	Tuesday	Lab topic	Thursday
Day/Event Topics:	1/9 Syllabus/Binary counting[a]	1/10 Intro. to Unix/ Create HTML page.	1/11 Representation of Text/Images, intro. of Disc. Board
Day/Event Topics:	1/16 – Assign HW 1 over-did representations, badly covered binary.	1/17 Binary	1/18 Re-did binary, bin. add, covered 2's complement conversion
Day/Event Topics:	1/23 Covered 2's comp., Excess-C notation, and 8-bit FP → base-10	1/24 Binary	1/25 base-10 → 8-bit FP, 2's comp., Excess-C review. Ch 1.4-1.7 done.
Day/Event Topics:	1/30 Bool logic, truth tables, AND, OR, XOR, NOT, circuits w/ AND, OR & NOT	1/31 Binary	2/1 – HW 1 due; Assign HW 2 2- / 3- bit adders, circuits review, flip-flops, data storage, memory.
Day/Event Topics:	2/6 Mass Storage, hard drive, tape drive, online / off-line, review for test.	2/7 Digital Circuits	2/8 – MIDTERM 1 XXXXXXXX
Day/Event Topics:	2/13 Machine Lang., Assembler, CPU & Mem. structure, Mach. Instr. intro.	2/14 Digital Circuits	2/15 Virtual machine, ML instructions, IR, PC, Write small program
Day/Event Topics:	2/20 – HW 2 due; Assign HW 3 ML, RTN, how to do a program (setup, work, finish). Started 3 × 4.	2/21 Digital Circuits	2/22 Program 3 × 4, example of jump[b] Did prog, showed on Super Machine (SM).
Day/Event Topics:	2/27 RTN on 3 × 4, rotation, masking, communication between objects.	2/28 CPU Simulation	3/1 XXXXXXXXX - Snow. Class Cancelled.
Day/Event Topics:	3/6	3/7 CPU Simulation	3/8 – HW 3 due; Assign HW 4
Day/Event Topics:	3/13 – SPRING BREAK XXXXXXXX	3/14 – SPRING BREAK XXXXXXXX	3/15 – SPRING BREAK XXXXXXXX
Day/Event Topics:	3/20	3/21 OS Scheduling	3/22 – MIDTERM 2
Day/Event Topics:	3/27	3/28 Networks	3/29
Day/Event Topics:	4/3 – HW 4 due; Assign HW 5	4/4	4/5
Day/Event Topics:	4/10	4/11	4/12
Day/Event Topics:	4/17	4/18	4/19 – HW 5 due
Day/Event Topics:	4/24 – Dead Week	4/25 – Dead Week	4/26 – Dead Week
5/4	FINAL EXAM, 10:00–12:00 noon		

[a] Chose 4 students, who lined up in front of class. Each one represented one bit (crouching = 0, standing = 1). Trying to make the smallest possible pattern beyond the previous pattern (starting with all crouching, or 0000), we made a number of patterns. After doing this for some time, I assigned "values" to each of the students names by examining the times when only one person was standing. When this made sense, I called out a number, and the students would tell which people needed to stand to make the corresponding pattern.

[b] Decision process using a pepsi machine: Steps were (1) Walk to Pepsi machine, (2) Kick machine, (3) Put a quarter in the machine, (4) Kick the machine. Showed we want to do step 1, but want to skip step 2 (hurt toe). But, we want to repeat step 3 five times (drew arrows for each draw/skip type operation), no more, no less (otherwise, waste money). Related this back to a jump operation: If less than 5, go back to step 3. Otherwise, skip to next instruction (B212, B00A ← always jump back). If Pepsi got stuck in machine, then we would want to kick the machine. Otherwise, not (another decision). In this fashion, I related the `for` loop and `if` stmt to them.