

Writing Lab 1 — PS 306, Spring 2012

→Every Page in upper margin

[In Word, you need to know how to use *Header and Footer*, under *View* menu]

Upper left (in margin): Running head (all in caps, maximum of 50 characters, including spaces)

Upper right (in margin): page number

→Page 1

Title page

Heading: Unlike all the following pages, top left of header says Running head: followed by the running head. All the following pages simply have the running head.

Middle of page 1 (roughly centered horizontally and maybe a bit above center vertically): Full title [How would you craft a good title for your paper?]

Skidmore ID number (NO NAMES!) [ordinarily would be name(s) and affiliation(s)]

→Page 2

[Would ordinarily be Abstract, but that doesn't apply to this lab.]

The Abstract would be on a separate page (i.e., Page 2) and your Introduction would typically begin on Page 3. However, unless doing so would create a widow/orphan for a section heading, there are no further page breaks until the References. That is, your Introduction flows directly into your Method, which flows directly into your Results, which flows directly into your Discussion.

Introduction

Typically, you would place your title at the very start of your Introduction, so do so here. {N.B. You don't begin your introduction with the heading *Introduction*, but with the title of your paper.} Open with a paragraph about the purpose of the lab—what research questions are driving this study? You would typically write such a (purpose) paragraph at the very end of the Introduction, after reviewing the literature, but you aren't writing a complete Introduction for this lab.

Nonetheless, even without an extensive literature review, you should be able to articulate a rationale for the study. What are the questions motivating your study? What studies might underlie those questions (in your brief review of the literature)?

Method

There will be three sub-sections to the Method section. Use the subheading labels (as indicated below), but formatted in APA-style, as in the handouts.

Participants

Describe the number of participants (46 here), how they were recruited (were they volunteers?), and any other information about the participants that is relevant (i.e., demographics like gender, if you think it's relevant...35 females and 11 males in this study).

Materials

You need to tell the reader the source of the word stimuli used in the memory study. There were 168 items in the list of words, as seen at the end of this handout. You'll also need to describe the dissociation scale you used, properly cite the developers of the scale, say what they are generally intended to measure, provide example items, and tell the reader how the scale was scored (scoring procedure, roughly what the scores indicate, minimum/maximum, etc.). You have your own dissociation scale and your recognition test, which you can use to describe those aspects of the study.

Procedure

Describe what happened, in sequence, from the participant's point of view. HOWEVER, the voice in the text should be that of the experimenter (experimenter's perspective, not participant's). So, do not write, "we were then given the survey to complete," instead write, "the researcher gave the participants the survey to complete." A chronological account of the procedure is most effective. It will be important to mention the presentation rate for the word stimuli (2.5 seconds per word).

You do not need to go on at length about what the surveys or testing room looked like (e.g., printed in 10-pt Times font on white 8.5" x 11" paper in a room painted yucky gray). Assume that the reader has a general knowledge of what psychological surveys and classrooms look like. Give an overall sense of the kinds of tasks and the procedure followed so that someone else could repeat what we did.

Overview:

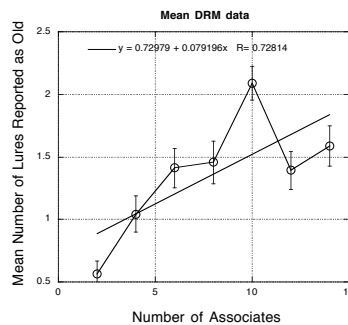
- Informed consent form
- Instructions
- Acquisition (word stimuli)
- Distractor phase
- Recognition test
- Dissociation questionnaire
- Participants fully debriefed

You do not need to include information about how you scored your responses in the procedure. When you were scoring the data, you were acting as an experimenter. So, the last part of the study was the debriefing.

Results

You need to report at least two correlations. At least one correlation should address the main question of the study (Does the number of associates affect the number of lures reported?). At least one other correlation should address one other question that you'd like to investigate with your data. Report the correlations that you chose to examine. In reporting an analysis, you may want to describe briefly what you were investigating and what you found (see below for example).

You can take a number of different approaches to reporting the results. One possibility is to analyze the mean number of false positives for each level of number of associates. You should understand how to get the mean number of false positives from the data set. In such an analysis (with just those seven means), you would get a scattergram that looks like this:



You should be able to enter the small data set to produce a SPSS analysis of this small data set, which you could then report. You should note the error bars in the above graph (standard errors), which you should also be able to get SPSS to print out for you. Another approach is to analyze *all* the individual responses to the seven levels of number of associates. The results from the analysis of this large data set are seen below:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.295 ^a	.087	.084	1.03104

a. Predictors: (Constant), numass

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.311	1	32.311	30.394	.000 ^a
	Residual	340.177	320	1.063		
	Total	372.488	321			

a. Predictors: (Constant), numass
b. Dependent Variable: lures

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.730	.128		5.680	.000
	numass	.079	.014	.295	5.513	.000

a. Dependent Variable: lures

For these results, for example, I might say something like:

There was a significant positive linear relationship between the number of associates and the number of lures falsely reported as “old,” $r(320) = .295, p < .001$. Thus, as the number of associates presented in a block at acquisition increased, there was a trend for the number of lures reported at test as old to increase as well.

Discussion

Write a brief discussion paragraph (or two) that interprets what you found with your analyses. In other words, you need to make sense of the analyses, not simply restate what you found in your Results section. Do your results support your initial hypothesis or hypotheses? *Why* might a correlation been significant/nonsignificant? Are your results consistent with prior research? Why or why not?

→Last page

References

Here you will include at least references to the source of the stimuli and the dissociation scale in APA style (as per the handouts). Items in your reference list would have been cited in your paper (and items cited in your paper should appear among the references). Below are some possibilities you might include (but note that they are *not* shown in strict APA style! Can you see how they depart from APA style?):

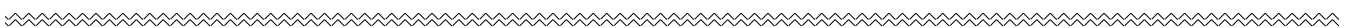
Bernstein, E. M. & Putnam, F. W. (1986). Development, reliability, and validity of a dissociation scale. *Journal of Nervous and Mental Disease, 174*, 727-735. doi: [10.1097/00005053-198612000-00004](https://doi.org/10.1097/00005053-198612000-00004)

Dennis, S. & Chapman, A. (2010). The inverse list length effect: A challenge for pure exemplar models of recognition memory. *Journal of Memory and Language, 63*, 416-424. doi:[10.1016/j.jml.2010.06.001](https://doi.org/10.1016/j.jml.2010.06.001)

Roediger, H. L. & McDermott, K. B. (1995). Creating false memories: Remembering words not presented in lists. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 21*, 803-814. doi: [10.1037/0278-7393.21.4.803](https://doi.org/10.1037/0278-7393.21.4.803)

Stadler, M. A., Roediger, H. L., & McDermott, K. B. (1999). Norms for word lists that create false memories. *Memory & Cognition, 27*, 494-500. doi: [10.3758/BF03211543](https://doi.org/10.3758/BF03211543)

Winograd, E., Peluso, J. P., & Glover, T. A. (1998). Individual differences in susceptibility to memory illusions. *Applied Cognitive Psychology, 12*, S5-S27. doi: [10.1002/\(SICI\)1099-0720\(199812\)12:73.0.CO;2-D](https://doi.org/10.1002/(SICI)1099-0720(199812)12:73.0.CO;2-D)



Data analysis

You’ve been given one complete analysis (for all participants’ lures as a function of number of associates). You might conduct another correlation for that main hypothesis, but you **must** conduct at least one additional correlational analysis for a hypothesis unrelated to the main question (impact of number of associates on number of lures). What other analysis makes sense, given the nature of your study? In your discussion, it would be fruitful to explore why a correlation emerged or did not emerge.

Next, you’ll see what your data file looks like. I’ll try to put the data files on the computers in TLC 206, but I’ll also email each of you the data file.

A portion of your data file appears below, first in Data View format, and then in Variable View. You’ll note that your variables are given both short, simple names and extended labels (in Label). You might be able to generate some interesting analyses, based on your review of the data file. You may also come up with new variables you could create, or ways to modify the data file that produce interesting effects. Keep in mind that this data set is novel and so you should treat it as resulting from a unique study.

	falsepos	numlures	hits	dissoc	correl	ass2	ass4	ass6	ass8	ass10	ass12	ass14
1	.00	3.00	42.00	15.56	.43	.00	.00	1.00	.00	1.00	.00	1.00
2	2.00	8.00	46.00	33.30	-.34	1.00	2.00	1.00	1.00	2.00	.00	1.00
3	1.00	10.00	32.00	11.85	.63	1.00	.00	2.00	1.00	2.00	1.00	3.00
4	7.00	9.00	44.00	10.74	-.79	2.00	2.00	1.00	1.00	1.00	1.00	1.00
5	9.00	14.00	48.00	6.29	.20	.00	2.00	3.00	3.00	3.00	2.00	1.00
6	1.00	6.00	43.00	1.11	.34	1.00	.00	1.00	.00	2.00	1.00	1.00
7	5.00	15.00	72.00	10.74	.57	.00	3.00	1.00	3.00	3.00	2.00	3.00
8	6.00	15.00	51.00	1.50	.22	1.00	2.00	3.00	3.00	2.00	2.00	2.00
9	1.00	2.00	74.00	23.30	.20	.00	.00	.00	.00	2.00	.00	.00
10	1.00	2.00	73.00	30.37	.00	.00	.00	1.00	.00	1.00	.00	.00
11	1.00	7.00	58.00	3.00	-.66	2.00	1.00	1.00	1.00	2.00	.00	.00
12	4.00	16.00	62.00	14.44	.62	.00	2.00	3.00	3.00	3.00	2.00	3.00
13	25.00	16.00	48.00	29.25	.57	1.00	1.00	3.00	3.00	3.00	3.00	2.00
14	1.00	7.00	54.00	6.15	.54	.00	.00	2.00	1.00	1.00	.00	3.00
15	13.00	10.00	50.00	7.78	.71	.00	2.00	1.00	1.00	1.00	2.00	3.00
16	15.00	15.00	59.00	10.00	.78	1.00	2.00	2.00	2.00	3.00	2.00	3.00
17	10.00	7.00	57.00	10.74	.08	1.00	.00	1.00	1.00	3.00	1.00	.00
18	7.00	6.00	65.00	4.44	-.41	1.00	1.00	1.00	1.00	1.00	.00	1.00
19	4.00	12.00	46.00	6.60	.69	1.00	.00	1.00	3.00	2.00	3.00	2.00
20	2.00	1.00	24.00	6.30	.61	.00	.00	.00	.00	.00	.00	1.00
21	1.00	10.00	65.00	12.22	.89	.00	.00	2.00	1.00	2.00	2.00	3.00
22	.00	3.00	19.00	11.48	.69	.00	.00	.00	.00	1.00	.00	2.00
23	15.00	15.00	51.00	33.00	.34	2.00	1.00	2.00	3.00	3.00	2.00	2.00
24	2.00	9.00	64.00	41.11	.28	.00	2.00	.00	2.00	3.00	1.00	1.00
25	9.00	12.00	73.00	8.52	.50	.00	.00	3.00	2.00	3.00	3.00	1.00
26	2.00	6.00	71.00	11.11	.64	.00	.00	.00	.00	3.00	2.00	1.00
27	28.00	14.00	45.00	10.37	.00	1.00	3.00	2.00	2.00	3.00	1.00	2.00
28	24.00	15.00	55.00	30.00	.58	1.00	1.00	3.00	3.00	1.00	3.00	3.00
29	10.00	8.00	48.00	36.67	.29	.00	1.00	2.00	.00	3.00	1.00	1.00
30	11.00	3.00	62.00	2.96	.79	.00	.00	1.00	.00	1.00	1.00	.00

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	falsepos	Numeric	8	2	total # of false pos	None	None	8	Right	Scale	Input
2	numlures	Numeric	8	2	total # of saying old to lures	None	None	8	Right	Scale	Input
3	hits	Numeric	8	2	total # of hits	None	None	8	Right	Scale	Input
4	dissoc	Numeric	8	2	overall mean % on dissociation scale	None	None	8	Right	Scale	Input
5	correl	Numeric	8	2	correlation bw # assoc and lures	None	None	8	Right	Scale	Input
6	ass2	Numeric	8	2	# old to lures w/2 associates	None	None	8	Right	Scale	Input
7	ass4	Numeric	8	2	# old to lures w/4 associates	None	None	8	Right	Scale	Input
8	ass6	Numeric	8	2	# old to lures w/6 associates	None	None	8	Right	Scale	Input
9	ass8	Numeric	8	2	# old to lures w/8 associates	None	None	8	Right	Scale	Input
10	ass10	Numeric	8	2	# old to lures w/10 associates	None	None	8	Right	Scale	Input
11	ass12	Numeric	8	2	# old to lures w/12 associates	None	None	8	Right	Scale	Input
12	ass14	Numeric	8	2	# old to lures w/14 associates	None	None	8	Right	Scale	Input

The colors in the list below won't come out when printed in black-and-white, but I'll also put this file up on the web page for the course, so you can see the organization more clearly.

Stimulus List DRM Lab

1	mad	44	crowded	87	hill
2	fear	45	steal	88	valley
3	hate	46	robber	89	climb
4	rage	47	crook	90	summit
5	temper	48	burglar	91	pencil
6	fury	49	money	92	write
7	ire	50	cop	93	fountain
8	wrath	51	bad	94	leak
9	happy	52	rob	95	quill
10	fight	53	jail	96	felt
11	nose	54	gun	97	Bic
12	breathe	55	villain	98	scribble
13	sniff	56	crime	99	nurse
14	aroma	57	fast	100	sick
15	hear	58	lethargic	101	lawyer
16	see	59	shoe	102	medicine
17	thread	60	hand	103	health
18	pin	61	toe	104	hospital
19	eye	62	kick	105	dentist
20	sewing	63	sandals	106	physician
21	sharp	64	soccer	107	ill
22	point	65	yard	108	patient
23	prick	66	walk	109	office
24	thimble	67	ankle	110	stethoscope
25	haystack	68	arm	111	surgeon
26	thorn	69	boot	112	clinic
27	hurt	70	inch	113	note
28	injection	71	elastic	114	sound
29	syringe	72	bounce	115	tiger
30	cloth	73	gloves	116	circus
31	hot	74	tire	117	jungle
32	snow	75	ball	118	tamer
33	warm	76	eraser	119	den
34	winter	77	smooth	120	cub
35	ice	78	bumpy	121	Africa
36	wet	79	road	122	mane
37	frigid	80	tough	123	cage
38	chilly	81	sandpaper	124	feline
39	low	82	jagged	125	roar
40	clouds	83	ready	126	fierce
41	up	84	coarse	127	white
42	tall	85	uneven	128	dark
43	town	86	riders	129	cat

130	charred	146	glass	162	bus
131	web	147	pane	163	train
132	insect	148	shade	164	automobile
133	bug	149	ledge	165	vehicle
134	fright	150	sill	166	drive
135	fly	151	woman	167	jeep
136	arachnid	152	husband	168	Ford
137	crawl	153	uncle		
138	tarantula	154	lady		
139	poison	155	mouse		
140	bite	156	male		
141	creepy	157	father		
142	animal	158	strong		
143	ugly	159	friend		
144	feelers	160	beard		
145	door	161	truck		

Lures (Critical Targets) for DRM Lab

	2	4	6	8	10	12	14
slow		black	smell	cold	rough	thief	doctor
city		high	window	pen	man	foot	spider
music		mountain	rubber	car	anger	lion	needle