

**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”**

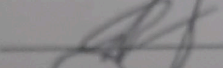
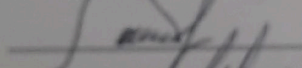
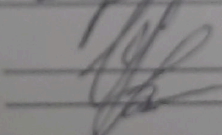
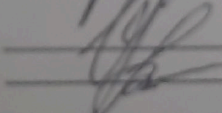
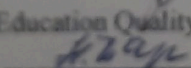
**at the first (bachelor's) level of higher education**

**Sumy-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 _____ <b>Tetiana KLOCHKOVA</b>

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Representative of the Department of Education Quality assurance,  
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	<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	VII semester, week 1-15		
8.	ECTS credits number	4		
9.	Total workload and time allotment - <b>120</b>	Directed study		Self-directed study
		Lectures	Practicals	Labs
		-	<b>20</b>	-
				<b>100</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		

		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 Upper-Intermediate level (according to Common European Framework of Reference for Languages) learners who need to be able to use English in the legal profession. Co-requisites are EU Practice on Human Rights; Fundamentals of EU Law; European Integration.
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=4173">https://cdn.snau.edu.ua/moodle/course/view.php?id=4173</a>

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

MLOs: On successful completion of the module the	PLOs					How assessed
	PLOs 7	PLOs 12	PLOs 13	PLOs 14	PLOs 15	

<b>learner will be able to:</b>						
MLOs 1. 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	<b>Case study</b>
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	X	X	X			<b>Essay</b>  <b>End-of-year written test</b>

situations. Search, process and 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

#### VII semester

	Distribution of hours	Learning resources
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Topics	Directed study			Self-directed study	
	Lectures	Practicals	Labs		
<p><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.</p>		2		10	1, 2, 7, 8
<p><b>Topic 2. <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 when looking for a job. Dialogues - “Applying for a Job” Practice tests. Multiple matching. Strategy.</p>		2		10	4, 5, 6, 9, 10, 11
<p><b>Topic 3. <i>Human rights. Use of English (Lexical and Grammatical Competence):</i></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.</p>		2		10	1, 2, 7, 8
<p><b>Topic 4. <i>Business English. Job interview. Use of English (Lexical and Grammatical Competence).</i></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.</p>		2		10	4, 5, 6, 9, 10, 11
<p><b>Topic 5. <i>Human rights in the Constitution of Ukraine. Use of English (Lexical and Grammatical Competence).</i></b> Reading - “Human Rights in the Constitution of Ukraine.” Speaking – “The Main Features of Human Rights in the Constitution of Ukraine. Multiple matching.</p>		2		10	1, 2, 7, 8

Strategy. Reading for understanding the main ideas in a short written text.					
<b>Topic 6. Business English. Modern Means of Information Transfer. Use of English (Lexical and Grammatical Competence).</b> Reading - "Effortless Telephone Calls.". Speaking – "Uses of Faxes. Dialogues - "Phone Etiquette". Practice tests. Gapped text. Strategy. Reading for text understanding and completion.		2		10	4, 5 ,6 , 9, 10, 11
<b>Topic 7. The European Convention on Human Rights. Use of English (Lexical and Grammatical Competence).</b> 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.		2		10	1, 2, 7, 8
<b>Topic 8. 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.		2		10	4, 5 ,6 , 9, 10, 11
<b>Topic 9. 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.		2		10	1, 2, 7, 8
<b>Topic 10. Presentations. Negotiations. Use of English (Lexical and Grammatical Competence).</b> Reading - "Presentation Tips". Speaking –		2		10	4, 5 ,6 , 9, 10, 11

Negotiation. Dialogues - "Negotiation Process". Practice tests. Gapped text. Strategy. Reading for text understanding and completion.					
<b>Total hours/semester:</b>		<b>20</b>		<b>100</b>	
<b>Total hours/academic year:</b>		<b>20</b>		<b>100</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	4	Reading, information search, preparing oral reports, compiling legal terms vocabularies	35
2	Role-playing, group discussions/debates	4	Opinion polls, simultaneous interpretation	10
3	Making story maps/KWL charts, text structuring and retelling, quizzes, preparing article abstracts	4	Literature review	25
4	Case studies, round-the-table discussions, brainstorming, role playing	4	Questionnaires preparation	10
5	Preparing written reports/legal documents/business letters, peer conferencing, color coding, dealing with mentor texts	4	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) 30%	4,8,10,12,14 weeks
2.	Essay	15 (3 x 5) 15%	4, 8, 12 week
3.	Case study	10 10%	5 week
4.	Oral test	15 15%	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	5-6	7-8	9-10

	<60% correct answers	60-74% correct answers	75-89% correct answers	90-100% correct answers
Essay	<p>&lt;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>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;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>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>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</p>	<p>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.</p>

			support for the thesis. Concepts, overall, are presented as a whole.	Concepts are not presented independently of 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
<b>VII semester</b>		
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](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

### **6.2. Guidelines**

3. 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**

4. Margaret Helliwell. Business Plus. English Type: International English. Cambridge University Press. 2014. – 252 p.
5. Michael McCarthy, Jeanne McCarten, David Clark, Rachel Clark. Grammar for Business with Audio CD. – Cambridge University Press. 2012. – 310 p.
6. Leo Jones & Richard Alexander. New International Business English Student's Book. Cambridge University Press. 2015. – 279 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](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)  
English (as a foreign language)**

<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» Наталія ПЕТРОВА \_\_\_\_\_  
(назва) (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 Тетяна КЛЮЧКОВА \_\_\_\_\_  
(назва) (посада, ПІБ) (підпис)