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| 1. Explain how we form concepts and then use prototypes to categorize objects, events, ideas, and people.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 2. Explain how the use of algorithms is more accurate than the error-prone use of heuristics.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 3. Describe several heuristics that you might use or that you have used when deciding whether you should (a) study especially hard for a test or (b) ask someone for a date (or accept a date). Under what circumstances are these heuristics likely to contribute to poor decision making?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 4. Provide an example of when you were trying to solve a problem and experienced insight.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 5. Explain confirmation bias. Provide an example of a time when you fell prey to confirmation bias.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 6. Explain how a fixation can prevent people from solving a problem? Can you recall any instances of being fixated on a possible solution to a problem?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 7. Most of the time we judge new experiences on the basis of how well they match particular prototypes. Define the representativeness heuristic and give an example of how you have used it in your own life.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 8. You are responsible for sales of scratch-off lottery tickets. The tickets have not been selling well over the past few months. Describe four ways you could take advantage of people’s use of the availability heuristic to boost sales. Explain why you would judge your tactics to be fair or unfair to your customers.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 9. You are asked to go on a date by a fellow student in your class but are uneasy about going. Explain how your intuition in this instance may be related to both the availability and representativeness heuristic.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 10. Mathilda’s older sister suffers from major depressive disorder. Unfortunately, Mathilda has been incorrectly informed by her parents that there is a 40 percent chance she will also suffer from depression. Explain how the availability heuristic, framing, overconfidence, and belief perseverance might lead Mathilda to conclude that she will definitely develop the symptoms of major depressive disorder.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 11. Alonso is extremely afraid of flying and would rather drive across country to visit his parents than take a commercial flight. Give some possible reasons for Alonso’s irrational fear.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 12. You have an exam in your psychology course tomorrow. You have read the relevant chapters and attended all the lectures, taking careful notes. So, you decide to spend tonight with your friends. Explain the disadvantages of your overconfidence.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 13. Explain how “smart thinkers” use their intuition when making decisions.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 14. Robert Sternberg and his colleagues believe creativity has five components. Using those components as a guideline, describe some ways in which your educational experiences have at times served to encourage, and at other times to inhibit, your creativity. What might you do in your upcoming educational and career pursuits to further enhance your own creativity?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 15. Researchers have discovered that other species of animals can form concepts, display insight, demonstrate self-awareness, learn and remember, and transmit culture. Describe some research demonstrating that animals have at least one of these abilities.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 16. Describe the structural components of language, and explain how together they contribute to our language understanding.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 17. Explain Chomsky's view of universal grammar, and discuss how other researchers on language acquisition have responded to Chomsky's theory.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 18. Deedra has been deaf since birth. Describe the progress of her language development and how her parents might cope with the situation.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 19. Discuss evidence demonstrating the importance of a critical period for learning language. Explain what this critical period suggests regarding the biological and environmental influences on language development.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 20. After falling off his bike and hitting his head on the concrete sidewalk, Mr. McGeorge showed some signs of aphasia. What pattern of symptoms would lead you to believe the damage occurred primarily in Broca's area? What different symptom pattern would be associated with damage to Wernicke's area?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 21. Rudra is 6 months old and is still in the babbling stage of language development. Describe how he is likely to think.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 22. Explain how thinking in images can be beneficial.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 23. Outline the bidirectional relationship between language and thought.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 24. Compare and contrast the language abilities of humans and nonhuman animals.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 25. Although Maira has a beautiful singing voice and is an excellent cellist, her high school intelligence test scores were only average. What does Maira’s experience suggest regarding the nature of intelligence?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 26. Describe how Spearman concluded that we have one general intelligence. What did he mean by general intelligence?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 27. Explain the CHC theory and how it affirmed the existence of a general intellectual ability factor. Discuss how it extended the idea of a general intelligence.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 28. Explain and then compare Gardner’s and Sternberg’s theories of multiple intelligences.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 29. Discuss the role of grit in developing expertise in a particular subject. Describe any instances in which you spent hours learning a subject (or practicing a skill).   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 30. You have been told by your teachers that you exhibit a lot of emotional intelligence. Explain what they mean by that. Be sure to identify in your explanation the four components of emotional intelligence and include an example of each.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 31. Professor Thomas is on the review committee for graduate admissions at his institution. What type of test results is he likely to rely on to demonstrate how well an applicant will be able to do in graduate school, and in which subjects each will excel? Explain why this type of test would be useful as compared with other types of testing.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 32. Define *intelligence quotient,* and describe how this concept was developed.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 33. Psychologist David Wechsler developed the Wechsler Adult Intelligence Scale. Describe the age-related variations of this intelligence test and provide examples of each of the verbal and performance areas of the test.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 34. As the head of the art department in your high school, you have been asked to construct an aptitude test to measure artistic ability. Describe how you would standardize your test and assess its reliability and validity. Explain why it might be more difficult to develop a valid artistic aptitude test than a reliable one.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 35. Melody, who is ten, has just received an extremely high score on an intelligence test. What predictions might we make about Melody's future achievements, health, and longevity?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 36. Santino and Paula are discussing how intelligence changes throughout the life span. Paula believes that intelligence is rather stable, but Santino believes that intelligence can easily be changed. Discuss research evidence that supports each claim.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 37. Imagine that you are a scientist who is examining how intelligence changes with age. Design both a cross-sectional and a longitudinal study to examine how intelligence changes from young to middle to late adulthood. What results would you expect from each type of study?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 38. Discuss the link between intelligence and health. What are the advantages of having high intelligence?  ​   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 39. Discuss how crystallized and fluid intelligences change throughout the life span.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 40. Discuss what heritability studies tell us about the relative roles of heredity and environment in intelligence, explaining how twin and adoption studies contribute to our understanding of intelligence.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 41. Describe the influence of environment on intelligence.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 42. First, define *epigenetics,* then explain how genes and experience together determine our life course.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 43. Describe some gender differences in intelligence, and provide examples of skills in which males and females excel.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 44. Imagine that you are the principal of a large public school with students from a diversity of races, ethnicities, and socioeconomic backgrounds. You are committed to minimizing the effects of stereotype threat so that all students can perform their best. Based on the research, what information would you provide to teachers, and what guidelines would you implement in classrooms and test-taking environments?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 45. Miguel is the oldest son of Cuban parents who immigrated to the United States less than five years ago. Miguel’s high school teachers perceive him to be fairly intelligent, but his SAT scores are low, and he is having trouble getting into college. Miguel’s mother angrily claims that “intelligence tests are biased against Latinos.” Miguel’s father sadly counters, “It’s not the tests that are biased; it’s American education that is biased.” Carefully explain why you would agree or disagree with the comments made by each parent.   |  |  | | --- | --- | | *ANSWER:* |  | |