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CHARTER FOR SPANISH

Duration of classes: 2 hours per week; 24 hours per semester.

“...language and culture are closely linked, the language *reflects* the culture of a given society, and culture - as a system - is a fundamental component of language.”

Samira Boubakour, “L’enseignement des langues-cultures : dimensions et perspectives”, Algérie n°9, 2010, page 21.

LEVEL A1 (LEVEL TARGETED)

Elementary user: introductory or discovery level.

Level A1 is reserved for complete beginners. Students enrolling must not have previously studied Spanish.

The four skills to attain

Listening comprehension

- Can understand familiar words and very common expressions concerning myself, my family and my immediate surroundings, when people speak slowly and clearly.

Spoken production (continuous and interaction)

- Can use simple phrases and sentences to describe where I live and people I know.
- Can communicate in a simple way, provided that the other person is prepared to repeat or rephrase at a slower rate and help me express what I am trying to say. Can ask and answer simple questions about familiar subjects and immediate needs and answer such questions.

Reading comprehension

- Can understand familiar names, words and very simple sentences, for example in notices, posters and in catalogues.

Written expression

- Can write a short, simple postcard, for example sending holiday greetings. Can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Range of vocabulary

- Has a basic knowledge of single words and phrases relating to specific situations.

Grammatical accuracy

- Is able to use limited memorised syntactic structures and simple grammatical forms.

Command of the phonological system

- Pronunciation of a very limited range of expressions and memorised words. Is understandable with some effort for a native speaker accustomed to speakers from the linguistic group of the learner/user.

Command of spelling

- Can copy short phrases and familiar words, for example directions or simple instructions, the names of everyday objects, shops, and a set of regularly used phrases. Can spell their address, nationality and other personal information.

Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on **cultural content**. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is evaluated out of 20 at the end of the semester. Listening comprehension, spoken expression and written comprehension are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester (including a placement test), including twice in-class**; the combined work is awarded a grade out of 20.

In addition to the homework assignments and assessments that will be planned by the teacher, students will have to complete an online course composed of interactive exercises, available on Moodle. This online training will require one weekly hour of individual work for the student. **This online work will have to start on week 4.**

The continuous assessment and the end of term test which will be held in class on week 10 will include both the course contents and the contents of this online training. This obviously implies extensive and regular work on the part of students since the themes and learning goals of this online course **further enhance** the pedagogical contents of the class.

Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. The grade in this placement test (which is not to be considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** for archiving in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits. **The A1 level is ordinarily scheduled to last one semester**, which means that a student is expected to advance to level A2 after one semester. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to re-register in level A1. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level. During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.** At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

One-to-one Spanish tutoring: learning and support

Tutorials are offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way of alleviating difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of the proposed time slots offered. The tutoring - either recommended by the teacher or requested by the student - takes place **twice a week at language laboratory 306 located at 56 rue des Saints-Pères. The timetable is provided at the beginning of the semester:** <http://formation.sciences-po.fr/contenu/horaires-tutorats-langues>. It is essential to make an appointment in advance, sent in writing to tutoratslangues.paris@sciencespo.fr

Pedagogical materials

- **Documents recommended by the teacher** (see bibliography and webography specific to each class).
- **BIBLIOGRAPHY GUIDELINES** (see pages [22 to 23](#) of the charter).

Reference document

- **The Common European Framework of Reference for Languages** (CEFR), Council of Europe, 2001. (The Sciences Po level A1 is based on the CEFR level A1).

<http://eduscol.education.fr/cid45678/cadre-europeen-commun-de-reference-cecrl.html>

LEVEL A2 (LEVEL TARGETED)

Elementary user: intermediate or common level.

The four skills to attain

Listening comprehension

- Can understand phrases and frequently occurring vocabulary related to areas of close personal interest (for example, myself, my family, shopping, local area, my job). Can grasp the main idea in simple notices and messages.

Spoken production (continuous and interaction)

- Able to use a series of phrases and expressions to describe in simple terms my family and other people, my home, educational background and current or most recent job.
- Able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Able to handle very short exchanges, even though not usually able to understand enough to keep the conversation going.

Reading comprehension

- Able to read very simple short texts. Able to find specific, predictable information in simple everyday material such as small advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

Written expression

- Able to write short, simple notes and messages. Able to write a very simple personal letter, for example thanking somebody for something.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Range of vocabulary

- Has sufficient vocabulary to carry out everyday activities in familiar situations and on familiar subjects to satisfy basic communication needs.

Grammatical accuracy

- Can use simple structures correctly but still regularly makes simple errors such as confusing timings and forgetting agreement. However, the general meaning remains clear.

Command of the phonological system

- Pronunciation is generally sufficiently clear to be understood despite a clear foreign accent, but may require some repetition.

Command of spelling

- Can copy short phrases on everyday subjects, for example directions to go somewhere. Can write with relative phonetic accuracy (but not necessarily spelling) short words from student's oral vocabulary.

Modes of evaluation and expected work

The evaluation of the four skills is carried out according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on cultural content. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

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Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10**. The three skills of listening comprehension, reading comprehension and writing have equal weighting. The grade in this placement test (which is not to be

considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** for archiving in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits. Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. Indeed, **the acquisition of all A2 skills often requires more than one semester of learning.**

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. The teacher alone decides on any changes of level and this is non-negotiable. At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

One-to-one Spanish tutoring: learning and support

Tutorials are offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way of alleviating difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of the proposed time slots offered. The tutoring - either recommended by the teacher or requested by the student - takes place **twice a week at language laboratory 306 located at 56 rue des Saints-Pères. The timetable is provided at the beginning of the semester:** <http://formation.sciences-po.fr/contentu/horaires-tutorats-langues>. It is essential to make an appointment in advance, sent in writing to tutoratslangues.paris@sciencespo.fr

Pedagogical materials

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Reference document

- **The Common European Framework of Reference for Languages** (CEFR), Council of Europe, 2001. (The Sciences Po level A2 is based on the CEFR level A2).

<http://eduscol.education.fr/cid45678/cadre-europeen-commun-de-reference-ecrl.html>

LEVEL B1 (LEVEL TARGETED)

Independent user: threshold level.

The four skills to attain

Listening comprehension

- Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Spoken production (continuous and interaction)

- Can express him or herself in a simple way in order to describe experiences and events, as well as dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and future plans. Can narrate a story or relate the plot of a book or film and describe his or her reactions.
- Can deal with most situations likely to arise while travelling in a place where the language is spoken. Can take part in conversations without preparation on topics that are familiar or of personal interest or related to everyday life (for example, family, leisure, work, travel and current events).

Reading comprehension

- Can understand texts that for the most part use language related to his or her work or everyday life. Can understand the description of events and the expression of sentiments and best wishes in personal letters.

Written expression

- Can write simple connected text on topics which are familiar or of personal interest. Can write personal letters describing experiences and impressions.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Range and command of vocabulary

- Has sufficient vocabulary to use paraphrases on most everyday topics such as family, hobbies and interests, work, travel and current events, but serious mistakes can still occur when it comes to expressing a more complex idea.

Grammatical accuracy

- Can communicate with reasonable accuracy in familiar contexts; as a rule, has good command of grammar despite clear influences of the mother tongue. Errors may occur but the general meaning remains clear.
- Can use with reasonable accuracy a range of common phrases and expressions related to generally predictable situations.

Command of the phonological system

- Pronunciation is clearly intelligible even though a foreign accent is occasionally noticeable and pronunciation errors sometimes occur.

Command of spelling

- Can produce generally understandable written text. Spelling, punctuation and layout are accurate enough to be easily followed in most cases.

Modes of evaluation and expected work

The evaluation of the four skills is carried out according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on cultural content. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is awarded a grade out of 20 at the end of the semester. **Listening comprehension, spoken expression and written comprehension** are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester (including a placement test), including twice in-class**; the combined work is awarded a grade out of 20.

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Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. The grade in this placement test (which is not to be considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** for archiving in the Language Department.

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During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. The teacher alone decides on any changes of level and this is non-negotiable. At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

One-to-one Spanish tutoring: learning and support

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Pedagogical materials

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<http://eduscol.education.fr/cid45678/cadre-europeen-commun-de-reference-cecrl.html>

LEVEL B2 (LEVEL TARGETED)

Independent user: advanced or independent level.

The four skills to attain

Listening comprehension

- Can understand long presentations and lectures and even follow complex arguments, provided the topic is relatively familiar. Can understand most TV news and current affairs programmes. Can understand most films in standard Spanish.

Spoken production (continuous and interaction)

- Can express him or herself in a clear and detailed manner on a wide range of topics related to his or her areas of interest. Can express his or her point of view on a current affairs subject and explain the pros and cons of various options.
- Can communicate with a degree of fluency and spontaneity that makes it possible to have a normal interaction with a native speaker. Can take an active part in a conversation in familiar settings, expressing and defending opinions.

Reading comprehension

- Can read articles and reports on contemporary issues in which the authors adopt a certain attitude or point of view. Can understand contemporary literary prose.

Written expression

- Can write clear and detailed texts on a wide range of topics related to his or her interests. Can write an essay or report, transmitting information or giving reasons for or against a given opinion. Can write letters emphasizing the personal significance for him or her of events and experiences.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Range and command of vocabulary

- Has a good range of vocabulary for subjects related to the field of study and most general topics. Can vary sentence structure to avoid frequent repetitions, but gaps in vocabulary can still cause hesitations and the use of paraphrasing.
- Accuracy of vocabulary is generally high although confusion and the choice of incorrect words can occur without affecting communication.

Grammatical accuracy

- Has good grammatical control; occasional errors, non-systematic errors and small syntactic errors can still occur but they are rare and can often be corrected retrospectively. Does not make errors leading to misunderstandings.

Command of the phonological system

- Has achieved a clear and natural pronunciation and intonation.

Command of spelling

- Can produce a clear and intelligible written follow-up consistent with the rules of layout and organization. Can produce a clear and intelligible written follow-up consistent with the rules of layout and organization.

Modes of evaluation and expected work

The evaluation of the four skills is carried out according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on cultural content. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is awarded a grade out of 20 at the end of the semester. **Listening comprehension, spoken expression and written comprehension** are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester (including a placement test), including twice in-class**; the combined work is awarded a grade out of 20.

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Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. The grade in this placement test (which is not to be considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** for archiving in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits. Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. Indeed, **the acquisition of all B2 skills often requires more than one semester of learning.**

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.** At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

One-to-one Spanish tutoring: learning and support

Tutorials are offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way of alleviating difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of the proposed time slots offered. The tutoring - either recommended by the teacher or requested by the student - takes place **twice a week at language laboratory 306 located at 56 rue des Saints-Pères. The timetable is provided at the beginning of the semester:** <http://formation.sciences-po.fr/contenu/horaires-tutorats-langues> . It is essential to make an appointment in advance, sent in writing to tutoratslangues.paris@sciencespo.fr

Pedagogical materials

- **Documents recommended by the teacher** (see bibliography and webography specific to each class).
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Reference document

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<http://eduscol.education.fr/cid45678/cadre-europeen-commun-de-reference-cecrl.html>

LEVEL C1 (LEVEL TARGETED)

Experienced user: autonomous level.

The four skills to attain

Listening comprehension

- Can understand a long speech even if it is not clearly structured and the connections are only implicit. Can understand television programmes and films without too much effort.

Spoken production (continuous and interaction)

- Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Can express him or herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purposes. Can express his or her ideas and opinions with precision and relate his or her statements to those of other speakers.

Reading comprehension

- Can understand long and complex texts, both factual and literary, appreciating differences of style. Can understand specialized articles and long technical instructions even when not related to his or her field.

Written expression

- Can express him or herself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects in a letter, essay or report, highlighting what s/he considers to be the important points. Can adopt a style appropriate to the intended reader.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. C1 is adept at using contextual, grammatical and lexical clues to deduce an attitude, a mood, intentions and anticipate what comes next.

Range and command of vocabulary

- Has a good command of a vast range of vocabulary that allows the learner to easily overcome gaps by paraphrasing, using approximations and avoidance strategies. Good command of idiomatic and familiar expressions. Occasional small blunders, but no significant vocabulary errors.

Grammatical accuracy

- Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.

Command of the phonological system

- Can vary the intonation and place the accent emphasis correctly in order to express fine nuances of meaning.

Command of spelling

- Spelling is accurate except for a few slips. Layout, paragraphs and punctuation are logical and make sense.

Modes of evaluation and expected work

The evaluation of the four skills is carried out according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on cultural content. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is awarded a grade out of 20 at the end of the semester. **Listening comprehension, spoken expression and written comprehension** are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester, including twice in-class**; the combined work is awarded a grade out of 20.

Mid-term assessment and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits. Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. This has no impact on the attainment of credits. Indeed, **the acquisition of all C1 skills often requires more than one semester of learning**.

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. The teacher alone decides on any changes of level and this is non-negotiable. At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

One-to-one Spanish tutoring: learning and support

Tutorials are offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way of alleviating difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of the proposed time slots offered. The tutoring - either recommended by the teacher or requested by the student - takes place **twice a week at language laboratory 306 located at 56 rue des Saints-Pères. The timetable is provided at the beginning of the semester:**

<http://formation.sciences-po.fr/contenu/horaires-tutorats-langues>. It is essential to make an appointment in advance, sent in writing to tutoratslangues.paris@sciencespo.fr

Pedagogical materials

- **Documents recommended by the teacher** (see bibliography and webography specific to each class).
- **BIBLIOGRAPHY GUIDELINES** (see pages [22 to 23](#) of the charter).

Reference document

- **The Common European Framework of Reference for Languages** (CEFR), Council of Europe, 2001. (The Sciences Po level C1 is based on the CEFR level C1).

<http://eduscol.education.fr/cid45678/cadre-europeen-commun-de-reference-cecrl.html>

LEVEL C2 (LEVEL TARGETED)

Experienced user: Master's degree level / perfect command level.

The four skills to attain

Listening comprehension

- Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided he or she has some time to get familiar with the accent.

Spoken production (continuous and interaction)

- Can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
- Can take part effortlessly in any conversation or discussion and has a good familiarity with idiomatic expressions and colloquialisms. Can express him or herself fluently and convey finer shades of meaning precisely. If he or she does have a problem s/he can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Reading comprehension

- Can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Written expression

- Can write clear, smoothly-flowing text in an appropriate style. Can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. Can write summaries and reviews of professional or literary works.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Range and command of vocabulary

- Has a good command of a vast range of idiomatic and everyday expressions with a good awareness of the range of linguistic nuance.
- Consistently accurate and appropriate use of vocabulary.

Grammatical accuracy

- Can consistently maintain a high level of grammatical accuracy even when attention is focused elsewhere (such as planning or observing somebody's reactions).

Command of the phonological system

- Can vary the intonation and place the accent emphasis correctly in order to express fine nuances of meaning.

Command of spelling

- Written texts are without spelling mistakes.

Modes of evaluation and expected work

The evaluation of the four skills is carried out according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on cultural content. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is evaluated out of 20 at the end of the semester. **Listening comprehension, spoken expression and written comprehension** are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester, including twice in-class**; the combined work is awarded a grade out of 20.

Mid-term assessment and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits. During the last class of the semester, teachers inform students of their final grade and about obtaining their credits. At the end of the semester, teachers submit their final grades and qualitative assessments online and validate the obtaining of level C2 or not.

One-to-one Spanish tutoring: learning and support

Tutorials are offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. The tutoring - either recommended by the teacher or requested by the student - takes place **twice a week at language laboratory 306 located at 56 rue des Saints-Pères**. **The timetable is provided at the beginning of the semester**: <http://formation.sciences-po.fr/contenu/horaires-tutorats-langues>. It is essential to make an appointment in advance, sent in writing to tutoratslangues.paris@sciencespo.fr

Pedagogical materials

- **Documents recommended by the teacher** (see bibliography and webography specific to each class).
- **BIBLIOGRAPHY GUIDELINES** (see pages [22 to 23](#) of the charter).

Reference document

- **The Common European Framework of Reference for Languages** (CEFR), Council of Europe, 2001. (The Sciences Po level C2 is based on the CEFR level C2).

<http://eduscol.education.fr/cid45678/cadre-europeen-commun-de-reference-cecrl.html>

Bibliography guidelines

This general, summary and non-exhaustive bibliography aims to give some guidelines to make independent work easier and provide essential knowledge on the Hispanic world. **It does not replace the bibliography provided in each lesson, which must be given priority and used extensively.**

Catálogo de voces hispánicas Centro Virtual Cervantes

- http://cvc.cervantes.es/lengua/voces_hispanicas/default.htm [Este catálogo ofrece muestras audiovisuales de las principales manifestaciones y variedades de la lengua española, procedentes de todo el mundo hispánico, junto a muestras de las principales lenguas originarias con las que la lengua española convive.]

Dictionaries

- Asociación de Academias de la Lengua Española, *Diccionario de americanismos*: <http://www.asale.org/recursos/diccionarios/damer>
- *Diccionario de la Real Academia Española, Diccionario de la lengua española & Diccionario panhispánico de dudas*: <http://www.rae.es/>
- MOLINER, María Moliner, *Diccionario del uso del español*, Gredos.
- SECO, Manuel, *Diccionario del español actual*, Madrid, Aguilar, 1999, 2 vol.
- *Wordreference*, <http://www.wordreference.com> [español: definición; español-francés; francés-español; español: sinónimos y antónimos; verbos conjugados].

Vocabulary

- BARREAU Jean-Louis, *¡Ojo al dato! Dictionnaire français-espagnol / espagnol-français du vocabulaire actuel commenté*, Paris, Editions Publibook, 2013.
- DORANGE, Monica, *Lexique essentiel de l'espagnol*, Paris, Ellipses, 2011 [U otros léxicos de esta autora.]
- LAZCANO, Marc, *Vocabulaire espagnol. Économie, politique, société*, Paris, Armand Colin, 2012.

Grammar in French

- BARBIER, Alyette, RANDOUYER, Françoise, *La grammaire espagnole en fiches*, Paris, Ellipses, 2007.

- DORANGE, Monica, *Grammaire espagnole*, Paris, Ellipses, 2010.
- GERBOIN, Pierre, *Précis de grammaire espagnole*, Paris, Hachette, 2014.

Grammar in Spanish

- CASTRO VIUDEZ, Francisca, *Uso de la gramática española: elemental*, Madrid, Edelsa, 2011. [Solucionarios de los ejercicios en Castro Viudez, Francisca, *Uso elemental de la gramática española. Claves*, Madrid, Edelsa, 2012.]
 ____, *Uso de la gramática española: intermedio*, Madrid, Edelsa, 2011. [Solucionarios de los ejercicios en ____, *Uso intermedio de la gramática española. Claves*, Madrid, Edelsa, 2012.]
 ____, *Uso de la gramática española: avanzado*, Madrid, Edelsa, 2011. [Solucionarios de los ejercicios en ____, *Uso avanzado de la gramática española. Claves*, Madrid, Edelsa, 2011.]

Spanish and Latin American civilization textbooks (essential)

- COMPAGNON Olivier, GEOFFRAY Marie Laure (dirs.), *Amérique latine 2015-2016*, La Documentation française, collection : Mondes émergents, 2016.
- COVO-MAURICE, Jacqueline, *Introduction aux civilisations latino-américaines*, sous la direction de Bernard Darbord, Paris, Armand Colin, 2015.
- DABÈNE, Olivier, LOUAULT, Frédéric, *Atlas de l'Amérique latine : Croissance, la fin d'un cycle*, Editions Autrement, 2016.

Spanish civilization (critical history)

- BARON, Nacima, LOYER, Barbara, *L'Espagne en crise(s). Une géopolitique au XXIe siècle*, Paris, Armand Colin, 2015.
- BENNASSAR, Bartolomé, BESSIÈRE, Bernard, *Espagne. Histoire, société, culture*, la Découverte, 2012.
- PÉREZ, Joseph, JULIÁ Santos, VALDEÓN Julio, *Historia de España*, Austral, 2015.
- PÉREZ LEDESMA, Manuel, SAZ CAMPOS, Ismael, *Del franquismo a la democracia: 1936-2013*, Barcelona, Marcial Pons, 2015.

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- DONGHI, Tulio, *Historia contemporánea de América Latina*, Madrid, Alianza Editorial, 2013.
- LANCHA, Charles, *Histoire de l'Amérique hispanique de Bolívar à nos jours*, Paris, L'Harmattan, 2003.
- ROUQUIÉ, Alain, *À l'ombre des dictatures. La démocratie en Amérique latine*, Paris, Albin Michel, 2010.
- ROUQUIÉ, Alain, *Amérique latine. Introduction à l'Extrême-Occident*, Paris, Seuil, 1998 (1987).

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- <http://www.todalaprensa.com/>
- Radio y televisión española (RTVE), <http://www.rtve.es> (In the 'A la carte' section: series, documentaries, reports, etc.)

Methodology

- GODET, André, *Última hora. Lire, comprendre et traduire la presse en espagnol*, Paris, Ellipses, 2015.