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**Department of Plant Protection**

**College of Agriculture**

**University of Salahaddin**

**Subject: Practical Non -insect animal pest**

**Course Book – (Year 1)**

**Lecturer's name Darya Karem PhD.**

**Academic Year: 2019/2020**

**Course Book**

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| **1. Course name** | **Non-insect animal pest** | |
| **2. Lecturer in charge** | **Darya Karem Hawez** | |
| **3. Department/ College** | **Plant protection / Agriculture** | |
| **4. Contact** | **e-mail: darya.hwayyiz@gmail.com**  **Tel: (optional): 07504686455** | |
| **5. Time (in hours) per week** | **For example Theory: 2**  **Practical: 3** | |
| **6. Office hours** | **Monday and Tuesday** | |
| **7. Course code** |  | |
| **8. Teacher's academic profile** | **Full name Darya Kareem Hwayyiz**  **Gender Female,**  **Date of birth Jan. 24th 1981`**  **Place of birth Sulaimaniya- Iraq**  **High School (Baccalaureate Examination) Zahra for girls academy school**  **Scientific Division. University of Salahaddin-Erbil, College of Agriculture, Plant protection Dept. Plant protection.MSc University of Salahaddin-Erbil, Collage of Agriculture, Plant protection Deprt. Entomology,Thesis Tile: TAXONOMC STUDY ON DARKILING BEETLE IN ERBIL GOVERNORATE.PhD. University Putra Malaysia**  **Faculty of Agriculture/Plant protection Deprt.,Entomology .Thesis Title: TAXONOMIC REVISION STINOCHIINAE, TENEBRIONIDAE AND DIAPERINAE (COLEOPTERA: TENEBRIONIDAE) FROM MALAYSIA.** | |
| **9. Keywords** | **Non-insect pests, gastropods , diplopods and chilopods . birds ,rodents , pigs , damage , crops , control the pest** | |
| **10. Course overview:**  **This course is one of the most important aspects of formal teaching learning process. Syllabus is the minimum level of proficiency that a learner must achieve during the course of our learning This course led students to have information about these pest must however not be considered as the maximum level that a learner should learn during his course. Syllabus framing must be done considering various facts and understanding about the learner s viz. Their background, previous knowledge and their objective for registering their course. A learner must also understand the short comings of the syllabus. This paper course of 4th year plant protection have a complete information about insect , pathology , weeds and a tool there for they must have adequate information about these pests to help in future revisions so that students to be able to recognize these pests and controlling them by the best way, at the end of the course they be able to identify their strengths and plan their career, the over view of course will give the students no only knowledge about the most important animal pests but also recognize and preventing from them , by using some of the most common traps for these serous pests like glue traps food traps , netting for birds** | | |
| **11. Course objective:**  **Pests, a baccalaureate core offering, are designed as a terminal entomology course for non-insect major pest. As insects represent the largest and most successful taxon of animals in the world, the goals and objectives of this course appropriately include: 1) The recognition and appreciation of the influence of these pest on human society, past, present and future. 2) To understand the roles of these pests in various areas of human activity, including field, store, house 3) To develop a more complete understanding of non-insect pests specially rodents as competitors for our food supply and the measures taken to mitigate their damage. 4) To recognize the role played by non- insect as vectors of human disease and the historical impacts this has had on the present geopolitical structure of human societies. 5) To abate or hopefully eliminate the faunal chauvinism displayed towards insects in general.**  **Also Compare the nutritional requirements of non- insects and humans.  Explain how some these insect have become adapted to exploit food resources that are nutritionally deficient. Locate and identify the parts of these pest digestive system and explain the function of each part.  Describe how the structure of the digestive system may be adapted for different types of food.**  **Control of 'non- insect animal , by which we mean to include deer, hare, moles,  possum, raccoons, squirrels, skunks, and woodchucks, birds molluscus ,crustacean is limited in urban areas to simple discouragement provided by fencing them out. The use of firearms is prohibited. Trapping and relocating is prohibited.** | | |
| **12. Student's obligation**  **In this part the role of students is as follow :**  **Student Attendance in lecture and examination , preparing reports about some important course subjects , writing an assignment on any field visiting , doing daily quiz , collecting samples**  **.** | | |
| **13. Forms of teaching**  **Teaching methods are , using data show ways , power point , white board , giving hand note , video reports** | | |
| **14. Assessment scheme**  **Breakdown of overall assessment and examination**  **25 marks for theoretical part**  **Breakdown of overall assessment and examination, the practical part has 15 marks**  **The marks is divided as follow :**  **5 marks for 1st monthly exam and 5 marks for 2nd**  **2 marks for daily quiz**  **2 for reports**  **1 for class conversation**  **Final examination 20 practical part , 40 for theoretical part** | | |
| **15. Student learning outcome:**  **Syllabus should be designed such that it benefits the learners opting for the subject. Learners are usually classified into who take a course into two classes; ones who look for a vocation after the**  **course and others who pursue higher education in the same field. Newer trends are seen, where students of Science back ground have pursue management studies, and other fields not related to**  **the core Science, framing of syllabus needs to help all the category of students. Most syllabi in the. The revision is a method of incorporating new trends in the Syllabus should be designed such that it benefits the learners opting for the subject. After giving adequate information to students in this course about these pest they know controlling methods like biological , mechanical , and chemical control , also determining the damage value that cause to crops due to these pests , preventing methods are also given this course , by using scaring tactics , nose , nettin specially for birds , In This course the students will mentioned, vertebrate animals (birds, mice, pigs, rabbits, wild dogs and kangaroos) can be a major problem in certain field cropping situations, with the potential to cause major damage to crops or property. Whether an animal becomes a pest can also be influenced by environmental conditions, for example drought can force animals into cropping areas or excellent seasonal conditions can promote breeding cycles.** | | |
| **16. Course Reading List and References‌:**  **1. Concepts ti1 Integrarcc! Pest Manageme:?:. Enbcrt F. Noms, E.P. Casv:cll,-Chen**  **sad Mxcm Kogm (2UOS:. Peax~nSZ b;ca:i:ln, Inc., New Jersey.**  **2. insect Pests of Crops. S P:a$nsrr. F::&s Beak Hosse.**  **3. Agriculrura! Imscct Pests o"ie Tmpics arid their Ccntrol (second edition). Dennis**  **S. Hili Carnbricige IJniversity Press,**  **4, iligricul!ural Pcsrs at India and Soath-East Asia. A.S. Atwal (1996). Kalyani**  **Publishers.** | | |
| **17. The Topics:**  **Lecture 1 millipeds and centipiudes**  **Lecture 2 crustacea**  **Lecture 3 slug and snail**  **Lecture 4 birds Aves / main characters**  **Lecture 5 1st examination**  **Lecture 6 Most important harmful birds**  **Lecture 7 rodents important characters**  **Lecture 8 rodents important characters**  **Lecture 9 field visiting**  **Lecture 10 Squirrels , wild pigs**  **Lecture 11 Traps**  **Lecture 12 2nd examination**  **Lecture 13 (turtles)**  **Lecture 14 reptile**  **Lecture 15 livestock**  **Lecture 16 field visiting** | | **Lecturer's name** |
| **18. Practical Topics (If there is any)** | |  |
| **Practical observations in affected places is very important**  **Observing the damage in the field** | | **Lecturer's name**  **ex: (3-4 hrs)** |
| **19. Examinations:**  **1. Compositional**  **Questions samples :**   1. **Enumerate the terms in bellow.** 2. **Write the functions of these organs.Write the parts that pointed.** 3. **Draw the following.** 4. **What is the purpose of these experiments?** 5. **Complete the following.**   **6-Explain how can you manage the pests?**  **2. True or false type of exams:**  **For example the millipedes have one pair of leg per body segment (false) they have two pair of leg**  **3. Multiple choices** | | |
| **20. Extra notes:**  **The student in this course must visit fields and the places which damaged by these pests.** | | |
| **21. Peer review پێداچوونه‌وه‌ی هاوه‌ڵ** | | |