



**Fall Semester 2015
Course Syllabus**

COURSE TITLE AND NUMBER: DHYG 1010/Oral Embryology and Histology

COURSE SCHEDULE: Wednesdays 9:00pm-9:50am in Room 906 Health Science Annex Bldg.

COURSE LENGTH AND CREDIT: 1 Semester Credit Hour/ 750 contact minutes

REQUIRED TEXT & WORKBOOK:

Illustrated Dental Embryology, Histology, and Anatomy. Bath-Balogh & Fehrenbach. Elsevier/ Saunders. Third Edition: Copyright 2011. Text ISBN: 978-1-4377-1730-3

Student Workbook for Illustrated Dental Embryology, Histology and Anatomy 3rd Edition Bath-Balogh & Fehrenbach. Text ISBN: 9781437725100

EQUIPMENT/SUPPLIES: Notebook, pen, paper, computer & color printer access

PREREQUISITES: Program Admission

COURSE DIRECTOR: Lori V. DeFore, RDH, BS, BTh

EMAIL: ldefore@southeasterntech.edu

OFFICE: Health Sciences Annex, Room 909

PHONE: 912-538-3251

OFFICE HOURS:

Mondays 7:30-8:30am; 10:20-11am; and 5:00-5:30pm

Tuesdays 7:30-8:00am; 2:00-5:30pm

Wednesdays 7:30-9:00am; 9:50-10:10am and 1:00-5:30pm

Thursdays 7:30-9:00am;10:50am-11:30am and 12:00pm-12:45pm

COURSE DESCRIPTION

This course focuses on the study of cells and tissues of the human body, with emphasis on those tissues that compose the head, neck, and oral cavity. Topics include: cellular structure and organelles, histology of epithelium, histology of muscle tissue, histology of nerve tissue, histology of connective tissue, embryological development of the head and neck, tooth development, and development of supporting structures.

MAJOR COURSE COMPETENCIES (CC)

1. Cellular Structure and Organelles
2. Histology of Epithelium
3. Histology of Connective Tissue
4. Histology of Muscle Tissue
5. Histology of Nerve tissue
6. Histology of Oral Mucosa and Orofacial Structures
7. Embryological Development of the Head and Neck
8. Tooth Development
9. Development of Tooth Supporting Structures

GENERAL CORE COMPETENCIES (GC)

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

STUDENT REQUIREMENTS

Students are responsible for the policies and procedures in the STC Catalog and Student Handbook.

There are many reading assignments in this class. The student must read nightly in the texts to be prepared for class.

Students are required to obtain Student Study Worksheets, Assignments and any Power Points from the Course Material Drive: M\Dental Hygiene\DHYG1010. It is the student's responsibility to print any materials available to be used or required for us. Print materials prior to class time. The instructor will show you how to access this on the first day of class.

Students are advised to check their e-mails regularly for any additional information that is related to the class or to the Dental Hygiene Program.

Prior to the discussion of each chapter in class, the student is expected to complete the following:

1. Read the assigned chapter.
2. Know the definitions of the key terms listed at the beginning of the assigned chapter.
3. Know the answers to the objectives listed at the beginning of the assigned chapter.
4. Complete the workbook, assignments, handouts or any other related exercises for the assigned chapter.
5. Complete any assignments on <http://quizlet.com/subject/oral-embryology-and-histology/>

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

ADDITIONAL ATTENDANCE PROVISIONS:

Health Sciences

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

Requirements for instructional hours within Health Science programs reflect the rules of respective Licensure Boards. Therefore, class and clinical attendance is mandatory. No unexcused absences are allowed and all time must be made up. Make-up time will be under the supervision of and date assigned by the instructor. Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks.

For this class which meets one session per week for 15 weeks, the maximum number of sessions a student may miss is two sessions.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate

arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and **prior to the 65% portion** of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a “W” for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned. **After the 65% portion** of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of ‘W’, will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):

No unexcused absences are allowed and all time must be made up. Make-up time will be under the supervision of and date assigned by the instructor. Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks and this Syllabus.

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook*.

Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

TCSG GUARANTEE/WARRANTY STATEMENT: *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

EVALUATION PROCEDURES:

During an examination, students are required to place all textbooks and personal property on the counter located in the back of the classroom. Students are to rotate seats prior to testing and to be seated with an empty seat between each student. Computer monitors should be facing the front of the classroom during the exam. No talking is allowed once the exam begins. Students found with their cell phone or any other personal communication device during the exam will be considered cheating and given a zero for the exam. Once a student completes his/her exam, he/she will turn the exam

paper over and remain at his/her desk quietly until everyone has finished with the exam. This will prevent other students from being distracted as students exit. Then, the proctor will take up all exam papers and class will begin. Once the exam begins, tardy students may not enter the classroom. The time limit for an exam is one hour. At the 50 minute mark, the proctor will announce to the students that they have 10 minutes left to complete the exam. Failure to complete assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified.

Students must be on time for all test/evaluations. Failure to be in assigned seat/operatorory at the start time of the class will result in inability to take the test and a zero will be assigned. **All students must remain seated quietly until all classmates have completed their exam or the time limit has expired.** Exams will then be gathered and lecture will begin.

Students may make up one test with the **exception of the final exam**. A grade of Zero will be assigned for any missed final exam. A make up exam in a different format will be given if a makeup exam is warranted.

No quizzes can be made up. A zero will result if quizzes are missed. All projects and assignment deadlines will be strictly enforced. **Failure to submit the assignment by the specified time will result in a zero. No exceptions!! If you are going to be out, you should deliver your assignment to your instructor prior to the deadline to ensure credit.**

GRADING POLICY:

Students will be given a total of 4 examinations. The four examinations include 3 examinations throughout the semester and 1 comprehensive final examination at the end of the semester. Students will be allowed to make- up **one** examination, **excluding the final examination**, due to an excused absence approved by the course director. The student will be penalized for missing the exam, and 10 points will be deducted from the make- up examination grade. If the student misses more than one examination, a grade of zero will be assigned for the examination.

Exams:

- (1) Chapters 3, 4, 5, & 6 Dental Embryology
- (2) Chapters 7, 8, 9, & 10 Dental Histology
- (3) Chapters 11, 12, 13 & 14 Dental Histology
- (4) Final Comprehensive Exam including all chapters and information included in this course of study.

A total of 100 points may be earned on each examination.

A comprehensive final examination will be given at the end of the semester, and no make-up exam will be allowed for the final examination. **Failure to take the final examination on the specified date will result in a grade of zero.** The final exam will include Chapters 3 - 14. A total of 100 points may be earned on the final examination. It will account for 20% of the final course grade.

A GROUP PROJECT will be assigned to students on the first day of instruction. A total of 100 points may be earned on the group project. The group project will account for

15% of the final course grade. Appendices A and B are grade scoring rubrics for the group project and is contained in the syllabus. **Please follow the Power Point Project Information Guideline, the Self-Assessment Checklist and the Grading Rubric when compiling your Project.** Your overall grade is calculated from these formatting guidelines and instructions. The group project will involve assigned topics to paired students. The team members will be responsible for presenting a 10 minute overview of a developmental condition and its direct correlation to dental anomalies such as: disturbances that cause cleft palate, ectodermal dysplasia's dental affects, syphilis and *Treponema pallidum* and its effects on the dentition, fetal alcohol syndrome and dental effects, Down Syndrome and dental effects, or another which the instructor may assign. Each student will participate in the oral presentation and in the preparation of a Power Point Presentation. No assigned projects are accepted late. See the date below for project presentations.

Power Point Presentation Date: Wednesday, October 21, 2015 during scheduled class time

Quizzes will be averaged together for a final grade component. Workbook assignments and handouts completions **for homework** will be assigned throughout the semester. They are intended to give each student additional understanding of oral embryology and histology. The instructor will verify that each assignment is completed as well as give feedback. **Each assignment that is not completed in the specified time frame will result in a grade of zero for the incomplete assignment. NO EXCUSES!** **The work will be checked on each test day and is directly related to the material covered on the test on that day.** (Example: Exam on Chapters 1 & 2: the assignments checked and graded will be on Chapters 1 & 2 from the workbook and any other worksheets, charts or assigned materials related to the chapters being studied.)

Grading Components

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4 (comprehensive final)	20%
Group Project	15%
Quizzes (averaged)	15%
Homework	05%
Total	100%

Each student's final course grade will be determined as follows:

Exam 1 Grade	X 0.15	=	+ _____
Exam 2 Grade	X 0.15	=	+ _____
Exam 3 Grade	X 0.15	=	+ _____
Exam 4 Grade	X 0.20	=	+ _____

Group Project	X 0.15	=	+_____
Quizzes (11 Averaged)	X 0.15	=	+_____
Homework Assignments	X .05	=	+_____
Point Deductions for Incomplete Assignments		=	-_____
Final Course Grade		=	_____

Grades will be assigned by the following grading scale:

A= 90-100	Excellent
B= 80-89	Good
C= 70-79	Satisfactory
D= 60-69	Poor
F= below 60	Failing

Library Resources

The address of the Southeastern Technical College Library website is listed below: <http://www.southeasterntech.edu/library/Resources.asp>. This link will provide additional information on citations using APA format. The link will also provide access to Galileo, Online Catalog, Net Library on campus, Net Library off campus, periodicals, and newspapers. In addition, you may seek additional assistance in person by visiting the librarian in the Medical Technology Building or the librarian in the main building.

WEBSITES FOR SELF-ASSESSMENT AND APPLICATION OF CRITICAL THINKING SKILLS

Evolve Website

www.elsevierhealth.com

<http://www.dhed.net/cases.html>

<http://quizlet.com/subject/oral-embryology-and-histology/>

INSTRUCTIONAL DELIVERY METHODS

The following methods will be utilized to facilitate learning: Lecture may employ PowerPoint presentations with handouts, workbook activity sheets, homework assignments, multimedia presentations, group discussions, independent reading assignments, research activities, interactive websites, games and group collaboration.



Dental Hygiene Program Goals

- A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.
- B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.
- C. To provide an environment that will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.
- D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in community oral health services.
- E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.
- F. To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.

LEARNING OBJECTIVES

DENTAL EMBRYOLOGY, HISTOLOGY, AND ANATOMY THIRD EDITION

CHAPTER 3

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Outline the periods of prenatal development, describing the major events that occur during the early weeks. (A,B,D)
3. Integrate a background on prenatal development into the development of the face, neck, and oral structures and developmental disturbances associated with these structures. (A,B,D)

CHAPTER 4

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Outline the events that occur during the development of the face and neck, describing each step in their formation. (A,B,D)
3. Integrate the knowledge of the development of the face and neck into understanding the observed structures and any developmental disturbances of these structures. (A,B,D)

CHAPTER 5

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Outline the events that occur during the development of the orofacial structures, describing each step of formation. (A,B,D)
3. Integrate the knowledge of the development of the orofacial structures into understanding the present structure and any developmental disturbances involved in these structures. (A,B,D)

CHAPTER 6

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Outline the events that occur during the development of the teeth and associated structures and during tooth eruption, describing each step of formation. (A,B,D)
3. Integrate the knowledge of the development of the teeth and associated structures and tooth eruption into understanding the present anatomy of these structures and any developmental disturbances. (A,B,D)

CHAPTER 7

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Indicate and discuss the components of the cell, including the cell membrane, cytoplasm, organelles, and inclusions. (A,B,D)
3. Outline cell division and describe the phases of mitosis that are involved. (A,B,D)
4. Describe the extracellular materials surrounding the cell and its intercellular junctions. (A,B,D)
5. Integrate the knowledge of a background of the cell into the promotion and understanding of healthy orofacial tissue and any pathology that may occur within them. (A,B,D)

CHAPTER 8

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. List and describe each of the basic histological types of tissue. (A,B,D)
3. Integrate the knowledge of the basic histology into an understanding of the specific histology of the orofacial region and its promotion of health as well as any related pathology that may occur. (A,B,D)

CHAPTER 9

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. List and describe the types of oral mucosa, characterizing each of the different types of epithelium associated with each region in the oral cavity, including the tongue. (A,B,D)
3. List and discuss the clinical correlations associated with the regional differences in the oral mucosa. (A,B,D)
4. Discuss the turnover times for different regions of the oral mucosa and their clinical correlations, as well as repair and aging considerations. (A,B,D)
5. Integrate the knowledge of the histology with an understanding of the promotion of oral mucosal health and any related pathology that may occur within it. (A,B,D)

CHAPTER 10

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. List and describe each of the types of gingival tissue. (A,B,D)
3. Describe the histological features of the different types of gingival tissue. (A,B,D)
4. Describe the composition and discuss the development of the dentogingival junctional tissue. (A,B,D)
5. Discuss turnover of the dentogingival junction tissue. (A,B,D)
6. Integrate the knowledge of the histology into an understanding of the promotion of the health of the dentogingival junction tissue and any of the related pathology that may occur within it. (A,B,D)

CHAPTER 11

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Describe the location of each head and neck structure. (A,B,D)
3. Discuss the histological features and describe the embryological development of each head and neck structure. (A,B,D)
4. Integrate the knowledge of the histology of the head and neck structures with the related pathology that may occur as well as the ways to promote their health. (A,B,D)

CHAPTER 12

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Describe the properties of enamel. (A,B,D)
3. Discuss the apposition and maturation of enamel. (A,B,D)
4. Indicate and discuss the microscopic features of enamel. (A,B,D)
5. Integrate the knowledge of the histology with the clinical considerations involved with enamel in order to preserve its integrity. (A,B,D)

CHAPTER 13

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Discuss the dentin-pulp complex and describe the properties of dentin and pulp. (A,B,D)
3. Describe the processes of the apposition and the maturation of dentin. (A,B,D)
4. Outline the types of dentin. (A,B,D)
5. Label the anatomical components of pulp. (A,B,D)
6. Indicate and discuss the microscopic features of dentin and pulp. (A,B,D)
7. Describe the aging of dentin and pulp and discuss future concerns. (A,B,D)
8. Integrate the knowledge of the histology with the clinical considerations involved in dentin and pulp and promote their health. (A,B,D)

CHAPTER 14

1. Define and pronounce the key terms in this chapter. (A,B,D)
2. Discuss the periodontium, and describe the properties of each of its components. (A,B,D)
3. Describe the development of the periodontium. (A,B,D)
4. Outline the types of cementum and alveolar bone. (A,B,D)
5. Label the fiber groups of the periodontal ligament and discuss their functions. (A,B,D)
6. Indicate and discuss the microscopic features of the periodontium. (A,B,D)
7. Describe the age-related changes in the periodontium. (A,B,D)
8. Integrate the knowledge of the histology with the clinical considerations involving the periodontium, especially those changes associated with periodontal pathology in order to promote the health of the periodontium. (A,B,D)

DHYG 1010 Oral Embryology and Histology
Lesson Plan
FALL Semester 2015

Date	Chapter / Lesson	Content	Assignments and Exams	Comp	ADEA
Week 1 8-19	Chapter 3	<p>First day of class/Introduction to Course—Syllabi, Outline, Rules, Regulations Coverage.</p> <p>Overview of Prenatal Development</p> <p>Lecture with PPTS</p> <p>Create a Timeline on the periods of prenatal development: Pre-implantation, Embryonic and Fetal periods;</p> <p>Outline occurrences during the 2nd, 3rd and 4th Weeks of the Embryonic Period.</p> <p>Videos: <i>Germ Layers, Gastrulation, Embryonic Folding</i></p> <p>Case Study: Down Syndrome</p>	<p><u>Complete Workbook and any related assignments prior to class.</u></p> <p><u>Read the Textbook Material prior to each class Session.</u></p> <p><u>Review PPTs on M:Drive for study aids</u></p> <p>WB pages: 7-21; Glossary Exercises: pages 72-77</p> <p>Unit II Case Studies: Pages 199-208</p> <p>Assign topics for projects Announce project due date</p> <p>OCTOBER 21, 2015 Group Projects Due</p>	CC 1-7 GC 3	PC 2-3 HP 4-5
Week 2 8-26	Chapter 4-5	<p>Development of the Face and Neck</p> <p>Lecture with PPTS</p> <p>Discuss facial development and the formation of: the stomodeum, oral cavity, mandibular arch, lower face, frontonasal process, upper face, maxillary process, and midface.</p> <p>Discuss neck development and the formation of: the primitive pharynx and the branchial arches.</p> <p>Development of Orofacial Structures</p> <p>Outline Palatal Development Events: The formation of the primary and secondary palate and completion of palate.</p> <p>List the steps that occur during the formation of the body, base and completion of tongue development.</p> <p>Videos: <i>Face, Palate and Pharyngeal Arches Formation</i></p>	<p>www.dent.ucla.edu/pic/ppt/Histology.ppt</p> <p>Tongue Histology PPT Tooth Development PPT</p> <p>Complete Workbook and any related assignments</p>	CC 6,7 GC 3	PC 2-3 HP 4-5

**DHYG 1010 Oral Embryology and Histology
Lesson Plan
FALL Semester 2015**

Date	Chapter / Lesson	Content	Assignments and Exams	Comp	ADEA
Week 3 9-2	Chapter 6	Tooth Development and Eruption <i>Lecture with PPTS</i> Worksheet: Compare/Contrast 6 Tooth Development Stages Worksheet: Tissue Comparison of Enamel, Dentin, Cementum & Alveolar Bone Video: <i>Tooth Development</i> Case Studies: Ankyloglossia & Cervical Cysts	Complete Workbook and any related assignments Register and complete lessons on your class webpage: http://quizlet.com/class/195286/	CC 8,9 GC 3	PC 2-3 HP 4-5
Week 4 9-9	Chapter 6 CONTINUED	Tooth Development and Eruption Continued <i>Lecture with PPTS</i> Pairs Activity: Developmental Disturbances during: Initiation, Bud, Cap, Apposition & Maturation, Root Formation & Eruption. Activity: Root Formation: Outline the Formation Processes of: Root Dentin, Cementum, Pulp, Multi-Rooted Teeth, Alveolar Bone & the Periodontal Ligament.	Complete Workbook and related assignments: WB pages: 23-38; Glossary Exercises: pages 78-90 Unit III Case Studies: Pages 209-218 Cell Structure Sheet on M Drive	CC 8,9 GC 3	PC 2-3 HP 4-5
Week 5 9-16	Chapters 3-6	Chapters 3-6	EXAM 1 Chapters 3-6 Allow instructor to view chapter assignments for credit.	CC 4, 5 GC 1,3	PC 2-3 HP 4-5

**DHYG 1010 Oral Embryology and Histology
Lesson Plan
FALL Semester 2015**

Date	Chapter / Lesson	Content	Assignments and Exams	Comp	ADEA
Week 6 9-23	Chapters 7-8	Overview of the Cell Lecture with PPTS <u>Video:</u> <i>Tour of a Cell</i> Worksheets: Cell Organelles & Functions and Mitosis Phases Basic Tissue <u>Video:</u> <i>Four Tissue Types</i> Activities: Using Individual Index Cards, <u>List</u> and Classify Connective Tissue Types by Location and Function. <u>List</u> the location and function of the 3 Connective Tissue types.	Complete Workbook and any related assignments Complete ETHICS EXERCISE: "My Brother Case Study" Located on M:Drive Bring to class Tomorrow *Retrieve Ethics Framework Guideline and Rubric <i>from M Drive Ethics Folder</i> to use for this assignment	CC 1-5 GC 3	PC 2-3 HP 4-5
Week 7 09-30	Chapters 8-9	Basic Tissue Continued Lecture with PPTS Index Card Activity: List the Location and Types of Muscle. <u>Video:</u> <i>Three Types of Muscle</i> Oral Mucosa Game: Types of Mucosa Worksheets: Oral Mucosa & Gingiva	Complete Workbook and any related assignments ETHICS EXERCISE DUE TODAY: "My Brother Case Study"	CC 2-6 GC 3	PC 2-3 HP 4-5
Week 8 10-07	Chapters 9-10	Oral Mucosa Continued Activity: Tongue drawing and labeling Gingival and Dentogingival Junctional Tissue Lecture with PPTS Activity: List the types of gingival tissue and defining characteristics of each.	Complete Workbook and any related assignments	CC 2-6 GC 3	PC 2-3 HP 4-5
Week 9 10-14	Chapters 7-10	Chapters 7-10	EXAM 2 Chapters 7-10 Chapter assignments due	CC 2, 3, 4 GC 1,3	PC 2-3 HP 4-5

DHYG 1010 Oral Embryology and Histology
Lesson Plan
FALL Semester 2015

Date	Chapter / Lesson	Content	Assignments and Exams	Comp	ADEA
Week 10 10-21		POWER POINT GROUP PRESENTATIONS THIS CLASS SESSION	Have PPT Grading Rubric and Self- Assessment Checklist Ready for Instructor	CC 1-9 GC 1-3	PC 2-3 HP 4-5
Week 11 10-28	Chapter 11	Head and Neck Structures <i>Lecture with PPTS</i> Game: Salivary Gland Comparison Worksheet: Fill in the Blank Key Terminology Handouts: Salivary Gland Development, Salivary Gland Mnemonic & Lymphnodes	Complete Workbook and any related assignments	CC 7 GC 3	PC 2-3 HP 4-5
Week 12 11-4	Chapters 12-13	Enamel <i>Lecture with PPTS</i> Handout: Enamel Conditions Mnemonic Dentin and Pulp Game: Dentin Types Activity: Draw and Label Exercise Research: Find a clinical consideration related to dentin structure and the proper recommendations for patients with the condition.	Complete Workbook and any related assignments	CC 8 GC 3	PC 2-3 HP 4-5
Week 13 11-11	Chapter 14	Periodontium: Cementum, Alveolar Bone, and Periodontal Ligament <i>Lecture with PPTS</i> Activity: Two groups Compare and Contrast Cementum Types Videos: Cementogenesis & Alveolar Bone Histology	Complete Workbook and any related assignments	CC 9 GC 3	PC 2-3 HP 4-5

DHYG 1010 Oral Embryology and Histology Lesson Plan FALL Semester 2015					
Date	Chapter / Lesson	Content	Assignments and Exams	Comp	ADEA
Week 14 11-18	Chapters 11-14	Chapters 11-14 Final Review Post Exam	EXAM 3 Chapters 11-14 Allow instructor to view chapter assignments for credit.	CC 7,8,9 GC 1,3	PC 2-3 HP 4-5
11-25-15	NO CLASS THIS WEDNESDAY		THANKSGIVING HOLIDAYS		
Week 15 12-2-15	Chapters 3-14	FINAL EXAM	COMPREHENSIVE FINAL EXAM # 4	CC 1-9 GC 1,3	PC 2-3 HP 4-5

*This lesson plan is subject to change at the discretion of the instructor.

MAJOR COURSE COMPETENCIES (CC)

1. Cellular Structure and Organelles
2. Histology of Epithelium
3. Histology of Connective Tissue
4. Histology of Muscle Tissue
5. Histology of Nerve Tissue
6. Histology of Oral Mucosa and Orofacial Structures
7. Embryological Development of the Head and Neck
8. Tooth Development
9. Development of Tooth Supporting Structures

GENERAL CORE COMPETENCIES (GC)

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

APPENDIX A DHYG 1010**Power Point Presentation Title** _____ **Date:** _____**Self-Assessment Checklist and Responsibilities of Students for Project Completion and Presentation****GroupMembers:** _____

- Content
- The information we gave was interesting or important to others.
 - We were well informed about our topic.
 - We included reliable, factual information.
 - We added supportive detail to the main point(s).
 - We had a **minimum of 10 information slides in our PPT**; the *title slide* and *reference slide* counting as two separate slides for a minimum total of 12 slides.
-

- Organization
- We organized ideas in a logical way.
 - The information and arguments/details were easy to understand.
 - We stayed focused and did not get off the topic.
 - The introduction included a clear statement of the main point(s).
 - The body of the presentation contained supportive details about the main point(s).
 - We included a strong conclusion in our presentation.
-

- Visual Aids
And Technology Use
- Pictures and graphics improved the presentation or reinforced main points.
 - Pictures, graphics and their placement were creative.
 - Presentation was attractive.
 - Letters and fonts were easily viewed and read by the entire audience.
 - Slides contained no spelling or grammatical errors.

Delivery

- We maintained eye-contact** most of the time.
 - We spoke to the entire audience, not just one or two people and everyone could hear us clearly.
 - We didn't speak too fast or too slow. We used our **10 minute time parameter**.
 - We used standard grammar.
 - We used notes but **did not read directly from them**.
-

Resources

- We used resources that addressed the topic.
- We used authentic print resources.
- We used interviews with others as a resource (if applicable).
- We used our own words in the speech; we didn't copy all the words or read verbatim from slides or notes.**



PowerPoint Presentation Grading Rubric

Appendix B

Student's Name: _____

Group Project Topic: _____

Title of Presentation: _____

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is missing more than two key elements. It is rarely consistent with the driving question.	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with driving question.
Use of Graphics	All graphics are attractive (size and colors) and support the topic of the presentation.	A few graphics are not attractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.

Text - Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Cooperation	Group shares tasks and all performed responsibly all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.

Delivery	Members spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied too much on their notes.	Members spoke at a good rate and volume, but used poor grammar. They relied heavily on their notes.	Members demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.
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Total Points Earned out of a Possible 32 points (8 categories/ 4 points each =32 (A/100)

Comments: _____

Instructor Signature: _____

DHYG 1010 Power Point Presentation Project Information

Appendix C

1. Topic Research must include a minimum of one textbook, two journal articles and one website. Include all four in Reference Slide.

2. Student shall develop the following:

- Power Point Presentation with a minimum of ten slides in length. Both team members must speak during presentation. **Under the “notes section” of PPT, students must type out ‘who says what’ during the presentation.**
- References cited on all four sources used for project in APA 6th edition format.
- One class handout per classmate and instructor covering your topic information. Please refer to rubric regarding oral presentation, Power Point Presentation and handout grading criteria and policy. **Be careful not to make any typographical, spelling or grammatical errors on your Power Point or handout.**
- Pictures or photos of your topic must be incorporated into your project.
- **Power Point Presentation must address ALL the following topics: histology, embryology, oral pathology, treatment for the condition and dental hygiene treatment implications.**

3. Details to include in your presentation:

ORAL HISTOLOGY

- How does this condition impact the oral histology?
- What basic tissues does this condition affect?
- What oral tissues does this condition affect?
- What orofacial structures does this condition affect?
- Does this condition impact any of the layers of the teeth?

ORAL EMBRYOLOGY

- Is this condition congenital? If so, discuss the embryology involved.
- During what period does/did this condition form?
- Does this condition affect the development of orofacial structures?
- Does this condition affect tooth development?

ORAL PATHOLOGY

- Does this condition produce any intraoral lesions? Describe them.
- Does this condition present on radiographs? Describe.
- Does this condition produce inflammation?
- Will this condition repair itself?
- Does this condition affect the immune system?
- What is the prognosis for the patient?

TREATMENT

- How is the condition treated?
- Can it be prevented or cured?
- What is the prognosis for the patient?

DENTAL HYGIENE IMPLICATIONS

- Will oral hygiene need modifying?
- Does this condition contribute to caries or periodontal disease? Why?
- Can the patient be treated during the active phase of this disease?

Appendix D

QUIZLET REGISTRATION INSTRUCTIONS

I will “send you an invitation to join Quizlet.com” via your school email. After you receive my email: Click on the Hyperlink as instructed and:

- Go to www.quizlet.com
- Click on SIGN UP in the uppermost right hand corner
- Enter your date of birth
- For your USERNAME, you MUST use the first letter of your first name followed by your last name. EX: jsmith (if your name is John Smith). IF Quizlet informs you that your User ID is already taken, add a couple of numbers to the ending of your name. EX: jsmith2007
- Type in your password
- Retype your password
- Type in your STC STUDENT email address
- Agree to the terms
- Sign up

There are three classes you need to be concerned with this Semester: **DHYG 1000, DHYG 1010 and DHYG 1020.**

*Click on the classes and begin studying. This website is to be used IN ADDITION TO your textbooks. You can do as many exercises as you wish...there are SO many to choose from.

You MUST take the TEST for each assigned class, print it off, and bring it to class the day it is due. NO WORK WILL BE ACCEPTED LATE. NO EXCUSES. This enables me to see that you have read the material we will be discussing in class. Failure to turn in any assignments at the beginning of class will result in a 1 point deduction from your FINAL COURSE GRADE per incomplete assignment or assignments not turned in at the specified time.

I will also be monitoring your activity on the website. If a student fails to participate in the scheduled activities, a one point deduction for each omission will be incurred from their final grade. These lessons are of great benefit to you. Use them wisely.