



# PsychEdit Services News

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An absolutely free publication meant for the loyal customers of PsychEdit Services—filled with tips, links, and current events.

## How to Best Approach Your Next R&R

### False Friends

- **Chef** (English) vs. **Chef** (Deutsch)—the word in English means the same as the German word *Küchenchef*. *Chef* in German is the same as the English word *boss* or *chief* (Häuptling).
- **Boot** (Am. English) vs. **Boot** (Br. English)—in American English, this can mean either a type of footwear covering the lower leg, or to start up a computer. In British English, this word refers to the storage compartment of a car.

### Confusing English Words & Spelling

**billion** (Am) —equal to a 1 with nine zeros following  
1,000,000,000

**billion** (Br) — equal to a 1 with twelve zeros following  
1,000,000,000,000

**hint** (noun)  
1) a suggestion  
2) a clue  
3) a small amount

**hint** (verb)  
1) to convey indirectly by allusion rather than explicitly

**nonverbal** — this word does not take a hyphen


**so-called** — this word is always hyphenated

**favor** — American English

**favour** — British English

I recently read an article by Sara Rynes (2006) on her observations of another paper, *Anatomy of an R&R* by Seibert, 2006, and wanted to share with you some of the more helpful strategies for dealing with the emotional response one inevitably experiences when faced with the results of a peer review. Hopefully you will be able to use one or more of these strategies during your next R&R.

Strategy 1: Use humor to deal with your more difficult emotions. For instance, you could try rewriting some of the comments that seem harsh or unfair so that they are *even more* harsh, scathing, and critical than in the original version. Example—*You have done nothing new here except waste my valuable and precious time. Next time you would do better to*

*consult a crystal ball when making your predictions.* Or you could draw a funny face on your hand, like this , and use a silly voice to read the comments back to yourself.

Strategy 2: Distance yourself. You could have someone else read the review before you do, and then give you a synopsis of the major comments. After that, allow yourself some time to think about the synopsis before you read the actual comments for yourself.

Strategy 3: Break the comments down into categories, such as negotiable vs. non-negotiable and simple vs. challenging re-

quests for changes.

Strategy 4: Build up your self-efficacy before attempting to tackle any changes. Reward yourself for having gotten to this point, and remember that it is only a critique of your work and not of you as a person.

Strategy 5: Take on the perspective of the active editor instead of the reviewers. Remember that it is ultimately the editor, not the reviewers, who must be persuaded by your work. The editor will have much more information than any one reviewer, and will be able to see, for example, if Reviewer 1's comments about your methodologies are in direct contrast to Reviewer 2's comments.


With luck, these strategies will help you with your next R&R!

## Your Editor Adds to Her Credentials!

This past September, I was pleased to have earned a certificate in copyediting from the University of California San Diego, Extension—an online continuing education forum. The certificate program took 12 months to complete and consisted of four required courses: Grammar Lab, which included daily exercises and challenging exams in parts of speech, clauses, phrases, verb tenses,

punctuation, and mechanics; Copyediting I, where the focus was on correcting indisputable errors in grammar, syntax, spelling, punctuation, and usage, and where standard as well as online editing tools and techniques were practiced; Copyediting II, which concentrated on maintaining the author's voice while correcting subjective errors, and where the function of style sheets

was detailed; and Copyediting III, where a large manuscript was edited in its entirety and according to strict deadlines. Even though I never dreamed that my education would lead to this line of work while I was studying psychology and business, I am so happy to have the opportunity to serve you, and

 now as a certified copyeditor!

# First Author Julia Gorges to be Published in *Learning and Individual Differences*

## Adults' learning motivation: Expectancy of success, value, and the role of affective memories

The present study tested the applicability of expectancy-value theory to adults' learning motivation. Motivation was measured as the anticipated reaction (AR) of German students (N = 300) to receiving their instructions in English as a new learning opportunity. We used structural equation modeling to test our hypotheses. Expectancies of success and values from school predicted

current expectancy and value, which, in turn, accounted for about 64% of variance in AR. In addition, we explicitly tested the hitherto neglected role of affective memories as a major precursor of value, expectancy of success, and AR. Results show a small direct effect of only negative affective memories on AR, leading to a significant incremental prediction of AR in addition to expectancy and value. Thus, motivation and experiences at secondary school appear to play a crucial role in adults' learning motivation, mediated by expectancy and value specific to the learning opportunity.



Dipl.Päd. Dipl.Wirts.Inf.(BA) Julia Gorges is a Ph.D. candidate at Bielefeld University and studies topics in Educational Psychology. In addition to this publication, Julia has several other articles currently under review.

### English Grammar Tip

Adverbs that end in “ly”

Adverbs are highly useful indeed, as they can be used to describe an adjective, another adverb, a verb, a phrase, or an entire sentence. They are different from adjectives in that adjectives can only be used to describe nouns or pronouns. The most commonly recognized adverbs are those that end in “ly” such as *happily, abundantly, unfortunately*, and others. Also, remember that adverbs can be placed practically anywhere in the sentence. Here you can find a list of more “ly” adverbs to enjoy! <http://jc-schools.net/write/ly.htm>

Website of the Quarter!

APA Instructions  
for Authors

## Announcements

SIOP is set to have its 27th Annual conference in San Diego... the hometown of this Editor!

Conference will be held April 26-28, 2012

Call for Proposals

An Alliance for Organizational Psychology (AOP) has been born!

EAWOP, SIOP, and IAAP Div. 1 form the basis for the alliance.

Links to Jobs

- [APA](#)
- [HigherEd](#)
- [SIOP](#)
- [HERC](#)

Send me your announcements and they will be displayed here!

## APA Style Tip

### Avoiding Gender/Sex Bias in Your Writing

Instead of using the pronouns *he, she*, or *he and she* (or some other combination) to refer to persons in your writing, APA suggests you either rephrase (e.g., *that person, those individuals*), use plural nouns or pronouns (e.g., *students... they... their...*), replace the pronoun with an article (e.g., *...his grant... to ...the grant...*), or drop the pronoun entirely (e.g., *...avoid letting his own negative emotions... to ...avoid letting negative emotions...*).

## Psych Humor

MentalHealthHumor.com

By: Chato B. Stewart



Arbor Seasonal Depression Day