

**The University of Jordan**

**School of Agriculture**

**Department of Animal Production**

**Program: PhD in Animal Production**

**1<sup>st</sup> Semester / Year 2025-2026**

**Graduate Seminar in Animal Production (0602991)**

<b>Credit hours</b>	<b>1</b>	<b>Level</b>	<b>PhD</b>	<b>Pre-requisite</b>	
<b>Coordinator/ Lecturer</b>	<b>Faculty member  Prof. Mufeed Alnimer</b>	<b>Office Number</b>	<b>032</b>	<b>Office phone</b>	<b>22383</b>
<b>Course website</b>	<a href="https://elearning.ju.edu.jo/"><b>https://elearning.ju.edu.jo/</b></a>  <a href="#"><b>Microsoft teams</b></a>	<b>E-mail</b>	<a href="mailto:amufeed@ju.edu.jo"><b>amufeed@ju.edu.jo</b></a>	<b>Place</b>	

Office hours OR By appointment

Day/Time	Sunday	Monday	Tuesday	Wednesday	Thursday
Day			*		-
Time			13:30-14:30		

**Course Description:**

This module provides an overview and analysis of the proposal writing process, namely institutions (the University of Jordan) and reviewers (Staff members at the Department of Animal Production). This course is designed to give graduate students (PhD) an opportunity to explore topics of current interest in animal production. Students will select topics in line with their intended research to get their degree and prepare presentations for faculty. Students will receive feedback from the faculty members attending the seminar. The student presents the topic using suitable illustration facilities, followed by a general discussion.

**Intended Learning Outcomes (ILOs):**

**A. Knowledge and Understanding:** Student is expected to

A1 - Demonstrate the ability to evaluate and criticize published articles in animal science.  
A2- Exhibit presenting ability through seminars and public talk experiences.

**B. Intellectual, Analytical, and Cognitive Skills:** Student is expected to

B1 - Think critically, solve research problems, and draw conclusions in the field of animal production.  
B2- Interpret scientific literature related to animal production.  
B3- Demonstrate the ability to distinguish opinions and beliefs from researched claims and evidence, and recognize that kinds of evidence will vary from subject to subject.

**C. Subject-Specific Skills:** Students are expected to

C1- Demonstrate the ability to prepare appropriately to participate effectively in class discussions.  
C2- Demonstrate the ability to speak and debate with an appreciation for complex social and cultural sensibilities.  
C3- Demonstrate the ability to follow discussions, oral arguments, and presentations.

**D. Transferable Key Skills:** Students are expected to

D1- Plan and manage time

ILOs: Learning and Evaluation Methods

<b>ILO/s</b>	<b>Learning Methods</b>	<b>Evaluation Methods</b>
Knowledge and Understanding (A1-A5)	Lectures, reading papers, and Discussions	Assignment + Presentation
Intellectual, Analytical, and Cognitive Skills (B1 B2)	Lectures, reading papers, and Discussions	Assignment + Presentation
Subject-Specific Skills (C1-C3)	Lectures, reading papers, and Discussions	Assignment + Presentation

Transferable Key Skills (D1-D2)	Lectures, reading papers, and Discussions	Assignment + Presentation
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**Methods of instruction:**

Lectures, discussion, scientific writing, PowerPoint presentation

**Course Contents**

<u>Subject</u>	<u>Week</u>	<u>References</u>	<u>ILO/s</u>
Difference between proposal, thesis, and research article.  Differences between Aims and Objectives.  Differences between Abstract and Summary.  Major components of Abstract/Summary and how to write	1	Scientific articles	A1, A2, C1-C3; B1-B3, D1
Proposal writing (JU / Proposal format)  - Problem statement - Research Gap - Objectives - Literature review - Methods - Impact/outcome	2		A1, A2, C1-C3; B1-B3, D1
Scientific article: major components of:  <b>Introduction:</b>  - Problem statement - Research Gap - Objectives	3		A1, A2, C1-C3; B1-B3, D1

<b>Material and methods</b> <b>Results: Main findings</b>			
<b>Discussion:</b> - Explain the results - Outcome - Impact			
<b>Conclusion</b>			
Proposal writing (student have to write their own research proposals)	4 - 7		
Presentations and discussions	8 - 1 5		A1, A2, C1-C3; B1-B3, D1

### Learning Methodology

PowerPoint presentations, lectures, and discussions. It is important that students read the intended papers before constructing their proposals and presentations.

### Evaluation

<b>Evaluation</b>	<b>Point %</b>	<b>Date</b>
Assignments	20	
Writing a scientific proposal (JU form)	30	
Presentation (visual aid, eye contact, language appearance style, analysis, and ability to analyze and discuss)	30	
Class participation in discussion and ability in raising questions	20	

### **References**

Websites on scientific writing and Appropriate Scientific papers

**Intended Grading Scale**

<b>From (%)</b>	<b>To (%)</b>	<b>Scale</b>	<b>Mark</b>	<b>Result</b>
0	57	0	C	Fail
58	62	2.5	C+	Good
63	67	2.75	B-	Very Good
68	72	3	B	Very Good
73	76	3.5	B+	Very Good
77	79	3.75	A-	Excellent
80	100	4	A	Excellent

**Notes:**

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by Department C, if still unresolved, resolved by the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review the grading of the final exam.
- For more details on University regulations, please visit:  
<http://www.ju.edu.jo/rules/index.htm>