

Review Questions for Exam 3 (Chapters 8 & 9): Semantic Memory & Language Comprehension

The following questions should be useful in preparing for the exam. You can assume they will cover most of what will be on the exam; however, anything that we have covered in class or that is in the text could conceivably appear on the test.

1. What is semantic memory? What kind of information is stored in semantic memory? What are the various theories concerning the structure of semantic memory?
2. Describe the feature comparison model and how it works? What are its shortcomings?
3. What are defining features? What are characteristic features?
4. What is the typicality effect? Give an example of the typicality effect.
5. Describe the Prototype Approach. Contrast it with the Classical View of Concepts. What exactly is a prototype? Give an example of a prototype for a category.
6. Be able to identify and/or recognize the 5 characteristics of prototypes discussed in Matlin and that I discussed in class.
7. Be able to define basic level, superordinate-level, and subordinate-level categories. Be able to recognize examples of each and/or to generate examples. (For example if car is a basic level category, what would be the corresponding superordinate and subordinate level categories?)
8. Be able to identify four important characteristics of basic level categories or names.
9. What is the Exemplar approach? Contrast and compare it to the Prototype Approach and the Feature Comparison approach. Discuss how the prototype approach and the exemplar approach might be compatible.
10. Describe Network Models of semantic memory and how they work? How are they different from feature comparison models? What advantages do they have over the other theories? Be sure you can identify what nodes and links and that you can explain the process of spreading activation.
11. Be able to define what a proposition is. Be able to give an example of a proposition and/or to recognize whether something is a proposition or not?
12. What is the ACT\* theory?
13. What is a schema? How are schemas used? What is a default value? How can schemas lead to errors in memory?
14. What is a script? How is it different or similar to a schema? Give an example of a script?

15. Do we remember best information that is consistent with a schema or information that is inconsistent with a schema? Explain what other variable actually determines which of these applies or is true?
16. Discuss the factors related to the recall of scripts.
17. Discuss how schemas operate during the various phases of memory (e.g. during encoding or selection of information or later at recall when inferences that were made influence recall)?
18. What is psycholinguistics?
19. Be sure you know what all of the following are and can give an example of each: phoneme, morpheme, semantics, syntax, and pragmatics.
20. What's the difference between semantics and semantic memory?
21. What is a phrase structure grammar? Be able to analyze a simple sentence into its main constituents.
22. What is a transformational grammar? Be able to define and/or identify surface structure and deep structures. What are transformational rules?
23. What are the 3 factors affecting comprehension that Matlin talks about and how does each affect comprehension?
24. What is neurolinguistics?
25. What is aphasia? What are the two types of aphasia we discussed? Be able to define each, describe or list characteristics of each, and to identify the areas of the brain related to each. Be able to identify whether a specific sentence would have been spoken by a Broca's Aphasic or a Wernicke's Aphasic.
26. What is a PET scan? How are PET scans used to study cognitive processes? What is the major limitation of the PET scan technology? What are ERPs and how are they used to study cognitive processes?
27. Be able to list or describe the important differences between comprehending spoken language and reading written language.
28. Describe how the eye carries out the perceptual part of reading. What sorts of movements does the eye make? Saccadic movement, fixations, regressions, etc.
29. What is the moving window technique? What is the perceptual span? What is the width of the perceptual span?
30. Describe each of the theories about how we look at a pattern of letters and recognize a word? What sort of evidence supports each of these theories? What are the implications of these theories for teaching reading to children and for helping children who have reading deficits? According to my presentation in class what is the best current account of why some children have so much difficulty learning to read?
31. Describe two different theories of speech perception and how they differ?

32. Summarize the research on speech perception. Describe some of the important characteristics of speech perception (e.g. pronunciation variability, rate of speech processing by the auditory system, etc.). Explain the importance of context in recognizing speech and the various ways in which context aids speech perception.
33. What is the phoneme restoration effect?