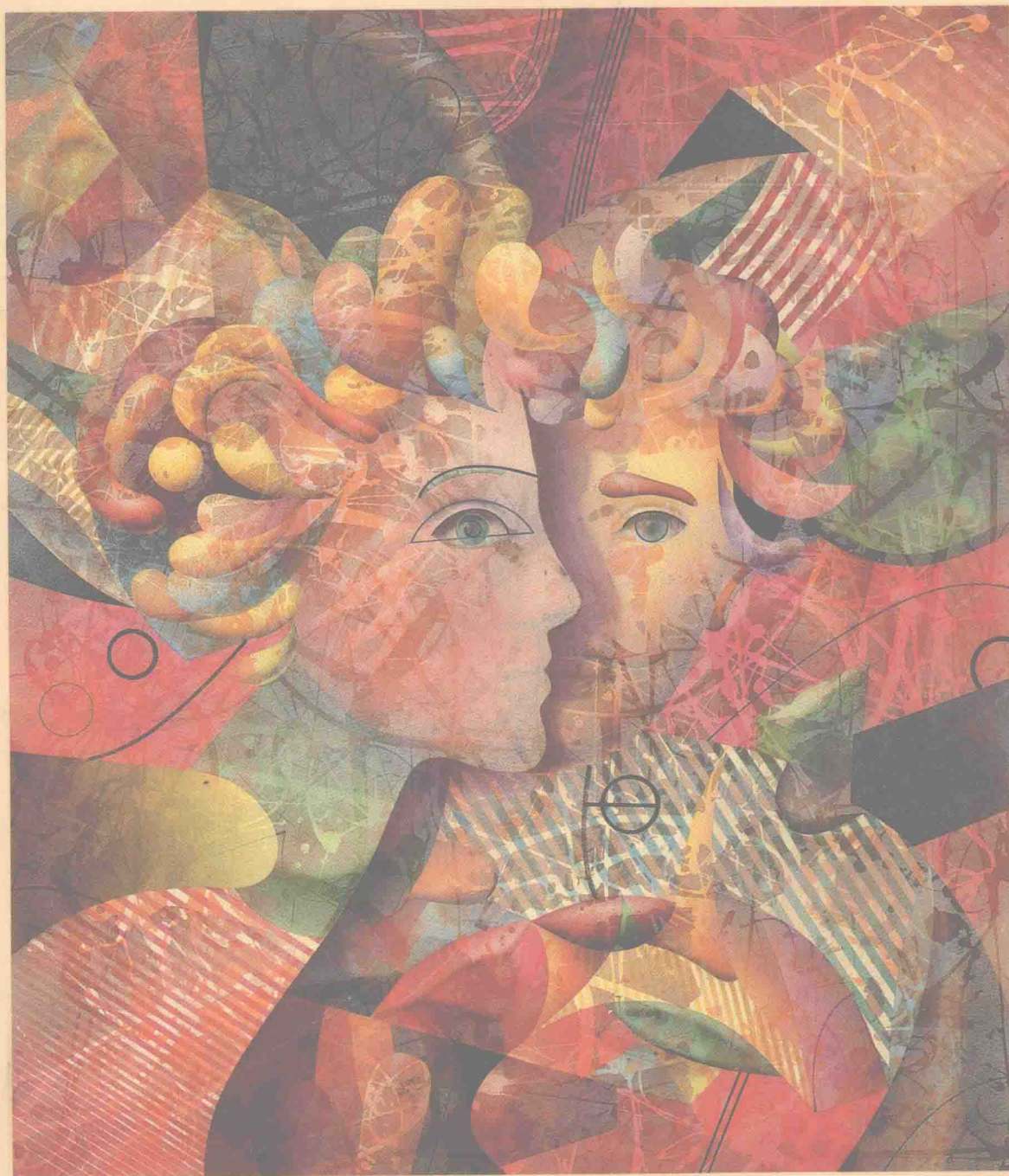

Essentials of Psychology

Exploration and Application

Fourth Edition



Dennis Coon

Fourth Edition

Essentials of Psychology

Exploration and Application

Dennis Coon

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West Publishing Company

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A study guide has been developed to assist you in mastering the concepts presented in this text. The study guide clarifies concepts by presenting them in concise, condensed form. It reinforces your understanding of terms, concepts, and individuals and also provides a programmed review and self-test questions. The study guide is available from your local bookstore under the title, *Study Guide to Accompany Essentials of Psychology: Exploration and Application*, prepared by Tom Bond.

If you cannot locate this book in the bookstore, ask your bookstore manager to order it for you.

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Essentials of Psychology

Exploration and Application

Preface

■ To the Student ■

Psychology is at once familiar, exotic, commonplace, surprising, and challenging. Most of all, psychology is changing. Indeed, this book can be no more than a “snapshot” of a colorful passing scene. And yet, it is rapid change that makes psychology so fascinating: What, really, could be more intriguing than our evolving understanding of human behavior?

Psychology is about each of us. Psychology asks, “Why do we think, feel, and act as we do? How can we best learn to understand our own behavior? Psychologists believe the answer is “through careful observation, and spirited inquiry.” As simple as this may seem, it is the guiding light for everything that follows in this book.

I sincerely hope that you will find psychology as fascinating as I do. In this text, I have done all that I could imagine to make your first encounter with psychology enjoyable and worthwhile. To help you get a good start the Introduction preceding Chapter 1 discusses how to study effectively. The ideas covered there will help you get the most out of this text, class lectures, and your psychology course as a whole. In the remaining pages, I hope that the delight I have found in my own students’ curiosity, insights, imagination, and interests will be apparent. Please view this book as a long letter from me to you. It is, in a very real sense, written about you, for you, and to you.

■ To the Instructor ■

This book differs from traditional texts in a number of important ways. If you are already familiar with its format, a description of Fourth Edition changes follows shortly. If the text is unfamiliar, a brief account of its design and underlying philosophy is in order.

A Book for Students As an instructor I have learned that selecting a textbook is half the battle in teaching. A good text does much of the work of imparting information to students. This leaves class time free for discussion, and it leaves students asking for more. When a book overwhelms students or cools their interest, teaching becomes an uphill battle. For this reason, I have worked hard to make this a clear, readable, and interesting text.

This book is a concise introduction to psychology. I believe an important question to ask of the introductory course is, “What will students remember next year, or in 10 years?” Consequently, I have tried to give students a clear grasp of major concepts, rather than bury them in details. At the same time, I have tried to show the value of a variety of theoretical perspectives. I think students will find this book full of intellectual challenge, and teachers will find major topics covered to their satisfaction. In addition, I have made a special effort to relate psychology to practical problems of daily life.

A major feature of the book is the Applications section in each chapter. Each of these sections explicitly bridges the gap between psychological theory and practical application. I believe students have every right to ask, “Does this mean anything to me? Can I use it? Why should I learn it if I can’t?” No matter how interesting or stimulating it is, a text that fails to show the practical value of adopting new ideas is irrelevant in a basic sense. The Applications sections, therefore, spell out how students can use the principles of psychology. By doing so, they breathe life into its concepts.

A Format for Learning Before this book first appeared, psychology texts made surprisingly little use of learning principles to teach psychology. The extensive use of learning aids herein is based on my belief that students can be guided into more effective study and reading habits while learning psychology. Basically, each chapter is built around the well-known SQ3R study-reading formula. Thus, in addition to helping students learn, the chapter format encourages the development of valuable study skills. Student response to this feature of the text has been very positive, with many students reporting that they transfer the SQ3R technique to their other texts as well.

Each chapter is divided into four major parts: a *Preview*, *Resources*, *Applications*, and a *Chapter Summary*. Chapter Previews are used to arouse reader interest, to give an overview of the chapter, and to focus attention on the task at hand. Each Preview concludes with a series of *Survey Questions* to further orient readers and aid the survey step of the SQ3R method. The Resources section, which follows, presents major concepts of the chapter. Next comes an Applications section that shows how concepts can be applied. After that a Chapter Summary offers a point-by-point review of key ideas.

Throughout each chapter, *guide questions* are used to maintain attention and to make reading an active learning experience. Despite its appearance, this is not just a question-and-answer format. Rather, it takes the form of a dialogue in which student questions and reactions are anticipated. Guide questions cue students to look for important points in the paragraphs that follow, thus fulfilling the *question* part of SQ3R. And, significantly, they also allow clarification of difficult points through a lively give-and-take between questions and responses.

If you glance through the text you will immediately notice the *Learning Checks* that appear throughout. These are short, non-comprehensive quizzes that allow readers to gauge recall and understanding of preceding material. Students who cannot answer Learning Check questions are directed to review the previous section before reading more. Completing Learning Checks also serves as a form of recitation to enhance learning (the fourth step in SQ3R). The last SQ3R step (review) is aided by the detailed Chapter Summary.

To supplement its SQ3R format, *Essentials of Psychology* employs a full array

of traditional learning aids. These include: part outlines, boldface type and phonetic pronunciations for important terms, bullet summaries, a running glossary and a complete end-of-book glossary (also with pronunciations), summary tables, a detailed index, and a robust new illustration program.

All chapters have been kept short so they can be read in single sessions. This brevity provides excellent flexibility for the order in which chapters are assigned. It also gives students a sense of closure or completion at the end of each assignment. Finally, and perhaps most importantly, the readability of each chapter has been carefully controlled for maximum student involvement and comprehension.

I sincerely hope that teachers and students will consider this book a refreshing change from the ordinary. Writing and revising it has been quite an adventure. In the pages that follow, I think the reader will find an attractive blend of the theoretical and practical, plus many of the most exciting topics in psychology.

■ Fourth Edition Changes ■

The last 3 years have been a fertile and productive period for psychology. Perhaps as never before, researchers are revising long-standing ideas and pioneering new topics of study. Reporting these developments has been stimulating and rewarding: With this revision, *Essentials of Psychology* has become more than ever the text I always dreamed it could be.

Illustrations The most visible change in this edition is the use of color in every chapter. Added color has made it possible to improve almost all drawings, graphs, tables, and photographs so that they present information more clearly and effectively. Beyond this, the text's enhanced visual appeal should have a positive effect on student interest and motivation.

Chapter Format The format for this edition has been fine tuned in two ways. First, is the added use of highlighted boxes in each chapter. These boxes contain brief discussions of high-interest topics and are set off from the main body of the text. Most focus on current research, interesting controversies, or novel viewpoints. I think students will like them very much. A second notable change is that Applications now *precede* each Chapter Summary. This switch was made to more closely tie Applications to core chapter content.

Content Changes This Fourth Edition reflects an extensive updating. Virtually every chapter has been rewritten, reorganized, or improved, with new information evident at every turn of a page, including hundreds of new references (many as recent as 1986). Indeed, the line-by-line updates and content changes are too numerous to describe here. I would, nevertheless, like to give at least a sample of new or revised topics. These include: study skills (Introduction); women in psychology (Chapter 1); split-brain research (Chapter 3); artificial hearing (chapter 4); innate understanding of drawings, ESP research (Chapter 5); hypnosis, drug effects, meditation, behavioral remedies for insomnia (Chapter 6); human conditioning, stimulus control, behavioral self-management (Chapter 7);

CAI, skill learning, TV as a model (Chapter 8); state dependent learning, hypnosis and memory, exceptional memory, (Chapter 9); mental imagery, insight, animal intelligence, intuition (Chapter 10); obesity, circadian rhythms, jet lag, high achievement, anorexia and bulimia, coping with test anxiety (Chapter 11); emotional expression, lie detectors (Chapter 12); burnout, stress and hassles, stress management (Chapter 13); social referencing, birth, enrichment, genetics and reproduction (Chapter 14); parenting styles, "hurried adolescence," biological aging, child abuse (Chapter 15); multiple intelligences, teaching intelligence (Chapter 16); personality traits, self-concept, theories of personality, traits and situations, androgyny, identical twins and personality (Chapter 17); self-reinforcement, characteristics of self-actualizers (Chapter 18); DSM-III-R terminology, sexual deviance, post-traumatic stress disorders, postpartum depression (Chapter 19); DSM-III-R, Alzheimer's disease, biological research on depression and psychosis, the Genain quads (Chapter 20); short-term dynamic therapy, family therapy, large group awareness training, media psychologists (Chapter 21); rapid smoking, cognitive behavior therapy, covert reinforcement (Chapter 22); sexual scripts, AIDS and sexually transmitted diseases, (Chapter 23); attribution theory, selecting a mate, resisting compliance pressures (Chapter 24); anger control, aggression and pornography (Chapter 25). It is worth noting again, that this list is really just a sample of the new information to be found in this edition.

Careers in Psychology Appendix A, Careers in Psychology, is another prominent addition to this edition. Appendix A is designed to help students decide whether an undergraduate major in psychology would be appropriate for them. Employment opportunities at each degree level are described along with projections of future job prospects. Special emphasis is placed on the broad applicability of an undergraduate psychology degree to various careers and occupations. At the same time, the advantages of more advanced training are clearly stated. Appendix A answers many preliminary questions about careers in psychology and provides a general overview of the field. Psychology majors and non-majors alike should find it worth reading.

Study Guide An excellent study guide is again available to accompany *Essentials of Psychology*. To structure learning, Tom Bond's *Study Guide* offers students a thorough review and a chance to practice concepts presented in the text. The *Study Guide* includes a list of important terms and individuals, learning objectives (with space for student responses), two tests ("Do You Know the Information," "Can You Apply the Information"), and a fill-in-the-blanks Chapter Review.

WESTUDY A new microcomputer study program called WESTUDY is available to accompany this edition of the text. WESTUDY poses questions to students in three easy-to-run formats: a multiple-choice review, a race, and a college bowl contest. When used by one or more students, WESTUDY is a motivating and enjoyable study aid.

IM and Test Bank Carol Woodward has done a super job of enlarging and updating the *Instructor's Manual*. The IM includes updated film annotations and resource materials as well as new demonstrations and class exercises created by

Carol Woodward and Bill Titus. For this edition, Bill Dwyer once again brought his talents to bear on the Test Bank. The result is a collection that now contains over 2500 questions, a large percentage of which are new. In his revision Bill made a special effort to include general conceptual items as well as items that test recall of the text. The Test Bank is again available on computer tape or disks.

Transparencies I am very pleased to report that Bill Dwyer also has created a set of transparencies to enliven classroom presentations. Bill's transparencies are on acetate, in color, and ready for use. Transparency masters that duplicate figures and graphs from the text are also available. Contact your West representative for more information on either of these media aids.

Psychware Another exciting development is the debut of *Psychware*, a CAI package to enrich the introductory course. Robert S. Slotnick and the New York Institute of Technology have developed a stimulating collection of tutorials, simulations, and experiments for use on microcomputers. Each exercise is highly interactive and features engaging graphics. By using *Psychware* students can apply the principles of operant conditioning, they can test their short-term memory, they can explore social behavior or gain insight into Piaget's stages of cognitive development, and much more.

Acknowledgements The effort required to revise this text has grown with each edition. More than ever, it has benefited from the combined efforts of a large number of people. I would like first to thank the many students who sent comments, suggestions, and letters of encouragement. To the professional users/reviewers who gave their time and expertise I extend my sincere thanks. I deeply appreciate the contributions of all those who have, over the years, contributed to this text's evolution. I especially wish to thank those who helped make this edition a reality:

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Getting a text into print seems almost miraculous at times. With this fact in mind, I would like to thank Jane Fischer and Theresa O'Dell for their editorial support, and to Bill Stryker for translating impulse into action at West. Thanks also to Stuart Kenter for exceptional photographic research, to Maureen Rosener for getting the word out, to Dan and Mariette Francis for photographic excellence, to Marsha Dohrmann for wonderful anatomical art, and to Barbara Barnett for the colorful figures that appear throughout this text. These individuals, and many others at West Publishing Company, share greatly in the credit for this book's final form.

Finally, I would like to express my continuing gratitude to Clyde H. Perlee, Jr., everyone's favorite Editor-in-Chief, for his patience, inspiration, and friendship. This is his book as well as mine. I am equally indebted to Janet Bollow for rising to the challenge once again even though it meant foregoing a plunge to the depths.

Last of all, I would like to thank my wife Sevren, whose emotional support and countless hours of help made this book possible.

Dennis Coon

Introduction

The Psychology of Studying

Do you find learning challenging and rewarding? Or painful and intimidating? The second reaction is common even among bright students, if they lack basic “tools of the trade.” Even if you’re not one of those students, you may be able to improve your study skills. Would you like to learn more in less time? There is a good chance you can, if you apply the methods described here.

The SQ3R Method—How to Tame a Textbook

Have you ever completed a reading assignment, only to discover afterward that you remembered little of what you read? This problem has plagued students for decades. Fortunately, an excellent solution exists. Over 40 years ago, educator Francis Robinson developed a superb reading technique called the **SQ3R method**.

Robinson’s method is simply a way of studying while you read. The symbols S-Q-R-R-R stand for *survey*, *question*, *read*, *recite*, and *review*. Following these five steps can help you understand ideas quickly, remember more, and review effectively for tests (Robinson, 1941):

- S** = *Survey*. Look ahead through a chapter before you begin reading. As you do, read only topic headings, captions for illustrations, and any chapter summary or review. This step should give you an overall picture of what lies ahead.
- Q** = *Question*. To focus your attention as you read, turn each topic heading into one or more questions. For example, the heading “Stages of Sleep” could raise questions such as: “Is there more than one stage of sleep?” “What are the stages of sleep?” “How do they differ?” Asking questions will increase your interest, and it will help relate new ideas to what you already know, for better comprehension.
- R1** = *Read*. The first R in SQ3R refers to *read*. As you read, try to answer the questions you asked. Read in short “bites” from one *topic heading* to the next, then stop. (If the material is very difficult, you may want to read only a paragraph or two at a time.)
- R2** = *Recite*. The second R stands for *recite*. After you have read a short bite of information, you should stop and recite. That is, try to silently answer

your questions or summarize what you've read by writing brief notes. If you can't summarize main ideas in your own words, scan back over the section until you can. Until you can remember what you just read, there's little point to reading more.

After you have completed one section in this way, turn the next topic heading into questions. Then read to the following heading. Again, you should look for answers as you read, and you should recite before moving on. Repeat the question-read-recite cycle until you've read the entire chapter.

R3 = *Review*. When you've finished reading, skim back over the chapter, or read your notes. Then check your memory by reciting and quizzing yourself again. Or better yet, get someone to ask you questions about each topic to see if you can answer in your own words.

Question: Does this method really work?

Experiments show that using the SQ3R method improves both reading comprehension and grades (Boker, 1974; Driskell & Kelly, 1980). Simply reading straight through a chapter often leads to a case of intellectual "indigestion." That's why it's important that you stop often to think, question, recite, review, and "digest" information.

How to Use this Text With practice, you can apply the SQ3R method to any book. However, as you may have guessed, its steps are built into this text to help you use them.

Each chapter opens with a short Preview, followed by Survey Questions to help you get oriented. After you have read these two sections, take a minute or two to make your own survey of the chapter. As you read, questions woven into the text will help clarify ideas and focus your attention. Research shows that this arrangement leads to improved learning and memory (Boker, 1974; Melton, 1978).

Every few pages, Learning Checks allow you to "recite" by testing your memory of important points. (Again, you should also take notes or recite on your own.) Near the end of each chapter a special Applications section on an interesting topic will add to your practical knowledge of psychology. This is followed by a Chapter Summary you can use for review.

As you read, new terms will be defined where they first appear in the text. Key terms are printed in **boldface type** and are often followed by pronunciations. (Capital letters show which syllables are accented.) As a further study aid, a **glossary**, or mini-dictionary, of terms also appears near the end of this book. Perhaps you should take a moment to find it now.

Together, these features should make learning psychology enjoyable and effective, but there is still more you can do on your own.

■ Effective Note Taking—Good Students, Take Note! ■

Question: The SQ3R method may be good for reading, but what about taking notes in class when it's difficult to know what's important?

Effective note taking requires active listening. **Active listeners** know how to control their attention to avoid classroom daydreaming. Here's a listening/note-taking plan that works for many students. The important steps are summarized by the letters in the word **LISAN**, pronounced "listen" (Carman & Adams, 1985).

- L** = *Lead. Don't follow.* Try to anticipate what the instructor is going to say. As in SQ3R, use questions as guides. Questions can come from the instructor's study guides or the reading assignments.
- I** = *Ideas.* Every lecture is based on a core of important ideas. Usually an idea is introduced and examples or explanations are given. Ask yourself often, "What is the main idea now? What ideas support it?"
- S** = *Signal words.* Listen for words that tell you the direction the instructor is taking. For instance, here are some groups of signal words:

<i>There are three reasons why . . .</i>	Here come ideas
<i>Most important is . . .</i>	Main idea
<i>On the contrary . . .</i>	Opposite idea
<i>As an example . . .</i>	Support for main idea
<i>Therefore . . .</i>	Conclusion
- A** = *Actively listen.* Sit where you can hear and where you can be seen if you need to ask a question. Look at the instructor while he or she talks. Bring questions you want answered from the last lecture or from your reading. Raise your hand at the beginning of class or approach your instructor before the lecture begins. Do anything that helps you be active.
- N** = *Note taking.* As you listen, write down only key points. Listen to everything, but be selective and don't try to write down everything. If you are too busy writing, you may not grasp what is said. Any gaps in your notes can be filled in immediately after class.

Here is something more you should know. A revealing study (Palkovitz & Lore, 1980) found that most students do make reasonably good notes—and then don't use them! Most students wait until just before exams to review their notes—which have, by then, lost much of their meaning. If you don't want your notes to seem like hieroglyphics or "chicken scratches," it pays to review them *on a regular basis*. And remember, whenever it is important to listen effectively, the letters LISAN are a good guide.

■ Study Habits—Avoiding the Last-Minute Blues ■

It is important to realize that virtually every topic is interesting to someone, somewhere. Although I may not be interested in the sex life of the South American tree frog, a biologist might be fascinated. If you wait for your teachers to "make" their courses interesting, you are missing the point. Interest is a matter of *your attitude*. If you bring an inquiring mind and a positive attitude to your studies, you will find learning challenging and interesting. Students and teachers *together* make a class rewarding.

With these thoughts in mind, let's consider a few things you can do to improve your study habits.

Study in a Specific Place It goes almost without saying that you should study in a quiet, well-lighted area that is free of distractions. If possible, you should also have at least one place where you *only study*. Do nothing else at that spot: Keep magazines, radios, friends, pets, posters, games, puzzles, food, lovers, sports cars, elephants, pianos, televisions, hang gliders, kazoos, and other distractions out of the area. In this way, studying will become strongly linked with one specific place (Beneke & Harris, 1972). Then, rather than trying to force yourself to study by “willpower,” all you have to do is go to your study area. Once there, you’ll find it relatively easy to get started.

Use Spaced Study Sessions It is quite reasonable to review intensely before an exam. However, if you are actually learning information for the first time (cramming), you are asking for trouble. Psychological research suggests that **spaced practice** is a more efficient way to study. **Spaced practice** consists of a large number of relatively short study sessions, rather than one or two long ones (called **massed practice**). (It might be worth remembering that if you “massed up” your studying you probably messed it up too.) Cramming puts a tremendous burden on memory. It is far better to learn small amounts on a daily basis and to review frequently.

Try Mnemonics Students sometimes complain about having to memorize for classes. But learning has to start somewhere, and memorizing is often the first step. Psychologists now know a great deal about how to improve memory. Since many of the most important points are summarized in Chapter 9, let’s consider just one technique here.

A **mnemonic** (nee-MON-ik) is a memory aid. Most mnemonics link new information to ideas or images that are easy to remember. For example, imagine you want to remember that the Spanish word for duck is *pato* (pronounced POT-oh). To use a mnemonic, you could picture a duck in a pot or a duck wearing a pot for a hat (Pressley et al., 1980). Obviously, the possibilities for creating mnemonics are numerous. If you would like to learn more, look ahead to Chapter 9.

Test Yourself Many students overlook one of the best ways to improve test scores: When studying, you can arrange to take several practice tests before the real one in class. In other words, studying should include **self-testing** by use of flash cards, Learning Checks, a study guide, or questions you ask yourself. As you study, ask as many questions as you can and be sure you can answer them. Studying without testing yourself is like practicing for a basketball game without shooting any baskets.

Overlearn There is something else to keep in mind when you study: Many students *underprepare* for exams, and most *overestimate* how well they will do on exams (Murray, 1980). A solution to both problems is **overlearning**. To overlearn, you should continue studying beyond bare mastery of a topic. This means that you need to give yourself time for extra study and review *after* you think you are prepared for a test. Another reason for overlearning is provided by the following experiment:

The Perils of Multiple Choice

College students were given 15 minutes to study a passage on human rights. Students were told to expect either an essay, multiple-choice, “memory,” or unspecified type of test. In fact, all students took the same test, which included multiple-choice and short-answer questions. Students expecting multiple-choice questions scored *lowest*, even on the multiple-choice questions. (Foos & Clark, 1984)

Before tests, students always ask, “Will it be essay or multiple-choice?” But as the experiment shows, it is probably best to approach all tests as if they were essays. By doing so, you will learn information more completely, so that you will really “know your stuff” when you take the test.

Question: All of these study techniques are fine. But what can I do about procrastination?

Procrastination

A tendency to procrastinate is almost universal among college students. (When campus workshops on procrastination are offered, many students never get around to signing up!) Even when procrastination doesn’t lead to failure, it can cause much suffering. Procrastinators put off work until the last possible moment, work only under pressure, skip classes, give false reasons for late work, and feel ashamed of their last-minute efforts (Burka & Yuen, 1983).

Question: Why do so many students procrastinate?

It is fairly natural to put off long-range assignments, at school and elsewhere. However, there are additional reasons for student procrastination. Psychologists Jane Burka and Lenora Yuen observe that many students seem to equate performance in school with their *personal worth*. By procrastinating, students can blame poor work on a late start, rather than a lack of ability—after all, it wasn’t their best effort, was it?

Perfectionism is a related problem. If you have high expectations for yourself, you may find it hard to start an assignment. Students with high standards expect the impossible from themselves and end up with all-or-nothing work habits (Burka & Yuen, 1983).

Time Management Burka and Yuen supervise a program for procrastinators at the University of California, Berkeley. Eventually, they say, most procrastinators must face the self-worth conflict, but progress can be made by learning better study skills and more effective time management. Since we have already discussed study skills, let’s consider time management.

A **formal time schedule** can do much to prevent procrastination and maintain motivation in school. To prepare your schedule, make a chart showing all of the hours in each day of the week. Then fill in times that are already committed: sleep, meals, classes, work, team practices, lessons, appointments, and so forth. Next, fill in times when you will study for various classes, and label them. Finally, label the remaining hours as open or free times.

The beauty of keeping a schedule is that you know you are making an honest effort to do well in your classes. In addition to getting more done, you will avoid the trap of yearning to play while you work and feeling guilty about not working when you play. The key to time management is to treat your study times as serious commitments, like class meetings or a job, and to respect your free times as well.

■ Taking Tests—Are You “Test Wise”? ■

Question: If I have read and studied effectively, is there anything else I can do to improve my grades?

Learning is only a first step. You must then be able to show what you know on a test. Here are some guidelines for improving your test-taking skills.

Objective Tests Objective tests (multiple-choice and true-false items) test your ability to recognize a correct statement among wrong answers or a true statement against a false one. If you are taking an objective test, try this:

1. Read the directions carefully; they may give you good advice or clues. If the directions are not clear, ask the instructor to clarify them.
2. Read *all* of the choices for each question before you make a decision. If you immediately think “a” is correct, for instance, and stop reading, you might miss seeing a last choice like “both a and d” that is a better answer.
3. Read rapidly and skip items you are uncertain about. Later questions may give you “free” information that will help you answer difficult items. Return to skipped items if time allows.
4. Eliminate certain alternatives. With a four-choice-per-item, multiple-choice test, the odds are 1 in 4 that you could guess right. If you can eliminate two alternatives, your guessing odds improve to 50–50. Unless there is a penalty for guessing, be sure to answer every question.
5. There is a bit of folk wisdom that says, “Don’t change your answers on a multiple-choice test. Your first choice is usually right.” Careful study of this idea has shown it is *false*. Students who switch answers are more likely to change from wrong to right than the reverse (Davis, 1975; Edwards & Marshall, 1977). This is especially true if you feel *very* uncertain of your first answer. (“When in doubt, scratch it out!”) When you have strong doubts, your second answer is more likely to be correct (Johnson, 1975).

Essay Tests Essay questions are a weak spot for many students simply because of poor organization, poor support of main ideas, or not writing directly to the question. When you take essay exams, try the following:

1. Read the question carefully. Make sure that you note key words, such as *compare*, *contrast*, *discuss*, *evaluate*, *analyze*, or *describe*. These words all demand a certain emphasis in your answer.
2. Think about your answer before putting words on paper. It’s a good idea to make a brief list of the points you want to make. Just list them in any order as

they come to mind. Then rearrange your ideas in the order you want to write them.

3. Don't beat around the bush or pad your answer. Be direct. Make a point and support it. Get your list of ideas into words.
4. Look over your essay for spelling errors, sentence errors, and grammatical errors. Save this step for last. Your *ideas* are of first importance. You can work on spelling and grammar separately if they affect your grades.

A Final Word There is a distinction made in Zen between “live words” and “dead words.” Live words come from personal experience, dead words are “about” a subject. This book can only be a collection of dead words without your personal involvement. It is designed to help you learn psychology, but it cannot learn for you. You will find many helpful, useful, and exciting ideas in the pages that follow. To make them yours, you must set out to *actively* learn as much as you can. The ideas presented here should get you off to a good start. Good luck!

For more information, consult any of the following books:

- Annis, L. F. *Study Techniques*. Brown, 1983.
 Burka, J. B., & L. M. Yuen. *Procrastination: Why You Do It; What to Do about It*. Addison-Wesley, 1983.
 Carman, R. A., & W. R. Adams. *Study Skills: A Student's Guide for Survival*. Wiley, 1985.
 Deese, J., & E. K. Deese. *How to Study*. McGraw-Hill, 1979.
 Ellis, A., & W. J. Knaus. *Overcoming Procrastination*. Rational Living, 1977.

Learning Check

1. The three Rs in SQ3R stand for read, recite, and review. T or F?
2. When using the LISAN method, students try to write down as much of a lecture as possible so that their notes are complete. T or F?
3. Spaced study sessions are usually superior to massed practice. T or F?
4. According to recent research, you should almost always stick with your first answer on multiple-choice tests. T or F?
5. To use the technique known as overlearning, you should continue to study after you feel you have begun to master a topic. T or F?
6. Procrastination is related to seeking perfection and equating self-worth with grades. T or F?

Answers: 1. T 2. F 3. T 4. F 5. T 6. F
