**Prep-Guide 3 - EXAMPLES**

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

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

Typical-looking faces are judged to be more trustworthy.

Topic = Typical looking faces

Controlling idea: they are judged as more trustworthy

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

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

Either one of these works: (structure = processes over time) or (structure = supporting details)

**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.

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

\*(There is more than one way to handle this one). For example:

Stigmatized individuals implement these impression-management strategies when they deem others to be stereotyping them.

**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.

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

\*There is more than one way to handle this one

**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.

Research has revealed several factors that influence whether youth engage in cyberbullying. For example, for middle school students, cyberbullies tend to be students who bully offline (i.e., face-to-face) as well (Galic´ & Švajda, 2012). Additionally, cyberbullying appears more common among high school students who believe that bullying and aggression are acceptable behaviors (Rankin & Wolbrink, 2014). In contrast, cyberbullying seems less frequent when middle school and high school students believe their teachers are fair and supportive, (Yu, et al., 2017). Finally, research suggests that cyberbullying is less common among high school students whose parents monitor their behavior, (Templin, 2016).

Again, there’s more than one way to do this.

Research has revealed several factors that influence whether youth engage in cyberbullying. On the one hand, middle school cyberbullies tend to also bully offline (i.e., face-to-face) (Galic´ & Švajda, 2012) and cyberbullying appears more common among high school students who believe bullying and aggression are acceptable behaviors (Rankin & Wolbrink, 2014). On the other hand, cyberbullying seems less frequent when middle school and high school students believe their teachers are fair and supportive, (Yu, et al., 2017), and cyberbullying is less common among high school students whose parents monitor their behavior (Templin, 2016).

**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.

To investigate whether feeling insecure financially influence people’s reports of pain we asked adults to write either about a time in their life when their financial situation was insecure or to write about a time when their financial situation was secure. They then completed measures of their physical pain, among others. We hypothesized that feeling insecure about finances (income and employment) would lead people to report experiencing greater pain.

**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.

Correlations between measures are shown in Table 10. As predicted, employees who perceived e-mails as disruptive also tended to report feeling under time pressure to complete their work and to be in greater negative moods. Also as predicted, there was no association between perceiving e-mails to be disruptive and employees’ reports of positive mood.

NOTE: I do not report the others because (a) they were not hypothesized and (b) people can see those correlations in the table. BUT, if I had reported them, it would look like this:

Although not hypothesized, employees who felt under time pressure also reported being in a negative mood, and not in a positive mood. And, perhaps unsurprisingly, negative and positive moods were negatively associated.

**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:

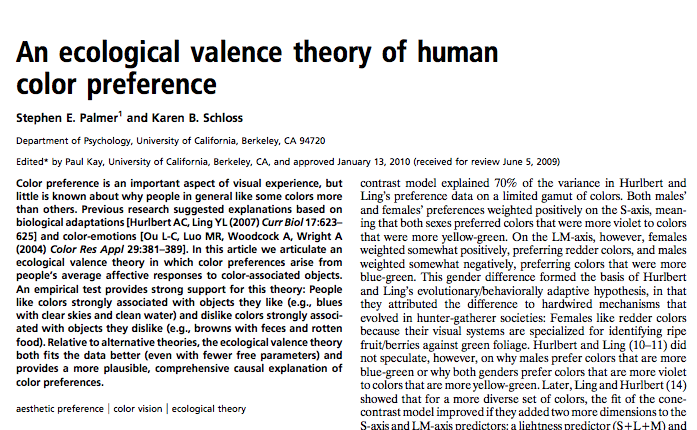
* a first Supporting Sentence that is based on the synthesized sentence you created in the firs step above;
* a second Supporting Sentence that is based on the synthesized sentence you created in step 2. above;
* a third Supporting Sentence that is based on the synthesized sentence you created in step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

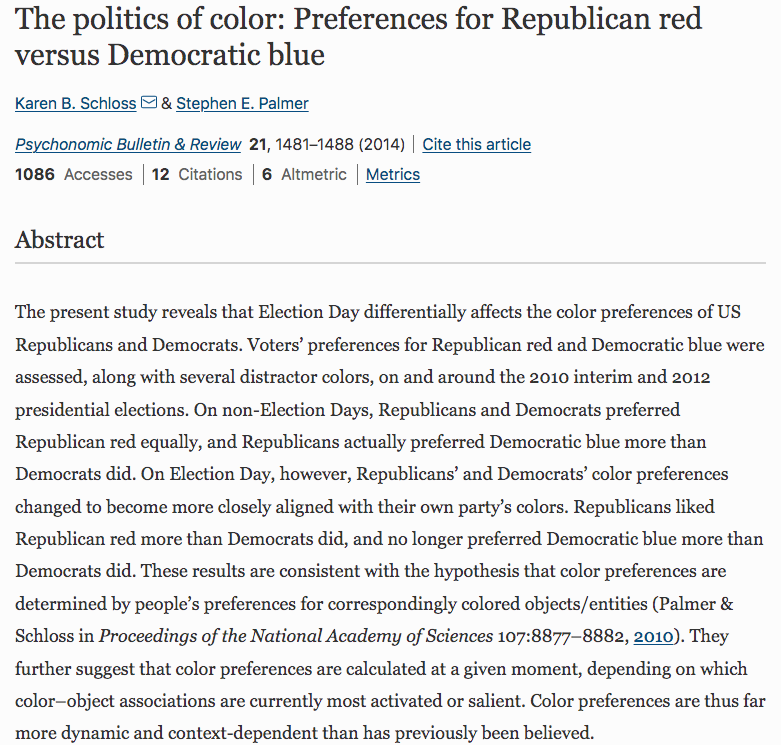
**TOPIC SENTENCE:**

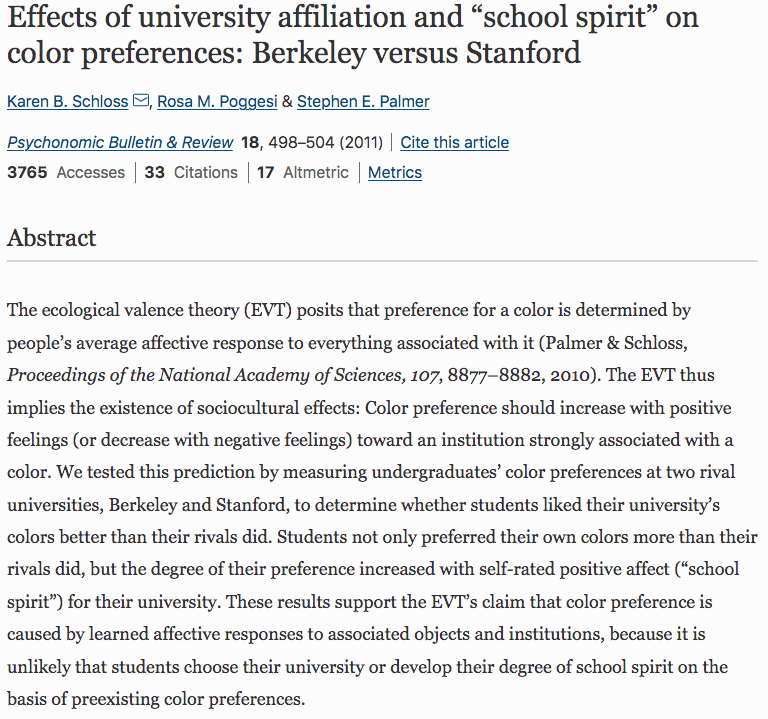
|  |
| --- |
| People’s color preferences are driven by their experiences. |
| SUPPORTING SENTENCE 1 (underneath) |
| For instance, we tend to like colors linked with objects we like (e.g., greens with green trees) and to dislike colors linked with objects we dislike (e.g., dark reds with blood) (Palmer & Schloss, 2010). |
| SUPPORTING SENTENCE 2 (underneath) |
| Extending in to the political domain, research has shown that on election day Republicans tend to prefer red and Democrats tend to prefer blue, colors associated with their respective political parties (Schloss & Palmer, 2010) |
| SUPPORTING SENTENCE 3 (underneath) |
| Similarly, college students prefer their teams’ colors more so than rivals’ colors (Schloss et al., 2011). |
| CONCLUSION SENTENCE (underneath) |
| Clearly then, color preferences may not be as arbitrary as they may seem. |

\*Again, one could do this in many ways.

Example: Color preferences seem to be linked with important aspects of our lives.

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