**Prep-Guide 3**

Based on Kail, Ch. 4-6 & Heath, Ch. 14 (337-352)

**NAME:**

**IMPORTANT:** Deposit a Microsoft WORD document on Moodle in the space provided. We cannot read or accept ANYTHING else, not .pages, not pdfs, nothing else.

**Directions:** Please type your answers below each question. PLEASE leave the question in the document, spacing as needed. *Use your own words*. Recall, we are not as interested in “the correct answer” as we are in clear evidence of the *effort and thoughtfulness* of your attempt. You may be brief, yet still thorough. Try your best.

**1. Identify the topic and controlling idea in this sentence.**

Typical-looking faces are judged to be more trustworthy.

**2. Unscramble the sentences and then identify the type of development used in this paragraph.**

In turn, when children decode words easily and accurately, they better understand what they read. A common path to literacy starts with oral language skills. Children whose spoken language includes many words and complex grammar decode words more effectively.

**3. Revise the second sentence in the passage to improve flow.**

Members of stigmatized groups often use strategies to create favorable impressions with other people. When other people seem to be stereotyping them, stigmatized individuals implement these strategies.

**4. Add transition words to help improve the flow of the paragraph by making the organization more apparent.**

Research has identified three kinds of smiles, each addressing a unique social challenge and relying on different muscles in the face. Reward smiles are used to express happiness and involve lifting the eyebrows. Affiliative smiles are used to signal others about positive intentions and involve covering the teeth with the lips. Dominance smiles are used to assert social status and involve wrinkling the nose.

**5. Revise this paragraph to put the findings in the foreground.**

Research has revealed several factors that influence whether youth engage in cyberbullying. Galic´ and Švajda (2012) reported that, for middle school students, cyberbullies tended to be students who bullied offline (i.e., face-to-face) as well. Rankin and Wolbrink (2014) found that cyberbullying was more common among high school students who believed that bullying and aggression are acceptable behaviors. In a study by Yu, Wolters, and Tarr (2017), cyberbullying was less frequent when middle school and high school students believed that their teachers were fair and supportive. Finally, Templin (2016) observed that cyberbullying was less common among high school students whose parents monitored their behavior.

**6. Create an Introduction-ending paragraph from the information provided.**

Does feeling insecure financially influence people’s reports of physical pain?

Hypothesis: Feeling insecure about income and employment can lead people to report experiencing greater pain.

Method: Adults recruited online were assigned randomly to one of two conditions. In one condition, they were asked to write a paragraph describing a time in their life when their financial situation was insecure (e.g., they lost a job, they had trouble playing bills). In another condition, participants were asked to write a paragraph describing a time when their financial situation was secure (e.g., they had just taken a job with good pay, they had received a large bonus). Then participants completed questionnaires measuring (a) how much physical pain they were experiencing, (b) their mood, (c) their personality, and (d) demographic variables.

**7. Rewrite this passage so that it is story oriented, not statistics oriented.**

Background: Employees at a midsized accounting firm in Germany were asked to complete four questionnaires. One measured the employee’s view that incoming e-mails were disruptive and made it difficult to complete work-related tasks. A second measured the employee’s view that he or she was under pressure to complete many tasks in a limited amount of time. A third measured the employee’s negative mood (e.g., being irritated or anxious), and a fourth measured the employee’s positive mood (e.g., being excited or inspired). The hypothesis was that perception of e-mails as being disruptive would be associated with perception of greater time pressure and greater negative mood but would be unrelated to positive mood.

Description of results: Correlations between measures are shown in Table 10. Perception of e-mails as being disruptive was associated positively with perception of time pressure (*r* = .51, *p* < .01) and with negative mood (*r* = .27, *p* < .01) but was unrelated to positive mood (*r* = .02). Perception of time pressure was associated positively with negative mood (*r* = .31, *p* < .01) but was unrelated to positive mood (*r* = –.02). Negative mood was associated negatively with positive mood (*r* = –.22, *p* < .01).

**Table 10** Bivariate Correlations

| **Measure** | **1** | **2** | **3** |
| --- | --- | --- | --- |
| 1. Perceived e-mails as disruptive | – |  |  |
| 2. Perceived time pressure | .51[\*\*](https://jigsaw.vitalsource.com/books/9781544309613/epub/OEBPS/s9781544309644.i664.xhtml?brand=vitalsource&create=true&favre=brett#s9781544309644.i780) | – |  |
| 3. Negative mood | .27[\*\*](https://jigsaw.vitalsource.com/books/9781544309613/epub/OEBPS/s9781544309644.i664.xhtml?brand=vitalsource&create=true&favre=brett#s9781544309644.i780) | .31[\*\*](https://jigsaw.vitalsource.com/books/9781544309613/epub/OEBPS/s9781544309644.i664.xhtml?brand=vitalsource&create=true&favre=brett#s9781544309644.i780) | – |
| 4. Positive mood | .02 | –.02 | –.22[\*\*](https://jigsaw.vitalsource.com/books/9781544309613/epub/OEBPS/s9781544309644.i664.xhtml?brand=vitalsource&create=true&favre=brett" \l "s9781544309644.i780) |

[\*\*](https://jigsaw.vitalsource.com/books/9781544309613/epub/OEBPS/s9781544309644.i664.xhtml?brand=vitalsource&create=true&favre=brett#s9781544309644.i774) *p* < .01.

\*\*GO TO NEXT PAGE\*\*

**8.** To complete the next question, you will first need to watch a video we’ve posted on Moodle. You will find it at the very top of the “All things APA-Style & Writing” area. It is called “How to Synthesize Psychological Science.” It is about 15 minutes. After viewing the video, you should be able to complete the following practice synthesis exercise.

First, read the **abstract** of Palmer and Schloss’s (2010) article, “An Ecological Valence Theory of Human Color Preference.” (You will find it below, p. 4). Identify and write down **in your own words**, using only ONE synthesized sentence, the article’s major finding.

Second, read the **abstract** of Schloss and Palmer’s (2014) article, “The Politics of Color: Preferences for Republican Red versus Democratic Blue.” (You will find it below, p.4 ). Identify and write down **in your own words**, using only ONE synthesized sentence, the article’s major finding.

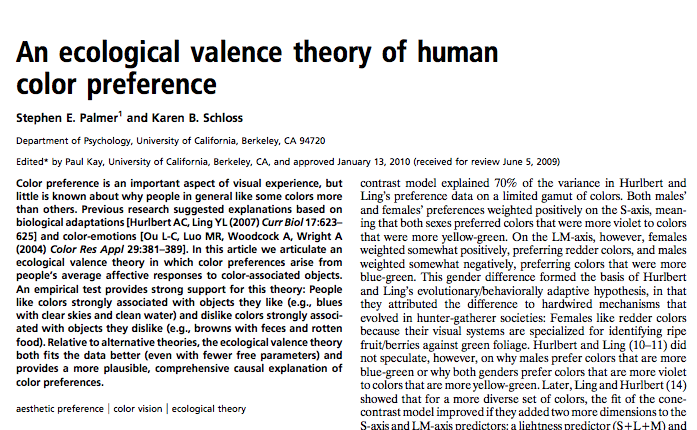
Third, read the abstract of Schloss, Poggesi, and Palmer’s (2011) article, “Effect of University Affiliation and ‘School Spirit’ on Color Preferences.” (You will find it below, p.5). Identify and write down **in your own words**, using only ONE synthesized sentence, the article’s major finding.

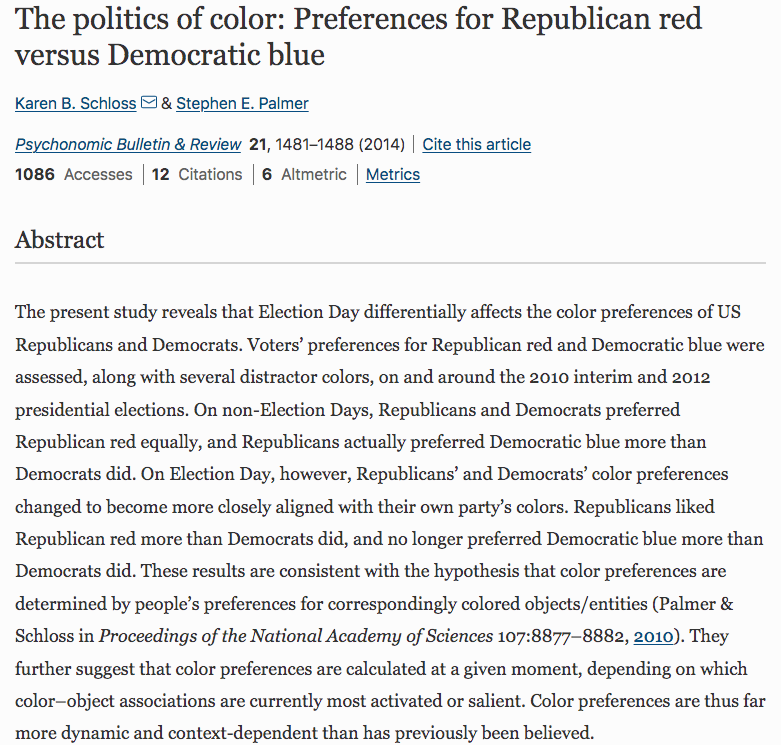
After you’ve done this, go to the table below and complete the form by filling in the blank spaces with:

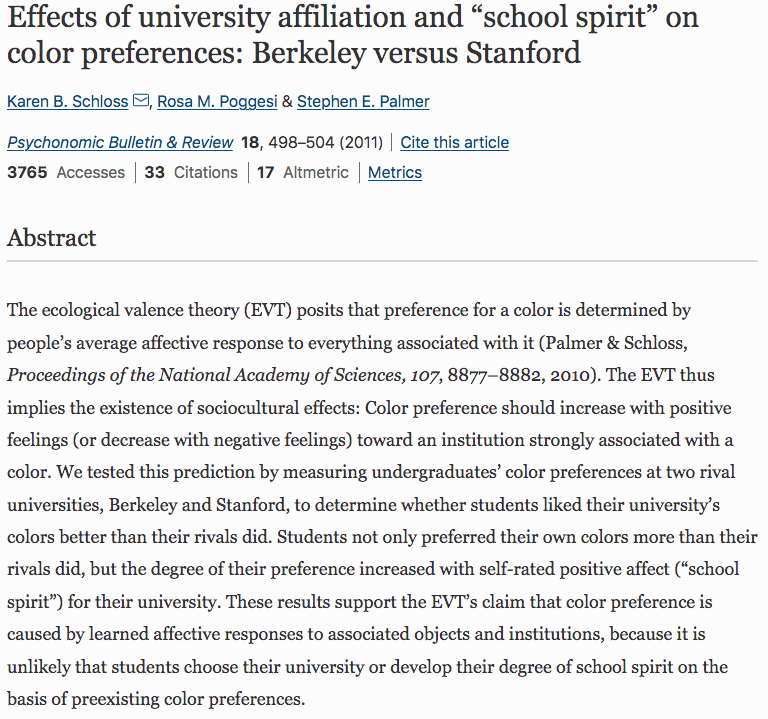
* a first Supporting Sentence that is based on the synthesized sentence you created in the firs step above;
* a second Supporting Sentence that is based on the synthesized sentence you created in step 2. above;
* a third Supporting Sentence that is based on the synthesized sentence you created in step 3. above; and
* a Conclusion Sentence.

**TOPIC SENTENCE:**

|  |
| --- |
| People’s color preferences are driven by their experiences. |
| SUPPORTING SENTENCE 1 (underneath) |
|  |
| SUPPORTING SENTENCE 2 (underneath) |
|  |
| SUPPORTING SENTENCE 3 (underneath) |
|  |
| CONCLUSION SENTENCE (underneath) |
|  |

****

****

****