	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
Kulturkunde		7920602090		T=2	P=0	ECTS=3.18	4	July 18, 2024

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

Learning model	Project Based Learning

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 (DACHL) including facts, data and figures, which are related to geographical information, society and daily life . 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 objectives of the lecture, the lecture contract, and the materials that will be studied in the Kulturkunde lecture	1. Students are able to: explain the objectives of the Kulturkunde lecture 2. briefly outlines the Kulturkunde lecture contract 3. mention the materials that will be studied in the Kulturkunde lecture		Discussion 2 X 50			0%
2	Students are able to understand the nature of culture from various perspectives and 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. Students are able to describe the nature of culture from various perspectives and historical and cultural developments 2. explains the meaning of the word "German culture" from the culture of the German people and country to the culture of countries whose people use German as their mother tongue, namely Germany, Switzerland, Austria and Liechtenstein 3. explain the relationship between language and culture 4. explains 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 presentation discussion method 2 X 50			0%

No	Learning Outcome	Indicators	Assessment	Learning Experience			%
3	Students understand the history of the formation of the DACHL concept (Germany, Austria, Switzerland and Liechtenstein)	1. Students are able to explain well the: factors behind the formation of the DACHL concept (Germany, Austria, Switzerland and Liechtenstein) 2. the purpose of the formation of the DACHL concept (Germany, Austria, Switzerland and Liechtenstein) 3. parties who played a role in the formation of the DACHL concept (Germany, Austria, Switzerland and Liechtenstein)	**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 are able to understand facts, data and figures about geographical information and the country of Germany	1. Students are able to explain the geographical location of Germany 2. explain the characteristics of the geographical region of Germany 3. explains the number of German states and their main characteristics	**Criteria:** 1. Individual assessment with scores A, B, C 2. and with a score of 0-100	Read learning resources, discussions and reading report presentations by uploading on YouTube 2 X 50			0%
5	Students are able to understand facts, data and figures about geographical information about countries neighboring Germany	1. Students are able to explain the number of neighboring countries that border Germany 2. explains the geographical location of neighboring countries around Germany	**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 cultural diversity in Switzerland, including language, food, celebrations, as well as natural and environmental characteristics.	Students are able to understand cultural diversity in Switzerland, including language, food, celebrations, as well as natural and environmental characteristics.	**Criteria:** score 0-100	reading, presentation, discussion 2 X 50			0%

No	Sub-PO	Indicators	Assessment Criteria	Forms of learning			Percentage
7	Students are able to understand the meaning of intercultural communication, the context behind it	1.Students are able to explain the meaning of intercultural communication 2.provide concrete examples of intercultural communication 3.explain the context behind the emergence of intercultural communication		reading presentation discussion assignment 2 X 50			0%
8	UTS			2 X 50			0%
9	Students are able to understand German cultural identity and are able to make comparisons with Indonesian cultural identity	1.Students are able to search for words in the German-German dictionary 2.find elements in the German-German dictionary so you can use the words you need to communicate in German		presentation, discussion, application of 2 X 50			0%
10				2 X 50			0%
11				2 X 50			0%
12				2 X 50			0%
13				2 X 50			0%
14				2 X 50			0%
15				2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.