Wirfs-Brock, Designing Object-Oriented Software, 1990, Prentice Hall, chapters 1-5

Mark Lorenz, Object-Oriented Software Development: A Practical Guide, 1993, Appendix I Measures and Metrics

Wikipedia
Software Development Process

Software Process

Structure imposed on the development of a software product
Software Development Activities

Requirements
Design
Implementation
Testing
Maintenance
The waterfall method was first described in a paper by Winston W. Royce in 1970. In this paper Royce points out bad this method is. However for decades the paper was cited in support of using waterfall methods. Recently his son read the paper and pointed out that his father was against this method.
Software development is a learn process

Learning is non-linear

What should it do

How to make it work

What is the design

That was the wrong way
Software development is a Group process

Large groups of people need structure to function
Iterative Methods

Initial Planning → Requirements → Planning → Analysis & Design → Implementation → Deployment → Evaluation → Testing → Initial Planning

Image from http://en.wikipedia.org/wiki/Iterative_and_incremental_development
Rational Unified Process (RUP)

Formal software process

Heavy weight

Developed by Rational Software

Unified three existing OO software processes

Unified Modeling Language (UML)
  Diagrams to support design

Contains
  3 building blocks
  4 project lifecycle phases
  6 engineering disciplines

Process is highly configurable
### Agile Manifesto

<table>
<thead>
<tr>
<th>Value these</th>
<th>Over these</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals and interactions</td>
<td>processes and tools</td>
</tr>
<tr>
<td>Working software</td>
<td>comprehensive documentation</td>
</tr>
<tr>
<td>Customer collaboration</td>
<td>contract negotiation</td>
</tr>
<tr>
<td>Responding to change</td>
<td>following a plan</td>
</tr>
</tbody>
</table>
Agile Methodologies

- Short development cycle
  - 1-4 weeks

- Scrum
- Extreme Programming (XP)

- Plan only for current cycle

- Customer specifies priorities for cycle

- Working software at end of cycle
Why so many Processes?

- People operate differently
- Companies operate differently
- Projects are different
- Customers have different requirements
One OO Design Process

Exploratory Phase

Who is on the team?
What are their tasks, responsibilities?
Who works with whom?

Analysis Phase

Who's related to whom?
Finding sub teams
Putting it all together

This is known as the Responsibility-Driven process. See the Wirfs-Brock book listed in the references.
Exploratory Phase

Who is on the team?

What are the goals of the system?
What must the system accomplish?
What objects are required to model the system and accomplish the goals?

Finding the initial list of classes for the system
Exploratory Phase
What are their tasks, responsibilities?

What does each object have to know in order to accomplish its tasks?
What steps toward accomplishing each goal is it responsible for?

Candidate list of fields and methods
Exploratory Phase

Who works with whom?

With whom will each object collaborate in order to accomplish each of its responsibilities? What is the nature of the objects' collaboration?

How do the objects interact?
Finding Classes

Noun phrases in requirements specification or system description

Model physical objects

Disks  Printers  Airplanes

Model conceptual entities that form a cohesive abstraction

Window  File  Bank Account

If more than one word applies to a concept select the one that is most meaningful

Look at these phrases. Some will be obvious classes, some will be obvious nonsense, and some will fall between obvious and nonsense. Skip the nonsense, keep the rest. The goal is a list of candidate objects. Some items in the list will be eliminated, others will be added later. Finding good objects is a skill, like finding a good functional decomposition.
Finding Classes

Be wary of the use of adjectives
   Adjective-noun phrases may or may not indicate different objects
   Is selection tool different than creation tool?
   Is start point different from end point from point?

Be wary of passive voice
   A sentence is passive if the subject of the verb receives the action
   Passive:
      The music was enjoyed by us
   Active:
      We enjoyed the music

Model categories of classes
   Categories may become abstract classes
   Keep them as individual classes at this point
Finding Classes

Model known interfaces to outside world
   User interfaces
   Interfaces to other programs

Write a description of how people will use the system. This description is a source of interface objects.

Model the values of attributes, not the attributes themselves
   Height of a rectangle
   Height is an attribute of rectangle
   Value of height is a number
   Rectangle can record its height
Categories of Classes

Data Managers
Principle responsibility is to maintain data
Examples: stack, collections, sets

Data Sinks or Data Sources
Generate data or accept data and process it further
Do not hold data for long
Examples: Random number generator, File IO classes

View or Observer classes
Example: GUI classes

Facilitator or Helper classes
Maintain little or no state information
Assist in execution of complex tasks
Record Your Candidate Classes

Class: Account

An account representing a customer's account in the bank's database
An abstract class springs from a set of classes that share a useful attribute. Look for common attributes in classes, as described by the requirement.

Grouping related classes can identify candidates for abstract classes.

Name the superclass that you feel each group represents.

Record the superclass names.

<table>
<thead>
<tr>
<th>Class: Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superclass name</td>
</tr>
<tr>
<td>Subclass name</td>
</tr>
</tbody>
</table>


Finding Abstract Classes

If you can't name a group:
   List the attributes shared by classes in the group and derive the name from those attributes
   Divide groups into smaller, more clearly defined groups

If you still can't find a name, discard the group
Responsibilities

The knowledge an object maintains

The actions an object can perform

General Guidelines

Consider public responsibilities, not private ones

Specify what gets done, not how it gets done

Keep responsibilities in general terms

Define responsibilities at an implementation-independent level

Keep all of a class's responsibilities at the same conceptual level
Identifying Responsibilities

Requirements specification
  Verbs indicate possible actions
  Information indicates object responsibilities

The classes
  What role does the class fill in the system?
  Statement of purpose for class implies responsibilities

Walk-through the system
  Imagine how the system will be used
  What situations might occur?
  Scenarios of using system
Scenarios

Scenario
A sequence of events between the system and an outside agent, such as a user, a sensor, or another program
Outside agent is trying to perform some task

The collection of all possible scenarios specify all the existing ways to use the system

Normal case scenarios
Interactions without any unusual inputs or error conditions

Special case scenarios
Consider omitted input sequences, maximum and minimum values, and repeated values
Error case scenarios
Consider user error such as invalid data and failure to respond
Identifying Scenarios

Read the requirement specification from user's perspective

Interview users of the system
Normal ATM Scenario

The ATM asks the user to insert a card; the user inserts a card.

The ATM accepts the card and reads its serial number.

The ATM requests the password; the user enters "1234."

The ATM verifies the serial number and password with the ATM consortium; the consortium checks it with the user's bank and notifies the ATM of acceptance.

The ATM asks the user to select the kind of transaction; the user selects "withdrawal."

The ATM asks the user for the amount of cash; the user enters "$100."

The ATM verifies that the amount is within predefined policy limits and asks the consortium to process the transaction; the consortium passes the request to the bank, which confirms the transaction and returns the new account balance.

The ATM dispenses cash and asks the user to take it; the user takes the cash.

The ATM asks whether the user wants to continue; the user indicates no.

The ATM prints a receipt, ejects the card and asks the user to take them; the user takes the receipt and the card.

The ATM asks a user to insert a card.
Special Case ATM Scenario

The ATM asks the user to insert a card; the user inserts a card.

The ATM accepts the card and reads its serial number.

The ATM requests the password; the user enters "9999."

The ATM verifies the serial number and password with the ATM consortium; the consortium checks it with the user's bank and notifies the ATM of rejection.

The ATM indicates a bad password and asks the user to reenter it; the user hits "cancel."

The ATM ejects the card and asks the user to take it; the user takes the card.

The ATM asks a user to insert a card.
Assigning Responsibilities

Assign each responsibility to the class(es) it logically belongs to

Evenly Distribute System Intelligence

Intelligence:
What the system knows
Actions that can be performed
Impact on other parts of the system and users

Example: Personnel Record
Dumb version
A data structure holding name, age, salary, etc.

Smart version
An object that:
Matches security clearance with current project
Salary is in proper range
Health benefits change when person gets married
Evenly Distribute System Intelligence

The extremes:
- A dictator with slaves
- Dumb data structure with all intelligence in main program and few procedures
- Class with no methods
- Class with no fields

Object utopia
- All objects have the same level of intelligence

Reality
- Closer to utopia than to dictator with slaves

Reality check
- Class with long list of responsibilities might indicate budding dictator
**Metric Rules of Thumb**

The average method size should be less than
- 8 lines of code (LOC) for Smalltalk
- 24 LOC for C++

Bigger averages indicate object-oriented design problems

The average number of methods per class should be less than 20

Bigger averages indicate too much responsibility in too few classes

The average number of fields per class should be less than 6.

Bigger averages indicate that one class is doing more than it should

The class hierarchy nesting level should be less than 6

Start counting at the level of any framework classes you use or the root class if you don't

From Mark Lorenz, *Object-Oriented Software Development: A Practical Guide*, 1993, Appendix I Measures and Metrics
Assigning Responsibilities

State responsibilities as generally as possible

Assume that each kind of drawing element knows how to draw itself. It is better to say "drawing elements know how to draw themselves" than "a line knows how to draw itself, a rectangle knows how to draw itself, etc."

Keep behavior with related information

Abstraction implies we should do this

Keep information about one thing in one place

If two or more objects need the same information:
- Create a new object to hold the information
- Collapse the objects into a single object
- Place information in the more natural object
Share Responsibilities

Who is responsible for updating screen when window moves?
Examining Relationships Between Classes

is-kind-of or is-a
  Implies inheritance
  Place common responsibilities in superclass

is-analogous-to
  If class X is-analogous-to class Y then look for superclass

is-part-of or has-a
  If class A is-part-of class B then there is no inheritance
  Some negotiation between A and B for responsibilities may be needed

Example:
  Assume A contains a list that B uses
  Who sorts the list? A or B?
Common Difficulties

Missing classes

A set of unassigned responsibilities may indicate a need for another class
Group related unassigned responsibilities into a new class

Arbitrary assignment

Sometimes a responsibility may seem to fit into two or more classes
Perform a walk-through the system with each choice
Ask others
Explore ramifications of each choice
If the requirements change then which choice seems better?
Relations

Mr. White

employer

All Smart

Mr. White

All Smart

employee

37
Mr. White

works-for

salary

job title

1

All Smart

Model View
If need both directions

Two Pointers

Mr. White

employer

employer

All Smart

employee
If need both directions

Mr. White

works-for

All Smart
## Recording Responsibilities

<table>
<thead>
<tr>
<th>Class: Drawing</th>
<th>Class: Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>List responsibilities here</strong></td>
<td><strong>Know which elements it contains</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Maintain ordering between elements</strong></td>
</tr>
</tbody>
</table>


Collaboration

Represents requests from a client to a server in fulfillment of a client responsibility

Interaction between objects
Finding Collaborations

Examine class responsibilities for dependencies

For each responsibility:
  Is class capable of fulfilling this responsibility?
  If not, what does it need?
  From what other class can it acquire what it needs?

For each class:
  What does this class do or know?
  What other classes need the result or information?
  If class has no interactions, discard it
Finding Collaborations

Examine scenarios

Interactions in the scenarios indicate collaboration
Common Collaboration Types

The is-part-of relationship

$X$ is composed of $Y$'s
  Composite classes
  Drawing is composed of drawing elements

Some distribution of responsibilities required

Container classes
  Arrays, lists, sets, hash tables, etc.
  Some have no interaction with elements
# Recording Collaborations

<table>
<thead>
<tr>
<th>Class: Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know which elements it contains</td>
</tr>
<tr>
<td>Maintain ordering between elements</td>
</tr>
</tbody>
</table>