How to Make a Proceedings Paper Submission

Anonymous CogSci submission

Abstract

Include no author information in the initial submission, to facilitate blind review. The abstract should be one paragraph, indented 1/8 inch on both sides, in 9 point font with single spacing. The heading "**Abstract**" should be 10 point, bold, centered, with one line of space below it. This one-paragraph abstract section is required only for standard six page proceedings papers. Following the abstract should be a blank line, followed by the header "**Keywords:**" and a list of descriptive keywords separated by semicolons, all in 9 point font, as shown below.

Keywords: add your choice of indexing terms or keywords; kindly use a semicolon; between each term

Introduction

[ek: make up your mind about generations vs. reproduction; original stories vs. seeds; stories vs. storytype vs. condition,...]
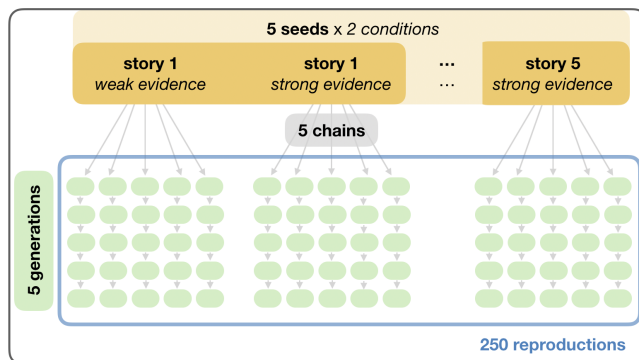

Figure 1: This is a figure.

Corpus Collection

[ek: transmission chain method]

Material

We constructed five crime stories which stand in the beginning of each reproduction chain. These will be referred to as seeds. All of these stories share a [ek: news-article-tone] and follow a similar reporting structure: They report a crime that has happened, the police's search for the people who committed the crime, the arrest of one or multiple suspects and the possible punishment they face if found guilty. Furthermore, each of these five seed stories can occur in either of two conditions: a weak evidence or strong evidence condition. This manipulation was achieved by varying the final sentence of the story.

Methods

74 Stanford students participated in this online study as part of their course requirements [ek: include _babe reference?]. Each participant read and reproduced each of the five stories with a random condition. After reading the instructions, participants read the story and whenever ready could proceed to the free reproduction and the story disappeared. The trial order was randomized.

A complete chain is a chain that has 5 reproductions/generations. For our subsequent analyses, we randomly chose 50 complete chains, evenly distributed of stories and conditions. Overall, this gives us a corpus that comprises 250 reproductions and 10 original stories.

Results

As expected ([ek: cite!]), the length of reproductions decreases on average with the highest decrease in the first 3 generations. The difference between the fourth and fifth generation turns almost negligible which could be a sign for an almost perfect recall at this length ([ek: cite]).

Subjective Ratings

To evaluate the reproduction corpus, we would like to trace a variety of psychological variables trough stories and generations. To obtain these, we conducted an Amazon Mechanical Turk study asking questions about the suspect, the author, the reader and the evidence.

Material

The stories were taken from the corpus described in [ek: ref]. In the questions, we asked about the evidence, the suspect's guilt and possible conviction, the reader's beliefs about the author and the reader's emotional connection to the story. [ek: a complete list of the questions can be found...] Overall, participants were asked eight questions of interest and four attention check questions.

Methods

[ek: number of participants] participants were recruited over Amazon Mechanical Turk. Each participant read one

story and answered twelve questions (including four attention check questions). They indicate their response by moving a slider on a continuous scale [ek: Doesn't apply button?]. Each question was shown in isolation in a randomized order. The story was visible at all times.

Results

Conclusion

Discussion

References

Chalnick, A., & Billman, D. (1988). Unsupervised learning of correlational structure. In *Proceedings of the tenth annual conference of the cognitive science society* (pp. 510–516). Hillsdale, NJ: Lawrence Erlbaum Associates.

Feigenbaum, E. A. (1963). The simulation of verbal learning behavior. In E. A. Feigenbaum & J. Feldman (Eds.), *Computers and thought.* New York: McGraw-Hill.

Hill, J. A. C. (1983). A computational model of language acquisition in the two-year old. *Cognition and Brain Theory*, *6*, 287–317.

Matlock, T. (2001). *How real is fictive motion?* Doctoral dissertation, Psychology Department, University of California, Santa Cruz.

Newell, A., & Simon, H. A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice-Hall.

Ohlsson, S., & Langley, P. (1985). *Identifying solution paths in cognitive diagnosis* (Tech. Rep. No. CMU-RI-TR-85-2). Pittsburgh, PA: Carnegie Mellon University, The Robotics Institute.

Shrager, J., & Langley, P. (Eds.). (1990). *Computational models of scientific discovery and theory formation*. San Mateo, CA: Morgan Kaufmann.