**Integrated Studies in Dentistry**

**English Department**

**Course Syllabys**

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| **Course** | **English Language 2** | | | | |
| Type | Semester | ECTS | Code |
| OBLIGATORY (O) | 2 | 2 | 160 |
| **Course Lecturer** | PhDc. Rina Sefiu | | | | |
| **Course Assistant** |  | | | | |
| **Aims and Objectives** | This is an integrated English language course, level B1-B2, designed to help students develop the language skills they need to succeed in a professional work environment.  This book addresses topics including TMJ problems and oral infection, oral cancer and oral and maxillofacial surgery, anesthesia and medication, dental emergencies and cosmetic dentistry, pediatric dentistry and geriatric dentistry, nutritional counseling and patients’ referrals, patients’ health history and chronic illnesses, special needs patients and patient anxiety, communication with patients and sustainability in dentistry, obtaining licensure and establishing a dental practice. Every unit includes a test of reading comprehension, vocabulary and listening skills and lead students through written and oral production together with a vocabulary and definition. The course is presented through a Digi-book which offers step by step instruction that immerses students in the four key language components: reading, listening speaking and writing. The course includes also video recorded material.  Through this course students:   * Practice their understanding of the vocabulary used in Dentistry. * Understand and practice the usage of vocabulary in specific situations. * Share ideas and opinions with each other concerning patients and encourage similar speaking skills. * Practice grammatically correct sentences and expressions in English * Assure their ability skills in the English language while they become autonomous learners * Develop writing skills for former professional papers | | | | |
| **Learning outcomes** | By the end of the semester, students will be able to:   * Develop their English communication skills to be used by Dentistry Professionals. * Use their critical thinking skills to develop communication with patients. * Use proper English grammar and construct the sentence structure correctly. * Develop their vocabulary in an Intermediate level to use it in their professional career. | | | | |
| **Course Content** | **Course Plan** | | | **Week** |
| * Syllabus Presentation * Course Description * Teaching/Learning Methods * Assessment Methods * Course Resources * ECTS Workload * Literature * Contact | | | 1 |
| **TMJ PROBLEMS AND ORAL INFECTIONS**   * Reading: Journal Article “Future advances in Diagnosis and Therapy” and a Webpage “Painful mouth sores and a sign of an infection. But what type of infection is it? * Vocabulary is related to the topic * Listening: A conversation between Doctor and a patient * Speaking: Discussion Symptoms of TMJ problems and What are some ways to treat infections in the mouth and Role play * Writing 1: Patient Report related to TMJ Problems * Writing2: Patient Report related to oral Infections | | | 2 |
| **ORAL CANCER AND ORAL AND MAXILLOFACIAL SURGERY**   * Reading: A pamphlet “What you need to know” and a Webpage Oral and Maxillofacial Surgeon * Vocabulary is related to the topic * Listening: A conversation between a dentist and an assistant and a conversation between a dentist and a patient * Speaking: What are some ways to treat oral cancer? and When are sinus grafts and ridge expansions necessary? Role-play * Writing 1: Dentist notes about a patient with oral cancer * Writing 2: Dentist’s Referral | | | 3 |
| **ANESTHESIA AND MEDICATION**   * Reading – Textbook excerpt “Common Anesthetics in Dentistry” and an article: “Dentistry and Medication” * Vocabulary is related to the topic * Listening: Verifying information, a conversation between a professor and a dental student * Speaking: Which substances can act as a block? What are some common ways to prevent an oral infection; Role-play * Writing 1: Filling the chart about types of anesthetics and effects * Writing 2: Filling out the prescription | | | 4 |
| **DENTAL EMERGENCIES AND COSMETIC DENTISTRY**   * Reading – Webpage “Accidents and Emergencies” and a Brochure Temple Cosmetic Dentistry * Vocabulary is related the topic * Listening: A conversation between a receptionist and a patient and a conversation between a Cosmetic Dentist and a patient * Speaking: Giving Advice and Presenting options; What does the clinic suggest for knocked out teeth? What is involved during bonding procedure? Role-play * Writing 1: Dentist notes on a patient * Writing 2: information sheet on teeth | | | 5 |
| **PEDIATRIC DENTISTRY AND GERIATRIC DENTISTRY**   * Reading: Advertisement “Langham Pediatric Surgery” and an article “The importance of population statistics in Dentistry”. * Vocabulary is related to the topic * Listening: A conversation between two parents and a conversation between a dentist and a patient * Speaking: What does Langham Pediatric Clinic offer to its patients Why are elderly patients at greater risk of periodontal disease? Role-Play * Writing 1: Write a report about a new pediatric patient. Use the words from vocabulary to fill out the text. * Writing 2: Write a report on a geriatric patient. | | | 6 |
| **COLLOQUIUM 1** | | | 7 |
| **NUTRITIONAL COUNSELING AND PATIENT REFERRALS**   * Reading: Textbook Excerpt “Nutritional Counseling” and Guidelines “Guidelines for Referring Patients” * Vocabulary is related to the topic * Listening: Dialogue between a dentist and a patient; and a conversation between two dentists. * Speaking: Discussing Risk “What can a dentist do when treating a patient with poor dietary habits and Making a request “What must a dentist do when referring a patient? Role-play * Writing 1: Fill out the patient report-include observations about the patient’s oral health, her diet and recommendations * Writing 2: Write an email to a consulting dentist about a patient referral. | | | 8 |
| **PATIENT HEALTH HISTORY AND CHRONIC ILLNESS**   * Reading: Health History Form ”Patient Health History Questionnaire” and a Pamphlet “Oral Health and Chronic Illnesses” * Vocabulary is related to the topic * Listening: Two conversations between a dentist and a patient * Speaking: Confirming information” What are some examples of an allergic reaction”? and Inquiring about knowledge “What are patients asked to do”; Role-play * Writing 1: Write a voicemail message to a patient’s primary care physician * Writing 2: Write a note from a patient’s doctor to his dentist. | | | 9 |
| **SPECIAL NEEDS PATIENTS AND PATIENT ANXIETY**   * Reading: Article “Treating Special Needs Patients” and a Brochure” Green and Jessop Dental Practice” * Vocabulary is related to the topic * Listening: A conversation between a caregiver and a dentist and a conversation between a dentist and a patient. * Speaking: Asking about the experience What makes someone a good dentist for Special Needs Patients and Providing reassurance: What problems arises from dental anxiety? Role play * Writing 1: Write the dentist’s notes about the patient with special needs, include diagnosis, the patient’s limitations and the impact of the limitations on the treatment. * Writing 2: Write a note about the patient’s anxieties including patient’s fears and solutions for dealing with the patient’s anxiety | | | 10 |
| **COMMUNICATING WITH PATIENTS AND SUSTAINABILITY IN DENTISTRY**   * Reading: Blog Article “Patient Communication” and Article “Sustainability in Dental Practices” * Vocabulary is related to the topic * Listening: A conversation between a dentist and a patient and a conversation between an office manager and a dentist? * Speaking: Offering a Compliment “What are some things dentist can talk to patients about? and Expressing Agreement “How can a dental practice reduce paper waste? Role Play * Writing 1: Write about Patient’s personal life that you can refer to in a later appointment (see task 8) * Writing 2: Write a letter from a manager to a dentist about sustainability measures. | | | 11 |
| **OBTAINING LICENSURE AND ESTABLISHING DENTAL PRACTICE**   * Reading: Occupational manual excerpt “and a blog article * Vocabulary is related to the topic * Listening: A conversation between two candidates * Speaking: Making a suggestion “What do licensing agencies do besides issuing licensure”? and Asking for an opinion “Why should dentists have a staff orientation before opening”? Role play * Writing 1: Write a brochure from a licensure agency regarding requirements and * Writing 2: Write a project proposal plan in order to open a dental practice. | | | 12 |
| **ETHICS IN DENTISTRY - COURSE GLOSSARY**   * Reading: Article about Dental Ethic’s code. * Vocabulary is related to the topic * Listening: A conversation between two dentists * Speaking: Asking for more information: What should dentist do to ensure they are following the principle of non-maleficence; Role play * Writing 1: Write a letter to a patient about the ethics violation of a dentist | | | 13 |
| **REVISION AND DISCUSSION WITH STUDENTS** | | | 14 |
| **FINAL EXAM PRACTICE** | | | 15 |
| **Teaching/Learning**  **Methods** | **Teaching/Learning Activity** | | |  |
| Lectures | | | 60% |
| Class Writing Assignments | | | 10% |
| Class Speaking Assignments | | | 10% |
| Homework | | | 10% |
| Project Research | | | 10% |
| Total | | | **100 %** |
| **Assessment**  **Methods** | **Assessment Activity** | | | **Weight (%)** |
| 1. Attendance | | | 10% |
| 1. Class Activity - Writing and | | | 10% |
| 1. Class Activity - Speaking | | | 10% |
| 1. Homework | | | 10% |
| 1. Colloquium 1 | | | 30% |
| 1. Colloquium 2 | | | 30% |
|  | **Total** | | | **100%** |
| **Course Resources** | **Means** | | |  |
| 1. Classroom | | |  |
| 1. Whiteboard | | |  |
| 1. Projector | | |  |
| 1. Moodle | | |  |
| 1. A Course Book | | |  |
| 1. Internet and a Computer | | |  |
| **ECTS Workload** | **Activity type** | |  |  |
| 1. Lectures | | 30 | 50% |
| 1. Homework | | 5 | 8% |
| 1. Independent Learning | | 25 | 42% |
| TOTAL | | 60 h | **100%** |
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| **Literature** | Intermediate to Upper Intermediate Student’s Book by Career Paths Virginia Evans, Jenny Dooley and James Caldwell, DDS | | | | |
| **Contact** | **PhDc.Rina Sefiu** | | | | |

**Pre-requirements for the course**

There is no pre-requirement for this course.

**Assessment of Competence for the English Language 2 for Dental Program**

The student will be assessed in class settings focusing on all aspects of English Language Learning such as reading listening, writing, and speaking.

The student **must attend all lectures** unless something unexpected takes place and students needs to proof their absence.

Student must attend at least **80% of lectures**. The following outline provides the student with a guide to prepare for the complete class and homework assignment.

Every class will have interactive activities where questions and answers, related to a class topic are expected to take place. There will be reading, listening, speaking, and writing that will keep students engaged all the time. Students are expected to participate in these class activities in order to collect the 10% of attendance, 10 % in class assignment, 10% in research work and 10 percent homework.

All students have to go through a colloquium 1 which will take place on week 7 or after the first quarter of the semester and colloquium 2 at the end of the semester. Each colloquium is evaluated with 30% of your final grade which is total 60%.

course.

**Rules and Regulations**

**Attendance**

The English Language Program for Dentistry is an instructional program that leads students to learn the English language focused on the terminology and dental procedures at the Intermediate to Upper Intermediate level of English use. One of these standards is taking responsibility for one’s own actions. If a student is absent from class particularly a lecture and class assignment session, the student has lost the amount of attendance and class assignment and cannot be replaced. When a student is late to class, the whole class is disrupted. Such interruptions will not be tolerated. Students have a responsibility and a contract to stay the entire length of class every day. Attendance is count only when a student is present the whole class.

If online, students need to be online at least 10 minutes early.

If students need to leave class for a certain reason or need to be absent, he or she needs to write a formal request explaining the reason of absence. Otherwise the absence will not be excused!

It is mandatory for each student to be in every class as it scheduled during the semester. All classes start on their appointed time set forth in the schedule of classes.

All classes start and end on their appointed time set forth in the schedule of classes. Any student that leaves before the class is dismissed by the instructor will be counted as absent.

**Electronic Devices**

It is a distraction to the entire class when cell phones rings during class. This is even worse during a test or quizzes. Since this is a classroom and not a living room, to listen or/and to watch any type of electronic devices such as smart phones, personal laptops, and/or other electronic devices will not be allowed.

If you must bring a cell phone into class, it must be turned off or set to vibrate. It is disruptive to a class to constantly have students answering cell phones during class. If you absolutely must answer the cell phone leave the classroom. A student that habitually receives calls during class will be asked to leave. Listening devices will not be allowed in class for any reason.

**Tests And Research Project**

Tests and quizzes are to be done by each student, any student caught asking for answers or assisting another during a test or quiz will have their exam confiscated and a zero marked for their grade. It is the student’s responsibility to be prepared for tests and quizzes at all times. It is the student’s responsibility to know when there is a time for a mid-term exam to be taken.

Regarding colloquium 1, every student has the right to take colloquium1 which covers the first part of the lectures and colloquium 2 which covers the second part of the lectures. If student takes two colloquiums and is happy with the final grade, he does not have to take the final exam.

Regarding final test, students must be aware that in order to have the maximum grade in English Language, they need to complete all other percentage requirements such as attendance, class and homework assignments, project research and colloquiums (please see assessment methods on the syllabus chart list).

**Seminars and Projects**

Research project

**Due Dates**

One thing that all dentists must learn is to be on time with the work. Excuses do not make the doctor or patient feel better about wasting their time. An adequate amount of time is given to complete all class-work assignments. All class-work is due at the time the instructor has designated. **No late assignments will be accepted**.

**Proper Attire**

Dentists are professionals and need to dress properly. Practice this habit at the beginning of the year. Any student not properly dressed will not be allowed to participate in the class activities.

Open toed shoes or sandals are not proper footwear for the dental laboratory and dental clinics. For the safety of College staff, patients, students, family members and the community we require that all staff in clinical and lab sessions wear long pants.

**Conduct**

Students in department of English must learn to work within groups, no matter what the group’s make up is.

Tolerance, courtesy, respect, and a calm environment are required in the classroom.

**Academic Dishonesty**

Violations of Academic Integrity include, but are not limited to, the following actions:

* Cheating on an exam.
* Plagiarism.
* Working together on an individual assignment, paper or project when the instructor has specifically stated students should not do so.
* Submitting the same term paper to more than one instructor or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.