

The researchers state their initial hypotheses.

Headings and subheadings show the paper's organization.

The experiment's method is described, using the terms and acronyms of the discipline.

Passive voice is used to emphasize the experiment, not the researchers; otherwise, active voice is used.

Therefore, the current study helps us understand how short-term food deprivation affects concentration on and perseverance with a difficult task. Specifically, participants deprived of food for 24 hours were expected to perform worse on a concentration test and a perseverance task than those deprived for 12 hours, who in turn were predicted to perform worse than those who were not deprived of food.

Method

Participants

Participants included 51 undergraduate-student volunteers (32 females, 19 males), some of whom received a small amount of extra credit in a college course. The mean college grade point average (GPA) was 3.19. Potential participants were excluded if they were dieting, menstruating, or taking special medication. Those who were struggling with or had struggled with an eating disorder were excluded, as were potential participants addicted to nicotine or caffeine.

Materials

Concentration speed and accuracy were measured using an online numbers-matching test (www.psychtests.com/tests/iq/concentration.html) that consisted of 26 lines of 25 numbers each. In 6 minutes, participants were required to find pairs of numbers in each line that added up to 10. Scores were calculated as the percentage of correctly identified pairs out of a possible 120. Perseverance was measured with a puzzle that contained five octagons—each of which included a stencil of a specific object (such as an animal or a flower). The octagons were to be placed on top of each other in a specific way to make the silhouette of a rabbit. However, three of the shapes were slightly altered so that the task was impossible. Perseverance scores were calculated as the number of minutes that a participant spent on the puzzle task before giving up.

Procedure

At an initial meeting, participants gave informed consent. Each consent form contained an assigned identification number and requested the participant's GPA. Students were then informed that they would be notified by e-mail and telephone about their assignment to one of the

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