

**CHAPTER 6**  
**Memory**  
**LEARNING OBJECTIVES**

1. Define encoding, storage, and retrieval and discuss the role of each in our ability to remember. Define and give examples of acoustic, visual, and semantic codes. Explain the difference between recall and recognition. (pp. 199–200)
2. Define and give examples of episodic, semantic, and procedural memories. (p. 200–201)
3. Define and give examples of explicit and implicit memories. (p. 201)
4. Define the levels-of-processing model of memory. Define maintenance and elaborative rehearsal and explain how these concepts relate to the levels-of-processing model. (p. 201)
5. Describe the transfer-appropriate processing model of memory. (p. 201)
6. Describe the parallel distributed processing (PDP) model of memory. (p. 202)
7. Describe the information-processing model of memory. Name the three stages of processing. (p. 202–203)
8. Define sensory memory and sensory registers. Discuss the capacity and duration of sensory memory. Discuss the relationship between selective attention and memory. (p. 203)
9. Define short-term memory (STM). Discuss the relationship between short-term memory and working memory. Describe the various ways in which information is encoded in short-term memory. (pp. 204–205)
10. Discuss the storage capacity of short-term memory. Define immediate memory span and chunks. (pp. 205–206)
11. Discuss the duration of short-term memory. Define and describe the Brown-Peterson procedure. Describe the importance of rehearsal in maintaining information in short-term memory. (p. 206)
12. Define long-term memory (LTM). Discuss the ways in which information is encoded in long-term memory. Describe the storage capacity of long-term memory. Discuss the studies illustrating the distortion of long-term memories. (pp. 207–208)
13. Describe primacy and recency effects, and explain how these effects support a distinction between short-term memory and long-term memory. (pp. 209)
14. Define retrieval cues and explain why their use can increase memory efficiency. Define the encoding specificity principle. (p. 209)
15. Define context-dependent and state-dependent memories and give examples of each. Explain the mood congruency effect. (p. 209)
16. Describe the semantic network theory of memory and explain the principle of spreading activation. (p. 210)
17. Define the tip-of-the-tongue phenomenon and explain how it relates to the semantic network theory of memory. (p. 211)
18. Discuss the research examining constructive memories. (pp.213-214)
19. Describe how PDP memory models explain the formation of constructive memories. Explain how PDP networks can produce spontaneous generalizations, and how they explain the operation of schemas. (pp. 212–214)

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20. Discuss the problems associated with eyewitness testimony in the courtroom. (pp.215-216)
21. Define and describe Ebbinghaus's method of savings. Explain his discoveries and indicate why they are important to memory research. (p. 217)
22. Explain how the processes of decay and interference account for the forgetting of information in short-term and long-term memory. Define retroactive interference and proactive interference and give an example of each. (pp. 218–219)
23. Discuss the controversy surrounding repressed memories. Describe the research on motivated forgetting, false memories, and flashbulb memories. (pp.220-222)
24. Describe the synaptic activity associated with the formation and storage of new memories. Describe the role of the hippocampus in memory formation. Discuss the location of stored memories within the brain, and the brain activity associated with the retrieval of memories. (pp.222-223)
25. Define and give examples of anterograde and retrograde amnesia. (p. 224)
26. Define mnemonics and explain why they improve memory. Give an example of the method of loci. (p. 226)
27. Explain why distributed practice is more effective than massed practice for learning and retaining information. Describe the PQ4R method of reading textbooks. Describe the best method of taking notes in a lecture. (pp.226-227)