

**COURSE DATA****Data Subject**

|                      |             |
|----------------------|-------------|
| <b>Code</b>          | 33049       |
| <b>Name</b>          | Zoology     |
| <b>Cycle</b>         | Grade       |
| <b>ECTS Credits</b>  | 10.0        |
| <b>Academic year</b> | 2021 - 2022 |

**Study (s)**

| <b>Degree</b>            | <b>Center</b>                  | <b>Acad. Period year</b> |
|--------------------------|--------------------------------|--------------------------|
| 1100 - Degree in Biology | Faculty of Biological Sciences | 2 Annual                 |

**Subject-matter**

| <b>Degree</b>            | <b>Subject-matter</b> | <b>Character</b> |
|--------------------------|-----------------------|------------------|
| 1100 - Degree in Biology | 9 - Animal biology    | Obligatory       |

**Coordination**

| <b>Name</b>                       | <b>Department</b> |
|-----------------------------------|-------------------|
| BALBUENA DIAZ-PINES, JUAN ANTONIO | 355 - Zoology     |

**SUMMARY**

The subject “Zoology” is included within the area “Animal Biology”, which is compulsory in the Biology Degree. “Animal Biology” comprises 20 ECTS credits distributed in two consecutive academic years (second and third), allocated to two subjects running annually: “Zoology” (Animal Biology I: 2nd course) and “Animal Physiology” (Animal Biology II: 3rd course). The subject “Zoology” includes 10 ECTS credits and is structured around two blocks that, altogether, constitute an initiation to the discipline of zoology.

The first block includes the most general aspects. In order to approach the present hypotheses on the origin of the metazoans the study of diverse groups of allied protists is indispensable. It also becomes necessary to deepen and expand aspects on animal development and architecture, and life cycles, that were preliminary covered by the subject “Biology” (1st course). This will allow settling the bases of animal classification, aspect with which will finalize this block of contents.

The second block is devoted to animal biodiversity, where the study of the most representative phyla of each body plan (“Bauplan”) is dealt with. In this sense, not all the animal phyla will be covered, but only



those that are more remarkable by their diversity, public health, ecological or phylogenetical importance.

The proposed set of contents and activities will provide to the students with basic knowledge to approach the subject "Animal Physiology" in the third course and, within the intensification programme of "Complements in Biodiversity and Conservation" will complement other subjects that cover diverse aspects of animal biology like "Animal Behaviour", "Marine Biology" and "Conservation Biology". In addition, "Zoology" is essential to follow the itineraries: "Animal Biodiversity and Conservation" and "Ecosystem Biodiversity and Conservation" within the master's degrees "Biodiversity: Conservation and Evolution" at the University of Valencia and the subject "Applied Zoology" of interuniversity master on "Aquaculture".

In addition, given that the subjects "Zoology" and "Botany" run in parallel, this allows the co-ordination of activities, such as field courses, which helps optimize resources and students can better understand both subjects, devoted to the description of the biodiversity.

The interdisciplinary projects proposed within the subject will be developed as a cross-sectional activity jointly carried out with all the subjects of the second course.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1100 - Degree in Biology

- Manejar correctamente la terminología científica y familiarizarse con las metodologías y fuentes de información de Biología Animal.
- Conocer el manejo de la instrumentación científica básica propia de la Biología Animal.
- Adquirir los conocimientos básicos imprescindibles que rigen la sistemática Zoológica y la filogenia.
- Aprendizaje e interpretación de los planes básicos de organización animal.
- Reconocimiento de los principales filos animales en base a su organización morfo-anatómica, hábitat y requerimientos ecológicos.
- Identificación e interpretación de estructuras y formas.



- Conocer y valorar las relaciones de los animales con su entorno biótico y abiótico.
- Adquirir conciencia del valor de la ética profesional.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

A variety of activities to acquire the main skills in this matter have been designed.

### Cross-sectional skills:

#### *Instrumental:*

1. - To acquire capacity of analysis and synthesis to being able to organize varied information or data by means of the proposed activities. **Activities: interdisciplinary projects, fieldwork logs.**
2. - To develop organization and planning capacity (guides, cronogram and agenda, are available from the first day of course).
3. - Capacity for oral expression, before a public audience, by means of presentations of a brief project or the involvement in debates of controversial subjects. **Actividades: seminarios interdisciplinarios, colloquia, etc.**
4. - Capacity to develop a written text. **Activities: interdisciplinary projects, fieldwork logs, exams, etc.**
5. - To develop knowledge of scientific English by means of the search, selection and management of bibliography in this language. **Activities: complementary scientific article reading in theory classes; search and management of the information in interdisciplinary project.**
6. - To acquire knowledge of computer applications in an academic scope by means of self-learning in the computer classroom. **Activities: use of software for performance and interpretation of virtual dissections, development and classification excersises, as well as the implementation of the final presentation of interdisciplinary project in Power Point.**

#### *Systemics:*

1. - To develop, by means of the different course activities, the independent and life learning. **Activities: bioinformatics, elaboration of seminars and works, study of contents, search of information, etc.**
2. - To adapt to new situations. **Activities: field excursions.**
3. - To promote communication and discussion of contents to stimulate individual creative capacity.

#### *Personal:*



1. - To promote teamwork abilities, developing and later presenting the interdisciplinary project. **Interdisciplinary projects, Field excursions.**
2. - To develop the ability to debate based on rational criteria, differentiating clearly what is debatable from fact and scientific evidence (critical reasoning). **Activities: colloquia, lectures, seminars.**
3. - To acquire social and professional conscience of on environmental problems and the importance of the biodiversity and its conservation (ethical commitment). **Activity: Field excursions.**
4. - To promote interpersonal skills and capacity to interact with both teachers and peers. **Activities: Field excursions, teamwork, practicals, colloquia, seminars, tutoring, etc.**

### Specific instrumental skills

These skills provide the student a vision of the different aspects about animal biology. The students in this subject will acquire the following abilities:

- To analyze the basic designs of animal organization (Bauplan) and the principles of classification animal as introduction to zoological diversity. To acquire practical abilities in handling techniques and specific terminology.
- To be aware and to value animal diversity (form: morphology and anatomy) and to identify the functional adaptations (function) allowing animals to occupy given ecological niches, as well as to study the interactions among them and with the environment (animal ecology).
- To identify the main animal taxa and to develop the techniques of capture, observation, preparation and conservation relative to the different groups.
- To analyze life history, biological development, life cycles and reproduction types in different animal phyla.
- Discutir y analizar posibles relaciones filogenéticas entre grupos animales a partir de evidencias morfoanatómicas, embriológicas, genéticas, bioquímicas, ecológicas, etc. (filogenia animal).
- To discuss and to analyze possible phylogentic relationships between animal groups based on morphoanatomic, embryological, genetic, biochemical, ecological and other evidence. (Animal phylogeny).
- To develop applied aspects in the use and animal handling in biological control of plagues, environmental impact studies (bioindicators) and in diverse industrial applications, among others.



## DESCRIPTION OF CONTENTS

### 1. Basic aspects of the animal kingdom

TOPIC 1.- Zoology: concept and limits. Hypotheses on the origin of the animals. Animal-like Protista: the Protozoa.

TOPIC 2.- Development. Life cycles. Architecture. Animal phylogeny and classification.

### 2. Animal diversity.

In this block animal taxa will be studied, as specified below, following the same format, including the most important aspects about form and function, classification, ecology and phylogeny.

TOPIC 3.- Phylum Porifera. Body organization.

TOPIC 4. Phylum Cnidaria. Metagenesis and coral reefs.

TOPIC 5. Lophotrochozoa. Phylum Platyhelminthes. Life cycles. Parasitism. Economic and sanitary importance.

TOPIC 6. Phylum Mollusca. Adaptive radiation. Economic and ecological importance.

TOPIC 7. Phylum Annelida. Metamerism and hydrostatic skeleton.

TOPIC 8. Ecdysozoa. Phylum Nematoda. Life cycles. Sanitary, economic and ecological importance.

TOPIC 9. Phylum Arthropoda. Arthropodization: tagmae and appendices. Body organization. Origin and diversification.

TOPIC 10. Main Arthropoda groups. Ecological and economic importance.

TOPIC 11.- Deuterostomes. Phylum Echinodermata: Symmetry and ambulacral system. Phylum Hemichordata.

TOPIC 12.- Phylum Hemichordata and phylum Chordata. Origin and evolution.

TOPIC 13. Pisciform vertebrates. Agnatha and Gnathostomata.

TOPIC 14.- Tetrapods. First terrestrial vertebrates. Amphibians.

TOPIC 15.- Amniotes and the cleidoic egg. Reptiles. Birds. Mammals.



### 3. Practicals

PRACTICAL 1.- Porifera. Spicular skeleton and diversity.

PRACTICAL 2.- Cnidaria. Anatomy and diversity.

PRACTICAL 3.- Flatworms. Anatomy and diversity.

PRACTICAL 4.- Mollusks I. Functional interpretation of gastropods and bivalves.

PRACTICAL 5.- Mollusks II. Mollusk dissection.

PRACTICAL 6.- Annelids. Anatomy, locomotion and diversity.

PRACTICAL 7.- Nematodes. Dissection of *Ascaris* sp. or extraction of *Anisakis* sp. from fish.

PRACTICAL 8.- Arthropods I: morph-anatomy of chelicerates and crustaceans.

PRACTICAL 9.- Arthropods II: morph-anatomy of insects and myriapods.

PRACTICAL 10.- Arthropods III: identification of insects orders.

PRACTICAL 11.- Indirect methods for vertebrate identification.

PRACTICAL 12.- Use of field guides for identification of terrestrial vertebrates.

PRACTICAL 13. Fish-shaped vertebrates. Morphological interpretation.

PRACTICAL 14.- Mammals. Functional interpretation of skulls.

Note: The order of the practical sessions can be altered due to organizational reasons

**WORKLOAD**

| ACTIVITY                   | Hours         | % To be attended |
|----------------------------|---------------|------------------|
| Theory classes             | 56,00         | 100              |
| Laboratory practices       | 40,00         | 100              |
| Tutorials                  | 4,00          | 100              |
| Development of group work  | 10,00         | 0                |
| Study and independent work | 140,00        | 0                |
| <b>TOTAL</b>               | <b>250,00</b> |                  |

**TEACHING METHODOLOGY**

• **Participative lectures:** Teachers will expose the fundamental concepts of each subject. The students will be oriented about the appropriate bibliography and resources for each session. The time needed to cover each of the 15 topics will vary. Some topics will be complemented with videos and animations.

• **Laboratory practicals:** 14 practicals of 2-hr duration and coordinated with theoretical contents have been devised. Before each practice, the students will be handed and outline that will have to be read beforehand. During the session the instructor will introduce the objective of the practical and will brief the basic concepts that will be dealt with. During the rest of the session, the students will carry out the practical under the instructor's supervision.

• **Field excursion, zoology:** An itinerary will be carried out in a suburban or rural (to be decided based on the organizational capacities) environment.

• **Interdisciplinary field excursions:** Two itineraries of didactic value will be carried out.

+ Excursion the Font Roja Natural Park.

+ Excursion for observation and identification of birds and botanical transect in the Albufera Natural Park (Valencia).

(The right is reserved to replace the location of the interdisciplinary field excursion with any other place of natural interest in the Comunitat Valenciana depending on logistical or organizational circumstances.)

In all the excursions (zoology and interdisciplinary) the students will exercise their capacities of observation, of direct and indirect identification of the fauna, of integration of the collected data and extraction of general ecological patterns. The students will work in teams of two to four individuals. Each student will take a registry of the observations made in a field log. The teams should be necessarily formed by students of the same practical subgroup.

• **Tutorials in reduced group (16 students):** Tutorials will be compulsory and they will be carried out in two sessions of 2hr each in the dates indicated in the subject's calendar. In addition, rendering the questionnaires requested will be compulsory. One tutorial each will be held during the first and second semester. The tutorials will be devoted to solving questions posed by instructors. These will be aimed at



extending, deepening or clarifying aspects covered by the lectures or at debating current topics related to the subject.

- **Individual tutorials:** They will be used to solve specific questions or personal problems of the student with the subject. They could be run on site or through electronic mail.
- **Interdisciplinary project: execution and deliverance of a presentation.** This is a cross-sectional activity common to all the subjects of the second course of the degree in Biology (Cell and Tissue Biology, Developmental Biology, Biochemistry, Botany, Genetics, Molecular Methods in Biology, Evolutionary Processes and Mechanisms, and Zoology). The activity is compulsory for all the students who are registered in the second course, except for those that carried it out previously (and the mark has been awarded). Each work group, formed by three students, will carry out a project (that will consist of a written work and an oral presentation) about a subject assigned by drawing between the proposed ones by the teachers of the participant subjects in this activity. Each interdisciplinary work will be considered tied (to its repercussion in evaluation of the activity below) to the subject on which the assigned subject depends directly. To each work a tutor will be assigned, who will oversee its execution and will supervise its presentation. A series of periodic meetings with the tutor throughout the academic year will be scheduled. In the beginning of the academic year, a calendar establishing the dates of these meetings, as well as the deadlines will be made publicly available. In addition a co-tutor will be assigned, who will review the final version of the presented work. Each project will be presented orally by all the members of the group during 30 minutes. Presentations will be attended by all the students of the course, since the attendance is obligatory, and two teachers: the tutor and a companion instructor (other than the cotutor, chosen between the course teachers). Both students and instructors will participate in the selection of the projects that because of their quality and originality will be presented in the Congress of Biology, organized jointly by the first and second course of the degree in Biology.
- **Voluntary activities:** The students will be able to carry out other complementary activities that complete their formation and active participation in the class, voluntarily and always **previous consultation to the instructor** during the first semester.

## EVALUATION

There will be a continuous assessment of each student, based on onsite and distance activities. It will evaluate the participation in the activities onsite, the presentation and execution of projects and voluntary activities and participation and involvement in the learning-teaching process. Aspects to be assessed are:

- **Written tests on the contents of the course**

There will be a midterm and a final examination of the theoretical and practical contents, which will account for 60% and 30% of the grade, respectively. It will be a prerequisite for passing the subject to reach at least a score of 5 out of 10 in each of the tests.

- *Assessment of the theoretical contents:*





At the end of the first term a midterm examination will be held, and it is necessary a minimum mark of five to pass.

If failed or not carried out, the contents covered by the midterm will be included in the June final exam, being a minimum mark of five required to pass.

Passed first and second term exams will be kept until 2nd examination call.

The average mark of the two exams will represent 95% of the theory mark.

- ***Assessment of the group seminars:***

The theoretical tests of the first and second term will include a question each corresponding to contents of each of the group seminars. In addition, the individual and group tasks carried out in the group seminars will represent 5% of the theory mark.

The mark obtained in group seminars passed in 2020-2021 will be valid until the 2nd examination call in the present academic year.

- ***Assessment of the laboratory practicals and field excursions:***

At the end of the first semester will be a midterm exam of the practical sessions, requiring a minimum grade five to remove material.

Failure to pass or carry out the first set, this will recover in the final exam, corresponding to the practicals, requiring the same minimum grade above pass grade.

Practical contents approved in the first or second semester will be kept until the 2nd examination call.

In the final exam, the part devoted to practicals will include questions related to the three field excursions

That the students should answer based on the exercises indicated in the excursions booklet and the annotations, and other recordings (e.g. photographs and sound recordings), consigned in the students personal field notebook, requiring a minimum grade five to remove material.

Passed marks of practicals will be considered until the 2nd call.

***Attendance to the laboratory practical, field trips and group tutorials is compulsory. Unjustified absence to 20% of the hours devoted to each of these activities will result in a zero mark in the corresponding activity.***

**NO MARKS OF THEORY AND PRACTICALS WILL BE CONSIDERED FOR THE FOLLOWING COURSE.**

- **Assessment of voluntary activities**

The marks obtained in voluntary and extra activities that the student had carried out will contribute to modulate the final grade of subject with a **maximum value** of +1.0 points.



- **Assessment of the interdisciplinary project**

- The mark obtained in the interdisciplinary project will represent 10% of the grade of the course. Grading is carried out by the project's tutor and co-tutor. The assessment of this activity includes both the scientific content covered and way it is presented, especially valuing the ability to communicate and transmit ideas and concepts. The projects selected for presentation at the Congress of Biology have an additional mark, equivalent to 10% of the overall project grade.
  - In the case of failing the subject, the rating of the interdisciplinary work will be taken into account for the next course.
  - In case the (mandatory) interdisciplinary project is not carried out, it will lead to failing the linked subject (i.e., the one proposing the topic and associate to the tutor), regardless of the grade obtained in the rest of the subject.
  - Alternatively to this activity, any other transversal activity backed by the CAT as part of an innovative education can be carried out.
  - In case of failing the course because of not carrying out the interdisciplinary activities or the alternative activity related to this subject the grade earned in the rest of the course in the case considered approved (i.e. obtaining a grade equal to or greater than 5 on a maximum of 9, in addition to meeting the other criteria needed to pass this course, as detailed in this Teaching Guide) will be saved. This rating is saved only until the next course, and will add to the grade obtained when the interdisciplinary activity is performed.
  - In the event that the present subject is not the subject linked to the interdisciplinary work, if no interdisciplinary work is performed, in order to pass the subject it will be necessary to obtain a grade equal to or greater than 5 on a maximum of 9, not having scored in the interdisciplinary activity (in addition to complying with the rest of criteria needed for pass this subject, and which are detailed in this teaching guide).
- **The score on voluntary and complementary activities** obtained during 2020-21 could be considered in the present academic year.

## REFERENCES

### Basic

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- NEEDHAM, J.G. & NEEDHAM, P.R. (1978). Guía para el Estudio de los Seres Vivos de las Aguas Dulces. Ed. Reverté. Barcelona.
- PETERSON, R.; MOUNTFORT, G.; HOLLAM, P.A.D. (1991). Guía de Campo de las Aves de España y de Europa. Ed. Omega. Barcelona.

### ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**



## English version is not available

### 1. Contenidos

Se mantendrán los contenidos inicialmente recogidos en la guía docente.

### 2. Volumen de trabajo y planificación temporal de la docencia

Se mantendrá el peso de las distintas actividades que suman las horas de dedicación en créditos ECTS marcadas en la guía docente original. Las sesiones no presenciales sustitutorias de actividades presenciales se programarán en las mismas fechas y horas con la misma duración.

### 3. Metodología docente

Las sesiones presenciales de teoría serán sustituidas por sesiones por videoconferencia y/o material de apoyo (presentaciones, documentos explicativos) que se depositarán en el aula virtual. Las sesiones de prácticas se sustituirán por actividades no presenciales y se facilitarán los cuadernos de prácticas y material explicativo correspondiente a través del aula virtual. Las salidas de campo se reemplazarán por itinerarios virtuales con la ayuda de la web [zoobot.uv.se](http://zoobot.uv.se). Se habilitarán foros al aula virtual por debatir, aclarar dudas y dar apoyo a la realización de todas las actividades no presenciales.

### 4. Evaluación

La teoría será evaluada mediante pruebas en el aula virtual (tipo test y prueba abierta) y/o exámenes orales por videoconferencia. Las prácticas y salidas al campo, serán evaluadas a través de pruebas abiertas distribuidas en el aula virtual y/o la presentación de tareas (evaluación continua). Si no se pudiese llevar a cabo una parte significativa de las actividades presenciales, se dará más peso a las actividades de evaluación continua, de manera que la teoría pasaría a computar un 50% de la nota, frente a un 40% de las actividades asociadas al programa de prácticas.

### 5. Bibliografía

La bibliografía recomendada se mantiene pues es accesible.