

**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<sup>293</sup> “International law”**

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

**Sumy-2023**

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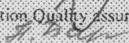
Module syllabus agreed at the Foreign Languages Department meeting	Minutes No 12 dated June 5, 2023
	Head of Foreign Languages Department PhD in Pedagogical Sciences, Associate professor <u></u> Tetiana KLOCHKOVA

Approved by:

Guarantor of the Academic program  Alona KLOCHKO

Dean of the Faculty  Oleh ROHOVENKO

Syllabus review (attached) is provided by:  (Natalia PETROVA)  
 (Tetiana KLOCHKOVA)

Representative of the Department of Education Quality Assurance,  
licensing and accreditation  N. Baranik

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**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	III semester, week 1-15 IV 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>	-	<b>30/60</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	The module meets the internationally recognized standards (CEF 2001) and take into account the requirements of the IELTS system of communicative competence assessment. According to the recommendations of the ESP National Curriculum for universities, the module is both student- and language acquisition-centered, based on modern didactic principles of language teaching and learning that guarantees the realization of intercultural differences and the development of cognitive competence. The module is based on clear-cut aims and objectives of teaching, professional and cognitive skills, embracing the professional (job-related areas), situational (job-related situations) and pragmatic (practical skills) components; takes into account the students’ needs and experience.			
14.	Module aim	The module is aimed at developing sociocultural and textual aspects of communication, as well as its professional content. The underlying idea of the integrative development of all skills (speaking, listening, reading and writing) contributes to the improvement of students’ communicative competence by means of accomplishing professionally oriented communicative tasks 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 and Basic Legal English should be at least at B1+ level according to Common European Framework of Reference for Languages, sufficient for the perception of the categorical apparatus and adequate understanding of sources and developed cognitive skills.			

		Co-requisites are Theory and Practice of Translation, Public Speaking and Fundamentals of Scientific Research.
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></p> <ul style="list-style-type: none"> <li>- reduced exam or assignment grade to 0 for assignment or exam</li> </ul> <p><b>Cheating</b></p> <ul style="list-style-type: none"> <li>- requiring the student to redo the assignment for a reduced grade</li> <li>- assigning the student a failing grade for the assignment</li> </ul> <p><b>Information Falsification or Fabrication</b></p> <ul style="list-style-type: none"> <li>-verbal or written reprimand</li> <li>-reduction in course grade</li> <li>-failure (no credit) or reduction in grade given for paper, exam, or assignment without privilege of make-up</li> </ul> <p><b>Deception</b></p> <ul style="list-style-type: none"> <li>-a mark of zero (0) should be awarded for the assessment in which the deception was found to occur</li> </ul> <p><b>Facilitating academic dishonesty</b></p> <ul style="list-style-type: none"> <li>-reduced assignment grade for what the student submitted</li> <li>-a mark of zero (0) for assignment student submitted</li> <li>-reduced grade in module</li> </ul> <p><b>Plagiarism</b></p> <ul style="list-style-type: none"> <li>-a mark of zero (0) should be awarded for the assessment in which the plagiarism was found to occur</li> <li>-rewriting a paper; retaking an exam, test, or quiz; or redoing an assignment</li> <li>-reduction in course grade; failure (no credit); or reduction in grade given for paper, exam, or assignment without privilege of make-up</li> <li>-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.</li> </ul>
17.	Link in Moodle	<a href="https://cdn.snau.edu.ua/moodle/course/view.php?id=3778">https://cdn.snau.edu.ua/moodle/course/view.php?id=3778</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. Search for specific						Case study

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 analyze	X	X	X			<b>Essay</b>  <b>End-of-year written test</b>

information from various legal English-language sources.						
<b>MLOs 4. 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	<b>Oral test</b>
<b>MLOs 5. 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	<b>Written test (multiple choice; multiple matching; error detection /correction; open-ended questions)</b>

### 3. MODULE INDICATIVE CONTENT

#### III semester

Topics	Distribution of hours			Learning resources
	Directed study		Self-directed study	
	Lectures	Practicals	Labs	

<p><b>Topic 1. <i>Judicial system of Ukraine.</i></b> Academic vocabulary – Judicial system in Ukraine. Reading - “Judicial system in Ukraine” Speaking - “Types of courts”, “Tasks of the judicial system”. Dialogues- “Imagine you are a judge. Choose a court you work in and describe your job (types of cases, rights and duties, advantages and disadvantages, etc.)”.</p>		4		2	1, 2, 6, 7
<p><b>Topic 2. <i>The status and role of judges in judicial proceedings.</i></b> Reading 1 - “Independence of judges, their status and role in judicial proceedings”. Speaking - “Make a summary of the text”. Reading 2 - “Coroner’s Court”. Speaking – “You are participants of the International Seminar on Judicial System. Be ready to give a talk on one of the issues: 1) Powers of Judges: too many or too few? 2) Role of People’s Assessors in Judicial Proceedings. 3) Judges Immunity: pros and cons. 4) Judicial reform: what should be done to improve justice?” Writing – Write a letter to your friend in the UK or the USA about 1) the judicial system of Ukraine; or 2) judges in Ukraine.</p>		4		2	2, 6, 7
<p><b>Topic 3. <i>Verb.</i></b> Basic morphological forms of verbs, rules of their formation and writing. Grammatical categories of verbs. Semantic and syntactic classification of verbs. Transitive and intransitive verbs. <b><i>The verb ‘to be’.</i></b> Peculiarities of ‘there + to be’ functioning.</p>		4		2	4, 5, 8, 9, 10, 11
<p><b>Topic 4. <i>Main principles of trial.</i></b> Reading 1 - “Never Judge a Judge by his Judgements” Reading 2 - “Going bench – Choosing Between Jury and Non-jury Trials” Listening - “The Man in Court”. Speaking – “Tell your partner everything you know about judge’s and jury’s functions and obligations”. Reading 3 - “The Process of Choosing Jurors” Writing – Write a survey report on the choosing a jury in the US law system.</p>		4		2	1, 2, 6, 7



<p><b>Topic 5. Trial procedures.</b> Reading 1 - “Opening Statements” Speaking - “Tell your partner everything you know about the attorney’s opening statements”. Writing – Write a survey report on the main aims and principles of opening statements in the US law system. Reading 2 - “How Evidence is Presented” Listening - “Direct and Cross-examination of Witnesses in US courts”.</p>		4		2	1, 2, 6, 7
<p><b>Topic 6. Indefinite Tenses.</b> Formation. Use.</p>		4		2	4, 5, 8, 9, 10, 11
<p><b>Topic 7. Closing arguments.</b> Reading - “A Closing Argument” Speaking – “Tell your partner everything you know about closing arguments at a trial”. Listening - “The Jury Instructions in US courts”. Listening - “The Verdict in US Courts”. Writing – Write a survey report on the jury deliberations and verdict in the US law system.</p>		4		2	1, 2, 6, 7
<p><b>Topic 8. Judgements and Enforcement. Post-trial motions.</b> Reading 1 - “Types of Judgements in US Courts” Speaking - “Tell your partner everything you know about judgements and enforcement”. Listening - “The Post-Trial Procedures in US Courts”. Writing – Write a survey report on the main principles of filing post-trial motions in the US law system.</p>		4		2	1, 2, 6, 7
<p><b>Topic 9. Continuous Tenses.</b> Formation. Use.</p>		4		2	4, 5, 8, 9, 10, 11
<p><b>Topic 10. Ministry of Internal Affairs. Security Service. Tax police.</b> Academic vocabulary – what is meant by law enforcing agencies? What law enforcing agencies do you know in Ukraine? Predict their main aim and tasks. Reading 1 - “Ministry of the Interior” Reading 2 - “Security Service of Ukraine. Tax Police.” Speaking – “Compare two law enforcing agencies: bodies of the interior affairs and the Security Service of Ukraine”. Listening - “Special Forces of the Security Service of Ukraine”. Dialogues - “Subordination of high-rank</p>		4		2	1, 2, 6, 7

officials of the law enforcing agencies appointments in modern Ukraine”.					
<b>Topic 11. Prosecutor’s Office.</b> Reading 1 - “The Prosecutor’s Office” Speaking - “Activity of the Prosecutor’s office”, “System of the Prosecutor’s office”. Reading 2 – “Penal System of Ukraine”. Speaking - “State your opinion about Institutions of Executing Penalties in Ukraine”. Dialogues - “Compare the Prosecutor’s office of Ukraine and Penal System of Ukraine as for their tasks, functions, structure and others”. Writing – Prepare reports on the topics: 1) Role of the law-enforcement system in Ukraine; 2) The most famous spies of the 20 <sup>th</sup> century.		4		2	1, 2, 6, 7
<b>Topic 12. Perfect Tenses.</b> Formation. Use.		4		2	4, 5, 8, 9, 10, 11
<b>Topic 13. Law enforcement bodies in the UK.</b> Academic vocabulary – improvement of the police work; the public attitude to the police in GB; should the police control the moral behavior of individuals. Reading - “Law Enforcement Bodies in the United Kingdom” Speaking - “Compare the structures of the law-enforcement agencies in the UK and Ukraine”. Listening- “Recommendations for vehicle crime prevention”. Dialogues – “Imagine you are a policeman and give advice to an ordinary citizen on safeguarding mobile phones while driving”		4		2	1, 2, 6, 7
<b>Topic 14. Law enforcement bodies in the USA.</b> Academic vocabulary – What agencies in the USA can exercise law-enforcement powers? Could a society exist without law-enforcement agencies? Reading - “Law-enforcement Agencies in the USA” Speaking - “Federal Bureau of Investigation”, “United States Department of Homeland Security”. Dialogues - “The process of hiring FBI agents”. Writing – Prepare a report on “The structure of law-enforcement agencies in the USA”		4		2	1, 2, 6, 7

<b>Topic 15. Revision of tenses in the Active voice.</b>		<b>4</b>		<b>2</b>	4, 5, 8, 9, 10, 11
<b>Total hours/semester:</b>		<b>60</b>		<b>30</b>	

#### IV semester

Topics	Distribution of hours			Self-directed study	Learning resources
	Directed study				
	Lectures	Practicals	Labs		
<b>Topic 1. The nature of Criminal Law. Criminal law in the UK and the USA.</b> Academic vocabulary – What is the main task of criminal law? Reading - “Criminal Law” Speaking/discussion – 1) Criminal law seeks to protect the public from harm. 2) What does criminal punishment include? 3) Criminal law enforcement. Discussion – Difference between criminal and civil law. Peculiarities of criminal offence. Listening- “A police officer places a person under arrest”.		<b>4</b>		<b>4</b>	1, 2, 3, 6, 7
<b>Topic 2. Definition and elements of a crime. Classification of crimes.</b> Academic vocabulary – What action can be considered a crime? What is the main difference between a tort and a crime? What crimes are considered the gravest from the point of view of Ukrainian law? Reading1 – “Definition and Elements of the Crime in English Law” Reading2 – “Reported Crimes in the United States” Speaking – 1) Violent crimes. 2) Property crimes. 3) The most frequent crimes. 4) The crime rate. Debates.		<b>4</b>		<b>4</b>	1, 2, 3, 6, 7
<b>Topic 3. Verb. Passive voice.</b> General characteristics. Meaning. <b>Indefinite Passive Tense forms.</b> Formation. Use.		<b>4</b>		<b>4</b>	4, 5, 8, 9, 10, 11
<b>Topic 4. Crime investigation in different countries.</b> Academic vocabulary – What is meant by investigation in the Criminal-Procedure Code of Ukraine? What is the main task of criminalists? Reading - “Crime Investigation: Forensic Science” Discussion – The necessary aspects in the investigation of a crime. The main		<b>4</b>		<b>4</b>	1, 2, 3, 6, 7

function of a crime laboratory. Dialogues – Testimonial evidence. Why do victims not report their crimes to the police? Writing – Write a report having the list of objects which are related to the crime reported.					
<b>Topic 5. Investigators, detectives. Identification methods.</b> Academic vocabulary – What types of evidence do you know? What are the essential qualities of a successful investigator? Reading - “Investigators, Detectives. Identification Methods” (Speaking – Types of evidence at the scene of a crime. Methods of identification. Professional qualities of an investigator. Discussion – What makes an investigator? Listening - “Psychological types of witnesses”. Dialogues – Give instructions to the young specialist how he should carry out an interrogation and what he shouldn’t do to get necessary information. Writing – Write a report “Famous detectives in fiction”.		4		4	1, 2, 6, 7
<b>Topic 6. Continuous Passive Tense forms.</b> Formation. Use.		4		4	4, 5, 8, 9, 10, 11
<b>Topic 7. Criminal procedure.</b> Academic vocabulary – What are the main steps in criminal procedure? What is the difference between ‘arrest’ or ‘apprehension’ and ‘detention’? Why are the police officers sometimes called ‘aggressive preventive patrol’? Reading- “Criminal Proceedings” Speaking – A scheme of criminal justice process. Listening- “Not Guilty by Reason of Insanity”. Writing – The role of a defense council.		4		4	1, 2, 3, 6, 7
<b>Topic 8. Criminal trial in the USA.</b> Academic vocabulary – Stages of a criminal trial. Parties to a trial. Reading - “Trial” Discussion – The role of prosecutor (defense council) at trial. Reaching a jury’s verdict. Dialogues – At a trial. Writing – Do research on “Typical Trial in Ukraine”.		4		4	1, 2, 6, 7
<b>Topic 9. Perfect and Perfect-Continuous Passive Tense forms.</b> Formation. Use.		4		4	4, 5, 8, 9, 10, 11

<p><b>Topic 10. <i>Types of punishment.</i></b>          Academic vocabulary – What types of punishment do you know? Which of them can be found in Ukraine? What punishment do you consider to be the least/most severe? Reading - “Types of Punishment” Role-play: Student A is a police officer and Student B is a suspect. Listening- “Goals of Criminal Punishment”. Dialogues.</p>	4		4	1, 2, 3, 6, 7
<p><b>Topic 11. <i>Capital punishment.</i></b>          Academic vocabulary – Agree or disagree: Prisons will never be empty; The debate about capital punishment will never finish; Let the punishment fit the crime. Reading - “Capital Punishment” Speaking – Methods of execution; History of debate; Countries that retain the death penalty. Dialogues – FOR and AGAINST death penalty. Writing – Do researches on “Current Executions”.</p>	4		4	1, 2, 6, 7
<p><b>Topic 12. <i>The use of sentences in the passive state. Features of functioning of intransitive verbs as a part of passive constructions.</i></b>          Peculiarities of translation of sentences with a verb in the passive voice into the Ukrainian language. Revision of tenses in the Passive voice.</p>	4		4	4, 5, 8, 9, 10, 11
<p><b>Topic 13. <i>Firearm enhancement for felonies.</i></b> Academic vocabulary – What kind of penalty enhancement is applied for the offender’s use of a firearm in the commission of an offence? What is sentencing? Reading 1 - “Sentencing Procedures in Criminal Cases” Reading 2 - “Probation” Discussion – Limitations on probation. Listening- “The difference between parole and probation”. Dialogues. Writing – Write a survey report 1) “Sentencing Procedures in Criminal Cases and Firearm Enhancement for Felonies”. 2) “Probation and Parole”.</p>	4		4	1, 2, 6, 7
<p><b>Topic 14. <i>Constitutional rights of the accused.</i></b> Reading - “Constitutional Rights of the Accused Persons” Discussion – Tell your partner about the rights of</p>	4		4	1, 2, 6, 7

the accused. Listening - “Review on the Appeal”. Writing – Write a survey report on the constitutional rights of accused persons in the USA.					
<b>Topic 15. Sequence of tenses. Direct/indirect speech.</b>		<b>4</b>		<b>4</b>	4, 5, 8, 9, 10, 11
<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

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
1	Brainstorming, solving crosswords, talk-shows, pair-work, case studies	10	Reading, information search, compiling legal terms vocabularies	40
2	Role-playing, group discussions/debates	10	Opinion polls	10
3	Making story maps/KWL charts, text structuring and retelling, quizzes, preparing article abstracts	10	Literature review	40
4	Case studies, round-the-table discussions, brainstorming, role playing	20	Questionnaires preparation	20
5	Preparing written reports/legal documents/business letters, peer conferencing, color coding, dealing with mentor texts	10	Business letters review, creating posts, written translation	40

#### 5. ASSESSMENT

##### 5.1. Diagnostic assessment

##### 5.2. Summative assessment

##### 5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
<b>III 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>IV 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

<b>Summative assessment method</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
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 answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
Mid-term oral test	<5 No subject-verb agreement; no verbs conjugated correctly. Few or no vocabulary words from the semester were used. 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.	5-6 Some subjects agreed with verbs; some verbs were correctly conjugated. Some vocabulary words from the semester were used. Student's pronunciation was difficult to understand, but effort made. Student had difficulty expressing ideas fluently.	7-8 Subjects generally agreed with verbs; verbs generally conjugated in appropriate past tense (preterit or imperfect). 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.	9-10 Consistent subject-verb agreement; consistent and logical conjugation of verbs, including expression in the past (preterit and imperfect). 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.
Essay	2 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.	3 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.	4 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	5 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.	grammatical errors.
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 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</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. 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.</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 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.</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 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.</p>
End-of-semester written test	<p>&lt;5</p> <p>&lt;60% correct answers</p>	<p>5-6</p> <p>60-74% correct answers</p>	<p>7-8</p> <p>75-89% correct answers</p>	<p>9-10</p> <p>90-100% correct answers</p>
End-of-semester written examination	<p>&lt;18</p> <p>&lt;60% correct answers</p>	<p>18-21</p> <p>60-74% correct answers</p>	<p>22-26</p> <p>75-89% correct answers</p>	<p>27-30</p> <p>90-100% correct answers</p>

### 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>III 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>IV 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. 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.
6. Jenny Dooley, Virginia Evans. - Grammarway 4. Express Publishing. 2019. - 272 p.

### 6.2. Guidelines

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

8. Рідель Т.М. Українсько-англійський словник-мінімум юридичної термінології. – Суми: СНАУ, 2019. – 62 ст.

### **6.3. Additional resources**

9. Murphy R. English Grammar in Use 5th. – Cambridge University Press, 2022. URL: <https://books-here.com/english-grammar-in-use-5th-ed/>
10. Jenny Doodley, Virginia Evans. Grammarway 3. Express Publishing, 2019.
11. Посібник для підготовки до ЗНО з англійської мови до магістратури. Спеціальність Право / за заг. Ред. В.П.Сімонок. – Харків: Право, 2018. – 88 с.
12. Website of NATO <https://www.nato.int>
13. Website of OSCE <https://www.osce.org>
14. Website of United Nations URL : <https://www.un.org/en>
15. Website of EU regulations URL: <https://eur-lex.europa.eu/homepage.html>
16. The International Court of Justice (ICJ). URL: <https://www.icj-cij.org/en/court>

### **6.4. Computer Applications and soft**

**Рецензія на робочу програму (силабус)  
Legal English (Second year of study)**

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
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)

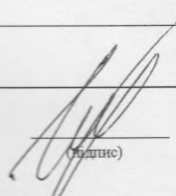
Н.О.Петрова  
(ПІБ)

  
(підпис)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
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 сформульовано 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	✓		
Навчальними 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  
(назва)

зав.кафедри Т.І.Ключкова  
(посада, ПІБ)

  
(підпис)