Electrical, Electromagnetic, and Optical Characterization of the InP/InGaAs Alloy System

A Capstone Project on Operational Technologies
Presented to the Faculty of the
Department of Electronics and Computer Engineering
Gokongwei College of Engineering
De La Salle University

In Partial Fulfillment of the
Operational Technologies

by

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September, 2025

ABSTRACT

Keep your abstract short by giving the gist/nutshell of your capstone project on operational technologies. Use the following checklist questions to help you in crafting your abstract.

- ☐ Did you briefly state what you intend to do?
- ☐ Did you concisely discuss the problem statement?
- ☐ Did you tersely mention the objectives in general terms?
- ☐ Did you succinctly describe the methodology for the target audience?
- ☐ Did you strongly describe your significant results and your conclusions?

Index Terms—alloy system, characterization, InP, InGaAs (see IEEE Taxonomy and Thesaurus).

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ABBREVIATIONS

AC	Alternating Current	90
CSS	Cascading Style Sheet	90
HTML	Hyper-text Markup Language	90
XML	eXtensible Markup Language	90

NOTATION

$\lvert\mathcal{S}\rvert$	the number of elements in the set $\mathcal{S}$	93
$\emptyset$	the set with no elements	93
$h\,(t)$	impulse response	79
$\mathcal{S}$	a collection of distinct objects	93
$\mathcal{U}$	the set containing everything	93
$x\,(t)$	input signal represented in the time domain	79
$y\,(t)$	output signal represented in the time domain	79

Throughout this capstone project on operational technologies, mathematical notations conform to ISO 80000-2 standard, e.g., variable names are printed in italics, the only exception being acronyms like, e.g., SNR, which are printed in regular font. Constants are also set in regular font like j. Standard functions and operators are also set in regular font, e.g., in $\sin(\cdot)$, $\max\{\cdot\}$. Commonly used notations are t, f, $\mathrm{j} = \sqrt{-1}$, n and $\exp(\cdot)$, which refer to the time variable, frequency variable, imaginary unit, nth variable, and exponential function, respectively.

GLOSSARY

Functional Analysis	the branch of mathematics concerned with the study of spaces of functions
matrix	a concise and useful way of uniquely representing and working with linear transformations; a rectangular table of elements

LISTINGS

Chapter 1

INTRODUCTION

1.1 Background of the Study

Aside from the usual text descriptions of the background, put here figures that will cast images to your audience about the context of your work.

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1.2 Prior Studies

Put here a narrative and a summary (not a duplicate) of your literature review chapter. In this section, summarize and highlight the gap(s) found in the literature review in Chapter 2. Preferably, a table showing the summary would be helpful.

Prior Studies or Literature Review[1] (expansion of the Prior Studies) is basically about competition. Competition.

So the suggested goals in writing the narrative of the Prior Studies in summative and highlighted forms are, in no particular order:

1. to mention the problem briefly;
2. to show the features of the existing literature in solving the problem
3. to show the weaknesses of the solutions of existing literature
4. to show how your solution is better (can be better (for proposals))

If the suggested table will be placed, please discuss it in light of the above-mentioned items.

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[1]The main difference between the Prior Studies and Literature Review is that the Prior Studies is done in a concise manner. By the way, this is also an example of a footnote usage.

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1.3 Problem Statement

The problem statement needs to be very clear and to the point.
A persuasive problem statement from a contextualized and intended-audience-awareness perspective consists of:

1. PS1: description of the ideal scenario for your intended audience
    - Describe the goals, desired state, or the values that your audience considers important and that are relevant to the problem.
2. PS2: reality of the situation
    - Describe a condition that prevents the goal, state, or value discussed in PS1 from being achieved or realized at the present time.
    - It is imperative to make the audience feel the pain point.
3. PS3: consequences for the audience
    - Using specific details, show how the situation contains a little promise of improvement unless something is done.

After the above-mentioned items, succinctly describe your solution. Please avoid describing your entire solution here since you will articulate and elucidate it by showing what you want to achieve through your objectives, and how you will make it through your methodology. A well-constructed problem statement will convince your audience that the problem is real and worth having you solve it.

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1.4 Objectives and Deliverables

Your objectives are the states that you desire to achieve in solving the problem. The general objective is the main state to be achieved whereas the specific ones are sub-states to be achieved.

1.4.1 General Objective (GO)

GO: To Morbi quis dolor. ;

1.4.2 Specific Objectives (SOs)

- SO1: To Quisque egestas wisi eget nunc. ;
- SO2: To Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. ;
- SO3: To Nullam cursus pulvinar lectus. ;
- SO4: To Morbi blandit ligula feugiat magna. ;
- SO5: To Duis nibh mi, congue eu, accumsan eleifend, sagittis quis, diam. ;

1.4.3 Expected Deliverables

Table 1.1 shows the outputs, products, results, achievements, gains, realizations, and/or yields of the Capstone Project on Operational Technologies.

TABLE 1.1 EXPECTED DELIVERABLES PER OBJECTIVE

Objectives	Expected Deliverables
GO: To Morbi quis dolor.	⋮

1.5 Significance of the Study

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1.5.1 Technical Benefit

1. First itemtext
2. Second itemtext
3. Last itemtext
4. First itemtext
5. Second itemtext

1.5.2 Social Impact

1. First itemtext
2. Second itemtext
3. Last itemtext
4. First itemtext

5. Second itemtext

1.5.3 Environmental Welfare

1. First itemtext
2. Second itemtext
3. Last itemtext
4. First itemtext
5. Second itemtext

1.6 Assumptions, Scope, and Delimitations

Bulletize your assumptions in one group, and then bulletize the scope in another, and do the same for your delimitations. The assumptions to put here are those major facts or statements that are *key* for your proposed solution to work. Scope refers to the space(s) for the operation of your proposed solution, whereas delimitations are the limits of the operation of your proposed solution.

1.6.1 Assumptions

1. . . . ;
2. . . . ;

3. ...;

1.6.2 Scope

1. ...;

2. ...;

3. ...;

1.6.3 Delimitations

1. ...;

2. ...;

3. ...;

1.7 Description and Methodology of the Capstone Project on Operational Technologies

A purpose of the description here is to re-steer/remind the panelist/reader again by tersely describing what your thesis is about (i.e. the problem and the main goal you want to achieve) in another way without sounding repetitive.

Your methodology is your means of achieving your stated objectives. What you put here is the summary of your methodology chapter.

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1.8 Estimated Work Schedule and Budget

The estimated work schedule can be represented as a Gantt Chart or a combination of Project Network Diagram, Work Breakdown Structure, and Critical Path. The budget can be made into a Bill of Materials, financial plan, or if your Capstone Project on Operational Technologies is funded and part of larger project, the cost, and date for reaching each milestone and/or deliverable for your part of the project.

For ECE Department undergraduate theses, the individual Gantt Chart or Work Breakdown Schedule and Bill of Materials will be included in this section and be removed in the final document.

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1.9 Overview of the Capstone Project on Operational Technologies

Provide here a brief summary and what the reader should expect from each succeeding chapter. Show how each chapter is connected with each other.

Chapter 2

LITERATURE REVIEW

It is to be noted that each subsection in this chapter should discuss in narrative form each table that is presented in order to point out to the reader what the author(s) intend to convey.

2.1 Existing Work

Cite and summarize here relevant and significant literature (dissertations, theses, journals, patents, notable conference papers) through a table and descriptions to prove that no one has done your work yet and/or that your work is not a duplication of existing ones. Your focus here is what has *been done*.

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2.2 Lacking in the Approaches

You can summarize the weaknesses of existing approaches by a tabular comparison of the literature. Your focus here is what has *not been done*, i.e. what features were missed, what solutions were not considered, what the demerits are, etc. Through these items, you then can introduce the necessity for doing your proposed solution.

It is to be noted that the degree of novelty for undergraduate thesis is lower than those for graduate school. If a Ph.D. dissertation/thesis has a high degree of novelty and that for an undergraduate is low, then a master's thesis is somewhere between the two.

Briefly include here the following in order to remind the reader why you are highlighting the weaknesses of the solutions of existing literature.

- mentioning the problem
- showing how your solution is better (can be better (for proposals))

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2.3 Summary

Provide the gist of this chapter such that it reflects the contents and the message.

Chapter 3

THEORETICAL CONSIDERATIONS

Before starting the first section, provide an overview of the purpose of this chapter and its contents, and how they are relevant to your methodology. Discuss in this chapter the relevant theories and concepts that should support your proposed solutions.

This chapter is for providing the context to your panelist/reader. It is actually an expanded form of the Background of the Study that you have put in Chapter 1.

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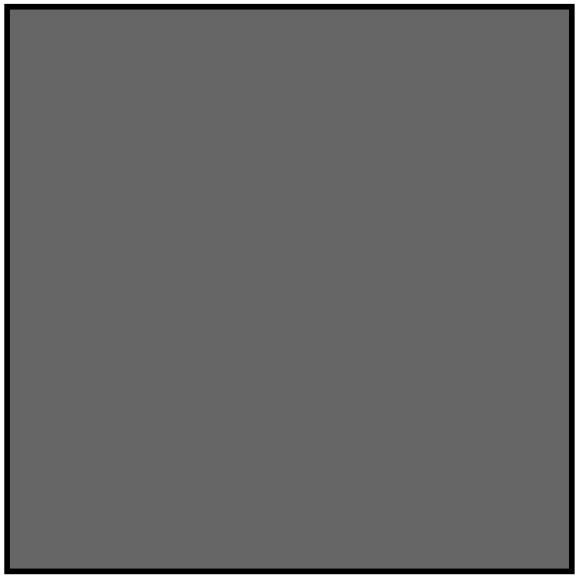

Fig. 3.1 A quadrilateral image example.

3.1 Summary

Provide the gist of this chapter such that it reflects the contents and the message.

Chapter 4

DESIGN CONSIDERATIONS

Before starting the first section, provide an overview of the purpose of this chapter and its contents, and how they are relevant to your methodology.

Your primary goal in the Design Considerations chapter is to describe to your panelist/readers the key topics that fall further under Theoretical Considerations, but should be placed here instead since they are geared towards your Methodology. These key topics are those that you have directly adopted in making your solution/methodology. You can think of the connection of the Design Considerations chapter to the Theoretical Considerations chapter in this way: if your Theoretical Considerations chapter serves as the main foundation of a building, then the Design Considerations chapter functions as the columns.

The Design Considerations chapter is an avenue for explaining why you considered the topics here for your proposed methodology. This chapter is different from your methodology, because topics you discuss here are already accepted as part of the body of knowledge, and may have not been developed by you.

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4.1 Standards

Standards are essential for successful projects and impactful research. They provide a common framework and ensure consistency, quality, and safety across various disciplines. By adhering to established standards, your work becomes more reliable, interoperable, and valuable in real-world applications. Standards also demonstrate your understanding of industry best practices and enhance the credibility of your research.

To effectively integrate standards into your project, begin by identifying relevant standards related to your specific field. Thoroughly research and understand the requirements and guidelines outlined within these standards. Align your project objectives and methodologies to meet or exceed these standards. Document your use of standards in this section, including how and why specific standards were chosen. Finally, evaluate your results against the established standards, justifying any deviations from the norm with sound

615 reasoning and evidence.

616 4.2 Summary

617 Provide the gist of this chapter such that it reflects the contents and message.

Chapter 5

METHODOLOGY

Put an overview of the contents of chapter. Mention here your methodology flow through a figure and provide an overview of it and how your methodology achieves your objectives. How your methodology achieves each of your specific objectives is what your panelists/examiners will be looking for. Specify how your methodology achieves your general objective and specific objectives. A point-by-point comparison how your methodology achieves each of your specific objectives is expected in the final Capstone Project on Operational Technologies.

Also make sure that you refer clearly to the chapters on the Literature Review, Theoretical Considerations, and Design Considerations showing how your methodology ties with those that you have discussed in those chapters.

Make an overview of the contents of the chapter. Put here your methodology flow through a figure and provide an overview of it.

In summative form, Table 5.1 indicates the approaches, designs, modes, processes, programs, techniques, and/or ways that the Capstone Project on Operational Technologies-reaches the objectives.

TABLE 5.1 SUMMARY OF METHODS FOR REACHING THE OBJECTIVES

Objectives	**Methods**	**Locations**
GO: To Morbi quis dolor.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31

Continued on next page

Continued from previous page

Objectives	Methods	Locations
SO1: To Quisque egestas wisi eget nunc.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31
SO2: To Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31
SO3: To Nullam cursus pulvinar lectus.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31
SO4: To Morbi blandit ligula feugiat magna.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31

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Objectives	Methods	Locations
SO5: To Duis nibh mi, congue eu, accumsan eleifend, sagittis quis, diam.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31

5.1 Implementation

Summarize the process used to create/set-up the work with an explanation of such process, instruments, and materials that you used if any. If the description is lengthy, use condensed bullet points.

Rule of thumb: Implementation is how you made your work; (keywords: implemented, created, made, soldered, programmed, etc.).

If you wrote a program or made a simulation, you must state how the program or simulation functions in this section. An algorithm or a pseudocode as shown in Table 12.2 is a good example.

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5.2 Evaluation

Describe the procedures for evaluating the correct behavior and outcome of your work, including what information you need to gather and how you will obtain or measure it.

Rule of thumb: Evaluation is how you tested your work; (keywords: measured, tested, compared, simulated, etc.).

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5.3 Summary

Provide the gist of this chapter such that it reflects the contents and the message.

Chapter 6

RESULTS AND DISCUSSIONS

Show in this chapter proofs why your proposed solution works. However, presenting results (”It worked”) without an appropriate explanation does not show thorough understanding. Aside from the data and results that you have obtained, and their explanation, the discussion includes why components of your proposed solution work did or did not work in accordance to what you described in the evaluation process, and how the proposed solution performed and faired. Interpret the results and the reasons why they were obtained. If your results are incorrect, apparent discrepancies from theory should be pointed out and explained. In essence, what do the results mean? Citing existing publication can help you compare your results and your explanations.

The next items below is not related to the description of this results and discussions chapter, but serves as an opener for the LaTeXportion of this template.

Here is an example of a citation for ISO 80000-2 standard [**?**]. Another one is [**?**] and [**?**].

In using this template, the user is expected to have a working knowledge of LaTeX. A good introduction is in [**?**]. Its latest version can be accessed at `http://www.ctan.org/tex-archive/info/lshort`. See the Appendix of `document_guide.pdf` for examples.

In aggregate form, Table 6.1 shows the outcomes and completions in applying the methodology of the Capstone Project on Operational Technologiesper objective.

TABLE 6.1 SUMMARY OF RESULTS FOR ACHIEVING THE OBJECTIVES

Objectives	Results	Locations

Continued on next page

Continued from previous page

Objectives	Results	Locations
GO: To Morbi quis dolor.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31
SO1: To Quisque egestas wisi eget nunc.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31
SO2: To Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31
SO3: To Nullam cursus pulvinar lectus.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31

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Objectives	Results	Locations
SO4: To Morbi blandit ligula feugiat magna.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31
SO5: To Duis nibh mi, congue eu, accumsan eleifend, sagittis quis, diam.	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31

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6.1 Summary

Provide the gist of this chapter such that it reflects the contents and the message.

Chapter 7

CONCLUSIONS, RECOMMENDATIONS, AND FUTURE DIRECTIVES

7.1 Concluding Remarks

In this Capstone Project on Operational Technologies, . . .

Put here the main points that should be known and learned about the work topic. Summarize or give the gist of the essential principles and inferences drawn from your results.

7.2 Contributions

The interrelated contributions and supplements that have been developed by the author(s) in this Capstone Project on Operational Technologies are listed as follows. Only those that are unique to the authors' work are included.

- the ;
- the ;
- the ;

7.3 Recommendations

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7.4 Future Prospects

There are several prospects that may be extended for further studies. . . . So the suggested topics are listed in the following.

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3. the . . . .

Note that for ECE undergraduate theses, as per the directions of the thesis adviser, Recommendations and Future Directives will be removed for the hardbound copy but will be retained for database storage.

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Chapter 8

STUDENT RESEARCH ETHICS CLEARANCE

1183

RESEARCH ETHICS CLEARANCE FORM[1]
For Thesis Proposals

Names of Student Researcher(s):

Dela Cruz, Juan Z.

SAMPLE ONLY

College: Gokongwei College of Engineering

Department: Electronics and Communications Engineering

Course: PhD-ECE

Expected Duration of the Project: from: **April 2015** to: **April 2017**

Ethical considerations

None

(The Ethics Checklists may be used as guides in determining areas for ethical concern/consideration)

To the best of my knowledge, the ethical issues listed above have been addressed in the research.

Baltasar

Dr. Francisco D. Baltasar

_____

Name and Signature of Adviser/Mentor:
Date: **April 8, 2017**

Noted by:

R Sison

Dr. Rafael W. Sison

_____

Name and Signature of the Department Chairperson:
Date: **April 8, 2017**

[1] The same form can be used for the reports of completed projects. The appropriate heading need only be used.

Chapter 9

ANSWERS TO QUESTIONS TO THIS CAPSTONE PROJECT ON OPERATIONAL TECHNOLOGIES

9.1 How important is the problem to practice?

A possible answer to this question is the summary of your Significance of the Study, and that portion of the Problem Statement where you describe the ideal scenario for your intended audience.

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9.2 How will you know if the solution/s that you will achieve would be better than existing ones?

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9.2.1 How will you measure the improvement/s?

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9.2.1.1 What is/are your basis/bases for the improvement/s?

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9.2.1.2 Why did you choose that/those basis/bases?

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9.2.1.3 How significant are your measure/s of the improvement/s?

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9.3 What is the difference of the solution/s from existing ones?

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9.3.1 How is it different from previous and existing ones?

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9.4 What are the assumptions made (that are behind for your proposed solution to work)?

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9.4.1 Will your proposed solution/s be sensitive to these assumptions?

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9.4.2 Can your proposed solution/s be applied to more general cases when some assumptions are eliminated? If so, how?

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9.5 What is the necessity of your approach / proposed solution/s?

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9.5.1 What will be the limits of applicability of your proposed solution/s?

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9.5.2 What will be the message of the proposed solution to technical people? How about to non-technical managers and busines people?

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9.6 How will you know if your proposed solution/s is/are correct?

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9.6.1 Will your results warrant the level of mathematics used (i.e., will the end justify the means)?

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9.7 Is/are there an/_ alternative way/s to get to the same solution/s?

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9.7.1 Can you come up with illustrating examples, or even better, counterexamples to your proposed solution/s?

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9.7.2 Is there an approximation that can arrive at essentially the same proposed solution/s more easily?

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.

9.8 If you were the examiner of your Capstone Project on Operational Technologies, how would you present the Capstone Project on Operational Technologies in another way? Give your remarks, especially for your methodology and the results and discussions.

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.

9.8.1 What are the weaknesses of your Capstone Project on Operational Technologies, specifically your methodology and the results and discussions?

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placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.

Chapter 10

REVISIONS TO THE PROPOSAL

Make a table with the following columns for showing the summary of revisions to the proposal based on the comments of the panel of examiners.

1. Examiner
2. Comment
3. Summary of how the comment was addressed
4. Locations in the document where the changes have been reflected

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Continued from previous page

Examiner	Comment	Summary of how the comment was addressed	Locations

TABLE 10.1 SUMMARY OF REVISIONS TO THE PROPOSAL

Examiner	Comment	Summary of how the comment was addressed	Locations
Dr. Francisco D. Baltasar	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper. **First** itemtext **Second** itemtext **Last** itemtext **First** itemtext **Second** itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

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Examiner	Comment	Summary of how the comment was addressed	Locations
Dr. Amado Z. Hernandez	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper. **First** itemtext **Second** itemtext **Last** itemtext **First** itemtext **Second** itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

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Examiner	Comment	Summary of how the comment was addressed	Locations
Dr. Jose Y. Alonzo	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper. • First itemtext • Second itemtext • Last itemtext • First itemtext • Second itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

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Examiner	Comment	Summary of how the comment was addressed	Locations
Dr. Mariana X. Mercado	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper. 1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

Continued on next page

Continued from previous page

Examiner	Comment	Summary of how the comment was addressed	Locations
Dr. Rafael W. Sison	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.	Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

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Examiner	Comment	Summary of how the comment was addressed	Locations

Chapter 11

REVISIONS TO THE FINAL

Make a table with the following columns for showing the summary of revisions to the proposal based on the comments of the panel of examiners.

1. Examiner
2. Comment
3. Summary of how the comment has been addressed
4. Locations in the document where the changes have been reflected

TABLE 11.1 SUMMARY OF REVISIONS TO THE CAPSTONE PROJECT ON OPERATIONAL TECHNOLOGIES

Examiner	Comment	Summary of how the comment has been addressed	Locations
Dr. Francisco D. Baltasar	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext **First** itemtext **Second** itemtext **Last** itemtext **First** itemtext **Second** itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

Continued on next page

Continued from previous page

Examiner	Comment	Summary of how the comment has been addressed	Locations
Dr. Amado Z. Hernandez	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext **First** itemtext **Second** itemtext **Last** itemtext **First** itemtext **Second** itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

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Examiner	Comment	Summary of how the comment has been addressed	Locations
Dr. Jose Y. Alonzo	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext • First itemtext • Second itemtext • Last itemtext • First itemtext • Second itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22
Dr. Mariana X. Mercado	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

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Examiner	Comment	Summary of how the comment has been addressed	Locations
Dr. Rafael W. Sison	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	1. First itemtext 2. Second itemtext 3. Last itemtext 4. First itemtext 5. Second itemtext	Sec. 5.1 on p. 31, Sec. 5.2 on p. 33, Fig. 3.1 on p. 22

Chapter 12

USAGE EXAMPLES

The user is expected to have a working knowledge of LaTeX. A good introduction is in [**?**]. Its latest version can be accessed at http://www.ctan.org/tex-archive/info/lshort.

12.1 Equations

The following examples show how to typeset equations in LaTeX. This section also shows examples of the use of `\gls{ }` commands in conjunction with the items that are in the `notation.tex` file. **Please make sure that the entries in `notation.tex` are those that are referenced in the LaTeX document files used by this Capstone Project on Operational Technologies. Please comment out unused notations and be careful with the commas and brackets in `notation.tex` .**

In (12.1), the output signal $y\left(t\right)$ is the result of the convolution of the input signal $x\left(t\right)$ and the impulse response $h\left(t\right)$.

$$y\left(t\right)=h\left(t\right)*x\left(t\right)=\int_{-\infty}^{+\infty}h\left(t-\tau\right)x\left(\tau\right)\mathrm{d}\tau \tag{12.1}$$

Other example equations are as follows.

$$\left[\frac{V_1}{I_1}\right]=\begin{bmatrix}A & B\\ C & D\end{bmatrix}\left[\frac{V_2}{I_2}\right] \tag{12.2}$$

$$\frac{1}{2}<\left|\mathrm{mod}\left(\left\lfloor\frac{y}{17}\right\rfloor 2^{-17\lfloor x\rfloor-\mathrm{mod}(\lfloor y\rfloor,17)},2\right)\right|, \tag{12.3}$$

$$|\zeta(x)^3\zeta(x+iy)^4\zeta(x+2iy)|=\exp\sum_{n,p}\frac{3+4\cos(ny\log p)+\cos(2ny\log p)}{np^{nx}}\geq 1 \tag{12.4}$$

1451 The verbatim LaTeX code of Sec. 12.1 is in List. 12.1.

Listing 12.1: Sample LaTeX code for equations and notations usage

```
1  The following examples show how to typeset equations in \LaTeX.  This
       section also shows examples of the use of \verb| \gls{ } | commands
       in conjunction with the items that are in the \verb| notation.tex |
       file. \textbf{Please make sure that the entries in} \verb| notation.
       tex |\textbf{  are those that are referenced in the \LaTeX \
       document files used by this \documentType.  Please comment out
       unused notations and be careful with the commas and brackets  in} \
       verb| notation.tex |.
2
3  In~\eqref{eq:conv}, the output signal \gls{not:output_sigt} is the
       result of the convolution of the input signal \gls{not:input_sigt}
       and the impulse response \gls{not:ir}.
4
5  \begin{eqnarray}
6       y\left( t \right) = h\left( t \right) * x\left( t \right)=\int_{-\
            infty}^{+\infty}h\left( t-\tau \right)x\left( \tau \right) \
            mathrm{d}\tau
7     \label{eq:conv}
8  \end{eqnarray}
9
10 Other example equations are as follows.
11
12 \begin{eqnarray}
13    \left[ \dfrac{ V_{1} }{ I_{1} } \right] =
14    \begin{bmatrix}
15       A & B \\
16       C & D
17    \end{bmatrix}
18    \left[ \dfrac{ V_{2} }{ I_{2} } \right]
19    \label{eq:ABCD}
20 \end{eqnarray}
21
22 \begin{eqnarray}
23 \dfrac{1}{2} < \left\lfloor \mathrm{mod}\left(\left\lfloor \dfrac{y}{17}
       \right\rfloor 2^{-17 \lfloor x \rfloor - \mathrm{mod}(\lfloor y\
       rfloor, 17)},2\right)\right\rfloor,
24 \end{eqnarray}
25
26 \begin{eqnarray}
27 | \zeta(x)^3 \zeta(x + iy)^4 \zeta(x + 2iy) | =
28 \exp\sum_{n,p} \frac{3 + 4 \cos( ny \log p) + \cos (2ny \log p)}{np^{nx
       }} \ge 1
29 \end{eqnarray}
```

12.2 Notations

In order to use the standardized notation, the user is highly suggested to see the ISO 80000-2 standard [**?**].

See https://en.wikipedia.org/wiki/Help:Displaying_a_formula and https://en.wikipedia.org/wiki/List_of_mathematical_symbols for LaTeX maths and other notations, respectively.

The following were taken from `isomath-test.tex` .

12.2.1 Math alphabets

If there are other symbols in place of Greek letters in a math alphabet, it uses T1 or OT1 font encoding instead of OML.

mathnormal	$A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9$
mathit	$A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \text{˚}, !, v, w, 0, 1, 9$
mathrm	$\mathrm{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \text{˚}, !, v, w, 0, 1, 9}$
mathbf	$\mathbf{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \text{˚}, !, v, w, 0, 1, 9}$
mathsf	$\mathsf{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \text{˚}, !, v, w, 0, 1, 9}$
mathtt	$\mathtt{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \uparrow, \downarrow, ß, \text{˚}, !, v, w, 0, 1, 9}$

New alphabets bold-italic, sans-serif-italic, and sans-serif-bold-italic.

mathbfit	$\boldsymbol{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9}$
mathsfit	$\mathit{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9}$
mathsfbfit	$\boldsymbol{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9}$

Do the math alphabets match?

$ax\alpha\omega\boldsymbol{ax\alpha\omega}\mathsf{ax\alpha\omega}\boldsymbol{\mathsf{ax\alpha\omega}}\quad TC\Theta\Gamma\boldsymbol{TC\Theta\Gamma}\mathsf{TC\Theta\Gamma}\boldsymbol{\mathsf{TC\Theta\Gamma}}TC\Theta\Gamma$

12.2.2 Vector symbols

Alphabetic symbols for vectors are boldface italic, $\boldsymbol{\lambda} = \boldsymbol{e}_1 \cdot \boldsymbol{a}$, while numeric ones (e.g. the zero vector) are bold upright, $\boldsymbol{a} + \mathbf{0} = \boldsymbol{a}$.

12.2.3 Matrix symbols

Symbols for matrices are boldface italic, too:[1] $\boldsymbol{\Lambda} = \boldsymbol{E} \cdot \boldsymbol{A}$.

12.2.4 Tensor symbols

Symbols for tensors are sans-serif bold italic,

$$\boldsymbol{\mathsf{\alpha}} = \boldsymbol{\mathsf{e}} \cdot \boldsymbol{\mathsf{a}} \quad \Longleftrightarrow \quad \alpha_{ijl} = e_{ijk} \cdot a_{kl}.$$

The permittivity tensor describes the coupling of electric field and displacement:

$$\boldsymbol{D} = \epsilon_0 \boldsymbol{\mathsf{\epsilon}}_\mathrm{r} \boldsymbol{E}$$

[1] However, matrix symbols are usually capital letters whereas vectors are small ones. Exceptions are physical quantities like the force vector $\boldsymbol{F}$ or the electrical field $\boldsymbol{E}$.

12.2.5 Bold math version

The "bold" math version is selected with the commands `\boldmath` or `\mathversion{bold}`

mathnormal	$\boldsymbol{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9}$
mathit	$\boldsymbol{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \circ, !, v, w, 0, 1, 9}$
mathrm	$\mathrm{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \circ, !, v, w, 0, 1, 9}$
mathbf	$\mathbf{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \circ, !, v, w, 0, 1, 9}$
mathsf	$\mathsf{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, ff, fi, ß, \circ, !, v, w, 0, 1, 9}$
mathtt	$\mathtt{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \uparrow, \downarrow, ß, \circ, !, v, w, 0, 1, 9}$

New alphabets bold-italic, sans-serif-italic, and sans-serif-bold-italic.

mathbfit	$\boldsymbol{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9}$
mathsfit	$\mathit{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9}$
mathsfbfit	$\boldsymbol{\mathit{A, B, \Gamma, \Delta, \Theta, \Lambda, \Xi, \Pi, \Sigma, \Phi, \Psi, \Omega, \alpha, \beta, \pi, \nu, \omega, v, w, 0, 1, 9}}$

Do the math alphabets match?

$\boldsymbol{axαωaxαωaxαω}$ $\boldsymbol{TCΘΓTCΘΓTCΘΓ}$

12.2.5.1 Vector symbols

Alphabetic symbols for vectors are boldface italic, $\boldsymbol{\lambda = e_1 \cdot a}$, while numeric ones (e.g. the zero vector) are bold upright, $\boldsymbol{a + 0 = a}$.

12.2.5.2 Matrix symbols

Symbols for matrices are boldface italic, too:[2] $\boldsymbol{\Lambda = E \cdot A}$.

12.2.5.3 Tensor symbols

Symbols for tensors are sans-serif bold italic,

$$\boldsymbol{\alpha = e \cdot a} \quad \Longleftrightarrow \quad \boldsymbol{\alpha_{ijl} = e_{ijk} \cdot a_{kl}}.$$

The permittivity tensor describes the coupling of electric field and displacement:

$$\boldsymbol{D = \epsilon_0 \epsilon_r E}$$

[2] However, matrix symbols are usually capital letters whereas vectors are small ones. Exceptions are physical quantities like the force vector $\boldsymbol{F}$ or the electrical field $\boldsymbol{E}$.

The verbatim LaTeX code of Sec. 12.2 is in List. 12.2.

Listing 12.2: Sample LaTeX code for notations usage

```
1  % A teststring with Latin and Greek letters::
2  \newcommand{\teststring}{%
3  % capital Latin letters
4  % A,B,C,
5  A,B,
6  % capital Greek letters
7  %\Gamma,\Delta,\Theta,\Lambda,\Xi,\Pi,\Sigma,\Upsilon,\Phi,\Psi,
8  \Gamma,\Delta,\Theta,\Lambda,\Xi,\Pi,\Sigma,\Phi,\Psi,\Omega,
9  % small Greek letters
10 \alpha,\beta,\pi,\nu,\omega,
11 % small Latin letters:
12 % compare \nu, \omega, v, and w
13 v,w,
14 % digits
15 0,1,9
16 }
17
18
19 \subsection{Math alphabets}
20
21 If there are other symbols in place of Greek letters in a math
22 alphabet, it uses T1 or OT1 font encoding instead of OML.
23
24 \begin{eqnarray*}
25 \mbox{mathnormal} &  & \teststring \\
26 \mbox{mathit} &  & \mathit{\teststring}\\
27 \mbox{mathrm} &  & \mathrm{\teststring}\\
28 \mbox{mathbf} &  & \mathbf{\teststring}\\
29 \mbox{mathsf} &  & \mathsf{\teststring}\\
30 \mbox{mathtt} &  & \mathtt{\teststring}
31 \end{eqnarray*}
```

```
 New alphabets bold-italic, sans-serif-italic, and sans-serif-bold-
     italic.
\begin{eqnarray*}
\mbox{mathbfit}     &  & \mathbfit{\teststring}\\
\mbox{mathsfit}     &  & \mathsfit{\teststring}\\
\mbox{mathsfbfit} &  & \mathsfbfit{\teststring}
\end{eqnarray*}
%
Do the math alphabets match?

$
\mathnormal  {a x \alpha \omega}
\mathbfit    {a x \alpha \omega}
\mathsfbfit{a x \alpha \omega}
\quad
\mathsfbfit{T C \Theta \Gamma}
\mathbfit    {T C \Theta \Gamma}
\mathnormal  {T C \Theta \Gamma}
$

\subsection{Vector symbols}

Alphabetic symbols for vectors are boldface italic,
$\vec{\lambda}=\vec{e}_{1}\cdot\vec{a}$,
while numeric ones (e.g. the zero vector) are bold upright,
$\vec{a} + \vec{0} = \vec{a}$.

\subsection{Matrix symbols}

Symbols for matrices are boldface italic, too:%
\footnote{However, matrix symbols are usually capital letters whereas
    vectors
are small ones. Exceptions are physical quantities like the force
vector $\vec{F}$ or the electrical field $\vec{E}$.%
```

```
}
$\matrixsym{\Lambda}=\matrixsym{E}\cdot\matrixsym{A}.$


\subsection{Tensor symbols}

Symbols for tensors are sans-serif bold italic,

\[
   \tensorsym{\alpha}  =  \tensorsym{e}\cdot\tensorsym{a}
   \quad \Longleftrightarrow \quad
   \alpha_{ijl}  =  e_{ijk}\cdot a_{kl}.
\]


The permittivity tensor describes the coupling of electric field and
displacement: \[
\vec{D}=\epsilon_{0}\tensorsym{\epsilon}_{\mathrm{r}}\vec{E}\]



\newpage
\subsection{Bold math version}

The ``bold'' math version is selected with the commands
\verb+\boldmath+ or \verb+\mathversion{bold}+

{\boldmath
   \begin{eqnarray*}
   \mbox{mathnormal} &  & \teststring \\
   \mbox{mathit} &  & \mathit{\teststring}\\
   \mbox{mathrm} &  & \mathrm{\teststring}\\
   \mbox{mathbf} &  & \mathbf{\teststring}\\
   \mbox{mathsf} &  & \mathsf{\teststring}\\
```

```
\mbox{mathtt} &  & \mathtt{\teststring}
\end{eqnarray*}
 New alphabets bold-italic, sans-serif-italic, and sans-serif-bold-
    italic.
\begin{eqnarray*}
\mbox{mathbfit}     &  & \mathbfit{\teststring}\\
\mbox{mathsfit}     &  & \mathsfit{\teststring}\\
\mbox{mathsfbfit} &  & \mathsfbfit{\teststring}
\end{eqnarray*}
%
Do the math alphabets match?

$
\mathnormal  {a x \alpha \omega}
\mathbfit    {a x \alpha \omega}
\mathsfbfit{a x \alpha \omega}
\quad
\mathsfbfit{T C \Theta \Gamma}
\mathbfit    {T C \Theta \Gamma}
\mathnormal  {T C \Theta \Gamma}
$

\subsection{Vector symbols}

Alphabetic symbols for vectors are boldface italic,
$\vec{\lambda}=\vec{e}_{1}\cdot\vec{a}$,
while numeric ones (e.g. the zero vector) are bold upright,
$\vec{a} + \vec{0} = \vec{a}$.




\subsection{Matrix symbols}
```

```
131    Symbols for matrices are boldface italic, too:%
132    \footnote{However, matrix symbols are usually capital letters whereas
           vectors
133    are small ones. Exceptions are physical quantities like the force
134    vector $\vec{F}$ or the electrical field $\vec{E}$.%
135    }
136    $\matrixsym{\Lambda}=\matrixsym{E}\cdot\matrixsym{A}.$
137
138
139    \subsection{Tensor symbols}
140
141    Symbols for tensors are sans-serif bold italic,
142
143    \[
144        \tensorsym{\alpha}  =  \tensorsym{e}\cdot\tensorsym{a}
145        \quad \Longleftrightarrow \quad
146        \alpha_{ijl}  =  e_{ijk}\cdot a_{kl}.
147    \]
148
149    The permittivity tensor describes the coupling of electric field and
150    displacement: \[
151    \vec{D}=\epsilon_{0}\tensorsym{\epsilon}_{\mathrm{r}}\vec{E}\]
152 }
```

12.3 Abbreviation

This section shows examples of the use of LaTeXcommands in conjunction with the items that are in the `abbreviation.tex` and in the `glossary.tex` files. Please see List. 12.3. **To lessen the LaTeX parsing time, it is suggested that you use `\acr{ }` only for the first occurrence of the word to be abbreviated.**

Again please see List. 12.3. Here is an example of first use: alternating current (ac). Next use: ac. Full: alternating current (ac). Here's an acronym referenced using `\acr` : hyper-text markup language (html). And here it is again: html. If you are used to the `glossaries` package, note the difference in using `\gls` : hyper-text markup language (html). And again (no difference): hyper-text markup language (html). For plural use `\glspl` . Here are some more entries:

- extensible markup language (xml) and cascading style sheet (css).
- Next use: xml and css.
- Full form: extensible markup language (xml) and cascading style sheet (css).
- Reset again.
- Start with a capital. Hyper-text markup language (html).
- Next: Html. Full: Hyper-text markup language (html).
- Prefer capitals? Extensible markup language (XML). Next: XML. Full: extensible markup language (XML).

- Prefer small-caps? Cascading style sheet (CSS). Next: CSS. Full: cascading style sheet (CSS).
- Resetting all acronyms.
- Here are the acronyms again:
- Hyper-text markup language (HTML), extensible markup language (XML) and cascading style sheet (CSS).
- Next use: HTML, XML and CSS.
- Full form: Hyper-text markup language (HTML), extensible markup language (XML) and cascading style sheet (CSS).
- Provide your own link text: style sheet.

The verbatim LaTeX code of Sec. 12.3 is in List. 12.3.

Listing 12.3: Sample LaTeX code for abbreviations usage

```
Again please see List.~\ref{lst:abbrv}. Here is an example of first use:
    \acr{ac}. Next use: \acr{ac}. Full: \gls{ac}.  Here's an acronym
   referenced using \verb| \acr |: \acr{html}.  And here it is again: \
   acr{html}. If you are used to the \texttt{glossaries} package, note
   the difference in using \verb| \gls |: \gls{html}. And again (no
   difference): \gls{html}. Here are some more entries:

\begin{itemize}

   \item \acr{xml} and \acr{css}.

   \item Next use: \acr{xml} and \acr{css}.

   \item Full form: \gls{xml} and \gls{css}.

   \item Reset again. \glsresetall{abbreviation}

   \item Start with a capital. \Acr{html}.

   \item Next: \Acr{html}. Full: \Gls{html}.

   \item Prefer capitals? \renewcommand{\acronymfont}[1]{\
      MakeTextUppercase{#1}} \Acr{xml}. Next: \acr{xml}. Full: \gls{xml
      }.

   \item Prefer small-caps? \renewcommand{\acronymfont}[1]{\textsc{#1}}
      \Acr{css}. Next: \acr{css}. Full: \gls{css}.

   \item Resetting all acronyms.\glsresetall{abbreviation}

   \item Here are the acronyms again:

   \item \Acr{html}, \acr{xml} and \acr{css}.

   \item Next use: \Acr{html}, \acr{xml} and \acr{css}.

   \item Full form: \Gls{html}, \gls{xml} and \gls{css}.

   \item Provide your own link text: \glslink{[textbf]css}{style}

\end{itemize}
```

12.4 Glossary

This section shows examples of the use of `\gls{ }` commands in conjunction with the items that are in the `glossary.tex` and `notation.tex` files. Note that entries in `notation.tex` are prefixed with "`not:`" label (see List. 12.4).

Please make sure that the entries in `notation.tex` are those that are referenced in the LaTeX document files used by this Capstone Project on Operational Technologies. Please comment out unused notations and be careful with the commas and brackets in `notation.tex` .

- Matrices are usually denoted by a bold capital letter, such as $\boldsymbol{A}$. The matrix's (i, j)th element is usually denoted a_{ij}. Matrix $\mathbf{I}$ is the identity matrix.
- A set, denoted as $\mathcal{S}$, is a collection of objects.
- The universal set, denoted as $\mathcal{U}$, is the set of everything.
- The empty set, denoted as $\emptyset$, contains no elements.
- Functional Analysis is seen as the study of complete normed vector spaces, i.e., Banach spaces.
- The cardinality of a set, denoted as $|\mathcal{S}|$, is the number of elements in the set.

The verbatim LaTeX code for the part of Sec. 12.4 is in List. 12.4.

Listing 12.4: Sample LaTeX code for glossary and notations usage

```
\begin{itemize}

   \item \Glspl{matrix} are usually denoted by a bold capital letter,
       such as $\mathbfit{A}$. The \gls{matrix}'s $(i,j)$th element is
       usually denoted $a_{ij}$. \Gls{matrix} $\mathbf{I}$ is the
       identity \gls{matrix}.

   \item A set, denoted as \gls{not:set}, is a collection of objects.

   \item The universal set,  denoted as \gls{not:universalSet}, is the
       set of everything.

   \item The empty set, denoted as \gls{not:emptySet}, contains no
       elements.

   \item \Gls{Functional Analysis} is seen as the study of complete
       normed vector spaces, i.e., Banach spaces.

   \item The cardinality of a set, denoted as \gls{not:cardinality}, is
       the number of elements in the set.

\end{enumerate}
```

12.5 Figure

This section shows several ways of placing figures. PDFLaTeX compatible files are PDF, PNG, and JPG. Please see the `figure` subdirectory.

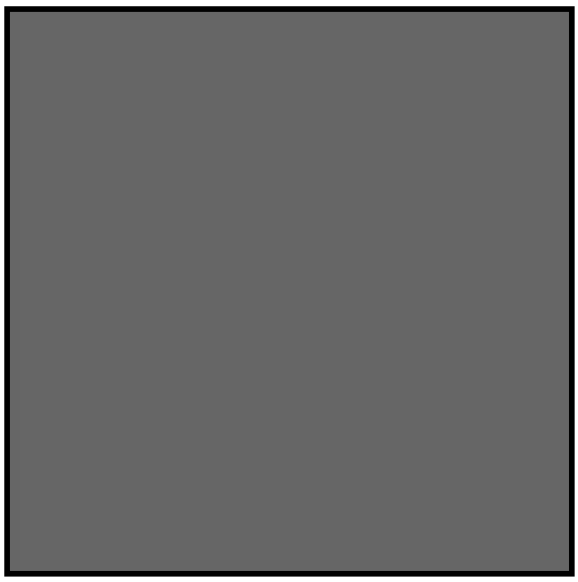
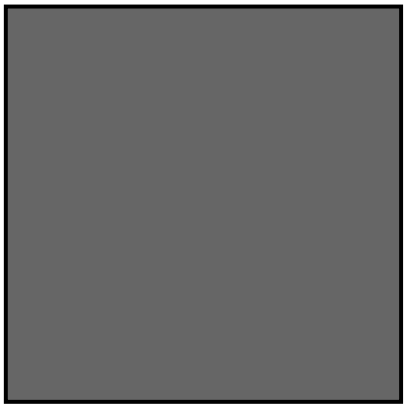


Fig. 12.1 A quadrilateral image example.

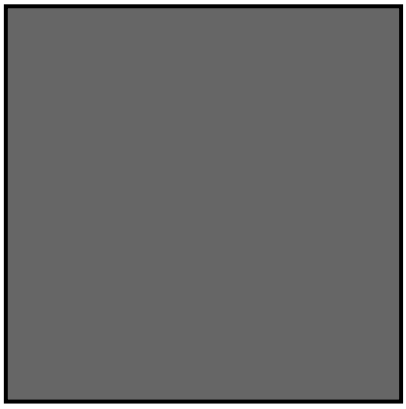
Fig. 12.1 is a gray box enclosed by a dark border. List. 12.5 shows the corresponding LaTeX code.

Listing 12.5: Sample LaTeX code for a single figure

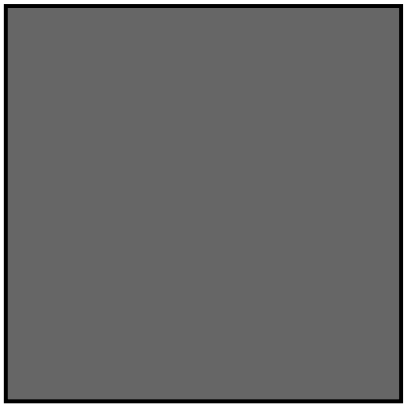
```
\begin{figure}[!htbp]
   \centering
      \includegraphics[width=0.5\textwidth]{example}
   \caption{A quadrilateral image example.}
   \label{fig:example}
\end{figure}
\cleardoublepage

Fig.~\ref{fig:example} is a gray box enclosed by a dark border. List.~\
   ref{lst:onefig} shows the corresponding \LaTeX \ code.
\end{figure}
```



(a) A sub-figure in the top row.



(b) A sub-figure in the middle row.

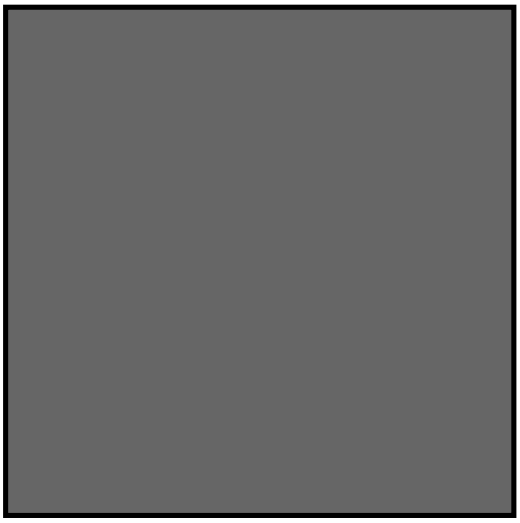


(c) A sub-figure in the bottom row.

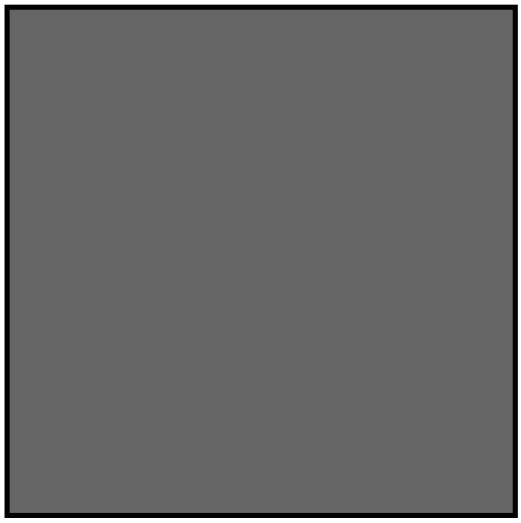
Fig. 12.2 Figures on top of each other. See List. 12.6 for the corresponding LaTeX code.

Listing 12.6: Sample LaTeX code for three figures on top of each other

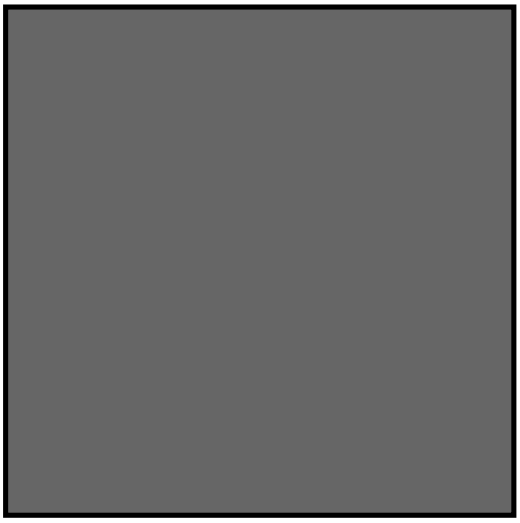
```
\begin{figure}[!htbp]
\centering
\subbottom[A sub-figure in the top row.]{
\includegraphics[width=0.35\textwidth]{example_gray_box}
\label{fig:top}
}
\vfill
\subbottom[A sub-figure in the middle row.]{
\includegraphics[width=0.35\textwidth]{example_gray_box}
\label{fig:mid}
}
\vfill
\subbottom[A sub-figure in the bottom row.]{
\includegraphics[width=0.35\textwidth]{example_gray_box}
\label{fig:botm}
}
\caption{Figures on top of each other}
\label{fig:tmb}
\end{figure}
```



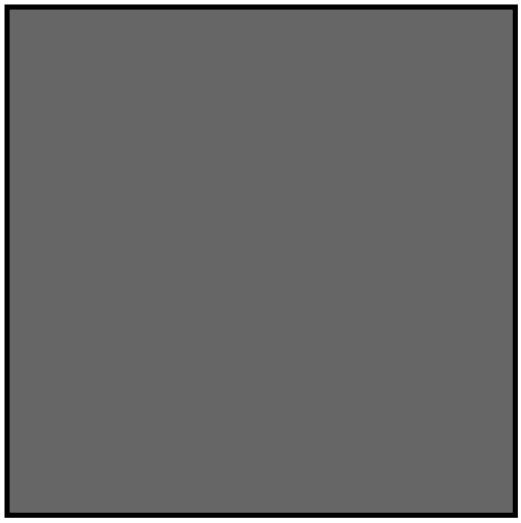
(a) A sub-figure in the upper-left corner.



(b) A sub-figure in the upper-right corner.



(c) A sub-figure in the lower-left corner.



(d) A sub-figure in the lower-right corner

Fig. 12.3 Four figures in each corner. See List. 12.7 for the corresponding LaTeX code.

Listing 12.7: Sample LaTeX code for the four figures

```
\begin{figure}[!htbp]
\centering
\subbottom[A sub-figure in the upper-left corner.]{
\includegraphics[width=0.45\textwidth]{example_gray_box}
\label{fig:upprleft}
}
\hfill
\subbottom[A sub-figure in the upper-right corner.]{
\includegraphics[width=0.45\textwidth]{example_gray_box}
\label{fig:uppright}
}
\vfill
\subbottom[A sub-figure in the lower-left corner.]{
\includegraphics[width=0.45\textwidth]{example_gray_box}
\label{fig:lowerleft}
}
\hfill
\subbottom[A sub-figure in the lower-right corner]{
\includegraphics[width=0.45\textwidth]{example_gray_box}
\label{fig:lowright}
}
\caption{Four figures in each corner. See List.~\ref{lst:fourfigs} for
    the corresponding \LaTeX \ code.}
\label{fig:fourfig}
\end{figure}
```

12.6 Table

This section shows an example of placing a table (a long one). Table 12.1 are the triples.

TABLE 12.1 FEASIBLE TRIPLES FOR HIGHLY VARIABLE GRID

Time (s)	Triple chosen	Other feasible triples
0	(1, 11, 13725)	(1, 12, 10980), (1, 13, 8235), (2, 2, 0), (3, 1, 0)
2745	(1, 12, 10980)	(1, 13, 8235), (2, 2, 0), (2, 3, 0), (3, 1, 0)
5490	(1, 12, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
8235	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
10980	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
13725	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
16470	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
19215	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
21960	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
24705	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
27450	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
30195	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
32940	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
35685	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
38430	(1, 13, 10980)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
41175	(1, 12, 13725)	(1, 13, 10980), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
43920	(1, 13, 10980)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
46665	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
49410	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
52155	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
54900	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
57645	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
60390	(1, 12, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
63135	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
65880	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
68625	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)

Continued on next page

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Time (s)	Triple chosen	Other feasible triples
71370	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
74115	(1, 12, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
76860	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
79605	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
82350	(1, 12, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
85095	(1, 12, 13725)	(1, 13, 10980), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
87840	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
90585	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
93330	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
96075	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
98820	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
101565	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
104310	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
107055	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
109800	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
112545	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
115290	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
118035	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
120780	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
123525	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
126270	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
129015	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
131760	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
134505	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
137250	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
139995	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
142740	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
145485	(1, 12, 16470)	(1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1, 0)
148230	(2, 2, 2745)	(2, 3, 0), (3, 1, 0)
150975	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
153720	(1, 12, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
156465	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)

Continued on next page

Continued from previous page

Time (s)	Triple chosen	Other feasible triples
159210	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
161955	(1, 13, 16470)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)
164700	(1, 13, 13725)	(2, 2, 2745), (2, 3, 0), (3, 1, 0)

List. 12.8 shows the corresponding LaTeX code.

Listing 12.8: Sample LaTeX code for making typical table environment

```
\begin{center}
{\scriptsize
\begin{tabularx}{\textwidth}{p{0.1\textwidth}|p{0.2\textwidth}|p{0.5\textwidth}}
\caption{Feasible triples for highly variable grid} \label{tab:triple_grid} \\
\hline
\hline
\textbf{Time (s)} &
\textbf{Triple chosen} &
\textbf{Other feasible triples} \\
\hline
\endfirsthead
\multicolumn{3}{c}%
{\textit{Continued from previous page}} \\
\hline
\hline
\textbf{Time (s)} &
\textbf{Triple chosen} &
\textbf{Other feasible triples} \\
\hline
\endhead
\hline
\multicolumn{3}{r}{\textit{Continued on next page}} \\
\endfoot
\hline
\endlastfoot
\hline

0 & (1, 11, 13725) & (1, 12, 10980), (1, 13, 8235), (2, 2, 0), (3, 1, 0) \\
```

```
29 2745 & (1, 12, 10980) & (1, 13, 8235), (2, 2, 0), (2, 3, 0), (3, 1, 0)
       \\
30 5490 & (1, 12, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
31 8235 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
       0) \\
32 10980 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
33 13725 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
34 16470 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
35 19215 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
36 21960 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
37 24705 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
38 27450 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
39 30195 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
40 32940 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
41 35685 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
42 38430 & (1, 13, 10980) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
43 41175 & (1, 12, 13725) & (1, 13, 10980), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
44 43920 & (1, 13, 10980) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
45 46665 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
46 49410 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
47 52155 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3, 1,
        0) \\
48 54900 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
49 57645 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
50 60390 & (1, 12, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
51 63135 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
52 65880 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
```

```
1767    53 | 68625 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
1768    54 | 71370 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1769    55 | 74115 & (1, 12, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1770    56 | 76860 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1771    57 | 79605 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1772    58 | 82350 & (1, 12, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1773    59 | 85095 & (1, 12, 13725) & (1, 13, 10980), (2, 2, 2745), (2, 3, 0), (3, 1,
1774       |      0) \\
1775    60 | 87840 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1776    61 | 90585 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1777    62 | 93330 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1778    63 | 96075 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1779    64 | 98820 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1780    65 | 101565 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1781    66 | 104310 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1782    67 | 107055 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1783    68 | 109800 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1784    69 | 112545 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3,
1785       |    1, 0) \\
1786    70 | 115290 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1787    71 | 118035 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1788    72 | 120780 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1789    73 | 123525 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1790    74 | 126270 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3,
1791       |    1, 0) \\
1792    75 | 129015 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
1793    76 | 131760 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
1794    77 | 134505 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1795    78 | 137250 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
1796    79 | 139995 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
1797    80 | 142740 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
1798    81 | 145485 & (1, 12, 16470) & (1, 13, 13725), (2, 2, 2745), (2, 3, 0), (3,
1799       |    1, 0) \\
1800    82 | 148230 & (2, 2, 2745) & (2, 3, 0), (3, 1, 0) \\
```

```
150975 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
153720 & (1, 12, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
156465 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
159210 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
161955 & (1, 13, 16470) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
164700 & (1, 13, 13725) & (2, 2, 2745), (2, 3, 0), (3, 1, 0) \\
\end{tabularx}
}
\end{center}
```

12.7 Algorithm or Pseudocode Listing

Table 12.2 shows an example pseudocode. Note that if the pseudocode exceeds one page, it can mean that its implementation is not modular. List. 12.9 shows the corresponding LaTeX code.

TABLE 12.2 CALCULATION OF $y = x^n$

Input(s):		
n	:	nth power; $n \in \mathbb{Z}^+$
x	:	base value; $x \in \mathbb{R}^+$
Output(s):		
y	:	result; $y \in \mathbb{R}^+$

Require: $n \geq 0 \vee x \neq 0$
Ensure: $y = x^n$
1: $y \Leftarrow 1$
2: **if** $n < 0$ **then**
3: $X \Leftarrow 1/x$
4: $N \Leftarrow -n$
5: **else**
6: $X \Leftarrow x$
7: $N \Leftarrow n$
8: **end if**
9: **while** $N \neq 0$ **do**
10: **if** N is even **then**
11: $X \Leftarrow X \times X$
12: $N \Leftarrow N/2$
13: **else** $\{N$ is odd$\}$
14: $y \Leftarrow y \times X$
15: $N \Leftarrow N - 1$
16: **end if**
17: **end while**

Listing 12.9: Sample LaTeX code for algorithm or pseudocode listing usage

```
\begin{table}[!htbp]
   \caption{Calculation of $y = x^n$}
   \label{tab:calcxn}
   {\footnotesize
   \begin{tabular}{lll}
   \hline
   \hline
   {\bfseries Input(s):} & & \\
   $n$ & : & $n$th power; $n \in \mathbb{Z}^{+}$ \\
   $x$ & : & base value; $x \in \mathbb{R}^{+}$ \\
   \hline
   {\bfseries Output(s):} & & \\
   $y$ & : & result; $y \in \mathbb{R}^{+}$  \\
   \hline
   \hline
   \\
   \end{tabular}
   }
   \begin{algorithmic}[1]
   {\footnotesize
      \REQUIRE $n \geq 0 \vee x \neq 0$
      \ENSURE $y = x^n$
      \STATE $y \Leftarrow 1$
      \IF{$n < 0$}
            \STATE $X \Leftarrow 1 / x$
            \STATE $N \Leftarrow -n$
      \ELSE
            \STATE $X \Leftarrow x$
            \STATE $N \Leftarrow n$
      \ENDIF
      \WHILE{$N \neq 0$}
            \IF{$N$ is even}
                  \STATE $X \Leftarrow X \times X$
                  \STATE $N \Leftarrow N / 2$
            \ELSE[$N$ is odd]
                  \STATE $y \Leftarrow y \times X$
                  \STATE $N \Leftarrow N - 1$
            \ENDIF
      \ENDWHILE
   }
   \end{algorithmic}
\end{table}
```

12.8 Program/Code Listing

List. 12.10 is a program listing of a C code for computing Fibonacci numbers by calling the actual code. Please see the `code` subdirectory.

List. 12.11 shows the corresponding LaTeX code.

Listing 12.10: Computing Fibonacci numbers in C (./code/fibo.c)

```
/* fibo.c -- It prints out the first N Fibonacci
 *           numbers.
 */

#include <stdio.h>

int main(void) {
    int n;        /* Number of fibonacci numbers we will print */
    int i;        /* Index of fibonacci number to be printed next */
    int current;  /* Value of the (i)th fibonacci number */
    int next;     /* Value of the (i+1)th fibonacci number */
    int twoaway;  /* Value of the (i+2)th fibonacci number */

    printf("How many Fibonacci numbers do you want to compute? ");
    scanf("%d", &n);
    if (n<=0)
       printf("The number should be positive.\n");
    else {
      printf("\n\n\tI \t Fibonacci(I) \n\t====================\n");
      next = current = 1;
      for (i=1; i<=n; i++) {
   printf("\t%d \t\t\t%d\n", i, current);
   twoaway = current+next;
   current = next;
   next    = twoaway;
      }
    }
}

/* The output from a run of this program was:

How many Fibonacci numbers do you want to compute? 9

   I   Fibonacci(I)
   ====================
   1      1
   2      1
   3      2
   4      3
   5      5
   6      8
   7      13
   8      21
   9      34

*/
```

Listing 12.11: Sample LaTeX code for program listing

```
List.~\ref{lst:fib_c} is a program listing of a C code for computing
    Fibonacci numbers by calling the actual code. Please see the \verb|
    code | subdirectory.
```

12.9 Referencing

Referencing chapters: This appendix is in Appendix 12, which is about examples in using various LaTeX commands.

Referencing sections: This section is Sec. 12.9, which shows how to refer to the locations of various labels that have been placed in the LaTeX files. List. 12.12 shows the corresponding LaTeX code.

Listing 12.12: Sample LaTeX code for referencing sections

```
1 Referencing sections: This section is Sec.~\ref{sec:ref}, which shows
    how to refer to the locations of various labels that have been
    placed in the \LaTeX \ files. List.~\ref{lst:refsec} shows the
    corresponding \LaTeX \ code.
```

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.

12.9.1 A subsection

Referencing subsections: This section is Sec. 12.9.1, which shows how to refer to a subsection. List. 12.13 shows the corresponding LaTeX code.

Listing 12.13: Sample LaTeX code for referencing subsections

```
Referencing subsections: This section is Sec.~\ref{sec:subsec}, which
    shows how to refer to a subsection. List.~\ref{lst:refsub} shows the
     corresponding \LaTeX \ code.
```

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12.9.1.1 A sub-subsection

Referencing sub-subsections: This section is Sec. 12.9.1.1, which shows how to refer to a sub-subsection. List. 12.14 shows the corresponding LaTeX code.

Listing 12.14: Sample LaTeX code for referencing sub-subsections

```
Referencing sub-subsections: This section is Sec.~\ref{sec:subsubsec},
    which shows how to refer to a sub-subsection. List.~\ref{lst:
    refsubsub} shows the corresponding \LaTeX \ code.
```

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam lobortis facilisis sem. Nullam nec mi et neque pharetra sollicitudin. Praesent imperdiet mi nec ante. Donec ullamcorper, felis non sodales commodo, lectus velit ultrices augue, a dignissim nibh lectus placerat pede. Vivamus nunc nunc, molestie ut, ultricies vel, semper in, velit. Ut porttitor. Praesent in sapien. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Duis fringilla tristique neque. Sed interdum libero ut metus. Pellentesque placerat. Nam rutrum augue a leo. Morbi sed elit sit amet ante lobortis sollicitudin. Praesent blandit blandit mauris. Praesent lectus tellus, aliquet aliquam, luctus a, egestas a, turpis. Mauris lacinia lorem sit amet ipsum. Nunc quis urna dictum turpis accumsan semper.

12.10 Citing

Citing bibliography content is done using BibTeX. It requires the creation of a BibTeX file (.bib extension name), and then added in the argument of `\bibliography{ }` . For each .bib file, separate them by a comma in the argument of `\bibliography{ }` without the extension name. Building your BibTeX file (references.bib) can be done easily with a tool called JabRef (www.jabref.org).

The following subsections are examples of citations.

12.10.1 Books

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12.10.2 Booklets

- [?]

12.10.3 Proceedings

- [?]

12.10.4 In books

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12.10.5 In proceedings

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12.10.6 Journals

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1976 • [?]

1977 • [?]

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12.10.7 Theses/dissertations

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12.10.8 Technical Reports and Others

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12.10.9 Miscellaneous

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- [?]
- [?]
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12.11 Index

For key words or topics that are expected (or the user would like) to appear in the Index, use `index{key}`, where `key` is an example keyword to appear in the Index. For example, Fredholm integral and Fourier operator of the following paragraph are in the Index.

If we make a very large matrix with complex exponentials in the rows (i.e., cosine real parts and sine imaginary parts), and increase the resolution without bound, we approach the kernel of the Fredholm integral equation of the 2nd kind, namely the Fourier operator that defines the continuous Fourier transform.

List. 12.15 is a program listing of the above-mentioned paragraph.

Listing 12.15: Sample LaTeX code for Index usage

```
If we make a very large matrix with complex exponentials in the rows (i.
    e., cosine real parts and sine imaginary parts), and increase the
    resolution without bound, we approach the kernel of the \index{
    Fredholm integral} Fredholm integral equation of the 2nd kind,
    namely the \index{Fourier} Fourier operator that defines the
    continuous Fourier transform.
```

12.12 Adding Relevant PDF Pages

Examples of such PDF pages are Standards, Datasheets, Specification Sheets, Application Notes, etc. Selected PDF pages can be added (see List. 12.16), but note that the options must be tweaked. See the manual of `pdfpages` for other options.

Listing 12.16: Sample LaTeX code for including PDF pages

```
\includepdf[pages={8-10},%
offset=3.5mm -10mm,%
scale=0.73,%
frame,%
pagecommand={},]
{./reference/Xilinx2015-UltraScale-Architecture-Overview.pdf}
```

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Virtex UltraScale FPGA Feature Summary

Table 6: **Virtex UltraScale FPGA Feature Summary**

	VU065	VU080	VU095	VU125	VU160	VU190	VU440
Logic Cells	626,640	780,000	940,800	1,253,280	1,621,200	1,879,920	4,432,680
CLB Flip-Flops	716,160	891,424	1,075,200	1,432,320	1,852,800	2,148,480	5,065,920
CLB LUTs	358,080	445,712	537,600	716,160	926,400	1,074,240	2,532,960
Maximum Distributed RAM (Mb)	4.8	3.9	4.8	9.7	12.7	14.5	28.7
Block RAM/FIFO w/ECC (36Kb each)	1,260	1,421	1,728	2,520	3,276	3,780	2,520
Total Block RAM (Mb)	44.3	50.0	60.8	88.6	115.2	132.9	88.6
CMT (1 MMCM, 2 PLLs)	10	16	16	20	30	30	30
I/O DLLs	40	64	64	80	120	120	120
Fractional PLLs	5	8	8	10	15	15	0
Maximum HP I/Os(1)	468	780	780	780	650	650	1,404
Maximum HR I/Os(2)	52	52	52	104	52	52	52
DSP Slices	600	672	768	1,200	1,560	1,800	2,880
System Monitor	1	1	1	2	3	3	3
PCIe Gen3 x8	2	4	4	4	5	6	6
150G Interlaken	3	6	6	6	8	9	0
100G Ethernet	3	4	4	6	9	9	3
GTH 16.3Gb/s Transceivers	20	32	32	40	52	60	48
GTY 30.5Gb/s Transceivers	20	32	32	40	52	60	0

Notes:
1. HP = High-performance I/O with support for I/O voltage from 1.0V to 1.8V.
2. HR = High-range I/O with support for I/O voltage from 1.2V to 3.3V.

2037

Virtex UltraScale Device-Package Combinations and Maximum I/Os

Table 7: **Virtex UltraScale Device-Package Combinations and Maximum I/Os**

Package[1][2][3]	Package Dimensions (mm)	VU065	VU080	VU095	VU125	VU160	VU190	VU440
		HR, HP GTH, GTY	HR, HP GTH, GTY	HR, HP GTH, GTY	HR, HP GTH, GTY	HR, HP GTH, GTY	HR, HP GTH, GTY	HR, HP GTH, GTY
FFVC1517	40x40	52, 468 20, 20	52, 468 20, 20	52, 468 20, 20				
FFVD1517	40x40		52, 286 32, 32	52, 286 32, 32				
FLVD1517	40x40				52, 286 40, 32			
FFVB1760	42.5x42.5		52, 650 32, 16	52, 650 32, 16				
FLVB1760	42.5x42.5				52, 650 36, 16			
FFVA2104	47.5x47.5		52, 780 28, 24	52, 780 28, 24				
FLVA2104	47.5x47.5				52, 780 28, 24			
FFVB2104	47.5x47.5		52, 650 32, 32	52, 650 32, 32				
FLVB2104	47.5x47.5				52, 650 40, 36			
FLGB2104	47.5x47.5					52, 650 40, 36	52, 650 40, 36	
FFVC2104	47.5x47.5			52, 364 32, 32				
FLVC2104	47.5x47.5				52, 364 40, 40			
FLGC2104	47.5x47.5					52, 364 52, 52	52, 364 52, 52	
FLGB2377	50x50							52, 1248 36, 0
FLGA2577	52.5x52.5						0, 448 60, 60	
FLGA2892	55x55							52, 1404 48, 0

Notes:

1. Go to Ordering Information for package designation details.
2. All packages have 1.0mm ball pitch.
3. Packages with the same last letter and number sequence, e.g., A2104, are footprint compatible with all other UltraScale architecture-based devices with the same sequence. The footprint compatible devices within this family are outlined. See the UltraScale Architecture Product Selection Guide for details on inter-family migration.

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Virtex UltraScale+ FPGA Feature Summary

Table 8: **Virtex UltraScale+ FPGA Feature Summary**

	VU3P	VU5P	VU7P	VU9P	VU11P	VU13P
Logic Cells	689,640	1,051,010	1,379,280	2,068,920	2,147,040	2,862,720
CLB Flip-Flops	788,160	1,201,154	1,576,320	2,364,480	2,453,760	3,271,680
CLB LUTs	394,080	600,577	788,160	1,182,240	1,226,880	1,635,840
Max. Distributed RAM (Mb)	12.0	18.3	24.1	36.1	34.8	46.4
Block RAM/FIFO w/ECC (36Kb each)	720	1,024	1,440	2,160	2,016	2,688
Block RAM (Mb)	25.3	36.0	50.6	75.9	70.9	94.5
UltraRAM Blocks	320	470	640	960	1,152	1,536
UltraRAM (Mb)	90.0	132.2	180.0	270.0	324.0	432.0
CMTs (1 MMCM and 2 PLLs)	10	20	20	30	12	16
Max. HP I/O(1)	520	832	832	832	624	832
DSP Slices	2,280	3,474	4,560	6,840	8,928	11,904
System Monitor	1	2	2	3	3	4
GTY Transceivers 32.75Gb/s	40	80	80	120	96	128
PCIe Gen3 x16 and Gen4 x8	2	4	4	6	3	4
150G Interlaken	3	4	6	9	9	12
100G Ethernet w/RS-FEC	3	4	6	9	6	8

Notes:
1. HP = High-performance I/O with support for I/O voltage from 1.0V to 1.8V.

Virtex UltraScale+ Device-Package Combinations and Maximum I/Os

Table 9: **Virtex UltraScale+ Device-Package Combinations and Maximum I/Os**

Package (1)(2)(3)	Package Dimensions (mm)	VU3P	VU5P	VU7P	VU9P	VU11P	VU13P
		HP, GTY	HP, GTY	HP, GTY	HP, GTY	HP, GTY	HP, GTY
FFVC1517	40x40	520, 40					
FLVF1924	45x45					624, 64	
FLVA2104	47.5x47.5		832, 52	832, 52	832, 52		
FHVA2104	52.5x52.5(4)						832, 52
FLVB2104	47.5x47.5		702, 76	702, 76	702, 76	624, 76	
FHVB2104	52.5x52.5(4)						702, 76
FLVC2104	47.5x47.5		416, 80	416, 80	416, 104	416, 96	
FHVC2104	52.5x52.5(4)						416, 104
FLVA2577	52.5x52.5				448, 120	448, 96	448, 128

Notes:
1. Go to Ordering Information for package designation details.
2. All packages have 1.0mm ball pitch.
3. Packages with the same last letter and number sequence, e.g., A2104, are footprint compatible with all other UltraScale devices with the same sequence. The footprint compatible devices within this family are outlined.
4. These 52.5x52.5mm overhang packages have the same PCB ball footprint as the corresponding 47.5x47.5mm packages (i.e., the same last letter and number sequence) and are footprint compatible.

Chapter 13

VITA

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Chapter 14

ARTICLE PAPER(S)