

**COURSE DATA****Data Subject**

<b>Code</b>	33282
<b>Name</b>	Degree final project
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Other cases

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1004 - Degree in Philosophy	22 - Degree final project	End Labour Studies
1012 - Degree in Philosophy	21 - Degree final project	End Labour Studies

**Coordination**

<b>Name</b>	<b>Department</b>
CUBO UGARTE, OSCAR	359 - Philosophy

**SUMMARY**

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El trabajo fin de grado constituye la culminación de los estudios de grado en Filosofía. Se trata de la asignatura en que el/la estudiante ejercerá todas las habilidades y competencias adquiridas durante la realización de sus estudios de grado.



El TFG es un trabajo autónomo e individual que cada estudiante ha de realizar bajo la supervisión de un tutor o tutora.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

El/la estudiante tendrá que haber cursado ya, o estar en condiciones de acabar a lo largo del curso académico, las demás materias del grado en filosofía. Tendrá que haber superado, como mínimo 168 créditos de la titulación para poder matricularse.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1004 - Degree in Philosophy

- Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.
- Be able to apply knowledge to work in a professional manner and have competences for preparing and defending arguments and for solving problems within the field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.  
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- Ser respetuoso con la diferencia y la pluralidad evitando la discriminación por razones de género.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Be able to communicate in a foreign language.
- Be able to obtain information from different primary and secondary sources.



- Be able to analyse, synthesise and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgements about them from a non-androcentric perspective.
- Be able to organise and plan work times.
- Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Be able to improve and develop professionally.
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be able to communicate with experts in the area of knowledge and in other areas.
- Be able to handle the applications of information and communication technologies.
- Know how to work in an international context.
- Be able to take on social and ethical commitments.
- Be able to apply knowledge to practice.
- Be able to learn autonomously.
- Be able to adapt to new situations.
- Develop innovation and creativity.
- Be able to take on leadership, coordination and representation tasks.
- Be able to design, manage and evaluate quality projects.
- Be competent in the philosophical study of particular areas of research and human praxis, such as mind, knowledge, language, technology, science, society, culture, ethics, politics, law, religion, literature, arts and aesthetics, avoiding androcentric biases.
- Acquire a basic knowledge of the problems, texts and methods that philosophy has developed throughout its history and recognise possible androcentric biases.
- Be familiar with the ideas and arguments of the main philosophers and thinkers, extracted from their texts, and with the investigation of their traditions and schools, identifying the possible androcentric biases.
- Be able to detect needs and situations that require the professional's intervention.
- Be able to identify the useful resources that allow the professional's intervention to be carried out.
- Know how to apply and develop the professional's intervention.
- Use and rigorously analyse specialised philosophical terminology.
- Identify the fundamental issues that underlie any type of debate.
- Relate problems, ideas, schools and traditions.
- Saber aplicar los conocimientos adquiridos para clarificar o resolver determinados problemas ajenos al propio ámbito de conocimiento.



- Accurately describe the results of the analysis of controversial and complex problems.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Be agile and efficient managing various sources of information: bibliographical, electronic and others.
- Acquire the learning skills needed to undertake further studies with an increasing degree of autonomy.
- Acquire suitable professional skills.
- Know how to manage the different relationships with a client or another party taking account of gender equality.
- Develop skills to cooperate with other professionals promoting gender equality.
- Work with an increasing degree of self-motivation and self-demand.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.
- View original and creative thinking positively.
- Be able to take on social and ethical commitments.
- Recognise plurality and respect differences.
- Experience the routine and less attractive aspects of the profession.
- Become aware of the ethical component and deontological principles of professional practice.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

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**WORKLOAD**

ACTIVITY	Hours	% To be attended
Graduation project		100
Development of a final project	150,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

**English version is not available**



## EVALUATION

English version is not available

## REFERENCES

### Basic

- Arroyo, Carlos; Garrido, Francisco José: Libro de estilo universitario. Madrid: Acento Editorial, 1997.
- Ballester, Xavier; Bernabé, Alberto: Guía del investigador novel. Madrid: Ediciones Clásicas , 1990.
- Blaxter, L. C. Hughes; Tight, M.: Cómo se hace una investigación. Barcelona: Gedisa, 2000.
- Clanchy, J.; Ballard, B.: Cómo se hace un trabajo académico. Guía práctica para estudiantes universitarios. Zaragoza: Prensas Universitarias de Zaragoza, 2000,.
- Cifuentes, Luis María; Gutiérrez, José María (Eds.) Filosofía : investigacion, innovación y buenas prácticas. Barcelona: Graó, 2010.
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- Eco, Humberto: Cómo se hace una tesis. Técnicas y procedimientos de investigación, estudio y escritura. Barcelona: Gedisa, 1982.
- Mayor Ferrándiz, Teresa María; Álvarez, Gonzalo: "Cómo se presenta un trabajo en Ciencias Sociales". En Revista de Clases historia. Publicación digital de Historia y Ciencias Sociales. Art. nº 191,15-4-2012.
- Orna, E.; Stevens, G.: Cómo usar la información en trabajos de investigación, Barcelona: Gedisa, 2001,.
- Soriano, Ramón: Cómo se escribe una tesis. Guía práctica para estudiantes e investigadores. Córdoba: Berenice, 2008.
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