

Study Guide for Exam 3

This study guide will assist you in using the book material to prepare for the third exam. It does not include information from class that will be covered on the exam (although much of this material from the book overlaps with material from class). The class material will be very important to study as well, as anything we have covered during class could be on the exam. I recommend that you use this guide to help prioritize your studying, but do not do so to the exclusion of reading the chapters in their entirety. If you focus only on individual terms and pieces of information, you will miss the larger picture that comes with seeing how these terms are related to one another. You will probably need to read the text chapters very carefully a couple of times in order to absorb the information accurately. I encourage you to do this and to ask me questions about parts you find confusing.

Important Terms and Concepts

It would be good to be able to define these terms and understand how they are related to the topics we have been discussing in class. Do not just memorize the definitions word-for-word. If you do this, you will run into trouble when you need to apply these terms to new scenarios on the exam. Instead, you will learn best if you learn the meaning of these definitions--try to define them in your own words and then check the book's definition to see if you were accurate.

Zygote	Maturation	Embryo
Fetus	Teratogen	Critical Period
Schemas	Assimilation	Accommodation
Object Permanence	Conservation	Egocentrism
Concrete Operations	Formal Operations	Attachment
Separation Anxiety	Self-Concept	Gender Roles
Puberty	Adolescence	Longitudinal Studies
Cross-Sectional Studies	Psychosocial Development	Social Psychology
Social Cognition	Attitude	Cognitive Dissonance
Persuasion	Mere Exposure Effect	Stereotype
Ingroup/Outgroup	Prejudice	Recategorization
Attribution	Internal Attribution	External Attribution
Attributional Bias	Fundamental Attribution Error/Correspondence Bias	Self-Serving Bias
Belief in a Just World	Passionate Love	Companionate Love
Deindividuation	Norms	Conformity
Compliance	Foot-in-the-door Technique	Lowball Technique
Door-in-the-face Technique	Obedience	Group Polarization
Groupthink	Social Loafing	Social Facilitation
Prosocial Behavior	Bystander Effect	Diffusion of Responsibility

Chapter 9

Be familiar with the general stages of prenatal development. What are some things that can present problems in our development even before we are born?

What kinds of physical capabilities do we have prenatally and shortly after birth? Sensory capabilities? Be familiar with general trends in the development of motor and sensory capabilities throughout childhood.

What is the visual cliff experiment, and what does it tell us about infants' development? What is the habituation technique, and what does it tell us about infants' development?

Be familiar with very general trends in language development. What kinds of skills develop first? What kinds of difficulties do most children have with language?

What evidence do we have that infants have memory? What is cognitive development? Why was Jean Piaget important? Be sure you understand the four stages he describes. What kinds of difficulties and accomplishments are associated with each of the four stages? How have people evaluated Piaget's theory? What does the information-processing approach suggest about cognitive development, and how does this differ from Piaget's perspective? What does Vygotsky suggest is important for cognitive development?

What is attachment? How does the Strange Situation procedure enable us to study attachment? Be familiar with the different attachment styles described in the text. What are some long-term consequences of the type of attachment an infant has?

What does Kohlberg's theory try to explain? You should be familiar with the three major stages of moral reasoning described by Kohlberg: Preconventional, conventional, and postconventional. How have people evaluated Kohlberg's theory?

What are gender roles? How and when do they develop?

What are the major physical changes that happen during puberty? What is adolescent cognition like? Be familiar with the concept of adolescent egocentrism. How is this different from the egocentric thought of children in Piaget's preoperational stage? What are general trends with adolescents' social and emotional development? How much turmoil is associated with this life stage? What kinds of relationships appear to be important to most adolescents?

What sorts of physical, cognitive, social, and emotional changes do you have to look forward to (or dread!) as you get older? What sorts of things are likely to become more challenging for us with age? What sorts of things seem to be easier in older adulthood? What kinds of relationships appear to be important to older adults? What can we do to keep our cognitive functioning higher in older adulthood?

What is the difference between longitudinal and cross-sectional research? What are some advantages and disadvantages of each?

How stable does personality seem to be in adulthood? How do we know this?

At the end of Chapter 9, all the questions are good examples of those you might encounter on the exam.

Chapter 13

What are attitudes? What three components make up attitudes? Why are attitudes important? What influences do they have on us? What is the relationship between attitudes and behaviors? Be familiar with the idea of cognitive dissonance and how this relates to attitudes. Be familiar with Festinger and Carlsmith's study that illustrated the process of cognitive dissonance. What do we generally do when we experience cognitive dissonance?

Be familiar with the elaboration likelihood model of attitude change. What is the difference between the central route to persuasion and the peripheral route? How is the mere exposure effect related to attitude change? What characteristics of people or messages lead to greater persuasion?

The section of the text entitled, "Social Cognitive Neuroscience" is interesting, but I will NOT ask you questions from this section on the exam.

What are stereotypes? What do stereotypes often cause us to do? What is the relationship between stereotypes and prejudice? What is the difference between a stereotype and prejudice? How are ingroups and outgroups related to prejudice? Why does prejudice exist? How does the Robber's Cave experiment help answer this question? What might help to reduce prejudice?

What are attributions? What are the differences between internal and external attributions? Be able to give examples of each. What is the fundamental attribution error/correspondence bias? The self-serving bias? The belief in a just world distortion? Why is important to understand these biases?

What kinds of factors tend to influence our attraction to other people? Be sure you understand how physical attractiveness, similarity, repeated contact affect our liking of other people. How might evolution have influenced our preferences for mates?

Be familiar with the differences between passionate and companionate love, but for this exam, I will NOT ask you questions about Sternberg's triangular model of love.

You should be familiar with the concept of deindividuation. How does this concept help explain mob violence?

Be familiar with the idea of conformity. How does this relate to norms? What kinds of situations and factors influence the likelihood that we will conform to a group's norms? What does Asch's study illustrate about conformity? What is the difference between compliance and conformity?

What factors influence the likelihood that we will comply with a request made by someone? Be familiar with the techniques of persuasion (foot-in-the-door, lowball, door-in-the-face) and why they work.

Be familiar with the idea of obedience. What did Milgram's studies illustrate about obedience? Why are those studies controversial?

What impact does the presence of other people seem to have on our behavior? Be familiar with the ideas of group polarization, groupthink, social loafing, and social facilitation. What is prosocial behavior? Be familiar with the bystander effect and the idea of diffusion of responsibility. Why might the bystander effect occur?

At the end of Chapter 13, all the questions EXCEPT # 10 are good examples of what you might encounter on the exam.

Additional Practice Questions

It is important for you not just to memorize definitions and facts. In the real world you'll need to be able to apply what you learn to new situations. Therefore, I will ask you to do this for the exam. Here are some examples of questions that require you to apply material from this unit of the course to new situations.

1. Jenny is a 2-month old infant. Which milestone is she likely to acquire first if she develops physically like most children? (a) roll over, (b) lift her head and chest while lying on her stomach, (c) pull herself to a standing position, (d) walk without help
2. Which of the following types of studies might help you determine whether your infant child has depth perception? (a) strange situation study, (b) habituation study, (c) visual cliff study, (d) conservation study
3. Pat is upset because her brother has a bigger piece of cake than she does. Her dad quickly slices Pat's piece of cake in two and tells her that she now has "more" cake. If Pat calms down and is convinced that she does have more cake than her brother, it would suggest that she _____. (a) has not yet mastered object permanence, (b) does not understand the process of assimilation, (c) does not yet understand conservation, (d) is displaying egocentric reasoning
4. If Johnny is in Kohlberg's preconventional level of moral reasoning, he would decide if things are good or bad (moral) on the basis of whether they _____. (a) are against the law, (b) bring punishment or reward, (c) are likely to maintain social order, (d) fit his own sense of "rightness" based on principles he believes should apply to everyone
5. A father suggests that his son's low marks in school are due to the child's laziness. The father has made a(n) _____ attribution. (a) external, (b) distinctive, (c) internal, (d) situational
6. Scott spent a great deal of time and money on becoming a member of a certain club, yet later discovered that the members of the club were boring. According to cognitive dissonance theory, Scott would most likely (a) continue to brag about the virtues of the club to his friends, (b) now bad mouth the club to his friends, (c) engage in denial and disengagement as part of his defensive attribution, (d) try to modify the behavior of the current club members
7. Phoebe saw the passenger in the seat across the aisle suddenly slump forward in her seat. While the other passengers looked around for a flight attendant, Phoebe immediately started to administer CPR. In this case, Phoebe's actions are the opposite of what would be expected based on (a) the actor-observer effect, (b) social loafing, (c) group polarization, (d) the bystander effect
8. Jack wants his roommate to loan him \$20 for the weekend, but he does not think his roommate will agree. Jack decides to start off by asking his roommate for a \$100 loan, fully expecting that his roommate will refuse. When his roommate denies him the \$100 loan, Jack acts disappointed and then makes his request for \$20. Jack appears to be using the ____ technique of persuasion. (a) foot-in-the-door, (b) lowball, (c) door-in-the-face, (d) central

Answers: 1.B, 2.C, 3.C, 4.B, 5.C., 6.A, 7.D, 8.C

Good luck! Please come see me if you have questions about any material covered in the text or lectures. I will be happy to help you be prepared for the exam and understand how the material relates to your life.