

Review Sheet for Exam 3

CH 7: Semantic Memory (General Knowledge, or “Generic” Long-Term Memory)

(There were two parts to this chapter: 1) Specific models and 2) Priming experiments.)

- I. Specific models (Know the various models of structure & function & the experiments that tested aspects of these):
 - a. Collins & Quillian model (what are the basic principles of structure and retrieval? (i.e. how is info organized, what is spreading activation & what are its key features?) What experiment tested one of its predictions & how?)
 - b. Smith’s Feature Overlap model (how does it differ from the Collins & Quillian model? What experiment tested one of its predictions & how?)
 - c. Revised Semantic Network model (How is this different from original Collins and Quillian model? What led to these changes?)
- II. Priming experiments
 - Know what a priming task is, and what is measured.
 - Letter-Category vs. Category-Letter priming tasks (Freedman & Loftus, 1971)
 - Priming within vs. across trials (i.e., Loftus & Loftus, 1974)
 - Lexical Decision task: (What is it? What has been shown with it?)
 - Related vs. unrelated word pairs
 - Facilitation vs. inhibition—(e.g., Neely’s experiments)
 - Your book talks about a study on controlled vs. automatic processing and priming (by Neely & colleagues, examining the role of expectation, pp.282-285)

CH. 8: Interactions between Episodic & Semantic Memory (Memory in Broader Contexts)

1. Bartlett’s study—what it showed
2. Several demonstrations were given in class (and some are discussed in the book) on the role of pre-existing knowledge in the formation of new memories. How did these show that what we already know affects what we remember about new information?
3. Semantic integration: What is it? Your book discusses the Bransford and Franks study of sentence memory. A demonstration of this was also given in class.
4. The ability to remember meaning versus the specifics of presentation: Which is generally better? How do we know this? (e.g., Anderson study mentioned in class).
5. Distortions of Memory:
 - a. What is false memory? How can it be induced in a laboratory setting (Roediger & McDermott’s 1995 study)?
 - b. What factors have been shown to contribute to distortions of memory?
 - c. How might laboratory-induced distortions of memory relate to real-world situations? This topic was (or will be) discussed at length in class.

(Implicit Memory [Very end of chapter]—pp. 239-248).

1. Explicit vs. Implicit memory (know the distinction)
 - Amnesia: how do amnesics tend to perform on explicit tasks? Implicit tasks?
 - Be able to list the kinds of tasks used to measure each (e.g., What does recall measure? Perceptual identification?)
 - Functional dissociation: When one variable/manipulation affects 2 measures of memory differently.
 - What sorts of functional dissociations have been shown between implicit and explicit measures of memory? HINT: Some factors that have been shown to benefit explicit memory do not benefit implicit memory. Two were discussed in class. What are they? (hint: think back to factors that help encoding into episodic memory and the type of memory that was being tested there).
 - Brain dissociations:
 - Single (simple) vs. Double dissociation (this was discussed in class; it is also described on pp.53-55--especially the “IN DEPTH” box on p. 54).
 - Implicit memory as might relate to events occurring while one is under anesthesia (in class)

Beginning of Ch. 9 (Language):

Useful Terminology:

- A. Linguistic Universals:
 - 1. Semanticity – sounds carry meaning
 - 2. Arbitrariness – the connection between symbols & what they represent is arbitrary
 - 3. Flexibility & Naming – we give names to things by inventing new words, and we also change meanings (i.e. monitor, cookie)
 - 4. Displacement – with language we are not “stuck” in the present moment, we can communicate about the past and the future.
 - 5. Productivity/Generativity – we invent sentences as we speak them, we don’t just “replay” them like a tape recorder.
- B. Morpheme – smallest meaningful unit of language (e.g., a word, or even a prefix or suffix like “ing.”)

- 1. Phonology – the sounds of a language
 - a. Phonemes = basic sounds of a language
 - b. How are consonant sounds made, as opposed to vowel sounds?
 - c. Variability of sounds – the phonemes coming both before and after a given phoneme influence how that one will actually sound—how do we know this?
 - d. Problem of invariance – The sounds of speech vary a great deal (e.g., the “a” sound in “BAG” is different from the “a” sound in “NAG.” So, how do we accurately perceive the sounds that we are supposed to perceive? Know the studies that have demonstrated this.
 - e. What is the phoneme restoration effect?

What you do NOT need to focus on:

--You do **NOT** need to:

- 1. study pp. 266 (bottom—Physiological evidence) to 275)
- 2. study pp. 286 (Context, connectionism & brain) to top of 295)
- 3. study propositions (pp. 309 – 328).