

Linguistics 371

**Senior Take-home Final Exam**

Due: Wednesday, May 31st, at the beginning of class

(No late mid-terms will be accepted)

Instructions: Answer the following questions in four clear, concise, complete and coherent essays.

Since this is a take-home exam, you are free to consult any sources you wish in writing up your answers to these questions. You may NOT discuss the questions with other students in the class.

**All work that you hand lastions. You may NOT discuss the questions with other students in the class.**

- Child phonology (for example, rules like Reduction or Assimilation)
- Child morphology (including the wug test, and idiomorphs)
- Child syntax (including the holographic and telegraphic stages)
- Referential and expressive children
- Infant-directed speech
- Characteristic features of both adult and child roles in ostensive definitions
- Children who "invent languages" (as in the example of the deaf children in Nicaragua)
- Bickerton's Bioprogram hypothesis

### Essay #3

The idea that language is modular is consistent with the Innateness Hypothesis. What is a module? What evidence is there for the modularity of language? What aspects of linguistic processing are modular and which are not?

In this essay, you must address (but are not limited to) the following issues:

- Bottom-up and top-down effects
- Categorical Perception
- Semantic priming
- Modularity in lexical access (i.e., which models of lexical access are modular why?)
- Models of syntactic parsing
  - The Late Closure and Minimal Attachment Strategies
  - Constraint-based models of parsing
- Neural networks and what aspects of these models contrast with the modular hypothesis

### Essay #4

In order to properly characterize language as a human phenomenon, linguists draw a distinction between linguistic competence and linguistic performance. One reason that linguists believe that such a distinction exists is because people unintentionally make errors when they use language. In this essay, define the distinction between linguistic competence and linguistic performance and elaborate on what performance errors tell us about the structures that are used in linguistic performance.

In this essay, you must address (but are not limited to) the following issues:

- Garden-path sentences
- The Derivational Theory of Complexity
- Slips of the tongue (for example, exchange or anticipation errors)
- Slips of the ear
- Fromkin's model of speech production
- Dell's model of speech production
- Phonemic similarity effect
- :Lexical bias effect