

**Английский язык для специальных целей. Английский для юристов – 2**

**Course Syllabus for «English for Lawyers – 2»**

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No. of credits	5
Contact hours	80
Independent study (hours)	110
Year of study, degree programme	The first year of study, “Private Law” and “Jurisprudence”, 3-4 modules
Study format	Use of on-line course

**Abstract**

The program is for the 1st year students (bachelor's degree program "Jurisprudence" and "Jurisprudence: Private law"). The program is designed to develop foreign-language communicative and professional competencies that is based on "Regulations FOR Interim and Ongoing Assessments of Students at National Research University Higher School of Economics and "Concept of development of English-language communicative competence HSE students". The course is focused on basic professional terminology and knowledge of contract law, employment law, tort law, intellectual property law and real property law within the framework of Anglo-Saxon and American law. The course supports both classroom and independent learning (online course). There are no blocking controls.

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

The aims of the course are:

- to improve a student’s ability to read and understand law journal articles, commercial legislation, legal texts, legal correspondence;
- to increase a student’s comprehension of spoken English (legal topics in lectures, presentations, interviews, discussions, etc);
- to strengthen a 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.

Results of the Course Study are: to produce a legal document by writing a letter or email, a memo, by taking part in a role–play interview, or by discussing a legal issue using legal terminology; 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 <sup>1</sup>	Expected learning outcomes (ELO) to be assessed	Assessment formats
	LC		
	SM		
	onl/sw		
Topic 1 Contract Law		<p>knows the main requirements to make a valid contract, the ways to enforce the contract and remedies for breach of contract available;</p> <p>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;</p> <p>organizes and presents ideas and statements in a clear, logical and appropriate way;</p> <p>develop the skills of listening lectures for further deliberation and analysis;</p>	<p>vocabulary quiz;</p> <p>presentation;</p> <p>online course listening, speaking, reading and writing exercises; tests; class discussion;</p> <p>a letter of advice</p>
	SM - 16		
	onl- 16		
Topic 2. Employment Law		<p>knows the general rules of employment law and the ways to resolve labour disputes Anglo-Saxon law; knows the essence of employment contract and the types of its terms and clauses;</p> <p>distinguishes the types of dismissal and other ways to terminate the employment;</p> <p>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</p>	<p>vocabulary quiz;</p> <p>presentation;</p> <p>online course listening, speaking, reading and writing exercises; tests; class discussion; an essay up to 250 words</p>
	SM- 16		
	onl - 16		

<sup>1</sup> Leave blank for syllabi, which are not part of a degree programme curriculum and not planned for a schedule

		appropriate way; detect logical fallacies in arguments	
Topic 3. Tort Law	SM- 16	distinguishes tort from crime, Tort law from Criminal law; knows the heads, types and classes of tort; knows the structure of a case note or brief; distinguishes remedies and defences available; communicates legal concepts and information confidently and easily; organizes and presents ideas and statements in a clear, logical and appropriate way	presentation; online course listening, speaking, reading and writing exercises; vocabulary tests; a letter – reply to a demand letter
	Onl- 16		
Topic 4. Intellectual Property Law	Sm - 16	knows the branches of intellectual property law, their aims, sources and areas; knows international organizations and their mission and specialization; 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; detect logical fallacies in arguments	presentation; online course listening, speaking, reading and writing exercises; vocabulary tests; debate – group work; an essay up to 250 words
	Onl - 16		
Topic 5. Real Property Law	Sm - 16	knows the general overview of property law, the main trends and aims; distinguishes the two types of property; knows the difficulties with legal translation and false friends (terms which look like terms in another language, but whose meaning is different).	presentation; online course listening, speaking, reading and writing exercises; vocabulary tests; a memo
	Onl - 16		
<b>Hours for types of classes:</b>			
	<b>Sm-80</b>		
	<b>Onl - 80</b>		

<b>Total hours</b>	<b>160</b>
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***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).

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.

### **FINAL ASSESSMENT**

The exam consists of two parts, i.e. *Reading* and *Writing* that weigh 40% and 60% respectively in the total mark for the exam. The actual scores for *Reading* are turned into percentages which are tuned into a final mark out of 10 points. Time limit: 70 minutes online/offline.

Grading scale: 10 =100 - 96%, 9=95 - 91%, 8=90 - 86%, 7 = 85 - 78%, 6 =77 - 71%, 5= 70 - 61%, 4 = 60 - 51%, 3 = 50 - 36%, 2 = 35 - 21%, 1 = 20 - 1 %, 0 = 0%.

Period of FA: 10 days prior to the fourth module's session.

The release of examination papers: during the session.

Retaking exams: till the 15th of October 2022.

Time limit: 70 minutes online/offline.

Comments to the tasks:

### *1. Reading (R)*

Max. 10 points. Students have no more than 20 minutes to complete the Reading part.

Read the text. Possible reading tasks:

1. Correct option for each task 1-5 (multiple choice).
2. Fill in the gaps 6 - 10 (gap-filling).
3. Decide whether the statement is True, False or Not Given.

### *2. Writing (W)*

Max. 10 points. Students should write a 250-word essay on the topic given. Students have 50 minutes to complete the writing part.

Grading formula:  $R*0,4 + W*0,6 = 10$ .

- Reading Test (40%);
- Essay Writing (60%).

## **ESSAY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 250*

### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student 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; content only partially corresponds to the topic;

**0 points** – the student does not adequately address any part of the task: the task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

### **Coherence and Cohesion (max 2 points)**

**2 points** – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

**1 point** – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

**0 points** – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

**Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

**1 point** – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

**0 points** – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

**Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures and may make 1 minor mistake;

**1 point** – the student uses a variety of grammar structures, but may make 2 mistakes;

**0 points** – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

**Level/track specific criteria (max 1 point)**

**1 point** – the student presents an example for each argument;

**0 points** – the student does not present any example for an argument.

Note:

The final test is held in class within 10 days before the exam period 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, remotely without 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).

Note:

According to part33 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.

## **WRITTEN ASSESSMENT**

to develop skills in writing e-mails; to develop skills in writing essays (opinion advantages/disadvantages)

### **EMAIL, LETTER ASSESSMENT CRITERIA (max 10 points)**

#### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: shows that he/she gets the idea of the topic, complete the task mentioning all the key moments in the body of the text; the student presents a fully developed position in response with relevant, fully extended and well supported ideas; content is relevant to the task;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the student shows that he/she mainly gets the idea of the topic and the task is mostly done; minor irrelevances and/or omissions may occur;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; the student does not include everything they were asked to cover;

**0 points** – the student does not adequately address any part of the task and writes something irrelevant.

#### **Coherence and Cohesion (max 2 points)**

**2 points** - there is a salutation, opening, body, closing and signature, used properly and well-structured; the student logically organises ideas and/or effectively uses a wide range of cohesive devices; the text is well-structured and organised in paragraphs;

**1 point** – one of the features is missing, but others are used properly/ there is a salutation, opening, body, closing and signature, but some of them are incorrectly used; ideas are generally organised; the student uses only basic linking words and/or a limited number of cohesive devices; the text is organised in paragraphs;

**0 points** – more than one of the features is missing/incorrectly used; ideas are not logically organised and/or cohesive devices do not indicate a logical relationship between ideas; the text is not organised in paragraphs.

#### **Lexical Resource and Range (max 2 points)**

**2 points** – the student uses a wide range of subject-specific vocabulary including some uncommon lexical items appropriately; there may be 1 inaccuracy, but mainly words fit the content of the task;

**1 point** – the student uses a sufficient range of subject-specific vocabulary appropriately, but may make 1 mistake in spelling, word formation or word choice;

**0 points** – the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice; errors are numerous (2 and more) and impede understanding.

#### **Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures with control and flexibility and may make 1 minor mistake; the student uses correct punctuation;

**1 point** – the student uses various structures and tenses, but may make 2 mistakes, which impede understanding; punctuation is mainly correct;

**0 points** – the student only uses basic structures and/or makes numerous mistakes (3 and more) which severely impede understanding; makes numerous punctuation mistakes.

#### **Level/track specific criteria (max 1 point)**

**1 point** – proper choice and use of language depending on the target audience of the email and the genre;

**0 points** – incorrect use of language for a given purpose.

### **ESSAY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 250*

#### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the



conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student 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; content only partially corresponds to the topic;

**0 points** – the student does not adequately address any part of the task: the task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

#### **Coherence and Cohesion (max 2 points)**

**2 points** – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

**1 point** – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

**0 points** – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

#### **Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

**1 point** – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

**0 points** – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

#### **Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures and may make 1 minor mistake;

**1 point** – the student uses a variety of grammar structures, but may make 2 mistakes;

**0 points** – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

#### **Level/track specific criteria (max 1 point)**

**1 point** – the student presents an example for each argument;

**0 points** – the student does not present any example for an argument.

## **ORAL ASSESSMENT**

to develop skills of participating in dialogues on general, academic, and professional topics (active listening, questioning, responding to questions, emphasizing, discussion strategies); to develop

skills in delivering a monologue (informative/descriptive/argumentative/persuasive speech); to develop skills in giving a presentation (informative/descriptive/argumentative/persuasive speech).

## **DISCUSSION IN A Q&A SESSION FORMAT ASSESSMENT CRITERIA (max 10 points)**

### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; content corresponds to the topic of the discussion;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the student presents a relevant position although the conclusions may be unclear or repetitive; content corresponds to the topic of the discussion;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: presents some ideas but they may be repetitive, irrelevant or not well supported (attitude is not expressed, and/or the arguments are not fully developed or extended); content is partially relevant to the topic;

**0 points** – the student does not adequately address any part of the task; the student does not express a clear position; the student presents few ideas, which are largely undeveloped or irrelevant.

### **Coherence and Cohesion (max 2 points)**

**2 points** – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, makes the points clearly but briefly;

**1 point** – the student applies logic when organising ideas, but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused;

**0 points** – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

### **Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items, phrases useful for the discussion development;

**1 point** – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

**0 points** – the student's vocabulary is too limited to comment on the topic, numerous mistakes impede understanding; active vocabulary is not used or used inappropriately.

### **Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures;

**1 point** – the student uses basic grammar structures and may make occasional mistakes which do not impede communication;

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

### **Fluency, pronunciation (max 1 point)**

**1 point** – the student's speech is smooth and fluent; there might be some minor pronunciation mistakes but they don't impede communication; intonation is appropriate; all sounds are articulated clearly;

**0 points** – the speech is slow; it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

## MONOLOGUE ASSESSMENT CRITERIA (max 10 points)

*Students should speak for no less than 3 minutes and no longer than 5 minutes.*

### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task (monologue is clearly planned); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (there are at least 2 arguments, all of which are fully developed, extended and supported); content corresponds to the topic of the monologue, is not narrowed down or overextended;

**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/unclear); presents a relevant position although the conclusions may be unclear or repetitive (there are at least 2 arguments, all of which are fully developed, extended and supported); content is mostly relevant, not narrowed down or overextended;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; presents a position but it is unclear and/or the arguments are not fully developed, extended and supported; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported (content is partially relevant; it is narrowed down or overextended);

**0 points** – the student does not adequately address any part of the task: monologue is not planned; the student does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

### **Coherence and Cohesion (max 2 points)**

**2 points** – the student applies logic when organising ideas, effectively uses linking devices and introductory constructions;

**1 point** – the student applies logic when organising ideas, but there might be an occasional breach in logic; some of the linking devices and introductory constructions are used inappropriately;

**0 points** – the student does not apply logic when organising ideas; there are no linking devices, introductory constructions, and/or they are used inappropriately.

### **Lexical Resource (max 2 points)**

**2 points** – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items and effectively uses a wide range of cohesive devices;

**1 point** – the student uses an appropriate but limited vocabulary, phrasal verbs and/or collocations are used inappropriately, cohesive devices are inadequate, repetitive, under- or overused;

**0 points** – the student's vocabulary is too limited to comment on the topic; numerous mistakes impede understanding; active vocabulary is not used or is used inappropriately.

### **Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of structures and may make 1 minor mistake which doesn't impede understanding;

**1 point** – the student uses a variety of structures, but may make 2-3 mistakes which might impede understanding;

**0 points** – the student uses basic structures; grammar and stylistic mistakes are numerous and impede understanding.

**Fluency, pronunciation (max 1 point)**

**1 point** – smooth and fluent speech, no pauses/repetitions/self-correction; there might be some minor pronunciation mistakes, but they don't impede understanding, intonation is appropriate, all sounds are articulated clearly;

**0 points** – it takes the student time to find words; he/she doesn't fumble the words and ideas and/or makes numerous pronunciation mistakes which impede understanding; intonation is not appropriate; some sounds are articulated indistinctly.

**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**

### **Listening, Reading and Test**

**Reading:** to develop understanding of articles, reports, straightforward and specialised texts concerned with contemporary problems at the threshold/vantage/effective operational proficiency level; to form understanding of text structure; to develop skills of using basic reading techniques skimming and scanning (predicting, understanding main ideas, understanding details).

**Listening:** to improve understanding of dialogues and polylogues on both familiar and unfamiliar topics; to develop understanding of lectures and learning context; to develop skills of using basic listening techniques (predicting, understanding main ideas and details); to form skills of notetaking.

### **Шкала оценивания**

Оценка	10	9	8	7	6	5	4	3	2	1	0
%	100 -	95 -	90 -	85 -	77 -	70 -	60 -	50 - 36%	35 - 21%	20 - 1 %	0%

выполнения	96%	91%	86%	78%	71%	61%	51%				
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### Reading, Listening, tests (for online)

Количество баллов	Критерии оценки
10 баллов	100%
9 баллов	96-99%
8 баллов	90-95%
7 баллов	86-89%
6 баллов	80-85%
5 баллов	70-79%
4 балла	60-69%
3 балла	50-59%
2 балла	25-49%
1 балл	1%-24%
0 баллов	plagiarism or no work handed in or the student was absent

#### 4. Examples of Assessment Materials

Blocking elements are not present. Examples of Reading, Listening, Writing and Speaking are provided.

**Reading.** *Look at the article below. Read it and decide if the statements under it are true or false.*

Sanjay Pritam is a partner with a law firm in Southampton in the south of England. Sanjay is a specialist in maritime law. He chose this area of law because of his family history. His father owns a ship. Sanjay's father worked on this ship for his whole life. Sanjay worked with him for two years and then he started his legal studies. Sanjay thinks this practical experience on a ship was very useful.

English law influences most of the law that governs international maritime cases. For this reason, lawyers from all over the world contact Sanjay's office to ask him for his opinion, which he gives by phone or email.

When maritime lawyers are speaking informally, they divide cases into two categories. They call them 'dry' cases and 'wet' cases. Dry cases involve problems with shipping contracts and wet cases involve problems at sea, such as ships that have accidents. Most of the cases that Sanjay deals with cannot be negotiated and end in litigation.

- 1 Sanjay's father is also a lawyer. (F)
- 2 Sanjay thinks it is good that he worked on a ship before he was a lawyer. (T)
- 3 Sanjay usually travels to other countries to help lawyers who have questions about maritime law. (F)
- 4 A maritime case involving a breach of contract is informally called a 'dry case'. (T)
- 5 Most of Sanjay's cases go to court because the parties cannot agree upon a solution. (T)

**Listening.** You will hear part of conversation between a lawyer and her client about misuse of communications systems at work. For each question, choose the best answer: a, b or c.

1. The client is mainly worried about ...
  - a. a particular member of his staff.
  - b. protecting the security of his computer systems.
  - c. **his staff's use of the Internet.**
2. The lawyer points out that ...
  - a. employees spend a lot of time on social networking sites.
  - b. **employers can be considered responsible for their employees' misuse of the Internet.**
  - c. employees can be prosecuted for writing bad things about their employers in emails.
3. The client wants advice on ...
  - a. how he can legally film his employees at work.
  - b. the laws of privacy
  - c. **the options available to him.**
4. In the lawyer's opinion ...
  - a. **her client shouldn't create a bad relationship with his staff.**
  - b. her client needs to protect his own privacy.
  - c. employees have greater rights than employers in this situation.
5. The lawyer suggests ...
  - a. printing off a policy from the Internet.
  - b. **monitoring as a last course of action.**
  - c. taking disciplinary measures against those who don't comply.

**Speaking.** Discussion in groups or pairs, debate and presentations.

See below the list of possible topics for presentations.

### **Topic 1 Contract Law**

1. A Contract in Common Law: its definition and main requirements to make a valid contract.
2. Consideration: its definition, its requirements, types of relationship between a promisor and a promisee.

### **Topic 2 Employment Law:**

1. Contract of Employment in the UK or the USA.
2. Termination of Employment.

### **Topic 3 Tort Law**

1. Crime vs Tort: definitions, elements, distinctions, liability and the outcome of each court proceedings.
2. Negligence: definition, elements to prove it, remedies and defenses.

### **Topic 4 Intellectual Property Law**

1. The World Intellectual Property Organisation
2. Copyright
3. Patent Law

### Topic 5 Real Property Law

1. Real Property Law in the UK or the USA.
2. Real Property: Lease Agreement and its advantages and disadvantages.
3. Real Property: Tenancy Agreement and its advantages and disadvantages.

**Writing.** Write a letter or an email of advice, a memo or an essay.

(Writing is one of the best ways of learning and practicing language. It allows experimenting with new or complicated language structures. Whether students are drafting contracts, legal opinions, internal memos, case summaries or emails to clients, writing an essay to analyze advantages and disadvantages, it is essential to use professional and accurate language).

Write about the following topic (at least 250 words): "In some jurisdictions, private individuals are required to charge a lower interest rate than financial institutions" Discuss both views and give your opinion.

### 5. Resources

#### 5.1. 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.

#### 5.2. 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.

#### 5.3. Software

№p/p	Name	Terms for access/downloading



		<p><i>Microsoft Office Professional Plus 2010 (from HSE University's internal network (agreement))</i></p> <p><i>Microsoft Windows 7 Professional RUS (from HSE University's internal network (agreement))</i></p>
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5.4. Professional databases, information reference systems, e-resources (eLearning resources)

<b>№p/p</b>	<b>Name</b>	<b>Terms for access/downloading</b>
		<p><i>MS Teams, Zoom, Webinar.ru (from HSE University's internal network)</i></p> <p><a href="https://edu.hse.ru/course/view.php?id=17463">https://edu.hse.ru/course/view.php?id=17463</a> <i>(from HSE University's internal network)</i></p> <p><a href="https://biblio-online.ru">https://biblio-online.ru</a></p>

5.5. 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.

## **6. 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):

6.1.1. *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;

6.1.2. *for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

6.1.3. *for persons with a muscular-skeleton disorder*: in hard copy; e-documents; audio-files, individual assignments and mentoring.