



Syllabus

Gyanmanjari Institute of Arts

Semester-1 (B. A.)

Subject: Language, Meaning & Discourse (BAT1EN11301)**Type of course:** Major (Core)**Prerequisite:** Basic English knowledge**Rationale:**

The course introduces foundational concepts from semantics, pragmatics, and discourse analysis, preparing students for advanced study in linguistics and literary theory.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
2	0	4	4	100	100	200

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Sr. No	Course content	Hrs.	Weightage																								
1	<p>Language & Meaning</p> <ul style="list-style-type: none"> • What is language? • Language vs communication • Meaning: denotation & connotation • Language and thought • Lexical relations (synonymy, antonymy) <p>Practical:</p> <ul style="list-style-type: none"> • Analyse words with multiple meanings • Meme interpretation (language + meaning) • Use Word clouds (Voyant / WordArt) • Context-based meaning exercises <p>Evaluation Method:</p> <table border="1" data-bbox="282 779 1166 1119"> <thead> <tr> <th data-bbox="282 779 342 863">Sr. No</th> <th data-bbox="342 779 964 863">Component</th> <th data-bbox="964 779 1062 863">SEE</th> <th data-bbox="1062 779 1166 863">CCE</th> </tr> </thead> <tbody> <tr> <td data-bbox="282 863 342 915">1</td> <td data-bbox="342 863 964 915">Contextual Meaning Analysis</td> <td data-bbox="964 863 1062 915">10</td> <td data-bbox="1062 863 1166 915">-</td> </tr> <tr> <td data-bbox="282 915 342 968">2</td> <td data-bbox="342 915 964 968">Ambiguity Analysis (Lexical/Structural)</td> <td data-bbox="964 915 1062 968">10</td> <td data-bbox="1062 915 1166 968"></td> </tr> <tr> <td data-bbox="282 968 342 1020">3</td> <td data-bbox="342 968 964 1020">Word Meaning Portfolio (ALA 1)</td> <td data-bbox="964 968 1062 1020">-</td> <td data-bbox="1062 968 1166 1020">10</td> </tr> <tr> <td data-bbox="282 1020 342 1073">4</td> <td data-bbox="342 1020 964 1073">Meme Interpretation Task (ALA 2)</td> <td data-bbox="964 1020 1062 1073">-</td> <td data-bbox="1062 1020 1166 1073">10</td> </tr> <tr> <td data-bbox="282 1073 342 1119"></td> <td data-bbox="342 1073 964 1119" style="text-align: center;">Total</td> <td data-bbox="964 1073 1062 1119">20</td> <td data-bbox="1062 1073 1166 1119">20</td> </tr> </tbody> </table> <p>1. Contextual Meaning Analysis: Students will be given a short passage (500–550 words). Students are required to:</p> <ul style="list-style-type: none"> • Identify meanings of 5 highlighted words/phrases • Explain their meaning based on context (not dictionary) • Write 3–4 lines per word, explaining contextual meaning with reference to usage in the passage. <p>2. Ambiguity Analysis (Lexical/Structural) Students will be given: A short sentence/phrase with multiple meanings Students are required to:</p> <ol style="list-style-type: none"> 1. Identify 2 possible meanings 2. Explain each meaning with context 3. State which meaning is more suitable and why <p>3. Vocabulary-in-context portfolio: Students maintain a portfolio of 10 words from readings. Each entry must include:</p>	Sr. No	Component	SEE	CCE	1	Contextual Meaning Analysis	10	-	2	Ambiguity Analysis (Lexical/Structural)	10		3	Word Meaning Portfolio (ALA 1)	-	10	4	Meme Interpretation Task (ALA 2)	-	10		Total	20	20	T:02 P:04	20%
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	<p>Sentence from text Meaning in context Own sentence</p> <p>4. Meme/Visual Interpretation: Students analyse a meme or image. Submission: Literal meaning Hidden meaning Social/cultural context (200–250 words)</p>																										
2	<p>Language in Use (Discourse Basics)</p> <ul style="list-style-type: none"> • What is discourse? • Language in context • Register (formal/informal) • Spoken vs written language • Pragmatics (basic speech acts), intention vs meaning <p>Practical:</p> <ol style="list-style-type: none"> 1. Compare WhatsApp vs academic writing 2. Rewrite text in different registers 3. Analyse speeches (YouTube clips) 4. Use Google Docs collaborative editing <p>Evaluation Method:</p> <table border="1" data-bbox="282 1077 1167 1415"> <thead> <tr> <th>Sr. No</th> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Discourse Analysis</td> <td>10</td> <td>-</td> </tr> <tr> <td>2</td> <td>Register Transformation</td> <td>10</td> <td>-</td> </tr> <tr> <td>3</td> <td>Real-Life Language Conversion</td> <td>-</td> <td>10</td> </tr> <tr> <td>4</td> <td>Speech Analysis</td> <td>-</td> <td>10</td> </tr> <tr> <td></td> <td>Total</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>1. Discourse Identification & Analysis You will be given a short text (message/email/paragraph). The task requires students to:</p> <ol style="list-style-type: none"> 1. Identify whether it is: <ul style="list-style-type: none"> • Formal / Informal / Semi-formal 2. Identify at least 5 features: <ul style="list-style-type: none"> • tone • vocabulary • sentence structure 3. Explain why this language suits the situation <p>Expected Length:</p> <ul style="list-style-type: none"> • 200 words 	Sr. No	Component	SEE	CCE	1	Discourse Analysis	10	-	2	Register Transformation	10	-	3	Real-Life Language Conversion	-	10	4	Speech Analysis	-	10		Total	20	20	T:02 P:04	20%
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	<p>2. Register Transformation You will be given an informal message. The task requires students to:</p> <ul style="list-style-type: none"> • Rewrite it as a formal email or academic paragraph <p>Marks will be given for:</p> <ul style="list-style-type: none"> • Correct tone • Clarity • Structure <p>3. Real-Life Language Conversion Take a real WhatsApp/email message. Submit:</p> <ol style="list-style-type: none"> 1. Original text 2. Formal version 3. 150-word explanation of changes <p>4. Speech Analysis Watch a 2–3 min video. Write (250 words):</p> <ul style="list-style-type: none"> • type of language • 5 features • how it affects audience 																										
<p>3</p>	<p>Language, Power & Society</p> <ul style="list-style-type: none"> • Language and identity • Bias and representation • Language & Power • Media language • Framing & ideology explicitly <p>Practical:</p> <ol style="list-style-type: none"> 1. Analyse news headlines 2. Detect bias in media 3. Rewrite biased content 4. Use news comparison tools <p>Evaluation Method:</p> <table border="1" data-bbox="282 1495 1166 1835"> <thead> <tr> <th>Sr. No.</th> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Bias Identification</td> <td>10</td> <td>-</td> </tr> <tr> <td>2</td> <td>Neutral Rewrite</td> <td>10</td> <td></td> </tr> <tr> <td>3</td> <td>News Comparison Report</td> <td>-</td> <td>10</td> </tr> <tr> <td>4</td> <td>Critical Discourse Reflection on Language & Power</td> <td>-</td> <td>10</td> </tr> <tr> <td></td> <td>Total</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	Sr. No.	Component	SEE	CCE	1	Bias Identification	10	-	2	Neutral Rewrite	10		3	News Comparison Report	-	10	4	Critical Discourse Reflection on Language & Power	-	10		Total	20	20	<p>T:02 P:04</p>	<p>20%</p>
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	<p>1. Bias Identification Students will be provided 2 news headlines/articles. Students are required to :</p> <ol style="list-style-type: none"> 1. Identify biased words/phrases (at least 4) 2. Explain how they influence meaning 3. Compare tone <p>2. Neutral Rewrite Rewrite a biased paragraph into a neutral version.</p> <p>3. News Comparison Report Compare same news from 2 sources (250 words):</p> <ul style="list-style-type: none"> • tone • word choice • perspective <p>4. Critical Discourse Reflection on Language & Power Students must:</p> <ul style="list-style-type: none"> • Select a real-life example (news/social media) • Explain: <ul style="list-style-type: none"> • How language shapes perception • What ideological position is created • Use at least 2 concepts (bias, framing, tone) 																										
4	<p>Introduction to Linguistic Awareness</p> <ul style="list-style-type: none"> • Sounds, words, sentences (basic linguistics) • Phrase structure (NP, VP basics) • Clause types • Sentence types (declarative, interrogative, etc.) • Meaning systems • Language variation <p>Practical:</p> <ol style="list-style-type: none"> 1. Accent comparison (audio tools) 2. Sentence structure breakdown 3. Language variation discussion 4. Use ELSA / pronunciation tools <p>Evaluation Method:</p> <table border="1" data-bbox="282 1535 1167 1871"> <thead> <tr> <th>Sr. No</th> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Sentence Analysis</td> <td>10</td> <td>-</td> </tr> <tr> <td>2</td> <td>Language Variation Explanation</td> <td>10</td> <td></td> </tr> <tr> <td>3</td> <td>Language Variation Observation</td> <td>-</td> <td>10</td> </tr> <tr> <td>4</td> <td>Linguistic Data Analysis</td> <td>-</td> <td>10</td> </tr> <tr> <td></td> <td>Total</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	Sr. No	Component	SEE	CCE	1	Sentence Analysis	10	-	2	Language Variation Explanation	10		3	Language Variation Observation	-	10	4	Linguistic Data Analysis	-	10		Total	20	20	T:02 P:04	20%
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	<p>1. Sentence Structure Analysis Description: Analyse 3 sentences:</p> <ol style="list-style-type: none"> I. Identify: <ul style="list-style-type: none"> • phrase structure • clause type II. Explain meaning formation <p>2. Language Variation Analysis Compare two samples: <ul style="list-style-type: none"> • formal vs informal OR • dialect vs standard Analyse differences (150–200 words)</p> <p>3. Language Variation Observation Students will observe: <ul style="list-style-type: none"> • real conversation / digital interaction Write (250 words): <ul style="list-style-type: none"> • variation (formal/informal/dialect) • reasons for variation • effect on communication </p> <p>4. Linguistic Data Analysis Students will be given 5 sentences. They must: <ol style="list-style-type: none"> 1. Identify: <ul style="list-style-type: none"> • subject, verb, object • clause type 2. Label: <ul style="list-style-type: none"> • phrase structure (NP/VP) 3. Explain how structure affects meaning </p>		
5	<p>Language in Digital & Real Life Contexts</p> <ul style="list-style-type: none"> • Digital communication • Language evolution • Multimodal communication • Semiotics of digital communication (basic) <p>Practical:</p> <ol style="list-style-type: none"> 1. Analyse Instagram captions / reels 2. Create digital content 3. Use Canva / social media writing tasks 4. Reflective language journal 	T:02 P:04	20%

Evaluation Method:			
Sr. No	Component	SEE	CCE
1	Social Media Text Analysis	10	-
2	Short Response Writing	10	
2	Multimodal Discourse Analysis	-	10
3	Digital Language Project		10
	Total	20	20

1. Multimodal Discourse Analysis
Description:
 Analyze:

- social media post / advertisement

Focus on:

- text
- image
- audience
- meaning

(200–250 words)

2. Analytical Response
Description:
 Write essay:
 “How has digital communication changed language?”

3. Multimodal Discourse Analysis - ALA
 Students analyse **1 digital post (ad/reel):**
 Write (200 words):

- text + visual relationship
- target audience
- meaning strategy

4. Digital Language Project
 Students must analyse **3 social media posts:**
 Identify:

- tone
- vocabulary style
- engagement strategy

Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	15%	25%	25%	15%	10%	10%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Apply key concepts of linguistic meaning (denotation, connotation, ambiguity, polysemy) to interpret language in context.
CO2	Analyse different types of discourse and register, and adapt language according to context, audience, and purpose.
CO3	Examine how language reflects bias, ideology, and power, and interpret media and cultural texts critically.
CO4	Analyse basic linguistic structures and language variation, and explain their role in meaning-making.
CO5	Evaluate language use in digital and multimodal contexts, integrating textual and visual elements.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, task-based and activity-driven learning strategies, role play, Quiz, brainstorming, MOOCs etc.

Teachers will use audio-visual aids, mock simulations, lab assignments, real-life scenarios, and peer learning tools.

Platforms such as Google Forms, PPTs, Quizizz, and Google Docs may be used for assessments.

Students will engage in active learning through ALAs, peer feedback, and role-based activities.

10–15% of topics may be delivered using flipped classroom or self-learning videos (SWAYAM/NPTEL/dictionary apps).

Continuous assessment via ALAs, portfolios, peer review.

Corpus-based tools (basic exposure) may be introduced where feasible.

Reference Books:

- [1] Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 11th ed., Cengage Learning, 2018.
- [2] Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method*. 4th ed., Routledge, 2014.
- [3] Yule, George. *The Study of Language*. 7th ed., Cambridge UP, 2020.
- [4] Crystal, David. *Language and the Internet*. 2nd ed., Cambridge University Press, 2006.
- [5] Fairclough, Norman. *Language and Power*. 3rd ed., Routledge, 2014.

Suggestive Evaluation Criteria:

Sr No.	Rubrics																														
1	<p>1. Analytical Response / Discourse Analysis (10 Marks)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Conceptual Understanding</td> <td>Demonstrates clear understanding of linguistic/discourse concepts (e.g., meaning, register, bias)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Application of Concepts</td> <td>Correct application of concepts to given text/data</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Depth of Analysis</td> <td>Ability to interpret, explain, and justify observations with clarity</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Organisation & Clarity</td> <td>Logical structure, coherence, and clarity of expression</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <p>2. Linguistic Analysis Tasks (10 Marks) (Semantics / Structure / Variation)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Accuracy of Identification</td> <td>Correct identification of linguistic features (e.g., ambiguity type, sentence structure)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Use of Linguistic Terminology</td> <td>Appropriate and accurate use of basic linguistic terms</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Explanation of Meaning</td> <td>Ability to explain how structure or context influences meaning</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Presentation & Clarity</td> <td>Clear, organised, and readable response</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Criteria	Description	Marks	Conceptual Understanding	Demonstrates clear understanding of linguistic/discourse concepts (e.g., meaning, register, bias)	3	Application of Concepts	Correct application of concepts to given text/data	3	Depth of Analysis	Ability to interpret, explain, and justify observations with clarity	2	Organisation & Clarity	Logical structure, coherence, and clarity of expression	2	Criteria	Description	Marks	Accuracy of Identification	Correct identification of linguistic features (e.g., ambiguity type, sentence structure)	3	Use of Linguistic Terminology	Appropriate and accurate use of basic linguistic terms	2	Explanation of Meaning	Ability to explain how structure or context influences meaning	3	Presentation & Clarity	Clear, organised, and readable response	2
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3. Writing & Transformation Tasks

(Register change, rewriting, analytical responses)

Criteria	Description	Marks
Task Fulfilment	Completes task as per instructions (e.g., rewriting, analysis)	3
Appropriateness of Language	Correct tone, register, and vocabulary	3
Coherence & Organisation	Logical flow and structure of writing	2
Grammatical Control	Accuracy in sentence construction and expression	2

4. Practical / ALA Tasks (10 Marks)*(Portfolio, media analysis, digital tasks)*

Criteria	Description	Marks
Completion & Effort	Task completed fully with required components	3
Application of Concepts	Demonstrates understanding through application	3
Analytical Insight / Creativity	Depth of interpretation or originality	2
Presentation & Submission Quality	Neatness, formatting, and clarity	2

5. Project-Based / Multimodal Tasks (10 Marks)*(Digital discourse, media analysis)*

Criteria	Description	Marks
Understanding of Multimodal Elements	Ability to analyse text, image, and context together	3
Relevance to Audience & Purpose	Correct identification of communication intent	2
Analytical Depth	Insight into meaning, tone, and strategy	3
Structure & Presentation	Clear organisation and articulation	2