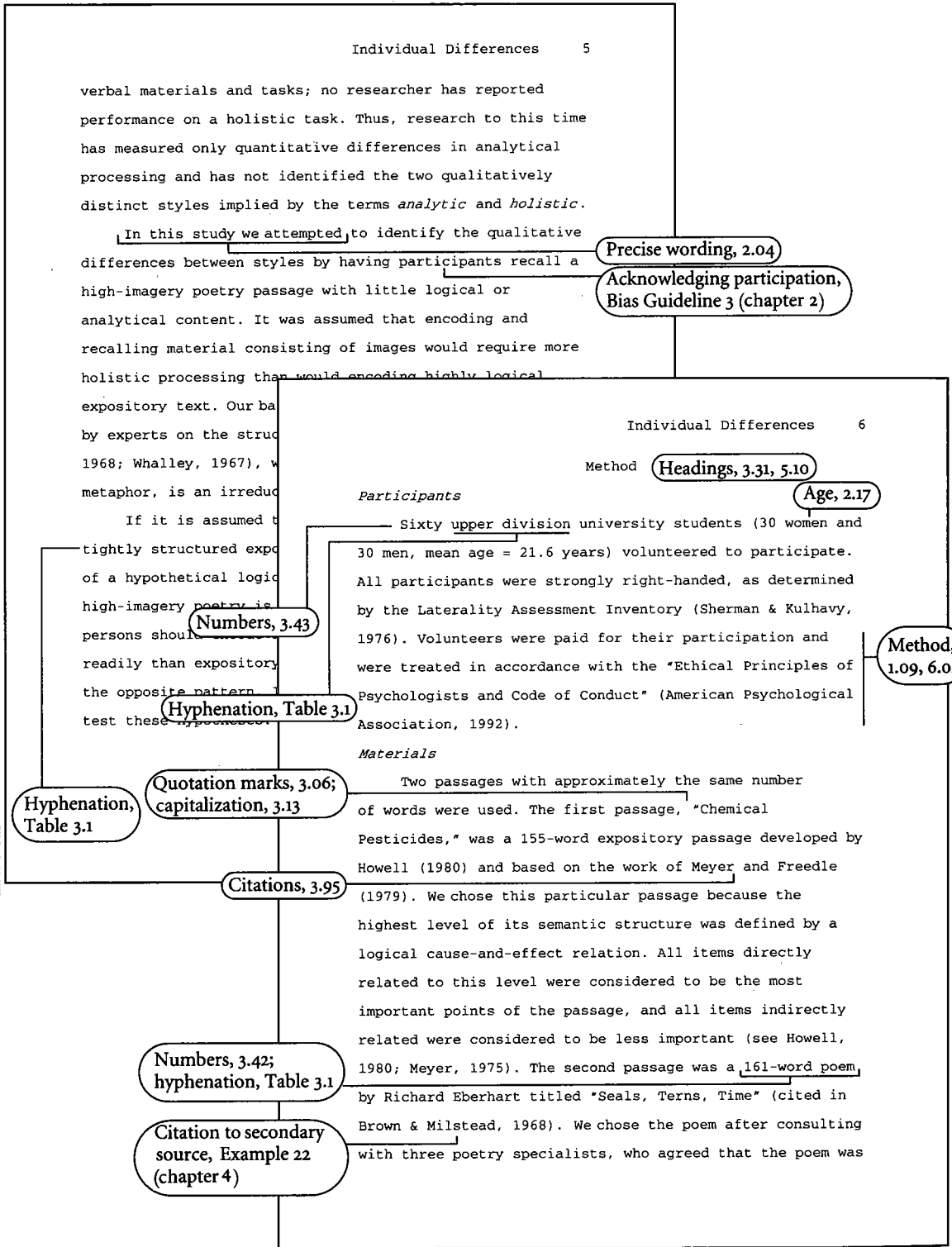


Figure 5.1. (continued)



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highly figurative and nonanalytical.

Footnotes, 3.87, 5.20

Design and Procedure

Testing occurred in two sessions 1 week apart. In each session, 3-min, eyes-open EEG recordings were made for each participant. We used these recordings as baseline recordings to determine cognitive style (see the Results section).

Numbers, 3.42

Hyphenation, Table 3.1

Grass 7P5-J preamps and a PDP 11/34A computing system were used. Before each participant was measured, the complete recording system was checked by sending a 50-µV, 10-Hz signal from the electrode leads through the outputs of the computer's analog-to-digital converter. A specially written Fourier analysis program, independently tested by others (e.g., G. S. Wolverton, personal communication, February 21, 1993), w

Scientific abbreviations, 3.25

Personal communications, 3.102

conventional frequency made from two parietal on the left hemisphere right hemisphere. We c appears to be highly (Geschwind, 1972).

During the first was recorded. During was recorded, and the for 5 min. In this

Scientific abbreviations, 3.25; numbers, 3.42

read and recalled the two passages. Passages were counterbalanced across participants, and each passage appeared, a paragraph at a time, on the computer monitor, which was placed at eye level 1 m in front of the

Comma, 3.02

participant. Participants initiated the reading-recall sequence for each passage by pressing the space bar on the terminal to present each paragraph. Participants read at their normal rates, and after they finished reading they wrote down as much of the passage as they could remember, taking as much time as necessary. They were also instructed to press the key that recorded the time interval between bar presses for both reading and recall tasks. Participants had a rest period of 3 min between the two reading-recall sequences. At the end of the session, the purpose of the study was explained to each participant.

Scoring

Recall data. Because the high-imagery poetry was nonanalytical and nonsequential, none of the existing prose analysis procedures (e.g., Kintsch, 1974; Meyer, 1975) could easily be used to determine semantic content of the poem. Instead, three graduate students proficient in English independently ranked sentences in the passage from most important to least important. Other researchers (e.g., Meyer & McConkie, 1973) successfully used this method to determine the mix of narrative and expository text.

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