Active Time Zone  ET/EST
Meeting Time Asynchronous
Meeting Location Online via Canvas
Instructor Kyle M. L. Jones (MLIS, PhD)
Office Hours By appointment
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Adobe Connect Meeting Room https://connect.iu.edu/sp17-551/
Office Phone (317) 278-0046

NOTE: This is an edited version for public access. For a full version, contact me at the e-mail address listed above to request access.
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Course Overview

Catalog Description

Concerned with a comprehensive view of the processes involved in developing formal access to information from a user-centered point of view. Considers various database models such as flat file, hierarchical, relational, and hypertext in terms of text, sound, numeric, image, and geographic data. Students will design and implement databases using several commercial database management systems.

Instructor’s Description

Database Design is concerned with a comprehensive view of the processes involved in developing formal access to information from a user-centered point of view. The course will introduce you to technical skills, theoretical concepts, and critical data issues on database design, management, and related sociotechnical and ethical concerns. As an introduction to the area, we will cover basic database models and review different systems, which will support your work in library, museums, archives, cultural heritage institutions, and various information roles.

Prerequisites

Database Design requires successful completion of S401 - Computer-Based Information Tools. Additionally, I expect you to have the ability to manage your own computer with respect to installing new applications. While not required, a curiosity about and interest in learning new technologies will serve you well in this course. Other than that, no specific database skills are necessary to be successful in this course.

Instructional Style and Philosophy

I strive to create inclusive learning communities whereby we can work together—students with instructor—to achieve our educational objectives and co-construct knowledge. To achieve these ends, I work to develop social learning experiences and environments that engage my students at personal, professional, and intellectual levels to share their past experiences and knowledge, as well as their future ambitions. This requires each student to respect him or herself, his or her peers, and his or her instructor in order to maximize the plurality of ideas that may arise when we interact as a community and optimize the goods that come from intellectual inquiry.

How does this philosophy play out in the classroom? I often employ collaborative projects, and I purposefully use discussion forums to engage all learners. I create opportunities for students to explore their personal interests, but I make sure personalized learning is aligned to course learning objectives. I scaffold student learning by encouraging—and sometimes requiring—students to explore minority-held positions, contrarian viewpoints, and alternative values and value sets. Note that some course material is better fit to these types of aims than others, but the overarching goals remain.
Student Learning Outcomes

Departmental Master of Library Science Learning Outcomes

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Conceptualize databases for particular users and operational needs
   1.1. Understand conceptual design of relational databases including basic concepts such as: tables, keys, relationships, create commands and query commands
1.2. Understand advanced concepts such as enforcing referential integrity and mandatory and optional relationships
1.3. Build entity-relationship diagrams (ERDs) for relational databases using crows’ foot notation
1.4. Document a database for current and future maintainers

2. Develop databases following conceptual strategies
   2.1. Implement relational databases using GUI interfaces
   2.2. Implement relational databases in open source environments using Structured Query Language (SQL) commands

3. Retrieve data from databases
   3.1. Analyze data dictionaries and ERDs for available data
   3.2. Use SQL to retrieve according to users’ and operational needs

4. Understand relevant social issues of databases and emerging database design
   4.1. Recognize the potential benefits and harms that could accrue from Big Data practices
   4.2. Acknowledge the role of databases in creating potentially unfair classificatory systems
   4.3. Critique data practices for perpetuating social injustices

**Student Learning Outcome Map**

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>MLS Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.1.</td>
</tr>
<tr>
<td>1.1.</td>
<td>2.3.</td>
</tr>
<tr>
<td>1.2.</td>
<td>3.1.</td>
</tr>
<tr>
<td>1.3.</td>
<td>5.1.</td>
</tr>
<tr>
<td>1.4.</td>
<td>7.1.</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.1.</td>
<td>7.1.</td>
</tr>
<tr>
<td>2.2.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3.1.</td>
<td>2.1.</td>
</tr>
<tr>
<td>3.2.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4.1.</td>
<td>1.1.</td>
</tr>
<tr>
<td>4.2.</td>
<td>1.2.</td>
</tr>
<tr>
<td>4.3.</td>
<td>3.3.</td>
</tr>
</tbody>
</table>
Materials and Resources

Required Textbooks

The following texts are required, and you need to purchase them in order to work through this course:


   This text is expensive. I apologize for the cost, but it is of superior quality. I reviewed over five texts, and none compared in terms of quality, clarity, and instructional support (e.g., sample databases, sample SQL statements).

   A note on older editions: I have reviewed the detailed tables of contents for the 9th, 10th, and 11th editions. It seems that these editions align very closely with our 12th edition text, and they may be a fine substitute at a much lower cost. Consider buying them used or renting them from Amazon for as low as $3.

   I will refer to examples and sample files from the 12th edition, and some of our homework will come from the 12th edition. With respect to sample files and homework questions, I will make them accessible to you so that you do not need the 12th edition text.

   The following links take you to the respective editions for you to review the tables of contents:

   9th: https://goo.gl/fZWkCJ
   10th: https://goo.gl/TXuFsA
   11th: https://goo.gl/TZxtLU


   This text is widely available used at a low cost, usually for less than $7. An eBook copy is available via IUCAT using your IU account. It is accessible at http://iucat.iu.edu/catalog/15953775

   However, the electronic copy is a single-user edition, which means that if one student selects “check out” on the ebook, it will be unavailable to all. However, if students do not select “check out,” multiple users will be able to read it online and/or print chapters.

Other Required and Supplementary Materials

Other book chapters, journal articles, miscellaneous readings, and media listed in the weekly modules are either openly accessible or available through eReserves associated with our online course site.
**Suggested Texts and Resources**

The following texts are *recommended*, and they may help you to be successful in this course:


Technical courses such as this one benefit from the accessibility to a wide variety of free, online resources. I highly encourage you to peruse and reference the following resources throughout the course as needed:

**IU resources:**
- IU IT Training workshop materials (look for Access and SQL items): https://ittraining.iu.edu/downloads/
- Books 24x7 IT Pro: https://ittraining.iu.edu/learningoptions/books24.aspx

**Self-paced tutorials/“courses”:**
- W3schools SQL Tutorial: http://www.w3schools.com/sql/
- Code School: https://www.codeschool.com/courses/try-sql
- Khan Academy: https://www.khanacademy.org/computing/computer-programming/sql
- Code Academy: https://www.codecademy.com/learn/learn-sql
- Lynda.com Access tutorials: https://www.lynda.com/Access-training-tutorials/140-0.html
- Lynda.com SQL tutorials: https://www.lynda.com/SQL-training-tutorials/446-0.html

Some self-paced tutorial sites require you to create an account. Lynda.com videos are available at no-charge by signing into the organizational portal at https://www.lynda.com/signin/organization by putting in iupui.edu as the organization name.

**Technology**

**Basics**

Internet and computer access is required. Your Internet speed should sufficiently support uploading and downloading of large file sizes. Your computer should be up-to-date with the latest operating system in order to support the required applications listed below; it should also have anti-virus software. The latter is especially important given the fact that we will be sharing files between ourselves.

**Course Site**

We have access to a Canvas course site (https://canvas.iu.edu/). I will use this site as a way to post updates, store documents, receive assignments, and to accommodate online learning activities, among other things. It is your responsibility to review the course site multiple times a week.
**Required Applications**

The following applications are required for you to participate successfully in this course. I will not make accommodations for alternative applications, because these are directly related to exercises, assignments, and learning objectives.

1) **Microsoft Access 2013**  
   We will use Access for all of our database exercises.

   *For PC:* Access is available to download for free within the Microsoft Office 2013 package via the IUware software system at [https://iuware.iu.edu/Windows/Title/1786](https://iuware.iu.edu/Windows/Title/1786).

   *For Mac users:* Access is available for free using the IUanyware desktop virtualization platform available at [https://iuanyware.iu.edu](https://iuanyware.iu.edu). See the following knowledge base document for help: [https://kb.iu.edu/d/bclt](https://kb.iu.edu/d/bclt). Note that you must have an Internet connection in order to use IUanyware.

2) **Microsoft Visio 2013**  
   We will use Visio to create entity relationship diagrams using Crow’s Foot notation.

   *For PC AND Mac users:* Access is available for free using the IUanyware desktop virtualization platform available at [https://iuanyware.iu.edu](https://iuanyware.iu.edu). See the following knowledge base document for help: [https://kb.iu.edu/d/bclt](https://kb.iu.edu/d/bclt). Note that you must have an Internet connection in order to use IUanyware.

3) **Jing**  
   We will use Jing to create and share screencasts. Screencasts can capture our desktop and applications as we interact with them, which allows us to demonstrate our processes and technical questions in an easy way.

   Jing is available to download for free for both PC and Mac users at [https://www.techsmith.com/download/jing/](https://www.techsmith.com/download/jing/). Helpful tutorials for learning and using Jing are available at [https://www.techsmith.com/download/jing/](https://www.techsmith.com/download/jing/).

**Privacy Policies**

The technologies we use in this course have different privacy policies. I believe that the technologies we will use respect your privacy in that they do not negatively impact your ability to develop ideas and beliefs by interfering in the educational process. Regardless, you should review their policies to see if they respect your privacy preferences.


**Other Resources**

**Counseling and Psychological Services**  
(317) 274-2548, [http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/](http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/)  
(317) 251-7575 for the 24 hours crisis hotline
Counseling and Psychological Services provides the following services to students:

- group counseling
- individual counseling
- medication management
- testing

Libraries
(317) 274-8278, http://www.ulib.iupui.edu

Library staff take an active interest in serving the teaching, research and scholarly activities of IUPUI students, faculty, staff, and the citizens of Indiana as well as visiting scholars. Beyond its immense physical collection, the libraries offer a breadth and depth of online resources. Additionally, and most importantly for your needs, the librarians can provide custom research support for whatever project you have. Our liaison, Willie Miller (wmmiller@iupui.edu), should be your first point of contact for this service.

Adaptive Educational Services (AES)
(317) 274-3241, https://aes.iupui.edu/services.html

What AES does for students and on your behalf:

- AES receives students’ documentation of disabilities, evaluates it in order to determine the correct accommodations and services students are entitled to receive.
- AES provides some accommodations for students and directs them to other campus or off-campus groups that can provide other assistance.
- AES works to educate the IUPUI staff and faculty both in Indianapolis and at Columbus regarding the university's and its employees' legal responsibilities regarding students with disabilities.
- AES works with academic units to provide academic substitutions and waivers for students with disabilities which do not fundamentally alter those programs' standards.
- AES serves as an advocate for students with disabilities, working as a mediator with faculty over classroom issues, with administrators regarding campus policies, and encouraging the university to expand its vision and policies regarding persons with disabilities.

The Writing Center
(317) 274-2049, http://liberalarts.iupui.edu/uwc/

The Writing Center offers individual writing instruction, online assistance and classes to students. It is an excellent resource for any type of writing assignment. Unfortunately, the Writing Center only offers on-campus tutoring.
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
<td>98-100</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
<td>93-97</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
<td>88-92</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
<td>78-82</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
<td>67-77</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
<td>66 and below</td>
</tr>
</tbody>
</table>

Notes:

1) I will calculate final grades to the first decimal point. If your final grade is at .5 or above, I will round up. For instance, if you receive a 93.5 on your final grade, I will round this up to a 94.

2) Students must receive a B- or above for a course to satisfy core requirements (e.g. S501, S502). Students must receive a C or above for an elective course applied to the MLS. Students must maintain a 3.0 GPA overall and must finish coursework with a 3.0 GPA. If in any semester a student receives less than a 3.0 for that semester, he or she will be placed on probation and will need to achieve a 3.0 overall GPA during the next semester.

3) A “B” grade is the norm for graduate students. A+ grades are not given in the department.
Overview of Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Homework</td>
<td>35</td>
<td>Multiple (2.5 points per module)</td>
</tr>
<tr>
<td>Discussion Leadership</td>
<td>10</td>
<td>Twice throughout the semester as assigned</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>10</td>
<td>Weekly over 10 weeks</td>
</tr>
<tr>
<td>Data Book</td>
<td>40</td>
<td>Tuesday, May 2nd</td>
</tr>
<tr>
<td>Virtual Symposium</td>
<td>5</td>
<td>Tuesday, May 2nd</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Reminders: Most late assessments will be penalized one point per day late. Late homework will receive a one-time .5 point deduction.
Semester Structure

Overview

This course covers 17 weeks. 14 of those weeks included substantive content; three weeks account for the intro to the course, Spring Break, and finals week.

The semester has been broken down into four thematic units with their own interconnected modules. There is a new module each week.

Each module’s content will reveal when a new week begins. Make special note that each week begins on Wednesday at 12:00 AM and ends on the following Tuesday at 11:59 PM (ET/EST). I break it up this way to put Saturday and Sunday right in the middle of the week, which has proven time and again to 1) reduce last minute participation during the week, 2) create stronger connections between students, and 3) enable students to produce higher quality work.

Semester Grid

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Module</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro</td>
<td>Intro</td>
<td>Wed. Jan. 11th</td>
<td>Tue. Jan. 17th</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Wed. Jan. 18th</td>
<td>Tue. Jan. 24th</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Wed. Jan. 25th</td>
<td>Tue. Jan. 31st</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Wed. Feb. 1st</td>
<td>Tue. Feb. 7th</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>4</td>
<td>Wed. Feb. 8th</td>
<td>Tue. Feb. 14th</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>5</td>
<td>Wed. Feb. 15th</td>
<td>Tue. Feb. 21st</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>6</td>
<td>Wed. Feb. 22nd</td>
<td>Tue. Feb. 28th</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>7</td>
<td>Wed. Mar. 1st</td>
<td>Tue. Mar. 7th</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>8</td>
<td>Wed. Mar. 8th</td>
<td>Tue. Mar. 14th</td>
</tr>
<tr>
<td>10</td>
<td>—</td>
<td>—</td>
<td>Wed. Mar. 15th</td>
<td>Tue. Mar. 21st</td>
</tr>
</tbody>
</table>

NOTE: This is our Spring Break week. There are no class activities during this time frame.

| 11   | 3    | 9      | Wed. Mar. 22nd | Tue. Mar. 28th |
| 12   | 3    | 10     | Wed. Mar. 29th | Tue. Apr. 4th  |
| 13   | 3    | 11     | Wed. Apr. 5th  | Tue. Apr. 11th |
| 14   | 3    | 12     | Wed. Apr. 12th | Tue. Apr. 18th |
| 15   | 3    | 13     | Wed. Apr. 19th | Tue. Apr. 25th |
Unit and Module Overview

Full descriptions of each module and related readings are available at the course site.

Unit 1 - Database Concepts
   Module 1 - Database Systems
   Module 2 - Data Models
   Module 3 - Relational Databases, Part 1
   Module 4 - Relational Databases, Part 2

Unit 2 - Database Design and Management
   Module 5 - Entity Relationship Modeling, Part 1
   Module 6 - Entity Relationship Modeling, Part 2
   Module 7 - Advanced Data Modeling
   Module 8 - Database Normalization

Unit 3 - Data Access and Reporting Using Structured Query Language (SQL)
   Module 9 - SQL Syntax and Programmatic Database Creation
   Module 10 - Beginning SQL Queries with the SELECT Statement
   Module 11 - SQL Queries and Programmatic Joins
   Module 12 - Filtering and Operators
   Module 13 - Open Lab

Unit 4 - Data Ethics
   Module 14 - Big Data: Privacy, Fairness, and Opacity