

ABBREVIATED TITLE <50 CHARS

1

Commented [PWL1]: RUNNING HEAD: If the full title of the paper is less than 50 *characters* long (including spaces) the full title may be used in the running head. If the title is longer, abbreviate it.

Title of Student's Research Report

First name Middle initial Last name

University of Wisconsin – Milwaukee

Commented [PWL2]: FORMATTING –

The title and student name use title capitalization.

The title of the paper is separated from the author by two double-spaced lines, and it is bold

The author(s) and affiliation(s) are double-spaced

Initials are abbreviations and so must be followed by a period.

Title of Student's Research Report

Self-esteem and optimism are important psychological resources that individuals rely on

in their day to day experiences. People encounter many stressors of varying degrees of severity and their self-esteem and optimism may mitigate their ability to deal with these. Developing an understanding of how these variables interact and how they may change over time could be instrumental in understanding and dealing with stressors at various ages. Bastianello et al. (2014, p. 524) define optimism as “a stable personality trait related to positive expectations regarding future events.” Higher levels of optimism might result in an individual being able to cope with stress better, as they might expect a more positive outcome. Erol and Orth (2011) define self-esteem as a person’s appraisal of their own worth. In conjunction with high optimism, high levels of self-esteem would enable an individual to trust in his ability to overcome stress. Identifying a correlation between self-esteem, optimism, and age could give insight to an individual’s ability to successfully cope with stress at different stages in life. In the present study, the researcher examined the correlation between self-esteem, optimism, and age to determine if there is a significant relationship between the three variables.

Correlational studies rely on the accuracy of the individual score. If the scale used to

measure the scores is not accurate, the data will not accurately reflect the reality of the variables. Bastianello et al. (2014) aimed to validate the accuracy of the Revised Life Orientation Test (LOT-R), specifically in reference to the population of Brazil. Their findings concluded the test was accurate, and there was a positive correlation between self-esteem and optimism (Bastianello et al., 2014). From this, it can be assumed that the LOT-R is a reliable test to measure levels of psychological resources. Along with that, it illustrates that a correlation between self-esteem and optimism has been identified prior to the present study.

Commented [PWL3]: FORMATTING - This would match the title from the title page, centered. Notice: the word “Introduction” is NOT used as a header for this section.

Commented [PWL4]: CONTENT - The *introduction (first paragraph)* of any paper, including the Introduction section of a research report, should give the reader a clear idea of what the paper is about.

Commented [PWL5]: FORMATTING - When the author(s) name(s) are part of the sentence, the date is still included parenthetically to complete the in-text citation. This is called a *narrative citation*.

Commented [PWL6]: FORMATTING - Note that, since this is a direct quotation, the page number where the quote appears in the reference must be given after the date in the in-text citation.

Commented [PWL7]: FORMATTING - Note that the *title* of the paper that is being referenced is NOT mentioned. Since the *References* section is organized alphabetically by first author’s last name, articles are referenced by their authors.

Article titles are very rarely included in the text of a paper unless there is a very specific reason to do so. The use of an article title usually suggests a novice writer or someone trying to artificially lengthen a paper; either of which is likely to make the reader more critical of the writing.

Commented [PWL8]: CONTENT - Stating the purpose of the present study.

Commented [PWL9]: CONTENT - The body of the Introduction section, using many paragraphs, gives background information on the topic, doing a review of recent literature to make clear to the reader exactly what is being explored and why.

Commented [PWL10]: FORMATTING – Citations for sources with three or more authors use the first author’s name and “et al.,” followed by the date.

The formation of self-esteem and optimism can be attributed to two factors: environment and genetics. Saphire-Bernstein et al. (2011) conducted a study to identify a gene that may be linked to psychological resources, such as optimism and self-esteem. The researchers found that the gene OXTR is, in fact, linked to these resources (Saphire-Bernstein et al., 2011). This implies that some individuals may have a predisposition towards lower levels of self-esteem and optimism when there is an A-allele present on the OXTR gene. If this is the case, screening may be developed in the future to identify those with a predisposition for low levels of self-esteem and optimism. These individuals could then receive interventions to increase these levels, and along with it, their ability to cope effectively with stress.

Self-esteem and optimism have been identified as important resources needed for long-term emotional well-being. Jiménez et al. (2017) investigated the role of positive psychological resources in relation to age when dealing with emotional distress. They concluded that the resources varied with age, showing a positive correlation (Jiménez et al., 2017). These results verify that self-esteem and optimism are important in coping with stress. Jiménez et al. (2017) pointed out that self-esteem and optimism may buffer the increasingly difficult situations that an individual encounters throughout life. If this is the case, an increase in self-esteem and optimism would preferably be seen as age increases.

Heinonen et al. (2005) conducted a study to determine if early adolescent self-esteem predicts optimism in adulthood and found that this is the case. Coupled with the Jiménez et al. (2017) study, these results show the importance of fostering positive self-esteem and optimism early to create a solid foundation of psychological resources to cope with stress later in life. These studies also emphasize the magnitude of identifying the gene OXTR's involvement with these psychological resources. Individuals with a predisposition should be identified and worked

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Many word processing applications, such as Microsoft Word, add extra space between paragraphs... that is not appropriate to APA formatting and will result in a penalty during grading.

with as early as possible to increase the likelihood of continued high levels of self-esteem and optimism.

Erol and Orth's (2011) research established the importance of early development of self-esteem. The majority of the development of self-esteem appears to happen early in adolescence.

Erol and Orth found that self-esteem began to slow considerably through adulthood, although it did continue to increase. The presence of a positive correlation between self-esteem and optimism, determined by other studies, would suggest that optimism develops in a similar trajectory. This, again, illustrates the need to develop and enhance these psychological resources at young ages. However, the results from Erol and Orth may suggest that the strength of a correlation between self-esteem and optimism and age may weaken as an individual ages. Age will continue to increase while these variables remain more or less constant (Erol & Orth, 2011).

The importance in further investigation of the relationship between the variables is evident from the prior research. The present study used self-reported measures to obtain the data, collected via online questionnaires. Individuals were recruited to answer the questionnaires at their leisure. The Revised Life Orientation Test (LOT-R) was used to measure optimism; self-esteem was measured by the Rosenberg Self-Esteem Scale; and age was measured through a demographic questionnaire. The Pearson correlation was used to determine a coefficient for self-esteem and optimism, which was then analyzed in conjunction with the descriptive data obtained about age. The aim of this study was to verify that a significant relationship exists between self-esteem, optimism, and age. Specifically, it was expected that higher levels of optimism would predict higher levels of self-esteem. Self-esteem and optimism were also both expected to be higher in older adults.

Commented [PWL12]: FORMATTING - Since Erol and Orth (2011) is the only source being discussed in this paragraph, including the date each time their names are mentioned is unnecessary. Should a new paragraph begin, the full citation would be given again. Were another source referenced in this paragraph, it would be necessary to include the publication date in all citations.

Note that at the end of the paragraph I give a full citation again. I've sort of *bracketed* the paragraph with the citation: opening with a narrative citation and ending with a parenthetical citation.

Commented [PWL13]: CONTENT - The final paragraph of the Introduction section should summarize things and describe the research being reported on (the "present research" or "present study"). It should clearly outline the hypotheses being explored

Commented [PWL14]: CONTENT - One of the hypotheses for this study

Commented [PWL15]: CONTENT - The second and third hypotheses for this study.

References

Bastianello, M. R., Pacico, J. C., & Hutz, C. S. (2014). Optimism, self-esteem and personality: Adaptation and validation of the Brazilian version of The Revised Life Orientation Test (LOT-R). *Psico-USF*, 19(3), 523-531.

Erol, R. Y., & Orth, U. (2011). Self-esteem development from age 14 to 30 years: A longitudinal study. *Journal of Personality and Social Psychology*, 101(3), 607-619.

<https://doi.org/10.1037/a0024299>

Heinonen, K., Räikkönen, K., & Keltikangas-Järvinen, L. (2005). Self-esteem in early and late adolescence predicts dispositional optimism–pessimism in adulthood: A 21-year longitudinal study. *Personality and Individual Differences*, 39(3), 511-521.

Jiménez, M. G., Montorio, I., & Izal, M. (2017). The association of age, sense of control, optimism, and self-esteem with emotional distress. *Developmental Psychology*, 53(7), 1398-1403. <https://doi.org/10.1037/dev0000341>

Saphire-Bernstein, S., Way, B. M., Kim, H. S., Sherman, D. K., & Taylor, S. E. (2011). Oxytocin receptor gene (*OXTR*) is related to psychological resources. *Proceedings of the National Academy of Sciences*, 108(37), 15118-15122.

Commented [PWL16]: FORMATTING - This header is centered and bold

The References section starts on a new page.

The references are in alphabetical order by the last name of the articles' first authors

Commented [PWL17]: FORMATTING - References use a "hanging indent" meaning that the second and subsequent lines of each reference are indented ½" from the left margin while the first line is flush with the left margin,

Commented [PWL18]: If a DOI number is available, it should be included in the reference. Formatting for a DOI involves the start of a link to doi.org:
<https://doi.org/10.1234.DOIs.always.start.with.a.10>

Commented [PWL19]: FORMATTING - References are double-spaced with no extra space between the references.

Commented [PWL20]: FORMATTING - One does not "reorder" the names of the authors within an article to put them in alphabetical order. Consider: publishers know how to alphabetize... if they are not doing so, there must be a reason.

The author order is meaningful: the first author listed is the person MOST responsible for the article: they did the most writing, they directed or led the research, etc. The second named author is the next-most responsible person, and so on.

Thus, it is ALWAYS WRONG to reorder the names of the authors for an individual article or other source.