An APA Research Paper Model

Thomas Delancy and Adam Solberg wrote the following research paper for a psychology class. As you review their paper, read the side notes and examine the following:

- The use and documentation of their numerous sources.
- The background they provide before getting into their own study results.
- The scientific language used when reporting their results.

Center the title one inch from the top. Double-space throughout.

The introduction states the topic and the main questions to be explored.

The researchers supply background information by discussing past research on the topic.

Extensive referencing establishes support for the discussion. Running on Empty

Running on Empty: The Effects of Food Deprivation on Concentration and Perseverance

Many things interrupt people's ability to focus on a task: distractions, headaches, noisy environments, and even psychological disorders. To some extent, people can control the environmental factors that make it difficult to focus. However, what about internal factors, such as an empty stomach? Can people increase their ability to focus simply by eating regularly?

One theory that prompted research on how food intake affects the average person was the glucostatic theory. Several researchers in the 1940s and 1950s suggested that the brain regulates food intake in order to maintain a blood-glucose set point. The idea was that people become hungry when their blood-glucose levels drop significantly below their set point and that they become satisfied after eating, when their blood-glucose levels return to that set point. This theory seemed logical because glucose is the brain's primary fael (Pinel, 2000). The earliest investigation of the general effects of food deprivation found that long-term food deprivation (36 hours and longer) was associated with sluggishness, depression, irritability, reduced heart rate, and inability to concentrate (Keys, Brozek, Henschel, Mickelsen, & Taylor, 1950). Another study found that fasting for several days produced muscular weakness, irritability, and apathy or depression (Kollar, Slater, Palmer, Docter, & Mandell, 1964). Since that time, research has focused mainly on how nutrition affects cognition. However, as Green, Elliman, and Rogers (1995) point out, the effects of food deprivation on cognition have received comparatively less attention in recent years.

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engaging how to approach that draws from scholarship real life and popular culture the book offers students practical reasons why they should care about research methods and a guide to actually conduct research themselves Examining

quantitative qualitative and critical research methods the textbook helps undergraduate students better grasp the theoretical and practical uses of method by clearly illustrating practical applications. The book defines all the main research traditions illustrates key methods used in communication research and provides level appropriate applications of the methods through theoretical and practical examples and exercises including sample student papers that demonstrate research methods in Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

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