

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

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

**MODULE SYLLABUS**

**LEGAL ENGLISH**


**(compulsory)**

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

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

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

**Sumy-2023**

Author:  Tetiana RIDEL, PhD in Pedagogical Sciences, Associate professor at Foreign Languages Department

Module syllabus agreed at the Foreign Languages Department meeting

Minutes No 12 dated June 5, 2023

Head of Foreign Languages Department  
PhD in Pedagogical Sciences,  
Associate professor



Tetiana KLOCHKOVA

Approved by:

Guarantor of the Academic program



Alona KLOCHKO

Dean of the Faculty



Oleh ROHOVENKO

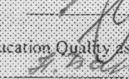
Syllabus review (attached) is provided by:



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Representative of the Department of Education Quality Assurance,  
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N. Baranik

Registered in electronic data base

22.06.

2023

**Syllabus review data:**

Academic year in which changes are made	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>Legal English</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	I semester, week 1-15 II semester, week 1-15		
8.	ECTS credits number	7		
9.	Total workload and time allotment - <b>210</b>	Directed study		Self-directed study
		Lectures	Practicals	Labs
		-	<b>60/60</b>	-
10.	Language of instruction	English		
11.	Module leader	Tetiana Ridel, 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 based on a communicative approach to language learning. The task of practical active mastering of English comes to the fore. The development of a module of this type is based on the theory of Communicative Language Teaching. The task of the module is to acquire skills of practical knowledge of Legal English in various types of speech activities in the amount of topics due to professional needs; to obtain the latest professional information from foreign sources; to use oral monologue and dialogic speech within the range of domestic, socio-political and professional topics; to translate from English into the native language texts of general scientific and professional character; to abstract and annotate socio-political and professional literature in the native and the English languages.		
14.	Module aim	The module is aimed at developing students general and professionally oriented communicative speech competencies (linguistic, sociolinguistic and pragmatic) to provide them with a reliable tool for effective communication in the field of international law.		
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	Prerequisites are necessary knowledge and skills of General English at B1 level according to Common European Framework of Reference for Languages (in the scope of the school program), sufficient for the perception of the categorical apparatus and adequate understanding of sources and developed cognitive skills.		

		Co-requisites are General Theory of Law, Comparative Law, Comparative Constitutional and Administrative Law, Comparative Civil 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=3767">https://cdn.snau.edu.ua/moodle/course/view.php?id=3767</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 7	PLOs 12	PLOs 13	PLOs 14	PLOs 15	
MLOs 1.						Case study

Search for specific information using the library catalog, directories, dictionaries, the Internet; make predictions using the keys given; generalize, paraphrase and synthesize personal ideas.	X	X		X	X	
MLOs 2. <b>Listening</b> Comprehend and understand audio texts different in content, linguistic composition and time on the subjects taught by the module.	X	X	X	X		<b>Dictation (gap-filling; open/banked; table completion)</b>  <b>End-of-unit test</b>
MLOs 3. <b>Reading</b> Critically analyze English texts of general and professional content, summarize, paraphrase and synthesize ideas from different types of texts, apply this knowledge in practical situations. Search, process and	X	X	X			<b>Essay</b>  <b>End-of-year written test</b>

analyze information from various legal English-language sources.						
MLOs 4. <b>Speaking and vocabulary</b> Use basic legal vocabulary to take part in discussions, debates, negotiations within the scope of the topics taught reacting to opponent's view, expressing personal opinions.	X	X	X	X	X	Oral test
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.	X	X	X		X	Written test (multiple choice; multiple matching; error detection /correction; open-ended questions)

### 3. MODULE INDICATIVE CONTENT

Topics	<u>I semester</u>			Learning resources
	Distribution of hours			
	Directed study		Self-directed study	
	Lectures	Practicals	Labs	

<p><b>Topic 1. Modern Legal Systems.</b> Reading - "Legal systems of the world". Speaking - "Characterize the four legal systems on the basis of the given criteria". Dialogues - "Stating your plans and intentions for making improvements in keeping law and order in Ukraine". Writing – Essay "Pros and cons of a given legal system".</p>		4		2	1, 2, 5, 6, 7, 8
<p><b>Topic 2. The History of Law. Law and Society.</b> Reading - "What is law?" Speaking - "Profile the legal systems of any two countries you choose which follow traditions in law" Dialogues - "Discuss the future prospects of anarchism in the modern world". Writing – ID.</p>		4		2	1, 2, 5, 6, 7, 8
<p><b>Topic 3. Definite and indefinite article.</b> The use of articles with common, substantive, abstract, collective nouns, proper names. Use of articles with countable and uncountable nouns. Use of articles with nouns in set expressions.</p>		2		1	4, 10, 11, 13
<p><b>Topic 4. Evolution of Law.</b> Reading - "Roman Law". Role-play - "Why do students all over the world study Roman law today?" Listening - "What is the contribution of Roman civilization into the world culture"</p>		4		2	1, 2, 5, 6, 7, 8
<p><b>Topic 5. Anglo-Saxon Law.</b> Reading 1 - "Anglo-Saxon Law" Reading 2 - "Law in Ancient Greece" Speaking - "The common stereotypes of ancient Romans' way of life". Dialogues - "The quality of life for most people in ancient Rome".</p>		4		2	1, 2, 5, 6, 7, 8
<p><b>Topic 6. Structure of a simple English sentence.</b> Classification of simple sentences by purpose and method of expression. Types of sentences (declarative, interrogative, imperative, exclamatory).</p>		2		1	4, 10, 11, 13
<p><b>Topic 7. Sources of Modern Law. Legislation. Statutes.</b> Reading 1 - "Statute" Reading 2 - "Statutes free on web" Role play - "The greater number of laws and enactments, the more thieves and robbers there will be". Listening - "The USA is the greatest law factory the world has ever known".</p>		4		2	1, 2, 5, 6, 7, 8



<p><b>Topic 8. Case Law. Judicial Precedent.</b> Reading - “Judicial Precedent” Speaking - “Advantages and disadvantages of judicial precedent”. Writing - “Describe the process of making laws in your country. What are the strengths and weaknesses of the process?”; “Explain to a student from a different jurisdiction how cases are used and recorded in your legal system”.</p>		4		2	1, 2, 5, 6, 7, 8
<p><b>Topic 9. Types of questions (General, Special, Tag and Alternative).</b></p>		2		1	4, 10, 11, 13
<p><b>Topic 10. Training Lawyers in Ukraine.</b> Reading - “Legal Education in Ukraine” Speaking – “Some people believe that university students should be required to attend all the classes. Others believe that going to class should be optional. Which point of view do you agree with?” Listening - “A level of education defines future life of a person”.</p>		4		2	1, 2, 5, 6, 7, 8
<p><b>Topic 11. Training Lawyers in the USA and the UK.</b> Reading - “Training Lawyers in the UK and in the USA” Speaking - “Admission criteria and financing law degrees in the US and Ukraine”. Dialogues - “Applying to US law school”. Writing - “Every lawyer and law student has at least one funny story about law school. Love it or hate it, law school leaves indelible impressions on our psyches. Write your story”.</p>		4		2	1, 2, 5, 6, 7, 8
<p><b>Topic 12. Word Order.</b> Direct and indirect word order. Subject. Ways of expression. Predicate. Types of predicate (simple verbal, compound verbal, noun compound). Ways of expression.</p>		2		1	4, 10, 11, 13
<p><b>Topic 13. Legal Profession.</b> Reading - “Legal Profession in Ukraine” Speaking – “Legal organizations of Ukraine, their functions and aims”. Listening “ELSA Ukraine – join today!” Dialogues - “Discuss your future career in pairs giving reasons for your decisions”. Writing – “Give some advice to your friend who is going to become a lawyer”;</p>		4		2	1, 2, 5, 6, 7, 8

“Consider the areas of specialization which you would choose, or have chosen, and why?”					
<b>Topic 14. Spheres of Law.</b> Reading 1 - “Spheres of Law” Speaking - “Characteristics of different law spheres”. Reading 2 – “The Main Areas of Ukrainian Legislation”. Dialogues - “Why do we have laws?”, “Do you think all laws are good?”, “Would you like to be a lawmaker?” Writing - “Important and complex legal issues raised in Ukraine during last year”; “Write a brief note about what sphere of law you would prefer to practice in, point out advantages and disadvantages of being a practitioner in this field”. Law quiz.		4		2	1, 2, 5, 6, 7, 8
<b>Topic 15. Noun.</b> General characteristics of nouns. Morphological composition of nouns. Classification of nouns. Categories of gender and number. General and possessive cases of the noun. The main ways of forming plural nouns and their phonetic characteristics. Rules of spelling of plural nouns.		2		1	4, 10, 11, 13
<b>Topic 16. Legislative and executive power in Ukraine. The Verkhovna Rada. The President and government.</b> Vocabulary – What do you know about the Ukrainian parliament, the Verkhovna Rada? Where is its seat? How many chambers does it have? How many deputies are there? What are the functions of the Verkhovna Rada? How often are Ukrainian MPs elected? Reading 1 - “The Grand Lawmaking Assembly” Reading 2 - “Obligations and Limitations on the VR of Ukraine” Reading 3 - “President and His Team” Listening - “The Way Bills Become Law in Ukraine”. Dialogues. Writing – Writing a discursive essay about the VR of Ukraine.		4		2	1, 2, 3
<b>Topic 17. Legislative and executive power in Great Britain (Parliament. Monarch. Government.) and the USA</b>		4		2	1, 2, 3

<p><b>(Congress. President. Government.)</b> Vocabulary - What branches of power can you think of? What are the functions of each of the branches of power? What do you know about the British Parliament? Where is its seat? How many chambers does it have? How many Members of Parliament are there in each of them? What are the functions of the chambers? How do they make laws? How do they control the government? Reading 1 - “The System of Checks and Balances” Reading 2 - “The System of Government in Britain” Speaking - “Compare and contrast the systems of government in the USA and the UK”. Dialogues - “Compare the structure and the scope of power of parliaments in the USA and the UK”, “Differences between two chambers of the Congress”. Writing - “Advantages and disadvantages of the British parliamentary system”. Writing an opinion essay.</p>					
<p><b>Topic 18. Adjective. Degrees of comparison.</b> Ways of forming the degrees of comparison of some adjectives. Spelling rules.</p>		2		1	4, 10, 11, 13
<p><b>Total hours/semester:</b></p>		60		30	

## II semester

Topics	Distribution of hours			Self-directed study	Learning resources
	Directed study				
	Lectures	Practicals	Labs		
<p><b>Topic 1. The Nature of Constitutional Law.</b> Vocabulary – Constitution. Reading “Constitutional Law: Outline of History and Development” Speaking – 1) Motives for seeking the definition of constitutional law. 2) Why is this field of law broad and complex? Listening - “Influence of constitutional differences”. Speaking - “Express your ideas as for Aristotle’s belief of the best form of the constitution”; “How does constitutional meaning shift with</p>		4		3	1, 2, 5, 6, 7, 8

other changes in political structure (in cultural norms)". Writing – Representation.					
<b>Topic 2. <i>The Constitution of Ukraine.</i></b> Vocabulary – Constitution of Ukraine. Reading - "History of Constitution of Ukraine" Speaking – Reconstruct the situation of the meeting of the Cabinet of Ministers (let the "secretary" announce the results of approving or rejecting the point). Listening - "The system of judicial power in Ukraine". Speaking - "The smallest minority on earth is the individual"; "Those who deny individual rights cannot claim to be defenders of minority". Writing – "How the Constitution can be amended".		4		4	1, 2, 5, 6, 7, 8
<b>Topic 3. Degrees of comparison of adjectives.</b> Ways to express the comparison of adjectives with the same and less quality. Enhancement of comparison.		2		3	4, 10, 11, 13
<b>Topic 4. <i>Constitutional Law in the UK and the USA.</i></b> Vocabulary – outline, theorist, signature, unit, derive, exist, Lord-Chancellor, The Supreme Court, Royal assent, Secretary of State. Reading - "Constitutional Law in the UK and the USA" Speaking – Separation of Powers. Listening - "Constitutional rights". Dialogues. Writing – Expressing personal opinions.		4		3	1, 2, 5, 6, 7, 8
<b>Topic 5. <i>Types and Functions of Constitutions.</i></b> Vocabulary – What is the role of Constitution in establishing state and legal structure; human rights; legal procedures? Reading - "Constitutional Law: Types and Functions of Constitutions" Dialogues – The main functions of the Constitution. Discussion – How does the existence of the constitution confirm the words of Abraham Lincoln: "No man is good enough to govern another man without that other's consent"? Writing – Prepare a written comment on the meaning of the word "liberty" according to the saying by Friedrich Hayek.		4		4	1, 2, 5, 6, 7, 8

<b>Topic 6. Adverb.</b> Classification. Formation. Degrees of comparison.		<b>2</b>		<b>3</b>	4, 10, 11, 13
<b>Topic 7. The Nature of Administrative Law.</b> Vocabulary – What sphere of law does administrative law belong to? What is the main task of administrative law? What administrative bodies can you think of? Reading - “Administrative Law” Speaking – Speak on administrative law, its notions and functions. Dialogues – Major directions of the Administrative and Civil law reforms. Writing – Writing about state government.		<b>4</b>		<b>3</b>	1, 2, 5, 6, 7, 8
<b>Topic 8. Administrative Law in the UK and the USA.</b> Vocabulary – What can influence the system of Administrative Law of a particular country? Does the system of administrative law of a common law country differ from that one in the civil law country? Reading - “Administrative Law in the USA” Speaking – Administrative law terms. Discussion – Compare the administrative system in Ukraine and that of the USA. Find all similar and different points. Writing – Administrative bodies: their tasks and duties. Judicial review – what is it? Actions of executive agencies in the Administrative Procedure Act. Over to you - Administrative Law Quiz.		<b>4</b>		<b>4</b>	1, 2, 5, 6, 7, 8
<b>Topic 9. Numeral.</b> Classification. Formation of cardinal and ordinal numerals. Features of formation and use of fractional numerals. Chronological dates and time.		<b>2</b>		<b>3</b>	4, 10, 11, 13
<b>Topic 10. Administrative justice.</b> Vocabulary – What is the task of administrative judiciary? What powers does it have? Reading - “Administrative Justice” Speaking – Administrative justice terms. Possible improvements of the Administrative Law Infringement Code. Listening - “Administrative Reform”. Writing – The authority of administrative agencies; Administrative law in common law countries; administrative governmental bodies.		<b>4</b>		<b>3</b>	1, 2, 5, 6, 7, 8

<p><b>Topic 11. Customs Law of Ukraine.</b> Vocabulary – Customs declaration form. Reading - “Ukrainian Customs Law” Speaking – Customs legal terms. Dialogues – Each pair should consist of a “smuggler” and a “customs officer”. The “customs officer” questions “smuggler” to establish the truth. Writing – A short composition describing your visit to the custom-house and the prevailing atmosphere using active vocabulary.</p>		4		4	1, 2, 5, 6, 7, 8
<p><b>Topic 12. Pronoun.</b> Classification. Subordinate and coordinate conjunctions.</p>		2		3	4, 10, 11, 13
<p><b>Topic 13. Self-government in Ukraine.</b> Vocabulary – What is representative democracy? What is self-government? Reading - “Local Government” Speaking – Basic forms of democracy. The way public will may be exercised. The notion of self-government. The main functions of the local self-government. The form of city government. Dialogues – What form of democracy is more widespread and why; your viewpoint to its efficiency. Listening - “Exchange”. Writing – If you were the head of State what functions you would add to local governments.</p>		4		3	1, 2, 3
<p><b>Topic 14. Local Authorities in the UK and the USA.</b> Vocabulary – Is the local government concerned with the country as a whole? What is the jurisdiction of local government? Reading - “Local Authorities in Great Britain and in the USA” Speaking – Kinds of decisions local authorities take; The pattern of local government in Britain; The local governmental entities in the USA. Dialogues between a mayor and a councilor (Great Britain); between the inhabitants of Virginia and Pennsylvania (the USA). Writing – A report “The Powers of the Councilors”, “The City Manager Plan”, “The Powers of the Governors”.</p>		4		4	1, 2, 3

<b>Topic 15. <i>Modal verbs.</i></b> General characteristics. Meaning. Peculiarities of functioning. Equivalents.		<b>2</b>		<b>3</b>	4, 10, 11, 13
<b>Topic 16. <i>Political Parties and Elections in Ukraine.</i></b> Vocabulary – voluntary, suffrage, precinct, nomination, secret ballot. Reading 1 - “The Undecided Vote May be the Decisive Factor” Reading 2 - “Elections in Ukraine” Speaking – Stages of the election process. Listening - “Elections of President and legislature in Ukraine”, “Political Parties of Ukraine”. Dialogues. Writing – Write an opinion essay “Compare and contrast the party system of Ukraine and that of any other country. In which ways are they similar and in which different?”		<b>4</b>		<b>4</b>	1, 2, 3
<b>Topic 17. <i>Political Parties and Elections in the UK and the USA.</i></b> Reading 1 - “Political Parties in the USA” Speaking – Tell your partner about the political parties in the USA and their symbols. Listening 1 - “The Republican Party”. Reading 2 - “Democratic Party” Dialogues – Compare the Democratic and the Republican parties in the USA. Reading 3 - “Elections in the USA” Listening 2 - “Presidential Elections”. Reading 4 - “Congressional Elections in the USA” Writing – An opinion essay: compare and contrast the process of electing the President and members of Congress in the USA.		<b>4</b>		<b>4</b>	1, 2, 3
<b>Topic 18. <i>Secondary parts of the sentence.</i></b> Object (direct, indirect, prepositional). Attribute. Adverbial modifier.		<b>2</b>		<b>2</b>	4, 10, 11, 13
<b>Total hours/semester:</b>		<b>60</b>		<b>60</b>	
<b>Total hours/academic year:</b>		<b>120</b>		<b>90</b>	

#### 4. TEACHING AND LEARNING METHODS

<b>MLOs</b>	<b>Teaching methods (directed study)</b>	<b>Hours</b>	<b>Learning methods (self-directed study)</b>	<b>Hours</b>
1	Brainstorming, solving crosswords, talk-shows, pair-work, case studies	40	Reading, information search, preparing oral reports, compiling legal terms vocabularies	20

2	Role-playing, group discussions/debates	30	Opinion polls	10
3	Making story maps/KWL charts, text structuring and retelling, quizzes	20	Pleasure reading	30
4	Case studies, round-the-table discussions, brainstorming, role playing	20	Questionnaires preparation	20
5	Drafting contracts/legal documents, peer conferencing, color coding, dealing with mentor texts	10	Literature review, creating posts, written translation	10

## 5. ASSESSMENT

### 5.1. Diagnostic assessment

### 5.2. Summative assessment

#### 5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
<b>I semester</b>			
1.	End-of-unit test	30 (6 x 5) 30%	2,4,6,8,10,12,14 weeks
2.	Mid-term written test	10 10%	8 week
3.	Mid-term oral test	10 10%	8 week
4.	Essay	20 (4 x 5) 20%	4, 8, 12, 15 week
5.	Case study	20 (2 x 10) 20%	5 week 9 week
6.	End-of-semester written test	10 10%	15 week
<b>II semester</b>			
1.	End-of-unit test	30 (6 x 5) 30%	2,4,6,8,10,12,14 weeks
2.	Essay	20 (4 x 5) 20%	4, 8, 12, 15 week
3.	Mid-term written test	10 10%	8 week
4.	Mid-term oral test	10 10%	8 week
5.	End-of-semester written examination	30 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	5-6	7-8	9-10



	<60% correct answers	60-74% correct answers	75-89% correct answers	90-100% correct 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</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</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</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</p>

	in the unit and 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	fully covered. 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.	is supported by 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.	instructions, and 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>I 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>II 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. Legal English: навч. посіб. для студентів закл. вищої освіти спец. «Право» / [В.П.Сімонок, С.С.Микитюк, О.І.Зелінська та ін.]; за заг. ред. В.П.Сімонок, О.Ю.Кузнецової; Нац. юрид. ун-т ім. Ярослава Мудрого. – 2-ге вид., перероб. і допов. – Харків: Право, 2021. - 332 с.
2. Competence in English: типові тестові завдання: навч.-практ. посіб. / уклад.: О.Ю.Кузнецова, Л.О.Голубнича, Т.П.Бесараб та ін. – Харків: Право, 2018. – 172 с.
3. Завдання з англійської мови студентам-юристам для аудиторної та самостійної роботи: навч. посіб. / Т.В.Мельнікова, С.С.Микитюк, Т.Ю. Мороз та ін.; за заг. ред. В.П.Сімонок. – Харків: Право, 2021. – 122 с.
4. Legal path : навч.-практ. посіб. / [уклад.: О. Ю. Кузнецова, Л. О. Голубнича, Т. П. Бесараб та ін.]. – 2-ге вид., перероб. і допов. – Харків : Право, 2021. – 232 с.
5. Jenny Dooley, Virginia Evans. - Grammarway 3. 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. 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.
9. Murphy R. English Grammar in Use 5th. – Cambridge University Press, 2022. URL: <https://books-here.com/english-grammar-in-use-5th-ed/>
10. Website of NATO <https://www.nato.int>
11. Website of OSCE <https://www.osce.org>
12. Website of United Nations URL : <https://www.un.org/en>
13. Website of EU regulations URL: <https://eur-lex.europa.eu/homepage.html>
14. The International Court of Justice (ICJ). URL: <https://www.icj-cij.org/en/court>

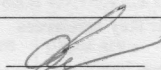
### 6.4. Computer Applications and soft

**Рецензія на роботу програму (силабус)  
Legal English (First year of study)**

<b>Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи</b>	<b>Так</b>	<b>Ні</b>	<b>Коментар</b>
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	✓		
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)	✓		
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення	✓		

Член проєктної групи ОП «Міжнародне право»  
(назва)

Н.О.Петрова  
(ПІБ)

  
(підпис)

<b>Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри</b>	<b>Так</b>	<b>Ні</b>	<b>Коментар</b>
Загальна інформація про освітній компонент є достатньою	✓		
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	✓		
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення	✓		
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)	✓		
Зміст ОК сформовано відповідно до структурно-логічної схеми	✓		
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)	✓		
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти	✓		
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету	✓		
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом	✓		
Навантаження студентів є адекватним обсягу освітнього компонента	✓		
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)	✓		
Література є актуальною	✓		
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти	✓		

Рецензент викладач кафедри іноземних мов

зав.кафедри Т.І.Ключкова

