PHASE II, Group Project

See the Syllabus for the Due Date and Point Value

***NO project will be accepted after the course final exam is concluded.***

**INDIVIDUAL GROUP MEMBERS COULD EARN DIFFERENT GRADES**

**Requirements:**

1. Update/correct Phase I’s Word file to address the issues raised in the previous grading cycle. (Essentially, Phase I will be regraded.) Your prototypes should be built in Access now so replace the prototypes in the documentation of Phase I with the Access forms/reports. Clearly explain the purpose of each form/report.
2. Add a physical E-R diagram to the Word file to reflect the design of your Access database.
3. Modify your database to **update/correct the Access requirements of the previous Phase** and to include the following new elements:
   1. Tables necessary to implement the required M:N or Association relationship on your E-R diagram
   2. Test data should appear in the tables in *part a* above. The data should illustrate the relationships.
   3. On every form, a Tab Order that is meaningful to the user
4. Modified forms, by the use of object alignment, power sizing techniques, special effects, and color, that make the form more visually appealing

**General Requirements:**

1. Select appropriate data types and field sizes for every field.
2. Select appropriate (sometimes none) indexing for every field.
3. Select an appropriate default value for applicable fields.
4. Enter an appropriate caption for every field.
5. Determine and set the required property appropriately for every field.
6. Select an appropriate input mask for applicable fields.
7. Comment every field (Description).
8. Compact the database before copying it to disk.
9. Enter a descriptive title for every report and form.
10. Create a 1:M relationship between parents and children. Appropriately, enforce referential integrity.
11. Footnote with URLs any pictures, download dates, etc. copied from other sources on the form or report where the images appear.

**Phase II Deliverables:**

1. **Stapled Hardcopy** (*not* e-mailed)
   1. An “authorship list:” A listing of every item in your project with the name(s) of those who authored each item. On this list, authors must initial each occurrence of their name, e.g., form, report, narrative, data model, table, table normalization, relationship creation, test data, prototype, etc. This list includes the items from Phase I & II.
   2. The relationships diagram from Access that displays all of the fields of all tables involved in any relationship.
   3. Hardcopy of this file.
   4. All of the required reports that are implemented as Access applications (data matches that in the **.accdb** file)
2. **A *Blackboard submission to the Phase II assignment*** pagefrom the group leader that has *two* attachments:
   1. the **Word** file that contains the required narrative **(only one)** &
   2. theproject **.accdb** file -- ***Every* group member must implement some part of the Access requirements for both Phases of the project**.

**BE SURE THAT YOU HAVE A BACKUP!!** Check to be sure that the files you attached will open correctly. (Close Access ***before*** you attach the file.)

**Late Projects:** Late projects are assessed a 10% points per day late penalty beginning at 2:30 p.m. on the due date. Weekend days count too. The project is not considered to be submitted until the hardcopy is submitted too. **Get hardcopy time-stamped and put it in my mailbox in The School of Business at your own risk.**

Project Grading Criteria:

* ***Stapled* Hardcopy**
* **“**AuthorshipList**”**
  + Item
  + Author(s) of item (initialed by author)
* Hardcopy of this file
* Relationship Diagram
* Required Reports (Access implementation)
* ***Blackboard assignment submission*** with attachments
* **.accdb** file
* **Word** file (from Phase I, updated)
* **All blanks on this page filled-in**
* Different font
* Different color
* **Match Forms/Reports in Narrative**
* **Parent & child tables to match E-R diagram 1:M relationship with**
* Descriptive table names beginning with tbl

Parent: tbl\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child: tbl\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Fields names match E-R diagram names
* Each field defined in the Description column of Design View
* Primary keys exist
* Input mask to enforce special alphanumerics (not a wizard) Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Default value (not Access default) Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Validation rule Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Validation text Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Input mask (wizard) Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Relationship created between parent & child in 1:M relationship on E-R**
* Enforce referential integrity
* Test data to illustrate 1:M relationship
* **Data entry form for parent from previous 1:M**
* Helpful form name beginning with frm\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* All data displayed
* Appealing
* **Data entry form for child from previous 1:M**
* Helpful form name beginning with frm\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* All data displayed
* Appealing
* **Parent report from previous 1:M**
* Helpful report name beginning with rpt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* All data visible
* Appealing
* **Child report from previous 1:M**
* Helpful report name beginning with rpt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* All data visible
* Appealing
* **Parent/child report from previous 1:M**
* Helpful report name beginning with rpt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Linking field **not** displayed

Field names in Parent\_\_\_\_\_\_\_\_\_

& Child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Child Sum(Avg…) by Parent (***not*** a count)
* All data visible
* Appealing

# **General Guidelines**

* Appropriate data types
* Appropriate field sizes
* Appropriate indexing
* Appropriate default values
* Appropriate field captions
* Appropriate field requirement
* Appropriate input masks
* Field definitions
* Descriptive titles for reports & form
* **M:N or Association relationship on E-R diagram implemented**
* Parent1: **Table Name**\_tbl\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Parent2: **Table Name**\_tbl\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_**
* Intersection (or Association) Relation: **Table Name**\_tbl\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Relationships
  + Enforces Referential integrity appropriately
  + Data that illustrates the M:N (or Association) relationship
* **Prototypes Exist in the Documentation to Justify the Need for the Relationships above**
* **Appropriate Tab order on every form**
* **Summary Criteria**
* **All deliverables are present and complete (2/3 is the highest grade if one item is missing).**
* **Deliverables were professionally produced and submitted as specified (not graded otherwise).**
* The first six pages of this file are the first six pages of your Word file submission.
* Your narrative begins on page seven of your Word file.
* The narrative, list of major business activities, and formal list of business rules are written with complete, grammatically correct sentences.
* The narrative includes an explanation of the purpose of all forms/reports, referenced by Access name, which are implemented in Access.
* There are no spelling errors in any of the deliverables.
* All images in the file have been formatted so that, when moved, the documentation remains easily understood.
* IE crow’s foot model is used for the E-R logical and physical diagrams. All parts of the E-R diagrams are specified. The correct word forms and symbols are used and their placement on the diagrams is correct.
* The E-R diagrams include at least one 1:M relationship
* The E-R diagrams include at least one M:N relationship (or Association relationship).
* The E-R diagrams, the narrative, business activities, the business rules, and forms/reports are consistent.
* The narrative, list of business activities, formal list of business rules, and form/report examples provide a clear rationale to explain the E-R diagrams.
* The logical E-R diagram is an excellent model of the users’ view of the data.
* The logical & physical E-R diagrams are consistent.
* The physical E-R diagram is consistent with the Access database implementation.
* The Access implementation of the data model portrayed on the physical E-R diagram reflects
  + Normalization of all tables ( or justification in the narrative of why not), and
  + The appropriate use of design techniques as described by Kroenke
* The product evidences in depth study and analysis, and professionalism.

## All materials must be professionally produced. Any hand-written or hand-drawn items will not be graded.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Grading Rubric for Project*** | *Sophisticated* | *Competent* | *Not Yet Competent* | *Unacceptable* |
| Completeness, Clarity, Organization, & Correctness(85%) | All items on the grading criteria are present and, with a few minor exceptions, correct.  Project is clear, logical, & well organized. Reader easily can follow line of reasoning. | All items on the grading criteria are present and, with a few minor, exceptions correct.  Project is generally clear & well organized. A few minor points may be confusing. Reader/user recognizes any errors to be the result of oversight. | All items on the grading criteria are present and, with a few intermediate exceptions, correct.  Reader/user can read & evaluate Project only with effort. Some arguments are not clear. Organization seems haphazard. Some key information is missing. | Items on the grading criteria are missing and/or there are major errors.  Reader/user can read & evaluate Project only with great effort if at all. Many arguments are not clear. Organization seems lacking. Extensive key information is missing. Project evidences little study. |
| Grammar(10%) | Sentences are complete & grammatical, & they flow together easily. Words are chosen for their precise meaning. All words are spelled correctly. | For the most part, sentences are complete & grammatical, & they flow together easily. With a few exceptions, words are chosen for their precise meaning. All words are spelled correctly. | Readers can follow the documentation, but they are distracted by some grammatical errors and use of slang. Some sentences are incomplete/halting, and/or vocabulary is somewhat limited or inappropriate. All words are spelled correctly. | Readers can follow very little of the documentation because they are distracted by grammatical errors, use of slang, incomplete sentences, & limited or inappropriate vocabulary. Misspelled word(s) appear in the project. |
| Style(5%) | A common style is used throughout the documentation and database applications (no applications in Phase I). | Except for a few minor deviations, a common style is used throughout the documentation and database applications (no applications in Phase I). | The reader/user is distracted by the variations in style used throughout the documentation and database applications (no applications in Phase I). | The reader/user is distracted by wide-ranging variations in style used throughout the documentation and database applications (no applications in Phase I). |

## Adapted from Cross, Using Rubrics to Provide Feedback to Students

Your creation will be added here. Please use the margins defined on this seventh page so that I will have room to annotate with my comments. A ‘next page’ break was created to get this new page. Put your names in the header but leave in the page numbers. Be careful not to delete the section breaks and not to change the margins. If you need help with Word, feel free to stop by my office for a quick tutorial.