				Document Code
	Universitas Negeri Surabaya **Faculty of Social Sciences and Law** **Sociology Undergraduate Study Program**			

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Intercultural Communication		6920102085			T=2	P=0	ECTS=3.18	7	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Agus Machfud Fauzi, M.Si.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix
	<table><tr><td>P.O</td></tr></table>
	PO Matrix at the end of each learning stage (Sub-PO)
	<table><tr><td>P.O</td><td colspan="16">Week</td></tr><tr><td></td><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>

Short Course Description	Through this course, students understand and analyze intercultural communication issues. These issues concern human relations in the arena of global society, dominant culture, co-culture and society, uniqueness, generalization and objectivity in communication. To understand these things, students must know human communication, use of communication, definition of communication, culture, cultural structure, family, cultural variants in family interactions, the role of history in communication, cultural explanations of life and death, cultural values, culture and identity, verbal messages, communication and verbal and cultural influences in the context of communication.

References	Main :
	1. Alfred, Geof.,et.al., 2003. Intercultural Experience and Education. Clevedon: Multilingual Matters,Ltd. 2. Asante, Molefi Kere.,et.al., 2008. The Global Intercultural Comunication Reader. New York: Routledge. 3. Di Luzio, Aldo.,et.al., 2000. Culture in Communication: Analyses of Intercultural Situations. Amsterdam: John Benjamins B.V. 4. Kotthoff,Helga., dan Helen Spencer-Oatey. 2007. Handbook of Intercultural Communication. Berlin: Mouton de Gruyter. 5. Nakayana, Thomas K., dan Rona Tamiko Halualani., 2010. Handbook of Critical Cultural Communication. Malden,MA: Wiley-Blackwell. 6. Samovar, Larry A.,et.al. 2013. Communication between Culture. Boston: Wadsworth Cengage Learning. 7. Samovar, Larry A.,et.al. 2015. Intercultural Communication, A Reader. Boston: Wadsworth Cencage Learning.
	Supporters:

Supporting lecturer	Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Awang Dharmawan, S.Ikom., 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 trained to carry out study contracts for Intercultural Communication MK	Understand the scope of the Constitutional Court	**Criteria:** There isn't any	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%

2	Students are trained to understand the concepts of culture and communication, as well as pay attention to the culture of communication within the family	Understanding what problematic material is in intercultural communication. Understanding culture and communication. Understanding the basic structure of culture: learning from family	**Criteria:** If true, then value = 100	2 X 50			0%
3	Students are trained to understand the concepts of culture and communication, as well as pay attention to the culture of communication within the family	Understanding what problematic material is in intercultural communication. Understanding culture and communication. Understanding the basic structure of culture: learning from family	**Criteria:** If true, then value = 100	2 X 50			0%
4	Students are trained to understand the concepts of culture and communication, as well as pay attention to the culture of communication within the family	Understanding what problematic material is in intercultural communication. Understanding culture and communication. Understanding the basic structure of culture: learning from family	**Criteria:** If true, then value = 100	2 X 50			0%
5	Students are trained to understand religious, historical and cultural issues in intercultural communication	1. Understanding history and culture in intercultural communication 2. Understand the role of religion in intercultural communication	**Criteria:** If true, value=100	Discussion with the film 2 X 50			0%
6	Students are trained to understand religious, historical and cultural issues in intercultural communication	1. Understanding history and culture in intercultural communication 2. Understand the role of religion in intercultural communication	**Criteria:** If true, value=100	Discussion with the film 2 X 50			0%
7	Students are trained to understand religious, historical and cultural issues in intercultural communication	1. Understanding history and culture in intercultural communication 2. Understand the role of religion in intercultural communication	**Criteria:** If true, value=100	Discussion with the film 2 X 50			0%
8	U.S.S	U.S.S	**Criteria:** U.S.S	USS 2X50			0%
9	Students are trained to pay attention to cultural values, identity and the role of verbal and non-verbal in intercultural communication	1. Understand cultural values as a direction for behavior 2. Understand identity formation and roles in communication 3. Understand language and non-speech communication	**Criteria:** If good, value = 100	Discussion and lecture 2 X 50			0%

No	Sub-PO	Indicators	Assessment Criteria	Learning Method / TM				Weight
10	Students are trained to pay attention to cultural values, identity and the role of verbal and non-verbal in intercultural communication	1. Understand cultural values as a direction for behavior 2. Understand identity formation and roles in communication 3. Understand language and non-speech communication	**Criteria:** If good, value = 100	Discussion and lecture 2 X 50				0%
11	Students are trained to pay attention to cultural values, identity and the role of verbal and non-verbal in intercultural communication	1. Understand cultural values as a direction for behavior 2. Understand identity formation and roles in communication 3. Understand language and non-speech communication	**Criteria:** If good, value = 100	Discussion and lecture 2 X 50				0%
12	Students are trained to conduct research and write articles	Create articles	**Criteria:** If true, then value = 100	Social investigation 2 X 50				0%
13	Students are trained to conduct research and write articles	Create articles	**Criteria:** If true, then value = 100	Social investigation 2 X 50				0%
14	Students are trained to conduct research and write articles	Create articles	**Criteria:** If true, then value = 100	Social investigation 2 X 50				0%
15	Students are trained to conduct research and write articles	Create articles	**Criteria:** If true, then value = 100	Social investigation 2 X 50				0%
16	UAS	UAS	**Criteria:** UAS	UAS 2 X 50				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.