



SCHOOL OF DENTAL HYGIENE

COURSE NUMBER & TITLE: DNTH 423; Nutritional Habits for the Dental Hygienist

CURRICULUM LEVEL: Undergraduate Senior Level

COURSE CREDIT HOURS: Three (3) hours

CLASS LOCATION: ODU main campus, Health Sciences Bldg, Room 202

CLASS DAY & TIME: Wednesdays, 9:00am to 10:00am (EST)

COURSE DESCRIPTION & PURPOSE: To study nutritional care and relay information to patients about how their diet affects their oral health. Cariogenic foods consumed in excess can have harmful effects on the oral cavity, so health care professionals need to be properly educated. The purpose of this course is to prepare dental hygiene students to educate their patients about their nutritional habits and reduce the chances of caries formation.

PREREQUISITES: DNTH 310, DNTH 315, and DNTH 320

INSTRUCTOR: Professor Katherine Brooke RDH, BSDH

Office Location: ODU Main Campus, Health Sciences Building, Room 2000

Office Hours: Wednesdays from 12:00pm to 1:00pm (EST)

Office Phone: (804) 758-0777

Cell Phone: (804) 436-4839

Email Address: kbroo014@odu.edu

INSTRUCTOR EMAIL POLICY: Please contact me using my email address. Messages will be checked daily and responded to as soon as possible. Please be patient with responses during weekends and holidays. If you are having an emergency, you may contact my personal cell number at (804) 436-4839. Any announcements or updates regarding this course will be sent through email, so please be sure you are checking it every day.

METHODS OF DELIVERY: This is an on-campus face-to-face course that will utilize lectures, class participation, audio-visual aids, individual and collaborative group work, written assignments, reading assignments, videos, internet activities, and handouts will be utilized as needed. The

Canvas Learning Management system provided to you by ODU is where course content will be housed.

REQUIRED TEXTBOOK:

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

Mallonee, L. F., Boyd, L. D., & Stegeman, C. A. (2024). *The dental hygienist's guide to nutritional care* (6th ed.). Elsevier.

SUPPLEMENTAL READINGS: Articles related to the coursework will be assigned in Canvas course modules.

RECOMMENDED TEXTS: Some assignments for this course require the use of APA style referencing. It is strongly recommended that you obtain the book: Publication Manual of the American Psychological Association (latest edition).:

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C. ISBN 978143380561

METHODS OF EVALUATION: Throughout the semester, students will be assessed for achievement of course goals and objectives by a variety of methods including tests, individual assignments, case studies, an oral presentation, written work, and an exam. Some of these will be graded and some will not be graded. Regardless, completion of all is expected. A list of graded requirements is below:

	List of 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.	Case Studies (4) – Analyze a scenario given and respond to the questions.
2.	<u>Oral Presentation</u> - Each student will receive a patient scenario and create a presentation to address their nutritional needs. This will be an individual assignment.
3.	Three (3) tests -Each will be multiple-choice
4.	Final Examination (comprehensive)

TESTING PROTOCOL: Tests may cover lecture materials, assigned readings, PowerPoints, and handouts. The final exam will be comprehensive. Tests and exams will be administered using Canvas Respondus Lockdown Browser.

- **Hardware Requirements:** Desktop computer or fully charged laptop, a webcam, a microphone (built-in or external), and a fully charged smartphone (iPhone or Android) with camera. NOTE: tablets and Chromebooks are not compatible with some Canvas testing options. You will also need a reliable internet connection (preferably a wired connection).
- **Software Requirements:** Chrome, Firefox, Edge, or Safari. You will also need to download the Zoom application for Windows or Mac. Make sure to update your Zoom application.

GRADING CRITERIA:**ASSIGNMENT WEIGHTS:**

Assignment	Undergraduate DNTH 400
Oral presentation about patient scenario nutritional needs (individual activity)	25%
Case studies	15%
Test #1	10%
Test #2	10%
Test #3	10%
Final Examination	30%
Total Grade	100%

GRADING SCALE:

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

ATTENDANCE POLICY: All students are expected to attend every class. You are expected to be on time. If you plan to arrive late, please notify the course instructor by email. Late arrivals to class are considered unexcused. If you have an emergency, contact your instructor by email and further details will be discussed. Please provide documentation by a physician or other provider if you are absent. Three or more unexcused absences will result in 5 points deducted from the final course grade.

MISSED TESTS & EXAMS: Unexcused absences will result in a grade of zero (0) on tests and exams. If you do not have a note from your physician or other healthcare provider stating the reason for your absence, it will be counted as unexcused. Excused absences can make-up tests and exams within three days of the documented absence.

SUBMITTING ASSIGNMENTS: All assignments must be submitted on the assigned due date by 11:59 pm. Assignments must be submitted in Canvas, and you can find the submission spot located under the assignments tab. Additionally, assignments should be typed in 12-point Times New Roman font and doubled spaced. If you experience technical issues when submitting, please contact your instructor through email. If you need immediate technical support, please contact ITS. When submitting, save your document as last name first name followed by the name of the assignment.

LATE ASSIGNMENTS: Five (5) points will be deducted for every day an assignment is late. Ungraded assignments that are turned in late will deduct one (1) point from your final grade. Incomplete assignments will receive a grade of zero (0).

STUDENT EXPECTATIONS:

- You will attend all classes unless you have a valid reason to miss the class.
- You will complete and turn in all assignments on time.
- You will abide by the ODU honor code and report any suspected cheating to the instructor.
- You will contribute to a positive learning environment by respecting the instructor and your classmates.
- You will spend at least 2 hours studying for this course every week to prepare for assignments and exams.

COMPUTER AND CELL PHONE USE IN CLASS:

To maintain an optimal learning/teaching environment, the School of Dental Hygiene requires that students silence their cell phones and refrain from texting during all class, laboratory and/or clinical sessions. Laptops during these sessions are permitted **ONLY** for specific class-related activities. Failure to follow this policy can result in points deducted from the student's final grade.

GENERAL COMPUTER AND TECHNICAL REQUIREMENTS: Students will need a computer with internet access and activated ODU email and MIDAS ID accounts. Testing will require Respondus Lockdown Browser downloaded on your computer.

**IMPORTANT ADDITIONAL UNIVERSITY & SCHOOL OF DENTAL HYGIENE STATEMENTS:
STATEMENT OF STUDENT RESPONSIBILITIES AND ACCOUNTABILITIES:**

The school of dental hygiene supports Old Dominion University in its commitment to the **holistic development of its students, fostering an environment that is safe, secure, and inclusive**. This commitment encourages student accountability, academic integrity, student engagement, and success. The University expects students and student organizations/groups to uphold and follow the behavioral standards of the Code of Student Conduct ("the Code"). These behavioral expectations are embodied within core values, including personal and academic integrity, fairness, **respect**, community, and responsibility. The student accountability process exists to protect University interests and educate and respond to students and student organizations/groups whose behavior does not align with those expectations.

Attendance: Due to the unique responsibilities and accountabilities associated with becoming a competent professional healthcare provider, 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 email the course director immediately as well as department Chair, Ann Bruhn, abruhn@odu.edu and Director of Clinical Affairs, Lauren Eusner, leusner@odu.edu

- A note on official stationery from a physician or other appropriate healthcare provider that saw you or treated you on the day(s) you were absent must be submitted to your course director(s), the department Chair, and Director of Clinical Affairs the day you return verifying the need to be excused from class, lab and/or clinic, and date(s) for the required absence. Notes will not be accepted after final grades have been submitted.
- In the case of medical-related illness when the student feels well enough to attend virtually, a concurrent Zoom option may be considered by the course director with advance notice of 24 hours. In the event the student is unable to give advance notice for a medical-related illness, Zoom may not be available. Zoom is not available for other circumstances without advance notice and approval from the Course Director.
- Students who are absent and fail to provide an acceptable excuse (see criteria above) on the day of their return, may be asked to meet with the course director, meet with the SODH Chair and Entry-level Program Director, and/or may be referred to ODU Cares for a follow up.
- Make up for clinic and lab time missed, and academic exercises (assignments, quizzes, tests, exams, practicals, etc.) will not be given for unexcused absences.
- Late arrivals to class are considered unexcused absences.

Meeting Established Deadlines: All course related academic exercises are to be submitted as directed by the course director on the established due dates. Academic exercises submitted after the established deadlines will be penalized by the grade. Students are encouraged to keep a duplicate copy of all submitted academic exercises.

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 academic exercises by students.

Academic Misbehavior:

A. **Academic Sabotage:** An intentional effort to corrupt or negatively impact another student's academic work.

B. **Cheating:** Copying, collaborating, or completing an academic exercise with or for other students or parties without permission from the class-assigned faculty member; paying someone to complete assignments; using any unauthorized materials to assist on assignments; misusing study aids such as Chegg, Quizlet, Course Hero, etc., to complete or pass class assignments; using test banks or copying answers from another source or student. This also includes unauthorized use of artificial intelligence sites including, but not limited to, ChatGPT, Dall-E, Alpha Code, Tensor Flow, Scribe, etc., and any act or behavior that gives the student an unfair advantage.

C. Fabrication: Inventing, altering, falsifying, creating data, citation, or information in an academic exercise or for any improper purpose. Knowingly presenting false or falsified official documentation such as transcripts, doctor's notes, supervisor evaluations, application materials, etc.

D. Facilitation: Helping another person participate in any act of academic misbehavior (including, but not limited to, sharing course materials without permission).

E. Misrepresentation: Misleading an instructor as to the condition under which the work was prepared, including, but not limited to, undisclosed Artificial Intelligence (AI) use, substituting for another student, or permitting another person to substitute for oneself on any academic work.

F. Plagiarism: According to the ODU Code of Student Conduct, plagiarism is “Intentional or unintentional use of someone else's scholarly or academic work, language, ideas, or other material as your own without proper citation in an academic exercise (whether reproduced or presented verbatim or in paraphrased or summary form); recycling a previous assignment as a new assignment without appropriate citation or notification and approval from faculty members”. Therefore, all academic exercises submitted are expected to be the 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 but are not limited to: 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.

All allegations of academic misbehavior in the SODH are investigated and follow the Academic Integrity Resolution Options form found here:

<https://www.odu.edu/sites/default/files/documents/acad-integrity-report-form-19-20.pdf>.

Findings/outcomes are protected by Federal Privacy law and are unable to be disclosed. For more information, visit the Office of Student Accountability & Academic Integrity (OSAAI) webpage <https://www.odu.edu/student-conduct-academic-integrity>

Test Protocol: Tests may be comprehensive, beginning with the first lecture session. During any test, exam, or quiz administered in this course, the student must adhere to the following instructions:

- The student must abide by the ODU Honor Code and Student Handbook.
- Students are not permitted to access their personal belongings during testing. The testing area must be completely cleared except for approved items.
- NO hoods or hats are permitted.
- NO notes, books, lecture materials, powerpoints, assignments, etc. may be referenced or used during the exam/quiz.

- NO other electronics are allowed to be turned on or used during the exam, except for use of a laptop to take test.
- Students are not allowed to talk during testing or following testing until all students have completed and submitted the quiz/test/exam.
- Students are not permitted to ask the course director or GTA any questions regarding the content during the quiz/test/exam.
- Getting up during testing is not allowed. The student must finish the exam in one sitting.
- Students are required to use a privacy screen on laptops for entire duration of test, quiz, or exam.
- This course will implement testing using Canvas Respondus Lockdown browser. In the event testing becomes virtual, recorded zoom proctoring will be used to ensure testing integrity. Therefore, students will be required to have a microphone, camera, and the Respondus LockDown browser in order to complete quizzes, tests, and exams. This will require you to have Zoom on another device (i.e smart phone) with camera and microphone turned on and the Canvas webpage and examination on a computer/laptop

Artificial Intelligence (AI) Software Use: The use of AI software to create your assignments is prohibited. Turnitin, the web-based plagiarism detection tool integrated with Canvas and supported by ODU incorporates an AI Writing detection feature, that allows identification of instances where students may have used AI writing tools. According to the ODU Code of Student Conduct, undisclosed use of AI is a form of cheating and misrepresentation.

Code of Student Conduct: All students are **expected to abide by the Code of Student Conduct** as found in the Old Dominion University Student Handbook and University Catalog. The School of Dental Hygiene **provides 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.** According to the Code of Student Conduct, academic exercises can include but are not limited to items submitted for drafts, extra credit, grading, continuance, graduation, honors, awards, scholarships, or recognition at the university as well as materials submitted to other institutions, associations, or organizations for evaluation (e.g., awards, scholarships, or publication). Academic exercises include all forms of work: oral, written, electronic, or otherwise submitted by students and may be used anonymously for necessary review without notification.

Student Class Expectations on Conduct: **Appropriate conduct by students is an absolute requirement** in the college and includes distance education courses. The university operates with a **policy of zero tolerance for any disruptive behavior**. The term 'disruptive behavior' means any behavior that **substantially interferes with the conduct of a class**. Disruptive behavior may include but is not limited to:

- Persistent late arrivals or leaving early in a manner that disrupts the regular flow of the class.
- Talking while the course director is talking.
- Speaking in class without first obtaining recognition and permission to speak.

- Use of any electronic equipment such as cell phones, computers, digital tablets, digital audio players, earphones, etc. in a manner that disrupts the class.
- **A student who becomes belligerent or verbally abusive when confronted as a result of his/her inappropriate behavior.**

Students do not have the right to engage in behavior that is disruptive in the classroom. The faculty has the authority to maintain appropriate classroom behavior in all courses offered by Old Dominion University, whether in traditional or distance/virtual modes. **Faculty have the right to immediately confront any student causing disruptive behavior, and request cessation of the behavior.** A follow-up conversation with the student(s) is recommended to reinforce the faculty member's expectations for appropriate conduct in the classroom. In situations in which students are cooperative with the faculty member's request to cease disruptive behavior, the faculty member need only report the incident to the department chair. Should any student choose not to respond to a request to cease disruptive behavior, the faculty member should ask the student to leave the classroom to prevent further disruption to the class. A disruptive student should be reported to the Office of Student Accountability and Academic Integrity for disciplinary action under the Student Disciplinary Policies and Procedures.

Students engaged in classroom disruption will normally be charged with:

1. Failure to comply with the directions of university officials, their authorized agents, and local police agencies acting in the performance of their duties; and/or
2. Obstruction or disruption of university activities.

Accommodations: Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility (OEA) by providing Accommodation Letters to their course directors early in the semester to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to course directors each semester. You may visit the OEA's website at: <https://www.odu.edu/accessibility> to schedule an appointment or register for services.

ODU's Office of Counseling Services:

ODU's Office of Counseling Services (OCS) is a university agency with competent, diverse, and multidisciplinary professional staff. We are committed to supporting the emotional well-being, social development, and academic progress of all students at Old Dominion University.

College life can be a wonderful time of self-discovery, but for many, it is also a time when the awareness of mental health conditions increases. OCS services are available to assist with addressing mental health concerns that a student may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via our website at: <http://www.odu.edu/counselingservices>. All services are free to ODU students.

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. Summarize nutritional considerations for a variety of patient scenarios.
2. Apply foundational nutritional concepts to analyze case studies.
3. Explain the principles of nutritional counseling in the context of oral health care.
4. Differentiate between carbohydrates, proteins, lipids, and nucleic acids in terms of structure and function.
5. Identify cariogenic foods and beverages and describe their impact on oral health.
6. Describe the role of essential nutrients in supporting overall health and energy metabolism.
7. Explain the function and significance of vitamins in the human body.
8. Discuss the physiological importance of water in maintaining health.
9. Demonstrate critical thinking and collaborative problem-solving through group analysis of nutritional topics.
10. Describe the role of saliva in maintaining oral and systemic health.

SPECIFIC OBJECTIVES BY CHAPTER & TOPIC:

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

1. Chapter One; "Topic": Overview of Healthy Eating Habits
 - a. Explain the MyPlate System and the four quadrants of the plate.
 - b. Discuss the Healthy People 2030 nutrition objectives.
 - c. Name the four key guidelines of the 2020-2025 dietary guidelines for Americans.
 - d. Identify the different components of a nutritional label.
 - e. Demonstrate a willingness to provide nutritional information to patients to encourage health and wellness.
2. Chapter Two; "Topic": Concepts in Biochemistry
 - a. Discuss the role of biochemistry and how it relates to nutrition.
 - b. Differentiate between carbohydrates, lipids, protein, and nucleic acids.
 - c. Explain the function of mitochondria.
 - d. Compare and contrast a monomer and polymer.
 - e. Demonstrate a willingness to learn about metabolism and its characteristics.
3. Chapter Three; "Topic": Digestion and Absorption
 - a. Explain how teeth play a role in digestion.
 - b. Discuss the function of the esophagus.
 - c. Create a diagram that represents the process of osmosis.
 - d. Compare and contrast the large intestine and small intestine.
 - e. Reflect on the essential role of saliva in maintaining oral health and overall health.
4. Chapter Four; "Topic": Carbohydrate: The Efficient Fuel
 - a. Explain the role of carbohydrates in the body.
 - b. Differentiate between monosaccharides, disaccharides, and polysaccharides.
 - c. Identify the preferred source of energy for the brain and central nervous system.

- d. Discuss the benefits of a high dietary fiber diet.
- e. Recommend foods to patients that are low in fermentable sugars and carbohydrates.

5. Chapter Five; "Topic": Protein: The Cellular Foundation

- a. Describe the function of amino acids.
- b. Explain the function of proteins.
- c. Classify amino acids as dispensable or indispensable.
- d. Discuss the protein requirements for health based on body size and growth.
- e. Recommend foods for vegans and vegetarians to meet the proper protein intake.

6. Chapter Six; "Topic": Lipids: The Condensed Energy

- a. Explain the chemical structure of triglycerides.
- b. Identify the primary form of fat in the body.
- c. Describe the role of lipids in the body.
- d. Discuss the importance of dietary fats for oral health.
- e. Support healthy eating habits by recognizing the value of lower calorie, low-saturated-fat food options.

7. Chapter Eight; "Topic": Vitamins Required for Calcified Structures

- a. Identify which vitamin is water-soluble.
- b. Name the four vitamins that are fat-soluble.
- c. Discuss foods that contain each of the major vitamins.
- d. Describe conditions that can occur from vitamin deficiency.
- e. Recommend nutrition strategies to ensure adequate vitamin intake.

8. Chapter Nine; "Topic": Minerals Essential for Calcified Structures

- a. Name the three calcified tissues teeth are composed of.
- b. List the two minerals that are found in saliva.
- c. Discuss the benefits of fluoride for dental and bone health.
- d. Identify the condition that leads to decreased bone mass and mineral density.
- e. Demonstrate a willingness to make individualized nutrition recommendations to ensure essential minerals are being included in the diet.

9. Chapter Eleven; "Topic": Vitamins Required for Oral Soft Tissues and Salivary Glands

- a. Identify areas in the oral cavity that are affected by nutritional deficiencies.
- b. Explain the role of water-soluble vitamins in maintaining oral health.
- c. Discuss what can occur on the tongue when a folate deficiency occurs.
- d. Describe why vitamin B12 is important for a patient who is vegan.
- e. Suggest foods that are high in vitamins C, A, and E.

10. Chapter Twelve; "Topic": Fluids and Minerals Required for Oral Soft Tissues and Salivary Glands

- a. Name the most abundant component in the body.
- b. Describe the physiologic roles of water in the body.

- c. State the two nutrients necessary for collagen formation.
- d. Discuss the physiologic roles of potassium.
- e. Recommend beverages that have positive health benefits to the body.

SYLLABUS COURSE SCHEDULE:

This schedule is based on the Spring semester of 2025 for a 16-weeks 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. All assignments that are submitted are due on Sunday evenings at 11:59 pm. Complete any additional reading assignments and activities listed within each module.
WEEK 1	Wed., 1-15-25 9am-10am	Class introduction Discuss Syllabus Chapter 1 “Healthy Eating Habits” Teacher Lecture	READ: pages 45-162
WEEK 2	Wed., 1-22-25 9am – 10am	Chapters 2 “Biochemistry” Teacher Lecture	READ: pages 163-216 DUE: Case Study #1
WEEK 3	Wed., 1-29-25 9am – 10am	Chapter 3 “Digestion and Absorption” Teacher Lecture	READ: pages 217-268 VIDEO: “Digestive System” by the Amoeba Sisters
WEEK 4	Wed., 2-5-25 9am – 10am	Chapter 4 “Carbohydrates” Teacher Lecture	READ: pages 269-346 DUE: Case Study #2 In-class Group Activity: Gallery Walk
WEEK 5	Wed., 2-12-25 9am – 10am	TEST #1	
WEEK 6	Wed., 2-19-25 9am – 10am	Chapters 5 “Proteins” Chapter 6 “Lipids” Teacher Lectures	READ: 348-398 READ: 400-473 In-class Group Activity: True or False?
WEEK 7	Wed., 2-26-25 9am – 10am	Oral Presentations, No new content	DUE: Individual Oral Presentation
WEEK 8	Wed., 3-5-25 9am – 10am	TEST #2	
WEEK 9	Wed., 3-12-25	SPRING BREAK No assignments; No class	SPRING BREAK No assignments; No class
WEEK 10	Wed., 3-19-25 9am – 10am	Chapter 8	READ: 539-570 In-Class Group Activity: Pass the Chalk

		"Vitamins" Teacher Lecture	
WEEK 11	Wed., 3-26-25 9am – 10am	Chapter 8 "Vitamins" Teacher Lecture	READ: 571-622 VIDEO: "How do Vitamins Work" by Ginnie Trinh Nguyen
WEEK 12	Wed., 4-2-25 9am – 10am	Chapter 9 "Minerals" Teacher Lecture	READ: 623-698 DUE: Case Study #3
WEEK 13	Wed., 4-9-25 9am – 10am	TEST #3	
WEEK 14	Wed., 4-16-25 9am – 10am	Chapters 11 "Vitamins Required for Oral Soft Tissues and Salivary Glands" Teacher Lecture	READ: 749-838
WEEK 15	Wed., 4-23-25 9am – 10am	Chapters 12 "Fluids" Teacher Lecture	READ: 839-940 DUE: Case Study #4 In-class Activity: Updating Notes
WEEK 16	Wed., 4-30-25 9am – 11am	FINAL EXAM	

SYLLABUS COURSE ACTIVITY SHEET:

WEEKS		Teacher Lecture	Video Media	Group Work	Individual Work	Student Oral Presentation	Quiz/Test/Exam
1		X					
2		X			Case Study #1		
3		X	X				
4		X		Gallery Walk	Case Study #2		
5							Test #1
6		X		True or False?			
7		X				Individual Oral Presentation	
8							Test #2
9		Spring Break					
10		X		Pass the Chalk			
11		X	X				
12		X			Case Study #3		
13							Test #3
14		X					
15		X		Updating Notes	Case Study #4		
16							Final Exam
TOTAL:		11	2	4	4	1	4