**Checks for Understanding** – Answer the objectives on a separate sheet of paper in complete sentences. You may work with a partner, but you both must answer all the questions. You can sue your notes, book, or laptop to help answer the questions.

Objective 1| Define *memory*. What does it mean to *encode, store and retrieve*?

Objective 2| Describe Atkinson-Shiffrin's classic three-stage processing model of memory, and explain how the contemporary model of working memory differs.

Objective 3| Contrast effortful processing with automatic processing. List some of the types of information we encode automatically.

Objective 4| Briefly summarize Hermann Ebbinghaus' experiments. Explain his findings on *rehearsal* and his *forgetting curve (you will need to come back to this question later in order to answer the forgetting curve portion).*

Objective 5| Discuss the next-in-line effect, the spacing effect, and the serial position effect.

Objective 6| Compare the benefits of visual, acoustic, and semantic encoding in remembering verbal information. How does creating self-reference also enhance memory?

Objective 7| Explain how encoding imagery aids effortful processing, and describe some memory-enhancing strategies that use visual encoding.

Objective 8| Discuss the use of chunking and hierarchies in effortful processing.

Objective 9| Contrast three types of sensory memory.

Objective 10| Describe the duration and working capacity of short-term memory.

Objective 11 | Describe the capacity and duration of long-term memory.

Objective 12 | Discuss the synaptic changes that accompany memory formation and storage (Long-Term Potentiation).

Objective 13 | Discuss some ways stress hormones can affect memory. Explain how flashbulb memories differ from other memories.

Objective 14| Distinguish between implicit and explicit memory, and identify the main brain structure associated with each.

Objective 15| Contrast recall, recognition, and relearning measures of memory.

Objective 16| Explain how retrieval cues help us access stored memories, and describe the process of priming.

Objective 17| Cite some ways that context can affect retrieval.

Objective 18| Describe the effects of internal states (MOOD) on retrieval.

Objective 19| Discuss the role of encoding failure in forgetting.

Objective 20| Discuss the concept of storage decay, and describe Ebbinghaus' forgetting curve.

Objective 21| Contrast proactive and retroactive interference, and explain how they can cause retrieval failure.

Objective 22| Summarize Freud's concept of repression, and state whether this view is reflected in current memory research.

Objective 23| Explain how misinformation and imagination can distort our memory of an event.

Objective 24| Describe source amnesia's contribution to false memories.

Objective 25| List some differences and similarities between true and false memories.

Objective 26| Give arguments supporting and rejecting the position that very young children's reports of abuse are reliable.

Objective 27| Discuss the controversy over reports of repressed and recovered memories of childhood sexual abuse.

Objective 28| Explain how an understanding of memory can contribute to effective study techniques.

Objective 29| Define cognition.

Objective 30| Describe the roles of categories, hierarchies, definitions, and prototypes in concept formation.

Objective 31| Compare algorithms and heuristics as problem solving strategies, and explain how insight differs from both of them.

Objective 32| Contrast the confirmation bias and fixation, and explain how they can interfere with effective problem solving.

Objective 33| Contrast the representativeness and availability heuristics, and explain how they can cause us to underestimate or ignore important information.

Objective 34| Describe the drawbacks and advantages of overconfidence in decision making.

Objective 35| Describe how others can use framing to elicit from us the answers they want.

Objective 36| Define *belief bias* and explain how our preexisting beliefs can distort our logic**.**

Objective 37| Define *belief perseverance* and describe the remedy for the belief perseverance phenomenon**.**

Objective 38| Describe the basic structural units of a language.

Objective 39| Trace the course of language acquisition from the babbling stage through the two-word stage.

Objective 40| Discuss Skinner's and Chomsky's contributions to the nature-nurture debate over how children acquire language, and explain why statistical learning and critical periods are important concepts in children's language and learning.

Objective 41| Summarize Whorf's linguistic determinism hypothesis, and comment on its standing in contemporary psychology.

Objective 42| Discuss the value of thinking in images.