Course Description Form

1.	2. Course Name:
	Agricultre mite
3.	4. Course Code:
	AGAG 425
5.	6. Semester / Year:
	SECEND CURISE FOYRTH YEAR 2023\2024
7.	8. Description Preparation Date:
	1-2-2024
9.	10Available Attendance Forms:
	Classroom
10.	12Number of Credit Hours (Total) / Number of Units (Total)
	2 hours theory / 3 hours practical (5 hours) / 3 units
3	14Course administrator's name (mention all, if more than one name)
	Name: 1- Dr. saddam mowafak Hassan 2- M.M. hamed Mohamed hamed Email: dr.saddam_hassan@uomosul.edu.iq
4	5 Course Objectives

- Introducing students to the common types of Nematode and their effect on crops, and explaining their transmission methods and infection mechanisms.
- Provide an understanding of the basic biology and ecology of Nematode, with an emphasis on the impact of environmental factors on their spread and development.
- Students learned the skills of diagnosing caecilian infections and analyzing the factors affecting them, using laboratory tests and field observation.
- Study means and methods of prevention and control of mite, including the use of pesticides and advanced agricultural techniques such as biological control.
- Analyze the economic and environmental impacts of mite, and study sustainable and preventive management methods to reduce their impact on crops and the environment.
- Enhancing students' skills in planning and implementing field experiments

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id scientific studies to effectively treat and control caecilian infestations.

• Encouraging students to research and interact with modern literature and research in the field of mite, and to contribute to developing innovative solutions to meet current challenges in this field.

6	7 Teaching and Learning Strategies	
Strategy	•	• Brainstorming • Teamwork • Discussion • Discovery learning • Problem solving or problem-based learning • E-Learning • Practical field training • Think, discuss, share

8 9 Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1					
2		Theoretical a1 knows the economic importance of crosses Practical: b4 tests the mite internal systems and organs	Theoretical economic importance and factors for its success Practical: internal organs and growth and development of mites	interactive lecture, brainstorming, dialogue and discussion, self-learning	semester test 1, final test
3		Theoretical: a3 understands the external form of the mite Practical: b2 Writes a report on the mite's locations	Theoretical: The external form of the mite My work is where mites are found	Interactive lecture, brainstorming, dialogue and discussion, self-learning	semester test 1, final test
				Interactive lecture, brainstorming, dialogue and discussion, field training	self-learning Short practical test
4		Theoretical: a4 is familiar with the internal systems of the mite Practical: b4 tests methods for collecting and isolating mites from plant parts	Theoretical description of the internal organs of a mites Practical: Approved methods for controlling mites	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Semester test 1, final test, report.

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			Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Short practical test
5	Theoretical: a4 is familiar with dream behaviors and adaptations Practical: b4 tests methods for collecting and isolating field mites	Theoretical: A description of the internal systems of a dream Practical: Methods of collecting and isolating mites from plant parts	, interactive lecture, brainstorming, dialogue and discussion, self-learning	semester test 1 , final test, report.
			Interactive lecture, brainstorming, dialogue and discussion field training, practical exercises, self-learning	Semester test 1 final test, report.
6	Theoretical: a4 is familiar with mite behaviors and adaptations Practical: b4 tests methods for collecting and isolating field mites	Theoretical: Dream behaviors and adaptations Practical: Methods of collecting and isolating mites applied in the field	interactive lecture, brainstorming, dialogue and discussion , self-learning	short test, final test
			interactive lecture, brainstorming, dialogue and discussion, field training , practical exercises, self-learning	Short practical test
٧	Theoretical: A1 knows examples of red mite families Practical: B4 tests laboratory rearing of mites	Theoretical: Examples of families and genera of the red mite Practical: Laboratory culture of organisms collected from the field	interactive lecture, brainstorming, dialogue and discussion, self-learning	semester test 2, final test
			interactive lecture, brainstorming, dialogue and discussion	semester test 2, final test

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8	Theoretical: Work a1 knows examples of red mite families Practical: b2 writes a report on preparing carcasses for temporary slides	Theoretical: Examples of families and genera of the red mite Practical: Preparation of microscopes for study and microscopic preparations for temporary slides	interactive lecture, brainstorming, dialogue and discussion	self-learning, semester test 2 , final test
			Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises	self-learning Short practical test
9	Theoretical a1 knows examples of families of false red mites Practical: B4 Examines public and private environments for mite rearing	Theoretical: Some examples of the false red mite, its families, and its genera Practical: Introducing students to public and private environments	Interactive lecture, brainstorming, dialogue and discussion, self-learning	semester test 2, final test.
			Interactive lecture, brainstorming, dialogue and discussion , field training, practical exercises, self-learning	Short practical test
10	Theoretical: a1 knows examples of Ariophytic mite families Practical: b4 Tests the steps for making a microscope slide	heoretical: Above the Arian mite family classification – key to genera Practical: Steps for making microscopic slides of caries	interactive lecture, brainstorming, dialogue and discussion, self-learning	quarterly test 2
			Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Short practical test
11	. Theoretical: a1 knows examples of Ariophytic mite families Practical: b2 writes a report on collecting camel specimens from the field	Theoretical: Some examples of the Ariovian dream Practical: Collecting models in the field by students	interactive lecture, brainstorming, dialogue and discussion, self-learning	final exam
			Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning.	

12	Theoretical: a1 knows examples of Ariophytic mite families Practical: b2 writes a report on collecting camel specimens from the field	Theoretical: Some examples of the hairy wrist mites family Practical: Preparing slides by Students	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning.	final exam
			Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Short practical test.
13	Theoretical: a1 knows examples of the Mites families of a poetic man Practical b4 tests some field symptoms	My theory: some example s of some models of the wrist hairline mites family. the wrist hairline mites family Practical: Observations of field symptoms and collecting models of plant-feeding mites	Dialogue and discussion, self-learning	Report
			Dialogue and discussion, field training, practical exercises, self-learning	Report
14	My theory: a1 knows examples of tick families My work b4 tests my process of collecting ticks from farm animals	Theoretical: Ticks of medical and veterinary importance Practical: Collecting tick specimens from farm animals	Interactive lecture, brainstorming, dialogue and discussion, self-learning	report.
			Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Shor t practical test 3
15	My theory: A1 knows examples of tick families My work B4 tests my process of collecting ticks from farm animals	My theory: A1 knows examples of tick families My work B4 tests my process of collecting ticks from farm animals	Brainstorming, dialogue and discussion, self-learning	Report
			Brainstorming, dialogue and discussion, field training, practical exercises	report

10	11 Course Evaluation
	Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams , reports .... etc
12	13 Learning and Teaching Resources
Required textbooks (curricular books any)	

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ain references (sources)		
Recommended books and references (scientific journals, reports...)		
Electronic References, Websites		

The theoretical subject teacher and the practical subject teacher

Dr.saddam mowafak hassan

M.Mhamed Mohamed hamed

Chairman of the Scientific Committee

Dr. Juhayna Idris Mohamed,

Head of the Plant Protection Department

Dr. Firas Kadhim AlJuboori

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