

## SECTION I: INDIVIDUALIZED NARRATIVES

### NARRATIVE STRUCTURE

Because each user will minimally be comparing 11 - 20 texts (i.e., the texts at two adjoining levels not including briefer versions), we intentionally reduced the length of each narrative, including only what we viewed as necessary information.

We first identify each text with the following information: author(s), copyright date, title, edition, publisher, and ISBN. Because text prices fluctuate greatly, we have opted not to include pricing information in this compendium. We would, however, like to make you aware of the difference between a net price and the to-the-student price. The net price is the price the publisher charges the bookstore. The “typical” mark-up of net prices by the bookstore is 33%, which makes the net price 75% of the to-the-student price. Sometimes, however, based on lack of competition between bookstores and other factors, the mark-ups are greater. The best policy to follow is to call your bookstore(s) and ask what the to-the-student price will be for a particular text.

We then provide the publisher contact information (i.e., mailing address, phone, and web site address) for the text.

We also indicate if a briefer version of the text is available. If so, we provide identifying information and a description of the briefer version in the concluding section of our narrative for the full-length text.

The core of each narrative is divided into four sections.

#### Goals, Organization, and Content

We begin this section by identifying the number of pages in the main body of the text (*not including blank pages and front or back matter*), whether the text is one- or two-column format, the number of chapters, and the text level of difficulty. In counting number of pages, we included pages at the front of the text that in any way pertained to content material. We caution you about judging the length of a text by number of chapters or number of text pages. Both indices are confounded by number of text columns, page size, type size, extensiveness of the art program, and so on. The best indicator of text length is manuscript length (number of words of text). This, however, is very difficult to estimate. Hence, we urge you not to eliminate texts from consideration merely because of number of chapters or text pages. Examine the actual texts to get a more accurate assessment of length. We next present the goals (and themes, if applicable) of the text. To ensure that we appropriately capture the authors’ intent, we have typically extracted goals and themes directly from the text preface, although we have not placed this material in quotation marks.

Traditionally, texts tend to include standard chapter topics organized in a sequence resembling the following: introductory/methods, biological/neurological processes (biopsychology, sensation/perception, consciousness), learning and cognitive processes [learning, memory, cognition (thinking and language), intelligence], motivation and emotion, clinical and health psychology (personality, disorders, therapy, health psychology) and social psychology. Developmental psychology is either positioned toward

the beginning (usually) after the biopsychology chapter or near the middle (e.g., following the chapters on motivation and emotion). Almost all texts include a statistical appendix.

In the individual narratives, we indicate if (a) chapters related to introductory material/methods, sensation/perception, language/thought, and motivation/emotion are not combined, (b) either developmental or social psychology receives two-chapter coverage, (c) nontraditional chapters (diversity, sex/gender, applied psychology) are included, and (d) topics are combined in a nonstandard manner. We also indicate if there is no statistical appendix and the subjects covered by other topical appendices, if applicable. Following this topical information, we then provide a sequential listing of chapters, excluding appendices.

### *Special Features*

We identify and describe regularly-appearing featured discussions, related most typically to applications, critical thinking, methodology, or special issues in psychology. Other types of featured material focus on gender, diversity, and future trends in psychology. We note that some authors prefer to integrate some or even all of these topics into the body of the text, rather than in boxes or regularly-appearing sections. Thus, we strongly suggest that compendium users consider the goals and themes of each text when examining texts for such emphases as critical thinking, application, and diversity. Only personal review of the actual text will allow a judgment as to how successfully a text treats such topics and achieves its stated goals.

In addition to regularly-appearing featured discussions, we also indicate if a text includes other regularly appearing features such as ones linking material in one chapter to topics in other chapters, listings of key terms (without definitions), or supplementary readings. To facilitate comparisons between texts, we include information about pedagogical aids in Section II, Tables 5 and 6, rather than in individualized narratives.

### *Changes in This Edition*

In this section, we list new themes that stretch across the entire text, new chapters and combined chapters, and new pedagogical aids. We do not comment on reorganization within chapters, topics inserted in specific chapters, reformatting, and illustrative programs; because changes related to these items appear in almost all revisions. Some of these specifics are available on publishers' web pages; all are generally noted in text prefaces. We obtained information about changes from the prefaces of the texts.

### *Reviews*

If reviews of current or prior editions of a text have been published since 1990 in either *Contemporary Psychology* or *Teaching of Psychology*, we provide applicable references. References are listed in chronological order, from earliest to most recent.

### *Briefer Version*

If a text is available in a briefer version, we compare the full-length and briefer texts, noting similarities and differences. If there are major differences between the two texts, we present a complete narrative description for the briefer version, in lieu of a comparison.