



**Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Intercultural Communication	7920202243	Culture	T=2	P=0	ECTS=3.18	5	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Pratiwi Retnaningdyah, PhD		Drs. Much. Koiri, M.Si			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																																					
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																																																				
	PLO-12	Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.																																																																																																																																				
	Program Objectives (PO)																																																																																																																																					
	PO - 1	Being able to analyze cultural values, beliefs, perceptions, and communication styles that are important to build intercultural communication competence.																																																																																																																																				
	PO - 2	Being able to produce reflective and analytical notes on intercultural communication issues on the basis of social experiments or observations.																																																																																																																																				
	PO - 3	Being able to respond to texts on intercultural issues orally.																																																																																																																																				
	PO - 4	Being able to advocate cultural diversity in various interactions that involve different cultures.																																																																																																																																				
	PO - 5	Being able to acquire knowledge and skills to effectively engage in intercultural interactions.																																																																																																																																				
	PLO-PO Matrix																																																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-12</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td></tr> </tbody> </table>		P.O	PLO-5	PLO-12	PO-1			PO-2			PO-3			PO-4			PO-5																																																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																																						
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Short Course Description	This course focuses on gaining an understanding of the concepts associated with culture and communication. The course provides students the opportunity to develop intercultural awareness and patterns of perception and thinking to enable effective communication across cultural boundaries. Topics discussed include the effect of cultural differences on communication styles, personal identities, and various organizational contexts.
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References	Main :
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		<ol style="list-style-type: none"> 1. Samovar, Larry A., et.al. 2012. Communication between Cultures . Singapore: Wadsworth Cengage Learning. 2. Selected movie clips 3. Handouts from various sources 					
		Supporters:					
Supporting lecturer		Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Prof. Slamet Setiawan, M.A., Ph.D. Diana Budi Darma, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EIL. Cicilia Deandra Maya Putri, S.Hum., M.A.					
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	By the end of the session, students will be able to explain the learning contract of this class	<ol style="list-style-type: none"> 1.to mention the description of the subject 2.to explain the grading plan 3.to describe the rules of conduct 4.to state requirements of the final assignment 	Criteria: to summarize the description, rules, and output of the course Form of Assessment : Participatory Activities	- Students use Frayer Model to define key concepts in ICC and provide examples - Students work in groups to share their work 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. Library: Handouts from various sources	2%
2	By the end of the session, students will be able to explain the concept of intercultural communication	<ol style="list-style-type: none"> 1.to compare the concepts of dominant culture and co-culture 2.to exemplify the concept of culture shock 3.to discuss the importance of ethics in intercultural communication 	Criteria: <ol style="list-style-type: none"> 1.to compare the concepts of dominant culture and co-culture 2.to exemplify the concept of culture shock 3.to explain the importance of ethics in intercultural communication Form of Assessment : Participatory Activities, Practice/Performance	Group presentation Lecture 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. Library: Handouts from various sources	3%
3	By the end of the session, students will be able to describe the relationship between communication and culture	<ol style="list-style-type: none"> 1.to explain the connection between culture and communication 2.to provide examples of the relationship between culture and communication 	Criteria: to explain the connection between culture and communication Form of Assessment : Participatory Activities, Practice/Performance	Presentation group work Lecture 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References:	4%
4	By the end of the session, students will be able to explain the concept of deep and surface structure of culture	<ol style="list-style-type: none"> 1.to describe the underlying culture of a certain cultural practice 2.to provide examples of surface structure of culture 3.to explain the connection between deep and surface structure of culture 	Criteria: to explain the connection between deep and surface structure of culture Form of Assessment : Participatory Activities, Practice/Performance	Presentation Group work Lecture 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References:	4%

5	By the end of the session, students will be able to summarize the history of culture	<ol style="list-style-type: none"> 1.to describe steps of the emergence of culture 2.to explain the conflict of culture 3.to exemplify the evidence of cultural history 	<p>Criteria: to explain the conflict of culture</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Presentation Group work Lecture 2 X 50		<p>Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning.</p> <p>References:</p>	4%
6	By the end of the session, students will be able to describe Worldview: Cultural Explanations of Life and Death	<ol style="list-style-type: none"> 1.to compare the concepts of different views of life and death worldwide 2.to describe the local view of cultural explanation for life and death 	<p>Criteria: to compare and explain the concepts of life and death worldwide</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Group work Lecture Presentation 2 X 50		<p>Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning.</p> <p>References:</p>	3%
7	By the end of the session, students will be able to analyze cultural bumps	<ol style="list-style-type: none"> 1.to describe the cultural issues in global 2.to analyze the cultural issues in global 	<p>Criteria: to explain the cultural issues in global</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture Presentation 2 X 50		<p>Material: Lustig, MW, & Koester, J. (2019). Intercultural competence: Interpersonal communication across cultures (8th ed.). Pearson.</p> <p>References:</p>	4%
8	-	to explain the logic and correct answer	<p>Criteria: to provide the logic and correct answer</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Written test 4 X 50		<p>Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning.</p> <p>References:</p> <hr/> <p>Material: Lustig, MW, & Koester, J. (2019). Intercultural competence: Interpersonal communication across cultures (8th ed.). Pearson.</p> <p>References:</p>	20%
9		to reflect intercultural communication based on verbal and nonverbal message	<p>Criteria: to explain intercultural communication based on verbal and nonverbal message</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	presentation lecture 2 X 50		<p>Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning.</p> <p>References:</p>	3%
10	to identify and manage intercultural conflicts through constructive dialogue and negotiation	<ol style="list-style-type: none"> 1.to identify intercultural conflicts through constructive dialogue and negotiation 2.to manage intercultural conflicts through constructive dialogue and negotiation 	<p>Criteria: to identify intercultural conflicts through constructive dialogue and negotiation</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	presentation lecture 2 X 50		<p>Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning.</p> <p>References:</p>	3%

11	to demonstrate unbiased responses to intercultural communication issues	to identify unbiased responses to intercultural communication issues	Criteria: to explain unbiased responses to intercultural communication issues Form of Assessment : Participatory Activities, Practice/Performance	presentation lecture 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References:	4%
12		to demonstrate cultural diversity in various interactions that involve different cultures	Criteria: to explain cultural diversity in various interactions that involve different cultures Form of Assessment : Participatory Activities, Practice/Performance	presentation lecture 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References:	4%
13		to analyze notes on intercultural communication issues on the basis of social experiments or observations	Criteria: to reflect on intercultural communication issues on the basis of social experiments or observations Form of Assessment : Participatory Activities, Practice/Performance	presentation lecture 4 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References:	4%
14	to develop strategies for adapting communication behaviors to different cultural contexts	to develop strategies for adapting communication behaviors to different cultural contexts	Criteria: to explain strategies for adapting communication behaviors to different cultural contexts Form of Assessment : Participatory Activities, Practice/Performance	presentation lecture 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References:	4%
15	to demonstrate the ability to communicate clearly and respectfully with individuals from diverse cultural backgrounds	to demonstrate the ability to communicate clearly and respectfully with individuals from diverse cultural backgrounds	Criteria: to explain the ability to communicate clearly and respectfully with individuals from diverse cultural backgrounds Form of Assessment : Participatory Activities, Practice/Performance	presentation lecture 2 X 50		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References:	4%
16	able to comprehend and acquire the materials	to summarize and reflect intercultural communication context in global	Criteria: to reflect intercultural communication context in global Form of Assessment : Participatory Activities	Written test		Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning. References: Material: Lustig, MW, & Koester, J. (2019). Intercultural competence: Interpersonal communication across cultures (8th ed.). Pearson. References:	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
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1.	Participatory Activities	66%
2.	Practice / Performance	24%
3.	Test	10%
		100%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **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.