Basics of APA Style
Order of Pages

• Title Page (page 1)
• Abstract (Start on a new page after the title page)
• Text (Start on new page after the abstract)
• References (Start on a new page after the end of the text)
• Footnotes (start on a new page after the references)
• Tables (start on a new page after the footnotes)
• Figures (Start on a new page after the tables)
• Appendices (start on a new page after the tables or figures)
Paper Formatting: Title Page

• Title of the paper (centered and bolded, ≤ 12 words)
• Name of each author of the paper
• Affiliation for each author (e.g., Department of Psychology, Allegheny College)
• Author Note
  • This includes the address of the department and contact information for corresponding Author
• Running Head
  • A 50 character, all caps, title for your paper
• Page Number
Just as I Expected? Experimentally Testing the Influence of Expectancies on Perceptions Related to Interrogations

Christopher J. Normile¹ & Kyle C. Scherr²

¹ Department of Psychology, Allegheny College
² Department of Psychology, Central Michigan University

Author Note

Christopher J. Normile © [ORCID: 0000-0003-0752-5873]

Kyle C. Scherr © [ORCID: 0000-0002-9694-0624]

We have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Christopher J. Normile, Allegheny College, 33 N. Main Street, Box 39, Meadville, PA, 16335. Email: cnormile@allegheny.edu
## Titles should be effective

<table>
<thead>
<tr>
<th>Effective Title</th>
<th>Ineffective Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of Depression on the Decision to Join a Clinical Trial</td>
<td>A Study of the Effect of Depression on the Decision to Join a Clinical Trial</td>
<td>More direct: Unnecessary words have been cut</td>
</tr>
<tr>
<td>Why and When Hierarchy Impacts Team Effectiveness: A Meta-Analytic Integration</td>
<td>Hierarchy and Team Effectiveness</td>
<td>More precise: The relationship between variables has been clarified; the type of research (meta-analysis) has been specified</td>
</tr>
<tr>
<td>Closing Your Eyes to Follow Your Heart: Avoiding Information to Protect a Strong Intuitive Preference</td>
<td>Closing Your Eyes to Follow Your Heart</td>
<td>More informative. A creative title has been balanced with a substantive subtitle</td>
</tr>
</tbody>
</table>
Abstract’ should be bolded and centered

Should be no more than 250 words

Can be written in paragraph or structural form

‘Keywords’ should be left justified and italicized
Abstract

Expecting that a future consequence will occur has a meaningful and powerful influence on people’s behavior, regardless of whether the expected event actually occurs. However, most people do not appreciate the substantial impact that expectations have on human behavior. In this series of studies, we investigated people’s ability to grasp the power of expectations on suspects’ confession decisions. In Experiment 1, mock jurors failed to appreciate the power of expectation and believed that a defendant who confessed after being induced with an expectation regarding the length of an interrogation was more likely to be guilty than a defendant who actually experienced a lengthy interrogation. In Experiment 2, lay perceptions of wrongful convictions demonstrated that people are less likely to support reintegration services for an exoneree who falsely confessed after being induced with expectations during his interrogation compared to an exoneree who actually experienced a lengthy interrogation. Collectively, the results of Experiments 1 and 2 further our understanding of the influence of situational influences on mock-juror and lay perceptions of false confessors and exonerees.

Keywords: jury decision-making, exonerations, fundamental attribution error, expectations
The body of the paper contains the main contributions of the author, including the introduction, method, results, and discussion

The body starts on a new page of the abstract

The title will be centered and bolded

The text should be left-aligned & double spaced with the first line of each paragraph being indented once

You may use subheadings. DO NOT start a new page or add an extra line break when a new heading occurs.
Just as I Expected? Experimentally Testing the Influence of Expectancies on Perceptions Related to Interrogations

False confessions are associated with about 29% of the approximately 375 exoneration cases affiliated with the Innocence Project, a public policy group that uses DNA testing to exonerate innocent individuals who have been wrongfully convicted of crimes (Innocence Project, 2021a). Forty years of research have identified the influence of numerous dispositional factors (including age and intelligence; Redlich & Goodman, 2003; Gudjonsson, 1991), situational factors (e.g., police tactics and time of day; Normile & Scherr, 2018; Russano et al., 2005; Scherr, 2014), and cognitive processes (e.g., temporal discounting; Madon et al., 2012) on people’s willingness to confess to wrongdoing. Unfortunately, this body of research has also established those false confessions have a ripple effect in that they continue to have consequences for the innocent confessor long after the interrogation concludes (Scherr, Redlich, & Kassin, 2020). For instance, false confessions all but guarantee a conviction at trial (e.g., 64% of false confessions are convicted during criminal trials; Drizin & Leo, 2004; Kassin 2014; Wallace & Kassin, 2012).

Although decades of research have established that false confessions occur and a body of psychological science establishes how they occur (e.g., Kassin, et al., 2010; Kassin, et al., 2019), the aftereffects that persist after the innocent individual leaves the interrogation room are less well understood (for some examples see Clow & Leach, 2016; Luke & Alcestis, 2019; Scherr & Normile, 2022). For instance, even though suspects who falsely confess during obviously high
Start the reference list on a new page after the body and before any tables, figures, and/or appendices

‘References’ should be in bold and centered

Double-space all reference list entries

Use a hanging indent for all references

Arrange entries in alphabetical order by surname of first author


One-author entries should be arranged by year of publication, with the earliest first

One-author entries precede multiple-author entries, regardless of publication year

Multiple-author entries in which all authors appear in the same order should be arranged by year of publication, with earliest first

Multiple-author entries with the same first author and different subsequent authors should be arranged alphabetically by the surname of the second author, or if the second is the same, the surname of the third author, and so on
Appendices include:
• List of stimulus materials
• Instructions to Participants
• Tests, scales, or inventories developed for the current study
• Detailed descriptions of complex equipment
• Detailed demographic descriptions of subpopulations in the study
• Detailed ads for recruiting (if necessary; Students only)
• Informed Consent Form (Students only)
• Debriefing Statement (Students only)
Paper Formatting: Appendices

- Begin each appendix on a separate page after any references, footnotes, tables, and figures.
- Give each appendix a label and a title (Appendix A; Appendix B, etc.).
- The appendix should be listed in the order in which it is mentioned in the text.
- The appendix title should describe its contents.
Appendix A: Standard Training

Interviewing:

- Ask both vague and specific questions
  - Vague questions “So what did you do last Saturday night?” gives the suspect an opportunity to speak openly without much direction, which allows you to assess the suspect's story as a whole
  - Specific questions “You claim to have been with Jane at the restaurant. How did she arrive there? When did she arrive there? Did you both leave together or did you leave separately?” allow you to examine specific parts of a suspect's story. If there are parts of the story that don’t add up to you, you can employ specific questions to either find out more information, or catch the suspect lying.
- It is important to be a good listener
Elements of APA Papers: Fonts

- 11-Point Calibri
- 11-Point Arial
- 10-Point Lucida Sans Unicode
- 12-Point Times New Roman
- 11-Point Georgia

Note: May use sans serif font size 8-14 for figures
Elements of APA: Line Spacing

**Title Page:** Elements are double-spaced. An additional double-spaced blank line appears between the title and byline. At least one double-spaced blank line appears between the final affiliation and any author note.

**Table Body and Figures:** Words within a table cell may be single-spaced. If text appears on the sample page as a table or figure, insert a double-spaced blank line between the text the table/figure.
Elements of APA: Line Spacing Exceptions

Footnotes: These appear at the bottom of the page on which they are called out and should be single-spaced.

Equations: May have triple or even quadruple-spacing.
# Elements of APA: Heading Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
</table>
| 1     | Centered, Bolded, Title Case Heading  
Text begins as a new paragraph. |
| 2     | Flush Left, Bold, Title Case Heading  
Text begins as a new paragraph. |
| 3     | Flush Left, Bold Italic, Title Case Heading  
Text begins as a new paragraph. |
| 4     | Indented, Bold, Title Case Heading, Ending With a Period.  
Text begins on the same line and continuous as a regular paragraph. |
| 5     | Indented, Bold Italic, Title Case Heading, Ending With a Period.  
Text begins on the same line and continuous as a regular paragraph. |
the questions based on their own memory of the news story. Then, participants indicated their willingness to support three reintegration services: (a) psychological counseling, (b) career counseling, and (c) job training. Finally, participants were presented with demographic questions and then debriefed and paid for their participation.

**Attention and Manipulation Checks**

Participants were informed in the advertisement of the study and in the informed consent form that they would only be paid if they correctly answered the manipulation and attention check questions. This was in line with Amazon’s policy of only paying participants who provide high integrity data. As a result, data were only collected from participants who correctly answered the attentional and manipulation check questions.

**Skewness and Data Transformation**

Four skew tests were conducted in order to determine if the scale variables (i.e., likelihood of guilt, reintegration support, pity, and appreciation for situational influences) were ordinal approximations of continuous variables. Results indicated that appreciation for
APA Style Dos

Number Rules:
- > 10 = Write number numerically
- < 10 = write out number in words

Bias Free Language
- Focus on relevant characteristic but acknowledge relevant differences too
- Adjectival forms vs. Adjectives as nouns in labels
Reducing Bias

**Age**
- Person or Individual for anyone
- 12 or younger: infant, child, girl, trans girl, boy, etc.
- 13-17: Adolescent, young person, youth, etc.
- 18+: Adult, woman, man, trans man, trans woman, etc.

**Disability**
- Person-First Language
- Avoid Negative and Condescending Terminology
Gender and Sex

• Gender vs. Sex

Racial and Ethnic Identity

• Capitalization of Racial and Ethnic Terms
• Do not hyphenate multiword names
• Avoid “Racial Minorities/Minority”