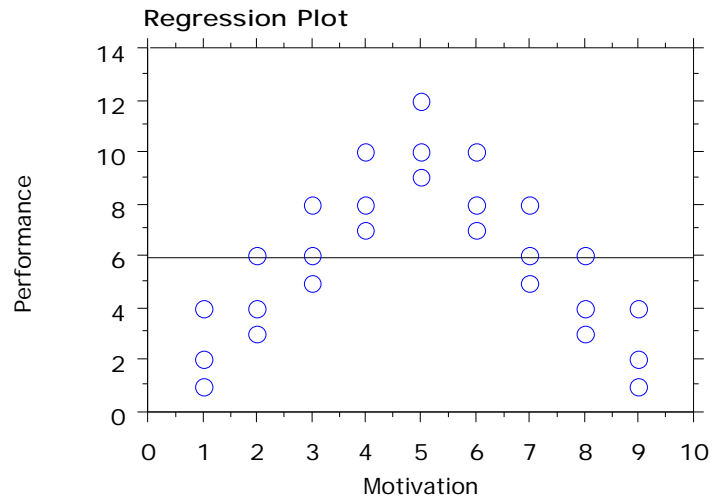


2. Dr. Upton Reginald Toaste conducted a study to determine the relationship between motivation and performance. He obtained the data seen below (with the accompanying StatView analyses). What kind of relationship should he claim between motivation and performance, based on the analyses? How would *you* approach interpreting this set of data? If someone had motivation of 4, what would you predict for a level of performance? [10 pts]

Regression Summary
Performance vs. Motivation

Count	27
Num. Missing	0
R	0.000
R Squared	0.000
Adjusted R Squared	•
RMS Residual	3.024



ANOVA Table

Performance vs. Motivation

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	1	0.000	0.000	0.000	•
Residual	25	228.667	9.147		
Total	26	228.667			

Regression Coefficients

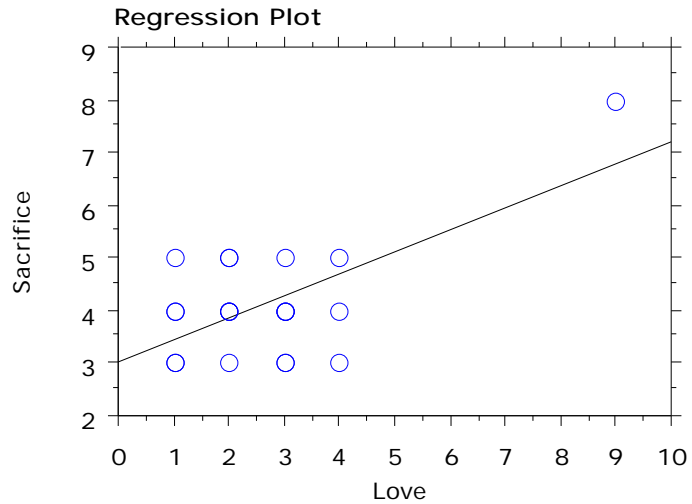
Performance vs. Motivation

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	5.889	1.269	5.889	4.642	<.0001
Motivation	-7.065E-18	.225	-6.268E-18	-3.134E-17	>.9999

3. Dr. Lance Alotte was interested in the relationship between depth of love and willingness to make sacrifices for the significant other. (You can safely assume that Dr. Alotte will use reasonable operational definitions of depth of love and willingness to make sacrifices.) He randomly surveys a number of people and obtains the data seen below. Interpret the data as best you can. If a person has a “love” score of 3, what would be your best prediction of that person’s willingness to sacrifice? [10 pts.]

Regression Summary
Sacrifice vs. Love

Count	21
Num. Missing	0
R	.637
R Squared	.406
Adjusted R Squared	.375
RMS Residual	.911



ANOVA Table
Sacrifice vs. Love

	DF	Sum of Squares	Mean Square	F-Value	P-Value
Regression	1	10.787	10.787	12.985	.0019
Residual	19	15.784	.831		
Total	20	26.571			

Regression Coefficients
Sacrifice vs. Love

	Coefficient	Std. Error	Std. Coeff.	t-Value	P-Value
Intercept	3.036	.366	3.036	8.300	<.0001
Love	.415	.115	.637	3.603	.0019

4. Dr. Luke N. Goode was interested in the extent to which physical attractiveness can influence judgment of other personal characteristics such as intelligence or ability. He selected three groups of participants who were to play the role of a company personnel manager. Each participant was given a stack of job applications, each of which included a photograph of the applicant. One of the applications was selected as the test stimulus. For one group of 15 participants, this application contained a photograph of a very attractive person. For the second group, the photograph was of an average-looking person. For the third group, a photograph of a very unattractive person was attached to the application. The participants were instructed to rate the quality of each job applicant (0 = “very poor” to 10 = “excellent”). Complete the source table seen below and then analyze the data as completely as you can. To complete the source table, you will need to remember that the standard deviation is the square root of the variance. [15 pts.]

ANOVA Table for Rating

	DF	Sum of Squares	Mean Square	F-Value	P-Value	Lambda	Power
Attractiveness				80.082	<.0001	160.164	1.000
Residual							

Means Table for Rating

Effect: Attractiveness

	Count	Mean	Std. Dev.	Std. Err.
Average	15	6.733	1.486	.384
Unattractive	15	1.733	.704	.182
Very Attractive	15	5.533	1.060	.274

5. Dr. Julie Ard was interested in the effects of music on studying, using an encoding specificity paradigm. That is, she was interested in the extent to which the similarity of the study and test situations affected performance. To test her hypotheses, she used five acquisition conditions (heavy metal, rock, classical, jazz, and blues). People in these groups studied material while listening to a particular type of music. After a brief delay, half of the people in each condition were tested under identical music (same) and half of the people were tested with no music (different). The dependent variable was the percentage score on the test (100 = perfect performance). Complete the analysis and interpret the results below as completely as possible.

ANOVA Table for Score on Test

	DF	Sum of Squares	Mean Square	F-Value	P-Value	Lambda	Power
Music		1872.260			<.0001	84.290	1.000
Test Situation		823.690			<.0001	37.083	1.000
Music * Test Situation		150.660			.1579	6.783	.493
Residual		1999.100					

Means Table for Score on Test

Effect: Music * Test Situation

	Count	Mean	Std. Dev.	Std. Err.
Blues, Diff	10	76.100	2.470	.781
Blues, Same	10	84.000	9.428	2.981
Classical, Diff	10	79.700	3.466	1.096
Classical, Same	10	84.600	3.893	1.231
Heavy Metal, Diff	10	68.800	6.070	1.919
Heavy Metal, Same	10	75.800	4.940	1.562
Jazz, Diff	10	84.700	2.584	.817
Jazz, Same	10	86.000	2.625	.830
Rock, Diff	10	75.000	2.261	.715
Rock, Same	10	82.600	4.477	1.416

[20 pts.]

6. Ethical considerations arise in at least three areas of psychological research. First, in the research design, which may involve unethical treatment of human participants. Second, in the wholesale fabrication of data. Third, in the determination of authorship on a publication that arises out of the research. Using all of the information at your disposal (notes on articles, recollection of classroom discussions, information in your textbook), craft an essay that outlines the sorts of concerns that face psychologists and the sorts of safeguards that have been introduced. Make your essay as concrete as possible, using specific examples from the sources at your disposal. [25 pts.]

7. Define a demand characteristic and give a specific example to illustrate your definition. [5 pts.]

8. Briefly describe two studies that illustrate the principle of experimenter expectancy effects. [5 pts.]

9. In an experiment to assess the impact of room size and room color on anxiety, Dr. Bambi Thumper randomly assigned people to one of 12 rooms that varied in room color (red, yellow, green, blue) and room size (small, medium, large). Everyone was led to believe that after waiting in the room for 15 minutes, they would be participating in an experiment involving shock (but no permanent tissue damage). As a result, everyone had to fill out a number of release forms prior to participating. Analyze the data below as completely as possible. [25 pts.]

ANOVA Table for Anxiety

	DF	Sum of Squares	Mean Square	F-Value	P-Value	Lambda	Power
Room Size	2	6535.056	3267.528	353.246	<.0001	706.492	1.000
Room Color	3	26642.750	8880.917	960.099	<.0001	2880.297	1.000
Room Size * Room Color	6	5623.833	937.306	101.330	<.0001	607.982	1.000
Residual	24	222.000	9.250				

Means Table for Anxiety

Effect: Room Size * Room Color

	Count	Mean	Std. Dev.	Std. Err.
Large, Blue	3	73.333	1.528	.882
Large, Green	3	75.667	2.082	1.202
Large, Red	3	98.333	1.528	.882
Large, Yellow	3	81.667	1.528	.882
Medium, Blue	3	80.333	1.528	.882
Medium, Green	3	83.667	5.033	2.906
Medium, Red	3	169.000	3.606	2.082
Medium, Yellow	3	92.333	2.517	1.453
Small, Blue	3	87.667	2.517	1.453
Small, Green	3	93.000	4.359	2.517
Small, Red	3	175.000	5.000	2.887
Small, Yellow	3	99.667	1.528	.882