

*The College of New Jersey
School of Business*

Course Name

MIT 320, Database Management for Business

Course Type

Breadth Course in the CBK

Course Prerequisites:

None

Required Text and Materials:

David Kroenke and David Auer, Database Concepts, 4th Edition, 2010. Prentice Hall. ISBN 0136086896

OR

Pearson Customer Business Resources, Database Management for Business, MIT 320, ISBN 0558607039. **Buy whatever book is cheaper.**

Instructor:

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Office Hours:

Visit <http://braender.tcnj.edu/contact.htm>.

Course Description:

No one can do his or her job without information, and, in today's environment most of this information comes from some sort of database. Your professional success will, in part, depend on your ability to understand information and the technology that sustains it; specifically, its characteristics and your ability to obtain, organize, and analyze it. Even though you are not majoring in IT, you will be expected to partner with IT in the business environment to build database systems. This course will provide you with this core knowledge. In this course, you will work in teams to design and develop a database system. You will work with contemporary business software including modeling systems, new Web tools, and database management systems.

Purpose Statement:

This course is a breadth courses for Management Information Technology as defined in the Business Administration Major. The course will be an in-depth examination of database management with an emphasis on the use of relational database systems in business today. The use of database systems is routine and necessary in both profit and non-profit organizations today. Database systems represent the memory of a firm's formal information resource. They record transactions such as purchases and payments and provide the data used in analytical processing which supports management decision-making. Database management systems have a useful role in maintaining large quantities of long-lived, highly valuable data that have to be accessed in many different ways by many people, often simultaneously. A firm's data must be secured against unauthorized and malicious access.

Learning Outcomes:

Upon completion of MIT 320, students will be able to:

1. Identify and define the information that is needed to design a database management system for a business information problem.
2. Create conceptual and logical database designs for a business information problem.
3. Build a database management system that satisfies relational theory and provides users with business queries, business forms, and business reports.
4. Understand the core terms, concepts, and tools of relational database management systems.
5. Work in teams and utilize effective group techniques to manage a complex project.

Student Assessment:

Your performance will be assessed through a series of inter-related group assignments, quizzes, and exams. The assignments will begin with the identification of information needs through the design and development of a database system. The grades earned for each piece of this group assignment will be assigned to the group but you will have opportunities to assess yourself and your team members and the grade each member earns for these assignments. The quizzes will assess your knowledge of terms and concepts and will occur approximately every three weeks. The readings and lectures will prepare you for these quizzes. The exams will assess your ability to apply the concepts learned in class and will occur mid semester and during the finals week. The non-graded homework will prepare you for these exams.

In summary, you will be assessed continually throughout the course by the following means:

- Regular homework assignments. You will complete end-of-chapter problems. We will review these problems in class by posting student work on the instructor's

computer station and conducting a “walkthrough”. This work will not be graded but will be used to prepare you for the exams.

- A series of quizzes to test your knowledge and comprehension of key terms and ideas in the database management discipline.
- A midterm and a comprehensive final exam will test your ability to analyze problems and situations and propose reasonable solutions.
- A database design and development project that asks you to integrate and synthesize concepts learned in the classroom to a real-world business case. This is a semester-long project that requires you to create a data dictionary, an ER diagram, a functional dependency diagram, and a database with required tables, queries, forms, and reports. This work will be completed in small groups.

Grade Allocation:

Exams.....	30%
Quizzes.....	15%
Group Assignments.....	40%
Peer and Faculty Evaluation.....	15%

Performance Scale:

<u>Average Points</u>	<u>Weight</u>	<u>Final Grade</u>
94.0 - 100	4.00	A
90.0 - 93.9	3.67	A-
87.0 - 89.9	3.33	B+
84.0 - 86.9	3.00	B
80.0 - 83.9	2.67	B-
77.0 - 79.9	2.33	C+
74.0 - 76.9	2.00	C
70.0 - 73.9	1.67	C-
67.0 - 69.9	1.33	D+
60.0 - 66.9	1.00	D

Criteria for Grades on Cases

For most group assignments, there will be an assessment rubric available to you in SOCS.

Learning Activities:

There is an online schedule for you at <http://braender.tcnj.edu/mit320/schedule.htm>.

Course Policies:

Attendance

The course blends both theory and application into the learning environment. To accomplish this, we spend approximately 50% of our time working with theory and the other 50% working on tasks with a team of students. To complete these tasks, we will spend approximately 50% of our time in the lab. To learn, you must actively participate in both the classroom and the lab. To support your team, you must be present. You are required to attend classes, labs, and team meetings that convene outside the classroom. If you have to miss a class or team meeting, you need to call my office at 609.771.2366 and leave a message with the reasons for your absence; you also need to notify your group. In addition, you should not schedule interviews, work, vacations, appointments, or any other non-course related event during scheduled classes.

During test time, if you believe that you are entitled to an excused absence for medical reasons or family emergencies you are expected to contact me before the class session, or within a reasonable time frame, for which you will be absent. Justifications for absences after-the-fact may require corroboratory documentation. Save extraordinary situations, no "make-up" exams will be given. Depending on the circumstances surrounding your failure to have taken an exam as scheduled, either you will receive a failing grade on the missed exam or, in the event of a bona-fide excuse; the other graded criteria for the course will be adjusted on a pro-rata basis to calculate your final grade. If you have a special, diagnosed learning need, you should arrange to meet with me at the earliest possible, mutually convenient, time. If you are an athlete with a travel schedule, which may interfere with your ability to meet the requirements described in this syllabus, you must meet with me after the first class session.

Dean's Office Attendance Policy: Except in the case of a TCNJ authorized absence or documented personal emergency, faculty are encouraged NOT to make individual exceptions to course assignment due dates and exams. Our work is no less coordinated or time-sensitive than many tasks encountered in the workplace and meeting deadlines and obligations is simply one more step in preparation for a business career.

TCNJ's Attendance Policy: <http://www.tcnj.edu/~recreg/policies/attendance.html>

Extra Credit

We spend an entire semester working on a case project that is completed by a team of students. During a 14- week period, you will complete approximately 7 projects. In addition, you will complete non-graded homework that will help you prepare for your exams. Because of this, there is no room in this course for extra credit assignments. You will, however, have the opportunity to retake most quizzes and earn extra points on most exams.

Assignments

There is an online schedule at <http://braender.tcnj.edu/mit310/schedule.htm> which lists the due dates and requirements for each assignment. At times, this schedule may be adjusted because of circumstances that affect the class. You should not print this schedule since it may change. If it does, the revision date at the top of the page will be adjusted. You will need to refer to the schedule throughout the semester.

Your team is expected to meet the due dates on this schedule. If the class seems to be struggling with meeting a date, the schedule will be adjusted and the online dates changed. You will have team space in SOCS to store your assignments so that a person's absence does not affect your meeting scheduling requirements.

Those groups who meet deadlines deserve higher grades than those who need more time to complete work. If you can successfully complete your work in a timely manner, your performance is greater than that those who need additional time. The policies of this class support this belief; late assignments will earn fewer points.

Your learning is greatly enhanced by working through problems. An active learner obtains more knowledge than a passive learner. Perfection during this process hinders the learning process; it creates too much stress and does not allow you to learn from your mistakes. To support this belief, you will complete end-of-chapter problems. Your answers will not be graded but will be reviewed by your peers and me in the labs. During this time, you will have an opportunity to self-correct your homework and to improve your understanding of the material. In addition, these problems will prepare you for the exams since the exams emulate the end-of-chapter problems.

If you do not complete the homework, you will be required to leave the lab while we review it. You will not benefit from the work of others in the class unless you contribute to their learning. Your group may decide to work together to complete these problems or you may decide to complete them yourself. Keep in mind, that talking through a problem increases your understanding of it and its solution.

Answers to end-of-chapter problems do not need to be neat nor correct as long as we can read and learn from them. You may decide to complete your work by hand or with the use of a computer. Faculty answers to end-of-chapter problems will be shared with you only during the in-class review.

Quizzes and Exams

To be successful in business, you need to be able to use DBMS terms correctly and to understand the theory of data, information, and systems. You also need to understand how businesses build information and reporting systems. This course helps you achieve these goals.

In this course we are constantly building on core concepts throughout the entire semester. The concepts you learn in week 1 will be concepts you work with in week 14. In essence, the course focuses upon depth of learning, not a broad range of related topics. The testing practices employed in this class support this type of learning.

There will be a series of quizzes and exams in this class. Quizzes will test your knowledge of terms and theory. Exams will test your ability to apply these terms and theory to practice. The quizzes will be completed in the lab with the results of your efforts provided to you once you've finished and submitted the quiz. Study guides for these quizzes are provided in the lecture notes posted to SOCS for each chapter. You will have an opportunity to re-take the quizzes an effort to improve your grade. The schedule will list the make-up quiz date. Since the last quiz grade you earn reflects your most current knowledge, this grade will be used to calculate your final grade even if this grade is lower than the first one. For those who missed a quiz, you will be given the opportunity to take it on schedule make-up date; no other opportunity will be extended to re-take missed quizzes.

Exams will be application in nature. You will have the opportunity to improve your grades for the midterm through an extra credit question on the final. The grade you earn for this extra credit may be used to improve your original grade up to 20 points if you demonstrate an above average level of understanding. If your demonstrated understanding is average, your original grade will remain the same. If your demonstrated understanding is below average, your original grade will be reduced by up to 10 points. You will have the choice to submit your answer for grading.

The final exam will be comprehensive and will test the core concepts repeated throughout the semester.

TCNJ's final examination policy is available on the web:

<http://www.tcnj.edu/~academic/policy/finaevaluations.htm>

Teams

Because businesses rely heavily on teams working cooperatively to develop IT systems, you need to learn how to effectively work with others to complete a project. You will be assigned to work in groups of 3 people. Each team member will be responsible to contribute to each homework assignment and project. Each group will choose a project leader, who will oversee and coordinate the group's activities, to monitor your virtual work environment, and to ensure that files are shared and properly documented. This leader may change for each project.

Your team will be assigned virtual space in Socs that only your team and I have access to. You can use this space to hold virtual meetings through chats, email team members, store and collaborate on team documents, develop study guides, leave messages, and document group activities and meeting times.

At times, teams are faced with a difficult or uncooperative team member. This may take the form of a person who is autocratic, a person who is ill equipped to contribute, or one who does

not fully participate in team activities. The members of the group must attempt to effectively deal with difficult situations and/or people since this will be expected of them during employment. If, however, the situation becomes intolerable, the group should approach me for guidance and support. Seeking my assistance should be done before any project approaches a deadline so that the problematic team member has an opportunity to change the situation or behavior before receiving their grade. With reasonable notification and approval from the instructor, the team can 'fire' a group member. The 'fired' person must then seek inclusion in another team, do the work independently, or receive a failing grade for their work.

Students who are working in a group are required to schedule weekly meetings. The group will determine the regular meeting time and place for the group and post this information to the team's assigned space in SOCS; the team leader needs to do this before the end of the third week of class. Changes to the meeting schedule should be posted to SOCS. In addition, the type of meeting (virtual vs. physical) and the team leader should be posted to SOCS. Students are required to meet with each other each week. If a student repeatedly misses meetings, the group may 'fire' this person after consultation and agreement with me. The 'fired' person must then seek inclusion in another team or do the work independently.

Teams will have an opportunity to assess the quality of themselves and their team members. This assessment will be used to calculate part of the student's grade for each member of your team. The assessments will be completed in SOCS mid-semester and again at the end of the semester. If the team does not demonstrate some consensus in their assessment of its members or if the assessments seem unfair or unreasonable in any way, I will use my professional judgment to determine how your assessments will be used to calculate each other's grades. To protect the individual and the integrity of this class, I maintain the right to ignore any assessment completed in this class.

Students may request to be reassigned to another team during the semester. This request will be honored when reasonable and possible.

Academic Integrity

Students are required to adhere to the academic integrity policy set forth by the college. Violations of this college policy may be sent to the School of Business' Academic Integrity Officer.

In addition to academic performance, you are expected to demonstrate the qualities of honesty and integrity. All submissions by you or your team are expected to be your original work. Material that, in any way, violates this principle, or any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the your receiving a failing grade for the assignment, quiz, test, or the course. In addition, further appropriate disciplinary action may be initiated.

TCNJ's academic integrity policy *is available on the web:*
<http://www.tcnj.edu/~academic/policy/integrity.html>.

Classroom Behaviors

To enhance the learning environment and to keep with the values held by the college, we are all responsible for contributing to a respectful environment. To accomplish this, we all need to adhere to the following behaviors:

1. Refrain from using disruptive technology during the class or labs. Disruptive technology includes, but is not limited to, cell phones, email, Internet surfing, IM, and games. If you are expected an important call, you need to alert me before class begins, put your phone on the vibrator, and take the call away from any classroom.
2. Do not speak when someone else is speaking.
3. Do not work on projects that fall outside of this course.
4. Treat each person in the class with respect, consideration, and kindness.

Communications

Communication is a funny thing. Too much of it and it becomes a burden. Too little causes stress and mistakes. We need to create an effective communication process. SOCS will allow us to quickly speak with each other through the chat function. In addition, you can go to the welcome page of SOCS and discover if I am currently online; if I am, we can have a quick conversation without you having to come to my office. You can even use this time to request help with problems with an assignment. If you do, make sure that your documents are available in your team's C-Docs located in SOCS.

I'm sure that you're time is as precious as mine. Outside of our learning environment, we both have other classes and responsibilities. In addition, many of you work and I have administrative duties that require much of my time. To create an effective communication process, we need to follow these guidelines.

1. If you need to clarify some information about an assignment, you should visit the website for this class at <http://braender.tcnj.edu/mit320> or go to SOCS. There are a lot of resources for you and instructions about assignments, due dates, and course requirements.
2. You should rely first on your group and then on me. If you miss a class, call a team member for information.
3. If you have a quick question and your team members cannot help you, call me at 2366 or IM me at DrBTCNJ (AIM).
4. **Email** - If you cannot get in touch with me, email me. Follow these guidelines with Email.
 - a. Like you, I get a lot of email; therefore, I have to scan it for important messages. If you want my attention, place MIT 320-ox in the Subject. Make sure you tell me what section you're in because there are three for this course and go

students. (8am – Section 1; 12pm – Section 2; 2pm – Section 3) If there is something very important to you, scream in the subject (e.g., HELP).

- b. Use your full name in the "From" section and send all email from your TCNJ account. I receive quite a bit of spam and, if I don't recognize someone, they are deleted from my Inbox.
 - c. Be professional, courteous, and concise with your email. Please remember that we have a professional relationship and our communications need to reflect this fact. You need practice writing in a business manner so that you're prepared for your careers. To do this, you need to be formal with the people who judge your performance.
 - d. Copy your team members when the message relates to them or to your group assignments.
 - e. This may be hard for you to understand but it is an important lesson. Not every email should be responded to. For example, some answers should be discussed in person. Sometimes students send me questions that should not be sent. For instance, it is not uncommon for a student to say "I missed class. Was there anything important that I should know about?" The answer to this one is "Everything I say is important 🤖." Or, here's another one, "I didn't get what you said last class? What was it?" The answer to this one is "When you're my age, I often don't remember what I said yesterday. That's why I write everything down in the lecture notes. Go to SOCS to get them." Or, "When is the assignment due?" The answer to this one is "Go to <http://braender.tcnj.edu/mit320/schedule.htm>."
5. **Phone** – If you leave me a message, you need to tell me who you are (yes, I can't guess) and what course/section you're enrolled in (yes, this is very important). Leave your contact number in the last 8 seconds of the message (I can rewind this without repeating the whole message) and, above all, speak slowly when you leave your number. There is nothing more frustrating than a person rushing through the most important piece of information; the one that I need to write down.

Other Important Information

Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify me on the first day of this course and contact the Office of Differing Abilities Services (609-771-2571). Anyone requiring special adaptations or accommodations will benefit from contacting Terri Yamiolkowski in the Office of Differing Abilities (771.2571).

Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://www.tcnj.edu/~affirm/ada.html>.

Academic Enhancement Center:

The Academic Enhancement Center, which is located in Forcina Hall 145, is an excellent place to get help on your papers. Call *The Write Place* at 771-2895 or 771-3325, or see the hours available at <http://www.tcnj.edu/~assistn/lhw.htm>.

Personal Note

On a personal note, it is important for you to understand my teaching style. First, I enjoy laughing but I am a stickler for rules. Please don't mistake my relaxed manner in the classroom for a relaxed manner towards the rules. Second, I make mistakes and am willing to admit to them. Because you work in a team environment, your teammates will often discover your errors. Because I work alone, you usually find mine. Don't get emotional about them; just bring them to my attention. Third, there are times when students who are earning low grades in this course become unpleasant. These are usually students who are irresponsible during the semester and then panic at the end. This tactic does not work for me. For those students who experience real challenges, speaking with me about them often helps.

Course Schedule:

Visit <http://braender.tcnj.edu/mit320/schedule.htm> for a current schedule.