

## **LOW MIDDLE LEVEL TEXTBOOKS**

**Ciccarelli, S. K., & Meyer, G. E. (2006). *Psychology*. Upper Saddle River, NJ: Prentice Hall.**

ISBN: 0-13-183959-4

Publisher Contact Information:

Prentice Hall, 1 Lake Street, Upper Saddle River, NJ 07458

Phone: 800-526-0485

Web Site: [vig.prenhall.com](http://vig.prenhall.com)

### **Goals, Organization, and Content**

The major goals of this 597 page, single-column format, 15-chapter, low middle level text are to focus on students and motivate them to learn, write in a style that draws readers into an ongoing dialogue about psychology, and introduce readers to psychology—its history, its breadth, its mysteries, and its applications.

The text includes one nontraditional chapter, Sexuality and Gender. In addition to a statistical appendix, the text provides an appendix on Applied Psychology and Psychology Careers.

The text contains the following chapters:

- 1 The Science of Psychology
- 2 The Biological Perspective
- 3 Sensation and Perception
- 4 Consciousness: Sleep, Dreams, Hypnosis, and Drugs
- 5 Learning
- 6 Memory
- 7 Development Across the Life Span
- 8 Cognition: Thinking, Intelligence, and Language
- 9 Motivation and Emotion
- 10 Sexuality and Gender
- 11 Stress and Health
- 12 Theories of Personality
- 13 Social Psychology
- 14 Psychological Disorders
- 15 Psychological Therapies

### **Special Features**

The text contains two regularly-appearing featured discussions related to research and cultural diversity. These discussions include (a) Classic Studies in Psychology, describing research related to chapter content (e.g., Teresa Amabile and the Effect of Extrinsic Reward on Creativity), and (b) Current Issues in Psychology, covering chapter relevant topics related to diversity and culture (e.g., A Look at Abnormality in Various Cultures).

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Each chapter ends with a list of page-referenced key terms and a concept map.

### **Changes in This Edition**

This is the first edition of this textbook.

### **Reviews**

There have been no reviews as of December, 2005.

## **Low Middle Level Textbooks Continued—**

**Davis, S. F., & Palladino, J. J. (2004). *Psychology* (4th ed.). Upper Saddle River, NJ: Prentice Hall.**

ISBN: 0-13-098791-3

Publisher Contact Information:

Prentice Hall, 1 Lake Street, Upper Saddle River, NJ 07458

Phone: 800-526-0485

Web Site: [vig.prenhall.com](http://vig.prenhall.com)

### **Goals, Organization, and Content**

The major goals of this 690 page, single-column format, 16-chapter, low middle level text are to make the beginning psychology course an engaging, relevant, and interactive experience. Objectives for this edition are to make the book as accessible as possible to students, to encourage active learning, and to help students apply what they learn to their own lives.

The text includes one nontraditional chapter (Sex and Gender), an Industrial-Organizational chapter, and combines the topic of intelligence with thinking and language in a single chapter.

The text contains the following chapters:

- 1 Psychology, Research, and You
- 2 Behavioral Neuroscience
- 3 Sensation and Perception
- 4 States of Consciousness
- 5 Learning
- 6 Motivation and Emotion
- 7 Memory
- 8 Thinking, Language, and Intelligence
- 9 Development Across the Lifespan
- 10 Sex and Gender
- 11 Personality
- 12 Psychological Disorders
- 13 Therapy
- 14 Health Psychology
- 15 Social Psychology: The Individual in Society
- 16 Industrial, Organizational, and Other Applications of Psychology

### **Special Features**

The text contains two regularly-appearing featured discussions related to research and critical thinking. These discussions include (a) Myth or Science, paragraphs comparing popular beliefs with scientific evidence (e.g., Using 12% of our brain), and (b) Psychological Detective, asking students to consider a question about the topic under discussion (e.g., How can punishment be administered to maximize its effects?) prior to

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further reading. Each chapter features a “Hands on” questionnaire or similar interactive exercise to bring students into direct contact with chapter material.

### **Changes in This Edition**

Changes made in the 4th edition include combining the previous two developmental chapters into a single chapter (which contributed to the 43 page reduction in text), reordering of the States of Consciousness, Motivation and Emotion, and Learning chapters and adding a “To the Student” section at the beginning of the text focused on improving study skills.

### **Reviews**

There have been no reviews as of December, 2005.

## Low Middle Level Textbooks Continued—

**Feldman, R. S. (2005). *Understanding psychology* (7th ed.). New York: McGraw-Hill.**

ISBN: 0-07-28665-X

Publisher Contact Information:

McGraw-Hill Higher Education, 2 Penn Plaza, 20th floor, New York, NY 10021

Phone: 800-338-3987

Web Site: [www.mhhe.com](http://www.mhhe.com)

Briefer version available.

### **Goals, Organization, and Content**

The major goal of this 639 page, single-column format, 57-module, low middle level text is to teach students about the science of psychology and help them make the connection between psychology and everyday life.

The text is divided into 60 short self-contained modules derived from the 17 chapter topics that formerly made up the chapters of the book. Three of these modules encompass the former statistical appendix.

The text contains the following modules:

Introduction to Psychology

- 1 Psychologists at Work
- 2 A Science Evolves: The Past, the Present, and the Future
- 3 Psychology's Key Issues and Controversies

Psychological Research

- 4 The Scientific Method
- 5 Conducting Psychological Research
- 6 Critical Research Issues

Neuroscience and Behavior

- 7 Neurons: The Basic Elements of Behavior
- 8 The Nervous System and the Endocrine System: Communicating Within the Body
- 9 The Brain

Sensation and Perception

- 10 Sensing the World Around Us
- 11 Vision: Shedding Light on the Eye
- 12 Hearing and the Other Senses
- 13 Perceptual Organization: Constructing Our View of the World

States of Consciousness

- 14 Sleep and Dreams
- 15 Hypnosis and Meditation
- 16 Drug Use: The Highs and Lows of Consciousness

Learning

- 17 Classical Conditioning
- 18 Operant Conditioning

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### 19 Cognitive-Social Approaches to Learning

#### Memory

### 20 Encoding, Storage, and Retrieval of Memory

### 21 Recalling Long-Term Memories

### 22 Forgetting: When Memory Fails

#### Cognition and Language

### 23 Thinking and Reasoning

### 24 Problem Solving

### 25 Language

#### Intelligence

### 26 What is Intelligence?

### 27 Variations in Intellectual Ability

### 28 Group Differences in Intelligence: Genetic and Environmental Determinants

#### Motivation and Emotion

### 29 Explaining Motivation

### 30 Human Needs and Motivation: Eat, Drink, and Be Daring

### 31 Understanding Emotional Experiences

### 32 Nonverbal Behavior and the Expression of Emotions

#### Sexuality and Gender

### 33 Gender and Sex

### 34 Understanding Human Sexual Response: The Facts of Life

### 35 The Varieties in Sexual Behavior

### 36 Sexual Difficulties: When Sex Goes Wrong

#### Development

### 37 Nature and Nurture: The Enduring Development Issue

### 38 Prenatal Development: Conception to Birth

### 39 Infancy and Childhood

### 40 Adolescence: Becoming an Adult

### 41 Adulthood

#### Personality

### 42 Psychodynamic Approaches to Personality

### 43 Other Major Approaches to Personality: In Search of Human Uniqueness

### 44 Assessing Personality: Determining What Makes Us Special

#### Health Psychology: Stress, Coping, and Well-Being

### 45 Stress and Coping

### 46 Psychological Aspects of Illness and Well-Being

### 47 Promoting Health and Wellness

#### Psychological Disorders

### 48 Normal Versus Abnormal: Making the Distinction

### 49 The Major Psychological Disorders

### 50 Psychological Disorders in Perspective

#### Treatment of Psychological Disorders

### 51 Psychotherapy: Psychodynamic, Behavioral, and Cognitive Approaches to Treatment

### 52 Psychotherapy: Humanistic, Interpersonal, and Group Approaches to Treatment

### 53 Biomedical Therapy: Biological Approaches to Treatment

## Low Middle Level Textbooks Continued—

### Social Psychology

54 Attitudes and Social Cognition

55 Social Influence

56 Prejudice and Discrimination

57 Positive and Negative Social Behavior

### **Special Features**

The text contains regularly-appearing featured discussions related to applications, critical thinking, and diversity. These discussions include: (a) Applying Psychology in the 21st Century, applying psychological concepts to real-world problems (e.g., Psychology and the Reduction of Violence), (b) Becoming An Informed Consumer of Psychology, emphasizing application and critical evaluation of what psychology has to offer (e.g., Identifying Drug and Alcohol Problems), and (c) Exploring Diversity, illustrating aspects of racial, ethnic, gender or cultural diversity (e.g., Cross-Cultural Routes to Altered States of Consciousness). Each topic begins with a prologue, to introduce a real-life situation that demonstrates the relevance of psychological principles, and ends with an epilogue, to incorporate critical thinking questions related to the prologue. A list of page-referenced key terms and concepts is provided at the end of each chapter. This edition also includes marginal icons that indicate when material is linked to the text's Web site or to an interactive CD.

### **Changes in This Edition**

The primary change made in the 7th edition is the introduction of a modular version. The Psychology at Work feature has been eliminated in this edition and a greater emphasis has been placed on using the textbook's website resources and the *PsychInteractive* CD.

### **Reviews**

Authorship and Edition: Feldman, R. S. (1993). *Understanding psychology* (3rd ed.).  
Review: Linden, D. R. (1994). Introductory psychology: Interest and content. *Contemporary Psychology*, 39, 83-85.

Authorship and Edition: Feldman, R. S. (1993). *Understanding psychology* (3rd ed.).  
Review: Kardas, E. P. (1994). Three comprehensive psychology texts? *Contemporary Psychology*, 39, 429-431.

Authorship and Edition: Feldman, R. S. (1996). *Understanding psychology* (4th ed.).  
Review: Moore, D. S. (1997). Breadth and a real-world context in introductory psychology. *Contemporary Psychology*, 42, 241-242.

## **Low Middle Level Textbooks Continued—**

### **Briefer Version**

**Feldman, R. S. (2005). *Essentials of understanding psychology* (6th ed.). New York: McGraw-Hill.**

**ISBN:** 0-07-296503-7

The major goal of this 565 page, single-column format, 46-module briefer text is the same as the full-length version. Modules are ordered in a similar manner as those in the full-length text. The reduction in length (approximately 74 pages in the body of the text) is accomplished primarily by reducing content coverage in several modules and eliminating the Sexuality and Gender modules. The briefer text also contains no statistics modules.

The briefer version contains similar regularly-appearing featured discussions and pedagogical aids as the full-length version.

### **Reviews**

There have been no reviews as of December, 2005.



## Low Middle Level Textbooks Continued—

**Lefton, L. A., & Brannon, L. (2006). *Psychology* (9th ed.). Needham Heights: Allyn & Bacon.**

ISBN: 0-205-41813-9

Publisher Contact Information:

Allyn & Bacon, 75 Arlington St., Suite 300, Boston, MA 02116

Phone: 800-852-8024

Web Site: [www.ablongman.com](http://www.ablongman.com)

### **Goals, Organization, and Content**

The major goals of this 695 page, single-column format, 18-chapter, low middle level text are to help students become critical consumers of information and connect with others locally and globally through understanding human behavior and mental processes. The text uses four themes to help students build a foundation from which to become critical consumers and thinkers: a) the complex relationship between nature and nurture, b) the impact of diversity on psychology, c) the importance of evolutionary and biological concepts within the field of psychology, and d) the relevance and application of psychology in students' everyday lives.

The text includes two developmental chapters, separate chapters on introductory material and methods, and one non-traditional chapter, Psychology in Action, which explores various areas of applied psychology.

The text contains the following chapters:

- 1 What is Psychology?
- 2 The Science of Psychology
- 3 Neuroscience: The Brain and Behavior
- 4 Child Development
- 5 Adolescence and Adulthood
- 6 Sensation and Perception
- 7 Consciousness
- 8 Learning
- 9 Memory
- 10 Cognitive Psychology
- 11 Intelligence
- 12 Motivation and Emotion
- 13 Personality and Its Assessment
- 14 Social Psychology
- 15 Stress and Health Psychology
- 16 Psychological Disorders
- 17 Therapy
- 18 Psychology in Action

## **Low Middle Level Textbooks Continued—**

### **Special Features**

The text contains the following regularly-appearing featured discussions: (a) Point/Counterpoint, offering two different research-based perspectives on a controversial issue in psychology (e.g., Should Psychologists Be Allowed to Write Prescriptions?), (b) Introduction to Research Basics, highlighting different research methods with chapter-related content (e.g., Stereotypes and Academic Performance), (c) Psychology in Action, focusing on how psychology can be applied to everyday life (e.g., Learning to Manage Test Anxiety), (d) Brain and Behavior, emphasizing the important role of biological and evolutionary topics within the field of psychology (e.g., Bias in the Brain), and (e) Psychology in the Media: A Critical Look, critically examining how psychological principles and practitioners are portrayed in the media, correcting inaccuracies and debunking illogical representations (e.g., *The Manchurian Candidate*, brainwashing). In addition, each chapter ends with a list of page-referenced key terms.

### **Changes in This Edition**

In addition to updated, expanded, and new coverage in all chapters, changes made in the 9th edition include addition of the new feature Psychology in the Media, deletion of the previous feature Student Voices, and separation of the content on introductory material and methods into two chapters.

### **Reviews**

There have been no reviews as of December, 2005.

## Low Middle Level Textbooks Continued—

**Morris, C. G., & Maisto, A. A. (2005). *Psychology: An introduction* (12th ed.). Upper Saddle River, NJ: Prentice Hall.**

ISBN: 0-13-189147-2

Publisher Contact Information:

Prentice Hall, 1 Lake Street, Upper Saddle River, NJ 07458

Phone: 800-526-0485

Web Site: [vig.prenhall.com](http://vig.prenhall.com)

Briefer versions available.

### **Goals, Organization, and Content**

The major goal of this 596 page, single-column format, 15-chapter, low middle level text is to create a text that is accurate, interesting, and understandable. Three unifying themes emphasize that psychology is a science that is rapidly evolving; human behavior and thought are diverse, varied, and affected by culture; and the study of psychology involves active thinking, questioning, and problem solving.

In addition to the statistical appendix, the text contains one other appendix on Industrial/Organizational Psychology.

The text contains the following chapters:

- 1 The Science of Psychology
- 2 The Biological Basis of Behavior
- 3 Sensation and Perception
- 4 States of Consciousness
- 5 Learning
- 6 Memory
- 7 Cognition and Language
- 8 Intelligence and Mental Abilities
- 9 Motivation and Emotion
- 10 Life Span Development
- 11 Personality
- 12 Stress and Health Psychology
- 13 Psychological Disorders
- 14 Therapies
- 15 Social Psychology

### **Special Features**

The text contains regularly-appearing featured discussions related to thinking critically about special issues in psychology. These discussions include (a) On the Cutting Edge, highlighting the most current research in psychology (e.g., Engineering Smarter Mice), (b) Applying Psychology, helping students to understand how psychology is relevant in their own lives (e.g., Resolving Conflicts in Intimate Relationships), and (c) Thinking Critically, asking students to analyze, evaluate, and form a judgment about a specific topic at various times in a chapter (e.g., Female and Male Management Styles),

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and (d) Enduring Issues, discussing issues in the context of various topics that cut across and unite all subfields of psychology: heredity-environment; stability-change; diversity-universality; and mind-body (e.g., Is Personality Inherited?). Each chapter ends with a page-referenced list of key terms. *LivePsych* marginal icons direct students to the text's website for supplemental modules focusing on concepts students may find most challenging.

### **Changes in This Edition**

Major changes in the 12th edition include deletion of the “Highlights” feature and addition of the “Applying Psychology” feature. A new pedagogical aid, Check Your Understanding, provides brief study guide questions following major sections in the chapters.

### **Review**

Morris, C. G. (1996). *Psychology: An introduction* (9th ed.). Review: Adams, P. L. (1997). Change is good: Contextualization in introductory psychology. *Contemporary Psychology*, 42, 29.

### **Briefer Version**

**Morris, C. G., & Maisto, A. A. (2006). *Understanding psychology* (7th ed.). Upper Saddle River, NJ: Prentice Hall.**

ISBN:           0-13-048037-1

The major goals and themes of this 476 page, single-column format, 14-chapter briefer text are to present a scientific, accurate, and thorough overview of the essential concepts of psychology, in engaging language that the average student can easily comprehend; to be current without being trendy; and to write clearly about psychology and its applications without being condescending. The reduction in length (approximately 120 pages in the body of the text) is accomplished primarily by consolidation of the topics of cognition and intelligence into a single chapter and by elimination of selected chapter subsections. Major sections and subsections are similar in the full-length and briefer editions. The briefer text does not include an Industrial/Organizational Psychology appendix.

The briefer version does not contain the Thinking Critically or On the Cutting Edge features. It does include two regularly-appearing features: a) Understanding Ourselves, boxed discussions that provide practical information on how students can apply psychology to their own lives (e.g., Drugs and Behavior) and b) Understanding the World Around Us, boxed discussions that help students to use psychology to understand issues in the news and events occurring in the world around them (e.g., What Motivates Rape?).

New to this edition are “Applying Your Understanding” questions that have been added to the “Check Your Understanding” feature at the end of each major section. These questions are designed to help students review and retain concepts before moving on to a new topic and to encourage students to use what they have just learned to real-life situations.

### **Reviews**

## **Low Middle Level Textbooks Continued—**

There have been no reviews as of December, 2005.

### **Briefer Version**

**Morris, C. G., & Maisto, A. A. (2005). *Basic psychology*. Upper Saddle River, NJ: Prentice Hall.**

**ISBN:            0-13-191469-3**

The major goals of this 505 page, single-column format, 14-chapter briefer text are to present the core information about introductory psychology in a straightforward, no-frills format, using engaging language that the average student can easily comprehend, offer an affordable low-cost alternative to students, and provide flexibility to instructors who want to incorporate other materials or activities into the course. Chapters are ordered in a similar manner to the full-length and briefer versions but the text contains no special features. Each chapter ends with a page-referenced list of key terms.

The text is a non-standard size (7 X 9 1/8”), contains black-and-white photographs only, and uses a single color for emphasis in headings, figures, and tables. It does not contain a statistical appendix.

### **Reviews**

There have been no reviews as of December, 2005.

## Low Middle Level Textbooks Continued—

**Nevid, J. S. (2003). *Psychology: Concepts and applications*. Boston: Houghton Mifflin.**

ISBN: 0-618-06143-6

Publisher Contact Information:

Houghton Mifflin, 222 Berkeley Street, Boston MA 02116 -3764

Sales Office: 2075 Foxfield Road, St Charles, IL 60174

Phone: 800-733-1717 (Faculty Services)

800-225-1464 (Customer Service)

Web Site: [www.hmco.com](http://www.hmco.com)

Briefer version available.

### **Goals, Organization, and Content**

The major goals of this 665 page, single-column format, 16-chapter, low middle level text are to enhance learning, engage student interest, help students sharpen their critical thinking skills, and incorporate technology that serves as a tool for learning. Each chapter is broken down into smaller, self-contained modular units.

The text combines the topics of thinking, language, and intelligence into a single chapter and devotes two chapters to developmental coverage. It contains one non-traditional chapter, Gender and Sexuality.

The text contains the following chapters:

- 1 Introduction to Psychology and Methods of Research
- 2 Biological Foundations of Behavior
- 3 Sensation and Perception
- 4 Consciousness
- 5 Learning
- 6 Memory
- 7 Thinking, Language, and Intelligence
- 8 Motivation and Emotion
- 9 Child Development
- 10 Adolescence and Adulthood
- 11 Gender and Sexuality
- 12 Personality
- 13 Psychological Disorders
- 14 Methods of Therapy
- 15 Psychology and Health
- 16 Social Psychology

### **Special Features**

Each chapter begins with Did You Know That? questions to pique student interest. Key concepts, numbered sequentially throughout each chapter, appear in the margins to serve as building blocks for knowledge. Think About It questions that encourage critical

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thinking, WebWorks icons that direct students to relevant online quizzes, web links, NetLabs, and research updates, also appear in the margins. The text contains one regularly-appearing feature, The Pioneers, offering biographical portraits of key figures in psychology. The last module in each chapter is devoted to an application of psychological research (e.g., Putting Reinforcement into Practice). Prior to each chapter summary, a Tying It Together section integrates material from all modules in the chapter. Each chapter ends with a list of page-referenced key terms.

### **Changes in This Edition**

This is the first edition of this text.

### **Reviews**

There have been no reviews as of December, 2005.

### **Briefer Version**

**Nevid, J. S. (2006). *Essentials of psychology: Concepts and Applications*. Boston: Houghton Mifflin.**

**ISBN:            0-618-43409-7**

The major goals of this 515 page, single-column format, 14-chapter, low middle level text are similar to those of the full-length version. Chapters are ordered in a similar manner and broken down into smaller, self-contained modular units. The reduction in length (approximately 150 pages in the body of the text) is accomplished primarily by combining the two developmental chapters and eliminating the Gender and Sexuality chapter. Modular organization is similar to the full-length text.

The briefer version does not contain the Pioneers feature. It does contain the features Did You Know That? and Think About It. A new feature in this briefer version is Tying It Together, end-of-chapter sections that help students review how the modules are integrated within the chapter structure.

### **Reviews**

There have been no reviews as of December, 2005.

## Low Middle Level Textbooks Continued—

**Rathus, S. A. (2005). *Psychology: Concepts & connections* (9th ed.). Belmont, CA: Wadsworth.**

ISBN: 0-534-46287-1

Publisher Contact Information:

Wadsworth/Thomson Learning, 10 Davis Drive, Belmont, CA 94002

Phone: 800-423-0563

Web Site: [www.wadsworth.com](http://www.wadsworth.com)

Briefer version available.

### **Goals, Organization, and Content**

The major goals of this 628 page, single column format, 16-chapter, low middle level text are to paint psychology as the rigorous science it is, teach students how to think critically, and introduce students to the various fields of psychology and the concepts they investigate.

The text includes one nontraditional chapter, Gender and Sexuality, and an appendix providing keys to the Self Assessment questionnaires and the Active Reviews.

The text contains the following chapters:

- 1 What is Psychology?
- 2 Biology and Psychology
- 3 Voyage Through the Lifespan
- 4 Sensation and Perception
- 5 Consciousness
- 6 Learning
- 7 Memory
- 8 Cognition and Language
- 9 Intelligence
- 10 Motivation and Emotion
- 11 Personality
- 12 Gender and Sexuality
- 13 Stress and Health
- 14 Psychological Disorders
- 15 Methods of Therapy
- 16 Social Psychology

### **Special Features**

This text contains three regularly-appearing featured discussions: (a) Life Connections, application-based discussions at the end of every chapter designed to tie psychology to students' lives (e.g., Violence in the Media and Aggression), (b) Controversy in Psychology, in-text sections that discuss openly debated subjects in psychology (e.g., Should Children Be Punished for Misbehavior?), (c) In Profile, presenting information about people important to the history and current practice of



## Low Middle Level Textbooks Continued—

psychology, and (d) A Closer Look, boxed discussions of new research (e.g., “Aging, Gender, and Ethnicity: Different Patterns of Aging”). In addition, each chapter begins with a Truth or Fiction? feature, which is a list of statements that challenge folklore and commonsense, followed up with page-referenced correct answers at the end of each chapter. Self Assessment boxes consist of psychological tests and measurements that stimulate student interest, help them satisfy their curiosity about themselves, and enhance the relevance of the text to their lives (e.g., Sleep Quiz: Are You Getting Your Z’s?”). Each chapter ends with a list a page-referenced key terms.

### **Changes in This Edition**

Changes made in the 9th edition include consolidating the two chapters on developmental psychology into single chapter coverage, introducing the regularly-appearing featured discussion A Closer Look and the boxed Self Assessments, and adding one new pedagogical aid, Learning Connections concept checks that follow major sections in the chapters. In addition, the previous feature Psychology and Modern Life has been renamed Life Connections.

### **Reviews**

Authorship and Edition: Rathus, S. A. (1993). *Psychology* (5th ed.). Review: Marshall-Goodell, B. (1994). Conversations on psychology. *Contemporary Psychology*, 39, 82-83.

Authorship and Edition: Rathus, S. A. (1996). *Psychology in the new millennium* (6th ed.). Review: Nallan, G. B. (1997). Introductory psychology textbooks: Four encyclopedic tomes. *Contemporary Psychology*, 42, 445-446.

### **Briefer Version**

**Rathus, S. A. (2004). *Psychology: Concepts and connections, brief version* (7th ed.). Belmont, CA: Wadsworth.**

**ISBN: 0-534-61236-9**

The major goals of this 562 page, single-column format, 14-chapter briefer text are to paint psychology as the rigorous science it is, teach students how to think critically, and introduce students to the various fields of psychology and the concepts they investigate by presenting material in a concise, yet thorough fashion. Chapters are ordered in a similar manner as the regular textbook with the exception that the stress and health chapter now precedes the personality chapter. This text is 66 pages shorter than the regular text because it contains two less chapters resulting from combining into single-chapter coverage the thinking, language, and intelligence material and by eliminating the Gender and Sexuality chapter.

In addition to the “Controversy in Psychology” feature of the regular textbook, this text contains the “A Closer Look” and “Self-Assessment” features. This text does not contain the other special features of the regular textbook.

## Low Middle Level Textbooks Continued—

### **Reviews**

Authorship and Edition: Rathus, S. A. (1991). *Essentials of psychology* (3rd ed.).  
Review: Pittenger, D. J. (1992). Giving psychology away: When is the glitter of the package greater than the grace of the gift? *Contemporary Psychology*, 37, 698-700.