

Teachers' guide – summary sheet

Initial Identification details:

Title:	Degree in Biotechnology (Plan 2009)
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Faculty/School:	Bio-Health Sciences
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Course subject:	Applied Philosophy
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Type (3):	Obligatory
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Credits ECTS:	6
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Year / Semester (4):	1st Year-1st Semester
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Code (1):	2011
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Subject (2):	Social aspects of biotechnology
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Module (2):	Social, historic and economics aspects of Biotechnology
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Language (5):	Spanish
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Total number of hours undertaken by pupil (6):	150
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Brief description of the course (7):

"Applied Philosophy" is a preparatory course which prepares the student to usefully gain from all the other subjects of the career. Thus it is meant to accompany the student on the discovery of his vocation as a university student, as a scientist and finally as a contemporary biotechnologist which means understanding what the mission of the university and of university student is today, that of the scientist and of the modern biotechnologist; and to recognize the attitudes and skills relevant to this work and its intellectual and creative leadership (capacity for analysis and synthesis, critical discussion and debate, artistic discussion, rigorous, broad, deep, relational, critical thinking, etc).

"Applied Philosophy" seeks to help students distinguish between technical questions (how) and humanities (what, why, why), how the former without the latter are meaningless and the latter without the former are unrealistic, and how the latter ones are those that push us to formulate the first and how early demonstration help us with later responses. Furthermore it is intended that the students acquire a critical intellectual sensibility that drives them not only want to know in depth the nature of their own scientific discipline, but to experience and take maximum expression and functionality the endless possibilities they offer.

Prior Knowledge (8):

To address with a guarantee of success this subject is imperative that the student develops a radical openness to reality and cultivate their academic intellectual curiosity.

General objective (9)

To live university culture (personal commitment to excellence, personal and social leadership, sensitivity to theory, personal creativity).
To practice the tools of intellectual work (research, analyze, synthesize, learning to learn, work in teams and present research results)
Develop habits of rigorous thought to live creatively.
Build college-specific attitudes (and self-critical sense, personal creativity).

Skills / Abilities:

General (10):

Acquire a solid technological and humanistic foundation necessary for the development of professional activities.
Encourage the restlessness for knowledge as a key tool in the process of personal and professional growth of the student.
Develop the ability to search, of assimilation, analysis, synthesis and of information relationship.
Develop skills of oral and written communication.

Specific (10):

Identify the actual process of personal and professional maturity in the context of the mission of the university and of the university student.
Identify mission of university and of the university student.
Cultivate an attitude of intellectual curiosity and quest for truth in all areas of life.
Develop habits of rigorous thought.

Brief index to subjects (12):

INTRODUCTION

Welcome to college
The career and humanities
Presentation of course and program

1. MISSION COLLEGE

What is college?
Origin and meaning of University
Modern and postmodern university
Catholic University
Francisco de Vitoria University
The four pillars for being a university student
Search for truth
Integrated training
Knowledge synthesis
Service to society

2. RIGOROUS ESTIMATES OF THOUGHT

Origins and attitudes of rigorous thinking.
The map of reality (a simple framework for understanding the different levels of reality)
Objects
Areas
Subjects
Modes of access to reality: science, humanities, poetry
The intelligibility of reality: problems, puzzles and mysteries

3. FUNDAMENTALS OF RIGOROUS THINKING

Truth and knowledge

The question of truth and realism as the natural attitude of intelligence

Other positions on question of truth and knowledge

Is it possible to know the truth?: skepticism, subjectivism and relativism (vs. dogmatism)

What is truth? ": Idealism (vs. realism)

How do we know the truth? rationalism and empiricism (vs. moderate intellectualism)

On intelligence

Features: abstraction, trial, reasoning (induction and deduction)

Qualities of a mature intelligence, breadth, depth, long range

Teaching Activities (13) (Approximate % as a function of total credits, considering solely those activities where the student's presence is required and that these represent between 30% and 40%)

Theory classes:	52%
Practical Classes:	11%
Workshops/Labs/Presentations:	30%
Others:	7%
Total:	100%

Evaluation system:

Examinations:	60%
Assistance and participation:	10%
Course work:	20%
Others:	10%
Total:	100%

Specifics of evaluation (14):

- Objective proof of content, thematic assessment (objective test, test understanding and connection, text analysis, should be adopted regardless each of the exercises) 60%
- Technique of observation:
 - Assistance and creative participation in class, 10% methodology seminar
 - Achievement of personal tutoring 5%
 - Harnessing Peer tutoring: 5%
 - Presentation of reports:
 - Presentation: Implementation for regulated debate in class about a topic: 10%
 - Final work product of his research: 10%

Basic bibliography (15):

General basic bibliography:

CASSANY, Daniel (1995). *La cocina de la escritura*. Anagrama, Colección Argumentos, Barcelona.

GRAMBRA, Rafael (1999). *Historia sencilla de la filosofía*. Rialp, Madrid.

LLANO, Alejandro (1983). *Gnoseología*. Eunsa, Pamplona.

MORALES, Carlos Javier. *Guía para hablar en público*. Alianza Editorial, Madrid.

ORTEGA Y GASSET, José (1999). *Misión de la Universidad*. Alianza Editorial, Madrid.

SAINT-EXUPERY, Antoine (1996). *El principito*. Alianza Editorial, Madrid.

Complementary readings published in UFV's Aula Virtual:

ABELLÁN-GARCÍA BARRIO, Álvaro. *Presupuestos básicos del pensamiento riguroso*. To be published.

ÁLVAREZ ÁLVAREZ, Juan Jesús. *La verdad y el conocimiento*. To be published.

RODRÍGUEZ DE LA PEÑA, Alejandro. *Los orígenes de la universidad: las piedras y las almas de las universidades medievales*. Lecture given in UFV. Available in Aula Virtual.

- (1) Code of the course
- (2) Description as per the Verified Memorandum
- (3) May be either: Basic Teaching, Obligatory, Optional, External Practices, or Final Degree Work.
- (4) May be either: First Year - 1st semester and (or) 2nd semester; Second Year - 3rd semester and (or) 4th semester; Third Year - 5th semester and (or) 6th semester; Fourth Year – 7th semester and (or) 8th semester.
- (5) The language in which the course will be taught
- (6) The total number of hours that the student will dedicate to the course. Being approximately twenty-five hours for each ECTS, accounting for all activities.
- (7) Between three and five phrases that summarize the description of the course.
- (8) Corresponds to those recommendations to aid taking the course. A brief recommendation is written. If they are not required, one specifies "those corresponding to the degree".
- (9) Set out the general objective of the course, writing a sole objective.
- (10) The skills as set out in the Verified Memorandum along with the abbreviations corresponding to each of them
- (11) One can add various other skills that are not in the Verified Memorandum and which the teacher deems relevant
- (12) The main thematic blocks of the course
- (13) In this case neither tutorials nor evaluations are included. Only those activities where the student is present.
- (14) Explain the process of evaluation that has been set out previously in percentages with three brief phrases
- (15) Three to ten references should be detailed.

