**TEST 2 REVIEW: CHAPTERS 5, 6, 7, 9**

**CHAPER 5**

**1. Stages of NREM sleep and detailed information about each stage**

**2. REM sleep: detailed information**

**3. Review sleep disorders**

**4. Definition of latent and manifest dream content**

**5. Review general information about hypnosis**

**CHAPTER 6**

**6. Review elements of classical conditioning**

**7. Review detailed information about operant conditioning**

**8. Review the Little Albert experiment**

**9. Define stimulus generalization**

**10. Review positive and negative reinforcement**

**11. Review positive and negative punishment**

**12. Review schedules of reinforcement**

**13. Define “shaping”**

**14. Define latent learning**

**15. Review information about observational learning**

**16. Review information about conditioned taste aversion**

**CHAPTER 7**

**17. Sensory memory: iconic and echoic**

**18. Review information about the duration and capacity of sensory, short-term, and long-term memory**

**19. Maintenance and elaborate rehearsal**

**20. Semantic level of processing**

**21. Primacy and recency effects**

**22. Explicit memory: semantic and episodic**

**23. Implicit memory details**

**24. Review encoding, storage, and retrieval information**

**25. Context and state dependent memory/learning**

**26. Define distributed practice and understand it’s usefulness**

**27. Lashley and the engram**

**28. The area of the brain involved in the formation of lasting, long-term memories**

**29. Long-term potentiation neurotransmitter information**

**30. Clive Wearing and H.M.**

**31. Alzheimer’s and the neurotransmitter most closely linked**

**32. Misinformation effect**

**CHAPTER 9**

**33. Spearman’s “G” factor**

**34. Gardner’s theory of intelligence**

**35. Robert Sternberg’s theory of intelligence**

**36. Brain region associated with planning, impulse-control, and short-term memory**

**37. IQ formula according to Stern**

**38. Historical misuses of IQ testing**

**39. Expressed purpose of the eugenics movement**

**40. Dominant characteristic of culture-fair IQ tests**

**41. Reliability and validity**

**42. Terman’s work with gifted children**

**43. Rosenthal’s “bloomers”**

**44. Emotional IQ**