



Information about the subject

Degree: Bachelor of Science Degree in Biotechnology

Faculty: Faculty of Veterinary Medicine and Experimental Sciences

Code: 1100210 **Name:** Science, Reason and Faith

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Social and Economic Aspects of Molecular Biosciences and Biotechnology

Subject Matter: Social Doctrine of the Catholic Church **Type:** Compulsory

Department: Theology, Social Doctrine of the Church and Deontology or Professional Ethics

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Lecturer**)

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Module organization

Social and Economic Aspects of Molecular Biosciences and Biotechnology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anthropology	6,00	Anthropology	6,00	1/2
Social Doctrine of the Catholic Church	6,00	Science, Reason and Faith	6,00	2/2
Legal and Economical aspects in Biotechnology	6,00	Legal and Economic Aspects of Biotechnology	6,00	4/2
Ethics and Professional Deontology	6,00	Social Morality, Ethics and Deontology	6,00	4/2
English	6,00	English	6,00	1/2

Recommended knowledge

No prior knowledge is required



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student has understood and assimilated the contents of the subject.
- R2 The student is able to solve problems or case studies related to the subject contents, by using different resources (bibliographic, IT, etc.)
- R3 The student is able to write an intelligible and organized text on different aspects of the subject.
- R4 The student is able to present and defend his/her work adequately.
- R5 The student seeks bibliographic information from different sources and can analyze it with a critical and constructive spirit.
- R6 The student collaborates with the teacher and his/her peers throughout the learning process; he/she works in a team; treats everyone with respects, is proactive and fulfills the organization rules of the course.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students acquire and understand knowledge in their field of study based on general secondary education but usually reaching a level that, although supported on advanced text books, also includes aspects involving state-of-the-art knowledge specific to their area.			X	
CB2	Students are able to apply knowledge to their work in a professional way and have the competences enabling them to state and defend views and opinions as well as perform problem-solving tasks in their field of study.				X
CB3	Students are able to collect and interpret relevant data (generally in their field of study) and give opinions that involve reflection on relevant social, scientific or ethical issues.			X	
CB4	Students can communicate information, ideas, problems and solutions to a specialized or non-specialized audience.			X	
CB5	Students develop the necessary learning skills to undertake further studies with a high level of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG01	Capacity to analyze and synthesize.				X
SPECIFIC		Weighting			
		1	2	3	4
CE22	Knowing and understanding contents, principles and theories related to biotechnology.				X



CE33 Knowing and complying with legislation and ethics of biotechnological processes and applications.

X

CE34 Knowing main characteristics of Molecular biosciences and biotechnology communication.

X

TRANSVERSAL

Weighting

1 2 3 4

CT02 Capacity to organize and plan.

X

CT03 Mastering Spanish oral and written communication.

X

CT05 Knowing and applying Basic ITC skills related to Biotechnology.

X

CT06 Capacity to manage information (capacity to look for and analyze information coming from different types of sources).

X

CT07 Problem solving.

X

CT09 Capacity to work in interdisciplinary and multidisciplinary team.

X

CT10 Interpersonal skills.

X

CT11 Understanding multicultural and diverse environment

X

CT12 Critical and self-critical capacity.

X

CT13 Ethics.

X

CT14 Capacity to learn

X

CT16 Capacity to produce new ideas (creativity)

X

CT19 Capacity to apply theoretical knowledge

X

CT20 Research skills

X

CT21 Sensitivity to environmental issues

X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	80,00%	Written test
R1, R2, R3, R4, R5, R6	20,00%	Submission of papers

Observations

MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.
- M4 Supervised monographic sessions with shared participation..
- M5 Application of multidisciplinary knowledge.



- M6 Personalized and small group attention. Period of instruction and/or guidance carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.
- M7 Set of oral and/or written tests used in initial, formative or additive assessment of the student
- M8 Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc. to be presented or submitted in theoretical , practical and/or small-group tutoring sessions. Work done on the university e-learning.
- M9 Student's study: Individual preparation of readings, essays, problem-solving, seminars, papers, reports, etc. to be presented or submitted in theoretical, practical and/or small-group tutoring sessions. Work done on the university e-learning platform.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS M1	R1, R2, R3, R4, R5, R6	28,00	1,12
PRACTICAL CLASSES M2, M4	R1, R2, R3, R4, R5, R6	26,00	1,04
SEMINAR M4, M5	R1, R2, R3, R4, R5, R6	0,60	0,02
GROUP PRESENTATION OF ASSIGNMENTS M5	R1, R2, R3, R4, R5, R6	0,60	0,02
TUTORIAL M1, M6	R1, R2, R3, R4, R5, R6	4,40	0,18
ASSESSMENT M7	R1, R2, R3, R4, R5, R6	2,40	0,10
TOTAL		62,00	2,48

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
AUTONOMOUS GROUP WORK M2, M4, M5, M6, M8	R1, R2, R3, R4, R5, R6	24,00	0,96
AUTONOMOUS INDIVIDUAL WORK M9	R1, R2, R3, R4, R5	64,00	2,56
TOTAL		88,00	3,52



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Science and religion.	<ol style="list-style-type: none">1.Science and religion.2.Scientific knowledge and religious knowledge.3.Relations between science and religion
Scientific materialism	<ol style="list-style-type: none">1.Scientific materialism
History of the science-faith relationship.	<ol style="list-style-type: none">1.Science and Christian faith. Holy Fathers and the Middle Ages.2.The birth of modern science.3.The Galileo case.4.Cosmology and Creation.5.Darwin and the theory of evolution.6.The origin of life and man.7.Modern scientists and the question about God.
Dialogue between science and faith.	<ol style="list-style-type: none">1.Science and ethics.2.Science, religion and the environment.
Christianity and history of religions.	<ol style="list-style-type: none">1.Christianity and the history of religions



Organization of the practical activities:

	Content	Place	Hours
PR1.	Science and religion	Lecture room	5,00
PR2.	Scientific Materialism	Lecture room	3,00
PR3.	History of the science-faith relationship	Lecture room	6,00
PR4.	Science - faith dialogue	Lecture room	6,00
PR5.	History of religions	Lecture room	6,00

Temporary organization of learning:

Block of content	Number of sessions	Hours
Science and religion.	6,00	12,00
Scientific materialism	4,00	8,00
History of the science-faith relationship.	6,00	12,00
Dialogue between science and faith.	8,00	16,00
Christianity and history of religions.	7,00	14,00



References

Basic bibliography

Artigas, M. (1983). Ciencia, razón y fe. Iniciación filosófica. Editorial EUNSA: Pamplona(Navarra)

Escudero, E. (2002). Creer es razonable: fenomenología y filosofía de la religión.

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Pablo VI. (1965). Gaudium et spes. Recuperado

de:http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_sp.html

Papa Francisco. (2013). Lumen fidei. Recuperado

de:http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20130629_enciclica-lumen-fidei.html

Papa Francisco. (2015). Laudato si. Recuperado

de:http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

Pío XII. (1950). Humani generis. Recuperado

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Ratzinger, J. (2011). Fe y ciencia. Un diálogo necesario. Editorial Sal terrae: Maliaño(Cantabria)

San Juan Pablo II. (1995). Evangelium

vitae.http://w2.vatican.va/content/john-paul-ii/es/encyclicals/documents/hf_jp-ii_enc_25031995_evangelium-vitae.html

San Juan Pablo II. (1998). Fides et ratio. Recuperado

de:<https://www.google.es/search?q=Fides+et+ratio&oq=Fides+et+ratio&aqs=chrome..69i57j0l5.4791j0j4&sourceid=chrome&ie=UTF-8>

Udías, A. (2010). Ciencia y religión. Dos visiones del mundo. Editorial Sal terrae:

Maliaño(Cantabria)



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



¿Y cómo se va a valorar la participación online? De muy diversas formas, tales como las siguientes:

- 1) Teniendo en cuenta las intervenciones de los estudiantes en las propias clases online , con los registros o anotaciones correspondientes.
- 2) Considerando las tutorías virtuales a través del Campus virtual UCVnet o las sesiones online a través de Teams desarrolladas como una tutoría de forma grupal o individual .
- 3) Teniendo en cuenta las intervenciones en el foro creado en la plataforma UCVnet para plantear y responder a dudas del temario.
- 4) Considerando los correos electrónicos o mensajes recibidos planteando cuestiones sobre el temario de la asignatura.