

PREFACE



In 1983, I published a textbook for the introductory course in psychology, titled *Psychology: An Introduction*, which recently appeared in its seventh edition. That text is designed to teach the greatest number of students the greatest amount of information about psychology. Because I deeply believe that the concepts and facts of psychology are important and useful to everyone, my goal is not to educate only the small percentage of students who will major in psychology, but to teach psychology to every student who takes the introductory course. Over the years, the book has been a gratifying success, giving me the opportunity to help teach psychology to hundreds of thousands of students.

Based on the 17-chapter *Psychology: An Introduction*, I have now created a brief, more concise version in *Essentials of Psychology*. This 15-chapter text encompasses all of the highlights of the seventh edition, yet it is tailored to facilitate teaching introductory psychology in the standard 15-week semester with a balanced combination of breadth and depth.

Based on feedback from instructors, I have written *Essentials of Psychology* to differ from *Psychology: An Introduction* in the following ways:

1. One full chapter, "Applications of Psychology," was eliminated from *Psychology: An Introduction*. The "applications" sections at the end of each chapter, which give students a look at some of the applied significance of the material that they have just covered, are retained, however.
2. The chapter on research methods was combined with the introductory chapter, covering the basic concepts of research. Other key concepts about research methods are in the appendix on statistics.
3. Edits were made to the chapter on consciousness, but the essential material on waking consciousness, sleep and dreams, and the effect of psychoactive drugs on consciousness are retained.
4. Finally, although the fundamentally important chapter on gender remains in *Essentials of Psychology*, the extensive coverage of sexuality that is in the full text is not in this briefer version.

Thus, I am presenting to students and instructors a book that is leaner than *Psychology: An Introduction*, but very student-friendly by being more tightly focused on basic concepts and facts.

As important as the differences between this brief text and the longer text on which it is based are, however, three key similarities are equally important:

1. *Essentials of Psychology* retains all of the pedagogical features of the longer text. These pedagogical features are used in *Essentials of Psychology* for two fundamentally important reasons. First, they are the subtle characteristics of written text that researchers have found to greatly improve learning and memory of concepts and facts. Second, they are the features that students and instructors consistently tell me they find useful. The frequent use of real world examples to explain each basic concept of psychology remains an important feature throughout this book. These pedagogical features are described in detail in the following sections entitled "To the Instructor" and "To the Student."
2. The illustrations used in *Essentials of Psychology* are the same illustrations that have evolved over 20 years of writing and revising the longer book. No illustration is included to decorate the text! Every illustration is designed to *teach* a key concept to the student. Every line and color was chosen to be visual pedagogy.
3. *Essentials of Psychology* is written in the same style that students and instructors have graciously described as "clear" and "friendly."
4. The successful section on 'Study Skills' that is in the longer version of the text is also placed at the front of *Essentials of Psychology*. This provides students with empirically-based strategies for improving their learning and memory for the information in this and all other college courses.

WHAT'S NEW

Concept Web Links This first edition of *Essentials of Psychology* includes a brand new feature, "Concept Web Links," in the margins of the text. This feature specifically targets the two to three most difficult concepts for students in each chapter by providing the most useful Web links available as additional study aids. Icons denote the concepts location in the text. The name of the concept and the book's URL, which houses the Web links, are placed below the icons for clarity. www.mhhe.com/laheye1. Supplemental Audio Lectures pertaining to these concepts are also available on the book's online learning center.

Interactive Visual Reviews The popular feature called "Visual Reviews," has been retained from the seventh edition text. In a

marvelous use of internet technology, these Visual Reviews have also been made into interactive exercises that can be found on the book's online learning center. These visual reviews are designed to facilitate student learning and can be found at the end of chapters, such as *Biological Foundations of Behavior* and *Sensation and Perception*. An icon is placed next to those figures that are interactive.

■ ACKNOWLEDGEMENTS

I am most appreciative of the combined efforts of the many students, instructors, editors, and illustrators who have contributed in profoundly important ways to this book. I invite you to use this book's Web site to provide me with feedback that will help us do an even better job in the next edition.

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