

Английский язык для юристов – 3
Course Syllabus for «English for Lawyers – 3»

Approved by the Academic
Council of _____ Degree
Programme¹ Minutes No. , dated
____ 21 _____

Abstract.

The programme is intended for 2nd-year students of the Higher School of Economics of the Bachelor's degree programmes “Jurisprudence”; and “Jurisprudence: Private Law”. The program aims at professional development of future lawyers’ soft skills:

1) language skills (oral and written professional English language, legal terminology and professional vocabulary; grammar of the advanced/proficiency level, active listening in the key typical situations of the legal discourse (an interview with the client, oral report to the superior, project work communication, mediation, court hearing); efficiency in dealing with authentic legal texts of different amounts);

2) cognitive skills (critical thinking, communicating with the frame of team work, managing a team); feedback (mutual monitoring and peer review); discussion (identifying a problem, arranging and monitoring discussion, participating in a discussion, developing an argument); presentation of interim and final results (projects, cases) in the form of report, review and presentation).

The program creates the ground for further success in any studies of Law in the frame of academic mobility.

The programme is based on the Concept of Development of English-language Communicative Competence of HSE Students of non-linguistic specialties.

The programme is developed under the Regulations on the Curriculum of the Academic Discipline of Higher Education Programmes – Bachelor's, specialist's, Master's Programmes of the Higher School of Economics and the Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics.

Students who have studied the discipline will learn basic professional terminology and gain knowledge of contract law, business law and corporate law, types of companies, and writing documents within the framework of Anglo-Saxon and American law.

There are no blocking controls. The minimum requirement for successfully mastering this programme is B1 English language proficiency.

¹ For syllabi from the university-wide pool – head of Department

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No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study, “Private Law” and “Jurisprudence”
Study format	Use of on-line course

1. Objectives, Results of the Course Study and Pre-requisites

The aims of the course are:

- to improve student’s ability to read and understand law journal articles, commercial legislation, legal texts, legal correspondence;
- to increase student’s comprehension of spoken English (legal topics in lectures, presentations, interviews, discussions, etc);
- to strengthen student’s speaking and writing skills in a range of situations typical of the study of law and the practice of law (client interview, act out in court etc.);
- to develop an understanding of the law and consolidate language skills;
- to engage in designing a contract or employment contract;
- to read or listen to legal articles, letters, proposals, client interviews or presentations.

“English for Lawyers” is an upper- intermediate level (B2) course for law students who need to use English in their legal work or studies. The study format is a blended learning format.

2. Course Contents

Topic (course section)	Total hrs ²	Expected learning outcomes (ELO) to be assessed	Assessment formats
	LC		
	SM		
	onl/sw		
Topic 1 Contract Law	SM - 7	Case report; strategies to make, deliver it, discuss it (writing, speaking); strategies to negotiate a contract with a client/ a potential client; active listening + asking questions; SCORE model (Situation – Courses-Outcomes-Resources-Effects);	vocabulary quiz; presentation; online course listening, reading and writing exercises; tests; writing a report; Mini-cases. Role-plays. Soft skills assessment
	onl- 9		
	SM- 7	Case report; memorandum upon a meeting: strategies to make, deliver it,	vocabulary quiz; presentation; online course listening,

² Leave blank for syllabi, which are not part of a degree programme curriculum and not planned for a schedule

Topic 2. Employment Law	onl - 9	discuss it (writing, speaking); Strategies to negotiate an employment contract, employer/employee agenda; Feedback loop strategy;	reading and writing exercises; tests; class discussion; writing a report; Mini-cases. Role-plays. Soft skills assessment
Topic 3. Company Law	SM – 8 Onl - 10	knows the main forms of business organization; the factors that could influence the choice of business; their advantages and disadvantages and disadvantages of each form; uses legal vocabulary more accurately, concisely and effectively; organizes and presents ideas and statements in a clear, logical and appropriate way	vocabulary quiz; presentation; online course listening, reading and writing exercises; tests; writing a report; Mini-cases. Role-plays. Soft skills assessment
Topic - 4. Litigation and Arbitration	Sm – 8 Onl - 10	knows the range of ways to handle legal disputes; types and stages of litigation; types of ADR methods; distinguishes legal terminology and the context of its use; uses legal vocabulary more accurately, concisely and effectively; communicates legal concepts and information confidently and easily; organizes and presents ideas and statements in a clear, logical and appropriate way.	vocabulary quiz; presentation; online course listening, reading and writing exercises; tests; writing a report; Mini-cases. Role-plays. Soft skills assessment
Topic 5. Property Law	SM- 11 Onl- 12	Moot Court roles and strategies (arbitration strategies): collecting and selecting the information (consultation with the client/with the associate)-working with the Legal instruments (laws, restatements, relevant cases, etc) – brainstorming the ideas (individual and team work) - developing the speech & behavioral strategy – dealing with arguments and counterarguments – finding the weak sides/points – developing the arguments and counterarguments;	vocabulary quiz; presentation; online course listening, reading and writing exercises; tests; class discussion; prepare a pleading
Topic 6. Intellectual Property Law	Sm - 11 Onl - 12	Moot Court roles and strategies: Practicing the skills of the previous topic / stage with the focus on final speeches + finalizing the case (the client’s side / the counterpart’s side);	vocabulary quiz; presentation; online course listening, reading and writing exercises; tests; discussion in pairs, moot court, write a report

Hours for types of classes:	Sm-52
	Onl - 62
Total hours	114

Course formats:

LC – lectures;

SM - seminars/practical courses/ laboratory work;

Onl. –online lectures and other Internet courses;

SW – student independent work.

3. Assessments

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

The common mathematical rounding is applied to students' scores. Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

Online course

10 - 100%,

9 - 96-99%

8 - 90-95%

7 - 86-89%

6 - 80 -85%

5 - 70-79%

4 - 60-69%

3 - 50-59 %

2 - 25-49 %

1 - 24% - 1,

0 - 0%.

The range of graded skills includes reading, writing, speaking, listening.
The criteria correlate with the international standards (CEFR).

-Written Assessment

REPORT ASSESSMENT CRITERIA (max 10 points)

Recommended word count 150 – 200

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: presents a fully developed position in answer to the question with relevant, fully extended and well supported arguments; writes an introduction which clarifies the aim and the subject of the report, uses suitable headings for each of the paragraphs, describes what was discovered, analysed, compared or generalised, how the information was obtained, gives facts and findings, a logical conclusion including results and recommendations/predictions;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: presents relevant main ideas but some may be inadequately developed; writes a relevant introduction, conclusion and recommendations, uses headings for the paragraphs; a final paragraph sums up the report appropriately;

1 point – the student responds to the task only in a minimal way or the answer is tangential: writes an introduction, does not use headings for the paragraphs, does not include analysis, writes an unwarranted conclusion and recommendations; presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: does not write an introduction and/or conclusion, does not use headings for the paragraphs, presents only the personal opinion based on unproved assertion.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured, descriptive and evaluating report, uses a variety of linking devices appropriately, organises information and ideas logically, uses paragraphing sufficiently;

1 point – the student writes an overview paragraph, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not write an overview paragraph or writes an irrelevant introduction, does not organise information and ideas logically, fails to use linking devices appropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary without repetitions, lexical and spelling mistakes, the report is written in an impersonal style and the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 1 lexical or spelling mistake, the student uses the appropriate register;

0 points – the student uses a basic vocabulary, makes 2 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and passive structures without grammar mistakes;

1 point – the student uses basic grammar structures and makes 1 grammar mistake;

0 points – the student makes numerous grammar mistakes which impede understanding.

Level/track specific criteria (max 1 point)

1 point – All content is relevant to the task and the target; a reader is on the whole informed.

0 points – The student does not make a relevant choice and does not justify the decision with evidence.

-Oral Assessment

PRESENTATION ASSESSMENT CRITERIA (max 10 points)

If the content of the presentation does not relate to the topic, a student receives “0” for the whole presentation.

Task Response (max 3 points):

3 points – the student fully addresses all parts of the task: the presentation corresponds to the chosen topic; it is clearly divided into introduction, main body and conclusion, all content points are covered; introduction contains the purpose and the plan of the presentation, each part of the main body has an explicit pattern of organisation (illustration, cause and effect, comparison, definition, etc.); conclusion includes both summary and the final statement and rounds the presentation of appropriately; presentation contains appropriate references in APA style in speech and slides; various coherence devices are used;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the presentation partially corresponds to the topic, it is clearly divided into introduction, main body and conclusion and the parts of the presentation are connected with linking devices; presentation contains appropriate references in APA style in speech and slides;

1 point – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the presentation partially corresponds to the chosen topic, not all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA style in speech and slides;

0 points – the student does not adequately address any part of the task: the presentation is not divided into introduction, main body and conclusion and the parts of the presentation are not connected with linking devices; presentation does not contain appropriate references in APA style in speech and slides.

Language Use (max 3 points):

3 points – the speaker uses an appropriate amount of academic vocabulary, terminology is relevant to the subject, synonyms are used to avoid repetitions, the hedging strategies are applied when applicable, the speaker uses collocations and advanced grammar when needed, pronunciation and speech flow are natural, occasional vocabulary and grammar mistakes in speech causing no difficulties for the audience; texts on slides have no vocabulary and grammar mistakes; the speaker naturally fills in the pauses caused by breakdowns of different nature;

2 points – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

1 point – the speaker demonstrates limited language resource; the vocabulary and grammar are generally appropriate with a few non-impeding inaccuracies; the speaker fills in the pauses caused by breakdowns of different nature with effort;

0 points – the speaker demonstrates poor language resources, omits vocabulary and grammar mistakes that cause serious difficulties for the audience, and the speaker does not fill in the pauses.

Manner of Delivery (max 2 points):

2 points – the presenter speaks with confidence maintaining a certain level of dynamics and keeping an appropriate posture and body language, maintains the adequate level of eye contact, uses stress, intonation and pausing appropriately; the presentation is given without reading off the slides or paper within the given time limit; the presenter makes 1-2 pronunciation mistakes in words of common use causing no difficulties for the audience, when answering questions; the speaker interacts with ease and responds appropriately;

1 point – the presenter makes 3-4 pronunciation mistakes causing difficulties for the audience and/or the presenter uses stress, intonation and pausing with limited control causing some difficulties for the audience; the presentation is given without reading off the slides or paper, when answering questions; the speaker interacts with effort or responds inappropriately; the speaker delivers the content within the given time limit;

0 points – the presenter makes 5 and more pronunciation mistakes in words of common use causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

Visual Aids (max 2 points):

2 points – the visuals are prepared in a certain style consistent throughout the presentation and well readable (font, color); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

1 point – the visuals are well readable (font, color), contain both complete sentences and key words and phrases, presentation has a disbalance of graphic and verbal information;

0 points – the visuals are not well readable, and do not conform to the academic register.

-Independent Work Assessment

A fully completed task means that an assigned task meets the deadline and all the requirements.

Commentary:

Independent work includes activities that students do at home, activities that students do in the classroom and online work. The elements of independent work cannot be retaken.

- Final assessment

Period of Final Assessment: the final exam is held in class within 10 days before the exam period online on MS Teams platform.

The release of examination papers: during the session.

The exam consists of 3 parts: *Listening (30%), Reading (30%) and Writing (40%)* respectively in the total mark for the exam. 0 points in case of cheating.

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

1.	<i>Listening</i> (L)	Listen to the text and complete the tasks 1-10.	max. 10 points
2.	<i>Reading</i> (R)	Read the text and complete the tasks 1-10.	max. 10 points
3.	<i>Writing</i> (W)	Write a report.	report assessment criteria

Grading formula: $L*0,3+R*0,3 +W*0,4 = 10$

Note

Depending on the epidemiological situation the final test is held in class during the session week or online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics).

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

- check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable);
- prepare the necessary items for the exam tasks (pens, A4 paper for a draft);
- disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:

- sufficient level of illumination;
- low noise level;
- absence of interference with video and audio signal transmission;
- a fully operational webcam (including built-in laptop cameras);
- a fully operational microphone (including built-in laptop cameras);
- a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

During the writing part of the exam, it is prohibited to:

- turn off the webcam and microphone; reduce its level of sensitivity to sound;
- use auto-correct functions, notes, textbooks, other educational materials;
- leave the desk area during the Exam (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the exam;
- use “smart” gadgets (smartphone, tablet, etc.);
- involve another person to help with the Exam, talk with another person during the Exam;
- read tasks out loud.

In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser window are visible, get a response from the Internet provider) and report the problem to the office of the student’s Program and to the teacher (in one email).

According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «... The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student’s removal from the examination room, disconnection from the videoconference, etc.) with a subsequent “0” grade in the examination grade column.

Note:

Blocking elements are not present. Students are taught to develop their skills in:

Reading which includes the following: predicting, skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counter-argument; distinguishing between main information and supporting detail, fact and opinion, hypothesis versus evidence; summarizing and note-taking.

Writing includes the following: legal document content and structure/email/letter/summary (patterns of organization, paragraphing, discussion – argument/ counterargument, advantages and disadvantages, topic sentence and supporting ideas, coherence and cohesion, punctuation, quoting and referencing, avoiding plagiarism, bibliographies); functions (generalization, definitions, exemplification, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data); style (passive constructions, avoiding verbosity) and punctuation.

Listening includes the following: general comprehension (listening for gist, listening for detailed information, recognizing relevant/irrelevant information, signposting and importance markers, recognizing sentence connections: reference, addition, contrast, cause and effect, listing; evaluating the importance of information); lectures (identifying the topic and main themes, identifying relationships among major ideas, comprehending key information, identifying

supporting ideas and examples, retaining information through note-taking, retrieving information from notes, inferring relationships between information supplied in a lecture, taking efficient notes from a lecture).

Speaking includes the following: seminar skills (agreeing and disagreeing, clarifying, questioning, persuading, emphasizing, concluding, interrupting; evaluating ideas and actions, presenting solutions, recommending action, comparing and contrasting, probability and possibility, cause and effect, criticizing); and presentation skills (introductions and stating the purpose, signposting, creating interest and involving audience, using rhetorical questions, emphasizing and highlighting key points, preparing the audience for visuals, summaries, conclusions and closing courtesies; body language and non-verbal communication).

Sample tasks

- Prepare a report to appeal in a court/ employment tribunal.
- Write a report based on the case.
- Make a presentation based on the case.
- <https://edu.hse.ru/course/view.php?id=87590>

Interim assessment

0.250 Written assessment

0.200 Oral assessment

0.250 Independent work assessment

0.300 Final assessment

Types of classrooms:

Lecture / seminar classroom (52)

Sources

Key recommended reading

№p/p	Name
	1. Catherine Mason (2016) The Lawyer's English Language Global Legal English Ltd.
	2. Krois-Lindner, A., Firth, J. & Translegal. (2008). Introduction to International Legal English. A course for classroom or self-study use. CUP.

Recommended further reading

№p/p	Name
	1. Professional English in Use: Law, Gillian D. Brown and Sally Rice (CUP)
	2. Английский язык для юристов: учебник и практикум для академического бакалавриата / И. И. Чиронова [и др.]; под общ. ред. И. И. Чироновой. — 2-е

	изд., перераб. и доп. — М.: Издательство Юрайт, 2019. — 399 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-00188-4.

Software

№п/п	Name	Terms for access/downloading
		<i>Microsoft Office Professional Plus 2010 (from HSE University's internal network (agreement))</i> <i>Microsoft Windows 7 Professional RUS (from HSE University's internal network (agreement))</i>

Professional databases, information reference systems, e-resources (eLearning resources)

№п/п	Name	Terms for access/downloading
		<i>MS Teams, Zoom, Webinar.ru (from HSE University's internal network)</i> https://edu.hse.ru/course/view.php?id=17458 (from HSE University's internal network) https://biblio-online.ru

Supplies and technical support for the course:

- **type of classroom**: computer classroom or/ and lecture hall;
- **classroom procurement**: personal computer; multimedia projector, screen, whiteboard, laptop, screen, specialized furniture, blackboard, tables or desks, chairs, Wi-Fi Internet.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;
- *for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;
- *for persons with a muscular-skeleton disorder*: in hard copy; e-documents; audio-files, individual assignments and mentoring.