Course Syllabus
ECE 5775 High-Level Digital Design Automation
Fall 2017, Tuesday and Thursday 11:40am-12:55pm, Hollister 372

1. Course Information
Lectures: TuTh 11:40am-12:55pm, 372 Hollister Hall
Website: http://www.csl.cornell.edu/courses/ece5775
CMS: https://cmsx.cs.cornell.edu
Piazza: http://piazza.com/cornell/fall2017/ece5775/home
Instructor: Zhiru Zhang, zhiruz@cornell.edu
Office Hours: Thursday 5:00-6:00pm, 320 Rhodes Hall
Staff Email: ece5775-staff@csl.cornell.edu

Course Texts:
- Lecture slides/notes on course website

Supplementary Materials:
- Additional reference papers will be posted as a course reader.

2. Course Description and Objectives
A modern system-on-chip (SoC) device integrates billions of transistors on a single die along with millions lines of software code running concurrently on general-purpose multicore processors and special-purpose accelerators. Correctly and efficiently implementing such complex systems within a short turnaround window would be infeasible without sophisticated and yet scalable computer-aided design methodologies and tools that automatically generate low-level optimized hardware circuits and software binaries from high-level functional specifications.

The course starts with an introduction to modern electronic system design automation flow, before delving into high-level synthesis (HLS) design methodologies and tools for enabling digital system design above the register transfer level. Specific topics include C-based HLS design methods, hardware specialization, scheduling, pipelining, resource sharing, reconfigurable computing, and hardware/software co-design. This course also discusses the applications of a number of important optimization techniques, such as graph algorithms, dynamic programming, local search, and linear programming. In addition, commercial C-to-FPGA tools will be provided to the students to implement real-life image/video processing and machine learning applications on programmable system-on-chips that tightly integrate a dual-core processor and FPGAs.

2.1. Prerequisites
This course assumes the student has a working knowledge of C/C++ and familiarity with basic concepts of digital logic and computer architecture, such as sequential circuits, timing analysis,
pipelining, etc. A knowledge of basic algorithms and data structures is preferred. Experiences with RTL design for either ASICs or FPGAs would be helpful, although not required.

2.2. Target Audience
The course aims to serve multiple audiences:

- Students who are interested in digital VLSI designs will learn the state-of-the-art C-based hardware design flow, and understand the capabilities and limitations of current high-level synthesis (HLS) tools.
- Students who are interested in electronic design automation (EDA) will learn the fundamental algorithms in HLS, and develop skills of applying graph theory and mathematical programming to solving combinatorial optimization problems.
- Students who have general interests in computer engineering will better understand and appreciate the tight connection and interplay between software and hardware that enable the rapid evolution of modern digital systems.

2.3. Learning Outcomes
Upon completion of this course, students will be able to (1) use HLS tools to quickly design complex digital circuits, (2) describe key concepts and methods in high-level digital design automation, (3) independently survey, present, and critique advanced research literature in digital design automation, and (4) collaborate with other members in a small team to develop new automation methods / optimization algorithms, or apply the high-level design methodology on new applications.

3. Course Organization
This course includes a combination of lectures, student-led discussions, homework assignments, a midterm exam, and a final project.

3.1. Lectures
The lecture sessions will cover the following topics before the final project begins. Note that these topics are tentative and may be covered in a slightly different order. Please refer to the course website for the detailed up-to-date lecture schedule. The instructor will inform the class in advance if a lecture has to be canceled or rescheduled due to his travel.

**Background**
Introduction to EDA .................................................. 1 session
Algorithm basics ................................................. 2 sessions
Specialized computing ........................................... 1 session

**High-Level Synthesis**
FPGA ......................................................... 1 session
C-based synthesis ............................................ 1 session
Front-end compilation ....................................... 2 sessions
Scheduling ...................................................... 2 sessions
Resource sharing ............................................ 1 session
Pipelining .................................................. 2 sessions

**Advanced Topics**
Low-power optimization .................................. 1 session
Deep learning accelerators .............................. 1 session
Hardware/software co-design .......................... 1 session
3.2. Quizzes
There will be short pop quizzes during most lectures to cover key topics discussed in the current or previous lecture. The overall quiz grade will be determined by the average of all quizzes, excluding the two lowest scores.

3.3. Student-Led Discussions
There will be a number of student-led presentation sessions on contemporary research topics. Each session will include three presentations, and each presentation can have up to three student speakers and will take 20-25 minutes. Available time slots and suggested topics will be posted on Piazza. Students are strongly encouraged to sign up early on, as the presentation slots & topics will be taken on a first-come, first-served basis.

3.4. Assignments
A total of six assignments will be released in sequence on CMS. Two of them are problem sets designed to help students solidify the understanding of the important concepts covered in lectures. In addition, there are four lab assignments that involve using either C++ or Python programming languages. These labs will help students acquire hands-on experience with the HLS methodology and algorithms.

3.5. Exams
There will be an in-class midterm exam in the third week of October. The exam will be open notes and open book. There is no sit-down final exam.

3.6. Final Project
Students will have approximately five weeks to work in small groups (2-3 students per group) to carry out a class project based on their own interests. Students will propose, refine, and iterate the project plan with the instructor before implementing their ideas. The instructor and students will be meeting on a weekly basis during regular class hours to track the project progress. Students are expected to present their results before the final week and submit the project report and source code by the final exam date.

4. Course Policy
This section outlines various policies regarding enrollment, grading, assignment submission, academic integrity, and accommodations for students with disabilities.

4.1. Enrollment
This course is open to graduate students and senior undergraduates. Students are expected to take this course for credit. Hence auditors are not advised to attend lectures without the intent to enroll.

4.2. Grading
We will use the following weighting scheme to calculate the final grade:

Class participation – 4%
Quizzes – 8%
Student-led discussions – 8%
Midterm exam – 20%
Assignments – 28% (20% labs + 8% problem sets)
Final project – 32% (20% actual work + 8% project report + 4% presentation)

Please note that a student must at least satisfy the following minimum requirements in order to pass the course: (1) submit at least four assignments; (2) take the midterm exam; (3) complete the final project. If a student fails to meet any of these criteria, then that student will automatically fail the course regardless of the actual numerical grade.

4.3. Assignment Submission
For each assignment, students must submit the solution source code and report to the CMS system by 11:59pm EST on due date. The report file must be in PDF format.

Late policy – 10% off per assignment per day; cannot be late by more than three days.

4.4. Regrade Policy
All regrade requests must be submitted electronically. The request must state exactly what should be regraded and why. The regrade request has to be received within one week from when the grade in question has been posted.

4.5. Academic Integrity
Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.
The term “group” in this section refers to yourself if you work alone or to you and your partner in case of a group (team of two) project. The work your group submits is expected to be the result of your group’s effort only. The use of a computer in no way modifies the standards of academic integrity expected under the Cornell University Code of Academic Integrity. You are encouraged to study together and to discuss information and concepts covered in lecture with other students. You can give “consulting” help to or receive “consulting” help from such students. However, this cooperation should never involve one group having possession of a copy of all or part of the work done by some other group, including work from previous years. Should copying occur, both the student(s) who copied work from another student and the student(s) who gave material to be copied will automatically receive a zero on the work, and an extra penalty will be assessed, ranging anywhere from a deduction on the final grade to failure of the course and university disciplinary action. Please notice that this implies that at no time are you allowed to grant anyone but your group partner access to your computer files. Be sure to master the use of chmod and umask before starting to work on your projects. During exams, you must do your own work. Communication among students is not permitted during the exams, nor may you compare or borrow notes, copy from others, or collaborate in any way. You are strongly encouraged to read Cornell University’s Code of Academic Integrity, available at https://blogs.cornell.edu/provost/files/2015/04/AcademicIntegrityPamphlet2015-p7hd3n.pdf.

4.6. Accommodations for Students with Disabilities
In compliance with the Cornell University policy and equal access laws, the instructor is available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.