

STUDY GUIDE

Richard O. Straub



to accompany

DAVID G. MYERS
PSYCHOLOGY

SEVENTH EDITION

STUDY GUIDE

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with

Focus on Vocabulary and Language

by Cornelius Rea

Douglas College, British Columbia

to accompany

David G. Myers

Psychology

Seventh Edition

WORTH PUBLISHERS

Study Guide

by Richard O. Straub

to accompany

Myers: **Psychology**, Seventh Edition

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Preface

This Study Guide is designed for use with *Psychology*, Seventh Edition, by David G. Myers. It is intended to help you to learn material in the textbook, to evaluate your understanding of that material, and then to review any problem areas. Beginning on page xi, “How to Manage Your Time Efficiently and Study More Effectively” provides detailed instructions on how to use the textbook and this Study Guide for maximum benefit. It also offers additional study suggestions based on principles of time management, effective notetaking, evaluation of exam performance, and an effective program for improving your comprehension while studying from textbooks.

The seventh edition of this Study Guide offers many useful features. Each chapter includes three review tests: In addition to the two Progress Tests that focus on facts and definitions, there is a Review and Reflect test that evaluates your understanding of the text chapter’s broader conceptual material and its application to real-world situations. This test contains at least 20 multiple-choice questions and an essay question. For all three review tests, the correct answers are given, followed by textbook page references (so you can easily go back and reread the material). In addition, complete explanations are given not only of why the answer is correct but also of why the other choices are incorrect.

The chapter review is organized by major text section. Each section includes a Section Preview—the objectives for that section—and Stepping Through the Section—detailed questions about the topics covered. The detailed guidelines provided for the objectives are useful for a section-by-section review of each textbook chapter and as a source of additional essay questions. All chapters also include a *Critical Thinking Exercise*, which is intended to enhance your ability to analyze and evaluate information related to key concepts covered in the chapter (instructions for using these exercises are provided on page viii). Some chapters also include a Cross-Check, which provides an engaging crossword puzzle review of chapter terms and concepts. Other chapters include fill-in-the-blank flow charts, which promote a deeper understanding of the conceptual relationships among chapter issues. In addition, each chapter includes Focus on Vocabulary and Language, written by Cornelius Rea of Douglas College, British Columbia. This section provides brief, clear explanations of some of the idioms and expressions used by David Myers that may be unfamiliar to some students. They are first listed in the relevant section preceding the Section Preview, then explained at the back of the chapter.

Critical Thinking Exercises

Most psychology courses have two major goals: (1) to help you acquire a basic understanding of psychology's knowledge base, and (2) to help you learn to think like a psychologist. The second goal—learning to think like a psychologist—involves critical thinking. Critical thinking can be regarded as a special set of “thinking skills that promote conscious, purposeful, and active involvement of the thinker with new ideas” (Halonen, 1994). Included among these skills are careful observation, asking questions, seeing connections among ideas, and the ability to analyze arguments and the evidence on which they are based.

The critical thinking exercises in this Study Guide have been designed to help you develop your ability to think critically as you learn about psychology. Each exercise emphasizes one of six categories of critical thinking: pattern recognition, practical problem solving, creative problem solving, scientific problem solving, psychological reasoning, and perspective taking.

As the foundation for all other forms of critical thinking, *pattern recognition* is the ability to use psychological concepts to describe behavior patterns and events, especially when there are discrepancies between your expectations of what is normal in a certain situation and what actually occurs.

When events or behaviors are unexpected, they may constitute a problem. *Practical problem solving* is the ability to use psychological concepts to develop a plan of action that will lead to the problem's solution.

Creative problem solving is the ability to make novel connections between previously unrelated ideas. This type of critical thinking often leads to new insights about behavior and mental phenomena.

Psychologists employ the scientific method to develop comprehensive and systematic explanations of behavior and mental phenomena. At the heart of this is *scientific problem solving*, which seeks to uncover relationships among the many factors, or variables, involved in producing behavior.

Psychological information is transmitted through persuasive arguments that state a relationship between some aspect of behavior, such as intelligence, and another factor, such as age. *Psychological reasoning* is thinking critically about such arguments, especially the evidence on which they are based.

The final category of critical thinking is *perspective taking*, which refers to the ability to recognize the ways in which each person's thinking is shaped by his or her values and past experiences.

You should now be ready to expand your critical thinking skills by completing the exercises prepared for each chapter of this guide. For some chapters, the exercise presents a hypothetical situation that you will need to think through. For others, you will be asked to evaluate arguments that are derived from actual psychological research. And for still other chapters, your understanding of psychological concepts will be tested by asking you to apply them to a new situation. Carefully read the passage for each exercise and then answer the questions that follow.

General Internet Resources

To obtain general information about psychology-related topics, you might want to consult some of the following Web sites. Russ Dewey's Psych Web is an effort to compile a great deal of information for psychology students and teachers, including self-quizzes, lists of psychology journals on the Web, self-help resources, tip sheets for psychology majors, and psychology departments on the Web. Psych Web is available site:

<http://www.psychwww.com>

Deborah Kelley-Milburn and Michael A. Milburn's "Cyberspace: Resources for Psychologists on the Internet" (*Psychological Science*, [1995, July], Volume 6, pp. 203–211) provides another excellent resource. This feature review provides helpful information on Listservs, Usenet groups, electronic journals and newsletters, databases, grant and job information, and library catalogues.

Both the American Psychological Association (APA) and the American Psychological Society (APS) have Internet services. These services provide not only information about their organizations but also selected articles from their main journals, information about current research in the discipline, and links to other science-related sites on the Internet. Their locations are as follows:

APA: <http://www.apa.org/> and APS: <http://www.psychologicalscience.org>

Finally, and perhaps most important, is Psychtalk, a list for students interested in discussion topics and controversies related to psychology. Topics that have been discussed over the past few years include child abuse, the nature-nurture issue, homosexuality, and pornography. To subscribe, send a message to:

psychtalk-request@fre.fsu.umd.edu

The message should read "subscribe psychtalk (your name)."

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Richard O. Straub
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How to Manage Your Time Efficiently and Study More Effectively

How effectively do you study? Good study habits make the job of being a college student much easier. Many students, who *could* succeed in college, fail or drop out because they have never learned to manage their time efficiently. Even the best students can usually benefit from an in-depth evaluation of their current study habits.

There are many ways to achieve academic success, of course, but your approach may not be the most effective or efficient. Are you sacrificing your social life or your physical or mental health in order to get A's on your exams? Good study habits result in better grades *and* more time for other activities.

Evaluate Your Current Study Habits

To improve your study habits, you must first have an accurate picture of how you currently spend your time. Begin by putting together a profile of your present living and studying habits. Answer the following questions by writing *yes* or *no* on each line.

- _____ 1. Do you usually set up a schedule to budget your time for studying, recreation, and other activities?
- _____ 2. Do you often put off studying until time pressures force you to cram?
- _____ 3. Do other students seem to study less than you do, but get better grades?
- _____ 4. Do you usually spend hours at a time studying one subject, rather than dividing that time between several subjects?
- _____ 5. Do you often have trouble remembering what you have just read in a textbook?

- _____ 6. Before reading a chapter in a textbook, do you skim through it and read the section headings?
- _____ 7. Do you try to predict exam questions from your lecture notes and reading?
- _____ 8. Do you usually attempt to paraphrase or summarize what you have just finished reading?
- _____ 9. Do you find it difficult to concentrate very long when you study?
- _____ 10. Do you often feel that you studied the wrong material for an exam?

Thousands of college students have participated in similar surveys. Students who are fully realizing their academic potential usually respond as follows: (1) yes, (2) no, (3) no, (4) no, (5) no, (6) yes, (7) yes, (8) yes, (9) no, (10) no.

Compare your responses to those of successful students. The greater the discrepancy, the more you could benefit from a program to improve your study habits. The questions are designed to identify areas of weakness. Once you have identified your weaknesses, you will be able to set specific goals for improvement and implement a program for reaching them.

Manage Your Time

Do you often feel frustrated because there isn't enough time to do all the things you must and want to do? Take heart. Even the most productive and successful people feel this way at times. But they establish priorities for their activities and they learn to budget time for each of them. There's much in the

saying “If you want something done, ask a busy person to do it.” A busy person knows how to get things done.

If you don’t now have a system for budgeting your time, develop one. Not only will your academic accomplishments increase, but you will actually find more time in your schedule for other activities. And you won’t have to feel guilty about “taking time off,” because all your obligations will be covered.

Establish a Baseline

As a first step in preparing to budget your time, keep a diary for a few days to establish a summary, or baseline, of the time you spend in studying, socializing, working, and so on. If you are like many students, much of your “study” time is nonproductive; you may sit at your desk and leaf through a book, but the time is actually wasted. Or you may procrastinate. You are always getting ready to study, but you rarely do.

Besides revealing where you waste time, your diary will give you a realistic picture of how much time you need to allot for meals, commuting, and other fixed activities. In addition, careful records should indicate the times of the day when you are consistently most productive. A sample time-management diary is shown in Table 1.

Plan the Term

Having established and evaluated your baseline, you are ready to devise a more efficient schedule. Buy a calendar that covers the entire school term and has ample space for each day. Using the course outlines provided by your instructors, enter the dates of all exams, term paper deadlines, and other important academic obligations. If you have any long-range personal plans (concerts, weekend trips, etc.), enter the dates on the calendar as well. Keep your calendar up to date and refer to it often. I recommend carrying it with you at all times.

Develop a Weekly Calendar

Now that you have a general picture of the school term, develop a weekly schedule that includes all of your activities. Aim for a schedule that you can live with for the entire school term. A sample weekly schedule, incorporating the following guidelines, is shown in Table 2.

1. Enter your class times, work hours, and any other fixed obligations first. *Be thorough.* Using information from your time-management diary, allow plenty of time for such things as commuting, meals, laundry, and the like.

Table 1 Sample Time-Management Diary

Behavior	Monday	
	Time Completed	Duration Hours: Minutes
Sleep	7:00	7:30
Dressing	7:25	:25
Breakfast	7:45	:20
Commute	8:20	:35
Coffee	9:00	:40
French	10:00	1:00
Socialize	10:15	:15
Video game	10:35	:20
Coffee	11:00	:25
Psychology	12:00	1:00
Lunch	12:25	:25
Study Lab	1:00	:35
Psych. Lab	4:00	3:00
Work	5:30	1:30
Commute	6:10	:40
Dinner	6:45	:35
TV	7:30	:45
Study Psych.	10:00	2:30
Socialize	11:30	1:30
Sleep		

Prepare a similar chart for each day of the week. When you finish an activity, note it on the chart and write down the time it was completed. Then determine its duration by subtracting the time the previous activity was finished from the newly entered time.

2. Set up a study schedule for each of your courses. The study habits survey and your time-management diary will help direct you. The following guidelines should also be useful.

(a) Establish regular study times for each course. The 4 hours needed to study one subject, for example, are most profitable when divided into shorter periods spaced over several days. If you cram your studying into one 4-hour block, what you attempt to learn in the third or fourth hour will interfere with what you studied in the first 2 hours. Newly acquired knowledge is like wet cement. It needs some time to “harden” to become memory.

(b) Alternate subjects. The type of interference just mentioned is greatest between similar topics. Set up a schedule in which you spend time on several *different* courses during each study session. Besides reducing the potential for interference, alternating subjects will help to prevent mental fatigue with one topic.

(c) Set weekly goals to determine the amount of study time you need to do well in each course. This will depend on, among other things, the difficulty of your courses and the effectiveness of your methods. Many

Table 2 Sample Weekly Schedule

Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
7–8	Dress	Dress	Dress	Dress	Dress	
	Eat	Eat	Eat	Eat	Eat	
8–9	Psych.	Study	Psych.	Study	Psych.	Dress
		Psych.		Psych.		Eat
9–10	Eng.	Study	Eng.	Study	Eng.	Study
		Eng.		Eng.		Eng.
10–11	Study	Free	Study	Open	Study	Study
	French		French	Study	French	Stats.
11–12	French	Study	French	Open	French	Study
		Psych.		Study		Stats.
		Lab				
12–1	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1–2	Stats.	Psych.	Stats.	Study	Stats.	Free
		Lab		or Free		
2–3	Bio.	Psych.	Bio.	Free	Bio.	Free
		Lab				
3–4	Free	Psych.	Free	Free	Free	Free
4–5	Job	Job	Job	Job	Job	Free
5–6	Job	Job	Job	Job	Job	Free
6–7	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7–8	Study	Study	Study	Study	Free	Free
	Bio.	Bio.	Bio.	Bio.		
8–9	Study	Study	Study	Open	Open	Free
	Eng.	Stats.	Psych.	Study	Study	
9–10	Open	Open	Open	Open	Free	Free
	Study	Study	Study	Study		

This is a sample schedule for a student with a 16-credit load and a 10-hour-per-week part-time job. Using this chart as an illustration, make up a weekly schedule, following the guidelines outlined here.

professors recommend studying at least 1 to 2 hours for each hour in class. If your time-management diary indicates that you presently study less time than that, do not plan to jump immediately to a much higher level. Increase study time from your baseline by setting weekly goals [see (4)] that will gradually bring you up to the desired level. As an initial schedule, for example, you might set aside an amount of study time for each course that matches class time.

(d) Schedule for maximum effectiveness. Tailor your schedule to meet the demands of each course. For the course that emphasizes lecture notes, schedule time for a daily review soon after the class. This will give you a chance to revise your notes and clean up any hard-to-decipher shorthand while the material is still fresh in your mind. If you are evaluated for class participation (for example, in a language course), allow time for a review just *before* the class meets. Schedule study time for your most difficult (or least motivating) courses during hours when you are the most alert and distractions are fewest.

(e) Schedule open study time. Emergencies, additional obligations, and the like could throw off your

schedule. And you may simply need some extra time periodically for a project or for review in one of your courses. Schedule several hours each week for such purposes.

3. After you have budgeted time for studying, fill in slots for recreation, hobbies, relaxation, household errands, and the like.

4. Set specific goals. Before each study session, make a list of specific goals. The simple note “7–8 PM: study psychology” is too broad to ensure the most effective use of the time. Formulate your daily goals according to what you know you must accomplish during the term. If you have course outlines with advance assignments, set systematic daily goals that will allow you, for example, to cover fifteen chapters before the exam. And be realistic: Can you actually expect to cover a 78-page chapter in one session? Divide large tasks into smaller units; stop at the most logical resting points. When you complete a specific goal, take a 5- or 10-minute break before tackling the next goal.

5. Evaluate how successful or unsuccessful your studying has been on a daily or weekly basis. Did you

reach most of your goals? If so, reward yourself immediately. You might even make a list of five to ten rewards to choose from. If you have trouble studying regularly, you may be able to motivate yourself by making such rewards contingent on completing specific goals.

6. Finally, until you have lived with your schedule for several weeks, don't hesitate to revise it. You may need to allow more time for chemistry, for example, and less for some other course. If you are trying to study regularly for the first time and are feeling burned out, you probably have set your initial goals too high. Don't let failure cause you to despair and abandon the program. Accept your limitations and revise your schedule so that you are studying only 15 to 20 minutes more each evening than you are used to. The point is to *identify a regular schedule with which you can achieve some success*. Time management, like any skill, must be practiced to become effective.

Techniques for Effective Study

Knowing how to put study time to best use is, of course, as important as finding a place for it in your schedule. Here are some suggestions that should enable you to increase your reading comprehension and improve your notetaking. A few study tips are included as well.

Using PRTR to Increase Reading Comprehension

How do you study from a textbook? If you are like many students, you simply read and reread in a *passive* manner. Studies have shown, however, that most students who simply read a textbook cannot remember more than half the material ten minutes after they have finished. Often, what is retained is the unessential material rather than the important points upon which exam questions will be based.

This *Study Guide* employs a program known as PRTR (Preview, Read, Think actively and critically, and Review) to facilitate, and allow you to assess, your comprehension of the important facts and concepts in *Psychology*, Seventh Edition, by David G. Myers.

Research has shown that students using PRTR achieve significantly greater comprehension of textbooks than students reading in the more traditional passive manner. Once you have learned this program, you can improve your comprehension of any textbook.

Preview Before you read a text chapter, determine whether the text or the study guide has an outline or list of objectives. Read this material and the summary at the end of the chapter. Next, read the textbook

chapter fairly quickly, paying special attention to the major headings and subheadings. This survey will give you an idea of the chapter's contents and organization. You will then be able to divide the chapter into logical sections in order to formulate specific goals for a more careful reading of the chapter.

In this Study Guide, the *Chapter Overview* summarizes the major topics of the textbook chapter. This section also provides a few suggestions for approaching topics you may find difficult.

You will retain material longer when you have a use for it. If you look up a word's definition in order to solve a crossword puzzle, for example, you will remember it longer than if you merely fill in the letters as a result of putting other words in. Previewing the chapter will allow you to generate important questions that the chapter will proceed to answer. These questions correspond to "mental files" into which knowledge will be sorted for easy access.

As you survey, jot down several questions for each chapter section. One simple technique is to generate questions by rephrasing a section heading. For example, the "Preoperational Thought" head could be turned into "What is preoperational thought?" Good questions will allow you to focus on the important points in the text. Examples of good questions are those that begin as follows: "List two examples of . . ." "What is the function of . . .?" "What is the significance of . . .?" Such questions give a purpose to your reading. Similarly, you can formulate questions based on the chapter outline.

The *Section Previews* of this Study Guide provide the types of questions you might formulate while surveying each chapter. This section is a detailed set of objectives covering the points made in the text. Guidelines for answers to these objectives are provided at the end of each chapter.

Read When you have established "files" for each section of the chapter, review your first question, begin reading, and continue until you have discovered its answer. If you come to material that seems to answer an important question you don't have a file for, stop and write down the question.

Using this Study Guide, read the chapter one section at a time. First, preview the section by skimming it, noting headings and boldface items. Next, study the appropriate section objectives in the *Section Preview*. Then, as you read the chapter section, search for the answer to each objective.

Be sure to read everything. Don't skip photo or art captions, graphs, or marginal notes. In some cases, what may seem vague in reading will be made clear

by a simple graph. Keep in mind that test questions are sometimes drawn from illustrations and charts.

Think When you have found the answer to a question, close your eyes and mentally recite the question and its answer. Then *write* the answer next to the question. It is important that you recite an answer in your own words rather than the author's. Don't rely on your short-term memory to repeat the author's words verbatim.

In responding to the objectives, pay close attention to what is called for. If you are asked to identify or list, do just that. If asked to compare, contrast, or do both, you should focus on the similarities (compare) and differences (contrast) between the concepts or theories. Answering the objectives carefully not only will help you to focus your attention on the important concepts of the text but also will provide excellent practice for essay exams.

Rehearsal is an extremely effective study technique, recommended by many learning experts. In addition to increasing reading comprehension, it is useful for review. Trying to explain something in your own words clarifies your knowledge, often by revealing aspects of your answer that are vague or incomplete. If you repeatedly rely upon "I know" in recitation, you really *may not know*.

Rehearsal has the additional advantage of simulating an exam, especially an essay exam; the same skills are required in both cases. Too often students study without ever putting the book and notes aside, which makes it easy for them to develop false confidence in their knowledge. When the material is in front of you, you may be able to *recognize* an answer, but will you be able to *recall* it later, when you take an exam that does not provide these retrieval cues?

After you have recited and written your answer, continue with your next question. Read, recite, and so on.

Review When you have answered the last question on the material you have designated as a study goal, go back and review. Read over each question and your written answer to it. Your review might also include a brief written summary that integrates all of your questions and answers. This review need not take longer than a few minutes, but it is important. It will help you retain the material longer and will greatly facilitate a final review of each chapter before the exam.

In this Study Guide, *Stepping Through the Section* contains fill-in and brief essay questions for you to complete after you have finished reading the section and have written answers to the objectives. The correct

answers are given at the end of the chapter. Generally, your answer to a fill-in question should match exactly (as in the case of important terms, theories, or people). In some cases, the answer is not a term or name, so a word close in meaning will suffice. You should answer these questions several times before taking an exam, so it is a good idea to mentally fill in the answers until you are ready for a final pretest review. Textbook page references are provided with each section title, in case you need to reread any of the material.

Also provided to facilitate your review are two *Progress Tests* that include multiple-choice questions and, where appropriate, matching or true-false questions. These tests are *not* to be taken until you have read the chapter, written answers to the objectives, and completed the *Chapter Review*. Correct answers, along with explanations of why each alternative is correct or incorrect, are provided at the end of the chapter. The relevant text page numbers for each question are also given. If you miss a question, read these explanations and, if necessary, review the text pages to further understand why. The *Progress Tests* do not test every aspect of a concept, so you should treat an incorrect answer as an indication that you need to review the concept.

Following the two *Progress Tests* is a *Review and Reflect* test, which should be taken just prior to an exam. It includes questions that test your ability to analyze, integrate, and apply the concepts in the chapter. Each *Review and Reflect* test includes an essay question dealing with a major concept covered in the chapter. As with the *Progress Tests*, answers for the *Review and Reflect* test are provided at the end of each chapter, along with relevant page numbers. Following this is a Critical Thinking Exercise, which tests your ability to analyze and evaluate information related to a topic covered in the chapter. **OK?**

In most cases, the core of the chapter concludes with *Key Terms*. For chapters that contain many new technical terms, this section includes not only a list of key terms but also a crossword puzzle. *Writing Definitions* requires that you write definitions of all key terms on a separate piece of paper. *Cross-Check* reverses the process, asking you to complete a crossword puzzle by filling in the terms that apply to the definitions provided. As with the *Section Preview* objectives, it is important that these answers be written from memory, and in your own words. The *Answers* section at the end of the chapter gives a definition of each term, sometimes along with an example of its usage and/or a tip to help you remember its meaning. It also includes answers to the crossword puzzle.

Where appropriate, *Key Terms* is followed by *Summing Up*, one or two fill-in-the-blank flow charts. These charts are designed to help you integrate and apply major concepts described in the chapter.

Following the answers is a list of potentially unfamiliar idioms, words, and expressions (*Focus on Vocabulary and Language*), ordered by text page number and accompanied by definitions and examples.

One final suggestion: Incorporate PRTR into your time-management calendar. Set specific goals for completing PRTR with each assigned chapter. Keep a record of chapters completed, and reward yourself for being conscientious. Initially, it takes more time and effort to “read” using PRTR, but with practice, the steps will become automatic. More important, you will comprehend significantly more material and retain what you have learned longer than passive readers do.

Taking Lecture Notes

Are your class notes as useful as they might be? One way to determine their worth is to compare them with those taken by other good students. Are yours as thorough? Do they provide you with a comprehensible outline of each lecture? If not, then the following suggestions might increase the effectiveness of your notetaking.

1. Keep a separate notebook for each course. Use 8¹/₂ × 11-inch pages. Consider using a ring binder, which would allow you to revise and insert notes while still preserving lecture order.

2. Take notes in the format of a lecture outline. Use roman numerals for major points, letters for supporting arguments, and so on. Some instructors will make this easy by delivering organized lectures and, in some cases, by outlining their lectures on the board. If a lecture is disorganized, you will probably want to reorganize your notes soon after the class.

3. As you take notes in class, leave a wide margin on one side of each page. After the lecture, expand or clarify any shorthand notes while the material is fresh in your mind. Use this time to write important questions in the margin next to notes that answer them. This will facilitate later review and will allow you to anticipate similar exam questions.

Evaluate Your Exam Performance

How often have you received a grade on an exam that did not do justice to the effort you spent prepar-

ing for the exam? This is a common experience that can leave one feeling bewildered and abused. “What do I have to do to get an A?” “The test was unfair!” “I studied the wrong material!”

The chances of this happening are greatly reduced if you have an effective time-management schedule and use the study techniques described here. But it can happen to the best-prepared student and is most likely to occur on your first exam with a new professor.

Remember that there are two main reasons for studying. One is to learn for your own general academic development. Many people believe that such knowledge is all that really matters. Of course, it is possible, though unlikely, to be an expert on a topic without achieving commensurate grades, just as one can, occasionally, earn an excellent grade without truly mastering the course material. During a job interview or in the workplace, however, your A in HTML won’t mean much if you can’t actually program a computer.

In order to keep career options open after you graduate, you must know the material and maintain competitive grades. In the short run, this means performing well on exams, which is the second main objective in studying.

Probably the single best piece of advice to keep in mind when studying for exams is to *try to predict exam questions*. This means ignoring the trivia and focusing on the important questions and their answers (with your instructor’s emphasis in mind).

A second point is obvious. How well you do on exams is determined by your mastery of *both* lecture and textbook material. Many students (partly because of poor time management) concentrate too much on one at the expense of the other.

To evaluate how well you are learning lecture and textbook material, analyze the questions you missed on the first exam. If your instructor does not review exams during class, you can easily do it yourself. Divide the questions into two categories: those drawn primarily from lectures and those drawn primarily from the textbook. Determine the percentage of questions you missed in each category. If your errors are evenly distributed and you are satisfied with your grade, you have no problem. If you are weaker in one area, you will need to set future goals for increasing and/or improving your study of that area.

Similarly, note the percentage of test questions drawn from each category. Although exams in most courses cover *both* lecture notes and the textbook, the relative emphasis of each may vary from instructor to instructor. While your instructors may not be entirely

consistent in making up future exams, you may be able to tailor your studying for each course by placing *additional* emphasis on the appropriate area.

Exam evaluation will also point out the types of questions your instructor prefers. Does the exam consist primarily of multiple-choice, true-false, or essay questions? You may also discover that an instructor is fond of wording questions in certain ways. For example, an instructor may rely heavily on questions that require you to draw an analogy between a theory or concept and a real-world example. Evaluate both your instructor's style and how well you do with each format. Use this information to guide your future exam preparation.

Important aids, not only in studying for exams but also in determining how well prepared you are, are the *Progress* and *Review and Reflect Tests* provided in this Study Guide. If these tests don't include all of the types of questions your instructor typically writes, make up your own practice exam questions. Spend extra time testing yourself with question formats that are most difficult for you. There is no better way to evaluate your preparation for an upcoming exam than by testing yourself under the conditions most likely to be in effect during the actual test.

A Few Practical Tips

Even the best intentions for studying sometimes fail. Some of these failures occur because students attempt to work under conditions that are simply not conducive to concentrated study. To help ensure the success of your time-management program, here are a few suggestions that should assist you in reducing the possibility of procrastination or distraction.

1. If you have set up a schedule for studying, make your roommate, family, and friends aware of this commitment, and ask them to honor your quiet study time. Close your door and post a "Do Not Disturb" sign.

2. Set up a place to study that minimizes potential distractions. Use a desk or table, not your bed or an extremely comfortable chair. Keep your desk and the

walls around it free from clutter. If you need a place other than your room, find one that meets as many of the above requirements as possible—for example, in the library stacks.

3. Do nothing but study in this place. It should become associated with studying so that it "triggers" this activity, just as a mouth-watering aroma elicits an appetite.

4. Never study with the television on or with other distracting noises present. If you must have music in the background in order to mask outside noise, for example, play soft instrumental music. Don't pick vocal selections; your mind will be drawn to the lyrics.

5. Study by yourself. Other students can be distracting or can break the pace at which *your* learning is most efficient. In addition, there is always the possibility that group studying will become a social gathering. Reserve that for its own place in your schedule.

If you continue to have difficulty concentrating for very long, try the following suggestions.

6. Study your most difficult or most challenging subjects first, when you are most alert.

7. Start with relatively short periods of concentrated study, with breaks in between. If your attention starts to wander, get up immediately and take a break. It is better to study effectively for 15 minutes and then take a break than to fritter away 45 minutes out of an hour. Gradually increase the length of study periods, using your attention span as an indicator of successful pacing.

Some Closing Thoughts

I hope that these suggestions help make you more successful academically, and that they enhance the quality of your college life in general. Having the necessary skills makes any job a lot easier and more pleasant. Let me repeat my warning not to attempt to make too drastic a change in your life-style immediately. Good habits require time and self-discipline to develop. Once established, they can last a lifetime.

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Prologue: The Story of Psychology

Prologue Overview

Psychology's historical development and current activities lead us to define the field as the science of behavior and mental processes. This Prologue discusses the development of psychology from ancient times until today and the range of behaviors and mental processes being investigated by psychologists in each of the various specialty areas. In addition, it describes the seven major perspectives from which psychologists work. This is followed by an overview of the diverse subfields in which psychologists conduct research and provide professional services.

The Prologue concludes with a Close-Up explaining how to get your study of psychology off on the right foot by learning (and pledging to follow!) the PRTR study method. This study method is also discussed in the essay at the beginning of this Study Guide.

NOTE: Answer guidelines for all Prologue questions begin on page 10.

Psychology's Roots (pp. 1–9)

David Myers at times uses idioms that are unfamiliar to some readers. If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 15–16 for an explanation: *peekaboo*; *grist for psychology's mill*; *long-winded*; *farming out*; *down-to-earth*; *wise-cracking*; *Magellans of the mind*; *mushrooming*; *unpack this definition*; *sift opinions and evaluate ideas*; *hunches*.

Section Preview

First, skim this section, noting headings and boldface items. Then read the following objectives and, as you read the section, search for the information that will enable you to meet each objective. Answer guidelines are provided on page 10.

1. Trace the prescientific roots of psychology.
2. Describe the formal beginnings of the field of psychology.
3. Define psychology and identify several of its pioneers.

Stepping Through the Section

After you have read the section, complete the sentences and answer the questions. As you proceed, evaluate your performance by consulting the answers on page 10. Do not continue with the next section until you understand each answer. If you need to, review or reread the section in the textbook before continuing.

1. In the prescientific era, scholars such as _____ in India and _____ in China pondered the relationship between mind and body.
2. The Greek philosophers _____ and _____ viewed mind and body as _____ (inseparable/separable), and assumed that knowledge is _____ (inherited/learned). The Greek philosopher who argued that all knowledge comes from experiences stored in memories is _____.
3. During the fourth century, the philosopher _____ wrote about mind-body interactions and health.
4. In the 1600s, the views of the Greek philosophers were revived by _____, who believed that some ideas are innate; by Englishman _____, who became one of the founders of modern science; and _____, who believed knowledge originates in experience. This idea, along with the principle that science flourishes through observation and experiment, is called _____.
5. The first psychological laboratory was founded in 1879 by Wilhelm _____. His student, _____, introduced the school of _____, which used the method of _____ to explore the basic elements of the mind. This method proved _____ (reliable/unreliable), and psychologist _____ introduced the school of _____, which focused on the adaptive significance of mental and behavioral processes. He also emphasized the idea of _____, which underscores the practical value of our thoughts and actions.
6. The first female president of the American Psychological Association was _____. The first woman to receive a Ph.D. in psychology was _____.
7. The historical roots of psychology include the fields of _____ and _____.
8. Worldwide, the number of psychologists has _____ (increased/decreased) since 1980. The number of women earning doctorates in psychology is _____ (increasing/decreasing).
9. Some early psychologists included Ivan Pavlov, who pioneered the study of _____; the personality theorist _____; Jean Piaget, who studied _____; and _____, the author of an important 1890 psychology textbook.
10. In its earliest years, psychology was defined as the science of _____ life. From the 1920s into the 1960s, psychology in America was redefined as the science of _____ behavior. The author of your text defines psychology as the science of _____ and _____ processes.
11. In this definition, "behavior" refers to any action that we can _____ and _____, and "mental processes" refers to the internal _____ we can _____ from behavior.
12. As a science, psychology is less a set of findings than a way of _____.

Contemporary Psychology (pp. 9–15)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to page 16 for an explanation: *wrestled with some issues*; *outstrip the smartest computers*; *snap judgments*; *squeeze reality*; *rekindled the debate*; *weaves a thread*; *nature-nurture tension dissolves*; *red in the face*; *"hot under the collar"*; *nature's building blocks*; *But there is a payoff*.

Section Preview

Answer guidelines begin on page 10.

1. Identify and explain three major issues that cut across psychology.
2. Discuss Charles Darwin's role in supporting or refuting the views of Locke and Descartes on the nature-nurture debate.
3. Identify and briefly describe the different perspectives of psychology.
4. Explain how psychology's different perspectives contribute to a complete view of human behavior.

5. Identify the major subfields of psychology.

Stepping Through the Section

Answers are provided on page 11.

1. Whether an individual's traits persist or change throughout life is referred to as the _____ issue.
2. The extent to which our thoughts and actions are logical and efficient and the extent to which they are prone to inaccuracy is the _____ issue.
3. The controversy over the relative contributions of biology and experience on behavior is called the _____ issue.
4. The Greek philosopher who assumed that character and intelligence are inherited is _____. The Greek philosopher who argued that all knowledge comes from sensory experience is _____.
5. In the 1600s, the views of the Greek philosophers were revived by _____, who believed that most knowledge comes in through the senses, and _____, who believed that some ideas are innate.
6. In 1859, naturalist _____ explained species variation by proposing the process of _____, which works through the principle of _____.
7. (Table 2) Psychologists who study how the body and brain enable emotions, memories, and sensory experiences are working within the _____ perspective.