**Exam Corrections Extra Credit Assignment #2**

**Due on Moodle by 12:30 pm (class time) on Tues. 4/19** (*no late assignments accepted*)

**Your Name:**

Overview of this assignment:

For any question you answered incorrectly on Exam 2, you will take some more time to figure out the correct answer, and *explain your rationale for why you are choosing that new answer, including backing up your rationale with evidence from the course materials*. Note: these instructions are the same as the ones you followed for “exam corrections extra credit assignment #1,” assuming you completed it.

The real benefit of this assignment is correcting your misunderstandings about material you will have to know going forward in this course (and other courses). Another benefit is earning extra credit points worth up to 20% of the points you lost on Exam 2. This means that if you earned, for example, a 75% on Exam 2, you can earn up to 5 total extra credit points (25% lost points x 20% = 5 percentage points).

Instructions:

Access Exam 2 in Moodle, where it will show which questions you answered correctly vs. incorrectly. The correct answers are not present for questions you got wrong. For each *incorrect* answer, your task is:

(1) to figure out and indicate the correct answer, and

(2) to type up an explanation as to why you think the answer is what it is, including showing your work for any calculation problems.

Your explanations should cite from the textbook or slides (include page # for textbook, and include date of lecture slides). Please make sure that your explanation explicitly states *why the answer is what it is* rather than simply defining concepts that are part of the question text or answer choice. In other words, be very explicit about *why* you are selecting a certain option, and any assumptions that you are making. For questions involving math, please type out all of the work that led to your answer. (See p. 3 of this document for an example of what a full credit explanation would look like.)

For each incorrect answer from Exam 2 that you answer with the correct answer *and* with an accurate and thorough explanation, you will earn 0.50% of extra credit points. (This calculation comes from the fact that each question on the exam was worth 2.5% of the total score, and you can make up 20% of those lost points, so 2.5% x 20% = 0.50% for each question).

Please include the first three pages of this document as the first three pages of your exam corrections extra credit assignment, and start your work on p. 4 of this document. There’s a copy of this document on Moodle for you to work in.

In your assignment, make sure to indicate the question number from Exam 2, and reference the letter options (a, b, etc.) as needed. You do not need to type the entire question or all the answer choices into your explanation sheet. You do not need to include any information about questions you answered correctly. While I encourage you to provide answers and explanations for every question you answered incorrectly, you are not penalized for skipping any questions. (But again, the purpose of this is to learn from your mistakes, so it makes sense to not to skip any questions.)

This assignment is open-book, open-note, just as the exam. However, *other than Moodle, you may not use the Internet and you may not discuss any aspects of any of the questions with any person currently in, or not in, the class,* except for me. Use your own brain, your own notes, the textbook for the course, quizzes, and any resources on our course Moodle page (PPT slides, lab assignments & feedback, self-graded HWs – literally anything on the PY 221 Moodle page; if you’re in doubt whether you can use it, just ask!). You may also use any type of calculator.

You may come to me – and I encourage you to! – to discuss the course material in a general way (e.g., *Can we go over what unsystematic variation means?*); however, I will not confirm the correct answer for any of the exam questions. You can also ask me to look over one or two of your explanations to let you know if you are providing a thorough enough answer. I cannot give feedback on accuracy, but I will give feedback on whether you have enough detail on the one or two examples you show me.

To figure out which questions you got correct vs. incorrect on Exam 2, login to our course Moodle page and . . .

Click the Exams tab on the left side of the screen.

Click on your second exam.

Click “review,” which is on the right of the screen on the grey bar under “Summary of previous attempts.”

You should now be able to see your exam with the answers you selected either marked as correct with a green checkmark beside them, or incorrect with a red X beside them.

*I agree to abide by the BSC honor code, including following the specific instructions for this assignment, described above.*

Honor Code Signature (type full name): Date:

*For Dr. Valenti’s use only:*

Total # of Previously-Wrong Answers for which Student

Provided Correct Answer in this Assignment = \_\_\_\_\_\_\_\_ x 0.10 = \_\_\_\_\_\_\_ EC pts

Total # of Correct & Thorough Explanations = \_\_\_\_\_\_\_\_\_\_ x 0.10 = \_\_\_\_\_\_\_ EC pts

**TOTAL EC POINTS: \_\_\_\_\_\_\_\_\_\_\_ x 2.5 pts per question = \_\_\_\_\_\_\_ points**

(total from above)

Below is one of the questions from the practice exam for Exam 1. Suppose the student answered with (A), which is incorrect. If this question were on the real exam, the student’s job would be to find the correct answer, and then to explain why that new answer is correct, defending their choice with material from the course. Underneath the question you will see examples of a full-credit response and a half-credit response.

A researcher wants to know if the amount of heat in a classroom affects the amount of aggression in disgruntled college students who have to take a stupid PY221 test. Heat is defined with two conditions: high (82 degrees) and low (60 degrees). Aggression is defined as the number of times each student karate chops their instructor on the way out of class.

4) If the researcher wanted to standardize their procedures across levels of the independent variable, what could they do?

a) randomly assign students to the two levels of the independent variable

b) give students in the high heat condition bottles of water to cool down, while not giving bottles of water to students in the low heat condition

c) make sure the heat level was significantly different between the high and low conditions

d) make sure that the exam given to the high and low heat conditions is the same exam

***Full-credit*** *response (credit for the correct answer and credit for a good explanation of why the answer is D).*

#4 – I put A, but the correct answer is D.

The question asks for an example of standardizing procedures. Standardizing procedures means that the researcher tries to keep consistent, across conditions of the independent variable, all study procedures except for what they are doing to manipulate the independent variable (lecture slides from Ch 1, 2/8/22). In this study, the independent variable is heat, so the researcher needs to keep all aspects of the study procedure the same across the low and high heat conditions (other than heat, which will differ). D is the answer because the researcher is keeping the exam the same across the low and high heat groups, rather than varying the exam that each group receives.

***Half-credit*** *response (credit for the correct answer and but no credit for the explanation because while it provides a relevant definition from lecture, it still doesn’t explain why the answer is D).*

#4 – I put A, but the correct answer is D.

Standardizing procedures means that the researcher tries to keep consistent, across conditions of the independent variable, all study procedures except for what they are doing to manipulate the independent variable (lecture slides from Ch 1, 2/8/22).