

教育部 高等教育司 推荐
国外优秀信息科学与技术系列教学用书

数字通信

——基础与应用 (第二版)

Digital Communications
Fundamentals and Applications

Second Edition

英文版

[美] Bernard Sklar 著



电子工业出版社
Publishing House of Electronics Industry
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内 容 简 介

本书重点论述数字通信的技术基础和最新应用。全书共分15章,详细阐述了数字通信系统的基本信号变换、信号处理步骤、基带信号及高斯噪声中的信号检测、带通信号及其调制和解调技术、链路分析、各种信道编码方法、网格编码调制、同步问题、多路复用和多址接入、扩频技术及其应用、信源编码以及基本的加密/解密方法、衰落信道等。全书概念清晰,事例翔实,取材新颖,充分反映了近年来的新技术和新理论,还给出了大量富有特色的例题和习题。

本书可作为高等院校通信类、信息类、电子类专业高年级本科生或低年级研究生的教材,也可供有关技术、科研和管理人员使用或作为继续教育的参考书。

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序

2001年7月间,电子工业出版社的领导同志邀请各高校十几位通信领域方面的老师,商量引进国外教材问题。与会同志对出版社提出的计划十分赞同,大家认为,这对我国通信事业、特别是对高等院校通信学科的教学工作会很有好处。

教材建设是高校教学建设的主要内容之一。编写、出版一本好的教材,意味着开设了一门好的课程,甚至可能预示着一个崭新学科的诞生。20世纪40年代MIT林肯实验室出版的一套28本雷达丛书,对近代电子学科、特别是对雷达技术的推动作用,就是一个很好的例子。

我国领导部门对教材建设一直非常重视。20世纪80年代,在原教委教材编审委员会的领导下,汇集了高等院校几百位富有教学经验的专家,编写、出版了一大批教材;很多院校还根据学校的特点和需要,陆续编写了大量的讲义和参考书。这些教材对高校的教学工作发挥了极好的作用。近年来,随着教学改革不断深入和科学技术的飞速进步,有的教材内容已比较陈旧、落后,难以适应教学的要求,特别是在电子学和通信技术发展神速、可以讲是日新月异的今天,如何适应这种情况,更是一个必须认真考虑的问题。解决这个问题,除了依靠高校的老师 and 专家撰写新的符合要求的教科书外,引进和出版一些国外优秀电子与通信教材,尤其是有选择地引进一批英文原版教材,是会有好处的。

一年多来,电子工业出版社为此做了很多工作。他们成立了一个“国外电子与通信教材系列”项目组,选派了富有经验的业务骨干负责有关工作,收集了230余种通信教材和参考书的详细资料,调来了100余种原版教材样书,依靠由20余位专家组成的出版委员会,从中精选了40多种,内容丰富,覆盖了电路理论与应用、信号与系统、数字信号处理、微电子、通信系统、电磁场与微波等方面,既可作为通信专业本科生和研究生的教学用书,也可作为有关专业人员的参考材料。此外,这批教材,有的翻译为中文,还有部分教材直接影印出版,以供教师用英语直接授课。希望这些教材的引进和出版对高校通信教学和教材改革能起一定作用。

在这里,我还要感谢参加工作的各位教授、专家、老师与参加翻译、编辑和出版的同志们。各位专家认真负责、严谨细致、不辞辛劳、不怕琐碎和精益求精的态度,充分体现了中国教育工作者和出版工作者的良好美德。

随着我国经济建设的发展和科学技术的不断进步,对高校教学工作会不断提出新的要求和希望。我想,无论如何,要做好引进国外教材的工作,一定要联系我国的实际。教材和学术专著不同,既要注意科学性、学术性,也要重视可读性,要深入浅出,便于读者自学;引进的教材要适应高校教学改革的需要,针对目前一些教材内容较为陈旧的问题,有目的地引进一些先进的和正在发展中的交叉学科的参考书;要与国内出版的教材相配套,安排好出版英文原版教材和翻译教材的比例。我们努力使这套教材能尽量满足上述要求,希望它们能放在学生们的课桌上,发挥一定的作用。

最后,预祝“国外电子与通信教材系列”项目取得成功,为我国电子与通信教学和通信产业的发展培土施肥。也恳切希望读者能对这些书籍的不足之处、特别是翻译中存在的问题,提出意见和建议,以便再版时更正。

吴佑寿

中国工程院院士、清华大学教授
“国外电子与通信教材系列”出版委员会主任

出版说明

进入 21 世纪以来,我国信息产业在生产和科研方面都大大加快了发展速度,并已成为国民经济发展的支柱产业之一。但是,与世界上其他信息产业发达的国家相比,我国在技术开发、教育培训等方面都还存在着较大的差距。特别是在加入 WTO 后的今天,我国信息产业面临着国外竞争对手的严峻挑战。

作为我国信息产业的专业科技出版社,我们始终关注着全球电子信息技术的发展方向,始终把引进国外优秀电子与通信信息技术教材和专业书籍放在我们工作的重要位置上。在 2000 年至 2001 年间,我社先后从世界著名出版公司引进出版了 40 余种教材,形成了一套“国外计算机科学教材系列”,在全国高校以及科研部门中受到了欢迎和好评,得到了计算机领域的广大教师与科研工作者的充分肯定。

引进和出版一些国外优秀电子与通信教材,尤其是有选择地引进一批英文原版教材,将有助于我国信息产业培养具有国际竞争能力的技术人才,也将有助于我国国内在电子与通信教学工作中掌握和跟踪国际发展水平。根据国内信息产业的现状、教育部《关于“十五”期间普通高等教育教材建设与改革的意见》的指示精神以及高等院校老师们反映的各种意见,我们决定引进“国外电子与通信教材系列”,并随后开展了大量准备工作。此次引进的国外电子与通信教材均来自国际著名出版商,其中影印教材约占一半。教材内容涉及的学科方向包括电路理论与应用、信号与系统、数字信号处理、微电子、通信系统、电磁场与微波等,其中既有本科专业课程教材,也有研究生课程教材,以适应不同院系、不同专业、不同层次的师生对教材的需求,广大师生可自由选择和自由组合使用。我们还将与国外出版商一起,陆续推出一些教材的教学支持资料,为授课教师提供帮助。

此外,“国外电子与通信教材系列”的引进和出版工作得到了教育部高等教育司的大力支持和帮助,其中的部分引进教材已通过“教育部高等学校电子信息科学与工程类专业教学指导委员会”的审核,并得到教育部高等教育司的批准,纳入了“教育部高等教育司推荐——国外优秀信息科学与技术系列教学用书”。

为做好该系列教材的翻译工作,我们聘请了清华大学、北京大学、北京邮电大学、东南大学、西安交通大学、天津大学、西安电子科技大学、电子科技大学等著名高校的教授和骨干教师参与教材的翻译和审校工作。许多教授在国内电子与通信专业领域享有较高的声望,具有丰富的教学经验,他们的渊博学识从根本上保证了教材的翻译质量和专业学术方面的严格与准确。我们在此对他们的辛勤工作与贡献表示衷心的感谢。此外,对于编辑的选择,我们达到了专业对口;对于从英文原书中发现的错误,我们通过作者联络、从网上下载勘误表等方式,逐一进行了修订;同时,我们对审校、排版、印制质量进行了严格把关。

今后,我们将进一步加强同各高校教师的密切关系,努力引进更多的国外优秀教材和教学参考书,为我国电子与通信教材达到世界先进水平而努力。由于我们对国内外电子与通信教育的发展仍存在一些认识上的不足,在选题、翻译、出版等方面的工作中还有许多需要改进的地方,恳请广大师生和读者提出批评及建议。

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Preface

This second edition of *Digital Communications: Fundamentals and Applications* represents an update of the original publication. The key features that have been updated are:

- The error-correction coding chapters have been expanded, particularly in the areas of Reed–Solomon codes, turbo codes, and trellis-coded modulation.
- A new chapter on fading channels and how to mitigate the degrading effects of fading has been introduced.
- Explanations and descriptions of essential digital communication concepts have been amplified.
- End-of-chapter problem sets have been expanded. Also, end-of-chapter question sets (and where to find the answers), as well as end-of-chapter CD exercises have been added.
- A compact disc (CD) containing an educational version of the design software SystemView by ELANIX[®] accompanies the textbook. The CD contains a workbook with over 200 exercises, as well as a concise tutorial on digital signal processing (DSP). CD exercises in the workbook reinforce material in the textbook; concepts can be explored by viewing waveforms with a windows-based PC and by changing parameters to see the effects on the overall system. Some of the exercises provide basic training in using SystemView; others provide additional training in DSP techniques.

The teaching of a one-semester university course proceeds in a very different manner compared with that of a short-course in the same subject. At the university, one has the luxury of time—time to develop the needed skills and mathematical tools, time to practice the ideas with homework exercises. In a short-course, the treatment is almost backwards compared with the university. Because of the time factor, a short-course teacher must “jump in” early with essential concepts and applications. One of the vehicles that I found useful in structuring a short course was to start by handing out a check list. This was not merely an outline of the curriculum. It represented a collection of concepts and nomenclature that are not clearly documented, and are often misunderstood. The short-course students were thus initiated into the course by being challenged. I promised them that once they felt comfortable describing each issue, or answering each question on the list, they would be well on their way toward becoming knowledgeable in the field of digital communications. I have learned that this list of essential concepts is just as valuable for teaching full-semester courses as it is for short courses. Here then is my “check list” for digital communications.

1. What mathematical dilemma is the cause for there being several definitions of bandwidth? (See Section 1.7.2.)
2. Why is the ratio of bit energy-to-noise power spectral density, E_b/N_0 , a natural figure-to-merit for digital communication systems? (See Section 3.1.5.)
3. When representing timed events, what dilemma can easily result in confusing the most-significant bit (MSB) and the least-significant bit (LSB)? (See Section 3.2.3.1.)
4. The error performance of digital signaling suffers primarily from two degradation types. a) loss in signal-to-noise ratio, b) distortion resulting in an irreducible bit-error probability. How do they differ? (See Section 3.3.2.)
5. Often times, providing more E_b/N_0 will not mitigate the degradation due to intersymbol interference (ISI). Explain why. (See Section 3.3.2.)
6. At what location in the system is E_b/N_0 defined? (See Section 4.3.2.)
7. Digital modulation schemes fall into one of two classes with opposite behavior characteristics. a) orthogonal signaling, b) phase/amplitude signaling. Describe the behavior of each class. (See Sections 4.8.2 and 9.7.)
8. Why do binary phase shift keying (BPSK) and quaternary phase shift keying (QPSK) manifest the same bit-error-probability relationship? Does the same hold true for M -ary pulse amplitude modulation (M -PAM) and M^2 -ary quadrature amplitude modulation (M^2 -QAM) bit-error probability? (See Sections 4.8.4 and 9.8.3.1.)
9. In orthogonal signaling, why does error-performance improve with higher dimensional signaling? (See Section 4.8.5.)
10. Why is *free-space loss* a function of wavelength? (See Section 5.3.3.)
11. What is the relationship between received signal to noise (S/N) ratio and carrier to noise (C/N) ratio? (See Section 5.4.)
12. Describe four types of trade-offs that can be accomplished by using an error-correcting code. (See Section 6.3.4.)

13. Why do traditional error-correcting codes yield error-performance degradation at low values of E_b/N_0 ? (See Section 6.3.4.)
14. Of what use is the *standard array* in understanding a block code, and in evaluating its capability? (See Section 6.6.5.)
15. Why is the Shannon limit of -1.6 dB not a useful goal in the design of real systems? (See Section 8.4.5.2.)
16. What are the consequences of the fact that the Viterbi decoding algorithm does not yield *a posteriori* probabilities? What is a more descriptive name for the Viterbi algorithm? (See Section 8.4.6.)
17. Why do binary and 4-ary orthogonal frequency shift keying (FSK) manifest the same bandwidth-efficiency relationship? (See Section 9.5.1.)
18. Describe the subtle energy and rate transformations of received signals: from data-bits to channel-bits to symbols to chips. (See Section 9.7.7.)
19. Define the following terms: Baud, State, Communications Resource, Chip, Robust Signal. (See Sections 1.1.3 and 7.2.2, Chapter 11, and Sections 12.3.2 and 12.4.2.)
20. In a fading channel, why is signal dispersion independent of fading rapidity? (See Section 15.1.1.1.)

I hope you find it useful to be challenged in this way. Now, let us describe the purpose of the book in a more methodical way. This second edition is intended to provide a comprehensive coverage of digital communication systems for senior level undergraduates, first year graduate students, and practicing engineers. Though the emphasis is on digital communications, necessary analog fundamentals are included since analog waveforms are used for the radio transmission of digital signals. The key feature of a digital communication system is that it deals with a finite set of discrete messages, in contrast to an analog communication system in which messages are defined on a continuum. The objective at the receiver of the digital system is not to reproduce a waveform with precision; it is instead to determine from a noise-perturbed signal, which of the finite set of waveforms had been sent by the transmitter. In fulfillment of this objective, there has arisen an impressive assortment of signal processing techniques.

The book develops these techniques in the context of a unified structure. The structure, in block diagram form, appears at the beginning of each chapter; blocks in the diagram are emphasized, when appropriate, to correspond to the subject of that chapter. Major purposes of the book are to add organization and structure to a field that has grown and continues to grow rapidly, and to insure awareness of the “big picture” even while delving into the details. Signals and key processing steps are traced from the information source through the transmitter, channel, receiver, and ultimately to the information sink. Signal transformations are organized according to nine functional classes: Formatting and source coding, Baseband signaling, Band-pass signaling, Equalization, Channel coding, Multiplexing and multiple access, Spreading, Encryption, and Synchronization. Throughout the book, emphasis is placed on system goals and the need to trade off basic system parameters such as signal-to-noise ratio, probability of error, and bandwidth expenditure.

ORGANIZATION OF THE BOOK

Chapter 1 introduces the overall digital communication system and the basic signal transformations that are highlighted in subsequent chapters. Some basic ideas of random variables and the *additive white Gaussian noise* (AWGN) model are reviewed. Also, the relationship between power spectral density and autocorrelation, and the basics of signal transmission through linear systems are established. Chapter 2 covers the signal processing step, known as *formatting*, in order to render an information signal compatible with a digital system. Chapter 3 emphasizes *base-band signaling*, the detection of signals in Gaussian noise, and receiver optimization. Chapter 4 deals with *bandpass signaling* and its associated modulation and demodulation/detection techniques. Chapter 5 deals with *link analysis*, an important subject for providing overall system insight; it considers some subtleties that are often missed. Chapters 6, 7, and 8 deal with *channel coding*—a cost-effective way of providing a variety of system performance trade-offs. Chapter 6 emphasizes *linear block codes*, Chapter 7 deals with *convolutional codes*, and Chapter 8 deals with *Reed–Solomon codes* and *concatenated codes* such as *turbo codes*.

Chapter 9 considers various modulation/coding system *trade-offs* dealing with probability of bit-error performance, bandwidth efficiency, and signal-to-noise ratio. It also treats the important area of coded modulation, particularly *trellis-coded modulation*. Chapter 10 deals with *synchronization* for digital systems. It covers phase-locked loop implementation for achieving carrier synchronization. It covers bit synchronization, frame synchronization, and network synchronization, and it introduces some ways of performing synchronization using digital methods.

Chapter 11 treats *multiplexing* and *multiple access*. It explores techniques that are available for utilizing the communication resource efficiently. Chapter 12 introduces *spread spectrum* techniques and their application in such areas as multiple access, ranging, and interference rejection. This technology is important for both military and commercial applications. Chapter 13 deals with *source coding* which is a special class of data formatting. Both formatting and source coding involve digitization of data; the main difference between them is that source coding additionally involves data redundancy reduction. Rather than considering source coding immediately after formatting, it is purposely treated in a later chapter so as not to interrupt the presentation flow of the basic processing steps. Chapter 14 covers basic *encryption/decryption* ideas. It includes some classical concepts, as well as a class of systems called public key cryptosystems, and the widely used E-mail encryption software known as *Pretty Good Privacy* (PGP). Chapter 15 deals with *fading channels*. Here, we deal with applications, such as mobile radios, where characterization of the channel is much more involved than that of a nonfading one. The design of a communication system that will withstand the degradation effects of fading can be much more challenging than the design of its nonfading counterpart. In this chapter, we describe a variety of techniques that can mitigate the effects of fading, and we show some successful designs that have been implemented.

It is assumed that the reader is familiar with Fourier methods and convolution. Appendix A reviews these techniques, emphasizing those properties that are

particularly useful in the study of communication theory. It also assumed that the reader has a knowledge of basic probability and has some familiarity with random variables. Appendix B builds on these disciplines for a short treatment on statistical decision theory with emphasis on hypothesis testing—so important in the understanding of detection theory. A new section, Appendix E, has been added to serve as a short tutorial on s -domain, z -domain, and digital filtering. A concise DSP tutorial also appears on the CD that accompanies the book.

If the book is used for a two-term course, a simple partitioning is suggested; the first seven chapters can be taught in the first term, and the last eight chapters in the second term. If the book is used for a one-term introductory course, it is suggested that the course material be selected from the following chapters: 1, 2, 3, 4, 5, 6, 7, 9, 10, 12.

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