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Chapter Three OPERATING SYSTEMS

Chapter Summary

This chapter introduces the fundamental concepts associated with operating systems. It begins with a historical look at operating systems, followed by discussions of operating system architecture and internal operation. An optional section covers semaphores and deadlock. The chapter closes with a discussion of security issues.

Comments

1. This chapter provides an excellent opportunity to introduce the particular features of the local operating system (e.g., pertinent issues of the management, any sign-on and sign-off procedures, and perhaps e-mail features), and the utility programs (such as the editors) that will be used later in this or other classes.
2. The image I like to convey to the student is that of the operating systems residing between the computer user and the hardware. Over this image is established, for ease to show how different operating systems can produce different personalities from essentially the same hardware technology. One method of doing this is to compare an icon-based windowing system with a text-oriented system.
3. An operating system is an important example of a large software system, and thus this chapter provides an opportunity to set the stage for software engineering in Chapter 7. This is one reason why the modular structure of an operating system is presented in this chapter. Time spent in class on this topic can pay dividends in the form of made examples and a basis for class discussion when covering Chapter 7—not to mention the fact that it reinforces the organized, modular approach to problem solving that we want our students to appreciate.
4. Don't miss the opportunities to reinforce the concept of abstraction and abstract tools while covering this chapter.
5. A point that many students never stop to consider is that the operating system is itself a program that is being executed on the same machine that it is controlling. In particular, such components as the command processor, the manager, or scheduler must essentially share time with the other processes in the system. Pointing this out in a beginning class increases the complexity of a classroom discussion but has the advantage of conveying the true complexity of a multiprogramming operating system.

56

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