

# Procedures II

## CSE 351 Winter 2024

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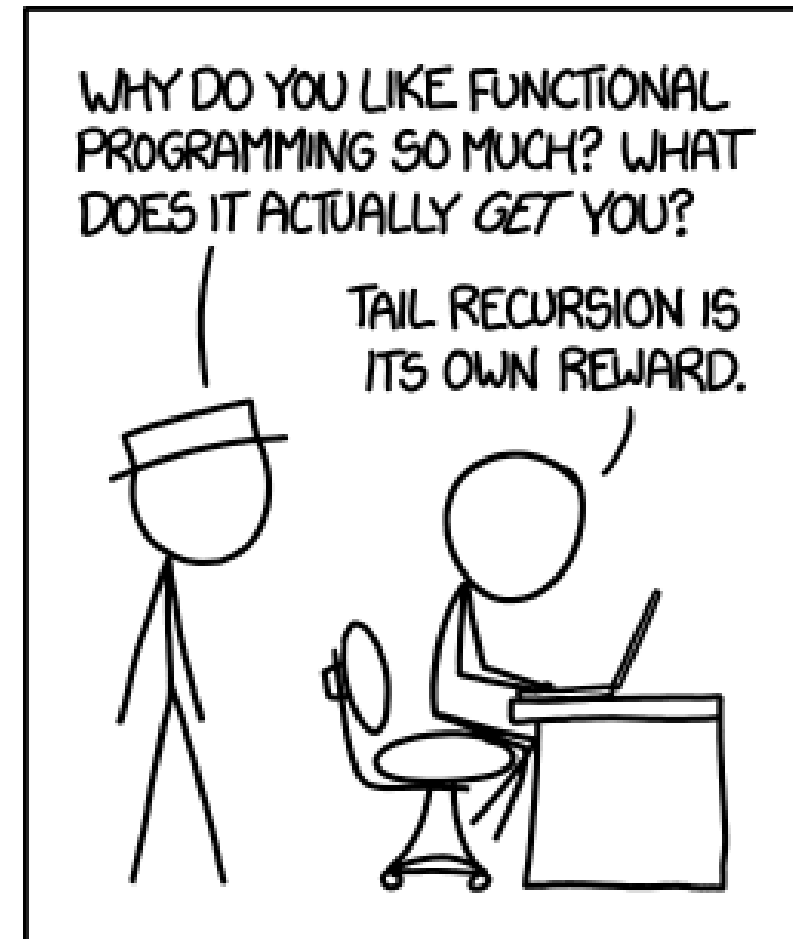
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<http://xkcd.com/1270/>

# Relevant Course Information

- ❖ Lab 1b grades released later this week
  - Regrade requests open ~24 hours after grade release (rounded to 12:00 am), close ~72 hours after grade release (rounded to 11:59 pm)
- ❖ Lab 2 due Friday (2/2)
  - Since you are submitting a text file (`defuser.txt`), there won't be any Gradescope autograder output about compilation this time – check the Code tab after submission to make sure that everything looks right
  - Extra credit (bonus) needs to be submitted to the extra credit assignment
- ❖ Midterm (take home, 2/8–10)
  - Make notes and use the [midterm reference sheet](#)
  - Form study groups and look at past exams!

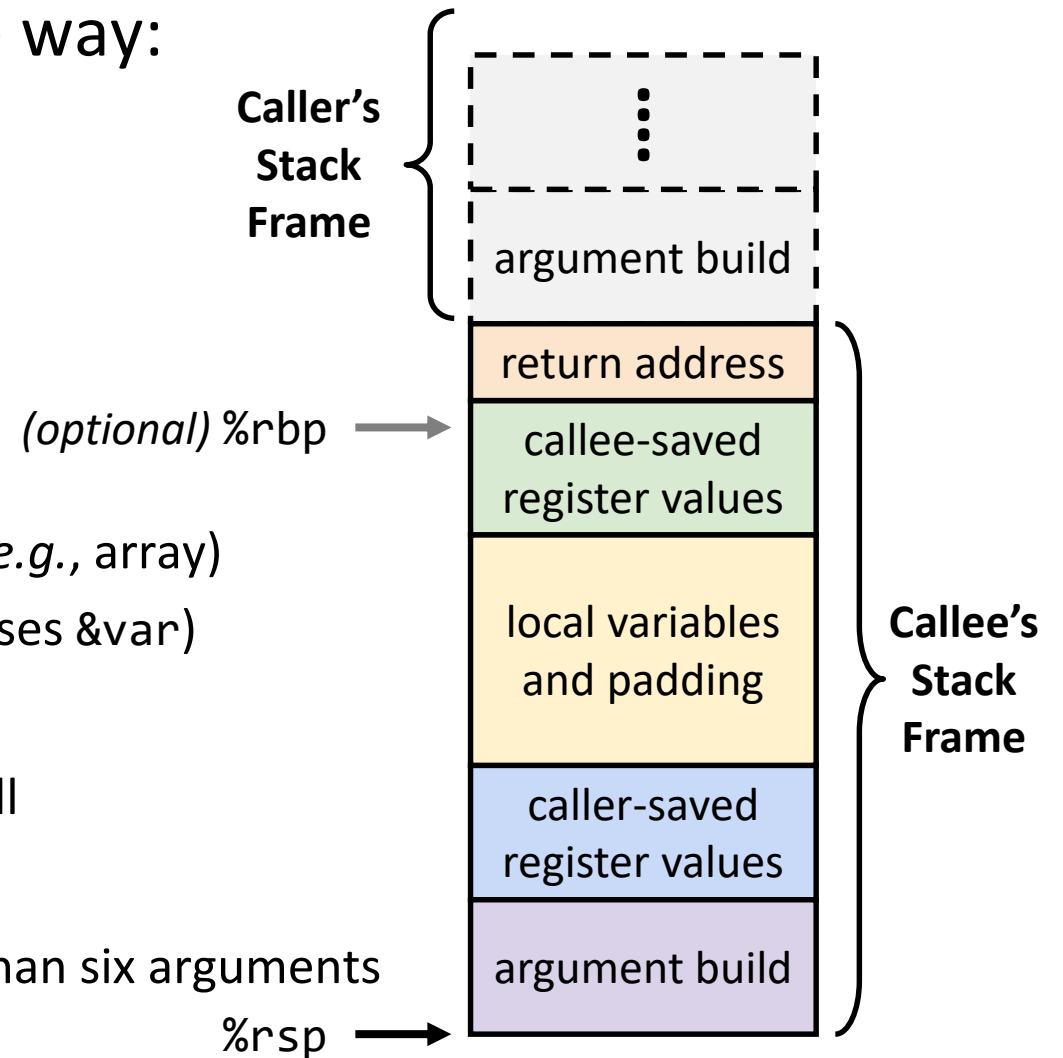
A detailed, colorful micrograph of a microchip die, showing a complex grid of circuitry and various colored regions. The die is rectangular and filled with intricate patterns of purple, blue, yellow, and green.

# Procedures II

# Lesson Summary (1/3)

❖ Each stack frame organized in the same way:

- 1) Return address pushed by `call`
  - The address of the instruction after `call`
- 2) Callee-saved registers
  - Only if procedure modifies/uses them
- 3) Local variables
  - Unavoidable if variable is too big for a register (*e.g.*, array)
  - Unavoidable if variable needs an address (*i.e.*, uses `&var`)
- 4) Caller-saved registers
  - Only if values are needed *across* a procedure call
- 5) Argument build
  - Only if procedure calls a procedure with more than six arguments



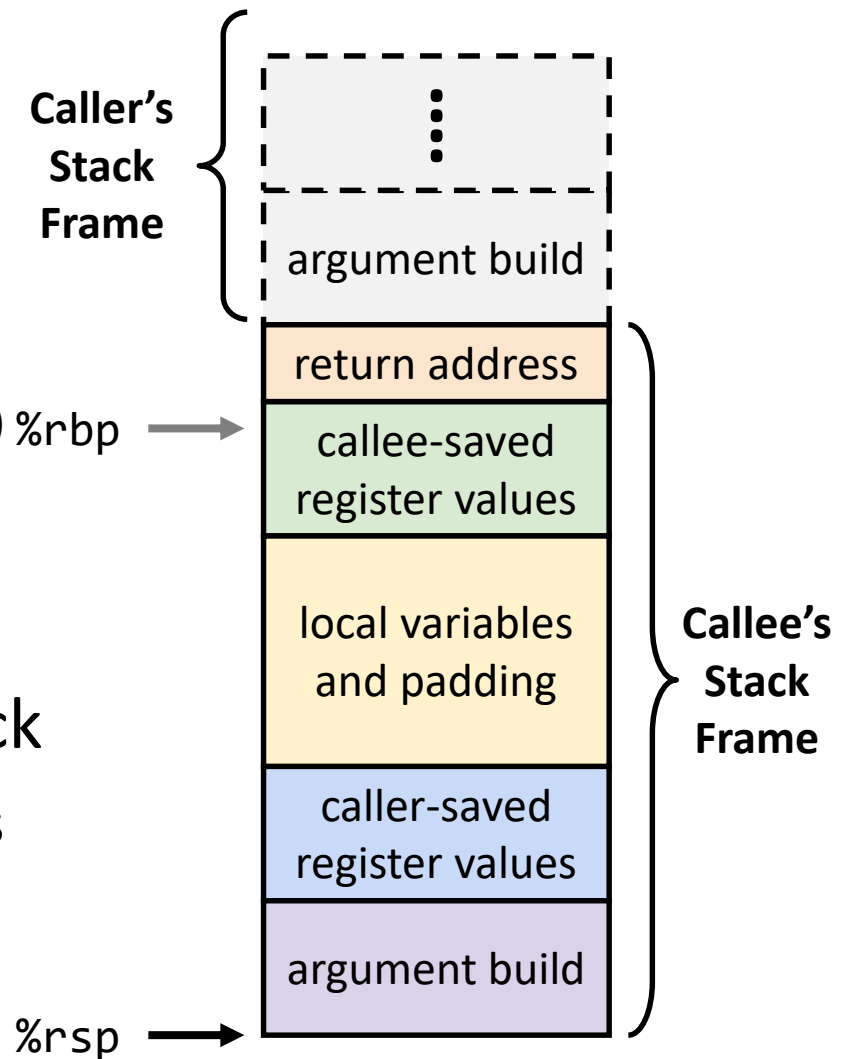
# Lesson Summary (2/3)

## ❖ Important Points

- Procedures are a **combination of *instructions* and *conventions***
  - Conventions prevent functions from disrupting each other
- Stack is the right data structure
  - “Last in, first out” matches lifetime of procedures *(optional) %rbp*
- Recursion handled by normal calling conventions

## ❖ Generally want to minimize the use of the stack

- Lean heavily on registers, which are faster to access



# Lesson Summary (3/3)

%rax	Return value - Caller saved	%r8	Argument #5 - Caller saved
%rbx	Callee saved	%r9	Argument #6 - Caller saved
%rcx	Argument #4 - Caller saved	%r10	Caller saved
%rdx	Argument #3 - Caller saved	%r11	Caller Saved
%rsi	Argument #2 - Caller saved	%r12	Callee saved
%rdi	Argument #1 - Caller saved	%r13	Callee saved
%rsp	Stack pointer	%r14	Callee saved
%rbp	Callee saved	%r15	Callee saved

# Silly Register Convention Analogy

- 1) Parents (*caller*) leave for the weekend and give the keys to the house to their child (*callee*)
  - Being suspicious, they put away/hid the valuables (*caller-saved*) before leaving
  - Warn child to leave the bedrooms untouched: “These rooms better look the same when we return!”
- 2) Child throws a wild party (*computation*), spanning the entire house
  - To avoid being disowned, child moves all of the stuff from the bedrooms to the backyard shed (*callee-saved*) before the guests trash the house
  - Child cleans up house after the party and moves stuff back to bedrooms
- 3) Parents return home and are satisfied with the state of the house
  - Move valuables back and continue with their lives

# Lesson Q&A

- ❖ Learning Objectives:
  - Trace stack frame contents through the execution of x86-64 assembly instructions for both recursive and non-recursive programs.
  - Identify how x86-64 register-saving conventions allow procedures to execute without destroying each other's data.
  
- ❖ 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 microchip die image showing intricate circuit patterns in shades of purple, blue, green, and yellow. The text 'Procedures II – Practice' is overlaid in white with a drop shadow.

# Procedures II – Practice

# Polling Questions

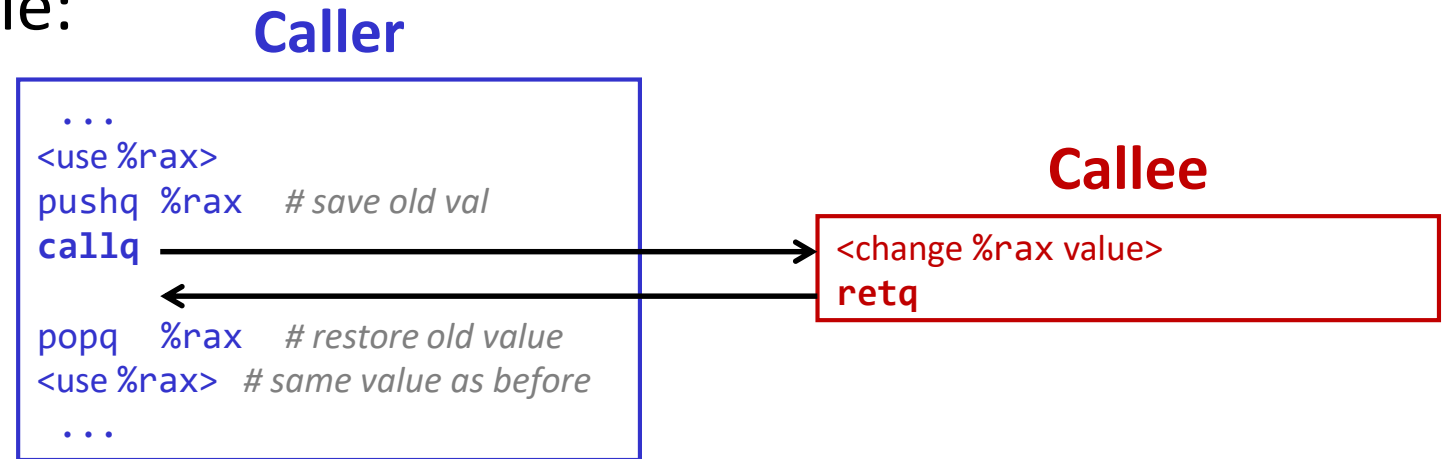
- ❖ In the following function, how big is the stack frame?  
Which instruction(s) pertain to the **local variables** and **saved registers** portions of its stack frame?

```
call_mem_add2:
1  pushq   %rbx
2  subq    $16, %rsp
3  movq    %rdi, %rbx
4  movq    $351, 8(%rsp)
5  movl    $100, %esi
6  leaq    8(%rsp), %rdi
7  call    mem_add
8  addq    %rbx, %rax
9  addq    $16, %rsp
10 popq    %rbx
11 ret
```

# Homework Setup

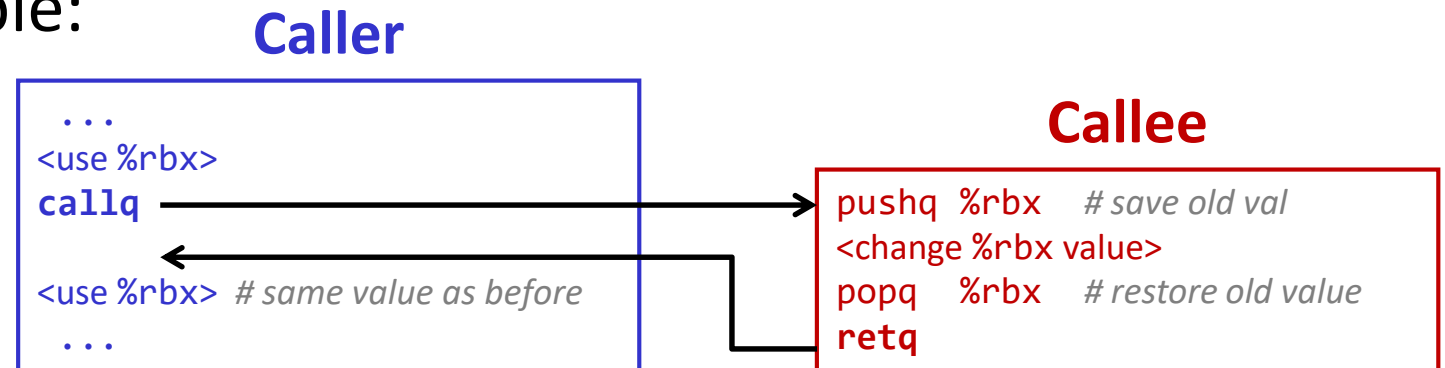
## ❖ Caller-saved register example:

- Saving is done just before calling the callee and restoring is done right after the call



## ❖ Callee-saved register example:

- Saving is done early in procedure (before use) and restoring is done just before returning to caller



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.

# Procedures II – Context

# Recursive Example: Popcount

```

/* Recursive popcount */
long pcount_r(unsigned long x) {
  if (x == 0) ← stop once all 1's shifted off
    return 0;
  else
    return (x & 1) + pcount_r(x >> 1);
}

```

logical right shift

value of LSB

```

pcount_r:
movl $0, %eax
testq %rdi, %rdi
jne .L8
ret
.L8:
pushq %rbx
movq %rdi, %rbx
shrq %rdi
call pcount_r
andl $1, %ebx
addq %rbx, %rax
popq %rbx
ret

```

shift off LSB and recurse

- ❖ Counts the 1's in the binary representation of x
  - <https://godbolt.org/z/P8Mened14>
  - Compiled with -O1 instead of -Og for more natural instruction ordering
  
- ❖ Register usage:
  - Need x (in %rdi) after procedure call
  - Chooses to save %rdi by copying into %rbx
  - Chooses to save %rbx by pushing to stack (only in recursive case)

# GDB Demo #2

- ❖ Let's examine the `pcount_r` stack frames on a real machine!
  - Using `pcount.c` from the course website
- ❖ You will need to use GDB to get through the Midterm
  - Useful debugger in this class and beyond!
- ❖ Pay attention to:
  - Checking the current stack frames (`backtrace`)
  - Getting stack frame information (`info frame <#>`)
  - Examining memory (`x`)

# 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