CIS 422/522
Course Overview

Admin: Projects and Schedule
Grading
Lecture/Disc: What is Software Engineering?

Contact Information

• Instructor contact
  Stuart Faulk
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  346-1350
  Deschutes 354
  Computer and Information Science
  University of Oregon
  Eugene, OR 97403

• Office Hours: 1:00-2:00 class days, by appointment, or any time my door is open
  – I respond most quickly to email
Instructor Background

- Real World Experience (20+ years)
  - R&D U.S. Naval Research Lab
  - R&D Aerospace industry
  - Consulting (DoD, Sharp, Sun, etc.)
- Teaching industry professionals (15+ years)
  - Oregon Master of Software Engineering
- Perspective on Software Engineering as an applied discipline (i.e., what actually works)

CIS 422 Course Format

- Single Quarter Project Course
  - Lectures, reading: theory, principles, and methods
  - Projects: learn how to apply SE concepts by doing
  - Project Meetings: learn effective teamwork
  - Project evaluations: critique and guidance
- Two project iterations
  - First for perspective on SE issues, team development
  - Second to demonstrate ability to apply lessons learned
- Two exams assess individual understanding (midterm, 2nd midterm)
Emphasis is on Life-Cycle Management and Teamwork

- Participate in collaborative design
- Work as a member of a project team, assuming various roles
- Create and follow project plans
- Create the full range of work products associated with a software product
- Complete project deliverables on time
- *Key point: coding is only part of the work*

Projects

- 2 projects: 4 weeks, 6 weeks
  - Project 1: same basic requirements for everyone
    - Simple but extensible application
    - Focus on project planning and teamwork
    - Understand what can go wrong
  - Project 2: a selection of projects
    - Instructor suggested or team choice
    - Focus on disciplined development
- Technically simple, but high expectations
  - Solid freeware quality application
  - Complete documentation: requirements, design, test, user guides
Teams

• Form teams of 5-6 people from surveys
  – At least one common programming language
  – Cross-section of skills
• Project grades are a combination of group grade, individual contributions, and peer evaluation
  – Overall grade for project
  – Evaluation of individual contributions
    • Peer evaluation by teammates
    • Record of contributions from Developer Log

Grading

• 60% Projects (20+40)
  – Includes presentations, intermediate deliverables
• 30% Exams (15+15)
  – Test for understanding of lectures & reading
  – Require 65/100 average to get C- or better in course
• 10% Class Participation: includes but is not limited to...
  • Attendance at class, team meetings
  • Participation in class discussions, interactive questions
  • Appropriate behavior in the classroom (i.e. no cell phones, beepers, trolling web)
Class Website

- Use class website to track class events
- Schedule page **most important**
  - Lecture schedule, link to slides
  - Readings due for each lecture
  - Project due dates
  - Examples of work products
- Home page: announcements
- Project page: project description, constraints
- Project grading: how work will be evaluated

Additional Resources

- Piazza: forum for discussion, questions (including anonymous)
- Provide summaries of lectures
- Video lectures: in place of in-class lectures for some classes; links provided as needed
- In class response system?
What is Software Engineering?

The “Software Crisis”

- Have been in “crisis” since the advent of “big” software (roughly 1965)
- What we want for software development
  - Low risk, predictability (time, cost, functionality, quality)
  - Lower costs and proportionate costs
  - Faster turnaround
- What we have:
  - High risk, high failure rate
  - Inconsistent delivered quality
  - Unpredictable schedule, cost, effort
- Characterized by lack of control (inability plan the work, work the plan)
Symptoms of the “Crisis”

- One of every four large software project is cancelled
- Average project overshoots schedule by 50%, large project often do much worse
- 75% of large systems do not operate as intended
  - E.g., Ariane 5, Therac 25, Mars Lander, FAA ATC, Universal Credit, Cover Oregon, etc.
  - Many fail to deliver a single working line of code
- Really the “state of practice”

Discussion Context

- Focus on large, complex systems
  - Multi-person: many developers, many stakeholders
  - Multi-version: intentional and unintentional evolution
- Quantitatively distinct from small developments
  - Software complexity grows non-linearly with size
  - Communication complexity grows exponentially
- Qualitatively distinct from small developments
  - Multi-person implies need for organizational functions (management, accounting,), policies, oversight, etc.
  - More stakeholders and more kinds of stakeholders
- Rule of thumb: project starts to be “large” development team can’t fit around a table.
Implications

- Small system development is driven by technical issues (i.e., programming, technical understanding)
- Large system development is dominated by organizational issues
  - Problem understanding, managing complexity, communication, coordination, etc.
  - Projects fail when these issues are inadequately addressed
- Key Lesson #1: **programming ≠ software engineering**
  - Techniques that work for small systems fail utterly when scaled up
  - Programming skills alone won’t get you through real developments (or even this course)

Programming View

```
Get Requirements
  ↓
Write Program
  ↓
Test Program
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Origins of SE

- Term “software engineering” was coined at 1968 NATO conference:
  
  “Software engineering is the establishment and use of sound engineering principles in order to obtain economically software that is reliable and works efficiently on real machines.”

- Response to “software crisis”

- Desire for software development to be more like mature engineering disciplines
  - Analytical, predictable, manageable
  - But, stated as an aspiration, not the state of practice
What has changed since ‘68?

• Incorrect to conclude that no progress has been made
  – Better understanding of issues
  – Substantial improvements in programming languages, tools
  – Better understanding and control of software processes
• But the problems have also changed
  – Improved capabilities often overcome by larger problems, greater complexity
  – Orders of magnitude more code, faster pace of technology, accelerated delivery schedules, etc.

What has not changed?

• Still not an engineering discipline in classic sense
  – Lack of applied mathematics and systematic methods to develop and assess product properties
  – Not taught, licensed, or regulated as an engineering discipline (most of USA)
• Worse, practitioners often don’t apply what we know
  – Existing SE methods, models often not understood or used in industry
  – Little attention is given to processes or products other than code
  – Upshot: quality of products depends on qualities of the individuals rather than qualities of engineering practices
• Development continues to be characterized by lack of control
View of SE in this Course

- The **purpose of software engineering** is to *gain* and *maintain* intellectual and managerial control over the products and processes of software development.
  - “Intellectual control” means that we are able make rational choices based on an understanding of the downstream effects of those choices (e.g., on system properties).
  - Managerial control similarly means we are able to make rational choices about development resources (budget, schedule, personnel).
- Memorize this!

Both are necessary for success!

- Intellectual control implies
  - We understand what we are trying to achieve
  - Can distinguish good choices from bad
  - We can reliably and predictably build to our goals
    - Functional behavior
    - Software Qualities (reliability, security, usability, etc.)
- Managerial control implies
  - We make accurate estimations
  - We deliver on schedule and within budget
- Assertion: managerial control is not really possible without intellectual control (no matter what the Harvard School of Business says)
Course Approach

- Will learn practical methods for acquiring and maintaining control of software projects
- Intellectual control
  - Methods for software requirements, architecture, design, test
  - Modeling methods and notations
  - What to produce, how to make decisions, how to check correctness
- Managerial control
  - Planning and controlling development
  - Process models addressing development
  - People management and team organization
- Caveat: we can only simulate the problems of large developments

Team Assignments

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
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<tbody>
<tr>
<td>Deodhar, Anu</td>
<td>Davis, Brian</td>
<td>Bayley, Frazer</td>
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<td>Li, Zhou</td>
<td>Hill, Andrew</td>
<td>Brennan, Jeremy</td>
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<td>Oberg, Sam</td>
<td>Looney, Kayla</td>
<td>Legge, Alison</td>
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<td>Porter, Kyla</td>
<td>Owen, Alex</td>
<td>Whitman, Haley</td>
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<td>Szczepanski, Edward</td>
<td>Zhang, Yubo</td>
<td>Wu, Emily</td>
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<td>AL-Heidous, Aziz</td>
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<tr>
<th>Team 4</th>
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<tr>
<td>Alajaj, Abdulla</td>
<td>Costello, Alex</td>
<td>Carlton, Adam</td>
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<td>Chan, Marisa</td>
<td>Garvin, Andrew</td>
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<td>Harris, Mike</td>
<td>Merckling, Jordan</td>
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<td>Lynch, Chris</td>
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<td>Luo, Xuesong</td>
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<td>Marsh, Holden</td>
<td>Qin, Zhen</td>
<td>Trudo, Zach</td>
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<td>Woodruff, Elizabeth</td>
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Assignment

• Forward your emails from xxx@uoregon.edu
• First meeting (in class)
  – Exchange contact information
  – Give me a primary point of contact (email)
  – Plan one project meeting out of class (preferably by Friday)
• Project meeting
  – Discuss relevant experiences and skills
  – Look at examples of the deliverables (pointers on Schedule page)
  – Choose people for roles (primary and backup)
  – Choose a team name, logo and put on Assembla page

Questions?