

Psy 220
Study Guide Exam 2
Spring 2010

You are responsible for all material covered in class. Questions on the exam will require you to apply your knowledge and to recognize examples of concepts, so it is important that you understand the material and don't simply memorize definitions. Use the textbook to clarify your understanding of this material and as a source of additional examples. However, exam questions on material covered both in class and in the textbook will be based on your class notes.

I have indicated below the sections in the textbook that were NOT covered in class and for which you are responsible. For this material, focus on the key (bold) terms presented and the main findings/points of each section. The questions on textbook material will focus on broad themes and key terms rather than very specific details. There will be no more than 10 questions (out of 50) on material presented only in the textbook. If there are fewer than 50 questions on the exam, the number of questions from the textbook will be adjusted so that those questions are no more than 20% of the exam questions.

Ch. 4

The Development of Problem Solving (151-154) Note: This section deals with research on problem solving from an information processing perspective. It complements the material we discussed in class concerning research on memory from an information processing perspective.

Sociocultural Theories (160-165)

Ch. 6

Infant-directed Talk (219-221)

First Words through Adult Influences on Word Learning (225-232); we will cover the information in Children's Contributions to Word Learning in class and you are not responsible for this section in the book.

Putting Words Together (236-240)

Conversational Skills (240-242)

Nonlinguistic Symbols and Development (pp. 248-251)

Ch. 8

Influence of the Immediate Environment (304-307). Note: We may be able to cover this information in class. I will make an announcement if you are NOT responsible for it, but otherwise assume that you are.

Influence of Society (307-313)

Alternative Perspectives on Intelligence (314-315)