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**Department of ---Environmental Sciences**

**College of ……Science……….**

**University of ………Salahaddin……….**

**Subject:…zoology (Practical),**

**Course Book – (Year 1)**

**Lecturer's name MSc. Shakar Jamal Aweez**

**Academic Year: 2022/2023**

**Course Book**

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| **1. Course name** | Zoology (Practical) | |
| **2. Lecturer in charge** | Shakar Jamal Aweez | |
| **3. Department/ College** | Environmental Sciences/Science | |
| **4. Contact** | e-mail:shakar.aweez@su.edu.krd  Tel:009647503159767 | |
| **5. Time (in hours) per week** | Practical: 6hrs | |
| **6. Office hours** | 3 hours in a week | |
| **7. Course code** |  | |
| **8. Teacher's academic profile** | I am shakar Jamal aweez. I have MSc. in Soil Pollution. I get it during 2015 at Environmental Department in College of Science-Salahaddin University. In addition, I get Bachelor during 2009 at the biology department at koya university.I participated in different training courses such as, English course and Instruction source. | |
| **9. Keywords** |  | |
| **10. Course overview:**  The course will cover general biology, which is the science that study o[f life an](http://en.wikipedia.org/wiki/Life)[d living](http://en.wikipedia.org/wiki/Organism) [organisms,](http://en.wikipedia.org/wiki/Organism) including their structure, function, growth[, evolution,](http://en.wikipedia.org/wiki/Evolution) distribution, an[d](http://en.wikipedia.org/wiki/Taxonomy) [taxonomy.](http://en.wikipedia.org/wiki/Taxonomy) Biology has man[y sub-disciplines un](http://en.wikipedia.org/wiki/List_of_biology_disciplines%23Branches_of_biology)ified by five so- calle[d axioms of](http://en.wikipedia.org/wiki/Axiom) modern biology:   1. [Cells ar](http://en.wikipedia.org/wiki/Cell_theory)e the basic unit of life 2. [Genes ar](http://en.wikipedia.org/wiki/Gene)e the basic unit [of heredity](http://en.wikipedia.org/wiki/Heredity) 3. New species and inherited traits are the product [of evolution](http://en.wikipedia.org/wiki/Evolution) 4. An organis[m regulates it](http://en.wikipedia.org/wiki/Homeostasis)s internal environment to maintain a stable and constant condition 5. Living organisms consume and transfor[m energy](http://en.wikipedia.org/wiki/Energy)   Biology as a separate science was developed in the nineteenth century as scientists discovered that organisms shared fundamental characteristics. Biology is now a standard subject of instruction at schools and universities around the world, and over a million papers are published annually in a wide array of biology and medicine journals. | | |
| **11. Course objective:**   1. The course will cover soil science texts of selective topics together with print media or internet articles which deal with current soil issues." Instructional strategies attempt to strike a balance between developing the students' ability to cope with soil texts, extending their general academic reading skills, and increasing their basic knowledge and understanding of soil. The course will give students a better understanding of a number of soil science topics, the followings are examples but not restricted to: Main safety rules of working in the laboratory, Acquire fundamental soil techniques and skills through practical experiences in the laboratory. soil profile soil mineral and some chemical properties of soil, with some extra topics that will be indentified as the course progress. | | |
| **12. Student's obligation**  Every student must have three examinations, the attendance, classroom activities, translations and the weekly quizzes also taken into account by 5 marks for all. As well as the final examination of the course will be on 15 marks. So that the final grade will be based upon the following criteria:  \* Mean of three practical examinations: 12 %  \* Daily quizzes: 3%  \* Final practical examination: 15 % | | |
| **13. Forms of teaching**  Different forms of teaching will be used to reach the objectives of the course: power point presentations for the head titles and definitions and summary of conclusions, classification of materials and any other illustrations, besides worksheet will be designed to let the chance for practicing on several aspects of the course in the classroom, furthermore students will be asked to prepare research papers on selective topics and summarize articles contents published in English into either Kurdish or Arabic language, those articles need to be from printed media or internet articles. There will be classroom discussions and the lecture will give enough background to translate, solve, analyze, and evaluate problems sets, and different issues discussed throughout the course.  To get the best of the course, it is suggested that you attend classes as much as possible, read the required lectures, teacher's notes regularly as all of them are foundations for the course. Lecture's notes are for supporting and not for submitting the reading material including the handouts.try as much as possible to participate in classroom discussions, preparing the assignments given n the course given in the course. | | |
| **14. Assessment scheme**  The overall marks are of two part daily quizzes and monthly exams. The daily tests (quizzes) will be given 10 marks and finally calculated on 3% in addition to the monthly tests (2-3 tests), all these marks calculated as the yearly attempt mark 15% this is the yearly quest degree and the final exam will be done on 20%.‌ | | |
| **15. Student learning outcome:**  **Student Learning Outcomes:**  **Institutional Student Learning Outcomes:  Students will:**  1.  Develop higher order and critical thinking skills through:  discussions and projects focusing on soils as a basic and critical natural resource. Encourage the personal development of each student in order to maximize this potential for productive careers and the ability to embrace a *life-long learning* model.  2.  Class discussions and guests will foster communication skills through interactive engagement of the students.  3.  The role of soil fertility and world population problems, global issues, and environmental implications of fertility management are discussed and covered in class.  4.  The impact of the development of agriculture and soil fertility will be at times discussed with regards to its impact on culture development and the humanities'.  5.  Develop basic academic success skills particularly with regards to:  organization and study skills needed to cope with the volumes of information on soil fertility.  6.  Develop work and career preparation skills:  Knowledge of soil fertility and fertilizer management is fundamental to successful Ag production and future increases in food production required to feed a growing population.  The majority of Ag crop production jobs and service related jobs are dependent on a working knowledge of soil fertility and fertility management. | | |
| **16. Course Reading List and References‌:**   1. Hunter and Gibbs (2007), *Fundamentals of Conservation Biology.* 2. Krebs, C.J. (1999). Ecological Methodology. (2nd Edition). Benjamin-Cummings. 3. Sinclair, A.R.; Fryxell, T. and Caughley, G. (2006) Wildlife Ecology, Conservation and   Management. (2nd Edition). Blackwell Publishing. | | |
| **17. The Topics:** | | **Lecturer's name** |
| cells).  Week1:course outline, lab safety rules.  Week 3:Types of cell(prokaryotic and eukaryotic cells).  Week 4: Structure of eukaryotic cells (plant and animal  Week 5:Non-living organelles of plant cells.  Week 6: examination  Week7:Cell division (metosis)  Week8:Cell division (meosis)  Week9:(Homeostasis) cellular transport.  Week10:tissue  Weekll: Measuring the rate of photosynthesis  Week 12: Second examination  Week13:Cellular respiration  Week 14: Classifying of organisms  Week 15: Archaea and Bacteria Protists and fungi  Week 16: Vascular and Non vascular plant  Week 17: Plant response  Week 18:Invertebrates, Sponges, Cnidaria and Ctenophores Week  19: Flatworms, Roundworms and Rotifers  Week20: Mollusca and Annelida  Week 21: Arthropoda  Week 22: Vertebrate  Week 23: Mammals, animal behaviour | | ***Week 1:***  ***Week 2:***  ***Week 3:***  ***Week 4:***  ***Week 5:***  ***Week 6:***  ***Week 7:***  ***Week 8:***  ***Week 9:***  ***Week 10:***  ***Week 11:***  ***Week 12:***  ***Week 13***  ***Week 14***  ***Week 15***  ***Week 16***  ***Week 17***  ***Week 18***  ***Week 19***  ***Week 20***  ***Week 21***  ***Week 22***  ***Week 23***  ***Week 24***  ***Week 25***  ***Week 26***  ***Week 27***  ***Week 28***  ***Week 29***  ***Week 30***  ***Week 31***  ***Week 32*** |
| **18. Practical Topics (If there is any)** | |  |
| **19. Examinations:** | | |
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| **21. Peer reviewپێداچوونه‌وه‌ی هاوه‌ڵ** | | |