		Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **German Literature Undergraduate Study Program**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Contrastive Landeskunde		7920602209		**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Wisma Kurniawati, M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Providing knowledge about culture in countries that use German as a mother tongue, namely Germany, Switzerland, Austria and Liechtenstein, includes facts, data and figures related to politics, economics, social society and culture. Lectures are held in a contrastive manner to foster an attitude of respect for one's own culture and an attitude of empathy towards foreign cultures with the hope that students will have humanist competence. The rationale used in this lecture is the theory of intercultural learning in foreign languages. Evaluation is carried out through assignments and presentations, UTS, UAS, and student activity in PBM.

References	Main :

1. Sihabudin, Ahmad. 2013. Komunikasi Antarbudaya . Jakarta: Bumi Aksara
2. Wolf, Nina Esther dkk.. 2017. 100 Stunden Deutschland . Stuttgart: Ersnt Klett Sprachen.
3. Altmayer, Claus. 2019. Mitreden: Diskursive Landeskunde für Deutsch als Fremdsprache . Stuttgart: Ersnt Klett Sprachen.
4. Auswaertiges. Amt. 2005. Tatsachen ueber Deutschland . Societaet: Verlag: Frankfurt/Main.
5. Kamm.Tom.2006. Landes- und Kulturkunde . Surabaya: Prodi Bahasa jerman
6. Hansen, Margarete und Zuber, Barbara. 1996. Zwischen den Kulturen: Strategien und Aktivitäten für landeskundliches Lehren und Lernen . Berlin: Langenscheidt.
7. Kirchmeyer, Susanne. 2004. Blick auf Deutschland: Landeskunde – Deutsch als Fremdsprache. Stuttgart: Ernst Klett prachen.
8. Behal-Thomsen, Heinke. 1993. Typisch deutsch?. Berlin: Langenscheidt.

	Supporters:

Supporting lecturer	Dr. Wisma Kurniawati, M.Pd. Yunanfathur Rahman, S.S., 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	Students are able to understand the definition of Kontrastive Landeskunde, the materials/themes covered in Kontrastive Landeskunde.	1. Students are able to: state the definition of Contrastive Landeskunde 2. mention the materials/themes covered in Kontrastive Landeskunde	**Criteria:** score A if the student can explain at least 85% of the themes covered in the Kontrastive Landeskundeskor B if the student can explain 70% to 84% of the themes covered in the Kontrastive Landeskundeskor C if the student can explain under 70% of the themes covered in Contrastive Landeskunde	Discussion presentation 2 X 50			0%
2	Students are able to understand the importance of studying culture (especially the culture of countries whose people use German as their mother tongue, for students who study German	1. able to explain the relationship between language and culture 2. Able to say that its function is to learn Landeskunde (culture) for the general public 3. able to explain the function of knowledge of German culture for students studying German	**Criteria:** Individual assessment: score range A, B, C Group assessment: score range 0-100	multicultural approach, discussion method and group work 2 X 50			0%
3	Students understand the culture of Germany, Austria, Switzerland and Liechtenstein (DACHL) in general, and understand the importance of knowledge about culture in the countries that are members of DACHL	1. Students are able to explain well the term DACHL in a cultural context 2. functions and benefits of studying culture in DACHL countries	**Criteria:** 1. Individual assessment with scores A, B, C 2. Group assessment with a score of 0-100	Reading books and supporting literature, presentations and discussions 2 X 50			0%
4	Students understand various themes about the culture of Germany, Austria, Switzerland and Liechtenstein (DACHL), and are able to make comparisons with Indonesia	1. Students are able to explain various themes about the culture of Germany, Austria, Switzerland and Liechtenstein (DACHL) 2. Students are able to make comparisons between the culture of DACHL countries and Indonesia	**Criteria:** 1. Individual assessment with scores A, B, C 2. group assessment with a score of 0-100	Reading learning resources, discussions and presentations of reading reports 2 X 50			0%
5	Students are able to understand the general election system in DACHL countries and compare it with Indonesia	1. Students are able to explain the general election system in DACHL countries 2. Students are able to compare general elections in DACHL countries with Indonesia	**Criteria:** 1. individuals with scores A, B, C 2. Group with a score of 0-100	reading, discussion and presentation 2 X 50			0%

6	Students are able to understand and compare internships in Germany, Austria and Indonesia	1.Students are able to explain general information about internships in Germany 2.Students are able to explain general information about internships in Austria 3.Students are able to explain general information about internships in Indonesia 4.Students are able to compare internships in Germany, Austria and Indonesia	**Criteria:** score 0-100	written test 2 X 50			0%
7	Students are able to understand information about the teaching profession in Switzerland and are able to compare it with the situation and conditions in Indonesia.	1.Students are able to understand information about the teaching profession in Switzerland 2.Students are able to compare the teaching profession in Switzerland with the situation and conditions in Indonesia.		information search, reading, discussion, presentation 2 X 50			0%
8	Students are able to solve cases related to culture in DACHL countries and compare them with the situation in Indonesia	1.Students are able to explain, analyze and provide arguments on cases related to culture in DACHL countries 2.Students are able to explain the similarities and differences between cases related to culture in DACHL countries and the situation in Indonesia		written 2 X 50			0%
9	Cultural traces in fairy tale literary texts (Frau Holle)	Students are able to explain, analyze and provide arguments on themes related to Final Ability	**Criteria:** 1.individuals with scores A, B, C 2.Group with a score of 0-100	information search, reading, discussion, presentation 2 X 50			0%
10	Cultural traces in fairy tale literary texts (Frau Holle)	Students are able to explain, analyze and provide arguments on themes related to Final Ability	**Criteria:** 1.individuals with scores A, B, C 2.Group with a score of 0-100	information search, reading, discussion, presentation 2 X 50			0%
11	Understanding cultural symbols in fairy tales	Students are able to explain, analyze and provide arguments on themes related to Final Ability	**Criteria:** 1.individuals with scores A, B, C 2.Group with a score of 0-100	information search, reading, discussion, presentation 2 X 50			0%
12	History of the German Empire 1	Students are able to explain, analyze and provide arguments on themes related to Final Ability	**Criteria:** 1.individuals with scores A, B, C 2.Group with a score of 0-100	information search, reading, discussion, presentation 2 X 50			0%

13	History of the German Empire 2	Students are able to explain, analyze and provide arguments on themes related to Final Ability	**Criteria:** 1. individuals with scores A, B, C 2. Group with a score of 0-100	information search, reading, discussion, presentation 2 X 50			0%
14	History of the German Empire 3	Students are able to explain, analyze and provide arguments on themes related to Final Ability	**Criteria:** 1. individuals with scores A, B, C 2. Group with a score of 0-100	information search, reading, discussion, presentation 2 X 50			0%
15	reflection of the overall material	Students are able to explain, analyze and provide arguments on themes related to Final Ability	**Criteria:** 1. individuals with scores A, B, C 2. Group with a score of 0-100	information search, reading, discussion, presentation 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.