



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S1 Pendidikan Bahasa Inggris**

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																	
Intercultural Communication	8820302260		T=2 P=0 ECTS=3.18	5	2 Oktober 2024																																	
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																	
	.....		.....		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																	
<b>Model Pembelajaran</b>	Project Based Learning																																					
<b>Capaian Pembelajaran (CP)</b>	CPL-PRODI yang dibebankan pada MK																																					
	Capaian Pembelajaran Mata Kuliah (CPMK)																																					
	Matrik CPL - CPMK																																					
		CPMK																																				
<b>Deskripsi Singkat MK</b>	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																					
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td colspan="16" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td style="width: 20%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>					Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Minggu Ke																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Deskripsi Singkat MK</b>	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 teaching-learning activities are conducted through presentation, case study, small group discussion, and problem based assignment as part of evaluation.																																					
<b>Pustaka</b>	<b>Utama :</b>																																					
	<ol style="list-style-type: none"> <li>1. Agger, B. 1999. Cultural studies as critical Theory . London. Palmer Press.</li> <li>2. Barth, Fredrik. 1069. Etnic Groups and Boundaries: The Social Organisation of Culture Difference. Bergen, London. Universities Forlaget//Allen&amp; Unwin</li> <li>3. Levine, DR. and Aldeman, MB. 1981. Beyond Language. New Jersey: Prentice Hall</li> <li>4. Shullman, M. 1998. Cultures in Contrast . Michigan: The University of Michigan Press.</li> <li>5. Peace Corps. 2012. Culture Matters: The Peace Corps Cross Cultural Workbook. Washington: Peace Corps Publication</li> </ol>																																					
<b>Pendukung :</b>																																						
<b>Dosen Pengampu</b>	Rahayu Kuswardani, S.Pd., M.AppL. Sueb, S.Pd., M.Pd.																																					
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	<b>Kriteria:</b> languagecontentstructure	brainstorm ideassmall group discussion 2 X 50			0%																															
2	to understand the meaning of cultural awareness/sensitivityto develop cultural awareness	1.to provide examples of behavior that indicates the cultural awareness 2.to state the attitude to develop the cultural sensitivity	<b>Kriteria:</b> languagecontentstructure	focused listingbackground knowledge probe 2 X 50			0%																															

3	To understand the meaning of culture awareness 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	<b>Kriteria:</b> language content structure	brainstorming ideas 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	<b>Kriteria:</b> 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	<b>Kriteria:</b> 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	<b>Kriteria:</b> 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	<b>Kriteria:</b> 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 on the topic on cross-cultural understanding	<b>Kriteria:</b> language content structure	discussion presentation 2 X 50			0%
9	Mid-term exam	Mid-term exam	<b>Kriteria:</b> Mid-term exam	Mid-term exam 2 X 50			0%
10	To understand the diversity of values in the different cultures	To compare and contrast the golden rules in Indonesia and English-speaking countries	<b>Kriteria:</b> in-depth analysis language presentation skills	lecture discussion presentation 2 X 50			0%
11	To understand the verbal expressions in the target culture	To explain the verbal expressions in the target culture To compare and contrast the verbal expressions in the target & native culture	<b>Kriteria:</b> in-depth analysis language presentation skills	lecture discussion presentation 2 X 50			0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Rekap Persentase Evaluasi : Project Based Learning**

No	Evaluasi	Persentase
		0%

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 studinya 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.