

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY**

**Foreign Languages Department  
Faculty of Biology and Technology**

**MODULE SYLLABUS**

**ENGLISH (as a foreign language)**

**(compulsory)**

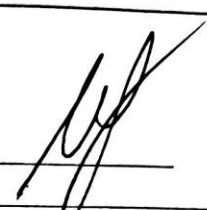
**Implemented in the “International law” Academic Program**

**Area of specialization 293 “International law”**

**at the first (bachelor's) level of higher education**

**Sumy-2021**



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at Foreign Languages Department


Module syllabus agreed at the Foreign Languages Department meeting	Minutes No 21 dated June 17, 2021
	Head of Foreign Languages Department PhD in Pedagogical Sciences, Associate professor  T.I. Klochkova

**Approved by:**

Guarantor of the Academic program  S.I. Zapara

Dean of the Faculty  O.V. Rohovenko

Syllabus review (attached) is provided by:  (A.M. Klochko)  
 (T.I. Klochkova)

Representative of the Department of Education Quality assurance licensing and accreditation  H.D. Babich

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**Syllabus review data:**

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

## 1. MODULE OVERVIEW

1.	Title	<b>English (as a foreign language)</b>		
2.	Faculty/Department	Biology and Technology/ Foreign Languages		
3.	Type (compulsory or optional)	compulsory		
4.	Program(s) to which module is attached (to be filled in for compulsory types)	Academic program “International Law” Area of specialization 293 “International Law”		
5.	Module can be suggested for (to be filled in for optional types)	-		
6.	Level of the National Qualifications Framework	The first (bachelor's) level of higher education, NQF - 6th level		
7.	Semester and duration of module	V semester, week 1-15 VI semester, week 1-15		
8.	ECTS credits number	10		
9.	Total workload and time allotment - <b>300</b>	Directed study		Self-directed study
		Lectures	Practicals	Labs
		-	<b>60/60</b>	-
10.	Language of instruction	English		
11.	Module leader	Ridel Tetiana Mykolaivna, PhD in Pedagogical Sciences, Ass.professor, Ass prof. at the Foreign Languages department Official consulting hours – every Tuesday, 12:30-2:00 p.m., room 301 (main building)		
12.	Module leader contact information	<a href="mailto:tridel@ukr.net">tridel@ukr.net</a>		
13.	Module description	It is intended for the development of the communicative competence in Legal English of undergraduate students majoring in Law. The important objective of the module is stimulating the students’ independence, the development of their critical thinking, ability to solve problems, present ideas etc., thus contributing to the students’ integrative development of language, pragmatic and intercultural competence development.		
14.	Module aim	The module is aimed at improving students’ ability to write common legal text types in English; at improving the ability to read and understand legal texts; at increasing students’ comprehension of spoken English when it is used to speak about legal topics; at strengthening students’ speaking skills and enabling them to engage more effectively in a range of speaking situations typical of the study of law and the practice of law; at introducing students to some of the language-related aspects of the work of an international lawyer. Another important objective is preparation for EVI (Master’s courses entrance examination), the structure of the examination (Use of English (Lexical Competence, Grammatical competence) and Reading (Multiple matching. Strategy. Multiple choice Strategy. Gapped text.) and grading criteria in particular.		
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	Prerequisites are necessary knowledge and skills of Intermediate level (according to Common European Framework of Reference for Languages) learners who need to be able to use English for the study of the law and in the legal profession. Co-requisites are Comparative Law, International and comparative labour Law,		

		Judicial systems and comparative judiciary Law, International Judiciary, Contract Law, Civil Law and Intellectual Property, Labor Law, Tort Law, Company Law, Environmental Law.
16.	The policy of academic integrity	<p>The following forms of academic dishonesty (academic integrity violation) are distinguished between copying; submitting another person's work as your own or submitting another person's work without proper citation; unauthorized test possession, purchase, or supplying; ghosting; altering exams or assignments; improper use of technology; facilitating academic dishonesty by others; submitting work previously used without permission; unauthorized collaboration; unauthorized use of study aids.</p> <p>Depending on the nature of the violation, the teacher will assign one of the following penalties:</p> <p><b>Copying</b> - reduced exam or assignment grade to 0 for assignment or exam</p> <p><b>Cheating</b> - requiring the student to redo the assignment for a reduced grade - assigning the student a failing grade for the assignment</p> <p><b>Information Falsification or Fabrication</b> -verbal or written reprimand -reduction in course grade -failure (no credit) or reduction in grade given for paper, exam, or assignment without privilege of make-up</p> <p><b>Deception</b> -a mark of zero (0) should be awarded for the assessment in which the deception was found to occur</p> <p><b>Facilitating academic dishonesty</b> -reduced assignment grade for what the student submitted -a mark of zero (0) for assignment student submitted -reduced grade in module</p> <p><b>Plagiarism</b> -a mark of zero (0) should be awarded for the assessment in which the plagiarism was found to occur -rewriting a paper; retaking an exam, test, or quiz; or redoing an assignment -reduction in course grade; failure (no credit); or reduction in grade given for paper, exam, or assignment without privilege of make-up -if this penalty does not result in the failure of the module, the module mark obtained for the module should be further reduced by 10% of the maximum available mark.</p>
17.	Link in Moodle	<a href="https://cdn.snau.edu.ua/moodle/course/view.php?id=3790">https://cdn.snau.edu.ua/moodle/course/view.php?id=3790</a>

## 2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the learner will be able to:	PLOs								How assessed
	PLOs 1	PLOs 3	PLOs 4	PLOs 9	PLOs 11	PLOs 12	PLOs 14	PLOs 22	
MLOs 1.	X	X	X			X		X	Case study

Search, process and analyze information from various English-language sources related to the sphere of Legal English; make predictions using the keys given; generalize, paraphrase and synthesize personal ideas within the scope of the topics taught.									
MLOs 2. <b>Listening</b> Comprehend and understand audio texts related to the sphere of Legal English, of different linguistic composition and time on the topics taught by the module.				<b>X</b>				<b>X</b>	<b>Listening-comprehension tests (gap-filling: open/banked; table completion)</b>  <b>End-of-unit test</b>
MLOs 3. <b>Reading</b> Critically analyze English texts of professional legal content, summarize, paraphrase and synthesize		<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>		<b>Essay</b>  <b>End-of-year written test</b>

ideas from legal English types of texts, apply this knowledge in practical situations.									
MLOs 4. <b>Speaking and vocabulary</b> Use professional legal English vocabulary to take part in discussions, debates, negotiations within the scope of the topics taught reacting to opponent's view, expressing personal opinions.	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>Oral test</b>
MLOs 5. <b>Writing</b> Write clear, logical texts of different linguistic styles, generate English-language information content on a given topic using available as well as mandatory sources of information; prepare reports; compile the list of various	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>Written test (multiple choice; multiple matching; error detection /correction; open-ended questions)</b>  <b>Written reports</b>  <b>Legal English letters writing</b>

types of Business letters.									
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### 3. MODULE INDICATIVE CONTENT

#### V semester

Topics	Distribution of hours			Self-directed study	Learning resources
	Directed study				
	Lectures	Practicals	Labs		
<b>Topic 1. <i>The nature of civil law. Use of English (Lexical Competence).</i></b> Civil law. Reading - “The Nature of Civil Law”. Speaking - “Civil law systems”, “Civil law countries”, “Features of private and public law”. Dialogues - “Motor vehicle crashes are a leading cause of accidental death and injury. Practice tests: Arrange the list of instructions for an aggrieved party. What should one do after the accident?”		3		5	1, 2, 6, 7
<b>Topic 2. <i>Unification of European civil law. Use of English (Lexical Competence).</i></b> Reading - “Harmonization of Law”. Speaking 1 - “Make a summary of the text”. Speaking 2– “Ukraine and harmonization of European law”, “Future development of harmonization of European law in Ukraine”. Writing – Write an essay “Intellectual property laws and corporations in Cyberspace”, “Globalization in the coming decades”.		3		5	2, 6, 7
<b>Topic 3. <i>Use of English (Grammatical Competence). Indicative, imperative, and subjunctive mood.</i></b> Peculiarities of imperative mood. Practice tests.		4		5	4, 5, 8, 9, 10, 11
<b>Topic 4. <i>Contract law. Use of English (Lexical Competence).</i></b> Contract; conclude a contract, consequences of breaking a contract, obligation, fraud, covenant. Reading - “Contract Law” Speaking - “Types of contracts”. Listening - “Marriage contract”. Dialogues – “Differences between Ukrainian and US contract law”, “Arguments for and against illegal contracts”.		3		5	1, 2, 6, 7



<p><b>Topic 5. Intellectual property. Use of English (Lexical Competence).</b> Reading - “Intellectual Property”. Speaking - “Definition of the intellectual property”, “A balance of different branches of intellectual property”, “History of the intellectual property laws”. Dialogues - “You are interviewed by a journalist who wants to know about the protection of intellectual property in Ukraine”. Writing – write an essay “Business-government partnerships, cooperation by government and certain types of businesses to further protection of intellectual property rights”.</p>	3		5	1, 2, 6, 7
<p><b>Topic 6. Use of English (Grammatical Competence). Peculiarities of conditional mood in the English language.</b> Types of conditional mood. Modal verbs functioning in conditional mood. Practice tests.</p>	4		5	4, 5, 8, 9, 10, 11
<p><b>Topic 7. Labour law of Ukraine. Use of English (Lexical Competence).</b> Reading 1 - “Ukrainian Labor Law”. Reading 2 - “The Main Terms and Conditions of Employment”. Dialogues - “Interview with an employer”. Speaking – “Explain the difference between: employer and employee; employment agreement and employment contract”. Writing – Make up a plan of annotation. Annotate texts 1 and 2.</p>	3		5	1, 2, 6, 7
<p><b>Topic 8. Employment contract. Use of English (Lexical Competence).</b> Reading 1 - “Contract of Employment and Collective Bargaining”. Speaking - “You are seeking a job and now you are at the meeting with your perspective employer”. Writing – Make a report “Basic work conditions”, “Termination of employment”, “Nondiscrimination and social guarantees”, “Wages and vacations”, “Hiring employees”, “The prospects”. Читання Reading 2 - “Employment Protection Legislation”. Listening - “An accident at work”.</p>	3		5	3, 6, 7

<b>Topic 9. Subjunctive I.</b> Ways of formation, use and translation. Practice tests.		<b>4</b>		<b>5</b>	4, 5, 8, 9, 10, 11
<b>Topic 10. The nature of tort law. Use of English (Lexical Competence).</b> Reading - “Tort Law”. Speaking – “Case discussion”. Listening 1- “Student lawyer – client interview”. Listening 2- “Frivolous lawsuits”. Writing – Reply to a demand letter defending or denying the allegations made.		<b>3</b>		<b>5</b>	3, 6, 7
<b>Topic 11. Tort proceedings. Use of English (Lexical Competence).</b> Reading 1 - “The Kent Law Clinic”. Speaking - “ Practical skills learned at a law clinic”. Reading 2 - “Letter threatening legal action”. Listening - “Defamation”. Writing – Prepare interview questions.		<b>3</b>		<b>5</b>	3, 6, 7
<b>Topic 12. Subjunctive II.</b> Ways of formation. Use and translation. Practice tests.		<b>4</b>		<b>5</b>	4, 5, 8, 9, 10, 11
<b>Topic 13. Corporation and its management. Use of English (Lexical Competence)</b> – director’s duties, management roles, company definition, company health, partnership definition, company formation. Reading 1 - “Introduction to Company Law”. Reading 2 - “Memorandum of Association.” Speaking – “Informal presentation: a type of company”. Listening - “Company formation”. Dialogues - “Forming a business in the UK”. Письмо– A letter of advice.		<b>3</b>		<b>5</b>	3, 6, 7
<b>Topic 14. Capitalization. Corporation fundamental changes. Use of English (Lexical Competence).</b> Reading 1 - “Introduction to Company Capitalization”. Speaking - “Shares”. Reading 2 – “Shareholders and Supervisory Boards”, “Introduction to Changes in Companies”. Speaking - “Treasury shares (acquisition of new shares)”, “Presenting a spin-off”, “Shareholders’ rights”. Listening - “A right issue”, “Explaining legal aspects of an acquisition”. Writing – Standard		<b>3</b>		<b>5</b>	3, 6, 7

phrases for opening and closing letters and e-mails.					
<b>Topic 15. <i>The Conditional Mood.</i></b> Ways of formation. Use and translation. Practice tests.		<b>4</b>		<b>5</b>	4, 5, 8, 9, 10, 11
<b>Topic 16. <i>The nature of environmental law. Use of English (Lexical Competence)</i></b> – the environment, conservation, revival, amelioration, vegetation and wildlife. Reading - “Environmental Law”. Speaking - “What standards are more important for you – the standard of living or the quality of life?”. Listening - “Possibility to have a healthy and industrialized environment in the same time”. Dialogues – “Why is conservation so important nowadays?”, “What is pollution?”, “Explain the difference between subjects and objects of the environmental law”.		<b>3</b>		<b>5</b>	1, 2, 6, 7
<b>Topic 17. <i>International environmental law. Use of English (Lexical Competence)</i></b> – What do you know about public international law? What branches of public international law can you name? Reading - “International Environmental Law”. Speaking - “Features causing the deterioration of environment”, “Modern ways of environmental problems elimination”. Dialogues - “Measures to stop air pollution”, “You are at the European symposium devoted to the atmosphere and freshwater resources protection. Make up a dialogue between the fighters for conservation”. Writing – Prepare a report on “Liability of states for environmental damage”, “Nuclear energy and the environment”, “Types of pollution and their hazardous consequences”.		<b>3</b>		<b>5</b>	1, 2, 6, 7
<b>Topic 18. <i>The Suppositional Mood.</i></b> Ways of formation. Use and translation. Practice tests.		<b>4</b>		<b>5</b>	4, 5, 8, 9, 10, 11
<b>Total hours/semester:</b>		<b>60</b>		<b>90</b>	

#### **VI semester**

Topics	Distribution of hours		Learning resources
	Directed study	Self-directed study	

	Lectures	Practicals	Labs		
<p><b>Topic 1. Civil procedural law. Use of English (Lexical Competence)</b> – civil case, dispute, the parties, proceedings, adjudicator, redress, adversary, procedural law, substantive law, in rem jurisdiction. Reading - “Civil Procedure Law”. Speaking – Differences and peculiarities of the civil trial procedures in the legal systems. Speaking – Procedural stages. Listening - “Common law and continental law civil procedures”.</p>		3		5	1, 2, 6, 7
<p><b>Topic 2. Parties of a civil procedure. Use of English (Lexical Competence)</b> – a party to a civil dispute, stages of litigation provided for by the Civil Procedure Code of Ukraine, American litigation process. Reading - “Parties and Legal Proceedings in Civil Cases”. Speaking – 1) The main stages of civil proceedings. 2) The pretrial settlement motions. 3) The pleading phase. 4) The elements of discovery. Dialogues - “INTERVIEW: one person is a journalist/a defence-lawyer/ a friend and the other – the interviewee (a defence-lawyer)”. Writing – Compare the main points of civil procedure in the USA and Ukraine.</p>		3		5	1, 2, 6, 7
<p><b>Topic 3. Non-finite forms of the verb.</b> Ways of translation. Practice tests.</p>		4		5	4, 5, 8, 9, 10, 11
<p><b>Topic 4. Hearing appeals. Use of English (Lexical Competence)</b> – What stages of legal proceedings does a civil case usually pass through? Which of them are post-trial ones? What types of trial court decisions do you know and which of them can be a subject for appellate review in Ukraine? What do you call parties to an appeal in your country? What are their English counterparts? What grounds for lodging an appeal are provided by Ukrainian Civil Procedure Code? Reading – “Rules of Appellate Review”. Speaking – 1) A party who initiates an appeal from one court to another. 2) The main aspects regulated by appellate</p>		3		5	1, 2, 6, 7

procedure rules. 3) Due process. 4) Final judgement. 5) The grounds for prevailing party to appeal or cross-appeal. Dialogues.					
<b>Topic 5. Appellate Court Powers. Use of English (Lexical Competence)</b> – Courts of appellate jurisdiction in Ukraine; try to describe presumable/probable route of an appeal in civil cases; the final appeals instance; opportunities to change final decisions of the highest national judicial body on civil cases outside the national court system. Reading - “Appellate Court Powers And Procedures”. Speaking - “Appeals and other methods of review”. Dialogues – You are an appellate lawyer who is in doubt as to a real prospect of success of the appeal. Writing – Write an essay “Do you think the appellate review proceeding is important for administration of justice, protection of rights, freedoms and interests of individuals? Explain your point of view”.		3		5	1, 2, 6, 7
<b>Topic 6. Infinitive. General characteristics.</b> Particle to. Infinitive tense forms and its functions in the sentence. Modal verbs with Continuous and Perfect Infinitive. Practice tests.		4		5	4, 5, 8, 9, 10, 11
<b>Topic 7. Notary bodies of Ukraine. Use of English (Lexical Competence)</b> – What kind of legal profession is not directly connected with judicial proceedings? What problems does a notary deal with? What is the notary responsible for as a public official? Have you ever been to a notary? What was the reason? Reading - “Notary Bodies of Ukraine”. Speaking – The role of a civil notary. The Notariate in Ukraine. Public notaries. The documents prepared by a notary. Dialogues – A conversation between a notary and a client (to certify your leaving certificate; to draw up the deed of purchase-and-sale; to draw up power of attorney).		3		5	1, 2, 6, 7
<b>Topic 8. British and American notary system. Use of English (Lexical Competence)</b> – Who is		3		5	1, 2, 6, 7

<p>engaged in paper work in Great Britain and the USA? Is there any difference between functions of a civil law notary and a common law notary? Reading - "Notary Bodies of Great Britain and the USA". Speaking – Functions of a common law notary. Duties of an English notary. Classes of English notaries. Duties of American notaries. Discussion – The list of professional duties discharged by notaries in Great Britain and the USA. Listening - "Functions of notaries in some states". Dialogues – The notary functions are protective by nature; The notary functions are preventive by nature; Notary is an impartial witness. Writing – Write a short composition on the topic.</p>					
<p><b>Topic 9. <i>Infinitive constructions:</i></b> - Complex Object, - Complex Subject, - Prepositional Infinitive Complex. Practice tests.</p>		4		5	4, 5, 8, 9, 10, 11
<p><b>Topic 10. <i>European judicial system. Use of English (Lexical Competence)</i></b> – judicial system, a court, the main person in court, a judge, subject-matter, applicant, revenue. Reading - "European Judicial System". Speaking – The difference between a decision and an opinion of the ECJ. The jurisdiction of the CFI. Types of cases heard in the ECHR. Complex relations between the European and national courts. Dialogues – dialogues about the European Judicial System. Writing – Choose a court to speak about.</p>		3		5	3, 6, 7
<p><b>Topic 11. <i>The European Commission for the Efficiency of Justice. Use of English (Lexical Competence)</i></b> – Can the efficiency of judicial system be evaluated? Do you know anything about the European Day of Civil Justice? Do you know which organ controls operation of judiciary in Ukraine? Reading - "The European Commission for the Efficiency of Justice". Speaking – Look for additional information as to celebration of the European Day of Civil Justice and tell the group</p>		3		5	3, 6, 7

about one of the winners of the European Prize “Crystal Scales of Justice” and about the innovative practice in civil justice organization and procedure they were awarded for. Writing – Do research on “Problems in the sphere of civil trial procedure of Ukraine to be improved”. Write a brief report displaying possible innovations or changes in civil procedure of Ukraine.					
<b>Topic 12. <i>Meaning and use of Participle.</i></b> Functions of Participle in the sentence. Participial constructions. Practice tests.		<b>4</b>		<b>5</b>	4, 5, 8, 9, 10, 11
<b>Topic 13. <i>United Nations Organization. Use of English (Lexical Competence)</i></b> – What do you know about the United Nations Organization? What was the aim of the establishment of the UN? What is the UNESCO? What do you know about the UNICEF? Reading 1 - “The UNO, the UNESCO, the UNHCR, the UNICEF”. Reading 2 – “Membership in the UN. The General Assembly”. Speaking – The date and aim of the UN establishment. The UN founder members. The UN headquarters location. The Security Council and its operation. UNESCO and its functions. UNICEF and its functions. Dialogues – 1) What countries can be admitted to the UN? 2) When can UN membership be suspended? 3) How is the UN financed? 4) How are divisions of the General Assembly made? Listening - “Purposes and principles of the UN”, “The General Assembly of the UNO”.		<b>3</b>		<b>5</b>	3, 6, 7
<b>Topic 14. <i>The Organization for Security and Cooperation in Europe. Use of English (Lexical Competence)</i></b> – The purpose and rules of the OSCE. The Conference on Security. The Helsinki Final Act. Demolition of the Iron Curtain. Reading - “The Organization for Security and Cooperation in Europe”. Speaking – Decision-making process in the OSCE. Project coordinator in Ukraine. Listening - “Conference		<b>3</b>		<b>5</b>	3, 6, 7

on security and cooperation in Europe final act”, “Decision-making”. Dialogues – What are the rules for OSCE decision-making? What are “consensus” and “silence procedure”? What legal force do the OSCE decisions have? Writing – Write an article on the OSCE.					
<b>Topic 15. Gerund.</b> Gerundial constructions. Practice tests.		<b>4</b>		<b>5</b>	4, 5, 8, 9, 10, 11
<b>Topic 16. European Union. Use of English (Lexical Competence)</b> – What do you know about the European Union Parliament? How often is it elected? How many members are there in the EU Parliament? What are the main roles of the EU Parliament? Reading 1 - “The European Parliament: Voice of the People”. Reading 2 - “The European Commission: Promoting the Common Interest”. Listening - “The EP supervision over other European institutions”. Dialogues. Writing – Write an article on the main decision-making bodies of the EU 1) The European Council. 2) The Council of the European Union. 3) The Council of Europe.		<b>3</b>		<b>5</b>	3, 6, 7
<b>Topic 17. NATO. Use of English (Lexical Competence)</b> – What do you know about NATO? When and why was it founded? What was its function at the beginning and has it changed? Reading - “NATO: History, Reasons Membership, Structure”. Speaking – NATO’s essential purpose. Listening - “NATO’s fundamental security tasks”, “NATO’s relationship with Ukraine”. Writing – Write an essay assessing good and bad points on the topic: “Ukraine’s perspective: joining NATO – pros and cons”.		<b>3</b>		<b>5</b>	3, 6, 7
<b>Topic 18. Peculiarities of Infinitive versus Gerund use.</b> Practice tests.		<b>4</b>		<b>5</b>	4, 5, 8, 9, 10, 11
<b>Total hours/semester:</b>		<b>60</b>		<b>90</b>	
<b>Total hours/academic year:</b>		<b>120</b>		<b>180</b>	

#### 4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
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1	Brainstorming, solving crosswords, talk-shows, case studies		Reading, information search, preparing oral reports, compiling legal terms vocabularies	
2	Role-playing, group discussions/debates		Opinion polls, simultaneous interpretation	
3	Making story maps/KWL charts, text structuring and retelling, quizzes, preparing article abstracts		Literature review	
4	Case studies, round-the-table discussions, brainstorming, role playing		Questionnaires preparation	
5	Preparing written reports/legal documents/business letters, peer conferencing, color coding, dealing with mentor texts		Literature review, creating posts, written translation	

## 5. ASSESSMENT

### 5.1. Diagnostic assessment

### 5.2. Summative assessment

#### 5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
<b>V semester</b>			
1.	End-of-unit test	30 (6 x 5)	2,4,6,8,10,12,14 weeks
2.	Mid-term written test	10	8 week
3.	Mid-term oral test	10	8 week
4.	Essay	20 (4 x 5)	4, 8, 12, 15 week
5.	Case study	20 (2 x 10)	5 week 9 week
6.	End-of-semester written test	10	15 week
<b>VI semester</b>			
1.	End-of-unit test	30 (6 x 5)	2,4,6,8,10,12,14 weeks
2.	Essay	20 (4 x 5)	4, 8, 12, 15 week
3.	Mid-term written test	10	8 week
4.	Mid-term oral test	10	8 week
5.	End-of-semester written examination	30	15 week

#### 5.2.2. Grading criteria

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
End-of-unit test	<5 <60% correct answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
Mid-term written test	<5 <60% correct	5-6 60-74% correct	7-8 75-89% correct	9-10 90-100% correct

	answers	answers	answers	answers
Mid-term oral test	<p>&lt;5</p> <p>No subject-verb agreement; no verbs conjugated correctly. Few or no vocabulary words from the semester were used.</p> <p>Pronunciation was very difficult to understand; searched for words with many starts and stops. Student was unable to express ideas fluently; many pauses or breaks.</p>	<p>5-6</p> <p>Some subjects agreed with verbs; some verbs were correctly conjugated. Some vocabulary words from the semester were used.</p> <p>Student's pronunciation was difficult to understand, but effort made. Student had difficulty expressing ideas fluently.</p>	<p>7-8</p> <p>Subjects generally agreed with verbs; verbs generally conjugated in appropriate past tense (preterit or imperfect).</p> <p>Many vocabulary words from the semester were used. Student's pronunciation was understandable with some errors. Student was able to express ideas fluently with little difficulty.</p>	<p>9-10</p> <p>Consistent subject-verb agreement; consistent and logical conjugation of verbs, including expression in the past (preterit and imperfect).</p> <p>Extensive and creative use of semester vocabulary. Student's pronunciation was understandable with a few errors. Student was able to communicate clearly with no difficulty.</p>
Essay	<p>2</p> <p>Piece had no style or voice. Gives no new information and very poorly organized. Ideas are vague or unclear. So many spelling, punctuation and grammatical errors that it interferes with the meaning.</p>	<p>3</p> <p>Piece had little style or voice. Gives some new information but poorly organized. Ideas are too general. A number of spelling, punctuation or grammatical errors.</p>	<p>4</p> <p>Piece was written in an interesting style and voice. Somewhat informative and organized. Presents ideas in a consistent manner. Few spelling and punctuation errors, minor grammatical errors.</p>	<p>5</p> <p>Piece was written in an extraordinary style and voice. Very informative and well-organized. Presents ideas in an original manner. Virtually no spelling, punctuation or grammatical errors.</p>
Case study	<p>&lt;5</p> <p>Does not apply the unit principles and material as called for in the case study. Does not address the relevant issues posed by the case study. You fail to make any important points and analyze the material presented in the unit and</p>	<p>5-6</p> <p>Applies unit material with gaps in information. Addresses some of the issues covered in unit and called for in the assignment instructions, Some important points are addressed, but not fully covered.</p>	<p>7-8</p> <p>Applies unit material with some logical order of ideas, with minimal gaps in information. . Substantially addresses issues covered in unit and called for in the assignment instructions, and is supported by</p>	<p>9-10</p> <p>Applies unit material with logical order of ideas, with no gaps in information. Completely addresses the concepts, theories and material issues covered in unit and called for in the assignment instructions, and</p>

	case study. You fail to make your point, and do not use the concepts, theories and material presented in the unit. Themes and concepts are not integrated and incorporated to support the thesis. Concepts are not presented as a whole	You made some points, but they were not logically related to the case itself. 50% of the themes and concepts throughout the paper are integrated and incorporated to support the thesis. 50% of concepts are presented as a whole.	text and/or other literature. Important points are presented while unnecessary content is left out. You make your point, but could present more logically. Points are supported by evidence and research. Various themes and concepts throughout the paper are integrated and incorporated to form strong support for the thesis. Concepts, overall, are presented as a whole.	is supported by text and/or other literature. Best and most applicable points are presented while unnecessary content is left out. Points are logical and well-supported by evidence and research. Various themes and concepts throughout the paper are integrated and incorporated to form even stronger support for the thesis. Concepts are not presented independently of one another, but as part of a whole.
End-of-semester written test	<5 <60% correct answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
End-of-semester written examination	<18 <60% correct answers	18-21 60-74% correct answers	22-26 75-89% correct answers	27-30 90-100% correct answers

### 5.3. Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No	Formative Assessment elements	Date
<b>V semester</b>		
1.	Written vocabulary test on completion topics 1-3, 4-6, 7-9, 10-12, 13-15, 16-18	Every two weeks
2.	Grammar tests (error detection / correction, true / false / not given, matching / multiple matching, multiple choice)	Every week
3.	Oral presentations (discussions, debates, negotiations, presentations, messages, news) and teacher's feedback	Every week
4.	Self- and peer assessment	Every week
5.	Written feedback on essays	During a week after submission
6.	Discussion and self-correction	Every week
7.	Assessing business/academic writing skills	Every month
<b>VI semester</b>		

1.	Written vocabulary test on completion topics 1-3, 4-6, 7-9, 10-12, 13-15, 16-18	Every two weeks
2.	Grammar tests (error detection / correction, true / false / not given, matching / multiple matching, multiple choice)	Every week
3.	Oral presentations (discussions, debates, negotiations) and teacher's feedback	Every week
4.	Self- and peer assessment	Every week
5.	Written feedback on essays	During a week after submission
6.	Discussion and self-correction	Every week
7.	Assessing business/academic writing skills	Every month

Self-assessment can be used both an element of formative and summative assessment.

## 6. LEARNING RESOURCES

### 6.1. Key resources

1. English for Lawyers: підруч. для студ. вищ. навч. закл. / за ред. В.П.Сімонок. – Х.: Право, 2011. – 648 с.
2. Буква закону: навчальний посібник з англійської мови для навчання професійного спілкування майбутніх правників / Л. М. Черноватий, І. П. Липко, С. М. Романюк, А. В. Говорун, В. Я. Міщенко, О. І. Петухова, Н. А. Сорока, Т. М. Щокіна; за ред. Л. М. Черноватого, І. П. Липко. – Х.: Право, 2013. – 526 с.
3. Amy Krois-Lindner, Matt Firth. Introduction to International Legal English. A course for classroom or self-study use. Student's Book. – Cambridge University Press, University Printing House, Cambridge CB2 8BS, United Kingdom. 2012. – 160 p.
4. 4. Prodromou L. Grammar and Vocabulary for First Certificate. - Longman. Pearson Education Limited, 2014.
5. Jenny Dooley, Virginia Evans. - Grammarway 4. Express Publishing. 2019. - 272 p.

### 6.2. Guidelines

6. Рідель Т.М. Англо-український словник-мінімум юридичної термінології. – Суми: СНАУ, 2018. – 60 ст.
7. Рідель Т.М. Українсько-англійський словник-мінімум юридичної термінології. – Суми: СНАУ, 2019. – 62 ст.

### 6.3. Additional resources

8. Рідель Т.М. Збірник граматичних вправ з англійської мови (на основі фахової лексики) для студентів 1-3 курсів денної та заочної форм навчання юридичного факультету. – Суми: СНАУ, 2010. – 183 с.
9. Murphy R. Essential Grammar in Use. – Cambridge University Press, 2010.
10. O'Connell S. Ready for First Certificate. - Macmillan, 2012.
11. Jenny Dooley, Virginia Evans. - Grammarway 3. Express Publishing. 2019. - 272 p.

### 6.4. Computer Applications and soft