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APA 3
4.01-4.11

1. The selection was translated from English to five other languages. Native speakers of each language, who were also proficient in English, carried out the translations.
2. Average test scores is a characteristic of dyslexia, Thus, it is impossible to compare accurately the intelligence of dyslexic and non-dyslexic children.
3. The child seated at a table was given a variety of materials to use for the collage.
4. The independent variables were the participants' partner's gender, audience size and criterion for success.
5. Treatments were tried on clients who suffered from phobias or addictions.
6. Expertise has been investigated in chess playing (Chase et al.,1973).
7. The different methodologies have all resulted in the same outcome—constraining the alternatives result in faster solutions but poorer transfers.
8. The order of preference for partners was adult-female, child-female, child-male, and adult-male.
9. He clarified the distinction between farther and further.
10. The article by Brown et al. (1977), *Flashbulb Memories*, contains reports of powerful naturalistic memories.
11.

“The ‘placebo effect,’ which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again, even when real [sic] drugs were administered. Earlier studies were clearly premature in attributing the results to a placebo effect” (Abdullah 1979, p. 276).
12. Garcia and Koelling, 1966, demonstrated prepared learning.

During the experimental session, each participant performed three tasks: a memory-span test, an analogies test and a syllogistic-reasoning test. The memory-span task was presented orally, and the other two were presented in written form. The memory task was given first, followed by the analogies and reasoning tasks in different orders. The tasks were given in one of two orders: memory, analogies, and reasoning or memory, reasoning, and analogies. Four different contents were used for the tasks: abstract, little-boy thematic, little-girl thematic, and neutral thematic. This was based on the ratings of topics in Experiment 1. Each participant received the same content for all four tasks. Different groups of male and female participants received the four different types of content. The participants were then given unlimited time to perform each task while both latency and accuracy of response were recorded for each task. Variations in content were expected to affect performance on all three tasks and to affect the differences between the performance of men and women on the tasks.