CSc 120
Introduction to Computer Programming II

Adapted from slides by
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02: Problem Decomposition and Program Development
Your first consulting project!

Client:
  "I want a program to compute student GPAs from their grades."

You:
  "I'll write it tonight and be back tomorrow!"

Client:
  "Great!"
The next day...

You're back at 8am sharp and ready to show them their new program!

They ask, "What format will the file of students be in?"
You say, "I thought it was for one student at a time."

They ask, "How do I specify the number of units for a course?"
You say, "Aren't all courses worth three units?"

They ask, "How are pass/fail grades handled?"
You say, "Uh..."
Lots of software development methods!

There are lots of software development methods! A few:

• Waterfall
• Extreme Programming (XP)
• Test Driven Development
• Feature Driven Development
• SCRUM
• Rational Unified Process (RUP)

Some say "methodology" to mean a single method.

The process shown in the following slides is a *top-down* method, with a somewhat of a *waterfall*-ish flavor.
Let's start again!

Problem statement:

"Write a program to compute student GPAs from their grades."
Steps in writing a program

1. Understand what tasks the program needs to perform
2a. Figure out how to do those tasks
2b. Write the code
3. Make sure the program works correctly
Steps in writing a program

1. Understand what tasks the program needs to perform

   2a. Figure out how to do those tasks

   2b. Write the code

3. Make sure the program works correctly
Step 1. Problem specification

• Before you start writing code, make sure you understand exactly what the program needs to do.
  – what is the input?
  – what is the output?
  – what is the computation to be performed?
  – how can we tell that the program is working correctly?

• Work with "the customer" to resolve those questions.
  – Beware: Customers often don't know what they really want/need!

• What's the most common reason for a software system ultimately being considered to be a failure?
  – The system didn't meet the user's needs!
Example: cont'd

Problem statement:

"Write a program to compute student GPAs from their grades."

• Input:
  – read from a file, or from the keyboard?
  – what is the format?
  – how many students?
  – ...more...
Example: cont'd

Problem statement:
"Write a program to compute student GPAs from their grades."

• Output:
  – to a file, or to the screen?
  – what is the format?
  – compute GPA for all students, or only specific students?
  – ...more...
Example: cont'd

Problem statement:
"Write a program to compute student GPAs from their grades."

- Computation:
  - how is a GPA computed?
    - what information do we need?
Example: cont'd

Problem statement:
"Write a program to compute student GPAs from their grades."

• Testing:
  – how can we tell whether the program is working correctly?
    o how should we test it?
    o how can we tell whether all the pieces of the program are working properly?
  – users, product manager, domain experts and others often involved
Example: cont'd

Problem statement:
"Write a program to compute student GPAs from their grades."

• Input:
  – read from a file, or from the keyboard?
    from a file
  – what is the format?
    one student per line
    format of each line: student name, course\(_1\) : grade\(_1\), ..., course\(_n\) : grade\(_n\)
    different students may take different numbers of courses
  – how many students?
    not fixed ahead of time
Example: cont'd

Problem statement:
"Write a program to compute student GPAs from their grades."

• Output:
  – to a file, or to the screen?
    * to the screen
  – what is the format?
    * one line per student:
      student name : GPA
  – compute GPA for all students, or only specific students?
    * all students in the input file
Example: cont'd (digression: computing GPAs)

Suppose a student has the following grades:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of units (U)</th>
<th>Grade (G)</th>
<th>U x G*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 110</td>
<td>4</td>
<td>A</td>
<td>4 x 4 = 16</td>
</tr>
<tr>
<td>CSC 352</td>
<td>3</td>
<td>C</td>
<td>3 x 2 = 6</td>
</tr>
<tr>
<td>CSC 391</td>
<td>1</td>
<td>A</td>
<td>1 x 4 = 4</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>4 + 3 + 1 = 8</td>
<td></td>
<td>16 + 6 + 4 = 26</td>
</tr>
</tbody>
</table>

* A = 4  
B = 3  
C = 2  
D = 1  
E = 0

GPA = (Total UxG) / (Total U) = 26/8 = 3.25
Example: cont'd

Problem statement:
"Write a program to compute student GPAs from their grades."

- what is the input?
- what is the output?
- what is the computation to be performed?
- how can we tell that the program is working correctly?

Need to:
- figure out the # of units for each course
- translate letter grades to numbers (e.g., A = 4, B = 3, ...)

There may be more than one way to do these
Reality: Specifications change

Academic programming assignments rarely have a significant change in the specifications.

Elsewhere it is a simple fact of software development that specifications are extremely likely to change during the course of a project.

Some reasons for change:
- What the customer thought would be great isn't.
- The customer's understanding of their needs was incomplete.
- A competitor comes out with features the customer wants to match or exceed.
- Business rules change.

*Agile software development* is an approach that recognizes the likelihood of changes in specifications and provides ways to minimum their impact.
Steps in writing a program

1. Understand what tasks the program needs to perform

2a. Figure out how to do those tasks

2b. Write the code

3. Make sure the program works correctly
Step 2a. Problem decomposition (conceptual)

• Write down the task(s) the program needs to perform

• Pick a task $A$

• Break $A$ down into a set of simpler tasks $A_1, \ldots, A_n$
  – $A_1, \ldots, A_n$ together accomplish $A$

Before you start writing code to solve a problem, make sure you know how to solve the problem yourself.
Steps in writing a program

1. Understand what tasks the program needs to perform

2a. Figure out how to do those tasks

2b. Write the code

3. Make sure the program works correctly
Step 2b. Problem decomposition (programming)

• Write a piece of code for each task that has to be performed
  – initially the code will contain *stubs*, i.e., parts that have not yet been fleshed out
  – write down the task to be performed as a comment

• Decomposing a task into sub-tasks $\Rightarrow$ fleshing out the code for a stub
  – repeat until no more stubs to flesh out
Example: GPA computation (conceptual)

read a file containing student grades, compute GPAs, and write them out
Example: GPA computation (conceptual)

- Top-level task: read a file containing student grades, compute GPAs, and write them out
  - Next level of decomposition:
    - Read the student grades file
    - Compute each student's GPA
    - Write out each student's GPA
Example: GPA computation (conceptual)

1. **Read a file containing student grades, compute GPAs, and write them out**

2. **Read the student grades file**
3. **Compute each student's GPA**
4. **Write out each student's GPA**

For each course C taken by the student, with grade G:

- Look up no. of units U for C
- Convert grade G to a number
- Compute total UxG and total U

\[
\text{GPA} = \frac{\text{total UxG}}{\text{total U}}
\]
Example: GPA computation (conceptual)

- read the student grades file
- read a file of courses + no. of units
- compute each student's GPA
- write out each student's GPA

For each course C taken by the student, with grade G:
- look up no. of units U for C
- convert grade G to a number
- compute total UxG and total U

\[ \text{GPA} = \frac{\text{total UxG}}{\text{total U}} \]
Example: GPA computation (conceptual)

- **read the student grades file**
  - split it into a list, one element per student

- **read a file of courses + no. of units**
  - split each student's list into a list of (course, grade)

- **compute each student's GPA**
  - for each course C taken by the student, with grade G:
    - look up no. of units U for C
    - convert grade G to a number
    - compute total $U \times G$ and total $U$
    - GPA = \[
    \frac{\text{total } U \times G}{\text{total } U}
    \]

- **write out each student's GPA**

- **read a file containing student grades, compute GPAs, and write them out**
Example: GPA computation (conceptual)

As you decompose the problem, ask whether it is a “good” (simple, efficient) decomposition
Example: GPA computation (conceptual)

As you decompose the problem, ask whether it is a “good” (simple, efficient) decomposition

- What does this suggest?
Example: GPA computation (conceptual)

As you decompose the problem, ask whether it is a “good” (simple, efficient) decomposition

• This structure suggests that everyone’s GPA is computed first, then all GPAs are written out
• This is more complex and less efficient
Example: GPA computation (conceptual)

As you decompose the problem, ask whether it is a “good” (simple, efficient) decomposition

- What is a better approach?

1. Read a file containing student grades, compute GPAs, and write them out.
2. Read the student grades file.
3. Read a file of courses no. of units.
4. For each course C taken by the student, with grade G:
   - Split each student’s list into a list of courses, one element per student.
   - Look up no. of units U for C.
   - Convert grade G to a number.
   - Compute total UxG and total U.
5. Compute total UxG and total U.
6. Compute student’s GPA.
7. Write out each student’s GPA.
Example: GPA computation (conceptual)

As you decompose the problem, ask whether it is a “good” (simple, efficient) decomposition

- A better approach is to write out each student’s GPA as it is computed
- This is simpler and more efficient
Example: GPA computation (conceptual)

As you decompose the problem, ask whether it is a “good” (simple, efficient) decomposition.
Example: GPA computation (programming)

Conceptual decomposition

- read a file containing student grades, compute GPAs, and write them out

Incremental Program Development

```python
# main(): read student grades file, compute GPAs, write them out
def main():
    pass
main()
```

**pass**: a placeholder statement
- does nothing
- useful for parts of the code that have not yet been fleshed out
Example: GPA computation (programming)

Conceptual decomposition
- read a file containing student grades, compute GPAs, and write them out
- read the student grades file
- compute and write out each student’s GPA

Incremental Program Development

```python
# main(): read student grades file, compute GPAs, write them out
def main():
    grades = read_grades()
    compute_gpas(grades)

# read_grades(): read a grade file into a list of each student’s grades
def read_grades():
    pass

# compute_gpas(grades): compute and write out the GPA for each student
def compute_gpas(grades):
    pass

main()
```
Example: GPA computation (programming)

Conceptual decomposition

- Compute and write out each student's GPA
- Compute GPA
- Write out GPA
- For each course C taken by the student, with grade G:
  - Look up no. of units U for C
  - Convert grade G to a number
  - Compute total UxG and total U
  - GPA = \frac{\text{total UxG}}{\text{total U}}

Incremental Program Development

```python
# compute_gpas(grades) : compute and write out the GPA for each student
def compute_gpas(grades):
    for student_grades in grades:
        compute_student_gpa(student_grades)

# compute_student_gpa(student_grades): compute
# and write out an individual student's GPA
def compute_student_gpa(student_grades):
    pass
```

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Example: GPA computation (programming)

**Conceptual decomposition**

- **compute and write out each student's GPA**
- **compute GPA**
- **write out GPA**

  for each course C taken by the student, with grade G:
  - look up no. of units U for C
  - convert grade G to a number
  - compute total UxG and total U
  - GPA = \[
  \frac{\text{total UxG}}{\text{total U}}
  \]

**Incremental Program Development**

```python
# compute_student_gpa(student_grades): compute # and write out an individual student's GPA
def compute_student_gpa(student_grades):
    for course, grade in student_grades:
        # compute the gpa
        pass
    write_gpa()
```

```python
def compute_student_gpa(student_grades):
    for course, grade in student_grades:
        # compute the gpa
        pass
    write_gpa()
```
Example: GPA computation (programming)

Conceptual decomposition

compute and write out each student's GPA

compute GPA

write out GPA

for each course C taken by the student, with grade G:

look up no. of units U for C
convert grade G to a number
compute total UxG and total U
GPA = \frac{\text{total } U\times G}{\text{total } U}

Incremental Program Development

```python
# compute_student_gpa(student_grades): compute
# and write out an individual student’s GPA
def compute_student_gpa(student_grades):
    for course, grade in student_grades:
        ...
        def lookup_units(course):
            pass
        ...```

```python
compute and write out each student's GPA
compute GPA
write out GPA
for each course C taken by the student, with grade G:
look up no. of units U for C
convert grade G to a number
compute total UxG and total U
GPA = \frac{\text{total } U\times G}{\text{total } U}
```
Example: GPA computation (programming)

**Conceptual decomposition**

- Compute and write out each student's GPA
- For each course C taken by the student, with grade G:
  - Look up no. of units U for C
  - Convert grade G to a number
  - Compute total UxG and total U
  - GPA = \( \frac{\text{total UxG}}{\text{total U}} \)

**Incremental Program Development**

```
# compute_student_gpa(student_grades): compute
# and write out an individual student’s GPA

def compute_student_gpa(student_grades):
    for course, grade in student_grades:
        units = lookup_units(course)
        gval = grade_value(grade)
        weighted_gval += units * gval
        total_units += units
    gpa = weighted_gval / total_units
    student_name = lookup_name(student_grades)
    write_gpa(student_name, gpa)

def lookup_units(course):
    pass
...```
Exercise

WWYN (3') and see if you can go from the Conceptual Decomposition on the left to code on the right. Don't go as far as code that builds lists or tuples. (Posted solution has four functions.)

A line from grades.csv: (in NOTES)
Jan Verisof, CSC 110:B, CSC 120:B, CSC 245:A, CSC 337:B

Conceptual decomposition

1. read the student grades file
2. split it into a list, one element per student
3. split each student's list into a list of (course, grade)

Incremental Program Development

```python
# read a grade file and return a list of students with grades
def read_grades():
    pass

def ...

def ...

def ...
```
Solution

Conceptual decomposition

read the student grades file

split it into a list, one element per student

split each student's list into a list of (course, grade)

See https://www2.cs.arizona.edu/classes/cs120/spring18/NOTES/grades.py for full code
Steps 2a+2b. Problem decomposition (summary)

• Begin:
  – identify the task(s) the program needs to do
  – define a stub function for each task

• while not done:
  – pick a task $A$ and break it down into simpler tasks $A_1, \ldots, A_n$
  – flesh out the stub for $A$ to execute the code for $A_1, \ldots, A_n$
    (these may themselves be stubs or complete code)
Steps 2a+2b. Problem decomposition (note)

Roadmap promotes clarity:
  Can prevent getting committed to a lesser, complicated design

Test and verify in small chunks:
  Look for small, testable pieces to build depth-first
  (e.g., reading the student grades file can be tested fully)
Steps in writing a program

1. Understand what tasks the program needs to perform

2a. Figure out how to do those tasks

2b. Write the code

3. Make sure the program works correctly
Step 3. Ensuring correctness

• Goals:
  – the program produces the expected outputs for all (selected) inputs

• very often, this is the only thing that programmers check
• In general this is not enough
  – a program can produce the expected output "accidentally"
Passing test cases "accidentally"

• Problem spec:
  
  "Write a function grid_is_square(arglist) that returns True if arglist is a square grid, i.e., its no. of rows equals its no. of columns."

• Submitted "solution":

  ```python
def grid_is_square(arglist):
    return True
  ```

  Passes half the test cases ...

  ... but is wrong!
Step 3. Ensuring correctness

• Goals:
  – the program produces the expected outputs for all (selected) inputs
  – each piece of the program behaves the way it's supposed to
  – each piece is used the way it's supposed to be used
    o any assumptions made by the code are satisfied

• Approach:
  – add assertions in the code to pinpoint problems
  – test the code to ensure that there are no problems
Invariants and assertions

• *Invariant*: an expression at a program point that *always* evaluates to True when execution reaches that point

• *Assertion*: a statement that some expression $E$ is an invariant at some point in a program
  - Python syntax:
    ```python
    assert E
    assert E, "error message"
    ```
EXERCISE

Write a function `my_sqrt(n)` that returns the square root of `n`. Use an assert statement to enforce that `n` must not be negative.

```python
import math
def my_sqrt(n):
```
EXERCISE

Write a function `my_sqrt(n)` that returns the square root of `n`. Use an assert statement to enforce that `n` must not be negative.

```python
import math
def my_sqrt(n):
    assert n >= 0, "negative argument to my_sqrt"
    return math.sqrt(n)
```
Review

What is an assert statement?

Use an assert statement to require that key k is in dictionary d. Print the error message "key not in dictionary" if the key is not there.
Example

# compute_student_gpa(student_grades): compute
# and write out an individual student’s GPA

def compute_student_gpa(student_grades):
    weighted_gval = 0
    total_units = 0
    for course, grade in student_grades:
        units = lookup_units(course)
        gval = grade_value(grade)
        weighted_gval += units * gval
        total_units += units
    gpa = weighted_gval / total_units
    student_name = lookup_name(student_grades)
    write_gpa(student_name, gpa)

lookup_units() returns the number of units for a course
• e.g., lookup_units('CSc 120') → 4

grade_value() returns the numerical value of a grade
• e.g., grade_value("C") → 2
Example

```python
# compute_student_gpa(student_grades): compute
# and write out an individual student’s GPA

def compute_student_gpa(student_grades):
    weighted_gval = 0
    total_units = 0
    for course, grade in student_grades:
        units = lookup_units(course)
        gval = grade_value(grade)
        weighted_gval += units * gval
        total_units += units
    gpa = weighted_gval / total_units
    student_name = lookup_name(student_grades)
    write_gpa(student_name, gpa)
```

**What can we assert about units and gval?**

- **lookup_units()** returns the number of units for a course
  - e.g., `lookup_units('CSc 120') → 4`

- **grade_value()** returns the numerical value of a grade
  - e.g., `grade_value("C") → 2`
Example

```python
# compute_student_gpa(student_grades): compute # and write out an individual student's GPA
def compute_student_gpa(student_grades):
    weighted_gval = 0
    total_units = 0
    for course, grade in student_grades:
        units = lookup_units(course)
        assert units > 0, "data error"
        gval = grade_value(grade)
        assert gval >= 0, "data error"
        weighted_gval += units * gval
        total_units += units
    gpa = weighted_gval / total_units
    student_name = lookup_name(student_grades)
    write_gpa(student_name, gpa)
```

- guards against data entry errors
# compute_student_gpa(student_grades): compute
# and write out an individual student’s GPA

def compute_student_gpa(student_grades):
    weighted_gval = 0
    total_units = 0
    for course, grade in student_grades:
        units = lookup_units(course)
        assert units > 0, "data error"

        gval = grade_value(grade)
        assert gval >= 0, "data error"

        weighted_gval += units * gval
        total_units += units

    gpa = weighted_gval / total_units
    student_name = lookup_name(student_grades)
    write_gpa(student_name, gpa)

Example

- It’s better to catch errors early
- It’s better to catch bad values close to where they are computed

So it would be to better to push these asserts into the functions that compute these values
# lookup_units(course, course_units) : looks up the # no. of units for a course

```python
def lookup_units(course, course_units):
    for crs, units in course_units:
        if course == crs:
            assert units > 0, "lookup_units: grade error"
        return units
```

```python
assert False, "lookup_units: course not found"
```

# grade_value(grade) : returns the numerical value # for a letter grade

```python
def grade_value(grade):
    num_value = { 'A': 4, 'B': 3, 'C': 2, 'D': 1, 'E': 0 }
    if grade in num_value:
        return num_value[grade]
    else:
        assert False, "grade_value: unknown grade"
```

```python
assert False, "grade_value: unknown grade"
```
Using asserts

• checking arguments to functions
  – e.g., if an argument's value has to be positive

• checking data structure invariants
  – e.g., \( i \geq 0 \) and \( i < \text{len(name)} \)

• checking "can't happen" situations
  – this also serves as documentation that the situation can't happen

• after calling a function, to make sure its return value is reasonable
Steps in writing a program: summary

• Understand what the program needs to do before you start coding

• Develop the program logic incrementally
  – top-down problem decomposition
  – incremental program development
    o use stubs for as-yet-undeveloped parts of the program
    o identify components that can completed (depth-first)

• Program defensively
  – figure out invariants that must hold in the program
  – use **asserts** to express invariants in the code