BRIEFER VERSION

psychology

themes & variations

Industrial / Organizational Psychology Edition

Wayne Weiten

Psychology : Themes and Variations, Briefer Version

with Industrial / Organizational Psychology

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University of Nevada, Las Vegas

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T. J.,
This one is for you

About the Author

WAYNE WEITEN is a graduate of Bradley University and received his Ph.D. in social psychology from the University of Illinois—Chicago, in 1981. He currently teaches at the University of Nevada, Las Vegas. He has received distinguished teaching awards from Division Two of the American Psychological Association (APA) and from the College of DuPage, where he taught until 1991. He is a Fellow of Divisions 1 and 2 of the American Psychological Association. In 1991, he helped chair the APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology and in 1996–1997 he served as President of the Society for the Teaching of Psychology. Weiten has conducted research on a wide range of topics, including educational measurement, jury decision making, attribution theory, stress, and cerebral specialization. His recent interests have included pressure as a form of stress and the technology of textbooks. He is also the co-author of *Psychology Applied to Modern Life* (Wadsworth, 2006) and the creator of an educational CD-ROM titled *PsykTrek: A Multimedia Introduction to Psychology.*

To the Instructor

Psychology is an exciting, dynamic discipline that has grown by leaps and bounds in recent decades. This progress has been reflected in the field's introductory texts, which have grown longer and longer. However, the length of the introductory psychology course generally has not changed. Hence, an increasing number of professors are reporting that they find it difficult to cover the wealth of material found in the typical introductory text. With this reality in mind, I decided to write a briefer version of *Psychology: Themes and Variations* to help meet the needs of those teachers who would like a challenging, but concise, introductory text.

If I had to sum up in a single sentence what I hope will distinguish this text, the sentence would be this: I have set out to create a *paradox* instead of a *compromise*.

Let me elaborate. An introductory psychology text must satisfy two disparate audiences: professors and students. Because of the tension between the divergent needs and preferences of these audiences, textbook authors usually indicate that they have attempted to strike a compromise between being theoretical versus practical, comprehensive versus comprehensible, research oriented versus applied, rigorous versus accessible, and so forth. However, I believe that many of these dichotomies are false. As Kurt Lewin once remarked, "What could be more practical than a good theory?" Similarly, is rigorous really the opposite of accessible? Not in my dictionary. I maintain that many of the antagonistic goals that we strive for in our textbooks only *seem* incompatible and that we may not need to make compromises as often as we assume.

In my estimation, a good introductory textbook is a paradox in that it integrates characteristics and goals that appear contradictory. With this in mind, I have endeavored to write a text that is paradoxical in three ways. First, in surveying psychology's broad range of content, I have tried to show that our interests are characterized by diversity *and* unity. Second, I have emphasized both research *and* application and how they work in harmony. Finally, I have aspired to write a book that is challenging to think about *and* easy to learn from. Let's take a closer look at these goals.

Goals

1. *To show both the unity and the diversity of psychology's subject matter.* Students entering an introductory psychology course often are unaware of the immense diversity of subjects studied by psychologists. I find this diversity to be part of psychology's charm, and throughout the book I highlight the enormous range of questions and issues addressed by psychology. Of course, our diversity proves disconcerting for some students who see little continuity between such disparate areas of research as physiology, motivation, cognition, and abnormal behavior. Indeed, in this era of specialization, even some psychologists express concern about the fragmentation of the field.

However, I believe that the subfields of psychology overlap considerably and that we should emphasize their common core by accenting the connections and similarities among them. Consequently, I portray psychology as an integrated whole rather than as a mosaic of loosely related parts. A principal goal of this text, then, is to highlight the unity in psychology's intellectual heritage (the themes), as well as the diversity of psychology's interests and uses (the variations).

2. *To illuminate the process of research and its intimate link to application.* For me, a research-oriented book is not one that bulges with summaries of many studies but one that enhances students' appreciation of the logic and excitement of empirical inquiry. I want students to appreciate the strengths of the empirical approach and to see scientific psychology as a creative effort to solve intriguing behavioral puzzles. For this reason, the text emphasizes not only *what* we know (and don't know) but *how* we attempt to find out. It examines methods in some detail and encourages students to adopt the skeptical attitude of a scientist and to think critically about claims regarding behavior.

Learning the virtues of research should not mean that students cannot also satisfy their desire for concrete, personally useful information about the challenges of everyday life. Most researchers believe that psychology has a great deal to offer those outside the field and that psychologists should share the practical implications of their work. In this text, practical insights are carefully qualified and closely tied to data, so that students can see the interdependence of research and application. I find that students come to appreciate the science of psychology more when they see that worthwhile practical applications are derived from careful research and sound theory.

3. *To make the text challenging to think about and easy to learn from.* Perhaps most of all, I have sought to create a book of ideas rather than a compendium

of studies. I consistently emphasize concepts and theories over facts, and I focus on major issues and tough questions that cut across the subfields of psychology (for example, the extent to which behavior is governed by nature, nurture, and their interaction), as opposed to parochial debates (such as the merits of averaging versus adding in impression formation). Challenging students to think also means urging them to confront the complexity and ambiguity of our knowledge. Hence, the text doesn't skirt gray areas, unresolved questions, and theoretical controversies. Instead, readers are encouraged to contemplate open-ended questions, to examine their assumptions about behavior, and to apply psychological concepts to their own lives. My goal is not simply to describe psychology but to stimulate students' intellectual growth.

However, students can grapple with "the big issues and tough questions" only if they first master the basic concepts and principles of psychology—ideally, with as little struggle as possible. In my writing, I never let myself forget that a textbook is a tool for teaching. Accordingly, I have taken great care to ensure that the book's content, organization, writing, illustrations, and pedagogical aids work in harmony to facilitate instruction and learning.

Admittedly, these goals are ambitious. If you're skeptical, you have every right to be. Let me explain how I have tried to realize the objectives I have outlined.

Special Features

This text has a variety of unusual features, each contributing in its own way to the book's paradoxical nature. These special features include unifying themes, Personal Application sections, Critical Thinking Application sections, a didactic illustration program, an integrated running glossary, Concept Checks, Preview Questions, and Practice Tests.

Unifying Themes

Chapter 1 introduces seven key ideas that serve as unifying themes throughout the text. The themes serve several purposes. First, they provide threads of continuity across chapters that help students see the connections among various areas of research in psychology. Second, as the themes evolve over the course of the book, they provide a forum for a relatively sophisticated discussion of enduring issues in psychology, thus helping to make this a "book of ideas." Third, the themes focus a spotlight on a number of basic insights about psychology and its subject matter that should leave lasting impressions on your students. In selecting the themes, the question I asked myself (and other professors) was, "What do I really want students to remember five years from now?" The resulting themes are grouped into two sets.

Themes Related to Psychology as a Field of Study

Theme 1: Psychology is empirical. This theme is used to enhance the student's appreciation of psychology's scientific nature and to demonstrate the advantages of empiricism over uncritical common sense and speculation. I also use this theme to encourage the reader to adopt a scientist's skeptical attitude and to engage in more critical thinking about information of all kinds.

Theme 2: Psychology is theoretically diverse. Students are often confused by psychology's theoretical pluralism and view it as a weakness. I don't downplay or apologize for our field's theoretical diversity, because I honestly believe that it is one of our greatest strengths. Throughout the book, I provide concrete examples of how clashing theories have stimulated productive research, how converging on a question from several perspectives can yield increased understanding, and how competing theories are sometimes reconciled in the end.

Theme 3: Psychology evolves in a sociohistorical context. This theme emphasizes that psychology is embedded in the ebb and flow of everyday life. The text shows how the spirit of the times has often shaped psychology's evolution and how progress in psychology leaves its mark on our society.

Themes Related to Psychology's Subject Matter

Theme 4: Behavior is determined by multiple causes. Throughout the book, I emphasize, and repeatedly illustrate, that behavioral processes are complex and that multifactorial causation is the rule. This theme is used to discourage simplistic, single-cause thinking and to encourage more critical reasoning.

Theme 5: Our behavior is shaped by our cultural heritage. This theme is intended to enhance students' appreciation of how cultural factors moderate psychological processes and how the viewpoint of one's own culture can distort one's interpretation of the behavior of people from other cultures. The discussions that elaborate on this theme do not

Unifying Themes Highlighted in Each Chapter

Chapter	THEME 1 Empiricism	2 Theoretical Diversity	3 Sociohistorical Context	4 Multifactorial Causation	5 Cultural Heritage	6 Heredity and Environment	7 Subjectivity of Experience
1. The Evolution of Psychology	●	●	●	●	●	●	●
2. The Research Enterprise in Psychology	●						●
3. The Biological Bases of Behavior	●			●		●	
4. Sensation and Perception		●			●		●
5. Variations in Consciousness		●	●		●		●
6. Learning			●			●	
7. Human Memory		●		●			●
8. Cognition and Intelligence	●		●		●	●	●
9. Motivation and Emotion		●	●	●	●	●	
10. Human Development Across the Life Span		●	●	●	●	●	
11. Personality: Theory, Research, and Assessment		●	●		●		
12. Stress, Coping, and Health				●			●
13. Psychological Disorders			●	●	●	●	
14. Treatment of Psychological Disorders		●			●		
15. Social Behavior	●			●	●		●

simply celebrate diversity. They strike a careful balance—that accurately reflects the research in this area—highlighting both cultural variations and similarities in behavior.

Theme 6: Heredity and environment jointly influence behavior. Repeatedly discussing this theme permits me to explore the nature versus nurture issue in all its complexity. Over a series of chapters, students gradually learn how biology shapes behavior, how experience shapes behavior, and how scientists estimate the relative importance of each. Along the way, students gain an in-depth appreciation of what we mean when we say that heredity and environment interact.

Theme 7: Our experience of the world is highly subjective. All of us tend to forget the extent to which we view the world through our own personal lens. This theme is used to explain the principles that underlie the subjectivity of human experience, to clarify its implications, and to repeatedly remind readers that their view of the world is not the only legitimate view.

After introducing all seven themes in Chapter 1, I discuss different sets of themes in each chapter, as they are relevant to the subject matter. The connections between a chapter's content and the unifying themes are highlighted in a standard section near the end of the chapter, in which I reflect on the "lessons

to be learned" from the chapter. The discussions of the unifying themes are largely confined to these sections, titled "Reflecting on the Chapter's Themes." I have not tried to make every chapter illustrate a certain number of themes. Rather, the themes were allowed to emerge naturally, and I found that two to five surfaced in any given chapter. The chart on page xi shows which themes are highlighted in each chapter. Color-coded icons near the beginning of each "Reflecting on the Chapter's Themes" section indicate the specific themes featured in each chapter.

Personal Applications

To reinforce the pragmatic implications of theory and research stressed throughout the text, each chapter includes a Personal Application section that highlights the practical side of psychology. Each Personal Application devotes two to five *pages* of text (rather than the usual box) to a single issue that should be of special interest to many of your students. Although most of the Personal Application sections have a "how to" character, they continue to review studies and summarize data in much the same way as the main body of each chapter. Thus, they portray research and application not as incompatible polarities but as two sides of the same coin. Many of the Personal Applications—such as those on finding and reading journal articles, understanding art and illusion, and improving stress management—provide topical coverage unusual for an introductory text.

Critical Thinking Applications

A great deal of unusual coverage can also be found in the Critical Thinking Applications that follow the Personal Applications. Conceived by Diane Halpern (Claremont McKenna College), a leading authority on critical thinking, these applications are based on the assumption that critical thinking skills can be taught. They do not simply review research critically, as is typically the case in other introductory texts. Instead, they introduce and model a number of critical thinking skills, such as looking for contradictory evidence or alternative explanations; recognizing anecdotal evidence, circular reasoning, hindsight bias, reification, weak analogies, and false dichotomies; evaluating arguments systematically; and working with cumulative and conjunctive probabilities.

The specific skills discussed in the Critical Thinking Applications are listed in the accompanying table, where they are organized into five categories using a taxonomy developed by Halpern (1994). In each chapter, some of these skills are applied to topics and issues related to the chapter's content. For instance, in the chapter that covers drug abuse (Chapter 5), the concept of alcoholism is used to highlight the immense power of definitions and to illustrate how circular reasoning can seem so seductive. Skills that are particularly important may surface in more than one chapter, so students see them applied in a variety of contexts. For example, in Chapter 7 students learn how hindsight bias can contaminate memory, and in Chapter 11 they see how hindsight can distort analyses of personality. Repeated practice across chapters should help students to spontaneously recognize the relevance of specific critical thinking skills when they encounter certain types of information. The skills approach taken to critical thinking and the content it has spawned are unprecedented for an introductory psychology text.

A Didactic Illustration Program

When I first outlined my plans for this text, I indicated that I wanted every aspect of the illustration program to have a genuine didactic purpose and that I wanted to be deeply involved in its development. In retrospect, I had no idea what I was getting myself into, but it has been a rewarding learning experience. In any event, I have been intimately involved in planning every detail of the illustration program. I have endeavored to create a program of figures, diagrams, photos, and tables that work hand in hand with the prose to strengthen and clarify the main points in the text.

The most obvious results of our didactic approach to illustration are the five Illustrated Overviews that combine tabular information, photos, diagrams, and sketches to provide exciting overviews of key ideas in the areas of history, learning, personality theory, psychopathology, and psychotherapy. But I hope you will also notice the subtleties of the illustration program. For instance, diagrams of important concepts (conditioning, synaptic transmission, EEGs, experimental design, and so forth) are often repeated in several chapters (with variations) to highlight connections among research areas and to enhance students' mastery of key ideas. Numerous easy-to-understand graphs of research results underscore psychology's foundation in research, and photos and diagrams often bolster each other (for example, see the treatment of classical conditioning in Chapter 6). Color is used carefully as an organizational device, and visual schematics help simplify hard-to-visualize concepts (see, for instance, the figure explaining reaction range for intelligence in Chapter 8). And in this edition we have strived to enhance the realism and pedagogical value of our drawings of the brain

Taxonomy of Skills Covered in the Critical Thinking Applications	
Verbal Reasoning Skills	
Understanding the way definitions shape how people think about issues	Chapter 5
Identifying the source of definitions	Chapter 5
Avoiding the nominal fallacy in working with definitions and labels	Chapter 5
Recognizing and avoiding reification	Chapter 8
Argument/Persuasion Analysis Skills	
Understanding the elements of an argument	Chapter 9
Recognizing and avoiding common fallacies, such as irrelevant reasons, circular reasoning, slippery slope reasoning, weak analogies, and false dichotomies	Chapters 9 and 10
Evaluating arguments systematically	Chapter 9
Recognizing and avoiding appeals to ignorance	Chapter 8
Understanding how Pavlovian conditioning can be used to manipulate emotions	Chapter 6
Developing the ability to detect conditioning procedures used in the media	Chapter 6
Recognizing social influence strategies	Chapter 15
Judging the credibility of an information source	Chapter 15
Skills in Thinking as Hypothesis Testing	
Looking for alternative explanations for findings and events	Chapters 1, 8, and 10
Looking for contradictory evidence	Chapters 1, 3, and 8
Recognizing the limitations of anecdotal evidence	Chapters 2 and 14
Understanding the need to seek disconfirming evidence	Chapter 7
Understanding the limitations of correlational evidence	Chapters 10 and 12
Understanding the limitations of statistical significance	Chapter 12
Recognizing situations in which placebo effects might occur	Chapter 14
Skills in Working with Likelihood and Uncertainty	
Utilizing base rates in making predictions and evaluating probabilities	Chapter 12
Understanding cumulative probabilities	Chapter 13
Understanding conjunctive probabilities	Chapter 13
Understanding the limitations of the representativeness heuristic	Chapter 13
Understanding the limitations of the availability heuristic	Chapter 13
Recognizing situations in which regression toward the mean may occur	Chapter 14
Understanding the limits of extrapolation	Chapter 3
Decision-Making and Problem-Solving Skills	
Using evidence-based decision making	Chapter 2
Recognizing the bias in hindsight analysis	Chapters 7 and 11
Seeking information to reduce uncertainty	Chapter 12
Making risk-benefit assessments	Chapter 12
Generating and evaluating alternative courses of action	Chapter 12
Recognizing overconfidence in human cognition	Chapter 7
Understanding the limitations and fallibility of human memory	Chapter 7
Understanding how contrast effects can influence judgments and decisions	Chapter 4
Recognizing when extreme comparitors are being used	Chapter 4

and other physiology. All of these efforts have gone toward the service of one master: the desire to make this an inviting book that is easy to learn from.

Integrated Running Glossary

An introductory text should place great emphasis on acquainting students with psychology's technical language—not for the sake of jargon, but because a great many of our key terms are also our cornerstone concepts (for example, *independent variable, reliability,* and *cognitive dissonance*). This text handles terminology with a running glossary embedded in the prose itself. The terms are set off in ***blue boldface italics***, and the definitions follow in **blue, boldface roman** type. This approach retains the two advantages of a conventional running glossary: vocabulary items are made salient, and their definitions are readily accessible. However, it does so without interrupting the flow of discourse, while eliminating redundancy between text matter and marginal entries.

Concept Checks

To help students assess their mastery of important ideas, Concept Checks are sprinkled throughout the book. In keeping with my goal of making this a book of ideas, the Concept Checks challenge students to apply ideas instead of testing rote memory. For example, in Chapter 6 the reader is asked to analyze realistic examples of conditioning and identify conditioned stimuli and responses, reinforcers, and schedules of reinforcement. Many of the Concept Checks require the reader to put together ideas introduced in different sections of the chapter. For instance, in Chapter 4 students are asked to identify parallels between vision and hearing. Some of the Concept Checks are quite challenging, but students find them engaging and report that the answers (available in Appendix A in the back of the book) are often illuminating.

Preview Questions

To help students identify important ideas, each chapter includes five to eight sets of Preview Questions. Generally speaking, the Preview Questions are found at the beginning of each major section in a chapter, in the margin, adjacent to a level-one heading. Of course, some exceptions to this rule-of-thumb had to be made to accommodate very long or very brief sections under level-one headings. The Preview Questions are short, thought-provoking learning objectives that should help students focus on the key issues in each section.

Practice Tests

Each chapter ends with a 15-item multiple-choice Practice Test that should give students a realistic assessment of their mastery of that chapter and valuable practice taking the type of test that many of them will face in the classroom (if the instructor uses the Test Bank). This feature grew out of some research that I conducted on students' use of textbook pedagogical devices (see Weiten, Guadagno, & Beck, 1996). This research indicated that students pay scant attention to some standard pedagogical devices. When I grilled my students to gain a better undertstanding of this finding, it quickly became apparent that students are very pragmatic about pedagogy. Essentially, their refrain was "We want study aids that will help us pass the next test." With this mandate in mind, I devised the Practice Tests. They should be useful, as I took most of the items from Test Banks for previous editions.

In addition to the special features just described, the text includes a variety of more conventional, "tried and true" features as well. The back of the book contains a standard *alphabetical glossary.* Opening *outlines* preview each chapter, and a thorough *review* of *key ideas* appears at the end of each chapter, along with lists of *key terms* (with page numbers indicating where the terms were introduced) and *key people* (important theorists and researchers). I make frequent use of *italics for emphasis,* and I depend on *frequent headings* to maximize organizational clarity. The preface for students describes these pedagogical devices in more detail.

Content

The text is divided into 15 chapters, which follow a traditional ordering. The chapters are not grouped into sections or parts, primarily because such groupings can limit your options if you want to reorganize the order of topics. The chapters are written in a way that facilitates organizational flexibility, as I always assumed that some chapters might be omitted or presented in a different order.

The topical coverage in the text is relatively conventional, but there are some subtle departures from the norm. For instance, Chapter 1 presents a relatively "meaty" discussion of the evolution of ideas in psychology. This coverage of history lays the foundation for many of the crucial ideas emphasized in subsequent chapters. The historical perspective is also my way of reaching out to the students who find

that psychology just isn't what they expected it to be. If we want students to contemplate the mysteries of behavior, we must begin by clearing up the biggest mysteries of them all: "Where did these rats, statistics, synapses, and genes come from; what could they possibly have in common; and why doesn't this course bear any resemblance to what I anticipated?" I use history as a vehicle to explain how psychology evolved into its modern form and why misconceptions about its nature are so common.

I also devote an entire chapter (Chapter 2) to the scientific enterprise—not just the mechanics of research methods but the logic behind them. I believe that an appreciation of the nature of empirical evidence can contribute greatly to improving students' critical thinking skills. Ten years from now, many of the "facts" reported in this book will have changed, but an understanding of the methods of science will remain invaluable. An introductory psychology course, by itself, isn't going to make a student think like a scientist, but I can't think of a better place to start the process.

As its title indicates, this book is a condensed version of my introductory text, *Psychology: Themes and Variations*. I have reduced the length of the book from 323,000 words to 239,000 words. How was this reduction in size accomplished? It required a great many difficult decisions, but fortunately, I had excellent advice from a team of professors who served as consultants. About 40% of the reduction came from deleting entire topics, such as psychophysics, mental retardation, blocking in classical conditioning, and so forth. However, the bulk of the reduction was achieved by compressing and simplifying coverage throughout the book. I carefully scrutinized the parent book sentence by sentence and forced myself to justify the existence of every study, every example, every citation, every phrase. The result is a thoroughly *rewritten* text, rather than one that was *reassembled* through "cut and paste" techniques.

Changes in the Seventh Edition

A good textbook must evolve with the field of inquiry it covers. Although the professors and students who used the first six editions of this book did not clamor for alterations, there are some changes. One change consists of the second phase of our systematic effort to improve our drawings of physiology and neuroanatomy throughout the book. Over the course of the last several editions, as we added new physiological drawings from a variety of sources, our anatomical illustrations gradually became less consistent in style than I wanted them to be. To remedy this problem, we secured the services of Fred Harwin, a superb medical illustrator, who redrew all the physiological and neuroanatomical graphics in a consistent (and strikingly beautiful) style. Roughly two-thirds of these new illustrations appeared for the first time in the previous edition, and one-third are making their debut in this edition.

You will also find a variety of other changes in this edition, such as the inclusion of the bulleted lists of Preview Questions, which serve as engaging learning objectives, and a new color treatment of figure citations in the text that should make the book's graphics more salient to students. Also, the old "Putting It in Perspective" sections have been renamed to make their purpose more explicit to students. These sections are now titled "Reflecting on the Chapter's Themes."

Of course, the book has been thoroughly updated to reflect recent advances in the field. One of the exciting things about psychology is that it is not a stagnant discipline. It continues to move forward at what seems a faster and faster pace. This progress has necessitated a host of specific content changes that you'll find sprinkled throughout the chapters. Of the roughly 3000 references cited in the text, over 800 are new to this edition.

PsykTrek: A Multimedia Introduction to Psychology

PsykTrek is a multimedia supplement that will provide students with new opportunities for active learning and reach out to "visual learners" with greatly increased efficacy. *PsykTrek* is intended to give students a second pathway to learning much of the content of introductory psychology. Although it does not cover all of the content of the introductory course, I think you will see that a great many key concepts and principles can be explicated *more effectively* in an interactive audio-visual medium than in a textbook.

PsykTrek consists of four components. The main component is a set of 65 *Interactive Learning Modules* that present the core content of psychology in a whole new way. These tutorials include thousands of graphics, hundred of photos, hundreds of animations, approximately four hours of narration, over 35 carefully selected videos, and about 160 uniquely visual concept checks and quizzes. The *Simulations* allow students to explore complex psychological phenomena

in depth. They are highly interactive, experiential demonstrations that will enhance students' appreciation of research methods. A *Multimedia Glossary* allows students to look up over 800 psychological terms, access hundreds of pronunciations of obscure words, and pull up hundreds of related diagrams, photos, and videos. The *Video Selector* allows students to directly access the video segments that are otherwise embedded in the Interactive Learning Modules.

The key strength of *PsykTrek* is its ability to give students new opportunities for active learning outside of the classroom. For example, students can run themselves through re-creations of classic experiments to see the complexities of data collection in action. Or they can play with visual illusions on screen in ways that will make them doubt their own eyes. Or they can stack color filters on screen to demonstrate the nature of subtractive color mixing. *PsykTrek* is intended to supplement and complement *Psychology: Themes & Variations*. For instance, after reading about operant conditioning in the text, a student could work through three interactive tutorials on operant principles, watch three videos (including historic footage of B. F. Skinner shaping a rat), and then try to shape Morphy, the virtual rat, in one of the simulations.

Other Supplementary Materials

The teaching/learning package that has been developed to supplement *Psychology: Themes and Variations, Briefer Version* also includes many other useful tools. The development of all its parts was carefully coordinated so that they are mutually supported.

Concept Charts for Study and Review

To help your students organize and assimilate the main ideas contained in the text, I have created a booklet of Concept Charts. This booklet contains a two-page Concept Chart for each chapter. Each Concept Chart provides a detailed visual map of the key ideas found in the main body of that chapter. These color-coded, hierarchically-organized charts create snapshots of the chapters that should allow your students to quickly see the relationships among ideas and sections.

Study Guide (by Richard Stalling and Ronald Wasden)

For your students, there is an exceptionally thorough *Study Guide* available to help them master the information in the text. It was written by two of my former professors, Richard Stalling and Ronald Wasden of Bradley University. They have over 30 years of experience as a team writing study guides for introductory psychology texts, and their experience is readily apparent in the high-quality materials that they have developed.

The review of key ideas for each chapter is made up of an engaging mixture of matching exercises, fill-in-the-blank items, free-response questions, and programmed learning. Each review is organized around learning objectives that I wrote. The *Study Guide* is closely coordinated with the *Test Bank,* as the same learning objectives guided the construction of the questions in the *Test Bank*. The *Study Guide* also includes a review of key terms, a review of key people, and a self-test for each chapter in the text.

Instructor's Resource Manual (coordinated by Randolph Smith)

A talented roster of professors have contributed to the *Instructor's Resource Manual* (*IRM*) in their respective areas of expertise. The *IRM* was developed under the guidance of Randolph Smith, the editor of the journal *Teaching of Psychology.* It contains a diverse array of materials designed to facilitate efforts to teach the introductory course and includes the following sections.

- The *Instructor's Manual,* by Randolph Smith (Kennesaw State University), contains a wealth of detailed suggestions for lecture topics, class demonstrations, exercises, discussion questions, and suggested readings, organized around the content of each chapter in the text. It also highlights the connections between the text coverage and *PsykTrek* content and features an expanded collection of masters for class handouts.
- *Strategies for Effective Teaching,* by Joseph Lowman (University of North Carolina), discusses practical issues such as what to put in a course syllabus, how to handle the first class meeting, how to cope with large classes, and how to train and organize teaching assistants.
- *AV Media for Introductory Psychology,* by Russ Watson (College of DuPage), provides a comprehensive, up-to-date, critical overview of educational films relevant to the introductory course.
- *The Use of Computers in Teaching Introductory Psychology,* by Susan J. Shapiro (Indiana University–East), offers a thorough listing of computer materials germane to the introductory course and analyzes their strengths and weaknesses.
- *Introducing Writing in Introductory Psychology,* by Dana Dunn (Moravian College), discusses how to work toward enhancing students' writing skills in

the context of the introductory course and provides suggestions and materials for specific writing assignments chapter by chapter.

- *Crossing Borders/Contrasting Behaviors: Using Cross-Cultural Comparisons to Enrich the Introductory Psychology Course,* by Ginny Zahn, Bill Hill, and Michael Reiner (Kennesaw State University), discusses the movement toward "internationalizing" the curriculum and provides suggestions for lectures, exercises, and assignments that can add a cross-cultural flavor to the introductory course.
- *Teaching Introductory Psychology with the World Wide Web* by Michael R. Snyder (University of Alberta), discusses how to work Internet assignments into the introductory course and provides a guide to many psychology-related sites on the World Wide Web.
- *Using InfoTrac® College Edition in Introductory Psychology* by Randolph Smith discusses how to make effective use of the *InfoTrac College Edition* subscription that is made available to students with this text. *InfoTrac College Edition* is an online database of recent full-text articles from hundreds of scholarly and popular periodicals.

Test Bank (by Cheryl Hale)

We have assembled a large, diversified, and carefully constructed *Test Bank* revised by Cheryl Hale (Jefferson Community College). The questions are closely tied to the chapter learning objectives and to the lists of key terms and key people found in both the text and the *Study Guide*. The items are categorized as (a) factual, (b) conceptual/applied, (c) integrative, or (d) critical thinking questions. The test bank also includes a separate section that contains about 600 multiple-choice questions based on the content of *PsykTrek's* Interactive Learning Modules. Data on item difficulty are included for many questions.

Computerized Test Items

Electronic versions of the *Test Bank* are available for a variety of computer configurations. The ExamView® software is user-friendly and allows teachers to insert their own questions and to customize those provided.

Challenging Your Preconceptions: Thinking Critically About Psychology, Second Edition (by Randolph Smith)

This brief paperback book is a wonderful introduction to critical thinking as it applies to psychological issues. Written by Randolph Smith (Kennesaw State University), this book helps students apply their critical thinking skills to a variety of topics, including hypnosis, advertising, misleading statistics, IQ testing, gender differences, and memory bias. Each chapter ends with critical thinking challenges that give students opportunities to practice their critical thinking skills.

Multimedia Manager Instructor's Resource CD-ROM: A Microsoft® PowerPoint® Tool (by Brian Malley, University of Michigan)

This lecture and class preparation tool makes it easy for you to assemble, edit, and present customized, media-enhanced lectures for your course using Microsoft PowerPoint. It includes chapter-specific lecture outlines and art from the text (all on readymade Microsoft PowerPoint slides), as well as video clips and other integrated media. This CD also contains the full Instructor's Resource Manual and the Test Bank.

Book Companion Website: www.thomsonedu.com/psychology/weiten

This website features teaching and learning resources, including: chapter learning objectives, online tutorial quizzes with multiple-choice, true-false, and fill-in-the-blank questions, web links, flash cards, Critical Thinking Lessons, Concept Checks, InfoTrac® College Edition activities, and more.

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