



King Saud University

Course Specifications

ANP322: Reproduction in Farm Animals

Dr. Mansour M. Alfuraiji

Instructor



Course Specifications

Institution : King Saud University	Date of Report : February 2, 2014
College/Department : Food and Agricultural Sciences/ Animal Production	

A. Course Identification and General Information

1. Course title and code: ANPR 322: Reproduction in Farm Animals			
2. Credit hours : 2 Credits			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course. Dr. Mansour M. Alfuraiji			
5. Level/year at which this course is offered : level 6/ 3th Year university students			
6. Pre-requisites for this course (if any) Introduction to Animal Production Systems (ANPR 106)			
7. Co-requisites for this course (if any): N/A			
8. Location if not on main campus: N/A			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="checkbox" value="65%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other - Experiential Learning	<input checked="" type="checkbox"/>	What percentage?	<input type="checkbox" value="35%"/>
Comments:			



B Objectives

<p>1. What is the main purpose for this course? At the end of the semester, students are expected to:</p> <p>1- To familiarize students with basic knowledge of animal reproductive physiology. 2- To develop the student's understanding of the reproductive function such as collecting and assessment of semen. 3- Make the student practice on artificial insemination, rectal palpation of female reproductive in farm animals.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>1- Electronic materials and computer based programs have been utilized to support the lecture course material. 2- The course material was posted on the WebCT that could be accessed by the students enrolled in the course only.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to reproductive physiology of farm animals.	1	1
Embryogenesis and differentiation of reproductive system.	1	2
The function of male reproductive system.	1	2
The testes and spermatogenesis.	1	1
The function of female reproductive system.	1	2
The ovaries and oogenesis.	1	1
Puberty, reproductive cycle, fertilization, pregnant, parturition.	1	3
Reproductive cycles in farm animals.	1	1
Methods of improving reproductive performance.	1	2
The anatomy of male reproductive system.	1	2
The anatomy of female reproductive system.	1	2
Collection and assessment of semen.	1	2
Freezing semen and evaluation it after frozen.	1	2
Diagnose female reproductive system by rectal palpation.	1	2
Artificial insemination using fresh or frozen semen.	1	2
	Total	28

2. Course components (total contact hours and credits per semester):
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	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	20	N/A	N/A	4	4	28 hours
Credit	2	N/A	N/A	N/A	N/A	2 Credits

3. Additional private study/learning hours expected for students per week.

Personal reading

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

- **A brief summary of knowledge or skill the course is intended to develop.**
- **A description of the teaching strategies to be used in the course to develop that knowledge or skill.**
- **The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.**

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define the principle of reproductive physiology of farm animal.	Lecture-discussion	Witten test
1.2	Define structure and functional of male and female reproductive system.	Lecture-discussion	Witten test
1.3	Define reproductive cycles such as oestrous cycle, pregnant, postparturition period.	Lecture-discussion	Witten test
1.4	Define methods for assessment of reproductive performance.	Lecture-discussion	Witten test
1.5	Define methods to improve of reproductive performance.	Lecture-discussion	Witten test
1.6	Define methods for assessment of male and female reproductive system externally.	Lecture-discussion	Witten test
1.7	Define methods for collection, assessment and frozen semen.	Lecture-discussion	Witten test
1.7	Define methods for assessment of female reproductive system by rectal palpation.	Lecture-discussion	Witten test
2.0	Cognitive Skills		
2.1	Differentiate the structure and function of reproductive system.	Lecture-discussion	Rubric Assessment
2.2	Explain the causes of reproductive defects and the method of treatment.	Lecture-discussion	Rubric Assessment
2.3	Explain how to collect, evaluate and freeze semen.	Lecture-discussion	Rubric Assessment
2.4	Explain how to assess the female reproductive system be rectal palpation.	Lecture-discussion	Rubric Assessment
2.5	Explain how to do artificial insemination.	Lecture-discussion	Rubric Assessment
2.6	Explain how to use new technique for improving reproductive performance.	Lecture-discussion	Rubric Assessment
3.0	Interpersonal Skills & Responsibility		
3.1	Evaluate the work independently and as part of a team.	Group discussion	Paper-Pencil self-evaluation
3.2	Use manage resources, time and other members of the group.	Group discussion	Paper-Pencil self-evaluation
3.3	Analyze communicate results of work to others.	Group discussion	Paper-Pencil self-evaluation
4.0	Communication, Information Technology, Numerical		
4.1	Evaluate the use of computer for analysing and processing the experimental data.	Group discussion	Paper-Pencil self-evaluation
	Appraise the use of computational tools	Group discussion	Paper-Pencil self-evaluation
	Evaluate report writing	Group discussion	Paper-Pencil self-evaluation



5.0	Psychomotor		
5.1	N/A	N/A	N/A

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.



4	Discussion of field studies	13	10%
5	Oral exam	3	10%
6	Final exam	16	40%
		Total	100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

The instructor is available for student consultation and academic advice on the following days:

Sunday-Tuesday-Thursday : 9:00 -10:00 AM

Monday – Wednesday : 11:00 – 12:00 PM

Email : mfuraiji@ksu.edu.sa

Office number : 4678475 Mobile : 0555408916

Office : 2A19

Note: Students can set an appointment with the instructor via email or by phone.

E. Learning Resources

1. List Required Textbooks

Reproduction in farm animals , seventh edition by E.S.E. Hafez and B. Hafez .

2. List Essential References Materials (Journals, Reports, etc.)

Reproductive Technologies in Farm Animals by Ian Gordon

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- **Journal of Animal Science.**
- **Theriogenology.**
- **Journal of Reproduction and Fertility.**
- **Reproduction of Domestic Animal.**

4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)

- **Websites on the internet that is relevant to the topics of the course.**
- **<http://www.sciencedirect.com/>**



5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Multi media associated with the text book and the relevant websites

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

- **Lecture room with at least 30 seats)**

2. Computing resources (AV, data show, Smart Board, software, etc.)

- **Computer room containing at least 15 systems**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- **Laptop computer with projector for PowerPoint.**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
On-line Evaluation using the Course Evaluation Survey (CES)

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

Classroom observation – Peer evaluation

3 Processes for Improvement of Teaching

- Conducting workshops given by experts on the teaching and learning methodologies
- Periodical departmental revisions of its methods of teaching
- Monitoring of teaching activates by senior faculty members

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Providing samples of all kind of assessment in the departmental course portfolio of each course
- Assigning group of faculty members teaching the same course to grade same questions for various students. Faculty from other institutions are invited to review the accuracy of the grading policy
- Conducting standard exams such as the American Chemical Society exams or others.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for



improvement.

- The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.
- The head of department and faculty take the responsibility of implementing the proposed changes.

Faculty or Teaching Staff: Dr. Mansour M. Alfuraiji

Signature: _____ **Date Report Completed: 3/2/2014**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____