

## Course description form

|  |   |                           |  |                  |          |
|--|---|---------------------------|--|------------------|----------|
| <b>1. :Course name</b>   |   |                           |  |                  |          |
| Animal environment and behavior  |   |                           |  |                  |          |
| <b>2. Course Code:</b>   |   |                           |  |                  |          |
| ANEB327  |   |                           |  |                  |          |
| <b>3. :Semester/Year</b>   |   |                           |  |                  |          |
| Semester (Fall semester)   |   |                           |  |                  |          |
| <b>4. :Date this description was prepared</b>  |   |                           |  |                  |          |
| 1/2/2024   |   |                           |  |                  |          |
| <b>5. Available forms of attendance:</b>   |   |                           |  |                  |          |
| in person  |   |                           |  |                  |          |
| <b>6. :Number of study hours (total) / number of units (total)</b>   |   |                           |  |                  |          |
| hours * 15 weeks 2   |   |                           |  |                  |          |
| <b>7. Name of the course administrator</b>   |   |                           |  |                  |          |
| M. Nadia Muhammad Bashir   |   |                           |  |                  |          |
| Cognitive objectives: Describe and introduce the student to the environment and its impact on the life and behavior of animals, how to deal with and overcome influential circumstances, and know the peculiarity of each animal.  |   |                           |  |                  |          |
| Enabling the student to understand and comprehend the animal's environment and behavior within the critical conditions of the environment and how to control and deal with it for the purpose of controlling and preserving the animal and its productivity and providing appropriate conditions for its life. |   |                           |  |                  |          |
| <b>8. Teaching and learning strategies</b>   |   |                           |  |                  |          |
| Audio methods (teaching explanation of the topic)<br>Style of writing on the blackboard<br>The method of direct dialogue between the teacher and the student, with the student's evaluation in cl participation<br>Computer-mediated presentation method   |   |                           |  |                  |          |
| <b>9. Course structure</b>   |   |                           |  |                  |          |
| Evaluation method  | Learning method   | Name of the unit or topic | Required learning outcomes   | hours            | the week |
| Exams reports<br>discussion<br>quizzes   | Audio methods teaching )<br>explanation of the topic)<br>Style of writing on the blackboard | Introduction to ecology   | <b>A1</b><br>Definition of the environment and the living and non-living components of the biological field and ecosystems | 2<br>Theoretical | First    |

|  |  |                                    |   |                  |        |
|--|--|------------------------------------|---|------------------|--------|
|  | The method of direct dialogue between the teacher and the student, with the student's evaluation in class participation<br>Computer-mediated presentation method |                                    | Interrelationships in Biosystem   |                  |        |
| Short exams, assignments, discussions. | ,audio methods<br>And visual<br>Writing style on Chalkboard style<br>Direct dialogue   | Environment and animal ecology     | <b>A2</b><br>Energy transfer in the ecosystem<br>Energy transfer within the food chain and pyramid<br>Recycling materials in nature   | 2<br>Theoretical | Second |
| Short exams, assignments, discussions. | Audio and visual methods<br>Writing style on Chalkboard style<br>Direct dialogue   | Environmental areas                | <b>A3</b> Environmental changes and their extent<br>Endurance<br>Biomes<br>Wild<br>Environmental systems<br>Watercolor  | 2<br>Theoretical | Third  |
| Short exams, assignments, discussions. | Auditory method<br>And visual<br>Writing style on Chalkboard style<br>Direct dialogue  | Preserving environmental diversity | <b>C1</b> Preserving the environment and biodiversity the role of biodiversity in<br>Environmental stability Factors that threaten biodiversity, pollution and bioaccumulation of pollutants. | 2<br>Theoretical | Fourth |
| Short exams, assignments, discussions. | Audio-visual methods<br>Writing style on Chalkboard style<br>Direct dialogue   | Definition of animal behavior      | <b>A4</b> The importance of knowing behavior<br>Animal behavior patterns and instincts<br>Sensory to the animal   | 2<br>Theoretical | Fifth  |

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| Short exams, assignments, discussions. | ,audio methods<br>Writing style on Chalkboard style<br>Direct dialogue                | Basic behaviors                                       | <b>C2</b> Stimuli and behavior<br>Innate and acquired<br>And their types   | 2<br>Theoretical | Sixth    |
| Short exams, assignments, discussions. | ,audio methods<br>Writing style on Chalkboard style<br>Direct dialogue                | Thermoregulation                                      | <b>A5</b> Thermal regulation and balance, factors affecting energy production and loss, the process of regulating body temperature in hot and cold weather, adaptation measures.                       | 2<br>Theoretical | Seventh  |
| Short exams, assignments, discussions. | Auditory method<br>And visual<br>Writing style on Chalkboard style<br>Direct dialogue | Animal adaptation to environmental conditions         | <b>C3</b> Characteristics of most animals<br>Adaptation to desert climate<br>Adaptation of sheep and goats to seasonal changes, comparing the extent to which different ruminants adapt to hot weather | 2<br>Theoretical | Eighth   |
| Short exams, assignments, discussions. | ,audio methods<br>Writing style on Chalkboard style<br>Direct dialogue                | Environmental factors affecting animal production     | <b>A6</b> Temperature, effect of nutrition, milk stage, molt and pregnancy stage, insemination period, period between births, animal age, animal size, dry period.                                     | 2<br>Theoretical | Ninth    |
| Short exams, assignments, discussions. | Auditory method<br>And visual<br>Writing style on Chalkboard style<br>Direct dialogue | Camels and their adaptation to the desert environment | <b>A7</b> A preliminary idea about camels, the external appearance of camels<br>Physiological characteristics of camels  | 2<br>Theoretical | Tenth    |
| Short exams, assignments, discussions. | ,audio methods<br>Writing style on Chalkboard style<br>Direct dialogue                | the climate   | <b>C4</b> The impact of climate on animals and ways of prevention, climate   | 2<br>Theoretical | Eleventh |

|  |  |                    |  |                  |            |
|--|--|--------------------|--|------------------|------------|
| discussions.                                     |  |                    | changes to which agricultural animals are exposed, the importance of studying climate and weather for the environment, climatic factors in the animal environment, ,temperature Humidity |                  |            |
| Short exams, assignments, discussions.           | ,audio methods<br>Writing style on Chalkboard style<br>Direct dialogue | Weather conditions | <b>a8</b> Atmospheric pressure, wind, water vapor condensation, forms of precipitation   | 2<br>Theoretical | Twelfth    |
| Discussions and dialogue                         | ,audio methods<br>Writing style on Chalkboard style<br>Direct dialogue | Light and heat     | <b>A9</b> Light, sunstroke, heat cramp, fever, the effect of heat on chemical<br><b>For composition</b><br>blood characteristics   | 2<br>Theoretical | Thirteenth |
|  |  | pollution          | <b>A10</b> Components of the air in animal pens, ammonia gas, oxygen, carbon dioxide, sewage gas, and ozone, components of the air in the poultry hall                                   | 2<br>Theoretical | Fourteenth |
| He writes a report about what he saw on the trip |  |                    | <b>c5</b> Scientific trip  |                  | Fifteenth  |

### Course evaluation .11

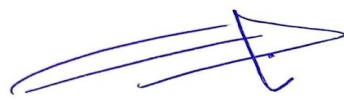
| Relative % weight | Class               | Calendar date (week)                      | Calendar methods   | T |
|-------------------|---------------------|---|--|---|
| %13               | 7 theoretical + cal | My theory for a week (15)<br>My work week | A theoretical final report + a final report on the subject the operation | 1 |

|      |  |  |                                  |   |   |
|------|--|--|----------------------------------|---|---|
|      |  | 6<br>practical                           | (15)                             |   |   |
| %6   |  | 4<br>Theoretical<br>+<br>2Practical      | week (3)                         | Quiz Short test (1)                         | 2 |
| %15  |  | 10<br>theoretical<br>+<br>5<br>practical | week (9)                         | Midterm test (theoretical and<br>(practical | 3 |
| %6   |  | 4Theoretical<br>+<br>2Practical          | week (12)                        | Quiz Short test (2)                         | 4 |
| %20  |  | 20                                       | Practical exams<br>week          | Final practical test                        | 5 |
| %40  |  | 40                                       | The week of<br>theoretical exams | Final theoretical test                      | 6 |
| %100 |  | 100                                      |                                  | the total                                   |   |

The short exam (Quiz)the student's weekly submission of scientific reports, student attendance the student's participation and efforts in the lecture, the semester and final exams.

#### 10. Learning and teaching resources

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| A- Relying on the prescribed curricula issued by the Ministry.<br>B- Relying on the curricula prepared by the subject teacher. | Required textbooks (methodology, if any)                                       |
| Agricultural Animal Ecology Book by Dr. Akram Dhannoun Al-Khafaf   | Main references (sources)  |
| Scientific reports from scientific websites (Internet)   | Recommended supporting books and references (scientific journals, reports....) |
| Scientific websites specialized in ecology and animals   | Electronic references, Internet sites  |

  
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