

Course Syllabus

DATA MANAGEMENT and DATABASE DESIGN

DAMG 6210, CRN:

Class Sessions: Tuesdays 6:30 pm – 9:50 pm Pacific

Office Hours: TBD

September 3 to December 14

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INSTRUCTOR BIOGRAPHY

This is Wuping Simon Wang, your instructor. I go by Simon.

I did PHD coursework at University of Texas and earned my MS in Computer Science from Texas A&M. I was certified by Microsoft and Oracle. In my career, I have worked as a Data Modeler, Software Development Engineer, Database Designer, Cloud Engineer, Production DBA, Software Technical Architect, or IT Director at Microsoft, Starbucks, AT&T Wireless, professional firms, and IBM.

I do data work in industry as a data and database professional specialized in both relational and NoSQL technologies in addition to teaching data management, data architecture, and data engineering graduate courses.

TEACHING ASSISTANT INFORMATION

COURSE PREREQUISITES

See catalog.

COURSE DESCRIPTION

The Data Management and Database Design course introduces database theory and skills, including concepts, architecture, and development in a data-centric system context. This course presents the valuable knowledge and skills related to managing, manipulating and analyzing large amounts of data. Both the relational and NoSQL databases are explored. Students will develop a project database on a business premise of their choosing as well as conduct analysis upon a set of sample data.

This course not only prepares students to pursue the career opportunities but also presents a foundation for the more advanced study related to the database discipline.

COURSE LEARNING OUTCOMES

Upon successfully completing the course, students will be able to conduct the following:

- describe the rationale for designing and deploying database management systems
- explain the differences between Relational Database Management Systems and NoSQL Database Management Systems
- communicate the various forms of data integrity (domain, entity and referential)
- define the process of developing a fully normalized database design
- explain the structural components of databases (entities, attributes, data types & indexes)
- perform queries and analysis of data using SQL programming language
- articulate concepts of ACID properties and principles of transaction management
- describe legal and ethical issues related to data privacy and ownership

BOOKS

Connolly, T. M. & Begg, C. E. (2014)

Database Systems: A Practical Approach to Design, Implementation, and Management (6th Edition) Addison-Wesley Publishing, [ISBN-10: 0-13-294326-3]

The 4th or 5th Edition is also acceptable.

Dusan Petkovic (2019)

Microsoft SQL Server 2019: A Beginner's Guide, Seventh Edition
McGraw Hill, [ISBN-13: 978-1260458879]

These textbooks have been selected because of their breadth and depth in coverage of data and databases. They are well written and contain many examples. Students should find these books to be useful for several years to come.

Recorded lectures:

YouTube Channel for Database Design:

<https://www.youtube.com/@databasedesign8172/playlists>

YouTube Channel for SQL Development:

<https://www.youtube.com/@sqldevelopment7439/playlists>

YouTube Channel for Data Architecture and Management (Advanced):

<https://www.youtube.com/@dataarchitectureandmanagem2407/playlists>

YouTube Channel for Data Mining and Database Management:

<https://www.youtube.com/@datamininganddatabasemanag6009/playlists>

Digital Textbooks:

[DAMG 6210 Coursera MOOC \(Massive Open Online Course\)](#)

Additional resources:

[W3schools SQL Tutorial](#) will be leveraged to develop basic SQL skills. This learning can also be used to support the more extensive SQL development enhancing the course objectives.

T-SQL Querying (Developer Reference) 1st Edition

<https://www.amazon.com/T-SQL-Querying-Developer-Reference-Ben-Gan/dp/0735685045>

SOFTWARE

The class SQL Server will be provided in a hosted environment. Students will need to have access to other software according to the following table. The Developer Edition of SQL Server 2019 and Visio Professional 2016 are recommended as optional options.

Function	Requirement	Apple	Windows
Entity Relationship Diagram	mandatory	MySQL Workbench, or Lucidchart	Visio Professional, MySQL Workbench, or Lucidchart

MongoDB Server	mandatory	MongoDB Atlas in cloud	MongoDB Atlas in cloud
MongoDB Client	mandatory	MongoDB Compass Community	MongoDB Compass Community
MongoDB Programming	optional	Node.js	Node.js
SQL Programming - Server	mandatory	Class SQL Server	Class SQL Server
SQL Programming - IDE	mandatory	dBeaver	SQL Server Management Studio, or dBeaver
Data Mining Tool	mandatory	Tableau, or others	PowerBI, Tableau, or others

Important Notes:

* IDE (Integrated Development Environment)

* **The minimum requirement for Entity Relationship Diagram is Lucidchart**

* **The minimum requirement for SQL Programming is dBeaver**

* Please follow the technology files posted on the class website for help to get started with the software

DATABASE PROJECT

Students will form teams of up to 5 and develop a relational database based on reading and class lectures. The project will have the following deliverables:

Deliverable	%	Points
P1. Team Formation, DB Topic and Objectives	3	3
P2. Database Design, Initial ERD	12	12
P3. Final ERD	2	2
P4. Database Implementation	10	10
P5. Presentation	8	8

The rubrics for the project grading is Completeness 40%, Correctness 40%, and Creativity 20%.

Team Formation, Database Topic and Mission Statement/Objectives

Form a team of up to five members. Team members will collaborate to decide a database topic, mission statement, and mission objectives that the database will accomplish.

It is strongly suggested that each team model a database for a type of organization that they have relatively deep understanding---such as the current or previous work experience or perhaps a personal hobby. In the past, students have created databases to capture data about the video rental stores, bike repair shops, beer tasting/review professionals, athletic leagues, and airlines. Students are encouraged to use their imagination!

The mission objectives may be like Book Sale, Inventory Control, etc., for a Book Store database.

* Individual submission is required.

Database Design and Initial ERD

Based on the reading and class lectures, each team will create an initial Entity-Relationship diagram (ERD) that depicts the database topic chosen in the first project assignment and is normalized to the Third Normal Form. This database will allow for data collection, processing, and reporting. The target for the initial ERD is 12 entities or more. The Crow's Foot notation will be used to describe the model.

In addition to the ERD, students should submit a database design document containing the description of the business problems being addressed by their database, listing all entities and how they are related to each other, and explaining the key design decisions. The business problems being addressed could be like the mission statement completed earlier. An example of the key database design decisions is why an entity is included in the database.

* Individual submission is required.

Final ERD

Based on the teaching team's feedback of the initial ERD, each team will optimize the initial ERD. Most likely, these changes will be in regard to further 'normalization' of the database entities, reducing redundant data, and recognizing additional entities.

In addition to submitting a fine-tuned ERD, each team will also submit a brief description identifying the changes made to the initial ERD. It is also important to update the design document to reflect the design changes. Resubmission of the updated design document is not required at this time.

* Individual submission is required.

Database Implementation

Each team will submit the 'SQL code' to implement the database design as well as enter the appropriate amount of data (at least 10 rows for each table) using the SQL INSERT scripts, Data Import Wizard, and/or stored procedures. Specific objects to be reflected in the code include the database, tables, data types, primary and foreign keys, and views. Each team is expected to create at least 2 views (often used for reporting purposes).

The implementation must include at least two of the following three items:

- Table-level CHECK Constraints based on a function
- Computed Columns based on a function
- Column Data Encryption

* Individual submission is required.

Project Presentation

Each team will present the database design project to the class. The presentation should include the following items.

- 1) A Power Point slide deck, containing highlights, to showcase the project
- 2) The up-to-date design document
- 3) The final ERD
- 4) The SQL DDL statements for implementing the database
- 5) At least two views for reporting purposes and the SQL DDL statements used to create them
- 6) At least two reports (Using a data mining tool, such as Power BI and/or Tableau, is required)
- 7) Audio/Video presentation if preferred but not required
- 8) Only one member of a team needs to submit the presentation materials

Course Schedule/Topics Covered

Important Note: Changes may occur to the syllabus at the instructor's discretion. When changes are made, students will be notified via Canvas and/or in-class announcement.

Week One: September 8 - 14

General Database Purpose and Development History

Presents an overview of the entire course as well as an introduction to the reasons behind the growth of database management systems (DBMS). It explores the history of database use and the mistakes and dead ends of the past to present the student with a context in which to develop criteria for judging database design and effectiveness.

Reading

- chapter 1: “Introduction to Databases” (Connolly& Begg) - *Optional*
- chapter 4: “The Relational model (1980 - present)” (Connolly& Begg)

Week Two: September 15 - 21

Entity–Relationship Modeling

Basic concepts of diagramming business objects are presented in this lesson; how to identify entities, attributes, relationships and cardinality. Lecture includes Primary Keys and Foreign Keys that align with business rules.

Reading

- chapter 10: “Database System Development Lifecycle” (Connolly& Begg)
- chapter 12: “Entity–Relationship Modeling” (Connolly& Begg)
- chapter 13: “Enhanced Entity–Relationship Modeling” (Connolly& Begg)

Assignment

P1 Due

Week Three: September 22 - 28

Conceptual and Logical Database Design

Processes for conducting the conceptual and logical database design are discussed.

Normalization

This lesson presents the Normalization process for fine-tuning and validating the database design.

MongoDB Aggregation Pipeline

Introduction to the MongoDB Aggregation Pipeline is presented.

Introduction to Structured Query Language (SQL)

Introduction to the standard database language, SQL, is presented.

Reading

- chapter 6: “SQL: Data Manipulation (DML)” (Connolly& Begg) - *Optional*
- chapter 14: “Normalization” (Connolly& Begg)
- chapter 16: “Methodology: Conceptual Database Design” (Connolly& Begg)
- chapter 17: “Methodology: Logical Database Design for Relational Model” (Connolly& Begg)

Assignment

Lab 1 Due

Week Four: September 29 - October 5

Database Constraints

Database integrity constraints (domain, entity and referential) are discussed.

SQL Concepts

SELECT

Reading

- chapter 3: “SQL Server Management Studio” (Petkovic) - *Optional*

Week Five: October 6 - 12

Physical Database Design

This module explores the database design process which adapts to a database management system for implementation.

SQL Concepts

Aggregate Functions and GROUP BY; JOIN

Reading

- chapter 6: “Queries” (Petkovic)
- chapter 18: “Physical Database Design for Relational Databases” (Connolly& Begg) - *Optional*

Assignment

P2 Due

Week Six: October 13 - 19

Database Objects

Database objects that are common in nearly all databases, such as indices, are explored.

SQL Concepts

Subquery; CTE

Reading

- chapter 7: “SQL: Data Definition (DDL)” (Connolly& Begg) - *Optional*
- chapter 10: “Indices” (Petkovic)

Assignment

Lab 2 Due

Week Seven: October 20 - 26

Database Design Review

Week seven is for review and exploration of the initial ERDs submitted by each student group.

SQL Concepts

CASE and RANK

Assignment

Lab 3 Due (Sunday)

Week Eight: October 27 - November 2

Transaction Management / ACID Properties

Transaction Management describes the principles of managing data consistency and integrity while processing transactions. The concepts of ACID properties are also introduced.

SQL Concepts

Explicit Transaction

Reading

- chapter 22: “Transaction Management (ACID Properties)” (Connolly& Begg)
- chapter 13 “Concurrency Control” (Petkovic)

Assignment

Quiz 1

Attendance is mandatory

Week Nine: November 3 - 9

Database Security

Data and database security is explored in this module.

SQL Concepts

DDL; Recursive Processing; Graph

Reading

- chapter 12: “Security System of the Database Engine” (Petkovic)
- chapter 20: “Security and Administration” (Connolly& Begg) - *Optional*
- chapter 21: “Professional, Legal, and Ethical Issues” (Connolly& Begg)
- chapter 5: “Data Definition Language” (Petkovic)
- chapter 11: “Views” (Petkovic)

Assignment

Lab 4 Due

Week Ten: November 10 - 16

Database Constraints and Business Rules

Discussion will include the need for specifying constraints that reflect business rules unique to the organization using the database. Defining, documenting as well as coding the restrictions required of the data is presented.

SQL Concepts

Stored Procedures and Functions; APPLY

Assignment

P3 Due

Week Eleven: November 17 - 23

Data Warehousing Concepts: Design

Discussion will include the history and evolution of data warehousing, its main concepts and the competitive advantages that businesses realize after implementing data warehouse. An overview of data warehousing components and the process of construction are presented. ETL tools are presented.

Online Analytical Processing and Data Mining Concepts

Aspects of mining data from large-scale databases are analyzed with a focus on Multidimensional Data Model and OLAP. Data mining tools are discussed.

SQL Concepts

PIVOT

Reading

- chapter 31: “Data Warehousing Concepts” (Connolly& Begg)
- chapter 32: “Data Warehouse Design” (Connolly& Begg)
- chapter 34: “Data Mining” (Connolly& Begg) - *Optional*

Assignment

P4 Due

Lab 5 Due (Sunday)

Week Twelve: November 24 - 30

Database Administration Concepts I

Aspects of administering large-scale databases are analyzed with a focus on challenges of production operations. Topics include monitoring and maintenance.

Reading

- chapter 19: “Methodology: Monitoring & Tuning the Operational System” (Connolly& Begg)

Assignment

Quiz 2

Attendance is mandatory

Week Thirteen: December 1 - 7

Database Administration Concepts II

Aspects of administering large-scale databases are analyzed with a focus on challenges of production operations. Topics include troubleshooting and optimization.

Reading

- supplemental reading TBD

Assignment

Team Project Presentations

Week Fourteen: December 8 - 14

TBD

EVALUATION:

Assignments balance between theory and practice and between individual and group work.

Assessment	% Grade
2 Quizzes	30%
5 Labs	35%
Database project	35%

GRADING SCALE

Work in this course will be graded to criteria. In other words, you won't be graded on a curve. Each assignment is designed to test your achievement against one or more of the learning objectives. Different assignments emphasize different learning objectives. The meanings of grades are described below:

Letter	Percent
A	100-95
A-	94.99-90
B+	89.99-87
B	86.99-84
B-	83.99-80
C+	79.99-77
C	76.99-74
C-	73.99-70

Attendance/Late Work Policy

Attendance Policy

Students registered in MGEN courses (INFO, CSYE, and DAMG) are allowed **a maximum of 2 absences per course, with 3 or more absences resulting in an automatic 'F' for that course.** Students are expected to inform their instructors of any absences in advance of the class; if a student is sick long-term or experiences a medical issue that prevents class attendance, it is strongly encouraged that they speak with their Academic Advisor (coe-mgen-gradadvising@northeastern.edu) to learn more about the Medical Leave of Absence. Should a student anticipate being unable to attend 3 or more classes, they should discuss their situation with their Academic Advisor to explore other types of leave in accordance with the University's academic and global entry expectations. International students should review the Office of Global Services webpage to understand their visa compliance requirements.

Teaching Assistants (TAs) or Instructional Assistants (IAs) will be present at each class to collect student attendance.

Late Work Policy

Students must submit assignments by the deadline in the time zone noted in the syllabus. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted late without prior communication with faculty will not be graded.

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is particularly important to the College of Engineering. Your comments will make a difference in the future planning and presentation of our curriculum. At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will

be open for two weeks. An email will be sent to your Northeastern University Mail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

MGEN Student Feedback

Students who would like to provide the MGEN unit with anonymous feedback on this particular course, Teaching Assistants, Instructional Assistants, professors, or to provide general feedback regarding their program, may do so using this survey: https://neu.co1.qualtrics.com/jfe/form/SV_cTIAbH7ZRaaW0Ki

University Health and Counseling Services

As a student enrolled in this course, you are fully responsible for assignments, work, and course materials as outlined in this syllabus and in the classroom. Over the course of the semester if you experience any health issues, please contact UHCS.

For more information, visit <https://www.northeastern.edu/uahcs>.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <https://drc.sites.northeastern.edu>.

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for education specific resources, visit <https://library.northeastern.edu>
Network Campus Library Services: [Northeastern University Library Global Campus Portals](#)

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 617-373-4357 or email help@northeastern.edu

Canvas Student Resources: <https://canvas.northeastern.edu/student-resources/>

For assistance with my Northeastern e-mail, and basic technical support:

Visit ITS at <https://its.northeastern.edu>

Email: help@northeastern.edu

ITS Customer Service Desk: 617-373-4357

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity, and social justice while building a climate of inclusion on and beyond campus. In the classroom, members of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration, and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

Title IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty, and staff.

In case of an emergency, please call 911.

Please visit <https://www.northeastern.edu/ouec> for a complete list of reporting options and resources both on- and off-campus.