Our APA document for Lab 8

Cameron S. Kay[1], Stefania Ashby[1], & Ashley L. Miller[1]

[1] University of Oregon

Author Note

Correspondence concerning this article should be addressed to Cameron S. Kay, 1451 Onyx Street, Eugene, OR 97403. E-mail: ckay@uoregon.edu

Abstract

Here is an abstract. It is abstract but also specific.

Keywords: apa, papaja, science

Our APA document for Lab 8

I am writing an introduction. Caprara, Barbaranelli, Steca, and Malone (2006) found some stuff. But other people have found other stuff (Zimmerman, 1990).

Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Participants

Material

Procedure

Data analysis

We used R (Version 3.5.1; R Core Team, 2018) and the R-packages *bindrcpp* (Version 0.2.2; Müller, 2018), *dplyr* (Version 0.7.7; Wickham, François, Henry, & Müller, 2018), *forcats* (Version 0.3.0; Wickham, 2018a), *ggplot2* (Version 3.0.0; Wickham, 2016), *here* (Version 0.1; Müller, 2017), *janitor* (Version 1.1.1; Firke, 2018), *knitr* (Version 1.20; Xie, 2015), *papaja* (Version 0.1.0.9842; Aust & Barth, 2018), *purrr* (Version 0.2.5; Henry & Wickham, 2018), *readr* (Version 1.1.1; Wickham, Hester, & Francois, 2017), *rio* (Version 0.5.10; C.-h. Chan, Chan, Leeper, & Becker, 2018), *stringr* (Version 1.3.1; Wickham, 2018b), *tibble* (Version 1.4.2; Müller & Wickham, 2018), *tidyr* (Version 0.8.1; Wickham & Henry, 2018), and *tidyverse* (Version 1.2.1; Wickham, 2017) for all our analyses.

Results

Table 1.

Descriptive statistics for math and reading, grouped by sex and frl.

As shown in Table 1, the mean math and reading scores for boys with "yes" for frl was lower than the mean math and reading scores for boys with "no" for frl. In contrast, the mean math and reading scores for girls with "yes" for frl was higher than the mean math and reading scores for girls with "no" for frl. For both levels of frl, the mean math and reading scores were higher for girls than boys.

Discussion

References

Aust, F., & Barth, M. (2018). *papaja: Create APA manuscripts with R Markdown*. Retrieved from https://github.com/crsh/papaja

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, *44*(6), 473–490.

Chan, C.-h., Chan, G. C., Leeper, T. J., & Becker, J. (2018). *Rio: A swiss-army knife for data file i/o*.

Firke, S. (2018). *Janitor: Simple tools for examining and cleaning dirty data*. Retrieved from https://CRAN.R-project.org/package=janitor

Henry, L., & Wickham, H. (2018). *Purrr: Functional programming tools*. Retrieved from https://CRAN.R-project.org/package=purrr

Müller, K. (2017). *Here: A simpler way to find your files*. Retrieved from https://CRAN.R-project.org/package=here

Müller, K. (2018). *Bindrcpp: An 'rcpp' interface to active bindings*. Retrieved from https://CRAN.R-project.org/package=bindrcpp

Müller, K., & Wickham, H. (2018). *Tibble: Simple data frames*. Retrieved from https://CRAN.R-project.org/package=tibble

R Core Team. (2018). *R: A language and environment for statistical computing*. Vienna, Austria: R Foundation for Statistical Computing. Retrieved from https://www.R-project.org/

Wickham, H. (2016). *Ggplot2: Elegant graphics for data analysis*. Springer-Verlag New York. Retrieved from http://ggplot2.org

Wickham, H. (2017). *Tidyverse: Easily install and load the 'tidyverse'*. Retrieved from

https://CRAN.R-project.org/package=tidyverse

Wickham, H. (2018a). *Forcats: Tools for working with categorical variables (factors).* Retrieved from https://CRAN.R-project.org/package=forcats

Wickham, H. (2018b). *Stringr: Simple, consistent wrappers for common string operations.* Retrieved from https://CRAN.R-project.org/package=stringr

Wickham, H., & Henry, L. (2018). *Tidyr: Easily tidy data with 'spread()' and 'gather()' functions.* Retrieved from https://CRAN.R-project.org/package=tidyr

Wickham, H., François, R., Henry, L., & Müller, K. (2018). *Dplyr: A grammar of data manipulation.* Retrieved from https://CRAN.R-project.org/package=dplyr

Wickham, H., Hester, J., & Francois, R. (2017). *Readr: Read rectangular text data.* Retrieved from https://CRAN.R-project.org/package=readr

Xie, Y. (2015). *Dynamic documents with R and knitr* (2nd ed.). Boca Raton, Florida: Chapman; Hall/CRC. Retrieved from https://yihui.name/knitr/

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, *25*(1), 3–17.

Table 1

sex	frl	math_mean	math_sd	rdg_mean	rdg_sd
boy	no	492.85	46.34	441.46	32.32
boy	yes	469.87	46.09	425.38	26.63
girl	no	501.21	45.96	448.54	34.52
girl	yes	477.51	46.30	430.80	27.42