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EDG500: Educational Research and Statistics

APA 3 4.01-4.11

1. The selection was translated from English into each of the other five languages, native speakers of each language, who were also proficient in English, carried out the translations.

1. The selection was translated into five other languages by native speakers proficient in English.

2. Average intelligence scores are a defining characteristic of dyslexia—Thus, it is impossible to compare empirically the intelligence of dyslexic and normal-reading children.

2. It is difficult to empirically compare the intelligence of dyslexic and normal-reading children since average intelligence scores are a defining characteristic of dyslexia.

3. The child was seated at a table, and given a variety of materials to use for the collage.

3. While seated at a table, the child was given various materials for the collage.

4. The independent variables were partner's gender, audience size and criterion for success.

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5. Treatment was tested on clients who complained of phobias, or addictions.

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6. Expertise has been investigated in chess playing (Charness, 1981, Chase & Simon, 1973).

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7. The different methodologies have resulted in the same outcome—constraining the alternatives results in faster solutions but poorer transfer.

7. The same outcome resulted from the different methodologies—the data suggested constrained alternatives result in faster solutions but poorer transfer.

8. The order of preference for partners was as follows: Adult-female, child-female, child-male, and adult-male.

8. Preference for partners was as follows: Adult-female, child-female, child-male, and adult-male.

9. He clarified the distinction between “farther” and “further.”

9. He clarified the meanings of “farther” and “further.”

10. The article by Brown and Kulik (1977), *Flashbulb Memories*, contains reports of powerful naturalistic memories.

10. *Flashbulb Memories*, Brown and Kulik (1977), 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 [italics added], even when reel [sic] drugs were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect (p. 276).”

11. While the “placebo effect” was verified in previous studies, the behaviors disappeared and were not exhibited again even when administering reel [sic] drugs. Earlier studies were premature in attributing the results to a placebo effect. (Abdullah, 1984; Fox, 1979).

12. Garcia and Koelling, 1966, demonstrated prepared learning.

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Each participant performed three tasks during the experimental session: a memory-span test, an analogies test, and a syllogistic-reasoning test. The memory-span task was presented orally first, and the other two were presented in written form, followed by the analogies and reasoning tasks in counterbalanced order. Thus, the tasks were given in one of two orders: memory, analogies, and reasoning; or memory, reasoning, and analogies. Four contents were used for the tasks: abstract; little-boy thematic; little-girl thematic; and neutral thematic. (Based on the ratings of topics in Experiment 1, each participant received the same type of content for all four tasks. Participants received the four types of content in different groups of males and females. The participants were given unlimited time to perform each task—both latency and accuracy of response were recorded for each task. Variations in content were expected to affect performance on all three tasks, including differences between men and women.