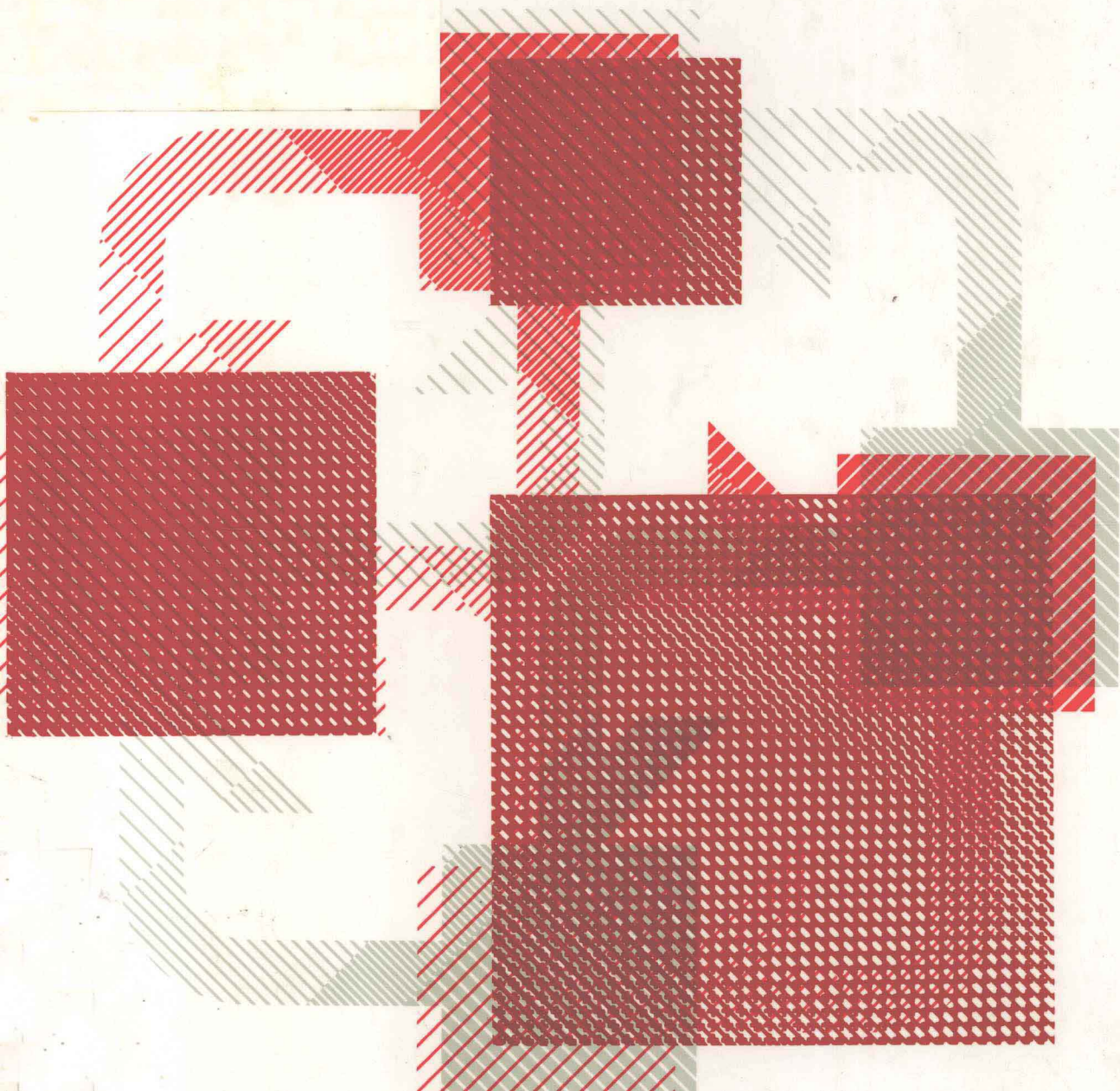


Stephen R. Schach

# Software Engineering

Second Edition



# **Software Engineering**

Second Edition

**Stephen R. Schach**

Vanderbilt University



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Homewood, IL 60430  
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Project Supervision: Science Typographers, Inc.

Cover and text designer: Harold Pattek

Compositor: Science Typographers, Inc.

Typeface: Times Roman

Printer: R. R. Donnelley & Sons Company

*Printed in the United States of America*

1 2 3 4 5 6 7 8 9 0 DOC 9 8 7 6 5 4 3

### **Library of Congress Cataloging-in-Publication Data**

Schach, Stephen R.

Software engineering / Stephen R. Schach.—2nd ed.

p. cm.—(The Aksen Associates series in electrical and computer engineering)

Includes bibliographical references and indexes.

ISBN 0-256-12998-3

1. Software engineering. I. Title. II. Series.

QA76.758.S33 1993

005.1—dc20

92-31651

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# Preface

“... a software product is a model of the real world, and the real world is constantly changing.”

*(Software Engineering, First Edition, 1990, page 9)*

When I wrote those words explaining why change is an inherent part of software engineering, I did not realize that change is also an inherent part of software engineering textbooks, and for the same reason. In the three years since the first edition was published, there have been major changes in the software world. In particular, the object-oriented paradigm is no longer a curiosity for the elite few, but is now being used all over the world. Users are reporting that when products are designed in terms of objects, maintenance costs are reduced and ease of reuse of software components is promoted. As part of the move to object-oriented techniques, products are being implemented using object-oriented languages such as C++.

The U.S. Department of Defense language Ada is considerably less widely used than was anticipated in 1990. This is largely a consequence of the so-called Peace Dividend; less defense-related software is being developed. But it was also believed that Ada would be widely used in the nondefense sector.

This has not happened, probably because Ada is not an object-oriented language. Instead, C++ is the language of the future.

The software process is being closely examined, partly as a result of the efforts of the Software Engineering Institute (SEI) at Carnegie-Mellon University. More and more software organizations are using the capability maturity model (CMM) in order to improve their software process and thereby boost productivity. An integral part of this is the use of metrics to enable software developers to understand what is happening within their organizations. Thus software metrics are also becoming increasingly important.

A number of other topics that used to be of secondary importance are now major foci of software engineering interest. These include CASE tools (especially integrated CASE) and software reuse. The hope is that use of these technologies will increase productivity within those organizations that make use of them.

All these changes are reflected in the second edition of *Software Engineering*. In particular, the book is process-oriented, that is to say, a considerable effort has been made to arrange the material in a format that more closely reflects the process orientation of modern software engineering. The material is presented phase-wise. For example, Chapters 9 and 10 contain all the material on the design phase, including design methods, design testing, design reuse, metrics for the design phase, CASE tools for the design phase, and so on.

Notwithstanding the emphasis on modern developments and technology, the fundamental principles stressed in the first edition are stressed just as firmly in this edition. The first principle is analysis and comparison. A variety of techniques are described for each phase of the process; these techniques are then carefully contrasted. Because of the plethora of present-day software engineering techniques, it is important to select an appropriate one for the task at hand. The emphasis in this book on analysis and comparison alerts the reader to the need for careful choice and provides him or her with criteria for choosing wisely. The second principle is that the results of experiments in software engineering constitute a powerful tool for determining which techniques are to be preferred for a given situation. The third principle is that maintenance is a vital phase of the software process because, on average, maintenance consumes two-thirds of the total software budget. Maintenance must be planned for throughout the software development process. The fourth principle is that testing is not a phase that is performed just before the product is delivered to the client, nor is it an activity that is performed at the end of each phase of the software process. Instead, testing must be performed continually throughout the entire software development and maintenance process. The fifth principle is that all the documentation relating to a given phase of the software process must be completed before the next phase is started. In addition, the documenta-



tion must constantly be updated during maintenance, thus ensuring that the documentation always reflects the current version of the software.

The book is still essentially language-independent. The few code examples are in C++, rather than Ada. To be more precise, wherever possible the “C subset of C++” has been used. In addition, care has been taken to use as few C idioms as possible so that the material can also be understood by readers with little or no knowledge of C. The only place where C++ (rather than C) is employed is Chapter 9, and detailed explanations of specific C++ constructs have been provided there. Ada is used in one chapter near the end of the book entitled “Ada: A Case Study in Software Engineering.” This material may be omitted if the instructor feels that it is inappropriate.

In this edition, additional material has been presented on those topics that have grown in importance since the first edition appeared, such as CASE tools, the spiral model, reuse, and metrics. New topics introduced include joint application design (JAD), the capability maturity model (CMM), and the formal specification language Z. At the same time, in order to keep the length of the book approximately the same as that of the first edition, a few topics (such as PAISLey) presented in the first edition have been omitted from this new edition. I feel that it is important that a textbook can be used in its entirety—presenting an instructor with twice as much material as he or she can conveniently cover in a course is generally counterproductive.

With regard to prerequisites, it is assumed that the reader is familiar with one high-level programming language such as Pascal, C, BASIC, COBOL, or FORTRAN. Although some of the examples are in C, no previous knowledge of C is needed. In addition, the reader is expected to have taken a course in data structures and to have acquired the familiarity with computers that is gained through carrying out programming exercises.

## **How the Second Edition Is Organized**

This book is divided into three parts. The first part is introductory. The reader is introduced to software engineering and to the software process. An overview is given of tools such as stepwise refinement, cost–benefit analysis, and computer-aided software engineering (CASE) tools. Introductions to metrics and testing are also given.

The second part of this book is devoted to the various phases of the software process, from requirements through to maintenance. For each phase in turn, methods for performing that phase are described, as are testing techniques and CASE tools for that phase. Metrics and management techniques for each phase are also presented.

*Software Engineering* is designed to be used in a project-oriented course. The third part of this book accordingly consists of three chapters that can be presented while the class is completing the term project. Without these chapters, the instructor would have little or no material to teach during the final weeks while the last part of the project is being completed. The third part of *Software Engineering* consists of topics that do not directly relate to the software process, and can therefore be taught at the end of the course in parallel with the students finishing their project work.

As before, each chapter is concluded with a chapter review, suggestions for further reading in that area, a set of problems, and references for that chapter; the Bibliography for the book as a whole is presented at the end of the book. A new addition is Appendix B which contains a list of journals and conference proceedings that contain important articles on software engineering topics.

### **The Problem Sets**

With regard to the problems included in this edition, each time I taught a course using the first edition, I gave the students a new problem set. For this edition I have selected what I consider to be the most interesting of the problems selected from the first edition and the new problem sets. I have also included my favorite among the various term projects I have set for my students.

As in the first edition, there are three types of problems. First, each chapter has a number of problems intended to highlight key points. These problems are self-contained; there is no need to visit a computer store to determine the specifications of various machines or to contact computer professionals to obtain information such as software productivity data. In general, computer salespeople and software professionals have neither the time nor the inclination to serve as sources of information for solving problems in textbooks, and students are not comfortable contacting busy individuals in order to obtain the data they need. For these reasons, the technical information for all of the problems can be found in this book.

Second, there is a software term project. Software engineering is a practical discipline, and purely theoretical courses are usually not very effective, so a practical project has been included in this book. Because so much software today is produced by teams rather than by individuals, the term project is designed to be solved by students working in teams of 3, the smallest number of team members that cannot confer over a standard telephone. The term project comprises 15 separate components, each tied in to the relevant chapter. For example, design methods is the major topic of Chapter 10, so in that chapter the component of the term project is concerned with designing the software for the

term project. By breaking up a large project into smaller, well-defined pieces, the instructor will be able to monitor the progress of the class more closely. The project is concerned with software for the Martha Stockton Greengage Foundation as described in Appendix A, but the structure of the project is such that the instructor may freely apply the 15 components to any other project of his or her choosing.

Because this book is designed for use by graduate students as well as upperclass undergraduates, the third type of problem is based on research papers in the software engineering literature. In each chapter an important paper has been chosen. The student is asked to read the paper and to answer a question relating to the contents of the paper. Of course, the instructor is free to assign any other research paper; to assist in this regard, the For Further Reading section at the end of each chapter includes a wide variety of relevant papers.

The Instructor's Manual contains detailed solutions to all the problems, as well as to the term project. The Instructor's Manual also contains transparency masters for all the figures in this book. The Instructor's Manual is available from Richard D. Irwin, Inc., Homewood, IL 60430.

## **Acknowledgments**

I am indebted to those who reviewed this edition, including Kiumi Akingbehin, University of Michigan, Dearborn; Phil Bernhard, Clemson University; James Cardow, Air Force Institute of Technology; Betty Cheng, Michigan State University; Bob Goldberg, IBM; Ron New, Johns Hopkins University; Peter Jones, University of Western Australia; Everaldo E. Mills, Seattle University; and Fred Mowle, Purdue University.

It has been a real pleasure to work on a third book with Howard S. Aksen, publisher, editor, and friend. His unrivaled expertise has guided the project from start to finish.

Finally, I should like to thank my wife, Sharon, and our children, David and Lauren, for their understanding and forbearance whenever book deadlines clashed with family commitments. This book is dedicated to them, with love.

Stephen R. Schach

# Contents

<b>Preface</b>		<b>xxi</b>
<b>Part One</b>	<b>Introduction to the Software Process</b>	<b>1</b>
<b>Chapter 1</b>	<b>Scope of Software Engineering</b>	<b>3</b>
1.1	Historical Aspects	5
1.2	Economics Aspects	7
1.3	Maintenance Aspects	8
1.4	Specification and Design Aspects	12
1.5	Team Programming Aspects	14
1.6	Terminology	15
	Chapter Review	17
	For Further Reading	17
	Problems	18
	References	19
<b>Chapter 2</b>	<b>Software Production and Its Difficulties</b>	<b>23</b>
2.1	Client, Developer, and User	25
2.2	Requirements Phase	26
	2.2.1 Requirements Phase Testing	27

2.3	Specification Phase	27
2.3.1	Specification Phase Testing	29
2.4	Planning Phase	29
2.4.1	Planning Phase Testing	30
2.5	Design Phase	31
2.5.1	Design Phase Testing	32
2.6	Implementation Phase	33
2.6.1	Implementation Phase Testing	33
2.7	Integration Phase	33
2.7.1	Integration Phase Testing	34
2.8	Maintenance Phase	35
2.8.1	Maintenance Phase Testing	35
2.9	Retirement	36
2.10	Problems with Software Production:	
	Essence and Accidents	36
2.10.1	Complexity	38
2.10.2	Conformity	40
2.10.3	Changeability	40
2.10.4	Invisibility	41
2.10.5	No Silver Bullet?	42
	Chapter Review	44
	For Further Reading	44
	Problems	45
	References	46
<b>Chapter 3</b>	<b>Software Process Models</b>	<b>47</b>
3.1	Build-and-Fix Model	48
3.2	Waterfall Model	49
3.2.1	Analysis of the Waterfall Model	52
3.3	Rapid Prototyping Model	54
3.3.1	Integrating the Waterfall and Rapid Prototyping Models	56
3.4	Incremental Model	57
3.4.1	Analysis of the Incremental Model	58
3.5	Spiral Model	60
3.5.1	Analysis of the Spiral Model	65
3.6	Comparison of Process Models	66
3.7	Capability Maturity Model	67
	Chapter Review	70
	For Further Reading	70
	Problems	71
	References	72

<b>Chapter 4</b>	<b>CASE and Other Tools of the Trade</b>	<b>75</b>
4.1	Stepwise Refinement	75
4.1.1	Stepwise Refinement Case Study	76
4.2	Cost–Benefit Analysis	82
4.3	CASE (Computer-Aided Software Engineering)	83
4.3.1	The Scope of CASE	84
4.4	Software Versions	85
4.4.1	Revisions	85
4.4.2	Variations	86
4.5	Configuration Control	87
4.5.1	Configuration Control during Product Maintenance	90
4.5.2	Baselines	90
4.5.3	Configuration Control during Product Development	91
4.6	Build Tools	92
4.7	Productivity Gains with CASE Tools	93
4.8	Software Metrics	93
	Chapter Review	95
	For Further Reading	95
	Problems	96
	References	98
 <b>Chapter 5</b>	 <b>Testing Principles</b>	 <b>101</b>
5.1	Quality Issues	102
5.1.1	Software Quality Assurance (SQA)	102
5.1.2	Managerial Independence	103
5.2	Nonexecution-Based Testing	103
5.2.1	Walkthroughs	104
5.2.2	Managing Walkthroughs	105
5.2.3	Inspections	106
5.2.4	Comparison of Inspections and Walkthroughs	109
5.2.5	Metrics for Inspections	109
5.3	Execution-Based Testing	110
5.4	What Should Be Tested?	110
5.4.1	Utility	112
5.4.2	Reliability	112
5.4.3	Robustness	113
5.4.4	Performance	113
5.4.5	Correctness of Specifications	114
5.5	Testing versus Correctness Proofs	116
5.5.1	Example of a Correctness Proof	116
5.5.2	Correctness Proof Case Study	120
5.5.3	Correctness Proofs and Software Engineering	122

5.6	Who Should Perform Execution-Based Testing?	124
5.7	When Testing Stops	126
	Chapter Review	127
	For Further Reading	127
	Problems	128
	References	130
<b>Part Two</b>	<b>The Phases of the Software Process</b>	<b>135</b>
<b>Chapter 6</b>	<b>Requirements Phase</b>	<b>137</b>
6.1	Rapid Prototyping	138
6.2	Human Factors	139
6.3	Rapid Prototyping as a Specification Technique	141
6.4	Reusing the Rapid Prototype	144
6.5	Other Uses of Rapid Prototyping	146
6.6	Management Implications of the Rapid Prototyping Model	147
6.7	Experiences with Rapid Prototyping	149
6.8	Joint Application Design (JAD)	150
6.9	Testing during the Requirements Phase	151
6.10	CASE Tools for the Requirements Phase	151
6.11	Metrics for the Requirements Phase	153
	Chapter Review	154
	For Further Reading	154
	Problems	155
	References	155
<b>Chapter 7</b>	<b>Specification Phase</b>	<b>157</b>
7.1	The Specification Document	158
7.2	Informal Specifications	159
	7.2.1 Informal Specifications Case Study	160
7.3	Structured Systems Analysis	162
	7.3.1 Structured Systems Analysis Case Study	162
7.4	Other Semiformal Methods	170
7.5	Finite State Machines	171
	7.5.1 Finite State Machines Case Study	173
7.6	Petri Nets	178
	7.6.1 Petri Net Case Study	182
7.7	Z	185
	7.7.1 Analysis of Z	187
7.8	Other Formal Methods	188
7.9	Comparison of Specification Methods	189
7.10	Testing during the Specification Phase	190

7.11	CASE Tools for the Specification Phase	191
7.12	Metrics for the Specification Phase	192
	Chapter Review	192
	For Further Reading	193
	Problems	194
	References	196
<b>Chapter 8</b>	<b>Planning Phase</b>	<b>203</b>
8.1	Estimating Duration and Cost	204
8.1.1	Metrics for the Size of a Product	205
8.1.2	Methods of Cost Estimation	210
8.1.3	Intermediate COCOMO	212
8.1.4	Tracking Duration and Cost Estimates	216
8.2	Components of a Software Project Management Plan	216
8.3	Software Project Management Plan Framework	219
8.4	IEEE Software Project Management Plan	220
8.5	Training Requirements	223
8.6	Documentation Standards	223
8.7	CASE Tools for the Planning Phase	224
8.8	Testing during the Planning Phase	227
	Chapter Review	227
	For Further Reading	228
	Problems	229
	References	231
<b>Chapter 9</b>	<b>Design Phase. I: From Modules to Objects</b>	<b>235</b>
9.1	What Is a Module?	235
9.2	Cohesion	240
9.2.1	Coincidental Cohesion	241
9.2.2	Logical Cohesion	241
9.2.3	Temporal Cohesion	242
9.2.4	Procedural Cohesion	243
9.2.5	Communicational Cohesion	243
9.2.6	Informational Cohesion	244
9.2.7	Functional Cohesion	245
9.2.8	Cohesion Example	246
9.3	Coupling	247
9.3.1	Content Coupling	247
9.3.2	Common Coupling	248
9.3.3	Control Coupling	250
9.3.4	Stamp Coupling	251
9.3.5	Data Coupling	252
9.3.6	Coupling Example	252



9.4	Data Encapsulation	254
9.4.1	Data Encapsulation and Product Development	256
9.4.2	Data Encapsulation and Product Maintenance	259
9.5	Abstract Data Types	262
9.6	Information Hiding	265
9.7	Objects	268
9.8	Reuse	271
9.8.1	Impediments to Reuse	272
9.9	Reuse Case Studies	273
9.9.1	Raytheon Missile Systems Division	273
9.9.2	Toshiba Software Factory	275
9.9.3	NASA Software	276
9.9.4	GTE Data Services	277
9.10	Reuse and Maintenance	278
9.11	Objects and Productivity	279
	Chapter Review	280
	For Further Reading	281
	Problems	282
	References	284
<b>Chapter 10</b>	<b>Design Phase. II: Design Methods</b>	<b>289</b>
10.1	Design and Abstraction	290
10.2	Process-Oriented Design	291
10.3	Data Flow Analysis	291
10.3.1	Data Flow Analysis Case Study	292
10.3.2	Extensions	297
10.4	Transaction Analysis	299
10.5	Data-Oriented Design	302
10.6	Jackson System Development (JSD)	302
10.6.1	Overview of Jackson System Development	303
10.6.2	Why JSD Is Presented in This Chapter	305
10.6.3	Jackson System Development Case Study	305
10.6.4	Analysis of JSD	314
10.7	Methods of Jackson, Warnier, and Orr	316
10.8	Object-Oriented Design (OOD)	317
10.8.1	Object-Oriented Design Case Study	318
10.9	Detailed Design	321
10.10	Comparison of Process-, Data-, and Object-Oriented Design	324
10.11	Difficulties Associated with Real-Time Systems	326
10.12	Real-Time Design Methods	328
10.13	Testing during the Design Phase	329
10.14	CASE Tools for the Design Phase	330
10.15	Metrics for the Design Phase	331