**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**
**SUMY NATIONAL AGRARIAN UNIVERSITY**
**Faculty of Law**
**Chair of International Relations**

**Curriculum (Syllabus) of the educational component**
**PUBLIC SPEAKING IN INTERNATIONAL AND DIPLOMATIC SPHERES**

(Compulsory)

Implemented within the educational program ***International Law***

in specialty ***293 "International Law"***

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

Sumy – 2022

**Author:** _____ Klietsova N. V., PhD, Associate Professor, Associate Professor of International Relations Chair

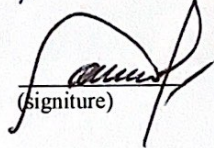| Considered and approved at the meeting of the _International Relations Chair_ | Minutes of June 15, 2022 # 16 | | |
|---|---|---|---|
| | Head of International Relations Chair | _____ (signiture) | Klochko A. M. (Surname, initials) |

**Approved by:**

Guarantor of the Educational Program _____ (signiture) Zapara S. I. (Surname, initials)

Dean of the Faculty where the Educational Program is Implemented _____ (signiture) Rohovenko O. V. (Surname, initials)
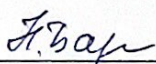
The Review of the Curriculum (Attached) is Provided by: Klochko A. M. (Surname, initials)

Volchenko N. V. (Surname, initials)

Methodist of the Department of Education Quality, Licensing and Accreditation _____ ( N. Baranik ) (signiture) (Surname, initials)

Registered in the Electronic Database: ___ 14. 07. ___ 2022.

**Information on viewing the curriculum (syllabus):**

| Academic year in which changes are made | The number of the application to the curriculum with a description of the changes | The changes were considered and approved | | |
| --- | --- | --- | --- | --- |
| | | Date and number of the minutes of the chair meeting | Head of Chair | Guarantor of the educational program |
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| 1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT | | |
|---|---|---|
| 1. | **Title of the EC** | PUBLIC SPEAKING IN INTERNATIONAL AND DIPLOMATIC SPHERES |
| 2. | **Faculty / Chair** | Faculty of Law, International Relations Chair |
| 3. | **Status of the EC** | Compulsory |
| 4. | **Program / Specialty (programs), the component of which is EC for (to be filled in for compulsory EC)** | Educational and professional program "International Law" in specialty 293 "International Law" |
| 5. | **EC can be suggested for (to be filled in for optional EC)** | |
| 6. | **Level of the National Qualifications Framework** | The first (bachelor's) level of higher education, NQF – 6th level |
| 7. | **Semester and duration of module** | 1st semester, 1-15 weeks<br>2nd semester, 1-15 weeks |
| 8. | **ECTS credits number** | 7 credits ECTS |

| 9. | **Total hours and their distribution -** | Directed study | | | Self-directed study |
|---|---|---|---|---|---|
| | **-90 hours<br>(1st semester)** | Lectures<br>30 hours | Workshops /<br>seminars<br>14 hours | Laboratory | 46 hours |
| | **-60 hours<br>(2nd semester)** | 14 hours | 16 hours | | 30 hours |

| 10. | **Language of instruction** | Foreign language (English) |
|---|---|---|
| 11. | **Module Leader / Coordinator of the Educational Component** | Klietsova Nataliia, Associate Professor<br>Hours of consultations – every Monday at 12.30, office 110 of the main building |
| 11.1 | **Module leader contact information** | klietsovanataliia@gmail.com |
| 12. | **Module description** | **Public Speaking in International and Diplomatic Spheres** is a course designed to develop in applicants knowledge of public speaking and the ability to behave in online as well as offline speeches in the international and diplomatic spheres, which are necessary professional skills for all competent lawyers.<br>In addition, the course develops students' skills in how to convince a judge or jury, talk to a group of clients, shareholders or conference participants. This course covers all aspects of public speaking, from the preparation and structure of the presentation to the style, tone and presentation of its content to enhance body language communication and visual aids. |
| 13. | **Module aim** | *The purpose of the module:* the formation of students' knowledge of speech skills as an integral value of the lawyer, the formation of the system and expanding the range of students' knowledge of research methodology; providing them with the necessary knowledge and practical skills in the case of conducting and presenting public legal speeches in the international and diplomatic spheres; promoting a creative understanding of the need to develop legal and economic issues; promoting the use of various research methods; development of |

| | | professional skills in formulating and presenting the results of their own research. |
|---|---|---|
| 14. | **Module Dependencies (prerequisites, co-requisites, incompatible modules)** | The module in its content is basic for the vast majority of other educational components. In addition, it is related to such courses as History of State and Law of Ukraine and Foreign Countries, History of International Relations, Judicial Systems and Comparative Judicial Law. |
| 15. | **The Policy of Academic Integrity** | The policy of academic integrity in teaching the course "Public Speaking in International and Diplomatic Spheres" uses the principles set by the Law of Ukraine "On Education", the Code of Academic Integrity of Sumy NAU, other local acts (full list of regulations posted on the university website https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/). |
| | | Acquisition of knowledge from the course must be in compliance with the law on copyright and related rights; contain links to sources of information in the case of the use of ideas, developments, statements, information; contain reliable information about the results of their own research activities, research methods used. Inadmissible during the training (according to Article 4, Article 42 of the Law of Ukraine "On Higher Education"), is the usage of applicants: |
| | | *academic plagiarism* – publication (partially or completely) of scientific (creative) results obtained by others as the results of their own research (creativity) and / or reproduction of published texts (published works of art) of other authors without indication of authorship; |
| | | *self-plagiarism* – publication (partially or completely) of one's own previously published scientific results as new scientific results; |
| | | *fabrication* – the fabrication of data or facts used in the educational process or research; |
| | | *falsifications* – deliberate change or modification of existing data relating to the educational process or research; |
| | | *write-off* – the performance of written work involving external sources of information other than those permitted for use, in particular when evaluating learning outcomes; |
| | | *deception* – providing knowingly false information about their own educational (scientific, creative) activities or organization of the educational process; forms of deception are, in particular, academic plagiarism, self-plagiarism, fabrication, falsification and writing off; |
| | | *bribery* – the provision (receipt) of a participant in the educational process or a proposal to provide (receive) funds, property, services, benefits or any other benefits of material or intangible nature in order to obtain an illegal advantage in the educational process; |
| | | *influence in any form* (request, persuasion, instruction, threat, coercion, etc.) on the pedagogical (scientific and pedagogical) worker in order to make a biased assessment of learning outcomes. |

|     |                  | For violation of academic integrity, applicants may be held subject to such academic liability as: re-assessment (test, exam, test, etc.); re-taking the educational course; deductions from educational institutions; deprivation of an academic scholarship; deprivation of tuition benefits provided by the educational institution. |
| --- | ---------------- | --- |
| 16. | **Link in Moodle** | https://cdn.snau.edu.ua/moodle/course/view.php?id=3799 (Fall and Spring Semesters). |

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

| MLOs: On successful completion of the modulethe student will be able to: | PLOs | | | | | | | | How assessed |
|---|---|---|---|---|---|---|---|---|---|
| | PLOs 1 | PLOs 4 | PLOs 5 | PLOs 7 | PLOs 8 | PLOs 13 | PLOs 16 | PLOs 27 | |
| | Determine the persuasiveness of arguments in the process of assessing previously unknown conditions and circumstances | Formulate your own proved judgments based on the analysis of the known problem. | Give a brief conclusion on certain factual circumstances (data) with sufficient justification | Demonstrate skills of written and oral communication in state and foreign languages, professional usage of legal terminology | Make and coordinate the plan of own research and independently collect materials from certain sources | Conduct formal and informal business conversations in the field of international relations and foreign policy | Properly use statistical information from primary and secondary sources for the professional activities | Provide advice on possible ways to protect the rights and interests of clients at the national and international levels in different legal situations. | |
| MLOs 1. Apply knowledge to improve and develop communication skills and conduct business negotiations in the international sphere through the usage of various theories and methods of argumentation. | x | x | | x | | x | | x | Workshops 5,6,8,12, 13, 14, modular control, certification, credit, intermediate testing |
| MLOs 2. Independently develop scientific literature, including online resources on public speaking and online speeches. | | | x | | x | | x | | Workshops 1,2,3,4,7, 9, 10, 11, modular control, certification, credit, intermediate testing |
| MLOs 3. Use the conceptual | x | x | x | x | x | x | x | x | Workshops 1,2,3,4,5, |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| and categorical apparatus to resolve conflict problems in various spheres of public life and international relations. | | | | | | | | | 6,7, 9, 11, 12, 13, 14, modular control, certification, credit, intermediate testing |
| MLOs 4. Critically analyze the phenomena in the diplomatic sphere and apply the acquired knowledge in professional activities | x | x | x | x | x | x | x | x | Workshops 1,2,3,4,5, 6, 7, 8, 9, 10, 11, 12, 13, 14, modular control, certification, credit, intermediate testing |
| MLOs 5. Predict the consequences and prospects of communication after a public speech in different conditions of diplomatic relations. | x | x | | x | x | x | x | x | Workshops 2, 5, 8, 9, 10, 11, 12, 13, 14 modular control, certification, credit, intermediate testing |

## 3. MODULE INDICATIVE CONTENT

| Topic. List of issues to be addressed within the topic | Distribution of hours | | | | Recommended Refferences[1] |
|---|---|---|---|---|---|
| | Directed study | | | Self-directed study | |
| | Lectures | Workshops | Labs. | | |
| *1st Semester (Fall)* | | | | | |
| *Topic 1. The Concept of Public Speaking in* | 2 | 2 | | 5 | 6.1.1-6.1.14; 6.3.3;6.2.1-6.2.2; |

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[1] Specific source from the main or additional recommended literature

| | | | | | |
|---|---|---|---|---|---|
| *International and Diplomatic Spheres in Today's Conditions*<br>1. The Concept and Importance of Public Speaking in International and Diplomatic Spheres.<br>2. Types of Public Speeches and Speaking Occasions in the International Arena.<br>3. The Process of Public Speaking in International Negotiations.<br>4. Elements of the Communication Process.<br>5. Speech Competencies of a Lawyer in International Law. | | | | | 6.1.28-6.1.30; 6.1.74-6.1.75; 6.2.4, 6.1.84-6.1.97 |
| *Topic 2. Origins of Public Speaking in International and Diplomatic Spheres*<br>1. Ancient Greece: the Rise of Democracy.<br>2. The Nature of Rhetoric. Dialectics and Logic. The Rhetorical Approach.<br>3. The Roman Republic.<br>4. Cicero's Influence.<br>5. Quintilian's Influence.<br>6. The Middle Ages. The Renaissance.<br>7. The Modern Period. The "Belles Lettres" Movement. The Elocutionary Movement. | 2 | | | 5 | 6.1.26-6.1.35; 6.3.1; 6.2.2-6.2.4; 6.1.44-6.1.50; 6.1.61-6.1.66; 6.2.3; 6.1.43-6.1.45, 6.1.84-6.1.97 |
| *Topic 3. Ethics in Public Speaking in International and Diplomatic Spheres*<br>1. The Importance of Ethics When Participating in International Delegations.<br>2. The Ethics Pyramid.<br>3. Communication Code of Ethics.<br>4. Applying the National Communication Association Credo to Public Speaking.<br>5. Free Speech During Public Speeches in International Activities. | 4 | 2 | | 5 | 6.1.9-6.1.14; 6.3.3; 6.2.1-6.2.4; 6.1.79-6.1.81; 6.1.16-6.1.20; 6.3.3; 6.1.80-6.1.81, 6.1.84-6.1.97 |
| *Topic 4. Presentation Aids: Design and Usage During International Negotiations*<br>1. The Concept of | 4 | | | 5 | 6.1.15-6.1.17; 6.3.2; 6.2.1-6.2.4; 6.1.47-6.1.59; 6.1.70-6.1.76; 6.2.1; 6.1.2-6.1.8, |

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|---|---|---|---|---|---|
| Presentation Aids.<br>2. Functions of Presentation Aids For Diplomatic Negotiations<br>3. Types of Presentation Aids.<br>4. Media to Use for Presentation Aids.<br>5. Life Hacks and Tips for Preparing Presentation Aids for the Meeting of Foreign Delegations | | | | | 6.1.84-6.1.97 |
| *Topic 5. Storytelling as One of the Means of Self-presentation in Social Networks*<br>1. The Concept of Storytelling, its Types.<br>2. The Structure of Storytelling.<br>3. Practical Application of Storytelling for International Relations. | 4 | 2 | | 5 | 6.1.26-6.1.35; 6.3.1; 6.2.2-6.2.4; 6.1.44-6.1.50; 6.1.61-6.1.66; 6.2.3; 6.1.43-6.1.45, 6.1.84-6.1.88, 6.1.90, 6.1.92-6.1.97 |
| *Topic 6. Video as One of the Means of Self-presentation in Social Networks*<br>1. The Concept of Video, its Types.<br>2. The Structure of Building a Video for Own Profile in Social Networks.<br>3. Shooting the Video According to the Received Case. | 4 | 2 | | 6 | 6.1.9-6.1.14; 6.3.3; 6.2.1-6.2.4; 6.1.79-6.1.81; 6.1.16-6.1.20; 6.3.3; 6.1.80-6.1.81, 6.1.84-6.1.88, 6.1.90, 6.1.92-6.1.97 |
| *Topic 7. Speaking Confidently on the International Level*<br>1. Communication Apprehension and Myths about it.<br>2. Types of Communication Apprehension.<br>3. Reducing Communication Apprehension When Speaking to International Partners.<br>4. Coping with the Unexpected During Public Speaking at the International Level | 4 | 2 | | 5 | 6.1.1-6.1.19; 6.3.1; 6.2.1-6.2.24; 6.1.70-6.1.80; 6.1.41-6.1.48; 6.3.3; 6.1.76, 6.1.84-6.1.97 |
| *Topic 8. The Art of Effective Listening to Public Speeches of Foreign Partners*<br>1. Distinguishing Between the | 4 | 2 | | 5 | 6.1.26-6.1.35; 6.1.43-6.1.45; 6.3.1; 6.2.2-6.2.4; 6.1.44-6.1.50; 6.1.61-6.1.66; 6.2.3; |

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| Concepts of "Listening" and "Hearing".<br>2. The Benefits of Effective Listening.<br>3. The Three A's of Active Listening.<br>4. Listening Styles of the Information.<br>5. Barriers to Effective Listening of the Information.<br>6. Stages of Listening.<br>7. Noise as a Core of Difficult Listening the Information.<br>8. Strategies to Enhance the Art of Listening. to Public Speeches of Foreign Partners.<br>9. Providing Feedback to Speakers.<br>10. Encouraging Effective Listening During Public Speaking.<br>11. Listening Critically.to Public Speeches of Foreign Partners. | | | | | 6.1.84-6.1.97 |
| *Topic 9. Audience Analysis in Public Speaking with Foreign Partners*<br>1. The Audience Analysis and How to Conduct an Audience Analysis During the Public Speech Abroad.<br>2. Three Types of Audience Analysis.<br>3. Conducting Step-by-step Process of Audience Analysis for Public Speaking.<br>4. Using the Received Audience Analysis During Public Speeches. | 2 | 2 | | 5 | 6.3.2; 6.2.1-6.2.4; 6.1.47-6.1.59; 6.1.70-6.1.76; 6.2.1; 6.1.2-6.1.8, 6.1.84, 6.1.91-6.1.936.1.85, 6.1.87-6.1.88, 6.1.94-6.1.97 |
| **Total Hours/1ˢᵗ Semester (Fall)** | **30** | **14** | | **46** | |
| *Topic 10. Finding the Purpose, Motivation and Choice of Topics for Public Speaking for the Foreign Delegations*<br>1. Finding the Goal for Public Broadcasting.<br>2. General Purposes of Speaking.<br>3. Selecting the Topic for Public Speaking. | 2 | 2 | | 5 | 6.1.1-6.1.17; 6.3.1; 6.2.1-6.2.4; 6.1.39-6.1.53; 6.1.70-6.1.74; 6.1.84, 6.1.91-6.1.936.1.85, 6.1.87-6.1.88, 6.1.94-6.1.97 |

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|---|---|---|---|---|---|
| 4. Ways to Avoid Shortcomings in Motivating Public Speaking. 5. Specific Objectives for Public Speaking. 6. Conclusion. 7. Researching the Own Speech in Public Speaking. 8. Citing Sources in Public Speaking. 9. Plagiarism. | | | | | |
| *Topic 11. Introduction in Public Speaking in International and Diplomatic Spheres* 1. Supporting Ideas and Building Arguments in Public Speaking. 2. How to Begin a Speech Effectively. 3. Creating the Body of a Speech for Public Speaking at the International Level. 4. Concluding with Power in Public Speaking. 5. Outlining in Public Speaking. | 4 | 4 | | 5 | 6.1.12-6.1.37; 6.1.33-6.1.43; 6.3.2; 6.2.1-6.2.4; 6.1.40-6.1.56; 6.1.60-6.1.66; 6.2.2; 6.1.84-6.1.97 |
| *Topic 12. The Language of the Speaker in Public Speeches at the International Level* 1. The Importance of Language in Public Speaking. 2. Using Language Effectively. 3. Six Elements of Language in Public Speaking at the International Level. | 2 | 2 | | 5 | 6.1.43-6.1.45; 6.3.1; 6.2.1-6.2.4; 6.1.62-6.1.51; 6.1.60-6.1.69; 6.2.1; 6.1.84, 6.1.91-6.1.936.1.85, 6.1.87-6.1.88, 6.1.96-6.1.97 |
| *Topic 13. Delivering the Speech to Foreign Partners* 1. Four Methods of Delivery. 2. Speaking Contexts That Affect Delivery the Speeches at the International Level. 3. The Usage of Notes Effectively During Public Speeches. 4. Practicing for Successful Speech Delivery. | 4 | 4 | | 10 | 6.1.19-6.1.39; 6.1.47-6.1.49; 6.3.1; 6.2.1-6.2.4; 6.1.45-6.1.50; 6.1.60-6.1.66; 6.2.3; 6.1.84, 6.1.91-6.1.936.1.85, 6.1.87-6.1.88, 6.1.94-6.1.97 |
| *Topic 14. Informative, Persuasive and Entertain Speeches in Public Speaking* | 2 | 4 | | 5 | 6.1.15-6.1.17; 6.3.2; 6.2.1-6.2.4; 6.1.47-6.1.59; 6.1.70-6.1.76; |

| *with Foreign Partners*<br>1. The Concept of Informative Speech.<br>2. Types of Informative Speeches.<br>3. The Concept of Persuasive Speaking.<br>4. Types of Persuasive Speeches.<br>5. Organizing Persuasive Speeches.<br>6. Understanding Entertaining Speeches.<br>7. Special-Occasion Speeches.<br>8. Keynote Speaking. | | | | | 6.2.1; 6.1.2-6.1.8, 6.1.84-6.1.86, 6.1.89-6.1.90 |
|---|---|---|---|---|---|
| **Total Hours/2ⁿᵈ Semester (Spring)** | 14 | 16 | | 30 | |
| **Total Hours/Academic Year** | 44 | 30 | | 76 | |

## 4. TEACHING AND LEARNING METHODS

| MLOs | Teaching Methods<br><br>(directed study: the work to be carried out by the module leader during classes, consultations) | Hours | Learning Methods<br><br>(self-directed study) | Hours |
|---|---|---|---|---|
| MLOs 1. Apply knowledge to improve and develop communication skills and conduct business negotiations in the international sphere through the usage of various theories and methods of argumentation. | - conducting lectures (stories) and practical (explanations) classes using multimedia, illustrations, work with books (reading, translation, drawing up a plan, reviewing, summarizing, compiling reference tables, diagrams), briefings, conversations, solving situational problems | 10 | - independent additional elaboration of lecture material;<br>-evelopment of books with the subsequent compilation of abstracts, compilation of abstracts, writing essays, systematization of summary reviews, preparation of summary abstracts | 6 |
| MLOs 2. Independently develop scientific literature, including online resources on public speaking and online speeches | - conducting lectures and practical classes (narration, explanation, discussion (heuristic and reproductive), work with a book (reading, translation, drawing up a plan, reviewing, summarizing, compiling reference tables, diagrams) on the use of reference lecture notes | 9 | - independent additional elaboration of lecture material;<br>- independent elaboration of instructions for performing certain practical works and preparation for their protection;<br>- elaboration of books with the subsequent drawing up of schemes, tables, record of own thoughts in the course of | 6 |

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| | | | comparison, record of conclusions;<br>- independent preparation for testing various topics on the course. | |
| MLOs 3.<br>Use the conceptual and categorical apparatus to resolve conflict problems in various spheres of public life and international relations | - conducting practical and lecture classes to acquaint students with such methods as analytical, synthesis, induction, deduction, comparative method, method of complex analysis, sociological research and historical method of using reference notes of lectures. | 9 | - additional elaboration of lecture material;<br>- preparation for the defense of practical work;<br>- passing training testing on each of the topics;<br>- analysis of the work done during the practical tasks and writing ground conclusions to the work | 6 |
| MLOs 4. Critically analyze the phenomena in the diplomatic sphere and apply the acquired knowledge in professional activities | - practical classes with the use of technical teaching aids, brainstorming, role-playing games, solving urgent situational problems, debates, round tables, problem solving, simulation teaching methods (based on simulations of future professional activities) using reference notes of lectures. | 9 | - additional elaboration of lecture material;<br>- preparation for the defense of practical work;<br>- passing training testing on each of the topics;<br>- analysis of the work done during the practical tasks and writing ground conclusions to the work | 6 |
| MLOs 5. Predict the consequences and prospects of communication after a public speech in different conditions of diplomatic relations | - practical classes with the use of technical teaching aids, brainstorming, role-playing games, solving urgent situational problems, debates, round tables, problem solving, simulation teaching methods (based on imitation of future professional activity) on the usage of reference lecture notes. | 9 | - independent additional elaboration of lecture material;<br>- independent elaboration of instructions for performing certain practical works and preparation for their protection;<br>- elaboration of books with the subsequent drawing up of schemes, tables, record of own thoughts in the course of comparison, record of conclusions;<br>- independent preparation for testing various topics on the course. | 6 |
| **Total hours** | | **46** | | **30** |

## 5. ASSESSMENT
### 5.1. Diagnostic assessment

**5.2. Summative assessment**
**5.2.1. Intended learning outcomes methods:**

| No | Summative assessment methods | Grades | Deadline |
|---|---|---|---|
| | **Fall Semester** | | |
| 1. | Workshop 1. The Concept of Public Speaking in International and Diplomatic Spheres in Today's Conditions | 6 points /6% | Till 2nd week |
| 2. | Workshop 2. Origins of Public Speaking in International and Diplomatic Spheres | 6 points /6% | Till 3rd week |
| 3. | Workshop 3. Ethics in Public Speaking in International and Diplomatic Spheres | 6 points /6% | Till 4th week |
| 4. | Workshop 4. Presentation Aids: Design and Usage During International Negotiations | 6 points /6% | Till 5th week |
| 5. | Workshop 5. Storytelling as One of the Means of Self-presentation in Social Networks | 6 points /6% | Till 6th week |
| 6. | Modular Control (Control Work) | 5 points /5% | Till 7th week |
| 7. | Attestation (Intermediate Multiple Choice Test) | 15 points /15% | Till 7th week |
| 8. | Workshop 6. Video as One of the Means of Self-presentation in Social Networks | 7 points /7 % | Till 8th week |
| 9. | Workshop 7. Speaking Confidently on the International Level | 7 points /7 % | Till 10th week |
| 10. | Workshop 8. The Art of Effective Listening to Public Speeches of Foreign Partners | 7 points /7 % | Till 12th week |
| 11. | Workshop 9. Audience Analysis in Public Speaking with Foreign Partners | 7 points /7 % | Till 14th week |
| 12. | Modular Control (Multiple Choice Test) | 7 points /7% | Till 15th week |
| 13. | Individual Work | 15 points /15% | Till 15th week |
| 14. | Credit | | Till 15th week |
| | **Spring Semester** | | |
| 15. | Workshop 10. Finding the Purpose, Motivation and Choice of Topics for Public Speaking for the Foreign Delegations | 12 points /12% | Till 3rd week |
| 16. | Workshop 11. Introduction in Public Speaking in International and Diplomatic Spheres | 12 points /12% | Till 6th week |
| 17. | Modular Control (Control Work) | 6 points /6% | Till 7th week |
| 18. | Attestation (Intermediate Multiple Choice Test) | 15 points /15% | Till 7th week |
| 19. | Workshop 12. The Language of the Speaker in Public Speeches at the International Level | 12 points /12% | До 10 тижня |
| 20. | Workshop 13. Delivering the Speech to Foreign Partners | 12 points /12% | Till 10th week |
| 21. | Workshop 14. Informative, Persuasive and Entertain Speeches in Public Speaking with Foreign Partners | 10 points /10% | Till 12th week |
| 22. | Modular Control (Multiple Choice Test) | 6 points /6% | Till 14th week |
| 23. | Individual Work | 15 points /15% | Till 15th week |
| 24. | Credit | | Till 15th week |

**5.2.2. Grading criteria**

| Summative assessment method | Unsatisfactory | Satisfactory | Good | Excellent |
|---|---|---|---|---|
| | **Fall Semester** | | | |
| **Workshop 1. The Concept** | *0-0,5 points* | *0,5-3 points* | *3-5 points* | *5-6 points* |

| **of Public Speaking in International and Diplomatic Spheres in Today's Conditions** | Practical work haven't done or have done incorrectly | Not all elements of the communication process are mentioned, it is difficult for a student to make a plan and conduct his or her own interview taking into account the elements of the communication process. | All the necessary elements of the communication process are presented, the student can make a plan and conduct his or her own interview taking into account the elements of the communication process, but he or she needs additional advice during the construction of the plot of this interview. | All captured tables and tasks are performed correctly, there are no critical remarks on the main characteristics, the student is guided in all the material |
|---|---|---|---|---|
| **Workshop 2. Origins of Public Speaking in International and Diplomatic Spheres** | *0-0,5 points* | *0,5-3 points* | *3-5 points* | *5-6 points* |
| | Practical work haven't done or have done incorrectly | Not all practical tasks have been completed, the periodization of public speaking sources is inconsistent, the student cannot draw basic communication models, for example, on a piece of paper (board), and then explain how each component is important for public speaking in international activities. | Tasks are performed with minor mistakes, the student is not sufficiently oriented in the periodization of the origins of public speaking, the student can draw basic models of communication, such as on a piece of paper (board), and then explain how each component is important for public speaking in international activities. However, it is difficult for a student to prepare his or her own periodization, to create the own view on it | All tasks of practical work are completed, the student is well oriented in the theoretical material |

| Workshop 3. Ethics in Public Speaking in International and Diplomatic Spheres | 0-0,5 points | 0,5-2 points | 2-4,5 points | 4,5-6 points |
|---|---|---|---|---|
| | Practical work haven't done or have done incorrectly | The student completes the task of filling in the "Checklist of Ethics of Public Speaking", considers his or her first speech, but it is not consistent. The student cannot prepare a two-minute free speech on the topic: "Why should lawyers defend people in the court?". He or she can not record his or her speech on the phone, and can not thoroughly analyze the content of this speech in the checklist of the proposed table | The student completes the tasks for his or her first speech, organizes it consistently, can prepare a two-minute free speech on the topic: "Why should lawyers defend people in the court?". He or she can record own speech on the phone, and can thoroughly analyze the content of this speech in the checklist of the proposed table, however, there are noticeable inaccuracies. | All tasks of practical work are completed, the student is well oriented in the theoretical material |
| Workshop 4. Presentation Aids: Design and Usage During International Negotiations | 0-0,5 points | 0,5-2 points | 2-4,5 points | 4,5-6 points |
| | Practical work haven't done or have done incorrectly | The student performs tasks using different types of presentation applications, but can not distinguish on a specific example, which types of presentation aids are used by the speaker, or the speaker selects the appropriate tools, how to make these tools better. | The student performs tasks on different types of presentation applications, knows how to plan his or her own speech, knows what extraordinary means of presentation he oe she can use in his or her speech to improve the understanding of the audience, but hesitates to stand in front of | All tasks of practical work are completed, the student is well oriented in the theoretical material |

| | | | a foreign partner and freely present own report. | |
|---|---|---|---|---|
| **Workshop 5. Storytelling as One of the Means of Self-presentation in Social Networks** | *0-0,5 points* | *0,5-2 points* | *2-4,5 points* | *4,5-6 points* |
| | Practical work haven't done or have done incorrectly | The student performs tasks on different types of storytelling, but his or her work is chaotic and not very interesting for foreign partners. | The student performs the proposed tasks on different types of storytelling, is able to generate interesting content at the level of international communications, but is not confident when broadcasting their material live. | All tasks of practical work are completed, the student is well oriented in the theoretical material |
| **Modular Control (Control Work)** | *0-1 points* | *1-2 points* | *2-3 points* | *3-5 points* |
| | Depends on the number and quality of correct answers to questions | Depends on the number and quality of correct answers to questions | Depends on the number and quality of correct answers to questions | Depends on the number and quality of correct answers to questions |
| **Attestation (Intermediate Multiple Choice Test)** | *0-3 points* | *3-7 points* | *7-13 points* | *14-15 points* |
| | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test |
| **Workshop 6. Video as One of the Means of Self-presentation in Social Networks** | *0-0,5 points* | *0,5-5 points* | *5-6 points* | *6-7 points* |
| | Practical work haven't done or have done incorrectly | Not all tasks of practical work are fulfilled, the clear understanding of the differences between the types of videos is not formed, the student is not able to offer his or her own video script in | Tasks are performed with minor mistakes, the student has formed the clear understanding of the difference between the types of videos, the student is able to offer his or her own script of the video in | All tasks of practical work are completed, the student is well oriented in the theoretical material |

| | | accordance with the proposed topics by the tutor. | accordance with the proposed subject by the tutor, but presents the own work uncertainly | |
|---|---|---|---|---|
| **Workshop 7. Speaking Confidently on the International Level** | *0-0,5 points* | *0,5-5 points* | *5-6 points* | *6-7 points* |
| | Practical work haven't done or have done incorrectly | Not all tasks of workshops are fulfilled, the student does not have the clear understanding the main components of confident speech at the international level, it is difficult for students to perform the test "Myths or facts about fears of communication". | Tasks are performed with minor mistakes, the student has the clear understanding of the main components of confident speech at the international level, the student can identify his or her fears and troubles on stage, but it is difficult for him or her to cope with them. | All tasks of practical work are completed, the student is well oriented in the theoretical material |
| **Workshop 8. The Art of Effective Listening to Public Speeches of Foreign Partners** | *0-0,5 points* | *0,5-5 points* | *5-6 points* | *6-7 points* |
| | Practical work haven't done or have done incorrectly | Not all tasks of practical work have been completed, a clear idea of the components of the art of listening to a foreign partner has not been formed, it is difficult for the student to discuss, even in pairs, what is the usual listening style of each person today according to their age category, under which circumstances it is possible to | Tasks are performed with minor mistakes, the students can easily make their own list of advantages and disadvantages of each of the 4 styles of listening. Each student can prepare a one-minute speech of an informal speech about current news in the world of legislation. In preparation for the next | All tasks of practical work are completed, the student is well oriented in the theoretical material |

| | | | | |
|---|---|---|---|---|
| | | easily change and practice other listening styles | presentation, the student can determine how to adapt their message to each of the listening styles, but the students are still uncertain about the presentation of their own projects. | |
| **Workshop 9. Audience Analysis in Public Speaking with Foreign Partners** | *0-0,5 points* | *0,5-5 points* | *5-6 points* | *6-7 points* |
| | Practical work haven't done or have done incorrectly | Not all tasks of practical work are completed, the student has an incomplete understanding of how to analyze the audience at the international level, but he or she tries to perform tasks of a practical nature. | Tasks are performed with minor mistakes, the student can, but not very quickly bring a moment from his or her own life, when he or she was too tired or distracted by the other surroundings, and he or she still had to pay full attention to the ideas in the speech. The student is able to identify mistakes in reasoning that led him or her to the fact that he or she, as a speaker, made mistakes, made assumptions about the fact and etc. | All tasks of practical work are completed, the student is well oriented in the theoretical material |
| **Modular Control (Multiple Choice Test)** | *0-0,5 points* | *0,5-2 points* | *2-5 points* | *5-7 points* |
| | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test |

| Individual Work | *0-3 points* | *3-7 points* | *7-13 points* | *13-15 points* |
|---|---|---|---|---|
| | The task does not correspond to the logic, structure of the work and the topic, goal, plan and task, the amount of information used is unsatisfactory, the methodological apparatus is not used, there are no personal approaches to the tasks. | In the task there is a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is insufficient, not the whole methodological apparatus is used, there are no personal approaches to the tasks. There is no depth and understanding of the problem, the student's ability to think critically is not manifested. The results of the obtained conclusions are not explained. | The task has a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is sufficient, the methodological apparatus is used, but there are no personal approaches to the tasks. The depth and understanding of the problem can be traced, the student's ability to think critically is manifested. Not all the results of the obtained conclusions are explained. | In the task there is a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is significant, the most used methodological apparatus, there are personal approaches to the tasks. There is depth and understanding of the problem in the work, the student's ability to think critically is manifested. All the results of the obtained conclusions are explained. |
| **Credit** | All points are calculated for the task that had to be completed during the semester (60-100 points) | | | |
| **Spring Semester** | | | | |
| **Workshop 10. Finding the Purpose, Motivation and Choice of Topics for Public Speaking for the Foreign Delegations** | *0-0,5 points* | *0,5-5 points* | *5-10 points* | *10-12 points* |
| | Practical work haven't done or have done incorrectly | Tasks are performed with shortcomings. Not all approaches to choosing the creative topic for speaking are analyzed, the student does not feel how to interest the audience at the international level. | The work is done correctly, the student is guided in choosing his or her own topic for the speech abroad, quickly builds a plan and chooses the topic of the speech, can adapt the proposed topic to the target | All tasks of practical work are completed, the student is well oriented in the theoretical material |

| | | | audience, but not enough confidence to present the chosen topic. | |
|---|---|---|---|---|
| **Workshop 11. Introduction in Public Speaking in International and Diplomatic Spheres** | *0-0,5 points* | *0,5-5 points* | *5-10 points* | *10-12 points* |
| | Practical work haven't done or have done incorrectly | Tasks are performed with shortcomings. Not all components of a successful speech introduction are analyzed, it is difficult for a student to make a unique introduction for a case proposed by the tutor. | The work is done correctly, the student focuses on building the own successful speech, knows what to look for, writes independently with all the requirements of the proposed topic for admission, but does not have the courage to publish it, or publishes not the best way. | All tasks of practical work are completed, the student is well oriented in the theoretical material |
| **Modular Control (Control Work)** | *0-1 points* | *1-3 points* | *3-5 points* | *5-6 points* |
| | Depends on the number and quality of correct answers to questions | Depends on the number and quality of correct answers to questions | Depends on the number and quality of correct answers to questions | Depends on the number and quality of correct answers to questions |
| **Attestation (Intermediate Multiple Choice Test)** | *0-3 points* | *3-7 points* | *7-13 points* | *14-15 points* |
| | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test |
| **Workshop 12. The Language of the Speaker in Public Speeches at the International Level** | *0-0,5 points* | *0,5-5 points* | *5-10 points* | *10-12 points* |
| | Practical work haven't done or have done incorrectly | Tasks are performed with shortcomings. Not all types of features of pure and literate language during a public speech are analyzed, it is difficult for a student to make 5 sentences | The work is done correctly, the student is guided in building a competent and interesting speech, the student can easily come up with an unprepared text | All tasks of practical work are completed, the student is well oriented in the theoretical material |

| | | impromptu according to the proposed case without preparation. | for a speech at the international level in accordance with the proposed situational conditions, but can not present this text to the audience. | |
|---|---|---|---|---|
| **Workshop 13. Delivering the Speech to Foreign Partners** | *0-0,5 points* Practical work haven't done or have done incorrectly | *0,5-5 points* Tasks are performed with shortcomings. The student knows and has the skills to build an influential speech, but it is difficult for him or her to prepare it himself or herself. | *5-10 points* The work is done correctly, the student is guided by life hacks of building an influential speech, is able to quickly build their own speech for foreign partners, but during the presentation of this speech there are minor shortcomings. | *10-12 points* All tasks of practical work are completed, the student is well oriented in the theoretical material |
| **Workshop 14. Informative, Persuasive and Entertain Speeches in Public Speaking with Foreign Partners** | *0-0,5 points* Practical work haven't done or have done incorrectly | *0,5-3 points* Tasks are performed with shortcomings. Not the whole list of the offered material on different types of speeches before foreign colleagues is analyzed, it is difficult for the student to determine what kind of speech can be used for which audience. | *3-7 points* The work is done correctly, the student is guided in the theoretical material on the list of different types of speeches to foreign colleagues, the student can easily determine what kind of speech should be used for a particular audience, but there is uncertainty during the speech. | *7-10 points* All tasks of practical work are completed, the student is well oriented in the theoretical material |
| **Modular Control (Multiple** | *0-1,5 points* | *1,5-3 points* | *3-5 points* | *5-6 points* |

| Choice Test) | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test | Depends on the number of correct answers to the test |
|---|---|---|---|---|
| **Individual Work** | *0-3 points* | *3-7 points* | *7-13 points* | *13-15 points* |
| | The task does not correspond to the logic, structure of the work and the topic, goal, plan and task, the amount of information used is unsatisfactory, the methodological apparatus is not used, there are no personal approaches to the tasks. | In the task there is a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is insufficient, not the whole methodological apparatus is used, there are no personal approaches to the tasks. There is no depth and understanding of the problem, the student's ability to think critically is not manifested. The results of the obtained conclusions are not explained. | The task has a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is sufficient, the methodological apparatus is used, but there are no personal approaches to the tasks. The depth and understanding of the problem can be traced, the student's ability to think critically is manifested. Not all the results of the obtained conclusions are explained. | In the task there is a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is significant, the most used methodological apparatus, there are personal approaches to the tasks. There is depth and understanding of the problem in the work, the student's ability to think critically is manifested. All the results of the obtained conclusions are explained. |
| **Credit** | All points are calculated for the task that had to be completed during the semester (60-100 points) | | | |

## 5.3. Formative assessment

| No | Formative Assessment elements | Date |
|---|---|---|
| 1 | Oral interview after studying each topic | After finishing the topic |
| 2 | Passing the test on attestation and modular control with feedback from the modular leader | According to the schedule of the educational process |
| 3 | Passing the test after the end of the study of each topic for independent control of knowledge and preparation for the credit (exam) | Regulated by the student independently |
| 4 | Protection of workshops | In a week after their sending to the module leader |
| 5 | Oral feedback from the module leader while working on | During the whole semester |

| | practical work during classes | |
|---|---|---|

# 6. LEARNING RESOURSES (LITERATURE)
## 6.1. Key resourses:

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6.1.2. Aras K. The nuts and bolts of public speaking: Practical tools for powerful presentations [Electronic resource] / Aras K., 2012. – Access mode: http://www.thecommunicationfactory.com/seminars/skills/PublicSpeaking.php.

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6.1.4. Barrett H. The Sophists: Rhetoric, Democracy, and Plato's Idea of Sophistry / Barrett Harold. – Novato, CA; Chandler & Sharp Publishers, 1987. – 173 p.

6.1.5. Berkun S. Confessions of a Public Speaker / Scott Berkun. Canada, O'Reilly Media Inc, 2010. 226 p. URL: http://scottberkun.com/2013/best-books-for-public-speakers/

6.1.6. Boothman N. How to Make People Like You in 90 Seconds or Less [Electronic resource] / Boothman N., 2008. – NY: Workman Publishing. – Access mode: https://www.amazon.com/Make-People-Like-Seconds-Less/dp/0761149465.

6.1.7. Brownell J. Listening: Attitudes, Principles, and Skills [Electronic resource] / Judi Brownell. – 5th edition, Cornell University: Pearson, 2013. – Access mode: https://www.pearson.com/us/higher-education/program/Brownell-Listening-Attitudes-Principles-and-Skills-Plus-My-Search-Lab-with-e-Text-Access-Card-Package-5th-Edition/PGM244114.html.

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6.1.10. Communications Essentials for Good Impressions [Electronic resource]. – Access mode: http://www2.ca.uky.edu/agcomm/pubs/cld1/cld13-anr/cld13-anr.PDF.

6.1.11. Corbett E. P. J. Classical Rhetoric for the Modern Student / Corbett E. P. J., Connors Robert J. – 4th edition, New York: Oxford University Press, 1999. 562 p.

6.1.12. DeCaro P. A. The Origins of Public Speaking [Electronic resource] / Peter A. DeCaro, Chapter 2, 2013. – Access mode: http://www.publicspeakingproject.org/PDF%20Files/Origins%20Web%201.pdf.

6.1.13. DeVito J. A. Essential Elements of Public Speaking / Joseph A. DeVito. – 5th edition, Pearson, 2015. – 204 p.

6.1.14. DeVito J. A. Review of The Interpersonal Communication Book / Joseph A. DeVito. – 13th edition, New York: Pearson, 2012. – 432 p.

6.1.15. Dick H. C. Selected Writings of Francis Bacon [Electronic resource] / Dick H. C. – New York: Modern Library, 1955. – Access mode: https://books.google.com.ua/books?id=ioi3AwAAQBAJ&pg=PA18&lpg=PA18&dq=Dick+H.+C.+Selected+Writings+of+Francis+Bacon+/+Dick+H.+C.+%E2%80%93+New+York:+Modern+Library,+1955.&source=bl&ots=d3pZg0HKrV&sig=gxWZqwZTtoV7x5Mvx8G6M6zlhig&hl=uk&sa=X&ved=0ahUKEwjy17LT0L_VAhUDK1AKHVnhA7MQ6AEIMDAB#v=onepage&q=Dick%20H.%20C.%20Selected%20Writings%20of%20Francis%20Bacon%20%2F%20Dick%20H.%20C.%20%E2%80%93%20New%20York%3A%20Modern%20Library%2C%201955.&f=false.

6.1.16. Ethics and Public Speaking. The Importance of Ethics [Electronic resource] / Chapter 2, 2013. – Access mode: https://www.slideshare.net/kimdesilva/chapter-2-ethics-public-speaking.

6.1.17. Farrell R. Soft skills all great leaders should have. CareerBuilder [Electronic resource] / Farrell R, 2011. – Access mode: http://www.careerbuilder.com/Article/CB-2335-Leadership-Management-Soft-skillsall-great-leaders-should-have/.

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6.1.19. Goddu J. Q. Listening Effectively [Electronic resource] / Jenn Q. Goddu, Chapter 4, 2013. – Access mode: http://publicspeakingproject.org/PDF%20Files/listening%20web%201.pdf.

6.1.20. Grice G. L. Mastering Public Speaking / George L. Grice, John F. Skinner, Daniel H. – 9th edition, Pearson, 2016. – 156 p.

6.1.21. Gwynn Aubrey. Roman Education from Cicero to Quintilian [Electronic resource] / Gwynn Aubrey. – Oxford: Clarendon Press, 1926. – Access mode: https://archive.org/stream/romaneducationfr00gwyn/romaneducationfr00gwyn_djvu.txt.

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6.1.23. Hogan M. Public Speaking and Civic Engagement / Michael Hogan. – 4th edition, Pearson, 2017. – 198 p.

6.1.24. Howell W. S. Logic and Rhetoric in England, 1500-1700 [Electronic resource] / Howell W. S. – New York: Russell & Russell, 1956. – Access mode: https://archive.org/details/logicandrhetoric011815mbp.

6.1.25. Johnson B. K. The Articulate Attorney: Public Speaking for Lawyers / Brian K. Johnson, Marsha Hunter. – 2nd edition, June 1, 2013. – 126 p.

6.1.26. Kennedy G. The Art of Persuasion in Greece / Kennedy G. – Princeton: University Press, 1963. – 350 p.

6.1.27. Koncz A. Employers look for communication skills, ability to work in a team in new college grads [Electronic resource] / Koncz A, Allen C., 2013. – Access mode: www.naceweb.org/pressreleases/.

6.1.28. Kudooski J. The Ethics in Public Speaking: Why So Important? [Electronic resource] / Kudooski James, 2016. – Access mode: https://toughnickel.com/misc/the-ethics-in-public-speaking.

6.1.29. Learn the Facts [Electronic resource],2004. – Access mode: https://www.cdc.gov/niosh/docs/2004-108/pdfs/2004-108.pdf.

6.1.30. Listening Styles of Undergraduate Health Students [Electronic resource] / T. Brown, M. J. Boyle, B. Williams, A. Molloy, L. McKenna, C. Palermo, B. Lewis, L. Molloy // Education for health, 2010. – Vol. 23. – Issue 3. – P. 424–429. – Access mode: http://www.educationforhealth.net/article.asp?issn=1357-6283;year=2010;volume=23;issue=3;spage=424;epage=424;aulast=Brown.

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6.1.39. Rhodes T. Assessing outcomes and improving achievement: Tips and tools for using rubrics / Rhodes T. – Washington D. C.: Association of American Colleges and Universities, 2010. – P. 10.

6.1.40. Robertson D. W. Saint Augustine on Christian Doctrine [Electronic resource] / Robertson D. W. – New York: Library of Liberal Arts, 1958. – Access mode: http://www.worldcat.org/title/on-christian-doctrine/oclc/1923927/editions?referer=di&editionsView=true.

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## Curriculum Peer Review (Syllabus)

| The parameter by which the curriculum (syllabus) of the educational component is evaluated | Yes | No | Comment |
|---|---|---|---|
| General information about the educational component is sufficient | Yes | | The information provided about the educational component sufficiently reflects its essence |
| The learning outcomes of the educational component correspond to the NQF | Yes | | Achieving the learning outcomes declared in the NQF is a logical process of quality learning of the course material |
| Learning outcomes in the educational component correspond to the provisions of the PLOs (for mandatory EC) | Yes | | Compulsory discipline |
| The learning outcomes of the educational component provide an opportunity to measure and assess the level of their achievement | Yes | | The learning outcomes of the educational component contribute to the assessment of advanced knowledge by students |
| Learning outcomes relate to students' competencies, not the content of the discipline (contain knowledge, skills, abilities, not the topics of the discipline's curriculum) | Yes | | Learning outcomes allow to develop students' competencies |
| Learning activity (teaching and learning methods) allows students to achieve the expected learning outcomes | Yes | | Learning activity fully allows students to achieve the stated results |
| The educational component involves learning through research | Yes | | Research is an integral part of the educational component |
| The assessment strategy within the educational component is in line with the policy of the University / Faculty | Yes | | Quite coincide |
| The provided assessment methods allow to assess the degree of achievement of learning outcomes in the educational component | Yes | | Assessment methods are well prepared and contribute to the assessment of learning outcomes |
| The workload of students is adequate to the volume of the educational component | Yes | | The workload of students is acceptable and allows to learn the material |
| Recommended learning resources are sufficient to achieve learning outcomes | Yes | | Learning resources have ancillary value along with the lecture material |
| The literature is relevant | Yes | | Relevant and modern |

**Peer Reviewers:**

Member of the project group EP <u>International Law</u>  *Klochko A.M.*  _____

           (title)                   (Surname, initials)     (signiture)

Tutor of the Chair       <u>International Relations</u>  *Volchenko N.V*  _____

                         (title)               (Surname, initials)     (signiture)