

<b>Learning</b>			
<b>How Do You Learn?</b>	<b>How Do You Learn Through Classical Conditioning?</b>	<b>How do You Learn Through Operant Conditioning?</b>	<b>How do You Learn Through Watching Others?</b>
<p><b>6.1</b> You Learn From Experience</p> <p><b>6.2</b> You Learn in Three Ways</p>	<p><b>6.3</b> Through Classical Conditioning, You Learn That Stimuli Are Related</p> <p><b>6.4</b> Learning Varies in Classical Conditioning</p> <p><b>6.5</b> You Can Learn Fear Responses Through Classical Conditioning</p> <p><b>6.6</b> Adaptation and Cognition Influence Classical Conditioning</p>	<p><b>6.7</b> Through Operant Conditioning, You Learn the Consequences of Your Actions</p> <p><b>6.8</b> You Can Improve Learning Through Reinforcement</p> <p><b>6.9</b> Both Reinforcement and Punishment Can Influence Behavior</p> <p><b>6.10</b> Positive Punishment is Often Ineffective</p> <p><b>6.11</b> Using Psychology in Your Life: Can Behavior Modification Help You Learn to Exercise Regularly?</p> <p><b>6.12</b> Biology and Cognition Influence Operant Conditioning</p>	<p><b>6.13</b> There are Three Ways You Learn by Watching Others</p> <p><b>6.14</b> Biology Influences Observational Learning</p>
<b>Broad Learning Goals</b>			
<p>In addition, you should be able to give examples and elaborate on the major concepts from the chapter.</p>			
<p><b>6.1</b> Explain what learning is.</p> <p><b>6.2</b> Compare and contrast the three main types of learning.</p>	<p><b>6.3 Explain the four steps in classical conditioning x2.</b></p> <p><b>6.4 Summarize the classical conditioning concepts of acquisition, extinction, spontaneous recover, stimulus generalization and stimulus discrimination.</b></p> <p><b>6.5 Explain how you can acquire a phobia through classical conditioning and reduce it through counterconditioning.</b></p> <p><b>6.6 Explain the influences of adaptation and cognition on conditioning.</b></p>	<p><b>6.7</b> Distinguish between the operant and reinforcer in operant conditioning.</p> <p><b>6.8</b> Explain how primary and secondary reinforcers shape behavior and improve learning.</p> <p><b>6.9 Explain how the four types of reinforcement and punishment affect behavior in operant conditioning and how the four different schedules of reinforcement can influence how long a behavior persists x3. (There are two types of reinforcement and two types of punishment for a total of four types).</b></p> <p><b>6.10 Explain why positive punishment is often an ineffective means of learning.</b></p> <p><b>6.11 Describe how secondary reinforcement is used in behavior modification.</b></p> <p><b>6.12 Describe the role of dopamine in reinforcement, how evolutionary forces influence what can be learned, and how learning can occur in the absence of reinforcement.</b></p>	<p><b>6.13 Explain the three types of learning by watching others.</b></p> <p><b>6.14 Explain how mirror neuron activity in the brain supports observational learning.</b></p>
2	11	12	5

<b>Memory</b>			
<b>How Do You Create Memories?</b>	<b>How Do You Maintain Memories Over Time?</b>	<b>What Types of Long-Term Memories Do You Store?</b>	<b>How Do You Retrieve Memories?</b>
<p><b>7.1</b> You Create Memories by Processing Information</p> <p><b>7.2</b> Your Memories are Unique</p>	<p><b>7.3</b> You Maintain Information in Three Memory Stores</p> <p><b>7.4</b> Sensory Storage lets You Maintain Information Very Briefly</p> <p><b>7.5</b> Working Memory Lets You Actively Maintain Information in Short-Term Storage</p> <p><b>7.6</b> Long-Term Storage Lets You Maintain Memories Relatively Permanently</p> <p><b>7.7</b> Your Long-Term Storage is Organized Based on Meaning</p>	<p><b>7.8</b> There are Two Types of Amnesia</p> <p><b>7.9</b> Your Explicit Memories Involve Conscious Effort</p> <p><b>7.10</b> Your Implicit Memories Function Without Conscious Effort</p> <p><b>7.11</b> Memory is Processed by Several Regions of Your Brain</p>	<p><b>7.12</b> Retrieval Cues Help You Access Your Memories</p> <p><b>7.13</b> You Forget Some of Your Memories</p> <p><b>7.14</b> Your Memories Can Be Distorted</p>
<b>Broad Learning Goals</b>			
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.			
<p><b>7.1 Explain the three phases of information processing.</b></p> <p><b>7.2 Summarize in your own words how selective attention influences the creation of a memory.</b></p>	<p><b>7.3 Contrast the three memory stores by naming each one and describing its function.</b></p> <p><b>7.4 Explain in your own words how visual and auditory sensory storage lets you experience your perceptions as unified wholes.</b></p> <p><b>7.5 Summarize how working memory increases the duration and capacity of short-term storage.</b></p> <p><b>7.6 Explain the role of maintenance rehearsal and elaborative rehearsal in long-term memory x2.</b></p> <p><b>7.7 Summarize how long-term storage is organized based on semantic meaning x2.</b></p>	<p><b>7.8 Contrast the two types of amnesia by explain each one in your own words.</b></p> <p><b>7.9 Explain the differences between episodic and semantic memory.</b></p> <p><b>7.10 Explain implicit memory be describing it in your own words.</b></p> <p><b>7.11 Explain how the brain processes memories.</b></p>	<p><b>7.12 Explain in your own words three ways that you can use retrieval cues to access memories in long-term storage.</b></p> <p><b>7.13 Restate in your own words three ways that you can forget memories in long-term storage.</b></p> <p><b>7.14 Outline the five ways that memories in long-term storage can become distorted.</b></p>
4	11	8	7

## Thinking and Intelligence

What is Thinking?	How Do You Use Thinking?	What is Intelligence?	How is Intelligence Measured?
<p><b>8.1</b> Thinking is the Mental Manipulation of Representations</p> <p><b>8.2</b> Schemas and Concepts Are the Basis of Thinking</p> <p><b>8.3</b> Schemas Are the Basis of Stereotypes</p>	<p><b>8.4</b> Biased Reasoning Can Lead to Faulty Beliefs</p> <p><b>8.5</b> How You Think Biases Decision Making</p> <p><b>8.6</b> Using Psychology in Your Life: How Can You Be Satisfied With Big Decisions?</p> <p><b>8.7</b> You Solve Problems to Achieve Goals</p> <p><b>8.8</b> You Overcome Obstacles to Solve Problems</p>	<p><b>8.9</b> One General Factor May Underlie Intelligence</p> <p><b>8.10</b> There May Be Alternative Types of Intelligence</p> <p><b>8.11</b> Intelligence Is a Result of Genes and Environment</p>	<p><b>8.12</b> Intelligence is Assessed With Psychometric Tests</p> <p><b>8.13</b> Intelligence is Associated with Cognitive Performance</p>

### Broad Learning Goals

In addition, you should be able to give examples and elaborate on the major concepts from the chapter.

<p><b>8.1</b> Explain how analogical representations differ from symbolic representations.</p> <p><b>8.2</b> Summarize schemas, concepts, and the two key models of categorization.</p> <p><b>8.3 Explain the relationship between schemas and stereotypes.</b></p>	<p><b>8.4 Summarize three ways that biased reasoning produces faulty conclusions x2.</b></p> <p><b>8.5 Explain how heuristics and framing can lead to faulty decision making x2.</b></p> <p><b>8.6</b> Explain how maximizers differ from satisficers in decision making.</p> <p><b>8.7 Summarize the four common problem-solving strategies.</b></p> <p><b>8.8 Summarize the three ways that changing representations helps overcome obstacles in problem solving x2.</b></p>	<p><b>8.9 Explain how general intelligence is based on the single-factor model as revealed by IQ scores.</b></p> <p><b>8.10 Summarize how the alternative types of intelligence differ from general intelligence.</b></p> <p><b>8.11 Explain how nature and nurture influence intelligence.</b></p>	<p><b>8.12 Explain methods for determining whether scores on psychometric tests are meaningful.</b></p> <p><b>8.13</b> Explain the relationship between cognitive performance and intelligence.</p>
4	14	9	3

## Motivation and Emotion

What Motivates Your Behavior?	What Are Your Most Important Motivated Behaviors?	How Do You Experience Emotions?	How Do Emotions Support Social Relationships?
<p><b>9.1</b> Many Factors Influence Motivation</p> <p><b>9.2</b> Some Behaviors Are Motivated for Their Own Sake</p>	<p><b>9.3</b> Motivation to Eat is Affected by Biology</p> <p><b>9.4</b> Motivation to Eat is Also Influenced by Learning</p> <p><b>9.5</b> People Have a Need to Belong</p> <p><b>9.6</b> People Have a Need to Achieve Long-Term Goals</p>	<p><b>9.7</b> Emotions Are Personal but Labeled and Described Consistently</p> <p><b>9.8</b> Three Major Theories Explain Your Emotions</p> <p><b>9.9</b> Your Body and Brain Influence Your Emotions</p> <p><b>9.10</b> Most People Try to Regulate Their Emotional States</p>	<p><b>9.11</b> You Use Facial Expressions to Interpret Emotions</p> <p><b>9.12</b> Emotions Strengthen Your Interpersonal Relationships</p>
Broad Learning Goals			
<p>In addition, you should be able to give examples and elaborate on the major concepts from the chapter.</p>			
<p><b>9.1 Summarize the four internal factors and one external factor that affect motivation.</b></p> <p><b>9.2 Explain the difference between intrinsic and extrinsic motivation.</b></p>	<p><b>9.3 Summarize the biological systems that influence the motivation to eat.</b></p> <p><b>9.4 Explain how conditioning, familiarity, flavor and culture influence your motivation to eat.</b></p> <p><b>9.5 Explain how the need to belong affects people.</b></p> <p><b>9.6 Explain how goals, self-efficacy, delayed gratification and grit affect achievement x2.</b></p>	<p><b>9.7 Explain how emotions are identified and labeled.</b></p> <p><b>9.8 Contrast the three theories of emotion.</b></p> <p><b>9.9 Summarize how the body and brain influence emotions.</b></p> <p><b>9.10 Compare the effectiveness of different emotional regulation strategies.</b></p>	<p><b>9.11 Explain how people interpret the meaning of facial expressions.</b></p> <p><b>9.12 Explain how guilt and embarrassment strength interpersonal relationships.</b></p>
5	9	12	4