

Engagement with Narrative Characters Data Set

Lynn S. Eekhof – June 5th, 2023

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CONTEXT

Introduction

This data set consists of various data related to individual differences in social-cognitive abilities and self-reported experiences of character engagement during narrative reading. In addition, data from a pre-test that was conducted to check the narrative stimuli are included. All data have been collected in the context of PhD research by Lynn Eekhof, at the Centre for Language Studies, Radboud University. The data are associated with the following publication:

Eekhof, L. S., van Krieken, K., Sanders, J., & Willems, R. M. (2023). Engagement with narrative characters: The role of social-cognitive abilities and linguistic viewpoint. *Discourse Processes*. Advance online publication. <https://doi.org/10.1080/0163853X.2023.2206773>

The online appendix of this publication, including analysis scripts and materials, can be found on the Open Science Framework: <https://osf.io/xygew/>

Summary

The data were collected to study the relationship between social-cognitive abilities, the presence of viewpoint markers in a text, and experiences of character engagement during narrative reading. The following data have been collected and are included in this data set:

1. Pre-test data
 - a. Measures of perceived textual fluency
2. Main experiment data
 - a. Measures of social-cognitive abilities
 - b. Measures of reading habits
 - c. Measures of character engagement
 - d. Measures of perceived textual fluency
3. Narrative stimuli
4. Viewpoint analyses of the narrative stimuli

The data were collected in December 2021 by Lynn S. Eekhof, MA, under supervision of Dr Kobie van Krieken, Prof Dr José Sanders, and Dr Roel Willems.

METHOD

Information about the original research questions, hypotheses, methodology, and pre-processing can be found in the following open access publication:

Eekhof, L. S., van Krieken, K., Sanders, J., & Willems, R. M. (2023). Engagement with narrative characters: The role of social-cognitive abilities and linguistic viewpoint. *Discourse Processes*. Advance online publication. <https://doi.org/10.1080/0163853X.2023.2206773>

STRUCTURE

The following files and folders are present in this data set:

- a. Pre_test_data.txt
- b. Main_experiment_data.txt
- c. STOMP full coding.xlsx
- d. Narrative stimuli.pdf
- e. De Invaller – original – VPIP.txt
- f. De Invaller – impoverished – VPIP.txt

- g. De Invaller – enriched – VIPIP.txt
- h. Koorddanser – original – VIPIP.txt
- i. Koorddanser – impoverished – VIPIP.txt
- j. Koorddanser – enriched – VIPIP.txt

In what follows, we will discuss the contents and interpretation of these files, as well as how to process them.

Pre_test_data.txt

This file contains all data related to the pre-test that was conducted to test the perceived textual fluency of the narrative stimuli. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
<i>Subject</i>	Subject identifier	1-53. Total N = 53
<i>Age</i>	Age in years	18-54
<i>Gender</i>	Gender	F = female M = male Other = other (e.g., non-binary)
<i>Condition</i>	Viewpoint condition of the narrative that was read. The original narratives were manipulated such that the narrative was either enriched with perceptual, cognitive, and emotional viewpoint markers, or stripped off most perceptual, cognitive, and emotional viewpoint markers. For more details, see associated publication above.	with_VP = Enriched viewpoint condition without_VP = Impoverished viewpoint condition
<i>Story</i>	Specification of the narrative that was read. For more details, see associated publication above.	Invaller, Koorddanser
<i>Read1</i>	Participant's response to item 1 of the textual fluency scale: <i>This story is an easy read.</i>	1-7 (1 = disagree, 7 = agree)
<i>Read2</i>	Participant's response to item 2 of the textual fluency scale: <i>This story could be in an existing collection of stories.</i>	1-7 (1 = disagree, 7 = agree)
<i>Read3</i>	Participant's response to item 3 of the textual fluency scale: <i>The language used in this story is unnatural.</i>	1-7 (1 = disagree, 7 = agree)
<i>Read3_r</i>	Participant's response to item 3 of the textual fluency scale reverse scored.	1-7 (1 = agree, 7 = disagree)
<i>Read4</i>	Participant's response to item 4 of the textual fluency scale: <i>This story could have been written by a real existing, well-known author.</i>	1-7 (1 = disagree, 7 = agree)
<i>Read5</i>	Participant's response to item 5 of the textual fluency scale: <i>This story is well written.</i>	1-7 (1 = disagree, 7 = agree)
<i>Read_Score</i>	Participant's mean response to all items of the textual fluency scale, with item 3 reverse scored.	1-7

Main_experiment_data.txt

This file contains all data related to the main experiment that was conducted to test the effect of the presence of viewpoint markers and social-cognitive abilities on character engagement. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
<i>Subject</i>	Subject identifier	1-349. Total <i>N</i> = 349
<i>Age</i>	Age in years	18-69
<i>Gender</i>	Gender	F = female M = male Other = other (e.g., non-binary)
<i>Condition</i>	Viewpoint condition of the narrative that was read. The original narratives were manipulated such that the narrative was either enriched with perceptual, cognitive, and emotional viewpoint markers, or stripped off most perceptual, cognitive, and emotional viewpoint markers. For more details, see associated publication above.	with_VP = Enriched viewpoint condition without_VP = Impoverished viewpoint condition
<i>Story</i>	Specification of the narrative that was read. For more details, see associated publication above.	Invaller, Koorddanser
<i>ART_Score</i>	Score on the Author Recognition Test (Brybaert et al., 2020; general version) ¹ calculated by summing the correctly selected author names and subtracting the number of selected foils.	1-88
<i>ART_Score_CS</i>	Centered and scaled ART Score.	-1.62-3.87
<i>BES_01_AE</i>	Participant's response to item 1 of the Basic Empathy Scale (Jolliffe & Farrington, 2006) ² , which belongs to the Affective Empathy subscale: <i>My friend's emotions don't affect me much.</i>	1-7 (1 = disagree, 7 = agree)
<i>BES_02_AE</i>	Participant's response to item 2 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy	1-7 (1 = disagree, 7 = agree)

¹ Brybaert, M., Sui, L., Dirix, N., & Hintz, F. (2020). Dutch Author Recognition Test. *Journal of Cognition*, 3(1), 6. <https://doi.org/10.5334/joc.95>

² Jolliffe, D., & Farrington, D. P. (2006). Development and validation of the Basic Empathy Scale. *Journal of Adolescence*, 29(4), 589–611. <https://doi.org/10.1016/j.adolescence.2005.08.010>

Variable name	Description	Possible values/Range
	subscale: <i>After being with a friend who is sad about something, I usually feel sad.</i>	
BES_03_CE	Participant's response to item 3 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I can understand my friend's happiness when she/he does well at something.</i>	1-7 (1 = disagree, 7 = agree)
BES_04_AE	Participant's response to item 4 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>I get frightened when I watch characters in a good scary movie.</i>	1-7 (1 = disagree, 7 = agree)
BES_05_AE	Participant's response to item 5 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>I get caught up in other people's feelings easily.</i>	1-7 (1 = disagree, 7 = agree)
BES_06_CE	Participant's response to item 6 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I find it hard to know when my friends are frightened.</i>	1-7 (1 = disagree, 7 = agree)
BES_07_AE	Participant's response to item 7 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>I don't become sad when I see other people crying.</i>	1-7 (1 = disagree, 7 = agree)
BES_08_AE	Participant's response to item 8 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>Other people's feelings don't bother me at all.</i>	1-7 (1 = disagree, 7 = agree)
BES_09_CE	Participant's response to item 9 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale:	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
	<i>When someone is feeling 'down' I can usually understand how they feel.</i>	
BES_10_CE	Participant's response to item 10 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I can usually work out when my friends are scared.</i>	1-7 (1 = disagree, 7 = agree)
BES_11_AE	Participant's response to item 11 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>I often become sad when watching sad things on TV or in films.</i>	1-7 (1 = disagree, 7 = agree)
BES_12_CE	Participant's response to item 12 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I can often understand how people are feeling even before they tell me.</i>	1-7 (1 = disagree, 7 = agree)
BES_13_AE	Participant's response to item 13 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>Seeing a person who has been angered has no effect on my feelings.</i>	1-7 (1 = disagree, 7 = agree)
BES_14_CE	Participant's response to item 14 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I can usually work out when people are cheerful.</i>	1-7 (1 = disagree, 7 = agree)
BES_15_AE	Participant's response to item 15 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>I tend to feel scared when I am with friends who are afraid.</i>	1-7 (1 = disagree, 7 = agree)
BES_16_CE	Participant's response to item 16 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I can usually realize quickly when a friend is angry.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
BES_17_AE	Participant's response to item 17 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>I often get swept up in my friend's feelings.</i>	1-7 (1 = disagree, 7 = agree)
BES_18_AE	Participant's response to item 18 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Affective Empathy subscale: <i>My friend's unhappiness doesn't make me feel anything.</i>	1-7 (1 = disagree, 7 = agree)
BES_19_CE	Participant's response to item 19 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I am not usually aware of my friend's feelings.</i>	1-7 (1 = disagree, 7 = agree)
BES_20_CE	Participant's response to item 20 of the Basic Empathy Scale (Jolliffe & Farrington, 2006), which belongs to the Cognitive Empathy subscale: <i>I have trouble figuring out when my friends are happy.</i>	1-7 (1 = disagree, 7 = agree)
BES_AE_Score	Participant's mean response to the Affective Empathy subscale of the Basic Empathy Scale (Jolliffe & Farrington, 2006) with items 1, 7, 8, 13, and 18 reverse scored.	1-7 (1 = disagree, 7 = agree)
BES_AE_Score_CS	Centered and scaled BES Affective Empathy score.	-3.07-2.09
BES_CE_Score	Participant's mean response to the Cognitive Empathy subscale of the Basic Empathy Scale (Jolliffe & Farrington, 2006) with items 6, 19, and 20 reverse scored.	1-7 (1 = disagree, 7 = agree)
BES_CE_Score_CS	Centered and scaled BES Cognitive Empathy score.	-3.39-1.81
IRI_EC1	Participant's response to item 1 of the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983) ³ : <i>I often have tender, concerned feelings for people less fortunate than me.</i>	1-7 (1 = disagree, 7 = agree)

³ Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44(1), 113–126.
<https://doi.org/10.1037/0022-3514.44.1.113>

Variable name	Description	Possible values/Range
<i>IRI_EC2</i>	Participant's response to item 2 of the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>Sometimes I don't feel very sorry for other people when they are having problems.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_EC3</i>	Participant's response to item 3 of the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>When I see someone being taken advantage of, I feel kind of protective towards them.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_EC4</i>	Participant's response to item 4 of the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>Other people's misfortunes do not usually disturb me a great deal.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_EC5</i>	Participant's response to item 5 of the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>When I see someone being treated unfairly, I sometimes don't feel very much pity for them.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_EC6</i>	Participant's response to item 6 of the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I am often quite touched by things that I see happen.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_EC7</i>	Participant's response to item 7 of the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I would describe myself as a pretty soft-hearted person.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_FS1</i>	Participant's response to item 1 of the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I daydream and fantasize, with some regularity, about things that might happen to me.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_FS2</i>	Participant's response to item 2 of the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I really get involved with the feelings of the characters in a novel.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_FS3</i>	Participant's response to item 3 of the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
<i>IRI_FS4</i>	Participant's response to item 4 of the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>Becoming extremely involved in a good book or movie is somewhat rare for me.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_FS5</i>	Participant's response to item 5 of the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>After seeing a play or movie, I have felt as though I were one of the characters.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_FS6</i>	Participant's response to item 6 of the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>When I watch a good movie, I can very easily put myself in the place of a leading character.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_FS7</i>	Participant's response to item 7 of the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PD1</i>	Participant's response to item 1 of the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>In emergency situations, I feel apprehensive and ill-at-ease.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PD2</i>	Participant's response to item 2 of the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I sometimes feel helpless when I am in the middle of a very emotional situation.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PD3</i>	Participant's response to item 3 of the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>When I see someone get hurt, I tend to remain calm.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PD4</i>	Participant's response to item 4 of the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>Being in a tense emotional situation scares me.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PD5</i>	Participant's response to item 5 of the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I am usually pretty effective in dealing with emergencies.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
<i>IRI_PD6</i>	Participant's response to item 6 of the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I tend to lose control during emergencies.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PD7</i>	Participant's response to item 7 of the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>When I see someone who badly needs help in an emergency, I go to pieces.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PT1</i>	Participant's response to item 1 of the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I sometimes find it difficult to see things from the "other guy's" point of view.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PT2</i>	Participant's response to item 2 of the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I try to look at everybody's side of a disagreement before I make a decision.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PT3</i>	Participant's response to item 3 of the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983) <i>I sometimes try to understand my friends better by imagining how things look from their perspective.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PT4</i>	Participant's response to item 4 of the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PT5</i>	Participant's response to item 5 of the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>I believe that there are two sides to every question and try to look at them both.</i>	1-7 (1 = disagree, 7 = agree)
<i>IRI_PT6</i>	Participant's response to item 6 of the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>When I'm upset at someone, I usually try to "put myself in his shoes" for a while.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
IRI_PT7	Participant's response to item 7 of the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983): <i>Before criticizing somebody, I try to imagine how I would feel if I were in their place.</i>	1-7 (1 = disagree, 7 = agree)
IRI_EC_Score	Participant's mean response to the Empathic Concern subscale of the Interpersonal Reactivity Index (Davis, 1983) with items IRI_EC2, IRI_EC4, and IRI_EC5 reverse scored.	1-7
IRI_EC_Score_CS	Centered and scaled Empathic Concern score.	-2.94-1.89
IRI_FS_Score	Participant's mean response to the Fantasy subscale of the Interpersonal Reactivity Index (Davis, 1983) with items IRI_FS3 and IRI_FS4 reverse scored.	1-7
IRI_FS_Score_CS	Centered and scaled Fantasy score.	-3.30-1.75
IRI_PD_Score	Participant's mean response to the Personal Distress subscale of the Interpersonal Reactivity Index (Davis, 1983) with items IRI_PD3 and IRI_PD5 reverse scored.	1-7
IRI_PD_Score_CS	Centered and scaled Personal Distress score.	-2.50-2.83
IRI_PT_Score	Participant's mean response to the Perspective Taking subscale of the Interpersonal Reactivity Index (Davis, 1983) with items IRI_PT1 and IRI_PT4 reverse scored.	1-7
IRI_PT_Score_CS	Centered and scaled Perspective Taking score.	-3.17-2.28
MET_Score	Participant's mean response to the affective trials of the Multifaceted Empathy Test (Dziobek et al., 2008) ⁴ .	1-9
MET_Score_CS	Centered and scaled MET score.	-2.98-2.51
STOMP_JT	Participant's written summary of the muted video excerpt from the movie John Tucker Must Die, as part of the Spontaneous Theory of Mind Protocol (Rice & Redcay, 2015) ⁵ .	Characters

⁴ Dziobek, I., Rogers, K., Fleck, S., Bahnemann, M., Heekeren, H. R., Wolf, O. T., & Convit, A. (2008). Dissociation of Cognitive and Emotional Empathy in Adults with Asperger Syndrome Using the Multifaceted Empathy Test (MET). *Journal of Autism and Developmental Disorders*, 38(3), 464–473. <https://doi.org/10.1007/s10803-007-0486-x>

⁵ Rice, K., & Redcay, E. (2015). Spontaneous mentalizing captures variability in the cortical thickness of social brain regions. *Social Cognitive and Affective Neuroscience*, 10(3), 327–334. <https://doi.org/10.1093/scan/nsu081>

Variable name	Description	Possible values/Range
<i>STOMP_RW</i>	Participant's written summary of the muted video excerpt from the movie <i>Rear Window</i> , as part of the Spontaneous Theory of Mind Protocol (Rice & Redcay, 2015).	Characters
<i>STOMP_Score</i>	Score on the Spontaneous Theory of Mind Protocol (Rice & Redcay, 2015) calculated by chunking the answers from <i>STOMP_JT</i> and <i>STOMP_RW</i> into clauses, coding these as either internal or external, and taking the percentage of internal clauses.	0-100
<i>STOMP_Score_CS</i>	Centered and scaled <i>STOMP</i> score.	-2.58-5.19
<i>STOMP_Seen_JT</i>	Variable indicating whether the participant had seen the video excerpt from the movie <i>John Tucker Must Die</i> before the experiment. If yes, <i>STOMP_JT</i> was not used for calculating the <i>STOMP</i> Score.	Yes, No, Maybe
<i>STOMP_Seen_RW</i>	Variable indicating whether the participant had seen the video excerpt from the movie <i>Rear Window</i> before the experiment. If yes, <i>STOMP_RW</i> was not used for calculating the <i>STOMP</i> Score.	Yes, No, Maybe
<i>RH_1_F</i>	Participant's response to question 1 of the reading habits questionnaire, which belongs to the fiction subscale: <i>How often did you read or listen to fiction (e.g., novels, stories, fairy tales, audiobooks)?</i>	1-7 (1 = <i>Never in the past year</i> , 2 = <i>Once in the past year</i> , 3 = <i>About once every three months in the past year</i> , 4 = <i>About once every month in the past year</i> , 5 = <i>About once a week in the past year</i> , 6 = <i>More than once a week in the past year</i> , 7 = <i>Almost every day in the past year</i>)
<i>RH_2_NF</i>	Participant's response to question 2 of the reading habits questionnaire, which belongs to the non-fiction subscale: <i>How often did you read or listen to non-fiction (e.g., newspapers, news sites, magazines, scientific articles, textbooks, informational podcasts, essays)?</i>	1-7 (1 = <i>Never in the past year</i> , 2 = <i>Once in the past year</i> , 3 = <i>About once every three months in the past year</i> ,

Variable name	Description	Possible values/Range
		<p>4 = <i>About once every month in the past year,</i> 5 = <i>About once a week in the past year,</i> 6 = <i>More than once a week in the past year,</i> 7 = <i>Almost every day in the past year)</i></p>
RH_3_F	<p>Participant's response to question 3 of the reading habits questionnaire, which belongs to the fiction subscale: <i>How often did you consume fiction by other means than reading or listening (e.g., movies, series)?</i></p>	<p>1-7 (1 = <i>Never in the past year,</i> 2 = <i>Once in the past year,</i> 3 = <i>About once every three months in the past year,</i> 4 = <i>About once every month in the past year,</i> 5 = <i>About once a week in the past year,</i> 6 = <i>More than once a week in the past year,</i> 7 = <i>Almost every day in the past year)</i></p>
RH_4_NF	<p>Participant's response to question 4 of the reading habits questionnaire, which belongs to the fiction subscale: <i>How often did you consumed non-fiction by other means than reading or listening (e.g., news, documentary)?</i></p>	<p>1-7 (1 = <i>Never in the past year,</i> 2 = <i>Once in the past year,</i> 3 = <i>About once every three months in the past year,</i> 4 = <i>About once every month in the past year,</i> 5 = <i>About once a week in the past year,</i> 6 = <i>More than once a week in the past year,</i> 7 = <i>Almost every day in the past year)</i></p>

Variable name	Description	Possible values/Range
RH_youth_1	Participant's response to item 1 of the childhood reading habits questionnaire: <i>As a child (under age 12), I liked to read or listen to fiction (e.g., picture books, novels, stories, fairy tales, audiobooks).</i>	1-7 (1 = disagree, 7 = agree)
RH_youth_2	Participant's response to item 2 of the childhood reading habits questionnaire: <i>As a child (under age 12), compared to peers, I read ...</i>	1-7 (1 = Much less, 7 = Much more)
RH_youth_3	Participant's response to item 3 of the childhood reading habits questionnaire: <i>My parents or caregivers regularly read to me from fiction books (e.g., picture books, novels, stories, fairy tales).</i>	1-7 (1 = disagree, 7 = agree)
RH_youth_4	Participant's response to item 4 of the childhood reading habits questionnaire: <i>My parents or caregivers encouraged me to read fiction as a child (e.g., picture books, novels, stories, fairy tales)</i>	1-7 (1 = disagree, 7 = agree)
RH_F_Score	Participant's mean response to the fiction items of the reading habits questionnaire.	1-7
RH_F_Score_CS	Centered and scaled fiction reading habits score.	-3.10-1.98
RH_NF_Score	Participant's mean response to the non-fiction items of the reading habits questionnaire.	1-7
RH_NF_Score_CS	Centered and scaled non-fiction reading habits score	-4.10-1.14
RH_Youth_Score	Participant's mean response to the childhood reading habits questionnaire.	1-7
RH_Youth_Score_CS	Centered and scaled childhood reading habits score.	-3.24-1.08
Read1	Participant's response to item 1 of the textual fluency scale: <i>This story is an easy read.</i>	1-7 (1 = disagree, 7 = agree)
Read2	Participant's response to item 2 of the textual fluency scale: <i>This story could be in an existing collection of stories.</i>	1-7 (1 = disagree, 7 = agree)
Read3	Participant's response to item 3 of the textual fluency scale: <i>The language used in this story is unnatural.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
Read4	Participant's response to item 4 of the textual fluency scale: <i>This story could have been written by a real existing, well-known author.</i>	1-7 (1 = disagree, 7 = agree)
Read5	Participant's response to item 5 of the textual fluency scale: <i>This story is well written.</i>	1-7 (1 = disagree, 7 = agree)
Read_Score	Participant's mean response to all items of the textual fluency scale, with item 3 reverse scored.	1-7
Read_Score_CS	Centered and scaled mean textual fluency score.	-2.95-1.56
BB_01_E	Participant's response to item 1 of Busselle and Bilandzic's (2009) ⁶ original items of the Narrative Engagement scale, which belongs to the Empathy subscale: <i>At key moments in the story, I felt I knew exactly what X were going through emotionally.</i>	1-7 (1 = disagree, 7 = agree)
BB_02_E	Participant's response to item 2 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Empathy subscale: <i>At important moments in the story, I could feel the emotions X felt.</i>	1-7 (1 = disagree, 7 = agree)
BB_03_E	Participant's response to item 3 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Empathy subscale: <i>During the story, when X succeeded, I felt happy, and when he/she suffered in some way, I felt sad.</i>	1-7 (1 = disagree, 7 = agree)
BB_04_E	Participant's response to item 4 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Empathy subscale: <i>I never really shared the emotions of X.</i>	1-7 (1 = disagree, 7 = agree)
BB_05_E	Participant's response to item 5 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Empathy subscale: <i>The story affected me emotionally.</i>	1-7 (1 = disagree, 7 = agree)

⁶ Busselle, R., & Bilandzic, H. (2009). Measuring Narrative Engagement. *Media Psychology*, 12(4), 321–347. <https://doi.org/10.1080/15213260903287259>

Variable name	Description	Possible values/Range
BB_06_CPT	Participant's response to item 6 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Cognitive Perspective Taking subscale: <i>I was able to understand the events in the story in a way similar to the way X understood them.</i>	1-7 (1 = disagree, 7 = agree)
BB_07_CPT	Participant's response to item 7 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Cognitive Perspective Taking subscale: <i>I understood the reasons why X did what he/she did.</i>	1-7 (1 = disagree, 7 = agree)
BB_08_CPT	Participant's response to item 8 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Cognitive Perspective Taking subscale: <i>I could understand why X felt the way he/she felt.</i>	1-7 (1 = disagree, 7 = agree)
BB_09_CPT	Participant's response to item 9 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Cognitive Perspective Taking subscale: <i>My understanding of X is unclear.</i>	1-7 (1 = disagree, 7 = agree)
BB_10_CPT	Participant's response to item 10 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Cognitive Perspective Taking subscale: <i>It was difficult to understand why X reacted to situations as he/she did.</i>	1-7 (1 = disagree, 7 = agree)
BB_11_CPT	Participant's response to item 11 of Busselle and Bilandzic's (2009) original items of the Narrative Engagement scale, which belongs to the Cognitive Perspective Taking subscale: <i>I could easily imagine myself in the situation of some of X.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
EDI_01_E	Participant's response to item 1 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010) ⁷ , which belongs to the Experience of Becoming Character and Loss of Self-Awareness subscale: <i>I thought I was like X or very similar to him/her.</i>	1-7 (1 = disagree, 7 = agree)
EDI_02_E	Participant's response to item 2 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Experience of Becoming Character and Loss of Self-Awareness subscale: <i>I thought that I would like to be like or act like X.</i>	1-7 (1 = disagree, 7 = agree)
EDI_03_E	Participant's response to item 3 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Experience of Becoming Character and Loss of Self-Awareness subscale: <i>I identified with X.</i>	1-7 (1 = disagree, 7 = agree)
EDI_04_E	Participant's response to item 4 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Experience of Becoming Character and Loss of Self-Awareness subscale: <i>I felt 'as if I were one of the characters'.</i>	1-7 (1 = disagree, 7 = agree)
EDI_05_E	Participant's response to item 5 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Experience of Becoming Character and Loss of Self-Awareness subscale: <i>I had the impression that I was really experiencing the story of X.</i>	1-7 (1 = disagree, 7 = agree)
EDI_06_E	Participant's response to item 6 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Experience of Becoming Character and Loss of Self-Awareness subscale: <i>I felt as if I 'formed part of' the story.</i>	1-7 (1 = disagree, 7 = agree)
EDI_07_E	Participant's response to item 7 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Experience of Becoming Character and Loss of Self-Awareness subscale: <i>I myself have experienced the emotional reactions of X.</i>	1-7 (1 = disagree, 7 = agree)

⁷ Igartua, J.-J. (2010). Identification with characters and narrative persuasion through fictional feature films. *Communications*, 35(4).

<https://doi.org/10.1515/comm.2010.019>; Igartua, J.-J., & Páez, D. (1998). Validez y fiabilidad de una escala de empatía e identificación con los personajes. *Psicothema*, 10(2), 423–436.

Variable name	Description	Possible values/Range
EDI_08_C	Participant's response to item 8 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Cognitive and Emotional Empathic Reactions to the Character subscale: <i>I understood X's way of acting, thinking or feeling.</i>	1-7 (1 = disagree, 7 = agree)
EDI_09_C	Participant's response to item 9 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Cognitive and Emotional Empathic Reactions to the Character subscale: <i>I tried to see things from the point of view of X.</i>	1-7 (1 = disagree, 7 = agree)
EDI_10_C	Participant's response to item 10 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Cognitive and Emotional Empathic Reactions to the Character subscale: <i>I tried to imagine X's feelings, thoughts and reactions.</i>	1-7 (1 = disagree, 7 = agree)
EDI_11_C	Participant's response to item 11 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Cognitive and Emotional Empathic Reactions to the Character subscale: <i>I understood X's feelings or emotions.</i>	1-7 (1 = disagree, 7 = agree)
EDI_12_C	Participant's response to item 12 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Cognitive and Emotional Empathic Reactions to the Character subscale: <i>I was worried about what was going to happen to X.</i>	1-7 (1 = disagree, 7 = agree)
EDI_13_C	Participant's response to item 13 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Cognitive and Emotional Empathic Reactions to the Character subscale: <i>I felt emotionally involved with X's feelings.</i>	1-7 (1 = disagree, 7 = agree)
EDI_14_C	Participant's response to item 14 of the EDI scale (Igartua & Páez, 1998; Igartua, 2010), which belongs to the Cognitive and Emotional Empathic Reactions to the Character subscale: <i>I imagined how I would act if I found myself in the place of X.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
State_Emp_Adjectives_01_EC	Participant's response to adjective 1 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017) ⁸ , which belongs to the Empathic Concern subscale: <i>Compassionate</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_02_EC	Participant's response to adjective 2 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Concern subscale: <i>Moved</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_03_EC	Participant's response to adjective 3 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Concern subscale: <i>Soft-hearted</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_04_EC	Participant's response to adjective 4 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Concern subscale: <i>Sympathetic</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_05_EC	Participant's response to adjective 5 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Concern subscale: <i>Tender</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_06_EC	Participant's response to adjective 6 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Concern subscale: <i>Warm</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_07_DS	Participant's response to adjective 7 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Distress subscale: <i>Distressed</i>	1-7 (1 = disagree, 7 = agree)

⁸ Levett-Jones, T., Lapkin, S., Govind, N., Pich, J., Hoffman, K., Jeong, S. Y.-S., Norton, C. A., Noble, D., Maclellan, L., Robinson-Reilly, M., & Everson, N. (2017). Measuring the impact of a 'point of view' disability simulation on nursing students' empathy using the Comprehensive State Empathy Scale. *Nurse Education Today*, 59, 75–81.
<https://doi.org/10.1016/j.nedt.2017.09.007>

Variable name	Description	Possible values/Range
State_Emp_Adjectives_08_DS	Participant's response to adjective 8 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Distress subscale: <i>Disturbed</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_09_DS	Participant's response to adjective 9 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Distress subscale: <i>Grieved</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_10_DS	Participant's response to adjective 10 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Distress subscale: <i>Troubled</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_11_DS	Participant's response to adjective 11 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Distress subscale: <i>Upset</i>	1-7 (1 = disagree, 7 = agree)
State_Emp_Adjectives_12_DS	Participant's response to adjective 12 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Distress subscale: <i>Afraid</i>	1-7 (1 = disagree, 7 = agree)
State_13_SA	Participant's response to item 13 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Shared Affect subscale: <i>I found that the scenario affected my mood.</i>	1-7 (1 = disagree, 7 = agree)
State_14_SA	Participant's response to item 14 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Shared Affect subscale: <i>I was very affected by the emotions in this story.</i>	1-7 (1 = disagree, 7 = agree)
State_15_SA	Participant's response to item 15 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Shared Affect subscale: <i>I actually felt X's distress.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
State_16_SA	Participant's response to item 16 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Shared Affect subscale: <i>I experienced X's feelings as if they were my own.</i>	1-7 (1 = disagree, 7 = agree)
State_17_EI	Participant's response to item 17 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Imagination subscale: <i>I found myself imagining how I would feel in X's situation.</i>	1-7 (1 = disagree, 7 = agree)
State_18_EI	Participant's response to item 18 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Imagination subscale: <i>I found myself imagining myself in X's shoes.</i>	1-7 (1 = disagree, 7 = agree)
State_19_EI	Participant's response to item 19 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Imagination subscale: <i>I found myself trying to imagine how things looked to X.</i>	1-7 (1 = disagree, 7 = agree)
State_20_EI	Participant's response to item 20 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Empathic Imagination subscale: <i>I found myself trying to imagine what X was experiencing.</i>	1-7 (1 = disagree, 7 = agree)
State_21_HM	Participant's response to item 21 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Helping Motivation subscale: <i>I would really focus on X's emotions if I was caring for him/her.</i>	1-7 (1 = disagree, 7 = agree)
State_22_HM	Participant's response to item 22 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Helping Motivation subscale: <i>I experienced a strong urge to help X.</i>	1-7 (1 = disagree, 7 = agree)
State_23_HM	Participant's response to item 23 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Helping Motivation subscale: <i>I would get really involved in trying to help X.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
State_24_HM	Participant's response to item 24 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Helping Motivation subscale: <i>I found myself thinking about what could be done to help X.</i>	1-7 (1 = disagree, 7 = agree)
State_25_CE	Participant's response to item 26 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Cognitive Empathy subscale: <i>I feel confident that I could accurately describe X's experience from her point of view.</i>	1-7 (1 = disagree, 7 = agree)
State_26_CE	Participant's response to item 26 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Cognitive Empathy subscale: <i>I found it easy to understand X's reactions.</i>	1-7 (1 = disagree, 7 = agree)
State_27_CE	Participant's response to item 27 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Cognitive Empathy subscale: <i>I found it easy to see how the situation looked from X's point of view.</i>	1-7 (1 = disagree, 7 = agree)
State_28_CE	Participant's response to item 28 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Cognitive Empathy subscale: <i>Even though X's life experiences are different to mine, I can really see things from his/her perspective.</i>	1-7 (1 = disagree, 7 = agree)
State_29_CE	Participant's response to item 29 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Cognitive Empathy subscale: <i>I am sure that I know how X was feeling.</i>	1-7 (1 = disagree, 7 = agree)
State_30_CE	Participant's response to item 30 of the Comprehensive State Empathy Scale (Levett-Jones et al., 2017), which belongs to the Cognitive Empathy subscale: <i>I feel confident that I could accurately describe how X felt.</i>	1-7 (1 = disagree, 7 = agree)

Variable name	Description	Possible values/Range
Cognitive_Perspective_Taking_Component	Component extracted with a PCA reflecting Cognitive Perspective Taking Towards Character. For more details, see associated publication above.	-2.17-6.00
Personal_Distress_Component	Component extracted with a PCA reflecting Story-Induced Personal Distress. For more details, see associated publication above.	-1.66-2.50
Sympathy_Component	Component extracted with a PCA reflecting Sympathy Towards Character. For more details, see associated publication above.	-1.88-2.67
Empathic_Imagination_Component	Component extracted with a PCA reflecting Empathic Imagination Towards Character. For more details, see associated publication above.	-2.94-1.82
Identification_Component	Component extracted with a PCA reflecting Narrative Identification. For more details, see associated publication above.	-2.29-2.80

STOMP full coding.xlsx

This Excel file contains the coded data that the STOMP scores (Rice & Redcay, 2015) present in Main_experiment_data.txt are based on. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in the file:

Variable name	Description	Possible values/Range
Subject	Subject identifier	1-349. Total $N = 349$
Scene	Variable that indicates which excerpt the participant was describing.	JT = excerpt from John Tucker Must Die RW = excerpt from Rear Window
Chunk	A single chunk from a participant's description. For more details on how the descriptions were divided into chunks, see associated publication above.	Characters
Level_coder_1	The first coder's decision on whether the chunk should be considered an external or internal description. For more details on how the chunks were coded, see associated publication and appendix above.	0 = external 1 = internal

Narrative stimuli.pdf

This PDF file contains the following:

1. A description of the manipulation strategy that was used to create the different conditions of the two narratives that were used in this study.
2. The four (2 texts x 2 versions) texts that were used in this study.

De Invaller – original – VPIP.txt

This file contains the output of the ViewPoint Identification Procedure⁹ for the original version of the story *De Invaller*¹⁰. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
No_unit	Absolute position of lexical unit.	1-719
Lexical_unit	Lexical unit	Characters. Note that brackets are used to indicate a part of a phrasal verb that was included in the lexical unit but was originally positioned elsewhere in the sentence.
EVP_1	The first rater's decision on whether the lexical unit should be considered an emotional viewpoint marker or not.	0 = not an emotional viewpoint marker 1 = emotional viewpoint marker
CVP_1	The first rater's decision on whether the lexical unit should be considered a cognitive viewpoint marker or not.	0 = not a cognitive viewpoint marker 1 = cognitive viewpoint marker
PVP_1	The first rater's decision on whether the lexical unit should be considered a perceptual viewpoint marker or not.	0 = not a perceptual viewpoint marker 1 = perceptual viewpoint marker
EVP_2	The second rater's decision on whether the lexical unit should be considered an emotional viewpoint marker or not.	0 = not an emotional viewpoint marker 1 = emotional viewpoint marker
CVP_2	The second rater's decision on whether the lexical unit should be considered a cognitive viewpoint marker or not.	0 = not a cognitive viewpoint marker 1 = cognitive viewpoint marker
PVP_2	The second rater's decision on whether the lexical unit should be considered a perceptual viewpoint marker or not.	0 = not a perceptual viewpoint marker 1 = perceptual viewpoint marker

⁹ Eekhof, L. S., van Krieken, K., & Sanders, J. (2020). VPIP: A Lexical Identification Procedure for Perceptual, Cognitive, and Emotional Viewpoint in Narrative Discourse. *Open Library of Humanities*, 6(1), 18. <https://doi.org/10.16995/olh.483>

¹⁰ Appel, R. (2003, June 16). De Invaller. *NRC Handelsblad*. Available online at: <https://www.nrc.nl/nieuws/2003/06/16/de-invaller-7642950-a1353672>

Variable name	Description	Possible values/Range
Agreement	Binary variable indicating whether the first and second rater agreed on their coding of the lexical unit.	0 = no agreement 1 = agreement
Final_code	VPIP code assigned to the lexical unit.	PVP = perceptual viewpoint marker CVP = cognitive viewpoint marker EVP = emotional viewpoint marker No VP = not a perceptual, cognitive, or emotional viewpoint marker
Referent	Referent of the viewpoint marker, i.e., description of the person whose viewpoint is represented.	Characters
Speech_report	Binary variable that indicates whether lexical unit is part of a speech report.	0 = not part of a speech report 1 = part of a speech report
Thought_report	Binary variable that indicates whether lexical unit is part of a thought report.	0 = not part of a thought report 1 = part of a thought report

De Invalier – impoverished – VPIP.txt

This file contains the output of the ViewPoint Identification Procedure for the impoverished version of the story *De Invalier*. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
No_unit	Absolute position of lexical unit.	1-686
Lexical_unit	Lexical unit	Characters. Note that brackets are used to indicate a part of a phrasal verb that was included in the lexical unit but was originally positioned elsewhere in the sentence.
Final_code	VPIP code assigned to the lexical unit.	PVP = perceptual viewpoint marker CVP = cognitive viewpoint marker EVP = emotional viewpoint marker No VP = not a perceptual, cognitive, or emotional viewpoint marker
Referent	Referent of the viewpoint marker, i.e., description of the person whose viewpoint is represented.	Characters
Speech_report	Binary variable that indicates whether lexical unit is part of a speech report.	0 = not part of a speech report 1 = part of a speech report
Thought_report	Binary variable that indicates whether lexical unit is part of a thought report.	0 = not part of a thought report 1 = part of a thought report

De Invalier – enriched – VPIP.txt

This file contains the output of the ViewPoint Identification Procedure for the enriched version of the story *De Invalier*. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
No_unit	Absolute position of lexical unit.	1-845
Lexical_unit	Lexical unit	Characters. Note that brackets are used to indicate a part of a phrasal verb that was included in the lexical unit but was originally positioned elsewhere in the sentence.
Final_code	VPIP code assigned to the lexical unit.	PVP = perceptual viewpoint marker CVP = cognitive viewpoint marker EVP = emotional viewpoint marker No VP = not a perceptual, cognitive, or emotional viewpoint marker
Referent	Referent of the viewpoint marker, i.e., description of the person whose viewpoint is represented.	Characters
Speech_report	Binary variable that indicates whether lexical unit is part of a speech report.	0 = not part of a speech report 1 = part of a speech report
Thought_report	Binary variable that indicates whether lexical unit is part of a thought report.	0 = not part of a thought report 1 = part of a thought report

Koorddanser – original – VPIP.txt

This file contains the output of the ViewPoint Identification Procedure for the original version of the story *Koorddanser*¹¹. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
No_unit	Absolute position of lexical unit.	1-1084
Lexical_unit	Lexical unit	Characters. Note that brackets are used to indicate a part of a phrasal verb that was included in the lexical unit but was originally positioned elsewhere in the sentence.
EVP_1	The first rater's decision on whether the lexical unit should be considered an emotional viewpoint marker or not.	0 = not an emotional viewpoint marker 1 = emotional viewpoint marker
CVP_1	The first rater's decision on whether the lexical unit should be considered a cognitive viewpoint marker or not.	0 = not a cognitive viewpoint marker 1 = cognitive viewpoint marker
PVP_1	The first rater's decision on whether the lexical unit should be considered a perceptual viewpoint marker or not.	0 = not a perceptual viewpoint marker 1 = perceptual viewpoint marker
EVP_2	The second rater's decision on whether the lexical unit should be considered an emotional viewpoint marker or not.	0 = not an emotional viewpoint marker 1 = emotional viewpoint marker
CVP_2	The second rater's decision on whether the lexical unit should be considered a cognitive viewpoint marker or not.	0 = not a cognitive viewpoint marker 1 = cognitive viewpoint marker
PVP_2	The second rater's decision on whether the lexical unit should be considered a perceptual viewpoint marker or not.	0 = not a perceptual viewpoint marker 1 = perceptual viewpoint marker
Agreement	Binary variable indicating whether the first and second rater agreed on their coding of the lexical unit.	0 = no agreement 1 = agreement

¹¹ Kam, J. (2019, February 12). Koorddanser. *J.M.A. Biesheuvelprijs*. Available online at: <https://www.imabiesheuvelprijs.nl/?p=733>

Variable name	Description	Possible values/Range
Final_code	VIP code assigned to the lexical unit.	PVP = perceptual viewpoint marker CVP = cognitive viewpoint marker EVP = emotional viewpoint marker No VP = not a perceptual, cognitive, or emotional viewpoint marker
Referent	Referent of the viewpoint marker, i.e., description of the person whose viewpoint is represented.	Characters
Speech_report	Binary variable that indicates whether lexical unit is part of a speech report.	0 = not part of a speech report 1 = part of a speech report
Thought_report	Binary variable that indicates whether lexical unit is part of a thought report.	0 = not part of a thought report 1 = part of a thought report

Koorddanser – impoverished – VPIP.txt

This file contains the output of the ViewPoint Identification Procedure for the impoverished version of the story *Koorddanser*. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
No_unit	Absolute position of lexical unit.	1-1030
Lexical_unit	Lexical unit	Characters. Note that brackets are used to indicate a part of a phrasal verb that was included in the lexical unit but was originally positioned elsewhere in the sentence.
Final_code	VPIP code assigned to the lexical unit.	PVP = perceptual viewpoint marker CVP = cognitive viewpoint marker EVP = emotional viewpoint marker No VP = not a perceptual, cognitive, or emotional viewpoint marker
Referent	Referent of the viewpoint marker, i.e., description of the person whose viewpoint is represented.	Characters
Speech_report	Binary variable that indicates whether lexical unit is part of a speech report.	0 = not part of a speech report 1 = part of a speech report
Thought_report	Binary variable that indicates whether lexical unit is part of a thought report.	0 = not part of a thought report 1 = part of a thought report

Koorddanser – enriched – VPIP.txt

This file contains the output of the ViewPoint Identification Procedure for the enriched version of the story *Koorddanser*. This file can be opened and processed in various statistical programs such as RStudio or Excel, or in a text editor such as Notepad. The following variables are present in this file:

Variable name	Description	Possible values/Range
No_unit	Absolute position of lexical unit.	1-1179
Lexical_unit	Lexical unit	Characters. Note that brackets are used to indicate a part of a phrasal verb that was included in the lexical unit but was originally positioned elsewhere in the sentence.
Final_code	VPIP code assigned to the lexical unit.	PVP = perceptual viewpoint marker CVP = cognitive viewpoint marker EVP = emotional viewpoint marker No VP = not a perceptual, cognitive, or emotional viewpoint marker
Referent	Referent of the viewpoint marker, i.e., description of the person whose viewpoint is represented.	Characters
Speech_report	Binary variable that indicates whether lexical unit is part of a speech report.	0 = not part of a speech report 1 = part of a speech report
Thought_report	Binary variable that indicates whether lexical unit is part of a thought report.	0 = not part of a thought report 1 = part of a thought report