

STRUCTURAL MODELS



Key Ideas



- ❑ A structural or conceptual model describes the structure of the data that supports the business processes in an organization..
- ❑ The structure of data used in the system is represented through *CRC cards*, *class diagrams*, and *object diagrams*.

Purpose of Structural Models

- ❑ Reduce the “semantic gap” between the real world and the world of software
- ❑ Create a vocabulary for analysts and users
- ❑ Represent things, ideas, and concepts of importance in the application domain

Classes and Objects



- ❑ **Class – Template** to define specific instances or objects
- ❑ **Object – Instantiation** of a class
- ❑ **Attributes – Describes** the object
- ❑ **Behaviours – specify** what an object **can do**

Basic Characteristics of Object Oriented Systems



- ❑ Classes and Objects
- ❑ Methods and Messages
- ❑ Encapsulation and Information Hiding
- ❑ Inheritance
- ❑ Polymorphism

Classes and Objects

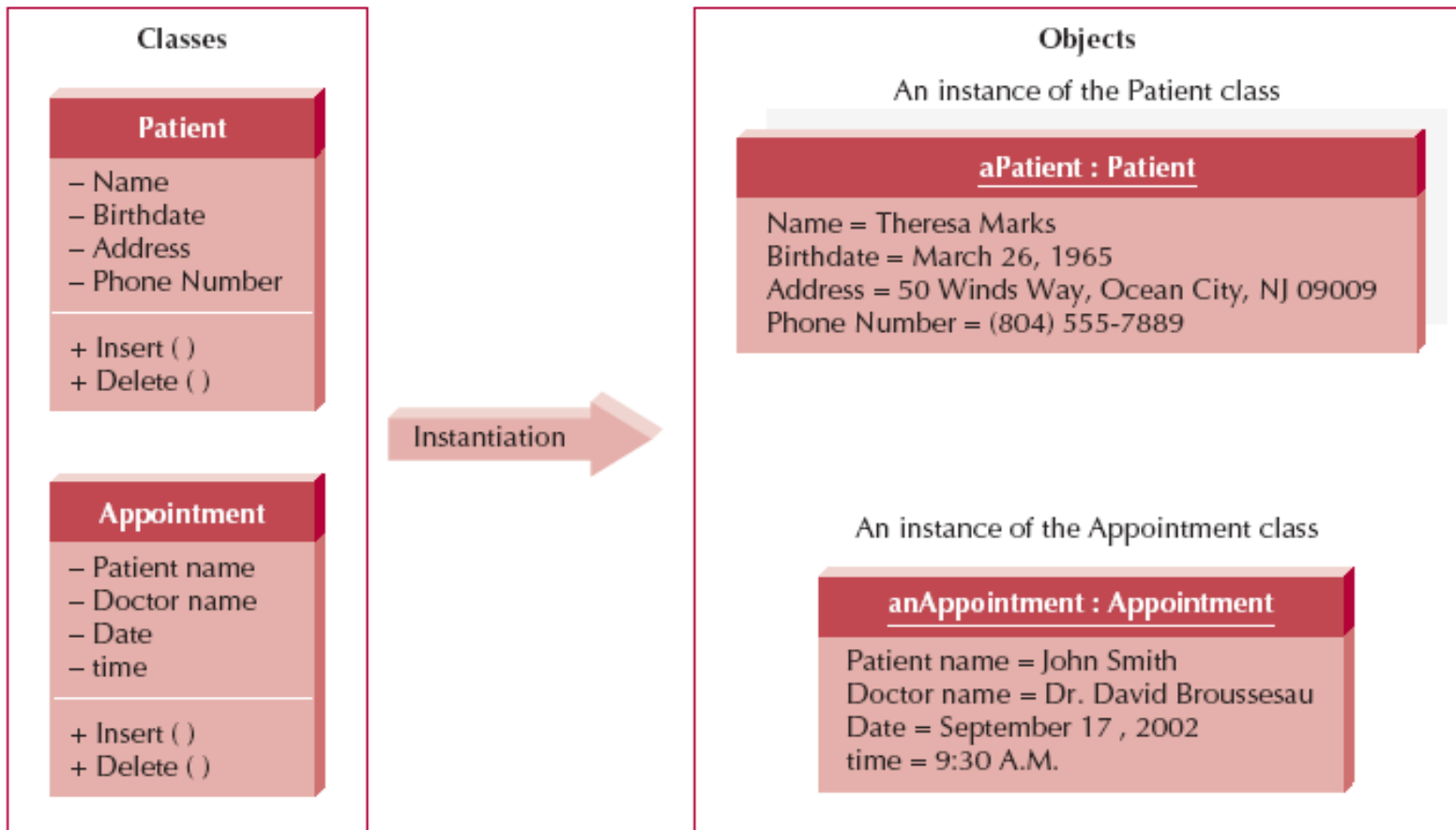


FIGURE 2-1 Classes and Objects

Encapsulation and Information Hiding



- ☑ Encapsulation
 - combination of data and process into an entity
- ☑ Information Hiding
 - Only the information required to use a software module is published to the user
- ☑ Reusability is the Key Point
 - an object is used by calling methods

Inheritance



- ❑ Superclasses or general classes are at the top of a hierarchy of classes
- ❑ Subclasses or specific classes are at the bottom
- ❑ Subclasses inherit attributes and methods from classes higher in the hierarchy

Class Hierarchy

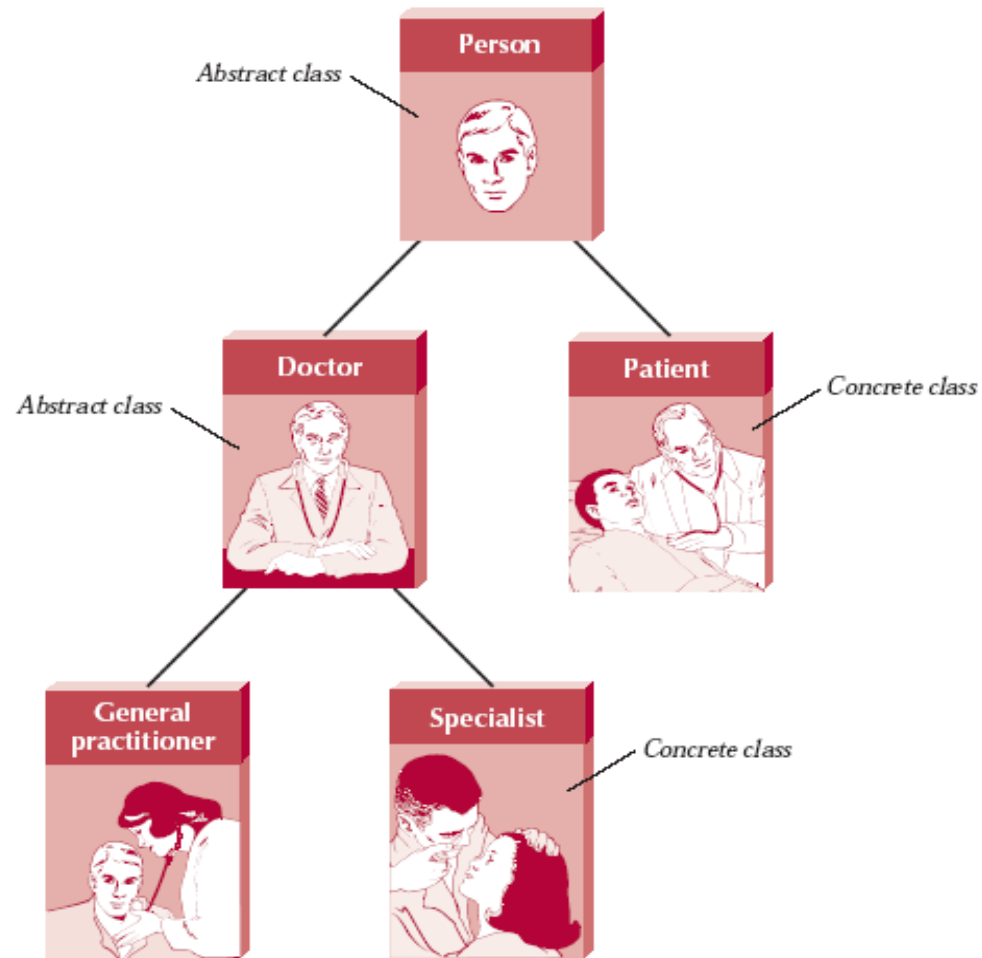


FIGURE 2-3
Class Hierarchy

Inheritance

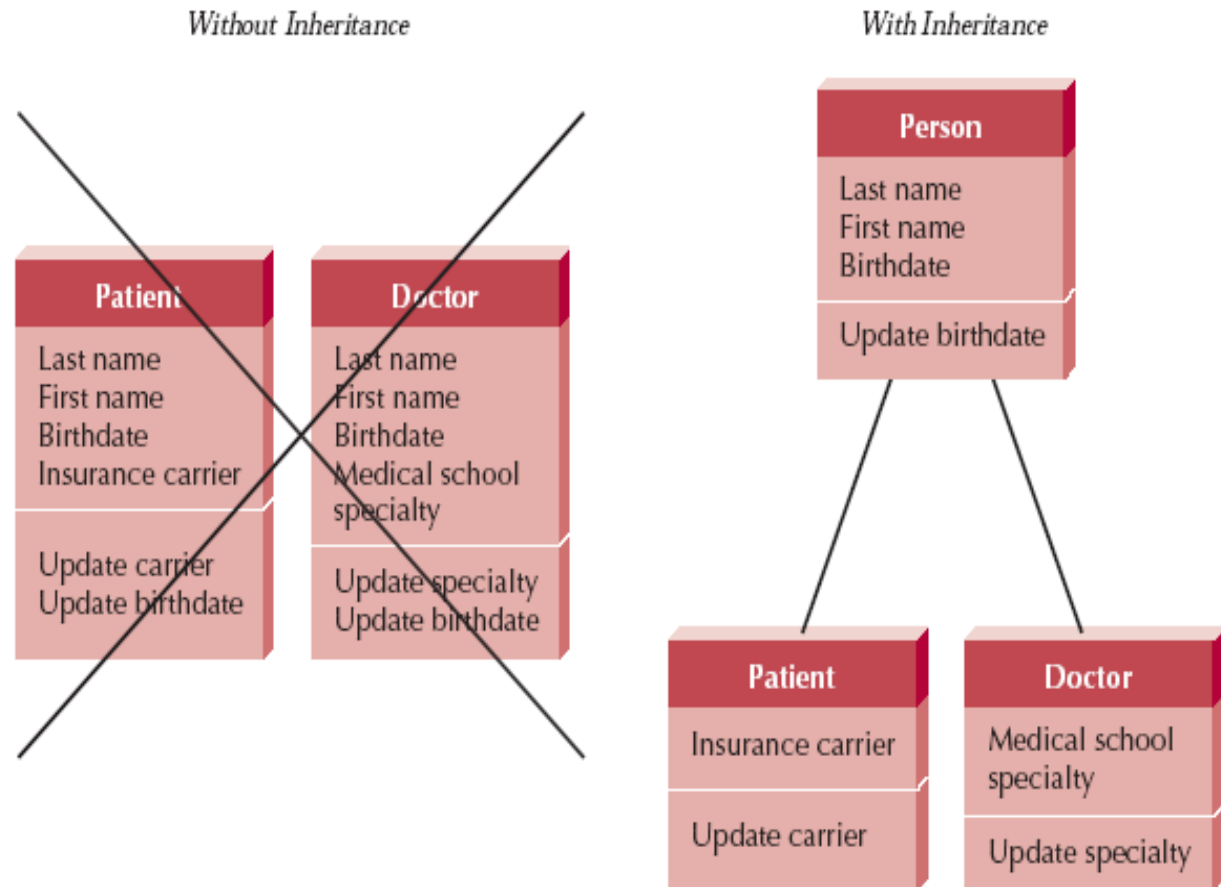


FIGURE 2-4
Inheritance

Classes



- **Templates** for creating instances or objects
 - Concrete (can have real instances)
 - Abstract (only exists to hold subclasses)
- Typical examples:
 - Application domain, user interface, data structure, file structure, operating environment, document, and multimedia classes

Attributes



- ❑ Units of information relevant to the description of the class
- ❑ Only attributes important to the task should be included

Operations (Methods)



- ❑ Action that instances/objects can take
- ❑ Focus on relevant problem-specific operations (at this point)

Relationships



- ☒ *Generalization*
 - Enables inheritance of attributes and operations [...is a kind of...]
- ☒ *Aggregation*
 - Relates parts to the whole [..is a part of..]
- ☒ *Association*
 - Miscellaneous relationships between classes

CLASS-RESPONSIBILITY- COLLABORATION CARDS



Responsibilities and Collaborations



- ❑ Responsibilities
 - Knowing
 - Doing
- ❑ Collaboration
 - Objects working together to service a request

A CRC Card

Front:

Class Name: Patient	ID: 3	Type: Concrete, Domain
Description: An Individual that needs to receive or has received medical attention		Associated Use Cases: 2
Responsibilities Make appointment _____ Calculate last visit _____ Change status _____ Provide medical history _____ _____ _____ _____	Collaborators Appointment _____ _____ _____ Medical history _____ _____ _____ _____	

Back of CRC Card

Attributes:

Amount (double)

Insurance carrier (text)

Relationships:

Generalization (a-kind-of): Person

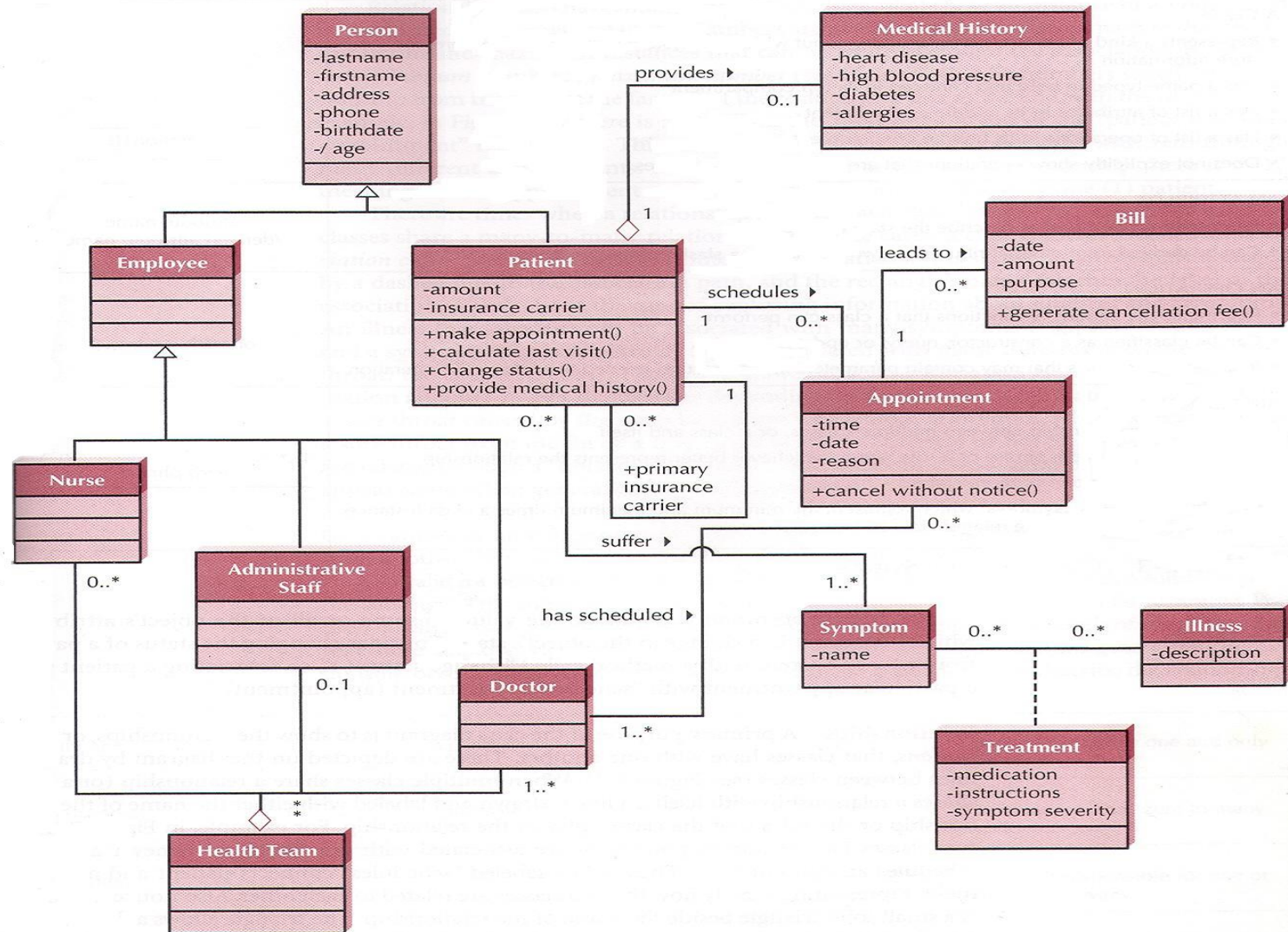
Aggregation (has-parts): Medical History

Other Associations: Appointment

CLASS DIAGRAMS



Example Class Diagram



Class Diagram Syntax

A CLASS	<table border="1"><tbody><tr><td>Class 1</td></tr><tr><td>-attribute</td></tr><tr><td>+operation ()</td></tr></tbody></table>	Class 1	-attribute	+operation ()	
Class 1					
-attribute					
+operation ()					
AN ATTRIBUTE	<table border="1"><tbody><tr><td>Attribute name/ derived attribute name</td></tr></tbody></table>	Attribute name/ derived attribute name			
Attribute name/ derived attribute name					
AN OPERATION	<table border="1"><tbody><tr><td>operation name ()</td></tr></tbody></table>	operation name ()			
operation name ()					
AN ASSOCIATION	<table border="1"><tbody><tr><td>1..*</td><td>0..1</td></tr><tr><td colspan="2"><u>verb phrase</u></td></tr></tbody></table>	1..*	0..1	<u>verb phrase</u>	
1..*	0..1				
<u>verb phrase</u>					

More on Attributes



- ❑ Derived attributes
 - /age, for example can be calculated from birth date and current date
- ❑ Visibility
 - + Public (not hidden)
 - # Protected (hidden from all except immediate subclasses)
 - - Private (hidden from all other classes)

More on Operations



- ❑ Constructor
 - Creates object (ie. creates instance)
- ❑ Destructor
 - Removes object (ie. removes instance)
- ❑ Query
 - Makes information about state available
- ❑ Update
 - Changes values of some or all attributes

Generalization and Aggregation



- ❑ *Generalization* shows that a subclass **inherits** from a superclass
 - ❑ Doctors, nurses, admin personnel are **kinds of** employees
- ❑ *Aggregation* classes **comprise** other classes
 - ❑ Health team class **comprised of** doctor, nurses, admin personnel classes

More on Relationships



- ❑ Class can be related to itself
- ❑ Multiplicity
 - Exactly one (1), zero or more (0..*), one or more (1..*), zero or one (0..1), specified range (eg. 2..4), multiple disjoint ranges (eg. 1..3,5)
- ❑ Association class (class describing a relationship)

Simplifying Class Diagrams



- ❑ A view mechanism can show a subset of information
 - ❑ Eg. A use-case view that shows only that part of the diagram referring to a particular use case.
 - ❑ Eg. A view showing only aggregations
 - ❑ Eg. A view showing only the class name and attributes

Object Diagrams

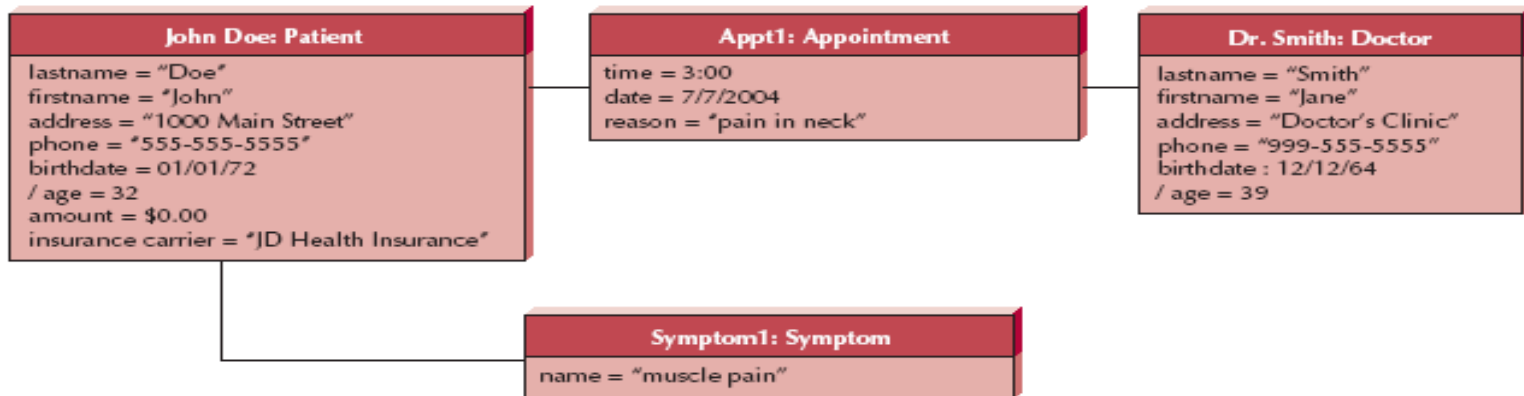
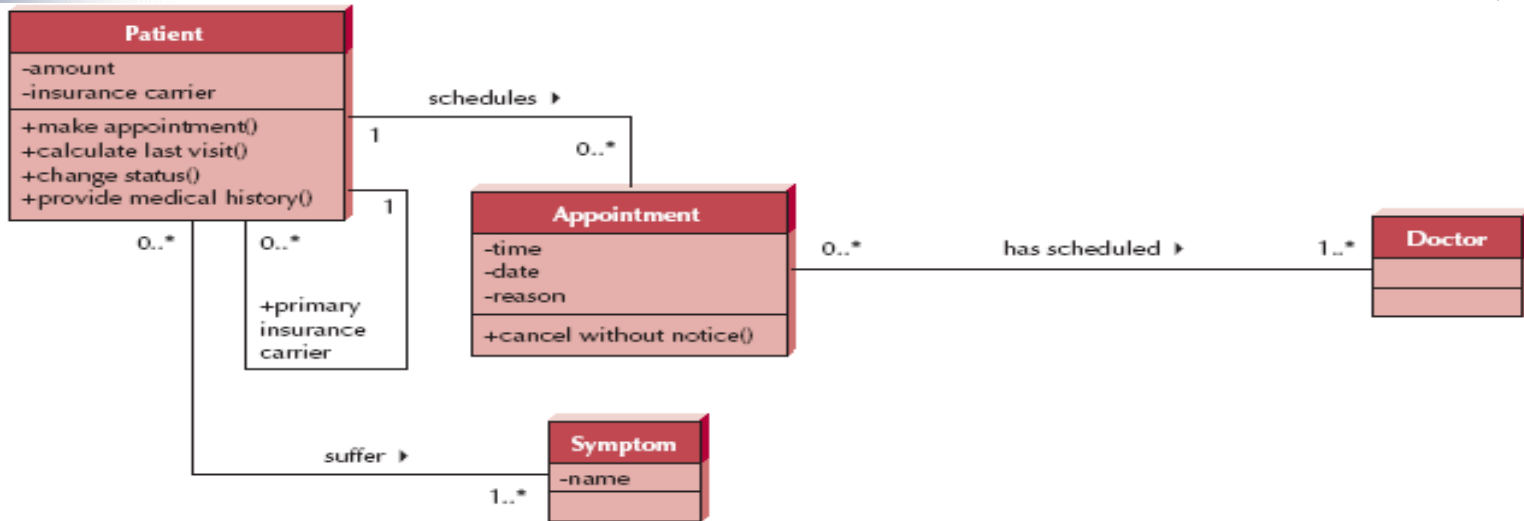


FIGURE 7-5 Example Object Diagram

CREATING CRC CARDS AND CLASS DIAGRAMS



Object Identification



- ❑ Textual analysis of use-case information
 - ❑ Nouns suggest classes
 - ❑ Verbs suggest operations
- ❑ Creates a rough first cut
- ❑ Common object list
- ❑ Incidents
- ❑ Roles

Patterns



- ☑ Useful groupings of classes that recur in various situations
- ☑ Contain groups of classes that collaborate or work together
- ☑ Enable reusability

Steps for Object Identification and Structural Modelling

1. Create CRC cards by performing textual analysis on the use-cases.
2. Brainstorm additional candidate classes, attributes, operations, and relationships by using the common object list approach.
3. Role-play each use-case using the CRC cards.
4. Create the class diagram based on the CRC cards.
5. Review the structural model for missing and/or unnecessary classes, attributes, operations, and relationships.
6. Incorporate useful patterns.
7. Review the structural model.

Summary



- ❑ *CRC cards* capture the essential elements of a class.
- ❑ *Class and object diagrams* show the underlying structure of an object-oriented system.
- ❑ Constructing the structural model is an iterative process involving: *textual analysis, brainstorming objects, role playing, creating the diagrams*, and *incorporating useful patterns*.