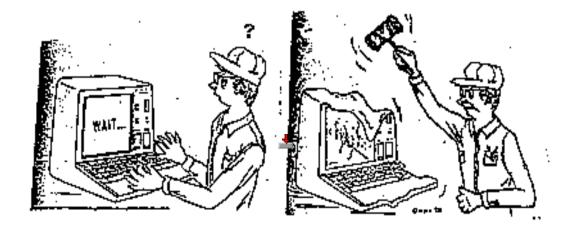
CS5239 Computer System Performance Evaluation 2011/12 - Semester 2



Assoc Professor Teo Yong Meng

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What I do?

Teaching

- Parallel Computing
- Systems Modeling & Simulation
- Distributed Systems
- Applied Parallel Computing (joint teaching with MIT)
- Computer Systems Engineering (joint teaching with MIT)

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- Research parallel & distributed computing
 - parallelism theory and many-core systems
 - performance evaluation
 - resource management
 - composable parallel simulation
 - fault tolerance & check-pointing in distributed systems

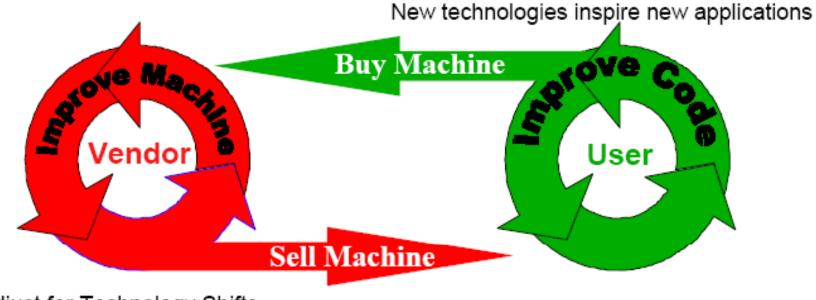
Performance

How well a computer system performs a given job or activity.

What is hard?

Performance of a computer system is multidimensional.

Why Evaluated Performance?

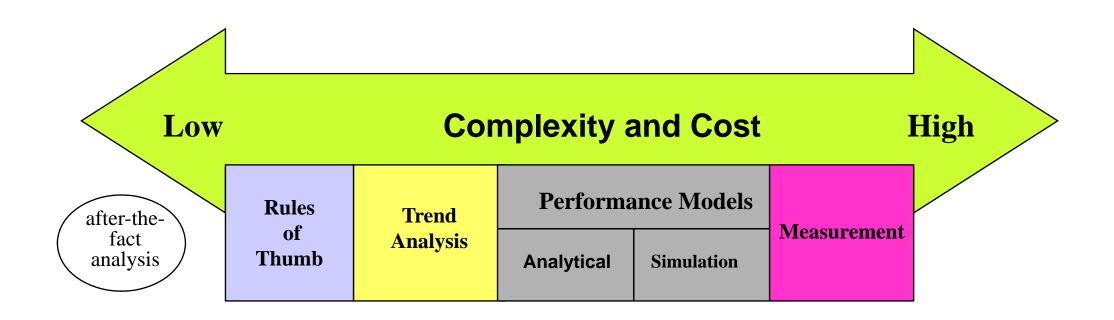


Adjust for Technology Shifts

Goal: advance the state-of-the-art of computer architecture

CS5239 L#0

Performance Evaluation



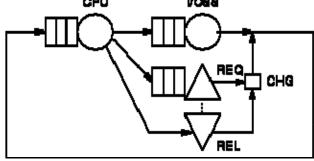
Three Fundamental Techniques

◆ Measurements of actual systems

◆ Simulations using software models

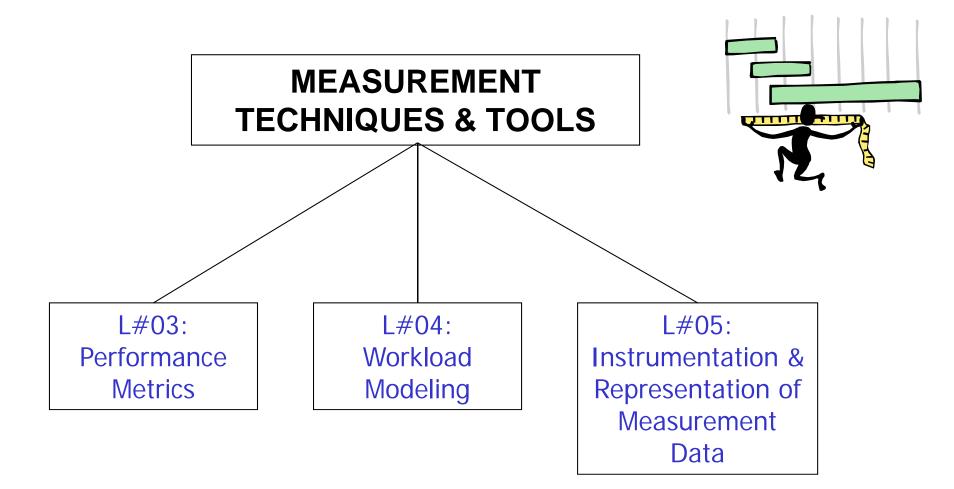


♦ Mathematical modeling using such techniques as queuing analysis

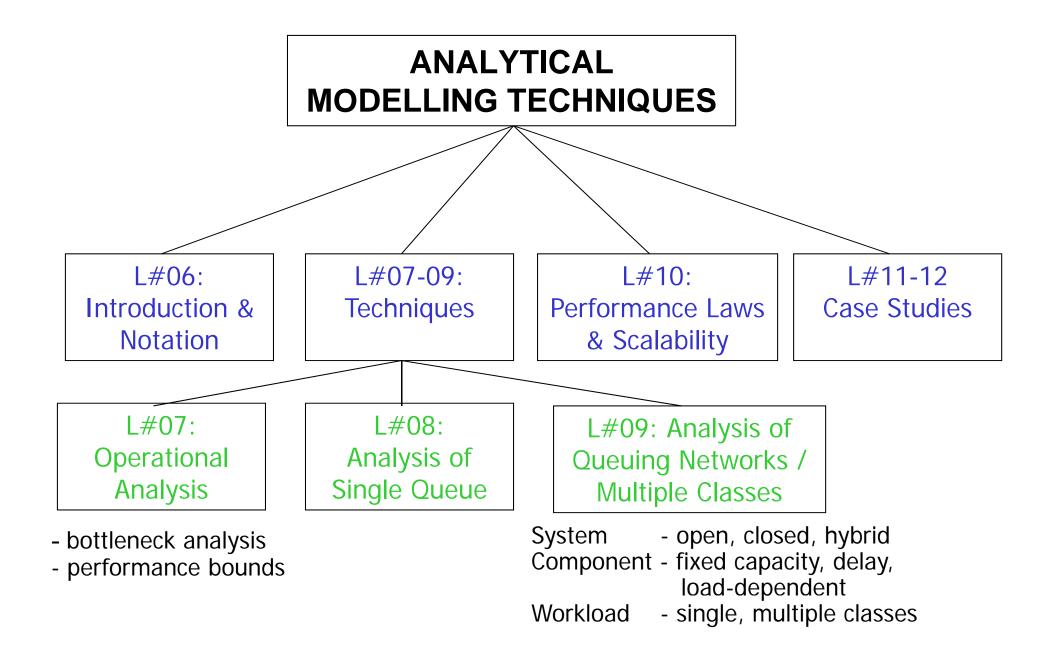


Course Schedule





"Measurements are not to provide numbers but insights." *Ingrid Bucher*



Books

Main Textbooks

- The Art of Computer Systems Performance Analysis: Techniques for Experimental Design, Measurement, Simulation and Modeling, R. Jain, John-Wiley, 1991.
- Quantitative System Performance, E.D. Lazowska et al., Prentice-Hall, 1984, http://www.cs.washington.edu/homes/lazowska/qsp/.
- Measuring Computer Performance A Practitioner's Guide, D.J. Lilja, Cambridge University Press, 2000.

Reference Books

- Capacity Planning and Performance Modeling From Mainframes to Client-Server Systems, Daniel A. Menasce, et al., Prentice-Hall, 1994.
- Capacity Planning for Web Performance Metrics, Models and Methods, D.A. Menasce, et al., Prentice-Hall, 1998.
- Simulation Modeling and Analysis, A.M. Law and W.D. Kelton, McGraw Hill, 3rd edition, 2000.
- Introduction to Parallel Computing, A. Grama, et al., Addison-Wesley, 2nd Edition, 2003.

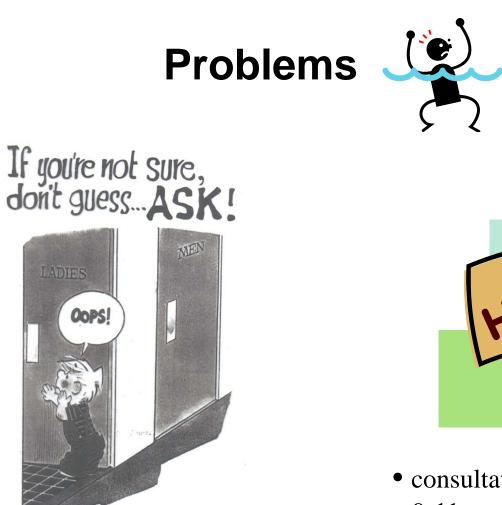
Module Assessment



- 1. Continuous Assessment (60%)
 - ◆ Quiz (5%)
 - Assignment 1 (15%)
 - Assignment 2 (20%)
 - ◆ Test (20%)
- 2. Open Book Exam (40%)
 - ♦ 2 hrs



Everything should be made as simple as possible, but no simpler – attributed to Albert Einstein



Wrong guesses are COSTLY!



consultation hours – Wed,
9-11am, email, catch me after lectures