

**COURSE DATA****Data Subject**

<b>Code</b>	34655
<b>Name</b>	Fundamentals of Computers
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2019 - 2020

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1400 - Degree in Computer Engineering	School of Engineering	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1400 - Degree in Computer Engineering	5 - Information technology	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
RUIZ GONZALBO, AURELIO	240 - Computer Science

**SUMMARY**

The subject "Fundamentals on Computers" is a compulsory on first course in the Degree on Computer Engineering. Set to a commitment of 6 ECTS taught in the second semester of the first course.

The aim of the course is to acquaint students with the fundamentals of computers, primarily from its architecture and programming. We introduce the classical model of von Neumann's computer and using machine language assembler.

The first block introduces the language of computers, machine language, and the student ends up dominating the types of instructions and addressing modes, to continue the instruction formats and the repertoire or set of instructions available. Following the definitions in generic form is passed to particularize the study to a particular processor such as ARMv8. Following the program, then it is intended that the pupil knows the VHDL as a language for describing vehicular hardware. Formal language is introduced and consolidated the various styles of architecture.



Then the goal becomes understanding how the basic building blocks of computer components and their role in the development of architecture. From this point the student will be able to design the data path followed and in turn drive the design of wired and microprogrammed control, both as unicycle and multicycle processors, respectively. Following the same line, then is to get to know one of the main components in the structure of a computer, such as the Arithmetic-Logic Unit (ALU). You learn to design small circuits that are able to perform simple operations such as addition and displacement, and integrated modules capable of complex operations such as multiplication. These modules are the building blocks of the ALU and the main objective is that students learn to design and modify a small ALU able to function properly. The software on the ALU will teach the student integer and floating point arithmetics.

Finally it explores the use of simple programmable devices, inherent to working with HDL and CAD tools, allowing the achievement of ultimate goal: that students become familiar with its use to create small sequential systems using tools that automate repetitive processes for a large number of functions.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No previous knowledge needed, but this subject is the logic follow-up of Computer Technology, which is taught on the 1st term. Therefore, the students should have studied previously Computer Technology.

## OUTCOMES

### 1400 - Degree in Computer Engineering

- G8 - Knowledge of basic subject areas and technologies that serve as a basis for learning and developing new methods and technologies, and of those which provide versatility to adapt to new situations.
- G9 - Ability to solve problems with initiative, decision making, autonomy and creativity. Ability to communicate and transmit the knowledge, skills and abilities of a computer engineer.
- B3 - Ability to understand and master the basics of discrete mathematics, logic, algorithms and computational complexity and their application for solving problems in engineering.
- B5 - Knowledge of the structure, organisation, operation and interconnection of computer systems, programming fundamentals, and their application for solving problems in engineering.



- B1 - Ability to solve the mathematical problems that may arise in engineering. Ability to apply knowledge of linear algebra, differential and integral calculus, numerical methods, numerical algorithms, statistics and optimisation.

## LEARNING OUTCOMES

This course allows for the following learning outcomes:

- Understand how the basic building blocks of computer components and their role in the development of architecture.
- Design simple digital circuits using the fundamental building blocks (gates, FF, registers, counters, PLA).
- Design simple digital circuits using a language of high-level description.
- Work together to make designs and configurations necessary, distributing the workload to deal with complex problems.
- Understand the organization of the SISD architecture and its main functional units.
- Understand how an instruction is executed in a classic machine with a control unit.
- Design the instructions are represented at the level of machine code and in the context of a symbolic assembler.
- Compare and evaluate alternative implementations of the data path and control of a CPU.
- Compare and evaluate alternative implementations of the UAL of a CPU.
- Write simple programs in assembly language.
- Translate key high-level constructs in assembly language and machine.
- Using subroutines in assembler.

To complement the above results, this subject also to acquire the following skills and social skills:

- Capacity for analysis and synthesis
- Ability to argue from rational and logical criteria.
- Ability to communicate properly and organized.
- Ability to personal work.
- Ability to work in groups.

## DESCRIPTION OF CONTENTS

### 1. Sequential circuits

State machines (Mealy and Moore): Performance, construction and description.  
Design of a complex digital system.



## **2. Hardware Description Language (VHDL) and programmable devices**

Syntactic elements.

Comportamental, estructural and data flow description.

VHDL description of state machines.

Programming technologies

Programmable Logic Devices: CPLDs, FPGAs.

## **3. Machine Language**

Type of instructions

Format of instructions

Addressing Modes

Particular case: ARMv8

## **4. Data path. Pipeline**

Unicycle processor and control

Pipeline processor and control

Pipeline hazards

## **5. Arithmetic-Logic Unit**

Arithmetic with integers

- o Adders/Subtractors
- o Multipliers
- o Divisors

Floating point Arithmetic

- o Format IEEE-754

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Laboratory practices	20,00	100
Classroom practices	10,00	100
Development of group work	5,00	0
Development of individual work	20,00	0
Study and independent work	5,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	3,00	0
Resolution of online questionnaires	2,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The methodology used in the course is based on the conduct of lectures and problems that will be complemented by the student's independent work. The target ratio for each of these activities is as follows:

- theoretical activity.

Description: The lectures will develop the issues by providing a global and inclusive vision, analyzing in detail the key issues and more complex, encouraging at all times, participation of students.

Workload for students on the total load of matter: 19%

- Practical activities.

Description: Complementing theoretical activities in order to apply the basics and expand the knowledge and experience to be acquired in the course of the work proposed. They include the following types of classroom activities:

- classes of problems and issues in the classroom
- discussion sessions and problem-solving exercises and previously worked by the students.
- Practices in Labs
- tutorials scheduled (individualized or group).
- Making of individual evaluation questionnaires.





Workload for students on the total charge of the matter: 21%

- Individual student work.

Description: Realization (outside the classroom) of monographs, literature search directed, issues and problems as well as the preparation of classes and exams (study). This is done individually and tries to promote self- work.

Workload for students on the total charge of the matter: 45%

- Work in small groups.

Description: Realization, by small groups of students (2-4) of work, issues, problems outside the classroom. This work complements the work and encourages individual ability to integrate into working groups.

Workload for students on the total charge of the matter: 15%

It will be used the platform of e-learning (virtual classroom) of the University of Valencia in support of communication with students. Through it you will have access to course materials used in class as well as solve problems and exercises.

## EVALUATION

The course evaluation will be performed in the first call preferably by continuous assessment (C) and the evaluation of laboratory activities (L).

The continuous assessment mark (C) is calculated as the average of 3 continuous assessment tests, done during the course, at the end of each group of subjects: P1, P2 and P3. It will de uses the following expression, which reflects the relative weight of each topic:

$$C = 0.35 * P1 + 0.5 * P2 + 0.15 * P3$$

The continuous assessment mark (C) can be improved until 1 point with extra activities (Aext) done during the course, whenever C is greater than or equal to 5, calculating the final continuous assessment mark (Cfin) as:

$$C_{fin} = C + A_{ext}$$



If continuous assessment mark (C) is greater than or equal to 5 the student may not make the official the first call examination, calculating the note of the first call (N1a) as:

$$N1a = 0.75 * C_{fin} + 0.25 * L$$

Where laboratory note (L) is calculated as the arithmetic mean of the laboratory session evaluation (SL) and the laboratory test (ExL):

$$L = 0.5 * SL + 0.5 * ExL$$

In the case that the continuous assessment is less than 5, the student should make the official first call examination (Ex1), calculating the note of the first call (N1b) as:

$$N1b = 0.6 * Ex1 + 0.25 * L + 0.15 * C$$

If a student who has passed the first call with continuous assessment ( $C \geq 5$ ) wants to improve his or her note (N1a), He or She may take the examination Ex1, calculating the note 1st call with N1b formula. This will involve refusing the mark given by the formula N1a.

The mark of the second call (N2) is calculated in only one way, from the second call exam (Ex2), the lab notes (L) and continuous assessment (C) defined before. If the lab notes (L) is less than 5, the student will have the option to repeat the laboratory test (EXL).

$$N2 = 0.6 * Ex2 + 0.25 * L + 0.15 * C$$

In any case, the evaluation of this subject will be done in compliance with the University Regulations in this regard, approved by the Governing Council on 30th May 2017 (ACGUV 108/2017)

## REFERENCES

### Basic

- Patterson/Hennessy. Computer organization and design. ARM Edition. Ed. Elsevier. 2017
- S. Barrachina, M. Castillo, J.M. Claver, J.C. Fernández. Prácticas de introducción a la arquitectura de computadores con el simulador SPIM, Ed. Pearson, 2013
- W. Stallings. Organización y Estructura de Computadores. Diseño para optimizar prestaciones. Ed. Prentice Hall, 2006.
- John Wakerly. Diseño digital. Principios y prácticas 3ª Edición. Editorial Prentice-Hall, 2001.



### **Additional**

- Fernando Pardo y J. Antonio Boluda VHDL Lenguaje para síntesis y modelado de circuitos. Editorial RA-MA, 1999
- S. Brown and Z. Vranesic. Fundamentals of Digital Logic with VHDL Design. 3e. Editorial Mcgraw-Hill Series in Electrical and Computer Engineering), 2005.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

conceptos indispensables para adquirir las competencias. Se eliminan los sumadores acelerados del tema 5 de teoría.

### **2. Volumen de trabajo y planificación temporal de la docencia**

Reducción de las 20 horas de clases de teoría a 12 para acortar la duración de las videoconferencias.

Traslado de esas 8 horas al tiempo de aprendizaje autónomo del estudiante con los materiales subidos al aula virtual.

Mantenimiento de la planificación temporal docente tanto en días como en horario

### **3. Metodología docente**

Sustitución de la clase presencial por la videoconferencia síncrona mediante creación de tareas “Videoconferencia” en el aula virtual y ejecución de estas por Blackboard Collaborate el día y a la hora de la clase presencial.

Subida al aula virtual de los materiales para estas sesiones (transparencias y apuntes). Mismos materiales previstos en la guía original para la docencia presencial.

Suministro de problemas resueltos junto a problemas propuestos.

Sistema de tutorías: Se mantiene el programa de tutorías virtuales (atención en 48 horas laborables máximo por correo electrónico)

### **4. Evaluación**





Respecto a la evaluación de la teoría, se mantienen los dos exámenes parciales pendientes que serán realizados a través del Aula Virtual mediante cuestionarios tipo test.

La nota del apartado laboratorio será el 100% de la nota de las sesiones, es decir, se elimina el examen de laboratorio.

En caso de no superar la evaluación continua se realizará un examen mediante un cuestionario a través del aula virtual en la fecha programada en el calendario de exámenes.

La fórmulas para el cálculo final de la nota de la asignatura seguirán siendo válidas, tanto en el caso de superar la evaluación continua como si no.

Para la segunda convocatoria, se repetirá el examen tipo test de todos los contenidos de la asignatura y se aplicará la fórmula original.

## **5. Bibliografía**

Se sustituyen los manuales recomendados por los apuntes y transparencias.