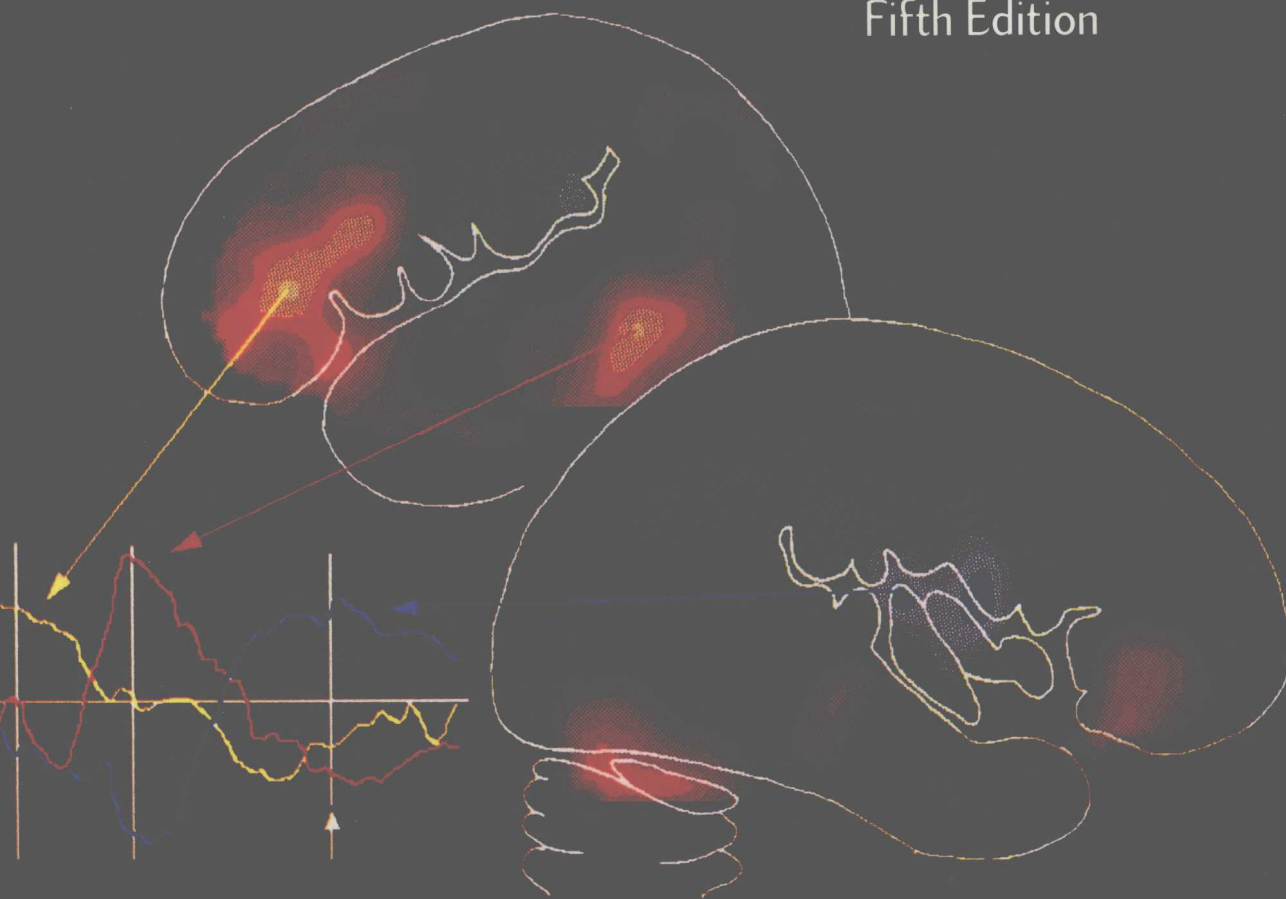


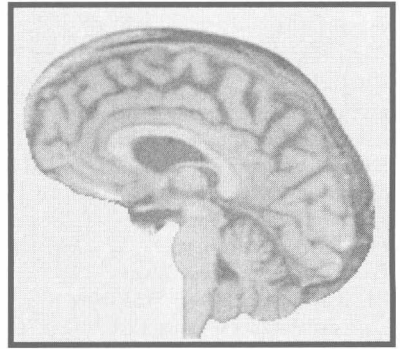
COGNITION

Fifth Edition



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Stephen K. Reed



COGNITION

Theory and Applications

Fifth Edition

STEPHEN K. REED

San Diego State University



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Printed in the United States of America
1 2 3 4 5 6 7 03 02 01 00 99

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Library of Congress

Cataloging-in-Publication Data

Reed, Stephen K.

Cognition : theory and applications /

Stephen K. Reed.—5th ed.

p. cm.

Includes bibliographical references and indexes.

ISBN 0-534-35641-9 (alk. paper)

1. Cognition. 2. Cognitive psychology. I. Title.

BF311 .R357 1999

153—dc21

99-050364

Illustrators: Greg Draus, Cyndie C. H.
Wooley, and Judith L. Macdonald
Cover Designer: Margarite Reynolds
Cover Image: Courtesy of Michael Posner,
University of Oregon
Cover Printer: Phoenix Color Corp.
Compositor: R&S Book Composition
Printer/Binder: R.R. Donnelley and Sons,
Crawfordsville

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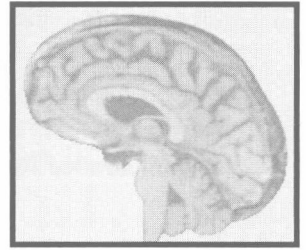
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Preface

COGNITION IN THE CONTEXT OF EVERYDAY LIFE

The most exciting development in the field of cognitive psychology is not a particular theory or experimental finding but a general trend. Cognitive psychologists have demonstrated an increasing interest in studying complex, real-world tasks and are making significant progress in understanding how people perform on these tasks. I hope that one result of this trend will be that undergraduates discover the direct relevance of cognitive psychology to many of their daily activities.

In this book I have attempted to place a greater emphasis on the application of cognitive psychology than is typically found in an undergraduate text. The study of reading, for example, is discussed in the chapters on pattern recognition, attention, language, and text comprehension. Efficient learning strategies are major topics in the chapters on long-term memory and visual imagery. The chapter on expertise and creativity shows how the study of problem solving is currently being extended to include the kinds of problems students encounter in their courses. The chapter on language discusses how the implications of sentences influence legal testimony and advertising, and the chapter on decision making includes a section on applications to medicine and to emergency situations. In order to help students relate the study of cognition to popular articles they are likely to read, I have included many magazine and newspaper clippings on such contemporary topics as implanting false memories and determining the value of a human life in order to justify life-saving decisions.

ORGANIZATION OF THE BOOK

The 14 chapters in the book cover a wide range of topics, and instructors should be able to expand on whatever topics interest them. The book is divided into three parts: Information-Processing Stages, Representation and Organization of Knowledge, and Complex Cognitive Skills. Part I consists of an introductory chapter followed by chapters on pattern recognition, attention, short-term working memory, and long-term memory. The

chapters describe what occurs during the different information-processing stages and how the stages interact. Part II contains chapters on memory codes, visual images, categorization, and semantic organization. The first two chapters in this part describe qualitatively different memory codes, and the next two chapters discuss the organization of knowledge in long-term memory. Part III consists of chapters on language, comprehension and memory for text, problem solving, expertise and creativity, and decision making. The discussion of these complex cognitive skills is often related to ideas presented earlier in the book.

The organization of a book on cognition should reflect what we actually know about cognition. Research suggests that a hierarchy is a particularly effective way to organize knowledge (see Chapter 9). Recall is facilitated when information is partitioned into categories, which are further partitioned into smaller categories. Hierarchical organization seems to be particularly effective when the number of partitions varies from two to five. I deliberately selected such a structure for this book in the hope that the material would thereby be more accessible to students.

The fifth edition retains the same organization as the previous editions. One of my objectives in revising the book was to substantially update the material that I had included in the Boxes. In particular, I found that articles in the *APA Monitor* are an excellent source of material that is groundbreaking, very readable, and interesting. Also, I wanted to report on some of the new research that had been done since the publication of the fourth edition. In order not to increase the length of the book, I deleted some information that I thought was less essential.

NEW MATERIAL

Examples of new material include, in Part I, evidence of the dramatic impact of cognitive theories on the rest of psychology, more information on acoustic codes in rehearsal, enhanced discussion of working memory and its relation to short-term memory, retrieval fluency as an index of learning, use of spaced retrieval to improve learning in Alzheimer's patients, and brain structures that support different explicit and implicit memory tasks. Part II, on the representation and organization of knowledge, now contains additional material on flashbulb memory, the role of imagery in creating false memories, mental animation, rules for categorization, and variables that influence categorization strategies. Additions to Part III, on complex cognitive skills, include new material on adjustment of reading speed to maintain comprehension, the relation of syntactic ambiguity to lexical ambiguity, cognitive structures that support expert reasoning, the role of feedback in tutoring, inadvertent plagiarism, determinants of utility, cross-cultural study of risk assessment, and the advantage of frequency over probability information in decision-making.

ANCILLARIES

Study Guide

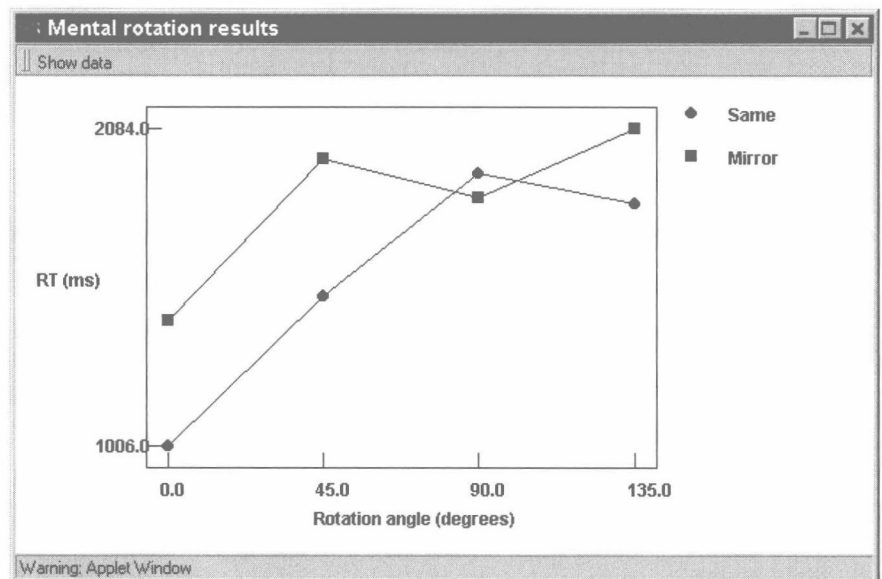
The Study Guide, by Linda Buyer, consists of chapter outlines, key terms, self-assessment exercises (including approximately 10 true/false, 20 multiple choice and 2 essay questions per chapter) and 3–4 complete exercises for students to perform outside of class.

Instructor's Manual with Test Bank

There are 30 multiple choice items per chapter, prepared with the assistance of Dennis Kerkman. Tom Pusateri contributed 50 detailed demonstrations. *Thomson Learning Testing Tools™* is available to adopters of *Cognition: Theory and Applications, Fifth Edition*. This fully integrated suite of test creation, delivery, and classroom management tools includes *Test*, *Test Online*, and *Management* software (Dual platform Windows/Macintosh ISBN: 0-534-36868-9).

CogLab

This edition is accompanied by a set of cognitive demonstrations created by Greg Francis. They not only allow the students to perform the experi-



CogLab. The plot produced at the end of the mental rotation demonstration (see Chapter 7) shows the classic finding that reaction time increases with rotation angle, both for situations where the images were the same or mirrored versions. Image courtesy Greg Francis, <http://psychology.wadsworth.com>

ments, but also allow them to run multiple trials to collect and compare data.

At the end of each chapter, you'll find a reference to the appropriate CogLab demonstration that relates to that chapter. These demonstrations range from apparent motion to visual search.

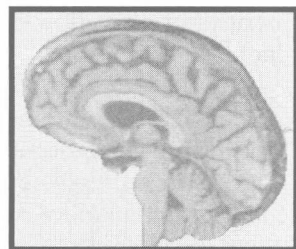
Enhanced CogLab has tools whereby teachers can modify their account information for a Cognitive Psychology Online Laboratory (CogLab) group for their class. Teachers will be able to set up accounts for their students. Teachers will have a group ID, a user ID, and a password for access and use of the enhanced CogLab.

ACKNOWLEDGMENTS

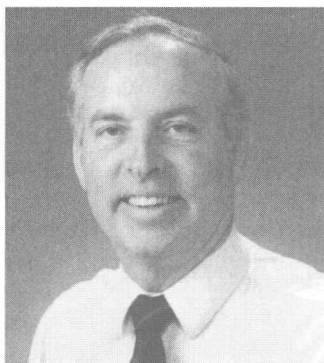
I wrote the first edition of this book while spending a sabbatical year at the University of California at Berkeley. I am grateful to Case Western Reserve University and the Group in Science and Mathematics Education at Berkeley for providing financial support during that year. The Group in Science and Mathematics Education also furnished me with a stimulating environment, and the Institute of Human Learning provided an excellent library. Shortly after arriving at Berkeley, I had the good fortune to meet C. Deborah Laughton, a psychology editor at Brooks/Cole. She expressed confidence in the book long before it was deserved and, with the assistance of an excellent staff at Brooks/Cole and first-rate reviewers, helped in the development of the text.

I am grateful to Marianne Taflinger and all the others listed on page ii who have contributed to this fifth edition. I would also like to thank the following reviewers for their helpful suggestions on this edition: Julie Allison, Pittsburg State University; Susan Baillet, University of Portland; Linda Buyer, Governors State University; Eric Eich, University of British Columbia; Beverly Roskos-Ewoldsen, University of Alabama; Ira Fischler, University of Florida; Nancy Franklin, SUNY, Stony Brook; Michael O'Boyle, The University of Melbourne; Matthew Sharps, California State University, Fresno; Janet Smith, Pittsburg State University; Steven Smith, Texas A & M University; Mark Stewart, Willamette University; and Margaret Thomas, University of Central Florida. The comments of others are always welcome, and I would appreciate receiving suggestions from readers.

Stephen K. Reed



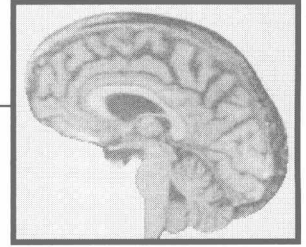
About the Author



Stephen K. Reed is currently professor of psychology and a member of the Center for Research in Mathematics and Science Education at San Diego State University. He has also taught at Florida Atlantic University (1980–1988) and at Case Western Reserve University (1971–1980).

After receiving his BS in psychology from the University of Wisconsin in 1966 and his PhD in psychology from the University of California, Los Angeles, in 1970, Dr. Reed worked as an NIH postdoctoral fellow at the Laboratory of Experimental Psychology at the University of Sussex, Brighton, England.

His research on problem solving, carried out in part through grants from NIMH, the National Science Foundation, and the Air Force Office of Scientific Research, has been extensively published in numerous journals, including *Cognition and Instruction*; *Cognitive Psychology*; *The Journal of Experimental Psychology: Learning, Memory, and Cognition*; and *Memory and Cognition*. He is the author of numerous articles and books, including *Psychological Processes in Pattern Recognition* (Academic Press, 1973) and *Word Problems: Research and Curriculum Reform* (Erlbaum, 1999).



Brief Contents

PART ONE **INFORMATION-PROCESSING STAGES 1**

- 1 Introduction 3
- 2 Pattern Recognition 19
- 3 Attention 51
- 4 Short-Term Working Memory 81
- 5 Long-Term Memory 113

PART TWO **REPRESENTATION AND ORGANIZATION** **OF KNOWLEDGE 143**

- 6 Memory Codes 145
- 7 Visual Images 175
- 8 Categorization 219
- 9 Semantic Organization 251

PART THREE **COMPLEX COGNITIVE SKILLS 287**

- 10 Language 289
- 11 Comprehension and Memory for Text 321
- 12 Problem Solving 351
- 13 Expertise and Creativity 381
- 14 Decision Making 407



Contents

Preface xii

PART ONE **INFORMATION-PROCESSING STAGES 1**

1 Introduction 3

The Information-Processing Approach 5

The Growth of Cognitive Psychology 7

Cognition's Relation to Other Fields 9

Organization of This Book 15

Coglab: Brain Localization 17

Study Questions 17

Key Terms 17

Recommended Reading 18

2 Pattern Recognition 19

Describing Patterns 21

Information-Processing Stages 34

Word Recognition 39

Summary 46

Coglab: Partial Report, Visual Search 47

Study Questions 48

Key Terms 48

Recommended Reading 49

3	Attention	51
	Bottleneck Theories	53
	Capacity Theories	60
	Automatic Processing	65
	Applications	72
	Summary	77
	<i>Coglab</i> : Attentional Blink, Stroop Task	78
	Study Questions	78
	Key Terms	79
	Recommended Reading	80
4	Short-Term Working Memory	81
	Forgetting	83
	Capacity	88
	Memory Codes	93
	Recognition of Items in Short-Term Memory	99
	Working Memory	104
	Summary	108
	<i>Coglab</i> : Brown-Peterson, Memory Span, Serial Position, Sternberg Task	109
	Study Questions	110
	Key Terms	110
	Recommended Reading	111
5	Long-Term Memory	113
	The Atkinson-Shiffrin Model	116
	Control Processes	120
	Improving Eyewitness Recall and Identification	127
	Indirect Tests of Memory	131
	Summary	139
	Study Questions	140
	Key Terms	141
	Recommended Reading	141

PART TWO

REPRESENTATION AND ORGANIZATION OF KNOWLEDGE 143

6 Memory Codes 145

- The Levels-of-Processing Theory 149
- Supporting Evidence of the Levels-of-Processing Theory 153
- Criticisms and Modifications of the Theory 157
- Encoding Specificity and Retrieval 164
- Summary 170
- Study Questions 171
- Key Terms 172
- Recommended Reading 172

7 Visual Images 175

- Visual Imagery and Learning 177
- Mnemonic Strategies 184
- Evidence for Images in Performing Cognitive Tasks 191
- Limitations of Images 205
- Summary 213
- Coglab*: False Memory, Mental Rotation 215
- Study Questions 215
- Key Terms 216
- Recommended Reading 216

8 Categorization 219

- Concept Identification 221
- Natural Categories 227
- Categorizing Novel Patterns 240
- Summary 247
- Coglab*: Categorization 248
- Study Questions 248
- Key Terms 249
- Recommended Reading 250

- 9 Semantic Organization 251
 - Hierarchical Organization 253
 - Verification of Semantic Statements 260
 - Integration of Knowledge 271
 - Schema Theory 276
 - Summary 282
 - Coglab: Lexical Decision 283
 - Study Questions 283
 - Key Terms 284
 - Recommended Reading 284

PART THREE

COMPLEX COGNITIVE SKILLS 287

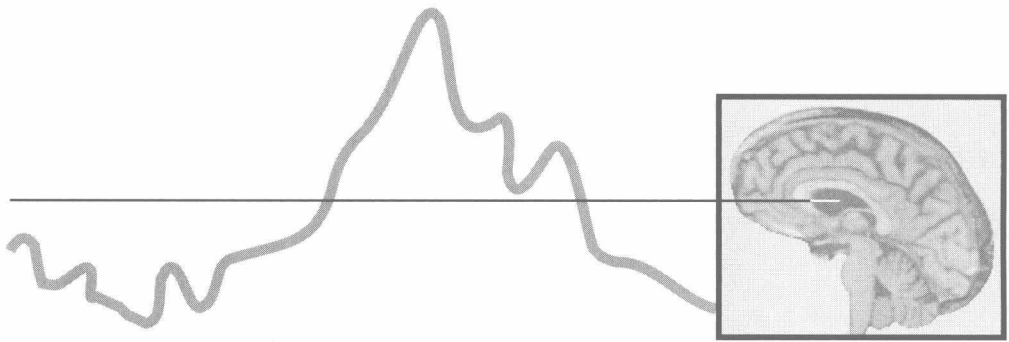
- 10 Language 289
 - Three Aspects of Language 290
 - Psychology and Grammar 296
 - A Model of Sentence Comprehension 302
 - Implications of Sentences 311
 - Summary 316
 - Coglab: Language 317
 - Study Questions 317
 - Key Terms 318
 - Recommended Reading 319
- 11 Comprehension and Memory for Text 321
 - Prior Knowledge of the Reader 322
 - Organization of Text 330
 - Kintsch's Model of Comprehension 340
 - Summary 347
 - Study Questions 348
 - Key Terms 349
 - Recommended Reading 349
- 12 Problem Solving 351
 - Classifying Problems 352
 - Newell and Simon's Theory 360

General Strategies	365
Summary	378
Study Questions	379
Key Terms	379
Recommended Reading	380
13 Expertise and Creativity	381
Expertise and Reasoning	383
Acquiring Expertise	390
Creativity	396
Summary	403
Study Questions	404
Key Terms	405
Recommended Reading	406
14 Decision Making	407
Making Choices	408
Estimating Probabilities	414
Combining Probabilities and Values	419
Risk Dimensions	423
Applications	427
Summary	435
Study Questions	436
Key Terms	437
Recommended Reading	437
Glossary	439
References	449
Name Index	473
Subject Index	478



PART ONE INFORMATION- PROCESSING STAGES

- 1 Introduction
- 2 Pattern Recognition
- 3 Attention
- 4 Short-Term Working Memory
- 5 Long-Term Memory



1 Introduction

Cognitive psychology refers to all processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used.

—ULRIC NEISSER (1967)

The Information-Processing Approach

The Growth of Cognitive Psychology

Information Processing Gathers Momentum

Higher Cognitive Processes

Cognition's Relation to Other Fields

Organization of This Book

Study Questions

Key Terms

Recommended Reading