



PSYCHOLOGY

in Everyday Life fourth edition

DAVID G. MYERS / C. NATHAN DEWALL

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in Everyday Life

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Preface

PSYCHOLOGY IS FASCINATING, and so relevant to our everyday lives. Psychology’s insights enable us to be better students, more tuned-in friends and partners, more effective co-workers, and wiser parents. With this new edition, we hope to captivate students with what psychologists are learning about our human nature, to help them think more like psychological scientists, and, as the title implies, to help them relate psychology to their own lives—their thoughts, feelings, and behaviors.

For those of you familiar with other Myers/DeWall introductory psychology texts, you may be surprised at how different this text is. We have created this very brief, uniquely student-friendly book with supportive input from hundreds of instructors and students (by way of surveys, focus groups, content and design reviews, and class testing). Compacting our introduction of psychology’s key topics keeps both the length and the price manageable. And we write with the goal of making psychology accessible to all students, regardless of their personal or academic backgrounds. It has been gratifying to hear from instructors who have been delighted to find that this affordable, accessible text offers a complete, college-level survey of the field that they can offer proudly to their students.

What’s New in the Fourth Edition?

In addition to thorough updating of every chapter, with new infographic “Thinking Critically About” features, this fourth edition offers exciting new activities in the teaching package.

Hundreds of New Research Citations

Our ongoing scrutiny of dozens of scientific periodicals and science news sources,

enhanced by commissioned reviews and countless e-mails from instructors and students, enables integrating our field’s most important, thought-provoking, and student-relevant new discoveries. Part of the pleasure that sustains this work is learning something new every day! See MacmillanLearning.com/PEL4eContent for a chapter-by-chapter list of significant **Content Changes**.

“Thinking Critically About” Infographic features

We worked with an artist to create infographic critical thinking features. (In many cases, these new infographics replace a more static boxed essay in the previous edition.) Several dozen instructors reviewed this feature, often sharing it with their students, and they were unanimously supportive. Students seem to enjoy engaging this visual tool for thinking critically about key psychological concepts (parenting styles, gender bias, group polarization, introversion, lifestyle changes, and more). A picture can indeed be worth a thousand words! (See [FIGURE 1](#) for an example.)

“Assess Your Strengths” Activities for LaunchPad

With the significantly revised **Assess Your Strengths** activities, students apply what they are learning from the text to their own lives and experiences by considering key “strengths.” For each of these activities, we [DM and ND] start by offering a personalized video introduction, explaining how that strength ties in to the content of the chapter. Next, we ask students to assess themselves on the strength (critical thinking, quality of sleep, self-control, relationship-building, healthy belonging, hope, and more) using scales developed by researchers across psychological science. After showing students their results, we offer tips for nurturing that strength in students’ own lives. Finally, students take a quiz to help solidify their learning.

These activities reside in **LaunchPad**, an online resource designed to help achieve better course results. LaunchPad for *Psychology in Everyday Life*, Fourth Edition, also includes **LearningCurve** formative assessment and the “Immersive Learning: How Would You Know?” activities described next. For details, see [p. xxii](#) and LaunchPadWorks.com. For this new edition, you will see that we’ve offered callouts from the text pages to especially pertinent, helpful resources elsewhere in LaunchPad. (See [FIGURE 2](#) for a sample.)

“Immersive Learning: How Would You Know?” Research Activities

We [ND and DM] created these online activities to engage students in the scientific process, showing them how psychological research begins with a question, and how key decision points can alter the meaning and value of a psychological study. In a fun, interactive environment, students learn about important aspects of research design and interpretation, and develop scientific literacy and critical thinking skills in the process. I [ND] have enjoyed taking the lead on this project and sharing my research experience and enthusiasm with students. Topics include: “How Would You Know If a Cup of Coffee Can Warm Up Relationships?”; “How Would You Know If People Can Learn to Reduce Anxiety?”; and “How Would You Know If Schizophrenia Is Inherited?”

LOQ 10-5: So, does stress *cause* illness?

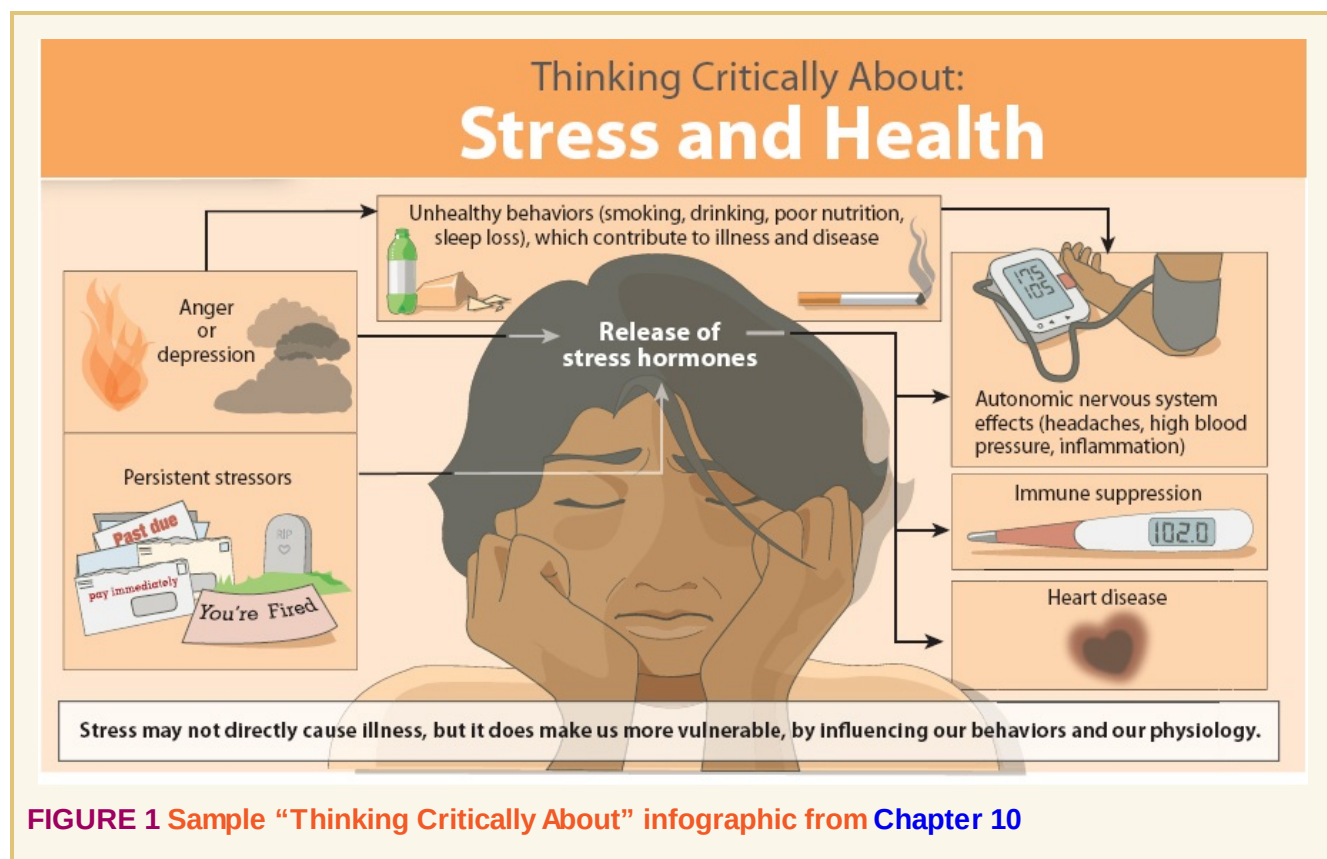


FIGURE 1 Sample “Thinking Critically About” infographic from Chapter 10

FIGURE 2 Sample LaunchPad callout from [Chapter 1](#)

What Continues in the Fourth Edition?

Eight Guiding Principles

Despite all the exciting changes, this new edition retains its predecessors' voice, as well as much of the content and organization. It also retains the goals—the guiding principles—that have animated all of the Myers texts:

Facilitating the Learning Experience

1. **To teach critical thinking** By presenting research as intellectual detective work, we illustrate an inquiring, analytical mind-set. Whether students are studying development, cognition, or social behavior, they will become involved in, and see the rewards of, critical reasoning. Moreover, they will discover how an empirical approach can help them evaluate competing ideas and claims for highly publicized phenomena—ranging from ESP and alternative therapies to group differences in intelligence and repressed and recovered memories. Our new “Thinking Critically About” infographic features help engage students in this learning.
2. **To integrate principles and applications** Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—we relate the findings of basic research to their applications and implications. Where psychology can illuminate pressing human issues—be they racism and sexism, health and happiness, or violence and war—we have not hesitated to shine its light. Our newly revised “Assess Your Strengths” activities invite students to apply important concepts to their own lives, and to learn ways to develop key personal strengths.
3. **To reinforce learning at every step** Everyday examples and rhetorical questions encourage students to process the material actively. Concepts presented earlier are frequently applied, and reinforced, in later chapters. For instance, in [Chapter 1](#), students learn that much of our information processing occurs outside of our conscious awareness. Ensuing chapters drive home this concept. Numbered

Learning Objective Questions, Retrieve + Remember self-tests throughout each chapter, a marginal glossary, and Chapter Review key terms lists and self-tests help students learn and retain important concepts and terminology.

Demonstrating the Science of Psychology

4. **To exemplify the process of inquiry** We strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that progressively unravel as one clue after another falls into place. Our new "Immersive Learning: How Would You Know?" activities in LaunchPad encourage students to think about research questions and how they may be studied effectively.
5. **To be as up-to-date as possible** Few things dampen students' interest as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, we also present the discipline's most important recent developments. In this edition, 619 references are dated 2013–2016. Likewise, new photos and new everyday examples are drawn from today's world.
6. **To put facts in the service of concepts** Our intention is not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each chapter, we place emphasis on those concepts we hope students will carry with them long after they complete the course. Always, we try to follow Albert Einstein's purported dictum that "everything should be made as simple as possible, but not simpler." Learning Objective Questions and Retrieve + Remember questions throughout each chapter help students focus on the most important concepts.

Promoting Big Ideas and Broadened Horizons

7. **To enhance comprehension by providing continuity** Many chapters have a significant issue or theme that links subtopics, forming a thread that ties the chapter together. The Learning chapter conveys the idea that bold thinkers can serve as intellectual pioneers. The Thinking, Language, and Intelligence chapter raises the issue of human rationality and irrationality. The Psychological Disorders chapter conveys empathy for, and understanding of, troubled lives. Other threads, such as cognitive neuroscience, dual processing, and cultural and gender diversity, weave