

Course Syllabus: Database Design and Implementation

Course Information

Assessment

Policies

Course Expectations

Course Information

Course Description

This course will teach non-computer literate persons to translate a business problem into a conceptual database design, and further to convert that design into a database application using Microsoft Access.

This course combines PowerPoint presentations, small and large discussion groups, writing and reading assignments and a final project. You will work through the automation of a manual business using various database methodologies. You will learn about the architecture and modeling of relational databases, and how they are designed by using the Entity Relationship Diagram and how they are developed using MS Access. During the development phases you will also become familiar with the principles of Human Computer Interaction and how Usability, Heuristic, and Designing Interfaces lead to the completion of a successful application.

Course Learning Goals

After completing this course, you will be able to:

- Apply basic database concepts and use common database terminologies
- Design databases using appropriate designing notations
- Translate a schema into a database application in Access
- Understand and apply methodologies and approaches used for developing applications
- Conduct and apply a simple user-interface design

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type "DePaul" for name of the school.

Required textbooks:

Microsoft Office Access 2007: Comprehensive Concepts and Techniques, Shelly, Gary B. / Cashman, Thomas J. / Pratt / Last, 1st 2008, ISBN 1418843415

Microsoft Access (software)

Course Competences

In this course, you will develop the following competences:

Please check the online course for the most up-to-date version of course materials and assignments.

If the online materials differ from this print the online materials take precedence.

Competence	Competence Statement and Facets/Criteria
S-3-E	Can describe how scientific or technological knowledge affects perspectives on the relationship between humans and nature
A-5	Can define and analyze a creative process
S-1-D	Can design and plan an information technology solution for a problem
F-X	Designed by faculty

Relationship of this course to the competence statements

S-3-E

You will learn techniques, which are used in the early design and development phases of an application development life cycle.

You will identify business domains and from a human perspective convert it into conceptual designs, which consist of entities, relationships, attributes and cardinalities. You will learn and apply the principles of Human Computer Interaction, which consist of usability, heuristic, site map and storyboarding.

A-5

You will learn the creative process in the steps of an application development life cycle. You will be required to identify the creativity process and analyze the phases, which require the knowledge of Human Computer Interaction and Database design rules to create a database solution to a business problem and then implement that solution in MS Access.

S-1-D

You will be required to create a database solution to a business problem and then implement that solution in MS Access.

F-X

You will be required to design and create a database solution to a business problem and then implement that solution in MS Access.

Course Structure

This course consists of 10 modules. The estimated time to complete each module/unit is one week.

To view the course schedule, click on the Schedule link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

The 11th week is used for revisions and resubmission of assignments in lieu of final examinations.

[Top](#)

Assessment

Assessment of Learning

Database Design and Implementation for Small Business Applications is a graded course. The final grade is based on successful completion of assignments, participation

in discussion conferences and a final project. The learning outcomes for each competence will be assessed based on the written evidence that you present online and on paper submission to the instructor.

Assessment Criteria for each Competence (S3E, A5, SID, FX)

The following are criteria for receiving a passing grade. The criteria for passing require that:

- You participate consistently and constructively by completing writing assignments, participate in discussion conference and submit final project by their due dates.
- You submit your final project by the due date. *Note that a first submission for review and a revised submission are required. The first submission is considered a draft that has been re-written and revised by the student before it is handed in. It is not considered an initial draft.
- You consistently, actively, and in a timely fashion participate in the online discussions. You will receive a weekly note from the instructor, if your participation is estimated as outstanding, sufficient or insufficient. In any case you will have the opportunity to comment on the opinion of the instructor.

Assessment Criteria for Reading and Writing Assignments

Your participation and advance in terms of concepts and competencies will be accessed in the weekly discussion forums.

Assessment Criteria for Online Discussion Participation

In the online discussions you clearly and consistently link what you are learning in the course to your real life experiences.

Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. Especially you may begin your contributions with addressing your peer students, may maintain a kind and collegial tone and close with your signature.
- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitated learning for other people.

Online Discussion Participation Instructions

You are expected to actively participate in informal online discussions with your classmates and the instructor when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is "informal" in the sense that it is meant to encourage interested discussion. It is expected that you follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with the others in the class about what you are learning. The discussions will be organized into forums around the particular assignment you are studying each week. You may be asked by the instructor to take leadership in a certain group for a certain time of the course. Further instructions you will receive then from the instructor. The majority of the forums will be open only for two weeks.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given. Principles of good practice for participating in online discussions should be adhered to when it comes to responding to the contributions of other people in the class. These “principles” will be provided in the Online Participation Guidelines section in this study guide.

Assessment Criteria for your Final Project

Student registered for SE3 to receive an A grade

- Should follow the instructions shown Step to Draw an Entity Relationship Diagram and Site Map in course resources
- Turn in on time
- First draft submitted in time to incorporate revision

Student registered for A5, SID, OR FX to receive an A grade

- Should follow the SAMPLE PROJECT, Tips, and Site Map in course resources
- Turn in on time
- First draft submitted in time to incorporate revision

Course Grading Scale

A = 95% to 100%	A- = 91% to 94%	B+ = 88% to 90%
B = 85% to 87%	B- = 81% to 84%	C+ = 77% to 80%
C = 73% to 76%	C- = 69% to 72%	D+ = 65% to 68%
D = 61% to 64%	F = 60% or below	INC

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Percent distribution of assignments

Writing Assignment 1	10%
Writing Assignment 2	10%
Writing Assignment 3	10%
Writing Assignment 4	10%
Final Project	35%
Discussion Participation	25%

[Top](#)

Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit studentaffairs.depaul.edu/homehandbook.html for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://condor.depaul.edu/~irb>

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s).

As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, www.research.umn.edu/consent/

[Top](#)

Course Expectations

Time Management and Attendance

SNL’s online courses are **not** self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least **FOUR** times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than “face to face” courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as

part of a team.

If you find yourself getting behind, please contact your course instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments posted to your delivered to you by your instructor via email or through the Gradebook. You can view your feedback by selecting "My Grades" in the course website and viewing your assignment.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

You will learn with and from your classmates in the online discussions and group assignments, sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. You are encouraged to bring your questions to the online discussions and respond to each other—do not always wait for the instructor to answer questions.

If events arise in your life that will prevent your attendance in class for one week or more, it is your responsibility to make sure that your instructor is advised at the first possible opportunity. You, or a friend or family member can do that by email, postal mail or phone. Someone could also send a note to snlonline@depaul.edu, or call either of the SNL Online contact numbers listed on page 1 of this guide. This will allow your instructor to assist you to make up missing work. If these events occur early in the quarter and you wait until the end of the quarter before informing your instructor, do not expect to receive an Incomplete.

Credits

This course was designed and produced by Zoab Mirza, MA and staff of SNL Online at DePaul University.

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[Top](#)