## Welcome to EECS 150: Components and Design Techniques for Digital Systems

- Course staff

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I Readers: David Lin, Kevin Lin

- Course web

I inst.eecs.Berkeley.edu/~eecs150 (coming soon)

- This week

I What is logic design?
I What is digital hardware?
I What will we be doing in this class?
I Quick Review
I Class administration, overview of course web, and logistics

## Why Are We Here?

- Implementation basis for modern computing devices

I Constructing large systems from small components
I Another view of a computer: controller + datapath

- Inherent parallelism in hardware

I Parallel computation beyond 61C

- Counterpoint to software design

I Furthering our understanding of computation

## We Will Learn in EECS 150 <br> ...

- Language of logic design

I Logic optimization, state, timing, CAD tools

- Concept of state in digital systems

I Analogous to variables and program counters in software systems

- Hardware system building

I Datapath + control = digital systems

- Hardware system design methodology

I Hardware description languages: Verilog
I Tools to simulate design behavior: output = function (inputs)
I Logic compilers synthesize hardware blocks of our designs
I Mapping onto programmable hardware (code generation)

- Contrast with software design

Both map specifications to physical devices
I Both must be flawless... the price we pay for using discrete math

## What is Logic Design?

- What is design?

I Given problem spec, solve it with available components
I While meeting quantitative (size, cost, power) and qualitative (beauty, elegance)

## - What is logic design?

I Choose digital logic components to perform specified control, data manipulation, or communication function and their interconnection
I Which logic components to choose?
Many implementation technologies (fixed-function components, programmable devices, individual transistors on a chip, etc.)
I Design optimized/transformed to meet design constraints

## What is Digital Hardware?

- Devices that sense/control wires carrying digital values (physical quantity interpreted as "0" or "1")
I Digital logic: voltage < $0.8 v$ is " 0 ", > $2.0 v$ is "1"
I Pair of wires where "0"/"1" distinguished by which has higher voltage (differential)
I Magnetic orientation signifies "0" or "1"
- Primitive digital hardware devices

I Logic computation devices (sense and drive)
। Two wires both "1" - make another be "1" (AND)
I At least one of two wires "1" - make another be "1" (OR)
I A wire "1" - then make another be " 0 " (NOT)
I Memory devices (store)
I Store a value
। Recall a value previously stored


## What is the Current State of Digital Design?

- Changes in industrial practice

I Larger designs
I Shorter time to market
l Cheaper products


- Scale
\$39 DVD Player@Amazon.com
I Pervasive use of computer-aided design tools over hand methods
I Multiple levels of design representation
- Time

I Emphasis on abstract design representations
I Programmable rather than fixed function components
I Automatic synthesis techniques
I Importance of sound design methodologies

- Cost

I Higher levels of integration
I Use of simulation to debug designs


## CS 150: Concepts/Skills/Abilities

- Basics of logic design (concepts)
- Sound design methodologies (concepts)
- Modern specification methods (concepts)
- Familiarity with full set of CAD tools (skills)
- Appreciation for differences and similarities (abilities) in hardware and software design

New ability: perform logic design with computer-aided design tools, validating that design via simulation, and mapping its implementation into programmable logic devices;
Appreciating the advantages/disadvantages hw vs. sw implementation

## Administrative Details

- See course web page for gory details!

I MW 1-2:30 course lecture, F 2-3 lab lecture
I $1 \times 3$ hour lab, $1 \times 1=$ hour discussion per week
I No labs or discussions first week!

- Grading

I Midterm Exams (28 Sep, 9 Nov): 20\%
I Final Exam (16 Dec): $20 \%$
I Labs (1-5): $15 \%$
I Project (Etch-a-Sketch): 30\%
I Homeworks (10 problem sets): 10\%
I In-class pop quizzes: 5\%
I First one NOW: Diagnostic Quiz (not graded!)


## Course Project: Electronic Etch-a-Sketch

- Not quite this ... but:

I Game controller interface
I CRT video I/f
I Pen effects
I E.g., Color
E.g., Width

I Implemented in a Xilinx FPGA on the Calinx boards you will use in lab
I Groups of two


## Calinx EECS 150 Lab/Project Protoboard



## Computation: Abstract vs. Implementation

- Computation as a mental exercise (paper, programs)
- vs. implementation with physical devices using voltages to represent logical values
- Basic units of computation:

| I | Representation: | "0", "1" on a wire set of wires (e.g., for binary integers) |
| :---: | :---: | :---: |
| I | Assignment: | $x=y$ |
| 1 | Data operations: | $x+y-5$ |
| 1 | Control: |  |
|  | Sequential statements: | A; B; C |
|  | Conditionals: | if $x==1$ then $y$ |
|  | Loops: | for ( $\mathrm{i}=1 ; \mathrm{i}==10, \mathrm{i}+$ ) |
|  | Procedures: | A; proc(...); B; |

- Study how these are implemented in hardware and composed into computational structures


## Switches: Basic Element of Physical Implementations

- Implementing a simple circuit (arrow shows action if wire changes to "1"):


Close switch (if A is "1" or asserted) and turn on light bulb ( $Z$ )


Open switch (if A is "O" or unasserted) and turn off light bulb (Z)

$$
Z \equiv A
$$

## Switches (cont'd)

- Compose switches into more complex ones (Boolean functions):

$Z \equiv A$ and $B$

OR

$Z \equiv A$ or $B$

## Switching Networks

- Switch settings

I Determine whether conducting path exists to light the bulb

- To build larger computations

I Use bulb (output of the network) to set other switches (inputs to another network)

- Interconnect switching networks

I Construct larger switching networks, i.e., connect outputs of one network to the inputs of the next.

## Transistor Networks

- Modern digital systems designed in CMOS

I MOS: Metal-Oxide on Semiconductor
I C for complementary: normally-open and normally-closed switches

- MOS transistors act as voltage-controlled switches

I Similar, though easier to work with, than relays.

## MOS Transistors

- Three terminals: drain, gate, and source

I Switch action: if voltage on gate terminal is (some amount) higher/lower than source terminal then conducting path established between drain and source terminals

n-channel open when voltage at G is low closes when: voltage $(\mathrm{G})>$ voltage $(\mathrm{S})+\varepsilon$

p-channel closed when voltage at G is low opens when: voltage(G) < voltage (S) - $\varepsilon$

## MOS Networks


what is the relationship
between $x$ and $y$ ?


## Two Input Networks


what is the relationship between $x, y$ and $z$ ?


## Representation of Digital Designs

- Physical devices (transistors, relays)
- Switches
- Truth tables
- Boolean algebra

I Gates
| Waveforms
Finite state behavior

- Register-transfer behavior
- Concurrent abstract specifications


## Mapping Physical to Binary World

| Technology | State 0 | State 1 |
| :--- | :--- | :--- |
| Relay logic | Circuit Open | Circuit Closed |
| CMOS logic | $0.0-1.0$ volts | $2.0-3.0$ volts |
| Transistor transistor logic (TTL) | O.O-0.8 volts | $2.0-5.0$ volts |
| Fiber Optics | Light off | Light on |
| Dynamic RAM | Discharged capacitor Charged capacitor |  |
| Nonvolatile memory (erasable) | Trapped electrons | No trapped electrons |
| Programmable ROM | Fuse blown | Fuse intact |
| Bubble memory | No magnetic bubble | Bubble present |
| Magnetic disk | No flux reversal | Flux reversal |
| Compact disc | No pit | Pit |

## Combinational vs. Sequential Digital Circuits

- Simple model of a digital system is a unit with inputs and outputs:

- Combinational means "memory-less"

I Digital circuit is combinational if its output values only depend on its inputs

## Combinational Logic Symbols

- Common combinational logic systems have standard symbols called logic gates

I Buffer, NOT

$$
A \dashv-z
$$

I AND, NAND


## Sequential Logic

- Sequential systems

I Exhibit behaviors (output values) that depend on current as well as previous inputs

- Time response of real circuits are sequential

I Outputs do not change instantaneously after an input change
I Why not, and why is it then sequential?

- Fundamental abstraction of digital design is to reason (mostly) about steady-state behaviors
I Examine outputs only after sufficient time has elapsed for the system to make its required changes and settle down


## Synchronous Sequential Digital Systems

- Combinational outputs depend only on current inputs

I After sufficient time has elapsed

- Sequential circuits have memory

I Even after waiting for transient activity to finish

- Steady-state abstraction: most designers use it when constructing sequential circuits
I Memory of system is its state
I Changes in system state only allowed at specific times controlled by external periodic signal (the clock)
I Clock period is time between state changes sufficiently long so that system reaches steady-state before next state change


## Distinction: Combinational vs. Sequential Logic

- Combinational:

I Input A, B
I Wait for clock edge
I Observe C
I Wait for another clock edge
I Observe C again: will stay the same

## - Sequential:



I Input A, B
I Wait for clock edge
I Observe C
I Wait for another clock edge
I Observe C again: may be different

## Example: Combinational Design

- Calendar subsystem: number of days in a month (to control watch display)
I Used in controlling the display of a wrist-watch LCD screen
I Inputs: month, leap year flag
I Outputs: number of days



## Implementation in Software

```
integer number_of_days (month,
    leap_year_flag) {
        switch (month) {
            case 1: return (31);
            case 2: if (leap_year_flag == 1) then return (29)
            else return (28);
            case 3: return (31);
            case 12: return (31);
            default: return (0);
    }
    }
```


## Implementation as a

## Combinational Digital System

- Encoding:

How many bits for each input/output?
I Binary number for month
I Four wires for 28, 29, 30, and 31

- Behavior:

I Combinational
I Truth table specification


| month | leap | d28 | d29 | d30 | d31 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 0000 | - | - | - | - | - |
| 0001 | - | 0 | 0 | 0 | 1 |
| 0010 | 0 | 1 | 0 | 0 | 0 |
| 0010 | 1 | 0 | 1 | 0 | 0 |
| 0011 | - | 0 | 0 | 0 | 1 |
| 0100 | - | 0 | 0 | 1 | 0 |
| 0101 | - | 0 | 0 | 0 | 1 |
| 0110 | - | 0 | 0 | 1 | 0 |
| 0111 | - | 0 | 0 | 0 | 1 |
| 1000 | - | 0 | 0 | 0 | 1 |
| 1001 | - | 0 | 0 | 1 | 0 |
| 1010 | - | 0 | 0 | 0 | 1 |
| 1011 | - | 0 | 0 | 1 | 0 |
| 1100 | - | 0 | 0 | 0 | 1 |
| 1101 | - | - | - | - | - |
| $111-$ | - | - | - | - | - |
|  |  |  |  |  |  |

## Combinational Example (cont'd)

Truth-table to logic to switches to gates
I d28 $=1$ when month=0010 and leap=0
| $\mathrm{d} 28=\mathrm{m} 8^{\prime} \cdot m 4^{\prime} \cdot m 2 \cdot m 1^{\prime} \cdot$ leap ${ }^{\prime}$
I d31 = 1 when month=0001 or month=0011 or month=1100 symbol symbol

I d31 $=\left(m 8^{\prime} \cdot m 4^{\prime} \cdot m 2^{\prime} \cdot m 1\right)+\left(m 8^{\prime} \cdot m 4^{\prime} \cdot m 2 \cdot m 1\right)+\ldots\left(m 8 \cdot m 4 \cdot m 2^{\prime} \cdot m 1^{\prime}\right)$
I d31 = can we simplify more?

| month | leap | d28 | d29 | d30 | d31 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0001 | - | 0 | 0 | 0 | 1 |
| 0010 | 0 | 1 | 0 | 0 | 0 |
| 0010 | 1 | 0 | 1 | 0 | 0 |
| 0011 | - | 0 | 0 | 0 | 1 |
| 0100 | - | 0 | 0 | 1 | 0 |
| 1100 | - | 0 | 0 | 0 | 1 |
| 1101 | - | - | - | - | - |
| 111- | - | - | - | - | - |
| 0000 | - | - | - | - | - |

## Combinational Example (cont'd)

- $\mathrm{d} 28=\mathrm{m} 8^{\prime} \cdot \mathrm{m} 4^{\prime} \cdot m 2 \cdot m 1^{\prime} \cdot$ leap $^{\prime}$
- d29 $=m 8^{\prime} \cdot m 4^{\prime} \cdot m 2 \cdot m 1^{\prime} \cdot$ leap
- $\mathrm{d} 30=\left(m 8^{\prime} \cdot m 4 \cdot m 2^{\prime} \cdot m 1^{\prime}\right)+\left(m 8^{\prime} \cdot m 4 \cdot m 2 \cdot m 1^{\prime}\right)+\left(m 8 \cdot m 4^{\prime} \cdot m 2^{\prime} \cdot m 1\right)$ + (m8•m4'•m2•m1)
【 $\mathrm{d} 31=\left(m 8^{\prime} \cdot m 4^{\prime} \cdot m 2^{\prime} \cdot m 1\right)+\left(m 8^{\prime} \cdot m 4^{\prime} \cdot m 2 \cdot m 1\right)+\left(m 8^{\prime} \cdot m 4 \cdot m 2^{\prime} \cdot m 1\right)$ $+\left(m 8^{\prime} \cdot m 4 \cdot m 2 \cdot m 1\right)+\left(m 8 \cdot m 4^{\prime} \cdot m 2^{\prime} \cdot m 4^{\prime}\right)+\left(m 8 \cdot m 4^{\prime} \cdot m 2 \cdot m 1^{\prime}\right)+$ $\left(m 8 \cdot m 4 \cdot m 2^{\prime} \cdot m 1^{\prime}\right)$


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## Combinational Example (cont'd)

- $\mathrm{d} 28=\mathrm{m} 8^{\prime} \cdot m 4^{\prime} \cdot m 2 \cdot m 1^{\prime} \cdot$ leap ${ }^{\prime}$
- $\mathrm{d} 29=m 8^{\prime} \cdot m 4^{\prime} \cdot m 2 \cdot m 1^{\prime} \cdot$ leap

【 $\mathrm{d} 30=\left(m 8^{\prime} \cdot m 4 \cdot m 2^{\prime} \cdot m 1^{\prime}\right)+\left(m 8^{\prime} \cdot m 4 \cdot m 2 \cdot m 1^{\prime}\right)+\left(m 8 \cdot m 4^{\prime} \cdot m 2^{\prime} \cdot m 1\right)$

+ (m8•m4' $\mathrm{m} 2 \cdot \mathrm{~m} 1$ )
- $\mathrm{d} 31=\left(m 8^{\prime} \cdot m 4^{\prime} \cdot m 2^{\prime} \cdot m 1\right)+\left(m 8^{\prime} \cdot m 4^{\prime} \cdot m 2 \cdot m 1\right)+\left(m 8^{\prime} \cdot m 4 \cdot m 2^{\prime} \cdot m 1\right)$ $+\left(m 8^{\prime} \cdot m 4 \cdot m 2 \cdot m 1\right)+\left(m 8 \cdot m 4^{\prime} \cdot m 2^{\prime} \cdot m 4^{\prime}\right)+\left(m 8 \cdot m 4^{\prime} \cdot m 2 \cdot m 1^{\prime}\right)+$ ( $m 8 \cdot m 4 \cdot m 2^{\prime} \cdot m 1^{\prime}$ )



## Example: Sequential Design

## - Door combination lock:

I Punch in 3 values in sequence and the door opens; if there is an error the lock must be reset; once the door opens the lock must be reset

I Inputs: sequence of input values, reset
I Outputs: door open/close
I Memory: must remember combination or always have it available as an input

## Implementation in Software

```
integer combination_lock ( ) {
    integer v1, v2, v3;
    integer error = 0;
    static integer c[3] = 3, 4, 2;
    while (!new_value( ));
    v1 = read_value( );
    if (v1 != c[1]) then error = 1;
    while (!new value( ));
    v2 = read_value( );
    if (v2 != c[2]) then error = 1;
    while (!new_value( ));
    v3 = read_value( );
    if (v2 != c[3]) then error = 1;
    if (error == 1) then return(0); else return (1);
}

\section*{Implementation as a}

\section*{Sequential Digital System}
- Encoding:

I How many bits per input value?
I How many values in sequence?
I How do we know a new input value is entered?
I How do we represent the states of the system?
- Behavior:

I Clock wire tells us when it's ok to look at inputs (i.e., they have settled after change)

I Sequential: sequence of values must be entered
I Sequential: remember if an error occurred
I Finite-state specification


\section*{Sequential Example (cont'd): Abstract Control}

Finite state diagram
I States: 5 states
I Represent point in execution of machine
I Each state has outputs
I Transitions: 6 from state to state, 5 self transitions, 1 global
I Changes of state occur when clock says it's ok
I Based on value of inputs
I Inputs: reset, new, results of comparisons
I Output: open/closed


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\section*{Sequential Example (cont'd):}

Datapath vs. Control
- Internal structure

I Data-path
| Storage for combination
I Comparators
I Control
| Finite state machine controller
I Control for data-path
I State changes controlled by clock


\section*{Sequential Example (cont'd): \\ Finite State Machine}

Finite-state machine
I Refine state diagram to include internal structure


\section*{Sequential Example (cont'd): Finite State Machine}

\section*{- Finite State Machine}

I Generate state table (much like a truth-table)

\begin{tabular}{llll|lll} 
reset & new & equal & state & \begin{tabular}{c} 
next \\
state
\end{tabular} & mux & open/closed \\
\hline 1 & - & - & - & S1 & C1 & closed \\
0 & 0 & - & S1 & S1 & C1 & closed \\
0 & 1 & 0 & S1 & ERR & - & closed \\
0 & 1 & 1 & S1 & S2 & C2 & closed \\
0 & 0 & - & S2 & S2 & C2 & closed \\
0 & 1 & 0 & S2 & ERR & - & closed \\
0 & 1 & 1 & S2 & S3 & C3 & closed \\
0 & 0 & - & S3 & S3 & C3 & closed \\
0 & 1 & 0 & S3 & ERR & - & closed \\
0 & 1 & 1 & S3 & OPEN & - & open \\
0 & - & - & OPEN & OPEN & - & open \\
0 & - & - & ERR & ERR & - & closed \\
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\end{tabular}

\section*{Sequential Example (cont'd):}

\section*{Encoding}
- Encode state table

I State can be: S1, S2, S3, OPEN, or ERR
I needs at least 3 bits to encode: 000, 001, 010, 011, 100
I and as many as 5: 00001, 00010, 00100, 01000, 10000
I choose 4 bits: 0001, 0010, 0100, 1000, 0000
I Output mux can be: \(C 1, C 2\), or \(C 3\)
I needs 2 to 3 bits to encode
I choose 3 bits: 001, 010, 100
I Output open/closed can be: open or closed
I needs 1 or 2 bits to encode
| choose 1 bits: 1, 0

\section*{Sequential Example (cont'd):}

\section*{Encoding}
| Encode state table
I State can be: S1, S2, S3, OPEN, or ERR I Choose 4 bits: 0001, 0010, 0100, 1000, 0000
I Output mux can be: \(C 1, C 2\), or \(C 3\)
I Choose 3 bits: 001, 010, 100
I Output open/closed can be: open or closed
। Choose 1 bits: 1,0
\begin{tabular}{llll|llll} 
reset & new & equal & state & \begin{tabular}{l} 
next \\
state
\end{tabular} & mux & open/closed \\
\hline 1 & - & - & - & 0001 & 001 & 0 & \\
0 & 0 & - & 0001 & 0001 & 001 & 0 & \\
0 & 1 & 0 & 0001 & 0000 & - & 0 & good choice of encoding! \\
0 & 1 & 1 & 0001 & 0010 & 010 & 0 & \\
0 & 0 & - & 0010 & 0010 & 010 & 0 & mux is identical to \\
0 & 1 & 0 & 0010 & 0000 & - & 0 & last 3 bits of state \\
0 & 1 & 1 & 0010 & 0100 & 100 & 0 & \\
0 & 0 & - & 0100 & 0100 & 100 & 0 & open/closed is \\
0 & 1 & 0 & 0100 & 0000 & - & 0 & identical to first bit \\
0 & 1 & 1 & 0100 & 1000 & - & 1 & of state \\
0 & - & - & 1000 & 1000 & - & 1 & 0 \\
0 & - & - & 0000 & 0000 & - & 0 & \\
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\section*{Sequential Example (cont'd): \\ Controller Implementation}

Controller Implementation


\section*{Design Hierarchy}


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\section*{Summary}
- What the entire course is about

I Converting solutions to problems into combinational and sequential networks effectively organizing the design hierarchically
I Doing so with a modern set of design tools that lets us handle large designs effectively
I Taking advantage of optimization opportunities
- Now let's do it again

I this time we'll take the rest of the semester!```

