

APPLIED ITALIAN COMMUNICATION & CULTURE (AICC)

BCSP - Fall 2025

Prof. Guendalina Bamboli

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HOURS:

From **Wednesday, September 3** to **Friday, September 12 (intensive)**

1.30 pm – 3.30 pm

Via Barberia, 4

From **Monday, September 22** to **Wednesday, December 3**

Mondays & Wednesdays

11am – 1pm

BCSP office, Via Malcontenti, 3

COURSE	APPLIED ITALIAN COMMUNICATION AND CULTURE
INSTRUCTOR	Guendalina Bamboli has taught at various language centers in Bologna and collaborated with Boston University in Padua. She has been teaching at BCSP since 2018. The focus of her research is the integration of foreign student in the Italian school system.
COURSE CREDITS	3
COURSE OBJECTIVES	After successfully completing the course students will be able to: - interact with others in a simple way, ask and answer simple questions, read and write short paragraphs, speak with limited vocabulary about a number of topics - understand and use familiar everyday expressions and basic phrases - write simple messages or fill in forms with personal details - show knowledge of written and oral Italian at different proficiency levels, from beginner to low intermediate, including the interaction with locals in real life contexts - develop working knowledge of Italian culture with respect to the following areas: history; social habits; communication styles, values and attitudes; international relations; food traditions; and the arts in general, thereby gaining a deeper understanding of the Italian culture that they engage with it in everyday life (utilizing the <i>Cultural Iceberg</i> model) - use AI tools critically and creatively to support your language development, while upholding academic integrity. The course is comparable to a A1 level of the Common European Framework of Reference (CEFR).
COURSE DESCRIPTION	The course is designed for students who have no prior knowledge of Italian. It is a course taught in an immersive context which aims at presenting communicative functions and vocabulary, so that students are led to observe and reflect on the language by being exposed to real life situations and language. Students will be engaged and challenged by many practical activities in class or out of the class, both individually or in groups, to practice the language and to learn new linguistic and cultural elements. Students will utilize authentic materials such as videos, songs, flyers, cards, posters, job advertisements; social media content such as videos and group chats will be created using the Padlet platform. Role-playing and dramatization activities, didactic games, web resources and linguistic analyses will be part of the class. The course also includes out of class activities such as interviews with Bologna's inhabitants, and excursions to the market or supermarket, local shops, bars and cafes, and cultural centers. Throughout the course, Bologna will serve as both a setting for language practice and a subject of study. Students will learn how the city's history, culture, and urban development reflect broader social changes. Guided by the instructor, students will

	observe and analyze recent transformations in Italian cities and will consider how these phenomena can relate to urban development in the United States. This approach aims to foster a deeper understanding of the cultural context behind the language, making learning more meaningful and engaging. Assignments include grammar exercises, written and oral tasks, and other projects that require students to explore the city of Bologna. Assignments are reviewed and corrected regularly in class. Activities described in the syllabus may vary according to the pace of student language acquisition. The cultural activities woven into the course will focus on lexicon, communication and interaction in addition to gaining an understanding of the “why” behind the cultural elements students observe, utilizing Bologna as the classroom. The activities may include: - Scavenger hunt around the streets of Bologna; - an on-site class at a “Cafe” in the city center – living like locals in Bologna; - an on-site class activity at “<i>the Quadrilatero di Bologna</i>” to observe locals and interact with them, learning new vocabulary; - “<i>Visitare Bologna: una proposta di itinerario</i>”, focused on the artistic aspects of the city and its everyday life.
TEACHING METHODOLOGY	The course is based on a communicative approach. The main focus is on the development of the four basic skills simultaneously (the ability to listen, speak, read, and write in order to understand and be understood). This approach is flexible and stimulates the observation and the analysis on the language by activating students’ linguistic knowledge. Reflections on the language are shared in class but guided and confirmed by the teacher so that the students themselves can discover language mechanisms. This effort guarantees a stronger and deeper acquisition of language structures and enables the students to use and communicate in the target language more authentically and naturally. Special attention is given to the vocabulary and the interference of L1 in the language production: activities and exercises especially designed will be dedicated to avoid typical and recurring mistake.
COURSE MATERIALS	- Course Packet to be purchased at Copisteria Il Papiro, Via Marsala 38/a - Notes taken in class and out of class, Power Point presentations (PPT) and material prepared by the teacher (communicative elements, vocabulary or grammar, language activities, authentic written materials).
GRADING CRITERIA	Participation and attendance: 15% 2 quizzes: 15% 2 oral presentations: 20% Cultural reflections assignments: 20% Final exam 30%
POLICIES	ATTENDANCE: Attendance is mandatory. <u>Only one absence will be tolerated.</u> Additional absences due to illness must be justified by a doctor’s note. ½ point will be reduced from the final grade for every other absence. If you cannot attend class, you are expected to get information from your classmates about readings and assignments and to be prepared for the next class. Unjustified lateness will negatively affect your grade in class participation. Late Assignments Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

CALENDAR

DATE	CONTENTS	ACTIVITIES	ASSIGNMENTS
Lesson 1 Wednesday, Sept. 3	- Communicative functions: Introducing yourself and people (I) - Vocab.: Greetings - informal vs formal (I); alphabet - Gram.: Verbs: Present Tense (I); Pronunciation of C and G	Introducing the course of Italian Applied Communication (reading the Syllabus) Questionnaire UNIT 1: pages 9 - 13	
Lesson 2 Thursday, Sept. 4	- Communicative functions: Introducing yourself and people (II); - Vocab.: Greetings - informal vs formal (II); adjective of nationality; in the classroom; numbers from zero to 20 - Gram.: Verbs: Present Tense (II); negative sentences, singular nouns	UNIT 1: pages 14 - 19. Listening and speaking	
Lesson 3 Friday, Sept. 5	- Communicative functions: at the café - ordering food and drinks (I) -Vocab.: Food and drinks (I); informal vs formal (III) - Gram.: Plural and singular nouns; definite articles	UNIT 2: pages 25- 31. Listening, reading and speaking	
Saturday, Sept. 6 9 am		Cultural Excursion: Trip to Ravenna	
Lesson 4 Monday, Sept. 8	- Communicative functions: At the café - ordering food and drinks (II) - Vocab: Food and drinks (II); numbers from 20 to 100 - Gram.: Indefinite articles; <i>Questo</i> and <i>quello</i>	UNIT 2: pages 32-35 Reading and speaking Survival Italian	
Lesson 5 Tuesday, Sept. 9	- Communicative functions: At the café - Ordering food and drinks (III); - Vocab: Food and drinks (III)	Role paly Survival Italian Living like a local in Bologna ON-SITE CLASS "AT THE CAFÈ" Developing target language fluency and student confidence. Focusing on pragmatic.	
Lesson 6 Wednesday, Sept. 10	- Communicative functions: Introducing someone (I); describing people's activities - Vocab: professions (I); days of the week - Gram.: present tense (II); irregular verbs <i>essere, avere, fare, andare</i> (singular forms)	UNIT 3: Pages 41 – 46 Reading and speaking	Reflection paper due (1) Cultural shocks – open discussion
Lesson 7 Thursday, Sept. 11	- Communicative functions: Introducing someone (II); <i>come sta? come stai? Come va?</i> (formal vs informal) - Vocab.: professions (II); workplaces - Gram.: Preposition <i>in</i> + country names, <i>a</i> + city names; irregular verb <i>stare</i> (singular form)	UNIT 3: pages 46 – 51 . Listening, reading and speaking Role play	Oral Presentation 1 "Mi presento"
Lesson 8 Friday, Sept. 12	- Communicative functions: Talking about free time (I); - Vocab.: free time activities; - Gram.: present tense (III)	UNIT 4: pages 57 – 61. Reading and speaking	QUIZ 1
END OF INTENSIVE PERIOD			
Saturday, Sept. 6 8 am		Cultural Excursion: Trip to Urbino	

Lesson 1 Monday, Sept. 22 BCSP Classroom	- Communicative functions: Talking about free time (I); - Vocab.: free time activities; - Gram.: present tense (III); adverbs of frequency	UNIT 4: pages 57 – 63. Reading, speaking and writing	
Lesson 2 Wednesday, Sept. 24	- Communicative functions: Talking about free time (II); expressing tastes, preferences, likes and dislikes (I) - Vocab.: Question words; expressions with verb <i>avere</i> ; - Gram: Irregular verbs <i>andare, avere, essere, fare, stare, bere</i> (plural forms); the verb <i>piacere</i> ; <i>sapere</i> vs <i>conoscere</i>	UNIT 4: pages 64 – 69; Reading, speaking and writing	
Lesson 3 Monday, Sept. 29	- Communicative functions: Expressing tastes, preferences, likes and dislikes (II); describing my daily routine - Vocab.: Daily routine - Gram.: Reflexive verbs; adverbs of frequency (II)	UNIT 6 : pages 109-114 “DIECI” (material prepared by the teacher)	
Lesson 4 Wednesday, Oct. 1	- Communicative functions: Doing grocery shopping - Vocab.: Measurement units: <i>chilo, etto, grammo, litro</i> ; food and dishes Cultural reflection	Listening and reading ON-SITE CLASS - “IL QUADRILATERO DI BOLOGNA” Developing target language fluency and student confidence. Focusing on pragmatics.	
Friday, Oct. 2		Pasta making in Bologna	
Lesson 5 Monday, Oct. 6	- Communicative functions: Describing a city and a neighborhood (I) - Vocab.: Means of transportation - Gram.: present tense of the irregular verbs <i>dare, rimanere, dire, scegliere, uscire</i> and <i>venire</i> ; <i>c'è – ci sono</i> ; preposition <i>a</i> vs preposition <i>in</i>	UNIT 5: pages 75 – 82 Listening, reading and speaking	
Lesson 6 Wednesday, Oct. 8	- Communicative functions: Describing a city and a neighborhood (II); following and giving street directions; asking and telling time - Vocab.: Street directions; shops and services; <i>che ora è ? Che ore sono?</i> - Gram.: Noun – adjective agreement	UNIT 5: pages 83 - 89. Reading and speaking	
Lesson 7 Monday, Oct. 13	- Communicative functions: Complaining about hotel room (I); asking for information on accommodation - Vocab.: Types of accommodation; time indicators (I) - Gram.: Modal verbs <i>potere – dovere – volere</i>	UNIT 6: pages 95- 102 Listening, reading and writing	Reflection paper due (2)
Lesson 8 Wednesday, Oct. 15	- Communicative functions: Complaining about hotel room (II); asking for and giving timetable information - Vocab.: Home furniture and features; months and seasons; holiday activities - Gram.: Compound prepositions	UNIT 6: pages 102- 105 Listening, reading and writing	
Lesson 9 Monday, Oct. 20	REVIEW of grammar topics and vocabulary	Didactic game “Facciamo il punto 2”	
Lesson 10 Wednesday Oct. 22	- Communicative functions: Talking about past actions and understanding past events (I); - Vocab.: Weather conditions; time indicators (II) - Gram.: past tense – <i>passato prossimo</i> (I)	UNIT 7: pages 111 – 115 Reading	QUIZ 2

Monday Oct. 27 & Wednesday Oct. 29	No class		
Lesson 11 Monday, Nov. 3	- Communicative functions: Talking about past actions and understanding past events (II); - Gram.: Past tense – <i>passato prossimo</i> (II); irregular past participle	UNIT 7: pages 116 – 121 Listening, reading and speaking	
Lesson 12 Wednesday, Nov. 5	Review of the past tense	ON-SITE CLASS “SCAVENGER HUNT AROUND THE STREETS OF BOLOGNA” Developing target language fluency and student confidence. Focusing on pragmatics.	
Lesson 13 Monday Nov. 10	Review of the past tense Cultural reflection: “Italian cities vs American metropolis”	Didactic game “Facciamo il punto 3”	
Lesson 14 Wednesday Nov. 12	- Communicative functions: Talking about daily routine (I) - Vocab.: Everyday actions (I) - Gram.: Reflexive verbs; prepositions <i>da a...</i>	UNIT 8: pages 133 – 138 Reading and listening	Reflection paper due (3)
Lesson 15 Monday Nov. 17	Lexical activity - Learning Italian by observing Bologna’s people and places through a descriptive video of the city	Task “Un giorno a Bologna” (material specially prepared by the teacher)	
Lesson 16 Wednesday Nov. 19	- Communicative functions: Talking about daily routine (II); talking about public holidays, saying the date - Vocab.: Everyday actions (II); the date; Italian main public holidays; congratulations and wishes; family names - Gram.: Possessive adjectives (<i>mio</i> and <i>tuo</i>)	UNIT 8: pages 139- 141 Speaking and writing	
Lesson 17 Monday Nov. 24	Practicing Italian through real conversation with other BCSP students.	SPEED DATE	
Lesson 18 Wednesday Nov. 26	REVIEW of grammar topics and vocabulary		ORAL Presentation 2 (DIALOGUE in pairs) :“Visitare Bologna: una proposta di itinerario”
Lesson 19 Monday Dec. 1	REVIEW of grammar topics and vocabulary	Didactic game “Facciamo il punto 4”	
Lesson 20 Wednesday Dec. 3		FINAL EXAM	

Updated 25/8/2025