



Gyanmanjari
Innovative University

Syllabus
Gyanmanjari Institute of Arts
Semester-1 (B. A.)

Subject: Language, Meaning & Discourse (BAT2EN11301)

Type of course: Major (Core)

Prerequisite: Basic knowledge of the English language and communication skills is required.

Rationale:

This course introduces students to the fundamental concepts of language, meaning, discourse, and communication in literary, social, and digital contexts. It develops critical language awareness, analytical reading skills, and the ability to interpret language across different forms of communication. The course provides a strong foundation for advanced studies in linguistics, literary studies, discourse analysis, and communication.

Teaching and Examination Scheme:

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

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



Sr. No	Course content	Hrs.	Weightage								
1	Language & Meaning Theory Topics: • What is language? • Language vs communication • Meaning: denotation & connotation • Language and thought • Lexical relations (synonymy, antonymy) Practical 1: Analyse words with multiple meanings Students will analyse words with multiple meanings in different contexts and explain how context determines the intended meaning. Practical 2: Meme interpretation (language + meaning) Students will interpret selected memes by explaining their literal meaning, implied meaning and contextual significance. Practical 3: Use Word clouds (Voyant / WordArt) Students will generate a word cloud from a given text and interpret frequently occurring words, themes and language patterns. Practical 4: Context-based meaning exercises Students will determine the meanings of highlighted words and phrases in short passages using contextual clues and justify their interpretations. Examination Style: <table border="1"> <thead> <tr> <th>Sr. No</th><th>Evaluation Method</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td> ALA 1: Vocabulary-in-Context Portfolio Students will prepare a portfolio of 10 words selected from literary or non-literary texts studied during the module. Each entry must include: • Word • Original sentence from the text • Meaning in context • Dictionary meaning </td><td>-</td><td>10</td></tr> </tbody> </table>	Sr. No	Evaluation Method	SEE	CCE	1	ALA 1: Vocabulary-in-Context Portfolio Students will prepare a portfolio of 10 words selected from literary or non-literary texts studied during the module. Each entry must include: • Word • Original sentence from the text • Meaning in context • Dictionary meaning	-	10	T:06 P:06	20%
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	One original sentence using the word appropriately Upload the completed portfolio on the GMIU Web Portal.				
2	ALA 2: Contextual Meaning Exercise Students will be given three short passages (150–200 words each). Students are required to: - Explain the contextual meaning of highlighted words and phrases. - Identify one word with multiple meanings. - Justify the selected meaning using textual evidence. Upload the completed response sheet in PDF format on the GMIU Web Portal.	-	10		
3	Contextual Meaning Analysis Students will be given an unseen passage of 400–500 words containing highlighted words and expressions. Students are required to: - Explain the contextual meaning of five highlighted words or phrases. - Support each answer with textual evidence from the passage.	10	-		
4	Ambiguity Analysis (Lexical/Structural) Students will be given three ambiguous sentences, headlines or advertisements. Students are required to: - Identify two possible meanings of each. - Explain the intended meaning. - Justify the interpretation using contextual clues.	10	-		
Total		20	20		

2	Language in Use (Discourse Basics) Theory Topics: • What is discourse? • Language in context • Register (formal/informal) • Spoken vs written language • Pragmatics (basic speech acts), intention vs meaning Practical 1: Compare WhatsApp vs academic writing Students will compare a WhatsApp conversation with an academic paragraph and identify differences in language, register, tone, vocabulary, and sentence structure. Practical 2: Rewrite text in different registers Students will rewrite a given text in formal and informal registers by adapting language according to the audience, purpose, and context. Practical 3: Analyse speeches (YouTube clips) Students will analyse selected speeches to identify the speaker's intention, audience, register, speech acts, and contextual meaning. Practical 4: Use Google Docs collaborative editing Students will collaboratively edit and improve a given text using Google Docs by revising language, register, grammar, and clarity while tracking changes. Examination Style: <table border="1"> <thead> <tr> <th>Sr. No</th><th>Evaluation Method</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td> ALA 3: Real-Life Language Conversion Students will compare a WhatsApp conversation with a formal academic text and identify differences in register, vocabulary, tone, sentence structure, and style. They will then convert the informal conversation into an appropriate formal communication while maintaining the intended meaning. Upload the comparison table and rewritten text in PDF format on the GMIU Web Portal. </td><td>-</td><td>10</td></tr> </tbody> </table>	Sr. No	Evaluation Method	SEE	CCE	1	ALA 3: Real-Life Language Conversion Students will compare a WhatsApp conversation with a formal academic text and identify differences in register, vocabulary, tone, sentence structure, and style. They will then convert the informal conversation into an appropriate formal communication while maintaining the intended meaning. Upload the comparison table and rewritten text in PDF format on the GMIU Web Portal.	-	10	T:06 P:06	20%
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	2	ALA 4: Elocution Competition Participation Students will deliver a 3–5 minute speech or participate in a departmental/public speaking or elocution event on a language- or communication-related topic. The activity will assess organisation of ideas, language use, audience awareness, pronunciation, confidence, and delivery. Submit the participation certificate on the GMIU Web Portal.	-	10		
	3	Discourse Analysis You will be given a short text (message/email/paragraph). The task requires students to: 1. Identify whether it is: • Formal / Informal / Semi-formal 2. Identify at least 5 features: • tone • vocabulary • sentence structure 3. Explain why this language suits the situation Expected Length: • 200 words	10	-		
	4	Register Transformation You will be given an informal message. The task requires students to: • Rewrite it as a formal email or academic paragraph Evaluation will be done based on: • Correct tone • Clarity • Structure	10	-		
	Total		20	20		

3	Language, Power & Society Theory Topics: • Language and identity • Bias and representation • Language & Power • Media language • Framing & ideology explicitly	T:06 P:06 	20%
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Practical 1: Analyse news headlines Students will analyse news headlines from different media sources to identify tone, word choice, framing, and intended message. Practical 2: Detect bias in media Students will examine print or digital media content to identify linguistic bias, stereotypes, and representation using textual evidence. Practical 3: Rewrite biased content Students will rewrite biased or persuasive texts in neutral, objective language while preserving the original meaning. Practical 4: Use news comparison tools Students will compare reports of the same event from multiple news sources using online news comparison tools and evaluate differences in language, framing, and perspective. Examination Style:					
Sr. No.	Evaluation Method	SEE	CCE		
1	ALA 5: News Comparison Report Students will compare reports of the same news event published by two different media sources. The report should examine differences in headlines, tone, word choice, framing, representation, and perspective, supported by appropriate examples from the selected articles. Upload the comparative report along with copies or links to the selected news articles on the GMIU Web Portal.	-	10		
2	ALA 6: Digital Cultural Event Coverage Students will prepare a blog post, event report, social media post, or photo essay documenting a departmental literary, cultural, or IKS-related event. The submission should demonstrate effective language use, audience awareness, and multimodal communication. Submit the findings on the GMIU web portal.	-	10		



		News Headline Analysis Students will be given five news headlines from different media organisations.				
	3	Students are required to: • Identify tone and framing. • Explain language choices. • Discuss how wording influences readers.	10	-		
	4	1. Bias Identification and Neutral Rewrite Students will be given a media article (250–300 words). Students are required to: • Identify biased language and stereotypes. • Rewrite the passage using neutral and objective language. • Justify the revisions.	10	-		
		Total	20	20		
4		Introduction to Linguistic Awareness Theory Topics: • Sounds, words, sentences (basic linguistics) • Phrase structure (NP, VP basics) • Clause types • Sentence types (declarative, interrogative, etc.) • Meaning systems • Language variation Practical 1: Accent comparison (audio tools) Students will listen to audio samples of different English accents and identify variations in pronunciation, stress, intonation, and speech patterns. Practical 2: Sentence structure breakdown Students will identify phrases, clauses, and sentence types in given texts by analysing their basic grammatical structure. Practical 3: Language variation discussion Students will compare language variations across regions, social groups, and communication contexts, and discuss how these variations influence meaning and usage.			T:06 P:06	20%



Practical 4: Use ELSA / pronunciation tools Students will practise pronunciation using ELSA Speak or similar pronunciation tools and evaluate their speech based on accuracy, stress, and intonation.			
Examination Style:			
Sr. No	Evaluation Method	SEE	CCE
1	ALA 7: Language Variation Observation Students will observe real conversation / digital interaction Write (250 words): • variation (formal/informal/dialect) • reasons for variation • effect on communication Upload your observation in blog format on the GMIU web portal.	-	10
2	Linguistic Data Analysis Students will be given 5 sentences. They must: 1. Identify: • subject, verb, object • clause type 2. Label: • phrase structure (NP/VP) 3. Explain how structure affects meaning	-	10
3	Sentence Structure Analysis Students will be given eight sentences. Students are required to: • Identify phrases and clauses. • Classify sentence types. • Draw or label the basic sentence structure wherever applicable.	10	-
4	Language Variation Analysis	10	-



	Students will be given short audio transcripts or written samples representing different language varieties.			
	Students are required to compare pronunciation, vocabulary or grammar and explain how language varies across speakers and contexts.			
	Total	20	20	

5	Language in Digital & Real Life Contexts Theory Topics: • Digital communication • Language evolution • Multimodal communication • Semiotics of digital communication (basic) Practical 1: Analyse Instagram captions/reels Students will analyse the language, visuals, hashtags, emojis, and audience engagement strategies used in Instagram captions and reels to understand digital communication practices. Practical 2: Create digital content Students will create original digital content (e.g., captions, posts, blogs, or short scripts) by applying appropriate language, tone, and communication strategies for a specified audience and purpose. Practical 3: Use Canva / social media writing tasks Students will design a social media post using Canva and write suitable captions by applying principles of effective digital communication and multimodal expression. Practical 4: Reflective language journal Students will design a social media post using Canva and write suitable captions by applying principles of effective digital communication and multimodal expression. Examination Style: <table border="1"> <tr> <th>Sr. No</th> <th>Evaluation Method</th> <th>SEE</th> <th>CCE</th> </tr> <tr> <td>1</td> <td>Multimodal Discourse Analysis</td> <td>—</td> <td>10</td> </tr> </table>	Sr. No	Evaluation Method	SEE	CCE	1	Multimodal Discourse Analysis	—	10	T:06 P:06 20%
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1	Multimodal Discourse Analysis	—	10							



		Students are required to analyse 1 digital post (ad/reel): Write (200 words): • text + visual relationship • target audience meaning strategy				
	2	Digital Language Project Students must analyse 3 social media posts: Identify: • tone • vocabulary style • engagement strategy	--	10		
	3	Multimodal Discourse Analysis Analyze: social media post/advertisement Focus on: • text • image • audience • meaning (200–250 words)	10	-		
	4	Analytical Response Write an essay on “How has digital communication changed language?”	10	-		
		Total	20	20		

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	30%	20%	20%	20%	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.

A minimum of 20–30% of the course content shall be suggested to deliver through Flipped Learning, where students study digital learning resources before the classroom session. Classroom time shall be utilized for discussion, problem-solving, practical applications, and higher-order learning activities.

Students shall be encouraged to use AI-powered learning platforms, simulation software, virtual laboratories, digital libraries, research databases, online certification courses, NPTEL, SWAYAM, MOOCs, and other technology-enabled learning resources to strengthen conceptual understanding and practical competence.

Continuous assessment shall be conducted through Active Learning Assignments (ALAs), quizzes, skill demonstrations, presentations, practical exercises, projects, case studies, innovation activities, peer assessment, reflective learning, and industry-oriented tasks instead of relying primarily on conventional written assignments.



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:

SEE	Topic	Part	Criteria	Marks	Description
1	Contextual Meaning Analysis	A	Conceptual Understanding & Interpretation	5	Demonstrates understanding of contextual meaning and correctly interprets the meanings of highlighted words and phrases using appropriate contextual clues.
		B	Application & Justification	5	Applies language concepts accurately and justifies interpretations with logical reasoning and textual evidence.
2	Ambiguity Analysis	A	Identification & Interpretation	5	Correctly identifies multiple meanings of ambiguous words or expressions and selects the most appropriate interpretation.
		B	Analysis & Justification	5	Justifies the selected interpretation using context and presents responses in a clear and organised manner.



3	Register Analysis	A	Understanding of Discourse & Register	5	Demonstrates understanding of discourse, register, audience and purpose while analysing the given text.
		B	Application & Analysis	5	Correctly applies discourse concepts and justifies observations with suitable examples from the text.
4	Register Transformation	A	Register Adaptation	5	Appropriately rewrites the given text according to the required audience, purpose and context.
		B	Language Accuracy & Organisation	5	Uses suitable vocabulary, grammar, tone and organisation to produce an effective rewritten text.
5	News Headline Analysis	A	Identification of Media Features	5	Correctly identifies tone, framing, language choices and representation in the given headlines.
		B	Critical Analysis & Interpretation	5	Analyses the influence of language and supports observations with appropriate justification.
6	Bias Identification & Neutral Rewrite	A	Identification of Bias	5	Correctly identifies biased expressions, stereotypes and persuasive language in the given text.
		B	Neutral Rewriting & Justification	5	Rewrites the text objectively and justifies the changes using appropriate language principles.



7	Sentence Structure Analysis	A	Structural Analysis	5	Correctly identifies phrases, clauses and sentence types using appropriate linguistic concepts.
		B	Application & Explanation	5	Explains sentence structure accurately with appropriate grammatical justification.
8	Language Variation Analysis	A	Identification of Language Variation	5	Correctly identifies pronunciation, accent and language variations across different contexts.
		B	Comparative Analysis	5	Compares language varieties and explains their influence on communication using relevant examples.
9	Digital Communication Analysis	A	Analysis of Digital Communication	5	Analyses language, visuals and multimodal elements to interpret meaning and communication strategies.
		B	Interpretation & Justification	5	Explains the effectiveness of digital communication using appropriate examples and reasoning.
10	Digital Content Evaluation	A	Content Development / Evaluation	5	Creates or evaluates digital content by applying suitable language, audience awareness and communication strategies.
		B	Creativity, Organisation & Effectiveness	5	Demonstrates creativity, coherence and effective use of multimodal elements to achieve the intended purpose.

