CSCI 3323 (Principles of Operating Systems), Fall 2020
Homework 3a

Credit: 20 points.

1 Reading

Be sure you have read, or at least skimmed, Chapter 2, section 2.4, and skimmed Chapter 6.

2 Problems

Answer the following questions. You may write out your answers by hand and scan them, or you may use a word processor or other program, but please submit a PDF or plain text via e-mail to my TMail address. (No links to shared files on Google Drive please.) Please use a subject line that mentions the course and the assignment (e.g., "csci 3323 hw 3a" or "O/S hw 3a").

1. (10 points) Suppose that a scheduling algorithm favors processes that have used the least amount of processor time in the recent past. Why will this algorithm favor I/O-bound processes yet not permanently starve CPU-bound processes, even if there is always an I/O-bound process ready to run?

2. (10 points) Suppose you are designing an electronic funds transfer system, in which there will be many identical processes that work as follows: Each process accepts as input an amount of money to transfer, the account to be credited, and the account to be debited. It then locks both accounts (one at a time), transfers the money, and releases the locks when done. Many of these processes could be running at the same time. Clearly a design goal for this system is that two transfers that affect the same account should not take place at the same time, since that might lead to race conditions. However, no problems should arise from doing a transfer from, say, account A to account B at the same time as a transfer from account C to account D, so another design goal is for this to be possible. The available locking mechanism is fairly primitive: It acquires locks one at a time, and there is no provision for testing a lock to find out whether it is available (you must simply attempt to acquire it, and wait if it's not available). A friend proposes a simple scheme for locking the accounts: First lock the account to be credited; then lock the account to be debited. Can this scheme lead to deadlock? If you think it cannot, briefly explain why not. If you think it can, first give an example of a possible deadlock situation, and then design a scheme that avoids deadlocks, meets the stated design goals, *and uses only the locking mechanism just described*.

   Hint: There is a pretty simple solution to this problem, based on something I mention in my lecture as sensible advice.

3 Pledge

Include the Honor Code pledge or just the word "pledged", plus *at least one of the following* about collaboration and help (as many as apply).[1] Text *in italics* is explanatory or something for you to

[1] Credit where credit is due: I based the wording of this list on a posting to a SIGCSE mailing list. SIGCSE is the ACM's Special Interest Group on CS Education.

fill in. For programming assignments, this should go in the body of the e-mail or in a plain-text file `pledge.txt` (no word-processor files please).

- This assignment is entirely my own work. *(Here, "entirely my own work" means that it's your own work except for anything you got from the assignment itself — some programming assignments include "starter code", for example — or from the course Web site. In particular, for programming assignments you can copy freely from anything on the "sample programs page".)*
- I worked with *names of other students* on this assignment.
- I got help with this assignment from *source of help — ACM tutoring, another student in the course, the instructor, etc. (Here, "help" means significant help, beyond a little assistance with tools or compiler errors.)*
- I got help from *outside source — a book other than the textbook (give title and author), a Web site (give its URL), etc.. (Here too, you only need to mention significant help — you don't need to tell me that you looked up an error message on the Web, but if you found an algorithm or a code sketch, tell me about that.)*
- I provided help to *names of students* on this assignment. *(And here too, you only need to tell me about significant help.)*

4 Essay

Include a brief essay (a sentence or two is fine, though you can write as much as you like) telling me what if anything you think you learned from the assignment, and what if anything you found found interesting, difficult, or otherwise noteworthy. For programming assignments, it should go in the body of the e-mail or in a plain-text file `essay.txt` (no word-processor files please).