

1" left margin



1" right margin



Copyright Beverly Dianne Eads 2011
ALL RIGHTS RESERVED

1" bottom margin



No Page Number



This Abstract is not signed

Centered Heading

Upper Case

ABSTRACT

1" left margin

2" top margin

1" right margin

The differences in recall among students with either an analytic or holistic style were investigated. The styles were determined by the amount of bilateral alpha activity (8-13 Hz) measured from the cerebral cortex of the brain during 2 eyes-open baseline recordings. The results indicated that the analytical group (who produced less bilateral alpha activity than did the holistic group) recalled more of the logically or semantically important information from structured expository text than did the holistic group. Holistic individuals recalled more of the semantically important information from high-imagery poetry than did analytical individuals. The findings are congruent with the bimodal theory of conscious processing and support the position that individual differences are important factors in memory research.

Double Space

Further testing is warranted in order to validate the determinate elements of the statistical analyses especially in light of the unexpected inverse correlation between the primary variables examined. Similar studies have supported the original theories regarding the interrelationship of the most commonly used measures, however these results give considerable weight to calls to establish new testing criteria.

All research in this matter will now focus on the prime candidates affecting these relationships, namely the variable factors considered in the first part of this project. Only time will tell if the hypotheses are in any way affected by the operation of skewing factors uncovered during testing.

Centered Page Number

1" left margin

2" top margin

1" right margin

Regular tab spacing
e.g. 0.5"

DEDICATION

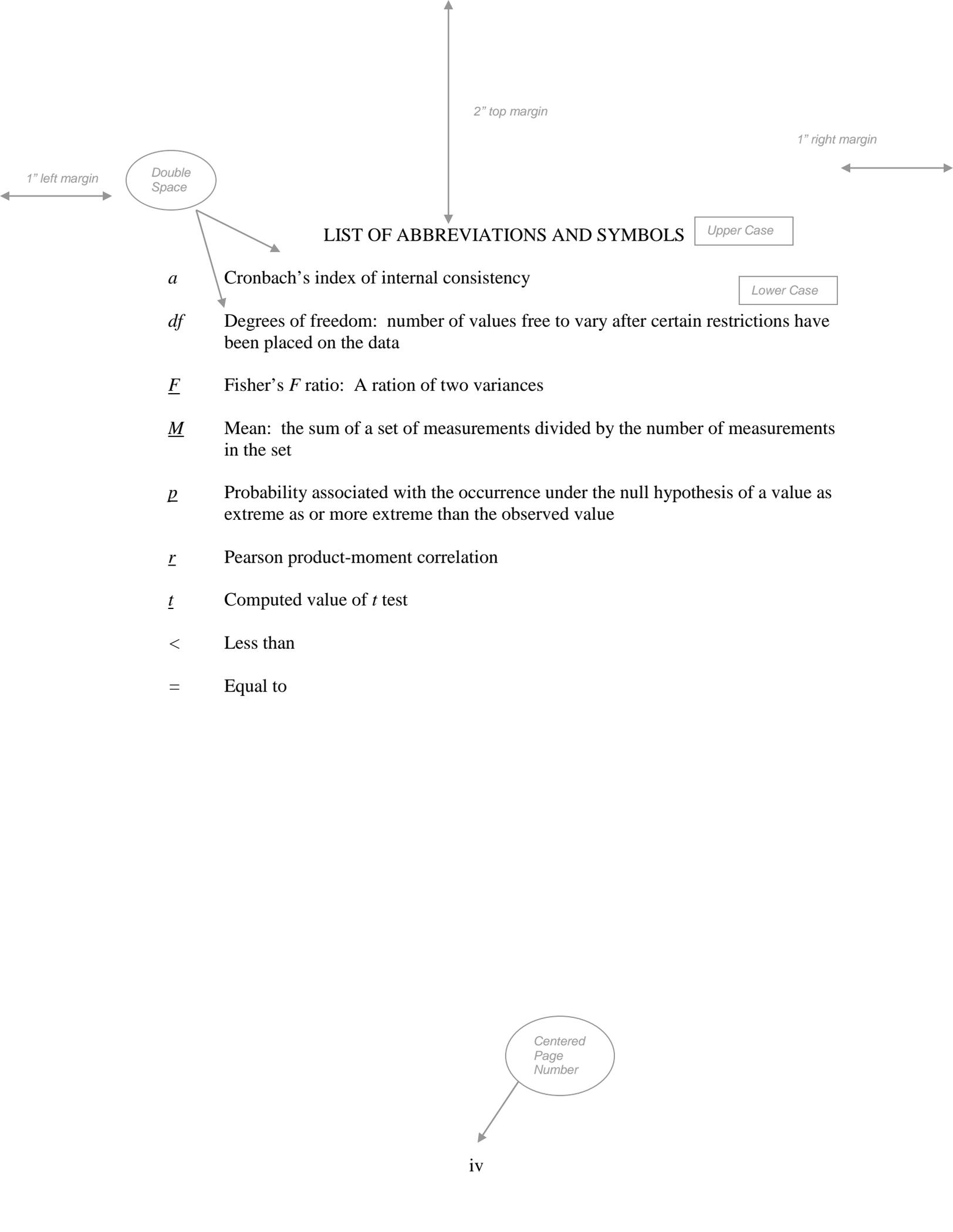
Upper Case

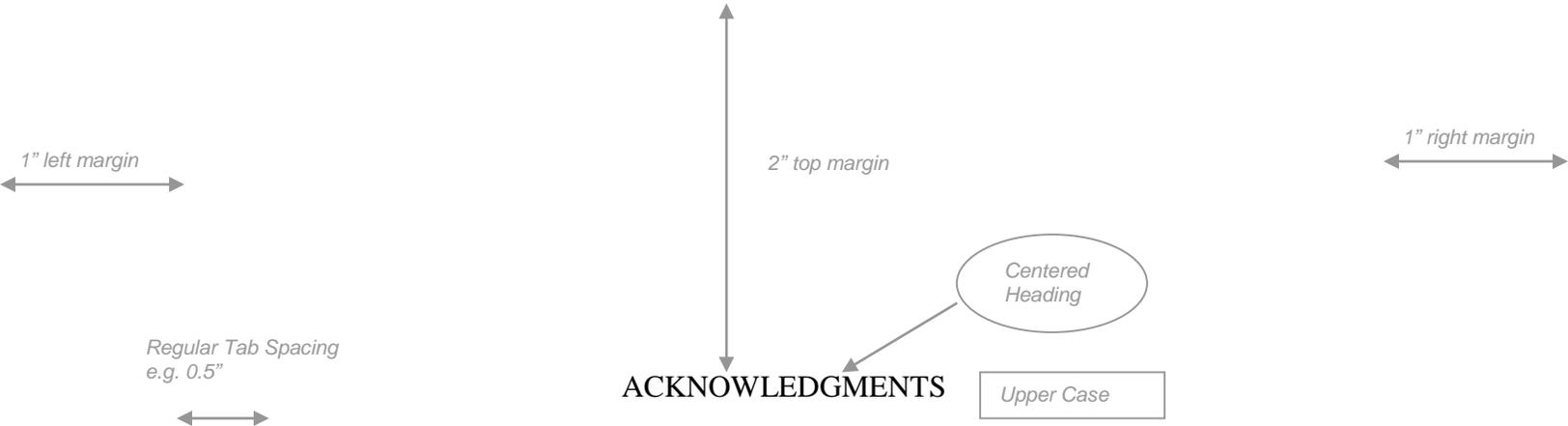
←→ This thesis is dedicated to everyone who helped me and guided me through the trials and tribulations of creating this manuscript. In particular, my family and close friends who stood by me throughout the time taken to complete this masterpiece.

Lower Case

Double
space

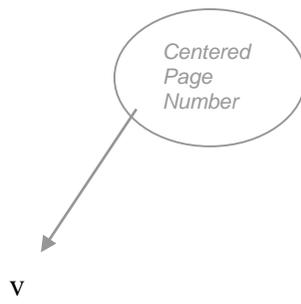
Centered
Page
Number





I am pleased to have this opportunity to thank the many colleagues, friends, and faculty members who have helped me with this research project. I am most indebted to Ron Rogers, the chairman of this dissertation, for sharing his research expertise and wisdom regarding motivational theory. I would also like to thank all of my committee members, Bill Chaplin, Ed Merrill, Jean Spruill, and Beverly Thorn for their invaluable input, inspiring questions, and support of both the dissertation and my academic progress. I would like to thank Beverly Roskos-Ewoldsen for her assistance in screening psychology students for inclusion in this study and Ann Jones, Jill Martin, and Judy McCollum for their assistance in collecting data and distributing AIDS education pamphlets to those students. After my computer went down three weeks prior to the dissertation proposal deadline, the School of Social Work on campus thankfully allowed me to use their computer center over several nights. I am indebted to Carl Clement, Steve Prentice-Dunn, and Forrest Scogin for granting needed extensions and for their understanding of my disability during trying times.

This research would not have been possible without the support of my friends and fellow graduate students and of course of my family who never stopped encouraging me to persist. Finally I thank all of the psychology student volunteers at both The University of Alabama and the University of South Florida.



1" left margin

2" top margin

1" right margin

Double Space

Upper Case

Centered Heading

CONTENTS

ABSTRACT ii

DEDICATION iii

LIST OF ABBREVIATIONS AND SYMBOLS iv

ACKNOWLEDGMENTS v

LIST OF TABLES vii

LIST OF FIGURES viii

LIST OF ILLUSTRATIONS ix

1. INTRODUCTION 1

2. METHODOLOGY 3

 a. Background 3

 b. Approach 4

3. RESULTS 7

4. DISCUSSION 25

5. MULTIPLE EXPERIMENTS 38

REFERENCES 58

APPENDIX 69

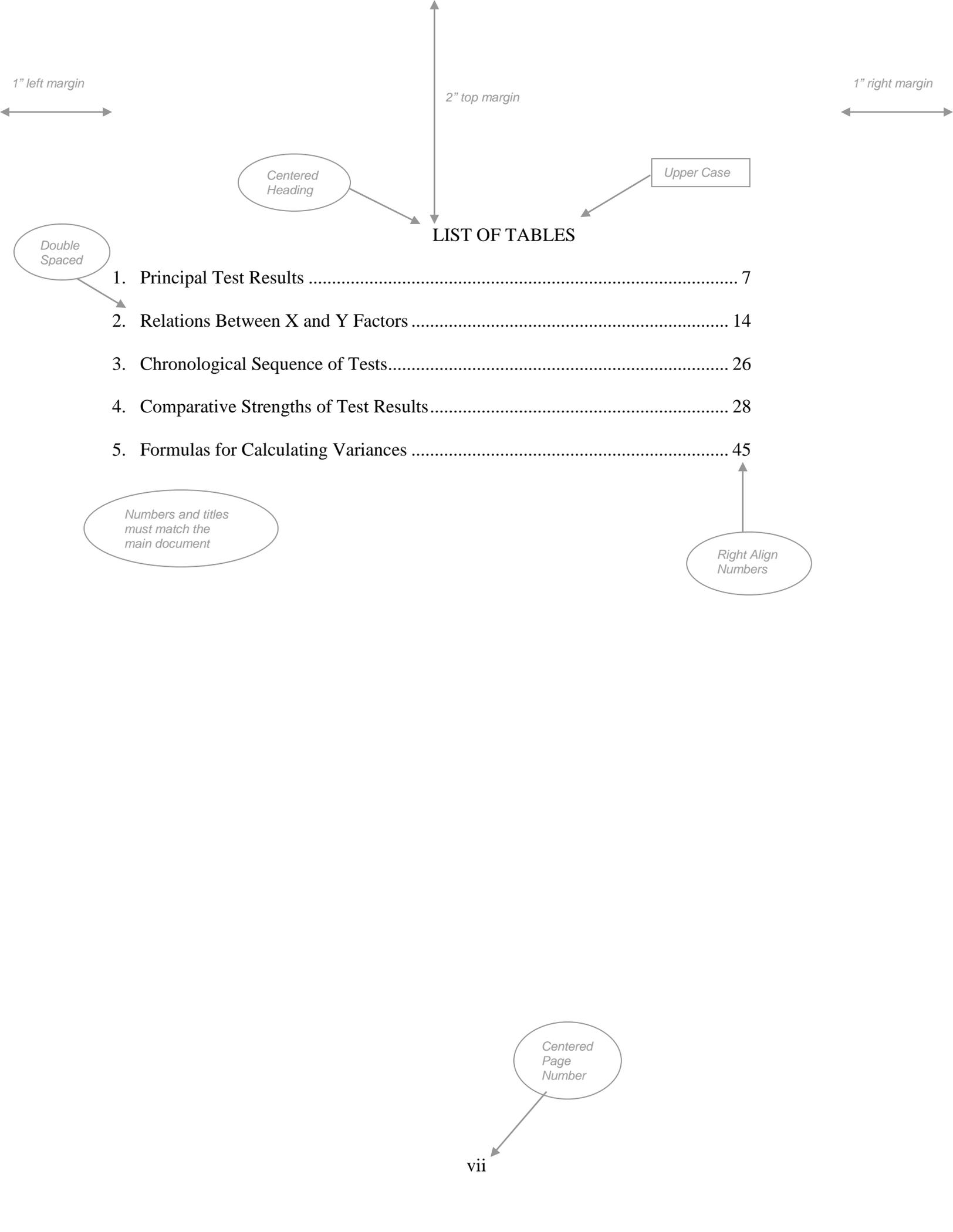
Note Strict Order

Headings and Titles must match with main document

Actual headings, formatting, capitalization, numbering, and spelling must follow your approved style guide.

Centered Page Number

Right Align Numbers



1" left margin

2" top margin

1" right margin

Centered
Heading

Upper Case

LIST OF TABLES

Double
Spaced

1. Principal Test Results 7

2. Relations Between X and Y Factors 14

3. Chronological Sequence of Tests..... 26

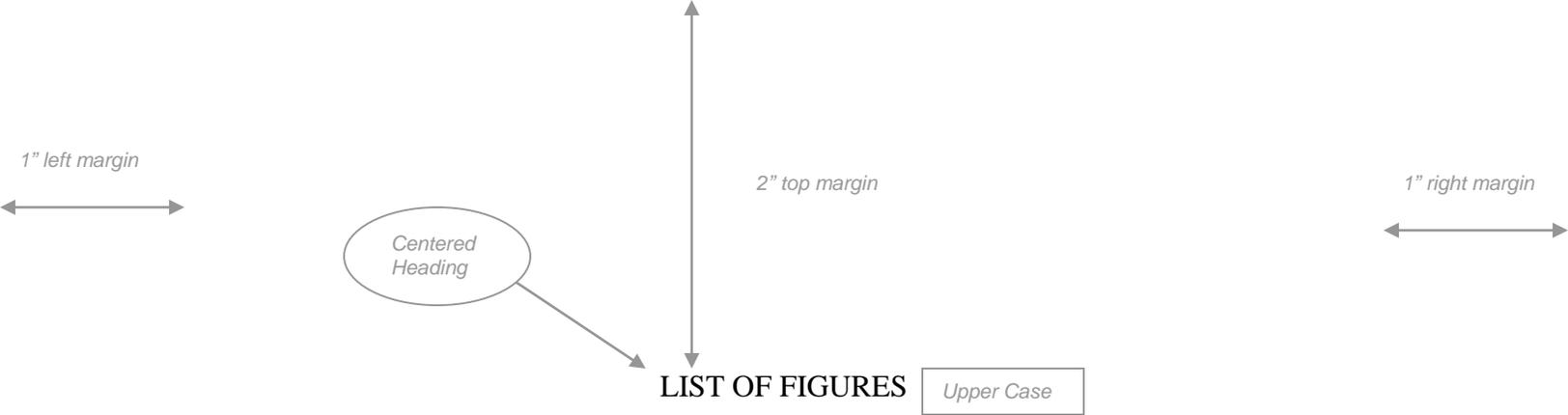
4. Comparative Strengths of Test Results..... 28

5. Formulas for Calculating Variances 45

Numbers and titles
must match the
main document

Right Align
Numbers

Centered
Page
Number



Double Space

1. Mean Proportional Recall as a Function of Age..... 2

2. Level of Subordination of Recall..... 27

Numbers and Titles must match the main document

Right Align Numbers

This diagram shows a table of contents with two entries. The first entry is '1. Mean Proportional Recall as a Function of Age..... 2' and the second is '2. Level of Subordination of Recall..... 27'. Annotations include 'Double Space' pointing to the entries, 'Numbers and Titles must match the main document' pointing to the titles, and 'Right Align Numbers' pointing to the page numbers.

1" left margin

2" top margin

1" right margin

Centered
Heading

LIST OF ILLUSTRATIONS

Upper Case

Double
Space

1. Jean Beraud, *The Church of Saint-Phillipe-du-Roule*, 1877..... 28
2. Claude Lorrain, *The Ford*, 1636 42

Numbers and
Titles must
match with
main document

Right Align
Numbers