


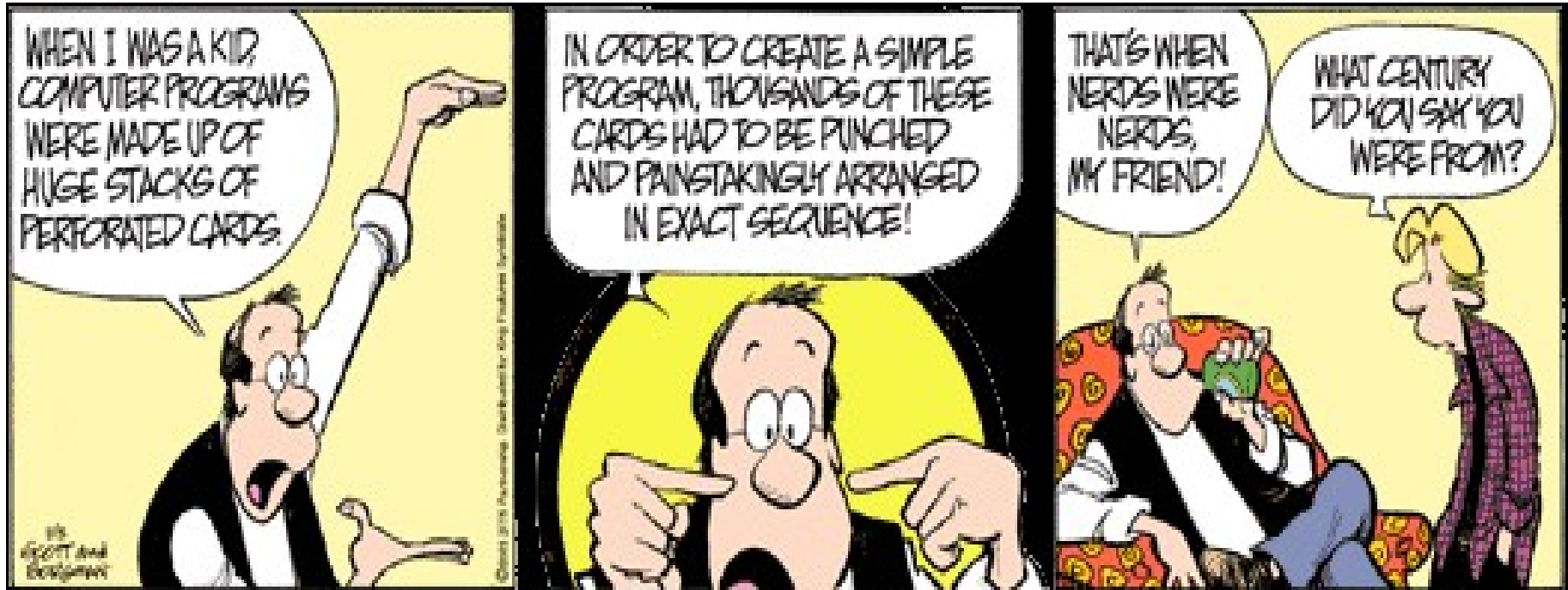
Selecting and Managing the Use of Tools in an (undergraduate) Software Engineering Course

Jonathan Cook, NMSU

SEES @ ACM FSE
November 12, 2012



The Times They Are A'Changin'



By Jerry Scott & Jim Borgman

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There's never been a better time to be a
software engineering instructor!

(and hopefully it will continue to get better)

A decorative footer consisting of several horizontal bars in yellow, maroon, and blue, arranged in a stepped pattern from left to right.



The content of this talk is the opinion of the speaker and does not necessarily represent those of the ACM, FSE, SEES, NMSU, NSF, DOD, UFOs, ...


I use and advocate for FOSS, and this is where I'll spend most of my time today



New Mexico State University CS

- ♦ 12 faculty, 1 instructor, 230 ugrads, 100g
- ♦ BS/MS/PhD, new BA, minors, no tracks
- ♦ One undergrad software engineering course, plus a senior project course
 - ♦ CS 371, Software Development
- ♦ Expose students to broad overview of SE, plus team and tool exposure

What makes a good course tool?

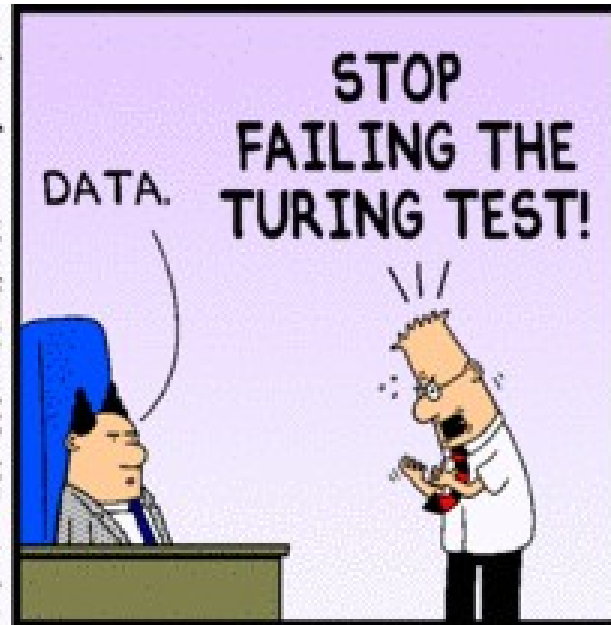
- ♦ Focuses on learning concepts rather than peculiarities
 - ♦ Use is “straightforward”
 - ♦ Available or **very** easy to install
 - ♦ Am not going to spend my time installing lots of dependencies and doing tricky configuration
 - ♦ Prefer to have tools that students themselves can install (assignment: “go get tool X...”)
 - ♦ Benefits should be “obvious”
- 




www.dilbert.com
scott.adams@aol.com




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Tools List

- Language: Classic / novel / niche languages
 - Library: Languages come with BIG libraries
 - Framework: Design constraining application frameworks (Ruby/Rails/MVC)
 - IDE: Integrated Development Environment
 - Repository: Revision Control Systems
 - Issue tracking and Wiki tools
 - Build: Automated derived-product construction
 - Code documentation: Comment-processing code documentation
 - Test: Automated unit testing, coverage analysis, many others
 - Diagramming: General, UML, brainstorming
 - Verification (JML, EscJava, Forge, FindBugs, Jpathfinder, JLint)
 - LMS tools
- 

Tool Complexities

- ♦ Many tools target “all developers”
 - ♦ Try to be “industrial strength”, scalable
 - ♦ E.g., I won't use tools that need mysql
 - ♦ I need to know “everything”
 - ♦ Not just click-install
 - ♦ Students need to know “everything”
 - ♦ Not just click-install
 - ♦ We are supposed to be the experts!
- 

I don't want to be a sysadmin, but I do want to be competent in tool/platform use, and I want my students to begin being competent



THEN WE PROGRAM
THE WEB SITE USING A
FAST GUY IN TIGHTS
AND A MOVIE ABOUT
COFFEE.



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CORRECT
ME IF I'M
WRONG.



WE USE
FLASH
AND
JAVA-
SCRIPT




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I SAID,
"IF"!!!




So:
Easy to install
Easy to understand
Benefits are “obvious”



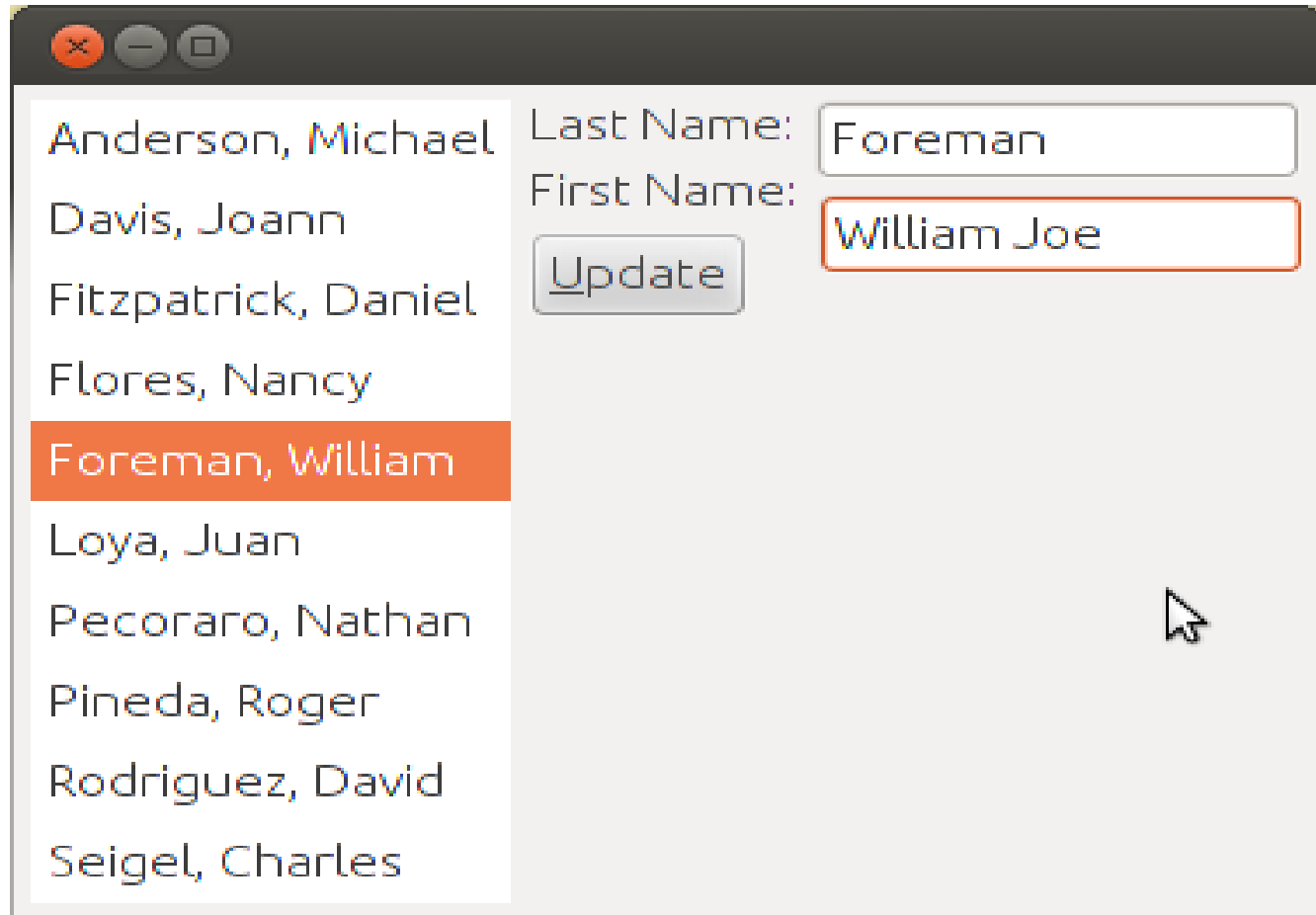
Programming Languages, Libraries, and Frameworks



Prog. Languages & Libraries

- ♦ Usually many curriculum issues may constrain PL choice
 - ♦ Don't overlook learning to use libraries
 - ♦ Using the fundamental libraries and frameworks that come with a language is central to “knowing a programming language”
- 

Java Swing JList supports MVC?



Integrated Development Environments



IDEs

- ◆ Full disclosure: I hate IDEs
- ◆ *“I don’t like Eclipse because it reminds me of all the programmers I’ve worked with who can’t code if you take Eclipse away from them”* (Greg on sebastien-arbogast.com/2009/07/18/why-do-i-hate-eclipse/)
- ◆ I don't particularly even **want** to understand Eclipse!

Sniff? Sniff?

Recursivity

Rss Feed

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< Other posts

28th of October, 2012

IDEs Are a Language Smell

For many years, I've found myself frustrated with the tools of various programming languages, primarily IDEs, previously with Java, currently with Scala.

Conclusion: A Need For IDEs Is a Language Smell

I've been programming since I was 7 years old. My short foray with IDE's (in perspective: 2004-2011/2012) also coincide with my most frustrated period with tooling and languages. I don't think this is a coincidence. Comparing using poor languages (..ehm, Java)requiring tank-like IDE's, with using a more lightweight toolchain with sane languages like Haskell, Clojure and Scala (used correctly) only confirms this. I can only conclude that the need for an IDE or a heavy "code navigation tool" is a symptom of a deeper problem, if you suffer from tool frustration, it's not necessary your tools that are poor, it may be that your language sucks, or you're not using it correctly.

<http://www.recursivity.com/blog/2012/10/28/ides-are-a-language-smell/>

Problems with IDEs

- ◆ Overall: Students don't learn what is “behind the scenes”
- ◆ Our students are the ones who should know this! (recall: we are the experts)
- ◆ How to:
 - ◆ Organize a project
 - ◆ Build a project
 - ◆ Deploy a project

Okay, now run that from the command line.

...


What do you mean, command line?

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List of IDEs / Programming Editors

- ◆ Eclipse
 - ◆ Netbeans
 - ◆ Anjuta <http://www.anjuta.org/>
 - ◆ Visual Studio (MS)
 - ◆ Xcode (Mac)
 - ◆ IntelliJ (commercial)
 - ◆ jGrasp
 - ◆ jEdit, Kate, Gedit, Vim
- 

jGRASP

- ♦ Free lightweight IDE
 - ♦ A university project! (Auburn U)
 - ♦ Mostly Java, but other languages
 - ♦ About right for student assignments and projects
- 
- A decorative footer consisting of several horizontal bars in yellow, maroon, and blue, arranged in a stepped pattern across the bottom of the slide.

File: WebServer.java /home/jcook/workspace/cs371f12/jcook/SimpleWebServer - jGRASP CSD (Java)

File Edit View Build Project Settings Tools Window Help

All Files Sort By Name

workspace/cs371f12/jcook/SimpleV

- WebServer.java
- WebWorker.java

```
/**
 * Web server starting point. This method does not return until
 * the server is finished, so perhaps it should be named "runServer"
 * or something like that.
 * @param port is the TCP port number to accept connections on
 */
private boolean start(int port)
{
    Socket workerSocket;
    WebWorker worker;
    try {
        socket = new ServerSocket(port);
    } catch (Exception e) {
        System.err.println("Error binding to port "+port+": "+e);
        return false;
    }
    while (true) {
        try {
            // wait and listen for new client connection
            workerSocket = socket.accept();
```

Browse Find

Debug Workbench

WebServer.java

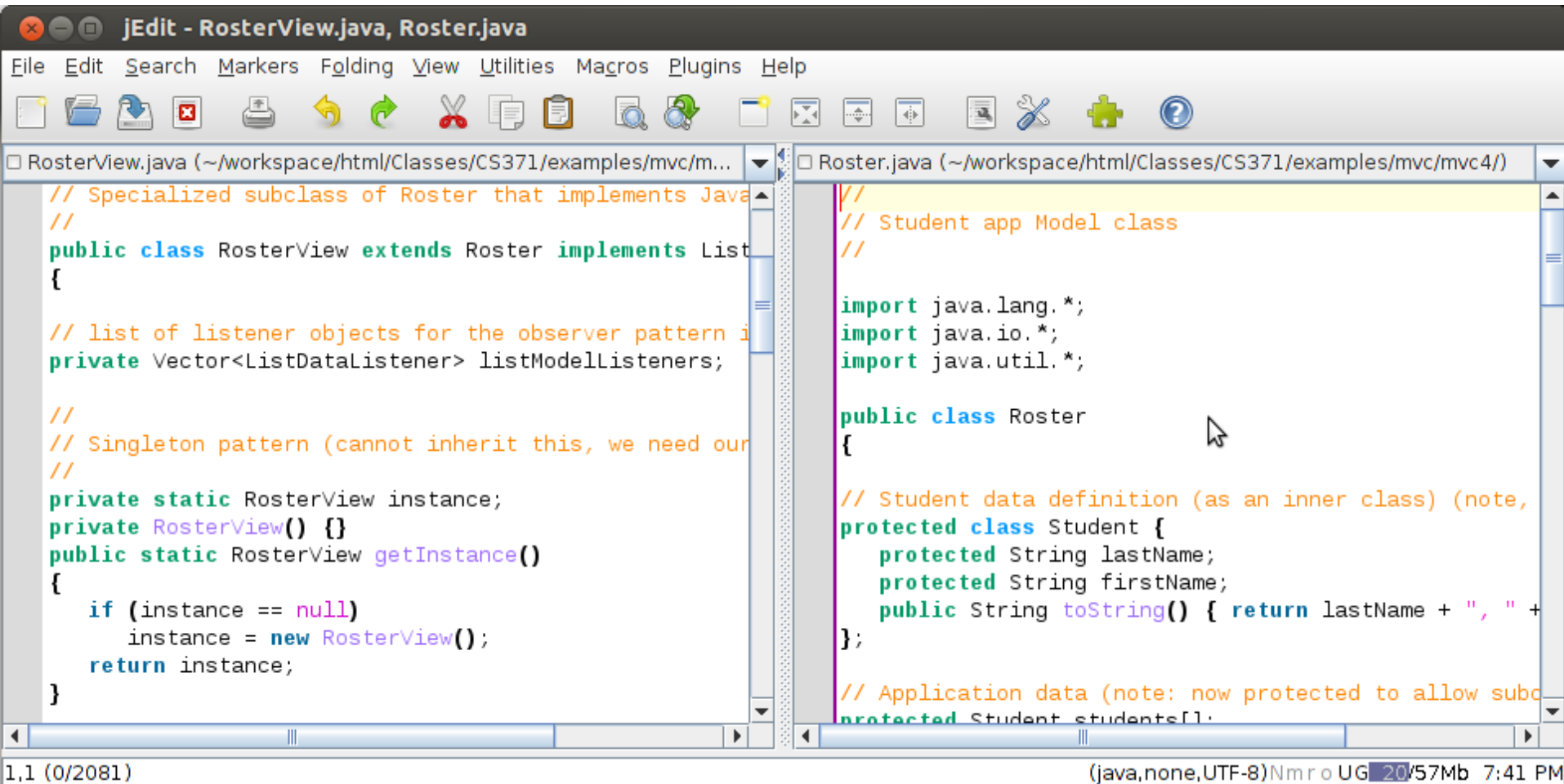
Compile Messages jGRASP Messages Run I/O Interactions

Stop

Clear

Line:1 Col:1 Code:47 Top:22 OVS|BLK

jEdit



The screenshot shows the jEdit IDE interface with two files open. The left pane shows RosterView.java and the right pane shows Roster.java. The status bar at the bottom indicates the current file is Roster.java, encoding is UTF-8, and the cursor is at line 20, column 57.

```
File Edit Search Markers Folding View Utilities Macros Plugins Help
RosterView.java (~/.workspace/html/Classes/CS371/examples/mvc/m...
Roster.java (~/.workspace/html/Classes/CS371/examples/mvc/mvc4/)

// Specialized subclass of Roster that implements Java
//
public class RosterView extends Roster implements List
{
// list of listener objects for the observer pattern i
private Vector<ListDataListener> listModelListeners;
//
// Singleton pattern (cannot inherit this, we need our
//
private static RosterView instance;
private RosterView() {}
public static RosterView getInstance()
{
    if (instance == null)
        instance = new RosterView();
    return instance;
}

// Student app Model class
//
import java.lang.*;
import java.io.*;
import java.util.*;

public class Roster
{
// Student data definition (as an inner class) (note,
protected class Student {
    protected String lastName;
    protected String firstName;
    public String toString() { return lastName + ", " +
};


// Application data (note: now protected to allow sub
protected Student students[];
```

1,1 (0/2081) (java,none,UTF-8)Nmr o UG 20/57Mb 7:41 PM

Project Repositories (Revision Control Systems)

The footer consists of several horizontal bars of different colors: a yellow bar at the bottom left, a maroon bar extending from the yellow bar, a blue bar extending from the maroon bar, a small maroon bar, another blue bar, and a large maroon bar on the right side.


Revision Control Systems

- ◆ Usual question:
 - ◆ Subversion,
 - ◆ Git, or
 - ◆ Mercurial?
 - ◆ But why not just use the web?
 - ◆ Many free project-hosting sites nowadays
 - ◆ We'll talk about both
- 

Question: Is more freedom always better?



I prefer Subversion over Git
precisely because
it is more constrained

A decorative footer at the bottom of the slide consisting of several horizontal bars in yellow, maroon, and blue.

Subversion vs. Git (bazaar, ...)

- ◆ Collaboration:
 - ◆ Subversion: central repository, checkin/out
 - ◆ Git: just clone the repo!
- ◆ Managing deviations
 - ◆ Subversion: branches take work
 - ◆ Git: Branch all the time!
- ◆ Workflow
 - ◆ Subversion: update/commit centrally
 - ◆ Git: any way you want! push/pull whenever!

How I use Subversion (1)

- ♦ I run an svn server (svnserve)
 - ♦ `svnserve -d -r /jcd1/servers/svn`
 - ♦ One server can serve multiple repositories
 - ♦ No direct file access (nor svn+ssh)
- ♦ I create a new repository for each class
 - ♦ And I have ones for grad student projects, papers, research projects, web work, ...
 - ♦ `svnadmin create /jcd1/servers/svn/cs371f2012`

How I use Subversion (2)

- ◆ In `repo/conf/passwd`, create student IDs and passwords
 - ◆ Same as user account ID, password is initials plus digits from their student ID
- ◆ In `repo/conf/svnserve.conf`, set
 - ◆ `anon-access = none` (disable anonymous read)
 - ◆ `auth-access = write` (allow authorized to write)
 - ◆ `password-db = passwd` (point to password file)
 - ◆ `authz-db = authz` (point to authorization file)
 - ◆ `realm = Classes` (allows me easy access to all)

How I use Subversion (3)


- ♦ Checkout empty repo, then add a top-level directory for every student
 - ♦ Shell scripting makes this easy!
 - ♦ Name the directory same as the account id
- ♦ In repo/conf/authz, for each student add

```
[/studentid]  
studentid = rw  
jcook = rw  
talD = rw  
* =
```

How I use Subversion (4)

- ♦ Done – now I have individual student repositories not readable by other students
- ♦ Assignments are submitted by student committing an assignmentN directory
 - ♦ TA puts grade file in directory when graded
- ♦ Teams:
 - ♦ Create teamN top-level directory for each team, give all team members (and me and TA) permission in repo/conf/authz

How I use Subversion (5)

- ◆ Benefits:
 - ◆ Students must use it; have basic commands down by the time they do teamwork
 - ◆ Drawbacks:
 - ◆ Students initially think “use repository to submit assignment” and this can ossify
 - ◆ Students do not have to embrace “coordination using a repository” if they don't want to
 - ◆ But many teams effectively embrace team repository
- 

“Whole Project” Systems

- ♦ Initial online “project hosting” sites were mostly repository plus some web links
 - ♦ Sourceforge
- ♦ Online repositories quickly transitioned to “whole project” support
 - ♦ Repository, Bug/issue tracker, documentation, Wiki
- ♦ And many more are available
 - ♦ Google code
 - ♦ Github, Gitorious
 - ♦ Gnu Bazaar <http://bazaar.canonical.com/en/>
 - ♦ JavaForge
 - ♦ Launchpad (Canonical)

Hosting Site Issues

- ♦ Main issue for me: privacy and ownership
- ♦ What is the EULA for the site?
- ♦ What is required of the students to use it?
 - ♦ E.g.: Google Code requires Google id
- ♦ Can you legally require students to use such a site?
 - ♦ Discussion?

Whole Project Local Systems

- ♦ Trac (<http://trac.edgewall.org>)
 - ♦ Documentation, issue tracker, project wiki
 - ♦ Integrates with repository (subversion, git)
 - ♦ May try it out this summer (Christmas?)
- ♦ Fossil (<http://www.fossil-scm.org>)
 - ♦ Integrated repository system
 - ♦ (looks very interesting!)



MVC

Artifact Content

Logged In as jcook

[Home](#) [Timeline](#) [Files](#) [Branches](#) [Tags](#) [Tickets](#) [Wiki](#) [Admin](#) [Logout](#)

[Download](#) [Hex](#) [Shun](#)

Artifact **55896005aa0d0be08223cf7e1f019b77a956ef26**

- File [mvc4/Roster.java](#)
 - [2012-11-12 03:22:31](#) - part of checkin [\[eeb12021dc\]](#) on branch [trunk](#) - Initial project source (user: [jcook](#)) [\[annotate\]](#)

```
//  
// Student app Model class  
//  
  
import java.lang.*;  
import java.io.*;  
import java.util.*;  
  
public class Roster  
{  
  
    // Student data definition (as an inner class) (note, now protected)  
    protected class Student {  
        protected String lastName;  
        // ...  
    }  
}
```

Standalone Issue/project tracker

- ◆ Bugzilla and others do not meet my requirements
 - ◆ Not easy to install, uses at least mysql
- ◆ Roundup is a simple issue tracker
 - ◆ Easy to set up (user setup?)
 - ◆ 1 server, multiple trackers (1 per team)
- ◆ Your LMS may have project team support
 - ◆ Discussions, wiki, other
- ◆ Trello.com is nice! (must trust EULA)

Trello (Fog Creek Software)

The screenshot displays the Trello web interface for a board owned by Gholamali Rahnavard. The top navigation bar includes the Trello logo, a search bar, a 'Help' link, and buttons for 'Notifications' and 'Boards'. The board is organized into three columns: 'To Do', 'Doing', and 'Done'. The 'To Do' column contains one card: 'Mark the join points'. The 'Doing' column contains three cards: 'TEAMS Improvements', 'Need to create PCD data parameters', and 'Prepare comprehensive surveying related works.'. The 'Done' column contains two cards: 'UML diagram of TEAMS design' and 'Improve and test the grammar to support the new pointcuts and integrate them to applicationAnalyzer package.'. The right sidebar shows the 'Members' section with two members and an 'Add Members...' button, followed by the 'Board' section with options for 'Options', 'Add List', and 'Search and Filter Cards'. The 'Activity' section shows a recent event: 'Jonathan Cook archived Meeting.'.

To Do

- Mark the join points

Doing

- TEAMS Improvements
- Need to create PCD data parameters
- Prepare comprehensive surveying related works.
- Internal Design to have a flexible and extendable tool

Done

- UML diagram of TEAMS design
- Improve and test the grammar to support the new pointcuts and integrate them to applicationAnalyzer package.
- Comparing AspectJ with TEAMS using the same(or close) pointcut expressions

Members

- Add Members...

Board

- Options
- Add List
- Search and Filter Cards


Activity [View all...](#)

- Jonathan Cook archived Meeting. 2 days ago at 10:54am

Build Tools



Build Tools

- ♦ Make and ant are standard
 - ♦ Always will be others...
 - ♦ Rake, cake, maven, boost.build, jam
 - ♦ Then meta-build tools
 - ♦ Autoconf/automake, Cmake, ...
 - ♦ We expose students to make and ant
 - ♦ Discussion?
- 

Code Documentation Tools



Code Documentation Tools

- ♦ Javadoc and doxygen
- ♦ Danger: tools “work” without students needing any true doc-able comments
- ♦ So must establish expectations as to what the students must document
 - ♦ Methods, all parameters, return value
 - ♦ Generate docs for private members too

Testing Tools



Unit Testing Tools

- ♦ I stick with Junit
 - ♦ Easy to install and use for the basic capability
- ♦ Students can install and use directly

- ♦ Discussion: Anyone doing something cool with unit testing?

Coverage Tools

- ♦ C/C++/multi-language:
 - ♦ C/C++: gcov (Gnu), lcov (Linux front end to gcov), covtool (sourceforge, source instr, last 4/2010), trucov (google code, Jul 2010), xcover (looks dead), SquishCoco (froglogic, was TestCocoon, free for non-comm?)
- ♦ Two reasonable Java OSS tools:
 - ♦ Cobertura (6/2011)
 - ♦ EMMA (6/2011)
- ♦ I like EMMA
 - ♦ One jar, students can download and use
 - ♦ Easy to use

Emma: easy to use

java -cp ~/bin/emma.jar emmarun -cp . IfCounter basictest.txt

- does everything, including instrumentation & text report

java -cp ~/bin/emma.jar emmarun -r html -sp . -cp . IfCounter

...

- HTML report output, with highlighted source

java -cp ~/bin/emma.jar emma instr [options] [classes/jar]

- offline instrumentation

java -cp [include emma.jar] instrumented-prog

- run java program that is already instrumented

java -cp ~/bin/emma.jar emma report [options]

- generate a report from instrumentation data

Emma Output 1

EMMA Coverage Report (generated Wed Nov 07 09:51:56 MST 2012)

[all classes]

OVERALL COVERAGE SUMMARY

name	class, %	method, %	block, %	line, %
all classes	100% (3/3)	92% (11/12)	80% (292/366)	73% (53.1/73)

OVERALL STATS SUMMARY

total packages: 1
total executable files: 1
total classes: 3
total methods: 12
total executable lines: 73

COVERAGE BREAKDOWN BY PACKAGE

name	class, %	method, %	block, %	line, %
default package	100% (3/3)	92% (11/12)	80% (292/366)	73% (53.1/73)

[all classes]

EMMA 2.0.5312 (C) Vladimir Roubtsov

Emma Output 2

```
129     case EXPECT_F: // saw an 'i', expect an 'f'
130         if (curChar == 'f')
131             state = MatchState.EXPECT_PAREN;
132         else {
133             needChar = false;
134             state = MatchState.SKIP;
135         }
136         break;
137     case EXPECT_PAREN: // saw the 'f' now expect possible white
138                       // space and then a paren
139         if (curChar == ' ' || curChar == '\t' || curChar == '\n')
140             ; // stay in same state
141         else if (curChar == '(') {
142             ifCount++;
143             state = MatchState.SKIP;
144         } else {
145             needChar = false;
146             state = MatchState.SKIP;
147         }
```

Diagramming Tools



UML Tools

- ◆ ArgoUML is a well-known UML tool
 - ◆ See next screenshot
- ◆ I like Umlet
 - ◆ Simple, easy to install, use
 - ◆ Probably not for a commercial project, but...

Any Questions?

The screenshot displays the ArgoUML software interface for creating a class diagram. The main window is titled "Untitled - Class Diagram - ArgoUML *". The menu bar includes File, Edit, View, Create, Arrange, Generation, Critique, Tools, and Help. The toolbar contains various icons for editing and navigation. On the left, there is a package browser showing "Package-centric" and "Order By Type, Name". Below it, a tree view shows "Profile Configuration" and "untitledModel". The main canvas shows a class diagram with a class box and a mouse cursor hovering over it. Below the canvas is a "As Diagram" button. At the bottom, there is a properties panel with tabs for Source, Constraints, Stereotype, Tagged Values, Checklist, and Properties. The Properties tab is active, showing fields for Name, Namespace (set to Model), Visibility (set to public), modifiers (isRoot, isLeaf, isAbstract, isAc), and Template Parameters. On the right side of the Properties panel, there are sections for Client Dependencies, Supplier Dependencies, Generalization, Specialization, Attributes, Operations, Association Ends, and Owned Elements. The status bar at the bottom right indicates "46M used of 455M max".

Untitled - Class Diagram - ArgoUML *

File Edit View Create Arrange Generation Critique Tools Help

Package-centric

Order By Type, Name

Profile Configuration

untitledModel

Class:

As Diagram

By Priority 2 Items

High

Medium

Low

Class

Name:

Namespace: Model

Visibility:

public package protected p

modifiers

isRoot isLeaf isAbstract isAc

Template Parameters:

Client Dependencies:

Supplier Dependencies:

Generalization

Specialization:

Attributes:

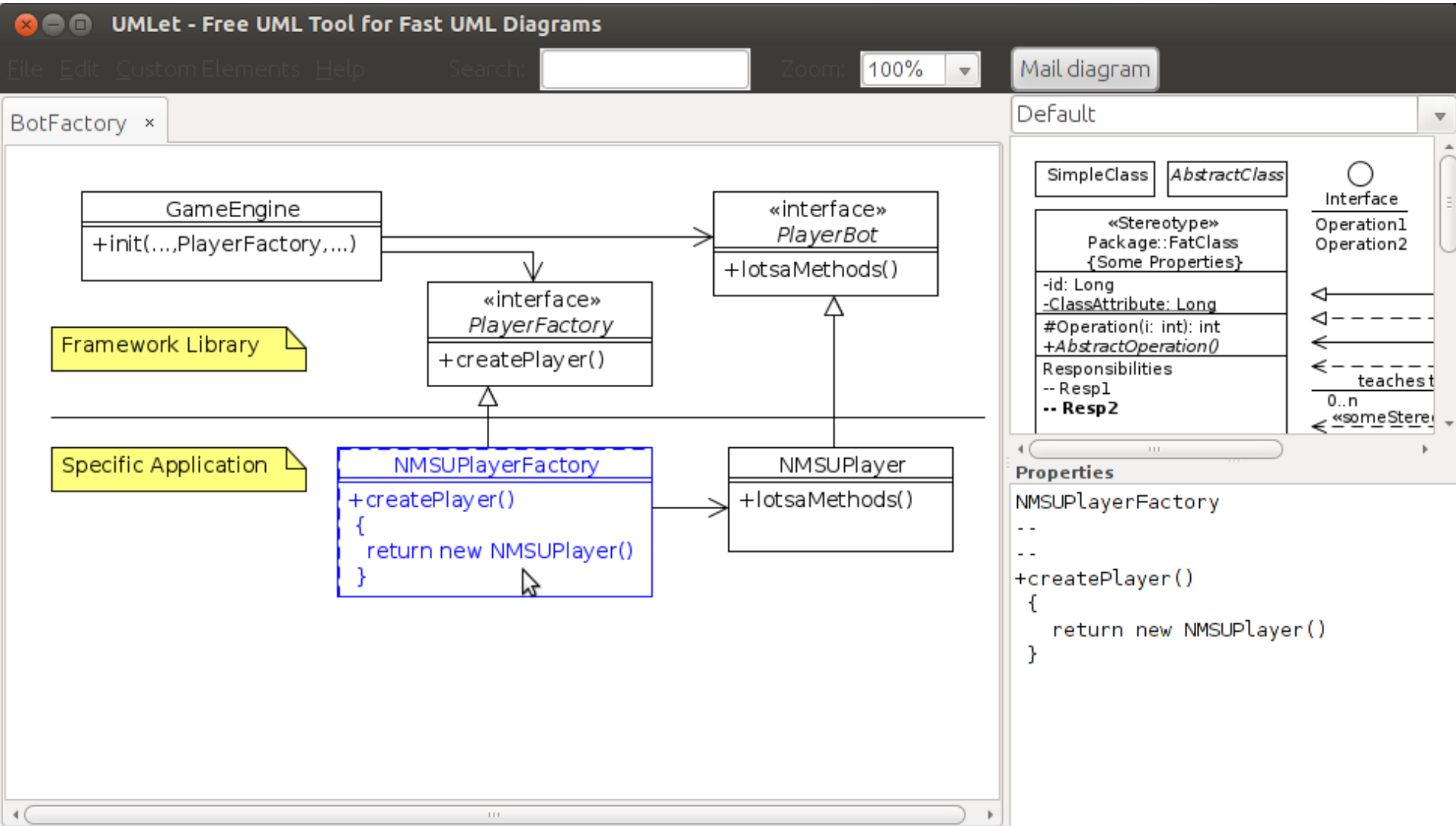
Operations:

Association Ends:

Owned Elements:

46M used of 455M max

Aaahhh...



Verification Tools



Verification Tools

- ♦ Honestly, I don't do much here at the undergraduate level
- ♦ Graduate, I walk through
 - ♦ JML, ESCJava, Spin as different classes of analysis (dynamic, incomplete static, sound and complete static)
- ♦ FindBugs is one tool I sometimes introduce to undergrads (if time permits)
 - ♦ Easy to install, use, benefits are “obvious”

Class name filter:

Group bugs by: C

alization (1)
 method used (1)
 nce on default encodi
 und reliance on defa
 e (1)
 ss could be made sta
 d be a static inner cl

Add selected

[add review...](#)

Roster.java in

[View in browser](#)

```

62 {
63     return numStudents;
64 }
65
66 //
67 // Read in a CSV file of student names
68 //
69 public void readStudentFile(String filename)
70 {
71     Student tmpStudents[] = null;
72     try {
73         BufferedReader in = new BufferedReader(new FileReader(filename));
74         String line;
75         numStudents = 0;
76         tmpStudents = new Student[100];
77         while ((line = in.readLine()) != null)
78         {
79             Student s = new Student();
80             int i = line.indexOf(',');
81             s.lastName = line.substring(0,i);
82             s.firstName = line.substring(i+2);
83             tmpStudents[numStudents++] = s;
84         }

```

Find

Next

Previous

Found reliance on default encoding: new java.io.FileReader(Str
 At Roster.java:[line 73]
 In method Roster.readStudentFile(String) [Lines 71 - 92]
 Called method new java.io.FileReader(String)

Reliance on default encoding


Found a call to a method which will perform a byte to String (or String to byte) conversion, and will assume that the default platform encoding is suitable. This will cause the application behaviour to vary between platforms. Use an alternative API and specify a charset name or Charset object explicitly.

Bug kind and pattern: Dm -

LMS Tools



What does your LMS do?

- ♦ NMSU switched from Blackboard to Canvas (instructure.com)
 - ♦ Can create student groups (teams)
 - ♦ Can create discussion topics
 - ♦ e.g., one per team, but probably public
 - ♦ Groups have an activity message board
 - ♦ Plugins allow collaborative documents
- 



“Any questions?”

prosportstickers.com

Software Engineering

