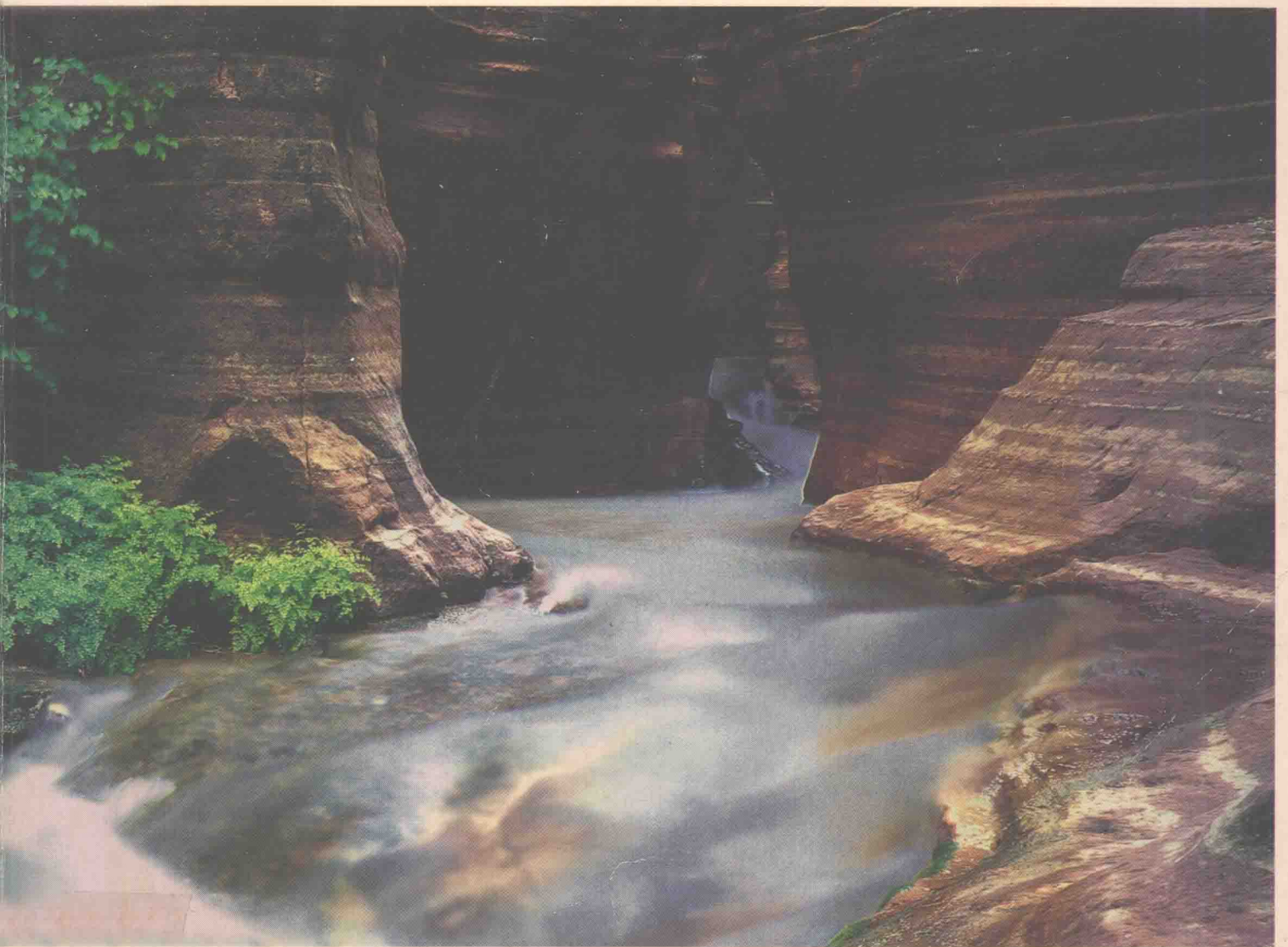


STUDY GUIDE FOR TURNER'S

PSYCHOLOGY

The Adaptive Mind



Janet D. Proctor

with a Language Enhancement Guide by Jack Kirschenbaum

Study Guide for Nairne's
PSYCHOLOGY
The Adaptive Mind

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Purdue University
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INTRODUCTION TO THE STUDY GUIDE

Throughout your text you will find an emphasis on the *adaptive mind*, the fact that we use our brains in a purposive and strategic fashion to meet the challenges of a changing environment. Each chapter will address certain conceptual, adaptive or practical problems that organisms must solve and will guide you to an understanding of how these adaptive and practical problems are resolved.

As a student in this introductory psychology class, you are faced with certain adaptive and practical problems, also. Stated most broadly, you must learn the material presented in class and in the text, and you must demonstrate your knowledge on tests and other assignments. The purpose of this study guide is to assist you in solving these adaptive and practical problems.

USING THE STUDY GUIDE

Part of the challenge of introductory psychology is the sheer mass of material to be learned. There is a great deal of new vocabulary, in addition to many concepts and specific facts. The study guide's organization is designed to break down the material into more manageable units. Studying an entire chapter at one time is overwhelming to many students and can lead to very poor retention. Taking too big a bite of food can lead to choking; trying to tackle too much new material at one time has a similar effect. Therefore, each chapter of this study guide is divided into smaller units that follow the major sections of the text material.

Exercises designed to help you learn the vocabulary, practice recalling specific facts, and evaluating your basic comprehension of the material are provided for each section of the chapter. You won't need to study the entire chapter before doing the early exercises in the study guide. You can study one topic, work with the material, and evaluate your comprehension before moving on to another topic in the chapter. Then, at the end of each chapter there are additional exercises that revisit the entire chapter and give you additional opportunity to practice working with the material and to evaluate your preparedness for an exam. I hope this will encourage you to study for mastery on a daily basis, rather than trying to learn an entire chapter (or chapters, worse yet) in a single marathon study session.

Establishing Learning Objectives

Each study guide chapter begins with a set of learning objectives. These will provide a quick summary of what the text chapter is all about and what you should be try to accomplish. Review them prior to reading the text, and use them to test your comprehension of each section. If your instructor gives essay exams, use these objectives as additional potential essay questions, and practice formulating a response. If your exams will include only multiple choice questions, use the objectives to evaluate your knowledge. If you can recite the relevant information for each objective, you probably have a good understanding of the material.

Mastering the Material

Mastering the Vocabulary. Each section of the chapter has a list of important terms. In most cases these terms are from your text's *Terms to Remember*, but I've added other terms in some cases. You might want to develop a set of note cards instead of writing the definitions in the study guide. Many students find quizzing themselves with note cards a good way to learn the vocabulary.

Mastering the Concepts. This fill-in-the-blanks exercise is intended to give you practice recalling the vocabulary and basic conceptual material from a section of the text. When completed, this exercise will provide a reasonably detailed review you can use when doing your final work before an exam. If you have great difficulty with this section, you need to go back and work with the text again. An answer key is provided, but try to complete the exercise on your own before consulting the answer key, working with the text if necessary.

Evaluating Your Progress. Each section includes multiple choice questions to help you evaluate whether you have achieved at least a basic level of mastery of the facts and vocabulary. For the most part, these questions will require lower levels of comprehension than the questions in the pretests at the end of each chapter. Many will be definitional in orientation or will address general issues. Errors here indicate you have missed some basic information. Go back and fill in those gaps before you move on to new material. Note that the answer key includes both the correct answer and explanations about why the wrong answers are wrong. Use this feature to understand your mistakes and learn even more.

Making Final Preparations

You should work on this section after you feel you have achieved a basic mastery of the entire chapter. In fact, waiting a day or two after working on the previous sections is a good idea. As you will learn in Chapter 8, the most significant forgetting occurs soon after the original learning period. You will overestimate your mastery if you complete these exercises right after studying the chapter.

Matching. This exercise provides practice with a matching format and requires that you be able to link terms with their definitions or their relevance to the chapter. This is also the exercise that tests your recognition of the names of notable people. Some instructors require their students to know the names of major researchers or theorists; others do not. Find out your instructor's policy before your first exam.

Short Essay Questions. Several essay questions are included for each chapter. Answering essay questions requires that you recall the information, rather than recognize it as required by matching or multiple-choice questions. In general, essays require that you know the material well and that you understand the concepts thoroughly. Answering essay questions is excellent practice regardless of the format of your exams, but it is essential if your exams will include essay questions. Test performance is best if the material has been studied using the same processes that will be used in testing. Sample answers are provided, but write your own answers first.

Multiple Choice Pretests. Two pretests are provided to give you more practice answering multiple-choice questions and to help you evaluate your mastery of the text material prior to taking your exams. Pretest 1 tends to focus more on specific factual information than Pretest 2. However, some questions will require you to summarize the current view of a topic or to apply your knowledge. Pretest 2 emphasizes application and prediction. Can you recognize a concept in action? Can you take a theory or set of research data and make predictions about what will happen in a situation? Can you see the relationships between concepts? These questions require more complete conceptual understanding.

If you have no trouble with Pretest 1, but make many errors on Pretest 2, you probably know facts but don't really understand them or their significance. You might try discussing the material with a study partner or friend, or go to your instructor and ask for some help in reaching this level of comprehension. Also, be sure to look at the explanations for the incorrect alternatives given in the answer key. Knowing why something is wrong is often as informative as knowing that something is right.

Answers and Explanations

Use this feature to evaluate why you made a mistake and to help you understand difficult material. Each question is page-referenced to direct you to the relevant material in the text, and explanations of wrong answers are provided. Even if you answer a question correctly, review the explanations of incorrect answers and see if your reason for eliminating them was similar.

Language Enhancement Guide

Each chapter in the study guide includes a separate section intended to help students whose native language is not English or whose vocabulary is below the 12th grade level. Here, definitions are given for non-technical terms that might be unfamiliar, and exercises are included to boost general language comprehension skills. More details about using this feature are given in the Introduction to Language Enhancement Guide.

STRATEGIES FOR MASTERING THE MATERIAL

Being a successful student requires more than a text and study guide. The best materials are worthless if the student approaches the course inappropriately or uses poor study strategies. This section will discuss some basic behaviors that are important for success in any class, not just introductory psychology.

Go to Class Regularly. This seems pretty obvious, right? Still, many students miss class frequently, especially in large lecture classes in which their absence is unlikely to be noticed. Going to class has many benefits. First, the lectures might be the only source of some of the information you are expected to learn. If you are not in class, you are missing that information. Second, the focus of the lectures can be a good guide as to what topics your instructor feels are important, and exams are likely to reflect this emphasis. Third, your instructor will present the material in a different "voice" or perhaps from a different orientation than your text. Material that was confusing in the text might be easier to understand when presented in class. The different style or form of presentation may help create additional retrieval cues. The more ways information is presented, the more chances you have to remember it. Also, demonstrations, videos, and exercises that are included in class can provide wonderful memory cues for the related material.

Simply showing up for class is insufficient, however. To get the most benefit from your attendance you need to come prepared and you need to be an active participant. Try to survey the material that will be discussed. Look through the relevant material, paying attention to section headings, figures, and tables. Generally familiarize yourself with the topic and some of the vocabulary. If you go to class with a foundation, the lecture will be easier to understand, and you will be able to take notes more effectively.

Pay attention in class. If you are socializing rather than paying attention you not only miss the information you supposedly came to class to learn, but you also interfere with your neighbors' ability to pay attention. Try to sit in the front of the class, especially in large lecture halls. You will be able to see and hear better, and there will be fewer distracting things between you and the instructor.

Get involved in the lecture. Think about what is being said; don't just listen passively. Active involvement in learning produces better memory for the material. Taking notes is one way to actively process the information. Don't try to write down every word, though. Be selective, and use your own words except in cases in which exact recall will be necessary. Have an organization to your notes. Indicate major topic headings and the supporting information, and include enough information to make your notes meaningful. Find a time fairly

soon after class to review your notes. If something is unclear then, it certainly will be unclear later when you begin studying. Clarify those points as soon as possible.

Ask Questions. Asking questions serves several purposes. Most obviously, if you don't understand something, asking questions can get you the needed information. If you are hesitant to ask for clarification on some point during class, talk with your instructor or TA before or after class or during their office hours. Don't be shy about asking for help understanding something. This is also true during exams. If you don't understand a question or a specific word, ask for help interpreting it. If you are generally struggling in class, ask your instructor or TA for help or go to your school's learning center for suggestions.

Asking questions is also a wonderful way to get involved in the material and to process it to a deeper level of understanding. As you study and as you listen in class, ask yourself what information really means or what the objective of the discussion is. The more deeply you process the material, the more likely you will remember it.

Make a Plan. Once you have a syllabus for each of your classes, evaluate what each class will require and mark on your calendar important assignments. For most courses you should plan to study about two hours per week for every hour spent in class. Carve out a regular study time for each class and consider those work periods comparable to a having a job. You don't put off going to work; don't put off studying. Don't waste free time between classes. Use it to study, or make it part of your planned recreational time.

Each time you sit down to study, set objectives about how long you will study and what material you will cover. Be realistic about your objectives. Consider both the study time needed and your attention span. If you have trouble concentrating for more than 30 minutes, do not plan to study 3 hours. Plan shorter, but more frequent study sessions, or plan brief breaks within a study session.

Study As You Go. This requires discipline, but it is essential for most students. For classes like introductory psychology that involve a large mass of material, waiting until a few days before an exam to begin serious study is deadly. As you will learn in Chapter 8, massed practice (cramming) produces inferior memory for material than distributed (day by day) practice. Study for mastery on a daily (or at least weekly) basis, studying a small amount of material as if you'll have test the next day. By the time the actual exam approaches, you will have learned most of what you need to know, and you can spend the final study periods overlearning the material, filling in details, and expanding your comprehension to deeper levels. You will be less likely to end up with everything in a jumble in your mind than if you try to learn it all at the last minute.

Study Effectively When You Study. A popular study technique is the SQ3R method: Survey, Question, Read, Recite, Review. My recommendations do not conform to this plan exactly, but the emphasis is similar: To study effectively requires action and thought on the part of the student, not passivity.

1. Know where you are headed when you begin to study. Have learning objectives. To formulate objectives, briefly survey the material and ask yourself what the general issues are. This is basically the S(urvey) and Q(uestion) steps in the SQ3R study method. Compare your objectives to those provided in this study guide.
2. Organize your studying and reading. Focus on a topic to be mastered. Integrate your class notes topic with the text material. The topic context will help you learn and remember the information. Further organize the material by developing outlines, or create tables that summarize and relate material.

3. Be an *active* reader and learner. Reading rather passively and hoping that the material will find its way into your memory automatically is not an adaptive strategy. You might understand everything you read, but understanding and remembering are two different things. You need to understand something to maximize the chance you'll remember it, but remembering requires more. Simple repetition is better than nothing, but thinking deeply is the best way to ensure you will remember something. Look for relationships or critical differences between terms or concepts. Apply the concepts to your own experiences. Generate your own examples.
4. Develop materials for later review. As mentioned before, some students find note cards with a term on one side, and a definition and other important material on the other side to be very useful. You might also develop outlines, or create summary tables. Your active involvement will help you remember the information, and you will be creating study materials for use during final preparations for exams.
5. Periodically evaluate your progress. Use the learning objectives as cues for recall. Recite (the second R in SQ3R) the basic ideas and the important details. Answer the questions in the study guide to quiz yourself. If you don't understand or remember something, don't move on to new material until you do.

Be A Teacher. Teaching a concept to someone else is an excellent way to ensure you will remember that information for a long time. It also is one of the quickest ways to find out that you don't really understand something and that you need to do more work. Teaching a parent or friend will work, but taking turns teaching with a study partner is best. Encourage your "student" to ask questions to test your comprehension further. The act of recalling, organizing, and presenting information develops additional retrieval cues and reviews the material at the same time.

Practice writing test questions. This will force you to think about the major points and to look for the details. Exchange questions with a study partner to get more practice answering questions. Active practice with information in the format you will face in the exam will improve your chances of remembering the information during the exam.

Practice, Practice, Practice. Review (the final R in SQ3R) material right after you finish reading and frequently during the upcoming week. Don't consider it learned and never think about it again. Make part of each study session a quick review of past material. Each time you review material you are strengthening the retrieval cues for that information.

Practice answering questions similar to those you will encounter on the exam. The study guide has questions in different formats. Ask your instructor if any old exams are available for students to use for practice. Sometimes dorms or campus organizations maintain test files. Don't assume that your exam will focus on the same material or be exactly the same difficulty. Use old tests simply for practice in using your knowledge, not to figure out what will be on your exam. You might also find a different study guide and use the questions in it for additional practice. Most introductory psychology texts overlap considerably in what they cover, so many of the exercises will be appropriate.

Adapt Your Strategies. Evaluate your study strategies periodically. If you do not perform well on the first exam, try to figure out why. Look over your exam, and ask your instructor or TA for suggestions. Modify your strategies to fit your particular learning style and the demands of your particular course.

STRATEGIES FOR TAKING TESTS

Although the level of comprehension of the material is certainly the most critical determinant of test performance, taking tests is somewhat of an acquired skill. Poor test-taking behaviors can undo much of the hard work done to prepare for the test. Here are some general suggestions concerning taking tests:

Come Prepared. As stated above, the critical requirement for doing well on an exam is to know the material. Being well-prepared has a secondary benefit, though. Feeling confident about your knowledge reduces the anxiety you will experience during the exam. Being a little nervous is a good thing, but in large doses it interferes with the ability to concentrate and think. No matter how well-prepared you are, there will likely be a question or two that you will have to stop and think about. If you are filled with anxiety, you will have difficulty figuring out the correct answer.

Come Alert and Well-Rested. Being tired increases the chance you will make careless mistakes and degrades your ability to reason through difficult questions. As you'll discover in Chapter 6, sleeping several hours after studying can improve memory for the material, too.

Survey the Test Before You Begin. Make sure there are no missing pages. Review the format of the questions, and evaluate how to budget your time. If you are unsure what you are expected to do on some parts of the exam, ask for assistance.

Budget Your Time. Figure out approximately how long you can spend on each question. For essay or other non-objective questions, the point value provides information about how complete an answer is expected and how much time you might plan on spending on a question. Don't spend half an hour on one 5-point question and 5 minutes on a 25-point question. If you encounter a question you can't answer in your budgeted time, make your best guess (if multiple choice), mark it for reconsideration, and move on. After finishing the rest of the questions, go back and spend any extra time on the ones needing more thought.

Be an Intelligent Test-Taker. Read the entire question before formulating an answer. Don't focus on one or two key terms and then assume you know what the question is asking. Be careful to notice critical words such as "not" or "except." On multiple choice questions, try to figure out the answer before you look at the alternatives. If your answer is there (make sure it really says what you think it says), chances are it is the right choice. Before leaving the question, however, read all the alternatives to be sure your choice is the best.

If you don't immediately know the answer to a question, don't panic. First, reread the question to make sure you know what it is asking. For multiple choice questions, also reread the alternatives. Sometimes the alternatives will alert you to important details to consider. Then ask yourself what you *do* know about the topic. Use this information to reevaluate the possibilities and to eliminate any answers that are clearly inappropriate. Finally, if all else fails, guess (unless your instructor is one of the very rare types who penalizes wrong answers more than answers left blank). For a multiple choice question, you've probably been able to eliminate one or two of the alternatives, increasing your odds of picking the correct answer. Non-objective questions provide a greater challenge, but if you know anything about the topic you have a chance of getting at least partial credit.

Don't be afraid to change an answer. Your first impression isn't always right. Information you find later in the exam or a miraculous release from your blocked memory might show you an earlier answer needs to be reconsidered. If you can clearly explain why your first choice is wrong, change it.

Be Careful and Check Your Work. If you must record your answers on a scan sheet for computer scoring, be careful to record the answers correctly. Periodically check to make sure you are on the same number on your answer sheet as on your exam. Some students prefer to mark their answers directly on the test first, and then transfer them to the answer sheet. If time is a major factor, this approach can sometimes create problems. As you hurry to finish transferring answers, careless mistakes become more likely.

If you have extra time, go back through the exam and check your answers and make sure none have been left blank by mistake. Make sure your name, identification number, and any test form number are correct.

Adapt Your Strategies to the Type of Test. Obviously, an essay exam requires a different strategy than a multiple choice exam. First, make sure you know what the essay question is asking. A wonderful answer to the wrong question is not worth much. Second, take a minute to plan your answer. Jot down the points you need to make, and think about how you should organize those points. An organized answer gives the impression that you really know the material and usually receives a higher grade. Poorly organized answers suggest that you are merely putting down everything you know about a topic without understanding the answer to the question. Also, your instructor is more likely to miss information you have included if it is in a jumble of unorganized facts. Third, be concise. Include adequate supporting details, but don't add irrelevant information to pad your answer. Get to the point, and stay there. Fourth, make sure that your answer says what you think it says. You know what you mean to say, but sometimes that isn't what actually ends up on paper. Reread your answer, and make sure the information is there and accurately stated. Finally, write legibly and use reasonable grammar. What your instructor can't read or understand doesn't earn points.

A FINAL WORD

I hope that this study guide helps make your experience in introductory psychology both enjoyable and successful. I will welcome any comments about the study guide that you care to share with me. Let me know what worked well for you, what didn't, and what you think would be valuable to include in future editions.

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INTRODUCTION TO THE LANGUAGE ENHANCEMENT GUIDE

Teachers like myself have adopted Nairne's Introductory Psychology textbook for many reasons. The main reason is that teachers and students like the book. There are three main reasons why students like the book. First, Nairne makes sure that each sentence and paragraph is clear and understandable. Second, you will find that the topics he selects are interesting so you will want to read them. Third, he provides many study aids in the chapter to help you understand and memorize the material. One study aid consists of printing all new technical terms in bold face type. These words are then immediately defined and followed by examples you can understand. Other study aids include summaries and definitions of all new technical terms at the end of each chapter section.

Some students will have problems as they read Nairne's text, however Nairne has written his textbook for college students with English as their native language. Nairne also uses a college level vocabulary that can be easily understood by students who can read at the 12th grade level. However, if you are not a native English speaker or do not have a 12th grade level or college level vocabulary, Nairne's vocabulary may give you problems in understanding the material. You may find that you need to look up in a dictionary many words on each page of the textbook. Looking up words in a dictionary takes some students many extra hours of study and can be a frustrating experience. Students with this problem often drop my class and tell me that if they had a page of definitions for "problem words" it would save time, and make understanding the book easier. I have written this language enhancement guide to meet this need.

USING THIS LANGUAGE ENHANCEMENT GUIDE

To use this language enhancement guide effectively you should know how it was designed and how you can use each section to help you better read and understand the text and increase your vocabulary. Each chapter in the Language Enhancement Guide matches the corresponding chapter in the textbook and has two kinds of study aids: definitions of college level words and idioms and exercises for improving word comprehension and vocabulary.

Vocabulary, Idioms and Cultural Concepts. This is the first of the two study aids. It consists of a list of college level words used on each text page and their definitions. Each definition contains the meaning of the word as used by Nairne on the page indicated. There are a number of different ways the list can help you. One way is to find the meaning of the word you do not know on the list. This will save you the time and effort of looking them up in a dictionary. All the words on the page will not be on the list. Technical words defined by Nairne can be found in the text glossary at the end of the book. College level non-technical words that are used several times in the book are defined only the first few times they appear. All the college level words used in the book are found in Appendix A. We will discuss several other ways to use the list later in the introduction.

Vocabulary Building. This second study aid is based on the fact that many words in the English language are made up of separate parts that have been borrowed from many other languages such as Latin, Greek, Spanish, German, French, etc. When you can break up a word into its parts and you know the meaning of each part, you can then determine the possible meanings of the word. The exercises in this section will help you master the common parts of words so you will be able to figure out the meaning of many words without needing to look them up in a dictionary.

Appendices. Two appendices are found at the end of the study guide. **Appendix A** is a dictionary of all the words and phrases defined in the Vocabulary, Idioms, and Cultural Concepts sections. **Appendix B** lists and

defines all the roots, suffixes, and prefixes used in the Vocabulary Building exercises. These appendices provide a central source of information about difficult words other than technical terms.

VOCABULARY BUILDING AND THREE LEVELS OF VERBAL PRECISION

The major goal of this guide is to help you build (increase) your vocabulary. Why is building your vocabulary so important? A large working vocabulary and skill in using words at the correct level of precision is essential for effective communication, thinking and mastery of a scientific field of knowledge like psychology. College textbooks, newspapers, news magazines and professional journals require a college level vocabulary. When you apply for a job that requires a college education you will be judged by your pronunciation, your vocabulary and how you use words to express your thinking. Therefore, a major goal of a college education and of this class is to increase your vocabulary and improve your communication skills.

Words can be classified into three levels of usage and precision: (1) Every day words, Slang and common Idioms; (2) Standard Dictionary and Cultural References; and (3) Professional Technical words. As we move from Slang to the Professional level, the degree of precision increases and vagueness and uncertainty decreases. Now let's take a close look at the details of each level of precision and how this study guide will help you better understand the text and help you develop a larger vocabulary.

Level 1. Slang, Idioms and the Every Day Vocabulary

Slang. Slang is the everyday level at which many people talk. "Hi. How ya' doin. Pretty darn good. How's about you? Not so good. I bombed on my last exam." If you are a native English speaker you have learned English at this level. This level is "good enough" for everyday use when we don't need to be very precise and accurate. After all, we use slang everyday, and you "kinda know what I'm sayin. Don't ya?" The problem with slang is that it varies from one region of the country to another. Nairne's book avoids slang.

Idioms. An idiom consists of words or phrases that are not directly translatable into other languages. Native English speakers immediately know the meaning of these phrases. People who are not native speakers and even some who are native speakers are confused by them. Nairne uses many common idioms in the book. Here are a few. How many of them do you know?

- | | | |
|------------------------|--------------------------|----------------------------|
| • lead to a deeper | • far-fetched | • is governed by |
| • had its roots | • across the board | • ends up with |
| • only once in a while | • to get a good grasp on | • great strides |
| • deal with an issue | • in its extreme form | • was put together |
| • to take forever | • coined the term | • ferret out |
| • snugly tucked | • at issue | • frame the subject matter |
| • lurk in the shadows | • smacked his lips | |

It's not always easy to guess the meanings of idioms in context (that is, as a part of the whole sentence or paragraph in which they occur). There are many of these expressions throughout the text. The most difficult in each Chapter are listed in the first study aid, **Vocabulary, Idioms and Cultural Concepts**. Many idioms have more than one meaning. The definition accompanying each idiom corresponds to the way the author uses the expression in the paragraph.

Level 2. Standard Dictionary English Vocabulary and Cultural References

Standard Dictionary English Vocabulary. This term refers to words that students at the 12th grade to college level and above are expected to know. Native English speakers with limited vocabulary and reading skills must look them up in a dictionary. Here are some sample words that are used in the text book. How many of them do you know?

- | | | |
|--------------|-------------------|-----------------|
| • attributed | • idiosyncratic | • superb |
| • acquired | • lateralization | • sophisticated |
| • allegedly | • lethal | • speculative |
| • alluded | • manifestation | • syndrome |
| • aspire | • mundane | • skeptical |
| • chaotic | • overt | • sterile |
| • conceal | • pertinent | • systematic |
| • classic | • pharmacological | • strategy |
| • deception | • phenomenon | • tactics |
| • decipher | • peripheral | • telepathic |
| • detour | • quirk | • transduce |
| • emerge | • reconcile | • ultimate |
| • eclectic | • rudimentary | • valid |

At the level of Standard Dictionary English, you can find the various meanings and pronunciation of each word in a "general" dictionary. A "general" dictionary is a very useful tool to find out the meanings of new words that are used by educated people as they speak and write in magazines, newspapers, novels, TV and text books like Nairne's.

Nairne's textbook makes use of many Standard Dictionary English words. If you do not have a vocabulary at least at the 12th grade level, you may not be able to understand much of the text, tests and lectures. Fortunately, the Nairne text and your instructor use many of these college level vocabulary words over and over in the book and in the lectures. Once you learn these words, your understanding of the text and the lecture will get easier. This Language Enhancement Guide will help you by providing you with dictionary definitions of twelfth grade and college level words used in the text. The sooner you memorize these words the better you will understand the text and lectures.

Cultural References. These are names of people, places, objects and historical events that may not be familiar to non-native speakers. Even native speakers may not be fluent with historical events and people. For example, the following Cultural Reference Terms are used in the text. How many of them do you know?

- | | | |
|----------------------|--------------------|---------------------------|
| • Rookie of the Year | • bombarded | • blueprint |
| • shortstop | • Russian roulette | • day-care center |
| • soda machine | • milestone | • supreme court of appeal |

The first study aid, Vocabulary, Idioms and Cultural Concepts, will present and define the meaning of many college level standard dictionary English words and Cultural References.

Level 3. Technical Professional Vocabulary

Technical Professional words are used to deal with the subject specialties such as economics, psychology, physics, engineering, law, medicine etc. Every occupation and profession has its own special vocabulary. Scientists and professionals need words that have precise and exact definitions to be used without vagueness or ambiguity. Many professional books and textbooks provide a glossary with precise definitions for the technical words used.

You may be thinking, "Why do we need a glossary? Why not use a general dictionary?" The problem is that a general dictionary provides many brief definitions for thousands of common words but very little or nothing at all about very special words used by scientists and professionals. When used by professionals, some of the everyday and slang meanings of a word or even the standard dictionary meaning may be either stripped away or changed. This can be confusing at first to the nonprofessional. However, after studying the definitions, the confusion clears up. Therefore, if you want to improve the quality of your use of words and ability to think critically, you must take the time to master the use of precisely defined professional terms. Let us now look at the ways that Nairne helps you learn the meaning of new words.

As you read the first chapter you will notice that Nairne defines all technical words that appear in bold face type in the sentence and paragraph containing the word. He then repeats that definition in the chapter glossary, *Terms to Remember*, and again in the glossary in the back of the book. A glossary is a dictionary of technical words with the author's definitions. For example, find the bold faced word **behavior** in the text on page 7. Notice that the word is followed by several sentences that define the word. Nairne then defines the word again in the chapter summary. Look for the word **behavior** in the chapter summary section entitled *Defining and Describing Psychology* on page 24. Now look for **behavior** on page 25 in *Terms to Remember*. These bold faced technical words are very important and you are expected to learn their meanings. Janet Proctor's study guide that precedes each Language Enhancement section will help you learn these technical words. Nairne will use these technical words other places in the text. If you see these words again and you have forgotten their meaning, you can look them up in Nairne's Glossary at the back of the text book. **The Vocabulary, Idioms and Cultural Concepts list does not include the technical words found on each page of the textbook.** Look up the word **behavior** in the text glossary.

ADDING THE LANGUAGE ENHANCEMENT GUIDE TO YOUR STUDY ROUTINE

Step 1: Do a quick review of the assigned chapter. Familiarize yourself with the contents by reading heads, subheads, picture captions, and marginal text. Don't read the chapter word-for-word, and use the dictionary as little as possible at this point.

Step 2: Read through the corresponding material in this Language Enhancement Guide in the Vocabulary, Idioms and Cultural Concepts section. Find the listed items in your text using the page references, and study their contexts. This will familiarize you with the non-technical vocabulary. Then read the assigned page of the textbook. If you find a non-technical word that you do not understand, look for it in the Vocabulary, Idioms and Cultural Concepts list for the chapter or in Appendix A which defines many non-technical words found in the textbook.

Step 3: Now do a careful, word-for-word reading of the chapter. Use the study method described in the preceding introduction to the study guide.

Step 4: Read the text carefully a second time. After this reading, do the exercises in Janet Proctor's study guide preceding this language enhancement section.

Step 5: Complete the remaining exercises in the Language Enhancement Guide .

Step 6: Prepare a 3" x 5" note card with the Vocabulary, Idioms and Cultural Concepts you need to learn and carry them with you. At various times of the day just look at the note cards and see how many words you can define. You can also do this with the technical words in the chapter.

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TABLE OF CONTENTS

INTRODUCTION	STUDY GUIDE	ii
INTRODUCTION	LANGUAGE ENHANCEMENT GUIDE	ix
CHAPTER 1	INTRODUCTION TO PSYCHOLOGY	1
CHAPTER 2	THE TACTICS OF PSYCHOLOGICAL RESEARCH	25
CHAPTER 3	BIOLOGICAL PROCESSES	49
CHAPTER 4	HUMAN DEVELOPMENT	80
CHAPTER 5	SENSATION AND PERCEPTION	109
CHAPTER 6	CONSCIOUSNESS	140
CHAPTER 7	LEARNING FROM EXPERIENCE	166
CHAPTER 8	REMEMBERING AND FORGETTING	196
CHAPTER 9	THOUGHT AND LANGUAGE	224
CHAPTER 10	INTELLIGENCE	251
CHAPTER 11	MOTIVATION AND EMOTION	273
CHAPTER 12	PERSONALITY	301
CHAPTER 13	SOCIAL PSYCHOLOGY	326
CHAPTER 14	PSYCHOLOGICAL DISORDERS	351
CHAPTER 15	THERAPY	374
CHAPTER 16	STRESS AND HEALTH	398
APPENDIX A	TEXTBOOK DICTIONARY	419
APPENDIX B	PREFIX AND SUFFIX DICTIONARY	439

CHAPTER 1: INTRODUCTION TO PSYCHOLOGY

ESTABLISHING LEARNING OBJECTIVES

Use these learning objectives as a preview of the chapter, a guide for active reading, and to evaluate your mastery of the material. Review the relevant objectives as you begin and end your reading of each major section of the chapter.

After studying this chapter you should be able to:

- I. Solve the conceptual problem of how to define and describe psychology.
 - A. Give the modern definition of psychology.
 1. Explain what is meant by mind and behavior.
 2. Describe what is meant by the adaptive mind.
 3. Describe three ways to study the mind.
 - B. Describe what psychologists do.
 1. Describe the primary focus and typical workplace of clinical, applied, and research psychologists.
 2. Distinguish between psychologists and psychiatrists.
- II. Solve the conceptual problem of tracing the evolution of psychological thought
 - A. Explain what is meant by the mind-body problem.
 1. Describe Descartes' interactionist position.
 2. Describe the materialist identity theory.
 - B. Describe the viewpoints of empiricism and nativism concerning the origin of knowledge and behavior.
 1. Define natural selection and explain how it relates to the debate about the origin of knowledge and behavior.
 2. Summarize the current view of the influence "nature" and "nurture" have on the mind and behavior.
 - C. Outline the emergence of psychology as a science.
 1. Describe the guiding focus and methods of structuralism, functionalism, and behaviorism.
 2. Identify the major figures associated with each approach.
 3. Explain why these different approaches developed.
 - D. Describe the changing approaches to clinical psychology.
 1. Identify and compare the central concepts and techniques of psychoanalysis and humanistic psychology.
 2. Identify the major figures associated with each approach.
- III. Solve the conceptual problem of identifying the focus of modern psychology.
 - A. Describe what is meant by an eclectic approach.
 - B. Define the term cognitive revolution and explain why a cognitive revolution took place.
 - C. Describe the biological approach's contribution to modern psychology.
- IV. Discuss how the adaptive mind and adaptive behavior can guide the design of everyday things.
 - A. Explain what is meant by natural and unnatural mappings and give an example of each.
 - B. Describe user-centered design of products.