Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NetID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Section: \_\_\_\_\_\_\_\_\_

Linguistics 1010

Make-Up Assignment

Week 11

**Part I: Linguistics, Epistemology, and the Philosophy of Science**

1. In the previous unit (*the acquisition of linguistic knowledge*), we learned about *nativism* (the idea that knowledge can be specified by biology/innate knowledge), and *empiricism* (the idea that knowledge comes from input/experience). What connections can we make between *nativism* and *empiricism* to *a priori* and *a posteriori knowledge*?
2. Explain the problem of confirmation in your own words.
3. What is falsification?
4. Why might some scientists be uncomfortable with only using falsification?
5. What does Bayes Theorem do for us?

**Part II: Linguistic Diversity**

1. The colloquial definition of a dialect is something along the lines of “two dialects of the same language are mutually intelligible, where two different languages are not.” Provide one example illustrating that this definition does not work.
2. By studying language diversity, we study the abilities of the human mind. Describe three (3) examples of language diversity in the world (e.g. tones).
3. Determine if the language differences listen in the table on the left are phonological, morphological, lexical, or syntactic. Circle or highlight the correct answer.

Remember:

* Differences in **accents** across “dialects” is really a difference in **phonology** between the two languages.
* Differences in words across “dialects” may be a difference in **morphology** (or the morphemes) between the two languages.
* **Strange sentences** across “dialects” is really a difference in **syntax** between the two languages.

|  |  |
| --- | --- |
| “Caramel”  2 syllables (“car-ml”) /  3 syllables (“carra-mel”) | Phonological Morphological Syntactic |
| Finely-shredded raw cabbage with a dressing  “Coleslaw” / “Slaw” | Phonological Morphological Syntactic |
| A sweet, fizzy drink  “Soda” / “Pop” / “Coke” | Phonological Morphological Syntactic |
| “She gave the man a book.” /  “She gave it him.” | Phonological Morphological Syntactic |
| The vowel in “been”  [ɪ] as in “sit” / [ɛ] as in “set” /  [iː] as in “see” | Phonological Morphological Syntactic |
| The last meal of the day  “Dinner” / “Supper” | Phonological Morphological Syntactic |
| “The car needs to be repaired.” /  “The car needs repaired.” | Phonological Morphological Syntactic |

**Part III: Language Prejudice**

1. Fill in the blanks

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the act of pre-judging someone based on the language that they speak (accent, vocabulary, grammar).

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an act of discrimination based on the language that somebody speakers (accent, vocabulary, grammar).

1. Describe the linguistic components (e.g. the phonology) that differentiate African-American English (AAE) from General American English (GAE).
2. Is AAE a full human language?
3. “English as a national language” movements and “English-only” movements are not the same. How do we distinguish the two issues?
4. There is a scientific problem with “English only.” Describe this problem.