



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department SILC
Prefix IDN Number 394 Title Advanced Indonesian Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. (Required)

Course description: The purpose of this class is to advance the students' Indonesian communicative competence in Indonesian in listening, speaking, reading, and writings, through using video and print materials containing international current affairs on issues such as politics, economy, and business. The students in this class are required to have taken intermediate Indonesian classes for two semesters or have the equivalent proficiency of intermediate high or higher.

Requested designation: Global Awareness-G Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Almira Poudrier E-mail peter.suwarno@asu.u.edu Phone 4803529680

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 4/26/17



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

A handwritten signature in black ink, appearing to read 'M. J. ...', written across a horizontal line.

## Advanced Indonesian Syllabus

Class : IDN 394  
Time : (arranged)  
Instructors : Peter Suwarno  
Office hour : M, W, F 8-10 am, LL 422B - Phone: 5-3862

### I. Course Description

The purpose of this class is to advance the students' Indonesian communicative competence in Indonesian listening, speaking, reading, and writings through using **video and print materials containing international current affairs on issues such as politics, economy, and business**. The students in this class are required to have taken intermediate Indonesian classes for two semesters or have the equivalent proficiency of intermediate high or higher.

#### II. Class Activities

- a) reading (done at home), listening, or viewing the materials followed by class discussions on the content,
- b) students' presentations: summaries, interpretations, critiques, debates etc. of the materials,
- c) discussion and exercises on the grammatical items and special idiomatic expressions followed by their application in oral presentations or writings,
- d) weekly oral and/or written 5-minute report topics of students' interest.

#### III. Learning Outcomes

By the completion of the semester, the students are expected to have an advanced proficiency in communicating world's current affairs in Indonesian.

- 1) Answering questions based on the readings and other video and audio materials,
- 2) Make summary and give opinions or comments on the materials orally and in writing.
- 3) Apply the vocabularies, special idiomatic expressions, and grammatical items learned from the class in the students' reports.
- 4) **Apply the socio-cultural knowledge of different parts of the worlds based on the materials in their writings and oral performance.**

### II. Materials

Selected current news articles on worlds politics, economy, and business from Indonesian news magazines in prints and videos.

### III. Class Evaluation:

|                                    |      |
|------------------------------------|------|
| Class participation and attendance | 20 % |
| Homework (reports)                 | 10 % |

|                               |      |
|-------------------------------|------|
| Quizzes                       | 20 % |
| Mid Term exam                 | 20 % |
| Final exam (oral and written) | 20 % |

**A. Grading System:**

|                                      |     |
|--------------------------------------|-----|
| Class participation                  | 20% |
| Homework                             | 10% |
| Weekly tests, quizzes, presentations | 50% |
| Final written and oral examination   | 20% |

**B. Grading Scale:**

| <i>Grade</i> | <i>Percent</i> |
|--------------|----------------|
| A+           | 98-100         |
| A            | 93-97          |
| A-           | 90-92          |
| B+           | 87-89          |
| B            | 83-86          |
| B-           | 80-82          |
| C+           | 77-79          |
| C            | 73-76          |
| C-           | 70-72          |
| D            | 60-69          |
| F            | 0-59           |

**C. Technology support:**

The students are required to check out the blackboard daily, as all announcements, home works, and class activities can only be found through Blackboard. Make sure you check your ASU email account on a daily basis. If you don't use your ASU account, please make sure you link your personal email to the ASU otherwise you won't receive emails from your instructor. Some class activities may require the use of Skype.

**D. Class participation:**

Students are required to come to each class on time. Excused tardines related to religious observances/practices should be in accordance with ACD 304-04 "Accommodations for Religious Practices." Excused tardiness related to university sanctioned events activities should be in accordance with ACD 304-02 "Missed Classes Due to University-Sanctioned Activities."

### **E. Academic integrity**

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

### **F. Accommodating students with disabilities**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

### **G. Policy against threatening behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### **H. Class Schedule**

|         |   |
|---------|---|
| Week 1  | Video on 10 interesting sites in Indonesia. Original materials in Indonesian.<br><a href="https://www.youtube.com/watch?v=E44YVuzEPRY">https://www.youtube.com/watch?v=E44YVuzEPRY</a>  |
| Week 2  | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and homeworks/reports.   |
| Week 3  | Laporan Bank Dunia ( <b>World Bank's report on developing nations</b> ):<br><a href="https://ekbis.sindonews.com/read/1196854/35/bank-dunia-ramal-ekonomi-negara-berkembang-asean-makin-cerah-1492060037">https://ekbis.sindonews.com/read/1196854/35/bank-dunia-ramal-ekonomi-negara-berkembang-asean-makin-cerah-1492060037</a><br>Material revised/simplified for this class use. only.Tasks: Read, summarize. |
| Week 4  | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and home works/reports.  |
| Week 5  | Korupsi di Asia ( <b>Corruption in Asian Nations</b> )<br><a href="https://ekbis.sindonews.com/read/1145470/35/korupsi-menghambat-investasi-asing-di-asean-1475856766">https://ekbis.sindonews.com/read/1145470/35/korupsi-menghambat-investasi-asing-di-asean-1475856766</a><br>Tasks: Read, summarize, discuss.   |
| Week 6  | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and home works/reports.  |
| Week 7  | Mengintip Proyek President Trump di Indonesia (Trump's Indonesia Project)<br><a href="http://bisnis.liputan6.com/read/2835726/mengintip-proyek-raksasa-donald-trump-di-indonesia">http://bisnis.liputan6.com/read/2835726/mengintip-proyek-raksasa-donald-trump-di-indonesia</a><br>Tasks: Read, summarize, discuss, report.  |
| Week 8  | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and home works/reports.  |
| Week 9  | Pemilu di beberapa negara (unique <b>elections in several countries</b> )<br><a href="https://today.line.me/id/article/f62861d11f03abfb424310774279488b5b59e10debf77fc28da07cc2b7ccb26">https://today.line.me/id/article/f62861d11f03abfb424310774279488b5b59e10debf77fc28da07cc2b7ccb26</a>  |
| Week 10 | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and home works/reports.  |
| Week 11 | Cerita Pengungsi Syria ( <b>A story of Syrian refugee</b> ). Video Youtube with closed caption in Indonesian.<br><a href="https://www.youtube.com/watch?v=sPCcgc9JYpE">https://www.youtube.com/watch?v=sPCcgc9JYpE</a>  |
| Week 12 | Discuss grammar vocabularies and cultural notes from the materials. Use grammar and vocabularies in discussions and home works/reports.   |

|            |   |
|------------|---|
| Week<br>13 | TKW Indonesia di Arab Saudi ( <b>Indonesian women domestic worker in Saudi Arabia</b> )<br><a href="https://www.youtube.com/watch?v=OVtA-Ktr Do">https://www.youtube.com/watch?v=OVtA-Ktr Do</a><br><a href="https://www.youtube.com/watch?v=0lHC4nxrhaA">https://www.youtube.com/watch?v=0lHC4nxrhaA</a> |
| Week<br>14 | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and home works/reports.  |
| Week<br>15 | Oral presentation   |
| Week<br>16 | Written Exam  |

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014



Proposer: Please complete the following section and attach appropriate documentation.

| <b>ASU--[G] CRITERIA</b>            |                          |  |                                  |
|-------------------------------------|--------------------------|--|----------------------------------|
| <b>GLOBAL AWARENESS [G]</b>         |                          |  |                                  |
| YES                                 | NO                       |  | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.  | X                                |
|                                     |                          | 2. The course must match at least one of the following descriptions: (check all which may apply):  |                                  |
| <input type="checkbox"/>            | <input type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>  |                                  |
| <input type="checkbox"/>            | <input type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component.  |                                  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.   | X                                |
| <input type="checkbox"/>            | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." |                                  |

| Course Prefix | Number | Title               | Designation          |
|---------------|--------|---------------------|----------------------|
| IDN           | 394    | Advanced Indonesian | Global Awareness (G) |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria<br>(from checksheet)  | How course meets spirit<br>(contextualize specific examples<br>in next column)                                 | Please provide detailed evidence of how<br>course meets criteria (i.e., where in<br>syllabus)  |
|--|--|--|
| <b>SAMPLE:</b><br>2d: study the cultural significance of a non-U.S. centered global issue                    | <b>SAMPLE:</b><br>The course examines the cultural significance of financial markets Japan, Korea, and the UK. | <b>SAMPLE:</b><br>Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK. |
| Study: materials containing international current affairs on issues such as politics, economy, and business. | E.g. The course examine differences in corruption, elections, treatement of domestic workers,                  | Apply the socio-cultural knowledge of different parts of the worlds based on the materials in their writings and oral performance.   |
|  |  |  |
|  |  |  |
|  |  |  |

## Advanced Indonesian Syllabus

Class : IDN 394  
Time : (arranged)  
Instructors : Peter Suwarno  
Office hour : M, W, F 8-10 am, LL 422B - Phone: 5-3862

### I. Course Description

The purpose of this class is to advance the students' communicative competence in Indonesian in all skills (listening, speaking, reading, and writings) through using **video and print materials containing international current affairs on issues such as politics, economy, and business**. The students in this class are required to have taken intermediate Indonesian classes for two semesters or have the equivalent proficiency of intermediate high or higher.

#### II. Class Activities

- a) reading (done at home), listening, or viewing the materials followed by class discussions on the content,
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- c) discussion and exercises on the grammatical items and special idiomatic expressions followed by their application in oral presentations or writings,
- d) weekly oral and/or written 5-minute report topics of students' interest.

#### III. Learning Outcomes

By the completion of the semester, the students are expected to have an advanced proficiency in communicating world's current affairs in Indonesian.

- 1) Answering questions based on the readings and other video and audio materials,
- 2) Make summary and give opinions or comments on the materials orally and in writing.
- 3) Apply the vocabularies, special idiomatic expressions, and grammatical items learned from the class in the students' reports.
- 4) **Apply the socio-cultural knowledge of different parts of the worlds based on the materials in their writings and oral performance.**

#### II. Materials

Selected current news articles on worlds politics, economy, and business from Indonesian news magazines in prints and videos.

#### III. Class Evaluation:

|                                    |      |
|------------------------------------|------|
| Class participation and attendance | 20 % |
| Homework (reports)                 | 10 % |

|                               |      |
|-------------------------------|------|
| Quizzes                       | 20 % |
| Mid Term exam                 | 20 % |
| Final exam (oral and written) | 20 % |

**A. Grading System:**

|                                      |     |
|--------------------------------------|-----|
| Class participation                  | 20% |
| Homework                             | 10% |
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| Final written and oral examination   | 20% |

**B. Grading Scale:**

| <i>Grade</i> | <i>Percent</i> |
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### **H. Class Schedule**

|         |   |
|---------|---|
| Week 1  | Video on 10 interesting sites in Indonesia. Original materials in Indonesian.<br><a href="https://www.youtube.com/watch?v=E44YVuzEPRY">https://www.youtube.com/watch?v=E44YVuzEPRY</a>  |
| Week 2  | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and homeworks/reports.   |
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|            |   |  |
|------------|---|--|
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| Week<br>14 | Discuss grammar vocabularies and cultural notes. Use grammar and vocabularies in discussions and home works/reports.  |  |
| Week<br>15 | Oral presentation   |  |
| Week<br>16 | Written Exam  |  |