PSY 100 Ch 7 SG

Completion
Complete each statement.

1. _____ is like a filter that screens out most potential stimuli while allowing some to pass through into conscious awareness.

2. In Baddeley's modularized view of working memory, the temporary store that serves as an interface between working and long-term memory is the _____.

3. Researchers who question the accuracy of repressed memories use evidence from studies of the _____ effect and source-monitoring errors.

4. Information is gradually converted into long-term memory codes through a hypothetical process known as _____.

5. _____ memory involves remembering events from the past or previously learned information.

6. Enhancing memory by associating a word with an image to represent the word is known as the _____ method.

True/False
Indicate whether the statement is true or false.

____ 1. According to Craik and Lockhart's levels-of-processing theory, semantic encoding is a relatively shallow processing that emphasizes the physical structure of the stimulus.

____ 2. Short-term or working memory appears to involve only a simple rehearsal loop that includes the phonological and the visuospatial loops.

____ 3. The misinformation effect occurs when the accuracy of memory recall is reduced following exposure to misleading information between the time of the initial encoding and the subsequent recall of information.

____ 4. Pseudoforgetting occurs when information is accurately encoded and stored but cannot be retrieved due to interference from competing material that is similar.

____ 5. Neurogenesis refers to the deterioration of neurons in the brain.

____ 6. Remembering to pay your tuition bill requires use of your prospective memory.

Multiple Choice
Identify the choice that best completes the statement or answers the question.

____ 1. If you were attempting to recall a memory, the memory process you would be using is
a. encoding.
b. storage.
c. retrieval.
d. acquisition.

____ 2. When studying for her psychology exam, Amy would read each word from the list of key terms at the end of the chapter, read the definition of the term, and then think of an example that illustrated each term. Amy was using the process of ____ to hopefully enhance her memory of the terms.
a. elaboration
b. expanded attention
c. retrieval
d. imagery

____ 3. You look up the phone number of the new pizza restaurant down the street and repeat the number silently in your head until you find a pad of paper to write it down. The process of actively repeating the number is called
a. chunking.
b. rehearsal.
c. encoding.
d. retrieval.

____ 4. Which of the following researchers is known for identifying the capacity of short-term memory as "seven plus or minus two" items?
a. Richard Atkinson
b. Hermann Ebbinghaus
c. George Miller
d. George Sperling

____ 5. Research by George Miller suggested that the capacity of short-term memory is about ____ chunks of unrelated acoustically coded information.
a. 3
b. 5
c. 7
d. 12

____ 6. Rehearsal is most beneficial for maintaining information in ____ memory.
a. sensory
b. short-term
c. intermediate-term
d. long-term

____ 7. Mia was trying to figure out how to fit the box that contained her new computer into the trunk of her car. She mentally manipulated the position of the box, trying to figure out a way to make it fit. Based on Baddeley's model of working memory, Mia was utilizing
a. the visuospatial sketchpad to mentally manipulate the box's position.
b. the phonological loop while she worked repeatedly on the problem.
c. the central executive system to juggle all the information she needed to consider.
d. her prospective memory to remember the actions she would need to perform.

____ 8. Information decays LEAST rapidly in
a. time-based memory.
b. sensory memory.
c. short term memory.
d. long term memory.

____ 9. An organized cluster of knowledge about a particular object or event abstracted from previous experiences with the object or event is known as
a. a schema.
b. a cluster.
c. a stereotype.
d. category.

____ 10. A student's organized set of expectations about how a college professor is supposed to act is an example of a
a. schema.
b. chunk.
c. semantic network.
d. script.

____ 11. A retrieval cue is
a. a brain structure stimulus used to locate a particular memory.
b. the same thing as an elaboration encoding variable.
c. a stimulus associated with a memory that is used to locate that memory.
d. always based on the mood you were in when a memory was first encoded.

____ 12. When an individual's memory for an event is altered by the later introduction of inaccurate or misleading information, it is referred to as the
a. reconstruction effect.
b. postcontext effect.
c. source-monitoring effect.
d. misinformation effect.

____ 13. A relearning measure requires subjects to
a. memorize information a second time to determine how much time or effort is saved.
b. select previously learned information from an array of options.
c. reproduce information on their own without any cues.
d. indicate whether a given piece of information is familiar.

____ 14. Proactive interference occurs when
a. new information impairs the retention of previously learned information.
b. previously learned information interferes with the retention of new information.
c. a person loses memories of events that occurred prior to a head injury.
d. a person loses memories of events that occur after a head injury.

____ 15. Martin can't remember who invented flush toilets because he was flirting with a classmate when his history professor described this momentous event. His forgetting appears to be due to
a. ineffective encoding.
b. motivated forgetting.
c. time decay.
d. proactive interference.

____ 16. Natasha asks Oscar for directions to his house. When he tells her to turn on 4th Street, she asks what color the house is on the corner where she turns. Oscar is surprised that he actually knows the house is blue, since he never really thought about it. In this instance, it is likely that the house color was stored in Oscar's
a. nondeclarative memory.
b. procedural memory.
c. declarative memory.
d. prospective memory.

____ 17. General knowledge that is NOT tied to the time when the information was learned is contained in
a. episodic memory.
b. semantic memory.
c. implicit memory.
d. procedural memory.

____ 18. Cierra is taking a test in geography and is trying to recall the capital of Turkmenistan. In answering this question, Cierra is largely relying on her
a. episodic memory.
b. procedural memory.
c. semantic memory.
d. prospective memory.

____ 19. Studies show that taking an exam on material increases performance on a later exam even more than studying for an equal amount of time. This is referred to as
a. elaboration.
b. sensitization.
c. the testing effect.
d. the overlearning effect.

____ 20. Corbin is convinced that he remembers the material from his text much better when he studies for 3 hours straight through on the night before the exam, rather than when he studies for 30 minutes each night on 6 consecutive nights. Corbin's experience is NOT consistent with memory research that has documented the effectiveness of
a. chunking.
b. distributed practice.
c. massed practice.
d. prospective memory.

____ 21. Sabrina forms an image of her dog wearing a formal dress and foaming at the mouth. She is hoping that this interactive image will help her remember to pick up dog food, her dry cleaning, and shaving cream for her son. Sabrina's strategy illustrates the use of
a. the method of loci.
c. the link method.

b. passive encoding.
d. structural encoding.

____ 22. If you associate a word with an image to represent the word, you are using
a. an acrostic.
b. the link method.
c. the keyword method.
d. a semantic network.

____ 23. Overconfidence in recalling information is MOST likely to be fueled by which of the following errors in thinking?
a. source-monitoring errors
b. reality-monitoring errors
c. the fundamental attribution error
d. the failure to seek disconfirming evidence

OBJ: 7.1 KEY: Concept | Applied

2. ANS: A PTS: 1 REF: Encoding: Getting Information into Memory
OBJ: 7.2 KEY: Concept | Applied

3. ANS: B PTS: 1 REF: Storage: Maintaining Information in Memory
OBJ: 7.3 KEY: Concept | Applied

4. ANS: C PTS: 1 REF: Storage: Maintaining Information in Memory
OBJ: 7.3 KEY: Factual

5. ANS: C PTS: 1 REF: Storage: Maintaining Information in Memory
OBJ: 7.3 KEY: Factual

6. ANS: B PTS: 1 REF: Storage: Maintaining Information in Memory
OBJ: 7.3 TOP: WWW KEY: Concept | Applied

7. ANS: A PTS: 1 REF: Storage: Maintaining Information in Memory
OBJ: 7.4 KEY: Concept | Applied

8. ANS: D PTS: 1 REF: Storage: Maintaining Information in Memory
OBJ: 7.5 KEY: Concept | Applied

9. ANS: A PTS: 1 DIF: Correct = 71%
REF: Retrieval: Getting Information out of Memory OBJ: 7.6
KEY: Factual

10. ANS: A PTS: 1 DIF: Correct = 78%
REF: Retrieval: Getting Information out of Memory OBJ: 7.6
KEY: Concept | Applied

11. ANS: C PTS: 1 DIF: Correct = 89%
REF: Retrieval: Getting Information out of Memory OBJ: 7.6
KEY: Factual

12. ANS: D PTS: 1 REF: Retrieval: Getting Information out of Memory
OBJ: 7.7 KEY: Factual

13. ANS: A PTS: 1 DIF: Correct = 76%
REF: Forgetting: When Memory Lapses OBJ: 7.8 KEY: Factual

14. ANS: B PTS: 1 DIF: Correct = 53%
REF: Forgetting: When Memory Lapses OBJ: 7.9 KEY: Factual

15. ANS: A PTS: 1 DIF: Correct = 66%
REF: Forgetting: When Memory Lapses OBJ: 7.9 KEY: Concept | Applied

16. ANS: C PTS: 1 REF: Different Types of Memory Systems
OBJ: 7.13 KEY: Concept | Applied

17. ANS: B PTS: 1 DIF: Correct = 69%
REF: Different Types of Memory Systems OBJ: 7.14
KEY: Factual

18. ANS: C PTS: 1 REF: Different Types of Memory Systems
OBJ: 7.14 KEY: Concept | Applied

19. ANS: C PTS: 1 DIF: Correct = 71%
REF: Personal Application: Improving Everyday Memory OBJ: 7.16
KEY: Factual

20. ANS: B PTS: 1 REF: Personal Application: Improving Everyday Memory
OBJ: 7.16 KEY: Concept | Applied

21. ANS: C PTS: 1 REF: Personal Application: Improving Everyday Memory
OBJ: 7.17 KEY: Concept | Applied

22. ANS: B PTS: 1 DIF: Correct = 35%
REF: Personal Application: Improving Everyday Memory OBJ: 7.17
KEY: Factual

23. ANS: D PTS: 1
REF: Critical Thinking Application: Understanding the Fallibility of Eyewitness Accounts
OBJ: 7.18 KEY: Factual