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<th>Activity: Reconstructing a Discussion</th>
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<td><strong>Author(s)</strong></td>
<td>David B. Strohmetz</td>
</tr>
<tr>
<td><strong>Institution</strong></td>
<td>Monmouth University</td>
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<td><strong>Brief Description:</strong></td>
<td>This activity has students reconstruct a discussion section from a published article to help them learn the subsections of an APA style Discussion section.</td>
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<td><strong>Keywords:</strong></td>
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<tr>
<td><strong>Author Contact Information:</strong></td>
<td><a href="mailto:dstrohmetz@monmouth.edu">dstrohmetz@monmouth.edu</a></td>
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Instructors:
After going through the subsections of an APA style discussion, have pairs of students reconstruct the discussion section of a published research article. Included you will find instructions for students as well as the segmented discussion section to copy. You need to cut the segments of the below discussion into individuals slips of paper and give a full set of slips to pairs of students in a randomized order.

This activity should help students see the underlying structure of a discussion. Have the class share with each their final ordering and rationale.

The discussion is pulled from the below research article, but you are free to use any article helpful to your class.

Activity: Constructing a Discussion

Instructions:
You will be given the discussion section of a published research article for this activity. The discussion section will be broken down into small segments. Your assignment is to use what you know about the subsections of an APA style discussion section to reorder the segments to create a coherent discussion.
Results of the current experiment support the prediction that adding a helpful message to a check would increase tip percentages.

This finding adds to those of previous studies that have shown that adding information to the back of customers’ checks can increase tip percentages.

Rind and Bordia (1995, 1996) found that writing “Thank you” and drawing a happy face on the backs of checks increased tips; they attributed these increases to the beneficial effects of creating a perception among the customers of the servers’ friendliness.

In the current experiment, adding a message may also have engendered perceptions of friendliness. More likely, however, adding the message created the perception on the part of customers that the server was doing something extra for them -- that is, giving them a useful tip about a future dinner, and incurring the cost of spending the time to write out a relatively lengthy message to do so.

This perception, it follows, then heightened the likelihood that customers would reciprocate the tip and extra effort by the server with an increased tip of their own (cf. Regan, 1971). As plausible as this explanation may be, however, the resolution concerning the precise mechanism for the increased tip percentage in the message condition requires further research.

In the current experiment, the female server’s customers spent a total of $4,173 over a 3-week period, which is equivalent to $1,391 per week. By the addition of a helpful message concerning a future dinner special on all checks, the server would have increased her tips from $236 to $277 per work week, which represents an increase of $41, or 17.4%. For the more than 1 million servers in the United States, systematic use of this technique could mean millions of dollars of extra income annually.

The current experiment was conducted in an upscale restaurant in a country club in the northeastern United States using only one female server. The generalizability of the current findings thus needs to be examined in future research by varying location and restaurant-type factors, and by using different servers, male as well as female.

This study adds to the growing body of research that suggests the practice of tipping is influenced by psychological factors as much as economic considerations. This has implications for servers who are dependent on tips for their income.