

## 1. BASIC INFORMATION

<b>Course</b>	Legal English
<b>Degree program</b>	Bachelor's Degree in Law
<b>School</b>	Social Sciences and Communication
<b>Year</b>	1º
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face to face/ Online
<b>Semester</b>	2
<b>Academic year</b>	2024-25
<b>Coordinating professor</b>	Yolanda Powley Diaz

## 2. PRESENTATION

English Language (6 ECTS) is a basic module in the Bachelor's Degree in Law. The study of the English language will be present throughout the learning process.

The objective of this module is to develop communicative competence in the foreign language equivalent to level B2.2 of the Common European Framework of Reference for Languages.

The course is designed to provide future graduates with knowledge and skills that will allow them to communicate in the foreign language and to interact with their peers in professional situations.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CC1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.
- CC4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.
- CC5: Students must have developed the necessary learning skills so as to undertake subsequent studies with autonomy.

**Cross-curricular competencies:**

- CCC1: Self-learning skills: The ability to choose the most effective strategies for controlling our own learning environment and acting autonomously throughout the learning process.
- CCC3: Capacity to apply knowledge: Being able to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.
- CCC4: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions, and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.
- CCC12: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.

**Specific competencies:**

- SC03: Ability to develop legal argumentative skills and techniques in another language.
- SC05: Ability to argue and convince juridically.
- SC06: Ability to be diligent and take responsibility in the professional practice as a jurist or lawyer, constantly updating juridically.
- SC09: Ability to know about and integrate the different legal systems in a globalised context.
- SC10: Ability to understand the heterogeneity of the different fields existing within the legal profession.

**Learning outcomes:**

- LO1: to understand spoken communication in English dealing with topics of interest and/or related to technical studies in the relevant field.
- LO2: to understand written texts and reports in English on topics of general interest and/or technical documents, etc.
- LO3: to present and justify ideas on a variety of topics orally.
- LO4: to write reports and texts on different topics.
- LO5: to make multimedia presentations in English.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CC1, CC5, CCC1, CCC4, SC03, SC05, SC06, SC09	LO1: to understand spoken communication in English dealing with topics of interest and/or related to technical studies in the relevant field study

CC1, CC5, CCC1, CCC4, SC03, SC05, SC06, SC09	LO2: to understand written texts and reports in English on topics of general interest and/or technical documents, etc.
CC4, CC5, CCC1, CCC3, CCC4, CCC12,	LO3: to present and justify ideas on a variety of topics orally
CC4, CC5, CCC1, CCC3, CCC4, CCC12, SC03, SC05, SC06, SC09	LO4: to write reports and texts on different topics
CC1, CCC1, CCC4, SC03, SC05, SC06, SC09	LO5: to make multimedia presentations in English

## 4. CONTENT

The course will follow the following program:

- Vocabulary related to topics of general or current interest and specific to the area of study (legal).
- Grammatical and communicative structures in English.
- Auditions of materials related to topics of general interest and / or the area of study.
- Keys to a good multimedia presentation in English.
- Oral and written communication in English.
- Guiding principles of social and economic policy: legal value and linkage with the social state clause.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

### Campus-based mode:

- Cooperative learning
- Problem-based learning
- Project-based learning

### Online:

- Cooperative learning
- Problem-based learning
- Project-based learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Master classes	14 h

Asynchronous masterclasses	6 h
Oral presentations (Face-to-face mode)	10 h
Reporting and writing	12 h
Group participative activities	45 h
Independent study	50 h
Knowledge Tests	3 h
Tutorials	10 h
<b>TOTAL</b>	<b>150 hours</b>

#### Online mode:

Learning activity	Number of hours
Autonomous work	50 h
Online tutorials	25 h
Quizzes and exams	3 h
Written reports and essays (online mode)	13 h
Oral presentations through virtual sessions (online mode)	10 h
Group participative activities (seminars, taking part in online forums) through webconference (online mode)	50 h
<b>TOTAL</b>	<b>150 hours</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

#### Campus-based mode:

Assessment system	Weight
Oral presentations	20%
Exams	40%
Assignments/ Projects	20%
Reports and essays	20%

#### Online mode:

Assessment system	Weight
-------------------	--------

Oral presentations	20%
Exams	40%
Assignments/ Projects	20%
Reports and essays	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1	Week 3
Activity 2	Week 6
Activity 3	Week 10
Activity 4	Week 15
Final exam	Week 17

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Mackenzie, Ian. (2010). *English for Business Studies Student's Book: A Course for Business Studies and Economics Students*. Cambridge University Press.
- Robinson, Nick. (2010). *Cambridge English for Marketing*. United Kingdom: Cambridge University Press
- McKeown, Arthur; wright, Ros. (2011). *Professional English in Use Management with Answers*. United Kingdom: Cambridge University Press
- Walker, Carolyn; Harvey, Paul. (2008). *English for Business Studies in Higher Education*. United Kingdom: Garnet Publishing Ltd.

The recommended Bibliography is:

- Robinson, Nick. (2010). *Cambridge English for Marketing*. United Kingdom: Cambridge University Press

## 10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

## SUBJECT PLANNING

### HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it. You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the *Campus Virtual*. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

### DESCRIPTION OF THE ASSESSABLE ACTIVITIES

Activity 1: writing an essay following a given structure.

Activity 2: reading comprehension and use of English.

Activity 3: listening comprehension and summary writing.

Activity 4: writing an essay following a given structure.

Activity 5: developing a glossary with Law-related terms seen throughout the course.

Activity 6: giving an oral presentation.

### RUBRICS FOR THE ASSESSABLE ACTIVITIES

#### Writing Rubric

TOTAL SCORE FOR WRITING ASSIGNMENTS: 10 points

- **Content:** This focuses on how well the student has fulfilled the task, in other words, if they have done what they were asked to do. **2.5 points max.**
- **Communicative Achievement :** This focuses on how appropriate the writing is for the task, and whether the student has used the appropriate register. **2.5 points max.**

- **Organisation:** This focuses on the way the student puts together the piece of writing, in other words, if it is logical and ordered. **2.5 points max.**
- **Language:** This focuses on vocabulary and grammar. It includes the range of language as well as how accurate it is. **2.5 points max.**

### Speaking rubric

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of a range of simple and some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> <li>Contributions are relevant and there is a clear organisation of ideas.</li> <li>Uses a range of cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers.</li> <li>Maintains and develops the interaction and negotiates towards an outcome.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant and there is very little repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Contributions are mostly relevant, despite some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Keeps the interaction going with very little prompting and support.</li> </ul>