



Syllabus* : Introduction to Dentistry and Code (2219011111)
Second Semester 2023/2024

| COURSE INFORMATION | |
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| Course Name: Introduction to Dentistry Semester: Second Semester Department: Department of Basic Dental Science Faculty: Dentistry | Course Code: 2219011111 Section: 1 Core Curriculum: Doctor of Dental Surgery (DDS) |
| Day(s) and Time(s): Mon./Wed. 13:00 – 14:00 Classroom: طب اسنان 220 | Credit Hours: 1 Prerequisites: None |
| COURSE DESCRIPTION | |
| <p>This course aims to provide aspiring dental college students in the first year who have no prior experience in the dental field with a multifaceted, unique introduction to the field of dentistry. This course is designed to familiarize the students with their new field study and their future profession through basic dental terminology, procedures and principles related to dental practice and introduces them to the different dental programs available.</p> | |
| DELIVERY METHODS | |
| <p>The course will be delivered through a combination of active learning strategies. These will include:</p> <ul style="list-style-type: none"> • PowerPoint lectures and active classroom based discussion. • Relevant films and documentaries • Video lectures • E-learning resources: e-reading assignments and practice quizzes through Microsoft Teams | |

FACULTY INFORMATION

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| Name | Reda Gaber Saleh / Jihad Alzyoud / Dr. Heba Abedrabboh |
| Academic Title: | Associated Professor |
| Office Location: | C 450 |
| Telephone Number: | |
| Email Address: | |
| Office Hours: | Monday / Wednesday: 9-10 Tuesday / Thursday: 10-11 <i>Please send an e-mail (reda@hu.edu.iq) to meet at any other time.</i> |

REFERENCES AND LEARNING RESOURCES

- Shaikh, Khalid, et al. Artificial Intelligence in Dentistry. Springer, 2023. ISBN 978-3-031-19715-4 (eBook)
- Nelson, Stanley J. Wheeler's Dental Anatomy, Physiology and Occlusion-E-Book. Elsevier Health Sciences, 2019. ISBN: 9780323638791 (eBook), Hardback ISBN: 9780323638784

Useful Web Resources:

[https://www.thejpd.org/article/S0022-3913\(05\)00175-7/fulltext#secd16682146e13](https://www.thejpd.org/article/S0022-3913(05)00175-7/fulltext#secd16682146e13)

STUDENT LEARNING OUTCOMES MATRIX*

| Core Curriculum Learning Outcomes | Program Learning Outcomes | Course Objectives | Course Student Learning Outcomes | Assessment Method |
|--|--|---|---|---|
| <p>CC-LO-1 Think critically and creatively in a variety of methods in order to make decisions and solve problems.</p> | <p>Dental-LO-1: Apply critical thinking and demonstrate problem-solving skills in more one topic of introduction to Dentistry</p> | <p>1. Obtain a thorough foundation in the historical evolution and development of the dental profession</p> | <p>1. Identify the historical and development of the dental field</p> | <ul style="list-style-type: none"> • Exams • Quizzes • “On-line’ reading assignments • homework assignments |
| | | <p>2. To have a clear idea about the differences between the three different programs (Dentistry, Dental assistant, and Dental technology)</p> | <p>2.1 Explain the advantages of the three different programs (Dentistry, Dental assistant, and Dental technology)</p> <p>2.2 identify the duties of each in the dental health care team.</p> | <ul style="list-style-type: none"> • Exams • Quizzes • “On-line’ reading assignments |
| | | <p>3. Define various disciplines in dentistry and describe the objectives of each discipline</p> | <p>3. Describe the objectives of various disciplines in dentistry</p> | <ul style="list-style-type: none"> • Exams • Quizzes • “On-line’ reading assignments • homework assignments |
| | | <p>4. Develop an understanding of the tooth structure, the difference between primary and permanent teeth and their most common morphological element, the different systems used in the nomenclature of the teeth, and the basic dental terminology.</p> | <p>4.1 Describe the clinical and histological structure of the tooth.</p> <p>4.2 Explain the difference between primary and permanent teeth and their most common morphological element.</p> <p>4.3 identify the different systems used in the nomenclature of the teeth.</p> <p>4.4 Describe the basic dental terminology.</p> | <ul style="list-style-type: none"> • Exams • Quizzes • “On-line’ reading assignments • homework assignments |
| | | <p>5. Know preventive aspects and major procedures of each discipline, emphasizing</p> | <p>5.1 Describe the preventive aspects and major procedures of each discipline.</p> | |

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| | | comprehensive treatment and the most common instruments used in each discipline. | 5.2 identify the comprehensive treatment and the most common instruments used in each discipline. | |
| CC-LO-4. Communicate competently with others using oral and written English skills | Dental-LO-4: Use modern literature search methods to obtain information about dentistry relation with other medical disciplines. | 5. Obtain an understanding of the role of dentistry in other disciplines, and its importance in society. | 5. Acquire the ability to learn independently; articulate the importance of independent learning for future professional development | <ul style="list-style-type: none"> • “On-line” reading assignments • Term project |
| CC-LO-7. Identify the general concepts of dentistry and health sciences in a manner that reveals their value in life. | | | | |

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ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

Special Needs Section: ???

Tel: ???

Location: ???

Email: ???

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance.* It is a student's

responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty,

staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

| Assessment | Grade Weighting | Deadline Assessment |
|------------------|-----------------|--------------------------------------|
| Midterm Exam | 40% | Week 8 / one hour |
| Quizzes/homework | 10% | Throughout the course |
| Final Exam | 50% | Week 15-16 / determine by university |

Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

Homework: Will be given for each chapter, while the chapter in progress you are supposed to work on them continuously and submit in next lecture when I finish the chapter.

You are also expected to work on in-chapter examples, self-tests and representative number of end of chapter problems. The answers of self-tests and end of chapter exercises are given at the end of the book.

Quizzes: Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

| Letter Grade | Description | Grade Points |
|--------------|-------------|--------------|
| A+ | Excellent | 4.00 |
| A | | 3.75 |
| A- | | 3.50 |
| B+ | Very Good | 3.25 |
| B | | 3.00 |
| B- | | 2.75 |
| C+ | Good | 2.50 |
| C | | 2.25 |
| C- | | 2.00 |
| D+ | Pass | 1.75 |
| D | Pass | 1.50 |
| F | Fail | 0.00 |
| I | Incomplete | - |

* المرجع: د. محمد العبدون (مدرسة الدراسات العليا)

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

| | | |
|---|------------|-----------------|
| Introduction and history of dentistry. | Week 1 | 1 lecture hours |
| The dental health care team & duties of dentist, dental assistants, dental technicians. | Week 2 | 1 lecture hours |
| Introduction to various disciplines to dentistry. | Week 3 | 1 lecture hours |
| Introduction to dental anatomy, tooth nomenclature and the basic dental terminology. | Week 4 | 1 lecture hours |
| Introduction to operative dentistry & endodontics. | Week 5 | 1 lecture hours |
| Introduction to oral and maxillofacial surgery. | Week 6 | 1 lecture hours |
| Introduction to oral biology, oral pathology, and dental material. | Week 7 | 1 lecture hours |
| Midterm Exam | Week 8 | 1 lecture hours |
| Introduction to periodontics, oral diagnosis, oral medicine & radiology. | Week 9 | 1 lecture hours |
| Introduction to orthodontics. | Week 10 | 1 lecture hours |
| Introduction to Pediatric Dentistry. | Week 11 | 1 lecture hours |
| Introduction to prosthodontics. | Week 12 | 1 lecture hours |
| Introduction to dental public health and community dentistry. | Week 13 | 1 lecture hours |
| Review | Week 14 | 1 lecture hours |
| University Final Exams | Week 15&16 | |

ASSESSMENT RUBRICS

Assessment Rubrics to be determined by the department. Add samples below.

| Classroom Participation: Assessment Criteria | | | | | S C O R E |
|--|--|--|---|---|----------------------------------|
| Criteria | Quality | | | | |
| | Excellent (4 points) | Good (3 points) | Satisfactory (2 points) | Needs Improvement (1 points) | |
| Degree to which student integrates course readings into classroom participation | <ul style="list-style-type: none"> - often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand. | <ul style="list-style-type: none"> - occasionally cites from readings; - sometimes uses readings to support points; - occasionally articulates "fit" of readings with topic at hand . | <ul style="list-style-type: none"> - rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand | <ul style="list-style-type: none"> - unable to cite from readings; - cannot use readings to support points; - cannot articulates "fit" of readings with topic at hand . | |
| Interaction / participation in classroom discussions | <ul style="list-style-type: none"> - always a willing participant, responds frequently to questions; - routinely volunteers point of view . | <ul style="list-style-type: none"> - often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view . | <ul style="list-style-type: none"> - rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view . | <ul style="list-style-type: none"> - never a willing participant., - never able to respond to questions; - never volunteers point of view . | |
| Interaction /participation in classroom learning activities | <ul style="list-style-type: none"> - always a willing participant; - acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view. | <ul style="list-style-type: none"> - often a willing participant; - acts appropriately during role plays; - responds occasionally to questions; - occasionally volunteers point of view. | <ul style="list-style-type: none"> - rarely a willing participant. - occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; - rarely volunteers point of view . | <ul style="list-style-type: none"> - never a willing participant - often acts inappropriately during role plays; - never able to respond to direct questions; - never volunteers point of view. | |
| Demonstration of professional attitude and demeanor | <ul style="list-style-type: none"> - always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class. | <ul style="list-style-type: none"> - rarely unprepared; - rarely arrives late; - occasionally solicits instructors' perspective outside class . | <ul style="list-style-type: none"> - often unprepared; - occasionally arrives late; - rarely solicits instructors' perspective outside class . | <ul style="list-style-type: none"> - rarely prepared; - often arrives late; - never solicits instructors' perspective outside class | |

Classroom Participation: Oral Presentation

| Element | Excellent | | | Satisfactory | | | Needs Improvement | | | Points |
|---|---|---|---|---|---|---|--|---|---|--------|
| | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| Organization | <ul style="list-style-type: none"> There is a logical sequence of information. Title slide and closing slide are included appropriately. | | | <ul style="list-style-type: none"> There is some logical sequence of information. Title slide and closing slides are included. | | | <ul style="list-style-type: none"> There is little or no logical sequence of information. Title slide and/or closing slides are not included. | | | |
| Slide Design (text, colors, background, illustrations, size, titles, subtitles) | <ul style="list-style-type: none"> Presentation is attractive and appealing to viewers. | | | <ul style="list-style-type: none"> Presentation is somewhat appealing to viewers. | | | <ul style="list-style-type: none"> Little to no attempt has been made to make presentation appealing to viewers. | | | |
| Content | <ul style="list-style-type: none"> Presentation covers topic completely and in depth. Information is clear, appropriate, and accurate. | | | <ul style="list-style-type: none"> Presentation includes some essential information. Some information is somewhat confusing, incorrect, or flawed. | | | <ul style="list-style-type: none"> Presentation includes little essential information. Information is confusing, inaccurate, or flawed. | | | |
| Language | <ul style="list-style-type: none"> Spelling, grammar, usage, and punctuation are accurate Fluent and effective | | | <ul style="list-style-type: none"> There are minor problems in spelling, grammar, usage, and/or punctuation. | | | <ul style="list-style-type: none"> There are persistent errors in spelling, grammar, usage, and/or punctuation. Less or not fluent and effective. | | | |
| Delivery | <ul style="list-style-type: none"> Ideas were communicated with enthusiasm, proper voice projection and clear delivery. There was sufficient eye contact with audience. There were sufficient use of other non-verbal communication skills. Appropriate delivery pace was used. | | | <ul style="list-style-type: none"> There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. Insufficient use of non-verbal communication skills. Delivery pace is somewhat appropriate. | | | <ul style="list-style-type: none"> There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. No use of non verbal communication skills. Inappropriate delivery pace was used. | | | |

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| Interaction with Audience | <ul style="list-style-type: none"> ▪ Answers to questions are coherent and complete. ▪ Answers demonstrate confidence and extensive knowledge. | <ul style="list-style-type: none"> ▪ Most answers to questions are coherent and complete. ▪ Answers somehow demonstrate confidence and extensive knowledge. | <ul style="list-style-type: none"> ▪ Answers to questions are neither coherent nor complete. ▪ Is tentative or unclear in responses. | |
| Total Score (Y x 5/16) = | | | | |

- اجراء التعديلات المناسبة مع القدر والحد مع الدقة المبررة وتبني أنواع الدعا
بوضوح (الوطني، مدمج، وجاهي) ونماذج الدعا (نوعية الدعا الجاهي الى الأهل الوطني ونوعية الدعا
الاهل الى غير الاهل) الذي سدف ياتاعها أذاعترا الدافقات وما يات مع نة الادماج
البارالها في باب ملة الدعا العالي رقم مع/1427.