Information about the subject

Degree: Bachelor of Science Degree in Biotechnology

Faculty: Faculty of Veterinary Medicine and Experimental Sciences

Code: 1101106 **Name:** English

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: Social and Economic Aspects of Molecular Biosciences and Biotechnology

Subject Matter: English **Type:** Basic Formation

Field of knowledge: Artes y Humanidades

Department: Basic and Cross-disciplinary Sciences

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

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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

Intermediate English level recommended.

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	70,00%	Written test
R1, R2, R3, R4, R5, R6	30,00%	Submission of papers

Observations

According to the general evaluation and qualification regulations, the preferred evaluation system will be by means of continuous evaluation and will consist of assigments throughout the semester. The submission of assignments includes both the exercises and activities performed in the classroom and those submitted through the virtual platform.

The written test at the end of the course will consist of 4 parts: reading comprehension, vocabulary, listening comprehension and writing in English. In order to qualify for the average with the rest of the activities the student will have to obtain at least 5 out of 10.

Finally, according to article 10 of the current assessment regulations, in the event that it is impossible for students enrolled in a face-to-face degree to attend, they may opt for ‘single assessment’. This is an extraordinary and exceptional assessment system available to those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it within the first month of each semester, by the means provided for this purpose. The Dean of the Faculty shall decide on the admission of the student's request for a single assessment.

The use of tools based on artificial intelligence (AI) is subject to the teacher's criteria, who may establish specific limits or conditions depending on the training or assessment activity.

MENTION OF DISTINCTION:
In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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	R1, R2, R3, R4, R5, R6	26,00	1,04
SEMINAR M4	R1, R2, R3, R4, R5, R6	0,50	0,02
GROUP PRESENTATION OF ASSIGNMENTS M5	R1, R2, R3, R4, R5, R6	0,50	0,02
TUTORIAL M6	R1, R2, R3, R4, R5, R6	3,00	0,12
ASSESSMENT M7	R1, R2, R3, R4, R5, R6	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
AUTONOMOUS GROUP WORK M8	R1, R2, R3, R4, R5, R6	26,00	1,04
AUTONOMOUS INDIVIDUAL WORK M9	R1, R2, R3, R4, R5, R6	64,00	2,56
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1	1G. Present and past tenses. Comparatives and superlatives. Giving opinions. 1S. Plant and animal life.
Unit 2	2G. Modal verbs. Requests and offers. 2S. Life processes.
Unit 3	3G. Too much/many, few, little 3S. Body systems
Unit 4	4G. Relative sentences. first and second conditional 4S. Genetics and genomics

Organization of the practical activities:

	Content	Place	Hours
PR1.	Case study of current issues through the use of papers, blogs and videos in English	Lecture room	15,00
PR2.	Virtual debate in English on the above questions by using tje forums tool of the moodle platform	Lecture room	8,00
PR3.	Review and creation of an English glossary	Lecture room	3,00

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1	6,00	12,00
Unit 2	6,00	12,00
Unit 3	8,00	16,00
Unit 4	10,00	20,00

References

Keith Kelly (2009) Science with key and CD Rom, Mc Millan.
Wharton Jennifer, Yoneko Kanaoka, Bernard Seal (Editor) (2013), Academic Encounters Level 1: The Natural World Paperback.
Brieger, N. & Pohl, A. (2002), Technical English. Vocabulary and Grammar. Summertown Publishing.
Robert Day, Nancy Sakaduski, Scientific English: A Guide for Scientists and Other Professionals Paperback– 16 Jun 2011.
Tamzen Armer (2011), Cambridge English for Scientists Student's Book with Audio CDs (2) (Cambridge Professional English) Paperback – Student Edition.
Sue Blattes, Véronique Jans, Jonathan Upjohn (2013) Minimum Competence in Scientific English, EDP Sciences .
Murphy, R. (2004): English Grammar in Use. Third edition. With answers and cd rom. Cambridge University Press.
McCarthy, Michael & O'Dell, Felicity (1999): English Vocabulary in Use. Cambridge University Press.

Diccionarios

·Diccionario Oxford. Inglés- Español; Español-Inglés. Oxford: Oxford University Press.
·Cambridge Learner’s Dictionary. Intermediate to Upper-Intermediate. Cambridge: Cambridge University Press.
·Cambridge Idioms Dictionary. Cambridge: Cambridge University Press.
·Cambridge Phrasal Verbs Dictionary. Cambridge: Cambridge University Press