*Vocab*

* Memory
* Recall
* Recognition
* Relearning
* Encoding
* Storage
* Retrieval
* Parallel processing
* Sensory memory
* Short-term memory
* Long-term memory
* Working memory
* Explicit memory
* Effortful processing
* Automatic processing
* Implicit memory
* Iconic memory
* Echoic memory
* Chunking
* Mnemonics
* Spacing effect
* Testing effect
* Shallow processing
* Deep processing
* Semantic memory
* Episodic memory
* Hippocampus
* Memory consolidation
* Flashbulb memory
* Long-term potentiation
* Priming
* Encoding specificity principle
* Mood-congruent memory
* Serial position effect
* Anterograde amnesia
* Retrograde amnesia
* Proactive interference
* Retroactive interference
* Repression
* Reconsolidation
* Misinformation effect
* Source amnesia
* Déjà vu
* Cognition
* Concept
* Prototype
* Creativity
* Convergent thinking
* Divergent thinking
* Algorithm
* Heuristic
* Insight
* Confirmation bias
* Fixation
* Mental set
* Intuition
* Representativeness heuristic
* Availability heuristic
* Overconfidence
* Belief perseverance
* Framing
* Language
* Phoneme
* Morpheme
* Grammar
* Babbling stage
* One-word stage
* Two-word stage
* Telegraphic speech
* Aphasia
* Broca’s Area
* Wernicke’s Area
* Linguistic determinism
* Linguistic influence

*Write your answers to each question on notebook paper.*

**Module 31**

1. How is *memory* defined?
2. How many digits could Russian journalist Solomon Shereshevskii repeat without writing anything down?
3. What measure of retention did Hermann Ebbinghaus study? What did “lists” did he use to test himself?
4. What are the three levels of memory in Atkinson and Shriffin’s “three-stage” processing model?
5. How is the concept of *working memory* different then short-term memory?
6. How do the concepts of *effortful* and *automatic processing* help us to understand the brain’s inability to dual-process (focus on more than one thing)?
7. What are some examples of *implicit memories*? *Explicit memories*?
8. What is said to be the maximum number of “pieces of information” that we can store in short-term memory?
9. Why are concrete words, such as objects, more easily remembered than abstract words?
10. Write your phone number translated into the “peg word system”.
11. Much of the study advice that you have been given in this class is based on the “spacing effect”. What is the spacing effect, and why is it a superior way to retain information?
12. Why is *deep processing* (such as semantic encoding) a more effective and long-term way to store new information than *shallow processing* (such as rhyming)?

**Module 32**

1. David Myers states that “we do not store information as libraries store their books, in single, precise locations”. How does the Karl Lashley study with rats in 1950 demonstrate that our memories are stored in parts in various locations in the brain?
2. What part of the brain’s limbic system (temporal lobe) creates and stores explicit (episodic or semantic) memories? What part of the brain is active in processing recall of these memories?
3. Where are *implicit* memories- memories acquired from conditioned learning- housed?
4. What purpose does the *basal ganglia* in the brain serve? What are some examples of these types of memories?
5. What is the amygdala’s role in forming memories?
6. Why do emotional (flashbulb) memories, generate stronger recall than other explicit memories?
7. What is the neurological explanation for long-term potentiation (LTP)?
8. Read the “AP Exam Tip” on page 344 and copy Figure 32.4 on your paper.
9. Myers explains that priming “predisposes your interpretation”. How does he explain what *priming* is?
10. A 1991 study conducted by Bornstein demonstrated how teens were affected by state-dependent memories such as mood-congruent memories. What were the findings of the study?
11. Explain the *serial position effect*.

**Module 33**

1. What is unique about Jill Price? What research method was used to gather information about her condition?
2. How is *retrograde amnesia* different from *anterograde amnesia*?
3. What type of memories were Henry Molaison (HM) and Jimmie (Dr. Oliver Sacks’ patient) incapable of recording? What type of memories, interestingly however, *were* they able to record?
4. What is the difference between encoding failure and storage decay?
5. How do you think Ebbinghaus’ “forgetting curve” will affect your knowledge of AP Psych concepts years after you have taken the course?
6. Give an **example** of each: retroactive interference; proactive interference
7. What is the psychoanalytic (Freudian) explanation for repressed memories?
8. Give a possible (hypothetical) example, from a high school student’s perspective, of memory reconsolidation.
9. According to Elizabeth Loftus, how does the misinformation effect happen?
10. What did the Canadian university study reveal about false memory creation?
11. Many people in day-to-day life are guilty of source amnesia. What is an example that you may have witnessed (or committed yourself) of an idea or “memory” that was misattributed?
12. There is much debate in the psychological field as to whether or not memories of traumatic events (such as abuse) can truly be repressed. According to the “Thinking Critically About” segment on childhood sexual abuse, what were the findings of the Royal College of Psychiatrists Working Group in their study on recovered memories of child sexual abuse victims?
13. When it comes to retrieval cues for material that you have studied/learned away from school, how are context-dependent and state-dependent memories problematic for recall in a classroom setting on a test?

**Module 34**

1. What is the cognitive purpose for “prototypes”? Give one example of a prototype not listed in the book.
2. Why is *creativity* necessary when solving a problem?
3. What is the difference between *convergent* and *divergent* thinking?
4. According to the text, what does the concept of intrinsic motivation mean for our creativity? How does this differ from you learning in your classes at school?

**Module 35**

1. Why would your brain need to use shortcuts, such as heuristics, to solve everyday problems?
2. How is *insight* different than heuristics?
3. We see examples of confirmation bias in politics and all major news networks. Give an example of at least one way people use confirmation bias to reaffirm their stance on a major political issue (be specific).
4. If a mental set is a kind of fixation that *prevents* us from problem-solving, what are some examples of strategies your brain uses to overcome these obstacles?
5. What two cognitive “short cuts” did psychologists Amos Tversky and Daniel Kahneman study (they would eventually go on to win the Nobel Prize for their work)?
6. Explain the representativeness heuristic.
7. What example is given in the text to explain how representativeness heuristics can be problematic as problem-solving strategies?
8. Explain the availability heuristic.
9. Give an example from the text of how availability heuristics can be problematic when it comes to real threats versus perceived threats to our safety.
10. Belief perseverance is another cognitive flaw that has fueled the divisiveness of political views. Many people continue to hold on to their political views even despite evidence to disprove their claims. What advice does Myers give on page 376 to “remedy” belief perseverance?

**Module 36**

1. Myers states that “thanks to language, information is moving from my mind to yours”. How does Myers explain that language affects our cognition in comparison to that of animals?
2. Give two examples of *phonemes* and two examples of *morphemes*.
3. Who is Noam Chomsky and what does he theorize about language?
4. What do critical periods of language development teach us about acquiring new language after a certain age?
5. What is the central idea behind Benjamin Whorf’s theory of “linguistic determinism”? What is the criticism for this theory?