

**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 specialization²⁹³ “International law”

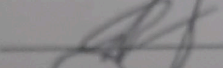
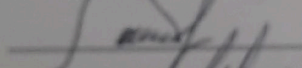
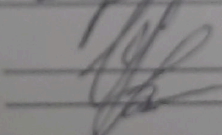
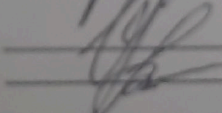
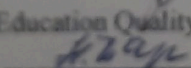
at the first (bachelor's) level of higher education

Sumy-2024

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

Module syllabus agreed at the Foreign Languages Department meeting	Minutes No 15 dated June 14, 2024
	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  (P. Baranik)
Registered in electronic data base 25.06. 2024

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

Module syllabus agreed at the Foreign Languages Department meeting	Minutes No 15 dated June 14, 2024
	Head of Foreign Languages Department PhD in Pedagogical Sciences, Associate professor _____ Tetiana KLOCHKOVA

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licensing and accreditation _____ (_____)

Registered in electronic data base _____ 2024

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	Legal English		
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	7		
9.	Total workload and time allotment - 210	Directed study		Self-directed study
		Lectures	Practicals	Labs
		-	20/20	-
				70/100
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	tridel@ukr.net		
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 labor 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>Copying - reduced exam or assignment grade to 0 for assignment or exam</p> <p>Cheating - requiring the student to redo the assignment for a reduced grade - assigning the student a failing grade for the assignment</p> <p>Information Falsification or Fabrication -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>Deception -a mark of zero (0) should be awarded for the assessment in which the deception was found to occur</p> <p>Facilitating academic dishonesty -reduced assignment grade for what the student submitted -a mark of zero (0) for assignment student submitted -reduced grade in module</p> <p>Plagiarism -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	https://cdn.snau.edu.ua/moodle/course/view.php?id=3790

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 information using the	X	X		X	X	Case study

library catalog, directories, dictionaries, the Internet; make predictions using the keys given; generalize, paraphrase and synthesize personal ideas.						
MLOs 2. Listening Comprehend and understand audio texts different in content, linguistic composition and time on the subjects taught by the module.	X	X	X	X		Dictation (gap-filling: open/banked; table completion) End-of-unit test
MLOs 3. Reading 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 information from	X	X	X			Essay End-of-year written test

various legal English-language sources.						
MLOs 4. Speaking and vocabulary 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. Writing 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

V semester

Topics	Distribution of hours			Learning resources	
	Directed study		Self-directed study		
	Lectures	Practicals	Labs		
Topic 1. <i>The nature of civil law. Use of English (Lexical Competence).</i> Civil law. Reading -		2		8	1, 2, 6, 7

<p>“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?”</p>					
<p>Topic 2. Use of English (Grammatical Competence). <i>Indicative, imperative, and subjunctive mood.</i> Peculiarities of imperative mood. Practice tests.</p>		2		6	4, 5, 8, 9, 10, 11
<p>Topic 3. Contract law. Use of English (Lexical Competence). 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”.</p>		2		8	1, 2, 6, 7
<p>Topic 4. Use of English (Grammatical Competence). <i>Peculiarities of conditional mood in the English language.</i> Types of conditional mood. Modal verbs functioning in conditional mood. Practicetests.</p>		2		6	4, 5, 8, 9, 10, 11
<p>Topic 5. Employment contract. Use of English (Lexical Competence). 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>		2		8	3, 6, 7
<p>Topic 6. Subjunctive I. Ways of formation, use and translation. Practice tests.</p>		2		6	4, 5, 8, 9, 10, 11

Topic 7. The nature of tort law. Use of English (Lexical Competence). 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.		2		8	3, 6, 7
Topic 8. Subjunctive II. Ways of formation. Use and translation. Practice tests.		2		6	4, 5, 8, 9, 10, 11
Topic 9. Corporation and its management. Use of English (Lexical Competence) – 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.		2		8	3, 6, 7
Topic 10. The Conditional Mood. Ways of formation. Use and translation. Practice tests.		2		6	4, 5, 8, 9, 10, 11
Total hours/semester:		20		70	

VI semester

Topics	Distribution of hours			Self-directed study	Learning resources
	Directed study				
	Lectures	Practicals	Labs		
Topic 1. Civil procedural law. Use of English (Lexical Competence) – 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”.		2		10	1, 2, 6, 7
Topic 2. Non-finite forms of the verb. Ways of translation. Practice tests.		2		10	4, 5, 8, 9, 10, 11

<p>Topic 3. <i>Hearing appeals. Use of English (Lexical Competence)</i> – 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 procedure rules. 3) Due process. 4) Final judgement. 5) The grounds for prevailing party to appeal or cross-appeal. Dialogues.</p>	2		10	1, 2, 6, 7
<p>Topic 4. <i>Infinitive. General characteristics.</i> Particle to. Infinitive tense forms and its functions in the sentence. Modal verbs with Continuous and Perfect Infinitive. Practice tests.</p>	2		10	4, 5, 8, 9, 10, 11
<p>Topic 5. <i>Notary bodies of Ukraine. Use of English (Lexical Competence)</i> – 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).</p>	2		10	1, 2, 6, 7
<p>Topic 6. <i>Infinitive constructions:</i> - Complex Object, - Complex Subject, - Prepositional Infinitive Complex. Practice tests.</p>	2		10	4, 5, 8, 9, 10, 11
<p>Topic 7. <i>European judicial system. Use of English (Lexical Competence)</i> – judicial system, a court, the main person in court, a</p>	2		10	3, 6, 7

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.					
Topic 8. Meaning and use of Participle. Functions of Participle in the sentence. Participial constructions. Practice tests.		2		10	4, 5, 8, 9, 10, 11
Topic 9. United Nations Organization. Use of English (Lexical Competence) – 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”.		2		10	3, 6, 7
Topic 10. Gerund. Gerundial constructions. Practice tests.		2		10	4, 5, 8, 9, 10, 11
Total hours/semester:		20		100	
Total hours/academic year:		40		170	

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	8	Reading, information search, preparing oral reports,	40

			compiling legal terms vocabularies	
2	Role-playing, group discussions/debates	8	Opinion polls, simultaneous interpretation	30
3	Making story maps/KWL charts, text structuring and retelling, quizzes, preparing article abstracts	8	Literature review	20
4	Case studies, round-the-table discussions, brainstorming, role playing	8	Questionnaires preparation	35
5	Preparing written reports/legal documents/business letters, peer conferencing, color coding, dealing with mentor texts	8	Literature review, creating posts, written translation	45

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
I semester			
1.	End-of-unit test	50 (5 x 10) 50 %	3,6,9,12,13 weeks
2.	Essay	10 (2 x 5) 10 %	8 week
3.	Case study	10 10 %	5 week
4.	Oral test	15 15 %	12 week
5.	End-of-semester written test	15 15 %	15 week
II semester			
1.	End-of-unit test	50 (5 x 10) 50%	3,6,9,12,13 weeks
2.	Essay	5 (1 x 5) 5 %	8 week
3.	Oral test	15 15 %	12 week
4.	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

Essay	<p style="text-align: center;"><3</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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;"><9</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 style="text-align: center;">6-7</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 style="text-align: center;">8-9</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</p>	<p style="text-align: center;">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</p>

			presented as a whole.	one another, but as part of a whole.
Oral test	<9 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.	9-10 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.	12-14 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.	15 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.
End-of-semester written test	<9 <60% correct answers	9-11 60-74% correct answers	12-14 75-89% correct answers	15 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
V semester		
1.	Written vocabulary test on completion topics 1-2, 3-4, 5-6, 7-8, 9-10	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
VI semester		

1.	Written vocabulary test on completion topics 1-2, 3-4, 5-6, 7-8, 9-10	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
2. Exceptions in International Law / Lorand Bartels, Federica Paddeu (Eds). Oxford University Press, 2020. 416 p
3. Hagemeyer-Witzleb T.M. The International Law of Economic Warfare. Cham: Springer, 2021. 423 p.
4. Jenny Dooley, Virginia Evans. - Grammarway 4. Express Publishing. 2019. - 272 p.

6.2. Guidelines

5. Рідель Т.М. «LEGAL ENGLISH – BASICS. Part 1». Навчальний посібник для здобувачів 1 курсу напряму підготовки 293 «Міжнародне право» за освітньою програмою «Міжнародне право» денної форми навчання освітнього ступеня «Бакалавр». – Суми, РВВ: Сумський національний аграрний університет, 2024. – 100 с.

6.3. Additional resources

6. 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.
7. Prodromou L. Grammar and Vocabulary for First Certificate. - Longman. Pearson Education Limited, 2014.
8. Murphy R. English Grammar in Use 5th. – Cambridge University Press, 2022. URL: <https://books-here.com/english-grammar-in-use-5th-ed/>
9. Website of NATO <https://www.nato.int>
10. Website of OSCE <https://www.osce.org>
11. Website of United Nations URL : <https://www.un.org/en>
12. Website of EU regulations URL: <https://eur-lex.europa.eu/homepage.html>
13. The International Court of Justice (ICJ). URL: <https://www.icj-cij.org/en/court>
14. 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
15. 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 робочу програму (силабус)
Legal English (Third 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)

Наталія 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 Тетяна КЛЮЧКОВА
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_____ (підпис)