



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Communication Science Bachelor Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Cross-Cultural Communication	7020103026	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	July 3, 2023
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
		Prodi Ilmu Komunikasi	Mutiah, M.I.Kom			Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.	

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>
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<b>PLO-6</b>	Able to develop concepts of rules, research and processes in communication strategies related to the fields of marketing communications and media management.
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**Program Objectives (PO)**

<b>PO - 1</b>	Able to apply communication concepts that focus on different cross-cultural areas, and utilize developments in science and technology analysis to resolve the consequences of cross-cultural communication problems, and be able to adapt to different cultural class environments, be it religion, ethnicity, language and other cultural products. 2. Study the development of components and characteristics of cross-cultural communication, the concept of multiculturalism and pluralism in communication, the level of acceptance of different cultures (in group/out group), and obstacles in building cross-cultural communication starting from the cognitive, affectional and behavioral levels like; prejudice, ethnocentrism, stereotypes, attitudes, divergent communication behavior, and physical violence. In this course, students study material on concepts in cross-cultural communication, and analyze empirical phenomena to explain building effective cross-cultural communication to establish social networks with individuals from different ethnic groups. 3. Able to make decisions in dealing with cases of cross-cultural communication problems based on the information obtained, and able to provide guidance independently or for consideration by the group in choosing various alternative solutions to overcome factors that could hinder cross-cultural communication.
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**PLO-PO Matrix**

	<table border="1"> <tr> <td>P.O</td> <td>PLO-6</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>	P.O	PLO-6	PO-1	
P.O	PLO-6				
PO-1					

**PO Matrix at the end of each learning stage (Sub-PO)**

	<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <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> <tr> <td>PO-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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
PO-1																																																			

<b>Short Course Description</b>	Understanding the cultural background of individuals from certain ethnic groups or different regions, in order to adapt to build mutually understanding communication. Lecture methods include lectures, discussions and presentations of concepts and cases of cross-cultural communication.
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**References**

**Main :**

- William Gudykunst dan Bella Mody (ed). 2002. Handbook of International and Intercultural Communication. (2nd edition). London: Sage.
- Larry A.Samovar, Ricahard R Porter, Edwin R McDaniel. 2010. Komunikasi Lintas Budaya, Communication Between Cultures. Edisi tujuh, terjemahan. Jakarta: Salemba Humanika.
- Zainal Abidin Bagir, dkk. 2011. Pluralisme Kewargaan. Yogyakarta: Center for Religious and Cross-cultural Studies UGM, dan Mizan.
- Th. Sumartana, Noegroho Agoeng, Zuly Qodir (ed). 2002. Pluralisme, Konflik, dan Perdamaian. Kerjasama Interfidei dan The Asia Foundation. Jogjakarta: Pustaka Pelajar
- Deddy Mulyana. Komunikasi Antar Budaya. Bandung: Rosda Karya.
- Deddy Mulyana. 2010. Komunikasi Lintas Budaya. Bandung: Rosda Karya
- EM Griffin. 2012. A First Look at Communication Theory (8th edition) . Boston: Mc Graw Hill.
- Richard W dan Lynn Turner. 2010. Introducing Communication Theory: Analysis and application . Mc Graw Hill

**Supporters:**

- Jurnal bereputasi

Supporting lecturer		Mutiah, S.Sos., M.I.Kom. Awang Dharmawan, S.Ikom., M.A. Muhammad Danu Winata, S.Sos, M.A., M.Si (Han).					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students attend lectures according to the mutually agreed study contract	liveliness	<b>Criteria:</b> participation  <b>Form of Assessment :</b> Participatory Activities	3 X 50 agreement discussion lecture		<b>Material:</b> General knowledge about cross-cultural communication <b>Bibliography:</b> <i>William Gudykunst and Bella Mody (ed). 2002. Handbook of International and Intercultural Communication. (2nd edition). London: Sage.</i>	5%
2	Understand the reasons, functions and objectives of cross-cultural communication	Explain the basic concepts of cross-cultural communication	<b>Criteria:</b> 1.participation 10% 2.group assignments 10% 3.activeness 10% 4.UTS 20% 5.UAS 30%  <b>Form of Assessment :</b> Participatory Activities	Lectures and discussions 3 X 50		<b>Material:</b> <input type="checkbox"/> Basic concepts of cross-cultural communication <input type="checkbox"/> Definition of cross-cultural communication <input type="checkbox"/> Scope of cross-cultural communication <input type="checkbox"/> Topics of cross-cultural problems <b>Bibliography:</b> <i>Richard W and Lynn Turner. 2010. Introducing Communication Theory: Analysis and application. McGraw Hill</i>  <b>Material:</b> background, scope, function and objectives of learning cross-cultural communication <b>References:</b> <i>William Gudykunst and Bella Mody (ed). 2002. Handbook of International and Intercultural Communication. (2nd edition). London: Sage.</i>	5%
3	Understand the differences between cross-cultural communication and intercultural communication	Explain cross-cultural communication. Identify various forms of communication that relate to different cultures	<b>Criteria:</b> 1.individual assignments 10% 2.participation 10% 3.group assignments 20% 4.activeness 10% 5.UTS 20% 6.UAS 30%  <b>Form of Assessment :</b> Participatory Activities	Lectures and discussions 3 X 50		<b>Material:</b> <input type="checkbox"/> Differences between cross-cultural communication and intercultural communication <input type="checkbox"/> Inter-ethnic communication <input type="checkbox"/> Inter-racial communication <input type="checkbox"/> International communication <input type="checkbox"/> Global communication <b>Reader: Dedy Mulyana. 2010. Cross-Cultural Communication. Bandung: Rosda Karya</b>	5%

4	Understand verbal and nonverbal language in cross-cultural communication	Classifying verbal and non-verbal language in different cultures	<b>Criteria:</b> sheet 10 assessments  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures and discussions 3 X 50		<b>Material:</b> <input type="checkbox"/> Verbal and non-verbal in cross-cultural communication <b>References:</b> Larry A. Samovar, Ricahard R Porter, Edwin R McDaniel. 2010. <i>Cross-Cultural Communication, Communication Between Cultures. Seventh edition, trans. Jakarta: Salemba Humanika.</i>	10%
5	Understanding expressions and emotions in cross-cultural communication	Explain expressions and emotions in a culture	<b>Criteria:</b> the assessment sheet  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Presentation and discussion 3 X 50		<b>Material:</b> <input type="checkbox"/> Expressions and emotions <input type="checkbox"/> Expressions in certain cultures <input type="checkbox"/> Emotions in certain cultures <b>References:</b> Larry A. Samovar, Ricahard R Porter, Edwin R McDaniel. 2010. <i>Cross-Cultural Communication, Communication Between Cultures. Seventh edition, trans. Jakarta: Salemba Humanika.</i>	5%
6	Understanding cognition and affection, the implications of cognition and affection and responses	Explains the processes of cognition, response and affection	<b>Criteria:</b> assessment sheet  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 3 X 50		<b>Material:</b> • Cognition and effects • Implications of cognition and affection • Cognition and affect responses <b>References:</b> William Gudykunst and Bella Mody (ed). 2002. <i>Handbook of International and Intercultural Communication. (2nd edition). London: Sage.</i>	5%
7	Identifying outgroups and ingroups in culture	Identifying outgroups and ingroups in culture	<b>Criteria:</b> assessment sheet  <b>Form of Assessment :</b> Participatory Activities	Student presentations and discussions 3 X 50		<b>Material:</b> <input type="checkbox"/> Ingroup and outgroup <input type="checkbox"/> High context culture <input type="checkbox"/> Low context culture <b>Reference:</b> William Gudykunst and Bella Mody (ed). 2002. <i>Handbook of International and Intercultural Communication. (2nd edition). London: Sage.</i>	5%
8	UTS		<b>Form of Assessment :</b> Participatory Activities, Tests	Written Test 3 X 50			10%

9	<ul style="list-style-type: none"> <li>Students understand the use of ethnographic traditions in the field of cross-cultural communication.</li> <li>Students understand the use of phenomenological traditions in the field of cross-cultural communication</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to explain ethnographic traditions</li> <li>Students are able to identify ethnographic contexts</li> <li>Students are able to write research related to ethnographic traditions in the field of cross-cultural communication</li> <li>Students are able to explain phenomenological traditions</li> <li>Students are able to identify phenomenological contexts</li> <li>Students are able to write research that uses phenomenological traditions with communication contexts cross-cultural</li> </ul>	<b>Form of Assessment :</b> Participatory Activities	lecture 3 X 50		<b>Material:</b> • Ethnographic Tradition • Ethnographic research • Phenomenological Tradition • Research using the phenomenological tradition • Relation to media <b>Reader:</b> <i>Zainal Abidin Bagir, et al. 2011. Civic Pluralism. Yogyakarta: Center for Religious and Cross-cultural Studies UGM, and Mizan.</i>	5%
10	Students understand ethnic identity theory. Students understand intercultural communication theories from Gudy Kunst. Understand face negotiation theory	<ul style="list-style-type: none"> <li>Students are able to explain ethnic identity theory</li> <li>Students are able to identify ethnic identities</li> <li>Students understand the concept of Gudy Kunst's intercultural theory</li> <li>Students are able to identify face negotiation theory</li> </ul>		lecture 3 X 50		<b>Material:</b> <input type="checkbox"/> Ethnic identity <input type="checkbox"/> Ethnic identity theory (Eric Berne) <input type="checkbox"/> Intercultural communication theory (Gudy Kunst) <input type="checkbox"/> Face negotiation (ting toomey) <b>Reference:</b> <i>EM Griffin. 2012. A First Look at Communication Theory (8th edition). Boston: McGraw Hill.</i>	0%
11	Students understand dominant cultural patterns. Students understand masculine and feminine culture. Students understand value orientation, people, time, activities	<ul style="list-style-type: none"> <li>Students are able to explain dominant patterns</li> <li>Students are able to explain value orientation, people, time and activities</li> </ul>		lecture 3 X 50		<b>Material:</b> <input type="checkbox"/> Dominant cultural patterns <input type="checkbox"/> Masculine/feminine <input type="checkbox"/> Kluckhohn and Strodtbeck value orientations <input type="checkbox"/> Human orientation <input type="checkbox"/> Time orientation <input type="checkbox"/> Activity orientation <b>Bibliography:</b> <i>Larry A. Samovar, Ricahard R Porter, Edwin R McDaniel. 2010. Cross-Cultural Communication, Communication Between Cultures. Seventh edition, trans. Jakarta: Salemba Humanika.</i>	0%
12	Students understand the influence of culture on the scope of health. Students understand the belief system of health services. Understand holistic health traditions. Understand scientific/medical traditions	<ul style="list-style-type: none"> <li>Students are able to explain the influence of culture on the scope of health</li> <li>Students are able to explain the belief system of health services based on holistic traditions and scientific traditions</li> </ul>		lectures and discussions		<b>Material:</b> <input type="checkbox"/> The influence of culture on the scope of health; <input type="checkbox"/> Health care belief system <input type="checkbox"/> Holistic tradition <input type="checkbox"/> Scientific/medical tradition <b>Bibliography:</b> <i>EM Griffin. 2012. A First Look at Communication Theory (8th edition). Boston: McGraw Hill.</i>	0%

13	Students understand the phenomenon of entering a new culture. Students are able to understand intercultural communication competence. Students understand culture shock, reactions and stages of culture shock		<b>Form of Assessment :</b> Participatory Activities	Student presentations 3x50		<b>Material:</b> • Entering a new culture • Intercultural communication competence • Culture shock • Culture shock reactions • Stages of culture shock • Lessons from culture shock <b>Reader:</b> <i>Deddy Mulyana. Intercultural Communication. Bandung: Rosda Karya.</i>	10%
14	Students understand acculturation and adaptation strategies. Students understand the host culture's reaction to immigrants	• Students are able to explain acculturation • Students are able to explain the host culture's reaction to immigrants	<b>Form of Assessment :</b> Participatory Activities	3x50 discussions		<b>Material:</b> • Acculturation • Adaptation strategies • Host cultural reactions to immigrants <b>Reader:</b> <i>Deddy Mulyana. 2010. Cross-Cultural Communication. Bandung: Rosda Karya</i>	5%
15	Students understand the do's and don'ts in different cultures	Students explain the ethics of identifying culture	<b>Form of Assessment :</b> Participatory Activities	lectures and discussions 3x50		<b>Material:</b> □ Cultural ethics □ Fundamentalism □ Relativism □ Review of cross-cultural communication research □ <b>Bibliography:</b> <i>Larry A. Samovar, Ricahard R Porter, Edwin R McDaniel. 2010. Cross-Cultural Communication, Communication Between Cultures. Seventh edition, trans. Jakarta: Salemba Humanika.</i>	10%
16	UAS		<b>Form of Assessment :</b> Participatory Activities, Tests	90 Minute Written Test		<b>Material:</b> UAS <b>Literature:</b>	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	77.5%
2.	Practice / Performance	7.5%
3.	Test	15%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.

11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.