COURSE SYLLABUS

COURSE NO: DH 206-2 Oral Anatomy and Tooth Morphology

COURSE INSTRUCTOR: Tenley Dailey RDH MBA

OFFICE HOURS: Office: ASA 119
Office Hours: M 12:-1:00, T 11-1:00, W 1-3:00, R 12-1:00 or by appointment
Telephone: office (618) 453-7213; (618) 922-0245
Fax: (618) 453-7020
E-mail: tenleydailey@siu.edu

LAB INSTRUCTOR: Colleen Torphy, RDH, BS
Office: Room C0119/ASA Building, Wing C
Office Hours: Posted
Telephone: office (618) 453-8811or (618) 559-7767
Fax: (618) 453-7020
E-mail: torphy@siu.edu

MEETING TIMES AND LOCATION:

Lecture: 1 hours/week, Monday 9:00-9:50 AM Room 14
Lab: 2 hours/week
section 1 Wet Lab Room 17 Thursdays 8:00AM -9:50 AM
section 2 Wet Lab Room 17 Thursdays 10:00AM -11:50 AM

ACADEMIC HONESTY:
All students are expected to adhere to a strict code of academic honesty. Academic dishonesty will be addressed according to the “Policies and Procedures Applicable to Academic Dishonesty” as stated in the Important Information for Students, Faculty, & Staff booklet.

From the Student Conduct Code, section II, article A:

Acts of Academic Dishonesty:

Plagiarism, representing the work of another as one’s own work;
Preparing work for another that is to be used as that person’s own work;
Cheating by any method or means;
Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
Knowingly furnishing false information to a university official relative to academic matters;
Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

Sanctions will be imposed for violations of this policy in accordance with the Student Conduct Code. A copy of the Important Information for Students, Faculty & Staff booklet can be obtained from the Office of the Vice Chancellor for Student Affairs, Mail-code 4308, Southern Illinois University, Carbondale, IL 62901-4308.

ADA ACCOMODATIONS:
In keeping with the goal of the implementation of the Americans with Disabilities Act (ADA), all students for whom this act applies should notify the instructor immediately.
If any student needs special services, please contact a faculty member or Disability Support Services at 453-5738. Peer tutors are also available; see Robert Broomfield, Academic Advisor for the School of Allied Health for details.

EMERGENCY PROCEDURES:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

COURSE DESCRIPTION (from 2014-2015 Undergraduate Catalog):

The student will learn to recognize and identify the structures within the oral cavity. These include the tongue, salivary glands, lips and cheeks and teeth (both permanent and primary). Laboratory emphasis will be placed on tooth identification and tooth/root morphology to enhance the application of instrumentation techniques. Length of course: 16 weeks, one hour of lecture weekly; two hours of lab weekly. Prerequisite: Restricted to Dental Hygiene majors.

PROGRAM COMPETENCIES:

This course is a foundation course that provides the dental hygiene student with skills necessary to identify oral structures and tooth morphology. The skills are utilized in all clinical courses that follow. Therefore, the student will apply this knowledge in later courses to fulfill the following competencies:

C.3  Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.

C.6  Continuously perform self-assessment for life-long learning and professional growth.

C.10  Provide accurate, consistent, and complete documentation for assessment, diagnosis, planning, implementation, and evaluation of dental hygiene services.

COURSE OBJECTIVES:

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

1. Identify deciduous and permanent teeth by their proper name, function and location.
2. Write the dental formula for deciduous and permanent dentition.
3. Define the three periods of human dentition.
4. Identify the surfaces of the teeth.
5. Identify the grooves, ridges, pits and fossae of the teeth.
6. Demonstrate practical application of the three numbering systems-Universal, Palmer Notation, and International.
7. Identify physiologic considerations of function and occlusion.
8. Define and identify within the oral cavity various features related to the oral cavity and tooth morphology.
9. List the eruption dates for both primary and permanent teeth.
10. List distinguishing features of individual teeth.
11. Match the name of the major salivary gland with the correct duct opening and intraoral location.
12. List the locations of minor salivary glands.
13. Correctly identify soft tissue landmarks of the oral cavity, lips and face.
15. Identify the characteristics of primary teeth that distinguish them from permanent teeth.

**TOPICAL OUTLINE:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Basic Dental Terminology</td>
<td>8%</td>
</tr>
<tr>
<td>II. Names, Locations and Functions of Teeth</td>
<td>5%</td>
</tr>
<tr>
<td>A. Permanent dentition</td>
<td></td>
</tr>
<tr>
<td>B. Primary dentition</td>
<td></td>
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<tr>
<td>C. Dental formulae</td>
<td></td>
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<tr>
<td>III. Periods of the Human Dentition</td>
<td>2%</td>
</tr>
<tr>
<td>A. Primary</td>
<td></td>
</tr>
<tr>
<td>B. Mixed</td>
<td></td>
</tr>
<tr>
<td>C. Permanent</td>
<td></td>
</tr>
<tr>
<td>IV. Surfaces of the Teeth</td>
<td>5%</td>
</tr>
<tr>
<td>V. Numbering Systems</td>
<td>3%</td>
</tr>
<tr>
<td>A. Universal</td>
<td></td>
</tr>
<tr>
<td>B. Palmer</td>
<td></td>
</tr>
<tr>
<td>C. International</td>
<td></td>
</tr>
<tr>
<td>VI. Physiologic Considerations of Form and Function</td>
<td>2%</td>
</tr>
<tr>
<td>VII. Soft Tissue Landmarks</td>
<td>15%</td>
</tr>
<tr>
<td>A. Oral cavity</td>
<td></td>
</tr>
<tr>
<td>B. Lips and face</td>
<td></td>
</tr>
<tr>
<td>VIII. Eruption Dates</td>
<td>5%</td>
</tr>
<tr>
<td>IX. Distinguishing Features of Individual Teeth</td>
<td>40%</td>
</tr>
<tr>
<td>X. Salivary Glands</td>
<td>2%</td>
</tr>
<tr>
<td>A. Location of major and minor salivary glands</td>
<td></td>
</tr>
<tr>
<td>B. Duct openings</td>
<td></td>
</tr>
<tr>
<td>XI. Root Morphology</td>
<td>5%</td>
</tr>
<tr>
<td>XII. Primary Dentition</td>
<td>8%</td>
</tr>
</tbody>
</table>

**TEXTBOOKS:**

Required:

**Recommended/Other:**


*Note:* The Darby & Walsh text will be used in many courses throughout the curriculum. The Fehrenbach & Herring text is used in the Head and Neck Anatomy course.

**ATTENDANCE POLICY:**

*Attendance is mandatory and students are expected to attend all classes, both lecture and lab.* If you are sick or need to be excused from class you must notify the instructor. If you miss a class or part of a class, FOR ANY REASON, it will be your responsibility to catch up on information covered. **Five points from the final cumulative point total will be deducted for every class period missed without prior consultation with the Instructor.** Makeup quizzes and other assignments will be at the discretion of the instructor and treated individually. You must be attentive to receive your participation points. If you are asked to leave class because of excessive talking, disrespect to your classmates, or other disruptions, your participation points will be forfeited. If you are not present, how can you earn participation points? As a courtesy to the professor and your classmates, please ensure that cell phones are turned to vibrate before class begins.

**COURSE DELIVERY/METHODOLOGY:** Multiple methodologies will be employed to deliver course material: lecture/discussion, printed media via handouts to supplement textbooks, as well videos, websites and review of case studies. Guest lectures may be scheduled throughout the semester. Desire 2 Learn will be utilized.

**GRADING:**

*How the final grade is calculated:*

**COURSE REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>6 X’s 30pts</td>
</tr>
<tr>
<td>Chapter Exams</td>
<td>3 X’s 100pts</td>
</tr>
<tr>
<td>Midterm Lab Practical</td>
<td>40 pts</td>
</tr>
<tr>
<td>Final Lab Practical</td>
<td>40 pts</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Tooth Drawings</td>
<td>5 X’s 20 pts</td>
</tr>
<tr>
<td>Attendance, Participation</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Course Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 59 or less = F

**NOTE:** The minimum passing grade for this course is a “C”. A “C” must be earned to pass the course.
A grade below 70 is considered a failing grade.

Quizzes will be on the content covered the week(s) before.

Students are expected to wear scrubs for labs. Some labs will require PPE and clinical chair.

INSTRUCTIONAL OBJECTIVES:

Mastery of the following instructional objectives will lead toward mastery of SIU Dental Hygiene Program Core Competencies. Mastery of these objectives will be determined by means of clinical evaluation(CE) and/or written exams(WE) and assignments(A).

At the completion of each unit the student will be able to:

Chapter 1

A. Identify either deciduous or permanent teeth by their proper name, when given a diagram or description of their function, arch position, or alternative name. Furthermore, the student should be able to identify the type and number of deciduous or permanent teeth per quadrant, arch and in total. Finally, the student should be able to identify the type and number of teeth which are anterior or posterior. (CE, WE,A)

B. Provide the proper definition, or select the correct definition or description from a list, for any structure presented in the selections covering general anatomy and anatomical structures. Furthermore, the students should be able to make applications of these terms to diagrams or situations. (WE,A)

C. Demonstrate knowledge of dental formulae by supplying, or selecting from a list, the correct information regarding a given dental formula. (WE,A)

D. Indicate the normal eruption sequence, or order, for deciduous and permanent teeth, by listing, or selecting from a list, the proper sequences. (WE,A)

E. Define, or correctly identify from a list, three periods of a man’s dentition, as well identify the approximate time intervals of their existence, and normal initiation and termination events. (WE,A)

F. Define the term “succedaneous”, and be able to select from a list the tooth or teeth which are succedaneous. (WE,A)

G. Identify, or select from a list, the proper name for tooth surface, or thirds of tooth surfaces, when given a diagram or description. (CE,WE,A)

H. Select the correct answer from a list, or supply the correct name, for line or point angles, when given a diagram or description. (CE,WE,A)

I. Demonstrate knowledge of the various dental numbering systems presented, by supplying, or selecting from a list, the correct name or description for a given symbol, or the correct symbol for a given name or description. (WE,A)

J. Provide, or select from a list, the correct definition of any underlined term not included in any previous objectives. Furthermore, the student will be able to make applications of these terms to descriptions, diagrams, or situations. (CE,WE,A)

K. Differentiate between the following terms by correctly defining, or by selecting the proper response from a series of their applications
1. Periodontium (CE,WE,A)
2. Lobe(CE,WE,A)
3. Curve of Spee (CE,WE,A)
4. Curve of Wilson (CE,WE,A)
5. Compensating occlusal curvature (CE,WE,A)
6. Axial position (WE,A)
7. Contact Area (CE,WE,A)
8. Interproximal space (CE,WE,A)
9. Embrasure (CE,WE,A)
10. Line angle (CE,WE,A)
11. Height of contour (CE,WE,A)
12. Cervical line (CE,WE,A)
13. Gingival line (CE,WE,A)
14. Epithelial attachment (CE,WE,A)
L. Name the three major functions of the human dentition, or select the correct response from a series of choices which relates to these functions or their applications. (WE,A)

M. Select the correct responses from a series of choices which describes the steps involved in the evolution of the human dental mechanism, or how these steps relate to form and function. (WE,A)

N. Provide an understanding of lobes by correctly selecting from a series of choices, or identifying from a two-dimensional diagram, the number and name and names of each of the lobes of the anterior and posterior teeth, the major portions of each tooth which composes lobes, and the major structures separating lobes. (CE,WE,A)

O. Differentiate between the general axial positions of any of the various permanent teeth, by selecting the correct response from a series of descriptions or diagrams. (WE,A)

P. Differentiate between the crown surfaces of teeth by matching them with their correct general shape (triangular, trapezoidal, or rhomboidal), or by relating the shape to the specific function of the tooth. (WE,A)

Q. Describe, or differentiate between contact areas by providing, or selecting from a series of choices the correct information which relates to the:

1. Two purpose served by proper contact areas. (WE)
2. General rules of size and location on individual teeth (WE)
3. Differentiate between the contact areas of anterior and posterior teeth. (CE,WE)
4. Changes in contact areas occurring with age. (WE)

R. Describe, or correctly select from a series of choices, the components, boundaries, or functions of the interproximal space. (WE)

S. Describe, or differentiate between embrasures by providing, or selecting from a series of choices, the correct:

1. Information regarding the two purposes embrasures serve. (WE)
2. Information regarding the general rules of normal embrasure form. (WE)
3. Names of embrasures, when given a description or two-dimensional diagram. (WE)

T. Describe, or select from a list of choices the correct information regarding the proper location of the height of contour on the facial and lingual surfaces of the teeth, and its major contributions to gingival health. (WE)

U. Differentiate between the levels, depths, and directions of curvature of the cervical lines on all surfaces of both anterior and posterior teeth, by describing them, or by choosing the correct responses from a series of choices. (CE,WE,A)

V. Describe the proper location and form of marginal ridges and facial line angles, and their relationship to embrasure form, by selecting the correct response from a series of choices. In addition, the student will be able to identify the normal location of central grooves and occlusal anatomy of posterior teeth in the same manner. (CE,WE,A)

W. Identify, or make applications to the type of root structure necessary for proper function of the different teeth, and the general rules regarding tooth roots and normal number of branches, by selecting the correct response from a series of choices. (WE)

X. Demonstrate a knowledge of the protective functional from of the teeth, by correctly labeling, or choosing between diagrams which illustrate proper and improper from, or by matching specific tooth form with its complementary physiologic activity. (WE)

Y. Locate, identify and describe normal structures evaluated during an inter and extra oral examination such as lips, palate, tongue, salivary glands lymph nodes, TMJ, muscles of mastication and gingiva. (CE, WE, A)

The student is also responsible for any material that was to have been mastered in the previous unit.

Chapter 2

A. List the appropriate age(s) concerning development chronology of the permanent incisors found in the development tables, or select the appropriate age(s) from a list, when given a certain developmental feature. The student should also be able to compare these ages among the permanent incisor. (WE)
B. Demonstrate a knowledge of the morphology of each surface of the crown, as well as the root, of each permanent incisor by:
1. Describing (WE)
2. Selecting the correct information from a list. (WE)
3. Or interpreting a diagram to identify or name any of the following features: (WE)
a. Contours of any surface or margin of any surface (WE)
b. Structural entities such as mamelons, grooves, pits, ridges, fossae, lobes, cingula, etc. (CE,WE)
c. Height of contour and contact areas (CE,WE)
d. Relative dimensions and shapes (CE,WE)
e. Any other surface feature (CE,WE)

Furthermore, the student will be able to make comparisons of any of the above features between permanent incisors. (CE,WE)

C. Make comparisons among the general characteristics of the permanent incisors, including function, arch position, distinguishing features, etc., by describing them or selecting the correct response from a list, when given the tooth (teeth), or a description of the general characteristic(s). (CE,WE,A)

D. Determine from a diagram or description whether a given permanent incisor is maxillary or mandibular, right or left or central or lateral. (CE,WE,A)

E. Determine the correct universal number or Palmer notation for a given diagram or description of any permanent incisor. (CE,WE,A)

F. Demonstrate a knowledge of any of the new terms in this unit by defining them, or selecting the correct definitions, or application therefor, from a list, when given the term or any of its applications. (CE,WE,A)

G. Demonstrate a knowledge of any of the variations or anomalies in this unit by describing them, or selecting the correct response from a list, when given the particular tooth (teeth), the anomaly, or any of its features or applications. (WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

Chapter 3

A. List the appropriate age(s) concerning developmental chronology of the permanent canines found in the developmental tables, or select the appropriate age(s) from a list, when compare these ages between the canines. (WE,A)

B. Demonstrate a knowledge of the morphology of each surface of the crown, as well as the root, of each permanent canine by: (WE)
1. Describing (WE)
2. Selecting the correct information from a list, (WE,A)
3. Or interpreting a diagram to identify or name any of the following features:
   a. Contours of any surface or margin of any surface (CE,WE,A)
   b. Structural entities such as grooves, pits, ridges, fossae, lobes, cingula, etc. (CE,WE,A)
   c. Height of contour and contact areas (CE,WE,A)
   d. Relative dimensions and shape (CE,WE,A)
   e. Any other surface feature (CE,WE,A)

Furthermore, the student will be able to make comparisons of any of these features between the canines. (CE,WE,A)

C. Make comparisons between permanent incisors and canines, where appropriate, by selecting the correct response from a list. (WE,A)

D. Make comparisons between the general characteristics of the permanent canines, including function, arch position, distinguishing features, etc., by describing them, or selecting the correct response from a list, when given the tooth (teeth), or a description of the general characteristic(s). (CE,WE,A)

E. Determine from a diagram or description whether a given permanent canine is maxillary or mandibular, or right or left. (WE)
F. Determine the correct universal number or Palmer notation for a given diagram or description of any permanent canine. (CE,WE,A)

G. Demonstrate knowledge of any of the new terms in this unit by defining them, or selecting the correct definition, or application therefore, from a list, when given the term, or any of its applications. (WE,A)

H. Demonstrate a knowledge of any of the variations or anomalies in this unit by describing them, or selecting the correct response from a list, when given the particular tooth (teeth), the anomaly, or any of its features or applications (WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

Chapter 4

A. List the appropriate age(s) concerning the developmental chronology of the maxillary premolars found in the development tables, or select the appropriate ages(s) from a list, when compare these facts between the maxillary premolars. (WE,A)

B. Demonstrate a knowledge of the morphology of each surface of the crown, as well as the root, of each permanent maxillary premolar by:
   1. Describing (WE)
   2. Selecting the correct information from a list, (WE,A)
   3. Or interpreting a diagram to identify or name any of the following features:
      a. Contours of any surface, or margin of any surface. (CE,WE,A)
      b. Structural entities such as grooves, pits, ridges, inclined planes, cusps, fossae, lobes, etc. (CE,WE,A)
      c. Height of contour and contact areas. (CE,WE,A)
      d. Relative dimensions and shape (CE,WE,A)
      e. Any other surface feature (CE,WE,A)

Furthermore, the student will be able to make comparisons of any of these features between the maxillary premolars. (CE,WE,A)

C. Make comparisons between maxillary premolars, and other permanent teeth where appropriate, by selecting the correct response from a list. (CE,WE,A)

D. Make comparisons between the general characteristics of the maxillary premolars, including function, arch position, distinguishing features, etc., by describing them, or selecting the correct response from a list, when given the tooth (teeth), or a description of the general characteristic(s). (WE)

E. Determine from a diagram or description whether a given is maxillary premolar is first or second, or right or left. (WE,A)

F. Determine the correct universal number or Palmer notation for a given diagram or description of any maxillary premolar. (CE,WE,A)

G. Demonstrate knowledge of any of the new terms in this unit by defining them, or selecting the correct definition, or application therefore, from a list, when given the term, or any of its applications. (WE)

H. Demonstrate a knowledge of any of the variations or anomalies in this unit by describing them, or selecting the correct response from a list, when given the particular tooth (teeth), the anomaly, or any of its features or applications (WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

List the appropriate age(s) concerning the developmental chronology of the mandibular premolars found in the development tables, or select the appropriate ages(s) from a list, when compare these facts between the mandibular premolars. (WE,A)

I. Demonstrate a knowledge of the morphology of each surface of the crown, as well as the root, of each permanent mandibular premolar by:
   1. Describing (WE,A)
   4. Describing (WE,A)
   5. Selecting the correct information from a list, (WE,A)
6. Or interpreting a diagram to identify or name any of the following features: (WE,A)
   f. Contours of any surface, or margin of any surface. (CE,WE,A)
   g. Structural entities such as grooves, pits, ridges, inclined planes, cusps, fossae, lobes, etc. (CE,WE,A)
   h. Height of contour and contact areas. (CE,WE,A)
   i. Relative dimensions and shape (WE,A)
   j. Any other surface feature (WE,A)

Furthermore, the student will be able to make comparisons of any of these features between the mandibular premolars. (CE,WE,A)

J. Make comparisons between mandibular premolars, and other permanent teeth where appropriate, by selecting the correct response from a list. (CE,WE,A)

K. Make comparisons between the general characteristics of the mandibular premolars, including function, arch position, distinguishing features, etc., by describing them, or selecting the correct response from a list, when given the tooth (teeth), or a description of the general characteristic(s). (WE,A)

L. Determine from a diagram or description whether a given is mandibular premolar is first or second, or right or left. (CE,WE,A)

M. Determine the correct universal number or Palmer notation for a given diagram or description of any mandibular premolar. (CE,WE,A)

N. Demonstrate knowledge of any of the new terms in this unit by defining them, or selecting the correct definition, or application therefore, from a list, when given the term, or any of its applications. (WE,A)

O. Demonstrate a knowledge of any of the variations or anomalies in this unit by describing them, or selecting the correct response from a list, when given the particular tooth (teeth), the anomaly, or any of its features or applications (CE,WE,A)

The student is also responsible for any material which was to have been mastered in previous units. (CE,WE,A)

Chapter 5

List the appropriate age(s) concerning the developmental chronology of the maxillary molars found in the development tables, or select the appropriate ages(s) from a list, when compare these facts between the maxillary molars. (CE,WE,A)

A. Demonstrate a knowledge of the morphology of each surface of the crown, as well as the root, of each permanent maxillary molar by: (CE,WE,A)
   1. Describing (WE,A)
   2. Selecting the correct information from a list, (WE,A)
   3. Or interpreting a diagram to identify or name any of the following features:
      a. Contours of any surface, or margin of any surface. (CE,WE,A)
      b. Structural entities such as grooves, pits, ridges, inclined planes, cusps, fossae, lobes, etc. (CE,WE,A)
      c. Height of contour and contact areas. (CE,WE,A)
      d. Relative dimensions and shape (CE,WE,A)
      e. Any other surface feature (CE,WE,A)

Furthermore, the student will be able to make comparisons of any of these features between the maxillary molars. (CE,WE,A)

B. Make comparisons between maxillary molars, and other permanent teeth where appropriate, by selecting the correct response from a list. (WE,A)

C. Make comparisons between the general characteristics of the maxillary molars, including function, arch position, distinguishing features, etc., by describing them, or selecting the correct response from a list, when given the tooth (teeth), or a description of the general characteristic(s). (CE,WE,A)
D. Determine from a diagram or description whether a given is maxillary molar is first, second, or third or right or left. (CE,WE,A)

E. Determine the correct universal number or Palmer notation for a given diagram or description of any maxillary molar. (CE,WE,A)

F. Demonstrate knowledge of any of the new terms in this unit by defining them, or selecting the correct definition, or application therefore, from a list, when given the term, or any of its applications. (WE,A)

G. Demonstrate a knowledge of any of the variations or anomalies in this unit by describing them, or selecting the correct response from a list, when given the particular tooth (teeth), the anomaly, or any of its features or applications (CE,WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

H. List the appropriate age(s) concerning the developmental chronology of the mandibular molars found in the development tables, or select the appropriate ages(s) from a list, when compare these facts between the mandibular molars. (WE,A)

I. Demonstrate a knowledge of the morphology of each surface of the crown, as well as the root, of each permanent mandibular molar by: (WE,A)
   1. Describing (WE,A)
   2. Selecting the correct information from a list, (WE,A)
   3. Or interpreting a diagram to identify or name any of the following features:
      a. Contours of any surface, or margin of any surface. (CE,WE,A)
      b. Structural entities such as grooves, pits, ridges, inclined planes, cusps, fossae, lobes, etc. (CE,WE,A)
      c. Height of contour and contact areas. (CE,WE,A)
      d. Relative dimensions and shape (CE,WE,A)
      e. Any other surface feature (CE,WE,A)

Furthermore, the student will be able to make comparisons of any of these features between the mandibular molars.

J. Make comparisons between mandibular molars, and other permanent teeth where appropriate, by selecting the correct response from a list. (WE,A)

K. Make comparisons between the general characteristics of the mandibular molars, including function, arch position, distinguishing features, etc., by describing them, or selecting the correct response from a list, when given the tooth (teeth), or a description of the general characteristic(s). (WE,A)

L. Determine from a diagram or description whether a given is mandibular molar is first, second, or third or right or left. (WE,A)

M. Determine the correct universal number or Palmer notation for a given diagram or description of any mandibular molar. (CE,WE,A)

N. Demonstrate knowledge of any of the new terms in this unit by defining them, or selecting the correct definition, or application therefore, from a list, when given the term, or any of its applications. (WE,A)

O. Demonstrate a knowledge of any of the variations or anomalies in this unit by describing them, or selecting the correct response from a list, when given the particular tooth (teeth), the anomaly, or any of its features or applications (WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

Chapter 8

A. Define any of the anatomical terms relating to the pulp, or select the correct definition, or application thereof, from a list, when given the term or a description or application of a term (WE,A)

B. List the main functions of the pulp, or differentiate between them by selecting the correct responses from a list, when given the function or any of its applications. (WE,A)
C. Describe, or choose the correct responses from the list concerning the changes which occur in the pulp and pulp cavity due to development, aging, or pathology. (WE,A)

D. Differentiate between the various pulp sections by describing or selecting the correct responses from a list regarding their feasibility by x-ray, or any of their advantages or disadvantages. (CE,WE,A)

E. Identify from a diagram or written description of any of the common sections of the pulp cavity, which permanent tooth is being described or diagrammed. (WE,A)

F. Demonstrate a knowledge of the normal pulpal anatomy and morphology for all the individual permanent teeth by describing it, selecting the correct response from a list, or making comparisons among the permanent teeth, when given a description of the anatomical feature. Anatomy and morphology include numbers, locations, shapes, outlines, relative thickness, and lengths of pulp cavities, pulp horns, pulp chambers, chamber floors, orifices, pulp canals, and apical foramina, in any of the common section or views. (CE,WE,A)

G. Demonstrate a knowledge of the commonly observed differences from normal pulpal morphology for any of the individual permanent teeth by describing them for any tooth of group of teeth, or by selecting the correct response from a list, when given the normal anatomy or the deviations from normal. (WE,A)

H. Demonstrate a knowledge of the anatomy and components of a normal maxillary molar triangle by identifying them from a diagram or description. (WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

Chapter 9

A. Demonstrate a knowledge of the general differences between the permanent and deciduous teeth, by describing them, or selecting the correct responses from a list, when given one or more differences, or any appropriate implications of these differences. (WE,A)

B. Demonstrate a knowledge of the morphology of each surface of the crowns and roots of all deciduous teeth by:
   1. Describing (WE,A)
   2. Selecting the correct information from a list, (WE,A)
   3. Or interpreting a diagram to identify or name any of the following features:
      a. Contours of any surface, or margin of any surface. (WE,A)
      b. Structural entities such as grooves, pits, ridges, cusps, fossae, etc. (CE,WE,A)
      c. Relative dimensions and shape (CE,WE,A)
      d. Root number, location, contours (CE, WE,A)
      e. Any other surface feature (CE,WE,A)

Furthermore, the student will be able to make comparisons of any of these features between the deciduous teeth.

C. Make comparisons between specific deciduous teeth and their permanent counterparts, where appropriate, by describing the differences, or selecting the correct information from a list. (WE,A)

D. Determine from a diagram or description which deciduous tooth is being described, or illustrated. (WE,A)

E. Provide the correct universal number or Palmer notation for a given diagram or description of any deciduous tooth. (WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

F. Describe the four stages of morphologic tooth development prior to eruption, as well as the process which occur during each stage, and the normal chronology of each stage, or select from a series of choices the correct information about the stages, when given a description or application. (WE,A)

G. Describe the process of eruption, resorption, exfoliation, and root completion, or select the correct response from a list regarding these processes or their normal chronology. (WE,A)
H. Indicate a knowledge of the correct relationship of the permanent tooth buds to the roots of their deciduous predecessors by describing them, or choosing the correct information about them from a series of choices. (WE,A)

I. Describe, or select from a list, the correct interpretation of the role played by the permanent first molars in development of occlusion (WE,A)

J. Indicate the normal eruption sequence, or order, for deciduous and permanent teeth, by listing, or selecting from a list, the proper sequences. (WE,A)

K. Describe the five stages of physiologic tooth development, as well as the process which occur during each stage, and the normal chronology of each stage, or select from a series of choices the correct information about the stages, when given a description or application. (WE,A)

L. Define any of the new terms, for example: cuticle, Hertwig's Sheath, ankylosis, active and passive eruption etc., or select the proper definition, or application therefore, from a list when given the term or a description or application. (WE,A)

M. Identify from a given diagram or description of a dentition stage, the approximate age of the patient, or identify the number of teeth normally present at any given age. (WE,A)

Chapter 11

A. Indicate a knowledge of any of the anomalies, by defining or describing them, or by selecting the correct information about the anomaly or its features from a list, when given all, or alternative names. Further, the student will be able to make comparisons between the various anomalies studied and “normal” teeth. (WE,A)

The student is also responsible for any material which was to have been mastered in previous units.

Chapter 12

A. Describe cavity preparation and nomenclature for G.V. Black class of caries. (WE, A)

B. Identify Class I, II, III, IV, and V caries or restoration in the mouth or on extracted teeth, or label diagrams. (CE, WE, A)

Chapter 13

A. Define forensic dentistry. (WE, A)

B. Using case studies, describe how tooth morphology is important in human identification and civil litigation. (WE, A)

C. Describe the role of practicing dentist/dental hygienist in mass disasters and crime investigations using antemortem records and postmortem items used in forensic odontology (WE, A)
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE (Monday 9 a.m.)</th>
<th>LAB (Thursday 8 or 10 a.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Syllabus &amp; Course Orientation</td>
<td>Identification Systems</td>
</tr>
<tr>
<td>Week 1</td>
<td>Basic Terminology</td>
<td>Tooth Tissues, Surfaces &amp; Terms</td>
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<tr>
<td></td>
<td>Chapter 1</td>
<td>Introduction to teeth</td>
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<tr>
<td>August 31</td>
<td>Continue previous topics</td>
<td>QUIZ 1</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Anatomy of the Oral Cavity</td>
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<td></td>
<td></td>
<td>Ms. Torphy – Charting intro</td>
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<tr>
<td>September 7</td>
<td>NO Class Labor Day</td>
<td>Anatomy of the Oral Cavity, cont’d</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>September 14</td>
<td>Periodontium</td>
<td>QUIZ 2</td>
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<tr>
<td>Week 4</td>
<td></td>
<td>Anatomic &amp; Physiologic Considerations of Form and Function</td>
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<tr>
<td></td>
<td></td>
<td>Start Drawing</td>
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<tr>
<td>September 21</td>
<td>Anatomy of the Oral Cavity</td>
<td>Lab exercise –wear scrubs</td>
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<tr>
<td>Week 5</td>
<td></td>
<td>Bring sterile mouth mirror, PPE, and clipboard; prepare unit</td>
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<td></td>
<td></td>
<td>before class (modified prep—no saliva ejector, etc.)</td>
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<tr>
<td>September 28</td>
<td>Exam 1</td>
<td>Guidelines for Drawing Teeth: Begin Max. Central Incisor</td>
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<tr>
<td>Week 6</td>
<td></td>
<td>Permanent Incisors</td>
</tr>
<tr>
<td>October 5</td>
<td>Permanent Incisors</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>Maxillary Central Incisor Drawing Due Today</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Permanent Canines</td>
</tr>
<tr>
<td>October 12</td>
<td>Permanent canines</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Fall Break</td>
<td>Review anterior teeth</td>
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<tr>
<td></td>
<td></td>
<td>Practice lab practical exam</td>
</tr>
<tr>
<td>October 19</td>
<td>EXAM 2</td>
<td>Mandibular Canine Drawing Due Today #27</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>NO LAB DUE TO MOCK BOARDS !</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Class Topic</td>
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<tr>
<td>October 26</td>
<td>Week 10</td>
<td>Permanent Premolars</td>
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<tr>
<td>November 2</td>
<td>Week 11</td>
<td>Permanent Maxillary Molars</td>
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<tr>
<td>November 9</td>
<td>Week 12</td>
<td>Permanent Mandibular Molars</td>
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<tr>
<td>November 16</td>
<td>Week 13</td>
<td>Review Posterior Teeth</td>
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<tr>
<td>November 23</td>
<td>Week 14</td>
<td>Exam 3</td>
</tr>
<tr>
<td>November 30</td>
<td>Week 15</td>
<td>Review of Primary Teeth</td>
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<tr>
<td>December 7</td>
<td>Week 16</td>
<td>Review for finals</td>
</tr>
<tr>
<td>December 16</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Syllabus Attachment

Fall 2015

http://pvcaa.siu.edu/

IMPORTANT DATES *
Semester Class Begins ..........................................................08/24/2015
Last day to add a class (without instructor permission):..............08/30/2015
Last day to withdraw completely and receive a 100% refund: ......09/06/2015
Last day to drop a course using SalukiNet:..............................11/01/2015
Last day to file diploma application (for name to appear in Commencement program): .................................................12/18/2015
Final examinations:...............................................................12/14–12/18/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stop-ping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/gradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/gradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

ABILITY POLICY
Disability Support Services provides the required academic and programmatic sup-port services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilitieservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community.
For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/