
 CMU SCS

**Carnegie Mellon Univ.
Dept. of Computer Science
15-415/615 - DB Applications**


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Lecture#2: E-R diagrams

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Problem

- Develop an application for U.G. admin:
 - Student info
 - Who-takes-what class
 - Class rosters
 - Transcripts
- How do you proceed?
 - (Which role(s) are you playing?)

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Database Design

- Requirements Analysis
- Conceptual Design
- Logical Design
- Schema Refinement
- Physical Design
- Security Design

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Database Design

- Requirements Analysis user's needs
- **Conceptual Design** high level (ER)
- Logical Design Tables
- Schema Refinement Normalization
- Physical Design Indices etc
- Security Design Access controls

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Maintain Problem'

- ~~Develop~~ an application for U.G. admin:
 - Student info
 - Who-takes-what class
 - Class rosters
 - Transcripts
- If you are the *new* DBA, what would you rather inherit:

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This or this ?

```


drop table if exists student;
create table student
(ssn fixed,
name char(20));
drop table if exists takes;
create table takes
(ssn fixed,
cid char(10),
grade fixed);

```

```

graph TD
  Student[Student] --- Takes{ }
  Takes --- Course[Course]
  
```


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True story

- Health insurance company
- Wants to catch (some of the abundant) fraud
- Schema:
 - patients, visit doctors, get medicine,
 - Doctors perform operations, ...
 - Nurses monitor patients, ...
 - etc etc
- Q: How many tables do you think it spans?


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True story

- Schema:
 - patients, visit doctors, get medicine,
 - Doctors perform operations, ...
 - Nurses monitor patients, ...
 - etc etc
- Q: How many tables do you think it spans?
10? 20? 30?

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True story

- Schema:
 - patients, visit doctors, get medicine,
 - Doctors perform operations, ...
 - Nurses monitor patients, ...
 - etc etc
- Q: How many tables do you think it spans?
10? ~~20~~ 30?
- A: **120 PAGES** of schema

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Motivation & upcoming conclusion:

- E-R diagrams are excellent documentation tools

```

graph TD
    Student[Student] --- Takes{Takes}
    Takes --- Course[Course]
  
```

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Overview

- concepts
 - Entities
 - Relationships
 - Attributes
 - Specialization/Generalization
 - Aggregation
 - ER modeling questions

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Tools

Entities ('entity sets')

Relationships ('rel. sets') and mapping constraints

attributes

```

graph TD
    Student[Student] --- Takes{Takes}
    Takes --- Course[Course]
  
```

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Example

Students, taking courses, offered by instructors; a course may have multiple sections; one instructor per section

nouns -> entity sets
verbs -> relationship sets

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Example

Students, taking courses, offered by instructors; a course may have multiple sections; one instructor per section

nouns -> entity sets
verbs -> relationship sets

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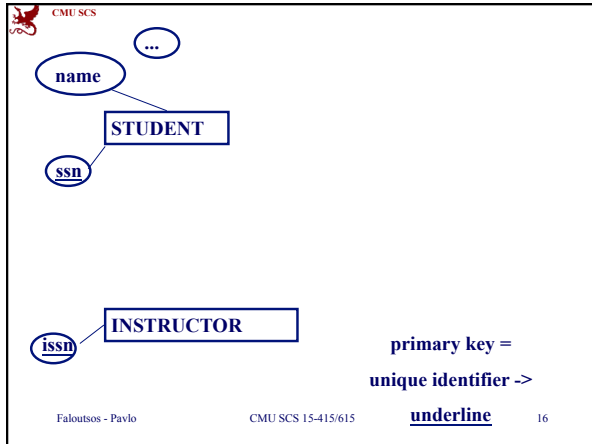
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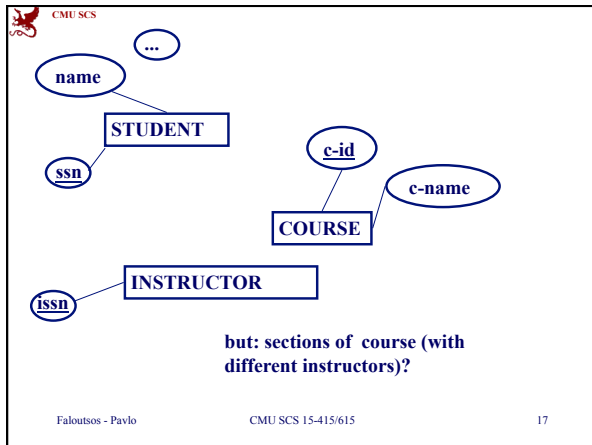
Example

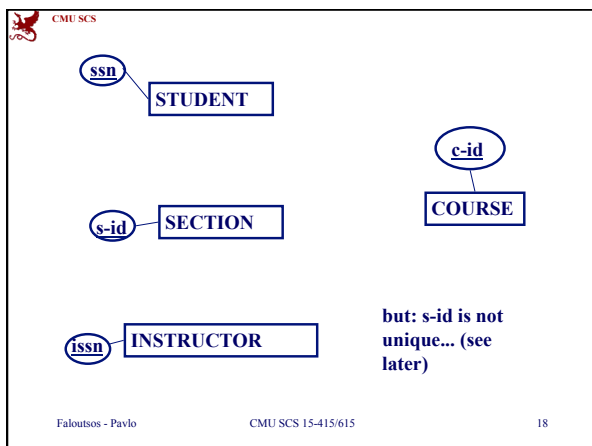
Students, taking courses, offered by instructors; a course may have multiple sections; one instructor per section

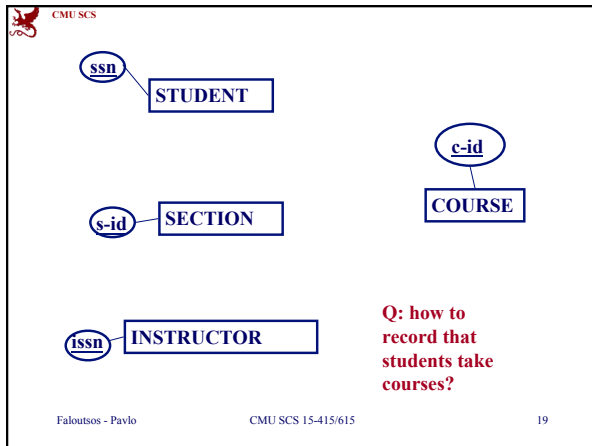
nouns -> entity sets
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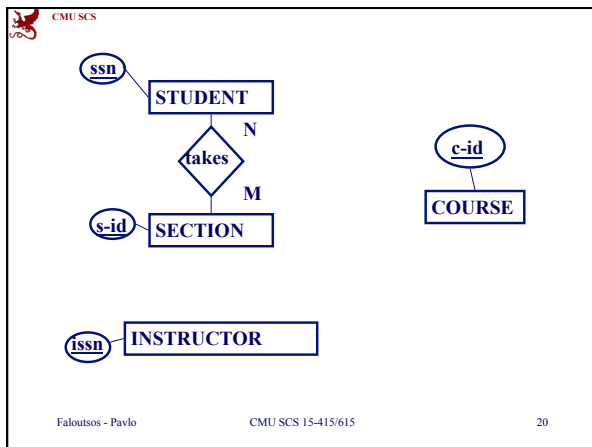
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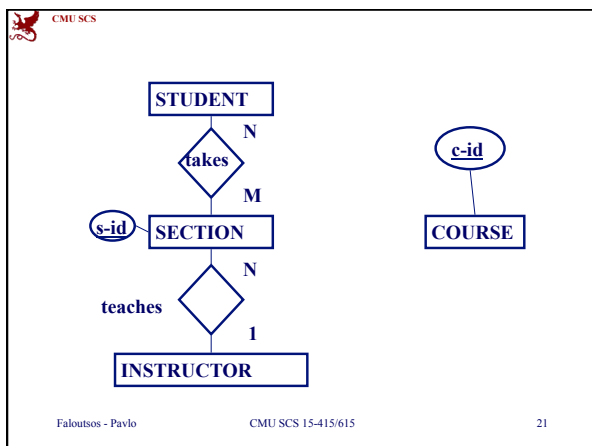


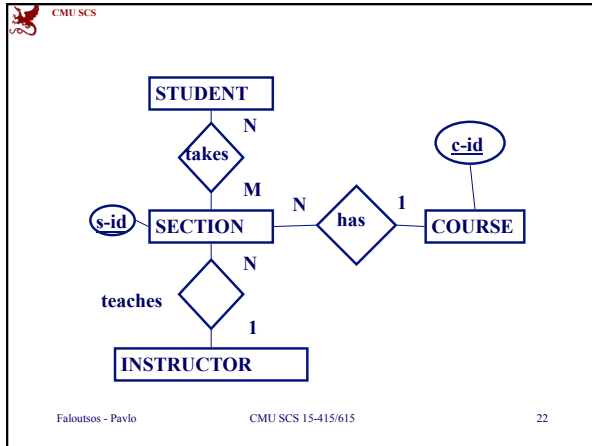


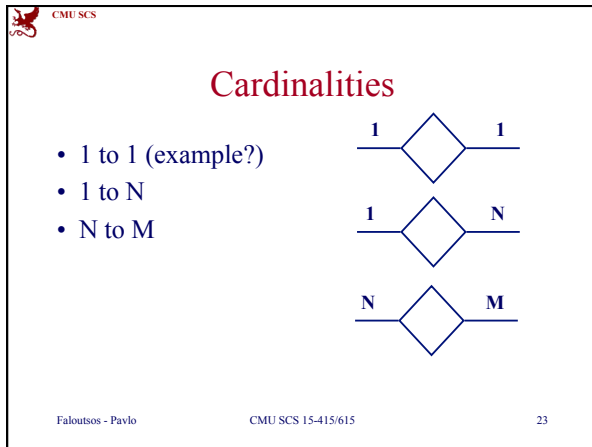


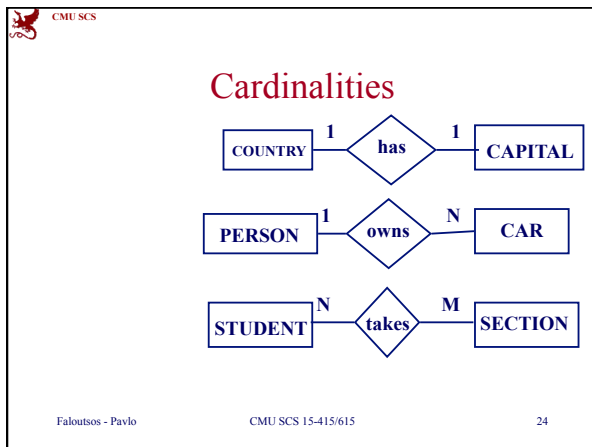


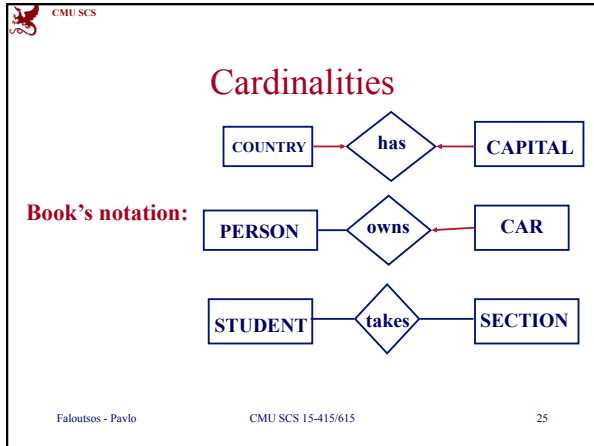


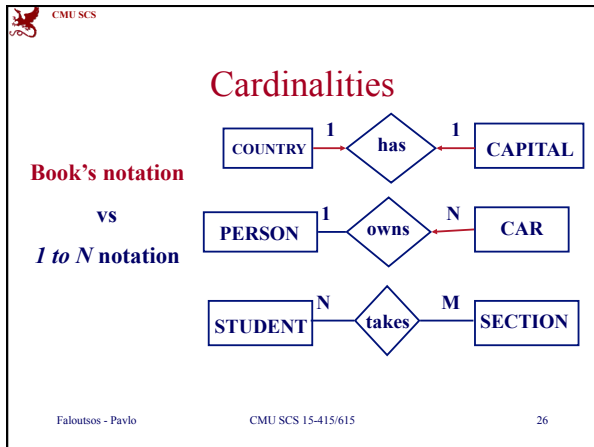


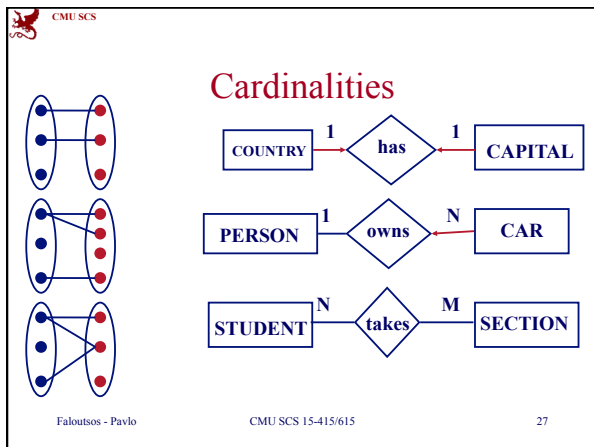


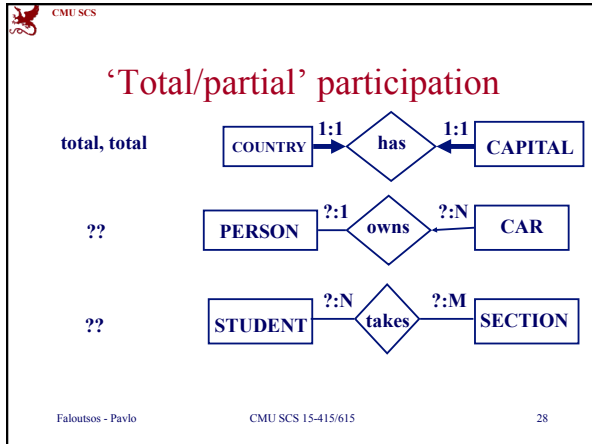


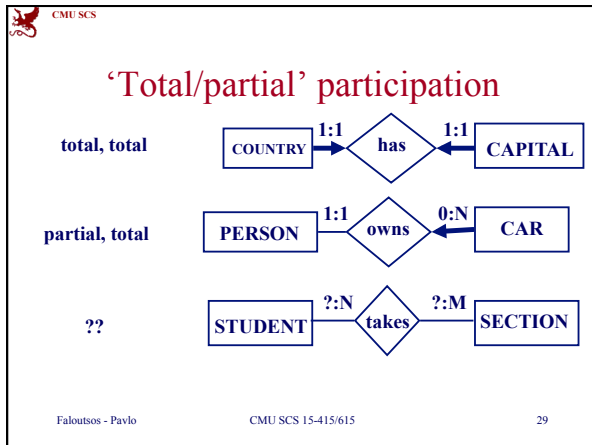


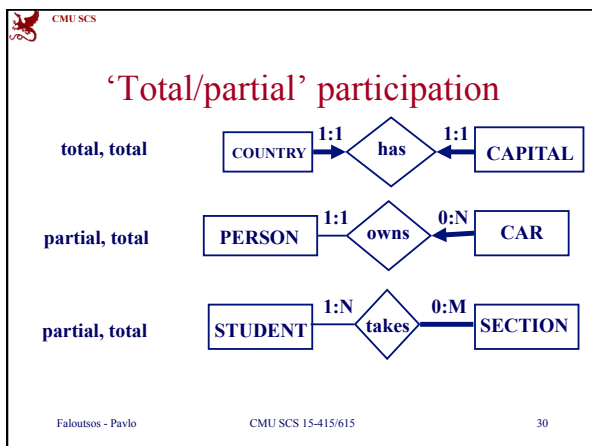












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'Total/partial' participation

Is it 'legal'?

partial, total

PERSON 1:1 owns 0:N CAR

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'Total/partial' participation

Is it 'legal'?

NO! why not?

partial, total

PERSON 1:1 owns 0:N CAR

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Subtle concept: Weak entities

- 'section' has no unique-id of its own! (?)

SECTION N has 1 COURSE

s-id c-id

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Weak entities

- 'weak' entities: if they need to borrow a unique id from a 'strong entity - **thick** box.
- 'c-id' + 's-id': unique id for SECTION
- **partial key** (eg., 's-id') - dashed underline
- **identifying relationship** (eg., 'has')

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Weak entities

- Other example(s) of weak entities?

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Weak entities

- Other example(s) of weak entities?

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More details

- self-relationships - example?

Diagram illustrating a self-relationship. A rectangular entity box labeled "??", a diamond relationship box labeled "??", and another rectangular entity box labeled "??" are connected by lines. The relationship box is positioned between the two entity boxes, with lines connecting it to each. The cardinalities are both "??".

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More details

- self-relationships - example?

Diagram illustrating a self-relationship. A rectangular entity box labeled "EMPLOYEE", a diamond relationship box labeled "manages", and another rectangular entity box labeled "EMPLOYEE" are connected by lines. The relationship box is positioned between the two entity boxes, with lines connecting it to each. The cardinalities are "1" and "N".

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More details

- self-relationships - example?

Diagram illustrating a self-relationship. A rectangular entity box labeled "FB user", a diamond relationship box labeled "Has-friend", and another rectangular entity box labeled "FB user" are connected by lines. The relationship box is positioned between the two entity boxes, with lines connecting it to each. The cardinalities are both "??".

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More details

- 3-way and k-way relationships?

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More details

- 3-way and k-way relationships? Rare, but possible:

```

    erDiagram
        EMPLOYEE }o--o} TOOL : uses
        EMPLOYEE }o--o} PROJECT : uses
        TOOL }o--o} PROJECT : uses
    
```

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More details

- 3-way and k-way relationships? Rare, but possible:

```

    erDiagram
        user }o--o} keyword : reviews
        user }o--o} app : reviews
        keyword }o--o} app : reviews
    
```

App-store/amazon reviews

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Overview

- concepts
 - Entities
 - Relationships
 - ➔ – Attributes
 - Specialization/Generalization
 - Aggregation
 - ER modeling questions

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More details - attributes

- **key** (or **primary key**): unique identifier
- underlined, in the ER diagram
- [not in textbook - FYI:
 - **multivalued** or set-valued attributes (eg., 'dependents' for EMPLOYEE)
 - **derived** attributes (eg., 15% tip)

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Overview

- concepts
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}

- Basic

}

- Advanced/
- rare

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Specialization

- eg., students: part time (#credit-hours) and full time (major)

```

classDiagram
    class STUDENT {
        name
        ssn
    }
    class FT_STUDENT {
        major
    }
    class PT_STUDENT {
        #credits
    }
    STUDENT <|-- FT_STUDENT
    STUDENT <|-- PT_STUDENT
  
```

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Observations

- Generalization: exact reverse of 'specialization'
- attribute inheritance
- could have **many** levels of an IS-A hierarchy

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More details

- Overlap constraints
- Covering constraints

```

classDiagram
    class A
    class B
    class C
    A <|-- B
    A <|-- C
  
```

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More details

- **Overlap constraints**
– can an entity belong to both 'B' and 'C'?
- **Covering constraints**
– can an 'A' entity belong to neither 'B' nor 'C'?

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More details

- **Overlap constraints - examples?**

No overlap

with overlap

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More details

- **Covering constraints - examples?**

Total coverage

Partial coverage

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Overview

- concepts
 - Entities
 - Relationships
 - Attributes
 - Specialization/Generalization
 - ➔ – Aggregation
 - ER modeling questions

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Aggregation

- computer model (w/ CPU and HD)
- and Maker (eg., Dell, HP)

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Aggregation

- treat a relationship as an entity
- used to express a relationship among relationships

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Overview

- concepts
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 - Relationships
 - Attributes
 - Specialization/Generalization
 - Aggregation
 - ➔ – ER modeling questions

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Conceptual design

- Entity vs attribute
- Entity vs relationship
- Binary or ternary relationships?
- Aggregation?

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Entity vs. attribute

- Entity EMPLOYEE (w/ emp#, name, job_code, ...)
- Q: How about 'spouse' - entity or attribute?
- Q: How about 'dependents'?

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Entity vs. attribute

- Entity EMPLOYEE (w/ emp#, name, job_code, ...)
- Q: How about 'spouse' - entity or attribute?
- A: probably, 'attribute' is enough
- Q: How about 'dependents'?
- A: Entity - we may have many dependents

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Entity vs. Relationship

OR

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Binary vs Ternary Relationships

- usually, binary relationships are 'cleaner':

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CMU SCS **Binary vs. Ternary Relationships**

If each policy is owned by just 1 employee:

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CMU SCS **Binary vs. Ternary Relationships**

If each policy is owned by just 1 employee:

Bad design

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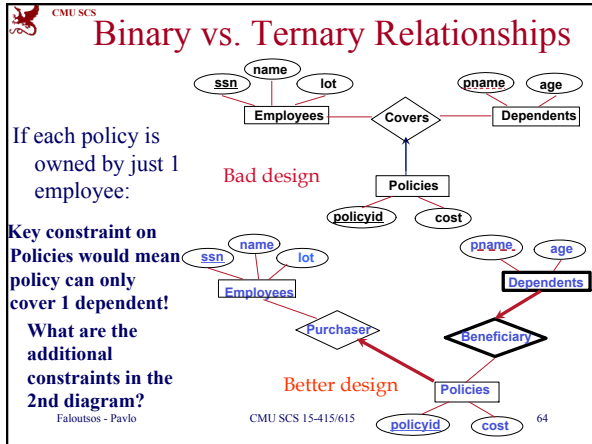
CMU SCS **Binary vs. Ternary Relationships**

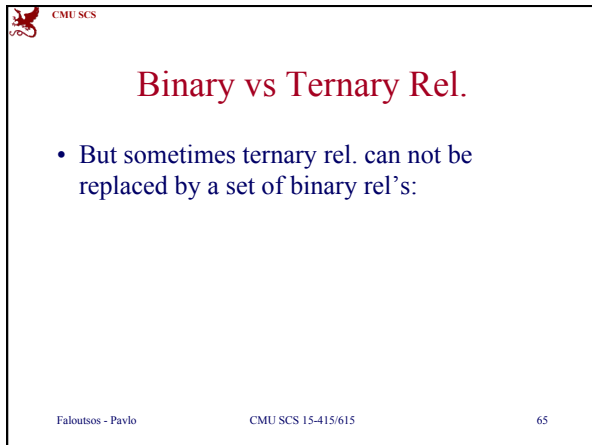
If each policy is owned by just 1 employee:

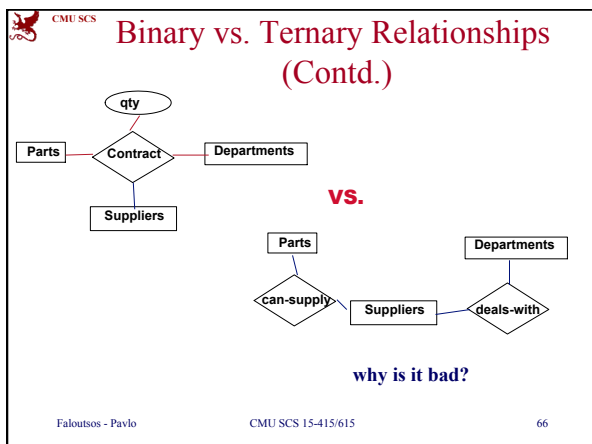
Bad design

Key constraint on Policies would mean policy can only cover 1 dependent!

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Binary vs. Ternary Relationships (Contd.)

– S “can-supply” P, D “needs” P, and D “deals-with” S does not imply that D has agreed to buy P from S.
 – How do we record *qty*?

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Binary vs. Ternary Relationships (Contd.)

**Not in textbook:
in practice, often:**

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Binary vs. Ternary Relationships (Contd.)

**Not in textbook:
in practice, often:**

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CMU SCS **Binary vs. Ternary Relationships (Contd.)**

Not in textbook:
in practice, often:

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CMU SCS **Ternary vs. aggregation**

- use aggregation, if we want to attach a relationship to a relationship
- (see book for example)
- (in practice, again we create a unique-id and resort to binary relationships)

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CMU SCS **Ternary vs. aggregation**

- How would you handle this case?

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Ternary vs. aggregation

- How would you handle this case?

```

classDiagram
    class COMP_MODEL
    class CPU
    class HD
    class MAKER
    COMP_MODEL --- CPU
    COMP_MODEL --- HD
    HD *-- MAKER
  
```

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Ternary vs. aggregation

- How would you handle this case?

```

classDiagram
    class COMP_MODEL
    class CPU
    class HD
    class MAKER
    COMP_MODEL ?-- CPU
    COMP_MODEL ?-- HD
    HD *-- MAKER
  
```

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Ternary vs. aggregation

- How would you handle this case?





```

classDiagram
    class COMP_MODEL
    class CPU
    class HD
    class MAKER
    COMP_MODEL "M" *-- "N" CPU : HAS_CPU
    COMP_MODEL --- HD
    HD *-- MAKER
  
```

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Summary





- E-R Diagrams: a powerful, user-friendly tool for data modeling:
 - Entities (strong, weak) 
 - Attributes (primary keys, discriminators, derived, multivalued) 
 - Relationships (1:1, 1:N, N:M; multi-way) 
 - Generalization/Specialization; Aggregation 

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Summary








POPULAR

- E-R Diagrams: a powerful, user-friendly tool for data modeling:
 - Entities (strong, weak) 
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Summary - cont'd

	(strong) entity set		attribute
	weak entity set		primary key
	relationship set		partial key
	identifying rel. set for weak entity		


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Summary - cont'd




cardinalities



partial/total



cardinalities




cardinalities with limits

(not in textbook - FYI)

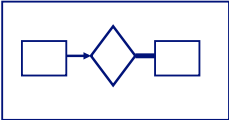
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Summary - cont'd



IS-A



aggregation

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