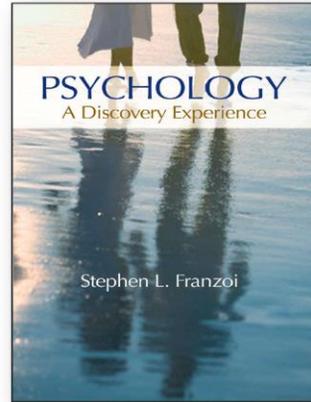


Psychology A Discovery Experience

Author Stephen L. Franzoi

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Psychology: A Discovery Experience, 1st Edition
Stephen L. Franzoi, Ph.D. - Marquette University
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688 Pages Casebound
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- Author Stephen Franzoi approaches the high school psychology course as a “journey of self-discovery” in which students learn about the principles and concepts of psychology through the lens of their own personal growth and development.
- Students will learn and apply concepts of psychology to their everyday lives with the latest developments in psychology, interactive figures, in-text labs, career insights, and an online database of current psychology resources.



- These tools make this the most relevant and accessible high school psychology program on the market.
 - Student-focused program that guides students through a self-discovery experience
 - Introductory content appropriate for high school students
 - Superior content written to the American Psychological Association (APA) National Standards for High School Psychology
 - Interactive technology tools that bring psychology to life
 - Comprehensive instructor resource package to save you time!



- **The Ultimate teaching and learning experience**

- Special features guide students on a relevant and real personal journey
- Technology tools that take students beyond the book
- Integrity of Content
- Quality Instructor Resources



The Ultimate Teaching and Learning Experience

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- Author *stories*
- *Self-Discovery* Questionnaires
- *Discover It* Lesson Openers
- *Planning a Career in Psychology*
- Psychology *Applications*
- *Lab Teams* group activities



As we all know... one way to get teenagers attention is to make it ALL ABOUT THEM!!

And that is exactly what Franzoi does... he guides students through a journey of self-discovery. Psychology has a great deal to offer high school students because seeking knowledge both about oneself and others is a very important feature of adolescence.

Franzoi uses many different ways to encourage this personal journey of discovery.

Author Stories



Sensory Adaptation

When I moved to New York City to attend graduate school I rode the subway each day. At first, the noise was so distracting that I had difficulty reading, and came home each day with a headache. Yet, very soon, the subway noise seemed to become softer, and I was comfortably reading and headache-free when riding. This example explains sensory adaptation, the tendency for sensory receptors to decrease in response to stimuli that continue at the same level. The most common explanation for sensory adaptation is that it is caused by nerve cells firing less frequently after high levels of stimulation.

Sensory adaptation is very important in everyday living. For example, while working on a task, you quickly tune out constant unchanging stimuli in your surroundings. In doing so, you are better able to detect more useful information. Sensory adaptation does have disadvantages. For example, while tuning out subway noises increased my ability to read, I sometimes didn't hear the conductor call out my stop, causing me to arrive late for class!



Sensory Adaptation Demonstration

Try a little demonstration. Place a substance with a strong odor—an onion, perfume, or shaving lotion, for example—near your nose for a few minutes. Its odor will seem less intense over time. Next, remove the substance for five minutes and then smell it again. Now it should smell as strong as it did when you first smelled it.



As mentioned earlier, one way that Franzoi encourages students to identify with the text material is by telling personal stories as shown in this example.

SELF-DISCOVERY

Are Individualist or Collectivist Values More Important to You?

Directions: Listed below are 12 values. Please rank them in their order of importance to you, with "1" being the "most important" and "12" being the "least important."

1. Pleasure (Satisfying Desires)
2. Honor of Parents and Elders (Showing Respect)
3. Creativity (Inventiveness, Imagination)
4. Social Order (Stability of Society)
5. A Varied Life (Filled with Challenge and Change)
6. National Security (Protection of My Nation from Enemies)
7. Being Daring (Seeking Adventure, Risk)
8. Self-discipline (Self-control, Resisting Temptation)
9. Freedom (Freedom of Action and Thought)
10. Politeness (Courtesy, Good Manners)
11. Independence (Self-reliance, Choice of Own Goals)
12. Obedience (Following Orders, Meeting Obligations)



Think Critically

Does your ranking of these values fit this pattern?
If you know someone from another culture, how do they rank these values?

Self –Discovery

questionnaires provide students with a guided method introspection through self-report questionnaires and activities.



Another way, is through the Self-Discovery questionnaires that asks students to consider how psychology relates to their lives.

Similar to the questionnaires in teenager magazines.

Scoring

SELF-DISCOVERY: YOUR SCORE

Are Individualist or Collectivist Values More Important to You?

Scoring instructions: Six of these values are more associated with individualist cultures and the other six values are more connected to collectivist cultures. The individualist and collectivist values are listed in alternating order. Numbers 1, 3, 5, 7, 9, and 11 are individualist values. Numbers 2, 4, 6, 8, 10, and 12 are collectivist values.

People from individualist cultures such as the United States, Canada, England, or Australia tend to have more individualist values than collectivist values. This order tends to be reversed for those from collectivist cultures such as Mexico, Japan, Korea, or China.



Self-Discovery Questionnaires

SELF-DISCOVERY

How Important Are Your Close Relationships in Defining You?

Instructions: Below is a series of statements about your attitudes and beliefs about having close relationships with other people. Please read each statement and indicate the extent to which you agree or disagree with it using the following scale:

Strongly disagree 1 2 3 4 5 6 7 Strongly agree

- 1. My close relationships are an important reflection of who I am.
- 2. When I feel very close to someone, it often feels to me like that person is an important part of who I am.
- 3. I usually feel a strong sense of pride when someone close to me has an important accomplishment.
- 4. I think one of the most important parts of who I am can be captured by looking at my close friends and understanding who they are.
- 5. When I think of myself, I often think of my close friends or family also.
- 6. If a person hurts someone close to me, I feel personally hurt as well.
- 7. In general, my close relationships are an important part of my self-image.
- 8. Overall, my close relationships have very little to do with how I feel about myself.*
- 9. My close relationships are unimportant to my sense of what kind of person I am.*
- 10. My sense of pride comes from knowing who I have as close friends.
- 11. When I establish a close friendship with someone, I usually develop a strong sense of identification with that person.

See page 181 for scoring instructions.

Source: Coon, S. E., Bacon, P. J., & Morris, M. L. (2005). The relational interdependence self-construal and relationships. *Journal of Personality and Social Psychology*, 78, 791-808. Copyright © 2008 by the American Psychological Association. Adapted with permission.

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SELF-DISCOVERY

Do You Have a Type A Personality?

Directions: Indicate how often each of the following applies to you in daily life, using the following three-point scale:

- 1 = Seldom or Never
- 2 = Sometimes
- 3 = Always or Usually

- Do you find yourself rushing your speech?
- Do you hurry other people's speech by interrupting them with "uh-ha, um-hm" or by completing their sentences for them?
- Do you hate to wait in line?
- Do you seem to be short of time to get everything done?
- Do you detest wasting time?
- Do you eat fast?
- Do you drive over the speed limit?
- Do you try to do more than one thing at a time?
- Do you become impatient if others do something too slowly?
- Does your concentration sometimes wander while you think about what's coming up later?
- Do you find yourself overcommitted?
- Do you jiggle your toes or tap your fingers?
- Do you think about other things during conversations?
- Do you walk fast?
- Do you hate dawdling after a meal?
- Do you become irritable if kept waiting?
- Do you detest losing in sports and games?
- Do you find yourself with clenched fists or tight neck and jaw muscles?
- Do you seem to have little time to relax and enjoy the time of day?
- Are you a competitive person?
- Total score

See page 211 for scoring instructions.

Source: Frank Sullins, Stress Management for Workers, 2E, Copyright © 1992 McGraw-Hill, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions.

Additional examples of student questionnaires

Discover It – How does this relate to me? Uses thought provoking questions that show how the next lesson relates to the students' lives.

LESSON
4.1 | Basic Principles of Sensation

OBJECTIVES

- Explain the concepts of sensory thresholds and compare the different theories.
- Describe sensory adaptation.

DISCOVER IT | *How does this relate to me?*

Can you sometimes overhear other students talking quietly in another part of the cafeteria? Do you see better in the dark after standing still for a few minutes when you first turn the lights out? Do you sometimes tune out distracting noises around you? Do you wonder how your senses interact with your environment? Psychologists look for answers to these questions when researching how physical stimuli affects sensory perceptions and a person's mental state.

KEY TERMS

- sensation
- psychophysics
- absolute threshold
- signal-detection theory
- difference threshold
- Weber's law
- sensory adaptation



Discover It: Lesson Openers draw students' interest with thought-provoking questions directly related to the material presented in the next section. For example, Lesson 4.1 is on Sensation.

PLANNING A CAREER IN PSYCHOLOGY

Forensic Psychologist



Television shows have made the work of forensic psychologists well known. Working for the FBI—or other law enforcement agencies—forensic psychologists in these shows study the actions of criminals, and then create a psychological profile that helps police catch the person who has committed the crime. Although this is the best-known job in this career, it is not the only one.

Forensic psychologists use their knowledge and understanding of people's behavior in many areas of the criminal justice system. They may work with defense attorneys to determine whether a defendant was insane at the time the crime took place; they may be asked to judge the competence of a defendant's ability to stand trial; or they may be asked to help attorneys select a jury.

Psychologists in this career may study how prison conditions affect inmates; treat mentally ill inmates; analyze inmates' criminal minds in order to apprehend other criminals or to help stop future criminal acts. The court may ask the forensic psychologist to examine someone who was involved in a vehicle accident; teach anger management classes; or counsel juveniles on probation. Other areas open to forensic psychologists include teaching in colleges and universities and research.



Forensic psychologists work for private firms, educational institutions, and nonprofit and government agencies. Some forensic psychologists work with local, state, or federal governments to write new policies or work with legislators to help groups of people.

Employment Outlook

Careers for forensic psychologists are expected to grow, with the highest growth among psychologists who work with the courts, attorneys, lawmakers, and in research and teaching.

Needed Skills and Education

Education and skills required depend on the area of forensic psychology and the type of job within the career field. Some entry-level positions, such as a probation/parole officer or residential youth counselor, require a bachelor's degree. A master's degree is required to work in institutions, such as a correctional facility, where the psychologist will be supervised by a forensic psychologist with a Ph.D. Most forensic psychologists have a Ph.D., which is required for most jobs in the field.

If you are interested in becoming a forensic psychologist, you will need classes in criminal justice and investigation, law, and psychology, especially in clinical, social, and cognitive psychology. Reading, interpersonal relationship, computer, research, writing, and teaching skills also may be needed.

How You'll Spend Your Day

In all areas of this career you will spend time researching, reading, and writing. The number of hours required at work varies depending on the area chosen. Psychologists who work with law-enforcement agencies to provide psychological profiles of criminals may work long hours in the field. Others who work with attorneys or with the courts may work 40 hours or fewer each week.

Earnings

Annual earnings for entry-level positions range from \$19,000 to \$20,600; mid-level positions range from \$20,000 to \$25,000. Annual salaries for forensic psychologists with Ph.D.s start at \$35,000.

What About You?

Does this career interest you? Contact your local law enforcement agencies or courts, or use the Internet to interview a forensic psychologist. Write a summary of your interview that includes your personal thoughts about the career.

Planning a Career in Psychology presents the skills, education, and work experience needed for a variety of careers in psychology relating to the National Career Clusters.



Psychology Applications require students to apply the concepts to a stated question or scenario.

Apply Psychology Concepts

35. Your family rents a cabin on a lake and your Mom discovers on the second day that she has lice in her hair! Immediately on hearing this unsettling news, your scalp feels itchy. Explain your reaction based on signal-detection theory.
36. What is the blind spot in your field of vision, and why doesn't it cause many problems for you?
37. How does gate-control theory explain why rubbing or massaging a sore muscle reduces the pain?



Lab Teams is a group oriented activity that provides students with hands-on learning of specific concept.

LAB TEAM

Sensory Adaptation Demonstration

Try a little demonstration. Place a substance with a strong odor—an onion, perfume, or shaving lotion, for example—near your nose for a few minutes. Its odor will seem less intense over time. Next, remove the substance for five minutes and then smell it again. Now it should smell as strong as it did when you first smelled it.

LAB TEAM

Intuitive Factor Analysis of Personality Traits

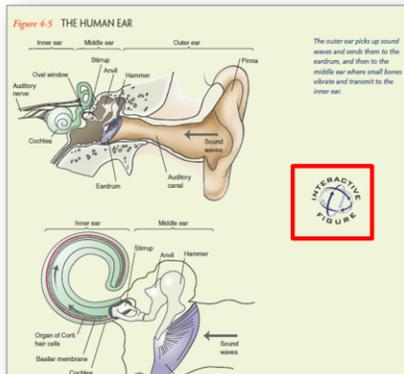
Working in small teams, examine the 30 traits listed below, and then sort them into five groups of related traits. Each group contains six traits. The traits in each group “go together,” so that people who have one of the traits in the group are also likely to have the other traits. After sorting all 30 traits, attach an overall basic trait name to each of the five groups. Finally, for each group, decide how people who possess a great deal of the basic trait would differ from people who possess very little of this trait.

Achievement-oriented	Eccentric	Positive emotions
Action-oriented	Excitement seeking	Rich emotional life
Altruistic	Full of energy	Rich fantasy life
Anxious	Hostile	Self-conscious
Assertive	Idiosyncratic	Self-disciplined
Competent	Impulsive	Straightforward
Compliant	Modest	Tender-minded
Deliberate	Novel ideas	Trusting
Depressed	Orderly	Vulnerable
Dutiful	Outgoing	Warm

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Interactive figures bring concepts to life and help high school students understand complex psychology topics.

These would be great for interactive whiteboards!

For a demo, go to:

www.cengage.com/community/franzoi



Numerous Technology Tools are provided to enhance learning: Go to www.cengage.com/community/franzoi for a demo.

Interactive figures are identified by an icon throughout the text and will be available in 3 places: embedded in the PPT slides found on the Instructor Resource CD, on the impact interactive text, and on the student companion web site.

Digging Deeper with Psychology eCollection links students to a unique online database of current psychology resources that allow students to research topics and issues in depth.

The screenshot displays the Gale Powersearch interface. At the top, there is a navigation bar with links for 'CHANGE DATABASES', 'TOOLBOX', 'CENGAGE LEARNING HIGHER ED', and 'NOT SIGNED IN? LOGIN'. The main header features the 'POWERsearch' logo and a search input field with a 'SEARCH' button. Below the header is a yellow navigation bar with links for 'HOME', 'BROWSE SUBJECTS', 'BROWSE PUBLICATIONS', 'ADVANCED SEARCH', 'ONE SEARCH', and 'SEARCH HISTORY'. The main content area is titled 'Search Results' and shows results for 'Basic Search (KE (brain))'. A 'Refine Results' sidebar on the left includes a search box with 'brain' entered, a 'GO' button, and options to 'Limit to:' fulltext and 'with images'. A 'Limit by:' dropdown is also present. The main results area shows a table of filters: 'Magazines (682)', 'Academic Journals (532)', 'Books (232)', 'News (58)', 'Multimedia (9)', and 'More Results'. Below this is a 'Mark All' checkbox and a 'Showing 1 - 20 of 682 results' indicator. A 'SORT BY' dropdown is set to 'Publication Date'. A pagination bar shows '1 2 3 4 5 ... 35 Next'. The first search result is displayed with the following details: 'TITLE: Fright bulb: how to crush your last shard of creativity. (EDITOR'S NOTE)(Brief article)'; 'PUB: Psychology Today'; and 'DETAIL: Kaja Perina 42.6 (Nov-Dec 2009): p.7(1). (216 words) From High School Psychology'. A small image of hands raised is visible in the bottom right corner of the screenshot.

DVD Collection enhances the classroom experience and demonstrates how psychology concepts are applied to daily life.



ABC News



Research in Action



The DVD also includes a Psychology Video guide that will include a synopsis of each video, as well as recommended questions for discussion. You will now view a short clip from each series. The first clip is from Good Morning America on a new brain scan called diffusion tensor imaging. The second clip is from the Research in Action series and is about how technology and the internet is affecting human relationships.

Student Companion Website extends your students' learning experience well beyond the classroom.

www.cengage.com/school/psych/franzoi

- Interactive figures
- Crossword puzzles
- Flash cards
- Gale Psychology eCollection
- Study tools
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Psychology: A Discovery Experience, 1st Edition

Select a chapter ...

Psychology: A Discovery Experience, 1st Edition

Stephen L. Franzoi, Ph.D.
ISBN-10: 0538447060
ISBN-13: 9780538447065
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Book Overview

Chapter 1

- Crossword Puzzle
- Digging Deeper
- Extra Digging Deeper
- Flashcards
- Glossary
- Interactive Figures
- Tutorial Quiz

Book Resources

- Final Exam
- Psychology Community Site

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- Written Specifically for High School students!
- Written to the APA National Content Standards for High School Psychology
- Current and relevant content



Written specifically for High School Students

LESSON 4.1 Basic Principles of Sensation

OBJECTIVES

- Explain the concepts of sensory thresholds and compare the different theories.
- Describe sensory adaptation.

KEY TERMS

- sensation
- psychophysics
- absolute threshold
- signal-detection theory
- difference threshold
- Weber's law
- sensory adaptation

CHAPTER SUMMARY

4.1 Basic Principles of Sensation

- Sensation is the process that detects stimuli from your body and environment.
- Sensory receptors are the receptor sites for the senses.
- Gustav Fechner (1801–1857) was a pioneer in psychophysics, the study of how physical stimuli are translated into psychological experiences. Fechner introduced the term *absolute threshold* to describe the weakest amount of a given stimulus that a person can detect half of the time. Psychologists measure absolute thresholds by presenting a stimulus, for example, a light or a sound to a person at different intensities and determining the lowest level detectable 50 percent of the time.
- With *signal-detection theory*, the detection of a stimulus is influenced by your decision-making strategy. Two important factors that shape decision making are (1) your expectations about the probability the stimulus will occur, and (2) the rewards and costs associated with detecting or not detecting the stimulus.
- The *difference threshold* is the smallest difference between two stimuli that can be detected half of the time. *Weber's Law* is the principle that to be noticed as different, two stimuli must differ by a constant percentage rather than by a constant amount.
- Sensory adaptation* is the tendency for sensory receptors to decrease in response to stimuli that continue at the same level.

4.2 Vision

- The eye is responsible for vision. Light enters through the pupil, an opening in the iris that allows light to enter the eye. The light then enters a clear, elastic, disc-shaped structure called the lens. The lens refracts the light with the aid of attached muscles in the ciliary and ciliary muscles. Light then travels through the vitreous humor and is projected onto the retina, a light-sensitive surface at the back of the eye. When light reaches the back of the eye and strikes the retina, it activates the rods and cones and generates neural signals that are sent to the optic nerve, which carries information from the retina to the brain.
- The blind spot is an area on the retina where the optic nerve leaves the eye and that contains no receptor cells.
- Cats' blindness is a deficiency in the ability to distinguish among colors.

4.3 Hearing and Your Other Senses

- Hearing begins with sound waves, vibrations in air, water, or solid material. Sound comes through the ear.
- The ear is divided into three major parts—the outer ear, middle ear, and inner ear. The outer ear is the part you see. This is the part of the ear that receives sound waves and sends them down a passageway called the auditory canal. At the end of the auditory canal is the eardrum, a thin flexible membrane that vibrates in response with the sound waves.
- Four other senses include smell, taste, touch, and pain. Smell is stimulated by olfactory cells, and taste is the

Make Academic Connections

38 **Cross-Cultural Studies** A study of more than 600 college students in four countries found cross-cultural differences among the students in the colors they associated with emotionally charged words. The students were asked what color they identify with the words anger, envy, love, and jealousy. Irish students associated anger, envy, and jealousy with the color purple. German students associated envy and jealousy with the color yellow. American students associated envy with the colors black, green, and red. Russian students associated these emotions with the colors black, purple, and yellow. Make a list of four emotions and the colors you associate with these emotions. For example, you could list the emotion of love and the color pink. Ask 15 people of different ages, genders, and cultural heritages to describe backgrounds what color they associate with the emotions on your list. If possible, include one person who is colorblind. Make a chart of your findings, and then explain the conclusions you infer from your findings.

INFO BIT

Did you know that images projected onto the retina are upside down? Why then do you see that image right-side up? The answer is that when this information is processed by your brain, the image is constructed so that you perceive it correctly.

CHECKPOINT What is the difference between absolute threshold and difference threshold?



This text is written specifically for High School students with a design that is appealing to students

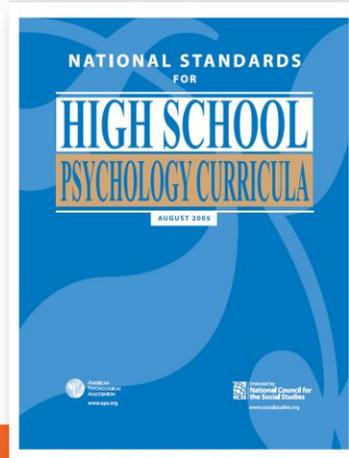
Many features to engage and enhance learning

Information is presented in digestible segments

Key terms are highlighted

Check point questions to reinforce understanding

Written to the American Psychological Association (APA) National Standards



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Correlation to the APA standards are in the front of the Instructor's Wraparound Edition

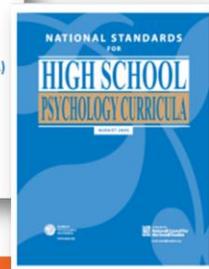
Instructor Wraparound Edition content is written by **Kristin Whitlock**, Chair of the Working Group for the Revised High School Psychology Standards

High School Psychology Standards Working Group for Revised Standards (2005)

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James E. Freeman, PhD, University of Virginia, Charlottesville, VA
Marie T. Smith, PhD, Thomas S. Wootton High School, Rockville, MD

High School Psychology Standards Working Group for Revised Standards (1999-2004)

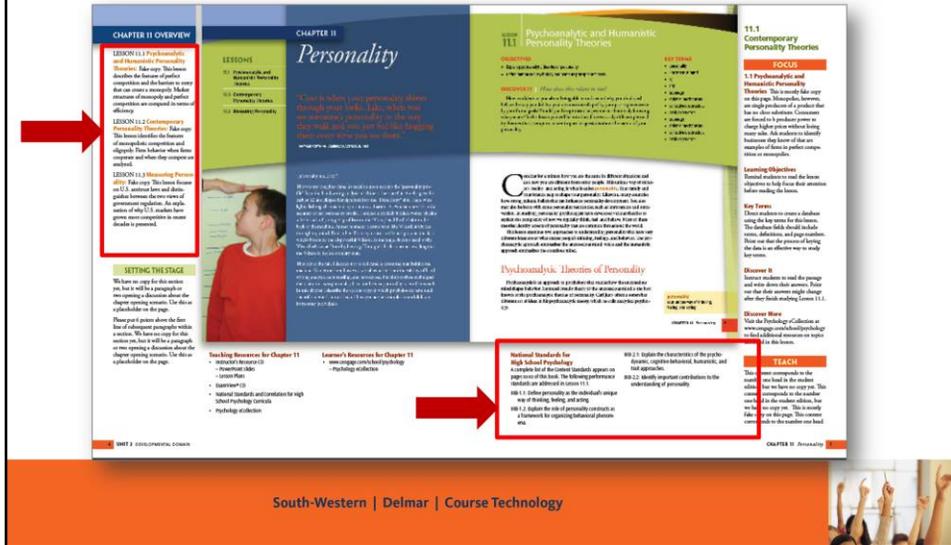
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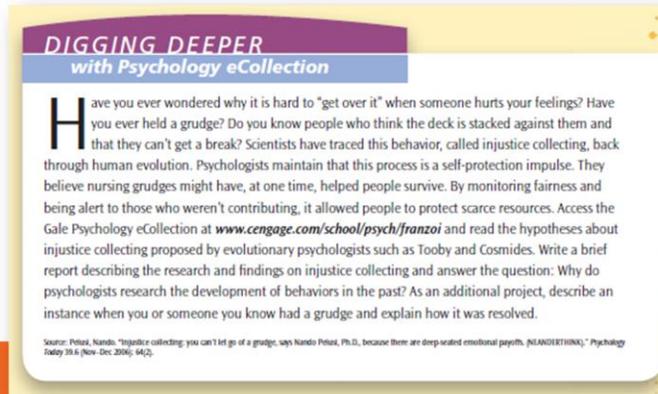
Kristin Whitlock is co-author and Chair of the HS psychology standards working group for the revised 2005 National standards! She is a well-known educator in the world of high school Psychology brings validity to this first edition title.

APA Content Standards tagged in the Teacher's Edition



The APA content standards are called out in the Instructor's Wraparound Edition, making it easy for instructors to organize their instruction and teach the standards.

Digging Deeper with Psychology eCollection offers instant online access to hundreds of reference sources allowing you and your students to stay current with the latest psychology developments.



DIGGING DEEPER
with Psychology eCollection

Have you ever wondered why it is hard to "get over it" when someone hurts your feelings? Have you ever held a grudge? Do you know people who think the deck is stacked against them and that they can't get a break? Scientists have traced this behavior, called injustice collecting, back through human evolution. Psychologists maintain that this process is a self-protection impulse. They believe nursing grudges might have, at one time, helped people survive. By monitoring fairness and being alert to those who weren't contributing, it allowed people to protect scarce resources. Access the Gale Psychology eCollection at www.cengage.com/school/psych/franzyoi and read the hypotheses about injustice collecting proposed by evolutionary psychologists such as Tooby and Cosmides. Write a brief report describing the research and findings on injustice collecting and answer the question: Why do psychologists research the development of behaviors in the past? As an additional project, describe an instance when you or someone you know had a grudge and explain how it was resolved.

Source: Peñal, Nando. "Injustice collecting: you can't let go of a grudge, says Nando Peñal, Ph.D., because there are deep-seated emotional payoffs. (NEANDERTHINK)." *Psychology Today* 39.6 (Nov-Dec 2006): 64(2).

No longer will you have to spend their personal time searching for up-to-date Psychology resources!!

The Gale eCollection links students to a unique online database of current Psychology resources that allow students to research topics and issues in depth.

- **Positive Psychology** offers a look at this new psychological approach and how scientists use positive mental health and happiness as a tool in everyday life.
- **New Science** identifies and explores the latest developments in the field of psychology.

POSITIVE PSYCHOLOGY

Can Sick Patients Be Classically Conditioned to Become Healthier?

Knowledge gained from taste aversion studies have been used to help cancer patients undergoing chemotherapy treatment. During chemotherapy, many patients have a great deal of weight because the drugs in the treatment make them sick to their stomachs when they eat food. Researchers discovered that many of these patients lost their appetite because they were eating their regular meals just before going in for chemotherapy. This resulted in their regular food (the CS) becoming classically conditioned to the sickness caused by the chemotherapy (the UCS). To make such conditioning less likely, patients now are told either not to eat before their therapy sessions or to eat foods that are not part of their regular diet. If they develop a dislike for these foods, it does not hurt their normal eating habits.



Classical conditioning is used in other ways to help people suffering from diseases by strengthening their immune systems. For example, some studies have given sick patients a bowl of frozen sherbet (the CS) to eat that contains adrenaline (the UCS), a drug that naturally strengthens the immune system (the UCS). After repeatedly pairing the sherbet and the adrenaline, these studies find that the patients' immune system is strengthened when they eat sherbet alone, without adrenaline.

Think Critically
How might this research help doctors use classical conditioning to treat other illnesses?

NEW SCIENCE

Do We Evaluate Ourselves Accurately?

When you receive a good grade on an exam, do you usually conclude that your success was caused by your intelligence, your hard work, or a combination of the two? What if you do poorly? Do you blame your failure on someone or something else? This tendency to take credit for success while denying blame for failure is known as the *self-serving bias*. The most agreed-upon explanation for the self-serving bias is that it allows us to enhance and protect our self-esteem and feel more self-confident.

Recent studies indicate that the self-serving bias influences how we compare our past selves to our present self and also how we compare ourselves to other people. We like to evaluate how we were in the past in a way that makes us feel good about ourselves now. We do this in two ways. First, we convince ourselves that our current personality is superior to our younger personality. Criticizing our past selves allows us to feel better about our current lives. Second, we tend to believe that we are more superior to our friends and acquaintances at the present time than when we were younger. Of course, many people do learn from experience and get better with age, but it is not possible for all of us to improve more than everyone around us! In fact, research indicates that most people do not improve their personalities over time nearly as much as they would like to think. These findings suggest that wishful thinking is often an important ingredient in the beliefs we have about ourselves.

Think Critically
Evaluate yourself. Do you think you have ever given in to the self-serving bias? For example, how do you typically explain your success or your failure on exams?

- **Make Academic Connections** relates psychology concepts to other courses of study.
- **Case Studies** present intriguing and challenging situations drawn from actual psychological studies related to chapter concepts.

Make Academic Connections

38. **Cross-Cultural Studies** A study of more than 660 college students in four countries found cross-cultural differences among the students in the colors they associated with emotionally charged words. The students were asked what color they identify with the words anger, envy, fear, and jealousy. Polish students associated anger, envy, and jealousy with the color purple. German students associated envy and jealousy with the color yellow. American students associated envy with the colors black, green, and red. Russian students associated these emotions with the colors black, purple, and yellow. Make a list of four emotions and the colors you associate with these emotions. For example, you could list the emotion of love and the color pink. Ask 11 people of different ages, genders, and cultural heritages or diverse backgrounds what color they associate with the emotions on your list. If possible, include one person who is colorblind. Make a chart of your findings, and then explain the conclusions you infer from your findings.
39. **Art** Download pictures from the Internet or use your drawing skills to draw the parts of either the eye or ear. Label each part. Then write an explanation of the function of each part.
40. **History** Use the library or Internet to research Gustav Fechner, the psychologist who first proposed the Weber-Fechner law. Examine his theory and analyze how he concluded that there is a relationship between physical and mental experiences. Provide examples that illustrate absolute and relative thresholds. Write a paper in which you explain his findings.
41. **Research** Use the library or Internet to search for studies on how loudness and hearing loss. Use the search term "loud noise effects." Make a list of five educational, news, or government web sites. Write a paper in which you explain the findings.
42. **Science** Use the library or Internet to research the hearing abilities of animals: bat, dog, dolphin, or grasshopper. Compare and contrast the hearing with human hearing. In the search term "animal hearing." Make a list of five educational, news, or government web sites.
43. **Speech** Design a short oral demonstration that helps other students understand the ability to divide attention. For example, you might play back a recording of a speech and ask students to answer a list of five questions about the speech.

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CASE STUDY

Shyness, Self-Efficacy, and the Illusion of Transparency

INTRODUCTION Justin, a junior in high school, was doing well in all his courses. Academically, he had high self-efficacy, meaning he felt very capable of successfully accomplishing whatever challenges he might encounter in his classes. However, Justin's efficacy outside the classroom in other areas was waning. In social situations, he felt shy, awkward, and very nervous of himself. A simple greeting by another classmate was often all it took to make Justin blush and feel like everybody was watching him. Justin was sure that social conditions could help him and she wanted to try to become less socially nervous and more socially self-confident.

PROBLEM After reading some books on shyness, Justin discovered that it is a very common experience. He discovered that when people become socially anxious, they often overestimate the degree to which others can detect their anxiety. Psychologists call this false belief the *illusion of transparency*. Feelings and emotions are more transparent to others than is usually the case. The illusion of transparency.

OBJECTIVE Justin decided to apply his knowledge about the illusion of transparency to become less socially anxious and increase his feelings of self-efficacy in social situations. He hypothesized that people were probably not as aware of his nervousness when meeting her and talking to her.

METHOD Justin decided to approach a classmate in school and have a brief casual conversation about a TV show that most students watched every week. Justin made sure to remind himself about the illusion of transparency every time he approached the classmate. The conversation lasted for about 10 minutes. It seemed to go well, and the classmate even laughed when Justin mentioned a humorous incident in the TV show. Throughout the next few weeks, Justin repeatedly reminded himself about the illusion of transparency before entering a future classroom.

RESULTS Justin's hypothesis was correct! Justin really really never seemed to notice his nervousness while talking to her. Justin's surprising was the fact that Justin noticed that her anxiety began decreasing the more she talked to him. He began to approach other people and engage them in conversation. After a while, Justin no longer had a "blush factor" in most conversations.

- The handshake is warm, firm, and unlike past handshakes.
- The handshake is the "norm" you have ever experienced.
- The handshake becomes much more than this.
- The handshake occurs with emotion, meaning, or meaning.

Critical Analysis

1. What does this case study suggest about people's ability to change their personalities?
2. What single piece of evidence from the case study do you think is most convincing about the illusion of transparency?

Academic connections to: Science, writing, mathematics, language arts, history, cultural diversity, business, marketing, speech, art, computer science, sociology, health, drama, research, multimedia, political science, biology, and more!

Case Studies investigate the hypothesis, method, and results of each study. Critical analysis questions provide opportunities for students to refine their critical thinking skills.

Lesson and Chapter Assessment

CHAPTER ASSESSMENT

Review Psychology Terms

Select the terms that best fit the definitions.

1. A sensory system that detects a stimulus and informs a person's decision-making strategy.
2. A thin, flexible membrane that vibrates in response with sound waves.
3. A response to the light that allows light to enter the eye.
4. Sensory receptor organs that contain the receptor cells for taste.
5. The process that directs stimuli from your body and environment.
6. Provides information about the movement and location of different parts of your body.
7. Carries information from the retina to the brain.
8. The weakest amount of a given stimulus that a person can detect half of the time.
9. The color that binds to the cone ops that causes the color-vision receptors.
10. The study of how physical stimuli are translated into psychological experience.
11. The area on the retina where the optic nerve leaves the eye and that contains no receptor cells.
12. A ring of muscles that constricts in color from light to dark brown.
13. The tendency for sensory receptors to decrease in response to stimuli that continue at the same level.
14. Provides information on the position of your body by sensing gravity and motion.
15. The sense that transmits neural impulses containing visual information from the retina to the brain.
16. Smallest difference between two stimuli that a person can detect half of the time.
17. A difference in the ability to distinguish among colors.
18. A thin, clear, disc-shaped structure that focuses light.
19. The principle that to be noticed as different, two stimuli must differ by a consistent minimum percentage after they have been noticed.
20. A theory describing how pain signals open a neurological "pain gate" in the spinal cord and let other brain signals close the gate.
21. The light-sensitive surface at the back of the eye.

Review Psychology Concepts

22. Explain Weber's law.
23. Research in your own words what a color is.
24. What is a synapse?

25. Identify the difference between color blindness and blind spot.
26. Explain signal-detection theory and relate it to an example from your life.
27. Using your knowledge of the basic principles of sensation, design an ideal environment for doing your homework.
28. Explain why some species see color differently.
29. Predict the problem you would have if you responded to all the stimuli you are exposed to each day.
30. Why is pain important to survival?
31. Recreate in your own words what the vestibular sense is, and give an example of why you need it.
32. Which two senses are considered the most important to human survival? Explain your answer.

Apply Psychology Concepts

33. Your family rents a cabin on a lake and your Mom discusses on the second day that the fox is in her hair! Immediately on hearing this unsettling news, your scalp feels itchy. Explain your reaction based on signal-detection theory.
34. What is the blind spot in your field of vision, and why doesn't it cause many problems for you?
35. How does gate-control theory explain why rubbing or massaging a sore muscle reduces the pain?

Make Academic Connections

36. **Cross-Cultural Studies** A study of more than 600 college students in four countries found cross-cultural differences among the students in the colors they associated with emotionally charged words. The students were asked what color they identify with the words anger, love, fear, and sadness. Polish students associated anger, love, and jealousy with the color purple. German students associated anger and jealousy with the color yellow. American students associated anger with the colors black, green, and red. Russian students associated these emotions with the colors black, purple, and yellow. Make a list of four emotions and the colors you associate with these emotions. For example, you could list the emotion of love and the color pink. Ask 11 people of different ages, genders, and cultural heritages to draw backgrounds what color they associate with the emotions on your list. If possible, include one person who is colorblind. Make a chart of your findings, and then explain the conclusions you infer from your findings.

37. Art: Download pictures from the Internet or use your drawing skills to create an illustration of the parts of either the eye or ear. Label each part. Then write an explanation of each part.
38. **History** Use the library or Internet to research Galton's theories. Do you see any similarities between his theory and what you have learned about the relationship between bodily and mental experiences? Provide examples that illustrate Galton's theories. Make sure your sources are educational, news, or government web sites. Write a paper that outlines your findings.
39. **Research** Use the library or Internet to search for studies on how loud noise affects hearing and hearing loss. Use the search term "loud noise effects." Make sure the studies you use have educational, news, or government web sites. Write a paper that outlines your findings.
40. **Science** Use the library or Internet to research the hearing abilities of one of the following animals: bat, cat, dog, dolphin, or grasshopper. Compare and contrast the chosen animal's hearing with human hearing. Use the search term "animal hearing." Make sure your sources are educational, news, or government web sites.
41. **Speech** Design a short oral demonstration that helps other students identify variables that influence the ability to make attention. For example, you might play loud music while reading from a book, and then ask students to answer a list of the questions about the passage.

DIGGING DEEPER
with Psychology eCollection

Have you ever wondered why it is hard to "get over it" when someone hurts your feelings? Have you ever held a grudge? Do you know people who think the deck is stacked against them and through human evolution. Psychologists maintain that this process is a self-protection impulse. They believe making grudges might have, at one time, helped people survive. By recognizing bitterness and being alert to those who weren't contributing, allowed people to protect water resources. Access the Gale Psychology eCollection at www.cengage.com/learn/psychology and read the hypotheses about grudges collected and reported by evolutionary psychologists such as Tilly and Scoville. Write a brief report describing the research and findings on grudges and answer the question: Why do psychologists research the development of behaviors in the past? As an additional project, describe an instance when you or someone you know had a grudge and explain how it was resolved.

Source: Miller, Nathan. "Grudges: A Study of the Psychology of Grudges." In *Psychology of Grudges*. Psychology Press, 2004. 100-110.



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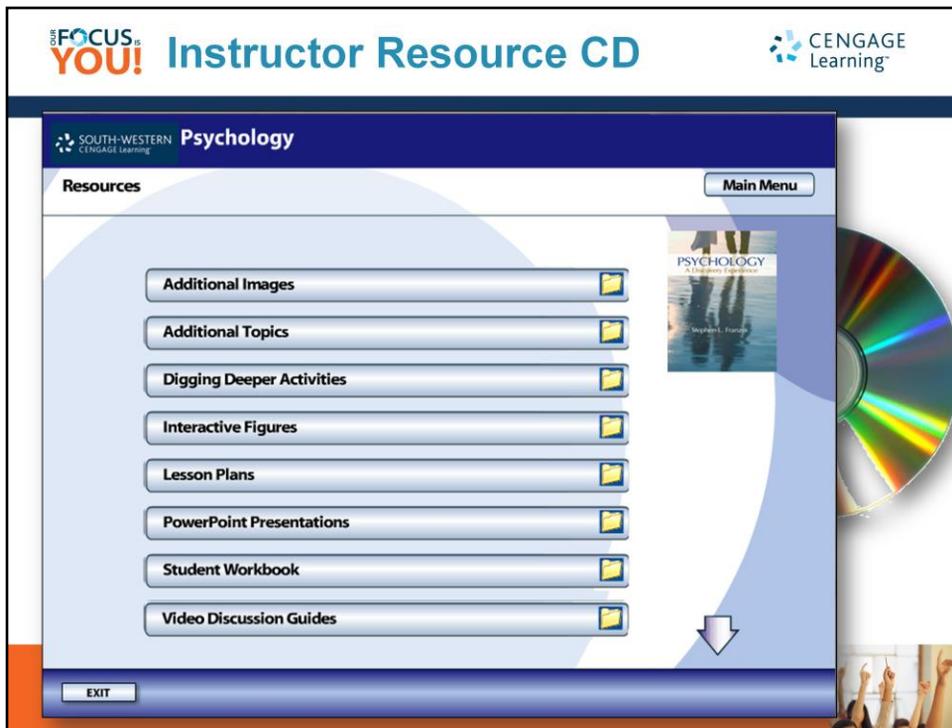
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- Click the button on the left to view the video.
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Interactive Figures

Figure 15-3
EEG Brain Wave Patterns

Awake and Alert
Awake but Drowsy
Stage 1 NREM Sleep
Stage 2 NREM Sleep
Stage 3 NREM Sleep
Stage 4 NREM Sleep
REM Sleep

Click to Begin

INTERACTIVE FIGURE

PSYCHOLOGY
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“Clicker” Questions

Chapter 18

Clicker Questions

1. Which therapy would you most likely seek to improve communication with your parents?
 - a. family therapy
 - b. self-help group
 - c. psychoanalysis
 - d. biomedical treatment
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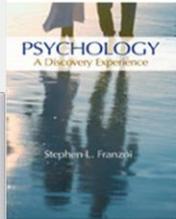
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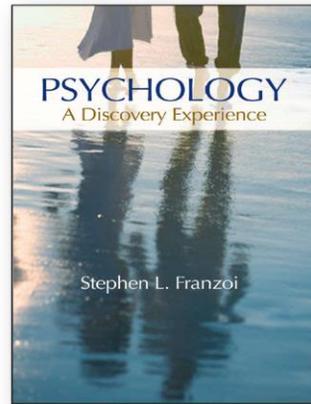
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