

Chapter 10

Learning Objectives:

Thinking:

1. Define *cognition*.
2. Describe the roles of categories, hierarchies, definitions, and prototypes in concept formation.
3. Compare algorithms and heuristics as problem-solving strategies, and explain how insight differs from both of them.
4. Contrast the confirmation bias and fixation, and explain how they can interfere with effective problem solving.
5. Contrast the representativeness and availability heuristics, and explain how they can cause us to underestimate or ignore important information.
6. Describe the drawbacks and advantages of overconfidence in decision making.
7. Describe how others can use framing to elicit from us the answers they want.
8. Discuss how our preexisting beliefs can distort our logic.
9. Describe the remedy for the belief perseverance phenomenon.
10. Describe the smart thinker's reaction to using intuition to solve problems.

Language:

11. Describe the basic structural units of language.
12. Trace the course of language acquisition from the babbling stage through the two-word stage.
13. Discuss Skinner's and Chomsky's contributions to the nature-nurture debate over how children acquire language, and explain why statistical learning and critical periods are important concepts in children's language learning.

Thinking and Language:

14. Summarize Whorf's linguistic determinism hypothesis, and comment on its standing in contemporary psychology.
15. Discuss the value of thinking in images.

Animal Thinking and Language:

16. List five cognitive skills shared by the great apes and humans.
17. Outline the arguments for and against the idea that animals and humans share the capacity for language.