

Study: Students Who Pull All-nighter Have Lower GPAs

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ALBANY, N.Y. — Students who rely on all-nighters to bring up their grades might want to sleep on that strategy: a new survey says those who never study all night have slightly higher GPAs than those who do.

A survey of 120 students at St. Lawrence University, a small liberal arts college in northern New York, found that students who have never pulled an all-nighter have average GPAs of 3.1, compared to 2.9 for those who have. The study, by assistant professor of psychology Pamela Thacher, is to be included in the January issue of *Behavioral Sleep Medicine*. "It's not a big difference, but it's pretty striking. I am primarily a sleep researcher and I know nobody thinks clearly at 4 in the morning. You think you do, but you can't."

Prav Chatani, a St. Lawrence sophomore who wasn't involved in either study, said the findings made sense. The neuroscience major has been pulling fewer all-nighters, but recently stayed up until "around 4 or 5 in the morning" to prepare for an organic chemistry test and a neuroscience presentation, he said. "A lot of students were under the impression all-nighters were a very useful tool for accomplishing work, that caffeine intake was very useful in meeting deadlines and stuff like that," said Chatani, who had a 3.4 GPA last semester and doesn't expect to do too badly this semester, either.

Some night owls do get good grades, of course, which may be explained by circadian rhythms, Weiss said. Circadian rhythms can be tracked through body temperature and hormonal transmissions. Some people have different 24-hour body clocks than others, and may do better depending on class and testing times, Weiss said.

ChloJe LaFrance, a St. Lawrence junior from Elizabethtown majoring in psychology and English, said she's never studied all night. "If I get less than six hours of sleep I just do not function at all," she said. LaFrance, who has about a 3.7 GPA, said she's never had a situation where she couldn't get all her work done.

In Thacher's first study, 65 students said they had pulled one or more all-nighters, and 45 said they hadn't done any. The survey was conducted in Psychology 101 classes, and included students in a variety of majors.

1. Assume for a moment that a student's Bachelorette degree consisted of 21 courses. Without repeating the same number twice, create a mean GPA of 3.1, median of 2.7, and an interquartile range of 1.4. Illustrate the box-and-whisker plot utilized to determine the interquartile range.
2. In Thacher's first study what percentage of the students said they had *never* pulled one or more all-nighters?
3. Determine five different ways to convey the results of the study in an attempt to prevent students from pulling all-nighters? Explain.
4. What is the author's intent in creating this passage? Explain.
5. If one were truly concerned that the results of the survey were inconsistent, what are some additional measures one might implement to accurately address this concern?
6. How could Thacher have increased her sample size? Would this have offered more validity to the study? Explain your answer in paragraph form.
7. Identify a hypothesis and conclusion for this study. Explain.
8. In paragraph form, what mitigating factors contradict the research above?
9. In paragraph form, compare and contrast Prav Chatani with ChloJe LaFrance. Additionally, identify the percent of change in their GPAs.
10. Upon completion of this assignment, how far have we progressed through the 2007-08 series of *The Daughtry Times*®? Express your answer as a fraction, decimal, percentage, and pie chart.
11. In complete sentences, using contextual clues only, explain the meaning of the words: *circadian* and *hormonal*. Additionally, use each defined word in a sentence to demonstrate further comprehension.
12. As obtained from the passage above, in paragraph form, explain at least eight ways using the "*Traditional Writing Guidelines*" simplifies the paragraph writing process. Be specific.
13. As obtained from the passage above, in paragraph form, explain at least six ways using the "*Preliminary Reading Guidelines*" simplifies understanding of the material. Be specific.
14. In paragraph form, explain at least five legitimate and educational purposes behind *The Daughtry Times*®.