Chapter 1
TEST BANK

1. Which of the following would not be studied by a Cognitive Psychologist?
   a. whether people can pay attention to multiple stimuli at once without losing accuracy
   b. if advertising using animation is more memorable than advertising using no animation
   c. whether a group of people present affect how much is given to charity
   d. if the reading speed of college graduates differs from that of high school graduates
   ANS: c

2. The combination of rational with empirical methods so as to get the "best of both worlds" represents, in dialectical terms, a(n)
   a. thesis.
   b. antithesis.
   c. synthesis.
   d. antisynthesis.
   ANS: c

3. Part of dialectic thinking is when a statement of belief is proposed. This statement would be called the ___.
   a. antithesis
   b. synthesis
   c. thesis
   d. pragmatics
   ANS: c

4. This part of dialectic thinking is when a counterstatement to previous beliefs emerges. This counterstatement would be called the ___.
   a. antithesis
   b. synthesis
   c. thesis
   d. pragmatics
   ANS: a

5. The philosopher who advanced the notion of a dialectic was _____.
   a. Plato
   b. Hegel
   c. Descartes
   d. Aristotle
   ANS: b

6. A rationalist
   a. uses logical analysis to understand the world and people's relations to it.
   b. is a follower of Aristotle's empiricist philosophy.
   c. supports the idea of monism.
   d. believes that knowledge is acquired through experience and observation.
   ANS: a

7. Rationalism is to ____ as empiricism is to ____.
   a. empirical evidence; theory
   b. theory; empirical evidence
   c. manipulation; measure
   d. hypothesis; theory
   ANS: b

8. This particular approach emphasizes logical analysis as the means to acquiring new knowledge.
   a. Tabula rasa
   b. Synthesis
   c. Rationalist
   d. Empiricist
   ANS: c

9. An empiricist
   a. believes that knowledge is acquired through experience and observation.
   b. is a follower of Plato's rationalist philosophy.
   c. supports the idea of mind-body dualism.
   d. believes that the mind and the body are separate entities.
   ANS: a

10. This particular approach emphasizes empirical evidence as the means to acquiring new knowledge.
   a. Rationalist
   b. Monist
   c. Empiricist
   d. Nativist
   ANS: c

11. Theresa, a judge, does not accept circumstantial evidence as evidence in her court. Theresa will not convict anyone of a crime, based on general principles of anticipated behavior of people brought to court. Instead, Theresa allows only evidence that she can see, or "hard," observational evidence, to be used in a prosecution. Theresa could be referred to as a(n)
    a. Monist
    b. Empiricist
    c. Rationalist
    d. Nativist
    ANS: b
12. Elma, an automobile factory worker, learns how to install a car air conditioner by watching a fellow worker install the part. The knowledge Elma has just acquired is _____ acquired knowledge.
    a. experimentally
    b. reductively
    c. innately
    d. empirically
    ANS: d

13. Psychology is sometimes viewed as a merging of
    a. philosophy and monism.
    b. rationalism and physiology.
    c. physiology and empiricism.
    d. philosophy and physiology.
    ANS: d

14. Descartes is known for having been a(n)
    a. functionalist.
    b. behaviorist.
    c. empiricist.
    d. rationalist.
    ANS: d

15. A philosopher who largely rejected acquisition of knowledge by empirical means was
    a. John Locke.
    b. Aristotle.
    c. David Hume.
    d. René Descartes.
    ANS: d

16. Which of the following people supported the rationalist view and largely rejected the pure empirical view?
    a. Kant
    b. Aristotle
    c. Descartes
    d. Locke
    ANS: c

17. _____ refers to Locke's belief that all knowledge is gained empirically, beginning at birth, when our minds are a blank slate.
    a. Innate
    b. A priori
    c. A posteriori
    d. Tabula rasa
    ANS: d

18. Immanuel Kant
    a. believed in an integration of rationalism and empiricism.
    b. rejected completely all forms of rationalism and empiricism.
    c. believed only in rationalism.
    d. believed only in empiricism.
    ANS: a

19. The goal of structuralism was to understand the "content" of the mind by
    a. synthesizing constituent parts of perceptions.
    b. analyzing perceptions into their constituent parts.
    c. observing responses to various stimuli.
    d. evaluating other schools of thought to provide a "structure" for the new movement.
    ANS: b

20. Wilhelm Wundt's idea of _____ involved looking inward at the contents of one's consciousness.
    a. projection
    b. introversion
    c. repression
    d. introspection
    ANS: d

21. Bill, a mechanic, believes that automobile research should place an emphasis on studying how a car is used and the processes that occur among the various parts. If Bill had chosen psychology as a career field, he might have been in favor of
    a. Gestaltism.
    b. structuralism.
    c. behaviorism.
    d. functionalism.
    ANS: d

22. Which of the following examples is most analogous to the goal of the structuralist movement?
    a. Scientists study an entire assembled jigsaw puzzle in order to understand each of the pieces.
    b. Scientists look at how the pieces of a jigsaw puzzle fit together in order to understand the assembling process.
    c. Scientists look at each piece of a jigsaw puzzle in order to understand the whole puzzle as assembled.
    d. Scientists study the different ways a jigsaw puzzle can be assembled to form different images.
    ANS: c.

23. The school of thought that focuses on answering the question of "What do people do and why do they do it?" is called
    a. Gestaltism.
    b. structuralism.
    c. psychoanalysis.
    d. functionalism.
    ANS: d

24. Which of the following is *not* consistent with the ideas of functionalism?
    a. the study of the organism independent of its environment
    b. the study of mental processes
    c. the study and uses of consciousness
    d. the study of the relationship between the organism and its environment
    ANS: a

25. Lorraine was conducting an experiment in which she was eating an apple and was trying to analyze the experience. What technique was she using?
    a. in vivo
    b. introspection
    c. empiricism
    d. naturalistic observation
    ANS: b

26. A leader in guiding functionalism toward pragmatism was _____, whose chief functional contribution to the field of psychology was his landmark book, *Principles of Psychology*.
    a. John Dewey
    b. William James
    c. Edward Lee Thorndike
    d. Hermann Ebbinghaus
    ANS: b

27. Pragmatism concerns itself most directly with the
    a. practicality of acquiring knowledge.
    b. degree to which knowledge is empirical.
    c. philosophical implications of knowledge.
    d. usefulness of knowledge.
    ANS: d

28. Of the following types of knowledge, a pragmatist would most likely support the study of knowledge that
    a. exists for its own sake.
    b. can be used to help people become better educated.
    c. enables us to speculate further on the relationship between body and mind.
    d. has no specific use, but is highly interesting from a psychological perspective.
    ANS: b

29. Associationism is a school of psychology, arising from Locke and Aristotle, that examines
    a. how ideas become associated with each other in the mind.
    b. the process by which the thoughts of some people associate with the thoughts of others.
    c. how "nonreal" representative objects become associated with abstract "ideal" objects in the mind.
    d. observable associations between stimuli and responses.
    ANS: a

30. This researcher examined the impact of rehearsal on memory using himself as a subject.
    a. Tolman
    b. Dewey
    c. Kant
    d. Ebbinghaus
    ANS: d

31. The “law of effect” states that a stimulus will tend to produce a certain response over time if the
    a. stimulus is conditioned.
    b. organism is repeatedly rewarded for that response.
    c. organism is repeatedly punished for that response.
    d. stimulus and the response are both unconditioned.
    ANS: b

32. The landmark experiment in which dogs salivate at the sight of the person who feeds them provides an example of
    a. classically conditioned learning.
    b. instrumental learning.
    c. social learning.
    d. physiological psychology.
    ANS: a

33. Skinner’s argument included the idea of operant conditioning, which refers to his belief that
    a. the strengthening or weakening of behavior, depending upon the presence or absence of reinforcement or punishment, explains all human behavior.
    b. all human behavior can be explained by operant conditioning, involving the strengthening or weakening of behavior, depending only on the presence of punishment.
    c. human behavior is highly unpredictable and, as a result, only some human behavior can be explained in terms of reinforcement-punishment relationships.
    d. human behavior cannot be understood without taking into account the purpose of the behavior.
    ANS: a

34. John Watson, the founder of radical behaviorism, was an American psychologist who
    a. rejected all aspects of functionalism.
    b. supported the functionalist movement and was one of its most ardent supporters.
    c. rejected some aspects of functionalism, but at the same time drew heavily from the functionalists.
    d. altered the course of functionalism and later renamed the movement “behaviorism.”
    ANS: c.

35. Which of the following is a legitimate criticism of Behaviorism?
    a. The behavioristic principles did not explain language learning well.
    b. The law of effect did not generalize to humans.
    c. Classical conditioning only works on animals.
    d. All of the above are legitimate criticisms.
    ANS: a

36. Gestalt psychology has most greatly influenced, specifically, the study of

a. emotion.
b. insight.
c. behavior.
d. linguistics.
ANS: b.

37. Which of the following were known as Behaviorists who were willing to look inside the black box?
a. Tolman for his work with mazes
b. Pavlov for his work with dogs.
c. Skinner for his work with rats.
d. Watson for his work with Little Albert.
ANS: a

38. Karl Lashley's work in biological psychology led him to work with which key issue that deals with the location of individual cognitive processes in the brain?
a. Monistic localization in brain function
b. Prosopagnosia
c. The brain as an organizer of behavior
d. Hysteresis
ANS: c

39. When developing this type of computer system, the goal is to have a system thatdemonstrates intelligent processing of information.
a. Artificial Intelligence
b. Engineered Intelligence (EI)
c. Technologically Engineered Intelligence (TEI)
d. Information processing approach
ANS: a

40. Who is known for the development of the concept "modularity of the mind"?
a. B.F. Skinner
b. Jerry Fodor
c. Albert Bandura
d. Donald Broadbent
ANS: b

41. What does the term *metacognition* refer to?
a. It is a term that describes all the different theories of Intelligence.
b. The term describes the mathematical process used to calculate intelligence.
c. The term describes your understanding of your own thinking processes.
d. The term captures the cultural differences in intelligence.
ANS: c

42. Which theory of Intelligence emphasizes modularity?

a. Carroll: Three-Stratum Model of Intelligence
b. Gardner: Theory of Multiple Intelligences
c. Sternberg: The Triarchic Theory
d. None of the theories emphasize modularity.
ANS: b

43. Christia is in the process of developing a research idea. She currently is reviewing various _____, which consists of explanatory principles for the phenomenon of interest.
a. correlational studies
b. dependent variables
c. hypotheses
d. theories
ANS: d

44. After conducting an experiment, the means for the two groups are not identical which may suggest a difference between the two groups. However, in order to be sure, you need to analyze the experimental results in terms of the likelihood that the result simply occurred by chance. This is called
a. statistical significance.
b. practical significance.
c. descriptive statistics.
d. meta-analysis.
ANS: a

45. Dorothy conducted an experiment in which there was a 20 point difference between the experimental and control group. The statistical test suggests that this result did not occur simply by chance. Dorothy's results are said to have (found)
a. statistical significance.
b. practical significance.
c. descriptive statistics.
d. meta-analysis.
ANS: a

46. In an experimental design, this is often the variable of interest that is being manipulated.
a. extraneous variable
b. independent variable
c. dependent variable
d. confounding variable
ANS: b

47. In an experimental design, this is often the outcome or the variable that is being measured(e.g., score on a test).

a. extraneous variable
b. independent variable
c. dependent variable
d. confounding variable
ANS: c

48. Erica is conducting experimental research in which she is looking at the effect of type of music on intellectual development. What is the independent variable in this example?
a. type of music
b. intellectual development
c. the control group
d. the experimental group
ANS: a

49. Erica is conducting experimental research in which she is looking at the effect of type of music on intellectual development. What is the dependent variable in this example?
a. type of music
b. intellectual development
c. the control group
d. the experimental group
ANS: b

50. The sample, when compared to the population, does a good job of reflecting many of the characteristics of the population.
a. systematic sampling
b. cross-sectional design
c. random sample
d. representative sample
ANS: d

51. James was interested in a new study technique and whether it would have an impact on the retention of information when compared to a traditional study method. James had the experimental group, with the new study technique, study psychology, while the other group,

with the old technique, studied Greek. In this example, the type of material (psychology versus Greek) would be an example of (a) ____.

a. antithesis
b. confounding variable
c. random sample
d. representative sample

ANS: b

52. _____ is a type of variable that is left uncontrolled in an experiment. Such a variable could contribute to difference in performance making it difficult to interpret the results of the experiment.

a. Independent variable
b. Confounding variable
c. Dependent variable
d. Controlled variable

ANS: b.

53. Every individual in the population of interest has an equal chance of being selected for an experiment.

a. representative sample
b. single-subject design
c. random sample
d. systematic sampling

ANS: c.

54. This type of study simply looks for a statistical relationship between two or more variables without manipulating the variables of interest.

a. quasi-experimental design
b. multivariate statistics
c. correlation
d. experimental design

ANS: c.

55. Brian was playing a game of three truths and a lie with some of his friends. The goal of the group is to identify the lie. Brian observed that the bigger the lie, the more the person would scratch his/her face. He thought that if he plotted amount of scratching by severity of lie that there would be a relation. Brian is thinking of what type of study.

a. quasi-experimental design
b. multivariate statistics
c. correlation
d. experimental design

ANS: c.

56. This type of research is interested in identifying which parts of the brain and what specific brain activity are associated with particular cognitive tasks.

a. psychobiological research
b. cerebral relational analysis
c. structural relational analysis
d. biological research
ANS: a.

57. This technique for studying the brain occurs after the death of the individual, and relates function prior to death to observable brain features after death.
a. postmortem
b. in vivo
c. aspiration lesions
d. cryogenic blockade
ANS: a.

58. This technique for studying the brain occurs while the individual is alive, and specific cerebral damage is conducted to see the effects on function.
a. postmortem
b. cryogenic blockade
c. extracellular unit recording
d. in vivo
ANS: d.

59. Yaun participated in an experiment in which he saw various stimuli on a computer screen.After the experiment, Yaun was to provide feedback about what he thought was going on cognitively. This would be an example of
a. naturalistic observation.
b. individual observation.
c. case study.
d. self-report.
ANS: d.

60. Lequoia decided to conduct her study at the mall. She watched people at the mall for veryspecific behavior and simply kept track of the number of times the behavior occurred for various groups. This would be an example of
a. naturalistic observation
b. structuralism
c. case study
d. self-report
ANS: a

61. _____ take(s) into account human limits when modeling cognitive functions/processes in a program.
a. Computer simulations

b. Ecological programming
c. Artificial intelligence
d. Cognitive science
ANS: a

62. What is one of many ways in which cognitive performance by computers differs from such performance by humans?
a. Most computers use parallel processing, whereas humans often use serial processing.
b. Most computers use serial processing, whereas humans often also use parallel processing.
c. There are no differences in cognitive ability; only in the way each carries out tasks.
d. Computers' cognitive abilities are much more complex than human cognitive abilities, and therefore there is no one explanation.
ANS: b

63. Ecological validity refers to the degree to which lab data hold true when altered to account for
a. ecological differences between the lab and the outside environment.
b. the degree to which data gathered in a lab will apply outside the lab, given the influences of the environment on cognitive activity.
c. the accuracy of predictions of how test subjects will react when placed in an environment with different ecological relationships.
d. the effect ecological changes have on the behavior of organisms in the particular environment.
ANS: b

64. Mrs. M had difficulties with managing relationships. She was paranoid about anything that was said and often interpreted comments as an attack on her or her family. These symptoms and others were studied by a therapist for years and then were written up to help others understand her particular constellation of symptoms. This would be an example of a
a. naturalistic observation
b. psychobiological research
c. case study
d. self-report
ANS: c

65. This major theme of cognitive psychology deals with what factors contribute/influence who we are. To what extent is it our genetic inheritance or our surrounding environment?
a. structures versus processes
b. nature versus nurture

c. biological versus behavioral methods
d. rationalism versus empiricism
ANS: b

66. This theme of cognitive psychology deals with how we discover truth about ourselves and the world. Is it through the use of reason and logic or is it through observing and testing what we can sense?
a. rationalism versus empiricism
b. biological versus behavioral methods
c. structures versus processes
d. nature versus nurture
ANS: a

67. _____ is an interdisciplinary approach (e.g., artificial intelligence, linguistic, etc.) to the study of the mind.
a. Multidisciplinary Approach to the Mind (MAM)
b. Cognitive consortium
c. Cognitive science
d. Cognitive psychology
ANS: c.

68. The issues for this theme of cognitive psychology is whether we should focus on the content of the human mind or if we should focus on the processes of human thinking.
a. rationalism versus empiricism
b. domain generality versus domain specificity
c. structures versus processes
d. nature versus nurture
ANS: c

69. This theme of cognitive psychology is whether one should use carefully controlled experiments or use techniques that would allow one to observe the behaviors as they naturally occur.
a. structures versus processes
b. validity of inferences versus ecological validity
c. nature versus nurture
d. domain generality versus domain specificity
ANS: d

70. This major theme of cognitive psychology looks at to what extent we use highly controlled experiments versus naturalistic techniques.
a. biological versus behavioral methods
b. validity of inferences versus ecological validity
c. rationalism versus empiricism

d. structures versus processes
ANS: b

71. This major theme for cognitive psychology is whether research should focus on fundamental cognitive processes or focus on research that has more of a practical application.
a. domain generality versus domain specificity
b. structures versus processes
c. applied versus basic research
d. rationalism versus empiricism
ANS: c

72. This major theme for cognitive psychology is in terms of how we acquire information about cognitive processes. Should we study the brain directly or should we look at performance on cognitive tasks?
a. biological versus behavioral methods
b. validity of inferences versus ecological validity
c. nature versus nurture
d. rationalism versus empiricism
ANS: a

73. Santiago says that in order to understand cognitive processes we need to look directly at the brain to see how it functions. Ayami disagrees and says that we need to look at how people perform on various cognitive tasks. This disagreement is an example of
a. biological versus behavioral methods.
b. validity of inferences versus ecological validity.
c. nature versus nurture.
d. rationalism versus empiricism.
ANS: a.

74. In psychological research, conducting lesions on the brain can be seen as an example of which of the key issues within the field of cognitive psychology?
a. nature versus nurture
b. rationalism versus empiricism
c. structure versus processes
d. applied versus basic research
ANS: c.

75. Santiago and Ayami disagree on the direction of their research lab. Santiago is simply interested in a particular phenomenon and wants to study it for knowledge sake; Ayami, however, wants to be able to take what is learned and use it in practical applications. Their disagreement is an example of
a. nature versus nurture.
b. rationalism versus empiricism.

c. structure versus processes.
d. applied versus basic research.
ANS: d

Chapter 2
Test bank

1. Which of the following comprise the forebrain?
   a. corpus callosum, cerebellum, and cerebral cortex
   b. hippocampus, medulla, pons, and thalamus
   c. cerebral cortex, basil ganglia, the limbic system, thalamus, and hypothalamus
   d. amygdala, reticular activating system, and corpus callosum
   ANS: c.

2. The basal ganglia of the forebrain are crucial to
   a. motor function.
   b. hearing.
   c. sleeping and waking.
   d. regulating behavior necessary for species survival.
   ANS: a

3. The limbic system is responsible for
   a. memory retrieval.
   b. relaying sensory information.
   c. emotion, motivation, and learning.
   d. motor information.
   ANS: c

4. All of the following are central interconnected cerebral structures of the limbic system *except* the
   a. primary motor cortex.
   b. septum.
   c. amygdala.
   d. hippocampus.
   ANS: a

5. Dysfunction of the basal ganglia is known to cause
   a. visual agnosia.
   b. semantic memory loss.
   c. fear.
   d. motor deficits.
   ANS: d

6. Which of the following processes would most likely involve the limbic system?
   a. Bill stretches his arms high into the air.
   b. Bill feels very nervous about the upcoming exam.
   c. Bill solves a physics problem.
   d. Bill feels an acute pain in his wrist.
   ANS: b

7. When the area of the forebrain known as the amygdala is stimulated, what reactions are likely to result?
   a. palpitations, fearful hallucinations, frightening flashbacks in memory
   b. dizziness, headache, loss of consciousness
   c. insomnia, inability to concentrate, restlessness
   d. intense concentration
   ANS: a

8. The _____ and _____ play a role in anger, aggression, and fear.
   a. amygdala; hippocampus
   b. septum; amygdala
   c. hippocampus; septum
   d. primary motor cortex; septum
   ANS: b

9. Which of the following would most likely involve the use of the septum?
   a. Mike is scared by a man pointing a knife at him.
   b. Mike remembered a man that had pointed a knife at him.
   c. Mike sees a man who is pointing a knife at him.
   d. Mike sees a photo of a man pointing a knife at a woman.
   ANS: a

10. Which of the following would involve activity in the amygdala?
    a. Wilma sees a cute cat.
    b. Wilma remembers her wedding day.
    c. Wilma gets angry at a dog after it ate her purse.
    d. Wilma leans over to pet a large dog.
    ANS: c

11. The _____ is responsible for the formation of new memories.
    a. thalamus
    b. hippocampus
    c. hypothalamus

d. aphasia
ANS: b

12. Damage to the hippocampus can result in "loss of memory function" in which old information is still able to be recalled, but the individual is unable to form new memories. This is known as
    a. Benzine syndrome.
    b. apraxia.
    c. aphasia.
    d. Korsakoff's syndrome.
    ANS: d REF: Korsakoff's Syndrome
13. Disruption in the hippocampus does *not* seem to result in deficits of what kind of memory?
    a. declarative memory
    b. short-term memory
    c. procedural memory
    d. long-term memory
    ANS: c REF: Hippocampus Function

14. Jennifer has damage to a certain area of her brain. She can remember people and events from long ago, but she cannot remember where she ate lunch today. Judging by her symptoms, Jennifer probably has damage to the
    a. hypothalamus.
    b. hippocampus.
    c. thalamus.
    d. corpus callosum.
    ANS: b REF: Hippocampus

15. This area of the brain is known to sort information and send it to appropriate areas in the cerebral cortex.
    a. hippocampus.
    b. basil ganglia.
    c. amygdala.
    d. thalamus.
    ANS: d REF: Thalamus Function

16. This particular part of the brain is responsible for regulating behavior that is important for the survival of the organism (e.g., fighting, feeding, fleeing, and mating) and "regulating emotions and reactions to stress."
    a. hypothalamus
    b. thalamus
    c. pons
    d. limbic system
    ANS: a REF: Hypothalamus Function

17. Although the midbrain is not as important in mammals as in nonmammals, it is significant in that it houses the reticular activating system, which is essential in regulating
    a. consciousness, heartbeat, and breathing.
    b. bodily coordination, balance, and muscle tone.
    c. breathing, swallowing, and digestion.
    d. the signals passing from one part of the brain to another.
    ANS: a REF: Midbrain

18. Physicians make a determination of brain death based on the degree of function of the
    a. midbrain.
    b. brain stem.
    c. medulla oblongata.
    d. cerebellum.
    ANS: b REF: Brain Stem Function

19. The _____, located in the hindbrain, is responsible for controlling the heartbeat, and to some extent, breathing, swallowing, and digestion.
    a. pons
    b. cerebellum
    c. cerebral cortex
    d. medulla oblongata
    ANS: d REF: Medulla Oblongata

20. This particular part of the hindbrain "contains neural fibers that pass signals from one part of the brain to another" and thus serves as a relay station.
    a. medulla oblongata
    b. pons
    c. cerebellum
    d. limbic system
    ANS: b REF: Pons Function

21. This part of the hindbrain is responsible for "coordination, balance, and muscle tone," and also includes memory related to procedural movements.
    a. hypothalamus
    b. amygdala
    c. septum
    d. cerebellum
    ANS: d REF: Cerebellum

22. A code blue has just been announced in a hospital. A patient has stopped breathing. Doctors and medics are rushed to the scene and quickly determine that brain death has not yet occurred. How did the medics know whether the patient was brain dead or not?
    a. They found that there was still activity in the frontal lobe of the patient's brain.
    b. Once breathing stops, brain death occurs.
    c. They found that there was still activity in the brain stem.
    d. They found that the pons was still active.
    ANS: c REF: Brain Stem Activity

23. How would someone determine whether there was a possibility of a problem in the function of a patient's medulla oblongata?
a. The patient might be experiencing both short-term and long-term memory loss.
b. The patient might not be able to sense pain or pressure.
c. The patient might display irregular aggression patterns.
d. The patient might experience heartbeat irregularity and possible breathing problems.
    ANS: d REF: Medulla Oblongata

24. Sonia lays in a hospital bed unable to wake up. Scans of her brain show damage to the ___ which is important for regulating overall level of consciousness/arousal.
    a. corpus callosum
    b. white matter
    c. reticular activating system
    d. medulla oblongata
    ANS: c REF: Reticular Activating System

25. The convolutions of the cerebral cortex comprise _____, which are small grooves; _____, which are raised areas or bulges; and _____, which are large grooves.
    a. sulci; fissures; gyri
    b. fissures; sulci; gyri
    c. gyri; fissures; sulci
    d. sulci; gyri; fissures
    ANS: d REF: Cortex Convolutions DIF: Moderate MSC: TYPE: Conceptual

26. The cerebral cortex is
    a. the main lobe of the forebrain.
    b. the bridge between the left and the right hemispheres of the brain.
    c. a one- to three-millimeter-thick layer that covers the surface of the brain.
    d. a layer, covering the surface of the brain, that comprises about 60% of the brain.
    ANS: c REF: Cerebral Cortex Structure

27. The cerebral cortex is often referred to as _____, whereas the nerve fibers of the brain's interior are often called _____.
    a. contralateral; ipsilateral
    b. gray matter; white matter
    c. ipsilateral; contralateral
    d. white matter; gray matter
    ANS: b REF: Cerebral Cortex DIF: Easy

28. _____ refers to transmission of information to the opposite side, whereas _____ refers to transmission to the same side.
    a. Contralateral; ipsilateral
    b. Occipital; frontal
    c. Ipsilateral; contralateral
    d. Parietal; temporal
    ANS: a REF: Information Transfer

29. Most motor information transmission is
    a. parietal.
    b. contralateral.
    c. ipsilateral.
    d. occipital.
    ANS: b REF: Motor Information Transfer

30. The corpus callosum serves to
    a. make certain contralateral transmissions ipsilateral.
    b. regulate the transmission of information along the cerebral cortex.
    c. allow transmission of information between the left and right hemispheres.
    d. transmit information from the left and right hemispheres to the spinal cord.
    ANS: c REF: Corpus Callosum

31. There are two radio stations, one receiving signals from the western hemisphere and one receiving signals from the eastern hemisphere. A cable connects the two stations so that signals sent out from one half of the world can be transmitted to the other half. This cable is analogous to the brain's
    a. corpus callosum.
    b. cerebral cortex.
    c. white matter.
    d. medulla oblongata.
    ANS: a REF: Corpus Callosum

32. The two halves of the brain, which rely on the corpus callosum for communication, are called
    a. cerebral hemispheres.
    b. lobes.
    c. contralateral.
    d. split brain.
    ANS: a REF: Hemispheres

33. Marc Dax noticed a relationship between the loss of speech and the side of the brain in which damage had occurred in patients suffering from
    a. prosopagnosia.
    b. aphasia.
    c. ablation.
    d. schizophrenia.
    ANS: b REF: Aphasia

34. Paul Broca believed that
    a. localization of function does not exist.
    b. the left hemisphere of the brain is critical to normal speech function.
    c. the right hemisphere of the brain is critical to normal speech function.
    d. neither hemisphere of the brain is critical to normal speech function.
    ANS: b REF: Broca's Area
35. Karl Lashley concluded that localization of specific memories
    a. can be demonstrated through the use of a large variety of techniques.
    b. can be demonstrated only by using incision.
    c. can be demonstrated only by using ablation.
    d. cannot be demonstrated.
    ANS: d REF: Localized Representations:

36. This particular part of the left hemisphere of the brain appears to contribute to language comprehension.
    a. Dax's area
    b. Wernicke's area
    c. Lashley's area
    d. Boca's area
    ANS: b REF: Wernicke's Area DIF: Easy MSC: TYPE: Factual

37. Split-brain patients sometimes have difficulty reconciling information that is _____ (largely localized in the left hemisphere) with information that is _____ (generally localized in the right hemisphere).
    a. verbal; spatial
    b. spatial; verbal
    c. visual; auditory
    d. tactile; olfactory
    ANS: a REF: Hemispheric Specialization DIF: Moderate MSC: TYPE: Conceptual

38. Which abilities have been found to be localized on the right side of the brain for most splitbrain patients?
    a. the ability to follow conversations or stories
    b. language functions
    c. skilled movement
    d. finding patterns
    ANS: a REF: Hemispheric Specialization DIF: Hard MSC: TYPE: Conceptual

39. The approach to studying the brain in order to understand what specific part of the brain controls what specific skills or behaviors is called _____.
    a. synthesis
    b. localization of function
    c. ecological validity
    d. lobotomy
    ANS: b REF: Study of Brain Areas and Functions DIF: Moderate MSC: TYPE: Factual

40. What percentage of the population has language functions predominantly localized in the left hemisphere of the brain?
    a. 100
    b. 90
    c. 50
    d. 20
    ANS: b REF: Language Lateralization DIF: Hard MSC: TYPE: Factual

41. When viewing a picture that is half one person's face and half another person's face, a split brain patient would
    a. ask why you are showing her half of two different faces.
    b. say the image portrays the whole face of whomever is depicted on the right side.
    c. point to the image of the whole face of whomever is depicted on the right side.
    d. simply be unable to answer.
    ANS: b REF: Split-Brain Patients DIF: Moderate MSC: TYPE: Factual

42. Juan suffers from a disorder of skilled movements, which is known as
    a. dyslexia.
    b. aphasia.
    c. apraxia.
    d. agnosia.
    ANS: c REF: Apraxia DIF: Moderate MSC: TYPE: Factual

43. This research is well known for his work with split-brain patients.
    a. Lashley
    b. Broca
    c. Gazzaniga
    d. All of the above have worked with split-brain patients.
    ANS: c REF: Split-Brain Patients DIF: Moderate MSC: TYPE: Factual

44. This particular way of looking at the brain divides up the cerebral hemisphere into four parts called
    a. lobes.
    b. hemispheric specialization.
    c. in vivo technique.
    d. split brain.
    ANS: a REF: Brain Lobes DIF: Moderate MSC: TYPE: Factual NOT: WWW

45. The frontal lobe is responsible for
    a. sensing pain and pressure.
    b. visual processing.
    c. auditory processing.
    d. higher thought processes and motor processing.
    ANS: d REF: Frontal Lobe DIF: Easy MSC: TYPE: Factual
46. Which of the following would most involve the use of the frontal lobe?
    a. Tia sees her finger in a nutcracker.
    b. Tia feels incredible pain when she gets her finger caught in a nutcracker.
    c. Tia hears a nutcracker closing.
    d. Tia considers how to use an oddly designed nutcracker to crack a nut.
    ANS: d REF: Frontal Lobe DIF: Moderate MSC: TYPE: Conceptual

47. The parietal lobe is primarily responsible for
    a. planning and execution of movement.
    b. somatosensory processing.
    c. auditory processing.
    d. visual processing.
    ANS: b REF: Parietal Lobe DIF: Easy MSC: TYPE: Factual NOT: WWW

48. The main functions of the temporal and occipital lobes, respectively, are
    a. visual processing and auditory processing.
    b. execution of movement and sensing texture.
    c. auditory processing and visual processing.
    d. somatosensory processing and visual processing.
    ANS: c REF: Temporal and Occipital Lobes DIF: Easy MSC: TYPE: Factual

49. Tom puts his hand on a warm stove burner and senses the heat coming from the stove. The message of warmth travels from his hand to which lobe of the brain?
    a. occipital
    b. parietal
    c. temporal
    d. frontal
    ANS: b REF: Parietal Lobe DIF: Moderate MSC: TYPE: Application

50. Mary wakes up in the middle of the night to hear a loud thump coming from the stairway. She then hears creaking and a voice whispering. Her _____ lobe makes it possible for her to hear that there are burglars in her house.
    a. occipital
    b. parietal
    c. temporal
    d. frontal
    ANS: c REF: Temporal Lobe DIF: Moderate MSC: TYPE: Application

51. Joe is walking around a room completely in the dark. He cannot see anything. When he feels the doorknob with his hand, he pulls the door open. What location in the brain most directly enabled him to accomplish what he attempted?
    a. the temporal lobe
    b. the occipital lobe
    c. the parietal lobe
    d. the cerebral fissures
    ANS: c. REF: Parietal Lobe DIF: Moderate MSC: TYPE: Application

52. This part of the brain, located in the frontal lobe, is important for controlling movement. It is responsible for planning and executing movement especially for movements including a delayed response.
    a. primary visual cortex
    b. the cerebral fissures
    c. primary auditory cortex
    d. primary motor cortex
    ANS: d REF: Primary Motor Cortex DIF: Easy MSC: TYPE: Factual

53. The parietal lobe contains the _____, which is the part of the brain that the various senses provide information to concerning "pressure, texture, temperature, and pain."
    a. association areas
    b. primary motor cortex
    c. primary somatosensory cortex
    d. primary visual cortex
    ANS: c REF: Primary Somatosensory Cortex DIF: Moderate MSC: TYPE: Factual

54. Although the brain makes up only one fortieth of the total weight of the adult human body, it uses _____ of the circulating blood, available oxygen, and available glucose.
    a. one-thirtieth
    b. one-twentieth
    c. one-tenth
    d. one-fifth
    ANS: d REF: Brain Resource Use DIF: Hard MSC: TYPE: Factual

55. These cells in the brain transmit electrical signals from one location to another in the nervous system.
    a. amygdala
    b. dopamine receptor
    c. metabolic
    d. neuron
    ANS: d REF: Neuron Definition DIF: Easy MSC: TYPE: Factual

56. The junction between terminal buttons of one neuron with the dendrites of other neurons.
    a. synapse
    b. terminal button
    c. nodes of ranvier
    d. synaptic terminal
    ANS: a REF: Synapse Definition DIF: Easy MSC: TYPE: Factual

57. At the end of the branches of an axon are the ____, which look like small knobs.
    a. terminal buttons
    b. synapse
    c. nodes of ranvier
    d. synaptic terminal
    ANS: a REF: Terminal Buttons DIF: Easy MSC: TYPE: Factual

58. Signals between neurons occur when these chemical messengers transmit information from one neuron to the next across the synaptic gap.
    a. synapse
    b. hormones
    c. neurotransmitters
    d. neurobinders
    ANS: c REF: Neurotransmitters DIF: Easy MSC: TYPE: Factual

59. Identify the three types of chemical substance that are involved in neurotransmission:
    a. monoamine neurotransmitters, amino-acid neurotransmitters, neurobinders.
    b. monoamine neurotransmitters, amino-acid neurotransmitters, neuropeptides.
    c. amino-acid neurotransmitters, neurobinders, cerebropeptides.
    d. monoamine neurotransmitters, neuropeptides, neurobinders.
    ANS: b REF: Chemicals in Neurotransmission DIF: Hard MSC: TYPE: Factual

60. Adrian has Alzheimer's and has a difficult time with his memory. The doctors say that his memory difficulties in part are due to the low levels of ____.
    a. acetylcholine
    b. dopamine
    c. dratonin
    d. serotonin
    ANS: a REF: Acetylcholine and Alzheimer's DIF: Moderate MSC: TYPE: Application

61. This particular neurotransmitter is associated with attention, reward and reinforcement, learning, and motivational processes.
    a. acetylcholine
    b. dopamine
    c. GABA
    d. serotonin
    ANS: b REF: Dopamine Function DIF: Moderate MSC: TYPE: Factual

62. This particular neurotransmitter is important for regulating impulsivity and is associated with eating behavior, and aggressive behavior.
    a. acetylcholine
    b. dopamine
    c. GABA
    d. serotonin
    ANS: d REF: Serotonin Function DIF: Moderate MSC: TYPE: Factual

63. Kent has been living on the street and using heroin for at least 5 years. It is likely he has
    a. acute toxicity
    b. chronic toxicity
    c. few neurotransmitters
    d. an overactive amygdala
    ANS: b REF: Chronic Toxicity DIF: Moderate MSC: TYPE: Conceptual

64. This technique has been used for centuries in which researchers document the behaviors of individuals thought to have brain damage and then after the person dies, they examine the brain for lesions.
    a. postmortem studies
    b. in vivo techniques
    c. ipsilateral transmission
    d. brain damage analysis (BDA)
    ANS: a REF: Postmortem Studies DIF: Easy MSC: TYPE: Factual NOT: WWW

65. Which of the following is *not* an *in vivo* technique for viewing the structures and functions of the brain?
    a. Recording the electrical activity of the brain
    b. Still-imaging of the brain (e.g., CT scan, MRI scan)
    c. Examining how radioactive material is transported and used in the brain
    d. Dissecting the brain to locate possible lesions
    ANS: d REF: Dissection DIF: Moderate MSC: TYPE: Conceptual NOT: WWW

66. Tan, a patient of Broca's who had severe speech problems, was capable of uttering only onesyllable "Tan" (hence the name). After Tan's death, examination of his brain revealed a number of lesions in the frontal lobe. It was ascertained from this that parts of the frontal lobe are important for speech production. Gathering knowledge from someone about brain function after death with known difficulties would be an example of
    a. Broca's technique.
    b. Brain Capacity Functional Analysis.
    c. in vivo techniques.
    d. postmortem studies.
    ANS: d. REF: Postmortem Studies DIF: Easy MSC: TYPE: Application

67. Derrick has a number of electrodes attached to his head. He is probably about to participate in a study involving use of
    a. fMRI.
    b. ERPs.
    c. PET.
    d. CT scan.
    ANS: b. REF: ERP Method DIF: Easy MSC: TYPE: Application

68. This technique of studying the living brain is based on examining the recording of the electrical frequencies and intensities of the brain over time.
    a. Electrical Recording Technique (ERT)
    b. Lobotomy
    c. Electroencephalograms (EEGs)
    d. Magnetic Resonance Imaging (MRI)
    ANS: c REF: EEG Method DIF: Easy MSC: TYPE: Factual

69. These techniques for studying the brain obtain a still image that can help with "revealing the structures of the brain."
    a. Electrical Recording Techniques (ERT)
    b. Brain Structure Enhancements (BSE)
    c. Static Imaging Techniques
    d. Magnetic Recognition Enhancements (MRE)
    ANS: c REF: Static Imaging DIF: Moderate MSC: TYPE: Factual

70. This static imaging technique uses a strong magnetic field to analyze "magnetic changes in the energy of the orbits of nuclear particles in the molecules of the body. "
    a. Magnetic Resonance Imaging (MRI)
    b. Brain Structure Enhancement (BSE)
    c. Electrical Recording Technique (ERT)
    d. Magnetic Recognition Enhancement (MRE)
    ANS: a REF: MRI Method DIF: Moderate MSC: TYPE: Factual

71. These techniques take advantage of the brain's consumption of glucose or oxygen and specifically look for which part of the brain is most active "during more generalized processing." The active part of the brain would require more resources than inactive areas.
    a. Glucose Metabolism Tomography (GMT)
    b. Metabolic Imaging
    c. Electrical Recording Technique (ERT)
    d. Static Imaging Techniques
    ANS: b REF: Metabolic Imaging DIF: Moderate MSC: TYPE: Factual NOT: WWW

72. This particular type of metabolic imaging technique uses a radioactive form of glucose "that emits positrons as it is metabolized" to look at the physiological functioning of the brain "in action." It monitors increase in blood flow to particular parts of the brain.
    a. Electroencephalograms (EEGs)
    b. Glucose Metabolism Tomography (GMT)
    c. Positron emission tomography (PET)
    d. ERPs
    ANS: c REF: PET Method DIF: Moderate MSC: TYPE: Factual

73. This particular neuroimaging technique is able to look at changes in the brain over time by looking at increases in oxygen consumption to produce an image of the brain.
    a. Functional Magnetic Resonance Imaging (fMRI)
    b. Magnetic Resonance Imaging (MRI)
    c. Positron Emission Tomography (PET)
    d. ERPs
    ANS: a REF: fMRI Method DIF: Moderate MSC: TYPE: Factual

74. This particular technique for studying the brain temporarily disrupts normal activity of the brain in a very small area. This is done by placing a coil on the person's head and passing a current through it.
    a. electroencephalograms (EEGs)
    b. transcranial magnetic stimulation (TMS)
    c. magnetic resonance imaging (MRI)
    d. magnetoencephalography (MEG)
    ANS: b REF: TMS Method DIF: Hard MSC: TYPE: Factual

75. Activity of the brain is study outside of the head by this particular technique in which the magnetic fields emitted by changes in brain activity is picked up.
    a. transcranial magnetic stimulation (TMS)
    b. functional magnetic resonance imaging (fMRI)
    c. electroencephalograms (EEGs)
    d. magnetoencephalography (MEG)
    ANS: d REF: MEG Method DIF: Hard MSC: TYPE: Factual

76. This type of disorder is caused by an interruption in the flow of blood to the brain and often contributes to noticeable loss in cognitive functioning.
    a. vascular disorder
    b. aphasic stroke
    c. dratonin
    d. neoplasms
    ANS: a REF: Vascular Disorder DIF: Moderate MSC: TYPE: Factual

77. Cognitive function can be affected by brain tumors which can occur in either the gray or white matter of the brain. Another name for a brain tumor is
    a. septum.
    b. neoplasm.
    c. pons.
    d. apraxia.
    ANS: b REF: Neoplasm: Brain Tumor DIF: Hard MSC: TYPE: Factual

78. This type of stroke is due to a fatty tissue that has built up over years and then breaks free and then becomes lodged in an artery in the brain.
    a. neoplasms
    b. hemorrhagic stroke
    c. aphasic stroke
    d. ischemic stroke
    ANS: d REF: Ischemic Stroke DIF: Moderate MSC: TYPE: Factual

79. This type of stroke is due to a blood vessel in the brain suddenly breaking and filling the surrounding tissue with blood which contributes to cells dying.
    a. ischemic stroke
    b. neoplasms
    c. hemorrhagic stroke
    d. aphasic stroke
    ANS: c REF: Hemorrhagic Stroke DIF: Moderate MSC: TYPE: Factual

80. Many soldiers are returning from the war with closed-head injuries. What has occurred?
    a. Skull damage occurred and harmed a portion of the brain.
    b. No skull damage occurred, but soldiers were harmed psychologically.
    c. No skull damage occurred but there is damage to the brain.
    d. The damage has occurred over time.
    ANS: c REF: Closed-Head Injuries DIF: Moderate MSC: TYPE: Conceptual

Chapter 3
TEST BANK

1. _____ refer(s) to the set of psychological processes by which people recognize, organize, synthesize, and give meaning (in the brain) to the sensations received from environmental stimuli (in the sense organs).
   a. Comprehension processes
   b. Recognition
   c. Sensation
   d. Perception
   ANS: d REF: 75 DIF: Moderate MSC: TYPE: Conceptual

2. Julie sees a flower, she notes it is red and appears to be a rose. What is the distal object?
   a. the photon absorption in the rods and cones.
   b. the reflection of light off the rose.
   c. the actual rose.
   d. molecules released by the smell of the rose.
   ANS: c REF: Distal Object DIF: Moderate MSC: TYPE: Conceptual

3. In the sense of vision the work of James Gibson defines this as the informational medium.
   a. reflected light from the object.
   b. the actual object
   c. your mind perceiving the object
   d. sound waves generated by the object
   ANS: a REF: Informational Medium: Vision DIF: Hard MSC: TYPE: Factual

4. Our eyes are constantly moving because it is the change in stimulation that leads to accurate perception; What occurs when a situation is created that leads to a constant stimulation of cells in the retina?
   a. Ganzfeld Effect
   b. Leads to one perceiving a grey field.
   c. It appears that things may disappear.
   d. All of the above are true.
   ANS: d REF: Constant Retinal Stimulation DIF: Moderate MSC: TYPE: Conceptual

5. Transduction of electromagnetic light energy into neural electrochemical impulses occurs in this part of the eye.
   a. cornea
   b. crystalline lens
   c. retina
   d. vitreous humor
   ANS: c REF: 79 DIF: Easy MSC: TYPE: Factual

6. These long thin photoreceptors work well under situations in which light is dim.
   a. cones
   b. crystalline lens
   c. rods
   d. ganglion cells
   ANS: c REF: 79 DIF: Easy MSC: TYPE: Factual

7. These short and thick photoreceptors work well in situations in which the light is bright.
   a. cones
   b. ganglion cells
   c. rods
   d. vitreous humor
   ANS: a REF: 79 DIF: Easy MSC: TYPE: Factual

8. The three types of interneuron cells are:
   a. amacrine cells, horizontal cells, bipolar cells
   b. astroglia cells, ganglion cells, bipolar cells
   c. ganglion cells, photoreceptors, photopigments
   d. horizontal cells, ganglion cells, oligodendroglia
   ANS: a REF: 79 DIF: Hard MSC: TYPE: Factual

9. The optic nerve consists of axons from what type of cells?
   a. amacrine cells
   b. ganglion cells
   c. horizontal cells
   d. oligodendroglia
   ANS: b REF: 79 DIF: Moderate MSC: TYPE: Factual

10. This part of the eye allows for light to pass through it and serves as protection for the eye.
    a. cornea
    b. crystalline lens
    c. iris
    d. vitreous humor
    ANS: a REF: 79 DIF: Easy MSC: TYPE: Factual

11. This hypothesis suggests that there are two distinct visual pathways in the brain; one pathway is important for the location of the object in space and the other is for identifying the object.
    a. Object Identity/Object Location
    b. Object Identity/Object Position
    c. What/How
    d. What/Where
    ANS: d REF: 115 DIF: Moderate MSC: TYPE: Conceptual

12. This hypothesis suggests that there are two distinct visual pathways in the brain; one pathwayis important for identifying the object and the other for identifying the function of the object.
    a. Object Identity/Object Location
    b. Object Identity/Object Position
    c. What/How
    d. What/Where
    ANS: c REF: 115 DIF: Moderate MSC: TYPE: Conceptual

13. The theory of direct perception is an example of a
    a. bottom-up theory.
    b. top-down theory.
    c. complete theory of perception.
    d. template theory.
    ANS: a REF: 101 DIF: Easy MSC: TYPE: Application

14. Gibson's direct perception model is sometimes referred to as a(n) _____, because of Gibson's concern with perception as it occurs in the everyday world rather than in laboratory situations.
    a. anti-laboratory view
    b. real-life view
    c. world model
    d. ecological model
    ANS: d REF: 101 DIF: Moderate MSC: TYPE: Conceptual

15. The viewpoint of direct perception was championed by
    a. John Watson.
    b. Johanes Ponzo.
    c. Irvin Rock.
    d. James Gibson.
    ANS: d REF: 101 DIF: Moderate MSC: TYPE: Factual

16. _____ are theoretical explanations of perception that focus on the physical stimulus being perceived and then proceed upward to consider higher-order cognitive processes.
    a. Cognition-driven theories
    b. Stimulus models
    c. Bottom-up theories
    d. Top-down theories
    ANS: c REF: 102 DIF: Hard MSC: TYPE: Conceptual

17. The template theories, prototype theories, feature theories, and computational theories of form and pattern perception are all
    a. cognition-driven theories.
    b. stimulus models.
    c. bottom-up theories.
    d. top-down theories.
    ANS: c REF: 103 DIF: Moderate MSC: TYPE: Conceptual NOT: WWW
18. A _____ refers to an exact model of a distinctive pattern or form, used as the basis for perception of patterns or forms.
    a. template
    b. proximal stimulus
    c. percept
    d. Gestalt
    ANS: a REF: 103 DIF: Moderate MSC: TYPE: Factual

19. According to _____ theories of form perception, people attempt to match characteristics of an observed pattern to existing characteristics, without considering the prior experience of the perceiver or what the perceiver already knows about the context in which the form is presented.
    a. constructive-perception
    b. prototype
    c. feature
    d. computational
    ANS: c REF: 106 DIF: Moderate MSC: TYPE: Conceptual

20. A pandemonium model, based on the notion that metaphorical "demons" with specific duties receive and analyze the features of a stimulus, is an example of a _____ theory of form perception.
    a. template
    b. prototype
    c. feature
    d. computational
    ANS: c REF: 106 DIF: Moderate MSC: TYPE: Application NOT: WWW

21. _____ features are those that constitute the small-scale or detailed aspects of a given pattern.
    a. Mega
    b. Micro
    c. Local
    d. Global
    ANS: c REF: 106 DIF: Moderate MSC: TYPE: Factual

22. _____ features are those that give a form its overall shape.
    a. Mega
    b. Micro
    c. Local
    d. Global
    ANS: d REF: 106 DIF: Moderate MSC: TYPE: Factual
23. A study on pattern perception looked at stimuli in which a single "larger" letter was constructed of smaller letters (e.g., using small "s" letters to make a large "H"). In this study, participants were asked to identify the individual components (small letters) or identify the large letter. When the small letters were positioned close together, in general, participants were faster at identifying the larger letter versus the smaller letters. This is known as
    a. global precedence effect.
    b. local precedence effect.
    c. macro-identity effect.
    d. recognition-by-components.
    ANS: a REF: 106 DIF: Moderate MSC: TYPE: Conceptual

24. A study on pattern perception looked at stimuli in which a single "larger" letter was constructed of smaller letters (e.g., using small "s" letters to make a large "H"). In this study, participants were asked to identify the individual components (small letters) or identify the large letter. When the small letters were positioned widely spaced, in general, participants were faster at identifying the smaller letters versus the larger letters. This is known as
    a. global precedence effect
    b. local precedence effect
    c. recognition-by-components
    d. micro-identity effect
    ANS: b REF: 106 DIF: Easy MSC: TYPE: Factual

25. According to Hubel and Wiesel, _____ cells receive input from neural cells projected from the thalamus and then fire in response to lines of particular orientations and positions in the receptive field. These cells differ from one another in that each cell responses only to a specific line orientation.
    a. simple
    b. complex
    c. subcortical
    d. hypercomplex
    ANS: a REF: 109 DIF: Moderate MSC: TYPE: Conceptual

26. In some areas of the cortex, some _____ cells fire maximally only in response to very specific shapes (e.g., a hand or a face).
    a. simple
    b. complex
    c. subcortical
    d. hypercomplex
    ANS: b REF: 109 DIF: Hard MSC: TYPE: Factual
27. According to the _____ theory of object perception, objects are recognized based onthe perception of the distinctive arrangement of various geons (a set of three dimensional geometrical elements) that compose each object.
    a. feature-matching
    b. prototype
    c. template
    d. recognition-by-components
    ANS: d REF: 110 DIF: Moderate MSC: TYPE: Conceptual

28. _____ perception refers to a key view of perception which asserts that the perceiver builds the stimulus that is perceived, using sensory information as the foundation for the structure, but also considering the existing knowledge and thought processes of the person.
    a. Synthetic
    b. Unconscious
    c. Direct
    d. Constructive
    ANS: d REF: 110 DIF: Hard MSC: TYPE: Conceptual

29. _____ perception is a key view of perception, also known as intelligent perception, because it states that higher-order thinking plays an important role in perception.
    a. Synthetic
    b. Unconscious
    c. Direct
    d. Constructive
    ANS: d REF: 110 DIF: Moderate MSC: TYPE: Conceptual NOT: WWW

30. Identification of an item may be influenced by surrounding information especially when the sensory information is ambiguous. This example of a top-down approach of perception in terms of using the surrounding information is called
    a. micro-identity effect.
    b. direct assimilation effects.
    c. context effects.
    d. synthetic conglomeration effects.
    ANS: c REF: 112 DIF: Moderate MSC: TYPE: Conceptual

31. This particular type of context effect occurs when recognition of an object is easier when it is seen in a configuration rather than when the object is presented in isolation.
    a. configural-superiority effect
    b. direct perception
    c. computational configuration effect
    d. synthetic conglomeration effects
    ANS: a REF: 112 DIF: Hard MSC: TYPE: Conceptual NOT: WWW
32. This particular type of context effect occurs when recognition of a target line that is part of a3-D drawing is identified more accurately than when the line is part of a disjoined 2-D pattern.
    a. configural-superiority effect
    b. direct perception
    c. object-superiority effect
    d. complex line drawing effect
    ANS: c REF: 113 DIF: Hard MSC: TYPE: Conceptual

33. This view of perception suggests that later-stage representations are directly influence by and are *not* independent of our attentional focus.
    a. bottom-up
    b. intelligent topographical
    c. synthesis of bottom-up and top-down
    d. top-down
    ANS: c REF: 114 DIF: Hard MSC: TYPE: Factual

34. Top-down processing is to bottom-up processing as Constructivist is to _____.
    a. Distal stimulus
    b. Configural superiority
    c. Direct perception
    d. Perceptual Constancy
    ANS: c REF: 114 DIF: Hard MSC: TYPE: Conceptual

35. Which of the following statements best describes how to best understand perception.
    a. Bottom-up theories best describe perception.
    b. Top-down theories best describe perception.
    c. Perception involves a combination of both bottom-up and top down processing.
    d. Little is understood about perception at the current time.
    ANS: c REF: 114 DIF: Medium MSC: TYPE: Conceptual

36. This particular mental representation is such that the object is stored in the manner in which the object looks to the observer (object is represented in relationship to the individual). This is called a(n)
    a. object-centered representation.
    b. state-dependent representation.
    c. viewer-centered representation.
    d. egocentric representation.
    ANS: c REF: 90 DIF: Moderate MSC: TYPE: Conceptual
37. The form of this particular mental representation is stored in a manner that is independent of the objects appearance to the observer.
    a. object-centered representation
    b. state-dependent representation
    c. viewer-centered representation
    d. form-centric representation
    ANS: a REF: 90 DIF: Moderate MSC: TYPE: Conceptual

38. This strategy suggests that for developing and using mental representations we focus on a prominent item and then characterizes other information in relation to that item.
    a. item centered representation
    b. landmark centered representation
    c. object-centered representation
    d. viewer-centered representation
    ANS: b REF: 92 DIF: Moderate MSC: TYPE: Factual

39. The _____ approach is based on the notion that the whole differs from the sum of its individual parts.
    a. structuralist
    b. functionalist
    c. Gestalt
    d. decompositional analysis
    ANS: c REF: 92 DIF: Easy MSC: TYPE: Factual

40. The law of _____ is a Gestalt principle asserting the perceptual tendency to perceive visual arrays in ways that most simply organize disparate elements into a stable and coherent form.
    a. parsimony
    b. Prägnanz
    c. organization of elements
    d. coherence
    ANS: b REF: 92 DIF: Easy MSC: TYPE: Factual

41. This concept suggests that we divide visual information into two parts in which some of the information appears closer and better defined while the rest of the information appears further away and "unhighlighted"
    a. object specification.
    b. binocular depth cues.
    c. decompositional analysis.
    d. figure-ground.
    ANS: d REF: 92 DIF: Easy MSC: TYPE: Factual
42. The Gestalt principles of form perception, including proximity, similarity, closure, continuity, and symmetry, all support the overarching law of
    a. parsimony.
    b. Prägnanz.
    c. organization of elements.
    d. coherence.
    ANS: b REF: 92 DIF: Moderate MSC: TYPE: Conceptual NOT: WWW

43. _____ showed that people tend to use Gestalt principles, even when confronted with novel stimuli.
    a. Palmer
    b. Gibson
    c. Marr
    d. Hubel and Wiesel
    ANS: a REF: 93 DIF: Hard MSC: TYPE: Factual

44. This proposal for pattern-recognition suggests that we have two systems for recognizing patterns. One system specializes in the recognition of parts of objects, and the second system specializes in recognizing
    a. various features of objects.
    b. motion of objects.
    c. stationary features.
    d. larger configurations.
    ANS: d REF: 95 DIF: Hard MSC: TYPE: Factual

45. If you use a configurational system to recognize cars. Which would describe your process?
    a. You examine each feature of the car and match it to a type in memory.
    b. You view the car holistically and then recognize it as a mustang.
    c. You classify the car based on the type of engine it has.
    d. You break the car into geons to determine its type.
    ANS: b REF: 95 DIF: Hard MSC: TYPE: Conceptual

46. The results of Farah (2000) research using faces, parts of faces, houses and parts of houses supported which conclusion about face recognition.
    a. Face recognition involved primarily configurational processing.
    b. Face recognition involves primarily feature analysis.
    c. Both processes are equally involved.
    d. Neither process is involved.
    ANS: a REF: 95 DIF: Medium MSC: TYPE: Factual
47. What is the "face positivity" effect in older participants?
    a. They are better able to recognize faces that are not distorted.
    b. They are better able to recognize faces that are of the same race.
    c. They are better able to recognize faces that show a happy emotion.
    d. They are better able to recognize faces that are the same age as us.
    ANS: c REF: 95 DIF: Medium MSC: TYPE: Factual

48. What is the *expert-individuation hypothesis*?
    a. Once humans are adult, they are experts at face recognition.
    b. The fusiform gyrus is active only when viewing faces.
    c. Configurational processing is idiosyncratic in each person.
    d. The fusiform gyrus is active whenever items that you have visual expertise on are viewed.
    ANS: d REF: 95 DIF: Medium MSC: TYPE: Factual

49. Alice suffers from a peculiar perceptual deficit, such that she does not recognize her own face in the mirror. This phenomenon is called
    a. spatial agnosia.
    b. prosopagnosia.
    c. simultagnosia.
    d. visual-object agnosia.
    ANS: b REF: 116 DIF: Moderate MSC: TYPE: Application NOT: WWW

50. _____ reflects a severely impaired ability to recognize human faces.
    a. Spatial agnosia
    b. Prosopagnosia
    c. Simultagnosia
    d. Visual-object agnosia
    ANS: b REF: 116 DIF: Moderate MSC: TYPE: Factual

51. _____ refers to the perception that a given object remains the same even when the immediate sensation of the object changes.
    a. Distal stimulus
    b. Proximal stimulus
    c. Sensation constancy
    d. Perceptual constancy
    ANS: d REF: 82 DIF: Moderate MSC: TYPE: Factual NOT: WWW

52. When someone approaches us, we do not experience the person becoming larger as he or she comes closer, despite the fact that the retinal image is enlarging dramatically. This phenomenon is called
    a. distal stimulus.
    b. proximal stimulus.
    c. shape constancy.
    d. size constancy.
    ANS: d REF: 83 DIF: Easy MSC: TYPE: Application

53. When someone opens a door, we do not experience the door as becoming distorted in form, from a rectangle to a diamond to a flat, thin stripe, and the like. Rather, we observe the door as remaining in its original form. This phenomenon is called
    a. distal stimulus.
    b. proximal stimulus.
    c. shape constancy.
    d. size constancy.
    ANS: c REF: 83 DIF: Easy MSC: TYPE: Application

54. These cues about depth are represented in just two dimensions and can be seen with just one eye.
    a. viewer-centered representation
    b. monocular depth cues
    c. perceptual constancies
    d. binocular depth cues
    ANS: b REF: 86 DIF: Easy MSC: TYPE: Factual NOT: WWW

55. Painters often use these types of cues in their work to provide a perspective of depth to the artwork. These types of cues are called
    a. viewer-centered representation.
    b. monocular depth cues.
    c. perceptual constancies.
    d. binocular depth cues.
    ANS: b REF: 86 DIF: Easy MSC: TYPE: Application

56. Texture gradients, relative size, interposition, linear perspective, and aerial perspective are all examples of
    a. binocular depth cues.
    b. monocular depth cues.
    c. a type of depth perception.
    d. perceptual stimuli.
    ANS: b REF: 86 DIF: Moderate MSC: TYPE: Factual

57. These cues about depth are based upon the information received from both eyes.
    a. object-centered representation
    b. monocular depth cues
    c. perceptual constancies
    d. binocular depth cues
    ANS: d. REF: 86 DIF: Easy MSC: TYPE: Factual

58. The two eyes increasingly turn inward as objects approach the eyes; in turn, the brain interprets these muscular movements as indications of distance from the eyes. The major depth cue represented in this description is
    a. binocular disparity.
    b. interposition.
    c. binocular convergence.
    d. motion parallax.
    ANS: c REF: 87 DIF: Easy MSC: TYPE: Factual

59. The two eyes send increasingly disparate images to the brain as objects approach the eyes. The brain interprets the degree of disparity as an indication of distance from the person. The major depth cue represented in this description is
    a. binocular disparity.
    b. interposition.
    c. binocular convergence.
    d. motion parallax.
    ANS: a REF: 87 DIF: Easy MSC: TYPE: Factual

60. These neurons contribute to depth perception by integrating incoming information from both eyes.
    a. binocular neurons
    b. binocular disparity
    c. ganglion cells
    d. horizontal cells
    ANS: a REF: 88 DIF: Easy MSC: TYPE: Factual

61. _____ refers to a severe deficit in the ability to perceive sensory information, usually related to the visual sensory modality.
    a. Amnesia
    b. Agnosia
    c. Dyslexia
    d. Aphasia
    ANS: b REF: 115 DIF: Moderate MSC: TYPE: Factual

62. Melanie has a peculiar perceptual deficit. She can sense all parts of her visual field, but the objects she sees do not mean anything to her. This phenomenon is called
    a. visual amnesia.
    b. prosopagnosia.
    c. simultagnosia.
    d. visual-object agnosia.
    ANS: d REF: 115 DIF: Moderate MSC: TYPE: Application NOT: WWW

63. Upon seeing a pair of eyeglasses, a patient with _____ noted first that there was a circle, then there was another circle, then a crossbar, and finally guessed that he was looking at a bicycle.
    a. visual amnesia
    b. prosopagnosia
    c. simultagnosia
    d. visual-object agnosia
    ANS: d REF: 115 DIF: Moderate MSC: TYPE: Application

64. Disturbance in the temporal region of the cortex can lead to _____, in which a person is unable to pay attention to more than one object at a time.
    a. visual-object agnosia
    b. time amnesia
    c. simultagnosia
    d. time agnosia
    ANS: c REF: 116 DIF: Moderate MSC: TYPE: Factual

65. This particular deficit in perception is defined as when a person has a difficult time navigating the everyday environment (e.g., fails to recognize landmarks, gets lost on familiar routes).
    a. simultagnosia
    b. spatial agnosia
    c. prosopagnosia
    d. visual-object agnosia
    ANS: b REF: 116 DIF: Moderate MSC: TYPE: Factual

66. This part of the brain seems to play an important role in the recognition of faces.
    a. fusiform gyrus of the temporal lobe
    b. inferior colliculi
    c. dorsal raphe nuclei
    d. lateral geniculate nuclei
    ANS: a REF: 116 DIF: Hard MSC: TYPE: Factual

67. Nancy has a difficult time with perceiving very specific sounds. This would be an example of what type of agnosia?
    a. apperceptive agnosia
    b. associative agnosia
    c. auditory agnosia
    d. achronatopsia
    ANS: c REF: 117 DIF: Easy MSC: TYPE: Application

68. This type of agnosia, due to a failure in perceptual processing, results in a failure to recognize an object.
    a. apperceptive agnosia
    b. associative agnosia
    c. auditory agnosia
    d. achronatopsia
    ANS: a REF: 117 DIF: Hard MSC: TYPE: Factual

69. With this type of agnosia, perceptual processing is fine. The person can represent objectsvisually but is unable to use the information to recognize things.
    a. apperceptive agnosia
    b. associative agnosia
    c. auditory agnosia
    d. akinetopsia
    ANS: b REF: 117 DIF: Hard MSC: TYPE: Factual

70. This perceptual deficit is thought of in terms of damage to the “how” visual pathway, andresults in difficulties with using ones visual system to guide one’s own movements.
    a. tritanopia
    b. akinetopsia
    c. optic ataxia
    d. apoptosis
    ANS: c REF: 117 DIF: Hard MSC: TYPE: Factual

71. This particular color deficit is true color-blindness in that the person really has no ability to see any color.
    a. deuteranopia
    b. dichromacy
    c. monochromacy
    d. Protanomaly
    ANS: c REF: 118 DIF: Moderate MSC: TYPE: Factual

72. This particular color deficit is the result of a malfunction in one of the mechanism for color perception in which the person may have a difficult time distinguishing particular colors.
    a. achromatopsia
    b. akinetopsia
    c. dichromacy
    d. monochromacy
    ANS: c REF: 118 DIF: Hard MSC: TYPE: Factual

73. This form of color deficiency is when a person has a difficult time distinguishing between the reds and the greens. In general, they have difficulties with the longer wavelengths (red).
    a. achromacy
    b. deuteranopia
    c. protanopia
    d. tritanopia
    ANS: c REF: 118 DIF: Hard MSC: TYPE: Factual

74. This form of color deficiency is when a person has a difficult time with medium wavelengths had have a difficult time with green colors.
    a. achromacy
    b. deuteranopia
    c. protanopia
    d. tritanopia
    ANS: b REF: 118 DIF: Hard MSC: TYPE: Factual NOT: WWW

75. A person with this form of color deficiency can see only shades of gray and truly no color what so ever. The person has cones but the cones are nonfunctional.
    a. akinetopsia
    b. deuteranopia
    c. rod monochromacy
    d. tritanopia
    ANS: c REF: 119 DIF: Moderate MSC: TYPE: Factual

76. Alice can see objects with no problem. However, she cannot see objects actually in motion. She says that it is like receiving snapshots of the word because objects appear in one location and then in another with no sense of how they got there.
    a. achromatopsia
    b. akinetopsia
    c. rod monochromacy
    d. tritanopia
    ANS: b REF: 119 DIF: Moderate MSC: TYPE: Application

77. Someone with this hereditary disorder is born with no cones in the retina and they rely solely on their rods for vision.
    a. Achromatopsia
    b. Akinetopsia
    c. Rod monochromacy
    d. Tritanopia
    ANS: a REF: 119 DIF: Hard MSC: TYPE: Factual

Chapter 5

TEST BANK

1. _____ refers to the means by which people draw on past knowledge in order to use such knowledge in the present; it refers to the dynamic mechanisms associated with the retention and retrieval of information.
   a. Implicit store
   b. A network
   c. Memory
   d. Sensory store
   ANS: c REF: Memory Defined DIF: Easy MSC: TYPE: Factual

2. _____ refers to a process of memory often employed in memory tasks, in which the person is asked to produce a fact, a word, or other item from memory.
   a. Recall
   b. Recognition
   c. Identification
   d. Production
   ANS: a REF: Recall DIF: Easy MSC: TYPE: Factual NOT: WWW

3. _____ refers to a process of memory often employed in memory tasks, in which the person may be asked to identify from among several choices a fact, a word, or other item from memory.
   a. Recall
   b. Recognition
   c. Retrieval
   d. Assimilation

   ANS: b REF: Recognition DIF: Easy MSC: TYPE: Factual NOT: WWW

4. Fill-in-the-blank tests can be memory tasks, which require that students employ primarily the memory process of
   a. recall.
   b. recognition.
   c. access.
   d. production.
   ANS: a. REF: Recall DIF: Easy MSC: TYPE: Application

5. Multiple-choice exams can be memory tasks, which require that students employ primarily the memory process of
   a. recall.
   b. recognition.
   c. access.
   d. production.
   ANS: b REF: Recognition DIF: Easy MSC: TYPE: Application
6. _____ recall refers to a type of recall task used in experiments in which the participant recalls items in the exact order in which they were presented.
   a. Ordered
   b. Serial
   c. Ordinal
   d. Free
   ANS: b REF: Serial Recall DIF: Easy MSC: TYPE: Factual

7. _____ recall refers to a type of recall task used in experiments in which the participant recalls items in any order he or she chooses.
   a. Arbitrary
   b. Serial
   c. Disordered
   d. Free
   ANS: d REF: Free Recall DIF: Easy MSC: TYPE: Factual

8. _____ recall refers to a type of recall task used in experiments in which items are presented in pairs, and during recall, the participant is cued with one member of each pair and is asked to recall the mate of each cued item.
   a. Serial
   b. Free
   c. Dyadic
   d. Cued
   ANS: d REF: Cued Recall DIF: Easy MSC: TYPE: Factual

9. Max is a volunteer for a psychological experiment. He has been asked to listen carefully to a list of words. He has been instructed to try to remember as many of these words as possible in any order and to write them down after a signal. Max is participating in a _____ recall task.
   a. serial-
   b. free-
   c. paired-associates
   d. structured-
   ANS: b REF: Free Recall DIF: Moderate MSC: TYPE: Application

10. Melissa volunteered to participate in a psychological experiment. She has been instructed to listen carefully to a list of words, because later she will have to remember as many of these words as possible in the exact order in which they were presented. Melissa is participating in a _____ recall task.
    a. serial-
    b. free-
    c. paired-associates
    d. structured-
    ANS: a REF: Serial Recall DIF: Moderate MSC: TYPE: Application
11. After a test, Jill identified and then learned the information that she had forgot for the test. She noted that there was a "saving" in that the information was learned faster the second time. Jill has discovered the concept of ____.
    a. relearning
    b. partial-report method
    c. subsequent refinement
    d. permastore
    ANS: a REF: 178 DIF: Easy MSC: TYPE: Application

12. Jacoby suggests that both implicit and explicit memory play a role in every response. His model is called
    a. process-dissociation model.
    b. memory synthesis model.
    c. levels of processing model.
    d. multi-store model of memory.
    ANS: a REF: Process-Dissociation Model DIF: Hard MSC: TYPE: Factual

13. _____ memory refers to a form of memory retrieval in which a person consciously acts to recall or recognize particular information.
    a. Episodic
    b. Semantic
    c. Explicit
    d. Implicit
    ANS: c REF: Explicit Memory DIF: Moderate MSC: TYPE: Factual

14. _____ memory refers to a form of memory retrieval in which a person uses recalled or recognized information without consciously being aware of doing so.
    a. Episodic
    b. Semantic
    c. Explicit
    d. Implicit
    ANS: d REF: Implicit Memory DIF: Moderate MSC: TYPE: Factual

15. Participants in an experiment read over a list of words. A second unrelated task (a filler task) is then completed. For the final task, participants rate letter strings as words or non-words. The results indicate that participants in general were faster at identifying words from the first list. This facilitation in response to those items from the first task is an example of
    a. priming.
    b. synesthesia.
    c. levels of processing.
    d. phonological processing.
    ANS: a REF: Priming DIF: Moderate MSC: TYPE: Application
16. Anytime we read, we unconsciously and effortlessly remember the meanings of particular words and even how to read. These are examples of everyday tasks that primarily involve _____ memory.
    a. episodic
    b. semantic
    c. explicit
    d. implicit
    ANS: d REF: Implicit Memory DIF: Moderate MSC: TYPE: Application NOT: WWW

17. Recall memory is to _____ as recognition memory is to _____.
    a. receptive knowledge; expressive knowledge
    b. implicit memory; explicit memory
    c. expressive knowledge; receptive knowledge
    d. explicit memory; implicit memory
    ANS: c REF: Recall versus Recognition Memory DIF: Moderate MSC: TYPE: Conceptual

18. Culture-relevant tests employ skills and knowledge that
    a. are not relevant to the cultural experiences of the test-takers.
    b. are relevant to the cultural experiences of the test-takers.
    c. are fixed at birth.
    d. can derive from any culture.
    ANS: b REF: Cultural Testing DIF: Easy MSC: TYPE: Factual NOT: WWW

19. The design of test items _____ is *not* an example of a basic strategy for attempting to create culture-relevant tests.
a. based on content and procedures that are novel to almost anyone, regardless of cultural context,
b. based on content and procedures that are familiar to almost anyone, regardless of cultural context,
c. that can be translated into the cultural context of the test-takers, while taking into account the culture-based knowledge and skills of the test-takers, d. that are translated from one language to another
ANS: d REF: Cultural Testing DIF: Moderate MSC: TYPE: Factual

20. According to Atkinson and Shiffrin (1968), _____ is/are structures and _____ is/are the information stored in the structures.
a. network; nodes
b. nodes; network
c. stores; memory
d. memories; store
ANS: c REF: Traditional Memory Models DIF: Hard MSC: TYPE: Conceptual

21. _____ refers to a concept that cannot be directly measured or observed but that may be used as a mental representation for understanding the workings of a psychological phenomenon.
a. Declarative knowledge
b. A node
c. A hypothetical construct
d. A prime
ANS: c. REF: Hypothetical Construct DIF: Moderate MSC: TYPE: Factual

22. According to Atkinson and Shiffrin (1968), the _____ store refers to the memory store characterized as having the shortest duration for memory storage.
a. sensory
b. short-term
c. fleeting
d. episodic
ANS: a REF: Sensory Memory DIF: Easy MSC: TYPE: Factual

23. The _____ store refers to a sensory register for the fleeting storage of discrete visual images, usually resembling whatever is being represented.
a. echoic
b. visual
c. episodic
d. iconic
ANS: d REF: Iconic Memory DIF: Easy MSC: TYPE: Factual

24. Louise put a light bulb on a lamp, turned it on, and looked at it directly. Immediately after that, she looked away and she could still "see" the bulb shining brightly. This visual persistence is an example of the type of information held in the _____ store.
    a. echoic
    b. visual
    c. episodic
    d. iconic
    ANS: d REF: Iconic Memory DIF: Moderate MSC: TYPE: Application

25. The initial discovery of the existence of the iconic store came from a Ph.D. dissertation by
    a. Donald Norman.
    b. Richard Shiffrin.
    c. Richard Atkinson.
    d. George Sperling.
    ANS: d REF: Iconic Memory: Sperling DIF: Hard MSC: TYPE: Factual

26. During his experiments studying iconic store, Sperling would flash an array of stimuli (e.g.,letters and/or numbers) for approximately 50 milliseconds on a screen. Asked to recall all symbols presented would be an example of the
    a. backward visual masking.
    b. forward visual masking.
    c. partial-report procedure.
    d. whole-report procedure.
    ANS: d REF: Iconic Memory: Sperling DIF: Moderate MSC: TYPE: Factual

27. During his experiments studying iconic store, Sperling would flash an array of stimuli (e.g., letters and/or numbers) for approximately 50 milliseconds on a screen. Asked to recall just the symbols presented on the third line would be an example of the
    a. backward visual masking.
    b. forward visual masking.
    c. partial-report procedure.
    d. whole-report procedure.
    ANS: c REF: Iconic Memory: Partial Report DIF: Moderate MSC: TYPE: Factual

28. A second stimulus is presented shortly after the first item in the same location and "erases" the original stimulus. This is called
    a. stimulus blocking.
    b. synesthesia.
    c. visuospatial sketchpad.
    d. backward visual masking.
    ANS: d REF: Backward Masking DIF: Moderate MSC: TYPE: Factual

29. According to Atkinson and Shiffrin (1968), the _____ store refers to the memory store characterized as having a modest capacity (about seven items) for storing information and a duration for memory storage of only a few seconds.
    a. sensory
    b. short-term
    c. fleeting
    d. episodic
    ANS: b REF: Short-Term Memory DIF: Easy MSC: TYPE: Factual

30. As tested by a psychologist, the capacity of Jerry's short-term store for a wide range of items appears to be 11 items. Jerry's short-term memory capacity is
    a. below average.
    b. average.
    c. above average.
    d. Cannot be established on the basis of this limited information.
    ANS: c REF: Short-Term Memory Capacity DIF: Moderate
    MSC: TYPE: Application NOT: WWW

31. The capacity of our immediate, short-term store for a wide range of items appears to be _____, plus or minus 2 items.
    a. 5
    b. 6
    c. 7
    d. 8
    ANS: c REF: Short-Term Memory Capacity DIF: Easy MSC: TYPE: Factual

32. According to Atkinson and Shiffrin (1968), the _____ store refers to the memory store characterized as having the greatest capacity for storing information and the longest duration for memory storage.
    a. secondary
    b. short-term
    c. long-term
    d. lasting
    ANS: c REF: Long-Term Memory DIF: Easy MSC: TYPE: Factual NOT: WWW

33. How long does unrehearsed material typically remain in the short-term store?
    a. 1 second
    b. 5 seconds
    c. 30 seconds
    d. 5 minutes
    ANS: c REF: Short-Term Memory DIF: Moderate MSC: TYPE: Factual

34. People's names, where we keep things, and humorous incidents from our childhood are all examples of information held in our _____ store.
    a. short-term
    b. long-term
    c. working
    d. stable
    ANS: b REF: Long-Term Memory DIF: Moderate MSC: TYPE: Application

35. According to Bahrick, _____ refers to a very long-term storage of information. The information contained in this store may include, for example, knowledge of a foreign language and of mathematics acquired years or even decades earlier.
    a. permanent store
    b. permastore
    c. longest-term store
    d. infinite store
    ANS: b REF: Permastore DIF: Moderate MSC: TYPE: Factual

36. The _____ refers to a way of looking at memory storage, which postulates that memory comprises a continuous dimension in which the depth to which information is encoded predicts the ease of retrieving an item.
    a. levels-of-processing framework
    b. working-memory framework
    c. parallel-processing model
    d. continuous-dimension model
    ANS: a REF: Levels of Processing DIF: Moderate MSC: TYPE: Factual

37. According to the levels-of-processing framework, as originally proposed, if you were shown semantically related words (e.g., dog and animal), rhyming words (e.g., dog and log), as well as unrelated words, the words most easily recalled would be the
    a. semantically related words.
    b. words concretely connected.
    c. unrelated words.
    d. All words would be recalled about equally.
    ANS: a REF: Levels of Processing DIF: Moderate MSC: TYPE: Application

38. According to the levels-of-processing framework, the deeper the level of processing of information,
    a. the more that recall of the information depends on other cognitive events.
    b. the less that recall of the information depends on other cognitive events.
    c. the lower the probability that the information will be retrieved.
    d. the higher the probability that the information will be retrieved.
    ANS: d REF: Levels of Processing DIF: Moderate MSC: TYPE: Conceptual

39. Participants were asked to judge whether words describe them or not. Recall was highest for the items that described the individual. The setup of this experiment demonstrates
    a. self induced schema (SIS).
    b. personal word identification.
    c. partial-report procedure.
    d. self-reference effect.
    ANS: d REF: Self-Reference Effect DIF: Moderate MSC: TYPE: Application

40. _____ memory refers to a portion of memory that may be viewed as a specialized part of long-term memory, which holds only the most recently activated portion of long-term memory, and which moves these activated elements into and out of short-term memory.
    a. Moving
    b. Activated
    c. Working
    d. Utility
    ANS: c REF: Working Memory DIF: Hard MSC: TYPE: Conceptual

41. This model of memory consists of four main elements: central executive, phonological loop, visuospatial sketchpad, and the episodic buffer (plus additional subsidiary slave systems).
    This model is known as
    a. primary memory & secondary memory.
    b. three-store model.
    c. levels-of-processing framework.
    d. working memory.
    ANS: d REF: Working Memory DIF: ModerateMSC: TYPE: Factual NOT: WWW

42. This component of the working memory model is important for processing both spatial information and images.
    a. central executive
    b. episodic buffer
    c. phonological loop
    d. visuospatial sketchpad
    ANS: d REF: Working Memory: Visuospatial Sketchpad DIF: Moderate MSC: TYPE: Factual

43. This part of the working memory model is well suited for handling verbal information and for rehearsing information.
    a. central executive
    b. episodic buffer
    c. phonological loop
    d. visuospatial sketchpad
    ANS: c REF: Working Memory: Phonological Loop DIF: Moderate MSC: TYPE: Factual

44. This component of the working memory model is responsible for coordinating attentional activities and regulating the flow of information.
    a. central executive
    b. episodic buffer
    c. phonological loop
    d. visuospatial sketchpad
    ANS: a REF: Working Memory: Central Executive DIF: Moderate MSC: TYPE: Factual

45. This part of the working memory model allows for an interface that can integrate different types of information from various systems.
    a. central executive
    b. episodic buffer
    c. phonological loop
    d. visuospatial sketchpad
    ANS: b REF: Working Memory: Episodic Buffer DIF: Moderate MSC: TYPE: Factual

46. Sophie's working memory is having difficulty integrating information from its various parts so that the information makes sense to Sophie. What component is *not* properly functioning?
    a. her visuospatial sketchpad
    b. her phonological loop
    c. her working memory
    d. her episodic buffer
    ANS: d REF: Working Memory: Episodic Buffer DIF: Moderate MSC: TYPE: Application

47. John participates in an experiment in which he is presented with letters on a screen. Every time he sees an "X" he is supposed to report the letter that appeared three letters earlier. This is an example of which type of task?
    a. temporal order
    b. retention-delay
    c. *n*-back
    d. serial
    ANS: c REF: *n*-back Task DIF: Moderate MSC:TYPE: Application

48. Verifying whether a sentence is true or not and having to remember the last word for each sentence is an example of testing _____ which is viewed as an important component in intelligence that is reflected by the ability to actively manipulate and maintain information.
    a. working memory
    b. componential analysis
    c. choice reaction time
    d. means-ends analysis
    ANS: a REF: Working Memory and Intelligence DIF: Moderate MSC: TYPE: Factual

49. The difference between semantic and episodic knowledge is that
    a. semantic knowledge includes all "general truths," whereas episodic knowledge must be gained from experience.
    b. semantic knowledge must be gained from experience, whereas episodic knowledge includes all "general truths."
    c. semantic knowledge is what we know about experiences linked to particular time referents, whereas episodic knowledge is what we know in the way of facts.
    d. semantic knowledge is what we know in the way of facts, whereas episodic knowledge is what we know about experiences linked to particular time referents.
    ANS: d REF: Semantic versus Episodic Memory DIF: Hard MSC: TYPE: Conceptual

50. _____ memory refers to encoding, storage, and retrieval of facts that do not describe the unique temporally coded experiences of the person recalling the facts.
    a. Episodic
    b. Semantic
    c. Factual
    d. Declarative
    ANS: b REF: Semantic Memory DIF: Moderate MSC: TYPE: Factual

51. _____ memory refers to encoding, storage, and retrieval of events that the one who is remembering experienced personally at a particular time and place.
    a. Episodic
    b. Semantic
    c. Time-bound
    d. Personal
    ANS: a REF: Episodic Memory DIF: Moderate MSC: TYPE: Factual

52. According to Endel Tulving, if you needed to remember that you saw a friend yesterday at the library, you would be drawing on a(n) _____ memory.
    a. episodic
    b. semantic
    c. time-bound
    d. working
    ANS: a REF: Episodic Memory DIF: Moderate MSC: TYPE: Application

53. According to Endel Tulving, if you needed to remember the name of the friend that you saw yesterday at the library, you would be drawing on a(n) _____ memory.
    a. episodic
    b. semantic
    c. time-bound
    d. working
    ANS: b REF: Semantic Memory DIF: Moderate MSC: TYPE: Application

54. This model, based on neuro scientific results, suggests that episodic and semantic memories are in fact distinct from one another given that they activate different parts of the brain.
    a. Hemispheric Specialization Model
    b. Asymmetrical Hemispheric Specialization (AHS Model)
    c. Hemispheric Encoding/Retrieval Asymmetry (HERA Model)
    d. Intrahemispheric Activation Model
    ANS: c REF: HERA Model DIF: Hard MSC: TYPE: Conceptual

55. As applied to a model of memory, a _____ is a set of labeled relations between nodes.
    a. network
    b. prime
    c. schema
    d. concept
    ANS: a REF: Network Models DIF: Moderate MSC: TYPE: Factual

56. This memory system is often called implicit memory and includes memory for how to do various tasks or operations.
    a. nondeclarative memory
    b. episodic memory
    c. semantic memory
    d. episodic buffer
    ANS: a REF: Nondeclarative Memory DIF: Moderate MSC: TYPE: Conceptual

57. The _____ refers to a conceptual model of memory in which the cognitive manipulation of multiple operations occurs simultaneously.
    a. levels-of-processing framework
    b. parallel-distributed processing model
    c. three-store model
    d. working-memory model
    ANS: b REF: PDP Model DIF: Moderate MSC: TYPE: Factual

58. A _____ refers to a juncture within a memory network, which may be seen as representing a concept.
    a. prime
    b. node
    c. schema
    d. dyad
    ANS: b REF: Network Architecture DIF: Moderate MSC: TYPE: Factual

59. Many cognitive psychologists have asserted that the _____ effect refers to the activation of a node by a prime to which the node is connected in a network, due to the process of spreading activation.
    a. activating
    b. priming
    c. recall
    d. recognition
    ANS: b REF: Priming in Networks DIF: Hard MSC: TYPE: Conceptual

60. This model of memory, which consists of nodes and links between the nodes, suggests that knowledge is represented in the connections between the nodes.
    a. Correspondence model of memory
    b. HERA model of memory
    c. Permastore
    d. Connectionist model of memory
    ANS: d REF: Connectionist Memory Models DIF: Moderate MSC: TYPE: Factual

61. A(n) _____ refers to a node that activates a connected node in a network.
    a. schema
    b. dyad
    c. activating locus
    d. prime
    ANS: d REF: Network Architecture DIF: Moderate MSC: TYPE: Factual

62. Debbie participated in a memory experiment and performed exceptionally well. When asked how she could recall long strings of material such as rows and columns of numbers, she said that she memorized numbers by transforming them into dates, and then thinking about what she had done that day. Debbie seems to be a
    a. photographic thinker.
    b. parallel processor.
    c. mnemonist.
    d. genius.
    ANS: c REF: Mnemonics DIF: Easy MSC: TYPE: Application

63. Allison is a peculiar thinker. She can remember a great amount of information, in large part because she converts sounds and words into visual impressions and because she experiences a word's taste and weight. Allison seems to make use of
    a. episensation.
    b. metasensation.
    c. synesthesia.
    d. metaesthesia.
    ANS: c REF: Synesthesia DIF: Moderate MSC: TYPE: Application

64. _____ are persons who use memory-enhancing techniques for greatly improving their memory or who have a distinctive sensory or cognitive ability to remember information.
    a. Mnemonists
    b. Geniuses
    c. Parallel-processors
    d. Photographic thinkers
    ANS: a REF: Mnemonics DIF: Easy MSC: TYPE: Factual NOT: WWW

65. _____ refers to the experiencing of a sensation in a sensory modality different from the sense that is physically stimulated.
    a. Episensation
    b. Metasensation
    c. Synesthesia
    d. Metaesthesia
    ANS: c REF: Synesthesia DIF: Moderate MSC: TYPE: Factual

66. This process involves using a number of different retrieval cues in order to retrieve memories that appear to have been forgotten.
    a. hypermnesia
    b. retroactive recall
    c. proactive recall
    d. double dissociations
    ANS: a REF: Hypermnesia DIF: Moderate MSC: TYPE: Factual

67. _____ amnesia refers to an inability to recall events that occur after whatever trauma caused the memory loss.
    a. Semantic
    b. Infantile
    c. Anterograde
    d. Retrograde
    ANS: c REF: Anterograde Amnesia DIF: Moderate MSC: TYPE: Factual

68. _____ amnesia refers to an inability to recall events that occur before the trauma that causes the memory loss.
    a. Semantic
    b. Infantile
    c. Anterograde
    d. Retrograde
    ANS: d REF: Retrograde Amnesia DIF: Moderate MSC: TYPE: Factual

69. In retrograde amnesia, the memories that return typically do so starting
    a. from the more distant past and progressing up to the time of the trauma.
    b. from the time of the trauma and progressing back to the more distant past.
    c. with the more meaningful experiences, regardless of their chronological time.
    d. with the less meaningful experiences, regardless of their chronological time.
    ANS: a REF: Retrograde Amnesia DIF: Moderate MSC: TYPE: Conceptual

70. Retrograde amnesia may be viewed as a problem in _____ information in (from) memory.
    a. encoding new
    b. retrieving old
    c. encoding and storing new
    d. encoding and storing old
    ANS: b REF: Retrograde Amnesia DIF: Moderate MSC: TYPE: Conceptual

71. _____ amnesia refers to the inability to recall events that happened during early development of the brain.
    a. Developmental
    b. Infantile
    c. Anterograde
    d. Retrograde
    ANS: b REF: Infantile Amnesia DIF: Easy MSC: TYPE: Factual

72. _____ refers to the severe loss of explicit memory, usually affecting semantic memory more than procedural memory.
    a. Aphasia
    b. Dyslexia
    c. Amnesia
    d. Agnosia
    ANS: c REF: Amnesia DIF: Moderate MSC: TYPE: Factual

73. _____ knowledge refers to the understanding and awareness of how to perform particular tasks or skills (i.e., "knowing how").
    a. Procedural
    b. Declarative
    c. Episodic
    d. Semantic
    ANS: a REF: Procedural Knowledge DIF: Easy MSC: TYPE: Factual

74. Jimmy knows how to ride a bicycle. This is an example of a task that involves _____knowledge.
    a. procedural
    b. declarative
    c. episodic
    d. semantic
    ANS: a REF: Procedural Knowledge DIF: Easy MSC: TYPE: Application NOT: WWW

75. _____ memory refers to a discrete memory system for knowledge of how to perform particular tasks or skills.
    a. Episodic
    b. Semantic
    c. Procedural
    d. Declarative
    ANS: c REF: Procedural Knowledge DIF: Easy MSC: TYPE: Factual

76. _____ knowledge refers to a recognition and understanding of factual information (i.e.,"knowing that").
    a. Procedural
    b. Declarative
    c. Episodic
    d. Semantic
    ANS: b REF: Declarative Knowledge DIF: Easy MSC: TYPE: Factual NOT: WWW

77. Jennifer has an excellent understanding of geography. This is an example of _____knowledge.
    a. procedural
    b. declarative
    c. episodic
    d. ecphoric
    ANS: b REF: Declarative Knowledge DIF: Moderate MSC: TYPE: Application

78. Raphael is an amnesia patient. When specifically asked to remember a particular set of information, Raphael does poorly. When indirectly measured on the same information he shows signs of learning. This show that ____ is impaired by amnesia while ____ is not impaired.
    a. implicit memory; explicit memory
    b. recognition memory, recall memory
    c. explicit memory; implicit memory
    d. recall memory, recognition memory
    ANS: c REF: Amnesia DIF: Moderate MSC: TYPE: Application

79. It is difficult to draw cause-and-effect statements from an interruption of function due to a lesion in a particular part of the brain since other parts of the brain may also be involved with that function. In evaluating hypotheses about neuropathologies, scientists look for _____ or different neuropathologies in which the individuals demonstrate an opposite pattern of deficits.
    a. hypermnesia
    b. intrahemispheric activation
    c. paired-associates
    d. double dissociations
    ANS: d REF: Double Dissociation DIF: Hard MSC: TYPE: Conceptual

80. The only definitive test for Alzheimer's disease involves
    a. an analysis of brain tissue.
    b. a memory test.
    c. an fMRI.
    d. a CT scan.
    ANS: a REF: Alzheimer's Diagnosis DIF: Easy MSC: TYPE: Factual

81. The encoding of declarative information seems to depend primarily on the
    a. basal ganglia.
    b. hippocampus.
    c. cerebellum.
    d. peripheral nervous system.
    ANS: b REF: Declarative Memory Formation DIF: Hard MSC: TYPE: Factual

82. The consolidation of encoded information in the long-term store seems to depend primarily on the
    a. basal ganglia.
    b. hippocampus.
    c. cerebellum.
    d. cerebral cortex.
    ANS: b REF: Declarative Memory Formation DIF: Hard MSC: TYPE: Factual NOT: WWW

83. A person who has suffered some sort of brain injury affecting only his or her hippocampus is most likely to show difficulty with
    a. encoding of declarative information.
    b. encoding of procedural information.
    c. retrieval of semantic information.
    d. retrieval of episodic information.
    ANS: a REF: Declarative Memory Formation DIF: Hard MSC: TYPE: Factual

84. A person who has suffered some sort of brain injury affecting only his or her hippocampus is most likely to show difficulty with
    a. the consolidation of encoded information in the long-term store.
    b. encoding of procedural information.
    c. retrieval of semantic information.
    d. retrieval of episodic information.
    ANS: a REF: Declarative Memory Formation DIF: Hard MSC: TYPE: Factual

85. The long-term storage of information, particularly declarative information, seems to depend primarily on the
    a. basal ganglia.
    b. amygdala.
    c. cerebellum.
    d. cerebral cortex.
    ANS: d REF: Declarative Memory Formation DIF: Moderate MSC: TYPE: Factual

86. The memory of classically conditioned responses seems to depend primarily on the
    a. basal ganglia.
    b. hippocampus.
    c. cerebellum.
    d. cerebral cortex.
    ANS: c REF: Conditioning Memory Formation DIF: Moderate MSC: TYPE: Factual

87. A person who has suffered some sort of brain injury, affecting only his or her cerebellum is most likely to show difficulty with
    a. the consolidation of encoded information in the long-term store.
    b. encoding of procedural information.
    c. the memory of classically conditioned responses.
    d. episodic information.

    ANS: c REF: Conditioning Memory Formation DIF: Moderate MSC: TYPE: Conceptual

88. Repeated stimulation of particular neural pathways tends to strengthen their likelihood of firing. This increased in activity is referred to as
    a. long-term potentiation
    b. neural strengthening
    c. reinforcement
    d. hypermnesia

    ANS: a REF: Long-Term Potentiation DIF: Easy MSC: TYPE: Factual

Chapter 6
TEST BANK

1. _____ refers to how you transform a physical, sensory input into a kind of representation that can be placed into memory.
   a. Encoding
   b. Storage
   c. Retrieval
   d. Transfer
   ANS: a REF: Encoding DIF: Easy MSC: TYPE: Factual

2. _____ refers to how you retain encoded information in memory.
   a. Encoding
   b. Storage
   c. Retrieval
   d. Transfer
   ANS: b REF: Storage DIF: Easy MSC: TYPE: Factual

3. _____ refers to how you gain access to information stored in memory.
   a. Encoding
   b. Storage
   c. Retrieval
   d. Transfer
   ANS: c REF: Retrieval DIF: Easy MSC: TYPE: Factual

4. The processes of encoding, storage, and retrieval _____ with each other and are _____.
   a. interact; interdependent
   b. interact; not interdependent
   c. do not interact; interdependent
   d. do not interact; not interdependent
   ANS: a REF: Memory System Integration DIF: Moderate MSC: TYPE: Conceptual

5. Research shows that encoding in short-term memory is primarily
   a. visual.
   b. semantic.
   c. acoustic.
   d. none of these
   ANS: c REF: Short-Term Memory Codes DIF: Moderate MSC: TYPE: Conceptual

6. In R. Conrad's (1964) landmark experiment on encoding in short-term memory, Conrad found that despite the fact that letters were presented _____ to participants, errors tended to be based on _____ confusability.
   a. acoustically; visual
   b. acoustically; semantic
   c. visually; acoustic
   d. visually; semantic
   ANS: c REF: Short-Term Memory Codes DIF: Moderate MSC: TYPE: Conceptual

7. It appears that although encoding in short-term memory is primarily _____, there may be some secondary _____ encoding, and perhaps even fleeting _____ encoding.
   a. semantic; acoustic; visual
   b. semantic; visual; acoustic
   c. acoustic; visual; semantic
   d. acoustic; semantic; visual
   ANS: d REF: Short-Term Memory Codes DIF: Hard MSC: TYPE: Conceptual

8. Short-term memory is usually encoded _____ and long-term memory is usually encoded _____.
   a. semantically; acoustically
   b. acoustically; semantically
   c. visually; acoustically
   d. visually; semantically
   ANS: b REF: Short-Term Memory Codes DIF: Easy MSC: TYPE: Factual

9. Encoding of information in the long-term store is not exclusively _____. There also is evidence for _____ encoding.
   a. semantic; visual
   b. visual; acoustic
   c. acoustic; semantic
   d. visual, semantic
   ANS: a REF: Long-Term Memory Codes DIF: Moderate MSC: TYPE: Conceptual

10. Information stored in long-term memory seems to be primarily
   a. visually encoded.
   b. acoustically encoded.
   c. semantically encoded.
   d. encoded according to the personal relevance of information.
   ANS: c REF: Long-Term Memory Codes DIF: Easy MSC: TYPE: Factual NOT: WWW

11. On his way to the supermarket, Marcelo remembers that he needs tomatoes and cucumbers. He then remembers that he also needs cheese, eggs, and milk. The order in which he remembered the grocery items illustrates that information stored in long-term memory seems to be primarily encoded
    a. visually.
    b. acoustically.
    c. semantically.
    d. according to the personal relevance of the information.
    ANS: c REF: Long-Term Memory Codes DIF: Moderate MSC: TYPE: Application

12. The process of taking new information and integrating it with stored information in long term memory is called
    a. metacognition.
    b. consolidation.
    c. constructive memory.
    d. reality monitoring.
    ANS: b REF: Consolidation DIF: Moderate MSC: TYPE: Factual

13. _____ is an aspect of cognition that involves thinking about how to remember more effectively, such as by using various mental strategies.
    a. A mnemonic device
    b. Metamemory
    c. Constructive memory
    d. Massed learning
    ANS: b REF: Metamemory DIF: Easy MSC: TYPE: Factual

14. How do we transfer information from short-term memory to long-term memory?
    a. by deliberately attending to information in order to comprehend it
    b. by making connections or associations between the new information and what we already know
    c. by rehearsing the information
    d. All of these
    ANS: d REF: STM – LTM Transfer DIF: Hard MSC: TYPE: Conceptual

15. Manuela, a college student, has a clear awareness of what she knows and does not know about a particular topic, such that when she needs to study for an exam, she knows exactly what to study to enhance her understanding. This description illustrates
    a. the method of loci.
    b. categorical clustering.
    c. metacognition.
    d. motivated learning.
    ANS: c REF: Metacognition DIF: Moderate MSC: TYPE: Application

16. An individual can reflect on and use his/her awareness or knowledge to influence thinking. This use of your knowledge about cognitive processes is called
    a. metacognition.
    b. reflex activation.
    c. persistence.
    d. distributed learning.
    ANS: a REF: Metacognition DIF: Moderate MSC: TYPE: Factual NOT: WWW

17. This type of rehearsal, in which one tries to make the information more meaningful and/or connects the information to other information already learned, is a more effective method for moving information into long term memory.
    a. distributed learning
    b. consolidation
    c. elaborative rehearsal
    d. maintenance rehearsal
    ANS: c REF: Elaborative Rehearsal DIF: Moderate MSC: TYPE: Conceptual

18. In this type of rehearsal, the individual simply repeats the information to be learned over and over again. This method is not an affect way to put information into long term memory.
    a. distributed learning
    b. consolidation
    c. elaborative rehearsal
    d. maintenance rehearsal
    ANS: d REF: Maintenance Rehearsal DIF: Easy MSC: TYPE: Factual

19. _____ practice refers to learning in which various sessions are spaced over time.
    a. Paced
    b. Distributed
    c. Mass
    d. Elaborative
    ANS: b REF: Distributed Practice DIF: Easy MSC: TYPE: Factual

20. People tend to learn better when they acquire knowledge via _____ learning.
    a. paced
    b. motivated
    c. mass
    d. distributed
    ANS: d REF: Distributed Practice DIF: Moderate MSC: TYPE: Factual NOT: WWW

21. Shantell has a cumulative final exam in physics coming up. To ensure a good grade, she has been studying throughout the semester, at least one hour each day. Shantell's studying schedule illustrates _____ learning.
    a. paced
    b. massed
    c. motivated
    d. distributed
    ANS: d REF: Distributed Practice DIF: Easy MSC: TYPE: Application

22. _____ practice refers to learning in which sessions are crammed together all at once.
    a. Bulk
    b. Distributed
    c. Massed
    d. Motivated
    ANS: c REF: Massed Practice DIF: Easy MSC: TYPE: Factual

23. The greater recall associated with distributed learning is called the _____ effect.
    a. distributed
    b. spacing
    c. mnemonic
    d. time-delay
    ANS: b. REF: Spacing Effect DIF: Moderate MSC: TYPE: Factual

24. This stage of sleep seems to be important for the process of consolidating memories.
    a. reconstructive stage of sleep
    b. constructive stage of sleep
    c. Stage 4
    d. REM sleep
    ANS: d REF: Sleep and Consolidation DIF: Easy MSC: TYPE: Factual

25. Animal research has revealed that cells in the _____ that are activated during initial learning are reactivated during sleep.
    a. hippocampus
    b. amygdala
    c. prefrontal cortex
    d. cerebral cortex
    ANS: a REF: Sleep and Consolidation DIF: Easy MSC: TYPE: Factual

26. During sleep the_____ is more active after learning new spatial information.
    a. prefrontal cortex
    b. amygdala
    c. hippocampus
    d. nucleus acumbens
    ANS: c REF: Sleep and Consolidation DIF: Easy MSC: TYPE: Factual

27. The hippocampus shows increased activation during sleep after one has learned new declarative information. This increased activation is correlated with extremely ____ levels of acetylcholine. If patients are given acetylcholine while sleeping, they demonstrate _____ memory for the new information.
    a. low; better
    b. low; worse
    c. high; better
    d. high; worse
    ANS: b REF: Sleep and Consolidation DIF: Moderate MSC: TYPE: Conceptual

28. Participants in a study using multiple trial learning and lists containing several different categories (e.g., animals, minerals) will spontaneously cluster their recall of items by these categories. Even when there appears to be no apparent relation (e.g., categories), participants still cluster items during recall. These consistent patterns in the order of recall are called
    a. reality monitoring.
    b. distributed learning.
    c. retrospective memory.
    d. organization of information.
    ANS: d REF: Memory Organization DIF: Hard MSC: TYPE: Conceptual

29. In an effort to remember some grocery items, Andrew visualizes a huge loaf of bread, with a bottle of soda balanced on one side of the bread and a can of soup on the other. Andrew is using
    a. a mnemonic device.
    b. metamemory.
    c. constructive memory.
    d. massed learning.
    ANS: a REF: Mnemonics DIF: Easy MSC: TYPE: Application NOT: WWW

30. Mnemonic devices are best described as
    a. experimental devices used in cognitive studies.
    b. strategies for efficient problem solving.
    c. artificial-intelligence algorithms that mimic human reasoning.
    d. specific techniques to help you memorize lists of words.
    ANS: d REF: Mnemonics DIF: Easy MSC: TYPE: Factual

31. Frank is organizing his grocery list into a set of categories in order to remember what he needs to buy at the store. Frank is using what type of memory technique?
    a. acrostics
    b. keyword system
    c. pegword system
    d. categorical clustering
    ANS: d REF: Memory Organization DIF: Easy MSC: TYPE: Application

32. If you are imagining taking a walk around an area with distinctive landmarks, matching up a landmark with a specific item you need to remember, you are using the _____ technique.
    a. acronym
    b. interactive images
    c. method of loci
    d. keyword system
    ANS: c REF: Mnemonics DIF: Easy MSC: TYPE: Application

33. As a memory aid, we can use the physical constraints of our environment to help us remember things (e.g., putting an important document on your alarm clock so you remember to take it to work).
    a. forcing functions
    b. physical mnemonics
    c. prospective memory
    d. physical persistence
    ANS: a REF: Forcing Functions DIF: Moderate MSC: TYPE: Application

34. Tying a string around your finger, keeping a list of things to do, and asking someone to remind you of something are all examples of strategies to improve
    a. prospective memory.
    b. introspective memory.
    c. retrospective memory.
    d. retroactive memory.
    ANS: a REF: Prospective Memory DIF: Easy MSC: TYPE: Application

35. This type of memory is for events that have occurred in the past.
    a. repressed memories
    b. retrospective memory
    c. persistence
    d. maintenance rehearsal
    ANS: b REF: Retrospective Memory DIF: Easy MSC: TYPE: Factual

36. One model proposes that three processes are involved in searching short-term memory. If the processes occur simultaneously, the model uses which type of processing?
    a. serial
    b. compound
    c. parallel
    d. linear
    ANS: c REF: Parallel Processing DIF: Easy MSC: TYPE: Application

37. One model proposes that three processes are involved in searching short-term memory. If the processes must occur in order, the model uses which type of processing?
    a. serial
    b. compound
    c. parallel
    d. linear
    ANS: a REF: Serial Processing DIF: Easy MSC: TYPE: Application

38. In an exhaustive serial processing search of short-term memory, people generally take _____ amount(s) of time to find a target _____.
    a. different; depending on where in the list it is located.
    b. the same; regardless of where in the list it is located.
    c. the same; as long as the target is one of the first 3 items.
    d. the same; as long as the target is one of the last 3 items.
    ANS: b REF: Serial Processing DIF: Hard MSC: TYPE: Conceptual

39. There are a number of reasons why we may have a difficult time retrieving information from long-term memory. This particular view focuses on to what extent one can gain access to the information.
    a. availability
    b. persistence
    c. accessibility
    d. transience
    ANS: c REF: Failed Retrieval: Accessibility DIF: Moderate MSC: TYPE: Factual

40. Whereas _____ theory views one piece of information as knocking out another, _____ theory views the original piece of information as gradually disappearing unless something is done to keep it intact.
    a. decay; interference
    b. interference; decay
    c. availability; interference
    d. interference; availability
    ANS: b REF: Failed Retrieval DIF: Moderate MSC: TYPE: Conceptual

41. _____ occurs when competing information causes us to forget something.
    a. Decay
    b. Reconstructive interference
    c. Unlearning
    d. Interference
    ANS: d REF: Interference DIF: Easy MSC: TYPE: Factual NOT: WWW

42. In general, as the amount of learning prior to recall increases, _____ increases.
    a. availability
    b. decay
    c. interference
    d. constructive memory
    ANS: c REF: Interference DIF: Moderate MSC: TYPE: Conceptual

43. _____ refers to the idea that particular information has been permanently stored in long-term memory and, hence, can be retrieved.
    a. Constancy
    b. Retroactivity
    c. Availability
    d. Accessibility
    ANS: c REF: LTM Storage DIF: Moderate MSC: TYPE: Factual

44. According to the _____ theory of forgetting, forgetting occurs because new information ultimately displaces old information in the short-term store.
    a. decay
    b. availability
    c. accessibility
    d. interference
    ANS: d REF: Interference DIF: Easy MSC: TYPE: Factual

45. Stephanie has been studying for two exams scheduled on the same day, one for her Spanish class and the other for French. While taking the Spanish exam, she remembers more French than Spanish. Stephanie is most likely to be experiencing
    a. decay.
    b. interference.
    c. reconstructive interference.
    d. unlearning.
    ANS: b REF: Interference DIF: Moderate MSC: TYPE: Application

46. Seth participated in a memory experiment. He has been instructed to count backwards between the last presentation of a stimulus and recall of the stimulus. This procedure was probably designed to
    a. prevent subjects from rehearsing.
    b. disorient subjects about the purpose of the experiment.
    c. allow some decay to occur.
    d. increase depth of processing.
    ANS: a REF: Rehearsal in Encoding DIF: Moderate MSC: TYPE: Application

47. Counting backwards immediately after the last presentation of a stimulus and before recall of the stimulus is an example of a task designed to
    a. prevent participants from rehearsing.
    b. deceive participants about the purpose of the experiment.
    c. allow some decay to occur.
    d. facilitate recall.
    ANS: a REF: Rehearsal in Encoding DIF: Moderate MSC: TYPE: Application

48. In memory studies, the retention interval refers to the time
    a. the participant needs to encode sensory input into the short-term store.
    b. the participant needs to retain new information in the long-term store.
    c. between the presentation of the last stimulus and the start of the recall phase of the experimental trial.
    d. between the presentation of the first and last stimuli within a trial.
    ANS: c REF: Retention Interval DIF: Hard MSC: TYPE: Conceptual

49. _____ interference is caused by an activity occurring after we learn something, but before we are asked to recall that thing.
    a. Decay
    b. Proactive
    c. Retroactive
    d. Reconstructive
    ANS: c REF: Retroactive Interference DIF: Hard MSC: TYPE: Factual

50. Retroactive interference is caused by activity occurring _____ we learn something and _____ we are asked to recall that thing.
    a. after; after
    b. after; before
    c. after; while
    d. before; after
    ANS: b REF: Retroactive Interference DIF: Hard MSC: TYPE: Factual NOT: WWW

51. At a party, Hoshiko was introduced to Steve just as she arrived. Hoshiko then went off to speak with a different group and was introduced to each of them as well. After hearing the new names, Hoshiko could not remember Steve's name. This description illustrates
    a. retroactive interference.
    b. proactive interference.
    c. decay.
    d. reconstructive forgetting.
    ANS: a REF: Retroactive Interference DIF: Hard MSC: TYPE: Application

52. Sandra has just come from studying with some classmates to whom she has just been introduced. She then runs into a good friend who introduces her to David. As Sandra walks away, she realizes that she can't remember David's name. This description illustrates
    a. decay.
    b. reconstructive forgetting.
    c. retroactive interference.
    d. proactive interference.
    ANS: d REF: Proactive Interference DIF: Hard MSC: TYPE: Application

53. _____ interference occurs when the interfering material occurs before, rather than after, learning of the to-be-remembered material.
    a. Retroactive
    b. Proactive
    c. Decay
    d. Reconstructive
    ANS: b REF: Proactive Interference DIF: Hard MSC: TYPE: Factual

54. Proactive interference occurs when the interfering material occurs _____ rather than _____ learning of the to-be-remembered material.
    a. after; before
    b. after; during
    c. before; during
    d. before; after
    ANS: d REF: Proactive Interference DIF: Hard MSC: TYPE: Factual
    NOT: WWW

55. Keppel and Underwood (1962) showed that proactive interference can operate in the forgetting of material stored in the
    a. short-term store.
    b. long-term store, in general.
    c. long-term store, but only with semantic information.
    d. both short- and long-term stores.
    ANS: a REF: Proactive Interference DIF: Moderate MSC: TYPE: Factual

56. The serial-position curve represents the probability of recall of
    a. a given word, given its semantic relationship to other words in a list.
    b. groups of words, given their relative order of presentation in a list.
    c. a given word, given its order of presentation in a list.
    d. groups of words, given their semantic relationship.
    ANS: c REF: Serial Position DIF: Moderate MSC: TYPE: Factual

57. A typical serial position curve shows that recall of words in a list is best for items _____ of the list and poorest for items _____.
    a. at and near the end; in the middle
    b. at and near the end; near the beginning
    c. near the beginning; in the middle
    d. near the beginning; at and near the end
    ANS: a REF: Serial Position DIF: ModerateMSC: TYPE: Factual NOT: WWW

58. Superior recall of words at and near the beginning of a list is referred to as a(n) _____ effect.
    a. primacy
    b. primary
    c. recency
    d. availability
    ANS: a REF: Serial Position: Primacy Effect DIF: Easy MSC: TYPE: Factual

59. After being given directions to get to the theater, Kurt can remember only the first part of where to turn. This illustrates the _____ effect.
    a. primacy
    b. recency
    c. initial
    d. availability
    ANS: a REF: Serial Position: Primacy Effect DIF: Easy MSC: TYPE: Application

60. Superior recall of words at and near the end of a list is referred to as a(n) _____ effect.
    a. primacy
    b. recency
    c. finality
    d. availability
    ANS: b REF: Serial Position: Recency Effect DIF: Easy MSC: TYPE: Factual

61. After being given directions to get to the park, Galvin can remember only the last part of where he is to turn. This illustrates the _____ effect.
    a. primacy
    b. recency
    c. finality
    d. availability
    ANS: b REF: Serial Position: Recency Effect DIF: Easy MSC: TYPE: Application

62. The serial-position curve can be well explained in terms of the _____ theory of forgetting.
    a. availability
    b. decay
    c. interaction
    d. interference
    ANS: d REF: Serial Position: Interference DIF: Hard MSC: TYPE: Factual

63. Words at the _____ of a list in a free-recall task are most subject to proactive interference.
    a. beginning
    b. middle
    c. end
    d. beginning and end
    ANS: c REF: Serial Position: Interference DIF: Moderate MSC: TYPE: Factual

64. Words at the _____ of a list in a free-recall task are most subject to retroactive interference.
    a. beginning
    b. middle
    c. end
    d. beginning and end
    ANS: a REF: Serial Position: Interference DIF: Moderate MSC: TYPE: Factual

65. Words at the _____ of a list in a free-recall task are subject to both proactive and retroactive interference.
    a. beginning
    b. middle
    c. end
    d. beginning and end
    ANS: b REF: Serial Position: Interference DIF: Moderate MSC: TYPE: Conceptual

66. _____ occurs when simply the passage of time causes us to forget.
    a. Decay
    b. Interference
    c. Reconstructive interference
    d. Unlearning
    ANS: a REF: Decay DIF: Easy MSC: TYPE: Factual NOT: WWW

67. _____ theory asserts that information is forgotten because of the gradual disappearance of the memory trace.
    a. Availability
    b. Accessibility
    c. Interference
    d. Decay
    ANS: d REF: Decay DIF: Easy MSC: TYPE: Factual
68. Marianne took a chemistry course three years ago in high school and has not studied any chemistry since. She believes that the reason why she barely remembers any chemistry is because she has not used it. This explanation illustrates the _____ theory of forgetting.
    a. interference
    b. availability
    c. interactive
    d. decay
    ANS: d REF: Decay DIF: Easy MSC: TYPE: Application

69. Results from many studies suggest that the forgetting of information from short-term memory can largely be accounted for by
    a. decay.
    b. distortion.
    c. interference.
    d. transience.
    ANS: c REF: Interference DIF: Moderate MSC TYPE: Conceptual

70. Linton's self study of autobiographical memory found that her rate of forgetting events was
    a. circular.
    b. linear.
    c. curvilinear.
    d. constant.
    ANS: b REF: Forgetting Functions DIF: Moderate MSC: TYPE: Factual

71. Enhanced vividness and perceptual detail of our recollections has been associated with
    a. the person's metacognitive skills.
    b. a memory's emotional intensity.
    c. cognitive maturity.
    d. activation of information in working memory.
    ANS: b REF: Emotional Memory DIF: Hard MSC: TYPE: Conceptual

72. _____ memory refers to a memory of an event that is so emotionally powerful that the person remembers the event as vividly as if it were indelibly preserved on film.
    a. Traumatic
    b. Photographic
    c. Flashbulb
    d. Iconic
    ANS: c REF: Flashbulb Memory DIF: Easy MSC: TYPE: Factual
73. Reyna won an Olympic gold medal many years ago. Yet, she can still recall with great detail and vividness standing on the podium, medal in hand. This is an example of a(n) _____ memory.
    a. constructive
    b. photographic
    c. flashbulb
    d. iconic
    ANS: c REF: Flashbulb Memory DIF: Easy MSC: TYPE: Application

74. Many people believe that they remember with great detail and vividness the context in which they heard the news that the Challenger space shuttle had exploded. This is an example of a(n) _____ memory.
    a. constructive
    b. photographic
    c. flashbulb
    d. iconic
    ANS: c REF: Flashbulb Memory DIF: East MSC: TYPE: Application NOT: WWW

75. An example of this specific "sin" from Schacter's "seven memory sins" would be someone having information "on the tip of their tongue," but being unable to retrieve it:
    a. transience.
    b. bias.
    c. persistence.
    d. blocking.
    ANS: d REF: Memory "Sins": Blocking DIF: Moderate MSC: TYPE: Factual

76. Jennifer cannot remember where she heard that pigs were very intelligent animals. Roger thinks he read in *The Sunday Herald* that Death Valley is the warmest spot in the United States; however, he really read about Death Valley in *Outside Magazine*. These memory lapses are examples of
    a. suggestibility.
    b. misattribution.
    c. absent-mindedness.
    d. persistence.
    ANS: b REF: Memory "Sins": Misattribution DIF: Easy MSC: TYPE: Application

77. Studies show that memory is not just _____, such that we use only what we have encountered to help us rebuild original remembered experience; it is also _____, in that our schemas for prior experience affect how we recall things.
    a. retroactive; proactive
    b. proactive; retroactive
    c. constructive; reconstructive
    d. reconstructive; constructive
    ANS: d REF: Reconstructive and Constructive Memory DIF: Hard MSC: TYPE: Conceptual

78. Tony keeps mentally reliving the time that he was hit in the head with a Frisbee. This reoccurrence of this memory is an example of
    a. transience.
    b. misattribution.
    c. persistence.
    d. bias.
    ANS: c REF: Memory "Sins": Persistence DIF: Moderate MSC: TYPE: Application

79. The difficulty in recalling information that one knows they should know. This is called
    a. transience.
    b. misattribution.
    c. persistence.
    d. blocking.
    ANS: d REF: Memory "Sins": Blocking DIF: Moderate MSC: TYPE: Factual

80. One of the sins of memory in which false information is thought to have occurred (e.g., seeing something that did not occur).
    a. suggestibility
    b. bias
    c. blocking
    d. transience
    ANS: a REF: Memory "Sins": Suggestibility DIF: Moderate MSC: TYPE: Factual

81. This is the notion that some types of memories (e.g., due to trauma) have been "pushed deep into the unconscious" and therefore may be difficult to retrieve.
    a. persistence
    b. suggestibility
    c. repressed memories
    d. transience
    ANS: c REF: Repressed Memories DIF: Easy MSC: TYPE: Factual

82. When the perpetrator (person who committed a crime) is not present in a line-up, eyewitnesses tend to
    a. pick an individual who looks most like the perpetrator.
    b. not pick anyone from the line-up.
    c. pick the least attractive individual in the line-up.
    d. pick an individual from the line-up at random.
    ANS: a REF: Eyewitness Testimony DIF: Moderate MSC: TYPE: Conceptual

83. From which of the following groups is the validity of eyewitness testimony particularly suspect?
    a. children
    b. people with dyslexia
    c. people with quadriplegia
    d. adolescent males
    ANS: a REF: Eyewitness Testimony DIF: Easy MSC: TYPE: Factual

84. Several recommendations have been made to improve eyewitness testimony. Which of the following *is not* one of those recommendations?
    a. present suspects one-at-a-time to eyewitnesses in the line-up.
    b. tell eyewitnesses that the perpetrator may not be in the line-up.
    c. construct line-ups with individuals who look similar.
    d. place more trust in confident eyewitnesses testimony.
    ANS: d REF: Eyewitness Testimony DIF: Moderate MSC: TYPE: Conceptual

85. Roediger and McDermott have shown that
    a. it is impossible to create false memories.
    b. it is easy to create false memories.
    c. it is difficult to create false memories.
    d. false memories are more common than true ones.
    ANS: b REF: DRM False Memory DIF: Moderate MSC: TYPE: Conceptual

86. This occurs when a person has a difficult time in remembering the context in which they heard the information and erroneously attribute it to a different context.
    a. source-monitoring error
    b. accessibility
    c. encoding specificity
    d. context dependent memory
    ANS: a REF: Source-Monitoring Error DIF: Moderate MSC: TYPE: Factual

87. Under laboratory conditions, participants seem _____ to recall items that have pleasant associations items _____ that have unpleasant associations.
    a. more accurately; than
    b. less accurately; than
    c. equally accurately; as
    d. Evidence is inconclusive.
    ANS: a REF: Mood and Recall DIF: Moderate MSC: TYPE: Conceptual

88. According to the construct of _____, the specific way of representing information as it is placed into memory affects the specific way in which the information may be recalled later.
    a. distributed learning
    b. encoding specificity
    c. metacognitive strategy
    d. reconstructive memory
    ANS: b REF: Encoding Specificity DIF: Moderate MSC: TYPE: Factual

89. Joanne is studying for a psychology test. Based on the results of studies examining context effects, Joanne should get the best test results if she
    a. studies in the library by herself.
    b. studies on her bed in her bedroom.
    c. studies while intoxicated.
    d. studies in the testing room.
    ANS: d REF: Encoding Specificity DIF: Moderate
    MSC: TYPE: Application

Chapter 11
TEST BANK

1. _____ refers to a set of processes for which the goal is to overcome obstacles obstructing the path to a solution.
   a. Convergent thinking
   b. Problem solving
   c. Creativity
   d. Productive thinking
   ANS: b REF: Problem Solving DIF: Easy MSC: TYPE: Factual NOT: WWW

2. _____ is (are) a particular approach to problem solving which suggests the following steps: problem identification, problem definition, strategy formulation, organization of information, allocation of resources, monitoring, and evaluation.
   a. Problem solving cycle
   b. Well-structured problems
   c. Ill-structured problems
   d. Entrenchment
   ANS: a REF: Problem-Solving Cycle DIF: Easy MSC: TYPE: Factual

3. Richard does not realize that his drinking is interfering with his daily activities and is becoming a problem. To address this problem, Richard first and foremost (before anything else) needs to _____ the problem.
   a. define
   b. formulate a strategy to deal with
   c. identify the existence of
   d. evaluate
   ANS: c REF: Problem-Solving Cycle DIF: Easy MSC: TYPE: Application

4. Steve realizes he and his girlfriend Cathy are not getting along well. Steve thinks that the reason why his girlfriend is unhappy with their relationship is because he spends too much time with his buddies. Yet, according to Cathy, this is not the reason at all. According to Cathy, Steve has failed to _____ the problem correctly.
   a. define
   b. formulate a strategy to deal with
   c. monitor
   d. evaluate
   ANS: a REF: Problem-Solving Cycle DIF: Moderate MSC: TYPE: Application

5. _____ refers to the process of breaking down a complex whole into smaller elements.
   a. Automaticity
   b. Positive transfer
   c. Analysis
   d. Synthesis
   ANS: c REF: Problem-Solving Cycle DIF: Moderate MSC: TYPE: Factual
6. John does not realize that his girlfriend, Mary, is unhappy about their relationship and wants to break up. To address this situation, John first and foremost (before anything else) needs to _____ the problem.
   a. define
   b. formulate a strategy to deal with
   c. identify the existence of
   d. evaluate
   ANS: c REF: Problem-Solving Cycle DIF: Easy MSC: TYPE: Application NOT: WWW

7. Pat just found out that she must give a class presentation in 10 days. To this end, Pat breaks down the task of preparing for her presentation into specific, manageable steps she must take to do a good job. This problem-solving strategy primarily involves
   a. analysis.
   b. synthesis.
   c. divergent thinking.
   d. convergent thinking.
   ANS: a REF: Problem-Solving Cycle: Analysis DIF: Moderate MSC: TYPE: Application

8. _____ refers to the process of integrating various elements into a more complex whole.
   a. Automaticity
   b. Positive transfer
   c. Analysis
   d. Synthesis
   ANS: d REF: Problem-Solving Cycle: Synthesis DIF: Easy MSC: TYPE: Factual NOT: WWW

9. After researching a topic for a term paper, Sam needs to organize all the information and put it together into a coherent paper. The problem-solving strategy primarily involved in this task is
   a. analysis.
   b. synthesis.
   c. divergent thinking.
   d. convergent thinking.
   ANS: b REF: Problem-Solving Cycle: Convergent Thinking DIF: Easy MSC: TYPE: Application

10. Jamie is a bright college student who wants to work with people in the medical field. To this end, she is considering a diverse assortment of possible alternative ways to achieve her goal, including becoming a medical doctor, nurse, or physician's assistant. The problem-solving strategy primarily involved in this task is
    a. analysis.
    b. synthesis.
    c. divergent thinking.
    d. convergent thinking.
    ANS: c REF: Problem-Solving Cycle: Divergent Thinking DIF: Easy MSC: TYPE: Application

11. _____ refers to thought processes involving the production of various alternatives.
    a. Divergent thinking
    b. Convergent thinking
    c. Insight
    d. Incubation
    ANS: a REF: Problem-Solving Cycle: Divergent Thinking DIF: Easy MSC: TYPE: Factual

12. _____ refers to thought processes during which the person selectively narrows down multiple alternatives until reaching a single, optimal alternative.
    a. Divergent thinking
    b. Convergent thinking
    c. Insight
    d. Incubation
    ANS: b REF: Problem-Solving Cycle: Convergent Thinking DIF: Easy MSC: TYPE: Factual

13. After being admitted by several colleges, Michael needs to decide which college to attend. The problem-solving strategy primarily involved in this task is
    a. divergent thinking.
    b. convergent thinking.
    c. synthesis.
    d. autonomy.
    ANS: b REF: Problem-Solving Cycle: Convergent Thinking DIF: Easy MSC: TYPE: Application

14. After researching a topic for a term paper, you go over all of your notes and decide on an outline for organizing your ideas as well as the order in which you will address them in your paper. The problem-solving step primarily associated with this task is
    a. problem definition.
    b. problem identification.
    c. organization of information.
    d. resource allocation.

    ANS: c REF: Problem-Solving Cycle: Organization DIF: Moderate MSC: TYPE: Application
15. This part of the problem-solving cycle involves periodically assessing to what extent you are getting closer to the goal. In other words, individuals who are effective problem-solvers will check their performance along the way to decide if they should continue or change their approach.
    a. strategy formulation
    b. problem definition
    c. monitoring
    d. evaluation

    ANS: c REF: Problem-Solving Cycle: Monitoring DIF: Moderate MSC: TYPE: Factual

16. Cathy has three exams and two papers coming up, and she needs to decide how much time to spend on each project to maximize her chances of doing well on all of them. The problem solving step primarily associated with this task is
    a. problem definition.
    b. problem identification.
    c. organization of information.
    d. resource allocation.

    ANS: d REF: Problem-Solving Cycle: Resource Allocation DIF: Moderate MSC: TYPE: Application

17. This part of the problem-solving cycle occurs once you have arrived at a solution you then assess the quality of your solution.
    a. strategy formulation
    b. problem definition
    c. monitoring
    d. evaluation

    ANS: d REF: Problem-Solving Cycle: Evaluation DIF: Moderate MSC: TYPE: Factual

18. _____ problems have a well-defined path to solution.
    a. Positive transfer
    b. Transparent
    c. Well-structured
    d. Heuristic
    ANS: c REF: Well-Structured Problems DIF: Easy MSC: TYPE: Factual NOT: WWW

19. "How do you find the area of a triangle?" is an example of a(n) _____ problem.
    a. positive transfer
    b. transparent
    c. well-structured
    d. isomorphic
    ANS: c REF: Well-Structured Problems DIF: Easy MSC: TYPE: Application

20. Which of the following is *not* a type of error typically made when solving well-structured problems?
    a. repeating the same step
    b. accidentally going backward
    c. getting stuck
    d. making illegal moves
    ANS: a REF: Well-Structured Problems DIF: Easy MSC: TYPE: Conceptual

21. _____ problems refer to problems with no clear, readily available path to solution.
    a. Positive transfer
    b. Negative transfer
    c. Ill-structured
    d. Isomorphic
    ANS: c REF: Ill-Structured Problems DIF: Moderate MSC: TYPE: Factual

22. _____ refer(s) to informal, intuitive, speculative strategies for solving problems, which sometimes work and sometimes do not.
    a. Incubation
    b. Creativity
    c. Insight
    d. Heuristics
    ANS: d REF: Heuristics DIF: Moderate MSC: TYPE: Factual

23. _____ generally involve successive, somewhat mechanical iterations of a particular strategy until an answer (usually, the correct solution) is reached.
    a. Algorithms
    b. Heuristics
    c. Isomorphic problems
    d. Global planning strategies
    ANS: a REF: Algorithms DIF: Easy MSC: TYPE: Factual

24. This iterative method of problem solving involves reducing the difference between your current state and your goal state.
    a. global planning
    b. fluid intelligence
    c. means-ends analysis
    d. componential analysis
    ANS: c REF: Means-Ends Analysis DIF: Moderate MSC: TYPE: Factual

25. The _____ refers to the universe of all possible actions that can be applied to solve a problem.
    a. action space
    b. problem space
    c. action universe
    d. solution universe
    ANS: b REF: Problem Space DIF: Easy MSC: TYPE: Factual

26. _____ problems have the same formal structure and differ only in their content.
    a. Acontextual
    b. Structural
    c. Isoformic
    d. Isomorphic
    ANS: d REF: Isomorphic Problems DIF: Moderate MSC: TYPE: Factual

27. Which of the following is true regarding isomorphic problems?
    a. It is easy for children to identify similarities between them.
    b. Identifying underlying similarities is more difficult when content greatly differs.
    c. It is easy for adults to identify similarities between them.
    d. Identifying the underlying features is easy; solving the problems is difficult.
    ANS: b REF: Isomorphic Problems DIF: Moderate MSC: TYPE: Conceptual

28. _____ refers to a seemingly sudden understanding of the nature of something, often as a result of taking a novel approach to the problem.
    a. Insight
    b. Creativity
    c. Incubation
    d. Deduction
    ANS: a REF: Insight DIF: Easy MSC: TYPE: Factual

29. Max Wertheimer and Wolfgang Köhler were two respected _____ psychologists who made important contributions in the area of insightful thinking.
    a. psychometric
    b. information processing
    c. Gestalt
    d. structural
    ANS: c REF: Insight: Gestalt Theory DIF: Moderate MSC: TYPE: Factual

30. According to _____ psychologists, insight problems require problem solvers to perceive the problem as a whole, which differs from perceiving the problem as a collection of its parts.
    a. Gestalt
    b. information processing
    c. structural
    d. behavioral
    ANS: a REF: Insight: Gestalt Theory DIF: Easy MSC: TYPE: Factual

31. _____ refers to thought processes that involve novel insights that go beyond the bounds of existing associations.
    a. Convergent thinking
    b. Positive transfer
    c. Reproductive thinking
    d. Productive thinking
    ANS: d REF: Productive Thinking DIF: Moderate MSC: TYPE: Factual

32. This type of thinking is when the person is working with associations that are already known and this type of thinking is not associated with insight problems.
    a. reproductive thinking
    b. productive thinking
    c. convergent thinking
    d. divergent thinking
    ANS: a REF: Reproductive Thinking DIF: Moderate MSC: TYPE: Factual

33. This view of insight suggests that there is something special about insight. Support for this view is that problem-solvers show poor ability in predicting success until just prior to solving the problem. Thus, problem-solvers for insight problems lack an incremental increase in terms of predicting success of finding a solution.
    a. The Neo-Gestaltist view
    b. The nothing-special view
    c. The three-process view
    d. The normal-to-special process view
    ANS: a REF: Insight: Neo-Gestaltist View DIF: Moderate MSC: TYPE: Conceptual

34. fMRI studies have revealed increased activity in _____ when a person experiences insight.
    a. Brodmann's areas
    b. Dorsilateral prefrontal cortex
    c. Right anterior superior-temporal gyrus
    d. Occipital lobe
    ANS: c REF: Insight: Neuroscience DIF: Moderate MSC: TYPE: Factual

35. Neuropsychological studies have demonstrated that activation in the right anterior temporal area is related to insight. Which of the following statements *best* describes that relationship?
    a. Increased activity is associated with insight but not with other types of problem solving.
    b. Decreased activity in this area predicts occurrence of insight in participants.
    c. Baseline activity in this area predicts success at solving insight problems.
    d. Increased activity in this area immediately precedes insight in participants.
    ANS: d REF: Insight: Neuroscience DIF: Hard MSC: TYPE: Conceptual

36. _____ refers to a cognitive phenomenon in which a person is predisposed to use an existing model for representing information, even when the existing model inadequately represents the information in a new situation.
    a. Heuristic facilitation
    b. Mental set
    c. Algorithm fixedness
    d. Stationary thinking
    ANS: b REF: Mental Set DIF: Moderate MSC: TYPE: Factual

37. When problem-solvers _____, they fixate on a strategy that normally works in solving many problems, but that does not work in solving a particular problem of interest.
    a. have an entrenched mental set
    b. have an unentrenched mental set
    c. experience heuristic facilitation
    d. experience algorithmic fixedness
    ANS: a REF: Mental Set DIF: Moderate MSC: TYPE: Factual NOT: WWW

38. _____ refers to the inability to see that something that is known to have a particular use may also be used for performing other functions.
    a. Functional inhibition
    b. Divergent thinking
    c. Introceptive thinking
    d. Functional fixedness
    ANS: d REF: Functional Fixedness DIF: ModerateMSC: TYPE: Factual NOT: WWW

39. Becoming free of _____ is what first allowed people to use a reshaped coat hanger to get into a locked car, and it is what first allowed thieves to pick simple spring door locks with a credit card.
    a. functional inhibition
    b. divergent thinking
    c. introceptive thinking
    d. functional fixedness
    ANS: d REF: Functional Fixedness DIF: Moderate MSC: TYPE: Application

40. This is a particular type of mental set when one believes that members of a particular social group tend to have similar characteristics.
    a. functional fixedness
    b. stereotypes
    c. negative transfer
    d. convergent thinking
    ANS: b REF: Stereotypes DIF: Easy MSC: TYPE: Factual

41. _____ occurs when solving an earlier problem makes it harder to solve a later one.
    a. Divergent thinking
    b. Functional fixedness
    c. Negative transfer
    d. Positive transfer
    ANS: c REF: Negative Transfer DIF: Easy MSC: TYPE: Factual

42. _____ occurs when solving an earlier problem makes it easier to solve a new problem.
    a. Divergent thinking
    b. Functional fixedness
    c. Negative transfer
    d. Positive transfer
    ANS: d REF: Positive Transfer DIF: Easy MSC: TYPE: Factual

43. _____ refers to any carryover of knowledge or skills from one problem situation to another.
    a. Transfer
    b. Divergent thinking
    c. Functional inhibition
    d. Functional fixation
    ANS: a REF: Transfer DIF: Moderate MSC: TYPE: Factual NOT: WWW

44. Bertha completed a number of problems for an experiment. Two of the problems she noted had the same underlying structure even though the surface features were different. She was able to adapt the solution for the first problem to the second. This is an example of (a/an)
    a. ill-defined problem.
    b. well-defined problem.
    c. transfer of analogies.
    d. transparency.
    ANS: c. REF: Analogical Transfer DIF: Moderate MSC: TYPE: Application

45. Many studies have investigated the ability to identify similar underlying structures in two problems (e.g., the "radiation problem" and "military problem"). Which of the following statements is true regarding human ability to identify these similarities?
    a. Similarities are easily identified when the problems are in the same context.
    b. Individuals spontaneously identify similarities and use them in problem solving.
    c. Individuals typically must explicitly look for similarities in order to find them.
    d. Similarities are more easily identified when the problems are from different domains.
    ANS: c REF: Analogical Transfer DIF: Moderate MSC: TYPE: Conceptual

46. This is the case where an individual is trying to use/apply the structure/solution from one problem on to a new problem.
    a. convergent thinking
    b. intentional transfer
    c. functional fixedness
    d. transparency
    ANS: b REF: Intentional Transfer DIF: Moderate MSC: TYPE: Factual

47. _____ refers to the tendency to believe that problem situations with similar contexts or content also have analogous formal structures or solution paths.
    a. Transparency
    b. Isomorphic inhibition
    c. Negative transfer
    d. Heuristic fixedness
    ANS: a REF: Transparency DIF: Hard MSC: TYPE: Factual

48. _____ refers to a period of rest, following a period of intensive effort in problem solving, during which the problem-solver puts aside the problem for a while, thereby permitting greater mental flexibility so that insights may arise.
    a. The insight facilitation stage
    b. The proceduralization period
    c. The automaticity stage
    d. Incubation
    ANS: d REF: Incubation DIF: Moderate MSC: TYPE: Factual

49. Neuropsychological evidence suggests that this area of the brain is particularly important during the planning phase of problem solving.
    a. prefrontal cortex
    b. left parietal lobe
    c. occipital lobe
    d. fusiform gyrus
    ANS: a. REF: Problem Solving: Neuroscience DIF: Easy MSC: TYPE: Factual

50. According to Sternberg's research, more intelligent subjects take _____ during encoding and formulation of a general strategy to solve a problem; they also take _____ to form and implement strategies for the details of the task.
    a. more time; less time
    b. less time; less time
    c. less time; more time
    d. research is inconclusive
    ANS: a REF: Problem Solving: Neuroscience DIF: Moderate
    MSC: TYPE: Conceptual NOT: WWW

51. _____ is an aspect of problem solving during which the person encodes the problem and formulates a general strategy for attacking the problem.
    a. Fluid planning
    b. Crystallized planning
    c. Global planning
    d. Local planning
    ANS: c REF: Global Planning DIF: Moderate MSC: TYPE: factual

52. _____ is an aspect of problem solving during which the person devises and implements detailed tactics.
    a. Fluid planning
    b. Crystallized planning
    c. Global planning
    d. Local planning
    ANS: d REF: Local Planning DIF: Moderate MSC: TYPE: Factual

53. Studies show that expert problem-solvers tend to devote more of their mental resources to _____ planning than do novice problem solvers.
    a. global
    b. local
    c. isomorphic
    d. heuristic
    ANS: a REF: Global Planning DIF: Moderate MSC: TYPE: Factual

54. Studies show that expert problem-solvers tend to devote _____ of their mental resources to global planning than do novice problem solvers.
    a. less
    b. more
    c. the same
    d. a differing amount (depending on the type of problem)
    ANS: b REF: Problem Solving: Expertise DIF: Easy MSC: TYPE: Factual

55. When it comes to writing term papers, Scott takes much longer conducting his research, organizing his notes, and planning his paper than does David. Yet, David requires more time to do the actual writing of the paper than does Scott. From this we can infer that Scott devotes _____ to _____ planning than does David.
    a. more time; global
    b. less time; global
    c. more time; local
    d. less time; crystallized
    ANS: a REF: Problem Solving: Expertise DIF: Hard MSC: TYPE: Conceptual

56. John, an expert chess player, is playing chess with Mark, a novice player. Late in the game Mark "accidentally" knocks over the board spilling the pieces on the floor. In this situation _____ is more likely to remember the position pieces because _____.
    a. Mark; his arousal was higher because he was losing
    b. John; he can rely on sophisticated schemas
    c. John; he focuses on superficial details during a match
    d. John; he is more likely to have "photographic" memory
    ANS: b REF: Problem Solving: Expertise DIF: Moderate MSC: TYPE: Application

57. _____ are statements made by problem solvers. The statements can be about the problem itself or the strategy the individual will use to solve the problem.
    a. Verbal protocols
    b. Musings
    c. Think-alouds
    d. Cognitive walkthroughs
    ANS: a REF: Verbal Protocols DIF: Moderate MSC: TYPE: Factual

58. Asking participants to write about a problem or the methods they will use to solve a problem typically has what effect on problem solving?
    a. Decreases the likelihood of solving a problem.
    b. Slows down problem solving.
    c. Improves problem solving ability.
    d. Makes the problem-solver anxious.
    ANS: c REF: Verbal Protocols DIF: Easy MSC: TYPE: Factual

59. _____ refers to a phenomenon whereby repeated experience with a procedure (e.g., problem-solving in a particular domain) may lead to enhanced performance, requiring little conscious effort or control.
    a. Proceduralized fixedness
    b. Facilitation
    c. Habituation
    d. Automaticity
    ANS: d REF: Expertise: Automaticity DIF: Moderate MSC: TYPE: Factual

60. Which of the following has not been identified as a factor contributing to expertise?
    a. Tendency to approach problems and tasks systematically.
    b. Superior ability to predict outcomes.
    c. Early experiences in educational settings.
    d. Superior abilities due to genetic heritage.
    ANS: c REF: Expertise DIF: Moderate MSC: TYPE: Conceptual

61. Early information-processing research centered on computer simulations of human intelligence as well as computer systems that use optimal methods to solve tasks. These types of programs are examples of
    a. informational systems analysis.
    b. artificial intelligence.
    c. psychometric modeling.
    d. computational intelligence.
    ANS: b REF: Artificial Intelligence DIF: ModerateMSC: TYPE: Factual NOT: WWW

62. This proposed method of determining if a computer program is intelligent is if it passes the ____. The AI program passes if an individual has a difficult time distinguishing between the performance ("conversation") of a human from that of a computer.
    a. Intuition Test
    b. Chatterbot Test
    c. Turing Test
    d. MYCIN Test
    ANS: c REF: Turing Test DIF: Moderate MSC: TYPE: Factual

63. ___ are a type of AI computer program that simulate the reasoning of competent individuals in a particular area of specialty (use if-then rules to capture this knowledge).
    a. Expert systems
    b. Case-based reasoning
    c. General Problem Solver (GPS)
    d. Emergent Intelligence Program
    ANS: a REF: Expert Systems DIF: Moderate MSC: TYPE: Factual

64. _____ refers to the production of something that is both original and worthwhile.
    a. Insight
    b. Creativity
    c. Mental set
    d. Fluidity
    ANS: b REF: Creativity DIF: Easy MSC: TYPE: Factual

65. This particular psychometric approach for assessing creativity looks at the ability of the individual to produce a variety of responses. Those who generate more are seen as being more creative.
    a. intentional transfer
    b. incubation
    c. convergent production
    d. divergent production
    ANS: d REF: Creativity: Divergent Production DIF: Moderate
    MSC: TYPE: Factual NOT: WWW

66. This specific test for creativity looks at a number of different measures including "diversity,numerosity, and appropriateness of responses to open-ended questions" (e.g., think of all the possible way you can use your shoelaces).
    a. Creative Aptitude Test (CAT)
    b. Torrance Tests of Creative Thinking
    c. Generative Test of Creativity
    d. Multiple Measures Test of Creativity
    ANS: b REF: Creativity: Torrance Tests DIF: Moderate MSC: TYPE: Factual

67. Which of the following characteristics has *not* been associated with highly creative individuals?
    a. openness to new experiences
    b. low hostile towards others
    c. expertise in a specific area
    d. high in self-acceptance
    ANS: b REF: Creativity Characteristics DIF: Moderate MSC: TYPE: Factual

68. Some researchers argue that _____ motivators are essential to creativity and that _____ motivators may actually impede creativity under some circumstances.
    a. global; local
    b. local; global
    c. extrinsic; intrinsic
    d. intrinsic; extrinsic
    ANS: d REF: Creativity: Motivation DIF: Moderate MSC: TYPE: Conceptual

69. Sheer enjoyment of the creative process and personal desire to solve a problem are examples of _____ motivators.
    a. intrinsic
    b. extrinsic
    c. global
    d. local
    ANS: a REF: Creativity: Motivation DIF: Easy MSC: TYPE: Factual

70. Desire for fame or fortune is an example of a(n) _____ motivator.
    a. intrinsic
    b. extrinsic
    c. global
    d. local
    ANS: b REF: Creativity: Motivation DIF: Easy MSC: TYPE: Factual

71. According to Howard Gardner, creative individuals tend to have early family lives that are
    a. rather strict but moderately supportive.
    b. permissive but not supportive.
    c. permissive and highly supportive.
    d. rather strict and not supportive.
    ANS: a REF: Contributions to Creativity DIF: Moderate MSC: TYPE: Factual

72. This theory suggests that both individual factors as well as environmental factors need to converge in order for creativity to occur. A creative individual, then, often finds undervalued ideas, develops them, and then moves on after others recognize the value of the idea.
    a. well-structured problems
    b. productive theory
    c. selective-combination insights
    d. investment theory of creativity
    ANS: d REF: Contributions to Creativity DIF: Hard MSC: TYPE: Conceptual

73. According to Sternberg and Lubart's investment theory of creativity, creative individuals
    a. always take big risks.
    b. never take big risks.
    c. buy high and sell low in the world of ideas.
    d. buy low and sell high in the world of ideas.
    ANS: d REF: Creativity: Investment Theory DIF: Easy MSC: TYPE: Factual

74. During her studies, Mallory stumbles across an idea that many people in her discipline have ignored because they do not see the value in it. Mallory, in contrast, sees the hidden potential in that idea and develops its potential. This process typifies the
    a. investment theory of creativity.
    b. selective-combination of insights.
    c. productive nature of creativity.
    d. recursive nature of creativity.

    ANS: a REF: Creativity: Investment Theory DIF: Moderate MSC: TYPE: Conceptual NOT: WWW

75. Which of the following is *true* regarding the neuroscience of creativity?
    a. Prefrontal activity is unrelated to creative processes or thinking.
    b. Thinning of the left frontal lobe is correlated with high creativity scores.
    c. Suppression of Brodmann's area 39 is correlated with greater creativity.
    d. Thickening of the right angular gyrus is associated with lower creativity.

    ANS: b REF: Creativity: Neuroscience DIF: Hard MSC: TYPE: Factual

Chapter 12
TEST BANK

1. The goal of _____ is to select from among choices or to evaluate opportunities.
   a. reasoning
   b. judgment and decision making
   c. reasoning and judgment
   d. decision making and reasoning
   ANS: b REF: Judgment and Decision Making Defined DIF: Moderate
   MSC: TYPE: Factual

2. Most of the early models of classical decision theory were devised by
   a. cognitive psychologists.
   b. physiological psychologists.
   c. philosophers.
   d. economists.
   ANS: d REF: Classical Decision Theory DIF: Moderate
   MSC: TYPE: Factual

3. All of the following statements describe assumptions of an early model of decision making, the "economic man and woman," *except* one. Identify the assumption *not* associated with this model.
   a. Decision-makers are completely informed of all possible options and all possible outcomes of their decision options.
   b. Decision-makers are infinitely sensitive to subtle differences among decision options.
   c. Decision-makers are aware that making errors in judgment is inherent in decision making.
   d. Decision-makers are fully rational in regard to their choice of options.
   ANS: c REF: Classical Decision Theory DIF: Moderate
   MSC: TYPE: Conceptual

4. What is the goal of human action in decision making, according to the subjective expected utility theory?
   a. Utilities for a given action may be predicted for all persons within a given culture.
   b. In making decisions, people seek to maximize pleasure and minimize pain.
   c. In making decisions, people seek to maximize their maximum gain.
   d. In making decisions, people seek to maximize their minimum gain.
   ANS: b REF: Subjective Expected Utility Theory DIF: Easy MSC:
   TYPE: Factual

5. What is the idea behind the subjective expected utility theory?
   a. Utilities for a given action vary from person to person, depending on each person's hopes and fears.
   b. In making decisions, people use objective criteria for studying probabilities of outcomes but subjective criteria for evaluating each outcome.
   c. In making decisions, people seek to maximize their maximum gain.
   d. In making decisions, people seek to maximize their minimum gain.
   ANS: a REF: Subjective Expected Utility Theory DIF: Moderate MSC: TYPE: Conceptual

6. Stephanie and Steve are looking at a variety of cars, as they are trying to select a new vehicle. Given that they selected very different vehicles, it appears that their calculations were based on individual versus objective information. Decisions based on each of their own preferences would be called
   a. conditional probability.
   b. subjective probability.
   c. bounded rationality.
   d. false-consensus effect.
   ANS: b REF: Subjective Probability DIF: Moderate MSC: TYPE: Application

7. When making a decision, the use of one's individual values versus use of objective criteria is reflective of what concept?
   a. subjective utility
   b. subjective probability
   c. conditional probability
   d. pragmatic reasoning
   ANS: a REF: Subjective Utility DIF: Moderate MSC: TYPE: Factual

8. This notion suggests that we do *not* have infinite sensitivity when evaluating an number of different options. Rather when making decisions "we are rational but within limits."
   a. opportunity costs
   b. subjective probability
   c. bounded rationality
   d. perspective effects
   ANS: c REF: Bounded Rationality DIF: Moderate MSC: TYPE: Conceptual NOT: WWW

9. According to _____, we typically use a decision-making strategy called satisficing.
   a. Amos Tversky
   b. Michael Ross
   c. Daniel Kahneman
   d. Herbert Simon
   ANS: d REF: Satisficing DIF: Hard MSC: TYPE: Factual

10. The theory of satisficing states that
    a. all decision making is strengthened or weakened depending on whether there is a reward for a certain decision.
    b. decision making is geared toward seeking to maximize pleasure and minimize pain.
    c. we consider options one by one, and then we select an option as soon as we find one that is just good enough.
    d. people make decisions that would ultimately bring satisfaction to themselves, regardless of the effect the decision has on others.

    ANS: c REF: Satisficing DIF: Moderate MSC: TYPE: Conceptual

11. Satisficing makes it more difficult for people to make fully rational decisions because, in satisficing,
    a. we do not consider all possible options, but rather consider a few until we find one that is satisfactory.
    b. we consider the additional variable of an incentive, or reward, in the decision-making process.
    c. we limit the number of options we consider in causing us to seek to minimize pain.
    d. we often become irrational and unable to make a well-reasoned decision.

    ANS: a REF: Satisficing DIF: ModerateMSC: TYPE: Conceptual NOT: WWW

12. _____ is a process in which we focus on one attribute of the various options, form a minimum criterion for that attribute, and then exclude all options that do not meet that criterion.
    a. Illusory correlation
    b. Inductive reasoning
    c. *Modus ponens*
    d. Elimination by aspects

    ANS: d REF: Elimination by Aspects DIF: Moderate MSC: TYPE: Factual

13. This type of reasoning is used when evaluating scientific hypotheses and is an estimate of the likelihood of one event given another event.
    a. subjective utility
    b. subjective probability
    c. conditional probability
    d. pragmatic reasoning

    ANS: c REF: Conditional Probability DIF: Moderate MSC: TYPE: Factual

14. Which of the following is *not* a heuristic people use in making decisions?
    a. representativeness
    b. availability
    c. adjustment-from-an-anchor
    d. categorical

    ANS: d REF: Heuristics DIF: Moderate MSC: TYPE: Conceptual

15. Wilma throws two peaches, two apples, and two pears into a basket and shakes up the basket. Blindfolded, she takes each piece of fruit from the basket and places them all in a line on a table. According to Tom, who is using the heuristic of representativeness, which of the following is the most probable arrangement?
    a. peach, pear, apple, pear, apple, peach
    b. pear, pear, apple, apple, peach, peach
    c. apple, apple, pear, pear, peach, peach
    d. pear, peach, apple, pear, peach, apple
    ANS: a REF: Representativeness DIF: Easy MSC: TYPE: Application

16. Andy is throwing dice. The probability that he will throw a 1,2,3,4,5,6 sequence is _____ than/as his throwing a 4,2,5,6,3,1 sequence.
    a. 6 times smaller
    b. 36 times smaller
    c. not as great
    d. the same
    ANS: d REF: Representativeness DIF: Moderate MSC: TYPE: Application

17. "I keep hearing about that book, so it must be worth reading." This statement suggests use of what heuristic?
    a. availability
    b. antithesis
    c. synthesis
    d. antisynthesis
    ANS: a REF: Availability Heuristic DIF: ModerateMSC: TYPE: Application NOT: WWW

18. Although their sum is the same, which group would appear to have the greatest sum, using the anchoring-and-adjustment heuristic?
    a. 1+3+2+4+8+17+21+33
    b. 33+17+8+21+3+1+2+4
    c. 33+21+17+8+2+3+1+4
    d. 3+2+8+17+33+21+4+1
    ANS: c REF: Anchoring DIF: Moderate MSC: TYPE: Application

19. The effect of the context on an individual's decision making is referred to as the
    a. fallacy of composition.
    b. hindsight bias.
    c. framing effect.
    d. conjunction fallacy.
    ANS: c REF: Framing Effect DIF: Moderate MSC: TYPE: Factual

20. John often relies on his own experiences and the accuracy of his judgment over the judgment of others based on what he knows of his own skills and knowledge. This would be an example of a(n)
    a. exclusion fallacy.
    b. subjective probability.
    c. framing effect.
    d. overconfidence.
    ANS: d REF: Overconfidence DIF: Easy MSC: TYPE: Application

21. After the tragedy of 9-11, many people have proposed that there was sufficient evidence to predict those events. Because of this, the government should have been able to prevent 9-11. The believe that we "knew it all along" is referred to as
    a. the framing effect.
    b. hindsight bias.
    c. retroactive bias.
    d. overconfidence.
    ANS: b REF: Hindsight Bias DIF: Easy MSC: TYPE: Application

22. Michelle was trying to figure out the best way to take notes. She tried both a deductive andan inductive approach. She tried highlighting the most important facts. After the exam, she realized it would have been much more to her advantage to concentrate on specifics. Michelle's realization is an example of
    a. overconfidence.
    b. the framing effect.
    c. the illusory correlation.
    d. the hindsight bias.
    ANS: d REF: Hindsight Bias DIF: Moderate MSC: TYPE: Application

23. This notion is the mistaken belief that the current probability of event is influence by prior random events (e.g., flipping a coin and the person get heads 8 times, s/he believes that the 9^{th} coin flip is more likely to be tails).
    a. Sunken Costs
    b. Adjustment from Anchor Heuristic
    c. Gambler's Fallacy
    d. Inclusion Fallacy
    ANS: c REF: Gambler's Fallacy DIF: Moderate MSC: TYPE: Factual NOT: WWW

24. Andy is watching basketball and sees that a player on "his team" has made the last three shots that he took. Andy keeps say "give "--------" the ball!" This demonstrates Andy's belief in (the)
    a. fast-and-frugal heuristic
    b. take-the-best heuristic
    c. hot hand
    d. availability heuristic
    ANS: c REF: Gambler's Fallacy DIF: Easy MSC: TYPE: Application
25. A gambler has lost a game in which there is a 0.5 chance of winning. In fact, she has now lost six times and is trying to figure out her odds of winning on the next try. Taking into consideration the six previous times she lost, her chance of winning is now
    a. more than 50%.
    b. less than 50%.
    c. exactly 50%.
    d. more than 75%.
    ANS: c REF: Gambler's Fallacy DIF: Moderate MSC: TYPE: Application

26. Imagine a professional tennis player. It is _____ probable that he has a graphite tennis racquet than a graphite racquet with high-quality grip tape and a quality shock absorber.
    a. more
    b. slightly less
    c. equally
    d. much less
    ANS: a REF: Conjunction Fallacy DIF: Hard MSC: TYPE: Application

27. Because of the _____ we falsely tend to see particular attributes, categories, or events as going together.
    a. fallacy of composition
    b. tendency to perceive illusory correlation
    c. hindsight bias
    d. framing effect
    ANS: b REF: Illusory Correlation DIF: Moderate MSC: TYPE: Factual

28. Carl recently bought a used car—and it's a lemon. He has spent thousands of dollars on repairing the car, and this week, the mechanic told him it needs a new radiator. Carl thinks about how much money he has put into the car and thinks that, because he has invested so much money in repairs, he'd be better off just making the repair as opposed to spending money to buy a new car. Carl is a victim of
    a. overconfidence.
    b. the sunk-cost fallacy.
    c. opportunity costs.
    d. hindsight bias.
    ANS: b REF: Sunk-Cost Fallacy DIF: Easy MSC: TYPE: Application

29. This particular heuristic sets a standard of rationality based on a number of factors and then makes decisions based on this criteria. This type of decision making is often in environments in which there are often less that optimum solutions.
    a. conjunction fallacy
    b. fast-and-frugal heuristic
    c. take-the-best heuristic
    d. hot hand
    ANS: b REF: Fast-and-Frugal Heuristic DIF: Moderate MSC: TYPE: Factual
30. As part of the job interview process for a large corporation, Wilma is taken out to lunch. Shes trying to decide what to order. When making the decision, she is taking into consideration a number of factors (i.e., cost of the food, ease of eating without any embarrassing moments, etc.). She then selects an item that meets these criteria. This would be an example of
    a. fast-and-frugal heuristic.
    b. conjunction fallacy.
    c. overconfidence heuristic.
    d. take-the-best heuristic.
    ANS: d REF: Take-the-Best Heuristic DIF: Moderate MSC: TYPE: Application

31. This notion realizes that when a potentially advantageous situation arises that one may need to consider the "price" for taking advantage of the situation. In other words, this concept recognizes that making one decision may come at the price of other potential situations.
    a. opportunity costs.
    b. overconfidence.
    c. inclusion fallacy.
    d. bounded rationality.
    ANS: a REF: Opportunity Costs DIF: Moderate MSC: TYPE: Conceptual

32. Most people are asked to work in groups at some point in time. One reason for this, is that group work can produce superior outcomes. Which of the following is *not* a benefit associated with group work?
    a. Group memory exceeds individual memory.
    b. Groups can benefit from each member's expertise.
    c. Groups make quicker decisions.
    d. Groups can generate more ideas.
    ANS: c REF: Benefits of Group Decision Making DIF: Easy MSC: TYPE: Factual

33. Which of the following is *not* a characteristic associated with groups that are successful in decision making?
    a. open communication
    b. group is small in size
    c. members have diverse mind-sets
    d. members identify with the group
    ANS: c REF: Effective Group Decision Making DIF: Easy MSC: TYPE: Factual
34. A group has to make a decision under anxious circumstances. During the discussion the group members are trying to avoid any conflicts and so any dissent is quickly dismissed which leads to the group coming to a premature decision. This is an example of
    a. group cohesion.
    b. group think.
    c. pragmatic reasoning schema.
    d. overconfidence.
    ANS: b REF: Groupthink DIF: Easy MSC: TYPE: Factual

35. Rob has appointed himself to enforce the group norm. So during the discussion every time Ralph brings up an objection Rob counters what Ralph has to say. Sometimes criticizing Ralph himself. Criticism of Ralph would be an example of
    a. squelching of dissent.
    b. closed-mindedness.
    c. a group enforcer.
    d. formation of a "mindguard."
    ANS: a REF: Groupthink: Squelching Dissent DIF: Moderate MSC: TYPE: Application

36. Instead of studying for a big exam the next day, a group of students instead decided to go see a movie. When questioned about why they were going to the movie instead of studying, Ralph explained that "Going to the movie was a way of helping the mind to relax, and in fact, by going to the movie, they were going to make their study time later more effective because of the improved mood that they will be in. So by not going to the movie they were actually hurting their grades." From the group think perspective, this is an example of
    a. rationalization.
    b. feeling unanimous.
    c. justification.
    d. discussion enforcer.
    ANS: a REF: Groupthink: Rationalization DIF: Moderate MSC: TYPE: Application

37. Rob has self appointed himself to enforce the group norm. So during the discussion every time Ralph brings up an objection Rob counters what Ralph has to say. Sometimes criticizing Ralph himself. Rob's self appointed role can be seen as
    a. discussion enforcer.
    b. closed-mindedness.
    c. formation of a "mindguard."
    d. squelching of dissent.
    ANS: c REF: Group think: "Mindguard" DIF: Moderate
    MSC: TYPE: Application
38. One of the symptoms of groupthink is when a group thinks that due to the qualities of the group (i.e., intelligence) that it must have made the correct decision. This would be an example of
    a. feeling invulnerable.
    b. feeling unanimous.
    c. squelching of dissent.
    d. closed-mindedness.
    ANS: a REF: Groupthink: Invulnerability DIF: Moderate MSC: TYPE: Factual

39. During groupthink the group is not willing to entertain other ideas that are inconsistent with the view of the group. This would be an example of
    a. group focus.
    b. close-mindedness.
    c. rationalization.
    d. feeling unanimous.
    ANS: b REF: Groupthink: Closed-Mindedness DIF: Moderate
    MSC: TYPE: Factual

40. Groupthink can reduce the effectiveness of group decision making. One can reduce groupthink by
    a. limiting interactions between group members.
    b. forming subgroups to simultaneously work on the problem.
    c. having a leader who "weeds out" unpopular ideas.
    d. not having a leader in the group.
    ANS: b REF: Groupthink Antidotes DIF: Moderate MSC: TYPE: Conceptual

41. Increased activation in the _____ has been observed during decision making tasks.
    a. prefrontal cortex and anterior cingulate cortex
    b. premotor cortex and limbic system
    c. nucleus accumbens and parietal lobe
    d. hypothalamus and Broca's area
    ANS: a REF: Neuroscience of Decision Making DIF: Moderate
    MSC: TYPE: Factual

42. The goal of _____ is to draw conclusions from principles and from evidence.
    a. reasoning
    b. problem solving
    c. judgment and decision making
    d. decision making and reasoning
    ANS: a REF: Reasoning Defined DIF: Moderate MSC: TYPE: Factual
43. Deductive reasoning makes use of _____ which can be thought of as assertions that can be either true or false.
    a. satisficing
    b. subjective expected utility theory
    c. method of difference
    d. proposition
    ANS: d REF: Deductive Reasoning Proposition DIF: Moderate MSC: TYPE: Factual

44. A primary type of deductive reasoning in which the reasoner must draw a conclusion based on an if-then proposition is referred to as
    a. conditional reasoning.
    b. *modus tollens* argument.
    c. a linear syllogism.
    d. a categorical syllogism.
    ANS: a REF: Conditional Reasoning DIF: Moderate MSC: TYPE: Factual

45. Which of the following is *false* regarding deductive and inductive reasoning?
    a. Deductive reasoning involves reasoning from general principles to specific facts or instances.
    b. Syllogisms involve deductive reasoning.
    c. Inductively based conclusions can be proved, whereas deductively based conclusions cannot be proved.
    d. Inductively reasoned arguments can be disproved by even one contrary observation.
    ANS: c REF: Inductive versus Deductive Reasoning DIF: Hard MSC: TYPE: Conceptual

46. Which of the following statements is *not* deductively valid?
    a. If people watch television, then they get a headache. They watch television. Therefore, they get a headache.
    b. If a student writes an abstract for a paper, then she gets a good grade. A student's paper is abstract. Therefore, the student gets a good grade.
    c. If the sky is clear, then there are no clouds. The sky is clear. Therefore, there are no clouds.
    d. If a black cat crosses your path, then you will have bad luck. A black cat crosses your path. Therefore, you will have bad luck.
    ANS: b REF: Deductive Reasoning DIF: Hard MSC: TYPE: Conceptual NOT: WWW

47. Which of the following is a *modus ponens* argument?
    a. If you are happy, then you smile. You are happy. Therefore, you smile.
    b. If thieves are skilled, they do not bungle their robberies. Thieves are not skilled. Therefore, they bungle their robberies.
    c. If you are happy, then you smile. You are not happy. Therefore, you do not smile.
    d. If thieves are skilled, then they do not bungle their robberies. Thieves do not bungle their robberies. Therefore, they are skilled.

    ANS: a REF: Conditional Reasoning Arguments DIF: Hard MSC: TYPE: Application

48. Which of the following is a *modus tollens* argument?
    a. If you are born, then you have parents. You do not have parents. Therefore, you are not born.
    b. If a fly bites you, then your arm swells. A fly bites you. Therefore, your arm swells.
    c. If you eat too much, then you get fat. You do not eat too much. Therefore, you do not get fat.
    d. If fish live in the water, then they have gills. Fish do not live in the water. Therefore, they do not have gills.

    ANS: a REF: Conditional Reasoning Arguments DIF: Hard MSC: TYPE: Application

49. The conditional proposition is "If it is a chair then it is a piece of furniture." Existing condition is that it is not a chair. The inference made is that it is not a piece of furniture. This particular type of fallacy is called
    a. affirming the antecedent.
    b. affirming the consequent.
    c. denying the antecedent.
    d. denying the consequent.

    ANS: c REF: Conditional Reasoning Fallacies DIF: Hard MSC: TYPE: Application

50. The conditional proposition is "If it is a chair then it is a piece of furniture. " Existing condition is that it is a piece of furniture. The inference made is that it is a chair. This particular type of fallacy is called
    a. affirming the antecedent.
    b. affirming the consequent.
    c. denying the antecedent.
    d. denying the consequent.

    ANS: b REF: Conditional Reasoning Fallacies DIF: Hard MSC: TYPE: Application

51. In this task participants are shown a set of four two-sided cards (a number on one side and a letter on the other side). The participant is given a conditional statement and then has to decide which card(s) he must turn over to determine whether or not the conditional statement is true.
    a. syllogism task
    b. Myer's card task
    c. Wason selection task
    d. affirmation task
    ANS: c REF: Wason Selection Task DIF: Easy MSC: TYPE: Factual

52. Evidence from more naturalistic studies of decision making reveal that when solving conditional probabilities most people recognize and use the _____ argument, but fail to use the _____ argument.
    a. *modus ponens*; *modus tollens*
    b. *modus tollens*; consequent
    c. consequent; antecedent
    d. *modus ponens*; consequent
    ANS: a REF: Conditional Reasoning Failures DIF: Moderate MSC: TYPE: Factual

53. General organizing principles related to specific types of goals are termed
    a. confirmation bias.
    b. pragmatic reasoning schemas.
    c. casual inferences.
    d. fallacies.
    ANS: b REF: Pragmatic Reasoning Schema DIF: Hard
    MSC: TYPE: Factual NOT: WWW

54. Mark sees a man walk into a bank downtown. Suddenly, alarms sound, people scream, and Mark sees the same man run out of the bank carrying a gun and a bag of money. Because Mark has never seen such an occurrence before, he uses a _____ to deduce that the man is a robber.
    a. conversion strategy
    b. syllogistic schema
    c. transitive-inference strategy
    d. pragmatic reasoning schema
    ANS: d REF: Pragmatic Reasoning Schema DIF: Moderate MSC: TYPE: Application

55. When the Wason selection task is placed in a familiar context (e.g., legal drinking age), participants
    a. perform as well as they do on the original task.
    b. perform better than they do on the original task.
    c. perform worse than they do on the original task.
    d. do not make any errors.
    ANS: b REF: Wason Selection Task DIF: Easy MSC: TYPE: Factual
56. Cosmides (1989) has proposed that these two kinds of inferences were particularly useful during social interactions in our evolutionary history.
    a. physical prowess and sociability
    b. cheater detection and hunter detection
    c. cost-benefit relationships and cheater detection
    d. temperament and relationships benefits
    ANS: c REF: Evolution and Reasoning DIF: Moderate MSC: TYPE: Conceptual

57. Deductive arguments that involve drawing conclusions from two premises are referred to as a(n)
    a. illicit conversion.
    b. *modus ponens* argument.
    c. syllogism.
    d. *modus tollens* argument.
    ANS: c REF: Syllogism Defined DIF: Hard MSC: TYPE: Factual NOT: WWW

58. All of the following are parts of a categorical syllogism *except*
    a. the major premise.
    b. the conditional premise.
    c. the minor premise.
    d. the conclusion.
    ANS: b REF: Syllogism Defined DIF: Moderate MSC: TYPE: Conceptual

59. All animals breathe. All humans are animals. Therefore, all humans breathe. The above is an example of a(n)
    a. if-then statement.
    b. linear syllogism.
    c. illicit conversion.
    d. categorical syllogism.
    ANS: d REF: Categorical Syllogism DIF: Moderate MSC: TYPE: Application

60. With syllogisms there are some combinations that one is unable to "draw logically valid conclusions from." Identify which combination of forms would be considered not logically valid.
    a. two universal affirmatives statements
    b. two particular affirmative statements
    c. one universal affirmative and one particular affirmative statement
    d. one universal negative statement and one particular affirmative statement
    ANS: b REF: Syllogism Defined DIF: Hard MSC: TYPE: Conceptual
61. These types of statements for a categorical syllogism are in the form "All A are B" in whicha positive statement is made about all the members in that class (e.g., all cognitive psychology students are brilliant).
    a. particular affirmative statements
    b. particular negative statements
    c. universal affirmatives
    d. universal negative statements
    ANS: c REF: Categorical Syllogism Premises DIF: Hard MSC: TYPE: Conceptual

62. These types of statements for a categorical syllogism are in the form "No A are B" in which a negative statement is made about all members in that class (e.g., no cognitive psychology students are unicyclists).
    a. particular affirmative statements
    b. particular negative statements
    c. universal affirmatives
    d. universal negative statements
    ANS: d REF: Categorical Syllogism Premises DIF: Hard MSC: TYPE: Conceptual

63. These types of statements for a categorical syllogism are in the form "Some A are B" in which a subset of the members in that class are said to belong to or posses quality B (e.g., some cognitive psychology students are basketball players).
    a. particular affirmative statements
    b. particular negative statements
    c. universal affirmatives
    d. universal negative statements
    ANS: a REF: Categorical Syllogism Premises DIF: Hard MSC: TYPE: Conceptual

64. These types of statements for a categorical syllogism are in the form "Some A are not B" in which a subset of the members in that class are said to not belong to or posses quality B (e.g., some cognitive psychology students are not basketball players).
    a. particular affirmative statements
    b. particular negative statements
    c. universal affirmatives
    d. universal negative statements
    ANS: b REF: Categorical Syllogism Premises DIF: Hard MSC: TYPE: Conceptual
65. Premise 1: No cats are dogs. Premise 2: Some people are nervous. Rob uses a particular strategy to solve a categorical syllogism. Based on premise 2 (above), his conclusion is negative. Based on premise 2, his conclusion is particular. The strategy Rob is using is the
    a. Venn diagram.
    b. illicit-conversion strategy.
    c. pragmatic-reasoning schema.
    d. atmosphere theory.
    ANS: d REF: Atmosphere Theory DIF: Hard MSC: TYPE: Application

66. This theory for solving syllogisms suggests that semantic processes are used to construct ananalogous representation which may or may not lead to deductively valid conclusion.
    a. mental models
    b. categorical syllogisms
    c. linear syllogisms
    d. categorical inferences
    ANS: a REF: Solving Syllogisms DIF: Moderate MSC: TYPE: Factual

67. Applying prior strategies with syllogisms to new situations in which they may not work would be a type of heuristic which is called
    a. opportunity costs.
    b. illusory correlation.
    c. overextension errors.
    d. discounting error.
    ANS: c REF: Solving Syllogisms DIF: Moderate MSC: TYPE: Factual

68. Janet is trying to solve a syllogism. The particular sequencing of the terms has prevented her from reaching an accurate conclusion. Instead of first deciding whether the syllogism is deductively valid, she jumps to a conclusion. Janet was influenced by _____ effects/reasoning.
    a. premise-phrasing
    b. foreclosure
    c. ad hominem
    d. overextension
    ANS: a REF: Solving Syllogisms: Premise Phrasing DIF: Hard MSC: TYPE: Application

69. If we fail to consider all of the possibilities before reaching a conclusion, we are experiencing the _____ effect.
    a. premise-phrasing
    b. foreclosure
    c. ad hominem
    d. canon
    ANS: b REF: Foreclosure DIF: Moderate MSC: TYPE: Factual
70. We tend to find support for our conclusions through our mental models and other cognitive processes when we engage in a. pragmatic reasoning.
    b. overextension errors.
    c. confirmation bias.
    d. overconfidence.
    ANS: c REF: Confirmation Bias DIF: Moderate MSC: TYPE: Factual

71. Putting all the pieces of evidence together leads us to a conclusion: "The butler did it." This reasoning is
    a. deductive.
    b. inductive.
    c. abductive.
    d. reductive.
    ANS: b REF: Inductive Reasoning Defined DIF: Moderate MSC: TYPE: Application

72. The fundamental distinction between deductive and inductive reasoning is that
    a. with deductive reasoning we can never reach a logically certain conclusion.
    b. deductive reasoning takes more time and is more difficult.
    c. with inductive reasoning we can never reach a logically certain conclusion.
    d. inductive reasoning takes more time and is more difficult.
    ANS: c REF: Inductive versus Deductive Reasoning DIF: Moderate MSC: TYPE: Conceptual

73. Any time an event occurs there may be any number of contributing factors (e.g., computer crash). For this particular phenomenon, _____, once we find one factor we often stop looking for other contributing factors.
    a. exclusion fallacy
    b. bounded rationality
    c. overextension errors
    d. discounting error
    ANS: d REF: Discounting Error DIF: Moderate MSC: TYPE: Conceptual

74. Research into inductive reasoning takes a look at how people make judgments concerning what causes something else.
    a. causal inferences
    b. satisficing
    c. subjective expected utility theory
    d. discounting error
    ANS: a REF: Causal Inferences DIF: Moderate MSC: TYPE: Factual
75. With this particular type of confirmation bias, one may have low expectations of another in which that person then respond with less of an effort. The person's behavior than "confirms" your beliefs.
    a. availability heuristic
    b. self-fulfilling prophecy
    c. reasoning by analogy
    d. overextension error
    ANS: b REF: Self-fulfilling Prophecy DIF: Moderate MSC: TYPE: Factual

76. "Fire is to asbestos as water is to (a) vinyl, (b) air, (c) cotton, (d) faucet." This is an example of
    a. reasoning by analogy.
    b. conditional reasoning.
    c. social exchange schema.
    d. bounded rationality.
    ANS: a REF: Analogical Reasoning DIF: Moderate MSC: TYPE: Application

77. Which form of reasoning is used in solving verbal analogies?
    a. pragmatic
    b. inductive
    c. syllogistic
    d. prepositional
    ANS: b REF: Analogical Reasoning DIF: Hard MSC: TYPE: Factual NOT: WWW

78. This alternative view to reasoning suggests that there are two complementary systems for reasoning. One system, the ____, is involved with mental operations that are based on observed similarities and temporal contiguities while the ___ is involved with manipulating the relations among symbols.
    a. heuristics; biases
    b. biases; heuristics
    c. association system; rule-base system
    d. rule-base system; association system
    ANS: c REF: Dual-Process Theory DIF: Hard MSC: TYPE: Factual

79. Sloman suggests that we have two systems for reasoning, a rule-based system and a(n)
    a. random system.
    b. dialectical system.
    c. paradigmatic system.
    d. associative system.

    ANS: d REF: Dual-Process Theory DIF: Moderate MSC: TYPE: Factual