

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

9-2014

BMIS 370.01: Managing Information and Data

Laurie L. Toomey

University of Montana - Missoula, laurie.toomey@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Toomey, Laurie L., "BMIS 370.01: Managing Information and Data" (2014). *University of Montana Course Syllabi*. 2093.

<https://scholarworks.umt.edu/syllabi/2093>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

BMIS 370 – MANAGING DATA AND INFORMATION

The University of Montana, School of Business Administration

Term / Credits	FALL 2014, 3 credits	
Pre-requisites	Lower Core Complete + MIS 371/BMIS 365 (Data Applications/Programming)	
Meets	2:10 – 3:30 in GBB L26	
Instructor	Laurie Toomey, Adjunct Instructor	
Office	GBB 389	
Contact	Phone: 243-6768 (email is best!)	E-mail: laurie.toomey@business.umt.edu
Office Hours	WED 11:00 – 12:00 or by appointment	
Website	UM's Moodle website	moodle.umt.edu

COURSE DESCRIPTION

This Managing Data and Information course is a broad overview of many different concepts. Part of the course is a condensed version of what many traditional database management courses cover including relational database design and usage. In addition to gaining a solid understanding of relational databases, students will learn about the challenges and opportunities of information within the context of an organization.

COURSE OBJECTIVES

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

- Recognize the role databases play in an organization, including the responsibilities to secure and protect information;
- Apply knowledge of business operations to create logical and conceptual data models;
- Evaluate the data models of commercial and/or open source data-driven applications for best fit with the data needs of an organization;
- Analyze a data model for potential problems due to client communication, such as multiple meanings of ambiguous terms, relationships that have been assumed but not confirmed and the level of detail needed for historical data;
- Determine answers to organizational questions using SQL queries;
- Demonstrate ability to use database software such as SQL Server and various CASE tools;
- Understand how to build into a database model the foundations for data mining for further decision making;
- Understand the security and ethical concerns surrounding data management;
- Understand general terminology and concepts of databases to effectively manage and communicate with a development team.

TEXTBOOK AND TOOLS:

There are two main sources of information for this course.



Primary Source: **PDF Handouts on Moodle:** FREE

1. Posted as they are used in class or sometimes a week before.
2. Highly suggest printing them out and putting in a binder or use a tablet in class.



Secondary Source: **Beginning Database Design Solutions (by Rod Stephens):** FREE

1. You must be on campus.
2. Go to: <http://site.ebrary.com/lib/umontana/search.action>
3. Type either “Rod Stephens” or “Beginning Database” to view the book.

MOODLE

Announcement and assignments will be posted on Moodle. Often materials from the lab will also be posted but not always right away. It is in your best interest to be in class every day.

GRADING

Moodle will be used to post grades. POP QUIZZES MAY BE ADDED (SEE ELECTRONIC DEVICES SECTION). The course grade is on a +/- system as shown below.

A+ 100-97%	A 96.99-93%	A- 92.99-90%
B+ 89.99-87%	B 86.99-83%	B- 82.99-80%
C+ 79.99-77%	C 76.99-73%	C- 72.99-70%
D+ 69.99-67%	D 66.99-63%	D- 62.99-60%
	F Below 60%	

Qty	Type	Each	Total
3	Quizzes (with one make-up replacing lowest)	100	300
1	SQL SELECT Assessment	100	100
20	Daily Participation Points	3	60
1	Bio (Moodle Profile) Assignment	10	10
1	Project (Multiple due dates): Mix of individual and group work	200	200
1	Peer Evaluation	30	30
		TOTAL	700

(ALMOST) DAILY PARTICIPATION POINTS

I will be assigning participation points based on (a) completing in-class work and (b) if you are physically in the classroom. There are 3 points per day.

Sometimes we may have more than 20 days of participation points awarded. If that is the case and you were in class every day, you would get extra credit for those days.

You cannot get participation points if you were not in class that day or if you arrived late/left early and missed the timing of the points. **You cannot make up participation points.**

EXAMS

There will be short multiple-choice/short answer/short problem quizzes throughout the semester. **A MAKE-UP QUIZ WILL BE GIVEN DURING FINALS WEEK!**

- Quizzes will cover material for the labs, graded and ungraded assignments, reading materials and lectures (on video and in-class).
- If you miss a quiz or do very poorly on a test, you have an opportunity to improve by taking a comprehensive make-up quiz at the end of the semester. You can only retake (or make-up) one quiz. To repeat... if you miss two quizzes, you can only retake one quiz.
- Quizzes will usually contain about 30 questions. You will have 30 minutes to take the quiz.
- Quizzes will usually be given during the first part of a class. **Regular class will resume once the 30 minutes allocated for the quiz have passed.**

SQL ASSESSMENT

SQL SELECT Assessment: SELECT statements including filtering, calculated fields, joins, etc. You can take this assessment multiple times. Your best score for the assessment is the one recorded in the gradebook. This should be a grade booster for you!

The attempts for the SQL Assessments are given after the first two Exams and during finals week. You have 35 minutes to complete 14 SELECT statements. While learning SQL statements is not difficult, you must practice quite a bit to become fast enough to complete the statements in the time allowed.

PROJECT

You will be designing a small database the semester. The emphasis of the project is database analysis and design and NOT the user interface. More information will be available later during the semester. **Late work not accepted.**

Please DO NOT combine this project with any other project you are doing for another class during this semester.

GRADUATE CREDIT – ADDITIONAL REQUIREMENTS

Students taking this course for graduate credit must complete an additional project which will be determined after meeting with the instructor.

GENERAL SCHEDULE (SUBJECT TO CHANGE)

Date	Topic
Aug 25 (Mon)	Intro
Aug 27 (Wed)	Intro
Sep 01 (Mon)	NO CLASS
Sep 03 (Wed)	Intro
Sep 08 (Mon)	Intro
Sep 10 (Wed)	Intro
Sep 15 (Mon)	Intro
Sep 17 (Wed)	Quiz 1/In-class SQL Assessment
Sep 22 (Mon)	Modeling
Sep 24 (Wed)	Modeling
Sep 29 (Mon)	Modeling
Oct 01 (Wed)	Modeling
Oct 06 (Mon)	Modeling
Oct 08 (Wed)	Modeling – Project Proposal Due!
Oct 13 (Mon)	Modeling
Oct 15 (Wed)	Quiz 2/In-class SQL Assessment
Oct 20 (Mon)	Project + Data in the Org
Oct 22 (Wed)	Project + Data in the Org
Oct 27 (Mon)	Project + Data in the Org
Oct 29 (Wed)	Project + Data in the Org
Nov 03 (Mon)	Project + Data in the Org
Nov 05 (Wed)	Project + Data in the Org
Nov 10 (Mon)	Project + Data in the Org
Nov 12 (Wed)	Project + Data in the Org
Nov 17 (Mon)	Project + Data in the Org
Nov 19 (Wed)	Project + Data in the Org
Nov 24 (Mon)	Project + Data in the Org
Nov 26 (Wed)	NO CLASS
Dec 01 (Mon)	Project + Data in the Org
Dec 03 (Wed)	Quiz 3/Semester Wrap-up
FINALS	Make-up Test (1 hour)
Monday	Comprehensive test covering the same material from
Dec. 8	quizzes 1-3. Still multiple choice and short answers.
1:10 – 3:10	Slightly longer (30-40 questions). Replaces the lowest
GBB L26	quiz grade IF it is a better grade.
	In-class SQL Assessment (1 hour)
	Last chance to pass the SQL assessment. You get an
	entire hour instead of 35 minutes for this attempt.

ACADEMIC INTEGRITY

It is your duty to abide by the University's academic policies, and it is the instructor's duty to enforce those policies. Cheating of any sort will not be tolerated. Cheating, failure to follow instructions, and/or failure to follow course policies may result in a reduced grade or a failing grade at the instructor's option.

The following message about academic integrity comes from the Provost's office: *"All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code.*

In addition, the School of Business has a Code of Professional Conduct at <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>

DISABILITY ACCOMMODATIONS

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

MISSION STATEMENTS AND ASSURANCE OF LEARNING

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

- Learning Goal 1: SoBA graduates will possess fundamental business knowledge.
- Learning Goal 2: SoBA graduates will be able to integrate business knowledge.
- Learning Goal 3: SoBA graduates will be effective communicators.
- Learning Goal 4: SoBA graduates will possess problem solving skills.
- Learning Goal 5: SoBA graduates will have an ethical awareness.
- Learning Goal 6: SoBA graduates will be proficient users of technology.
- Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

ELECTRONIC DEVICES

Cell phones and other electronic devices should be turned off and put away. **If I see any electronic devices in use, I will give a pop quiz for the entire class.** This will increase the total points possible for the class.