

Midterm #1

COSC 304 – Introduction to Database Systems



Midterm #1 Format

Time limit: 80 minutes (plus 5 minutes early for setup)

Structure:

- 5 marks for 5 multiple choice questions (all topics)
- 5 marks on relational algebra
- 5 marks SQL DDL (CREATE, INSERT, UPDATE, DELETE)
- 10 marks on SQL SELECT - 5 questions each worth 2 marks

Total marks: 25

Midterm #1 Rules

Midterm #1 exam rules:

- Students **may use** resources provided in the course including notes, labs, and other materials posted on GitHub and Canvas.
- Students **may use** the RelaX relational algebra editor and an SQL query tool (e.g. SQuirreL, Oracle APEX) to complete questions including executing them on an Oracle (APEX) database provided in the course.
- Students **may NOT use** any external resources on the Internet (e.g. Stack Overflow) or communicate with any other people during the exam.

My Exam Philosophy

The best and most important part of being a professor is motivating and helping students learn the material.

I want you to be successful!

Exam structure and format is clear. No surprises. Practice material in labs and class that are critical skills and test on those skills.

Second, but important responsibility, is evaluation and grading and ensuring UBC standards are upheld and students demonstrate academic integrity.

Each student should receive a grade that reflects their abilities.

Academic Dishonesty – Opinions?

Student Joe has put no effort into the course but gets a friend to write the midterm exam for him and receives 95%. You do your own work and get 70%.

How does that make you feel?

- A)** Strongly disapprove
- B)** Slightly disapprove
- C)** Neutral
- D)** Slightly approve
- E)** Strongly approve

Evaluation Open Discussion

What would be the best way to offer the midterm exam given that:

- 1) Every student should be evaluated fairly and receive a grade that reflects their abilities.
- 2) Students should not communicate or collaborate with others to help with writing the exam or any questions on the exam.
- 3) It is technically difficult to prevent the ability and temptation for academic dishonesty on online exams.

Ideas?



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