







**RENCANA PEMBELAJARAN SEMESTER (RPS)
PROGRAM STUDI: DIV MANAJEMEN TRANSPORTASI UDARA
SEKOLAH TINGGI TEKNOLOGI KEDIRGANTARAAN YOGYAKARTA**

MATA KULIAH	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Bahasa Inggris 3 – Conversation 1	Matakuliah Wajib		2 (18 pertemuan)	3	September 2023
OTORISASI oleh WAKA I	Dosen Pengembang RPS		Koordinator Mata Kuliah		Kepala Program Studi
	 Gallis Nawang Ginusti, S.Pd., M.A.		 Ika Fathin R.M., S.Pd., M.Hum.		Djoko Widagdo, S.E., M.Si.
	 Ika Fathin R.M., S.Pd., M.Hum.		 Fauzia Fahmi Yuniarti Nasution, S.Pd., M.A		
Program Learning Outcome (PLO)	CP Program Studi (CPL)				
	CPL-1	Able to work professionally and have the characteristics of 5T (<i>Takwa, Teknokrat, Tanggap, Tanggon, dan Trengginas</i>) (S1)			
	CPL-2	Able to communicate and adapt to the social environment of the community and the professional community. (S2)			
	CPL-3	Able to apply knowledge about air transportation management which includes: airports, airlines, logistics, and travel and tourism industry management (P2)			
	CPL-4	Able to apply cooperation skills, communication skills, self-development, growing integrity, character, and attractive appearance that reflects a professional attitude. (KU2)			
	CPL-5	Able to master communication skills and good communicative language proficiency (Indonesian and Foreign Languages). (KU3)			

Course Learning Outcome (CLO)	CP Mata Kuliah (CPMK)	
	CPMK 1	Able to interpret oral and written communication related to global interaction between people from different nations or cultural backgrounds based on the context by appreciating diversity and communication norms used in various countries with effective and communicative uses of English. (CPL-2, 3, 4, 5)
	CPMK 2	Able to compose oral and written texts related to their understanding of cultures practiced by people from different countries by appreciating and respecting cultural diversity and communication norms used in various countries with effective and communicative uses of English. (CPL-2, 4, 5)
	CPMK 3	Able to analyze challenges in communication-related to global interaction between people from different nations or cultural backgrounds through logical and critical thinking by upholding human values, and applying cultural understanding and awareness with effective and communicative uses of English. (CPL-1, 2, 4, 5)
	CPMK 4	Able to formulate strategies to overcome challenges in communication-related to global interaction between people from different nations or cultural backgrounds based on the context to adapt to the global environment by upholding human values, respecting cultural diversity and communication norms used in various countries with effective and communicative uses of English. (CPL-1, 2, 4, 5)
	CPMK 5	Able to conduct effective oral and written communication in intercultural interaction contexts with proper linguistic or communication strategies and awareness of cultural diversity (CPL-2, 5)
Course Description	This course aims to provide an understanding of forms of communication, rules for communicating in English in various countries in the world, cultural concepts and values, cultural learning processes, and matters related to the cultural understanding of various countries.	
Learning Materials/ Subject Matters	<ol style="list-style-type: none"> 1. Intercultural Communication 2. Cultural Values 3. Cultures in some countries 4. Verbal Communication 5. Nonverbal Communication 6. Culture Shock 7. Cultural Conflict 8. Barriers to Intercultural Communication 9. Intercultural Conflict Management 10. Politeness Strategy 	

References	Main :	
	<p>Jandt, Fred E. 2003. <i>An Introduction to Intercultural Communication (4th edition)</i>. London: SAGE Publications.</p> <p>Hofstede, G.J, Pedersen, P.B., and Hofstede, G. 2002. <i>Exploring Culture: exercises, stories, and synthetic cultures</i>. Maine: Intercultural Press</p> <p>Holmes, Janet. 2001. <i>An Introduction to Sociolinguistics (2nd edition)</i>. UK: Pearson Education Limited.</p> <p>Levine, D. R and Adelman, Mara B. (1982) <i>Beyond Language. Intercultural Communication for English as a Second Language</i>. New Jersey: Prentice Hall Regent</p> <p>McLaren, Margaret C. 1998. <i>Interpreting Cultural Differences: the challenge of intercultural communication</i>. UK: Peter Francis Publishers.</p> <p>Pujiyati, Ummi and Zuliani, Fatkhunaimah Rhina. 2014. <i>Cross Cultural Understanding: A Handbook to Understand Others' Cultures</i>. Yogyakarta: CV. Hidayah.</p> <p>Ting-Toomey, Stella. 1999. <i>Communicating Across Cultures</i>. New York: The Guilford Press.</p> <p>Ting-Toomey, Stella and Chung, Leeva C. 2012. <i>Understanding Intercultural Communication</i>. Oxford: Oxford University Press</p>	
	Additional :	
	<p><i>New Interchange 2</i> <i>New Interchange 3</i></p>	
Learning Media	Perangkat lunak :	Media Pembelajaran kuliah Online:
	MS Word, Classpoint, Google Docs	E learning STTKD, Google meet/zoom, Padlet
Lecturer	Ika Fathin Resti Martanti, S.Pd., M.Hum. Fauzia Fahmi Yuniarti Nasution, S.Pd., M.A.	
Assessment	<ol style="list-style-type: none"> 1. Attendance and Participation: 10% 2. Attitude: 10% 3. Assignments and Quizzes: 20 % 4. Mid Test: 30% 5. Final Test: 30% 	
Prerequisite	English II	
Academic Norms	<ol style="list-style-type: none"> 1. Students must maintain at least 75% of classroom attendance. 2. Learning activities are conducted according to the schedule. If there are changes in the schedule, the lecturers must let the students know. 3. Lateness tolerance is 15 minutes. 4. Students must dress appropriately according to Persustar. 5. Those who cannot attend the class due to illness must have a permission letter from the doctor or must contact the lecturer first before the class. 	

Learning Activities (2 Credits)

Week	Lesson Learning Outcome/LLO (Sub-CPMK)	Subject Matter	Learning Methods and Time Allocation	Learning Experience	Indicator and Technique of Assessment	Weigh for Final Grade (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	explain the concept, importance, and process of communication between people from different cultures by applying logical and critical thinking and with effective communication (SubCPMK1)	<p>Syllabus/course orientation</p> <p>Introduction:</p> <ul style="list-style-type: none"> - Intercultural Communication - The reasons to study intercultural communication - The communication process between people from different cultural frameworks - The relationship between communication and culture <p>Ref: Lustig & Koester (2010) Ting-Toomey & Chung (2012)</p>	<p>Group Discussion</p> <p>TM: 2sks x 50"</p>	<ul style="list-style-type: none"> - Ss discuss a video about ICC - Ss define what is intercultural communication - Ss give opinions on why they need to learn ICC - In pairs, Ss explore some intercultural events - Ss explain the communication process <p>Assignment 1:</p> <ul style="list-style-type: none"> - Summarize the importance and the process of communication between people from different cultures 	<p>Criteria:</p> <p>Attitudes (A):</p> <ul style="list-style-type: none"> - Observation <p>Knowledge (K):</p> <ul style="list-style-type: none"> - Explaining the concept and importance of ICC and its application in workplace contexts. <p>Skills (S):</p> <ul style="list-style-type: none"> - Summarizing the result of the discussion <p>Assessment:</p> <ul style="list-style-type: none"> - Summary 	0%

Week	Lesson Learning Outcome/LLO (Sub-CPMK)	Subject Matter	Learning Methods and Time Allocation	Learning Experience	Indicator and Technique of Assessment	Weigh for Final Grade (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
2-3	<p>analyze the cultural concepts and values practiced in various countries logical and critical thinking and with effective communication (SubCPMK2) CPMK1</p> <p>design an oral and written text related to cultures practiced in various countries with own creation, effective communication, and proper language features by demonstrating independent, collaborative and creative works (SubCPMK1) CPMK2</p>	<p>Culture</p> <ul style="list-style-type: none"> - What is culture - Types of Culture - Cultural Values: High-Low Context, Cultural Dimension (power distance, masculinity/femininity, uncertainty avoidance, I/C) - Cross-Cultural Competence <p>Ref:</p>	<p>Project-Based Learning:</p> <p>M2. Brainstorming & Choosing a Topic (Teaming-up) TM: 2sks x50"</p> <p>M3. Asking Essential Questions & Designing a Plan TM: 2sks x50"</p>	<ul style="list-style-type: none"> - Ss discuss cultural concepts and values practiced in various countries - Ss choose the countries to be explored - Ss decide on some unique cultures of a country to be included in the project - Ss outline and schedule timelines to carry a project of culture from a country 	<p>Criteria:</p> <p>Attitudes (A): Observation</p> <p>Knowledge (K): - Explaining their knowledge of culture</p> <p>Skills (S): - Summarizing the result of discussion in a good writing - Outlining timelines to carry a project of culture from a country</p> <p>Assessment: - Discussion Summary - Project timetable</p>	0%
4-7	<p>explore verbal and nonverbal communication norms used in various countries with effective communication. (SubCPMK3) CPMK1</p> <p>design an oral and written text related to cultures practiced in various countries with</p>	<p>Verbal Communication:</p> <ul style="list-style-type: none"> - Linguistic Relativity (Language and Culture) - Cultural Differences in Language - Varieties of English Language <p>Ref: Wardhaugh (2006) Ch.9 Holmes (2013) Ch.13 Ting-Toomey (1999) Mc.Laren (1998) Ch.6</p>	<p>Project-Based Learning:</p> <p>Developing a Project</p> <p>M4. Pre.Comm 2 (Verbal Communication) TM: 2sks x 50"</p> <p>M5. Developing a Project M: 2sks x 50" (asynchronous)</p>	<ul style="list-style-type: none"> - Ss observe some language patterns from different cultures/ countries, including varieties of English in use around the world - Ss explain some examples of vocabulary 	<p>Criteria:</p> <p>Attitudes (A): Observation</p> <p>Knowledge (K): - Exploration of some language patterns from different cultures/countries - Explanation about kinds of nonverbal communication across cultures</p> <p>Skills (S):</p>	4%

Week	Lesson Learning Outcome/LLO (Sub-CPMK)	Subject Matter	Learning Methods and Time Allocation	Learning Experience	Indicator and Technique of Assessment	Weigh for Final Grade (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	own creation, effective communication, and proper language features by demonstrating independent, collaborative and creative works (SubCPMK1) CPMK2	Hurn and Tomalin (2013) Ch.4 Nonverbal Communication - Proxemics (personal space) - Kinesics (body language) - Chronemics (use of time) - Punctuality - Paralanguage (sounds/voice) - Silence - Haptics (touch) - Clothing & Physical App.) - Territory Ref: Livine and Adelman (1982) p.56 Hurn and Tomalin (2013) Ch.5 Jandt (2003)	M6. Pre.Comm 3 (Nonverbal Communication) M7. Developing a Project M: 2sks x 50" (asynchronous)	affected by culture in certain countries - Ss explain the differences of Englishes Assignment 2: - Make a glossary of some vocabulary in BrE and AmE - Ss observe some examples of nonverbal communication practices in particular countries. - Ss demonstrates the use of nonverbal communication in the classroom. Outclass: - Ss conduct inquiry activities - Ss create content for the project	- Listing some examples of vocabulary affected by the culture in certain countries - Nonverbal communication performance Assessment: - Mini glossary - Simulation	

Week	Lesson Learning Outcome/LLO (Sub-CPMK)	Subject Matter	Learning Methods and Time Allocation	Learning Experience	Indicator and Technique of Assessment	Weigh for Final Grade (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8-9	produce an oral and written text related to cultures practiced in various countries with own creation, effective communication, and proper language features by demonstrating independent, collaborative and creative works (SubCPMK2)	Explaining unique cultures in some countries.	Project-Based Learning: M8. Developing a Project (Finishing) TM: 2sks x 50" M9. Presenting the Project Work (Assessment)	<ul style="list-style-type: none"> - Ss consult the progress with the T - Ss revise their works - Ss present the project work about unique cultures from a country via - Ss conduct Q&A about the project work - T assess the Ss' work 	Criteria: Attitudes (A): Observation Knowledge (K): Skills (S): Creating a booklet/ brochure/ infographic about unique cultures from different countries Assessment: <ul style="list-style-type: none"> - Bulletin - Short presentation 	30%
10-11	explain the concepts and some examples of culture shock, symptoms, and stages of culture shocks (SubCPMK1) CPMK 3 analyze some cases related to culture shock experiences by applying logical and critical thinking by demonstrating independent, collaborative and creative works (SubCPMK1) evaluate and give argumentation about the cases by applying	Culture Shock <ul style="list-style-type: none"> - Causes of culture shock - The symptoms of culture shock - Stages of culture shock - Coping strategies Ref: Livine and Adelman (1982) p.195 and 209 Hurn and Tomalin (2013) Ch.6 Pujiyati and Zuliani (2014) Ch.6	Case-Based Learning: (Case Study) M10. Lecturing and Discussion TM: 2sks x 50"	<ul style="list-style-type: none"> - Ss read some cases about culture shock experiences - Ss identify some key problems - Ss observe the causes and diagnose symptoms of culture shock from the cases - Ss predict some reasons for adaptation failure - Ss decide the staging of culture shock 	Criteria: Attitudes (A): Observation, participation, Knowledge (K): <ul style="list-style-type: none"> - Explaining some possible factors affecting intercultural conflicts - Formulating the solution to anticipate and manage culture shock Skills (S): <ul style="list-style-type: none"> - Performing critical thinking and reasoning - Writing a case study report and communicating the 	4%

Week	Lesson Learning Outcome/LLO (Sub-CPMK)	Subject Matter	Learning Methods and Time Allocation	Learning Experience	Indicator and Technique of Assessment	Weigh for Final Grade (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>logical and critical thinking by demonstrating independent, collaborative and creative works (SubCPMK2)</p> <p>make an oral and written report from the case study with effective communication. (SubCPMK3) CPMK 4</p>		<p>M11. Reporting the Result TM: 2sks x 50"</p>	<ul style="list-style-type: none"> - Ss discuss how to cope culture shock <p>Assignment 3: Group Work. Write a report based on a case study</p> <ul style="list-style-type: none"> - Ss present the result of the discussion and have Q&A sessions 	<p>result (panel discussion)</p> <p>Assessment:</p> <ul style="list-style-type: none"> - Case study report - Presentation (Panel Discussion/Interview) 	
12-13	<p>explain the concepts and some examples of cultural conflict and its contributing factors accurately (SubCPMK1) CPMK 3</p> <p>analyze some cases related to cultural conflict by applying logical and critical thinking by demonstrating independent, collaborative and creative works (SubCPMK1) evaluate and give argumentation about the cases by applying logical and critical thinking by</p>	<p>Cultural Conflict</p> <ul style="list-style-type: none"> - Intercultural Conflict Definition - Contributing Factors - Conflict Management Skills <p>Ref: Livine and Adelman (1982) p.177-193 Ting-Toomey (1999) Ch.8</p>	<p>Case-Based Learning: (Case Study)</p> <p>M11. Lecturing and Discussion TM: 2sks x 50"</p>	<ul style="list-style-type: none"> - Ss read some intercultural conflict cases - Ss identify some key problems - Ss observe and evaluate the given cases to figure out the sources of a conflict - Ss propose constructive conflict resolution <p>Assignment 4: Group Work. Write a report based on a case study</p>	<p>Criteria (Indicators):</p> <p>Attitudes (A): Observation, participation,</p> <p>Knowledge (K):</p> <ul style="list-style-type: none"> - Explaining some possible factors affecting intercultural conflicts - Formulating constructive approaches or solutions to overcome intercultural conflicts <p>Skills (S):</p> <ul style="list-style-type: none"> - Writing a case study report - Communicate the result 	4%

Week	Lesson Learning Outcome/LLO (Sub-CPMK)	Subject Matter	Learning Methods and Time Allocation	Learning Experience	Indicator and Technique of Assessment	Weigh for Final Grade (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>demonstrating independent, collaborative and creative works (SubCPMK2)</p> <p>make an oral and written report from the case study with effective communication. (SubCPMK3) CPMK 4</p>		M12. Reporting the Result TM: 2sks x 50"	- Ss present the result of the discussion and have Q&A sessions	<p>Assessment:</p> <ul style="list-style-type: none"> - Case study report - Presentation (Panel Discussion/Interview) 	
13-14	<p>explain the barriers to intercultural communication (SubCPMK1) CPMK 3</p> <p>analyze some cases related to intercultural communication problems by applying logical and critical thinking by demonstrating independent, collaborative and creative works (SubCPMK1) evaluate and give argumentation about the cases by applying logical and critical thinking by demonstrating independent, collaborative and creative works</p>	<p>Barriers to Intercultural Communication</p> <ul style="list-style-type: none"> - Stereotype - Assuming Similarities - Language Problems - Ethnocentrism - Nonverbal Communication - Anxiety <p>Intercultural Communication Competence</p> <p>Ref: Jandt (2013) Hurn and Tomalin (2013) Ch.1</p>	<p>Case-Based Learning: (Case Study)</p> <p>M13. Lecturing and Discussion TM: 2sks x 50"</p>	<ul style="list-style-type: none"> - Ss read some cases about intercultural communication problems - Ss analyze some key problem - Ss investigate and evaluate the main barrier to intercultural communication - Ss suggest ways to become intercultural experienced or to improve intercultural competence <p>Assignment 5: Group Work. Write a report based on a case study</p>	<p>Criteria:</p> <p>Attitudes (A): Observation</p> <p>Knowledge (K):</p> <ul style="list-style-type: none"> - Summarize the contributing factors to ICC problems <p>Skills (S):</p> <ul style="list-style-type: none"> - Writing a case study report - Communicating the result <p>Assessment:</p> <ul style="list-style-type: none"> - Case study report - Presentation (Panel Discussion/Interview) 	4%

Week	Lesson Learning Outcome/LLO (Sub-CPMK)	Subject Matter	Learning Methods and Time Allocation	Learning Experience	Indicator and Technique of Assessment	Weigh for Final Grade (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	(SubCPMK2) make an oral and written report from the case study with effective communication. (SubCPMK3) CPMK 4		M14. Reporting the Result TM: 2sks x 50"	- Ss present the result of the discussion and have Q&A sessions		
15-16	determine effective linguistic or communication strategies to succeed in communication (SubCPMK1) evaluate the effectiveness of oral or written communication based on the given cases (SubCPMK2) produce their own oral or written conversation using the effective and proper language features (SubCPMK3) CPMK 5	Intercultural Conflict Management - Face/Face - Politeness - Linguistics Politeness in Different Cultures	Case-Based Learning: (Case Study) M15. Lecturing and Discussion TM: 2sks x 50" M16. Reporting the Result TM: 2sks x 50"	- Ss read some examples of conversations between culture - Ss analyze some key problems - Ss evaluate whether the communication is effective or not - Ss reformulate the conversations with proper strategies	Criteria: Attitudes (A): Observation Knowledge (K): - Explaining English communication norms and linguistics politeness in different cultures Skills (S): - Formulating strategies for successful conversations Assessment: Speaking performance (Conversation)	4%
17-18	communicate with people from different countries using effective English communication and proper linguistic strategies (SubCPMK4) CPMK 5	Tourist Hunting Experience	Field Project M: 2 x 2sks x 50"	- In pairs, Ss perform an interview with the foreigners (30%)	Criteria: Attitudes (A): Observation Skills (S): - Communicating in English Assessment: Speaking performance (Conversation)	30%