Student 1

Abstract

This study was concerned how individuals perceive others with tattoo work. Specifically, the relationship between an individual’s level of Need for Uniqueness and their ratings of the personality characteristics of an individual with tattoo body art was examined. Essentially, Snyder and Fromkin (1977) conceptualized individuals with high Need for Uniqueness as being willing to resist conformity pressures and valuing expressions of differentness relative to other people. The inference made in this study was: an individual who has a high need for uniqueness on a personal level should also view expressions of uniqueness on other individuals more positively and therefore judge them accordingly.

Student 2

Abstract

 Researchers have determined a universal definition of attractiveness (Appicella, Little & Marlow, 2007). According to the stimulus-value-role theory of mate selection, individuals tend to choose partners of comparable physical attractiveness to themselves (Murstein, 1970). The purpose of the present study is to investigate how mate selection and facial attractiveness varies across ethnicities. Forty-four participants were asked to complete a self-inventory questionnaire (including a question on self-rated facial attractiveness), to choose an opposite gendered photograph from all three ethnic groups to go on a date with (Asian-American, African-American and Caucasian), and to complete a demographic survey. It was expected that participants would follow the stimulus-value-role theory when selecting a mate, by demonstrating a strong positive relationship between self-rated attractiveness and pre-rated attractiveness of viewed pictures, regardless of ethnicity.

Student 3

Many studies have focused on older age groups whom have more prior knowledge and background experience in reading and other life experiences than preschoolers. This means their aptitude to learn vocabulary is different and any results on vocabulary development studies cannot be generalized to earlier age groups. In addition, it is important to note that the studies on placement of discussion thus far have used read-alouds, not repeated read-alouds, which are more beneficial for increasing vocabulary gains. In sum, the research discussed does not address vocabulary development in the context of repeated read-alouds with preschoolers, which are both important elements.

The present research question is: What are the effects of the timing of discussion,. in repeated read-alouds with preschoolers, on vocabulary gains? Researchers will investigate the use of discussion techniques during repeated read- alouds (D condition), and before, during, and after the repeated read-alouds (BDA condition), for their effect on vocabulary development of preschoolers. It is hypothesized that 1) vocabulary gains will be greater for words directly taught during

the read-alouds compared to words that were not taught; and 2) words taught in the before, during, after condition will show significantly higher vocabulary gains than words taught in the during condition.

Questions for Discussion

1. Underline the hypothesis in each example. Then indicate whether the hypothesis is a theory-driven or data-driven hypothesis.
2. Explain the difference between a theory and a hypothesis (p. 33-36).
3. What are two important considerations in choosing a research question (p. 20-21)?
4. Discuss some functions of a literature review (p. 22-23).