



COURSE DATA

DATA SUBJECT

Code: 35666
Name: Ethics and critical thinking
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	1	Second quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	1	Second quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	Ethics	BASIC
1010 - Degree in Translation and Interlinguistic Mediation (French)	Ethics	BASIC
1011 - Degree in Translation and Interlinguistic Mediation: German	Ethics	BASIC

COORDINATION

ARTIGA GALINDO MARC

VERDEJO APARICIO VICTOR MARTIN

SUMMARY

The course, located in the General Humanistic Study module, summarizes the following contents: Arguments and their types, analysis and evaluation of arguments; study of the most common fallacies; reflection on the role of critical thinking in Ethics; relationship between critical thinking, liberalism and democratic values in Bentham, Mill, Russell, Popper and other philosophers.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



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

OTHER REQUIREMENTS

No prerequisites specified.

COMPETENCES / LEARNING OUTCOMES

1009 - Degree in Translation and Interlinguistic Mediation (English)

Interrelate different areas of humanistic studies.

Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their 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.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

1010 - Degree in Translation and Interlinguistic Mediation (French)

Interrelate different areas of humanistic studies.

Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their 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.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.



Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

1011 - Degree in Translation and Interlinguistic Mediation: German

Interrelate different areas of humanistic studies.

Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their 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.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

DESCRIPTION OF CONTENTS

1. Language and critical thinking

This course will address some of the following issues:

Notion of language in this course. Main uses and functions of language. Three dimensions of language. Conceptions about linguistic sign. Formal and non-formal language: formal and non-formal logic. Issues in philosophy of language and translation.

2. Inferences and reasonings

Concept. Typology of reasonings. Deduction. Induction. Validity and truth or falsity of reasoning.



3. Fallacies

Concept. Typology. Analysis of some kinds of fallacy.

4. Critical thinking and practical philosophy

Relations among critical thinking and issues in practical philosophy.

Learning Outcomes:

It is intended that the student will finish the course having developed his or her critical sense regarding the capacity for rational debate about his or her beliefs and about the beliefs of others.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	32,00
Preparation of lessons	20,00
Preparation for assessment activities	10,00
Resolution of case studies	8,00
Total hours	90,00

TEACHING METHODOLOGY

Theoretical lessons with the occasional participation of students.

Practical lessons: exercises and problems selected.



Other activities: readings selected.

EVALUATION

THEORY: Written exam.

PRACTICAL: Resolution of exercises and practical problems.

SUMMARY OF THE EVALUATION:

The evaluation will consist of 2 differentiated parts:

- 70% corresponding to the (one or more) individual written exams,
- 30% corresponding to the evaluation of the practical tasks.

For the second evaluation, only the grade corresponding to the written tests can be recovered. The grade obtained in the practical tasks section of the first call will be kept.

Warning: Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the contents of the course and is authorized by the faculty teaching the course.

Regulations: The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

REFERENCES

BASIC

- BADESA, C., JANÉ, I. y JANSANA, R. (2007). *Elementos de Lógica Formal*. Barcelona, Ariel, 2a edición.
- CATTANI, A. (2003). *Los usos de la retórica*. Alianza, Madrid.
- COPI, I. (1990). *Introducción a la lógica*. Buenos Aires, EUDEBA.
- GARCÍA, C. (1993). *El arte de la lógica*. Madrid, Tecnos.
- LO CASCIO, V. (1998). *Gramática de la argumentación: estrategias y estructuras*. Madrid,



Alianza.

- NEBLETT, W. (1989). *La lógica de Sherlock Holmes*. Barcelona, La Magrana.
- OLIVÉ, L. (1995). *Racionalidad epistémica*. Madrid, Trotta.
- PERELMAN, CH. y OLBRECHTS-TYTECA, L. (1994). *Tratado de la argumentación*. Madrid, Gredos.
- PIZARRO, F. (1997). *Aprender a razonar*. Madrid, Alambra Longman.
- PLANTIN, C. (1998). *La argumentación*. Barcelona, Ariel.
- SAGÜILLO, J. M. (2000). *El arte de persuadir: algunos elementos de argumentación y retórica*. A Coruña, Ludus.
- VEGA, L. (2003). *Si de argumentar se trata*. Montesinos, Barcelona.
- VEGA, L. (2013). *La fauna de las falacias*. Madrid, Trotta.
- WESTON, A. (1994). *Las claves de la argumentación*. Ariel, Barcelona.

ADDITIONAL

- ALCOLEA, J. (2009). Visual arguments in film. *Argumentation*, 23 (2): 259-275.
- BENTHAM, J. (1990). *Falacias políticas*. Centro de estudios constitucionales, Madrid. (tema 5).
- MILL, J.S. (1998). *Sobre la libertad*. Alianza, Madrid (tema 5).
- MARQUES MARTI, A. (1980). *Coneixement i decisió: els fonaments del racionalisme crític*. Fundació Salvador Vives i Casajuana, Barcelona.
- POPPER, K. (1994). *La sociedad abierta y sus enemigos*. Paidós, Barcelona.
- RUSSELL, B. (2009). *Ensayos filosóficos*. Alianza, Madrid.