

JAMES J. JOHNSON

INSTRUCTOR'S MANUAL TO ACCOMPANY

PSYCHOLOGY



DIANE E. PAPALIA SALLY WENDKOS OLDS

SECOND EDITION

INSTRUCTOR'S MANUAL TO ACCOMPANY
PAPALIA AND OLDS

PSYCHOLOGY

S E C O N D E D I T I O N

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McGraw-Hill Book Company

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TO THE INSTRUCTOR

In the teaching of any subject matter, there are three crucial components--the teacher, the learner, and the material to be learned. The most important single factor in successfully teaching the introductory psychology course is the instructor who serves as the catalyst between the student and the content. Students come in all varieties each with unique interests, abilities, and motivation. The content, represented in large part by the textbook chosen for the course, is almost as variable as the students. In selecting Papalia and Olds' Psychology, you have already determined a considerable portion of the content. This Instructor's Manual has been prepared to help you present that content as effectively as possible.

If you have been teaching the course for a number of years, there are likely to be some topics which you will want to emphasize more or less than the text. There are also probably lectures or parts of the lectures which have worked especially well for you in the past and which you will want to continue to use. There may be topics for which you feel that different classroom treatment would be beneficial. A brief look through the Instructor's Manual may provide some new ideas.

If you are teaching the course for the first time, the challenge of organizing it and preparing lectures and classroom activities may seem almost overwhelming. In this case, the Instructor's Manual can be of invaluable help in providing a skeleton which you can fill out with your own ideas.

In my teaching of the introductory course over the past 20 years, no two semesters have ever been the same. No semester has ever been boring, either. The freshman student comes to the classroom with much more enthusiasm for learning than many upperclassmen, and psychology is a fascinating field for almost all. While I cannot promise that the task of teaching will be an easy one, the Papalia and Olds text and the supplemental materials should contribute to a successful experience in both student learning and instructor satisfaction.

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Normal, Illinois

Instructor's Manual to Accompany
Papalia and Olds: PSYCHOLOGY
Second Edition

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INTRODUCTION

Selection of an appropriate textbook for the introductory course is the first step toward guaranteeing that the students will have a positive learning experience. The decision to use Papalia and Olds' Psychology Second Edition, should contribute to that goal. Regardless of the text, however, the activities carried on during class meetings can do a great deal to make the overall experience both profitable and enjoyable for the students. There is no one avenue to success in teaching the course, but one critical element in any strategy is to have each unit and each class session well planned in advance. The amount of time that this demands depends on many factors, such as the size of the class, the number of times the instructor has taught the course, and the individual personality characteristics of the instructor. Some teachers can effectively stimulate and carry on class discussions; others are extremely adept at delivering interesting lectures; some may rely on the use of audio-visual aids such as films. This Instructor's Manual is designed to make the planning for the course easier regardless of the approach followed.

The general features which are included in this Instructor's Manual are summarized in this introductory section, along with some suggestions which apply to the use of each kind of material. No instructor will want, or be able, to use all of these materials, but all are adaptable to some of the settings in which students are introduced to the fascinating field of psychology.

Features

Every major introductory textbook in the field provides an Instructor's Manual of some sort, and certain elements are almost standard--chapter outlines, audio-visual aids, important terms, and essay questions. Chapter summaries, lecturettes, and classroom activities are frequently included. These materials are a part of this Instructor's Manual, and a unique "Teaching the Chapter" segment will integrate them in a fashion intended to make each part maximally helpful to the classroom teacher.

The features which are included in this Instructor's Manual are as follows:

1. Chapter Outlines
2. Learning Objectives
3. Key Terms
4. Noted Psychologists in the Chapter
5. Mini-Lectures
6. Demonstrations
7. Student Activity Handouts
8. Audio-Visual Materials
9. Teaching the Chapter
10. Short-Answer Questions
11. References for Further Reading

Chapter Outlines. Each chapter is presented in outline form as taken directly from the text. This will provide an easy overview of the chapter for the instructor.

Learning Objectives. The major elements of each chapter are reflected in learning objectives which are identical to those found in the Study Guide for the text.

Key Terms. A list of the concepts identified as "Key Terms" in the Study Guide is also included.

Noted Psychologists in the Chapter. The major psychologists identified in the chapter are singled out for attention to help the beginning student discriminate among the various individuals included.

Mini-Lectures. One or more Mini-Lectures are included for each chapter, which consist of relatively detailed outlines covering some topic (or topics) related to material in the chapter. These are complete enough to serve as outlines for class presentation, but provide latitude for modification by the instructor.

Classroom Demonstrations. Each chapter also includes one or more Demonstrations that may be carried out in the classroom. Each is sufficiently detailed so that it may easily be employed with minimal practice and none demand extensive equipment or expensive apparatus.

Student Activity Handouts. Each chapter also contains one or more "Student Activity Handouts" which are designed for use by the student outside of the classroom setting. Most are set up so that they may be xeroxed or used for the thermofax stencils. Many may also be used as the basis for classroom discussion after completion.

Audio-Visual Materials. A list of films that can be used to facilitate the teaching of each chapter is also included. Sources for renting or purchasing these materials are provided in this introductory section.

Teaching the Chapter. This section follows the organization of the textbook, providing a much more detailed summary of its contents than the chapter outline and suggesting where various features of the Instructor's Manual (mini-lectures, demonstrations, films, student activity handouts) could be more effectively used. Other suggestions for the teaching of the content of each chapter are included.

Short-Answer/Essay Questions. A number of short-answer or essay questions are included for each chapter for the use of instructors who wish to use methods of assessment other than the multiple-choice format provided in Test Banks I and II.

References and Further Reading. A brief annotated bibliography is provided for each chapter that may be helpful to the instructor in seeking additional material on the topics included.

Organization

This Instructor's Manual is organized to follow the text in a chapter-by-chapter fashion. As each chapter is approached, all elements which pertain to that chapter are presented in a single section. This format is felt to be more desirable than the alternative of considering all materials of a certain type (chapter outlines, for instance) before taking up the next group (films). As the instructor seeks to organize classes for a chapter or unit, everything related to that chapter can be quickly located.

The sequence of the features is as listed above. Chapter outlines, learning objectives, key terms, and noted psychologists in the chapter provide a quick and yet rather thorough overview of the scope of the chapter. Mini-lectures, demonstrations, student activity handouts, films, and teaching the chapter are intended to facilitate the planning and execution of actual class sessions. Short-answer questions would be of use at the conclusion of a unit. Further reading could be done at any time, but the use of this section will vary widely from instructor to instructor and even from one unit to another.

The following section of this Instructor's Manual will describe each of the features more fully and include suggestions on how each might be incorporated most effectively in the teaching of the course.

CHAPTER OUTLINES

A Chapter Outline containing the major headings from the textbook introduces the material from each chapter. This provides a quick overview of the topics that are included and the sequence in which they are considered. Some standardization of organization and sequencing has emerged among introductory texts, but there is also considerable variability from text to text on where (or if) many topics are presented. For example, "reliability" may be taken up formally along with "intelligence" or with "personality testing", or it may be presented in a statistical appendix.

Using the Section. The Chapter Outlines are primarily helpful in the advance planning for the course. They will be especially beneficial for those instructors who organize their course in a sequence different from that of Papalia & Olds' Psychology, since they provide an easy method of surveying each chapter. Chapter Outlines might also be used in constructing examinations to see the extent to which items from each major area have been included.

LEARNING OBJECTIVES

Learning Objectives are a frequent inclusion in instructor's manuals and study guides. The Papalia and Olds package includes an identical set in both. These objectives reflect the major topics included in the chapter.

Using the Section. Some instructors find the inclusion of learning objectives a very desirable one; others will ignore this section. Occasionally, a teacher is required to prepare behavioral objectives for his or her course, and having a set readily at hand will make it possible to spend more time on other aspects of class preparation.

Learning objectives are usually included in Study Guides that accompany introductory texts. Since most instructors will not require students to purchase the Study Guide, and because students usually make little use of such objectives on their own, these learning objectives are included in the Instructor's Manual so that they will be readily accessible.

KEY TERMS

Within each chapter, there are many terms and concepts that are fundamental to the mastery of the material. In the text, the students' attention is usually drawn to these concepts by the use of italics. The Study Guide contains a list of these key terms, and the list in the Instructor's Manual is identical to that set. The page of the text on which the term is treated is shown in parentheses. The list is fairly extensive and may contain more terms than some may feel necessary. However, remember that it was compiled specifically for student use, and the decision to err in the direction of overinclusion will be seen as a sound one.

Using the Section. The list of key terms for a chapter can serve at least two important functions for the instructor. By surveying the list of terms and concepts, you can quickly get an idea of the scope of the chapter in breadth and depth. This provides a different perspective of the coverage from both the learning objectives and the chapter outlines.

A second valuable role that this section might play is to let the teacher determine any key terms with which he or she might not be completely familiar. If a term about which there is a question is found, the page number can be used to quickly locate it in the text. Even if you are quite familiar with a term, questions often arise as to how a concept is presented and discussed in a particular text. If student questions about a concept arise, this section will save the time often lost in hunting through the chapter for it.

NOTED PSYCHOLOGISTS IN THE CHAPTER

One important aspect of the first course in psychology is the introduction of some of the noted figures whose contributions have made the field what it is today. The beginning student often has difficulty in distinguishing the "big names" from important, but lesser, figures. This section of the Instructor's Manual identifies those distinguished psychologists who are covered in each chapter. Obviously, not all the psychologists who are referred to in any chapter will be singled out for inclusion, but the most noted are named. In some chapters, individuals are identified whose actual field is something other than psychology. For example, Roger Sperry in Chapter 2, or Benjamin Whorf in Chapter 3. They are included because of the centrality of their work, to the issues considered.

The decisions as to who to include were based on a combination of the individual's generally recognized status in the field of psychology and the treatment of his or her work in the chapter. Any selection procedure is somewhat subjective, and there will be instances where omissions are perceived by some instructors; others will feel that some individuals who are included should not have been. The instructor should feel free to alter these lists in any way that would make them more useful to his or her students.

Using the Section. There are a variety of ways in which this section may be used in teaching the course. Some instructors may wish to identify these noted individuals at the outset of a chapter or unit. Some teachers provide students with duplicated chapter or unit overviews and may want to list these persons there. One of the frequent questions which occurs during unit reviews is "What names do we have to know?" The list

provides a ready response to that inquiry. In all these cases, the most important thing to keep in mind is that the use of names should correspond to the individual instructor's expectations of the class when testing over the material is done.

MINI-LECTURES

The section on each chapter of Papalia & Olds' Psychology contains one or more Mini-Lectures. Each consists of a relatively detailed outline covering some topic (or topics) related to the material in the chapter. In some cases, the text's treatment of a topic is organized in a formal outline--almost always with the addition of material not included in the text. Some of the Mini-Lectures consist entirely (or almost entirely) of material that goes beyond the text, but which is related to it. All share the characteristic of being primarily involved with communicating information to the students in the context of a lecture. Many of these have survived the "firing-line" of several semesters in actual use. All are devoted to material that is either central to the text's coverage of a topic or of relatively high interest to students. The temptation to provide in-depth lectures on esoteric aspects of various sub-fields has been intentionally rejected as the subject matter for these sections. As an individual instructor, however, you may wish to pursue some topics in the text to a much greater depth.

Using the Section. In planning for the in-class treatment of any particular chapter, you may find a Mini-Lecture a real time-saver. In many cases, the outline could be taken directly to class to serve as lecture notes. In most instances, you will probably be more comfortable to take the outline and edit it to your own style--deleting some sections, modifying some sections, and adding others. While each Mini-Lecture could serve as a ready-made lecture, its greatest value is as a framework to which finishing touches may be added. Particular historical facts, research findings, and even trivia lend a personal touch to the presentation. The addition of examples which are familiar to you and your own students is an especially successful tactic.

Mini-Lectures and Demonstrations are numbered sequentially within each chapter, and "Teaching the Chapter" points out where each would ideally fit into the content.

DEMONSTRATIONS

One or more Demonstrations are also provided for each chapter. These consist of activities which may be carried out within the classroom to further amplify the material or to promote student interest, participation, or understanding. Each is sufficiently detailed so that it can be employed with minimal practice. Most demand little or nothing in the way of special equipment, and when "special effects" are called for, these are specified in the introduction.

Using the Section. For many students, any class can become rather dry if the sole activity is lecturing by the classroom teacher. Demonstrations are intended to provide a change of pace to stimulate their attention. Occasionally, a teacher can provide such captivating lectures that little diversion is needed. Such cases are usually the exception, however. With longer class period--60 minutes, 75 minutes, 90 minutes, or longer--the use of such devices is pedagogically sound. If your own class period is shorter, there may be less need to break up the session.

Since the author's experience has consisted mainly of teaching in an auditorium setting with 300+ students, most of these Demonstrations are designed to be used in large classrooms. With smaller groups, they will work equally well and may result in considerably more class discussion. As with the Mini-Lectures, points at which the Demonstrations fit the content are pointed out in "Teaching the Chapter."

STUDENT ACTIVITY HANDOUTS

An additional feature of the revised Instructor's Manual is the inclusion of one or more Student Activity Handouts for each chapter. These consist of exercises which the student would normally carry on outside of the class setting involving research, thinking, test-taking, etc. They are intended to help provide additional

breadth of coverage of topics and to capitalize on student interest whenever possible. Many are closely related with Learning Objectives stated for the chapter. All are related to the chapter content.

Using the Section. The materials included as Student Activity Handouts are numbered separately from the Mini-Lectures and Demonstrations, since their primary use would normally be out-of-class. However, some of the materials are self-tests which might well become a focus on class discussion after the student has completed and scored them. All contain sufficient directions for the student so that they are self-administering.

These Student Activity Handouts are set up in the Instructor's Manual in a format so that they might readily be reproduced for class distribution. Xerox or thermofax stencils might be made directly from the pages. In addition to out-of-class use to enhance the students' understanding, many might appropriately be used as in-class activities or for extra-credit. None, however, viewed as critical to the teaching of a unit. They are clearly a "fringe benefit" available for the use of the instructor who desires such material.

AUDIO-VISUAL MATERIALS

There are several kinds of audio-visual materials that may be utilized in the teaching of the introductory course. Among the most popular are audio cassettes, filmstrips, slide-cassette presentations, films, and video-cassettes. Of this group, suggestions for films and video-cassettes are the only ones included in this instructor's manual. This has been done intentionally, since the films and video-cassettes are the most interesting and helpful of these supplements. Audio-cassettes have little to offer over a live presentation by the instructor. Film-strips and slide-cassette presentations are quite helpful at certain points in the course, but these are usually only available for purchase. Films and audio-cassettes, however, may be rented and often at relatively reasonable prices from a number of regional distribution centers.

Slide-Cassettes and Filmstrip Presentations

It may be that you will want to acquire one or more of these audio-visual aids for your department's continued use. (They usually are available only for purchase.) For that reason, some of the better sources of these materials are listed with their addresses below.

The Center for the Humanities

Communications Park, Box 1000
Mount Kisco, NY 10547

The Center for the Humanities offers a wide variety of interesting and relevant color/sound filmstrips along with a resource guide to facilitate their use. Prices vary according to the specific material. They are also offering a number of slide presentations on video-cassettes, some of which are listed among the "Films" section.

Research Media

96 Mount Auburn Street
Cambridge, MA 02138

Research Media has a 5-part set of transparencies for use in General Psychology covering the areas of (1) Statistics, (2) Perception, (3) Physiology, (4) Heredity, and (5) Learning.

McGraw-Hill Book Company

1221 Avenue of the Americas
New York, NY 10020

The most comprehensive set of color slides for use in General Psychology is a set produced by J. B. Maas. This set of 300 slides covers all areas of the course and is not text-specific. The area of perception is especially well done.

All of these sources may be contacted directly for information about availability and cost of these materials.

The use of films has a great potential for contributing to the success of the introductory course in psychology. Most institutions do not have a particularly extensive film library, but many films are available on a rental basis through a number of sources. A list of these sources and their addresses is included at the end of this section. Of special interest to adopters of Papalia and Olds' Psychology is the availability of the CRM (Psychology Today) series through McGraw-Hill. This series is among the best produced for introductory psychology courses in both content and production quality. Many of the films are award winners.

The widespread availability and use of video cassette recorders (VCR's) is having a dramatic impact on the production of films for classroom use. An increasing number of distributors are making material available for VCR usage and the frequency of this practice will probably continue. While most of the items listed as "Films" are standard 16 mm motion pictures, some are only available as videocassettes and some in either format. Although this gives the instructor more flexibility in the use of audio-visual materials, it is one more detail that must be kept track of in your preparation. Check on the format of your AV materials when you order them, and be sure to have the right equipment ready for its use during class.

The listings included for each chapter are not intended to be exhaustive, but are intended to identify the films that are reasonably accessible through the major audio-visual distribution centers. Most of these centers will provide a complete annotated listing of their film offerings in the behavioral sciences to the instructor upon request.

The listing for each film includes the title and a brief description of its content. Sometimes suggestions for its use are included when this is not apparent from its description. The length of each film is given to assist in planning, and whether it is a color or black & white film is also stated. When possible, the producer and the date of production are also provided as cues to its currentness and possible quality. As a general rule, films that are obviously outdated are not included—even though some of these may be relatively well known.

Suggestions for Use. Like all instructional aids, films can be made more meaningful if they are a part of a comprehensive unit plan. Merely showing a film to help use up class time is rarely a desirable practice. Many of the films described are short enough that they can be used as a part of a single class period. When this is done, the film can be made more effective if you provide the students with topics to watch for, these can later be used as the basis for class discussion. As with other classroom techniques, participation may not automatically evolve from the viewing of a film. Advance preparation of discussion items is ideal. If possible, the showing of a film should be sequenced after the student has been introduced to the material in class or through the reading of the text. Additionally, the content of the film should be regarded as a legitimate source of an item or two on examinations. In fact, including a couple of ideas from a film show early in the semester may serve the function of motivating the class to be attentive throughout the semester.

A very critical practice in the use of AV materials is "previewing" them before use in a class. The less you know about a film title, the more important this is. Horror stories stemming from failure to do so abound—like the instructor who ordered "From Cradle to Grave" from a list of titles expecting a film on lifespan development only to discover after a teaching assistant used it that it is actually a documentary on the evils of the welfare system. Even if a film is appropriate, a teacher may find that a particular film does not meet his or her own expectations, and previewing will reveal this. The 'acid test' however, is using a film in a 'live' class. It is a good idea to keep brief records of the especially good films and the "bombs" which you have tried. Gradually, through the experience of having taught the introductory course several times, a personal film library file may be accumulated that fits the particular wants and needs of your own students.

Ordering Films

There are a number of regional distribution centers that can supply many of the films (and videocassettes) listed for each chapter. The addresses of some of these are listed below. You might want to check with the Media Services Center of your own state university to see what is available. Most will supply a listing of titles along with descriptions of the materials available free of charge.

As a general rule, you should check the notation of the film's producer shown at the far right of each film's description. If that source is included in the listing of suppliers, you may order the film directly from that source. If that producer is NOT listed, you should check with the regional distribution center closest to your own school. You may wish to write the regional centers and ask for a complete catalog of the films they supply on a rental basis and their particular operating procedures cost, scheduling, previewing policy, etc.

AACD

American Association for Counseling & Development
Order Services
5999 Stevenson Avenue
Alexandria, VA 22304

CF

Carousel Film & Video
241 East 34th St., - Room 304
New York, NY 10016

Coronet

Coronet/MTI Film & Video
108 Wilmot Road
Deerfield, IL 60015

Doc. Assoc.

Document Associates
211 East 43rd Street
New York, NY 10022

Films, Inc.

Films Incorporated
5547 N. Ravenswood Avenue
Chicago, IL 60640

HBI

Harcourt, Brace, Jovanovich
757 Third Avenue
New York, NY 10017

Houghton Mifflin

Houghton Mifflin Company
New Media
One Beacon Street
Boston, MA 02107

Int. Film. Bur.

International Film Bureau
332 S. Michigan Avenue
Chicago, IL 60604

Assoc. Films

Association Films
866 Third Avenue
New York, NY 10022

C. Human

The Center for the Humanities
Communications Park, Box 1000
Mount Kisco, NY 10549

CRM-McGraw-Hill

McGraw-Hill Training Systems
Education Department
674 Via de la Valle, P.O. Box 641
Del Mar, CA 92014

Film, Human.

Films for the Humanities
P.O. Box 2053
Princeton, NJ 08543

Guid. Assoc.

Guidance Associates
Pleasantville, NY 10570

Harper & Row

Harper & Row Media
10 East 53rd Street
New York, NY 10022

Ind. U.

Indiana University
Audio-Visual Center
Bloomington, IN 47405

KSU

Kent State University
Audio Visual Services
Kent, OH 44242

Macmillan

Macmillan Films, Inc.
34 MacQuesten Parkway South
Mt. Vernon, NY 10550

POLYM

Pollymorph Films
118 South Street
Boston, MA 02111

PSU

Pennsylvania State University
Audio Visual Service
Special Service Building
University Park, PA 16802

Time-Life

Time-Life Video
P.O. Box 644
Paramus, NJ 07653

U. Ill.

University of Illinois
Film Center
1325 S. Oak
Champaign, IL 61820

U. Mich.

University of Michigan
Booking Office - Michigan Media
400 Fourth Street
Ann Arbor, MI 48103

Wiley

Media Guild
11722 Sorrento Valley Rd. - Suite E
San Diego, CA 92121

New Day

New Day Films
853 Broadway - Suite 1210
New York, NY 10003

Prentice-Hall

Prentice-Hall Film Library
Englewood Cliffs, NJ 07632

Psych. Films

Psychological & Educational Films
3334 E. Coast Highway - #252
Corona Del Mar, CA 92625

U. Cal

University of California
Extension Media Center
2176 Shattuck Avenue
Berkeley, CA 94704

U. Maine

University of Maine
Instructional Systems Center
Film Rental Library
Orono, ME 04475

U. Minn.

University of Minnesota
University Film & Video
Continuing Education & Extension
1313 Fifth Street, S.E. - Suite 108
Minneapolis, MN 55414

U.S. Health

Modern Talking Picture Service Scheduling Center
5000 Park Street, North
St. Petersburg, FL 33709

TEACHING THE CHAPTER

One of the unique features of this Instructor's Manual is the Teaching the Chapter section. This is designed to play a major integrative role in pulling together the various resources included. It also serves as the "Chapter Summary" sometimes included in ancillary packages.

The section follows the organization of the chapter provided in the text and suggests various ways in which student learning might be enhanced. Major topics are identified, attention is called to areas that have been troublesome to students in the past, and the use of illustrations and examples are suggested whenever they are

perceived as beneficial to mastery of the concepts involved. Points at which Mini-Lectures and Demonstrations fit into the material are shown. Films that relate to various aspects of the chapter are identified.

Using the Section. This section is maximally important to the teacher who is approaching the course for the first time, since it provides a comprehensive organization of all materials related to the chapter. It also permits the seasoned teacher to quickly see what materials (films, Mini-Lectures, Demonstrations, etc.) are included that pertain to any topic within the chapter. Most instructors who have repeatedly taught the introductory course feel there are certain topics they have learned to teach very effectively. Most also can identify some areas they could profitably revise. Turning directly to the Teaching the Chapter section will give them an immediate look at optional ways of approaching the subject matter.

SHORT-ANSWER/ESSAY QUESTIONS

In many classroom settings, you will want to use methods of assessment other than the multiple-choice questions provided as a part of the ancillary package. A number of Short-Answer or Essay Questions are included for each chapter. Although answers are not provided, the correct responses can easily be located by checking the page(s) of the text given in parentheses after each question.

Using the Section. A good essay or short-answer question has a definite answer or answers. If examples or illustrations are required, the number required for a complete or full-credit answer is specified. The student should also know how the item will be scored. This includes total points whether partial credit is given, and if grammar, complete sentences, and other elements are taken into account in the scoring. Those scoring the items should have the correct answer(s) and scoring guidelines well in mind. Usually, the best practice is to grade such tests item by item. (Number 1 is read and graded for all students before going on to Item 2, etc.) This avoids any possible halo or carry-over effect from question to question.

As with any kind of examination, the student should be able to understand what is called for and should have sufficient time to answer the items. With essay and short-answer items, there is usually a greater need to provide an opportunity for students to go over the results and to compare their responses with the correct answers, too.

REFERENCES AND FURTHER READING

The last element included for each chapter consists of a list of annotated references that cover material in the Instructor's Manual and provide sources for additional reading. This is different from the references included at the end of each chapter of the text and those listed in the Study Guide.

Using the Section. The instructor who is interested in further information on topics covered by the chapter will find some of these inclusions quite helpful. They are, however, primarily directed toward enhancing the teaching of the material, and are not intended to provide particularly exhaustive or scholarly coverage of the topics. If you feel uncomfortable with some areas of the introductory course (and because of its breadth almost everyone will), these references can be very helpful in getting you started toward increased understanding. For any area directly within your expertise, they will not be especially illuminating.

TABLE OF CONTENTS

To The Instructor	ii
Introduction	iii
Part 1: Psychology as a Science	
1. Introduction to Psychology	1
Part 2: Biological Foundations of Behavior	
2. Biology and Behavior	14
3. Sensation and Perception	27
4. States of Consciousness	41
Part 3: Learning, Memory, and Cognitive Processes	
5. Learning	54
6. Memory	68
7. Intelligence	80
8. Language and Thought	92
Part 4: Life-Span Developmental Psychology	
9. Early Development	104
10. Development From Adolescence On	119
Part 5: Motivation, Emotion, and Sexuality	
11. Motivation and Emotion	131
12. Sexuality and Gender Roles	145
Part 6: Personality, Health, and Abnormality	
13. Theories and Assessment of Personality	156
14. Abnormal Psychology	172
15. Therapy	183
16. Health Psychology	195
Part 7: Social Psychology	
17. Social Influence	208
18. Interpersonal Attraction and Relationships	220
Appendix: Statistics	232

Chapter 1

INTRODUCTION

CHAPTER OUTLINE

WHAT IS PSYCHOLOGY?

WHAT ARE THE GOALS OF PSYCHOLOGY?

HOW THIS BOOK PRESENTS THE STUDY OF PSYCHOLOGY

We Celebrate the Human Being

We Are Practical

We View Psychology as a Dynamic Science

We Present a Picture of Psychology on a Wide Canvas

HOW PSYCHOLOGY HAS EVOLVED

A Brief History of Psychology

Schools of Thought in Psychology

Structuralism

Functionalism

Gestalt Psychology

Psychoanalysis

Behaviorism

Humanistic Psychology

Cognitive Psychology

CONTEMPORARY PSYCHOLOGY

Areas of Specialization in Psychology

Clinical Psychology

Counseling Psychology

Personality Psychology

Educational and School Psychology

Experimental Psychology

Physiological Psychology

Developmental Psychology

Health Psychology

Social Psychology

Psychometrics

Industrial and Organizational Psychology

Engineering Psychology

Some Other Specialties

How Psychologists Study Behavior

Theories, Hypotheses, and Research

Who Takes Part in Psychological Research?

Basic and Applied Research

Research Methods

Ethics in Psychological Research

BOXES

Psychology in Your Life: Tips on More Effective Studying

Psychology in Your Life: Preparing for a Career in Psychology

In the Forefront: Ethics in Animal Research

LEARNING OBJECTIVES

After studying Chapter 1, the student should be able to do the tasks outlined in the following objectives.

1. Define psychology and specify its focus.
2. Identify techniques to improve retention when studying.
3. Describe the major emphasis of structuralism and functionalism.
4. Describe the major emphasis and principles of Gestalt psychology, psychoanalysis, and behaviorism.
5. Specify the focus of humanistic psychology and cognitive psychology.
6. List the responsibilities of psychologists with specific specializations.
7. Recognize the importance of sample selection in psychological research.
8. Describe the methods used in case histories, surveys, naturalistic observation, and experiments.
9. Distinguish between correlation and causation.
10. Specify the unique properties of experiments and the importance of experimental controls.
11. Compare the methodology in laboratory experiments and field experiments.
12. Identify the basic rules of ethics required by the American Psychological Association.

TERMS TO KNOW

Psychology (p. 5)	Educational psychologist (p. 18)
Scientific Method (p. 5)	School psychologist (p. 18)
Description (p. 5)	Experimental psychologist (p. 18)
Explanation (p. 5)	Physiological psychologist (p. 18)
Prediction (p. 5)	Developmental psychologist (p. 19)
Modification (p. 5)	Health psychologist (p. 19)
Behavior (p. 5)	Social psychologist (p. 19)
Mental processes (p. 5)	Applied social psychologist (p. 19)
SQ3R method (p. 6)	Psychometrics (p. 19)
Structuralism (p. 10)	Industrial and organizational psychology (p. 20)
Analytic introspection (p. 10)	Engineering psychology (p. 20)
Functionalism (p. 12)	Comparative psychology (p. 20)
Gestalt view (p. 12)	Psycholinguistics (p. 20)
Phi phenomenon (p. 13)	Quantitative psychology (p. 20)
Psychoanalysis (p. 13)	Theory (p. 20)
Behaviorism (p. 14)	Hypothesis (p. 20)
Conditioning (p. 14)	Research (p. 20)
Humanistic psychology (p. 15)	Data (p. 20)
Cognitive psychology (p. 15)	Population (p. 22)
Stroop effect (p. 15)	Samples (p. 22)
Clinical psychology (p. 17)	Random sample (p. 23)
Abnormal psychology (p. 17)	Stratified random sample (p. 23)
Psychiatrist (p. 17)	Basic research (p. 23)
Counseling psychologist (p. 17)	Applied research (p. 23)
Personality psychologist (p. 17)	Correlations (p. 23)

Variables (p. 23)
Positive correlation (p. 24)
Negative correlation (p. 24)
Correlation coefficient (r) (p. 24)
Case history (case study) (p. 24)
Survey methods (p. 25)
Standardized interviews (p. 25)
Naturalistic observation (p. 26)
Psychological experiment (p. 26)
Independent variable (p. 26)
Dependent variable (p. 26)

Experimental group (p. 26)
Control group (p. 26)
Treatment group (p. 28)
Laboratory experiment (p. 28)
Field experiment (p. 29)
Replicate (p. 29)
Experimenter bias (p. 29)
Single-blind technique (p. 29)
Double-blind technique (p. 29)
Placebo (p. 29)

NOTED PSYCHOLOGISTS IN THIS CHAPTER

Wilhelm Wundt (p. 10)
E. B. Titchener (p. 11)
William James (p. 12)
John Dewey (p. 12)

Max Wertheimer (p. 12)
Kurt Koffka (p. 12)
Wolfgang Kohler (p. 12)
Sigmund Freud (p. 13)

John B. Watson (p. 14)
B. F. Skinner (p. 14)
Abraham Maslow (p. 15)
Carl Rogers (p. 15)

1.1 MINI-LECTURE: SCHOOLS OF PSYCHOLOGY

Introduction

Modern psychology has been influenced by the interaction of several widely diverse "schools" or approaches. This Mini-Lecture follows the material in the text. You may want to enlarge it with points of special interest to you or your own students.

I. ALTHOUGH BEHAVIOR HAS BEEN STUDIED FOR CENTURIES, STRUCTURALISM WAS THE APPROACH ADOPTED BY THE FIRST "PSYCHOLOGISTS."

- A. Wilhelm Wundt was the "father of psychology."
- B. In 1879, Wundt founded the first psychological laboratory in Leipzig, Germany.
- C. Wundt was trying to identify the "elements" of consciousness.
- D. Introspection was the technique used to investigate the structure of the conscious mind.
- E. Structuralism is not an approach followed by contemporary psychologists.

II. MOST EARLY AMERICAN PSYCHOLOGISTS WERE FUNCTIONALISTS.

- A. Functionalists were concerned with how the mind worked (or functioned).
- B. Functionalists sought knowledge applicable to everyday life.
- C. William James was an American contemporary of Wundt.
 - 1. He founded the first experimental lab in the U.S.
 - 2. He wrote the first psychology textbook in English.
- D. John Dewey applied Functionalism to education.
- E. American psychology is still functionalist in outlook.

III. GESTALT PSYCHOLOGY WAS A REACTION TO THE STRUCTURALISTS' ATTEMPTS TO REDUCE BEHAVIOR TO ITS "ELEMENTS."

- A. "Gestalt" means pattern, form, or configuration.
- B. The whole was believed to be different from the sum of its parts by Gestalt psychologists.
- C. A Rembrandt painting is more than canvas, frame, and pigment.

IV. SIGMUND FREUD FOUNDED PSYCHOANALYSIS AS AN APPROACH TO EXPLAIN BEHAVIOR, A RESEARCH METHODOLOGY, AND A FORM OF THERAPY.

- A. Freud gained his data from working with abnormal patients.
- B. Unconscious motives were felt to underlie most behavior.

- C. The emphasis of Psychoanalysis on the sexual motive made it very controversial.
- D. Psychoanalysis has had a profound effect on Western thought.

V. BEHAVIORISM REJECTED EVERYTHING MENTAL AND FOCUSES ON OVERT BEHAVIOR.

- A. John B. Watson articulated the position in 1913.
- B. Only observable behavior was considered legitimate for study.
- C. Research with animals was now possible for psychologists.
- D. B. F. Skinner is the leading proponent of behaviorism today.
- E. Skinner has applied behaviorism to many areas
 - 1. Teaching machines
 - 2. Behavior modification
 - 3. A Utopian community (Walden Two)
- F. The use of the scientific method was a major contribution of behaviorism.

VI. HUMANISTIC PSYCHOLOGY--THE THIRD FORCE-- AROSE AS AN ALTERNATIVE TO PSYCHOANALYSIS AND BEHAVIORISM.

- A. Abraham Maslow studied healthy humans.
- B. Carl Rogers applied the humanistic frame of reference to the therapeutic process.

VII. COGNITIVE PSYCHOLOGY SEEKS TO UNDERSTAND HOW THE MIND PROCESSES INFORMATION.

1.2 MINI-LECTURE: THE EXPERIMENTAL METHOD

Introduction

The experimental method is an integral part of understanding how knowledge is gained in the sciences. To understand the outcomes of studies reported in psychology courses, too, the method and its terminology must be grasped. This Mini-Lecture provides an overview of the experimental method, and gives the class practice in the identification of dependent and independent variables.

- I. THE EXPERIMENTAL METHOD SEEKS TO IDENTIFY CAUSE AND EFFECT RELATIONSHIPS.
 - A. Does heat cause water to boil?
 - B. Does practice make perfect?
 - C. Heat and practice are hypothesized to be causes. Boiling and perfection are hypothesized to be the results.
- II. IN THE LANGUAGE OF SCIENCE, THE CAUSE IS THE INDEPENDENT VARIABLE AND THE EFFECT IS THE DEPENDENT VARIABLE.
 - A. The independent variable (cause) is manipulated or controlled by the experimenter.
 - B. Changes in the dependent variable are watched or monitored by the experimenter.
 - C. The hypotheses above can be tested.
 - 1. The water can be heated by the experimenter to see if this makes the water boil.
 - 2. The amount of practice can be controlled to see if perfection is reached or approached.
- III. SOME PRACTICE IN IDENTIFYING INDEPENDENT AND DEPENDENT VARIABLES SHOULD CLARIFY THE CONCEPTS FOR YOU.
 - A. Identification of dependent variables (effects).
 - 1. Hypothesis: Watching Sesame Street helps children do well in kindergarten.
Independent Variable: Amount of time children watch the show.
Dependent Variable: (Have the class identify several)
 - 2. Hypothesis: Alcohol slows down one's reaction time.
Independent Variable: Amount of alcohol consumed
Dependent Variable: (Have the class identify several)