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INSTRUCTOR’S RESOURCE MANUAL PREFACE

Why a new format for the Instructor’s Resource Manual?

The Wood/Wood/Boyd Instructor’s Resource Manual is delivered in a format created with direct feedback from teachers. We spoke with a range of instructors—from those who have been teaching only a couple of semesters, to those who have been teaching for many years. Overwhelming the response we received around potential changes to the instructor’s manual involved accessibility and ease of use. Many instructors lamented the “telephone books” they have received from various publishers and how these large volumes make it difficult to know what exactly rests inside. Concerns arose around paper usage—printing thousands of these manuals which end up sitting on shelves seems a waste when we are all trying to conserve resources. With these concerns in mind we asked a number of instructors what the ideal instructor’s manual would be like. Here is what they said:

Integration of resources—what goes where?

For the Wood/Wood/Boyd text we created Lecture Guides for each chapter—using the chapter outlines to integrate the suggested lecture discussions, activities and other resources directly into the appropriate sections. In addition we included brief notes synthesizing the key information for that section. Instructors can easily see the key points and key terms (in bold) of each section of the text, as well as the resources they have available.

Click and view—seeing the resources

The advantage to reviewing the Instructor’s Resource Manual on your computer is the ability to link to specific sections/documents. Lecture discussions, activities, and other resources are integrated in the Lecture Guide. By clicking on the hyperlinks, you can easily jump to the section/page you want to review (note with the Word document, press CTRL + click). Hotlinks are provided at the send of each section, ► Return to Lecture Guide so you can easily jump back to where you were, or back to the start of the chapter ▲Return to Table of Contents.

Print what you want, when you want

Many instructors expressed a desire to print off only portions of the Instructor’s Resource Manual—not the whole thing. With our new Lecture Guides and the ability to click on relevant resources, instructors can print and bring to class those resources they find useful. Of course if any instructor would prefer to have the whole instructor’s manual printed and available in hard copy—this can be arranged. Please just ask your local Pearson sales representative. To locate your rep, go to http://www.pearsonhighered.com/relocator

Access to the “best of” materials

Pearson Education publishes a number of introductory psychology texts and the instructors we spoke with recommended we review all of our introductory psychology instructor’s manuals, pull the best lecture, classroom activities, and assignments found in each, and use these resources to ensure each Pearson introductory text offers instructors the “best of” experience. We listened.

Accessing the Instructor’s Resource Manual in a variety of ways
The instructors we spoke with wanted to be able to access their resources in a variety of ways—so the Wood/Wood/Boyd Instructor’s Resource Manual is available for download from http://www.pearsonhighered.com/irc in addition to being available on an Instructors Resource DVD (ISBN 0205718051).

We are grateful to the participants of numerous focus groups who helped guide the revisions for different elements of the integrated package, as well as those instructors and students who reviewed the supplements and provided wonderful feedback. In addition to the feedback on the Instructor’s Resource Manual, instructors helped guide the changes on all of our other support materials.

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INSTRUCTOR’S RESOURCES & FREQUENTLY ASKED QUESTIONS

FAQs from instructors about other instructor’s materials

- Can I depend on the quality of the test bank?
- Is the computerized test bank easy to use?
- What are the PowerPoint slides like for this text?
- Are the “Clicker” Questions interactive?
- What videos are available with the Morris/Maisto text?
- What other multimedia resources do I have access to?
- What other print resources and supplements are available?
- What supplementary texts are available to package with Wood/Wood/Boyd, The World of Psychology, Seventh Edition?
- How do I get access to all the instructor’s resources for Wood/Wood/Boyd?

Can I depend on the quality of the test bank?
Every effort has been made by the authors to provide a quality product. The Wood/Wood/Boyd Test Item File (ISBN 0205768822) includes two banks of questions—the primary bank of questions (over 4000 items) and a secondary bank of questions (over 1700 questions).

- A key feature for the test bank, currently not found in any other text, is the inclusion of rationales for the correct answer and a key distracter in the multiple choice questions. The rationales help instructors evaluate the questions they are choosing for their tests and assess their quality. Instructors have the option to use the rationales as an answer key for their students.
- The test bank has been revised in response to feedback from our customers. Many questions include item analysis based on extensive class testing—something rarely found in other test banks and a key indicator for you of the quality of the questions in the bank (see note on interpreting the point biserial r statistic below).
- All questions have also been reviewed by a developmental editor, a copy editor, and a proof reader in order to ensure delivery of the highest quality assessment tool.
- The test item file includes a Total Assessment Guide for each chapter that lists all of the test items in an easy-to-reference grid. The Total Assessment Guide organizes all test items by difficulty and question type. All multiple-choice questions are categorized as factual, conceptual, or applied.
- In addition to the primary, high quality test bank described above, a second bank of over 1700 questions is available, each item carefully class-tested, with item analysis available for each question.
- Each chapter in the test bank also includes two ready-to-use Quick Quizzes.
- The analysis for the tested items consists of: correct answer to the item, percent correct for the item, percent correct for each alternative in the item, and the overall *point biserial r* for each item.

Is the computerized test bank easy to use?
Wood/Wood/Boyd, *The World of Psychology* comes with an easy-to-use computerized test program.

- **NEW Pearson MyTest** (0205765297) is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments anytime, anywhere. See the *MyTest Getting Started Guide* Appendix for more details. The Wood/Wood/Boyd, *The World of Psychology* MyTest can be accessed at [http://www.pearsonmytest.com](http://www.pearsonmytest.com).

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**What are the PowerPoint slides like for this text?**

Some instructors express a desire for highly visual slides to use in the classroom; others prefer having bulleted points and notes visible on the majority of slides. In response to this varied feedback, Wood/Wood/Boyd, *The World of Psychology* has two distinct sets of PowerPoint slides for use in the classroom. The primary Interactive PowerPoint set is very robust—with animations and numerous visuals integrated. The Secondary PowerPoints offer a more traditional presentation of the material.

- **NEW The Interactive PowerPoint slides** (ISBN 0205718051) bring Wood/Wood/Boyd right into the classroom, drawing students into the lecture and providing wonderful interactive exercises, visuals, and videos. A video walk-through is available and provides easy-to-use guidelines on customizing the slides.

  Click here to watch the video walk-through of the slides:

Detailed instructor notes for the slides are available for download at [http://www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc), as well as ready-to-use classroom handouts, with place for students to take notes. NOTE--the slides themselves are too large for download. The slides and all support materials (including student and instructor notes) are available on the Instructor’s Resource DVD (ISBN 0205718051).

- **The second set of PowerPoint slides** (0205763995) is available for download at [http://www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc). These slides provide a more traditional approach to presenting the material, with clear excerpts of the text material with figures and tables included.

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**Are the “Clicker” Questions interactive?**

The classroom response questions created for Wood/Wood/Boyd, *The World of Psychology* (ISBN 0205798489) are designed to assess your students’ progress in the class. Students become active learners, and the immediate feedback provides you with insight into their learning. Clicker questions are available for download at the instructor’s resource center at [http://www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc), as well as on the Instructor’s Resource DVD (ISBN 0205718051). The slides include two sections for each chapter: Definitional and Application questions, as well as Critical Thinking and Student Opinion slides.

Pearson Education has partnerships with some of the leading classroom response systems on the market. For more information about Classroom Response Systems and our partnerships, please go to [http://www.pearsonhighered.com/crs](http://www.pearsonhighered.com/crs). Clicker questions are available for download at the instructor’s resource center at [http://www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc).

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**What videos are available with the Wood/Wood/Boyd text?**
✓ **Introductory Psychology Teaching Films Boxed Set (ISBN 0131754327)**
Offering you an easy to use multi-DVD set of videos, more than 100 short video clips of 5–15 minutes in length from many of the most popular video sources for Psychology content, such as ABC News; the Films for the Humanities series; PBS; and more!


✓ **Lecture Launcher Video for Introductory Psychology (ISBN 013048640X)**
This 60-minute videotape includes twenty-five segments covering all of the major topics in introductory psychology. All of the segments have been selected from videotapes in the Films for Humanities & Sciences collection. The segments are intended to provide brief illustrations of concepts, and to serve as a starting point for classroom discussions.

✓ **FILMS FOR HUMANITIES AND SCIENCES VIDEO LIBRARY ([http://www.films.com](http://www.films.com))** Qualified adopters can select videos on various topics in psychology from the extensive library of *Films for the Humanities and Sciences*. Contact your local sales representative for a list of videos and ISBNs.

✓ Other video series are available to qualified adopters. Please ask your Pearson sales representative for more details.

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### What other multimedia resources are available with Wood/Wood/Boyd?

**MyPsychLab**
MyPsychLab is a learning and assessment tool that enables instructors to assess student performance and adapt course content. Students benefit from the ability to test themselves on key content, track their progress, and utilize individually-tailored study plans. In addition to the activities students can access in their customized study plans, instructors are provided with extra lecture notes, video clips, and activities that reflect the content areas. Instructors can bring these resources into class, or easily post them on-line for students to access.

**Assessment and Ability to Adapt**
MyPsychLab is designed with instructor flexibility in mind—you decide the extent of integration into your course—from independent self-assessment for students, to total course management.

For sample syllabi with ideas on incorporating MPL, case studies, data and feedback from students, and answers to FAQs, see the **MyPsychLab Appendix** on-line at [http://www.mypsychlab.com](http://www.mypsychlab.com).

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### What other print resources and supplements are available?

**Teaching Tips for the New Instructor (0-13-614317-2)**
This guide by Fred W. Whitford helps new instructors or graduate teaching assistants to manage the myriad complex tasks required to teach an introductory course effectively. The author has used his own teaching experiences over the last 25 years to help illustrate some of the types of problems that a new instructor can expect to face. The guide has been completely revised and updated from the former *Teaching Psychology: A Guide for the New Instructor, Fourth Edition* to include content applicable to a number of disciplines with introductory courses.

**Movies as Illustrations for Introductory Psychology (0-13-145510-9)**
This teaching guide by Steven Rouse suggests 45 different movie scenes, several for each chapter of a typical introductory psychology textbook, which can be used to spark discussion and clarify concepts covered in class. Includes Scene Notes, which summarize the scenes and provide context; Topic Notes, which tie in the movie scenes to topics likely covered in introductory psychology classes; and Discussion Questions, which suggest ways of engaging the class in conversation about the scene.

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Supplementary Texts Available to Package with Wood/Wood/Boyd, The World of Psychology, Seventh Edition

The Study Guide to accompany The World of Psychology, Seventh Edition (ISBN 0205776973) includes a listing of chapter learning objectives, a listing key terms cross-referenced to the text, “as you read” exercises, “after you read” practice tests, and a “when you are finished” crossword puzzle.

CURRENT DIRECTIONS IN INTRODUCTORY PSYCHOLOGY, Second Edition: READINGS FROM THE AMERICAN PSYCHOLOGICAL SOCIETY (0137143508) by Abigail Baird (Vassar College). The 2nd edition of the American Psychological reader, includes over 20 articles that have been carefully selected for the undergraduate audience, and taken from the very accessible Current Directions in Psychological Science journal. These timely, cutting-edge articles allow instructors to bring their students real-world perspective—from a reliable source—about today's most current and pressing issues in introductory psychology.

Forty Studies That Changed Psychology, Sixth Edition (013603599X) by Roger Hock (Mendocino College). Presenting the seminal research studies that have shaped modern psychological study, this brief supplement provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.

The Psychology Major: Careers and Strategies for Success, Fourth Edition (0205684688) by Eric Landrum (Idaho State University) and Stephen Davis (Emporia State University) This paperback text provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

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Accessing All Resources for Wood/Wood/Boyd, The World of Psychology, Seventh Edition

For a list of all student resources available with Wood/Wood/Boyd, go to http://www.mypearsonstore.com, enter the text ISBN (0205763731) and review the “Everything That Goes With It” section under the book cover.

For access to the instructor supplements for Wood/Wood/Boyd, The World of Psychology simply go to http://pearsonhighered.com/irc and follow the directions to register (or log in if you already have a Pearson user name and password).

Once you have registered and your status as an instructor is verified, you will be e-mailed a login name and password. Use your login name and password to access the catalogue. Click on the “online catalogue” link, click on “psychology” followed by “introductory psychology” and then the Wood/Wood/Boyd The World of Psychology text. Under the description of each supplement is a link that allows you to download and save the supplement to your desktop.
For technical support for any of your Pearson products, you and your students can contact http://247.pearsoned.com.

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▶ RESOURCES

Ten Tips for Successful Teaching

For most students, the introductory psychology course will be the only psychology course they will ever take. While a good text and helpful ancillaries certainly contribute to a successful introductory course, it is the teacher who often makes the difference between a bad or a good class, or between a good class and an outstanding one. Personal variables such as the respect you show for the subject matter, the concern you show for students’ understanding of psychology, and the care with which you prepare your class presentations, are critical factors that will influence your students’ impressions of psychology throughout the term and beyond. Your classroom behavior also has important practical implications since it will determine whether or not some of your students enroll in other psychology classes or become psychology majors. In sum, you are a representative of psychology as both a science and a career, and as such, your actions reflect the field’s professional values and standards. Below are ten tips that we have found to be helpful in our own teaching of introductory psychology. We hope that you will find them useful in yours, too.

➢ Be organized and prepared. There is simply no substitute for knowing your subject matter. Contrary to popular opinion, freshmen and other introductory students are very perceptive. A teacher who is ill-
prepared to discuss the subject material or to field students’ questions will soon be discovered, resulting in large-scale apathy. Beyond knowledge of the subject matter, it is also important to schedule enough time for adequate preparation. A teacher cramming for a presentation is likely to meet with the same result as a student cramming for an examination failure, if you plan to use audiovisual aids, get to class a few minutes early to make sure the equipment is working properly, that the slides are right side up, that the microphone is working properly, etc. Students resent your taking class time for such preparation. Similarly, it is unwise to “fill” class time because you are not adequately prepared to lecture. Your presentations should always be substantive and informative.

Know your students. Most students appreciate and, indeed, welcome personal contact with their instructors. You may wish to arrive a few minutes early to class each day and visit with the students who are present. You will become more familiar and comfortable with them, and they will become more familiar and comfortable with you. Even if you are teaching a very large class and cannot get to know every name, you can make efforts to get to know some of them and assure them that you are available and concerned about their performance. You could email the students who performed especially well to congratulate them, or email those who failed to encourage them to come see you. The more comfortable students feel with you, the more likely they will be to make valuable contributions to classroom discussions. Beyond knowing some (hopefully most) of your students personally, being aware of campus and other local issues that concern students allows you to incorporate meaningful examples into classroom presentations. Other than the students themselves, the best sources of information on these matters are campus and local newspapers.

Be consistent. Students appreciate instructors who keep their word with respect to course policies and class assignments. If your office hours are from 10 to 12 on Tuesdays and Thursdays, you should be there. If an emergency comes up, leave a note to that effect on the door. If a student poses a question, and you reply with, “That’s a very good question. I don’t know the answer at present, but I will do some research on it today and let you know tomorrow,” be sure to keep your promise. Your credibility as a teacher will be enhanced by your ability to follow through.

Accept criticism with good grace. Each time a new teaching term begins, you acquire a new set of critics. Students may evaluate your style of dress, your manner of speaking, your sense of humor, and a variety of other things that may or may not relate to your ability to convey information about introductory psychology. If only one or two students in a class of, say, forty to fifty students make similar criticisms about a particular aspect of your technique, you may or may not want to take the criticism seriously. However, if several students have similar criticisms, it would be to your advantage to pay attention to their comments and take steps to remedy the situation.

Express your respect for students. Students, like everyone else, appreciate being treated with common courtesy. They appreciate a friendly “Hi” when you pass them in the hall. When responding to students’ questions in class, do so with kind regard for both the students and the questions. If you are challenged by a student, remain calm and do your best to handle the situation gracefully. Invite the student to stay after class for a few minutes and talk the problem over. If the situation persists, discuss the matter with a colleague.
Keep your message simple. In addition to having a sound understanding of your subject matter, it is also important to know your audience. Your presentations should be geared to their level. Keep in mind that you are not delivering an address to your peers at a professional conference, but are presenting new ideas and concepts to an audience of young people. Seek to challenge them by first discovering their level of understanding and then teaching slightly above that level. In preparing your classroom presentation, keep in mind that it is very easy to overload students with information. There is a definite limit to how much information students can receive and understand in one class period. Keep your lecture clear and simple. Build it around three or four major points and use plenty of thoughtful and representative examples.

Be enthusiastic. Your level of enthusiasm for the subject matter will be obvious on the first day of class and will determine the tone for the entire term. More importantly, your attitude will have a strong influence on your students’ attitudes about the course. Your enthusiasm for psychology can make any topic engaging.
(MODEL SYLLABUS)
Course Syllabus
(Course Name)

(Course Number)
Professor:
Office Location:
Office Hours:
Phone:
Email:


Course Objectives: The primary objective of all introductory psychology courses is to explore the subject matter of the field and to become familiar with the vocabulary and concepts of the field and with some of the research findings upon which our knowledge of human thought and behavior are based. A goal of this class is to emphasize development of critical thinking skills and to prepare you to be a cautious and analytical consumer of information that is presented as scientific or based on research.

Academic Dishonesty: In the event that a student is caught cheating, he/she will receive a grade of zero (0) for that assignment. This is a grade that will not be dropped! If another incident occurs, that student will be withdrawn from class.

Class Attendance: It is the policy of the college that you attend the classes that you are registered to attend. In the event of an absence, it is your responsibility to contact someone to obtain information to make up the loss. If your absences in class become excessive, you will be contacted in writing to set up a conference date/time. If you do not schedule an appointment, you will be withdrawn from class and a grade of "W" assigned.

Class Etiquette: If you have a pager or a cell phone, make sure that it is set to vibrate prior to entering the classroom...if it rings during class, I will get to answer it!

Students with Special Needs: Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities (OSD) and discuss specific needs with the instructor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities.

Exams: There will be four tests throughout the semester. These tests will cover information presented in class and textbook material. The tests may be multiple-choice, true/false, and/or essay questions. Specific information regarding the number and type of questions on each test will be provided a few days beforehand. See the Course Schedule below for exam dates and related reading assignments. There will be no makeup exams. If you miss a test you will receive a score of 0 for the missing grade. Your three best exams will count 60% of your grade in the course.

Comprehensive Final Exam: There will be a comprehensive final exam at the end of the term over all chapters and appendices in the textbook as well as information presented in class. The final exam will count 20% of your grade in the course.

Article Critiques: You will also be required to write two critiques covering articles from journals, the Internet, or from one of the resources that I have placed on reserve in the library. Each article must deal with an aspect of psychology that is of interest to you. Each critique must include a title page with your name and class time. If you have questions about the article, please see me. The critiques must also conform to APA style and include a references page (see the APA style sheet available in the library and on the library web site). The due dates for the critiques are given in the Course Schedule below. Points will be deducted if the paper is not in APA format or is turned in late! The critiques will count 10% of your grade in the course.
Oral Report: You will be required to choose one of your critiques to present to the class as an oral report. Your oral report will count 10% of your grade in the course. I will assign you to an oral report session (see Course Schedule below). Reports should be ten to fifteen minutes in length and should include handouts and/or PowerPoint slides. Students may not use notes during the reports. There will be a five-minute discussion period following each report. In addition to presenting his/her oral report, each student is required to be present for all oral report sessions and to participate in discussions following the reports. Any student who is absent will be docked 10% on his/her oral report grade for each session missed.

Grading: Grades on exams, critiques, and the oral report will be determined on the following scale:

- A = 100-90
- B = 89-80
- C = 79-70
- D = 60-69
- F = 60 or less

Your top three best test grades (60%), two critiques (10%), oral report (10%), and comprehensive final exam (20%) will constitute your final grade.

****This syllabus is subject to change and changes will be announced in class****

Course Schedule

<table>
<thead>
<tr>
<th>Week#</th>
<th>Topic</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Psychology,</td>
<td>Read Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Statistical Methods</td>
<td>Read Appendix A</td>
</tr>
<tr>
<td>2</td>
<td>Biology and Behavior,</td>
<td>Read Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Sensation and Perception</td>
<td>Read Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Consciousness</td>
<td>Read Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Exam I</td>
<td>Study Chapters 1-4, Appendix A</td>
</tr>
<tr>
<td>4</td>
<td>Learning, Memory</td>
<td>Read Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td>5</td>
<td>Cognition, Language, and Intelligence</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Child Development</td>
<td>Read Chapter 8</td>
</tr>
<tr>
<td>6</td>
<td>Exam II, Critique #1 due,</td>
<td>Study Chapters 5-8</td>
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<tr>
<td></td>
<td>Adolescence and Adulthood</td>
<td>Read Chapter 9</td>
</tr>
<tr>
<td>7</td>
<td>Motivation and Emotion</td>
<td>Read Chapter 10</td>
</tr>
<tr>
<td>8</td>
<td>Human Sexuality and Gender,</td>
<td>Read Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Health and Stress</td>
<td>Read Chapter 12</td>
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<tr>
<td>9</td>
<td>Exam III, Critique #2 due,</td>
<td>Study Chapters 9-12</td>
</tr>
<tr>
<td></td>
<td>Personality Theory and Assessment</td>
<td>Read Chapter 13</td>
</tr>
<tr>
<td>10</td>
<td>Psychological Disorders,</td>
<td>Read Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Therapies</td>
<td>Read Chapter 15</td>
</tr>
<tr>
<td>11</td>
<td>Social Psychology</td>
<td>Read Chapter 16</td>
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<tr>
<td></td>
<td>Psychology in the Workplace</td>
<td>Read Appendix B</td>
</tr>
<tr>
<td>12</td>
<td>Exam IV, Oral Reports</td>
<td>Study Chapters 13-16, Appendix B</td>
</tr>
<tr>
<td>13</td>
<td>Oral Reports</td>
<td>Begin studying for the final exam</td>
</tr>
<tr>
<td>14</td>
<td>Oral Reports</td>
<td>Continue studying for the final exam</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam Review</td>
<td>Study all chapters, appendices, class notes</td>
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<tr>
<td>16</td>
<td>Final Exam</td>
<td>Study all chapters, appendices, class notes</td>
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FIRST WEEK OF CLASS ACTIVITIES

Ice-Breaker Activity: Perceptions of the Professor

This activity is both a good "ice-breaker" for the first class and an opportunity to generate some data for a discussion of impression formation. A basic principle of impression formation is that we form our opinions of others from very limited information (for example, physical appearance, tone of voice, age, occupation). In this activity, you'll have the students in your class share their inferences about you. At the start of the first class, enter the classroom and go through the normal routine of stating your name, the course title and number, and then go over the syllabus in detail. Immediately after discussing the syllabus, ask students to take out a blank sheet of paper and tell them that you are going to ask a series of questions about yourself in order to help them get to know you. Explain that it is their task to write down their best guess about what the answers are, and assure them that you will later give them all the "correct" answers. Then, proceed to ask them several questions that relate to concrete behaviors or characteristics or even about more abstract aspects of your personality. Although the questions may vary from class to class (and may depend on what you are comfortable revealing), potential questions include: How old do you think I am? Am I married? What kind of music do I like? What kind of car do I drive? What are some of my favorite TV shows? What are my hobbies or favorite leisure time activities? Do I like sports? Do I play any musical instruments? Am I liberal or conservative? Am I a Mac user or a PC fan? Am I a vegetarian? Am I an "outdoorsy" kind of person? Did I go to a large university or a small liberal arts college?

You can also give them the opportunity to ask additional questions (with the caveat that you can decline to answer a particular question for personal reasons). Instead of collecting their answers, go through the questionnaire by first asking them to share their answers and then giving them the correct answer. You can then use their answers to discuss impression formation and introduce them to social psychology as a field of study. This exercise, besides being fun for all involved, tends to be effective in "relaxing" the students and encouraging classroom discussion from the outset of the course. Lashley proposed a similar exercise to the one described above using a personality inventory that is designed to assess the class's perceptions of the professor and illustrate aspects of person perception.


Activity: Learning Student Names

Often both teachers and students wish to know each others’ names for facilitation of classroom learning and activity. Smith (1985) provides a nice exercise in creating mnemonics for students’ names, as well as getting students to begin thinking about research methodology. This exercise works well during the first week of class and provides a powerful demonstration of the effectiveness of mnemonics. This works best with a class size between 20 and 40.

Start off by taking attendance, then ask students "Do you think you can remember everyone's name in here...first AND last names?" Usually, the response is "no way." Then briefly discuss the importance of remembering names in a social context. Next ask the students to define a mnemonic and provide examples. Students typically describe the First Letter technique for remember the musical scale, "Every Good Boy Does Fine," or "HOMES" for the Great Lakes. Then clarify the definition of mnemonic as a mental device that aids memory that can include visual and/or auditory information.

Upon meeting someone for the first time, we tend to rely on visual appearance when making a first impression. Visual cues may help in the formation of an image-based mnemonic. Upon hearing someone's name, you might note its acoustic properties and begin thinking of similar-sounding information, such as rhymes.

Tell students that they will work in small groups and generate Name Mnemonics for every person in their group. Give them an example using your own name.
Instructions:

- Divide students into small groups and create Name Mnemonics for each person in the group, first AND last names. (You might do this by having students 'count-off', to avoid friends sitting together in class.)
- Emphasize that each person is to ONLY REMEMBER her or his OWN Name Mnemonic.
- Emphasize that "anything goes" and the more bizarre and creative, the better.
- When they are finished, have students return to their seats, and arrange chairs (if possible) into a circle.
- Next, inform students that they will have to each present their name and mnemonic to the class, and everyone should do their best to try and remember the names because 3 people will be chosen to recall all of the names.
- Each student should then, individually, go to the chalkboard, WRITE their name, SAY their mnemonic, ERASE their name, and sit down.
- Ask for volunteers (so as not to really put anyone on the spot) to recall all of the names. Usually, students get between 85-100% of the names correct! It is quite a feat of memory.
- After about 2-3 volunteers, you should try to name everyone (usually you’ll be pressured to do this by students anyway).
- Ask them again, “Do you think you could have named everyone in here without the mnemonics?” Usually, the class states a resounding "NO."

This leads to a discussion about testable hypotheses, and one may choose to further the discussion during a different class period on Research Methods. Highlights of a research methods emphasis include confounding variables (e.g., knowing others in the class beforehand, practice effects during recall) and experimental design (e.g., testing the hypothesis of use of mnemonics vs. no mnemonics).


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First Week of Class Discussion Questions

1. What do students hope to get from your class? “Why are you here, today, in this course? What can you learn about Psychology?” This is a great way to start class. It gets students involved in issues and ideas that interest them and can illustrate the breadth of the course content.

2. What role does the scientific method play in contemporary psychology? What are the limitations of the scientific method, and are there any better alternatives available? Students are often skeptical of the scientific method and are eager to point out its flaws, such as the slow incremental progress it generates, its reliance on measurable phenomena, its susceptibility to experimenter biases, and its sterile methodology. Students often fail to realize, however, that, although flawed, the scientific method is the best tool we have to generate valid, reliable knowledge and that it has provided us with a wealth of discoveries.

3. Is the importance of psychological knowledge likely to increase or decrease in our post-modern world? The field of experimental psychology is still young compared to other sciences, only a little more than one hundred years old. Thus, there is incredible room for psychology to grow in terms of both sophistication and diversification. As the speed at which world change increases, humans will be forced to respond to these changes not through slow evolutionary changes, but through rapid psychological adjustments. Evolution via natural selection may no longer operate fast enough to allow us to adapt to the rapidly changing world that we have created. Within this context, psychology, and psychological adaptation, is certain to play a more prominent role.

4. What psychological principles do you see at work in your day-to-day life? Psychological principles permeate advertising, marketing, television, movies, sales, self-help books, fashion, politics, and folk wisdom, to name a few, but students are often unaware of this influence. Pointing out this influence is a good way to keep your students’ interest. For example, the concept of “psychological stress,” so prevalent in our culture, was rarely mentioned fifty years ago.

5. Ask your students how many of them believe in determinism. Then ask them how many of them believe in free will.
Insist that they cannot have it both ways. You will be surprised to find that many, if not most, students believe in free will. This is a terrific discussion starter, because it conflicts with one of the fundamental assumptions of science and psychology, determinism. You might ask your students what science can hope to reveal if the world is not determined. You might also suggest that what feels like free will to us may be thinly disguised determinism. This simple discussion is often enough to change the manner in which students view themselves and the manner in which they view those around them.

6. How would a student establish an appropriate study plan? Have students consider factors related to their own study habits and see if they can develop a realistic time management (study) plan.

Assignment: Exploring Psychology through Art

Maureen Pierce suggests a unique ice-breaking assignment that encourages students to explore their ideas about psychology through the creation of a piece of artwork. After you have discussed the definition of psychology during the first or second class session, ask your students to create a piece of art that expresses and reflects their own ideas about the definition of psychology, some topic in the field of psychology, or something they hope to learn in the course. Tell your students that as long as the object reflects a psychological theme, the choice of materials and media is up to them. They should also include a short (1–2 page) summary statement that describes how the art reflects their understanding or definition of psychology. They should explain how and why they chose the media and materials used as well as how their creation specifically expresses their unique interpretation of psychology. Pierce reports that students are typically very creative in using a wide variety of media (including fabrics, modeling clay, and paints) to create sculptures, mobiles, and collages. She also notes that in addition to the fact that students are enthusiastic about the assignment, it gives them an opportunity at an early stage in the course to think critically, to explore the textbook, and to carefully consider their ideas about psychology.


Assignment: Psychology and the Media

Do the media present a distorted image of psychology? The answer to this question is explored in a good first-week assignment suggested by Lester Sdorow (1994). Instruct your students to spend a week or two observing and noting any coverage of psychology in the media (including radio and television, newspapers and magazines, and motion pictures). Place a copy of Benjamin's (1986) article on this topic on reserve in the library, and ask students to write a short (2–3 page) paper discussing the "popular" image of psychology from the perspective of their own observations as well as from those noted by Benjamin. Sdorow suggests that students' papers address the following questions: (a) Do the media present psychology more as a science or more as a form of common sense? (b) Do the media present the diverse fields of psychology or only a few? (If only a few, which are overrepresented and which are underrepresented?) (c) Do the media rely more on psychologists or self-proclaimed experts for information? (d) Do the media present psychological information more in a sober manner or in a sensationalistic manner?

Assignment: Observational Research in the Dining Hall

Koschmann and Wesp (2001) provide several research activities for observational research, correlational research, and experimental research. One way to introduce students to research methods is to allow them to become more cognizant of their everyday surroundings and fellow classmates’ behaviors. Koschmann and Wesp suggest that the college or university dining hall is an excellent “laboratory” to observe human behavior. Merely ask students to observe others during meals in the cafeteria, such as seat selection or food choices. You might encourage student research teams to decide which behaviors they wish to observe. Ask students to record their observations, maintain confidentiality, and “debrief” anyone who asked them what they were doing. During the next scheduled class, ask students to share their findings and to generate discussion about potential hypotheses that may provide a better understanding of the behaviors they observed.


Assignment: Using Psychology Databases

After introducing and demonstrating the process of searching psychology databases such as PsychCrawler, PsychInfo, PsychArticles, etc., the instructor may assign a paper/project that requires students to search the databases and retrieve information on a topic of interest. Ask students what questions they have about human behavior or what is intriguing to them about human behavior. These questions can serve as a basis for their literature searches. Findings may be discussed in class, or submitted as a written assignment.