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A few final notes. The author states in the Preface that his intention is that this textbook should be used with other textbook and could be used as a building block for a larger textbook. I find this goal admirable, but I would also suggest a small degree of caution. I imagine that this textbook is well suited for a 3-week introductory course, and because of this I imagine that it would be more suitable for a 3-week rather than a 5-week or 7-week course. After 2 3-week semesters, I will be adding a different textbook and I will be using a different approach. In conclusion, I recommend this textbook for a 3-week introductory psychology course that would include topics like brain, body, behavior. Also, if a student is interested in this subject, I recommend that they read the text to get an appreciation of the concepts. The text is much better than most. The skills and knowledge list is comprehensive and incorporates both conceptual and psychometric measures. It also explores the fact that there is both skill and knowledge that the student needs to learn, depending on the particular learning outcome. In order to develop this for the purposes of the course, the author could add to the list of pre- and post-assessment measures that some of the short quizzes (perhaps even the short worksheets or activities found in the book) could be integrated into. For example, the learners self-assessment in terms of reasoning, understanding, and synthesis could be directly incorporated into the assessment of the short quizzes. I enjoyed the way the book is written in a very accessible format. This is the perfect book for students who want to learn the basics of psychology. I really liked the images and graphics that make the reader more inclined to keep reading. There are many sections that are very brief and that makes this book a great book for students who are in an urgent need to master the material. This book is perfect for APA sample questions and APA sample tests. All of those are covered in detail. They have many examples and even interactives, which are real fun. The diversity of topic areas is sufficient to satisfy all students. For the students who are in other colleges or in high school, this book gives us a glance of the trends in psychology. The book includes a list of what is expected in each chapter and also a list of what the student can accomplish. This book is a compilation of knowledge acquired over many years and this book is a valuable source for the students who are in need of help for their psychology courses.

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The book is structured around a series of four major domains or overarching themes - the senses, mind, brain, and the organism; the book includes short, semester-long courses in each of these domains, and contains an introduction to each area and introduction to information theory, information processing, information storage and retrieval. Each section is then broken into units, which vary from 5 to 15 chapters or sections, each of which is centred on a particular research question. Although the books are not relevant to the specific topics I hope to cover in the course I will be teaching (but will be interesting for anyone who is interested in learning more about human behavior), what I found most useful was that the books offered succinct, easily digestible overviews of the principles of research in the form of well-written, well-structured, and well-indexed chapters. Further, I found a lot of examples of data collection and analysis that make concepts easier to understand and to remember. chatterjee english speaking course book free download The book lacks a lot of depth and variety when it comes to engaging with current literature. The section on emotions should offer a wider description of the different types of emotional states that are experienced by different types of individuals, and the section on motivation should include some form of evidence-based theory and methodologies. However, in many instances, the author offers example problems to be solved in a fixed answer format that have a great chance of being misconstrued and reinforced stereotypes that may not align with current psychological theory and findings. This is especially true of gender differences in the topic of love, attachment, and relationships. To give an example, the question is posed as "Why do females experience love more easily than males?", and the solution is to "because females typically attach to males more easily than males." This statement lacks any evidence and certainly not why the answer is assumed to be because females experience attachment more easily. The chapter on intelligence should discuss how the type of intelligence relates to the physical, social, and emotional needs of an individual. It should focus on intelligence as an

adaptable system of knowing and allow the reader to find the variables they may be most curious about, such as spatial, memory, numeracy, and language skills. The researcher-practitioner needs to understand and be able to measure intelligence in the context of learning, personality, and job performance.

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