



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

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | SEMESTER | Tgl Penyusunan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Global and Intercultural Communication | 7920203315 | Mata Kuliah Wajib Program Studi | T=2 P=0 ECTS=3.18 | 3 | 15 Agustus 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | Koordinator Program Studi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Cicilia Deandra Maya Putri, S.Hum., M.A. dan Ayu Saraswati, S.Hum., M.Hum. | | Dr. Much. Koiri, M.Si. | | Dr. Ali Mustofa, S.S., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model Pembelajaran | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-1 | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-2 | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-8 | Mampu menghasilkan terjemahan dan alih bahasa teks lisan serta tertulis secara memadai dari Bahasa Inggris ke Bahasa Indonesia dan sebaliknya | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-11 | Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | CLO 1. Being able to analyze cultural values, beliefs, perceptions, and communication styles that are important to build intercultural communication competence. (defining key concepts) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Being able to manage and overcome communication challenges in diverse cultural settings, showing persistence in refining their intercultural communication skills even in the face of difficulties. (case study) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Being able to integrate theory with practical understanding and communication skills. (debate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | Being able to effectively communicate with various audiences while demonstrating an understanding of cultural sensitivity and purpose-driven communication. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-2</th> <th>CPL-8</th> <th>CPL-11</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> | | | | | CPMK | CPL-1 | CPL-2 | CPL-8 | CPL-11 | CPMK-1 | ✓ | | | | CPMK-2 | | ✓ | | | CPMK-3 | | | ✓ | | CPMK-4 | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK | CPL-1 | CPL-2 | CPL-8 | CPL-11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-1 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-2 | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td> </tr> <tr> <td>CPMK-2</td> <td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-4</td> <td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> | | | | | CPMK | Minggu Ke | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | CPMK-2 | | | | | | ✓ | ✓ | | | | | | | | | | CPMK-3 | | | | | | | | ✓ | ✓ | ✓ | | | | | | | CPMK-4 | | ✓ | | | | | | | | | ✓ | ✓ | | | | |
| CPMK | Minggu Ke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | ✓ | | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | ✓ | | | | | | | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Deskripsi Singkat MK | The Global and Intercultural Communication course aims to develop students' ability to navigate and communicate effectively in diverse cultural contexts (e.g., western/Indonesian society and culture). The course covers intercultural communication theories, cultural intelligence, global communication strategies, and conflict resolution. Emphasis is placed on the Sustainable Development Goals (SDGs) 10 (Reduced Inequalities) and 16 (Peace, Justice, and Strong Institutions) to promote understanding and inclusivity. Teaching approaches include interactive lectures, cultural immersion activities, group discussions, and case studies. Assessment involves a combination of projects, cultural analysis, and reflective reports. Projects require students to design communication strategies for multinational teams, while cultural analysis tasks involve studying communication practices in different cultures. Reflective reports encourage self-assessment and continuous improvement in intercultural competence. By the end of the course, students will be equipped with the skills to communicate effectively across cultures, fostering collaboration and understanding in professional and personal interactions. | | | | | | |
|-----------------------------|---|---|---|--|------------------------|--|----------------------------|
| Pustaka | Utama : | <ol style="list-style-type: none"> 1. Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i>. New York: Routledge. 2. Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i>. New York: McGrawHill. 3. Samovar, Larry A. 2012. <i>Communication between Cultures</i>. London: Wadsworth. Teaching Association. 4. Soelaiman, M. Munandar. 2001. <i>Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial</i> ed. 4. Bandung 5. Sudikan S. Y & Indarti T. (2021). <i>Etnografi (Studi Budaya – Penelitian Interdisipliner)</i> Jilid 1. Sidoarjo: Tankali 6. Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students</i> Third Edition. London and New York: Routledge. 7. Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i>. London and New York: Routledge. 8. Lee, Doreen. 2016. <i>Activist Archives: Youth Culture and the Political Past in Indonesia</i>. London: Duke University Press. | | | | | |
| | Pendukung : | <ol style="list-style-type: none"> 1. journals 2. newspaper/magazines articles | | | | | |
| Dosen Pengampu | Dr. Much. Koiri, M.Si. Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Prof. Slamet Setiawan, M.A., Ph.D. Hujuala Rika Ayu, S.S., M.A. Ayu Saraswati, M.Hum. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A. | | | | | | |
| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuan 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 | Being able to define some key concepts in intercultural communication | 7 out of 10 given key concepts in ICC | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif | 1. Students use Frayer Model to define key concepts in ICC and provide examples. 2. Students work in groups to share their work 3 x 50 menit | | Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Pustaka: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. Pustaka: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. | 2% |

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| 2 | Being able to create reflective notes on student' own cultural identity | Answer all 5 questions on reflection | <p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> | <p>1. Think-Pair-Share. Students are given reflective questions about cultural identity.</p> <p>2. Students respond to the questions and reflect on them. 3 x 50 menit</p> | | <p>Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i>. New York: Routledge.</p> <p>Pustaka: <i>Jackson, Jane. 2014. Introducing Language and Intercultural Communication. New York: Routledge.</i></p> <hr/> <p>Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i>. New York: McGrawHill.</p> <p>Pustaka: <i>Martin & Nakayama. 2017. Intercultural Communication in Context. New York: McGrawHill.</i></p> <hr/> <p>Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i>. London: Wadsworth. Teaching Association.</p> <p>Pustaka: <i>Samovar, Larry A. 2012. Communication between Cultures. London: Wadsworth. Teaching Association.</i></p> | 2% |
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| 3 | Being able to compare one's cultural values and beliefs with others to reveal the deep structure of culture | <p>1. Compare 4 of 5 elements of culture</p> <p>2. Provide personal reflections on how Indonesian culture has shaped their identity</p> | <p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> | <p>1. Compare 4 of 5 elements of culture</p> <p>2. Provide personal reflections on how Indonesian culture has shaped their identity</p> | | <p>Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i>. New York: Routledge.</p> <p>Pustaka: <i>Jackson, Jane. 2014. Introducing Language and Intercultural Communication. New York: Routledge.</i></p> <hr/> <p>Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i>. New York: McGrawHill.</p> <p>Pustaka: <i>Martin & Nakayama. 2017. Intercultural Communication in Context. New York: McGrawHill.</i></p> <hr/> <p>Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i>. London: Wadsworth. Teaching Association.</p> <p>Pustaka: <i>Samovar, Larry A. 2012. Communication between Cultures. London: Wadsworth. Teaching Association.</i></p> | 3% |
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| 4 | Being able to compare one's cultural values and beliefs with others to reveal the deep structure of culture | <p>1. Compare 4 of 5 elements of culture</p> <p>2. Provide personal reflections on how Indonesian culture has shaped their identity</p> | <p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> | <p>1. Compare 4 of 5 elements of culture</p> <p>2. Provide personal reflections on how Indonesian culture has shaped their identity</p> | | <p>Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i>. New York: Routledge.</p> <p>Pustaka: <i>Jackson, Jane. 2014. Introducing Language and Intercultural Communication. New York: Routledge.</i></p> <hr/> <p>Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i>. New York: McGrawHill.</p> <p>Pustaka: <i>Martin & Nakayama. 2017. Intercultural Communication in Context. New York: McGrawHill.</i></p> <hr/> <p>Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i>. London: Wadsworth. Teaching Association.</p> <p>Pustaka: <i>Samovar, Larry A. 2012. Communication between Cultures. London: Wadsworth. Teaching Association.</i></p> | 3% |
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| 5 | Being able to identify the relationship between individual, family, community, and society, and youth culture in Indonesia | Create a poster on related topic | <p>Kriteria: Written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | <p>1. Compare 4 of 5 elements of culture</p> <p>2. Provide personal reflections on how Indonesian culture has shaped their identity</p> | | <p>Materi: Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4. Bandung</p> <p>Pustaka: <i>Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4. Bandung</i></p> <hr/> <p>Materi: Sudikan S. Y & Indarti T. (2021). Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali</p> <p>Pustaka: <i>Sudikan S. Y & Indarti T.(2021). Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali</i></p> <hr/> <p>Materi: Lee, Doreen. 2016. <i>Activist Archives: Youth Culture and the Political Past in Indonesia.</i> London: Duke University Press</p> <p>Pustaka: <i>Lee, Doreen. 2016. Activist Archives: Youth Culture and the Political Past in Indonesia. London: Duke University Press.</i></p> | 10% |
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| 6 | Being able to summarize the concepts of the roots and spread of English | Write a critical summary of the roots and spread of English with correct grammar using Jam Board application | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing Discussion Group assignment 3 x 50 menit | Materi: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition</i> . London and New York: Routledge. Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i> <hr/> Materi: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i> . London and New York: Routledge. Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i> | 3% |
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| 7 | Being able to summarize the concepts of the roots and spread of English | Write a critical summary of the roots and spread of English with correct grammar using Jam Board application | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing Discussion Group assignment 3 x 50 menit | | Materi: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition</i> . London and New York: Routledge. Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i> <hr/> Materi: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i> . London and New York: Routledge. Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i> | 3% |
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| 8 | <p>1. Being able to compare the main linguistic features and the use of English in different circles</p> <p>2. Being able to deliver an oral presentation on worldviews using appropriate English</p> <p>3. Being able to respond to others' presentations in English in an appropriate manner</p> | <p>1. Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle</p> <p>2. Present it using effective presentation skills.</p> | <p>Kriteria: Project</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | <p>Discussion Group project 3 x 50 menit</p> | | <p>Materi: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition</i>. London and New York: Routledge.</p> <p>Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p> <hr/> <p>Materi: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i>. London and New York: Routledge.</p> <p>Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i></p> | 15% |
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| 9 | <p>1. Being able to compare the main linguistic features and the use of English in different circles</p> <p>2. Being able to deliver an oral presentation on worldviews using appropriate English</p> <p>3. Being able to respond to others' presentations in English in an appropriate manner</p> | <p>1. Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle</p> <p>2. Present it using effective presentation skills.</p> | <p>Kriteria: Project</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p> | <p>Discussion Group project 3 x 50 menit</p> | | <p>Materi: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition</i>. London and New York: Routledge.</p> <p>Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p> <hr/> <p>Materi: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i>. London and New York: Routledge.</p> <p>Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i></p> | 15% |
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| 10 | <p>1. Being able to compare the main linguistic features and the use of English in different circles</p> <p>2. Being able to deliver an oral presentation on worldviews using appropriate English</p> <p>3. Being able to respond to others' presentations in English in an appropriate manner</p> | <p>1. Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle</p> <p>2. Present it using effective presentation skills.</p> | <p>Kriteria: Project</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | <p>Discussion Group project 3 x 50 menit</p> | | <p>Materi: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition</i>. London and New York: Routledge.</p> <p>Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p> <hr/> <p>Materi: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i>. London and New York: Routledge.</p> <p>Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i></p> | 10% |
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| 11 | Being able to create reflective notes on student' own cultural identity | Answer all 5 questions on reflection | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif | Lecturing Discussion 3 x 50 menit | | Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Pustaka: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. <hr/> Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. Pustaka: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. <hr/> Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. Pustaka: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. | 3% |
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| 12 | Being able to demonstrate unbiased responses to intercultural communication issues | Accurate grammar and oral fluency | Kriteria: Oral and Written Bentuk Penilaian : Aktifitas Partisipasif | Students work in small groups and share their experience of cultural bumps 3 x 50 menit | | Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Pustaka: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. <hr/> Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. Pustaka: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. <hr/> Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. Pustaka: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. | 3% |
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| 13 | Being able to produce a short analytical essay on cultural bumps that involve a diasporic community | Incorporate theories and relevant examples | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Discussion Group project 3 x 50 menit | | Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Pustaka: <i>Jackson, Jane. 2014. Introducing Language and Intercultural Communication. New York: Routledge.</i> <hr/> Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. Pustaka: <i>Martin & Nakayama. 2017. Intercultural Communication in Context. New York: McGrawHill.</i> <hr/> Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. Pustaka: <i>Samovar, Larry A. 2012. Communication between Cultures. London: Wadsworth. Teaching Association.</i> | 10% |
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| 14 | Being able to produce a short analytical essay on cultural bumps that involve a diasporic community | Incorporate theories and relevant examples | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Discussion Group project 3 x 50 menit | | Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Pustaka: <i>Jackson, Jane. 2014. Introducing Language and Intercultural Communication. New York: Routledge.</i> <hr/> Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. Pustaka: <i>Martin & Nakayama. 2017. Intercultural Communication in Context. New York: McGrawHill.</i> <hr/> Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. Pustaka: <i>Samovar, Larry A. 2012. Communication between Cultures. London: Wadsworth. Teaching Association.</i> | 5% |
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| 15 | Being able to produce a short analytical essay on cultural bumps that involve a diasporic community | Incorporate theories and relevant examples | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Discussion Group project 3 x 50 menit | Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Pustaka: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. <hr/> Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. Pustaka: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. <hr/> Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. Pustaka: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. | 5% |
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| 16 | Being able to produce a short analytical essay on cultural bumps that involve a diasporic community | Incorporate theories and relevant examples | Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Discussion Group project 3 x 50 menit | Materi: Jackson, Jane. 2014. <i>Introducing Language and Intercultural Communication</i> . New York: Routledge. Pustaka: <i>Jackson, Jane. 2014. Introducing Language and Intercultural Communication. New York: Routledge.</i> Materi: Martin & Nakayama. 2017. <i>Intercultural Communication in Context</i> . New York: McGrawHill. Pustaka: <i>Martin & Nakayama. 2017. Intercultural Communication in Context. New York: McGrawHill.</i> Materi: Samovar, Larry A. 2012. <i>Communication between Cultures</i> . London: Wadsworth. Teaching Association. Pustaka: <i>Samovar, Larry A. 2012. Communication between Cultures. London: Wadsworth. Teaching Association.</i> | 7% |
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Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif | 34.67% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 58.67% |
| 3. | Praktik / Unjuk Kerja | 5.67% |
| | | 99.01% |

Catatan

- 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.
- 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.
- 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.

RPS ini telah divalidasi pada tanggal 21 Oktober 2024

Koordinator Program Studi S1
Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



Uci Ely Kholidah, S.S., M.A.
NIDN 0023069001

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