

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

Running
Head

PERCEPTIONS OF EXPECTATIONS IN LEGAL SYSTEM

1

Page
Number

Title

**Just as I Expected? Experimentally Testing the Influence of Expectancies on Perceptions
Related to Interrogations**

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We have no known conflict of interest to disclose.

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Titles should be effective

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

Paper Formatting: Abstract

'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

PERCEPTIONS OF EXPECTATIONS IN LEGAL SYSTEM

2

Abstract

Not
Indented

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

Keywords: jury decision-making, exonerations, fundamental attribution error, expectations

Paper Formatting: Text (Body)

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.

Title bolded

**Just as I Expected? Experimentally Testing the Influence of Expectancies on Perceptions
Related to Interrogations**

New Page

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 confessors 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 & Alceste, 2019; Scherr & Normile, 2022). For instance, even though suspects who falsely confess during obviously high

Paper Formatting: Reference List

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

**Bold &
Centered**



References

Beal, S. J., & Crockett, L. J. (2010). Adolescents' occupational and educational aspirations and expectations: Links to high school activities and adult educational attainment.

Developmental Psychology, 46, 258–265. doi:10.1037/a0017416

Clow, K.A., & Leach, A. M. (2013). After innocence: Perceptions of individuals who have been wrongfully convicted. *Legal and Criminological Psychology, 20*, 147–164.

doi:10.1111/lcrp.12018

**Hanging
Indent**



Clow, K.A., & Leach, A. M. (2015). Stigma and wrongful conviction: All exonerees are not perceived equal. *Psychology, Crime & Law, 21*, 172–185.

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<http://scholarship.law.unc.edu/nclr/vol82/iss3/3>

Dror, I. E., & Charlton, D. (2006). Why experts make errors. *Journal of Forensic Identification,*

56, 600–616. doi:10.1.1.316.7823

Dror, I. E., & Hampikian, G. (2011). Subjectivity and bias in forensic DNA mixture

interpretation. *Science and Justice, 51*, 204–208. doi:10.1016/j.scijus.2011.08.004

More Reference List Information

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

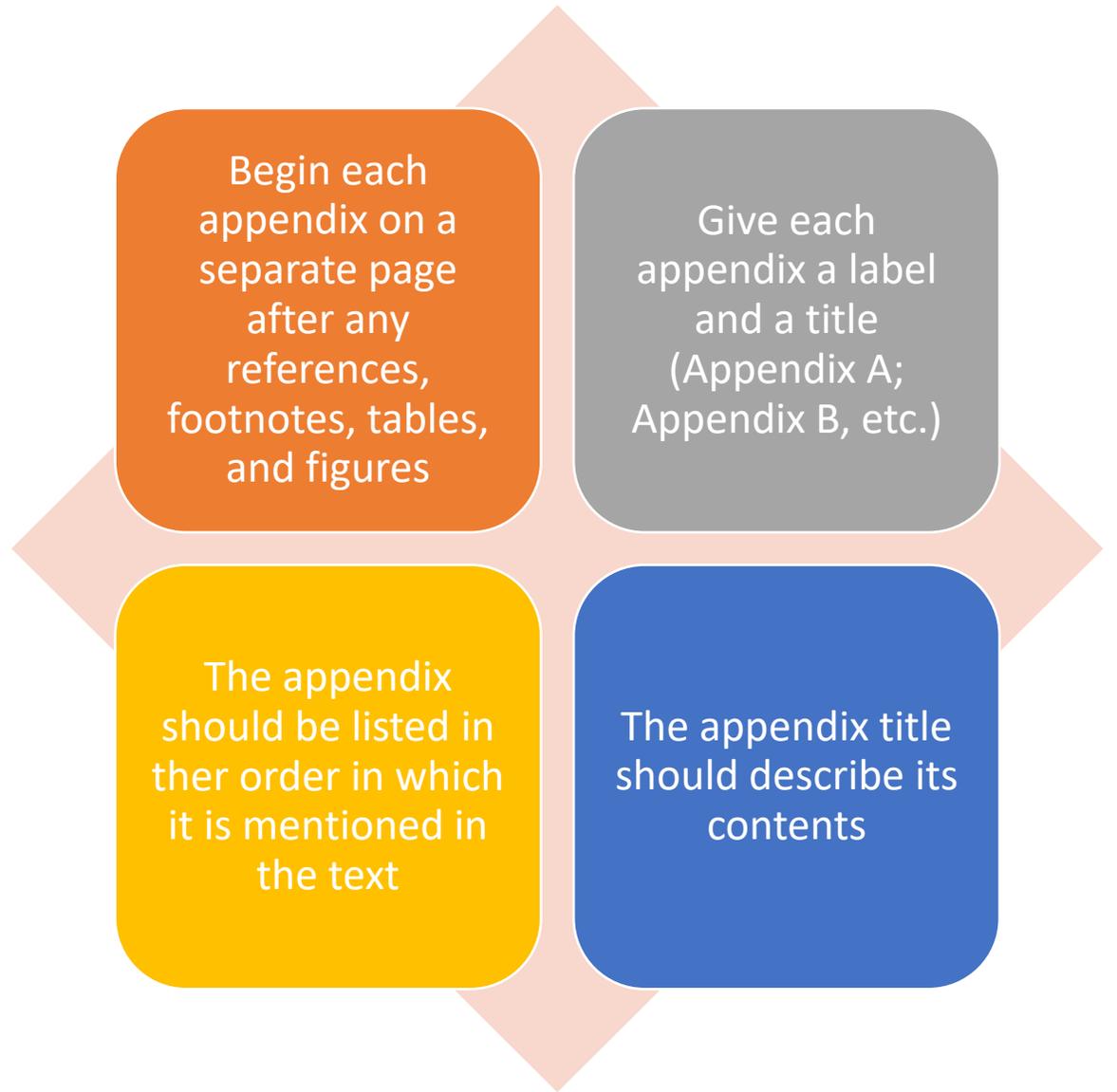
Multiple-author entries in which all authors appear in the same order should be arranged by year of publication, with earliest first

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

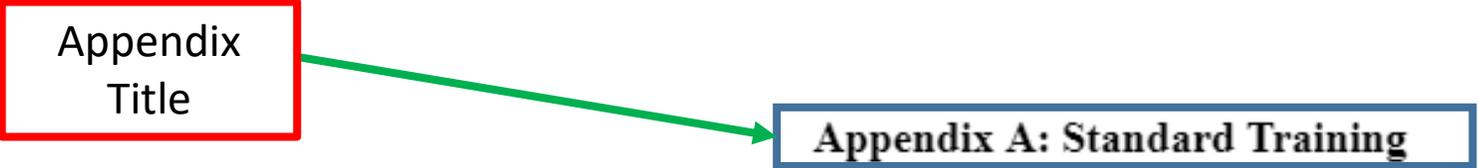
Paper Formatting: Appendices

- 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



Appendix
Title



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 suspects 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 Exceptions

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

Level	Format
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	<i>Flush Left, Bold Italic, Title Case Heading</i> 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	<i>Indented, Bold Italic, Title Case Heading, Ending With a Period.</i> 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

Level 1

Results

Preliminary Analyses

Level 2

Level 3

Skewness and Data Transformation

Basic Mechanics of APA

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”