

Chapter 6 Handout

SUPPLEMENT 6.2 PUT IT IN WRITING: CHAPTER CONCEPTS (HANDOUT A)

Following are ten scenarios, each involving memory concepts explained in chapter 6. Read the scenarios and for each write a description of how any of the concepts listed below are at work in the example. Not all concepts will necessarily be represented and some may be represented more than once.

Acoustic codes	Mood congruent memory
Anterograde amnesia	Motivated forgetting
Chunks	Proactive interference
Context dependent memory	Procedural memory
Constructive memory	Recency effect
Decay	Retrieval cues
Elaborative rehearsal	Retroactive interference
Episodic memories	Retrograde amnesia
Maintenance rehearsal	Semantic codes
Mnemonics	State dependent memory

SCENARIO #1

Paul, a passenger in a taxi involved in a serious freeway accident, suffered numerous broken bones and a severe concussion. At first he could remember nothing beyond getting into the cab at the hotel. Over time he began to remember more and more about the incident. Now he can remember everything up until the last twenty seconds before the accident—the most crucial moments!

SCENARIO #2

Oops! During a romantic interlude LaMonte couldn't recall his new girlfriend's name. Unfortunately, he slipped and called out his old girlfriend's name! LaMonte is currently seeking another new girlfriend.

SCENARIO #3

Chris has a real up and down relationship with Riley. Whenever they fight, Chris can only remember the bad times. But when they make up, Chris can only recall the great things about him.

SCENARIO #4

Trina came down with a severe cold just before final exams. In order to quash her symptoms long enough to be able to study for her exams, she plied herself with numerous cold medications. Before the final exam, Trina decided not to take any of the cold remedies in order to clear her head. She did! She couldn't remember much of what she had studied.

SCENARIO #5

In one study college students surveyed about grades they earned in high school accurately remembered all the As they earned. However, they could not accurately recall the Ds.

SCENARIO #6

When mom called him into the kitchen, four-year-old Timmy burst into tears because he could not remember where he put mom's car keys when he was playing bus driver. Mom took Timmy back to the family room where he had been playing. Timmy soon was able to remember where he had put the keys.

SCENARIO #7

The restaurant was packed for the lunch rush and Lee had mislaid his pen. He decided that rather than use precious time to locate another pen, he would just repeat his customers' food orders to himself for the few seconds it took to get to the kitchen where he could enter them into the computer. This worked relatively well as long as no one asked Lee a question while he was on his way to the kitchen.

SCENARIO #8

Christy was upset with herself because she could not offer more help in the police investigation. She had heard noises and voices coming from the apartment next door, but she could only remember that at the time she had thought it unusual for the people who lived there to be so loud and quarrelsome. She could not remember how many voices she heard or whether they were male or female.

SCENARIO #9

Brothers Jasper and Randall were reminiscing about their days together in junior high school. Jasper was certain it was he who got hit in the mouth by the softball because he was the one who was usually outside playing sports and getting bruised up. Randall spent his time in the house working on his model trains. It was only when Randall produced photographs showing that he was the one who had been hit, that Jasper admitted that maybe he just remembered that a lot of time had been spent in the doctor's office that day and assumed it must have been him.

SCENARIO #10

Steven, a pianist, developed schizophrenia at the age of 25. His higher mental functions began to deteriorate and he particularly began to have problems with his memory. His short-term memory began to suffer—he had trouble with simple memory tests requiring the repetition of letters. His long-term memory began to suffer—he often could not remember learning various piano pieces he had mastered. However, he could still play the piano as well as before the onset of his illness.

SUPPLEMENT 6.2 PUT IT IN WRITING: CHAPTER CONCEPTS (HANDOUT B)

Compose an essay addressing the questions posed below. Complete sentences and a college-level discussion of these questions are necessary.

Our memories are not like video tapes—they are like kaleidoscopes—they are constantly changing. Why is this good? Why is this bad? Why do people have problems acknowledging that their memories might be wrong? Do you think that you may have to reconsider the validity of some of your memories? Why or why not?