Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

MLIS 7520
Database Design for Information Professionals
Three Credit Hours

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(Extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/education careers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4.   Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5.   Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6.   Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7.   Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8.   Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the VSU MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCE 4]*

PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCE 6]*

PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCE 7]*

INSTRUCTOR

Name: Changwoo Yang, PhD

Office Number: Room 4600, Odum Library

Telephone Number: 229-333-7185

Email Address: cyang@valdosta.edu

Office Hours: Tuesday and Thursday (9:30am-12:30pm)

Website: http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php

COURSE DESCRIPTION

Addresses government and industry needs for design, implementation, and management of the database systems. Focuses on the application of data modeling technologies in library and information science practice and research.

REQUIRED TEXTBOOKS

Rob, P., & Coronel, C. (2009).*Database Systems: Design, Implementation, and Management* (9th ed.). Thomson Course Technology. ISBN 0538469684

Note: Since the class focuses on basic concepts in database design, you don't necessarily have to have the latest edition on the textbook (Rob & Coronel).

Weinberg, P. N., Groff, J. R., & Oppel, A. J. (2010). SQL, the Complete Reference. New York: McGraw-Hill.
PDF version is available online through Odum Library

COURSE OBJECTIVES (*with alignment to MLIS Program Objectives***)**

Upon completion of this course, the student will be able to:

- Explain the fundamental principles of database systems.
- Develop database conceptual design using the Entity Relationship Model approach.
- Demonstrate skills and perspective to analyze real-world requirements, produce a data model, and implement the database.
- Use Structured Query Language (SQL).
- Develop and optimize complex SQL queries to perform tasks such as table creation, data input, and retrieval.
- Evaluate trends in database technologies and the application of database technologies to various activities.

COURSE ACTIVITIES/REQUIREMENTS

Class activities include a set of readings, assignments, online discussions, and a term project. Students will complete weekly assignments that provide an opportunity to demonstrate familiarity with the course content. Assignments will provide students with conceptual and practical understanding of database design principles and SQL syntax. The purpose of the term project is to allow students to demonstrate their understanding of data modeling and database design issues covered in the class by designing and implementing a database that can handle real-world data and information management issues. Term project report should include problem statement, background information about the problem, ER diagrams, data dictionary, rationale for the design, challenges faced during design and implementation processes, and brief evaluation of the project.

Details for each week are posted in the appropriate folder on the course website. ***It is the student's responsibility to check the course calendar for DUE DATES for all class work and***

the weekly folders and assignment folders for all required and supplemental readings and other materials.

ASSIGNMENTS/EXAMS

Grades will be calculated as follows:

- 5 Weekly assignments: 5 * 10pts = 50pts

- 2 Exams: 2 * 15pts = 30pts

- Term project: 20pts = 20pts

Weekly Assignments (50pts)

- Students will complete five individual assignments that provide an opportunity to demonstrate familiarity with the course content.
- Collaboration on homework assignments is encouraged. You may consult outside reference materials, other students, or the instructor. However, all of your answers should reflect your understanding of the subject matter at the time of writing.
- Assignments will provide students with conceptual understanding of variety of library technologies and standards.

Exams (30pts)

- There will be two exams: a midterm and a second exam. Exams will be composed of a combination of multiple choice, true/false, and short answer questions.

Term Project (20pts)

- The purpose of the term project is to allow students to demonstrate their understanding of data modeling and database design issues covered in the class by designing and implementing a database that can handle real-world data and information management issues.
- Students are free to choose the topics of personal interest.
- Instructor approval required to start a class project.
- The instructor will also provide a list of possible projects for your selection.

Assignment Submission:
- There is a one (1) day grace period for each graded activity after its original due date.

- Missing a deadline for any graded activity may result in a reduction in grade (i.e., 20% deduction from the original mark for each day after 1-day grace period) unless a mutually acceptable alternative is arranged with the instructor.

- All assignments must be submitted via assignment drop box on BlazeView.

COURSE GRADES

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:
- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

To be eligible to receive an A in this course requires completing <u>every</u> assignment.

ATTENDANCE POLICY

This is a Web-delivered course, with no required online presentations.

TECHNOLOGICAL REQUIREMENTS

As this is an online course that also focuses its attention on online information services, students must have almost daily access to the Internet. That access will use email and the web (through the student's browser) for class-related communication. It is expected that each student will be capable of dealing with PDF files and MS Words documents.

To meet all class requirements, you should also be prepared to: (1) check the BlazeVIEW course homepage several times a week, sometimes daily, if a course discussion is in progress; (2) keep electronic backup copies of each assignment and project you submit.

COMMUNICATION

Please post course-related questions that may be relevant to the class on the discussion board. You are expected to read the discussion boards regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone please make contact during office hours.

SUBMITTING WRITTEN ASSIGNMENTS

All written work must be submitted as instructed on the BlazeView course website using Word formats (.doc or .docx suffixes only) or other formats designated by the instructor. The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://www.valdosta.edu/administration/it/helpdesk/welcome-old.php course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to https://D2LHelp.view.usg.edu or call the hotline at 855-772-0423.

LATE POLICY

Most graded assignments are due Tuesday, 11:30 pm. There is no grace period. Assignments received after Tuesday, 11:30 pm, lose points. Completely skipping an assignment is not acceptable in graduate

school. To be eligible to receive an A in this course requires completing every assignment and submitting within the specified deadlines.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php