

## UML: Unified Modeling Language

CS169  
Lecture 5

Prof. Brewer CS 169 Lecture 5

1

## Modeling

---

- Describing a system at a high level of abstraction
  - A model of the system
  - Used for requirements and specification
- Many notations over time
  - State machines
  - Entity-relationship diagrams
  - Dataflow diagrams
  - ... see last lecture ...

Prof. Brewer CS 169 Lecture 5

2

## Recent History: 1980's

---

- The rise of object-oriented programming
- New class of OO modeling languages
- By early '90's, over 50 OO modeling languages

Prof. Brewer CS 169 Lecture 5

3

## Recent History: 1990's

---

- Three leading OO notations decide to combine
  - Grady Booch (BOOCH)
  - Jim Rumbaugh (OML: Object Modeling Technique)
  - Ivar Jacobsen (OOSE: OO Soft. Eng)
- Why?
  - Natural evolution towards each other
  - Effort to set an industry standard

Prof. Brewer CS 169 Lecture 5

4

## UML

---

- UML stands for  
**Unified Modeling Language**
- Design by committee
  - Many interest groups participating
  - Everyone wants their favorite approach to be "in"

Prof. Brewer CS 169 Lecture 5

5

## UML (Cont.)

---

- Resulting design is huge
  - Many features
  - Many loosely unrelated styles under one roof
- Could also be called  
**Union of all Modeling Languages**

Prof. Brewer CS 169 Lecture 5

6

## This Lecture

---

- We discuss
  - Use Case Diagrams for functional models
  - Class Diagrams for structural models
  - Sequence Diagrams
  - Activity Diagrams
  - State Diagrams } for dynamic models
- This is a subset of UML
  - But probably the most used subset

Prof. Brewer CS 169 Lecture 5

7

## Running Example: Automatic Train

---

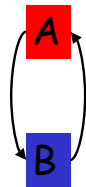
- Consider an unmanned people-mover
  - as in many airports
- Train
  - Moves on a circular track
  - Visits each of two stations (A and B) in turn
  - Each station has a "request" button
    - To stop at this station
  - Each train has two "request" buttons
    - To stop at a particular station

Prof. Brewer CS 169 Lecture 5

8

## Picture

---



Prof. Brewer CS 169 Lecture 5

9

## Use-Cases

---

- Describe functionality from the user's perspective
- One (or more) use-cases per kind of user
  - May be many kinds in a complex system
- Use-cases capture requirements

Prof. Brewer CS 169 Lecture 5

10

## An Example Use-Case in UML

---

- Name
  - Normal Train Ride
- Actors
  - Passenger
- Entry Condition
  - Passenger at station
- Exit Condition
  - Passenger leaves station

Prof. Brewer CS 169 Lecture 5

11

## An Example Use-Case in UML

---

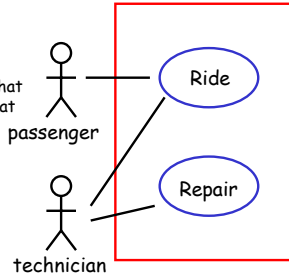
- Event-flow
  - Passenger presses request button
  - Train arrives and stops at platform
  - Doors open
  - Passenger steps into train
  - Doors close
  - Passenger presses request button for final stop
  - ...
  - Doors open at final stop
  - Passenger exits train
- Non-functional requirements

Prof. Brewer CS 169 Lecture 5

12

## Use Case Diagram

- Graph showing
  - Actors
  - Use cases
  - Edges actor-case if that actor is involved in that case
- Actors
  - Stick figures
- Use cases
  - Ovals



Prof. Brewer CS 169 Lecture 5

13

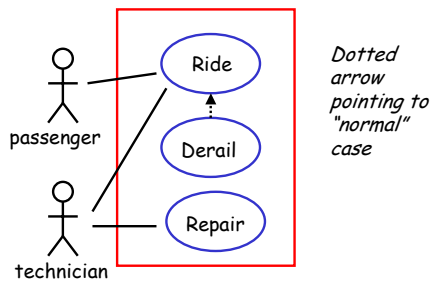
## Exceptional Situations

- Use cases have relationships
  - Inclusion (E.g., push button included in ride)
  - Variations
- UML has a special notation
  - The "extends" relationship to express a exceptional variation of a use case
  - Normally used to express errors

Prof. Brewer CS 169 Lecture 5

14

## Extension



Prof. Brewer CS 169 Lecture 5

15

## Summary of Use Cases

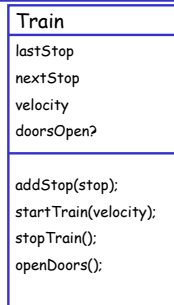
- Use Case Diagram
  - Shows all actors, use cases, relationships
- 5 parts to each use case
  - Name, Actors, Entry/Exit Conditions, Event Flow
  - Actors are agents external to the system
    - E.g., users
  - Event flows are sequence of steps
    - In English

Prof. Brewer CS 169 Lecture 5

16

## Class Diagrams

- Describe classes
  - In the OO sense
- Each box is a class
  - List fields
  - List methods
- The more detail, the more like a design it becomes



Prof. Brewer CS 169 Lecture 5

17

## Class Diagrams: Relationships

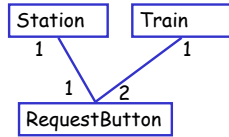
- Many different kinds of edges to show different relationships between classes
- Mention just a couple

Prof. Brewer CS 169 Lecture 5

18

## Associations

- Capture n-m relationships
  - Subsumes ER diagrams
- Label endpoints of edge with cardinalities
  - Use \* for arbitrary
- Typically realized with embedded references
- Can be directional (use arrows in that case)



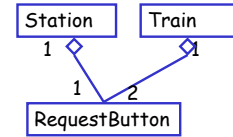
*One request button per station; each train has two request buttons*

Prof. Brewer CS 169 Lecture 5

19

## Aggregation

- Show "contains a" relationships
- Station and Train classes can contain their respective buttons
- Denoted by open diamond on the "contains" side

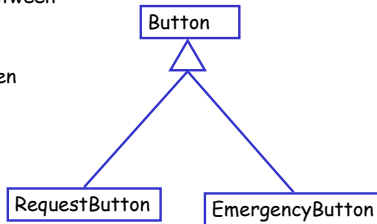


Prof. Brewer CS 169 Lecture 5

20

## Generalization

- Inheritance between classes
- Denoted by open triangle



Prof. Brewer CS 169 Lecture 5

21

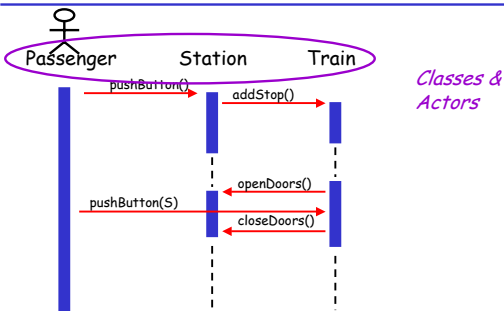
## Sequence Diagrams

- A table
  - Columns are classes or actors
  - Rows are time steps
  - Entries show control/data flow
    - Method invocations
    - Important changes in state

Prof. Brewer CS 169 Lecture 5

22

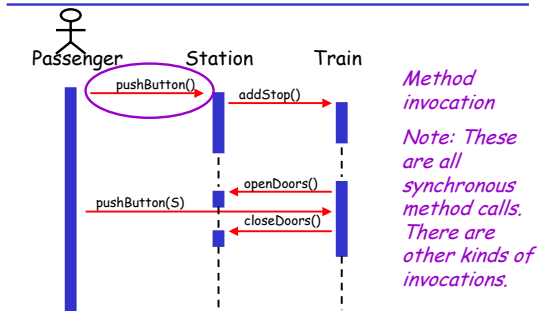
## Example Sequence Diagram



Prof. Brewer CS 169 Lecture 5

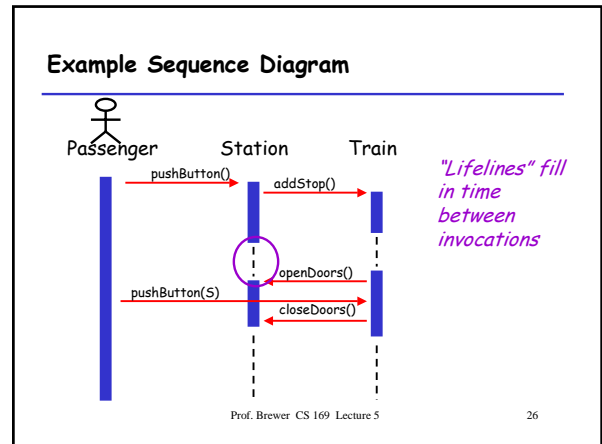
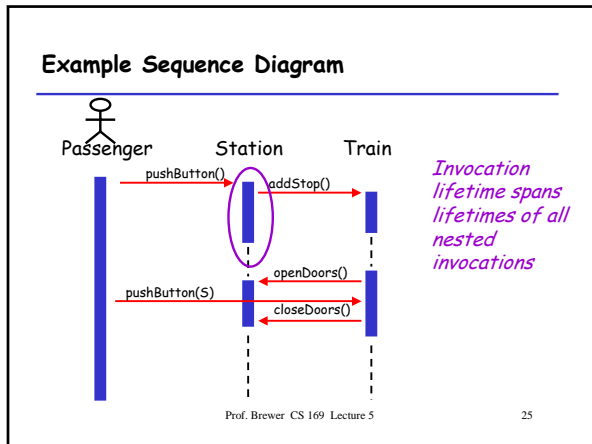
23

## Example Sequence Diagram



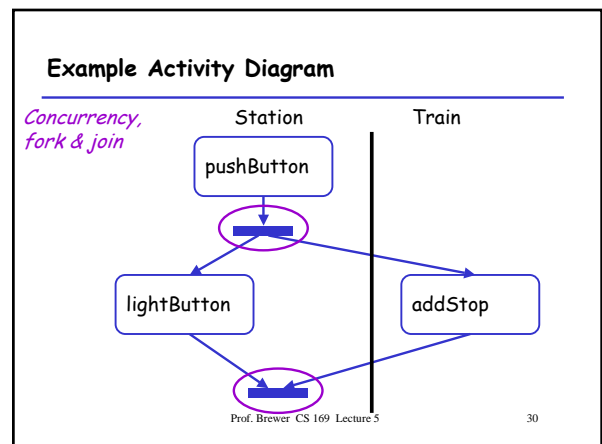
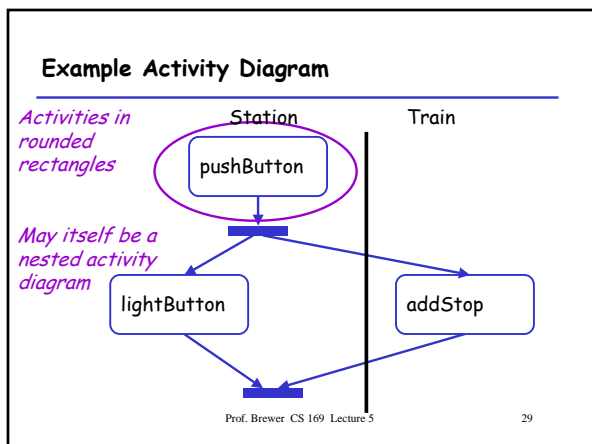
Prof. Brewer CS 169 Lecture 5

24



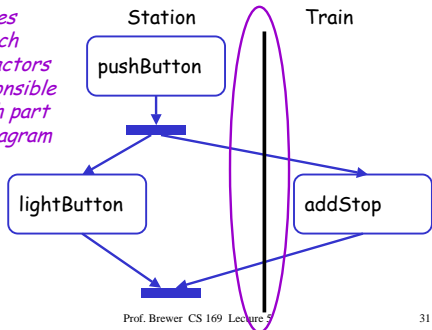
- ### Sequence Diagrams Notes
- Sequence diagrams
    - Refine use cases
    - Gives view of dynamic behavior of classes
      - Class diagrams give the static class structure
  - Not orthogonal to other diagrams
    - Overlapping functionality
    - True of all UML diagrams
- Prof. Brewer CS 169 Lecture 5 27

- ### Activity Diagrams
- Reincarnation of flow charts
    - Uses flowchart symbols
  - Emphasis on control-flow
  - Two useful flowchart extensions
    - Hierarchy
      - A node may be an activity diagram
    - Swim lanes
- Prof. Brewer CS 169 Lecture 5 28



### Example Activity Diagram

*Swim lanes show which classes/actors are responsible for which part of the diagram*

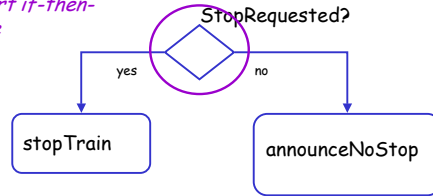


Prof. Brewer CS 169 Lecture 5

31

### Another Example Activity Diagram

*Classic flow-chart if-then-else*



Prof. Brewer CS 169 Lecture 5

32

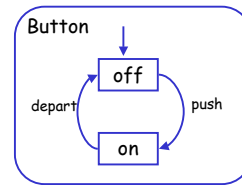
### StateCharts

- Hierarchical finite automata
  - Invented by David Harel, 1983
- Specify automata with many states compactly
- Complications in meaning of transitions
  - What it means to enter/exit a compound state

Prof. Brewer CS 169 Lecture 5

33

### Example Simple StateChart



Prof. Brewer CS 169 Lecture 5

34

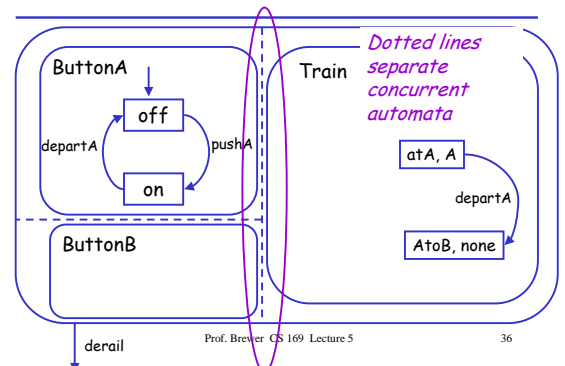
### StateChart for the Train

- A train can be
  - At a station
  - Between stations
- Pending requests are subset of {A,B}
- 16 possible states
  - Transitions: pushA, pushB, departA, departB, ...

Prof. Brewer CS 169 Lecture 5

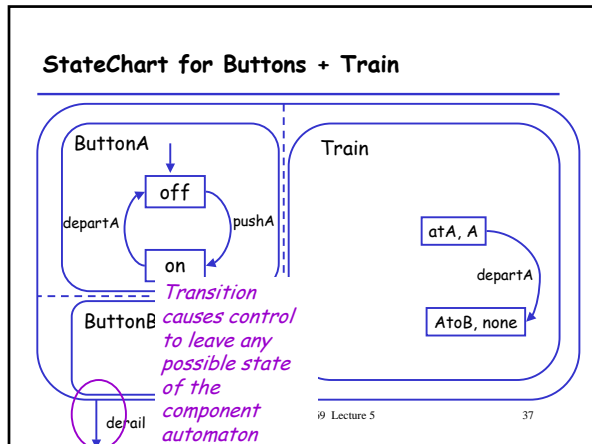
35

### StateChart for Buttons + Train



Prof. Brewer CS 169 Lecture 5

36



- ### Opinions about UML: What's Good
- A common language
    - Makes it easier to share requirements, specs, designs
  - Visual syntax is useful, to a point
    - A picture is worth 1000 words
    - For the non-technical, easier to grasp simple diagrams than simple pseudo-code
  - To the extent UML is precise, forces clarity
    - Much better than natural language
  - Commercial tool support
    - Something natural language could never have
- Prof. Brewer CS 169 Lecture 5 38

- ### Opinions On UML: What's Bad
- Hodge-podge of ideas
    - Union of most popular modeling languages
    - Sublanguages remain largely unintegrated
  - Visual syntax does not scale well
    - Many details are hard to depict visually
      - Ad hoc text attached to diagrams
    - No visualization advantage for large diagrams
      - 1000 pictures are very hard to understand
  - Semantics is not completely clear
    - Some parts of UML underspecified, inconsistent
    - Plans to fix
- Prof. Brewer CS 169 Lecture 5 39

- ### UML is Happening
- UML is being widely adopted
    - By users
    - By tool vendors
    - By programmers
  - A step forward
    - Seems useful
    - First standard for high-levels of software process
    - Expect further evolution, development of UML
- Prof. Brewer CS 169 Lecture 5 40