NAVOI STATE UNIVERSITY

CS2304 COUNTRY STUDY — COURSE SYLLABUS

Department of English Linguistics | Foreign Language and Literature (English Language) Programme

COURSE PASSPORT & ACADEMIC METADATA

Course Title:		**Course Code:**	
Country Study		CS2304	
Course Type:		**Field of Study:**	
Elective Course		100000 Humanitarian Field / 110000 Education	
Programme:		**Academic Year:**	
60110900 Foreign Language and Literature (English)		2025–2026	
Semester:		**Form of Education:**	
3 (Year 2)		Traditional Classroom / English Delivery	
ECTS Credits:		**Total Workload:**	
4 ECTS Credits		120 Hours (60 Contact Hours [30 Lectures, 30 Practical], 60 Independent Learning Hours)	
Weekly Contact Hours:		**Assessment:**	
4 Hours		Mid-term Assessments (50%) + Final Exam (50%)	
Curriculum Code:		**Aligned UN SDGs:**	
60110900-3.04		SDG 4 (Quality Education); SDG 10 (Reduced Inequalities); SDG 16 (Peace, Justice & Strong Institutions); SDG 17 (Partnerships for the Goals)	



1. Subject Philosophy & Course Description

The course 'Country Study' (CS2304) is grounded in the interdisciplinary exploration of a nation's cultural, historical, political, linguistic, and socio-economic identity [cite: 118]. It views country studies as a dynamic inquiry into how national narratives are constructed and communicated [cite: 118]. The course focuses on English-speaking nations (the United Kingdom, the United States, Canada, Australia, and New Zealand), examining their political institutions, educational systems, multicultural frameworks, historical milestones, and global linguistic influence [cite: 118, 119, 120].

2. Course Objectives & Learning Outcomes

Course Objectives:

1. Analyze the historical, political, and cultural development of target English-speaking nations [cite: 118].
2. Critically evaluate national identity narratives shaped by language, media, education, and public discourse [cite: 118].
3. Interpret socio-economic indicators, political structures, and federal systems [cite: 118].
4. Compare regional, ethnic, and linguistic diversity and their impacts on national cohesion [cite: 118].
5. Develop intercultural competence, critical thinking, and global academic communication skills [cite: 118, 119].

3. Target Audience & Delivery Information

• Target Audience: 2nd Year Undergraduate Students (Semester 3) pursuing B.A. in Foreign Language and Literature (English Language) [cite: 117, 119].
• Delivery Mode: Traditional Classroom lectures, practical seminars, and collaborative project-based learning [cite: 119].

4. Course Learning Outcomes (CLO)

Code	Learning Outcome Description
CLO 1	Demonstrate comprehensive knowledge of the geographical, historical, political, and socio-economic frameworks of major English-speaking countries (UK, USA, Canada, Australia, NZ) [cite: 118, 119, 120].
CLO 2	Analyze cultural artifacts, media discourses, and sociolinguistic phenomena reflecting national identity and multiculturalism [cite: 118, 121, 122].
CLO 3	Evaluate educational systems, federal governance structures, and international diplomatic positioning of target countries [cite: 118, 119, 120].

CLO 4	Conduct independent interdisciplinary research and communicate findings effectively in academic English [cite: 118, 119, 121].

5. Teaching Technologies & Pedagogical Methods

• Interactive lectures and digital text analysis software (Voyant Tools, AntConc) [cite: 124];
• Computational stylistics and AI text analysis tools (ChatGPT) [cite: 124];
• Interactive online platforms (Padlet, Google Docs, Edmodo) [cite: 124];
• Multimedia integration (videos, podcasts, digital storytelling) [cite: 124];
• Gamification, role-playing, and simulation exercises [cite: 124].

6. Grading Requirements & Assessment Framework

• Mid-term Assessment 1 (24 Points): Daily attendance, active class participation, in-class exercises, and take-home tasks [cite: 119, 124].
• Mid-term Assessment 2 (26 Points): Oral examination answering short questions on key principles and set readings [cite: 119, 124].
• Final Examination (50 Points): Comprehensive 50-item multiple choice examination [cite: 124].
• Total: 100 Points (Converted to 5-point scale: 90-100 = 5, 80-89 = 4, 70-79 = 3, <70 = 2) [cite: 124].

7. Essential References & Learning Resources

Essential References:

1. Ashurova, N. A., & Ashurov, Sh. S. (2020). Country Study. Yoshlar Matbuoti, Tashkent [cite: 125].
2. Crystal, D. (2012). English as a Global Language. Cambridge University Press [cite: 125].
3. Smith, A. (1991). National Identity. Penguin Books [cite: 120, 125].
4. Gallie, W. B. (1964). Philosophy and the Historical Understanding [cite: 120].
5. Paxman, J. (1999). The English: A Portrait of a People [cite: 125].
6. Marr, A. (2009). A History of Modern Britain [cite: 125].
7. Hughes, R. (1987). The Fatal Shore: The Epic of Australia's Founding [cite: 125].
8. Atwood, M. (1972). Survival: A Thematic Guide to Canadian Literature [cite: 125].

Digital & Electronic Resources:

9. Library of Congress Country Studies: https://www.loc.gov/collections/country-studies/ [cite: 125]
10. ZiyoNET Educational Portal: www.ziyonet.uz [cite: 125]
11. Lex.uz Legal Database: www.lex.uz [cite: 125]

8. UN Sustainable Development Goals (SDG) Alignment

• SDG 4 — Quality Education: Fosters global cultural literacy, intercultural communication competence, and critical thinking in English language teacher education [cite: 117, 118].
• SDG 10 — Reduced Inequalities: Analyzes multiculturalism, indigenous languages/identities (Maori,

Native Americans, Aboriginal Australians), and social inclusion frameworks across English-speaking societies [cite: 118, 120, 122].
• SDG 16 — Peace, Justice and Strong Institutions: Explores democratic governance, constitutional institutions, civil rights history, and legal systems (UK Parliament, US Congress/Supreme Court) [cite: 118, 119, 120].
• SDG 17 — Partnerships for the Goals: Promotes international cultural understanding, global linguistic exchange, and cross-border diplomatic and academic cooperation [cite: 118, 120].