Study Questions II
Cognitive Bases of Behavior
October 16, 2008

1) Define and understand the following basic terms in the memory literature: short-term vs. long-term memory distinction, levels-of-processing theory, encoding-specificity principle, working memory, declarative-nondeclarative memory distinction, anterograde amnesia, retrograde amnesia, episodic-semantic memory distinction, proactive interference.

2) What are the essential differences between implicit and explicit memory? How is retrieval different in implicit and explicit memory? Comment on the issue of whether the implicit-explicit memory dichotomy requires separate memory systems, or whether it can be understood as an issue of transfer-appropriate processing.

3) What is the two-process theory of remembering? In this theory, what is the difference between recall and recognition? What is the difference between recollection and familiarity in recognition memory?

4) What is the feature comparison model of semantic memory and how does it differ from a network model?

5) What does it mean when theorists say that memory is "reconstructive" as opposed to being "recollective"? Cite some evidence in favor of a reconstructive theory of memory. Can you conceptualize the repressed memory controversy in terms of the reconstructive-recollective distinction?

6) What are the different types of internal and external representations we discussed in class?

7) Describe the esssential features of Paivio's dual coding theory. What does Kosslyn's theory of imagery account for that Paivio's doesn't? Do the major results of image scanning and mental rotation studies support a particular view of mental imagery?

8) What is a proposition? What is the outcome of the famous "imagery-propositional" debate?

9) What are the essential features of a 'stored representation' in connectionist (PDP) architectures? How do such representations differ from those in other types of models?

10) Be familiar with the following language-related terms: morphology, phonology, syntax, semantics, lemma.

11) Describe the essential features of the two-route model of reading discussed in class, and be able to describe the difference between the lexical vs. grapheme-phoneme route to reading. Using this model, explain the difference between phonological dyslexia and deep dyslexia. What are the implications for clinical assessment of reading?

12) What are the differences between garden path and constraint-based theories of parsing?

13) Be familiar with the major forms of aphasia (Broca's, Wernicke's, Conduction, Transcortical Sensory, Transcortical Motor, Anomic). Also know what pure word deafness is and what optic aphasia is and why they are important.

14) Describe the major arguments and issues relating to the structure of semantic memory. What is the difference between modality-specific semantic organization vs. domain-specific semantic organization? Cite one piece of evidence that argues for the presence of multiple semantic systems.

15) Describe the essential features of Dell's "spreading activation" model of speech production and with the Bock/Levelt model of speech production. What are the similarities between these models?

16) How does the interactive activation model of single-word reading account for the word-letter effect and the word superiority effect in a way that is superior to other models?