

CIS 250 – Database Theory and Design

Instructor: Pete Farrar

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Office Location: Alderwood Hall, ALD 234-A (shared with Eva Smith)

Office Hours: N/A – by appointment only

Quarter: Fall 2011

Course: CIS 250, Section A

Location: Snohomish (SNH) 124

Meeting Time: Saturdays, 9/24 – 10/22 9:00 a.m. to 3:00 p.m.

Credits: 5

COURSE DESCRIPTION

This course was designed to recognize data as a business resource. Database models are discussed from both a programmer's and a user's viewpoint. Roles of database designer and administrator will be examined. **Prerequisite:** 20 credits toward a CIS degree or certificate or CIS 116, with a grade of at least 2.5. or equivalent experience.

ACCESS TO COURSE MATERIALS

Successful completion of student responsibilities in this class requires access to BlackBoard via an Internet browser. You are expected to login to the BlackBoard classroom *at least* 3 to 4 times per week. Instructions for access to Blackboard may be located online at the following address: <http://blackboard.edcc.edu/webapps/portal/frameset.jsp> Toll-free technical support (24/7 service) is available at <http://blackboard.edcc.edu> (click on the HELP button).

A Blackboard classroom will be set up on the Web for this class and will be a central repository of the course assignments and discussions, as well as material you will need during the course. You are responsible for checking this site regularly for announcements and other information. More information and instructions for setting up and accessing your Blackboard account will be provided during the first week of class.

COURSE OBJECTIVES

Course objectives are based on nationally recognized industry skill standards as published by the NWCET (Northwest Center for Emerging Technologies). Upon successful completion of this course, students should be able to:

- Describe fundamental principles of database theory and design
- Research and analyze business data requirements
- Identify and document high-level business rules for data modeling
- Create and refine conceptual and logical data models
- Validate conceptual and logical data models
- Select unique identifiers and normalize the data model
- Understand the role of SQL in the business and database contexts
- Recognize the basic components and issues of database application design

ACTIVITIES TO ACHIEVE OBJECTIVES

- Read both textbook chapters and any supplemental materials provided.
- Regularly logon to Blackboard and read announcements & review assignment documents.
- Participate in class lectures and other in-class activities.
- Apply your knowledge by completing lab assignments, discussion board forum questions, practice quizzes, exams, & a comprehensive term project.

REQUIRED TEXTBOOKS

1) **Database Concepts 5E, 5th Edition** by David M. Kroenke. Prentice Hall, Copyright © 2010, ISBN-10: 978-0-13-801880-1

2) **Database Design for Mere Mortals, 2nd Edition** by Michael J. Hernandez. Addison-Wesley, Copyright © 2003, ISBN 0-201-75284-0

RECOMMENDED SUPPLIES

- Jump/thumb drive to submit assignments/project LABELLED WITH YOUR NAME.
- Microsoft Visio (can be obtained from Misty Cline, CIS Program Manager)
 - **EMAIL** mcline@edcc.edu with a copy of your schedule to get into the MSDNAA system

COURSE DELIVERABLES

The following are some ground-rules regarding deliverables:

- **Deliverables** will be submitted either through Blackboard or in hard copy and will be due at the beginning of the class period unless otherwise specified.
 - **Late Deliverables:** There is NO grace period for late deliverables, and they will be accepted only at the beginning of the next class period after the original due date. **50% will be deducted** from the total assigned points for deliverables received after the specified due date. Also, I cannot guarantee that you will receive instructor comments or feedback on any deliverable received late.
- **Discussion Board Questions:** Weekly discussion questions based on the readings in the "Mortals" book are posted in Blackboard's Discussion Board. These will be covered during in-class discussion workshops.
- **Practice quizzes:** the 5 chapter review practice quizzes can be taken multiple times in order to practice for the exams. **The deadline for the last time to take these quizzes is the final due deadline of the exam.** Once the exam is over, the practice quizzes will no longer be available and you will forfeit those possible points.
- **Exams:** There will be one exam during the quarter. It will be taken **online** and cover the material in the "Concepts" book only. **NO MAKE-UP EXAMS WILL BE GIVEN!**
- **Term Project:** final copy is due by **Saturday, November 5th**. **LATE PROJECTS WILL NOT BE ACCEPTED.**
- **Team activities** (if applicable): all participants receive the same grade.

PARTICIPATION POLICIES

Students are expected to attend and participate in each class meeting. Since we meet only 5 times over the quarter, missing even one class meeting is equivalent to missing **two weeks** of a regular class! I believe that attendance is vital to your success in this class. It has been proven that students who attend every class session and participate in activities and discussions better position themselves to not only comprehend and master the course material, but also receive a higher overall course grade.

Instructor's Discretion:

Extra credit may or may not be offered – I reserve the right to decide on the meritocracy of extra credit on a class-by-class basis.

ASSIGNMENTS AND GRADING

- Your course grade is determined by your scores on the lab assignments, term project drafts and final deliverable, practice quizzes, exam, and class participation (includes in-class activities).
- Work is evaluated on accuracy, neatness and completeness, effort to complete assignments according to instructions and ON TIME, quiz and exam scores, and participation in class discussion and activities.
- Course percent grade is calculated by dividing the total of your points earned by the total points available.

NOTE: I do not consider "I" (Incomplete) or "V" (Instructor Withdrawal) grades acceptable, and will consider granting them only under extraordinarily unique and extenuating circumstances.

GRADING TABLE

Grade Points for Percentage of Points earned			Letter Grade Equivalency
4.0=95%	2.9=84%	1.8=73%	A = 4.0 - 3.9
3.9=94%	2.8=83%	1.7=72%	A- = 3.8 - 3.5
3.8=93%	2.7=82%	1.6=71%	B+ = 3.4 - 3.2
3.7=92%	2.6=81%	1.5=70%	B = 3.1 - 2.9
3.6=91%	2.5=80%	1.4=69%	B- = 2.8 - 2.5
3.5=90%	2.4=79%	1.4=68%	C+ = 2.4 - 2.2
3.4=89%	2.3=78%	1.4=67%	C = 2.1 - 1.9
3.3=88%	2.2=77%	1.3=66%	C- = 1.8 - 1.5
3.2=87%	2.1=76%	1.2=65%	D+ = 1.4 - 1.2
3.1=86%	2.0=75%	1.1=64%	D = 1.1 - 0.9
3.0=85%	1.9=74%	1.0=63%	D- = 0.8 - 0.7

A SPECIAL NOTE ABOUT GRADING:

My grading philosophy may be slightly different than you have encountered in other courses. I am assessing the quality of your work (from an employer's point of view), not just your effort or ability to complete the work. The following describes my expectations for each grade, and how you will be evaluated:

4.0 = Exemplary (i.e., "Walks on Water"). A 4.0 indicates that a student consistently produced exemplary work of perfect or near-perfect quality on all deliverables, attended class sessions and was an active participant in class activities. The student not only demonstrated understanding of material, but also stretched his or her learning experiences beyond what was covered in class. I would be proud to show off this student's work to other instructors or employers or write a recommendation letter on the student's behalf.

3.5 – 3.9 = Excellent. (This is still an "A" grade!) Most deliverables were perfect or near perfect, but perhaps could have been a little more polished to be exemplary. May have missed some points due to late deliverables, a low exam score, attendance, etc. It demonstrates high quality work and a strong understanding of the material presented during the quarter.

3.0 – 3.4 = Good. (Strong "B" grade.) Most deliverables were very good, but the quality was not consistent, or needed more attention to quality and details to be excellent. Met all of the objectives of the class, and demonstrated a solid understanding of the material. May have missed some points due to late deliverables, missing or low quiz scores, attendance, etc.

2.0 – 2.9 = Average. Met all of the objectives of the class, but no more. Demonstrated understanding of most of the material, but may have missed some important concepts. Missed a fair number of points due to lack of participation in class activities, late or missing deliverables, etc., or the student's deliverables did not demonstrate evidence of a solid understanding of the course material.

Below 2.0 = Below Average Work. Did not meet expectations or objectives of the class. Did not demonstrate understanding of the material or missed a significant amount of points due to lack of participation in team activities, late deliverables, missing or low quiz scores, attendance, etc.

BASIC EDUCATION REQUIREMENTS (COLLEGE WIDE ABILITIES)

This class supports the College-wide standards and objectives. While achieving the course objectives above, you will be applying and developing the following basic education requirements:

- Written and oral communications (through writing deliverables).
- Critical thinking and problem solving (through methods used to create individual projects).
- Group interaction (by helping each other get through projects).
- Quantitative Skills (through problem solving using mathematical notation, graphs, charts, tables, and symbols)

CLASSROOM CONDUCT IN THE LABS

Classrooms are shared environments where each individual pays dearly to hear all of the information presented. A few courtesies are required for everyone to have a quality experience.

- CELL PHONES, PAGERS, etc. *MUST BE TURNED OFF* while in the classroom.
- Please be on time. I will make every effort to start class on time and don't believe students who make the effort to be on time should be penalized.
- Please avoid side discussions with your neighbors unless instructed to do so, as they are highly distracting and cannot be tolerated.
- *DO NOT SURF THE NET IN THIS CLASS!* If the computers become too big a distraction, I may ask that you turn them completely off until needed.

EXPECTATIONS

This course involves a high level of independent thinking and problem solving. You can expect to do well in this class if you:

- Complete all assignments on time as scheduled
- Invest the time and effort necessary to produce quality work
- Demonstrate a professional/courteous attitude in your interaction with your classmates and the instructor by:
 - Following directions
 - Refraining from abusive language in Blackboard postings and messages
- Assume an active role in your own learning process
- Take responsibility for understanding what each assignment entails
- Independently learn necessary tools and seek out relevant resources
- ***NOTE: I reserve the right to DEDUCT class participation points during the quarter for activities or behaviors that detract from a productive classroom environment.

ACADEMIC BEHAVIOR POLICY

Discussing the course topics with your classmates is encouraged. Helping your classmates solve problems is also encouraged. However, all quizzes, exams, and project work turned in for a grade must be done independently. No points will be awarded for individual deliverables found to contain work directly copied from others.

Plagiarism and/or cheating are totally unacceptable and will be dealt with severely and on an individual basis Any action will be dealt with under the "Student Rights and Responsibilities" in the Student Discipline Policy and will be referred immediately to the Dean of Students.

ADDITIONAL STUDENT RESOURCES

- If you require an accommodation for a disability, contact **Services for Students with Disabilities**, WDY 114, 640-1320, ssdmail@edcc.edu, <http://www.edcc.edu/ssd>.
- **Edmail information:** <http://www.edcc.edu/trc/images/EdMail-Student-Handout.pdf>
- Academic Calendar: http://calendar.edcc.edu/_academic.php
- Advising: www.edcc.edu/advising
- Campus Closure Plan: For notification of college closure or delay start due to weather or other emergencies, visit <http://www.schoolreport.org> or call the college switchboard at 425-640-1459
- College policies and procedures: <http://catalog.edcc.edu>
- Counseling and Resource Center: www.edcc.edu/counseling
- Distance Learning Office: www.edcc.edu/online
- Diversity Student Center: www.edcc.edu/dsc
- Learning Support Center: www.edcc.edu/lsc/Tutoring_Center.php
- Library, including online resources: www.edcc.edu/library
- Office of Student Life: www.edcc.edu/stulife
- Plagiarism: www.edcc.edu/syllabus/plagiarism.php
- Student Printing Guidelines: www.edcc.edu/acs/Printing
- Student Services: www.edcc.edu/students