

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Biotechnology		
Scope	Biology and Genetics		
Faculty/School:	Experimental Sciences		
Course:	LITERARY MASTERPIECES: KEY UNIVERSAL LITERATURE FOR BIOTECHNOLOGISTS		
Type:	Optional	ECTS credits:	3
Year:	4	Code:	2055
Teaching period:	Seventh semester		
Subject:	History of Science		
Module:	Social, Historical and Economic Aspects of Biotechnology		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

## SUBJECT DESCRIPTION

The subject of Literature is a treatise that, based on the various productions written with a specific stylistic art, addresses the great themes of humanity according to its different times, nations and languages. The reading and reflection of great authors has always been necessary through their great books, especially this is necessary for biotechnology students, since literature reflects the ways of being and doing human beings, creativity, different expression techniques and the formal beauty of content. In addition to approaching the different ways in which men of different ages pose their questions, habits, needs and experiences.

## GOAL

The objectives of the course are:

The specific aims of the subject are:

Recognize and analyze the elements and characteristics of literary productions, develop critical attitudes to their messages, valuing the importance of their manifestations in culture.

Know and differentiate the main genres of the Western literary tradition, the characteristics of the main periods (artistic and literary), and the authors and works most representative of each of them.

To benefit and enjoy independently reading and writing as forms of communication and as sources of cultural enrichment and personal pleasure.

Interpret literary texts and texts of literary intent, oral and written, from personal critical and creative positions, valuing the relevant works of the literary tradition as outstanding examples of cultural heritage, with special emphasis on the literatures present in the environment.

Maintain a metaphorical dialogue with readings as a source of inspiration, knowledge and experience, which opens their minds beyond their usual area of knowledge.

## PRIOR KNOWLEDGE

No previous knowledge is required.

## COURSE SYLLABUS

TOPIC 0: INTRODUCTION TO LITERATURE. Literary theory.

THEME 1: ARISTOTLE'S POETICS. Literary genres: epic, lyrical and dramatic.

THEME 2: THE GREAT LITERARY TRENDS. From the Golden Age to the present day.

THEME 3: THE STRUCTURE OF THE LITERARY TEXT.

THEME 4: THE CHARACTERS OF THE WORKS. Characters are defined by their actions (Aristotle).

TOPIC 5: LITERATURE AND BIOTECHNOLOGY. THE CREATIVE PROCESS.

READINGS Among the selected readings are different types of literature to be able to reach all students.

W. SHAKESPEARE, The Two Gentlemen of Verona, A Midsummer Night's Dream, Hamlet, Romeo and Juliet.

O. WILDE, The Picture of Dorian Gray

F. DOSTOEVSKY, Crime and Punishment, The Brothers Karamazov.

A. CAMUS, The Stranger

F. KAFKA, The Metamorphosis

J. P. SARTRE, Behind Closed Doors

O. MELVILLE, Bartleby the Scribe

J. AUSTEN, Pride and Prejudice.

G. GARCÍA MÁRQUEZ, One Hundred Years of Solitude.

E. SATURDAY, The Tunnel.

G. ORWELL, 1984.

A. NOTHOM, Stupor and Tremors.  
P.S. BUCK, East Wind, West Wind.  
J. CORTÁZAR, History of Chronopies and Fames.  
G. DE MAUPASSANT, Essential Tales. The necklace.  
I. DINESEN, Babette's Feast.

## EDUCATION ACTIVITIES

### TEACHING METHODOLOGIES

Participatory exhibition classes. The teacher will present each of the topics in the program. It will explain the mandatory readings and activities and exercises, the complementary bibliography and the evaluation of the subject.

Analysis and reading of texts: a comparative analysis will be carried out of different works with different perspectives of reality.

Tutoring: A tutoring scheduled throughout the course, where students will present their training concerns and will mark their literary itinerary with the teacher.

### STUDENT WORK:

Study of the theoretical and practical contents of the program and preparation of recommended readings.

Reflection and personal analysis of the readings.

Activities and exercises through the Virtual Classroom.

Presentation of content and activities by the teacher with the participation of students in commenting on recommended readings.

Carrying out evaluation tests throughout the course.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To acquire firm theoretical, practical, technological and humanistic training needed to develop professional activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

## **General Skills**

To acquire firm theoretical, practical, technological and humanistic training needed to develop professional activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

## **Specific skills**

Detect the link between the current world and historical events and recognize the need to locate the historical framework of any event in order to understand it.

Critically judge the different answers that man has given to the great questions throughout history.

Develop habits of rigorous thinking.

Ability to communicate the knowledge acquired orally and in writing.

Analyze and synthesize the main ideas and contents of all types of texts; discover the theses contained in them and the issues they raise, and critically judge their form and content.

Cultivate an attitude of intellectual concern and the search for truth in all areas of life.

## LEARNING RESULTS

Rigorously develops oral and written communication skills.

Integrate the knowledge acquired in the subject into your experience and professional experience.

Shows capacity for analytical self-reflection and self-criticism of personal work.

Analyze and synthesize the ideas and contents of any type of literary text.

Shows an ethical attitude and respect for the environment, for his classmates and for the subject.

Analyze in a reflective and critical way the great currents of thought through Literature.

## LEARNING APPRAISAL SYSTEM

### ORDINARY EVALUATION SYSTEM.

The evaluation system, based on continuous evaluation, distributes the final grade of the subject into several sections:

Final written test: 60%. The written test consists of two parts:

Reflective commentary on one of the selected books.

Different types of content tests presented in class.

Continuous evaluation: 40%.

Individual and group work in the classroom.

Activities and exercises through the Virtual Classroom.

Attitude and participation: punctuality, respectful attitude towards the teacher and their classmates, intervention in debates, contributions to group dialogue about the readings, etc.

Oral presentation of one of the recommended readings in class. The student who is not present on the day of the exhibition, without just cause, will not obtain the percentage in this section. Audiovisual support can be used in the work, and if it cannot be screened on the day of the exhibition, it will not be taken into account for the final grade.

IT IS ESSENTIAL TO SUBMIT AN OUTLINE OF THE ORAL PRESENTATION TO THE TEACHER THE PREVIOUS WEEK. ALTERNATIVE EVALUATION SYSTEM.

Students who enroll for the second or more times in the subject will be evaluated with the same criteria described above, with the same percentages for the qualification of each of the components of the evaluation described above. The presentation of the work will be agreed with the teacher at a time that is valid for both, including the possible online presentation of the exhibition work. In any case, students in second or subsequent enrollment must contact the teacher to request exemption from attending face-to-face classes. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned to those established in the Evaluation Regulations and the University's Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
  - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
  - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
  - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
  - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

René Girard. Romantic lie novel truth/Barcelona:Anagrama.

Abelardo Lobato. Being and Beauty/2nd ed. Madrid:Unión Editorial, 2005.

(Abelardo Lobato. Being and Beauty/2nd ed. Madrid:Unión Editorial, 2005. , ||Fernando Lázaro Carreter. Poetic studies: (the work itself)/2nd ed. Madrid:Taurus,1979. )

Aristotle. Poetic art/Madrid:Espasa Calpe.

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