

		Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Pendidikan Bahasa Inggris										Kode Dokumen																																			
RENCANA PEMBELAJARAN SEMESTER																																															
MATA KULIAH (MK)		KODE		Rumpun MK				BOBOT (sks)			SEMESTER	Tgl Penyusunan																																			
Cross-Cultural Understanding		8820302037						T=2	P=0	ECTS=3.18	7	24 Desember 2025																																			
OTORISASI		Pengembang RPS				Koordinator RMK				Koordinator Program Studi																																					
										HIMMAWAN ADI NUGROHO																																					
Model Pembelajaran	Case Study																																														
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																														
	Capaian Pembelajaran Mata Kuliah (CPMK)																																														
	Matrik CPL - CPMK																																														
		CPMK																																													
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>												CPMK	Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK	Minggu Ke																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
Deskripsi Singkat MK	This course explores the comparative study of English speaking countries society in comparison to Indonesian society in terms of perspective, customs, value and habits. Topic such as living and studying abroad, cultural differences, culture shocks and reversed cultural shock will be discussed to promote cultural awareness and values in society to communicate effectively in different cultural context. The teachin-learning activities are conducted through presentation, case study, small group discussion, and problem based assignment as part of evaluation.																																														
Pustaka	Utama :																																														
	1. Agger, B. 1999. Cultural studies as critical Theory . London. Palmer Press. 2. Barth, Fredrik. 1069. Etchnic Groups and Boundaries: The Social Organisation of Culture Difference. Bergen, London. Universities Forlaget//Allen& Unwin 3. Levine, DR. and Aldeman, MB. 1981. Beyond Language. New Jersey: Prentice Hall 4. Shullman, M. 1998. Cultures in Contrast . Michigan: The University of Michigan Press 5. Peace Corps. 2012. Culture Matters: The Peace Corpd Vross Cultural Workbook. Washington: Peace Corps Publication																																														
	Pendukung :																																														
Dosen Pengampu	Drs. Fahri, M.A. Rahayu Kuswardani, S.Pd., M.AppL.																																														
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																								
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																								
1	To understand the definition of culture and the elements that shape culture to become aware about culture of oneself and others	1.to define what culture is 2.to list the culture elements in their own culture 3.co compare the culture of self and others	Kriteria: languagecontentstructure	brainstorm ideassmall group discussion 2 X 50			0%																																								
2	to understand the meaning of cultural awareness/sensitivity to develop cultural awareness	1.to provide examples of behavior that indicates the cultural awareness 2.to state the attitude to develop the cultural sensitivity	Kriteria: languagecontentstructure	focused listingbackground knowledge probe 2 X 50			0%																																								

3	To understand the meaning of culture awareness to develop cultural awareness	to provide examples of behavior that indicates the cultural awareness to state the attitude to develop the cultural sensitivity	Kriteria: language content structure	brainstorming idea discussion 2 X 50			0%
4	To understand the meaning of intercultural communication To analyze the system of discourse and factors of intercultural communication	1. To critically analyze sample of intercultural communication using cultural diversity perspective 2. to look at the system of discourse and the factors of intercultural communication	Kriteria: language content structure	reading text working on case study on intercultural communication presentation 2 X 50			0%
5	To analyze a research based article on the topic of culture and cross-cultural issues	1. to critically investigate the topic in depth and relate on what has been learned about culture and cultural understanding 2. to articulate their comprehension on the topic and the elements that structure the content	Kriteria: language content structure	lecture discussion presentation 2 X 50			0%
6	To analyse a research based article on the topic of culture and cross-cultural issues	to critically investigate the topic in depth and relate on what has been learned about culture and intercultural understanding	Kriteria: language content structure	lecture discussion presentation 2 X 50			0%
7	To present article on cross-cultural research	To articulate their comprehension on the topic and the elements that structure the content	Kriteria: language content structure	lecture discussion presentation 2 X 50			0%
8	To present the research-based article on cross-cultural understanding	to articulate their comprehension on the topic on cross-cultural understanding	Kriteria: language content structure	discussion presentation 2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.