

Chapter 3: Attention and Encoding

1. c. Direction and intensity
2. a. True
3. b. Looking at partygoers' faces
4. c. Medulla oblongata
5. d. All of the above
6. b. The superior temporal sulcus (STS)
7. b. A person who is looking to the left
8. a. Providing the described report to the police impaired Stefan's ability to recall the man's face, making it more difficult to identify the culprit
9. d. Global, configural processing
10. b. 100 to 200 milliseconds
11. b. An angry face
12. c. Trustworthiness and competence
13. d. All of the above
14. b. Stimuli that are added to the context are more salient than those removed from the context
15. c. People pay more attention to information that is inconsistent with their expectations
16. a. Enhancement of memory
17. a. It is particularly negative because Sam is behaving disruptively in a class full of behaved students
18. d. Accessibility
19. c. Priming
20. c. Can contrast or assimilate the stimulus to the accessible category "fitness"
21. a. Jennifer is primed with words related to intelligence. After 5 minutes, she reads about Isaac Newton, a notable scientist. She is asked to rate Isaac Newton on certain dimensions 6 hours later.
22. b. Long-term, short-term, long-term
23. d. All of the above
24. d. J.J. Gibson
25. c. Stephanie's way of segmenting the perceptual field of behavior sequences resulted in her faulty causal judgments
26. d. All of the above
27. d. Both B and C
28. b. The perceived action possibilities for a specific perceiver in a specific setting