COURSE GUIDE

END OF DEGREE PAPER

4th Year

Academic Year 2023-2024

Course of the Subject: End of Degree Paper

	ECTS
SUBJECT: End of Degree Paper	6
Module: End of Degree Paper	12

Type: Compulsory	**CURSO**: 4º **Semestre**: 2º
Lecturer: Dr. Bosco Corrales Trillo	**Department:** **E-mail:** bosco.corrales@ucv.es

MODULE ORGANIZATION

END OF DEGREE PAPER	ECTS 6

Duration and location within the study plan: It is part of the Final Degree Project module, which consists of 1 subject and 1 subject of 18 ECTS credits. It is taught in the 2nd semester of the fourth year.

Subject Matter and Subjects				
Subject Matter	**ECTS**	**Subject**	**ECTS**	**Year/ semester**
End of Degree Paper	18	End of Degree Paper	18	4/2

	BASIC AND GENERALCOMPETENCIES	Weighting			
		1	2	3	4
CG1	Organization and planning				X
CG2	Basic Computer skills			X	
CG3	Problem solving			X	
CG4	Decision making		X		
CG5	Interpersonal abilities			X	
CG6	Intra-disciplinar and inter-disciplinar teamwork			X	
CG7	Abiliti to communicate with people who are no experts in the matter				X
CG8	Ability to work in a multicultural and international context				x
CG9	Ethical commitment				x
CG10	Ability to apply knowledge to practice				x
CG11	Ability to learn and teach				x
CG12	Ability to adapt to new situations and to generate new ideas				x
CG13	Leadership				X
CG14	Project design and management				X
CG15	Initiative and entrepreneurial spirit				X
CG16	Orientation to results achievement				X

	SPECIFIC COMPETENCIES	Weighting			
CE17	Being able to ask philosophical questions				X

CE18	Ability to relate different philosophical topics				X
CE19	Evaluating ethically and politically human actions in different public and private environments				X
CE20	Abilities in using techniques of formal logic and detecting fallacies				X
CE21	Knowing some central paradigms of scientific thought				X
CE22	Carrying out mental experiments				X
CE23	Composing philosophical essays, showing analytical and synthetic skills				X
CE24	Analyzing and questioning, in a critical and reasoned way, metaphysical conceptions relating the nature of reality and its implications.				X
CE25	Being able to understand and evaluate philosophical arguments				X
CE26	Being able to build philosophical arguments				X
CE27	Being able to reach a high level of competency in reading philosophical text in their original foreign language				X
CE28	Identifying anthropological questions, their interconnection and their implications				X
CE29	Knowing current debates about questions of cultural identity				X
CE30	Being able to examine and apply philosophical methods				X
CE31	Analyzing the logic of languages and their different uses				X
CE32	Knowing how to look for, select, and cite philosophical bibliographical information				X
CE33	Being able to order or organize a complex body of relevant information from a philosophical point of view				X
CE34	Knowing and valuing scientific methodologies in their different aspects				X
CE35	Being able to interpret texts from different epochs or cultural traditions, relating them to others of the same or different epoch				X
CE36	Being able to reflect on the aesthetic experience and the nature of arts				X

CE37	Using specialized philosophical terminology and recognizing categorial errors				X
CE38	Learning how to take advantage of the available cultural offer				X
CE39	Identifying and recognizing rhetorical resources, implicit conventional knowledge, tacit assumptions, vagueness, and superficiality				X
CE40	Ability to participate in philosophical conferences, cultural activities, academic meetings and debates				X
CE41	Recognizing and describing periods, figures, and works central to the philosophical tradition				X
CE42	Achieving a rigorous knowledge of logical and meta-logical concepts				X

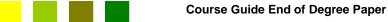| LEARNING OUTCOMES	COMPETENCIES
LO1. Demonstrates knowledge, handling and practice of philosophical research techniques in their different modalities LO2. Identifies the specificity of research, method and philosophical discourse LO3. Build a serious and rigorous investigation, based on rational argumentation and familiar with the philosophical discourse LO4. Analyzes a philosophical issue and diagnoses the underlying problem LO5. Manages the search, obtaining, processing and communication of information and transforms it into knowledge LO6. Demonstrates the integration and application of disciplinary knowledge and knowledge acquired during their undergraduate studies, referring to problems and complex phenomena of reality LO7. Explain in a written document the research carried out, its conclusions and the lines of action derived from it. LO8. Defends orally, synthetically and argued, the research work carried out	**CG**:1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16 **CE**:17,18,19,20,21,22,23,24,25,26,27,28, 29,30,31,32,33,34,35,36,37,38,39,40,41,42

LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	**Teaching-Learning Methodology**	**Relation to Learning Outcomes**	**ECTS** [1]
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	**LO1-8**	0,6
PRACTICAL SESSION	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	**LO1-8**	0,6
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	**LO1-8**	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	**LO1-8**	0,1
		TOTAL	**1,50**

LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION			
ACTIVITY	**Teaching-Learning Methodology**	**Relation to Learning Outcomes**	**ECTS**
INDIVIDUAL ACTIVITIES	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in	**LO1-8**	12

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[1]   La asignatura y/o materia se organiza en **DOCENCIA VIRTUAL** y en TRABAJO AUTÓNOMO DEL ALUMNO, con un porcentaje estimado en ECTS. Una adecuada distribución es la siguiente: **40%** para las Actividades Formativas **DOCENCIA (60 horas)** y 60% para las de Trabajo Autónomo tutorizado (90 horas) para **una asignatura de 6 créditos.**

	electronic format.		
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	**LO1-8**	1,5
CONTINUOUS EVALUATION ACTIVITIES	**Group work**: group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. **Discussion forums**: participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.	**LO1-8**	3
		TOTAL	**16,5**

EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM		
Evaluation Instrument	**EVALUATED LEARNING OUTCOMES**	**Granted percentage**
Attendance and participation in synchronous communication activities	**LO1-8**	15%
Grade assigned by the tutor to the paper	**LO1-8**	25%
Grade assigned by the panel to the paper and the oral presentation	**LO1-8**	60%

CONTENTS DESCRIPTION	COMPETENCIES
The Final Degree Project (TFG), is an integrative and enhancer work of the knowledge acquired in the Philosophy Degree, which must be carried out and presented by all degree students, once they have fulfilled the established conditions, with the in order to get the title. The Final Degree Projects will consist of the proposal, realization and evaluation of an original work, in which an integration and acquisition of competences, contents and learning results of the degree in philosophy are shown. It does not consist of a research project per se (in the sense of a Master's Final Project or an article for a scientific journal), but, rather, a bibliographic search, review, analysis and synthesis, which includes the performance critical capacity in the approach and development of the subject worked. It must train students and show their ability to search, manage, organize and interpret relevant data, referring to the area of philosophy, to make judgments that include a reflection on relevant issues of a social, scientific, technological or ethical nature, and that facilitates the development of critical, logical and creative thinking and judgment. In general, the student will also choose one of the following two typologies: (a) Works of a theoretical-conceptual nature: In relation to a specific topic, the student must address the approach to the chosen topic, the bibliographic review of the state of the matter (without claiming to be exhaustive), the analysis of the main premises, developments of ideas and proposals, as well as a synthesis of them. (b) Works of an applied nature: Starting from the theoretical approach of the chosen topic and the appropriate conceptual premises, the student will analyze the practical implications of the topic in question, providing the data and indicators that show its relevance and its contribution to the current debate, also demonstrating critical sense and terminological rigor. The choice between one or another typology will depend on the interest that the student demonstrates, either for the theoretical deepening in the study of a specific problem, or for the more practical approach to any phenomenon or social situation that has a philosophical, political and economic dimension, and can be approached from an interdisciplinary perspective. The TFG is designed so that it can be completed by students in the number of hours corresponding to the 18 ECTS assigned to the subject.	**CG**:1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15,16 **CE**:17,18,19,20,21,22, 23, 24,25,26,27,28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42

<table>
<tr><td colspan="2" align="center">**BIBLIOGRAPHY**</td></tr>
<tr><td>**1**</td><td>Gema Muñoz-Alonso (2015). *Cómo elaborar y defender un trabajo académico en humanidades. Del trabajo de fin de grado al trabajo de fin de máster*. Editorial Bubok.</td></tr>
<tr><td>**2**</td><td>Manuel Barrios y José Barrientos (2016). *El trabajo de fin de grado. Teorías y prácticas*. Visión Libros Editorial.</td></tr>
<tr><td>**3**</td><td>Ferrer, V., Carmona, M. y Soria, V. (2012). *El Trabajo Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores*. McGraw-Hill, Madrid</td></tr>
<tr><td>4</td><td>García, M.P. y Martínez, P., coords., (2012). *Guía práctica para la realización de Trabajos*</td></tr>
<tr><td>5</td><td>*Fin de Grado y Trabajos Fin de Master*. EDITUM, Murcia.</td></tr>
<tr><td>6</td><td>Healey, M. (2011). *Final year undergraduate dissertations and projects: Key characteristics and possibilities*, http://insight.glos.ac.uk.</td></tr>
<tr><td>7</td><td>Todd, M.J., Bannister, P. and Clegg, S. (2004). *Independent inquiry and the undergraduate dissertation: perceptions and experiences of final-year social science students*, Assesment and Evaluation in Higher Education, 29 (3), 335-355.</td></tr>
<tr><td>8</td><td>Tutoriales Biblioteca Universidad Pontificia Comillas, http://www.upcomillas.es/es/biblioteca/guias-y- tutoriales</td></tr>
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<tr><td colspan="3" align="center">**TEMPORAL ORGANIZATION OF LEARNING**</td></tr>
<tr><td></td><td align="center">**CONTENT BLOCK/DIDACTIC UNIT**</td><td>**NR. OF SESSIONS**</td></tr>
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<tr><td></td><td align="center">Individual tutoring meetings with the tutor</td><td align="center">3+</td></tr>
<tr><td></td><td align="center">Oral Presentation</td><td align="center">1</td></tr>
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