Preface

Why Do You Need This New Edition?

1. Enhanced Pedagogical Program. The SQ3R learning method continues to be the pedagogical foundation of *Mastering the World of Psychology*. In this edition, we have added new section reviews to encourage retrieval practice. We have made the instructions for SQ3R clearer and more concise and the Pearson eText contains an SQ3R study guide for each chapter to assist you in using this pedagogical method for effective studying.

2. MyPsychLab Video Series. This new series features over 100 original video clips covering the most recent research, science, and applications across the general psychology curriculum and utilizing the latest in film and animation technology. Each 4–6 minute video clip has automatically graded assessment questions tied to it. As you read, you will see cues that tell you which of these videos to watch to better grasp the concepts in the text or extend your learning beyond it. The information in one of the Chapter 1 videos, *Debunking Myths*, will help you put aside a few misconceptions that most people have about behavior and mental processes. One of the videos for Chapter 6, *Making It Stick*, will tell you how to sharpen your memory skills.

3. New Remember It Feature. At the end of each major section of each chapter, you will see a feature called Remember It that will help you assess how much information you retained while reading the section. Most of the questions in the Remember Its are fill-in-the-blank, so they'll challenge your memory and help you get ready to be tested.

4. New MyPsychLab Writing Assignments. Writing prompts in MyPsychLab provide instant feedback and give you the opportunity to practice writing while learning important psychological concepts. A collection of conceptual and applied writing prompts corresponding with videos from the MyPsychLab Video Series cover key concepts across the general psychology curriculum. This unique tool will give you instant feedback on both content and mechanics, allowing you to revise and improve your writing before receiving a final grade from your instructor.

5. New and Expanded Coverage. There is a wide range of new and expanded topics (including several hundred new research citations) covered in this edition, including, but not limited to, positive psychology (Chapter 1); the prefrontal cortex (Chapter 2); social perception (Chapter 3); “larks” and “owls” (Chapter 4); additive strategy for decision making (Chapter 7 emerging adulthood (Chapter 8); the complexities underlying correlations between socioeconomic status and health (Chapter 10); Maslow’s humanistic theory of personality (Chapter 11); and childhood disorders (Chapter 12). Please see the overview of changes and additions to each chapter on page xiii.

As psychology instructors, your backgrounds, experiences, and resources are as varied as those of your students. Each of you approaches the course with a unique set of challenges but with common goals: to provide students with a solid introduction to the diverse field of psychology; to show them how psychology applies to their lives; and to teach them how to think critically. We have designed the fifth edition of *Mastering the World of Psychology* to help you meet these goals.

Changes to the Fifth Edition

As with each edition, we have closely examined and thoroughly updated all aspects of the text’s content, organization, and pedagogy. All of our revisions were designed to create an engaging learning tool that gives students the support they need to succeed in the course. Among the improvements made to the fifth edition are the following:

- **Enhanced Pedagogical System**: SQ3R continues to be the pedagogical foundation of *Mastering the World of Psychology*. In the fifth edition, we have enhanced the SQ3R method by adding Remember It quizzes following each major section in the text. This helps students to periodically check their understanding of the material and to ensure they have mastered one section before moving on to the next.

- **Critical Thinking Questions**: We have added several writing prompts at the end of each chapter to encourage students to think critically about the material presented in the chapter. In each chapter, at least one of the prompts comes from the MyPsychLab Writing Assignments engine, which allows students to submit their responses for automated grading. This unique tool provides students with instant feedback on both content and mechanics, allowing them to revise and improve their writing before receiving a final grade from the instructor. Instructors are supplied with a numerical grade. In this way, *Mastering the World of Psychology* allows instructors the flexibility to incorporate writing in their course in the way that best suits their needs.

- **New Try-It Activities**: Some chapters contain new Try It activities, many of which have accompanying video clips.

- **New Video Integration**: References to relevant videos have been added to many of the feature boxes and in the margins throughout the text. Some videos can be accessed on MyPsychLab or by clicking on the image in the text. These videos enhance the material in the text and within the boxes, and allow students to experience and interact with the material in a different way.

- **Engaging, Current Examples**: To ensure that students identify with the material, examples have been updated and/or added throughout the text to both help students understand the material and to apply the material to their everyday lives.

Overview of Changes and Additions to Each Chapter

We have made a number of changes to improve the clarity of the discussions and overall flow of material. A number of new and expanded examples of difficult concepts provide students with additional support for connecting information in the text to real-world settings. We also increased the number of chapter cross-references in the text to heighten students’ awareness of interconnections among the major concepts that are taught in introductory psychology. We remain dedicated to citing current research and writing the most up-to-date text possible, while promoting an understanding of the foundation of psychology. Several hundred new research citations appear in the fifth edition to ensure that all presentations reflect
current thinking about the science of psychology. Here is a chapter-by-chapter list of the changes we have made in the fifth edition, along with the, MyPsychLab Video Series episodes and features for each chapter:

**Chapter 1: Introduction to Psychology**
- Streamlined SQ3R instructions
- New key term *positive psychology*
- MyPsychLab Video Series
  - Debunking Myths
  - Making It Stick
  - Asking Tough Questions
  - Diverse Perspectives
  - How to Answer Psychological Questions
  - Thinking Critically
  - Speed Dating
  - Research Ethics

**Chapter 2: Biology and Behavior**
- Expanded discussion of the prefrontal cortex
- New figure depicting the prefrontal cortex
- New *Try It* Mirror Tracing
- New key term *prefrontal cortex*
- MyPsychLab Video Series
  - My Brain Made Me Do It
  - How the Brain Works Part 1
  - Neurotransmitters
  - How the Brain Works Part 2
  - The Pre-Frontal Cortex: The Good, the Bad, the Criminal
  - The Plastic Brain
  - Genetic Mechanisms and Behavioral Genetics
  - Epigenetics
  - Genes, Evolution, and Human Behavior
  - Taking Control of Our Genes

**Chapter 3: Sensation and Perception**
- New *Try It* Absolute Threshold
- New figure illustrating amplitude
- New discussion of social perception
- New discussion of cross-modal perception
- New key term *mirror neuron system*
- MyPsychLab Video Series
  - Taking in the World Around Us
  - Can Smells Alter Mood and Behavior?
  - In Full Appreciation of the Cookie
  - Managing Pain
  - The Myth of Multitasking
  - Recognizing Faces
  - Perceptual Magic in Art

**Chapter 4: Consciousness**
- New *Think About It*: Are You a Lark or an Owl?
- New discussion of the contribution of individual differences in patterns of cortisol secretion to chronotypes (larks and owls)
- MyPsychLab Video Series
  - States of Consciousness
  - Rhythms of Consciousness
  - Sleep, Memory, and Learning
  - Sleep Disorders
  - Altered States of Consciousness
  - The Uses and Limitations of Hypnosis

**Chapter 5: Learning**
- New *Try It* Conditioned Eye Blink
- Expanded discussion of culture and punishment
- MyPsychLab Video Series
  - What Does It Mean to Learn?
  - Classical Conditioning
  - Operant Conditioning
  - Physical Punishment—You Decide!
  - How to Make Healthier Choices
  - Learning Aggression

**Chapter 6: Memory**
- New *Think About It*: Chunking
- New *Try It* Creating a False Memory
- New discussion of test anxiety as a context effect
- MyPsychLab Video Series
  - The Woman Who Cannot Forget
  - Making It Stick
  - When Memory Fails
  - Do You Remember When…?
  - Police Line-Up

**Chapter 7: Cognition, Language, and Intelligence**
- New *Try It* Using the Additive Strategy to Choose an Apartment
- New discussion of costs and benefits of using heuristics
- New key term *intellectual disability*
- MyPsychLab Video Series
  - I Am, Therefore I Think
  - Mental Imagery: In the Mind’s Eye
  - Making Choices
  - Changing Your Mind
  - Multilingualism: Speaking Your Mind
  - What Is Intelligence?
  - Theories of Intelligence
  - Intelligence Tests and Success
  - Intelligence Testing Then and Now
Chapter 11: Personality Theory and Assessment
- New Think About It: What Is Your Personality Like?
- New Try It: Personal Self-Esteem Assessment
- New Try It: What Is Your Locus of Control?
- Expanded coverage of Maslow’s humanistic theory of personality
- MyPsychLab Video Series
  - What Is Personality?
  - Personality Theories
  - Twins and Personality
  - Measuring Personality
  - Popular Personality Assessments
  - Psychological Resilience

Chapter 12: Psychological Disorders
- New discussion of DSM-5
- Terminology modified to conform to DSM-5
- New section covering childhood disorders, including the pediatric bipolar disorder controversy
- MyPsychLab Video Series
  - What Does It Mean to Have a Mental Disorder
  - Living with a Disorder
  - Diagnosing Mental Disorders

Chapter 13: Therapies
- New research on the effects of nicotine and transcranial magnetic stimulation on symptoms of schizophrenia
- MyPsychLab Video Series
  - Therapies in Action
  - Assessing Treatment Effectiveness
  - Cognitive Behavioral Therapy
  - Finding a Therapist If You Need One

Chapter 14: Social Psychology
- New research on the comparative persuasiveness of online and television advertising, cross-cultural differences in attributions, and methodological problems with research on the influence of violent video games on players’ behavior
- MyPsychLab Video Series
  - The Social World
  - Under the Influence of Others
  - Mental Shortcuts in a Social Context
  - Changing Attitudes and Behaviors
  - Are Stereotypes and Prejudice Inevitable?
  - Attraction
  - Persuasion
Our Commitment to Learning: SQ3R

The text’s commitment to learning begins with the learning method called SQ3R. Made up of five steps—Survey, Question, Read, Recite, and Review—this method serves as the foundation for your students’ success. Introduced in Chapter 1, the SQ3R method is integrated throughout the text to help students make the connection between psychology and life, while promoting a more efficient way to approach reading, studying, and test taking.

Among the key learning features that promote use of the SQ3R method are the following:

**Learning Objectives** Each chapter in this text is structured around specific learning objectives. These numbered learning objectives are stated as questions, because research shows that open-ended questions help readers locate critical information, process it deeply, and commit it to memory. The learning objectives appear in each chapter opener, in the margins of their corresponding sections, and again in the end-of-chapter Summary, to help focus students’ attention on key information.

**Key Terms** Boldfaced key terms are highlighted in the text and defined in the margin on the page on which they first appear. A complete list of key terms, with page references, is supplied at the end of the chapter, and a complete Glossary can be found at the end of the text.

**Summarize It** These comprehensive summary tables help consolidate major concepts, their components, and their relationships to one another, providing students with a unique visual study tool.

**Remember It** These fill-in-the-blank quizzes appear at the end of every major section in the text allowing students to check their understanding of the material before moving on to the next section in the chapter.
Built-in Study Guide

In addition to all of the SQ3R features in the text, each chapter concludes with a Study Guide, featuring multiple-choice, true/false, matching, critical thinking writing prompts, and application essay prompts. Answers to the Study Guide questions are located at the end of the text.

Chapter 3 Study Guide

Answers to all the Study Guide questions are provided at the end of the book.

SECTION ONE: Chapter Review

The Process of Sensation (pp. 76–79)

1. The process through which the senses detect sensory information and transmit it to the brain is called sensation, perception.
2. The point at which you can barely sense a stimulus is 50% of the time is called the (absolute, difference) threshold.
3. The difference threshold is the same for all individuals.
4. Which of the following is not true of sensory receptors?
   a. They are specialized to detect certain sensory stimuli.
   b. They transduce sensory stimuli into neural impulses.
   c. They are located in the brain.
   d. They provide the link between the physical sensory world and the brain.

Hearing and Balance (pp. 85–90)

10. Pitch is chiefly determined by ________. loudness is chiefly determined by
   a. amplitude; frequency
   b. wavelength; frequency
   c. intensity; amplitude
   d. frequency; amplitude

11. Pitch is measured in (decibels, hertz); loudness is measured in (decibels, hertz).

12. Match the part of the ear with the structures it contains:
   (1) ossicles, (2) pinna, (3) auditory canal, (4) cochlea, hair cells
   a. outer ear
   b. middle ear
   c. inner ear
   d. auditory canal
   e. ossicles
   f. cochlea

Learning through Application

To gain a full understanding of psychology, it is vital that students apply the principles they learn about in this course to their own life and the lives of others. We, the authors, have designed five features to help students accomplish this goal.

Think About It

Each chapter opens with a Think About It feature that encourages students to become actively involved with the content right from the beginning of the chapter. These openers will invite students to complete an activity (i.e., a quiz, an experiment) that introduces the chapter content in a fun and an interesting way.

By standing on one foot like the woman in the accompanying illustration, you'll probably have no trouble maintaining your balance for at least 30 seconds. But what will happen if you try to maintain this position with your eyes closed? Try it and find out.

No doubt you found it more difficult to keep your balance with your eyes closed. Your body’s system for maintaining balance is a complex one that depends on several types of input. As you just learned, visual input is critical. In fact, visual input is so important that doctors use the one-legs-noes-test to assess neurological health (Chabot & Delaney, 2002). Because performance on this test normally declines as we get older (due to the aging of the cerebellum that we learned about in Chapter 2), it can also be used to determine whether your brain is aging normally. Studies suggest that, if you’re between the ages of 20 and 49, and you can’t maintain your balance on one foot with your eyes closed for at least 25 seconds, your brain might be aging more rapidly than those of your peers (Bohannon et al., 1983). But take heart, exercise regimens that emphasize balance, such as the ancient Chinese meditation practice of Tai Chi, which consists of slow, deliberate movements, can help to counteract the effects of aging (Hatting, Harries, Fisher, & Mulahey, 2004).

Your body’s ability to maintain its position is just one of many topics that we’ll address as we explore the interactive processes of sensation and perception. First, we’ll consider the two dominant senses: vision and hearing. Then we’ll turn our attention to the other senses: smell, taste, touch, pain, and balance. You will learn how the senses detect sensory information and how this sensory information is actively organized and interpreted by the brain.
Try It  This popular feature provides brief applied experiments, self-assessments, and hands-on activities, which help personalize psychology, making it simple for students to actively relate psychological principles to everyday life. For instance, students can find their absolute threshold for hair movement (Chapter 3) or take a quiz to find their life stress score (Chapter 10).

Apply It  This feature combines scientific research with practical advice to teach students how to improve their study habits or handle challenging situations that may arise in their personal, academic, or professional lives.

### How Dangerous Is It to Talk on a Cell Phone or Text While Driving?

*When you read about the research demonstrating attentional blindness, did it raise your level of concern about the possible dangers of driving while talking or texting on a cell phone? Interestingly, surveys suggest that we are more concerned about other drivers’ cell phone use than our own. In one study, researchers found that, although 94% of participants viewed texting while driving as dangerous and 87% support laws prohibiting it, some 35% admitted to having done so themselves (AAA Foundation for Traffic Safety, 2010). In another survey, just 6% of drivers reported that their cell phone use had caused them to get into a potentially dangerous situation on the road. Remarkably, when participants were asked whether another driver’s cell phone use had ever put them at risk, 66% said yes (Sheligue, Hink, & Ostrowski, 2006). As such, we would like to believe that cell phones affect other drivers’ behavior but not our own. Research clearly shows that talking or texting on a cell phone, or engaging in other kinds of attention-demanding tasks, results in potentially dangerous changes in our own behavior.*

**Behavioral Effects of Cell Phone Use**

Most experiments measuring cell phone use while driving take place in laboratories, in which participants drive simulation cars. Experimental group participants talk, text, or follow instructions to ignore e-mail alerts and other auditory signals emitted by the cell phone while driving, but those in the control group do not have a cell phone in the driving environment. Studies of this type show that both cell phone use and ignored signals from cell phones affect drivers’ behavior in the following ways (Bentley & Koss, 2006; Harrell et al., 2009; Holcomb & Nath, 2012; Li & Lee, 2006):

- Drivers slow down when using the phone.
- Drivers have slower reaction times when engaged in phone conversations or texting.
- Drivers who talk on a cell phone often fail to stay within the boundaries of the lane in which they are driving.
- Cell-phone-using drivers sometimes stop at green lights but drive through red lights and stop signs.
- Drivers who ignore auditory signals from cell phones have more collisions with pedestrians and other vehicles than drivers in phone-free driving environments do.

These effects have been observed and just as often in studies using handheld phones as conventional handheld models (Stapler & Storey, 2004). However, one study suggested that hands-free phone use gave drivers a false sense of safety (Langer, Holcomb, & Kopf, 2005). Thus, experimental studies show definitively that, on average, cell phone use impairs driving ability.

**Compensating for the Effects of Cell Phone Use**

Despite the clear findings of these studies, other research suggests that several factors help drivers compensate for the distractions associated with cell phone use (Huntman & Rose, 2005; Poynt, Rajabi, & Summala, 2005; Shiraz, Treadway, & Compton, 2005; Sullivan, 2012). Here are a few of them:

- Experience with multitasking improves drivers’ ability to juggle the demands of cell phone use and driving.
- Reducing other distractions, such as turning off the radio, helps drivers keep their minds on driving while also talking on the phone.
- Some drivers and cellular phone call with “I’ll call you back later when I’m not driving,” when they realize that the attentional demands of a specific conversation are incompatible with those of driving.

These findings show that drivers are well aware of the potentially risk-enhancing effects of behavior changes caused by distractions. As a result, they actively work to manage the number of demands on their attention while driving.

**It’s about Attention, Not Cell Phones**

You may know from personal experience that several attention-demanding tasks impair driving behavior just as much as cell phone use does. For example, talking to a passenger or searching for a radio station while driving produces the same kinds of detrimental effects on drivers’ behavior as cell phone use (Kahn, & Logue, 2002; Hattaway et al., 2006; Sullivan, 2012). Therefore, for drivers, the takeaway message from this chapter’s discussion of inattentional blindness is clear: When drivers pay attention to anything that is not relevant to the task of operating a vehicle—for it cell phone, a radio, or a conversation with a passenger—they limit their ability to focus on driving. Consequently, the goal of anyone who is operating a vehicle ought to be to minimize distractions to as great a degree as possible:

- Testing is more dangerous than talking on a cell phone because you must divert your eyes from the road (Harrell et al., 2009). Therefore, experts recommend that drivers NEVER text while driving.
- If possible, drivers should pull off the road to talk on their cell phones.
- Radio station adjustments should be postponed until drivers are stopped at a red light or stop sign.
- Whenever passengers are distracting them, drivers should politely request that they refrain from talking.

By taking these measures, drivers will reduce their risk of missing important cues such as traffic lights and decrease the likelihood that they will, at best, get a traffic ticket, or, at worst, cause an accident. In addition, laws that restrict or prohibit the use of cell phones by drivers have been passed in several jurisdictions, so follow these guidelines may prevent you from getting a ticket.
**Explain It** This feature provides psychological explanations for some common everyday occurrences. For instance, “What does your credit score mean, and how is it used by lenders?” (Chapter 1) and “Why are some individuals drawn to dangerous hobbies like skydiving?” (Chapter 9).

**Why Can’t Everyone Hear the “Mosquito” Ring Tone?**

Have you ever tested your hearing to find out if you can hear the “Mosquito,” a tone with a frequency of about 17,000 Hz? If not, search online for “mosquito ringtone hearing test” and you’ll be directed to dozens of websites where you can do so. As the figure to the right suggests, the ability to hear the Mosquito declines with age. However, research suggests that the truth about age differences in sensitivity to the Mosquito is that the ability to hear it is nearly universal in the teens and early 20s but highly variable from the mid-20s on (Lau et al., 2001). What accounts for the variability in sensitivity to high-pitched tones among adults?

The ability to hear high-pitched tones declines with age for a variety of reasons. A few conditions that are more common to middle-aged and older adults (e.g., excess ear wax, chronic fluid in the ear, overgrowth of the bones in the inner ear) than to younger adults explain some of the decline (Mathur & Roland, 2009). However, hearing loss in adulthood often results from lifelong exposure to excessive noise. Noise above 85 decibels or so, if experienced repeatedly for long periods of time, damages the tiny hair cells inside the cochlea (Mathur & Roland, 2009). And the longer the exposure to excessive noise goes on, the more hearing people who are exposed to it lose. For instance, many long-time rock and pop musicians who are now in their middle- and late-adulthood years—Boz, Pete Townshend, Eric Clapton, Ozzy Osbourne, Ted Nugent, Phil Collins, Trent Reznor, to name a few—have much poorer hearing than others their age. Moreover, Townshend has reported that he began to notice his hearing loss when he was still in his 20s. Classical musicians who regularly play in orchestras show similar losses (Laitinen, 2002).

What can you do to increase your chances of maintaining the ability to hear the Mosquito and other high-pitched sounds, which happen to be critical to the ability to understand speech, for as long as possible? If you're a musician, investigate hearing protectors that shield your inner ear from potentially damaging noise but still allow you to hear the sounds you need to in order to play and perform effectively. Even if you’re not a musician, you should be aware that regular use of headphones greatly increases your risk of suffering the kind of hearing loss that is common among professional musicians (Britt, 2006). To protect your hearing, adopt a practice that experts call the “60/60 rule.” Use headphones no more than a total of 60 minutes each day with the player set on 60% of its maximum volume (Figer, 2010).

**MyPsychLab Icons** MyPsychLab icons—Watch, Listen, Explore, and Simulate—are integrated throughout the text in the margins—these icons highlight specific MyPsychLab assets that can be found online.

To access MyPsychLab, simply go to www.mypsychlab.com and enter your login name and password. First-time users of MyPsychLab can buy access here as well.
A Complete Teaching and Learning Program

We have created a complete collection of resources for the fifth edition that will help you prepare for class, enhance your course presentations, and assess your students' understanding of the material.

MyPsychLab (www.mypsychlab.com). MyPsychLab is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course. It provides educators a dynamic set of tools for gauging individual and class performance. And, MyPsychLab comes from Pearson—your partner in providing the best digital learning experiences.

MyPsychLab for Mastering the World of Psychology, Fifth Edition contains the following learning tools and resources:

- An Interactive eBook with highlighting and note-taking features and powerful embedded media including over 100 simulations, more than 3,000 video clips (available in captioned), dozens of podcasts, and an interactive timeline that presents the history of psychology.
- Customized Study Plans and Assessments allow students to take a Pre-Test to self-assess how much they already know about the topics in a section of the chapter they're working on. These Pre-Tests pair together with Post-Tests on the website to generate customized study plans and e-book self-assessments.
- New! MyPsychLab Writing Assignments give students the opportunity to practice writing while learning important psychological concepts. A collection of conceptual and applied writing prompts corresponding with videos from the MyPsychLab Video Series cover key concepts across the general psychology curriculum. This unique tool provides students with instant feedback on both content and mechanics, allowing them to revise and improve their writing before receiving a final grade from the instructor.
- APA Learning Goals Assessment Bank: For instructors interested in assessing their students' progress against the APA Psychology Learning Goals and Outcomes, we have provided a separate bank of assessment items keyed specifically to those goals in MyPsychLab.
- NEW! MyPsychLab Simulations allow students to participate in online simulations of virtual classic psychology experiments and research-based inventories, helping to reinforce what they are learning in class and in their book.
- A Gradebook for Instructors as well as full course management capabilities for instructors teaching online or hybrid courses are included in the instructor version of MyPsychLab.
- Audio Files of Each Chapter benefit students who are blind and others who prefer sound-based materials, and conform to ADA guidelines.
- New! Visual Brain designed to help students better understand neuroanatomy, physiology, and human behavior.
- Interactive Mobile-Ready Flash Cards of the key terms from the text can be used by students to build their own stacks, print the cards, or export their flashcards to their cell phones.

You decide the extent of integration, from independent self-assessment for students to total course management. Students benefit from an easy-to-use site at which they can test themselves on key content, track their progress, and create individually tailored study plans. By transferring faculty members' most time-consuming tasks—content delivery, student assessment, and grading—to automated tools, MyPsychLab allows you to spend more quality time with students.

Instructor’s Resource DVD: Bringing all of the fifth edition’s instructor resources together in one place, the Instructor’s Resource DVD contains the following resources:

- Hyperlinked Instructor’s Manual: The Instructor’s Manual gives you unparalleled access to a huge selection of classroom-proven assets. First-time instructors will appreciate the detailed introduction to teaching the introductory psychology course, with suggestions for preparing for the course, sample syllabi, and current trends and strategies for successful teaching. Each chapter offers activities, exercises, assignments, handouts, and demos for in-class use, as well as guidelines for integrating media resources into the classroom and syllabus. The material is organized in an easy-to-use Chapter Lecture Outline. A unique hyperlinking system allows for easy reviewing of relevant sections and resources. The Instructor's Manual is also available for download from the Instructor's Resource Center at http://www.pearsonhighered.com/irc.
- Test Bank: Thoroughly revised and updated for the fifth edition, the Test Bank contains over 2,500 multiple-choice, fill-in-the-blank, short-answer, and essay questions, each referencing the relevant page in the text. Rationales for the correct answer in the conceptual and applied multiple-choice questions allow you to see the logic of the questions when reviewing them, making it easier to generate an answer key for your students if desired. Feedback from customers indicates that this unique feature is useful for ensuring quality and quick response to student queries. A two-page Total Assessment Guide chapter overview makes creating tests easier by listing all of the test items in an easy-to-reference grid. The Total Assessment Guide organizes all test items by text section and question type/level of difficulty. All multiple-choice questions are categorized as factual, conceptual, or applied. The Test Bank is also available for download from the Instructor’s Resource Center at http://www.pearsonhighered.com/irc.
- Interactive PowerPoint Slides: Available on the Instructor’s Resource DVD, these slides bring the design of Mastering right into the classroom, drawing students into the lecture and providing wonderful interactive activities and visuals. A video walkthrough is available and provides clear guidelines on using and customizing the slides. The slides are built around the text’s learning objectives and offer many links across content areas. Icons integrated throughout the slides indicate interactive exercises, simulations, and activities that can be accessed directly from the slides if instructors want to use these resources in the classroom.
- Standard Lecture PowerPoint Slides: These slides, presented in a more traditional format with excerpts of the text material and art work, are also available for download at http://www.pearsonhighered.com/irc.
- Pearson MyTest Computerized Test Bank (www.pearsonmytest.com): The fifth edition Test Bank comes with Pearson MyTest, a powerful assessment-generation program that helps instructors easily create and print quizzes and exams. You can do this online, allowing flexibility and the ability to efficiently manage assessments at any time. You can easily access existing questions and edit, create,
and store questions using the simple drag-and-drop and Word-like controls. Each question comes with information on its level of difficulty and related page number in the text, mapped to the appropriate learning objective. For more information, go to www.PearsonMyTest.com.

- **Classroom Response System (CRS) slides:** Classroom Response questions (“clicker” questions) created for *Mastering the World of Psychology*, are intended to be the basis of class discussions as well as lectures. Each student uses a personal remote or “clicker” to send immediate communication to the instructor. The system will gather the individual responses and show the compiled feedback for the class as a whole. Based on these results, you can then tailor the pace of each lecture, further explain difficult concepts if needed, and conduct in-class surveys, polls, and quizzes. Pearson offers exclusive, money-saving rebates with several CRS leading systems.

- **MyPsychLab Video Series** (18 half-hour episodes): Comprehensive, current, and cutting edge, the new MyPsychLab Video Series features over 100 original video clips covering the most recent research, science, and applications across the general psychology curriculum and utilizing the latest in film and animation technology. Each 4–6 minute video clip has automatically graded assessment questions tied to it. Each episode features several brief segments that bring psychology to life:

  - **The Big Picture** introduces the topic of the episode and provides the hook to draw students in.
  - **The Basics** uses the power of video to present foundational topics, especially those that typically trip up students.
  - **Special Topics** dives deeper into high-interest and often cutting-edge topics, and often features research in action.
  - **In the Real World** focuses on applications of psychological research.
  - **What’s in It for Me?** These narrated segments emphasize why students should care about the research and how it may have a real impact on their lives.

The Pearson MyPsychLab Video Series is only available to adopters of Pearson psychology textbooks. An Instructor’s Guide to the video series is also available to adopters.

**Additional Course Management Resources:**

- **Online Resource** MyPsychLab for BlackBoard/MyPsychLab for WebCT The customized BlackBoard cartridge and WebCT epack include the complete Test Bank, each chapter’s Learning objectives, Glossary Flashcards, Chapter Summaries, a link to MyPsychLab, and Chapter Exams.

  - Ask your Pearson representative about custom offerings for other learning management systems or visit www.mypsychlab.com for more information.

**Our Reviewers** Numerous reviewers were invaluable to the development of this text. Their help provided a solid foundation for creating *Mastering the World of Psychology*, Fifth Edition:

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