

Name: _____

JOUR-40970 Quiz 2

March 22, 2007

50 points total

1. Describe and explain the 3 most important or most meaningful-to-you GS terms, principles, or formulations that can be inferred from the lyrics of this song. Do not use the same term, principle, or formulation twice. Refrains are not repeated. (8 points)

“No Such Thing” by John Mayer

“Welcome to the ‘real world’,” she said to me, condescendingly.

“Take a seat. Take your life, plot it out in black and white.”

Well I never lived the dream of the prom kings and the drama queens.

I’d like to think the best of me is still hiding up my sleeve.

They love to tell you, “Stay inside the lines.”

But something’s better on the other side.

I wanna run through the halls of my high school

I wanna scream at the top of my lungs

I just found out there’s no such thing as the ‘real world’

Just a lie you’ve got to rise above.

So the good boys and girls take the so-called ‘right track’

Faded white hats, grabbed the credits, and made the transfers

They read all the books but they can’t find the answers.

And all of our parents, they’re getting older

I wonder if they’ve wished for anything better

While in their memories, tiny tragedies.

They love to tell you, “Stay inside the lines.”

But something’s better on the other side.

I am invincible

I am invincible

I am invincible

As long as I’m alive.

I just can’t wait till my 10-yr reunion

I’m gonna bust down the double doors

And when I stand on these tables before you

You will know what all this time was for.

(8 points)

Following are 10 statements that illustrate GS formulations. Match each statement to the term or formulation below that best fits. You may feel that some of the terms apply to more than one statement. But you are encouraged to read over all the terms and matches in order to select the most appropriate term for each statement. (2 points each, 20 points total)


- A. "I hit the gas as soon as the light turned green. I never saw the other car till he hit me."
- B. "I know he said he didn't like Pittsburgh. But he was only there for a day. He couldn't have seen or experienced very much, so his assessment was based on limited observations."
- C. "You either love me or you don't. There's no in between."
- D. "I was liking the movie until that guy fell through the ice and almost drowned in that icy water. I got so chilled I had to go outside to warm up."
- E. "He's going to be late because he doesn't know that traffic will be terrible at this hour."
- F. "I couldn't believe she sent me that rude email. I wrote a reply, but I'm not going to send it until tomorrow ... maybe I'll feel differently then."
- G. "He used to be a radical socialist in college, but now he's married with kids and a Bush conservative."
- H. "Just because he's Muslim doesn't mean he wouldn't make a good coach."
- I. "I believe the prices at Fiesta are higher than at Albertson's. I'm going to come up with a list of the items I usually buy and do a price check at each store to see if I'm right."
- J. "I'm never going back there. There was absolutely nothing I liked about any part of that city."

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|----------------------------------|---|
| 2. ___ inference | 7. ___ identification |
| 3. ___ scientific attitude | 8. ___ two-valued orientation |
| 4. ___ delayed reaction | 9. ___ consciousness of abstracting |
| 5. ___ dating | 10. ___ signal reaction |
| 6. ___ indexing | 11. ___ absolutism |

12-20. Read the following article, "Clothes Minded." For each of the nine statements noted, indicate whether the state should be considered as a fact (F) or an inference (I) by circling the appropriate letter. (1 point each, 9 points total)

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|---------------|---------------|
| 12. F I | 17. F I |
| 13. F I | 18. F I |
| 14. F I | 19. F I |
| 15. F I | 20. F I |
| 16. F I | |

21. We talked about the differences between *signal* reactions (more automatic) and *symbol* reactions (more delayed) in terms of degrees on a scale. For each type of behavior listed below, mark whether that behavior is more of a *signal* or a *symbol* reaction. (8 points)

<i>Signal</i>		<i>Symbol</i>
_____	rigid	_____
_____	conditional	_____
_____	variable	_____
_____	conditioned	_____
_____	flexible	_____
_____	invariable	_____
_____	fixed	_____
_____	adaptive	_____

22. Considering what you've heard about words from Al Fleishman, Irving Lee, George Carlin, and our discussions in class, do you think that parents should or should not teach their children the old aphorism, "Sticks and stones may break my bones but words will never hurt me."? Why or why not? (5 points)

BONUS: List up to 10 of the "13 Characteristics of Language with a Scientific Attitude." Each is worth .5 (half) point. Maximum of 5 points.