Fall 2012

CEG 3110/5100-01: Introduction to Software Testing

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Course Description
This course covers software testing strategies, along with established best practices, so students learn how to test their software in a complete and systematic (vice ad-hoc) manner. Particular attention is paid to planning, writing, and executing software tests, along with associated documentation, (i.e., a software test plan), which includes documented results. Various projects are assigned, designed to illustrate various challenges associated with software testing, and to reinforce the strategies and techniques used to overcome these challenges.

Textbook & Reading Assignments
The course text is Paul C. Jorgensen’s *Software Testing: A Craftsman’s Approach*, Auerbach Publications, 2008, ISBN 0-8493-7475-8. This is a required textbook for this course.

Some lessons will have corresponding reading assignments. The course lectures are designed to augment (not simply rehash) these readings. Put another way, the book is designed to supplement the overall learning experience for the student.

Course Projects & Lectures
This will be a “learning-by-doing” class. Students will have a series of projects throughout the course, where they will write code, write test plans, execute test plans, and document the results. These assignments are rather unique in that grading is based primarily on how well the code is tested, as opposed to how well it is written.

Class time will consist of interactive discussions. Students should attend class ready to contribute through active participation. No open laptops are allowed in class, unless they are being used as part of a testing exercise. Class time is devoted to learning, not browsing.

Instructor Contact Info
John Reisner
Office hours after class or by appointment
Daytime Phone: 255-3636 x7422 (this is a WPAFB phone number).
email: john.reisner@wright.edu (for a more timely response, consider sending a CC: to jreisner@afit.edu).

The instructor is an adjunct faculty member. Most contact will be done via email, phone, or during before- or after-class discussions. Other meetings can be arranged as needed.
Course Objectives

Each student should be able to:
1. Write appropriately comprehensive test plans.
2. Effectively document test plans and results.
3. Develop software using a test-driven approach.
4. Employ effective testing strategies for different needs.
5. Write drivers, stubs, and testware as needed to sufficiently test a program.
6. Verify a program’s correctness via a test strategy.

Course Components

Being a higher-level college course, my goal is to teach at the higher levels of Bloom’s Taxonomy. Overall, the goal of this course’s homework assignments, projects, and exams are to stimulate and promote thought, particularly at higher levels of the cognitive and affective domains.

35% Course Projects
- These will be programming projects. The emphasis of these projects will be testing software by using a written test plan.
- I may refer to these as “weekly” projects; however, in some cases, a project may be extended over two or three weeks, where students are expected to write the code during the first week, and execute the test plan during the second week. This is likely to happen when the test plans are expected to be exceptionally complex.
- Each project will be graded individually. Although the grade will be based primarily on the thoroughness and quality of the test plan, students are expected to use good programming style and employ accepted programming practices throughout the course.
- The student may select the programming language used for each project.
- Projects are to be submitted in paper form, to include code listings.

20% Midterm Exam
- Mixed-format exam, administered in class. Exams generally consist of 7 multiple-choice questions (28 points), plus some (usually between four and eight) short answer, essay, or analysis questions (72 points).
- Any of the material covered in assigned readings, or in-class discussions is considered “testable.” That said, tests are designed to focus on and reiterate important and fundamental concepts, rather than minutiae.
- Many exam questions are designed to test the ability of the student to analyze, synthesize, and eloquently explain information and concepts, rather than recall simple facts. You may be asked to argue a certain position; your argument is expected to be sound, and demonstrate that you are learning in the course.

25% Final Exam
- Comprehensive, mixed-format exam, administered during the school’s final exam week. This exam will resemble the midterm (although the questions will be different).

15% Homework Assignments
- Homework assignments are designed to facilitate deeper comprehension about a lecture topic (in other words, these are “think and respond” assignments).
- There may be up to two assignments per week, but some weeks may have one or zero assignments. Most weeks will not have more than one.
- Homework assignments are different from the weekly projects.
- Details about these assignments will be found on Pilot.
- Normally, these assignments will be due on Monday each week (thus, students have one week to complete a Monday assignment and five days to complete a Wednesday assignment). Any exceptions to this policy will be mentioned when the homework is assigned.

5% Class Participation
- Based on attendance, participation, attitude, readiness to learn, and willingness to share thoughts and ideas.
Grading of Course Work

All homework assignments and projects must be submitted in paper form.

At the end of the term, the following scale is used:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>84-91</td>
<td>B</td>
</tr>
<tr>
<td>75-83</td>
<td>C</td>
</tr>
<tr>
<td>65-74</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 65</td>
<td>F</td>
</tr>
</tbody>
</table>

However, this scale may be (and frequently is) curved, at the instructor’s discretion, after all work has been graded, and the grade distributions have been analyzed.

Many of the assignments in this class will be graded subjectively, due to the nature of the work. Many assignments require turn-ins that are not necessarily right or wrong, but rather well- or poorly-documented, strongly or weakly substantiated, thorough or cursory, pithy or superficial, well-organized or carelessly compiled. Superior work is graded above 90; satisfactory work is graded between 80 and 90, and unsatisfactory work is graded below 80, depending upon the severity of the problems. Grading rubrics will be employed from time to time, to help students gain a better understanding of expectations.

Late Work

- No late work will be accepted after the last day of class for the quarter.
- For other late work, points are deducted based on how late the assignment is turned in, although extenuating circumstances will be considered. Work turned in just a few days after the deadline will have smaller deductions; deductions will increase (potentially substantially) thereafter. Advanced notice (via email) is considered a good practice.
- If you complete a late assignment several days before we meet for a class (e.g., say you complete an assignment on a Thursday; but we don’t meet again until Monday), it is generally best to email me the work right away (this email will stop the “lateness penalty clock”). However, you must also print a copy, and hand in that hardcopy during the next class session (which prevents me from assessing the “instructor had to print this” penalty).

Course Schedule

As this course is using a new book, and is being taught in a semester format for the first time, no preplanned schedule is published in the syllabus. Reading assignments will be published on Pilot.