

**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-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

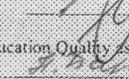
Syllabus review (attached) is provided by:



(Natalia PETROVA)

(Tetiana KLOCHKOVA)

Representative of the Department of Education Quality Assurance,  
licensing and accreditation



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>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	VII semester, week 1-15			
8.	ECTS credits number	5			
9.	Total workload and time allotment - <b>150</b>	Directed study		Self-directed study	
		Lectures	Practicals	Labs	
		-	<b>60</b>	-	<b>90</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 intended for the development of the communicative competence in Legal English of undergraduate students majoring in International Law. The important objective of the module is stimulating the students’ independence, the development of their critical thinking, ability to solve problems, present ideas, comprehend complex texts in legal English, use written and oral information of a wide variety of legal topics, beware of Business English 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 such as letters or memoranda; at improving the ability to read and understand legal texts such as legal periodicals, commercial legislation, legal correspondence and other legal documents; at increasing students’ comprehension of spoken English when it is used to speak about legal topics in meetings, presentations, interviews, discussions etc.; 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 such as client interviews, discussions with colleagues and contract negotiations; 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 strategy of dealing with the examination (Use of English (Lexical Competence, Grammatical competence) and Reading (Multiple			



<b>learner will be able to:</b>							
MLOs 1. Search, process and analyze complex information from various English-language sources related to the sphere of Legal English; make grounded predictions using the keys given; generalize, paraphrase and synthesize important personal ideas within the scope of the topics taught.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>Case study</b>
MLOs 2. <b>Listening</b> Comprehend and understand complex audio texts related to the sphere of International legal English, of different linguistic composition and time on the topics taught by the module.		<b>X</b>	<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 complex	<b>X</b>		<b>X</b>	<b>X</b>			<b>Essay</b>  <b>End-of-year written test</b>

English texts of professional legal content, summarize, paraphrase and synthesize ideas from complex 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 highly grounded personal opinions.	<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		<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>

given topic using available as well as mandatory sources of information; prepare complicated reports; compile the list of various types of Business and Legal English letters.							<b>Legal English letters writing</b>
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### 3. MODULE INDICATIVE CONTENT

#### VII semester

Topics	Distribution of hours			Self-directed study	Learning resources
	Directed study				
	Lectures	Practicals	Labs		
<b>Topic 1. <i>The system of International law. Use of English (Lexical and Grammatical Competence).</i></b> International Law. Reading - “The System of International Law”. Speaking - “Principles, Rules, Subjects, Purposes of International law.” Dialogues - “Law enforcement”. Practice tests: Strategy to do the exam tasks. Vocabulary tests.		4		5	1, 2, 7, 8
<b>Topic 2. <i>International treaties. Use of English (Lexical and Grammatical Competence).</i></b> Reading - “International Treaties”. Speaking - “Make a summary of the text”. Speaking – “The main features of international treaties. Writing – Write an essay “International Treaties”. Practice tests: Gapped text. Strategy. Reading for text understanding and completion.		4		5	1, 2, 7, 8
<b>Topic 3. <i>Business English. Job search. CV. Use of English (Lexical and Grammatical Competence).</i></b> Applying for a Job. Reading - “Recommendations.” Speaking - Discuss the steps to take		2		5	3, 4, 5, 6, 9, 10, 11



when looking for a job. Dialogues - “Applying for a Job” Practice tests. Multiple matching. Strategy.					
<b>Topic 4. Human rights. Use of English (Lexical and Grammatical Competence):</b> Human Rights. Reading - “Human Rights and Humanitarian Assistance” Speaking - “The main features of human rights”. Listening - “Universal Declaration of Human Rights”. Dialogues – “The main features of human rights” Multiple matching. Strategy. Reading for understanding the main ideas in a short written text.		4		5	1, 2, 7, 8
<b>Topic 5. UDHR. Use of English (Lexical and Grammatical Competence).</b> Reading - “Universal Declaration of Human Rights”. Speaking - “Articles of Universal Declaration of Human Rights. Dialogues - “You are interviewed by a journalist who wants to know about the articles of universal declaration of human rights”. Writing – write an essay “Universal Declaration of Human Rights”. Practice tests: Multiple choice. Strategy. Reading for understanding the purpose, structure and main idea of extended text.		4		5	1, 2, 7, 8
<b>Topic 6. Business English. Job interview. Use of English (Lexical and Grammatical Competence).</b> Reading - “Job Interview”. Speaking – “Ten Commonly Asked Interview Questions and Tips on How to Answer. Writing – Write an essay “Job Interview”. Practice tests. Multiple choice. Strategy.		2		5	3, 4, 5, 6, 9, 10, 11
<b>Topic 7. Beginning and Development of Law-International Cooperation in the Field of Human Rights. Use of English (Lexical and Grammatical Competence).</b> Reading - “The International Covenant on Civil and Political Rights.”. Speaking - “The History of the Document”. Dialogues - “Development of Law-International Cooperation in the Field of Human Rights”. Practice tests: Gapped text. Strategy.		4		5	1, 2, 7, 8

Reading for text understanding and completion.					
<p><b>Topic 8. <i>Human rights in the Constitution of Ukraine. Use of English (Lexical and Grammatical Competence).</i></b></p> <p>Reading - "Human Rights in the Constitution of Ukraine." Speaking – "The Main Features of Human Rights in the Constitution of Ukraine. Multiple matching. Strategy. Reading for understanding the main ideas in a short written text.</p>		4		5	1, 2, 7, 8
<p><b>Topic 9. <i>Business English. Modern Means of Information Transfer. Use of English (Lexical and Grammatical Competence).</i></b></p> <p>Reading - "Effortless Telephone Calls.". Speaking – "Uses of Faxes. Dialogues - "Phone Etiquette". Practice tests. Gapped text. Strategy. Reading for text understanding and completion.</p>		2		5	3, 4, 5, 6, 9, 10, 11
<p><b>Topic 10. <i>International and Regional Programs on Human Rights. Use of English (Lexical and Grammatical Competence).</i></b></p> <p>Reading - "International and Regional Programs on Human Rights." Speaking – "The Main Features of International and Regional Programs on Human Rights. Multiple matching. Strategy. Reading for understanding the main ideas in a short written text.</p>		4		5	1, 2, 7, 8
<p><b>Topic 11. <i>The European Convention on Human Rights. Use of English (Lexical and Grammatical Competence).</i></b></p> <p>Reading - "The European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment.". Speaking – "The Main Features of The European Convention on Human Rights. Dialogues - "Do you agree with the statement "Human rights are rights, not benefit, duties, privileges, or some other perhaps related practice"( Jack Donnelly)?" Practice tests: Gapped text. Strategy. Reading for text understanding and completion.</p>		4		5	1, 2, 7, 8

<p><b>Topic 12. Business English. Business correspondence. Use of English (Lexical and Grammatical Competence).</b> Business correspondence. Reading - "Business letters." Speaking – "The Main Features of Business letters. Practice tests. Gapped text. Strategy. Reading for text understanding and completion.</p>		2		5	3, 4, 5, 6, 9, 10, 11
<p><b>Topic 13. The Evolution of EU. Use of English (Lexical and Grammatical Competence).</b> Reading - "The European Union: A New Type of Integration". Speaking – "The European Union is a family of democratic European countries. Dialogues - "The Evolution of EU". Gapped text. Strategy. Reading for text understanding and completion.</p>		4		5	1, 2, 7, 8
<p><b>Topic 14. Members and Structure of the EU. Use of English (Lexical and Grammatical Competence).</b> Reading - "Institutions of European Union." Speaking – "The Main Features of Institutions of European Union. Multiple matching. Strategy. Reading for understanding the main ideas in a short written text.</p>		4		5	1, 2, 7, 8
<p><b>Topic 15. Presentations. Negotiations. Use of English (Lexical and Grammatical Competence).</b> Reading - "Presentation Tips". Speaking – Negotiation. Dialogues - "Negotiation Process". Practice tests. Gapped text. Strategy. Reading for text understanding and completion.</p>		2		5	3, 4, 5, 6, 9, 10, 11
<p><b>Topic 16. European Union law. Use of English (Lexical and Grammatical Competence):</b> Reading - "European Union Law". Speaking – "The Features of European Union Law". Dialogues - "The Law of the European Union is the unique legal system". Multiple matching. Strategy. Reading for understanding the main ideas in a short written text.</p>		4		5	1, 2, 7, 8
<p><b>Topic 17. European Court of Justice. Use of English (Lexical and Grammatical Competence).</b></p>		4		5	1, 2, 7, 8

Reading - “European Court.”. Speaking – “The Main Features of European Court of Justice. Gapped text. Strategy. Reading for text understanding and completion.					
<b>Topic 18. Business English. Scientific Conference. Use of English (Lexical and Grammatical Competence).</b> Reading - “Types of scientific research.” Speaking – “Scientific Research”. Practice tests. Strategy to do the exam tasks.		<b>2</b>		<b>5</b>	3, 4, 5, 6, 9, 10, 11
<b>Total hours/semester:</b>		<b>60</b>		<b>90</b>	
<b>Total hours/academic year:</b>		<b>60</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, case studies	20	Reading, information search, preparing oral reports, compiling legal terms vocabularies	30
2	Role-playing, group discussions/debates	10	Opinion polls, simultaneous interpretation	10
3	Making story maps/KWL charts, text structuring and retelling, quizzes, preparing article abstracts	10	Literature review	20
4	Case studies, round-the-table discussions, brainstorming, role playing	10	Questionnaires preparation	10
5	Preparing written reports/legal documents/business letters, peer conferencing, color coding, dealing with mentor texts	10	Literature review, creating posts, written translation	20

#### 5. ASSESSMENT

##### 5.1. Diagnostic assessment

##### 5.2. Summative assessment

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

No	Summative assessment methods	Grades	Deadline
<b>VII semester</b>			
1.	End-of-unit test	30 (6 x 5)	2,4,6,8,10,12,14 weeks
2.	Essay	10 (2 x 5)	4, 12 week
3.	Case study	10	5 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 grammatical errors.	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.
Case study	<5 Does not apply the unit principles and material as called for in the case	5-6 Applies unit material with gaps in information.	7-8 Applies unit material with some logical order of ideas,	9-10 Applies unit material with logical order of ideas, with no

	<p>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>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>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>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 wellsupported 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	<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>VII 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. Peter Hough, Andrew Moran, Bruce Pilbeam, Wendy Stokes. International Security Studies book. Theory and Practice. Edition 2nd Edition. London, 2020. 540p. URL: [https://books.google.com.ua/books/about/International\\_Security\\_Studies.html](https://books.google.com.ua/books/about/International_Security_Studies.html)
2. Exceptions in International Law / Lorand Bartels, Federica Paddeu (Eds). Oxford University Press, 2020. 416 p
3. Margaret Helliwell. Business Plus. English Type: International English. Cambridge University Press. 2014. – 252 p.
4. Michael McCarthy, Jeanne McCarten, David Clark, Rachel Clark. Grammar for Business with Audio CD. – Cambridge University Press. 2012. – 310 p.
5. Leo Jones & Richard Alexander. New International Business English Student's Book. Cambridge University Press. 2015. – 279 p.
6. 4. Prodromou L. Grammar and Vocabulary for First Certificate. - Longman. Pearson Education Limited, 2014.

### 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

1. Murphy R. English Grammar in Use 5th. – Cambridge University Press, 2022. URL: <https://books-here.com/english-grammar-in-use-5th-ed/>
2. Website of NATO <https://www.nato.int>
3. Website of OSCE <https://www.osce.org>
4. Website of United Nations URL : <https://www.un.org/en>
5. Website of EU regulations URL: <https://eur-lex.europa.eu/homepage.html>
6. The International Court of Justice (ICJ). URL: <https://www.icj-cij.org/en/court>
7. Simpson G. International Law in the Diplomatic System. In: Selected lectures. Audiovisual Library of International Law. URL:[https://legal.un.org/avl/ls/Simpson\\_DCR.html](https://legal.un.org/avl/ls/Simpson_DCR.html)
8. Law Explorer / Foreign & International Law / Diplomatic and Consular Relations. URL: <https://lawexplores.com/diplomatic-and-consular-relations/>

### 6.4. Computer Applications and soft

## Рецензія на роботу програму (силабус)

### English (as a foreign language)

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	✓		

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(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 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  
(назва)

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

  
(підпис)