



SCHOOL OF DENTAL HYGIENE

COURSE NUMBER & TITLE: DNTH 111; Foundations of Periodontics for the Dental Hygienist

CURRICULUM LEVEL: Undergraduate Freshman Level

COURSE CREDIT HOURS: Three (3) hours

CLASS LOCATION: ODU main campus, Health Sciences Building, Room 111

CLASS DAY & TIME: Tuesdays, 8:00 am to 9:00 am (EST)

COURSE DESCRIPTION & PURPOSE: This course aims for students to understand the supporting structures of the periodontium, recognizing it in its healthy and unhealthy state and various diseases that cause poor periodontal health. The student will learn proper assessment and treatment planning to treat periodontal disease. In addition, best practices for maintaining good periodontal health after treatment. At the end of this course, the student will thoroughly understand how to assess, plan, treat, and maintain periodontal disease.

PREREQUISITES: NONE

INSTRUCTOR: Assistant Professor Dena Morrison, BSDH, RDH

Office Location: ODU Main Campus, Health Sciences Building, Room 111

Office Hours: Mondays from 2 pm - 3 pm (EST). One-on-one sessions are available by request, either in person or via Zoom.

Office Phone: (757) 611-6110

Email Address: dmorro010@odu.edu

INSTRUCTOR EMAIL POLICY: Please use Old Dominion University email to contact me. I will respond within 24 hours during the week. If you do not receive my response within that time frame, please do not hesitate to send another email. Although rare, sometimes emails are lost or overlooked in error. Emails received during the weekend or holiday will be answered at the beginning of the school week. I will check my email daily and respond as soon as possible in the order they are received.

My preferred email is dmorr010@odu.edu. Please check your email regularly, as I may send assignment due date reminders and other important messages via email; messages will also be posted in the announcement section on Canvas.

METHODS OF DELIVERY: This is a face-to-face course that will utilize PowerPoint, class participation, individual and group work, reading assignments, and videos. The course content will be available via Canvas.

REQUIRED TEXTBOOK:

The following required textbook is available for purchase or rent at the ODU University bookstore.

Gehrig, J. S., Shin, D. E., & Willmann, D. E. (2019). Foundations of periodontics for the dental hygienist, enhanced. Jones and Bartlett Learning. ISBN: **978-1284209266**

SUPPLEMENTAL READINGS: See links to articles in each module.

RECOMMENDED TEXTS: You should obtain or purchase a copy of the APA referencing style from your local library for assignments, projects, and discussion boards.

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, D.C. ISBN **978-1-4338-3216-1**

METHODS OF EVALUATION: Throughout the semester, students will be assessed for achievement of course goals and objectives by several methods, including group and individual assignments and projects, oral PowerPoint presentations, continuing education training online, quizzes, midterm, and final exams. There will be **NO** opportunity for extra credit in this course. Individual assignment grades will not be rounded, but final grades submitted to the university ending in .5 to .9 will be rounded to the next whole number; grades ending in .0 to .4 will not be rounded.

	Graded Assessments:
	The following is a list of graded assessments. Due dates can be found in the schedule and will be discussed in class.
1.	<u>Quizzes (multiple choice)</u> – 5 quizzes will be administered via Canvas to assess your understanding of the material. (lockdown browser is required)
2.	<u>Case Project & Presentation (PowerPoint)</u> - Develop an appropriate treatment plan for a complex periodontal patient according to course criteria and orally present it to the class. This will be a group activity. Each group member must contribute and participate in the oral presentation. There will be 4 per group (see group assignments in Canvas under Case Project)
3.	Individual assignments- 3 discussion boards, 2 online trainings (CE)
4.	Midterm (multiple choice) section 1 – 5 (10 total)
5.	Final Examination (multiple choice) (comprehensive) sections 1 – 10

TESTING PROTOCOL: Tests may cover lecture materials, assigned readings, PowerPoints, and handouts. The final exam will be comprehensive. Under my supervision, tests, and exams will be administered in class using Canvas by Lockdown Browser.

Hardware Requirements: Fully charged laptop (bring computer charger just in case); the class will use the Old Dominion University internet connection. If we are disconnected, I will restart the quiz or exam and allow extra time to complete it.

- Software Requirements: Chrome, Firefox, Edge, or Safari.

How to take tests:

- On test day during our regularly scheduled class period, log into Canvas with a laptop and download the lockdown browser (if you have problems, ask me for help in class).
- After loading the lockdown browser, you will click and log into Canvas. Go into Canvas and access the “*Tests & Exam*” tab.
- Within that tab, you will open the appropriate test/exam once I verbally announce it is time to begin.

Tests are not released, but you can quickly look to see results; after that, you will no longer have access. **A test analysis will be done, and credit/ additional points will be given according to the results.** Grades will not be changed for student errors on tests. Below is a link for downloading the lockdown browser. I recommend you do this before you arrive to take exams.

https://youtu.be/q6XPO_3W_xw?si=vHti0JXVxOgvFDpw

GRADING CRITERIA:

ASSIGNMENT WEIGHTS:

Assignment	Undergraduate DNTH 111
Continuing Ed Training (2)	5%
Discussion Board (3)	10%
Case Project & Presentation (group activity)	15%
Quizzes (5)	20%
Midterm Examination	25%
Final Examination	25%
Total Grade	100%

GRADING SCALE:

93 - 100	A
85 - 92	B
77 - 84	C
70 - 76	D
69 and below	F

ATTENDANCE POLICY: Students must attend at least 90% of all scheduled class meetings. An absence is missing one-third or more of any regularly scheduled class. If a student’s absences in a class exceed 10%, which is not justified to the instructor's satisfaction. The instructor will submit the student course withdrawal form to the registration and student records services division in that case.

This class meets once per week for 16 weeks. **Therefore, no more than two (2) classes may be missed.**

Tardiness/ Leaving early is unacceptable. Students who arrive late within a 5-minute grace period will be considered tardy. Similarly, students who leave before the designated end time will also be considered tardy. All tardies will be documented with the student's professional grade. If a student leaves early and misses more than one-third of the class, the student will be counted absent for the day. Two or more instances of tardiness or early departures will be combined to equal one absence.

When you cannot attend class on time, need to leave early, or are absent due to illness, injury, or death in the family, official documentation is required. Documentation, such as a doctor's note, police report, court date, or obituary, is required. Other instances outside those listed will be addressed at the instructor's discretion.

According to the Old Dominion University policy, two class days of excused absence per academic year or religious observances are allowed. The student must inform the instructor two weeks before the semester begins, stating the religious observance and date of planned absence and providing written documentation.

Days missed for religious observances will be counted as absences but will not be included in the allowed 10% of total absences. Students who miss classes due to religious observances will be provided with reasonable accommodation to make up for missed work. The missed work must be completed in a timely manner (at the instructor's discretion) without affecting grades. Please do so to avoid a zero for that assignment, affecting their overall grade.

MISSED TESTS & EXAMS: Unexcused absences will result in a zero (0) for the test. If you have an excused absence, accommodation will be made for you. In this case, a new test will be designed so the student will not have an unfair advantage over others who took the original test.

SUBMITTING ASSIGNMENTS: Please note that assignments must be submitted as per the instructions provided in each module. Some assignments require you to submit a paper copy in class, while others must be submitted electronically through Canvas. You must carefully read and follow the instructions listed in each module. In case of any doubts or queries, please feel free to email me or contact the IT Help Desk at 757-611-7570 for assistance. Please note that electronic assignments should be submitted only in Microsoft Word (.doc) or Portable Document Format (.pdf), as other formats will not be compatible with Canvas.

LATE ASSIGNMENTS: Please submit all assignments by their respective due dates as specified in the syllabus and Canvas modules. Late submissions will be accepted, but a penalty of 2 points per day (including weekends) will be deducted. It's important to note that all parts of the assignment must be submitted by the due date. Only complete submissions, whether graded or not, will be accepted. There is no partial credit for incomplete work.

STUDENT EXPECTATIONS:

As a teacher, my expectations from my students are high. Since you will ultimately be treating patients in the future, I expect you to demonstrate the following qualities:

- Read all articles and PowerPoint presentations.
- Participate in class discussions.
- Arrive on time, fully equipped to be successful in class.
- Turn in assignments before or on the due date.
- Ask for help as needed.
- Maintain integrity even when no one is watching.
- Report violations made by classmates.
- Respect yourself and others.
- Check email and Canvas for announcements and updates.
- Adhere to ethical principles and guidelines.
- Take responsibility for your learning and be accountable for your actions.
- Use effective communication skills.
- Be willing to adapt to changes and willing to learn and improve skills.

COMPUTER AND CELL PHONE USE IN CLASS: Cell phones are allowed but must be on silent or vibrate. If there is an emergency and you are expecting a call, please let me know. If your phone rings, you will be given a warning, and the second time, you will be asked not to bring your phone to class. If there is a third violation, you will be asked to leave the class and marked absent for that day.

GENERAL COMPUTER AND TECHNICAL REQUIREMENTS: You must know how to use Canvas to access and submit assignments and take tests and quizzes. Also, be comfortable using the Old Dominion University email to communicate with your instructor and classmates. Please have access to the following technology:

- Laptop
- Microphone, Speakers, and webcam
- Microsoft Office
- Zoom and Microsoft Teams

IMPORTANT ADDITIONAL UNIVERSITY & SCHOOL OF DENTAL HYGIENE STATEMENTS:

STATEMENT OF STUDENT RESPONSIBILITIES AND ACCOUNTABILITIES:

Attendance. Due to the unique responsibilities and accountabilities associated with becoming a competent professional provider of health care, the progressive nature of the curriculum, the legal issues associated with providing patient/client care, the provision of quality health services and future employability, attendance and class participation are required. Should an absence be necessary, the student must contact the course instructor immediately via email and call the School of Dental Hygiene at 757-683-3338.

- A note on official stationery from a physician or other appropriate healthcare provider must be submitted to your instructor(s) the day you return, verifying the need to be excused from class, lab, and/or clinic and the date(s) for the required absence.

- Each unexcused absence will result in a grade penalty of one percentage point reduction from the final grade in the course(s) missed.
- Make-up quizzes, tests, and exams will not be given for unexcused absences.
- Late arrivals to class are considered unexcused absences.
- Students who miss a regularly scheduled test are to follow the steps below:
 1. For an unexcused absence, a grade of zero (0) will be recorded for the quizzes, tests, exams, practicals, and attendance.
 2. For an excused absence, make-up quizzes, tests, exams, and practicals must be taken within two days of returning from a documented excused absence. Failure to do so will result in a zero (0) for that quiz, test, exam or practical. The instructor will decide on the make-up test format. Possible formats will include but not be limited to:
 - a. oral exam
 - b. essay
 - c. short answer
 - d. listing
 - e. demonstration/performance
 - f. combination of these

Meeting Established Deadlines. All course-related assignments must be submitted to the instructor on the established due dates. Work submitted after the established deadlines will be penalized by the grade. Students are encouraged to keep a duplicate copy of all assignments submitted.

Honor Code. By attending Old Dominion University, you have signed a pledge accepting the responsibility to abide by the following Honor Code: "We the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others." This is an institutional policy approved by the Board of Visitors. The University Honor Code applies to all assignments.

Plagiarism. All academic work submitted to fulfill a course requirement is expected to be result of each student's own thought, research and self-expression. A student will have committed plagiarism if he or she reproduces someone else's work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities but attempts to take credit for the work of the group.

Code of Student Conduct. All students are expected to abide by the Student Code of Conduct as found in the *Old Dominion University Student Handbook* and *University Catalog*. The School of Dental Hygiene undertakes to provide persons treated in the Dental Hygiene Care Facility with safe, ethical, and evidence-based oral healthcare. Endangering health and welfare by use of unsafe and unethical practices and /or not following standard dental hygiene treatment protocols is grounds for the removal of students from the dental hygiene program. Students' papers and projects may be used anonymously for necessary review without notification.

Accommodations Students are encouraged to self-disclose disabilities verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester to start receiving accommodations. Accommodation will not be made until the Accommodation Letters are provided to instructors each semester.

School of Dental Hygiene Policy on Professionalism in the Use of Social Media:

The Internet has created the ability for dental hygiene students and oral health professionals (dental hygienists and dentists) to communicate and share information quickly to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support students' and dental hygienists' personal expression, enable individuals to have a professional presence online, foster collegiality and camaraderie within the profession, provide opportunity to disseminate public health and other health messages. Social networks, blogs, and other forms of communication online also create new challenges to the patient-oral health provider relationship. Oral health professionals and students must weigh a number of considerations when maintaining a presence online.

- (a) Standards of patient and colleague privacy and confidentiality must be maintained in all environments, including online, and oral health professionals and students must refrain from posting identifiable person information online.
- (b) When using the Internet for social networking, oral health professionals and students must use privacy settings to safeguard personal information and content to the extent possible, but realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, oral health professionals and students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
- (c) If interacting with patients on the Internet, oral health professionals and students must maintain appropriate boundaries of the patient-oral health provider relationship in accordance with professional ethical guidelines just as they would in any other context.
- (d) To maintain appropriate professional boundaries oral health professionals and students should consider separating personal and professional content online.
- (e) When oral health professionals or students see content posted by colleagues that appear unprofessional or a violation of the Code of Ethics of the American Dental Hygienists' Association, they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action

to resolve the situation, the dental hygienist and or students should report the matter to appropriate authorities, e.g., the State Board of Dentistry, the University Honor Council.

- (f) Oral health professionals and students must recognize that actions online and content posted may negatively affect their reputations among patients, colleagues, employers and potential employers and may have consequences for their careers now and in the future, and can undermine public trust in the dental hygiene profession.

Adapted heavily from the AMA Policy: Professionalism in the Use of Social Media Approved - May 17, 2012.

Course Disclaimer: Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs, and experiences of the students.

GENERAL COURSE OBJECTIVES:

At the completion of this course, the student should be able to:

1. List the supporting structures of the tooth and microscopic anatomy.
2. Recognize periodontium in health and disease.
3. Discuss the theories and epidemiology of disease progression.
4. Explain the importance of the periodontal disease classification system and its purpose.
5. Define the characteristics and categories of periodontal health.
6. Compare and contrast the etiologic variables linked to gingivitis caused by dental biofilm against gingival disorders not caused by plaque.
7. Define periodontitis and its characteristics.
8. Analyze the staging and grading system of periodontitis.
9. Describe the parts of a dental implant and restoration.
10. Distinguish between health, disease, and conditions of an implant.
11. Recognize peri-implant diseases.
12. Determine an accurate diagnosis of periodontal disease.
13. Develop guidelines for periodontal treatment sequencing.
14. Explain the factors that may contribute to a patient's periodontal disease progression.
15. Create an effective treatment plan for each stage of periodontal disease.
16. Communicate with patients about risk factors associated with periodontal disease.

SPECIFIC OBJECTIVES BY CHAPTER & TOPIC:

Upon completion of each instructional unit, the student should be able to:

1. Chapter 1; "Supporting Tooth Structures":
 - a. Identify supporting tooth structures: gingiva, periodontal ligament, root cementum, and alveolar bone.
 - b. Explain the functions of the gingiva, periodontal ligament, and root cementum.
 - c. Describe the nerve and blood supply of the gingiva, periodontal ligament, and root cementum.
 - d. Distinguish between the lymphatic system of the periodontium and other immune defense mechanisms of the body and how it contributes to maintaining periodontal health.
 - e. Demonstrate a commitment to helping the patient maintain healthy periodontal tissues.
2. Chapter 2; "Microscopic Anatomy of the Periodontium":
 - a. Identify the anatomy of a tissue.
 - b. Explain the function of cells and extracellular matrix.
 - c. Analyze the microscopic anatomy of epithelial tissues, connective tissue, cell junctions, connective tissue interface, and cell junctions.
 - d. Evaluate the microscopic anatomy of gingival epithelium, gingival connective tissue, cementum, and alveolar bone.
 - e. Appreciate the complex microscopic anatomy of several oral tissues.

3. Chapter 3; “Diseases Affecting the Periodontium”:
 - a. Explain the three states of the periodontium: health, gingivitis, and periodontitis.
 - b. Describe changes in the pathogenesis of bone destruction.
 - c. Interpret periodontal pockets and their characteristics.
 - d. Demonstrate proper periodontal assessment techniques to identify periodontal disease.
 - e. Demonstrate a professional attitude towards the importance of proper periodontal assessment.
4. Chapter 4; “Difference between Healthy and Unhealthy Periodontium”:
 - a. Identify the three major categories of periodontal disease and conditions.
 - b. Describe other conditions that affect the periodontium: systemic diseases, periodontal abscesses, endodontic-periodontal lesions, mucogingival deformities, and conditions, traumatic occlusal forces, prostheses, and tooth-related factors to induce gingival diseases.
 - c. Explain the three forms of periodontal disease: necrotizing, as a manifestation of systemic disease, and periodontitis.
 - d. Distinguish between the four diagnostic categories of peri-implant diseases and conditions.
 - e. Explain the consequences of neglecting oral health and the benefits of receiving treatment.
5. Chapters 5 and 6; “Clinical Features of Gingiva”:
 - a. Recognize clinical features of healthy gingiva.
 - b. Describe the characteristics of gingival inflammation.
 - c. Interpret the extent and distribution of inflammation.
 - d. Differentiate the difference between dental plaque-induced gingival conditions and non-plaque-induced gingival diseases.
 - e. Empathize with patients with unhealthy gingiva while creating treatment plans to restore their oral health.
6. Chapter 7; “Periodontitis”:
 - a. Define periodontitis.
 - b. Explain the characteristics of periodontitis.
 - c. Summarize the extent and progression of periodontitis.
 - d. Analyze the factors that contribute to recurrent and refractory periodontitis.
 - e. Demonstrate a change in attitude toward oral health and the importance of preventive measures to reduce the risk of periodontitis.
7. Chapter 8; “Other Conditions Affecting the Periodontium”:
 - a. Describe the characteristics of necrotizing periodontal disease.
 - b. Discuss all three forms of necrotizing periodontal disease.

- c. Classify a patient according to their tissue characteristics.
- d. Analyze the signs and symptoms of necrotizing periodontal disease.
- e. Demonstrate sensitivity towards patients by listening to their concerns and fears about their oral health.

8. Chapter 9 ; “Peri-Implant Health and Diseases”:

- a. Identify the parts of an implant along with the restoration.
- b. Describe the components that make up the implant.
- c. Compare the periodontium of a natural tooth with the peri-implant tissues that surround a dental implant.
- d. Differentiate peri-implant health, peri-implant mucositis, and peri-implantitis.
- e. Exhibit empathy toward patients with peri-implant diseases by proposing a treatment plan that caters to their needs and preferences.

9. Chapter 10 ; “Clinical Decision-Making for Periodontal Care”:

- a. Recognize the signs and symptoms of periodontal disease.
- b. Analyze the patient’s medical and dental history to determine the appropriate treatment.
- c. Assess the patient’s risk factors for developing periodontal disease.
- d. Interpret radiographs and other diagnostic tools to diagnose periodontal disease accurately.
- e. Demonstrate respect towards patients in discussing their diagnosis and treatment options.

10. Chapter 11 ; “Maintaining Periodontal Health”:

- a. Identify the causes and risk factors associated with periodontal disease.
- b. Describe the stages of periodontal disease and their clinical manifestations.
- c. Explain the importance of oral hygiene to prevent and manage periodontal disease.
- d. Evaluate different treatment options for periodontal disease.
- e. Develop a positive attitude towards maintaining good oral health and be willing to take action to manage periodontal disease.

SYLLABUS COURSE SCHEDULE:

This schedule is based on the Spring semester of 2024 for a 16-week long course. **The schedule is subject to change due to unforeseen events.**

SEMESTER WEEK NUMBER :	DAY/DATES/TIMES OF THE WEEK:	CHAPTERS, TOPICS:	Have items in this column completed before class on the due date. For assignment details, look in the “Assignments & Submissions” tab. Complete any additional reading assignments and activities listed within each module. Quizzes are online; a lockdown browser is required.
WEEK 1	Tues., 1-9-24 8 am – 9 am	Class introduction Discuss syllabus Chapters 1-2 “Tooth Structures and Anatomy” Teacher Lecture	Read: pages 4-48 PowerPoint Quiz 1 (due online before class on 1/23/24; lockdown browser required)
WEEK 2	Tues., 1-16-24 8 am – 9 am	Martin Luther King, Jr. Day No class or assignments	Martin Luther King, Jr. Day No assignments; No class
WEEK 3	Tues., 1-23-24 8 am – 9 am	Chapter 3 “Diseases of the Periodontium” (Part 1) Q and A on video	Read: pages 52-64 Video: “ Basic States of Periodontium ” Discussion Board 1 (due online before class on 1/30/24)
WEEK 4	Tues., 1-30-24 8 am – 9 am	Chapter 3 “Diseases of the Periodontium” (Part 2) Periodontal Pockets and Epidemiology Teacher Lecture	Read: pages 65-74 PowerPoint Quiz 2 (due online before class on 2/6/24; lockdown browser required) In-class Group Activity: Picture Prompt (tooth structures)
WEEK 5	Tues., 2-6-24 8 am – 9 am	Chapters 4-5 “Healthy and Unhealthy Periodontium” Teacher Lecture	READ: pages 78-85
WEEK 6	Tues., 2-13-24 8 am – 9 am	Chapters 4-5 “Healthy and unhealthy periodontium” Teacher Lecture	Read: pages 87-97 In-class Group Activity: Gallery Walk Quiz 3 (due online before class on 2/20/24; lockdown browser required)

WEEK 7	Tues., 2-20-24 8 am – 9 am	Chapter 6 “Clinical features of gingiva” Teacher Lecture	READ: pages 99-117 Discussion Board 2 (due online before class on 2/27/24)
WEEK 8	Tues., 2-27-24 8 am – 9 am	Midterm Test	Chapters 1-5 CE training 1 (due online before class on 3/12/24)
WEEK 9	Tues., 3-5-24	SPRING BREAK No assignments; No class	SPRING BREAK No assignments; No class
WEEK 10	Tues., 3-12-24 8 am – 9 am	Chapter 7 “Periodontitis” Teacher Lecture	READ: pages 121-143 CE Training 2 (due online before class on 3/19/24) Quiz 4 (due online before class on 3/19/24; lockdown browser required)
WEEK 11	Tues., 3-19-24 8 am – 9 am	Chapter 8 “Other Conditions Affecting the Periodontium” Teacher Lecture	READ: pages 148-159
WEEK 12	Tues., 3-26-24 8 am – 9 am	Chapter 9 “Peri-Implant Health and Disease” Presentations	READ: pages 161-170 Discussion Board 3 (due online before class on 4/2/24) DUE: Case Project & Presentations
WEEK 13	Tues., 4-2-24 8 am – 9 am	Chapter 9 “Peri-Implant Health and Disease” (Part 2) Teacher Lecture	READ: pages 171-184 Quiz 5 (due online before class on 4/9/24; lockdown browser required)
WEEK 14	Tues., 4-9-24 8 am – 9 am	Chapters 10 “Clinical Decision-Making for Periodontal Care Q and A on video	READ: pages 187-197 Video: https://www.youtube.com/watch?v=7JcMD9cQTgE

WEEK 15	Tues., 4-16-24 8 am – 9 am	Chapters 11 “Maintaining Periodontal Health” Teacher Lecture	READ: pages 202-216 PowerPoint In-class Activity: Role Play Exam Review
WEEK 16	Tues., 4-23-24 8 am – 9 am	FINAL EXAM	

SYLLABUS COURSE ACTIVITY SHEET:

WEE KS		Teac her Lectu re	Vide o Med ia	Gro up Wor k	Indiv idual work	Partn er work	Discuss ion Board	CE Training	Guest Speaker	Student Oral Present ation	Quiz/Test/ Exam
1		X									
2		MLK Jr. Day									
3			X								Quiz 1
4		X		Pictu re Pro mpt			X				
5		X									Quiz 2
6		X		Gall ery Wal k							
7		X									Quiz 3
8							X				Midterm
9		Sprin g Break									
10		X						X			
11		X						X			Quiz 4
12										Case Project & Presentat ion	
13		X					X				
14			X								Quiz 5
15		X		Role Play							
16											Final Exam
TOT AL:		9	2	3			3	2		1	7

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