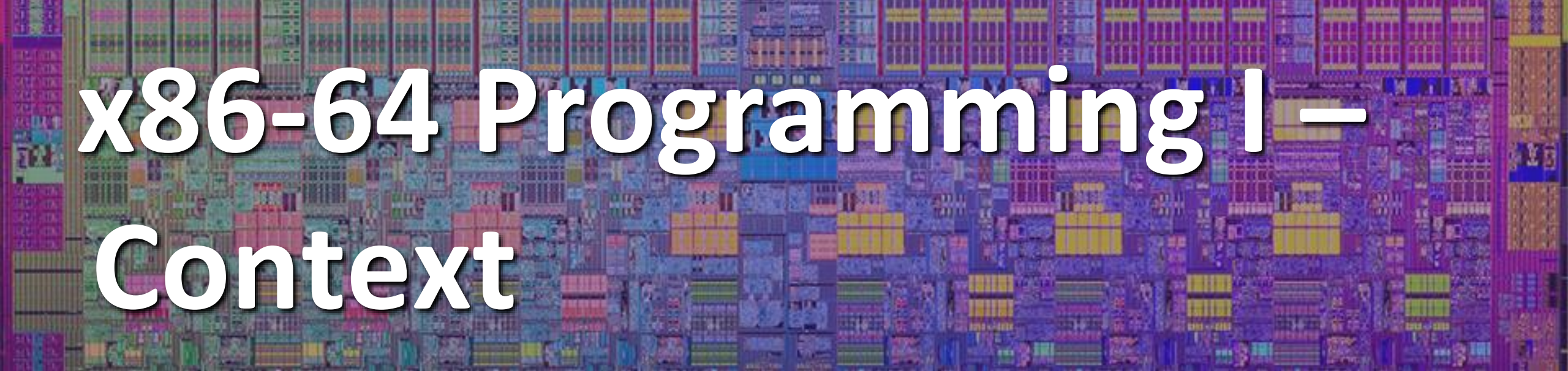
- `movq %rax, %rcx`  
`addq %rbx, %rcx`

- `movq $0, %rcx`  
`addq %rbx, %rcx`  
`addq %rax, %rcx`

- `xorq %rax, %rax`  
`addq %rax, %rcx`  
`addq %rbx, %rcx`

# Homework Setup

- ❖ Do the following operand types have an implied size?
  - An immediate operand is a literal/constant (e.g., `$3`)
  - A register operand is the value stored in a register (e.g., `%rdx`)
  - A memory operand represents an address in memory (e.g., `(%rsi)`)

A detailed, colorful image of a microchip die, showing intricate patterns of circuitry in shades of purple, blue, yellow, and green. The die is rectangular and densely packed with various components.

# x86-64 Programming I – Context

# Instruction Set Philosophies, Revisited

- ❖ *Complex Instruction Set Computing (CISC):*  
Add more and more elaborate and specialized instructions as needed
  - **Design goals:** complete tasks in as few instructions as possible; minimize memory accesses for instructions
  
- ❖ *Reduced Instruction Set Computing (RISC):*  
Keep instruction set small and regular
  - **Design goals:** build fast hardware; instructions should complete in few clock cycles (ideally 1); minimize complexity and maximize performance
  
- ❖ How different are these two philosophies, really?

# Mainstream ISAs, Revisited



## x86

<b>Designer</b>	Intel, AMD
<b>Bits</b>	16-bit, 32-bit and 64-bit
<b>Introduced</b>	1978 (16-bit), 1985 (32-bit), 2003 (64-bit)
<b>Design</b>	CISC
<b>Type</b>	Register-memory
<b>Encoding</b>	Variable (1 to 15 bytes)
<b>Branching</b>	Condition code
<b>Endianness</b>	Little

Macbooks & PCs  
(Core i3, i5, i7, M)  
[x86-64 Instruction Set](#)

## ARM

<b>Designer</b>	ARM
<b>Bits</b>	32-bit, 64-bit
<b>Introduced</b>	1985
<b>Design</b>	RISC
<b>Type</b>	Register
<b>Encoding</b>	AArch64/A64 and AArch32/A32 use 32-bit instructions, T32 (Thumb-2) uses mixed 16- and 32-bit instructions
<b>Branching</b>	Condition code, compare and branch
<b>Endianness</b>	Bi (little as default)

Smartphone-like devices  
(iPhone, iPad, Raspberry Pi)  
[ARM Instruction Set](#)

## RISC-V

<b>Designer</b>	University of California, Berkeley
<b>Bits</b>	32 · 64 · 128
<b>Introduced</b>	2010
<b>Design</b>	RISC
<b>Type</b>	Load-store
<b>Encoding</b>	Variable
<b>Endianness</b>	Little <sup>[1][3]</sup>

Mostly research  
(some traction in embedded)  
[RISC-V Instruction Set](#)

Does anything  
feel "off" about  
this landscape?

# Tech Monopolization (blank)

- ❖ How many “dominant” ISAs are there?
- ❖ How many “dominant” phone brands are there?
- ❖ How many “dominant” operating systems are there?
- ❖ How many “dominant” chip manufacturers are there?

# Discussion Questions

- ❖ 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
  
- ❖ How do you feel about tech monopolization?
  - What are the benefits and disadvantages of this landscape for (1) the monopolizing companies and (2) the consumers?
  
  - These big tech companies are now worth billions of dollars. What might we try if we wanted to break up the monopolization?



# Group Work Time

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