


A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>	Universitas Negeri Surabaya Faculty of Languages and Arts English Education Study Program					Document Code	
Lesson Plan							
COURSE		Code	Cluster	Credits		Semester	Compilation Date
Intercultural Communication		8820302260	Language	T=2	P=2	5	2022
AUTHORIZATION		Lesson Plan Developer		Coordinator		Head of Study Program	
		Kusumarasdyati		Rahayu Kuswardhani		Himmawan	
Program Learning Outcome (PLO)	PLO						
	PLO1	Demonstrate speaking and writing competence at the level of B2 CEFR.					
	PLO 2	Demonstrate good understanding about the concepts of Intercultural Communication.					
	PLO 7	Apply critical thinking and analytic skills in solving problems in English instructions.					
	PLO 8	Demonstrate the oral and written skills in communicating knowledge about diversity across cultures.					
	PLO 9	Participate in life-long education, professional development and update of technology development.					
	PLO 11	Demonstrate awareness of academic values, ethics and norms.					
	PLO 12	Show the characters of religious, smart, independent, honest, caring and strong.					
	Course Learning Outcome (CLO)						
	CLO 1	Understand function and varieties of English internationally as well as cultures in English speaking countries.					
CLO 2	Acquiring strategies to communicate effectively and politely, both oral and written in regards to varieties of English and cultures in in the world.						
CLO 3	Implement aspects of English as an international language in teaching and learning and critically analyze the aspect of cultures of English-speaking countries society in comparison to Indonesian society in terms of perspective, customs, values and habits.						
CLO 4	Be responsible for completing assignment(s)/projects about cross-cultural topics.						
Course Description	This course explores the comparative study of English-speaking countries society in comparison to Indonesian society in terms of perspective, customs, value and habits. Topic such as living and studying abroad, cultural differences, culture shocks and reversed cultural shock will be discussed to promote cultural awareness and values in society to communicate effectively in different cultural context. The teaching-learning activities are conducted through presentation, case study,						

	group discussion, and project-based assignment as part of evaluation.	
Learning Materials/ Topics	<ol style="list-style-type: none"> 1. The interrelationship between culture and foreign language learning. 2. Verbal and non-verbal communication in different cultures. 3. Values in the native and target cultures: education, family, social life, time and space. 4. Cultural conflicts and cultural adjustments. 	
References	Primary	<ol style="list-style-type: none"> 1. Storti, C. & Bennhold-Samaan, L. (2011). <i>Culture Matters</i>. Washington, D.C.: Peace Corps. 2. Baldwin, J.R., Coleman, R.R.M., González, A. and Shenoy-Packer, S. (2014). <i>Intercultural Communication for Everyday Life</i>. Malden: Wiley-Blackwell. 3. Rojas-Primus, C. and Garcia-Perez, G.M. (2016). <i>Promoting Intercultural Communication Competencies in Higher Education</i>. Hershey: IGI Global. 4. Neuliep, J.W. (2016). <i>Intercultural Communication: A Contextual Approach</i>. London: SAGE Publications. 5. Piller, I. (2011). <i>Intercultural Communication: A Critical Introduction</i>. Edinburgh: Edinburgh University Press.
	Supplementary	<ol style="list-style-type: none"> 6. Articles from Yahoo (US), Daily Mail (UK) and News.com.au (Australia).
Lecturer(s)	Kusumarasdyati, Rahayu Kuswardhani	
Prerequisite	--	

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
1	Students are able to relate culture and foreign language learning	<ul style="list-style-type: none"> To define culture To explain the aspects of culture To explain the relationship between culture and FL learning 	Discrete rubric: Self- and peer assessment Reflective journal: reflect on their performance individually and in groups	-	Zoom (Presentation) Google Form (Quiz) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
2	Students are able to compare and contrast the greetings and salutations in the native and target cultures	<ul style="list-style-type: none"> To compare and contrast greetings in both cultures To compare and contrast salutations in both cultures 	Discrete rubric: Self- and peer assessment Reflective journal: reflect on their performance individually and in groups	-	Zoom (Presentation) Google Form (Reflective Journal) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
3	Students are able to compare and contrast the verbal patterns in the native and target cultures	<ul style="list-style-type: none"> To compare and contrast directness in both cultures To compare and contrast face saving in both cultures 	Discrete rubric: Self- and peer assessment Reflective journal: reflect on their performance individually and in groups	-	Zoom (Presentation) Google Form (Reflective Journal) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
4	Students are able to compare and contrast the verbal patterns in the native and target cultures	<ul style="list-style-type: none"> To compare and contrast speaking and silence in both cultures 	Discrete rubric: Self- and peer assessment Reflective journal: reflect on their performance individually and in groups		Zoom (Presentation) Google Form (Reflective Journal) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
5	Students are able to compare and contrast the non-verbal communication in the native and target cultures	<ul style="list-style-type: none"> To compare and contrast gestures in both cultures To compare and contrast facial expressions in both cultures To compare and contrast eye contact in both cultures 	Discrete rubric: Self- and peer assessment Reflective journal: reflect on their performance individually and in groups	-	Zoom (Presentation) Google Form (Reflective Journal) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
6	Students are able to compare and contrast the education in the native and target cultures	<ul style="list-style-type: none"> To compare and contrast levels of education in both cultures To compare and contrast the academic culture in both cultures 	Holistic rubric: teacher assessment Quiz: essay items		Zoom (Group discussion) Google Form (Quiz)	1, 2, 3, 4, 5, 6	Subjective
7	Students are able to compare and contrast the personal relationships in the native and target	<ul style="list-style-type: none"> To explain friendship pyramid in personal relationships To compare and contrast personal relationships related to genders in both 	Holistic rubric: teacher assessment	-	Google Classroom (group discussion) Google Form	1, 2, 3, 4, 5, 6	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
	cultures	cultures	Quiz: essay items		(Quiz) [2 x 50 minutes]		
8	Mid-term project						
9	Students are able to compare and contrast the family values in the native and target cultures	<ul style="list-style-type: none"> To compare and contrast the relationship between parents and children in both cultures To compare and contrast how people view independence in both cultures 	Reflective journal: reflect on their performance individually and in groups	-	Zoom (Case-based learning) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
10	Students are able to compare and contrast the golden rules in the native and target cultures	<ul style="list-style-type: none"> To define golden rules To compare and contrast the golden rules in both cultures 	Reflective journal: reflect on their performance individually and in groups		Zoom (Case-based learning) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
11	Students are able to compare and contrast the how people view time in the native and target cultures	<ul style="list-style-type: none"> To explain the monochronic & polychronic dimensions of time To compare and contrast how people view time in both cultures 	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
12	Students are able to compare and contrast how people view space in the native and target cultures	<ul style="list-style-type: none"> To define personal bubble To compare and contrast how people view space in both cultures 	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
13	Students are able to explain cultural conflicts	<ul style="list-style-type: none"> To define cultural conflicts To explain the causes of cultural conflicts To exemplify cultural conflicts 	Reflective journal: reflect on their		Zoom (Case-based learning)	1, 2, 3, 4, 5, 6	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
			performance individually and in groups		[2 x 50 minutes]		
14	Students are able to explain cultural adjustment	<ul style="list-style-type: none"> • To define cultural adjustment • To explain the types of cultural adjustment • To exemplify cultural adjustment 	Reflective journal: reflect on their performance individually and in groups		Zoom (Case-based learning) [2 x 50 minutes]	1, 2, 3, 4, 5, 6	Subjective
15	End-of-term project: Culture shock						

