College of Allied Health Sciences

Database Design and Modeling

IS 7031

Instructor
Dr. Dong-Gil Ko

Term - Fall Term B

Dates: Wednesday, Oct 11th – Sunday, Dec 3rd, 2017
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Faculty & Staff

Dr. Dong-Gil Ko – Instructor

Dr. Dong-Gil Ko is an associate professor and a Lindner Research Fellow in the Carl H. Lindner College of Business at the University of Cincinnati. He holds a BS degree in Electrical Engineering from the University of Maryland, a MBA in International Business/Finance from the George Washington University, and a doctorate in Management of Information Systems from the Katz Graduate School of Business, University of Pittsburgh. He is an active researcher having published in several journals including Management Science, MIS Quarterly, Organization Science, and Information Systems Research. He served on the editorial board of Information Systems Research as an Associate Editor. Dr. Ko has been consistently recognized for teaching excellence having taught a variety of courses at the undergraduate, graduate, and doctoral levels. With over eight years of industry consulting experience, he offers unique experiences to his students. He has supervised more than 30 digital technology client-based projects or start-ups, having secured external funding for nearly all for-profit projects. Dr. Ko also regularly receives invitations from Egypt, South Korea, and China to teach and speak about knowledge management and analytics. Every summer, he serves as a visiting professor at the Audencia School of Management (Nantes, France) teaching the interplay among IT, Big Data, and Marketing.
Syllabus

Program Name: Masters of Science in Health Informatics

Course Title: Database Design and Modeling
Course Number: IS 7031
Prerequisites: HI 7001 and HI 7010
Semester: Fall 2017
Course Credits: 3

Course Description:
This course teaches students principles of data modeling and database design. Students gain hands-on experience data modeling, designing and developing a database for a health scenario. Students gain experience with a querying language such as structured query language (SQL).

Textbooks:

ISBN: 0133048071, 9780133048070, 0672336073, 9780672336072
UC Library offers this as an eBook to students free of charge (http://uc.summon.serialssolutions.com/document/show?id=FETCHMERGED-uc_catalog_b578500823&s.q=sams+sql+10+minutes&x=0&y=0)

Other Materials:
Software (all available free of charge):
Microsoft SQL Server 2014
Drawing tool of your choice (e.g., MS Visio, PowerPoint)
Text Editor of your choice (e.g., NotePad++, TextWrangler)

Reading and Assignments:
Readings and assignments will be specified in each module. Students are expected to acquire required books prior to the first day of classes. A headset with a microphone, a webcam or working internal microphone is highly recommended when participating in WebEx meetings. Please complete ALL required readings. Assignments must be completed by the due date and all assignments are due by specified time. Please pay attention to time zone; all time stated in this course is based on EST. Please review the late assignment policy below carefully.

Course Objectives:
Students who successfully complete this course will be able to:
1. Gain a foundation on relational database
2. Design a database for health or healthcare problem applying normalization theory
3. Develop a data model
4. Map a conceptual model to a logical model
5. Map a logical model to a physical model
6. Implement a relational database for a specific health or healthcare problem
7. Develop database queries
Toolbox:
All materials contained in the course toolbox are supplementary to requirements; they are designed to aid
the student, but not mandatory.

Learning Activities
A variety of learning activities are designed to support the course objectives, facilitate different learning
styles, and build a community of learners. You are expected to devote an average of 18 preparatory hours
per week to this course. Learning activities for the modules include:
1. Read and complete textbook assignments
2. Complete other assignments as assigned
3. Complete quizzes and other assignments
4. Watch lectures
5. Participate in discussions by responding to assigned topics/questions and replying to comments
posted by faculty or other students; take advantage of discussion boards
6. Complete project assignments

Course Resources
Resources below could be beneficial. Additional resources will be provided in Blackboard.
Library Resources
- Off-campus access to library resources:
  http://guides.libraries.uc.edu/content.php?pid=250633&sid=2982851
- Lynda video resources on a variety of topics:
  http://www.uc.edu/ucit/learningtechnologies/lynda.html
- Library Guide for Informatics
- Library resources for distance learners: http://guides.libraries.uc.edu/distancelearners

Grading Policy
Method for Calculation of Course Grade (point system)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Module One</th>
<th>Module Two</th>
<th>Module Three</th>
<th>Module Four</th>
<th>Module Five</th>
<th>Module Six</th>
<th>Module Seven</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (27.9%)</td>
<td>125</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
<td>4251</td>
</tr>
<tr>
<td>Quiz (32.8%)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td>5002</td>
</tr>
<tr>
<td>Project (39.3%)</td>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>200</td>
<td>100</td>
<td>600</td>
</tr>
<tr>
<td>Total Points</td>
<td>225</td>
<td>200</td>
<td>300</td>
<td>250</td>
<td>250</td>
<td>200</td>
<td>100</td>
<td>1525</td>
</tr>
</tbody>
</table>

1 Lowest Homework grade will be dropped using percentage scores for students who complete all five
homework assignments on-time.
2 Lowest Quiz grade will be dropped for students who complete all five quizzes on-time.

Grading Scale
Policy:
All grades will be maintained in Blackboard’s online Grade Center. Students are responsible to track their
progress by referring to the online grade book. Email me with any questions.
Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$X \geq 93%$</td>
</tr>
<tr>
<td>A-</td>
<td>$90% \leq X &lt; 93%$</td>
</tr>
<tr>
<td>B+</td>
<td>$87% \leq X &lt; 90%$</td>
</tr>
<tr>
<td>B</td>
<td>$83% \leq X &lt; 87%$</td>
</tr>
<tr>
<td>C+</td>
<td>$77% \leq X &lt; 80%$</td>
</tr>
<tr>
<td>C</td>
<td>$73% \leq X &lt; 77%$</td>
</tr>
<tr>
<td>F</td>
<td>$X &lt; 70%$</td>
</tr>
</tbody>
</table>

Grade Center: All grades will be maintained in Blackboard’s online Grade Center. Students are responsible to track their progress by referring to the online grade book. It is students’ responsibility to ensure correct grades are reflected in Blackboard. Students have SEVEN full calendar days after grades are posted or assignment due date, whichever is later, to resolve any discrepancies by emailing the instructor.

Homework (individual/team): All homework assignments are from your textbook, and use Henry Books Case problem set. You may complete and submit homework assignments individually or as a team-of-two students. You may change your approach from week-to-week as you find it convenient (one week, you can submit an individual assignment; following week, you can submit as a team assignment). If working as a team-of-two, you can only work with a team member ONCE throughout the course to complete a homework assignment (this is to prevent “taking turns” completing an assignment). You may use Bb discussion board to seek out a team member should you prefer to submit it as a team assignment. Finally, one team member submits on behalf of the team; therefore, be sure to include BOTH names on top of the assignment AND include in the comments section the name of the team member (otherwise, it will be treated as an individual assignment). Failure to do this will result in a 5% automatic deduction (because there is no excuse).

Quiz (individual): This is an individual effort. Quizzes are multiple-choice questions and are designed to test your knowledge and understanding of the textbook materials covered in each respective module. It is an open-book quiz; however, there is a time-limit once you begin the quiz.

Project (team): This is a team-of-two, course-long assignment. You will be working with the same team member throughout the course (and you can work on one homework assignment together). It is imperative that you find a team member by the end of Module 2 because the first project assignment is due by the end of Module 3. For this reason, I encourage you to complete the first discussion board where you briefly introduce yourself to me and to the class (so that you learn about your classmates). Subsequently, you can use another discussion board to find a team member.

Course Policies

Late Assignment Policy: This class moves at a very fast pace. Late assignments will not be accepted under any circumstances because solutions are made available at the same time they are due. In addition to disabling assignment/quiz links at specified due dates and time (preventing students’ ability to submit), late assignments and quizzes will automatically reflect a grade of zero. For this reason, one assignment and one quiz (for a total of two grades) will be dropped at the end of the course – i.e., one lowest assignment grade (percentage-wise) will be dropped + one lowest quiz grade will be dropped. To be eligible to drop these two assignments, you MUST have submitted ALL assignments on time. As a note, the only exception to this late assignment policy is if there is a campus-wide, regional, and/or national network connectivity outage (and be prepared to provide documentation if the impact is felt outside of Cincinnati, Ohio). When in doubt, email your instructor in a timely manner (making sure to include your assignment).

Participation Policy: Students are expected to actively participate in the Blackboard learning environment and to complete all assignments in a timely manner. Infrequent and inconsistent participation
and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade.

**Make-Up Policy:** Pay attention to assignment due dates and time. All work will generally be graded and returned within five calendar days. If you have a SERIOUS problem that can be documented/verified that keeps you from participating on time, please contact me immediately. If you are not passing the class at any point due to missing work, I encourage you to contact me.

You are responsible for timely assignment submission. Should your personal computer system or network go down, you must still turn in your work in a timely manner. Do not wait until the last minute. Plan ahead by seeking alternative means for submitting your work. **Plan to submit your assignments one day ahead of its due date.** Local libraries or wifi establishments can serve as alternative resources. Not having access to the required software on your home or work computer is NOT a legitimate excuse for failing to submit your assignments.

**Academic Integrity Policy:** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).

**Electronic Communication / Email Policy:** Students are required to use a University of Cincinnati email address for all program activity. The primary reasons for the new policy relate to issues of confidentiality, security and the receipt of information from the University of Cincinnati and the Educational Leadership Program.

The University of Cincinnati is now sending many official notices, announcements and important information to students via email. For example, student bills are now sent by email and are no longer mailed through the U.S. Postal Service. To ensure this type of confidential information is sent to the correct individual, items are only sent to student UC email accounts. A UC email address is clearly identified with the student’s name and only a student can register for her/his own email account. Therefore, there is a high level of confidence by the University the student will receive the email. The MSHI program highly recommends that you use Blackboard to send e-mails to ensure that they are delivered and for your records. Please do not use personal e-mails such as yahoo, gmail etc. to communicate with me.

I can be reached via email and will try to respond to all emails within 48 hours. That said, this is a database class. There is a great deal of reliance on IT to learn and complete your activities. Procrastinating and completing your tasks last minute is a potential recipe for disaster especially if SQL or your solution is not behaving as expected. Slow-n-steady will get you far in this class.

**Title IX**
Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult [UC's webpage for Title IX](http://www.uc.edu) or contact the office at 556-3349.
NETIQUETTE

1- Be Friendly, Positive and Self--- Reflective
When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak is important here. Think before you write. One word of advice is, do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect about the situation. Last, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary; say it in a positive tone. Reread what you have written to be sure it is positive.

2- Use Proper Language and Titles
Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name, unless it is acceptable with him or her to do so. Also, do not use caps lock when typing. It will insinuate yelling. That would hurt someone's feelings and possibly give him (or her) the wrong impression of you.

3- Use Effective Communication
Say what you mean to say. This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, another may have as well. Likewise, be mindful of chosen words and joking. Let's say for example, I write, "get out!" This slang term can be interpreted in several ways, either positively or negatively.

4- Professionalism
Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you.

5- Ask for Clarification
If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt though; wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand...", which will always keep the onus for the misunderstanding on yourself.

The Golden Rule of Netiquette
With these top five netiquette rules, you are on your way to a great grade in your online course. Most importantly, when speaking in an online course or in any online environment for that matter, the same rules apply for etiquette as in real---time. The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say offline.
## Course Schedule

**October 11th – December 3rd, 2017**

Unless otherwise specified, all assignments/projects are due by 11:59 PM (EST) of specified date.

<table>
<thead>
<tr>
<th>Modules/ Dates</th>
<th>Readings</th>
<th>Media</th>
<th>Assignments</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong> Databases: Introduction &amp; Environment 10/11 – 10/15 (less than 7 days)</td>
<td>Chapters 1-2</td>
<td>Videos: Prof Intro; Course Intro; Module 1 Intro Lecture slides: L1-0, L1-1 (A-C), L1-2 (A-E) “how-to” videos will be provided as needed</td>
<td>Quiz Chapters 1 &amp; 2: Henry Books Case Successful SQL Server access screen shot</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2</strong> SQL 10/16 – 10/22</td>
<td>Chapter 3 Victoria Hospital Case Study</td>
<td>Videos: Module 2 Intro Lecture slides: L2 (1-2) “how-to” videos will be provided as needed</td>
<td>Quiz Chapter 3: Henry Books Case</td>
<td>Read and become familiar with project case study</td>
</tr>
<tr>
<td><strong>Module 3</strong> Views &amp; Integrity 10/23 – 10/29</td>
<td>Chapter 4</td>
<td>Videos: Module 3 Intro Lecture slides: L3 (1-2) “how-to” videos will be provided as needed</td>
<td>Quiz Chapter 4: Henry Books Case</td>
<td>Complete Step 1 (directions in Bb)</td>
</tr>
<tr>
<td><strong>Module 4</strong> Normalization 10/30 – 11/05</td>
<td>Chapter 5</td>
<td>Videos: Module 4 Intro Lecture slides: L4 (1-3) “how-to” videos will be provided as needed</td>
<td>Quiz Chapter 5: Henry Books Case</td>
<td>Complete Step 2 (directions in Bb)</td>
</tr>
<tr>
<td><strong>Module 5</strong> Database Design 11/06 – 11/12</td>
<td>Chapter 6</td>
<td>Videos: Module 5 Intro Lecture slides: L5 (1-3) “how-to” videos will be provided as needed</td>
<td>Quiz Chapter 6: Henry Books Case</td>
<td>Complete Step 3 (directions in Bb)</td>
</tr>
<tr>
<td><strong>Module 6</strong> Database Implementation 11/13 – 11/19</td>
<td><strong>Project</strong></td>
<td>Videos: Module 6 Intro “how-to” videos will be provided as needed</td>
<td>n/a</td>
<td>Complete Step 4 (directions in Bb)</td>
</tr>
<tr>
<td><strong>Module 7</strong> Database Implementation Completion 11/20 – 12/03 (extra days due to holidays)</td>
<td><strong>Project</strong></td>
<td>Videos: Module 7 Intro “how-to” videos will be provided as needed</td>
<td>n/a</td>
<td>Complete Step 5 (directions in Bb)</td>
</tr>
</tbody>
</table>
Module 1: Databases: Introduction & Relational Model
October 11 – 15, 2017
(NOTE: THIS IS A FIVE-DAY WEEK)

Topic Overview
Databases and database management systems are introduced. You will also learn about relational model.

Learning Outcomes
By the end of this module, students will be able to:
1. Understand basic database terminology and describe database management systems (DBMSs)
2. Explain the advantages and disadvantages of database processing
3. Understand Premiere Products, the company that is used as the basis for many of the examples throughout the text
4. Describe the relational model and understand relational algebra

Module Checklist
Your tasks for this module are:
1. Read Chapter 1 (p. 1-22) and Chapter 2 (p. 31-34; 58-65)
2. Review (relevant) “Summary” at the end of each chapter.
3. Go through lecture slides.
4. Complete “Review Questions”. Check your answers against the solution key.
5. Complete “Premiere Products Exercises” questions. Check your answers against the solution key.
7. Complete “Quiz Review”. Check your answers against the solution key.
8. Complete “Quiz” (100 pts).
9. Setup SQL Server database account/access and become familiar with the application.
10. Submit screens shot via Blackboard showing successful creation of Premiere Products and Henry Books Case databases using two *.sql script files (25 pts).

Readings
2. Chapter 2: p. 31-34; 58-65

Assessment
1. Chapter 1:
   a. Review Questions: 1-5, 7-9, 15
   b. Premiere Products Exercises: 1-7, 9-10
   c. Henry Books Case: 3, 8, 11, 12, 14
2. Chapter 2:
   b. Premiere Products Exercises: Relational Algebra: 1-5
   c. Henry Books Case: Solution in Relational Algebra: 1, 3, 8, 9, 11; 12 bonus 10 pts)
Module 2: SQL
October 16 – 22, 2017

Topic Overview

In this module, you will explore structured query language (SQL).

Learning Outcomes

By the end of this module, students will be able to:
1. Understand SQL
2. Become familiar with SQL commands

Module Checklist

Your tasks for this module are:
1. Read Chapter 3 (p. 71-113).
2. Review (relevant) “Summary” at the end of the chapter.
3. Review “Key Terms” at the end of the chapter.
4. Go through lecture slides.
5. Complete “Review Questions”. Check your answers against the solution key.
6. Complete “Premiere Products Exercises” questions. Check your answers against the solution key.
7. Complete “Henry Books Case” questions. Submit your assignment via Blackboard (100 pts).
8. Complete “Quiz Review”. Check your answers against the solution key.
9. Complete “Quiz” (100 pts).
10. Read Project Case Study.

Readings

1. Chapter 3
2. Victoria Hospital case study

Assessment

1. Chapter 3:
   a. Review Questions: 2-6, 8-10, 12
   b. Premiere Products Exercises: 1-16
   c. Henry Books Case: 3, 5, 7, 12, 17; 18 (bonus 10 pts)
      [Be sure to include SQL and screen shots from SQL Server database!]

2. SQL Server:
   a. Use optional textbook information to “play” around with SQL.

3. Project:
   a. Read and become familiar with Victoria Hospital case study.
Module 3: Views & Integrity
October 23 – 29, 2017

Topic Overview
In this module, you will primarily focus on views and integrity constraints.

Learning Outcomes
By the end of this module, students will be able to:
1. Define, describe, and use views.
2. Discuss entity, referential, and legal-values integrity.
3. Define system catalog and discuss stored procedures and triggers.

Module Checklist
Your tasks for this module are:
1. Read Chapter 4 (p. 119-147).
2. Review (relevant) “Summary” at the end of the chapter.
3. Review “Key Terms” at the end of the chapter.
4. Go through lecture slides.
5. Complete “Review Questions”. Check your answers against the solution key.
6. Complete “Premiere Products Exercises” questions. Check your answers against the solution key.
7. Complete “Henry Books Case” questions. Submit your assignment via Blackboard (100 pts).
8. Complete “Quiz Review”. Check your answers against the solution key.
9. Complete “Quiz” (100 pts).
10. Complete project case study Step 1. Submit your project via Blackboard (100 pts).

Readings
1. Chapter 4

Media
Video: Course Introduction
Module 3 Slides

Assessment
1. Chapter 4:
   a. Review Questions: 1-2, 4, 11-16
   b. Premiere Products Exercises: 2, 4-6, 11
   c. Henry Books Case: 2, 4, 5, 8, 9; 12 (bonus 10 pts)
[Be sure to include SQL and screen shots from SQL Server database!]
2. Project:
   a. Complete project case study Step 1
Module 4: Normalization
October 30 – November 5, 2017

Topic Overview
In this module, you will explore database system development lifecycle, entity-relationship modeling, enhanced entity-relationship modeling, and normalization.

Learning Outcomes
By the end of this module, students will be able to:
1. Discuss functional dependence and primary keys
2. Define first normal up to fourth normal forms
3. Understand how normalization is used in the database design process
4. Identify functional dependencies
5. Identify and convert normal forms

Module Checklist
Your tasks for this module are:
1. Read Chapter 5 (p. 155-178).
2. Review (relevant) “Summary” at the end of the chapter.
3. Review “Key Terms” at the end of the chapter.
4. Go through lecture slides.
5. Complete “Review Questions”. Check your answers against the solution key.
6. Complete “Premiere Products Exercises” questions. Check your answers against the solution key.
8. Complete “Quiz Review”. Check your answers against the solution key.
9. Complete “Quiz” (100 pts).
10. Complete project case study Step 2. Submit your project via Blackboard (100 pts).

Readings
1. Chapter 5

Media
Video: Course Introduction
Module 4 Slides

Assessment
1. Chapter 5:
   a. Review Questions: 1, 3-7, 11-12
   b. Premiere Products Exercises: 1, 3
   c. Henry Books Case: 2

2. Project:
   a. Complete project case study Step 2
Module 5: Database Design  
November 6 – 12, 2017

**Topic Overview**

In this module, you will explore database design.

**Learning Outcomes**

By the end of this module, students will be able to:

1. Understand design methodology.
2. Use entity-relationship modeling to build a conceptual data model.
3. Validate conceptual model.
4. Examine ER model for designing databases.

**Module Checklist**

Your tasks for this module are:

1. Read Chapter 6 (p. 183-222).
2. Review (relevant) “Summary” at the end of the chapter.
3. Review “Key Terms” at the end of the chapter.
4. Go through lecture slides.
5. Complete “Review Questions”. Check your answers against the solution key.
6. Complete “Premiere Products Exercises” questions. Check your answers against the solution key.
8. Complete “Quiz Review”. Check your answers against the solution key.
9. Complete “Quiz” (100 pts).
10. Complete project case study Step 3. Submit your project via Blackboard (100 pts).

**Readings**

1. Chapter 6

**Media**

- Video: Course Introduction  
  Module 5 Slides

**Assessment**

1. Chapter 6:
   a. Review Questions: 1-2, 4, 14, 15
   b. Premiere Products Exercises: 1, 3, 5
   c. Henry Books Case: 1
2. Project:
   a. Complete project case study Step 3
Module 6: Database Implementation  
November 13 – 19, 2017

In this module, you will implement your database.

By the end of this module, students will be able to:
1. Apply concepts and SQL learned during course.
2. Create and implement a database.

Your tasks for this module are:
1. Complete project case study Step 4  
   a. Create SQL scripts for creating your project database.  
   b. Populate database with data.  
   c. Incorporate relationships and data integrity.  
   d. Submit your SQL script and screen shots via Blackboard (200 pts).

Video: Course Introduction

1. Project:  
   a. Complete project case study Step 4
Module 7: Database Implementation Completion  
November 20 – December 3, 2017  
(NOTE: EXTRA DAYS TO ACCOMMODATE HOLIDAY)

Topic Overview
In this module, you will make corrections and add a feature to your database.

Learning Outcomes
By the end of this module, students will be able to:
1. Troubleshoot problems/errors with database design and SQL.
2. Implement an added feature.

Module Checklist
Your tasks for this module are:
1. Test to ensure requirements are met.
2. Identify errors/problems and troubleshoot.
3. Make needed corrections/changes.
4. Revise SQL script.
5. Submit your statement of changes, revised SQL script, and screen shots via Blackboard (100 pts).

Readings

Media
Video: Course Introduction

Assessment
1. Project:
   a. Complete final project
   b. For those receiving a perfect score on Project Case Study Step 4, you will automatically receive a grade of 100% for this assignment given that you have no revision to make.
IS7031
Suggested Timeline

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review requirements for upcoming week’s topic</td>
<td>Read Chapters</td>
<td>Complete “Review Questions” and “Premiere Products Exercises”</td>
<td>Submit “Henry Books Case”</td>
<td>Submit Quiz</td>
<td>Work on SQL Server activities</td>
<td>Submit Project work</td>
<td></td>
</tr>
</tbody>
</table>

HENRY BOOKS CASE
QUIZ
PROJECTS

CLOSES
SUNDAY @ 11:59PM
SUNDAY @ 11:59PM
SUNDAY @ 11:59PM