

# Chapter 12

---

## **Exercise 1**

Two excerpts from method sections appear below. Analyze these excerpts for agentlessness and connectedness. Then consider the overall function of the passage: what would you identify as the main concerns of the researchers composing an account of their method? What kinds of questions do they answer about their work?

### **PASSAGE 1**

The conversations to be examined here are from an extensive research project with 3- to 5-year-old children at a day-care center in a large midwestern city. The children were grouped into 12 same-sex triads on the basis of friendship and age. The groups were formed after consultation with the children's teachers. The participants in this study were educationally and socially advantaged, middle-class, urban children who were predominantly white. The children attended the day-care center for full days, year round, and had known each other for 1–3 years.

The triads were videotaped during the regular day-care day in one of the children's usual play areas, which was separate from the larger group. The only children in the room were those being filmed. They were not supervised by an adult, although an assistant and I sat somewhat out of sight in a play loft above and behind the children's play area. The children knew we were there. They were videotaped on three separate occasions, each time playing at one of three types of activities. Each group was videotaped for a total of approximately 75 minutes (25 minutes per session).

Amy Sheldon 1990 "Pickle fights: Gendered talk in preschool disputes." *Discourse Processes* 13: 5-31, 12-13.

**PASSAGE 2****Studies 1a and 1b Method**

Participants in Study 1 volunteered for a “quick 3-minute survey” via a Web-site link. We recruited participants from the United States and Australia, respectively, for Studies 1a and 1b. (See the Supplemental Material available online for details of the two samples.)

In Study 1a, we asked 582 Americans to report how convinced they were “that global warming is happening” and how much they “personally worried about global warming.” We labeled these responses *belief* and *concern*, respectively. Response options ranged from 0 (*not at all convinced/worried*) to 3 (*completely convinced/a great deal worried*). These global-warming questions and the response scales were adapted from prior public-opinion studies about global warming (Leiserowitz, Shome, Marx, Hammer, & Broad, 2008).

We also asked participants whether the local temperature on the day they completed the survey was colder or warmer than usual for that time of year. They responded using a 5-point scale that ranged from -2 (*much colder*) to 2 (*much warmer*). We labeled this response *perceived deviation* because it is related to but psychologically distinct from the actual deviation from the usual temperature. Participants also provided their postal code and basic demographic information, including their political affiliation.

Ye Li, Eric J. Johnson, and Lisa Zaval 2011 “Local warming: Daily temperature change influences belief in global warming.” *Psychological Science* 22 (4): 454-59, 455.