

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	AGRICULTURAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPT. OF ANIMAL PRODUCTION, FISHERIES AND AQUACULTURE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	AS_202	<b>SEMESTER</b>	II
<b>COURSE TITLE</b>	ZOOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	5	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	<u>Recommended:</u> General Biology, Agricultural Sciences		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	... to be constructed		

### 2. LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

On successful completion of this unit, the students will be able to:

- Describe the general structure of animal cells and tissues as well as their basic functions.
- Understand the fundamental principles of animal life and their consequences.
- Perceive the morphological and other kinds of diversity of animal organisms and their essential taxonomy.
- Be familiar with the general evolutionary trends for animal differentiation.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

- Working independently
- Respect for the natural environment

### 3. SYLLABUS

- ✓ The animal cell. Essential histology with emphasis on higher animals (tissue types and their roles).
- ✓ Kingdom Animalia. Special characteristics of animals.
- ✓ Morphology/symmetry, size and organization/complexity of animal organisms.
- ✓ Reproduction and life-cycle. Elementary embryology and ontogeny.
- ✓ Homeostasis and growth of animal organisms.
- ✓ Ethology and living patterns; habitat adaptation.
- ✓ Main animal Phyla. Elementary evolution/phylogeny, systematics and zoogeography.

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in all teaching/learning activities.	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Seminars and Laboratory practice	26
	Non-directed study	85
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Greek language</p> <p>Written or oral final examination (Conclusive) via:</p> <ul style="list-style-type: none"> <li>- Multiple choice questions and/or</li> <li>- Short-answer questions.</li> </ul> <p>Minimum grade, 5,0/10,0.</p> <p>In case of failure, the student should repeat the procedure.</p>	

#### 5. ATTACHED BIBLIOGRAPHY

<p><u>Suggested bibliography:</u></p> <ul style="list-style-type: none"> <li>▪ C. P. Hickman et al. (2015). Ολοκληρωμένες Αρχές Ζωολογίας (2 Τόμοι). UTOPIA Publishing M.E.Π.E. [Κωδ. Ευδόξου: 50657505 και 50657506]</li> <li>▪ S. Miller (2018). Ζωολογία. Broken Hill Publishers Ltd. [Κωδ. Ευδόξου: 77107008]</li> </ul>
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