- •
- •
- •
- •
- •



C++ Object Oriented Programming Pei-yih Ting NTOUCS

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it
 - * CRC cards

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it
 - * CRC cards
 - * Class description

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it
 - ★ CRC cards
 - * Class description
 - * Function description

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it
 - * CRC cards
 - * Class description
 - * Function description
- ♦ Discover your classes

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it
 - * CRC cards
 - * Class description
 - * Function description
- ♦ Discover your classes
 - * Object discovery techniques

- ♦ Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it
 - * CRC cards
 - * Class description
 - * Function description
- ♦ Discover your classes
 - * Object discovery techniques
 - * Noun-verb analysis example

- Object Oriented Analysis/Design
- ♦ Elements of a well-designed class
 - * Strong Cohesion
 - * Completeness and Convenience
 - * Consistency
 - * Loose Coupling
- ♦ Design classes before you code it
 - * CRC cards
 - * Class description
 - * Function description
- ♦ Discover your classes
 - * Object discovery techniques
 - * Noun-verb analysis example
- * Tentative classes

22-16

OOA

♦ Object-Oriented Analysis (OOA)

- * What are the classes in the system?
- * What are the operations and attributes?
- * What are the inheritance relationships?

OOA Identification

Object-Oriented Analysis (OOA)

- * What are the classes in the system?
- * What are the operations and attributes?
- * What are the inheritance relationships?

OOA Identification

- What objects do I need to implement the system?
- ♦ Object-Oriented Analysis (OOA)
 - * What are the classes in the system?
 - * What are the operations and attributes?
 - * What are the inheritance relationships?

OOD

OOA Identification

What objects do I need to implement the system?

♦ Object-Oriented Analysis (OOA)

- * What are the classes in the system?
- * What are the operations and attributes?
- * What are the inheritance relationships?

♦ Object-Oriented Design (OOD)

- * How do objects relate to other objects?
- * How is the system constructed with the objects?

 $22-2^{\circ}$

OOD

Integration

OOA Identification

What objects do I need to implement the system?

Object-Oriented Analysis (OOA)

- * What are the classes in the system?
- * What are the operations and attributes?
- * What are the inheritance relationships?

♦ Object-Oriented Design (OOD)

- * How do objects relate to other objects?
- * How is the system constructed with the objects?

OOA Identification

What objects do I need to implement the system?

OOD Integration

How do I integrate the objects to make the system work?

- ♦ Object-Oriented Analysis (OOA)
 - * What are the classes in the system?
 - * What are the operations and attributes?
 - * What are the inheritance relationships?

♦ Object-Oriented Design (OOD)

- * How do objects relate to other objects?
- * How is the system constructed with the objects?

OOA Identification

What objects do I need to implement the system?

OOD Integration

How do I integrate the objects to make the system work?

OOP

- ♦ Object-Oriented Analysis (OOA)
 - * What are the classes in the system?
 - * What are the operations and attributes?
 - * What are the inheritance relationships?
- ♦ Object-Oriented Design (OOD)
 - * How do objects relate to other objects?
 - * How is the system constructed with the objects?
- ♦ Object-Oriented Programming (OOP)

How do you create the system using your particular object-oriented programming language?

OOA Identification

What objects do I need to implement the system?

OOD Integration

How do I integrate the objects to make the system work?

OOP Implementation

- ♦ Object-Oriented Analysis (OOA)
 - * What are the classes in the system?
 - * What are the operations and attributes?
 - * What are the inheritance relationships?
- ♦ Object-Oriented Design (OOD)
 - * How do objects relate to other objects?
 - * How is the system constructed with the objects?
- Object-Oriented Programming (OOP)

How do you create the system using your particular object-oriented programming language?

OOA Identification

What objects do I need to implement the system?

OOD Integration

How do I integrate the objects to make the system work?

OOP Implementation

How do I use the programming lang to create each object?

- ♦ Object-Oriented Analysis (OOA)
 - * What are the classes in the system?
 - * What are the operations and attributes?
 - * What are the inheritance relationships?
- ♦ Object-Oriented Design (OOD)
 - * How do objects relate to other objects?
 - * How is the system constructed with the objects?
- Object-Oriented Programming (OOP)

How do you create the system using your particular object-oriented programming language?

There are generally four phases to the object-oriented analysis/design process:

- There are generally four phases to the object-oriented analysis/design process:
- ♦ In the problem domain,

- There are generally four phases to the object-oriented analysis/design process:
- ♦ In the problem domain,
 - * identification of objects from the program specification.

- There are generally four phases to the object-oriented analysis/design process:
- ♦ In the problem domain,
 - * <u>identification</u> of objects from the program specification.
 - * identification of the attributes and behaviors of these objects.

- There are generally four phases to the object-oriented analysis/design process:
- ♦ In the problem domain,
 - * <u>identification</u> of objects from the program specification.
 - * identification of the attributes and behaviors of these objects.
 - * identification of any super-classes.

- There are generally four phases to the object-oriented analysis/design process:
- ♦ In the problem domain,
 - * <u>identification</u> of objects from the program specification.
 - * identification of the attributes and behaviors of these objects.
 - * identification of any super-classes.

specification of the behaviors of the identified classes.

Objects in general have two important properties:

Objects in general have two important properties: 1. State

Objects in general have two important properties:

- 1. State
- 2. Behaviour
- ♦ Object States:

Objects in general have two important properties:

- 1. State
- 2. Behaviour
- ♦ Object States:

An object contains certain information about itself e.g.

Objects in general have two important properties:

- 1. State
- 2. Behaviour
- ♦ Object States:

An object contains certain information about itself e.g.➤ a lecturer "knows" his name, address, age, courses he teach ...

Basic Object Design

Objects in general have two important properties:

- 1. State
- 2. Behaviour
- ♦ Object States:

An object contains certain information about itself e.g.
➤ a lecturer "knows" his name, address, age, courses he teach ...
➤ a student "knows" his name, address, age, ID, courses studied ...

Basic Object Design

Objects in general have two important properties:

- 1. State
- 2. Behaviour
- ♦ Object States:

An object contains certain information about itself e.g.
> a lecturer "knows" his name, address, age, courses he teach ...
> a student "knows" his name, address, age, ID, courses studied ...
> a lecture theatre "knows" its location, capacity etc.

Basic Object Design

Objects in general have two important properties:

- 1. State
- 2. Behaviour
- ♦ Object States:

An object contains certain information about itself e.g.
> a lecturer "knows" his name, address, age, courses he teach ...
> a student "knows" his name, address, age, ID, courses studied ...
> a lecture theatre "knows" its location, capacity etc.

The information that an object maintains determines its state. The individual components of information are known as the objects *attributes*.

♦ Object Behaviours:

♦ Object Behaviours:

Apart from maintaining information about itself, an object is also capable of performing certain actions. e.g.

♦ Object Behaviours:

Apart from maintaining information about itself, an object is also capable of performing certain actions. e.g.

a lecturer teach a class, grade assignments, set an examination paper, etc.

♦ Object Behaviours:

Apart from maintaining information about itself, an object is also capable of performing certain actions. e.g.

- a lecturer teach a class, grade assignments, set an examination paper, etc.
- a student attend a lecture, complete an assignment, sit in an exam, etc.

♦ Object Behaviours:

Apart from maintaining information about itself, an object is also capable of performing certain actions. e.g.

- a lecturer teach a class, grade assignments, set an examination paper, etc.
- a student attend a lecture, complete an assignment, sit in an exam, etc.

The actions that an object can perform are known as its behaviours.

♦ Object Behaviours:

Apart from maintaining information about itself, an object is also capable of performing certain actions. e.g.

- a lecturer teach a class, grade assignments, set an examination paper, etc.
- a student attend a lecture, complete an assignment, sit in an exam, etc.

The actions that an object can perform are known as its behaviours.

When applying an *object-orientated analysis & design* to a problem specification we *identify objects*, *record their states*, and *specify their behaviours*.

Strong Cohesion

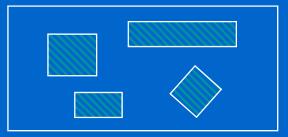
Completeness and Convenience

- Strong Cohesion
- Completeness and Convenience
- ♦ Consistency

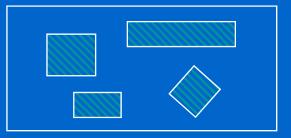
- Strong Cohesion
- Completeness and Convenience
- ♦ Consistency
- ♦ Loose Coupling

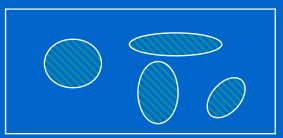
♦ A good class describes a single abstraction

♦ A good class describes a single abstraction

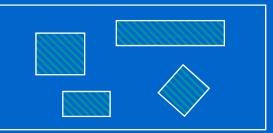


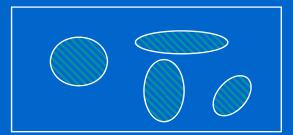
♦ A good class describes a single abstraction





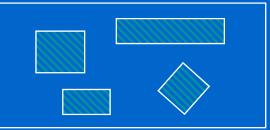
♦ A good class describes a single abstraction



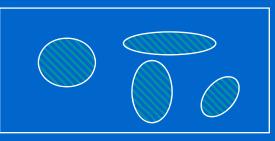


Assume we are writing a networking email program

♦ A good class describes a single abstraction

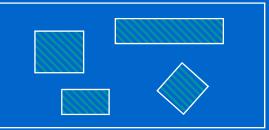


Assume we are writing a networking email program



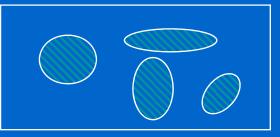
class Mail {
public:
 void sendMessage() const;
 void receiveMessage();
 void displayMessage() const;
 void processCommand();
 void getCommand();
private:
 char *m_message;
 char *m_command;
};

♦ A good class describes a single abstraction



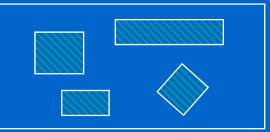
Assume we are writing a networking email program

Why does this class lack cohesion?



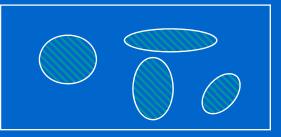
class Mail {
public:
 void sendMessage() const;
 void receiveMessage();
 void displayMessage() const;
 void processCommand();
 void getCommand();
private:
 char *m_message;
 char *m_command;
};

♦ A good class describes a single abstraction



Assume we are writing a networking email program

Why does this class lack cohesion?



class Mail {
public:
 void sendMessage() const;
 void receiveMessage();
 void displayMessage() const;
 void processCommand();
 void getCommand();
private:
 char *m_message;
 char *m_command;
};

 To achieve good cohesion, you must classify objects into groups with close functionalities.

♦ Every class must contain all necessary features.

♦ Every class must contain all necessary features.

class String {
public:
 String(char *inputData);
 void displayString() const;
 char getLetter(int slot) const;
 char getLength() const;
private:
 char *m_string;
};

- ♦ Every class must contain all necessary features.
 - * Why is this class **not complete**?
 - * What would be desirable but not essential features?

class String {
public:
 String(char *inputData);
 void displayString() const;
 char getLetter(int slot) const;
 char getLength() const;
private:
 char *m_string;
}

};

- ♦ Every class must contain all necessary features.
 - * Why is this class **not complete**?
 - * What would be desirable but not essential features?

class String {
public:
 String(char *inputData);
 void displayString() const;
 char getLetter(int slot) const;
 char getLength() const;
private:
 char *m_string;

♦ The opposite problem is a class that
 Is over-complete in the name of convenience.

- ♦ Every class must contain all necessary features.
 - * Why is this class **not complete**?
 - * What would be desirable but not essential features?

class String {
public:
 String(char *inputData);
 void displayString() const;
 char getLetter(int slot) const;
 char getLength() const;

- private:
 - char *m_string;

♦ The opposite problem is a class that
 Is over-complete in the name of convenience.

char getLetter(int slot) const; char getFirstLetter() const; char getLastLetter() const; char getPreviousLetter() const; char getNextLetter() const; char findLetter(char letter) const; // find first occurrence of letter char findLetterEnd(char letter) const; // finds last occurrence

- Every class must contain all necessary features. \diamond
 - * Why is this class **not complete**?
 - * What would be **desirable** but not essential features?

class String { public: String(char *inputData); void displayString() const;

char getLetter(int slot) const; char getLength() const; private:

- char *m string;
- };

♦ The opposite problem is a class that is over-complete in the name of convenience.

> char getLetter(int slot) const; char getFirstLetter() const; char getLastLetter() const; char getPreviousLetter() const; char getNextLetter() const; char findLetter(char letter) const; // find first occurrence of letter char findLetterEnd(char letter) const; // finds last occurrence

* A class stuffed with **unnecessary** features is not convenient.

 \diamond Here is a very inconsistent class.

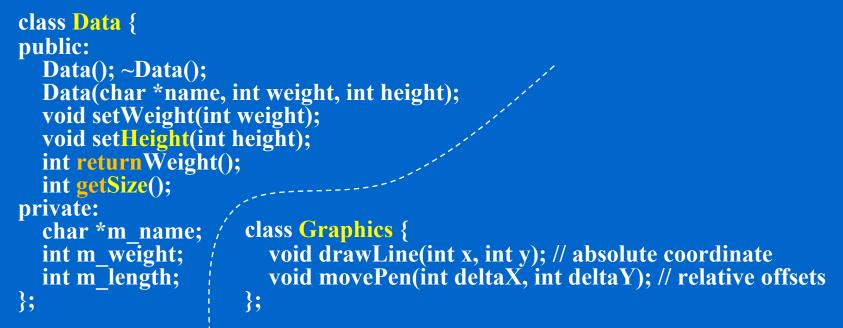
♦ Here is a very inconsistent class.

```
class Data {
public:
    Data(); ~Data();
    Data(char *name, int weight, int height);
    void setWeight(int weight);
    void setHeight(int height);
    int returnWeight();
    int getSize();
private:
    char *m_name;
    int m_weight;
    int m_length;
};
```

\diamond Here is a very inconsistent class.

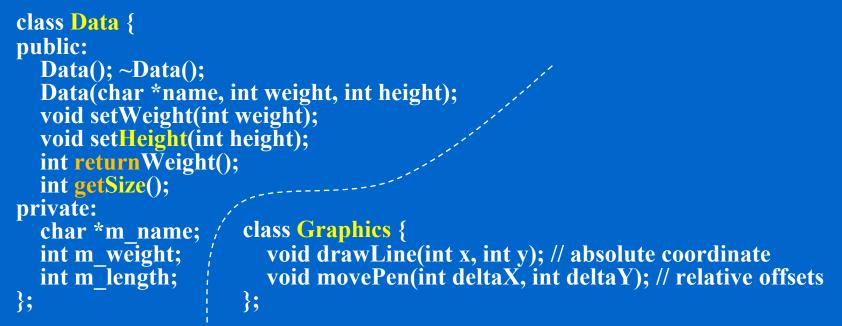
```
class Data {
public:
  Data(); ~Data();
  Data(char *name, int weight, int height);
  void setWeight(int weight);
  void setHeight(int height);
int returnWeight();
  int getSize();
private:
                        class Graphics {
  char *m name;
  int m_weight;
                          void drawLine(int x, int y); // absolute coordinate
  int m length;
                          void movePen(int deltaX, int deltaY); // relative offsets
};
                        };
```

\diamond Here is a very inconsistent class.



This Graphics class is both inconsistent and unclear

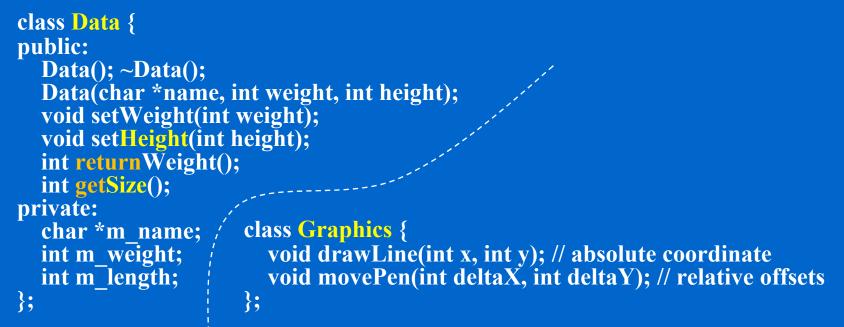
\diamond Here is a very inconsistent class.



♦ This Graphics class is both inconsistent and unclear

drawLine() draws a line from the current pen position to the new coordinate (x, y) which is specified in *absolute* coordinates

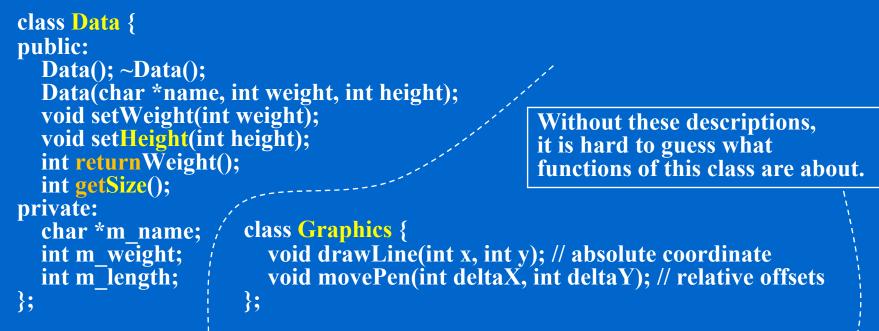
\diamond Here is a very inconsistent class.



♦ This Graphics class is both inconsistent and unclear

- drawLine() draws a line from the current pen position to the new coordinate (x, y) which is specified in *absolute* coordinates
- movePen() moves the pen from the current position by the amounts (x, y) which is specified in *relative* coordinates

\diamond Here is a very inconsistent class.



♦ This Graphics class is both inconsistent and unclear

- drawLine() draws a line from the current pen position to the new coordinate (x, y) which is specified in *absolute* coordinates
- movePen() moves the pen from the current position by the amounts (x, y) which is specified in *relative* coordinates

Coupling

♦ Classes with many interconnections are *highly coupled*.



Coupling

♦ Classes with many interconnections are *highly coupled*.



```
class Input { // returns data from file at location
  fileReferenceNum
public:
    double readFromFile(long &fileReferenceNum);
};
```

Coupling

♦ Classes with many interconnections are *highly coupled*.



```
class Input { // returns data from file at location
   fileReferenceNum
public:
    double readFromFile(long &fileReferenceNum);
};
```

class Math { // returns sine or cosine of current data in file
public:

double sine(Input source, long &fileReferenceNum);
double cosine(Input source, long &fileReferenceNum);

};

Coupling

♦ Classes with many interconnections are *highly coupled*.

```
void main() {
    Math mathObject;
    Input inputObject;
    long fileReferenceNum = 0; // do not forget initialization
    cout << mathObject.sine(inputObject, fileReferenceNum);
}</pre>
```

```
class Input { // returns data from file at location
   fileReferenceNum
public:
   double readFromFile(long &fileReferenceNum);
};
```

class Math { // returns sine or cosine of current data in file
public:

double sine(Input source, long &fileReferenceNum); double cosine(Input source, long &fileReferenceNum);

};

♦ Encapsulation reduces coupling

♦ Encapsulation reduces coupling

```
class Input {
  public:
     Input(); // will set m_refNum to zero
     double readFromFile();
  private: // will take care of m_refNum
     int m_refNum;
  };
```

♦ Encapsulation reduces coupling

class Inp	ıt {
public:	
Input()	; // will set m_refNum to zero
	readFromFile();
private:	// will take care of m_refNum
int m_i	refNum;
}:	

class Math {
public:
 Math(Input &);
 double sine();
 double cosine();
private:
 Input m_data;
};

// will handle m_data
// automatically

♦ Encapsulation reduces coupling

class Input {

public:

Input(); // will set m_refNum to zero
double readFromFile();

private: // will take care of m_refNum
int m_refNum;

};

void main() {
 Input inputObject;
 Math mathObject(inputObject);

cout << mathObject.sine();</pre>

class Math {
public:
 Math(Input &);
 double sine();
 double cosine();
private:
 Input m_data;
};

// will handle m_data
// automatically

♦ Encapsulation reduces coupling

class Input {

public:

Input(); // will set m_refNum to zero
double readFromFile();

private: // will take care of m_refNum
int m_refNum;

};

void main() {
 Input inputObject;
 Math mathObject(inputObject);
 cout << mathObject.sine();</pre>

class Math {
public:
 Math(Input &);
 double sine();
 double cosine();
private:
 Input m_data;
};

// will handle m_data
// automatically

 Avoid passing a great amount of data across object boundaries.
 Object should provide abstract and simple services.

♦ Encapsulation reduces coupling

class Input { public: Input(); // will set m_refNum to zero double readFromFile(); private: // will take care of m_refNum int m_refNum; };

void main() { Input inputObject; Math mathObject(inputObject); cout << mathObject.sine(); }</pre>

class Math { public: Math(Input &); double sine(); double cosine(); private: Input m_data; };

// will handle m_data // automatically

- Avoid passing a great amount of data across object boundaries.
 Object should provide abstract and simple services.
- As opposed to the *data flow* design methodology, in which data flows along processing units, object oriented/based programming design objects to keep and handle data intelligently. Put all responsible objects together with close links for accomplishing a specific work without looking into their detailed processed data.

Before writing a large program, decide on your classes, what they do, and how they relate to other classes.

- Before writing a large program, decide on your classes, what they do, and how they relate to other classes.
- ♦ CRC cards Classes Responsibilities, Collaborators

- Before writing a large program, decide on your classes, what they do, and how they relate to other classes.
- ♦ CRC cards Classes Responsibilities, Collaborators

♦ Example

Class Math	
Responsibilities	Collaborators
Return sine of file data	Input
Return cosine of file data	Input

- Before writing a large program, decide on your classes, what they do, and how they relate to other classes.
- ♦ CRC cards Classes Responsibilities, Collaborators

♦ Example

Class Math	
Responsibilities	Collaborators
Return sine of file data	Input
Return cosine of file data	Input

Class Input	
Responsibilities	Collaborators
Read next data from file	-

- Before writing a large program, decide on your classes, what they do, and how they relate to other classes.
- ♦ CRC cards Classes Responsibilities, Collaborators

♦ Example

Class Math	
Responsibilities	Collaborators
Return sine of file data	Input
Return cosine of file data	Input

Class Input	
Responsibilities	Collaborators
Read next data from file	_

♦ What about the data members?

These are hashed out after all the CRC cards have been prepared.

Class Description

♦ An alternative approach to the CRC method

Class Description

♦ An alternative approach to the CRC method

Name	Array
Purpose	Create a fixed-size array which protects against out of
	bounds and off by one errors.
Constructors	Default set the array to size 0
	Non default sets the array to a size specified by the client
Destructors	Deletes the memory associated with the array
Operations	
Mutators	Insert data into a specified slot
Accessors	Retrieve data from a specified slot
Fields	m_dataSize
	m_data

Class Description

♦ An alternative approach to the CRC method

♦ C

	Name	Array
	Purpose	Create a fixed-size array which protects against out of
		bounds and off by one errors.
	Constructors	Default set the array to size 0
		Non default sets the array to a size specified by the client
	Destructors	Deletes the memory associated with the array
	Operations	
	Mutators	Insert data into a specified slot
	Accessors	Retrieve data from a specified slot
	Fields	m_dataSize
		m_data
	les class	Array {
	publ	
		ray();
		ray(int arraySize);
~Array();		
void insertElement(int element, int slot);		
	int getElement(int slot) const; private:	
	int m dataSize;	
	int *m_data;	
	};	

♦ Each function should be completely specified before coding.

♦ Each function should be completely specified before coding.

Prototype	int getElement(int slot) const;
Purpose	To return the integer in the array at position slot
Receives	The slot which the client would like to access.
	The first element in the array is slot 0.
Returns	The integer if the function succeeds, otherwise returns
	an error value specified as kError
Remarks	kError is currently set to 0.

♦ Each function should be completely specified before coding.

Prototype	int getElement(int slot) const;
Purpose	To return the integer in the array at position slot
Receives	The slot which the client would like to access.
	The first element in the array is slot 0.
Returns	The integer if the function succeeds, otherwise returns
	an error value specified as kError
Remarks	kError is currently set to 0.

 Alternatively, write the complete function documentation and prepare a skeleton function declaration

♦ Each function should be completely specified before coding.

Prototype	int getElement(int slot) const;
Purpose	To return the integer in the array at position slot
Receives	The slot which the client would like to access.
	The first element in the array is slot 0.
Returns	The integer if the function succeeds, otherwise returns
	an error value specified as kError
Remarks	kError is currently set to 0.

 Alternatively, write the complete function documentation and prepare a skeleton function declaration

/* function: getElement

*/

* Usage: value = getElement(slot);
*

* Returns the integer in the array corresponding to slot.

* The first element is slot zero. If the slot is out of range

* kError is returned, which is currently zero.

int Array::getElement(int slot) {

Bertrand Meyer in "Object-oriented Software Construction"

 Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach

 Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach: the world being modeled is made of objects – sensors, devices, airplanes, employees, paychecks, tax returns

 Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach: the world being modeled is made of objects – sensors, devices, airplanes, employees, paychecks, tax returns – and it is appropriate to organize the model around computer representations of theses objects.

Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach: the world being modeled is made of objects – sensors, devices, airplanes, employees, paychecks, tax returns – and it is appropriate to organize the model around computer representations of theses objects. This is why object-oriented designers usually do not spend their time in academic discussions of methods to find objects: in the physical or abstract reality being modeled, the objects are just there for the picking!

Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach: the world being modeled is made of objects – sensors, devices, airplanes, employees, paychecks, tax returns – and it is appropriate to organize the model around computer representations of theses objects. This is why object-oriented designers usually do not spend their time in academic discussions of methods to find objects: in the physical or abstract reality being modeled, the objects are just there for the picking! <u>The software objects will simply reflect these external objects.</u>

Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach: the world being modeled is made of objects – sensors, devices, airplanes, employees, paychecks, tax returns – and it is appropriate to organize the model around computer representations of theses objects. This is why object-oriented designers usually do not spend their time in academic discussions of methods to find objects: in the physical or abstract reality being modeled, the objects are just there for the picking! <u>The software objects will simply reflect these external objects.</u>

♦ How do the experts identify objects?

Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach: the world being modeled is made of objects – sensors, devices, airplanes, employees, paychecks, tax returns – and it is appropriate to organize the model around computer representations of theses objects. This is why object-oriented designers usually do not spend their time in academic discussions of methods to find objects: in the physical or abstract reality being modeled, the objects are just there for the picking! <u>The software objects will simply reflect these external objects.</u>"

♦ How do the experts identify objects?

"It's a Holy Grail. There is no panacea." -- Bjarne Stroustrup

Bertrand Meyer in "Object-oriented Software Construction"
 "When software design is understood as operational modeling, object-oriented design is a natural approach: the world being modeled is made of objects – sensors, devices, airplanes, employees, paychecks, tax returns – and it is appropriate to organize the model around computer representations of theses objects. This is why object-oriented designers usually do not spend their time in academic discussions of methods to find objects: in the physical or abstract reality being modeled, the objects are just there for the picking! The software objects will simply reflect these external objects."

♦ How do the experts identify objects?

"It's a Holy Grail. There is no panacea." -- Bjarne Stroustrup "That's a fundamental question for which there is no easy answer." -- R. Gabriel, designer of Common Lisp Object System (CLOS)

♦ Real-world modeling:

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).
 - * Components which play significant roles in each behavior are objects.

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).
 - * Components which play significant roles in each behavior are objects.
- ♦ Scenario-based analysis:

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).
 - * Components which play significant roles in each behavior are objects.
- ♦ Scenario-based analysis:
 - * Create scenarios of the system.

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).
 - * Components which play significant roles in each behavior are objects.
- ♦ Scenario-based analysis:
 - * Create scenarios of the system.
 - * What are the required entities in each scenario?

Object Discovery Techniques

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).
 - * Components which play significant roles in each behavior are objects.
- ♦ Scenario-based analysis:
 - * Create scenarios of the system.
 - * What are the required entities in each scenario?
- ♦ Grammatical analysis:

Object Discovery Techniques

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).
 - * Components which play significant roles in each behavior are objects.
- ♦ Scenario-based analysis:
 - * Create scenarios of the system.
 - * What are the required entities in each scenario?
- ♦ Grammatical analysis:
 - * Write a natural language description of the system.

Object Discovery Techniques

- ♦ Real-world modeling:
 - * Use objects in the application domain as the basis for objects in the system.
- ♦ Behavior modeling:
 - * Determine the overall behaviors of the system (what it does).
 - * Components which play significant roles in each behavior are objects.
- ♦ Scenario-based analysis:
 - * Create scenarios of the system.
 - * What are the required entities in each scenario?
- ♦ Grammatical analysis:
 - * Write a natural language description of the system.
 - * The nouns are the classes; the verbs are the methods.

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times.

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher.

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form.

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database.

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete, the final result is optimized so that no section has more than 12 students

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete, the final result is optimized so that no section has more than 12 students and each student has received the highest possible preference.

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete, the final result is optimized so that no section has more than 12 students and each student has received the highest possible preference. The results are stored in a file showing which students have been assigned to which sections."

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete, the final result is optimized so that no section has more than 12 students and each student has received the highest possible preference. The results are stored in a file showing which students have been assigned to which sections."

Noun analysis: students, sections, times, teacher, preferences, form, student inputs, database, results, output file

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete, the final result is optimized so that no section has more than 12 students and each student has received the highest possible preference. The results are stored in a file showing which students have been assigned to which sections."

Noun analysis: students, sections, times, teacher, preferences, form, student inputs, database, results, output file

This can be simplified further to just these categories form, (section) times, database, results (optimization process), output file

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete, the final result is optimized so that no section has more than 12 students and each student has received the highest possible preference. The results are stored in a file showing which students have been assigned to which sections."

 Noun analysis: students, sections, times, teacher, preferences, form, student inputs, database, results, output file

This can be simplified further to just these categories form, (section) times, database, results (optimization process), output file

 Possible classes: optimization process, student, teacher, form, sections, database, output

Program description (specification, highly abbreviated)

"The program allows the user to assign students to sections based on the available times. Times are input by the teacher. Students rank times by preference (up to three allowed) using a form. All of the student inputs are collected into a central database. When the teacher indicates the database is complete, the final result is optimized so that no section has more than 12 students and each student has received the highest possible preference. The results are stored in a file showing which students have been assigned to which sections."

 Noun analysis: students, sections, times, teacher, preferences, form, student inputs, database, results, output file

This can be simplified further to just these categories form, (section) times, database, results (optimization process), output file

 Possible classes: optimization process, student, teacher, form, sections, database, output

 Verb analysis: assign students, input sections, rank by preference, collect into database, indicate database is complete, optimize results, store results in file

22-51

♦ Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization**

- ♦ Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - ***** Ex: class **Optimization**

∫ optimize data

- ♦ Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - ***** Ex: class **Optimization**

{ optimize data store in file

♦ Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.

* Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.

* Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.

* Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data
 store in file

♦ Expect changes:

Designs always turn out to be wrong or incomplete

Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.

* Ex: class **Optimization** Possible collaborators: Database, File

∫ optimize data ∫ store in file

♦ Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

∫ optimize data ∫ store in file

♦ Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

∫ optimize data ∫ store in file

♦ Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class Optimization Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects and to reassign methods or data from one class to another class.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects and to reassign methods or data from one class to another class.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to **refactor**. It is easy to create new objects and to reassign <u>methods</u> or <u>data</u> from one class to another class.

Once you have the classes,

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects and to reassign methods or data from one class to another class.

Checking your design:

Once you have the classes, rewrite the program description using the new terms and actions.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects and to reassign methods or data from one class to another class.

Checking your design:

Once you have the classes, rewrite the program description using the new terms and actions. If the description does not make sense, you have a **bad design**.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects and to reassign methods or data from one class to another class.

Once you have the classes, rewrite the program description using the new terms and actions. If the description does not make sense, you have a **bad design**. If it does, you have a better and cleaner description.

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects and to reassign methods or data from one class to another class.

Once you have the classes, rewrite the program description using the new terms and actions. If the description does not make sense, you have a **bad design**. If it does, you have a better and cleaner description. The model extracted will become **gradually simpler**. 22-52

- Assign verbs to nouns, that is, assign methods to classes. This is the usual classification problem.
 - * Ex: class **Optimization** Possible collaborators: Database, File

{ optimize data store in file

Expect changes:

Designs always turn out to be wrong or incomplete, but having no design is worse. In a suitably encapsulated object system, it is easy to refactor. It is easy to create new objects and to reassign methods or data from one class to another class. specification

Checking your design:

Once you have the classes, rewrite the program description using the new terms and actions. If the description does not make sense, you have a **bad design**. If it does, you have a better and cleaner description. The model extracted will become **gradually simpler**.

22-52



22-53

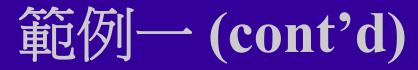
範例一

◇ 昨天我去剪頭髮,看到店裡的客人蠻多的,就問店員:現在可 以馬上剪嗎?店員回答我:可以啊。在我坐下來後,店員走到 我旁邊問我:你有指定的設計師嗎?我想了想回答他:沒有耶, 都可以。

◆昨天我去剪頭髮,看到店裡的客人蠻多的,就問店員:現在可以馬上剪嗎?店員回答我:可以啊。在我坐下來後,店員走到 我旁邊問我:你有指定的設計師嗎?我想了想回答他:沒有耶, 都可以。隨後有一位帥哥來幫我洗頭髮,洗幾下之後,他就問 我:這樣的力道可以嗎?本來想跟他說用力一點,但又怕太用 力會抓破頭皮,所以就跟他說:很好。

◆ 昨天我去剪頭髮,看到店裡的客人蠻多的,就問店員:現在可 以馬上剪嗎?店員回答我:可以啊。在我坐下來後,店員走到 我旁邊問我:你有指定的設計師嗎?我想了想回答他:沒有耶, 都可以。隨後有一位帥哥來幫我洗頭髮,洗幾下之後,他就問 我:這樣的力道可以嗎?本來想跟他說用力一點,但又怕太用 力會抓破頭皮,所以就跟他說:很好。洗完頭後,另一位設計 師來幫我剪頭髮,首先他問我說:你要剪什麼樣的髮型?我跟 他說:剪短一點就好。其實目的是剪短一點可以再撐三四個月 不用剪頭髮。他又問:短一點就好嗎?我當下覺得,他可能不 清楚我說的短是多短,所以我就說:可以很短沒關係。

◆ 昨天我去剪頭髮,看到店裡的客人蠻多的,就問店員:現在可 以馬上剪嗎?店員回答我:可以啊。在我坐下來後,店員走到 我旁邊問我:你有指定的設計師嗎?我想了想回答他:沒有耶, 都可以。隨後有一位帥哥來幫我洗頭髮,洗幾下之後,他就問 我:這樣的力道可以嗎?本來想跟他說用力一點,但又怕太用 力會抓破頭皮,所以就跟他說:很好。洗完頭後,另一位設計 師來幫我剪頭髮,首先他問我說:你要剪什麼樣的髮型?我跟 他說:剪短一點就好。其實目的是剪短一點可以再撐三四個月 不用剪頭髮。他又問:短一點就好嗎?我當下覺得,他可能不 清楚我說的短是多短,所以我就說:可以很短沒關係。剪完我 他回答我說:350元,於是我拿一千元給他找,他找我650元, 收下錢,我便踏著輕快的腳步回家去了。 22-53





◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:

範例— (cont'd)

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



+是否指定設計師(): String +洗髮力道大小(): int

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



+是否指定設計師(): String +洗髮力道大小(): int +剪什麼樣的髮型(): String

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:

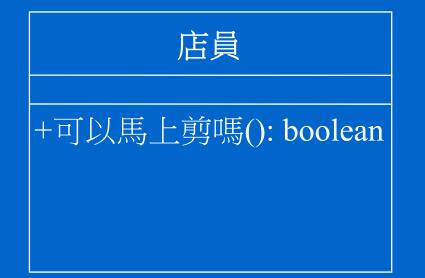


◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



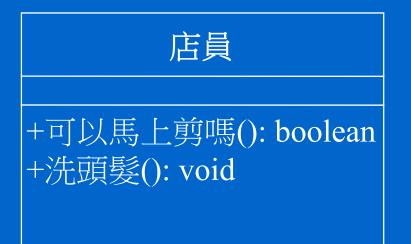


◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



顧客

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



+是否指定設計師(): String +洗髮力道大小(): int +剪什麼樣的髮型(): String +付錢(金額: int): int

顧客

範例— (cont'd)

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:

店員

+可以馬上剪嗎(): boolean +洗頭髮(): void +多少錢(帳單: int): int +是否指定設計師(): String +洗髮力道大小(): int +剪什麼樣的髮型(): String +付錢(金額: int): int

顧客

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:

店員

+可以馬上剪嗎(): boolean +洗頭髮(): void +多少錢(帳單: int): int +找錢(金額: int): int 顧客

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:

店員

+可以馬上剪嗎(): boolean +洗頭髮(): void +多少錢(帳單: int): int +找錢(金額: int): int

設計師

顧客

範例— (cont'd)

◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



+可以馬上剪嗎(): boolean +洗頭髮(): void +多少錢(帳單: int): int +找錢(金額: int): int



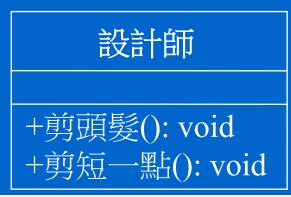


◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:



+可以馬上剪嗎(): boolean +洗頭髮(): void +多少錢(帳單: int): int +找錢(金額: int): int

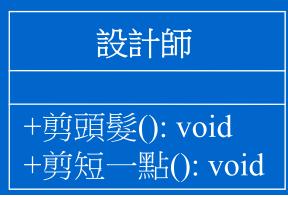




◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:

店員

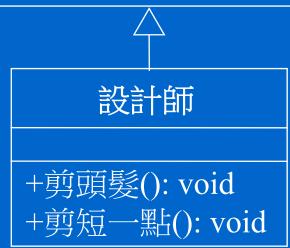
+可以馬上剪嗎(): boolean +洗頭髮(): void +多少錢(帳單: int): int +找錢(金額: int): int 顧客



◇ 物件: 店員, 設計師, 顧客 (帳單, 發票)
◇ 類別圖:

店員

+可以馬上剪嗎(): boolean +洗頭髮(): void +多少錢(帳單: int): int +找錢(金額: int): int





範例二

範例二

◇顧客購買電腦零件,如果是會員可以打八折,但特價品不打。
每週會選部分產品為特價品,特價方式有兩種:打八五折或買
二送一。

範例二

- ◇顧客購買電腦零件,如果是會員可以打八折,但特價品不打。
 每週會選部分產品為特價品,特價方式有兩種:打八五折或買
 二送一。
- ♦ 店員薪水有兩種:時薪制與銷售額抽成計酬制。

範例二

◇ 賣場裡販賣各種電腦零件:主機板、記憶體、螢幕、CPU等等

- ◇ 顧客購買電腦零件,如果是會員可以打八折,但特價品不打。
 每週會選部分產品為特價品,特價方式有兩種:打八五折或買
 二送一。
- ◇ 店員薪水有兩種:時薪制與銷售額抽成計酬制。

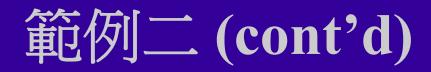
* 時薪制-依照工作時數給錢,

範例二

- ◇ 賣場裡販賣各種電腦零件:主機板、記憶體、螢幕、CPU等等
- ◇ 顧客購買電腦零件,如果是會員可以打八折,但特價品不打。
 每週會選部分產品為特價品,特價方式有兩種:打八五折或買
 二送一。
- ◇ 店員薪水有兩種:時薪制與銷售額抽成計酬制。
 - * 時薪制 依照工作時數給錢,
 - * 銷售額抽成計酬制 根據賣出零件的價錢乘上一定的百分比為酬勞。

範例二

- ◇ 賣場裡販賣各種電腦零件:主機板、記憶體、螢幕、CPU等等
- ◆顧客購買電腦零件,如果是會員可以打八折,但特價品不打。
 每週會選部分產品為特價品,特價方式有兩種:打八五折或買
 二送一。
- ◇ 店員薪水有兩種:時薪制與銷售額抽成計酬制。
 - * 時薪制 依照工作時數給錢,
 - * 銷售額抽成計酬制 根據賣出零件的價錢乘上一定的百分比為酬勞。
- ◇ 設計每次交易的金額、一天營業的總金額,以及兩個員工-一為 銷售額抽成計酬制一為時薪制 - 一天的薪水。

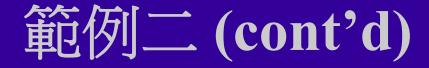


22-172



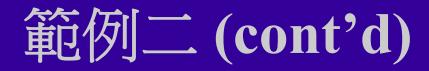


22-173







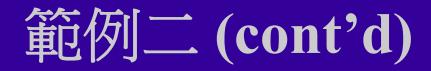
















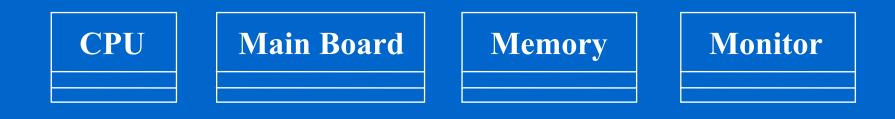






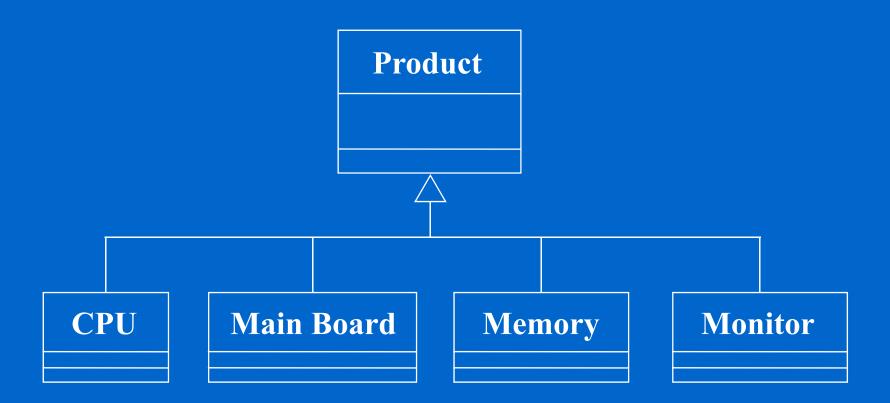




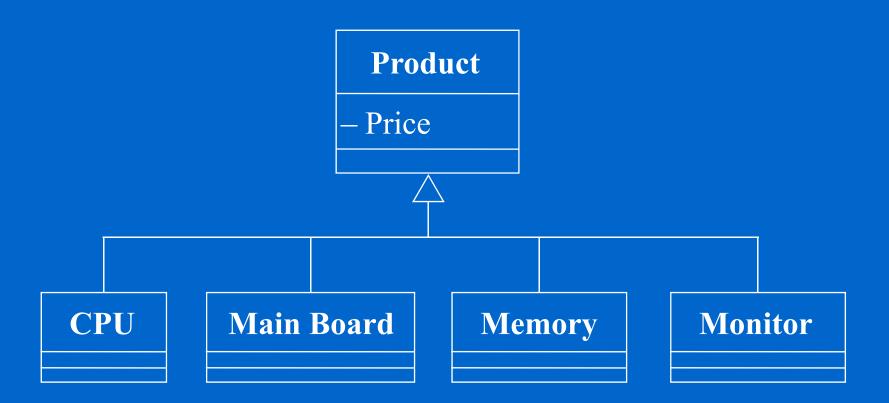


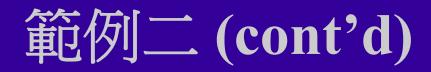






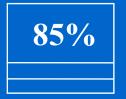






22-180













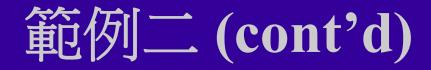




SpecialPrice

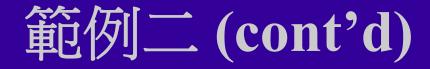






















SpecialOfferItem



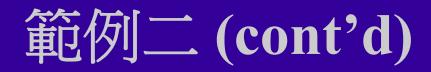














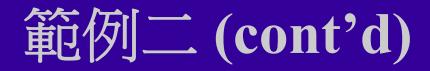


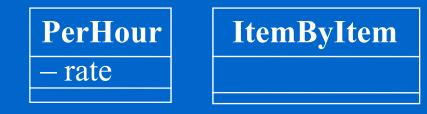




PerHour
- rate

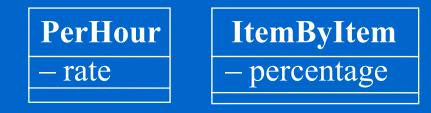






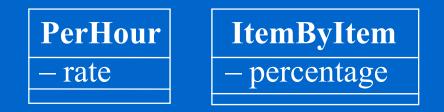




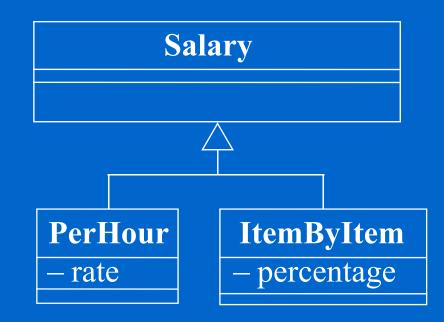




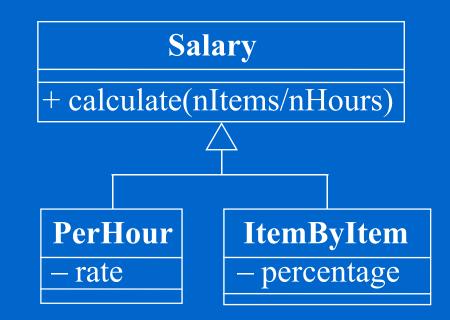
Salary



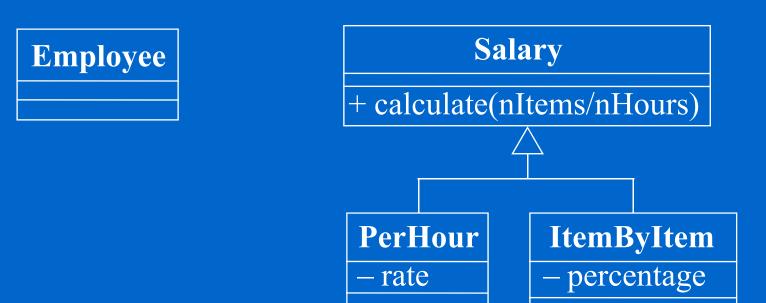




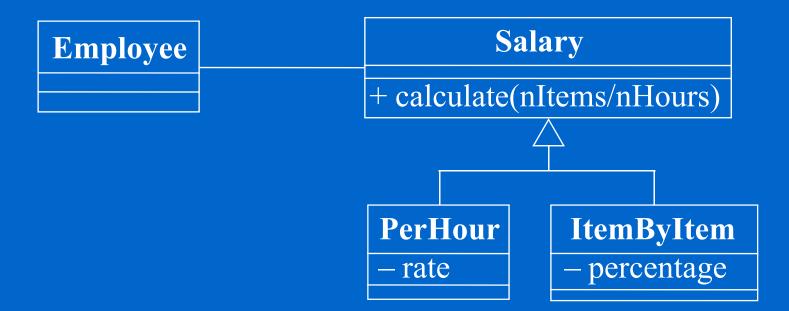




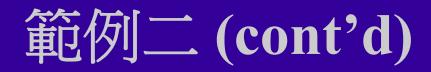


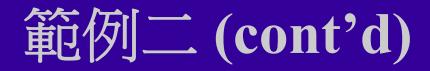












MemberDiscount





MemberDiscount

NonmemberDiscount







MemberDiscount

NonmemberDiscount



