Assignment No. 3

Due: Tuesday 17 February 2015

There is no word limit/requirement for these exercises. Your responses may be in English, French, Spanish, German, Arabic, or any other language you are comfortable writing in. The grammar, spelling, and prescriptive conventions are not evaluated for the assignment. You do not need to edit, revise a number of times, or attend in any special way to form or language. You should just write in a way that is clear to you.

1   Group Project

Read one of the four experimental semantics papers posted online (Ursini, Francesco-Alessio (2014). Experimental entailments: the case of spatial prepositions. *Nordic Journal of English Studies* 13(3): 113–139,; McNabb, Yaron, and Doris Penka (Submitted). An experimental investigation of ignorance inferences and authoritative interpretations of superlative modifiers.; Barner, David, and Jesse Snedeker (2005). Quantity judgments and individuation: Evidence that mass nouns count. *Cognition* 97: 41–66.; Syrett, Kristen, Christopher Kennedy, and Jeffery Lidz (2010). Meaning and context in children's understanding of gradable adjectives. *Journal of Semantics*, 27(1): 1–35.) and bring it with you to class. Answer the following questions:

1. Who are the authors?

2. How do the authors define the language they are working on?

3. What is their research question?

4. What did they do for their experiment? Outline the experimental design.

5. If you were to replicate this study, how would you go about it? Would you have to modify it in any way to be able to run the experiment this semester?

2   Affective Meaning

With affective meaning a language user picks one of a number of related senses that have the same referent. In picking one sense over another, the user is signaling something about their emotions or attitudes. The speaker's choice of sense conveys more than just identifying a reference, but also connotes something about the referent. List tehn (10) example pairs that vary only by their affective meaning (connotation).