



Experience

# PSYCHOLOGY

SECOND EDITION

LAURA A. KING

# Experience PSYCHOLOGY

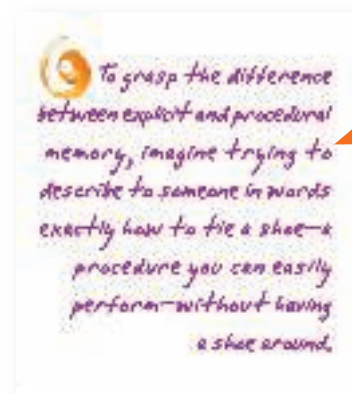
*To get the most out of Introductory Psychology, you need to actively experience it.* You hold in your hands the product of years of experience—as a student, teacher, and researcher—as well as the results of collaboration by hundreds of faculty and thousands of students. Without any of these contributions, I cannot imagine being as proud of Experience Psychology as I am. One pleasant surprise in creating the two editions of Experience Psychology has been delving into areas of psychology less familiar to me, experiencing the wonder and enthusiasm felt each day by researchers in areas such as cognition, learning, and sensation and perception. A core element of my undergraduate teaching and—by extension—Experience Psychology is that we gain a deeper appreciation for, and understanding of, psychology when we recognize the interrelatedness of the various subfields. I still recall, as an English major in college, stepping into my first psychology course and being truly spellbound by my talented Intro instructor, who changed the way I looked at the world forever. My hope is that this balanced, integrated, and engaging portrait of psychology will motivate students who, like me, never intended to take another psychology course to rethink their plans. You will come away from Experience Psychology with an informed understanding of psychology as a science, as well as the ability to personally, critically, and actively experience the impact of psychology on your everyday life.

*Laura A. King*

**Supporting this personal, critical, active approach, Experience Psychology includes**

## *A Personalized Approach*

An adaptive questioning diagnostic and personalized study plan will help you to quickly and consistently identify your areas of strength as well as concepts where you may need additional practice. As you answer questions in this digital diagnostic, the program is constantly adjusting to provide you with a personalized study plan tailored to your needs. Also, throughout *Experience Psychology* you will find personal asides from me—Laura King—to you. Some notes highlight moments in your study that are crucially important. Other notes prompt you to think critically about the complexities of psychological concepts and behavior. See, for example, pg. 215.





# personally, critically, actively

## An Emphasis on Critical Thinking

Challenge Your Thinking features involve you in debates over findings from psychological research. Thought-provoking questions encourage you to examine the evidence on both sides. See, for example, p. 132.



Write down a memory that you feel has been especially important in making you who you are. What are some characteristics of this self-defining memory? What do you think the memory says about you? How does it relate to your current goals and aspirations? Do you think of the memory often? You might find that this part of your life story can be inspiring when things are going poorly or when you are feeling down.

## An Emphasis on Active Engagement

Do It! is a brief, recurring activity that gives you an opportunity to test your assumptions and learn through hands-on exploration and discovery. Such exercises provide you with a more active experience of psychology. See, for example, p. 223.

### Challenge YOUR THINKING

#### Why Do We Have Conscious Awareness?

In what ways are human beings better adapted to the environment than lower animals because they have private awareness? Why is it adaptive for human beings, unlike other animals, not only to sense and perceive the world but also to privately feel ourselves doing so? Psychologists and philosophers have long puzzled over these questions. To address them, let's first consider some of the purposes of consciousness.

Perhaps the most obvious function of awareness is to override automatic and unconscious processes when these are likely to produce errors (Evans, 2010; Geary, 2004). Consider all the times you have made a mistake and realized, "I just wasn't thinking." Conscious awareness allows us to harness our mental abilities to think our way past our ordinary routine. The human social world is highly complex and variable. Some have suggested that this complex social world requires awareness (Geary, 2004; Mercier & Sperber, 2011) and lays the foundation for the emergence of culture (Baumeister & Masicampo, 2010).

Without consciousness, moreover, we could not engage in mental time travel. John Bargh (2004) described unconscious, automatic processes as tied to the present moment—a kind of "minding the store" mode—while conscious thought ventures into the realm of future (and past) states. The abilities to think into the future, to plan, and to imagine have often been recognized as essential features of consciousness (Baumeister & Masicampo, 2010; Heidegger, 1927/1962). Certainly, the ability to think back into the past to seek ways to correct prior mistakes is enormously important, as is the ability to plan for imagined futures.

Consciousness also allows us to reason and use logic, the basis of scientific knowledge (Evans, 2002, 2010). Consciousness

empowers us to ask why and to know the reasons behind our knowledge about the world. Thus, awareness is crucial to critical thinking. Further, the conscious organism has the capacity to ask questions not only about what is happening in the world or even about internal thoughts and feelings, but also about existence itself: Why am I here? What purpose do I serve? Thus, consciousness brings the issue of personal significance to the fore.

In grappling with the purpose of consciousness, Nicholas Humphrey (2000, 2006) suggested the provocative possibility that it is the very mysteriousness of consciousness that explains its adaptive significance. For Humphrey, awareness imbues human life with a vital survival need, raising the self beyond the natural world to something larger and potentially better. Private awareness is the foundation for ideas like the soul, promoting the feeling of a self that is not limited by space or time. Because we know that others possess a private self, we are motivated to treat them with respect and kindness—in other words, to behave ethically (Tamburrini & Mattia, 2011).

Consciousness, then, makes human life matter to us in ways that influence our capacity to survive and to promote the survival of other members of our species. In answer to the question "Why does consciousness matter?" Humphrey (2006, p. 131) replied, "Consciousness matters because it is its function to matter."

#### What Do You Think?

- Why are you better off because you have awareness?
- What would your life be like without awareness?

#### EXPERIENCE IT!



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# experience psychology

Second Edition

**Laura A. King**

*University of Missouri, Columbia*



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## Laura A. King

Laura King did her undergraduate work at Kenyon College, where, an English major, she declared a second major in psychology during the second semester of her junior year. She completed her A.B. in English with high honors and distinction and in psychology with distinction in 1986. Laura then did graduate work at Michigan State University and the University of California, Davis, receiving her Ph.D. in personality psychology in 1991.

Laura began her career at Southern Methodist University in Dallas, moving to the University of Missouri in 2001, where she now holds the Frederick A. Middlebush chair in psychology. In addition to seminars in the development of character, social psychology, and personality psychology, she has taught undergraduate lecture courses in introductory psychology, introduction to personality psychology, and social psychology. At SMU, she received six different teaching awards, including the “M” award for “sustained excellence” in 1999. At the University of Missouri, she received the Chancellor’s Award for Outstanding Research and Creative Activity in 2004.

Her research, which has been funded by the National Institute of Mental Health and the National Science Foundation, has focused on a variety of topics relevant to the question of what it is that makes for a good life. She has studied goals, life stories, happiness, well-being, and meaning in life. In general, her work reflects an enduring interest in studying what is good and healthy in people. In 2001, her research accomplishments were recognized by a Templeton Prize in positive psychology. In 2011, she received the Ed and Carol Diener Award for Distinguished Contributions to Personality Psychology. Laura’s research (often in collaboration with undergraduate and graduate students) has appeared in many publications, including *American Psychologist*, *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, and *Psychological Science*.

Currently the editor of the *Journal of Personality and Social Psychology: Personality and Individual Differences*, Laura has also served as editor of the *Journal of Research in Personality*; as associate editor of *Personality and Social Psychology Bulletin*, the *Journal of Personality and Social Psychology*, and *Social and Personality Psychology Compass*; and on numerous grant panels. She has edited or coedited special sections of the *Journal of Personality* and *American Psychologist*.

In “real life,” Laura is an accomplished cook and enjoys listening to music (mostly jazz vocalists and singer-songwriters), running with her faithful dog Bill, and swimming and roller-skating with Sam, her 8-year-old son.



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# Experience Psychology

## Some people take introductory psychology; others experience it.

*Experience Psychology*, Second Edition, is an integrated learning system that empowers students to personally, critically, and actively experience the impact of psychology in daily life and master even the most difficult course topics. *Experience Psychology*, Second Edition, is about, well, experience—our own behaviors; our relationships at home and in our communities, in school, and at work; and our interactions in different learning environments. Grounded in meaningful real-world contexts, *Experience Psychology*, Second Edition’s contemporary examples, personalized author notes, and applied exercises speak directly to students, allowing them to engage with psychology and to learn verbally, visually, and experientially—by reading, seeing, and doing. The new edition continues the first edition’s precedent of introducing function before dysfunction, building student understanding by looking first at typical, everyday behavior before delving into the less common—and likely less personally experienced—rare and abnormal behavior. *Experience Psychology*, Second Edition, places the science of psychology, and the research that helps students see the academic foundations of the discipline, at the forefront of the course.

With the learning system of *Experience Psychology*, Second Edition, students do not just “take” psychology but actively *experience* it.



## Experience a Personalized Approach

How many students *think* they know everything about introductory psychology but struggle on the first exam? LearnSmart, McGraw-Hill’s adaptive learning system, pinpoints students’ metacognitive abilities and limitations, identifying what they know—and, more importantly, what they don’t know. Using Bloom’s taxonomy and a highly sophisticated “smart” algorithm, LearnSmart creates a personalized, customized study plan that is unique to each student’s demonstrated needs. With virtually no administrative overhead, instructors using LearnSmart are reporting an increase in student performance by a letter grade or more.



LearnSmart is part of McGraw-Hill’s Connect Psychology, a wealth of interactive course materials for both instructors and students. Videos, interactive assessments, and simulations invite engagement and add real-world perspective to the introductory psychology course. Detailed reporting helps students and instructors gauge comprehension and retention—*without adding administrative load*.

*Experience Psychology*, Second Edition, emphasizes a personal approach as well, with an abundance of personal pedagogical “asides” communicated directly by author Laura King to students to guide their understanding and stimulate their interest as they read. Some of these helpful notes highlight important terms and concepts; others prompt students to think critically about the complexities of the issues; still others encourage students to apply what they have learned to their prior reading or to a new situation. These mini-conversations between the author and the reader help develop students’ analytical skills for them to carry and apply well beyond their course.



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# —Personally, Critically, and Actively

## Experience an Emphasis on Critical Thinking

*Experience Psychology*, Second Edition, stimulates critical reflection and analysis. The **Challenge Your Thinking** sidebars involve students in debates relevant to findings from contemporary psychological research. Thought-provoking questions encourage examination of the evidence on both sides of a debate or issue. For example, the Chapter 7 selection asks students to reflect on whether intelligence is related to prejudicial thinking, while Chapter 11's "Challenge" prompts them to consider whether playing violent video games leads to violence in real life.



The text's **Intersection** features are also designed to spark critical thought. Showcasing studies in different areas of psychological research that focus on the same topic, the Intersections shed light on the links between, and the reciprocal influences of, this exciting work, and they raise provocative questions for student reflection and class discussion. For example, the Chapter 9 Intersection, "Motivation and Social Psychology: What Motivates Suicide Bombers?" prompts students to think about whether researchers can clarify the motives of suicide attackers as a step toward preventing their horrific actions, as well as to consider the implications of this research for incidents such as the inadvertent burning of religious texts.

In addition, the new **Psychological Inquiry** feature draws students into analyzing and interpreting figures and photos by embedding a range of critical thinking questions in selected captions.

To help students master challenging concepts, *Experience Psychology*, Second Edition, also includes a special section, "Touring the Nervous System and the Brain," featuring detailed, full-color transparency overlays of important figures. Conceived and developed with the input of an expert in each specific area, the overlays offer students hands-on practice to help them grasp key biological structures and processes that are essential to success in the course. The **Apply It to Our World** feature links the subject matter of the transparency overlays to common real-life situations, such as the fear of spiders. On-page assessment questions and answers, as well as critical thinking questions, accompany each figure.

## Experience an Emphasis on Active Engagement

**EXPERIENCE IT!**  
Three Stages of Memory



With the new **Experience It!** feature, students can use their mobile devices to practice and master key concepts wherever and whenever they choose. By snapping easily located QR codes, students gain access to videos and Concept Clips for a highly portable, rich, and immersive experience that powerfully reinforces the chapter reading.

Through **Do It!**, a series of brief, recurring sidebar activities linked to the text reading, students get an opportunity to test their assumptions and learn through hands-on exploration and discovery. Reinforcing that the science of psychology requires active participation, Do It! selections include, for example, an exercise on conducting an informal survey to observe and classify behaviors in a public setting, as well as an activity guiding students on how to research a “happiness gene.” Such exercises provide vibrant and involving experiences that get students thinking as psychologists do.

Created by a team of instructional designers, **Concept Clips** help students comprehend some of the most difficult ideas in introductory psychology. Colorful graphics and stimulating animations describe core concepts in a step-by-step manner, engaging students and aiding in retention. Powered by McGraw-Hill’s Connect Psychology, Concept Clips can be used as a presentational tool for the classroom or for student assessment.



Through the connection of psychology to students’ own lives, concepts become more relevant and understandable. Powered by McGraw-Hill’s Connect Psychology, **Newsflash** exercises tie current news stories to key psychological principles and learning objectives. After interacting with a contemporary news story, students are assessed on their ability to make the link between real life and research findings. Many cases are revisited across chapters, encouraging students to consider multiple perspectives. In Chapter 2, students consider the case of Congresswoman Gabrielle Giffords, who suffered a brain injury in a 2011 shooting. The case is revisited in Chapter 7, “Thinking, Intelligence, and Language.”



McGraw-Hill’s new **PsychInteractive** provides students with the opportunity to experience the scientific method as they actively learn to observe data, formulate and test a hypothesis, communicate their findings, and apply their understanding of psychology to the world. PsychInteractive is available through McGraw-Hill’s Connect Psychology.



# Chapter-by-Chapter Changes

*Experience Psychology*, Second Edition, includes important new material while streamlining where possible; each chapter is up-to-date to capture the latest trends and findings in the field. The key content changes, chapter by chapter, include but are not limited to the following:

## CHAPTER 1: THE SCIENCE OF PSYCHOLOGY

- Revised and expanded discussion of the nature of scientific research.
- New discussion of the frequency of counterintuitive results in research.
- New material on falsifiability.
- Detailed new discussion of within-participant and quasi-experimental research designs.
- New tips for critically evaluating psychological research that is available online.
- New Challenge Your Thinking selection: “Is It Ethical to Use Deception in Research?”
- New Intersection box: “Social Psychology and Cross-Cultural Psychology: How Does Culture Influence the Meaning of Success?”
- New Psychology in Our World feature: “The Global Science of Happiness.”

## CHAPTER 2: THE BRAIN AND BEHAVIOR

- New discussion of the use of transcranial magnetic stimulation in the study of brain functioning.
- Updated treatment of hemispheric differences in brain functioning.
- New discussion of recent research identifying the multiple factors involved in children’s capacity for recovery after a traumatic brain injury.
- Expanded and updated treatment of neurogenesis.
- Discussion of the growing volume of research concerned with gene  $\times$  environment ( $g \times e$ ) interaction.
- New Challenge Your Thinking selection: “Do Mirror Neurons Hold the Key to Social Understanding?”
- New Intersection box: “Neuroscience and Personality: Are Some Brains Nicer Than Others?”
- New Psychology in Our World feature: “Protecting the Athlete’s Brain.”

## CHAPTER 3: SENSATION AND PERCEPTION

- Updated discussion of subliminal perception.
- Added coverage of signal detection theory.
- Discussion of recent research on inattention blindness suggesting the dangers of multitasking when one of the tasks is driving.
- New information regarding research on binding and its role in visual perception.
- New section on culture, attention, and perception, looking at how culture influences which stimuli individuals attend to as they perceive the world.
- New information analyzing research on the role of differences in biological sex and cultural expectations in the experience and reporting of pain.
- New Challenge Your Thinking selection: “Can We Feel the Future?”
- New Intersection box: “Social Psychology and Perception: The Social Glow of Feeling Warm.”
- New Psychology in Our World feature: “Why Salt Is the Salt of the Earth.”

## CHAPTER 4: STATES OF CONSCIOUSNESS

- Updated treatments of theories about why humans need sleep and the role of sleep throughout the human life span.
- Revised discussion of various sleep disorders and problems, including sleepwalking, sleep talking, narcolepsy, sleep apnea, and SIDS.

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- Updated data and discussion on drug use among U.S. teenagers.
  - Thoroughly updated treatment of alcohol—its effects and abuse.
  - New data on U.S. and global use of tobacco products.
  - Updated treatment of hypnosis and its applications.
  - New Challenge Your Thinking selection: “Why Do We Have Conscious Awareness?”
  - New Intersection box: “Consciousness and Cross-Cultural and Developmental Psychology: How Does Culture Shape Theory of Mind Development?”

### **CHAPTER 5: LEARNING**

- New and extended discussion and analysis of applications of classical conditioning, including treatments of research findings on breaking habits, the placebo effect, taste aversion learning, and drug habituation.
- Updated discussion of avoidance learning.
- Revised, expanded account of insight learning.
- New Challenge Your Thinking selection: “Do Learning Styles Matter to Learning?”
- New Intersection box: “Educational and Cross-Cultural Psychology: How Does Cultural Diversity Affect Learning?”
- Updated Psychology in Our World feature: “Marketing Between the Lines.”

### **CHAPTER 6: MEMORY**

- Revised account of the role of attention in memory encoding.
- Updated treatment of the use of mental imagery to make memories distinctive.
- Up-to-date approach to working memory, including examination of its use as a framework for addressing practical real-world problems.
- Consideration of how the ready availability of information on the Internet has influenced memory.
- Fresh analysis of flashbulb memory.
- Updated discussion of the retrieval of autobiographical memories.
- New discussion of discovered memories.
- Examination of new research findings on how modern conveniences like GPS devices can be counterproductive to the goal of keeping the brain active.
- New Challenge Your Thinking selection: “Can Children Be Reliable Eyewitnesses to Their Own Abuse?”
- New Intersection box: “Cognitive and Cross-Cultural Psychology: How Does Culture Influence Episodic Memory?”
- New Psychology in Our World feature: “Using Psychological Research to Improve Police Lineups.”

### **CHAPTER 7: THINKING, INTELLIGENCE, AND LANGUAGE**

- Updated treatment of reasoning and decision making, integrating recent research.
- Fresh look at various biases and heuristics that affect decision making.
- New information on Spearman’s *g*.
- New details on genetic and environmental influences on intelligence, featuring recent research results.
- Revised, expanded discussion of intellectual disability.
- New Challenge Your Thinking selection: “Is Intelligence Related to Prejudice and Political Beliefs?”
- New Intersection box: “Language, Culture, and Cognition: How Does Language Shape Answers to the Question ‘Where?’”

## CHAPTER 8: HUMAN DEVELOPMENT

- Reorganization of the chapter content by developmental domain—physical, cognitive, and socioemotional—rather than by chronological developmental periods, providing an integrated account that gives students a solid grounding in the seminal developmental theories and allows them to grasp the content more easily because it is presented as a coherent whole.
- Expanded survey of gender development in a new main section integrating biological, cognitive, and socioemotional aspects.
- All-new main section on death, dying, and grieving featuring the work of Kübler-Ross and Bonanno and including analysis of terror management theory.
- New coverage of infants' motor and perceptual skills development.
- Updated, extended treatment of physical development in adulthood, including new research findings on menopause.
- Updated discussion of cognitive processes in adulthood.
- New section on the cultural context of parenting.
- Extensively revised treatment of socioemotional development in late adulthood, including examination of Carstensen's socioemotional selectivity theory.
- Updated Challenge Your Thinking selection: "Genes or Superparents: Which Matters More to Kids?"
- New Intersection box: "Developmental and Social Psychology: Attachment and Honesty."

## CHAPTER 9: MOTIVATION AND EMOTION

- Updated discussion of the problem of obesity.
- New sections on sex education in theory and in practice.
- Up-to-date information on recent research on sexual behavior, including new details on trends in sexual practices in the United States.
- Updated discussion of factors determining sexual orientation.
- New global and U.S. data on numbers of gays, lesbians, and bisexuals.
- New Challenge Your Thinking selection: "How Different Are Men and Women When It Comes to Sex?"
- New Intersection box: "Motivation and Social Psychology: What Motivates Suicide Bombers?"

## CHAPTER 10: PERSONALITY

- Incorporation of new research findings related to the big five factors of personality.
- Updated analysis of Mischel's CAPS theory.
- Expanded treatment of the role of neurotransmitters in personality.
- New Challenge Your Thinking selection: "Are Personality Judgments Accurate?"
- New Intersection box: "Personality Psychology and Health Psychology: Are Traits Linked to Obesity?"
- New Psychology in Our World feature: "Defense Mechanisms and the Psychology of Hypocrisy."

## CHAPTER 11: SOCIAL PSYCHOLOGY

- New section on cultural differences in conformity.
- All-new section examining the Stanford prison experiment.
- New discussion of Facebook as a venue for social comparison.
- Updated treatment of sex differences in aggression, including new information on relational aggression.
- New section on adult attachment within the larger treatment of close relationships.
- Updated discussion of models of close relationships.

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- New Intersection box: “Social Psychology and Cross-Cultural Psychology: Why Are Some Nations More Conforming Than Others?”
  - New Psychology in Our World feature: “Conformity and the American Strip Mall.”

## **CHAPTER 12: PSYCHOLOGICAL DISORDERS**

- Extensive new discussion of culture, context, and the meaning of abnormal behavior.
- New analysis looking at how different cultures may interpret the same pattern of behaviors in different ways.
- All-new preview of anticipated significant revisions in the *DSM-V* (2013) and of emerging criticisms of them.
- Updated discussion of critiques of the *DSM-IV*.
- Revised and expanded treatment of the etiology of panic disorder.
- New discussion of cultural influences in phobias and depression.
- Up-to-date data on U.S. suicides, plus extensively updated treatment of sociocultural factors in suicide.
- New details on findings from cross-cultural comparisons looking at the reasons for dissociative identity disorder.
- New information on cultural influences on symptoms of schizophrenia.
- All-new discussion and analysis of research on differences in the course of schizophrenia over time in developing versus developed nations.
- New material on proposed changes to the personality disorders categories for the *DSM-V*.
- New Challenge Your Thinking selection: “Does *Everyone* Have ADHD?”
- New Intersection box: “Clinical and Developmental Psychology: Can Kids ‘Catch’ Depression and Anxiety?”

## **CHAPTER 13: THERAPIES**

- New discussion of the complex ways in which culture can influence the psychotherapeutic process.
- New discussion of tetracyclic antidepressants.
- Updated examination of trends in the prescription of antidepressants.
- New material on deep brain stimulation as a treatment for depression and other disorders.
- New discussion of the pros and cons of online support groups.
- New material exploring the idea that specific therapeutic techniques can work best for particular disorders, and analysis of the related development of evidence-based practice.
- New Intersection box: “Clinical and Cultural Psychology: How Can Cognitive-Behavior Therapy Work Across Different Belief Systems?”
- New Psychology in Our World feature: “Seeking Therapy? There Might Be an App for That.”

## **CHAPTER 14: HEALTH PSYCHOLOGY**

- Exploration of new research on the power of optimism in promoting positive functioning.
- New material on the Type D behavior pattern and its effects.
- Updated information on the links between regular physical activity and various positive personal outcomes.
- Up-to-date data on the growing problems of overweight and obesity.
- Streamlined, refocused section on practicing safe sex.
- Updated data on U.S. and global rates of HIV/AIDS infection.
- New Challenge Your Thinking selection: “How Powerful Is the Power of Positive Thinking?”
- New Intersection box: “Health and Cross-Cultural Psychology: How Does Culture Influence the Meaning of Social Support?”
- New Psychology in Our World feature: “Environments That Support Active Lifestyles.”



# Experience the Course You Want to Teach

## McGraw-Hill/BB/Do More

Through McGraw-Hill's partnership with Blackboard, *Experience Psychology*, Second Edition, offers an ideal integration of content and tools:

- Seamless gradebook between Blackboard and McGraw-Hill's Connect Psychology
- Single sign-on providing seamless integration between McGraw-Hill content and Blackboard
- Simplicity in assigning and engaging your students with course materials



Craft your teaching resources to match the way you teach. With McGraw-Hill **Create**, [www.mcgrawhillcreate.com](http://www.mcgrawhillcreate.com), you can easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, such as your course syllabus or teaching notes. Find the content you need in Create by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book and you'll receive a complimentary print review copy in 3 to 5 business days or a complimentary electronic review copy (eComp) via e-mail in about an hour. Go to [www.mcgrawhillcreate.com](http://www.mcgrawhillcreate.com) today and register. Experience how McGraw-Hill Create empowers you to teach *your* students *your* way.

## Tegrity Campus

**Tegrity Campus** is a service that makes class time available all the time by automatically capturing every lecture in a searchable format for students to review when they study and complete assignments. With a simple one-click start-and-stop process, users capture all computer screens and corresponding audio. Students replay any part of any class with easy-to-use browser-based viewing on a PC or Mac. Educators know that the more students can see, hear, and experience class resources, the better they learn. With Tegrity Campus, students quickly recall key moments by using its unique search feature. This search helps students efficiently find what they need, when they need it, across an entire semester of class recordings. Help turn all your students' study time into learning moments immediately supported by your lectures.

## CourseSmart

This text is available as an e-textbook at [www.CourseSmart.com](http://www.CourseSmart.com). At **CourseSmart** your students can take advantage of significant savings off the cost of a print textbook, reduce their impact on the environment, and gain access to powerful web tools for learning. CourseSmart e-textbooks can be viewed online or downloaded to a computer. The e-textbooks allow students to do full-text searches, add highlighting and notes, and share comments with classmates. CourseSmart has the largest selection of e-textbooks available anywhere. Visit [www.CourseSmart.com](http://www.CourseSmart.com) to learn more and to try a sample chapter.

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## Instructor Resources

All of the instructor resources described below can be found on the password-protected instructor's side of the **Online Learning Center** for *Experience Psychology, Second Edition*. Contact your local McGraw-Hill publishing representative for log-in information: [www.mhhe.com/kingep2e](http://www.mhhe.com/kingep2e).

**Testing Program** In the previous edition of this text, Laura King raised the bar for student assessment. For this edition, we are raising the bar even higher. We've enlisted ANSR, a dedicated educational supplements development company, to update all of our instructor resources for this edition. This edition's Test Bank has gone through the extensive reviews of accuracy, clarity, effectiveness, and accessibility. We've also annotated questions' difficulty level and Bloom's taxonomy, in line with the previous edition. The Test Bank is compatible with McGraw-Hill's computerized testing program, EZ Test, and most course management systems.

**Instructor's Manual** The Instructor's Manual provides a variety of tools and resources for enhancing your course, including learning objectives, lecture ideas, and handouts. The Instructor's Manual also includes discussion ideas for starting in-class discussions on relevant topics in psychology.

**PowerPoint Presentations** Our PowerPoint presentations cover the key points of each chapter and include graphs and charts taken directly from the text. These presentations serve as an organizational and navigational tool, and they are integrated with examples and activities. The PowerPoint slides can be used as-is or modified to meet the individual needs of an instructor.

**Image Gallery** The Image Gallery features the complete set of figures and tables from the text. These images are available for download and can be easily embedded into instructors' PowerPoint slides.



- [The Book of Customs: A Complete Handbook for the Jewish Year for free](#)
- [click The Fall and Rise of China: Healing the Trauma of History online](#)
- [read The Whole Hog: Recipes & Lore for Everything but the Oink](#)
- [click The Pink Whisk Guide to Cake Making: Brilliant Baking Step-by-Step.pdf](#)
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