**Федеральное государственное бюджетное образовательное учреждение высшего образования**
**«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА И ГОСУДАРСТВЕННОЙ СЛУЖБЫ ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**
**Московский областной филиал**

Факультет государственного управления и права
*(наименование структурного подразделения (института/факультета)*
Кафедра правового обеспечения государственной и муниципальной службы
*(наименование кафедры)*

УТВЕРЖДЕНО
Директор Московского
областного филиала РАНХиГС

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Электронная подпись

**ПРОГРАММА МАГИСТРАТУРЫ**

Правовое обеспечение деятельности органов государственной власти и управления
*(наименование образовательной программы)*

# РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
**реализуемой без применения электронного (онлайн) курса**
**Б1.О.06. Иностранный язык в профессиональной деятельности**
*(код и наименование РПД)*

магистратура
*(уровень образования)*

*40.04.01 Юриспруденция*
*(код, наименование направления подготовки/специальности)*

*очная, заочная*
*(форма(формы) обучения)*

Год набора - 2025

Красногорск, 2024 г.

ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ

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## 1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения программы

1.1. Дисциплина Б1.Б.06 Иностранный язык в профессиональной деятельности обеспечивает овладение следующими компетенциями с учетом этапа:

| Код компетенции | Наименование компетенции | Код этапа освоения компетенции | Наименование этапа освоения компетенции |
|---|---|---|---|
| УК ОС-4 | Способность к коммуникации в устной и письменной формах на русском и иностранном(ых) языках для решения задач профессиональной деятельности | УК ОС-4/2.2, 3.1 | Завершающий этап освоения компетенции |

1.2. В результате освоения дисциплины у студентов должны быть сформированы:

| Профессиональные действия | Код этапа освоения компетенции | Результаты обучения |
|---|---|---|
| | УК ОС-4/2.2, 3.1 | на уровне знаний: лексико-грамматическую структуру иностранного языка; стилистические особенности языка; общенаучную и деловую терминологию для осуществления межкультурного профессионального взаимодействия; языковые средства (лексические, грамматические, фонетические), на основе которых формируются и совершенствуются базовые умения говорения, чтения и письма; закономерностей построения различных типов текстов; особенностей специальной лексики; стратегии и тактики построения устного выступления и письменного текста |
| | | на уровне умений: осуществлять коммуникацию в устной форме в ситуациях повседневного и делового общения на иностранном языке осуществлять коммуникацию в письменной форме в ситуациях делового общения; использовать этикетные формулы в межкультурной устной и письменной коммуникации, а также работать с литературой, интернет-изданиями, пользоваться словарями, в том числе электронными справочниками, энциклопедиями и т.д. |

| | | |
|---|---|---|
| | | на уровне навыков: способами межличностного и межкультурного взаимодействия с другими субъектами правоотношений для решения задач межличностного и межкультурного взаимодействия; |

## 2. Объем и место дисциплины (модуля) в структуре ОП ВО

**Объем дисциплины**

Объем дисциплины Иностранный язык в профессиональной деятельности - 7 з.е. по очной и заочной формам обучения.

По очной форме обучения: количество академических часов, выделенных на контактную работу с преподавателем – 80, из них, практические занятия – 80, на самостоятельную работу обучающихся – 136.

По заочной форме обучения: количество академических часов, выделенных на контактную работу с преподавателем – 26, из них, практические занятия – 26, на самостоятельную работу обучающихся – 222.

**Место дисциплины в структуре ОП ВО**

Дисциплина Б1.Б.06 Иностранный язык в профессиональной деятельности по очной формах обучения преподается на 1 и 2 курсах, во 2 и 3 семестрах, по заочной форме обучения – на 1 курсе.

Для изучения данной дисциплины необходимы, умения и навыки, формируемые на предыдущем уровне образования.

Форма промежуточной аттестации по очной форме обучения: во 2 семестре – зачет с оценкой, в 3 семестре – экзамен.

Форма промежуточной аттестации по заочной форме обучения: зачет с оценкой и экзамен на 1 курсе.

## 3. Содержание и структура дисциплины (модуля)

***Очная форма обучения***

| № п/п | Наименование тем (разделов) | Объем дисциплины (модуля), час. | | | | | | Форма текущего контроля успеваемости[4], промежуточной аттестации |
|---|---|---|---|---|---|---|---|---|
| | | Всего | Контактная работа обучающихся с преподавателем по видам учебных занятий | | | | СР | |
| | | | Л | ЛР | ПЗ | КСР | | |
| ***Очная форма обучения*** | | | | | | | | |
| Тема 1 | The practice of Law | 12 | | | 4 | | 8 | О, З |
| Тема 2 | Branches of Law | 14 | | | 6 | | 8 | О, З |
| Тема 3 | Contracts | 12 | | | 4 | | 8 | О, З |
| Тема 4 | Employment Law | 14 | | | 6 | | 8 | О, З |
| Тема 5 | State of goods | 12 | | | 4 | | 8 | О, З |

| № п/п | Наименование тем (разделов) | Объем дисциплины (модуля), час. | | | | | | Форма текущего контроля успеваемости[4], промежуточной аттестации |
|---|---|---|---|---|---|---|---|---|
| | | Всего | Контактная работа обучающихся с преподавателем по видам учебных занятий | | | | СР | |
| | | | Л | ЛР | ПЗ | КСР | | |
| *Очная форма обучения* | | | | | | | | |
| Тема 6 | Real Property Law | 14 | | | 6 | | 8 | О, З |
| Тема 7 | Intellectual Property | 14 | | | 4 | | 10 | О, З |
| Тема 8 | Negotiable instruments | 16 | | | 6 | | 10 | О, З |
| Промежуточная аттестация | | | | | | | | ЗО |
| Тема 9 | Secured transactions | 14 | | | 6 | | 8 | О, З |
| Тема 10 | Debtor-Creditor | 14 | | | 6 | | 8 | О, З |
| Тема 11 | Brands | 12 | | | 4 | | 8 | О, З |
| Тема 12 | Change | 14 | | | 6 | | 8 | О, З |
| Тема 13 | Organization | 14 | | | 6 | | 8 | О, З |
| Тема 14 | Advertising | 12 | | | 4 | | 8 | П |
| Тема 15 | Money | 14 | | | 4 | | 10 | Т |
| Тема 16 | Human resources | 14 | | | 4 | | 10 | П |
| Промежуточная аттестация | | 36 | | | | | | Экзамен |
| | **Всего:** | **252** | | | **80** | **36** | **136** | |

***Заочная форма обучения***

| № п/п | Наименование тем (разделов) | Объем дисциплины (модуля), час. | | | | | | Форма текущего контроля успеваемости[4], промежуточной аттестации |
|---|---|---|---|---|---|---|---|---|
| | | Всего | Контактная работа обучающихся с преподавателем по видам учебных занятий | | | | СР | |
| | | | Л | ЛР | ПЗ | КСР | | |
| *Заочная форма обучения* | | | | | | | | |
| Тема 1 | The practice of Law | 12 | | | 2 | | 10 | О, З |
| Тема 2 | Branches of Law | 12 | | | 2 | | 10 | О, З |
| Тема 3 | Contracts | 14 | | | 2 | | 12 | О, З |

| № п/п | Наименование тем (разделов) | Объем дисциплины (модуля), час. | | | | | | Форма текущего контроля успеваемости[4], промежуточной аттестации |
|---|---|---|---|---|---|---|---|---|
| | | Всего | Контактная работа обучающихся с преподавателем по видам учебных занятий | | | | СР | |
| | | | Л | ЛР | ПЗ | КСР | | |
| *Заочная форма обучения* | | | | | | | | |
| Тема 4 | Employment Law | 14 | | | 2 | | 12 | О, З |
| Тема 5 | State of goods | 13 | | | 1 | | 12 | О, З |
| Тема 6 | Real Property Law | 13 | | | 1 | | 12 | О, З |
| Тема 7 | Intellectual Property | 13 | | | 1 | | 12 | О, З |
| Тема 8 | Negotiable instruments | 13 | | | 1 | | 12 | О, З |
| Промежуточная аттестация | | | | | | 4 | | ЗО |
| Тема 9 | Secured transactions | 16 | | | 2 | | 14 | О, З |
| Тема 10 | Debtor-Creditor | 16 | | | 2 | | 14 | О, З |
| Тема 11 | Brands | 16 | | | 2 | | 14 | О, З |
| Тема 12 | Change | 17 | | | 2 | | 15 | О, З |
| Тема 13 | Organization | 18 | | | 2 | | 16 | О, З |
| Тема 14 | Advertising | 18 | | | 2 | | 16 | О, З |
| Тема 15 | Money | 17 | | | 1 | | 16 | О, З |
| Тема 16 | Human resources | 17 | | | 1 | | 16 | О, З |
| Промежуточная аттестация | | 9 | | | | 9 | | Экзамен |
| **Всего:** | | **252** | | | **80** | **13** | **136** | |

*Примечание: 4 – формы текущего контроля успеваемости: опрос (О), задания (З)*

## Содержание дисциплины (модуля)

Тема 1. The practice of Law

Изучение типов судов, видов консультативно-юридических систем. Практика наказания. Виды судов. Виды законов. Латынь в правовом поле. Система дознавания.

Тема 2. Branches of Law.

Изучение разных видов законодательства. Лексика по теме. Система юрисдикции в России.

Тема 3. Contracts Контракты. Структура и виды контрактов. Средства судебной защиты. Виды санкций. Ассигнование. Уступка/ переуступка прав. Права других сторон.

Тема 4. Employment Law Трудовое право. Виды занятости населения. Виды трудовых договоров.

Тема 5. State of goods Товары в правовом поле. Законодательные акты. Право удержания.

Тема 6. Real Property Law Вещное право. Право собственности. Виды деятельности юридических фирм. Арендный договор. Договор найма.

Тема 7. Intellectual Property Интеллектуальное право. Виды патентов. Статус торговой марки.

Тема 8. Negotiable instruments Способы и виды ведения переговоров. Простой вексель. Законодательные инструменты контролирования.

Тема 9. Secured transactions Виды сделок и операций, обеспеченных ценными бумагами или товарными документами.

Тема 10. Debtor-Creditor Должники и кредиторы. Положение о вступлении в силу договоренностей. Неплатежеспособность.

Тема 11. Brands Времена английского глагола. Формулы речевого этикета. Маркетинговая коммуникация.

Тема 12. Change Залоги английского глагола. Лексика для описания организационных изменений.

Тема 13. Organisation Лексика, описывающая структуру компании, устойчивые словосочетания. Структура организации.

Тема 14. Advertising Артикли. Лексика, используемая в рекламе и для описания рекламы.

Тема 15. Money Лексика необходимая для описания тенденций и финансовых реалий.

Тема 16. Human Resources

Составление резюме. Лексика, необходимая для прохождения собеседования, описания должностных обязанностей. Инфинитив и герундий.

## 4. Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине

4.1.1.В ходе реализации дисциплины Б1.Б.06 «Иностранный язык в профессиональной деятельности» используются следующие методы текущего контроля успеваемости обучающихся:

– при проведении занятий лекционного типа: опрос, самостоятельная работа

– при проведении занятий семинарского типа: опрос, тестирование, практико-ориентированные задания.

4.1.2. Промежуточная аттестация проводится в форме зачета с оценкой, экзамена. Промежуточная аттестация проводится по утвержденным билетам. Билеты формируются на основе примерных вопросов РПД, включают в себя три задания: теоретический вопрос, тестовые задания, практико-ориентированное задание.

4.2. Материалы текущего контроля успеваемости.

### Типовые оценочные материалы

Тема 1 The practice of law.

Согласитесь или не согласитесь с данными утверждениями.

Аргументируйте свое мнение.

1 Not everything we do is governed by some set of rules.
2 We need rules that everyone must obey.
3 Laws against criminal conduct don’t help to safeguard our personal property and our lives.
4 In a well-ordered society conflicts never arise.
5 It is impossible to resolve disputes peacefully.
6 If individual’s rights are respected it means that we live in a safe and peaceful society.
7 Totalitarian governments have cruel and arbitrary laws.
8 Strong-arm tactics may provide a great deal of order ensuring the society operates in an orderly
manner.
9 Laws should be applied to every person in the society.

10 The only goal of the law is fairness.

## Тема 2. Branches of Law

1 How are branches of law classified in Russia?
2 Which branches of law belong to the category of fundamental law?
3 What do specialised branches deal with?
4 How do composite branches differ from fundamental and specialised ones?

The system of law in the Russian Federation is presented by norms, institutions and branches of law which together make a single unity. The system reflects social relations regulated by specific normsтand institutions of law. For example the problems of marriage and divorce, child custody and adoptionтare connected with the sphere of family relations and consequently regulated by the norms of family law.

Branches of law are supposed to be one of the basic units in the whole system of law. Each branch has its own peculiarities, which differentiate this very branch from the others, its subject and method and its own place in the system. For years Russian jurists have made attempts to classify branches of law. Nowadays there are different subdivisions that are used by contemporary Russian scholars. Thus as well as in most other countries law in Russia is divided into public and private, substantive and procedural, domestic and international. But there is one more classification which is based on certain characteristics of Russian law. Traditionally Russian lawyers single out fundamental, specialised and composite or complex branches of law. Fundamental branches regulate the most general and important relations in different spheres of social life. This category involves branches of substantive law such as civil law, criminal law, administrative law, as well as procedural law including civil, criminal and administrative procedural law. Constitutional law doesn't belong to the group of fundamental branches. It is traditionally considered to have the leading position among other branches, as the norms of constitutional law serve the basis for the norms of other branches. Constitutional law in Russia concerns the structure of legislative, executive and judicial power and principles of their work; the political system of the country; its federative structure; forms of property; electoral system; legal status of citizens including their rights, duties and liberties. The main source of constitutional law is the Constitution of the Russian Federation.

Specialised branches of law deal with special areas of social relations such as family relations, financial relations, labour relations, etc. These branches are rather independent and their norms are presented in special codes, for example the Family Code which is the primary source of family law; the Labour Code which is known to be the source of employment law, the Land Code which is the source of land law, etc.

Together with fundamental and specialised branches there are so-called composite branches. Usually these branches don't have their own codes. The relations arising in these spheres of law are usually regulated either by the norms of fundamental law i.e. administrative, civil or criminal law or by norms of specialised law for example financial law. This group includes such branches as business law, environmental law, maritime law, agricultural law, etc.

Справедливы ли данные высказывания?

1 The system of Russian law reflects social relations which are regulated by specific norms and institutions of law.
2 The classification of law into public and private isn't used by Russian lawyers.
3 All fundamental branches of law are codified.
4 The category of fundamental branches includes only substantive law.
5 Constitutional law refers to fundamental branches.
6 Constitutional law regulates the work and structure of all branches of power, as well as the federative structure of the country, rights and obligations of the citizens.

## Тема 3. Contracts.

A. Прочитайте текст и выполните упражнения.

1 What is a contract?
2 What must a valid contract include?
3 In what forms do contracts exist?

4 What contracts must always be in writing?
5 What is a breach of a contract?
6 What may the injured party seek in court?
7 What is a remedy?
8 Who must compensate for a breach of a contract?
9 What are damages?

Contract law is a body of rules governing the formation, performance, and enforcement of contracts.

Its major purpose is to protect the reasonable expectations of individuals, businesses, and governments, that contract will be binding on and enforceable by the parties.

A contract is an agreement which is made between two or more parties and which is binding in law.

The parties must have a legal intention to be legally bound before making a contract. They must agree to contract on certain terms, they must know what they are agreeing to.

In order to be binding in law the agreement must include an offer and an acceptance of that offer. In every valid contract there must be an exchange of consideration. A valuable consideration is something a person has given, or done, or agreed not to do when making a contract. For example, when you buy an item at a store, your consideration is the money you pay, and the seller's consideration is the item you buy.

Most contracts can be either written or oral. However, certain kinds of contracts must be in writing to be enforceable in court of law. These include contracts for the sale of land and estate, contracts of insurance and hire-purchase.

In a valid contract each person is legally bound to do what is promised. If one party to a contract does not carry out the promise, the other party can go to court and be entitled to a remedy.

First, the court must decide if a contract has been made. The judge will also consider if the contract has all the essential elements: an offer, an acceptance and a valuable consideration. It is very important for a judge to consider the capacity of contractors, which is whether they are legally competent to make a contract.

When one party refuses to perform or fails to perform the obligations under the contract, it is called a breach of contract. The party in breach must compensate the other party. Accordingly, the injured party may seek any of several remedies for the breach in court. A remedy is the means to enforce a right or to compensate for injury. The usual remedy is damages – monetary compensation. In addition to financial loss a plaintiff sometimes tries to claim damages for mental distress caused by the breach of contract. A court will award damages only for the loss closely connected with the defendant's breach.

Instead of damages, a plaintiff sometimes asks the court to force the other contractor to carry out the contract. In English law it is called specific performance. Sometimes the court decides to award damages instead of specific performance, and sometimes it awards both.

B. Переведите на русский язык следующие слова и словосочетания.

1) to contract on certain terms
2) to be legally bound
3) valuable consideration
4) party to a contract
5) monetary compensation
6) damages
7) specific performance
8) remedy
9) mental distress
10) injured party

C. Найдите в тексте английские эквиваленты следующим предложениям.

1 Чтобы иметь обязательную силу, соглашение должно включать оферту и акцепт.
2 Контракты заключаются как в устной, так и в письменной форме.
3 Контракт – это соглашение, которое заключается между двумя и более сторонами и является обязательным.

4 Стороны должны согласиться заключить контракт на определенных условиях.
5 Некоторые контракты должны быть только в письменной форме, чтобы они могли быть рассмотрены в судебном порядке.
6 Надлежащее встречное удовлетворение – это то, что лицо дало, сделало или согласилось не делать при заключении контракта.
D. Найдите в тексте английские эквиваленты русским словам и словосочетаниям.
1) сторона, заключающая контракт
2) заключить контракт
3) контракт о страховании
4) быть обязанным по закону
5) правовое намерение
6) нарушить контракт
7) средство судебной защиты
8) сторона, нарушившая контракт
9) присуждать возмещение ущерба
10) моральный ущерб.

Тема 4. Employment Law.
Case Study.
Litigation and arbitration: an employment law case
The facts of the case
The organization you work for, a labour union, has asked you to review the following employment law case and the relevant documents in preparation for a meeting with the other party's lawyer.
Read this description of the facts of the case. What is the legal issue here?
The law firm of Redlin and Orbison has offices around the world. The firm regularly sends lawyers from its main office in New York to spend anywhere from a few months to a few years working in one of its offices abroad. Chiara Johnson, an experienced and ambitious intellectual property lawyer, spent two years in the Rome office. When Johnson returned to New York, she became unhappy with her prospects for advancement in the firm, particularly after younger male colleagues with no foreign working experience had made partner. Johnson claimed that senior management should have made it clear to her before her stay abroad that her two-year absence from the main office would put her at a disadvantage when new partners were being elected. Although Johnson, who has two small children (one of whom is disabled), was allowed to work part of the week at home, she alleges that her boss continually demanded that she spend more face-time at the firm – that is, work from home less often. According to Johnson, a male colleague was allowed to work from home because he had disabled children. Johnson further alleged that she had been paid less that her male counterparts. (Johnson earned $100,000 a year at the time, while two male colleagues in comparable positions earned $115,000). Johnson contends that male associates were promoted more quickly than female ones. Johnson left the firm, filing a lawsuit against her former employer, seeking damages for psychiatric damage and loss of earnings, pension rights and career prospects.
In response to these allegations, a spokeswoman for Redlin and Orbison pointed out that 20 per cent of the firm's partners are women, more than the national average. Moreover, the firm maintained that it had made it clear from the beginning that the position Ms Johnson had taken was a non-partnership job, and that the firm's hiring and promotion policies are routinely communicated to prospective employees.
Task 1: Speaking
Divide into two groups, with one group representing Gainsborough Construction and one group representing Deep Blue Pools.

1. Prepare for negotiations with the other party. You should:

-identify the legal issues of the case and determine arguments for you side;
-list the strengths and weaknesses of your side of the case;
-list the strengths and weaknesses of the other side of the case;

-decide which parts of the relevant legal documents most strongly support your case and can be used to argue against the other party's case;
-make notes for the negotiation: What are your goals? What are you willing to give? What are you not willing to give?

2. Pair up with a representative of the other party and attempt to negotiate a settlement
3. Report the results of your negotiations to the class.

Task 2 : Writing
Write a letter of advice to one of the parties (your choice), in which you outline the legal issues raised by the case, refer to relevant statutes or related cases and provide your opinion as to the likely outcome of the case.
Relevant legal documents
Text 1: excerpt from the Equal Pay Act 1970
A woman is to be regarded as employed on like work with men if, but only if, her work and theirs is of the same or a broadly similar nature, and the differences (if any) between the things she does and the things they do are not of practical importance in relation to terms and conditions of employment; and accordingly in comparing her work with theirs regard shall be had to the frequency or otherwise with which any such differences occur in practice as well as to the nature and extent of the differences.
Text 2: excerpt from a case brief
Lower pay for woman professor violates Equal Pay Act
Description: Appeals court upheld a verdict in favor of a woman professor who contended she was paid less than men professors who had similar backgrounds and duties. While the professors who were compared were not identical, they were similar enough to indicate a pattern of pay disparity based on sex. (…)
Decision: Affirmed. To establish a violation of the Equal Pay Act, the plaintiff need not demonstrate that her job is identical to a higher-paid position, but only must show that the two positions are substantially equal in skill, effort and responsibility. The fact that male professors used for comparison did not have positions identical to hers is not critical; they were in the same unit and had similar responsibilities. Lavin presented sufficient evidence to show, through statistical evidence, that male professors of similar rank, years of service and background were paid more. Statistical evidence of gender-based salary disparity across the college be used to enhance her case.
Citation: Lavin-McEleney v. Marist College, 239 F.3d 476 (2nd Cir.,2001)
Text 3: excerpt from job advertisement for the position Chiara Johnson applied for
Global Law Firm expands Intellectual Property Practice group. Work with two partners willing to mentor and offer unlimited career growth possibilities. Two to five years' experience in intellectual property with either electrical engineering, computer engineering, or computer science undergrad; prefer patent bar. Job responsibilities include patent litigation and prosecution matters.
Salary is higher than the paid national average for associates. Firm pays all relocation costs. Firm allows applicants to take required state bar; firm cover costs for prep course. Job openings in Atlanta, DC and New York

## Тема 5. State of goods.

Read the text below and think of the word which best fits each space.
Even lawyers with the same (1) __ and professional title may (2) __ doing very different kinds of work. Most towns in the United States, for example, have small (3) __ of attorneys who are in daily contact (4) __ ordinary people, giving advice and acting (5) __ matters such as consumer affairs, traffic accident disputes and contracts for the (6) __ of land. Some may also prepare defences for clients (7) __ of crimes. However, in (8) __ the United States and other industrialized countries, lawyers are becoming more and (9) __ specialized. Working in small firms lawyers now tend (10) __ restrict themselves to certain kinds of work, and lawyers (11) __ in large law firms

or (12) ___ in the law department of a large commercial enterprise work on highly specific areas (13) ___ law. One lawyer may be employed (14) ___ a mining company just to (15) ___ contracts for the supply of coal. Another may work (16) ___ a newspaper advising the editors on libel matters. Another may (17) ___ part of a Wall Street firm of over a hundred (18) ___ who specialize (19) ___ advising stockbrokers (20) ___ share transactions.

Vocabulary Check

Fill in the gaps with the correct prepositions.

1 The legal profession is divided … two branches.
2 Both barristers and solicitors are professions held … high regard.
3 The training and career structures … the two kinds of lawyers are quite separate.
4 If a person has a legal problem she or he is … trouble or concerned … a question of inheritance or transfer … property he will go to a solicitor.
5 Solicitors deal … all the day-to-day work of preparing legal documents … buying and selling houses, they do the legal work involved … conveyancing, probate, divorce.
6 Solicitors work … court cases for their clients outside the court.
7 Solicitors have the right to speak … the lowest Courts.
8 When Solicitors have passed all the necessary exams they may apply … the Law Society to be "admitted", then they can start business … their own.
9 Barristers are experts … the interpretation of the law.
10 Barristers advise … really difficult matters.
11 Solicitors engage a barrister to whom they hand … the task of representing the client … the court.
12 Barristers spend a lot of time … paper work apart from their actual appearances … court where they wear wigs and gowns in keeping … the extreme formalities of the proceeding.
13 District judges are responsible … procedural steps in court proceedings.
14 District judges' administrative functions have now been transferred … substantial staffs of clerks and bailiffs.
15 Judges themselves are not a separate profession: they are barristers who have demonstrated competence … litigation.
16 Closely related … judicial independence is the doctrine of judicial immunity.
17 A federal magistrate judge is a full-time judicial office, although in some courts it is filled … a part-time basis.

Тема 6. Real Property Law

You are going to hear part of a speech given by Lorenzo Zambrano, Chief Executive of the Mexican company Cemex. At the time of this speech, Cemex was the world's third largest cement producer. (Cement is a material used in building.) Mr Zambrano describes how and why his company became a global company. 8 You have one minute to read the questions below before you listen. You will hear the speech twice.

1. Put the following events in the correct order according to when they happened. Start with the event which happened first.

Write a letter on each line. a) Cemex started expanding into Asia. b) Mexico opened up its economy to foreign investors. c) Cemex bought cement plants in Spain and South America. d) There was a financial crisis in Mexico. e) Cemex decided to become a global company. f) Cemex acquired two companies in the US. g) Cemex took over two other Mexican producers. 1st event: ..... 2nd event: ..... 3rd event: ..... 4th event: ..... 5th event: ..... 6th event: ..... 7th event: ..... 2.

Complete these sentences with the figures or dates that were given. a) Cemex decided to globalise in the mid ..... b) In the next ten years, Cemex increased production to .....tonnes. c) Cemex invested over .....dollars in modernising its new

plants. d) During the economic crisis, income from the Mexican operations fell by……%.
What were the reasons why Cemex decided to become a global company? Mark all those that Mr Zambrano mentions. a) There was strong competition from large international companies. b) Cemex was losing money. c) It was difficult to expand further in Mexico. d) To avoid being taken over by a bigger company.

Тема 7. Intellectual Property.
1 What does intellectual property include?
2 What is a patent?
3 How do you understand the term “intangible property”?
4 What are IP owners granted?
5 How is trademark defined?
6 Why must not a trade secret be disclosed?
7 Why is the protection of IP so important?
Intellectual property, often known as IP, is fast-moving and sometimes complex area of law. It covers
a wide range of diverse issues and allows people to own their creativity and innovation in the same
way they can own physical property. IP refers to the creations of mind: inventions, literary and artistic
works, and symbols, names, images, and designs used in commerce. The term “intellectual property”
is connected with the intangible products of the intellect.
Under IP law owners are granted certain exclusive rights to a variety of intangible assets. Like other forms of property, IP can be bought and sold. IP laws are applicable both to natural persons and
legal entities. Some of company’s most important assets are its intellectual property rights, which
include patents, copyrights, trademarks, and trade secrets must be protected and secured. There are
four general types of IP: (1) patents, (2) trademarks and trade dress, (3) copyright, (4) trade secret. The
ability to recognize and protect IP is important in businesses. Under Internet networks global expansion intellectual property laws have been updated to provide protection of domain holders,
Internet site owners and computer software owners.
A patent is an exclusive right to make, use, and sell a new and useful process, machine, or product, granted to inventor for a certain period of time.
Trademarks are generally names, logos or drawings used to indicate the identity of a business. Trademark status may also be granted to distinctive and unique packaging, colour combinations, building designs, and overall presentations. Service-marks also receive legal protection but are meant to distinguish services rather then products.
Copyright applies to original creations in the literary, dramatic, musical and artistic fields, sound recordings and broadcasts, including software and multimedia.
A trade secret is a business process or information that can’t be patented, copyrighted or trademarked, and that must be protected from disclosure. A trade secret is defined by law as information including a formula, pattern, programme, device, method, technique or process used in a business. This information gives its owner an opportunity to gain advantage over competitors, and thus must not be disclosed.
A domain name is the strings of letters used to name organizations, that is an address of a computer network connection identifying the owner of the address. Industrial designs protect elements of product appearance (that is shape or pattern, not function) resulting from the feature of lines, colours, shape, texture of the product itself or its ornamentation.
Each of the areas is governed by statutes which set out conditions for creation, the process of

registration, rights of the registered owner, remedies for infringement and rights of the public to use
the property.

15 Переведите на русский язык следующие слова и словосочетания.

1) fast-moving area of law
2) to grant exclusive rights
3) logos and drawings
4) elements of products appearance
5) o set up conditions
6) to be governed by
7) to be secured
8) remedies for infringement

16 Закончите следующие утверждения:

1 Intellectual property refers to …
2 The four types of IP are …
3 Under IP law owners …
4 A patent is …
5 Copyright applies …
6 A trade secret is defined …
7 Trade marks are …

Тема 8. Negotiable instruments

Choose the most appropriate phrase from the list to match each of the functions below.

State the goals of a meeting
Ask for opinions
Encourage contributions at a brainstorming.
Signal that you want to say something.
Resolve a conflict.
Soften a request.
Summarise the points so far.

a) I'd like to make a suggestion.
b) Let's recap before we go on.
c) What we need to achieve today is …
d) Does anyone have any feelings about …?
e) We were hoping to pay a little less.
h) Fire away!
i) How do you think we should deal with this?

It is a common feature of small building works performed on residential property…that comparatively minor deviations from specification or sound workmanship may have no direct financial effect at all. Yet the householder must surely be entitled to say that he chose to obtain from the builder a promise to produce a particular result because he wanted to make his house more comfortable, more convenient and more conformable to his own particular tastes; not because he had in mind that the work might increase the amount which he would receive if, contrary to expectation, the thought it expedient in the future to exchange his home for cash. To say that in order to escape unscathed, the builder has only to show that to the mind of the average onlooker, or the average potential buyer, the results which he has produced seem just as good as those which he had promised would make a part of the promise illusory, and unbalance the bargain.

Task 1: Speaking

Divide into two groups, with one group representing Gainsborough Construction and one group representing Deep Blue Pools.

1. Prepare for negotiations with the other party. You should:

-identify the legal issues of the case and determine arguments for you side;
-list the strengths and weaknesses of your side of the case;
-list the strengths and weaknesses of the other side of the case;
-decide which parts of the relevant legal documents most strongly support your case and can be used to argue against the other party's case;
-make notes for the negotiation: What are your goals? What are you willing to give? What are you not willing to give?

2. Pair up with a representative of the other party and attempt to negotiate a settlement
3. Report the results of your negotiations to the class.

Task 2 : Writing

Write a letter of advice to one of the parties (your choice), in which you outline the legal issues raised by the case, refer to relevant statutes or related cases and provide your opinion as to the likely outcome of the case.

Relevant legal documents

Text 1: an outline of civil liabilities under the US Securities Act of 1933, sections 11 and 12

To claim under either s.11 or s.12, the buyer must prove a material misstatement or omission of a material fact. Section 11 liability flows from the requirements for filing a registration statement. Liability under s.12(a)(2) flows from the requirement to distribute prospectuses. Under sections 11 and 12, the issuer of a registrated security may be liable to the buyer for damages if the sale of the security included a reference to false or misleading information. The buyer does not have to show any reliance on the false statements. The issuer is strictly liable (liable without fault). This liability is subject to a defence of reasonable care; the issuer may avoid liability if it can be

shown that reasonable care was taken in providing information concerning the security in dispute.
Text 2: excerpt from the Supreme Court judgment in Arthur l Gustafson, et al.v. Alloyd Company, Inc. fka Alloyd Holdings, Inc, et al. (February 28, 1995)

Тема 9. Secured transactions

Навыки составления презентации являются неотъемлемой частью работы будущего юриста. Прочитайте и переведите текст. Работая в парах или небольших группах, составьте список рекомендаций для подготовки успешной презентации (Dos and Don'ts list).

Making a Successful Presentation

If you are a career-minded person, your future career is inseparable from learning the art of presentation. Presentation skills are the most important ones for showing you to the best advantage. To make your presentation effective you should concentrate on three major components: presenter audience-presentation.

Before you give a presentation, think of your image: how you will look and how you will behave in front of the audience. Remember, that people are more impressed with what they see than with what they hear. You will never have the second chance to make the first impression. Think of your audience and carefully assess it; their background, motives, interests. If you give the right to the right people you are likely to be successful in public speaking. Your primary goal is to impress the audience, to make them remember your talk.

It goes without saying that your presentation must be prepared beforehand. First of all you have to decide on the structure of your presentation. Making a presentation you should realize that a writ e text is very different from a spoken word, in other words "essay" or "summary" are not the synonym to "presentation". Before you structure the presentation, single out the main points of your talk, it must be clear for you what you are going to speak about, what is the main purpose of your presentation. All effective presentations always consist of three major parts: introduction, the main part or the body of the presentation and conclusion. The presence of these parts in your presentation makes it logically structured and easy to follow.

You should start the presentation with the greeting of the audience, then it's necessary to introduce yourself and the subject of the talk. After that outline what you are going to talk about describe the main sections of your presentation. It's useful to remember that your plan mustn't contain more than 3 points otherwise your audience may easily lose a track of your talk. It would be better if you set the rules in advance: state clearly if your listeners can interrupt you during the talk or you would prefer to answer their questions in the end.

After the introduction you come to the main part. While delivering the presentation remember to follow the plan you have outlined in the introduction. Tell your audience when you are ready to come to the next point of your presentation. Clarify the most difficult points and try to explain, don't forget that your audience hears this information for the first time. When you use visuals or give a demonstration, you need to tell the listeners what they are going to see. If you use slides make them easy to follow. Put the title at the top of the slide where your audience expects to find it. Include only important and interesting information. Keeping the number of slides to a minimum ensures that the
presentation will not become too long. It also avoids the problem of continually changing slide during the presentation that can be a distraction to your audience. On average, one slide per minute is about right. Combining photos, charts and graphs with the text will add variety and keep your audience interested in the presentation. Avoid having only text on your slides.

The fist key to a successful presentation is to speak in front of your audience. If you stick to your written script or for example speak to a board you'll obviously lose your audience. On the contrary eye contact and smiling at proper time will help you to keep your listeners interested and motivated.

It's very important to let your audience know that you've finished your talk. The conclusion is the last but not the least part of any presentation. When you prepare your presentation think what you'll say in the conclusion. There are some possible options: you may either summarize the mostimportant points of your presentation or outline your personal opinion on the

problem. Thank the audience for attention and invite questions and opinions from them. But you must always bear in mind the time limit which is usually no more than ten or fifteen minutes. However, if you structure your presentation effectively, you would not believe how much you can say in these ten minutes.

Тема 10. Debtor-Creditor.

Переведите предложения на русский язык,

1 Arbitrators, mediators, and conciliators who specialize in a particular area, such as construction or insurance are expected to have knowledge of that industry and must be able to relate well to people from different cultures and backgrounds.2 Solicitors are considered to qualify as higher court advocates, and barristers to deal directly with some clients (chiefly other professionals) without the need for the client to see a solicitor first.

3 Legal English proves to be extremely difficult for non-lawyers to understand.
4 If the Court upheld a specific application of a more general law it was considered to uphold the law itself.
5 In a 3-tier application every tier is supposed to interact with only one other tire.
6 The appellate court is supposed to review the record that the lower court relied on.
7 The probability of conviction is assumed to conform to a uniform probability distribution with increasing variability until the trial date.
8 Adjudicators are known to be experts in the subject matter in dispute.
9 People all over the world seem to becoming more and more accustomed to using legal means to regulate the relations with each other.
10 Lawyers try to explain exactly why a judicial decision has been made even when the decision appears to be obvious common sense.
11 Most people are sure to be confident that political views they hold at any particular moments are absolutely right.
12 In America claims against doctors turn to be so common and awards of damages so high, that some doctors are afraid to stop at accidents to help the injured for fear they may be taken to court.
13 After the divorce he is thought to have given a proportion of the proceeds to his wife.
14 The police are supposed to release the suspect provided he appears on a certain day at a certain Magistrates' Court.
15 Special rules are presumed to interpret contracts in which one or more contractors made a mistake or were pressured or tricked into making a contract.

Тема 11. Brands

1. Why are people loyal to brands they usually buy?
2. Why do companies brand their products?
3. What is a brand-switcher? Does it work on you?
4. What is the difference between corporate branding and individual branding?
5. Give a talk about the process of industrial production. Consider low-cost manufacturing.

**Case.**The Board of Directors are meeting to discuss the appointment of a new Overseas Sales Manager. The incumbent, Larry Wells, has been invited to the Board as Sales Director, and this is his first Board meeting. There are two names which have been put forward for the post:

Wolfgang Schwartz-11 years with the Corporation - present position Maintenance and Components Division Manager - 49 years of age -previously with General Motors.

Jim Lazarus - 6 years with the Corporation - present position Personal Assistant to Overseas Sales Manager (Larry Wells until now) - 32 years of age-previously in the RAF - helicopter pilot-short service commission.

Geoff Daly supports Jim Lazarus for the position and mentions that his nominee personally designed the modified skirt on the military version of (the hovercraft which is now in production. Jim was Daly's PA before he was transferred to Larry Wells.

Tim Feather, one of the founders of the firm, favours Wolfgang Schwartz. This comes as no surprise to the other directors. Schwartz is his son-in-law. Feather only owns 10% of the voting shares now but his children own another 15% through a trust he has set up in their favour.

Larry Wells takes to his directorial role like a duck to water.

"My vote would go to Wolfgang too, Mr Chairman," he says. "I admit he's less of an ideas man than Jim but he's developed a good team on the Maintenance side and 1 know my boys would get on well with him."

Daly has not given up by any means.

"Yes, but what about Wolfgang's health," he asks, "after that heart attack last year0 Will he be fit enough to travel all over the world0 No one knows better than you Larry how much traveling is involved."

1.Do you believe in internal promotion at work?
2.Do you believe in nepotism?
3.What sort of a health problem does Wolfgang Schwartz have and how would this affect his work as Ova-seas Sales Manager?
4.Why does Geoff Daly support Jim Lazarus for the post?
5.

Тема 12. Change

Grammar revision

1. He’s leaving the company _____ they wouldn’t promote him.
   a) because b) so that c) in order to d) that means that
2. I’m in charge _____ dealing with other companies.
   a) for b) to c) of d) with
3. One way to _____ employees is to offer them a bonus.
   a) meetb) upset c) fear d) motivate
4. The company was set _____ ten years ago.
   a) on b) up c) in d) off
5. We need to take legal _____ against them for copying our products.
   a) compensate b) advise c) action d) package
6. Since 2003, bosses _____ slow to handle this problem.
   a) have been b) were c) are being d) are
7. Global warming will _____ to a change in the way we use energy.
   a) caused b) result c) due d) lead
8. This is _____ designed than the previous model.
   a) most beautifully b) more beautifully c) beautiful d) beautifully
9. Analysts were surprised to hear the company had declared itself _____.
   a) sold out b) bankrupt c) fired d) fallen
10. Can you fill in this _____ form?
    a) apply b) applicant c) application d) applied
11. The person at the door, _____ greeted you, is the HR manager.
    a) who b) what c) where d) why
12. If we _____ him, we wouldn’t have got an answer.
    a) haven’t asked b) hadn’t asked c) asked d) ask
13. Would you be interested _____ joining us for a drink?
    a) for b) with c) in d) to
14. You _____ come if you don’t want to. It isn’t obligatory!
    a) don’t have to b) mustn’t c) ought to d) might not
15. She _____ if he’d ever been to Spain.
    a) said b) told c) told me d) asked
16. The box _____ over to warehouse on this conveyor belt.
    a) is carried b) carries c) are carrying d) be carried

17. By the end of next year, the new factory _____.
a) built b) is built c) will have been built d) will build
18. What will you need in the _____ of resources?
a) way b) route c) aim d) road
19. Let's try to improve the team _____ with a party!
a) goal b) player c) spirit d) project
20. You don't know what the difficulty is, _____ you?
a) are b) know c) don't d) do

Тема 13. Organisation

Prepare a presentation for your teacher about one of top companies in Russia. Include the following:

– introduce yourself appropriately
– describe your company
– present the company structure
– present a recent trend in your company
– describe the future plans of the company
– conclude the presentation

Тема 14. Advertising

Темы для написания эссе.

1. Advertising has a bad influence on children.
2. Advertising tells you a lot about the culture of a particular society.
3. What makes a good advertisement? What advertising practices are not acceptable?

Read the article and decide if these statements are true or false.

1 TV advertising in Spain and France costs more than in the UK.
2 Even if a campaign is successful, returns on TV advertising are decreasing.
3 Hovis had a successful relaunch last year.
4 The public voted the Hovis advert best of last year.
5 TV advertising was a very important part of the Hovis campaign.

Bread and chocolate: last year's best ads

The UK is now the cheapest western market for TV advertising, according to analysts at Citigroup.

Advertising here is 30 per cent cheaper than the next cheapest market, France, and well below much weaker economies such as Spain.

'For successful campaigns, the return on investment for advertisers is therefore getting much, much better,' says Marc Sugarman, media analyst at Citigroup.

Hovis, the bread-maker which relaunched with a TV campaign last year, has benefited from the low cost of advertising.

Developed for Hovis by advertising agency Miles Calcraft Briginshaw Duffy, the advert was voted best of last year by *Campaign*, the trade magazine.

Hovis invested £15m in the relaunch, which included a new recipe and packaging, although the 122-second TV ad was the key element.

The extra costs will put last year's profits at Hovis below the previous year's, Premier Foods, its owner, said in a trading statement this month, but added: 'We believe we have built a platform for sustainable future profit development.'

Hovis sales had fallen 11 per cent two years ago as it lost ground to Warburtons. But Premier now expects Hovis sales to be up 13 per cent for last year. Market share rose 2 percentage points to 24.3 per cent after the relaunch.

Whatever the successes of the Hovis campaign, however, the prize for the best-known campaign of the year has to go to Cadbury's Gorilla ad, winner of the television Grand Prix at

the Cannes Lions, which the company says turned around years of declining sales and delivered sales growth. FT

B Complete the sentences with the words in the box.

decline down fell increase recover

6 From the previous year to last year, Hovis's profts _____.

7 Hovis believes that they will _____the advertising costs as profts increase.

8 Hovis sales were _____ 11 per cent two years ago.

9 The relaunch led to a small _____ in market share.

10 The Gorilla ad stopped the _____ in Cadbury's sales.

Тема 15. Money

Choose the correct word or number to complete each sentence.

1 A billion is written as (1,000,000,000 / 1,000,000).

2 The new office cost (millions / million) of euros.

3 We spent over three (thousands / thousand) dollars on taxis last quarter.

4 You say £6.25 as '(six point two five pounds / six pounds twenty-five)'.

5 2/3 is usually said as (three seconds / two thirds).

A Choose the best words to complete these sentences.

6 We've built two new _____ because we want to increase our stock of materials.

a) outlets b) warehouses c) service centres

7 We have staff in our _____ answering the telephone and dealing with customer's questions twenty-four hours a day, seven days a week.

a) call centre b) distribution centre c) subsidiary

8 The _____ department carries out research in their laboratory.

a) R&D b) customer services c) IT

9 Our _____ are in central London but we manufacture our products all over the country.

a) factories b) headquarters c) plants

10 The _____ department deals with payroll and all other money-related matters.

a) legal b) production c) finance

Тема 16. Human Resources

Make up a plan of a job interview using the following text.

Desirable and undesirable traits. During the job interview, the interviewer makes a series of judgments or evaluations about your ability to do the job. All these judgments go towards forming the overall impression that plays a crucial role in the selection procedure. Three factors are particularly important in the forming of the overall impression: appearance, oral communications, and social skills. Another factor that is seriously considered in the job interview is "personality". This factor, however, is more complex, less evident, and more subjectively judged by interviewers than the three just mentioned. The employment representative wants to know your attitude toward, and feelings about, yourself, your past, the company, the job, and the profession so that a prediction about your future performance with the company can be made. Whereas a candidate's underlying motivations, attitudes, and feelings may not be clearly revealed in resumes and letters, these personality traits are sought out and frequently discovered within the face-to-face exchanges of the interview. A technique for exploring one's personality is referred to as depth interviewing. Broad, open-ended questions are put to the interviewee, and the resulting responses are followed up by probing questions that elicit more details, revealing feelings and attitudes. Probing questions often deal with reasons behind an act and the feeling associated with the act. Here is such a depth-interviewing exchange: Broad, open-ended questions: "Tell me about yourself at Murphy's Store."

Probe 1: "How did you go about getting your promotion to assistant selection supervisor?"

Probe 2: "Why did you handle it that way?"

Probe 3: “How did you feel when you receive the promotion over Judy Sticker, who had been there three years longer than you?” Depth-interviewing techniques have the appearance of casual conversation but actually reveal much information to the skilled interviewer about the inner workings of one’s personality. In such conversation, be careful to reveal attitudes, feelings, and motivations that are desirable. Do not be deceived by the cordiality of an interviewed and curious interviewer; such behavior is essential to place you at ease, get you to talk, and make you reveal everything about yourself. Be as honest and frank as possible in revealing positive personality traits that will help on the job. But before uttering a negative, cynical, pessimistic,

evasive, deceitful, and dishonest • High-pressure selling • Long-winded or abrupt The likehood is that you now possess many of the positive traits needed to make that favorable personal impression. Try not to be shy, meek, and overly modest, or embarrassed in expressing your desire for the job and your reasons for qualifying. Only you can state your case.

### 4.3. Оценочные средства для промежуточной аттестации

#### 4.3.1. Формируемые компетенции

| Код компетенции | Наименование компетенции | Код этапа освоения компетенции | Наименование этапа освоения компетенции |
|---|---|---|---|
| УК ОС-4 | Способность к коммуникации в устной и письменной формах на русском и иностранном(ых) языках для решения задач профессиональной деятельности | УК ОС-4/2.2, 3.1 | Завершающий этап освоения компетенции |

#### 4.3.2. Типовые оценочные средства

**Перечень вопросов для промежуточной аттестации:**

1. What is Law? (Что такое Закон)
2. Classification of Law (Классификация права)
3. Crime in modern Society. (Преступление в современном обществе.)
4. Legal Profession in Great Britain and the USA. (Юридическая профессия в Великобритании и США.)
5. Status and Duties. (Статус и обязанности.)
6. Business: Legal Environment. (Бизнес: правовая среда.)
7. Economic Crimes. (Экономические преступления.
8. Civil and Criminal Cases. (Гражданские и уголовные дела.)
9. Law. Law Enforcement (Закон. Правоприменение)
10. Civil and Public Law (Гражданское и публичное право)
11. Civil Justice (Гражданское судопроизводство)
12. Criminal Law (Уголовное право)
13. Criminal Justice (уголовное правосудие)
14. Human Rights (Права человека)
15. Constitutional Law (Конституционный закон)
16. Constitution as Supreme Law (Конституция как Высший закон)
17. Lawmaking Process (Законотворческий процесс)
18. Land Law (Земельное право)
20. Contract Law (Договорное право)

21. Family Law (Семейное право)
22. Banking Law (Банковское законодательство)
23. Intellectual Property (Интеллектуальная собственность)
24. Tort Law (Деликтное право)
25. International Law (Международное право)
26. Trade Law (Торговое право)
27. Legal Problems (Правовые вопросы)
28. Legal Professions in the Russia (Юридические профессии в России)

**Практически задания**

Case study 1.

Litigation and arbitration: an employment law case

The facts of the case

The organization you work for, a labour union, has asked you to review the following employment law case and the relevant documents in preparation for a meeting with the other party's lawyer.

Read this description of the facts of the case. What is the legal issue here?

The law firm of Redlin and Orbison has offices around the world. The firm regularly sends lawyers from its main office in New York to spend anywhere from a few months to a few years working in one of its offices abroad. Chiara Johnson, an experienced and ambitious intellectual property lawyer, spent two years in the Rome office. When Johnson returned to New York, she became unhappy with her prospects for advancement in the firm, particularly after younger male colleagues with no foreign working experience had made partner. Johnson claimed that senior management should have made it clear to her before her stay abroad that her two-year absence from the main office would put her at a disadvantage when new partners were being elected. Although Johnson, who has two small children

(one of whom is disabled), was allowed to work part of the week at home, she alleges that her boss continually demanded that she spend more face-time at the firm – that is, work from home less often. According to Johnson, a male colleague was allowed to work from home because he had disabled children. Johnson further alleged that she had been paid less that her male counterparts. (Johnson earned $100,000 a year at the time, while two male colleagues in comparable positions earned $115,000). Johnson contends that male associates were promoted more quickly than female ones. Johnson left the firm, filing a lawsuit against her former employer, seeking damages for psychiatric damage and loss of earnings, pension rights and career prospects.

In response to these allegations, a spokeswoman for Redlin and Orbison pointed out that 20 per cent of the firm's partners are women, more than the national average. Moreover, the firm maintained that it had made it clear from the beginning that the position Ms Johnson had taken was a non-partnership job, and that the firm's hiring and promotion policies are routinely communicated to prospective employees.

Task 1: Speaking

Divide into two groups, with one group representing Gainsborough Construction and one group representing Deep Blue Pools.

7. Prepare for negotiations with the other party. You should:

-identify the legal issues of the case and determine arguments for you side;

-list the strengths and weaknesses of your side of the case;

-list the strengths and weaknesses of the other side of the case;

-decide which parts of the relevant legal documents most strongly support your case and can be used to argue against the other party's case;

-make notes for the negotiation: What are your goals? What are you willing to give? What are you not willing to give?

8. Pair up with a representative of the other party and attempt to negotiate a settlement

9. Report the results of your negotiations to the class.

## Case study 2.

Task 1: Writing

Write a letter of advice to one of the parties (your choice), in which you outline the legal issues raised by the case, refer to relevant statutes or related cases and provide your opinion as to the likely outcome of the case.

Relevant legal documents

Text 1: excerpt from the Equal Pay Act 1970

A woman is to be regarded as employed on like work with men if, but only if, her work and theirs is of the same or a broadly similar nature, and the differences (if any) between the things she does and the things they do are not of practical importance in relation to terms and conditions of employment; and accordingly in comparing her work with theirs regard shall be had to the frequency or otherwise with which any such differences occur in practice as well as to the nature and extent of the differences.

Text 2: excerpt from a case brief

Lower pay for woman professor violates Equal Pay Act

Description: Appeals court upheld a verdict in favor of a woman professor who contended she was paid less than men professors who had similar backgrounds and duties. While the professors who were compared were not identical, they were similar enough to indicate a pattern of pay disparity based on sex. (…)

Decision: Affirmed. To establish a violation of the Equal Pay Act, the plaintiff need not demonstrate that her job is identical to a higher-paid position, but only must show that the two positions are substantially equal in skill, effort and responsibility. The fact that male professors used for comparison did not have positions identical to hers is not critical; they were in the same unit and had similar responsibilities. Lavin presented sufficient evidence to show, through statistical evidence, that male professors of similar rank, years of service and background were paid more. Statistical evidence of gender-based salary disparity across the college be used to enhance her case.

Citation: Lavin-McEleney v. Marist College, 239 F.3d 476 (2nd Cir.,2001)

Text 3: excerpt from job advertisement for the position Chiara Johnson applied for

Global Law Firm expands Intellectual Property Practice group. Work with two partners willing to mentor and offer unlimited career growth possibilities. Two to five years' experience in intellectual property with either electrical engineering,

computer engineering, or computer science undergrad; prefer patent bar. Job responsibilities include patent litigation and prosecution matters.

Salary is higher than the paid national average for associates. Firm pays all relocation costs. Firm allows applicants to take required state bar; firm cover costs for prep course. Job openings in Atlanta, DC and New York.

## Case study 3.

Text 1: Sale of Goods Act 1979, Section 53 (1-3)

1. Where there is a breach of warranty(1) by the seller, or where the buyer elects (or is compelled) to treat any breach of a condition on the part of the seller as a breach of warranty, the buyer is not by reason only of such breach of warranty entitled to reject the goods; but he may –
(a) set up against the seller the breach of warranty in diminution(2) or extinction of the price, or
(b) maintain an action against the seller for damages for the breach of warranty.
2. The measure of damages for breach of warranty is the estimated loss directly and naturally resulting, in the ordinary course of events, from the breach of warranty.
3. In the case of breach of warranty of quality such loss is prima facie(3) the difference between the value of the goods at the time of delivery to the buyer and the value they would have had if they had fulfilled the warranty.

1. In some jurisdictions, contract terms are classed as either warranties or conditions. The breach of a warranty can give rise to a claim for damages, but not to a right to treat the contract

as terminated. The breach of a condition can give rise to a claim for damages and also gives the right to treat the contract as terminated

2. The act of decreasing or lessening something; reduction

3. At first sight; accepted as correct until disproved

Text 2: excerpt from a textbook on contract law

Diminution of value, cost of cure or loss of amenity

The claimant's loss of the expected performance can be measured by:

-diminution of value' (the market value of the performance the defendant undertook minus that actually given), or

-'cost of cure' (the cost of buying substitute exact performance from another)

The two measures may produce the same amount. For example, where a seller fails to deliver goods (worth £5,000) before the buyer has paid the contract price (£4,000), the buyer can, in accordance with section 51 (3) Sale of Goods Act 1979, claim the difference between the contract price and the market price of the goods (£1,000). However, in certain cases, the two measures may produce wildly different results. In Tito v. Waddell (№2)(1977) a company was granted a licence to mine phosphate on Ocean Island, a small Pacific island, and promised to restore the island afterwards by replanting 'coconuts and other food-bearing trees'. The company failed to do this, and the islanders claimed the cost of cure calculated at $73,140 per acre. The court denied this because, by the time of the action, all the islanders had resettled some 1,500 miles away after their island was devastated by events of World War II. They were only entitled to the diminution of value, which was assessed at $75 per acre.

The assessment of damaged is subject to the requirement of reasonableness which necessitates an assessment of:

(a) The claimant's purpose(s) in contracting;

(b) Whether the claimant has cured or intends to cure; and

(c) The proportionality between the cost of cure, the contract price, the benefit already received by the claimant, and the benefit which cure would add to that benefit.

Case study 4.

It is a common feature of small building works performed on residential property…that comparatively minor deviations from specification or sound workmanship may have no direct financial effect at all. Yet the householder must surely be entitled to say that he chose to obtain from the builder a promise to produce a particular result because he wanted to make his house more comfortable, more convenient and more conformable to his own particular tastes; not because he had in mind that the work might increase the amount which he would receive if, contrary to expectation, the thought it expedient in the future to exchange his home for cash. To say that in order to escape unscathed, the builder has only to show that to the mind of the average onlooker, or the average potential buyer, the results which he has produced seem just as good as those which he had promised would make a part of the promise illusory, and unbalance the bargain.

Task 1: Speaking

Divide into two groups, with one group representing Gainsborough Construction and one group representing Deep Blue Pools.

4. Prepare for negotiations with the other party. You should:

-identify the legal issues of the case and determine arguments for you side;

-list the strengths and weaknesses of your side of the case;

-list the strengths and weaknesses of the other side of the case;

-decide which parts of the relevant legal documents most strongly support your case and can be used to argue against the other party's case;

-make notes for the negotiation: What are your goals? What are you willing to give? What are you not willing to give?

5. Pair up with a representative of the other party and attempt to negotiate a settlement

6. Report the results of your negotiations to the class.

Task 2 : Writing

Write a letter of advice to one of the parties (your choice), in which you outline the legal issues raised by the case, refer to relevant statutes or related cases and provide your opinion as to the likely outcome of the case.

Relevant legal documents

Text 1: an outline of civil liabilities under the US Securities Act of 1933, sections 11 and 12

To claim under either s.11 or s.12, the buyer must prove a material misstatement or omission of a material fact. Section 11 liability flows from the requirements for filing a registration statement. Liability under s.12(a)(2) flows from the requirement to distribute prospectuses. Under sections 11 and 12, the issuer of a registrated security may be liable to the buyer for damages if the sale of the security included a reference to false or misleading information. The buyer does not have to show any reliance on the false statements. The issuer is strictly liable (liable without fault). This liability is subject to a defence of reasonable care; the issuer may avoid liability if it can be shown that reasonable care was taken in providing information concerning the security in dispute.

Text 2: excerpt from the Supreme Court judgment in Arthur l Gustafson, et al.v. Alloyd Company, Inc. fka Alloyd Holdings, Inc, et al. (February 28, 1995)

Case study 5

It is understandable that Congress would provide buyers with a right to rescind, without proof of fraud or reliance, as to misstatements contained in a document prepared with care, following well-established procedures relating to investigations with due diligence and in the context of a public offering by an issuer or its controlling shareholders. It is not plausible to infer that Congress created this extensive liability for every casual communication between buyer(s) and seller(s)… It is often difficult, if not altogether impractical, for those engaged in casual communications not to omit some fact that would, if included, qualify the accuracy of a statement. We find no basis for interpreting the statute to reach so far.

Text 3: excerpts from an article discussing the decision in Gustafson

Where do Secondary Market Purchasers Stand After Gustafson?

by Joseph S.Allerhand and Benjamin M.Hain (corporate counsel), February 1999

Sixty-five years after the passage of the Securities Act of 1993, and nearly four years after the Supreme Court's decision in Gustafson v.Alloyd Co., a deceptively simple question remains unresolved: who has standing to sue under sections 11 and 12(a)(2) of the Securities Act? Specifically, is standing limited to investors who purchase securities in public offerings, or does standing extend also to investors who purchase securities in the secondary market but can 'trace' their securities to those registered and sold in the public offering?

With regard to standing under s.12 (a)(2), before Gustafson the courts were divided as to whether standing was limited to purchasers in the secondary market, irrespective of whether the purchased securities were traceable to the public offering. There is currently no consensus among district courts as to the impact of Gustafson on s.11's standing requirements. Although Gustafson dealt with a s.12(a)(2) claim, several district courts have nonetheless applied Gustafson's holding and broad language to s.11, and held that standing under s.11 extends only to purchasers in public offerings. Other district courts have taken the opposite position: they have refused to extend the holding in Gustafson to s.11 claims, and have continued to grand standing to secondary-market purchasers of securities that are traceable to the public offering.

Case study 6.

The facts of the case

Your law firm has asked you to review the following company law case in preparation for a meeting with the other party's lawyer.

Read this description of the facts of the case. What is the legal issue here?

Two years ago, Alex and Lesie Ballentine decided to sell their company, Solaris Energy (America), Inc., by public offering. A statutory registration statement (a carefully prepared set of documents, including a prospectus) was filed with the US Securities and Exchange Commission. However, the public sale did not go ahead, and the company was sold privately to Cordeaux

Gabelle, Inc.. The purchase price included a payment reflecting and estimated increase in the company's net worth from the end of the previous financial year. Because hard financial data was unavailable, the contract stated that if a year-end audit and financial statements showed a difference between the estimated and actual increased value, the amount paid would be increased or decreased by the appropriate amount to reflect the actual value.

An audit completed six months after the sale revealed that the value of the company had been overestimated by approximately $1.2m. The buyers were therefore entitled to recover an adjustment. However, Cordeaux Gabelle has been advised that it may be entitled to a remedy under 12a (2) of the Securities Act 1993, which gives buyers an express right of rescission against sellers who make material misstatements or omissions 'by means of a prospectus'. They have also been advised that an alternative remedy may be available under section 11 of the act.

Cordeaux Gabelle is claiming damages of $14.6m. The Ballentines argue that section 11 is only relevant in the case of a public offering. They also argue that a contract between a private buyer and seller is not a 'prospectus' as the term is used in section 12(a) (2) of the Securities Act, therefore section 12(a)(2) also only applies to public offerings, and not to private sales.

| Уровни сформированности компетенции | Оценка | Показатели оценивания | Критерии оценивания |
|---|---|---|---|
| Высокий (продвинутый) | Отлично (зачтено) | Знания по всем основным вопросам темы, выходящие за ее пределы<br><br>Профессиональные умения<br><br>Личностные качества | Систематизированные, глубокие и полные<br><br>Выраженная способность самостоятельно и творчески решать научные и профессиональные задачи в нестандартной ситуации<br><br>Ярко выражены |
| Базовый (средний) | Хорошо | Знания по всем разделам темы<br><br>Профессиональные умения<br><br>Личностные качества | Систематизированные и полные<br><br>Способность самостоятельно решать научные и профессиональные задачи в рамках темы<br><br>Обладает необходимыми личностно-профессиональными качествами |
| Минимальный (низкий) | Удовлетворительн | Знания в рамках образовательного стандарта | Достаточный объем знаний в рамках обязательного уровня по теме |

| | | | |
|---|---|---|---|
| | о | Профессиональные умения | Умение под руководством преподавателя или решать стандартные (типовые) задания |
| Не компетентен | Неудовлетворительно (незачтено) | Знания в рамках обязательного уровня освоения материала<br>Профессиональные умения | Отсутствие знаний<br>Отсутствие компетенций или отказ от решения практических заданий |

Шкала оценивания практико-ориентированных заданий

| Баллы | Критерии |
|---|---|
| Отлично (зачтено) | выполнены все требования к написанию: обозначена проблема и обоснована ее актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объем, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы. |
| Хорошо | основные требования выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем работы; имеются упущения в оформлении; на дополнительные вопросы даны неполные ответы. |
| Удовлетворительно | имеются существенные отступления от требований к написанию. В частности, тема освещена лишь частично; допущены фактические ошибки в содержании или при ответе на дополнительные вопросы; отсутствует вывод. |
| Неудовлетворительно (незачтено) | тема не раскрыта, обнаруживается существенное непонимание проблемы. |

Шкала оценивания результатов тестирования

| Оценка (стандартная) | Оценка (тестовые нормы: % правильных ответов) |
|---|---|
| Отлично (зачтено) | 80-100 % |
| Хорошо | 65-79% |
| Удовлетворительно | 50-64% |

| | |
|---|---|
| Отлично (зачтено) | Менее 50% |

**Шкала оценивания практико- ориентированных заданий**

| Уровни сформиро-ванности компетенций | Оценка в баллах | Показатели оценивания | Критерии оценивания |
|---|---|---|---|
| Высокий (продвинутый) | Отлично | Знания теоретического материала и умение его излагать. | Всестороннее, систематическое и глубокое знание теоретического материала.<br>Знание основной и дополнительной учебной литературы по дисциплине.<br>Свободное владение материалом.<br>Умение излагать учебный материал аргументированно и логически стройно |
| | | Умения, продемонстрированные в процессе решения практико – ориентированных заданий. | 85% и более практико – ориентированных заданий выполнено правильно. |
| | | Навыки, показанные в процессе выполнения практико – ориентированных заданий . | Уверенно продемонстрированы навыки восприятия и анализа текстов, имеющих философское содержание, а также ведения дискуссии по обоснованию и изложению собственной гражданской и мировоззренческой позиции и траектории саморазвития. |
| Средний (базовый) | Хорошо | Знания теоретического материала и умение его излагать. | Твердое знание теоретического материала.<br>Знание основной и осведомленность о дополнительной учебной литературе по дисциплине.<br>Свободное владение материалом.<br>Незначительные недостатки в логике изложения |
| | | Умения, продемонстрированные в процессе практико –ориентированных | 60% - 84% практико – ориентированных заданий выполнено правильно. |

| | | | |
|---|---|---|---|
| | | заданий | |
| | | Навыки, показанные в процессе выполнения практико – ориентированных заданий . | Продемонстрированы твердые навыки восприятия и анализа текстов, имеющих философское содержание, а также ведения дискуссии по обоснованию и изложению собственной гражданской и мировоззренческой позиции и траектории саморазвития. |
| Низкий (минимальный) | Удовле-твори-тельно | Знания теоретического материала и умение его излагать. | Поверхностное знание теоретического материала. Знакомство с основной учебной литературой по дисциплине. Незначительные недостатки в логике изложения |
| | | Умения, продемонстрированные в процессе практико –ориентированных заданий . | 45% - 59% практико – ориентированных заданий выполнено правильно. |
| | | Навыки, показанные в процессе выполнения практико – ориентированных заданий . | В основном продемонстрированы навыки восприятия и анализа текстов, имеющих философское содержание, а также ведения дискуссии по обоснованию и изложению собственной гражданской и мировоззренческой позиции и траектории саморазвития. |
| Недостаточный | Неудов летвори тельно | Знания теоретического материала и умение его излагать. | Значительные пробелы в знании теоретического материала. Необходимо повторное изучение дисциплины. |
| | | Умения, продемонстрированные в процессе выполнения практико –ориентированных заданий . | Менее 45% правильных ответов на практико –ориентированных задания. |
| | | Навыки, показанные в процессе выполнения творческого задания. | Отсутствие навыков. |

4.4 Методические материалы

Оценивание результатов обучения студентов по дисциплине осуществляется по регламентам текущего контроля и промежуточной аттестации. Текущий контроль в семестре проводится с целью обеспечения своевременной обратной связи, для коррекции обучения, активизации самостоятельной работы студентов. Объектом текущего контроля являются конкретизированные результаты обучения (учебные достижения) по дисциплине.

Текущий контроль предусматривает проведение следующих мероприятий:

– тестирование по темам и разделам дисциплины;

–решение задач;

–опрос

Экзамен является заключительным этапом процесса формирования компетенций студента при изучении дисциплины или её части и имеет целью проверку и оценку знаний студентов по теории и применению полученных знаний, умений и навыков.

Оценка знаний по дисциплине проводится с целью определения уровня освоения предмета и включает:

1. Минимальный уровень формирования компетенций:

- ответы на вопросы по дисциплине на семинаре (10-15 минут)

2. Базовый уровень формирования компетенций:

- контрольные работы в форме тестирования (1 академический час письменно);

3. Продвинутый этап формирования компетенций:

- решение тестовых заданий на семинаре (60 минут);

- решение практико-ориентированных заданий (написание введения на семинаре (1-2 пары)

Оценка качества подготовки на основании выполненных заданий ведётся преподавателем (с обсуждением результатов), баллы начисляются в зависимости от сложности задания.

Оценка качества подготовки по результатам самостоятельной работы студента ведётся:

1) преподавателем

– оценка глубины проработки материала, рациональность и содержательная ёмкость представленных интеллектуальных продуктов, наличие креативных элементов, подтверждающих самостоятельность суждений по теме;

2) группой

–в ходе обсуждения представленных материалов;

3) студентом лично

–путём самоанализа достигнутого уровня понимания темы.

По дисциплине предусмотрены формы контроля качества подготовки:

- текущий (осуществление контроля за всеми видами аудиторной и внеаудиторной деятельности студента с целью получения первичной информации о ходе усвоения отдельных элементов содержания дисциплины);

-промежуточный (оценивается уровень и качество подготовки по конкретным разделам дисциплины).

Результаты текущего и промежуточного контроля качества выполнения студентом запланированных видов деятельности по усвоению учебной дисциплины являются показателем того, как студент работал в течение семестра.

Текущий контроль успеваемости предусматривает оценивание хода освоения дисциплины: теоретических основ и практической части. Промежуточная аттестация

студентов – оценивание результатов обучения по дисциплине, в том числе в форме опроса.

Защита практических работ производится студентом по мере их выполнения в соответствии с расписанием занятий и установленным преподавателем планом - графиком. Преподаватель проверяет правильность выполнения практической работы, контролирует знание студентом пройденного материала с помощью контрольных вопросов или тестирования.

Проработка конспекта лекций и учебной литературы осуществляется студентами в течение всего семестра после изучения новой темы. Предусмотрена текущая аттестация в форме контрольных опросов и тестирования.

По результатам выполнения всех заданий на самостоятельную работу и выполнения заданий в ходе практических занятий преподаватель даёт комплексную оценку деятельности студента.

Высокую оценку получают студенты, которые при подготовке материала для самостоятельной работы сумели самостоятельно составить логический план изучения темы и реализовать его, собрать достаточный фактический материал (теоретический и практический (информационно-статистический)), использовали IT-технологии, электронные ресурсы, литературу по теме. Студенты при этом должны показать связь рассматриваемой темы с современными проблемами экономики и общества, значимость изучаемого материала в соответствии с направлением подготовки студента и авторский вклад в систематизацию и структурирование материала.

Итоговый контроль проводится в форме сдачи экзамена. К экзамену допускаются студенты, выполнившие все виды текущей аттестации –практические работы, творческие задания, задания для самостоятельной работы и контрольные опросы, а также прошедшие тестирование.

В целях подготовки к семинарским занятиям студентам необходимо использовать как основную, так и дополнительную литературу по теме семинара.

Студентам в процессе самостоятельной работы рекомендуется при изучении и применении нормативных правовых актов, решений органов судебной власти и других официальных источников пользоваться информационно-справочными системами Консультант-Плюс, Гарант, Кодекс и т.д.

Учитывая, что лекционные занятия проходят не по всем темам дисциплины, следует конспектировать материал по темам семинаров.

Цель методических рекомендаций - обеспечить студенту оптимальную организацию процесса изучения дисциплины, а также выполнения различных форм самостоятельной работы.

Студентам необходимо ознакомиться: с содержанием рабочей программы дисциплины, с целями и задачами дисциплины, ее связями с другими дисциплинами образовательной программы, методическими разработками по данной дисциплине, имеющимся на образовательном портале и сайте кафедры, с графиком консультаций преподавателей кафедры.

***Рекомендации по подготовке к лекционным занятиям (теоретический курс)***

Изучение дисциплины требует систематического и последовательного накопления знаний, следовательно, пропуски отдельных тем не позволяют глубоко освоить предмет. Именно поэтому контроль над систематической работой студентов всегда находится в центре внимания кафедры.

Студентам необходимо:

- перед каждой лекцией просматривать рабочую программу дисциплины, что позволит сэкономить время на записывание темы лекции, ее основных вопросов, рекомендуемой литературы;

- на отдельные лекции приносить соответствующий материал на бумажных носителях, представленный лектором на портале или присланный на «электронный почтовый ящик группы» (таблицы, графики, схемы). Данный материал будет охарактеризован, прокомментирован, дополнен непосредственно на лекции;

- перед очередной лекцией необходимо просмотреть по конспекту материал предыдущей лекции. При затруднениях в восприятии материала следует обратиться к основным литературным источникам. Если разобраться в материале опять не удалось, то обратитесь к лектору (по графику его консультаций) или к преподавателю на практических занятиях.

***Рекомендации по подготовке к практическим (семинарским) занятиям***

Студентам следует:

- приносить с собой рекомендованную преподавателем литературу к конкретному занятию;

- до очередного практического занятия по рекомендованным литературным источникам проработать теоретический материал, соответствующей темы занятия и отработать задания, определённые для подготовки к практическому занятию;

- при подготовке к практическим занятиям следует обязательно использовать не только лекции, учебную литературу, но и нормативно-правовые акты и материалы правоприменительной практики;

- теоретический материал следует соотносить с правовыми нормами, так как в них могут быть внесены изменения, дополнения, которые не всегда отражены в учебной литературе;

- в начале занятий задать преподавателю вопросы по материалу, вызвавшему затруднения в его понимании и освоении при решении задач, заданных для самостоятельного решения;

- в ходе практического занятия давать конкретные, четкие ответы по существу вопросов;

- на занятии доводить каждую задачу до окончательного решения, демонстрировать понимание проведенных расчетов (анализов, ситуаций), в случае затруднений обращаться к преподавателю.

***Методические рекомендации по работе с литературой***

Любая форма самостоятельной работы студента (подготовка к семинарскому занятию, написание эссе, контрольной работы, доклада и т.п.) начинается с изучения соответствующей литературы как в библиотеке, так и дома.

К каждой теме учебной дисциплины подобрана основная и дополнительная литература.

Основная литература - это учебники и учебные пособия.

Дополнительная литература - это монографии, сборники научных трудов, журнальные и газетные статьи, различные справочники, энциклопедии, интернет ресурсы.

Рекомендации студенту:

- выбранную монографию или статью целесообразно внимательно просмотреть. В книгах следует ознакомиться с оглавлением и научно-справочным аппаратом, прочитать аннотацию и предисловие. Целесообразно ее пролистать, рассмотреть иллюстрации,

таблицы, диаграммы, приложения. Такое поверхностное ознакомление позволит узнать, какие главы следует читать внимательно, а какие прочитать быстро;

- в книге или журнале, принадлежащие самому студенту, ключевые позиции можно выделять маркером или делать пометки на полях. При работе с Интернет-источником целесообразно также выделять важную информацию;

- если книга или журнал не являются собственностью студента, то целесообразно записывать номера страниц, которые привлекли внимание. Позже следует возвратиться к ним, перечитать или переписать нужную информацию. Физическое действие по записыванию помогает прочно заложить данную информацию в «банк памяти».

Выделяются следующие виды записей при работе с литературой:

Конспект - краткая схематическая запись основного содержания научной работы. Целью является не переписывание произведения, а выявление его логики, системы доказательств, основных выводов. Хороший конспект должен сочетать полноту изложения с краткостью.

Цитата - точное воспроизведение текста. Заключается в кавычки. Точно указывается страница источника.

Тезисы - концентрированное изложение основных положений прочитанного материала.

Аннотация - очень краткое изложение содержания прочитанной работы.

Резюме - наиболее общие выводы и положения работы, ее концептуальные итоги. Записи в той или иной форме не только способствуют пониманию и усвоению изучаемого материала, но и помогают вырабатывать навыки ясного изложения в письменной форме тех или иных теоретических вопросов.

## 6. Учебная литература и ресурсы информационно-телекоммуникационной сети "Интернет", включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

### 6.1. Основная литература.

1. Буренко, Л. В. Grammar in levels elementary – pre-intermediate : учеб. пособие для вузов / Л. В. Буренко, О. С. Тарасенко, Г. А. Краснощекова ; под общ. ред. Г. А. Краснощековой. — Москва : Издательство Юрайт, 2019. — 230 с. — (Серия : Университеты России). — ISBN 978-5-534-04538-3. — Режим доступа: https://biblioonline.ru/ – Электронно-библиотечная система «Юрайт».

2. Меняйло, В. В. Академическое письмо. Лексика. Developing academic literacy : учеб. пособие для бакалавриата и магистратуры / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. — 240 с. — 13 (Серия : Бакалавр и магистр. Академический курс). — ISBN 978-5-534-01656-7. – Режим доступа: https://biblio-online.ru/ – Электронно-библиотечная система «Юрайт».

3. Чикилева, Л. С. Английский язык для публичных выступлений (B1-B2). English for public speaking : учеб. пособие для бакалавриата и магистратуры / Л. С. Чикилева. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. — 167 с. — (Серия : Бакалавр и магистр. Модуль). — ISBN 978-5-534-08043-8. – Режим доступа: https://biblio-online.ru/ – Электронно-библиотечная система «Юрайт».

### 6.2. Дополнительная литература

1. Садовская В. С., Ремизов В. А. Основы коммуникативной культуры. Психология общения [Электронный ресурс]: учебник. – М.: Издательство Юрайт, 2016. – 208 с. – Режим доступа: https://biblio-online.ru/ – Электронно-библиотечная система «Юрайт».

2. Психология и этика делового общения [Электронный ресурс]: учебник / под ред. В.Н. Лавриненко, Л.И. Чернышовой. – М.: Издательство Юрайт, 2016. – 208 с. – Режим доступа: https://biblio-online.ru/ – Электронно-библиотечная система «Юрайт».

3. Глозман Ж.М. Психология. Общение и здоровье личности [Электронный ресурс]: учебное пособие для бакалавриата и магистратуры. – М.: Издательство Юрайт, 2017. – 230 с. – Режим доступа: https://biblio-online.ru/ – Электронно-библиотечная система «Юрайт».

### 6.3. Учебно-методическое обеспечение самостоятельной работы

1. Буренко, Л. В. Grammar in levels elementary – pre-intermediate : учеб. пособие для вузов / Л. В. Буренко, О. С. Тарасенко, Г. А. Краснощекова ; под общ. ред. Г. А. Краснощековой. — Москва : Издательство Юрайт, 2019. — 230 с. — (Серия : Университеты России). — ISBN 978-5-534-04538-3. — Режим доступа: https://biblioonline.ru/ – Электронно-библиотечная система «Юрайт».

### 6.4. Интернет-ресурсы, справочные системы.

1 Справочно-правовая система «Консультант Плюс»

2 Справочно-правовая система «Гарант»

3 Справочно-правовая система «Кодекс».

### 6.5. Нормативные правовые документы

Конституция Российской Федерации принята всенар. голосованием 12 дек. 1993 г. // Российская газета. – 1993.– 25 дек. (№ 237) // СПС «КонсультанПлюс».

### 6.6. Иные источники

Буренко, Л. В. Grammar in levels elementary – pre-intermediate : учеб. пособие для вузов / Л. В. Буренко, О. С. Тарасенко, Г. А. Краснощекова ; под общ. ред. Г. А. Краснощековой. — Москва : Издательство Юрайт, 2019. — 230 с. — (Серия : Университеты России). — ISBN 978-5-534-04538-3. — Режим доступа: https://biblioonline.ru/ – Электронно-библиотечная система «Юрайт».

## 7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Освоение дисциплины осуществляется в учебной аудитории, соответствующей по вместимости количеству студентов потока или учебной группы. Для успешного освоения дисциплины аудитория оборудована мультимедийным комплексом и экраном для демонстрации слайдовых презентаций и иных форм визуализации учебного материала.

Для демонстрации презентаций студентов на практических занятиях могут использоваться мультимедийные средства, имеющиеся в распоряжении кафедры (проектор, экран, ноутбук).

| Перечень информационных технологий, программных продуктов, используемых при осуществлении образовательного процесса по дисциплине | |
|---|---|
| 1 | Операционная система (MS Windows XP/Vista/7); |
| 2 | Пакет офисных программ (MicrosoftOffice или OpenOffice); |
| 3 | Антивирусная программа (NOD32, Dr.Web, Kaspersky и др.); |
| 4 | Интернет-браузер (Internet Explorer, Opera, Mozilla Firefox, Google Chrome идр.); |
| 5 | Различные утилиты (Архиваторы, программы записи компакт-дисков, файловые менеджеры, программы просмотра изображений и др.); |
| 6 | • Универсальная интернет-энциклопедия Wikipedia http://ru.wikipedia.org |

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| | • ЭБС Лань http://e.lanbook.com<br>• ЭБС IPRbooks http://www.iprbookshop.ru<br>• ЭБС Юрайт http://www.biblio-online.ru<br>• Сервис полнотекстового поиска по книгам http://books.google.ru/<br>• Научная электронная библиотека eLIBRARY.RU http://elibrary.ru<br>• Федеральный образовательный портал «Российское образование» http://www.edu.ru |