



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Interkulturelle Landeskunde	7920602220		T=2 P=0 ECTS=3.18	1	July 17, 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 which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">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> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																															
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Short Course Description	This course provides training on cultural theory and knowledge of German culture (Deutsche Kultur) so that students are able to apply theory in German cultural studies using discussion models, lectures, case studies and assignment projects. 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 later have humanist competencies. The basis of thought used in this lecture is the theory of interkulturelles Lernen im Fremdsprachen. Assessment is carried out by observation based on performance and written tests.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Biechele, Markus & Padros, Alicia. 2003. Didaktik der Landeskunde . Berlin, München, Wien, Zürich, New York: Langenscheidt 2. Sihabudin, Ahmad. 2013. Komunikasi Antarbudaya . Jakarta: Bumi Aksara 3. Wolf, Nina Esther dkk.. 2017. 100 Stunden Deutschland . Stuttgart: Ersnt Klett Sprachen. 4. Altmayer, Claus. 2019. Mitreden: Diskursive Landeskunde für Deutsch als Fremdsprache . Stuttgart: Ersnt Klett Sprachen. 5. Auswaertiges. Amt. 2005. Tatsachen ueber Deutschland . Societaet: Verlag: Frankfurt/Main. 6. Kamm.Tom.2006. Landes- und Kulturkunde . Surabaya: Prodi Bahasa jerman 7. Hansen, Margarete und Zuber, Barbara. 1996. Zwischen den Kulturen: Strategien und Aktivitäten für landeskundliches Lehren und Lernen . Berlin: Langenscheidt. 8. Kirchmeyer, Susanne. 2004. Blick auf Deutschland: Landeskunde – Deutsch als Fremdsprache. Stuttgart: Ernst Klett prachen. 9. Behal-Thomsen, Heinke. 1993. Typisch deutsch?. Berlin: Langenscheidt. 																																															
	Supporters:																																															
Supporting lecturer	Dr. Wisma Kurniawati, M.Pd. Dr. phil. Agus Ridwan, S.Pd., M.Hum.																																															
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 Interkulturelle Landeskunde lecture contract, the objectives of the lecture, and the materials that will be studied in the lecture	<ol style="list-style-type: none"> 1. Students are able to: explain the lecture rules in accordance with the agreed lecture contract 2. explains the objectives of the Interkulturelle Landeskunde lecture 3. mention the materials included in the discussion of culture 4. explain at least one example of a cultural phenomenon in countries whose people speak German 5. compare examples of cultural phenomena in countries whose people speak German with cultural phenomena in Indonesia 	Criteria: 1.A = VERY GOOD 2.B=GOOD 3.C=ENOUGH	Discussions, lectures, assignments and problem solving 2 X 50			0%
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2	Understand the definition of culture from various fields of science as well as the characteristics of cultural discussions from these fields along with examples from German culture and make comparisons with Indonesian culture.	<ol style="list-style-type: none"> 1. Students are able to explain at least one definition of culture from the perspective of one field of science 2. explain at least one area of life that is covered by the concept of culture based on examples of situations provided by the lecturer. 3. mention at least one example of a cultural phenomenon in countries where the people speak German 4. compare examples of cultural phenomena in countries whose people speak German with cultural phenomena in Indonesia 5. mentions the meaning of the word Interkulturelle Landeskunde (intercultural culture) which refers to the meaning of the words "German culture" from the culture of the German people and state to the culture of countries whose people use German as their mother tongue, namely Germany, Switzerland, Austria and Liechtenstein. 	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%
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3	Students are able to understand cultural characteristics along with concrete examples from German culture and are able to make comparisons with Indonesian culture.	<ol style="list-style-type: none"> 1. Students are able to: explain well the six cultural characteristics based on Samovar theory 2. mention one concrete example for each of the six characteristics of Samovar culture with phenomena in life in DACHL countries (Germany, Austria, Switzerland, and Liechtenstein) 3. comparing examples of this phenomenon number two with culture in Indonesia 	Criteria: <ol style="list-style-type: none"> 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 are able to understand the relationship between culture and language and are able to provide concrete examples of German culture in communication and make comparisons with communication in Indonesia, as well as understand the important role of cultural knowledge for students studying foreign languages, especially students studying German as a foreign language (i.e. culture of countries whose people use German as a mother tongue).	<ol style="list-style-type: none"> 1. Students are able to: explain well at least one type of relationship between culture and language 2. explains the function of cultural knowledge for students studying foreign languages, especially German 3. explain the problems that may occur in intercultural communication 4. explains how to overcome intercultural communication problems using cultural knowledge 	Criteria: <ol style="list-style-type: none"> 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	<p>Students are able to interpret cultural phenomena that reflect the political and social fields in DACHL countries (Germany, Austria, Switzerland and Liechtenstein) and the values contained in visual images as symbols of the culture of society in countries that use German as a language. mother, and compare it with culture in Indonesia.</p>	<ol style="list-style-type: none"> 1. Students are able to: explain well the political and social phenomena in life shown through four photos taken from life in DACHL countries (Germany, Austria, Switzerland and Liechtenstein) 2. mention at least three pieces of information related to the phenomenon in the photo being discussed 3. explains the values that underlie life phenomena in four photos provided by the lecturer 4. make comparisons of the political and social phenomena discussed with culture in Indonesia 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. individuals with scores A, B, C 2. Group with a score of 0-100 	<p>reading, discussion and presentation 2 X 50</p>			0%
6	<p>Students are able to interpret cultural phenomena that reflect the fields of education and arts in DACHL countries (Germany, Austria, Switzerland and Liechtenstein) and the values contained in visual images as symbols of the culture of society in countries that use German as a language. mother, and compare it with culture in Indonesia.</p>	<ol style="list-style-type: none"> 1. Students are able to: explain well the phenomena of education and art in life which are displayed through four photos taken from life in DACHL countries (Germany, Austria, Switzerland and Liechtenstein) 2. mention at least three pieces of information related to the phenomenon in the photo being discussed 3. explains the values that underlie life phenomena in four photos provided by the lecturer 4. make comparisons of the political and social phenomena discussed with culture in Indonesia 	<p>Criteria: score 0-100</p>	<p>reading, presentation, discussion 2 X 50</p>			0%

7	<p>Students are able to interpret cultural phenomena that reflect the areas of family life and social ethics in society and in DACHL countries (Germany, Austria, Switzerland and Liechtenstein) and the values contained in visual images as symbols of the culture of society in the countries that use it. German is the mother tongue, and compares it with culture in Indonesia.</p>	<ol style="list-style-type: none"> 1. Students are able to: explain well the phenomena of family life and social ethics in society in life which are displayed through four photos taken from life in DACHL countries (Germany, Austria, Switzerland and Liechtenstein) 2. mention at least three pieces of information related to the phenomenon in the photo being discussed 3. explains the values that underlie life phenomena in four photos provided by the lecturer 4. make comparisons of the political and social phenomena discussed with culture in Indonesia 		<p>reading presentation discussion assignment 2 X 50</p>			0%
8	<p>Students are able to work on questions that question the definition of culture, perspectives of fields of science related to the definition of culture, characteristics of culture, the relationship between culture and language from the perspective of learning a language as a foreign language, and describe concrete examples of two cultural phenomena from countries that use German as a language. mother tongue, and make comparisons with Indonesian culture.</p>	<ol style="list-style-type: none"> 1. Students are able to name at least one definition of culture and state this definition from the perspective of their field 2. mention at least two cultural characteristics, explain the relationship between culture and language from the perspective of learning the language as a foreign language 3. describes concrete examples of two cultural phenomena from countries where German is their mother tongue 4. make a comparison with culture in Indonesia. 		2 X 50			0%

9	<p>Students are able to interpret cultural phenomena that reflect the areas of family life and social ethics in society and in DACHL countries (Germany, Austria, Switzerland and Liechtenstein) and the values contained in visual images as symbols of the culture of society in countries where the language is used. German is the mother tongue, as well as comparing it with culture in Indonesia.</p> <p>understanding cultural diversity in Germany, including preserving various foods, literacy education, environmental management and discipline.</p> <p>understanding family life, social ethics in society, public appreciation for art, and state administration in DACHL countries (Germany, Austria, Switzerland, and Liechtenstein) based on phenomena in photographs provided by lecturers, as well as understanding the values that underlie these phenomena.</p> <p>freedom of expression, tolerance in society, and historical events in these countries. DACHL countries (Germany, Austria, Switzerland and Liechtenstein) based on phenomena in photographs provided by lecturers, as well as understanding the values that underlie these phenomena.</p> <p>Students are able to understand cultural diversity in Switzerland, including language, food, celebrations, as well as natural and environmental characteristics. Students are able to understand facts, data and figures about geographical information and neighboring countries of Austria.</p>			2 X 50			0%
10	Students are capable			2 X 50			0%
11	Students are capable			2 X 50			0%
12	Students are capable			2 X 50			0%
13	Students are capable			2 X 50			0%
14	Students are capable			2 X 50			0%
15	Students are capable			2 X 50			0%

16	Students are capable			2 X 50			0%
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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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.