RESEARCH REPORT MASTERY TEST 3

1. Journal article reporting standards were developed to

   a. make it easier to generalize across fields.
   b. provide a degree of comprehensiveness in the information routinely included in reports of empirical investigations.
   c. help decision makers in policy and practice understand how research was conducted and what was found.
   d. allow techniques of meta-analysis to proceed more efficiently.
   e. all of the above.

2. A research report usually includes an introduction and sections called _____, Results, and Discussion.

   a. Method
   b. Bibliography
   c. Statement of the Problem
   d. Hypotheses

3. An abstract of a literature review or meta-analysis should describe

   a. the problem or relation(s) under investigation.
   b. type(s) of participants included in primary studies.
   c. main results, including most important effect sizes and any important moderators of these effect sizes.
   d. all of the above.
   e. a and b.

4. When citing references in the introduction,

   a. include an exhaustive historical account.
   b. cite select studies pertinent to the issue under investigation.
   c. refer the reader to reviews if they are available.
   d. stick to print sources rather than electronic sources.
   e. b and c.

5. The Method section should be described in enough detail to

   a. permit a reader to evaluate the plausibility of your hypotheses.
   b. permit an experienced investigator to replicate your study.
   c. allow a perfect duplication of your investigation.
   d. allow an editor to judge the external validity of your study.

6. In the Results section, you should

   a. summarize collected data.
   b. discuss the analytic treatment of data.
   c. discuss the implications of the findings.
   d. do all of the above.
   e. a and b.

7. The Discussion section generally includes

   a. a statement of support or nonsupport of all original hypotheses.
   b. a discussion of similarities and differences between your results and the results of others.
   c. an interpretation of the results that takes into account sources of potential bias.
   d. does all of the above.
   e. b and c.

8. Edit the following by selecting the correct arrangement of headings:

Results

Pretraining Phase

Accuracy.

   a. leave as is

   b. **RESULTS**

Pretraining Phase

Accuracy.

   c. **Results**

Pretraining Phase

Accuracy.

   d. **Results**

Pretraining Phase

Accuracy.

9. Consistency of verb tense helps to ensure smooth expression. Select the preferred match of section with verb tense from the following choices:

   a. Discussion: present tense
   b. literature review: present tense or past tense
   c. Results: past tense or present tense
   d. Method: past tense
   e. a, c, and d

10. The present tense is usually appropriate when you are

    a. presenting past research.
    b. describing the demographic details of the subjects.
    c. discussing implications of the results and presenting conclusions.
    d. describing the results.
    e. The present tense is never used.

11. Identify the example with incorrect use of capitalization:

    a. The conclusion is obvious: forgiveness is not granted to the stronger partner in an inequitable relationship.
    b. The Method section of the article described the Asian sample, which included 30 Chinese and 45 Vietnamese persons.
    c. The article referred to the associate learning model.
    d. The items were taken from the Depression scale of the Minnesota Multiphasic Personality Inventory—2 (Butcher, Dahlstrom, Graham, Tellegen, & Kaemmer, 1989).

12. Edit the following for capitalization of experimental conditions:

    The Sex-education and No-sex-education groups were then asked to view a film on the ethics of physical intimacy.

    a. leave as is
    b. The names of experimental conditions or groups should not be capitalized.
    c. All nouns following hyphens should be capitalized.
    d. The word *groups* also should be capitalized.

13. Capitalize

    a. the word *factor* when it is followed by a number (e.g., Factor 6).
    b. effects or variables that do not appear with multiplication signs.
    c. nouns that precede a variable.
    d. all of the above.
    e. none of the above.

14. The abbreviations S, E, and O (for subject, experimenter, and observer, respectively)

    a. are treated the same as other abbreviations in the text.
    b. are not used in APA articles.
    c. should be used only in table notes and figure captions.
    d. None of the above is correct.

15. Edit the following for the expression of numbers and scientific abbreviations:

The stimulus presentations were separated by a masking field that lasted for 2 ms.

a. leave as is
b. The stimulus presentations were separated by a masking field that lasted for two milliseconds.
c. The stimulus presentations were separated by a masking field that lasted for 2 mss.

16. Edit the following for the expression of numbers:

Each critical word was preceded by zero, one, two, or three priming words in the list.

a. leave as is
b. Each critical word was preceded by zero, 1, 2, or 3 priming words in the list.
c. Each critical word was preceded by 0, 1, 2, or 3 priming words in the list.
d. Each critical word was preceded by zero (0), one (1), two (2), or three (3) priming words in the list.

17. Edit the following for the expression of numbers:

Each participant evaluated each of the 12 social portraits on each of 6 dimensions.

a. leave as is
b. Each participant evaluated each of the twelve social portraits on each of six dimensions.
c. Each participant evaluated each of the 12 social portraits on each of six dimensions.
d. Each participant evaluated each of the twelve social portraits on each of 6 dimensions.

18. Edit the following for the expression of numbers:

There were 20 4-person teams in each leadership-style condition.

a. leave as is
b. There were twenty four-person teams in each leadership-style condition.
c. There were 20 four-person teams in each leadership-style condition.
d. There were twenty 4-person teams in each leadership-style condition.

19. Edit the following for the expression of decimal fractions:

The correlation between scores on the two measures of job satisfaction was .84.

a. leave as is
b. The correlation between scores on the two measures of job satisfaction was 0.84.
c. The correlation between scores on the two measures of job satisfaction was 84×10^{-2}.
d. The correlation between scores on the two measures of job satisfaction was .8400.

20. Edit the following expression of numbers:

Experiment 1 was a normative study to determine the reactions of hospital staff members to different diseases and illnesses.

a. leave as is
b. Experiment One was a normative study to determine the reactions of hospital staff members to different diseases and illnesses.
c. Experiment 01 was a normative study to determine the reactions of hospital staff members to different diseases and illnesses.
d. Experiment one was a normative study to determine the reactions of hospital staff members to different diseases and illnesses.

21. Edit the following for the expression of numbers:

The tones were presented at 6,000 Hz for varying durations.

a. leave as is
b. The tones were presented at 6000 Hz for varying durations.
c. The tones were presented at 6×10^3 Hz for varying durations.

22. The APA policy on the use of metric units in writing states that

a. due to the complex nature of the metric system, it should be used only for publication in international journals.
b. the metric system is used in journals if possible; when not possible, nonmetric units must also be accompanied by their equivalents (in parentheses) in the International System of Units.
c. either system, metric or nonmetric, is acceptable.
d. the use of nonmetric units is completely unacceptable.

23. When you include statistics from another source in a research report, cite the reference

a. for less common statistics.
b. for statistics used in a controversial way.
c. when the statistic itself is the focus of an article.
d. all of the above.

24. Edit the following for citing the source of a statistic in text:

A chi-square test (Grimm & Yarnold, 2000) was used to compare the preference distributions for girls and boys.

a. leave as is
b. A chi-square test (see any standard statistics text) was used to compare the preference distributions for girls and boys.
c. A chi-square test was used to compare the preference distributions for girls and boys.

25. Edit the following for the presentation of statistics:

The one-degree-of-freedom contrast of primary interest (the mean difference between Conditions 1 and 2) was also statistically significant at the specified .05 level, $t(df = 177) = 3.51$, $p < .001$, $d = 0.65$, 95% CI [0.35, 0.95].

a. leave as is
b. The one-degree-of-freedom contrast of primary interest (the mean difference between Conditions 1 and 2) was also statistically significant at the specified .05 level, $t_{177} = 3.51$, $p < .001$, $d = 0.65$, 95% CI [0.35, 0.95].
c. The one-degree-of-freedom contrast of primary interest (the mean difference between Conditions 1 and 2) was also statistically significant at the specified .05 level, $t(177) = 3.51$, $p < .001$, $d = 0.65$, 95% CI [0.35, 0.95].
d. The one-degree-of-freedom contrast of primary interest (the mean difference between Conditions 1 and 2) was also statistically significant at the specified .05 level, $t = 3.51$, $p < .001$, $d = 0.65$, 95% CI [0.35, 0.95].

26. Edit the following for the presentation of statistics:

High-school GPA statistically predicted college mathematics performance, $R^2 = .12$, $F(1, 148) = 20.18$, $p < .001$, 95% CI (.02, .22).

a. leave as is
b. High-school GPA statistically predicted college mathematics performance, $R^2 = .12$, $F(1, 148) = 20.18$, $p < .001$, 95% CI [$LL = .02$, $UL = .22$].
c. High-school GPA statistically predicted college mathematics performance, $R^2 = .12$, $F(1, 148) = 20.18$, $p < .001$, 95% CI [.02, .22].
d. High-school GPA statistically predicted college mathematics performance, $R^2 = .12$, $F(1, 148) = 20.18$, $p < .001$, 95% CI [.02; .22].

27. Edit the following for the presentation of statistics:

The applicants in the support condition ($n = 18$) were given a training course in resume writing and interview techniques.

a. leave as is
b. The applicants in the support condition (n = 18) were given a training course in resume writing and interview techniques.
c. The applicants in the support condition ($N = 18$) were given a training course in resume writing and interview techniques.
d. The applicants in the support condition (sample size = 18) were given a training course in resume writing and interview techniques.

28. Edit the following for typing statistical and mathematical copy:

The four-subtest battery added to this prediction, $R^2 = .21$, $\Delta R^2 = .09$, $F(4, 144) = 3.56$, $p = .004$, 95% CI [.10, .32].

a. leave as is
b. The four-subtest battery added to this prediction, $R^2 = .21$, $\Delta R^2 = .09$, $F(4, 144) = 3.56$, $p = .004$, 95% CI [.10, .32].
c. The four-subtest battery added to this prediction, $R^2 = .21$, delta$R^2 = .09$, $F(4,144) = 3.56$, $p = .004$, 95% CI [.10,.32].
d. The four-subtest battery added to this prediction, $R^2 = .21$, $\Delta R^2 = .09$, $F(4, 144)=3.56$, $p=.004$, 95% CI [.10, .32].

29. Tables should be used for

a. any data relevant to the article.
b. important data directly related to the content of the article.
c. any data presented in the text.
d. all of the above.

30. Tables should be an integral part of the text yet designed to be understood in isolation. To accomplish this end,

a. use extensive footnotes (one third of a page).
b. explain all but the most common statistical abbreviations.
c. cite the table in the text by saying "in the above table."
d. put tables in an appendix.
e. do all of the above.

31. For all tables within one paper, use

a. the same terminology.
b. similar formats.
c. similar titles.
d. a and b.

32. The left-hand column of a table (the *stub*) usually lists

a. mean values.
b. the major independent variables.
c. decked heads.
d. none of the above.

33. The body of a table

a. always contains data that are rounded off to the number of decimal places the precision of measurement justifies.
b. contains columns of data even if those data can be easily calculated from other columns.
c. contains words or numerical data.
d. does all of the above.
e. a and c.

34. When reporting confidence intervals in a table,

a. use brackets as in text.
b. use parentheses.
c. give upper and lower limits in separate columns.
d. do not state the confidence level.
e. a and c.

35. Which of the following is the correct order of notes in a table?

a. specific, probability, general
b. general, specific, probability
c. general, probability, specific
d. none of the above.

36. When inserting borders in tables,

a. limit the use of borders.
b. use horizontal and vertical borders to separate rows and columns throughout.
c. you may substitute appropriately positioned white spaces for borders.
d. a and c.
e. all of the above.

37. Which type of figure typically displays the relationship between two quantitative indices?

a. maps
b. graphs
c. charts
d. all of the above

38. A good figure title

a. describes the figure in detail no matter how lengthy it becomes.
b. should refer the reader to a place in the text for explanation of the figure.
c. is concise but explanatory.
d. does none of the above.

39. What kind of lettering should be used in a figure?

a. serif typeface
b. simple, sans serif typeface
c. boldface 16-point type
d. boldface 6-point type
e. a and c

40. Which of the following is the correct ordering of manuscript sections in a research report?

a. Method, Results, Introduction, Discussion
b. References, tables, figures
c. author notes, figures, figure notes, tables
d. none of the above