Dear Introductory Psychology Teacher:

While working on the fourth edition of this Instructor’s Resource Manual, we were excited about many of the updates, including the new DSM-5 materials, but realize how exhilarating, yet challenging, an introductory course can be to teach. It seems that no matter what we do in our daily routines, from grocery shopping to working out to sleeping, there is always some way in which the discipline of psychology is relevant. If you are a first-time teacher of this class, you are in for an invigorating teaching experience. If you are a seasoned instructor, remember that this is your students’ first exposure to our discipline, so don’t take your enthusiasm for the subject for granted: It is your most powerful teaching tool. As we tell our own students, one of the things we love most about this class is that there are literally dozens, if not hundreds, of different ways to teach it, none of which is any better than the others. Indeed, spanning the natural and social sciences is what makes introductory psychology so fun and challenging to teach. We believe that although two excellent teachers may teach the course in vastly different ways, both may be equally effective. It is because of this belief that we were eager to contribute to the fourth edition of Richard Griggs’s textbook.

When you first considered this text, you may have noticed the word “concise” in its title. One clarification: Despite the word “concise” in the title, the book is in no way “simple.” Rather, it provides a relatively thorough treatment of the topics it covers. However, the book is written in such a way that it allows you as the teacher to introduce material not in the textbook, or to teach information in a different manner than the way it is presented by the author. Each chapter is organized around three or four major topics, and these topics do not need to be covered in the order in which they appear within a given chapter.

This Instructor’s Resource Manual contains resources that we hope will make teaching this course a little easier. First, you will find detailed outlines of the material presented in the text. These outlines are “lecture ready” in terms of being able to use them as lecture notes. Certainly, supplementing these outlines with other resources would enhance class meetings. Toward this end, we have woven activities from a variety of sources into these outlines. Sources include Teaching of Psychology, Worth Publisher’s supplementary material, and Web sites. To use many of these activities in class, you may need to spend some time before class copying materials or performing other relatively simple tasks. Additionally, we strongly recommend previewing any computer-based activity before using it in class to ensure that it works properly on the equipment available to you. Likewise, although all Web sites included in these resources were current as of January 2014, please check each one before attempting to use it in class.
The Worth Publishers’ resources that we describe include computerized interactive classroom activities (PsychSim 5 Tutorials, PsychInvestigator, and Student Video Activities) and multiple video clip collections, including Worth Video Anthology for Introductory Psychology and Scientific American Introductory Psychology Videos. Thomas Ludwig’s award-winning PsychSim 5 Tutorial computer program contains active learning exercises that can be assigned either to introduce your class to a given topic or to review basic concepts in an interactive manner after discussion. PsychInvestigator contains interactive experiments and other hands-on experiences aimed at connecting your students with key concepts contained within the text. These materials might also be used to either introduce or review concepts. Many of the video clips on the Worth resources are reasonably concise (less than 5 minutes), so they effectively enliven class with a minimum investment of time. A majority of clips apply psychological principles to “everyday” people and situations, making these principles more relevant to your students.

Full contents for the resources listed above are available through links on the Worth Publishers eLearning site, http://www.worthpublishers.com/Catalog/eLearning/Psychology. We strongly suggest that you review these contents and preview items to determine which resources are best suited for your class.

Throughout this Instructor’s Resource Manual, we refer to multiple Web resources. Again, at the time of publication, the links we provide were all working. Please let us know if you come across a link that is no longer operational. We would like to draw your attention to a few sites in particular that contain resources you may apply to multiple chapters. These sites are mentioned at different points in the Instructor’s Resource Manual, but if you have time, you might want to check them out prior to planning the details of your course activities.

• The Online Psychological Laboratory (http://opl.apa.org/) is an unbelievable resource. It includes multiple programs that provide hands-on demonstrations of many psychological phenomena, particularly in the areas of sensation and perception, memory, and social psychology. The main difference between these demonstrations and those available via other resources is that OPL aggregates class data for downloading in both spreadsheet and graph format. Accessories needed to run the demonstrations (e.g., Macromedia Authorware or Flash plug-in) may be downloaded from a link at the site. When you first access the site, we suggest you review the information for educators and try the demonstrations for yourself to decide which ones are best suited to your class. You will notice that each demonstration includes information about statistical analyses for more advanced courses. For introductory psychology, rather than conduct analyses, you might simply download a graph of the class results.

• Prior to assigning a demonstration to students, you may register your class (via the “Register” tab) to receive a class number to use for all available demonstrations. When students complete a demonstration, they are given a unique identification number. If you are granting credit for the demonstration, students should record their numbers/names and submit them to you for subsequent matching with program output to grant credit. In addition to providing graphs, programs will compile detailed group data for your class that you may download in Excel to grant credit (and for further analysis, if that is of interest to you).
• Eric Chudler’s Neuroscience for Kids (http://faculty.washington.edu/chudler/introb.html#hrh) is another wonderful resource. In spite of the name, Chudler’s site contains clearly presented information that is definitely relevant to college-level introductory psychology courses. It can be used to reinforce and extend textbook coverage of neuroscience, sensation and perception, development (e.g., synaptic pruning), and psychological disorders topic areas.

• John Krantz’s site (http://psych.hanover.edu/Krantz/tutor.html) provides multiple tutorials and links pertaining to a wide variety of topics. Those related to biopsychology and physiological psychology (neuroscience) and sensation and perception may be particularly helpful in illustrating and extending textbook concepts.

• The home page of the American Psychological Association (http://www.apa.org/) contains links to articles on a variety of topics of interest to students. For example, at the time this Instructor’s Resource Manual was prepared, it contained links to material about addiction, depression, intelligence, parenting, sexuality, and sleep. Although the specific topics and articles are likely to change over time, you might use the available material as a foundation for class discussion or homework assignments.

• The Annenberg Teacher Resources site (http://www.learner.org/resources/) contains a variety of “video on demand” resources that might be shown in class or viewed individually by students as part of a homework assignment. The following video sets are particularly relevant for introductory psychology: The Brain (http://www.learner.org/resources/series142.html), Discovering Psychology (http://www.learner.org/resources/series138.html), and The Mind (http://www.learner.org/resources/series150.html). Selected videos from Against All Odds: Inside Statistics (http://www.learner.org/resources/series65.html) might also be of interest if you want to emphasize research methods more than they are emphasized in the textbook.

Each chapter of the text is divided into approximately three subsections. We would recommend spending approximately one or two 50-minute class sessions on each subsection (of course, you will find, particularly the more experienced you are at teaching the class, that students want to discuss information in greater detail, so be prepared for this). For classes that meet for three 50-minute sessions each week, you should be able to cover one chapter in every four or five class meetings. In a 15-week semester, you should be able to comfortably discuss the entire book, a clear advantage of a concise textbook.

If you have any suggestions that can help improve this Instructor’s Resource Manual, please email Andrew Christopher at the address below. We look forward to hearing from you.

Best of luck as you begin your class!

Sincerely yours,

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Acknowledgements

We are grateful to Richard Griggs and Worth Publishers for allowing us the opportunity to continue to share one of our favorite tasks as professors, teaching introductory psychology.

About the Authors

Andrew Christopher received his undergraduate degree in economics from Stetson University in DeLand, Florida in 1992, after which he completed an M.B.A. with a specialization in organizational behavior from Southern Methodist University in Dallas. He received his Ph.D. in 1999 with a specialization in social/personality psychology from the University of Florida under the guidance of Barry Schlenker. While at Florida, he also worked extensively with Richard Griggs conducting research on the introductory psychology course. After graduating from Florida, Andrew spent two years at Anderson College in South Carolina, where he was named Teacher of the Year in his first year there. Since coming to Albion in 2001, Andrew has taught introductory psychology, organizational psychology, research design and analysis, social psychology, and social psychology in cinema. In 2003, he was named the New Teacher of the Year. His current research interests include the influence of affluence cues on social perception, materialism, and the Protestant work ethic. In addition, he continues to conduct research on the teaching of psychology, with a particular interest in issues related to introductory psychology, statistics, and research methods. His research has appeared in journals such as Teaching of Psychology, Psychology of Women Quarterly, and the Journal of Applied Social Psychology.

Pam Marek received her undergraduate degree in psychology from the University of Central Florida in 1993. She received her Ph.D. in cognitive and sensory processes from the University of Florida in 1998 under the mentorship of Richard Griggs. In graduate school, she conducted research with Richard Griggs and Andrew Christopher about the teaching of psychology and the introductory psychology course. She has taught at St. Michael’s College - Vermont (1998-2001) and at Anderson College - South Carolina (2001-2005). She joined the psychology department of Kennesaw State University in 2005, where she is now co-coordinator of research sequence courses. She has taught introductory psychology, research methods, cognitive psychology, physiological psychology, social psychology, history of psychology, and thinking and reasoning. Focusing on the scholarship of teaching, Pam has published several articles in Teaching of Psychology, assisted in the development of an online compendium of introductory psychology texts, co-authored a test bank that accompanied the first edition of Griggs’s Concise Introduction to Psychology, and joined the Advisory Panel for the Online Psychology Laboratory, an American Psychological Association initiative to develop a Web-based series of psychological experiments. In conjunction with students and colleagues, she has also published research on social psychological topics such as materialistic values, affluence cues, and the work ethic.
Scott Cohn received his undergraduate degree in experimental psychology from Lafayette College in Easton, Pennsylvania, in 1994. He received his Ph.D. in psychology from American University in 2006 with an emphasis in behavioral neuroscience. Scott’s graduate work lies at the intersection between instrumental and associative learning processes, specifically how both influence drug seeking and drug taking in animal models of drug abuse. In 2007 he joined the psychology program at Western State Colorado University in Gunnison, Colorado, where he has taught introductory psychology 22 times and was honored for excellence in teaching. Scott has also taught courses in statistics and data analysis, learning and behavior, behavioral pharmacology, biological psychology, and health psychology. He continues to conduct laboratory and applied research with students in the areas of learning and behavior, environmental psychology, and resource conservation.