

MIDTERM EXAM INFORMATION

- I. **The Bad News:** Overall, the performance on the midterm wasn't great (though, as always, many students did well). Had I imposed a straight grading scale (90% = A, 80% = B, *etc.*), the grades would have been rather low—a bit worse than they are.
- II. **The Good News:** While I do not simply “curve” the grading scale to ensure a set percentage of each grade, I do adjust the grading scale based on student performance. So, below is the grading scale together with the number of students in each grade category. It consistently dips below a straight grading scale.

Score	Grade	Number of Students
275 - 300	A	7
265 - 274	A-	5
255 - 264	B+	12
245 - 254	B	8
235 - 244	B-	13
225 - 234	C+	5
210 - 224	C	9
200 - 209	C-	9
190 - 199	D+	7
175 - 189	D	13
0 - 174	E	18

- III. **The Really Good News:** You don't have to stay where you are in the above grading scale. You can *retroactively* improve your grade on the midterm (and the means for doing so do not involve writing your request on the back of a \$20 bill). Here is how you can improve your grade by getting what I consider “corrective credit”. By following these instructions, you can “earn back” up to half the points you missed on the “objective” portion of the test.
- A. For each true/false and each multiple choice question that you missed, *type* a short (one to three sentence) explanation of why the correct answer is correct and, if this provides additional information, why the answer you gave is incorrect. (An example is provided on the other side of this paper.)
- B. Submit this “corrective credit sheet” *together with your original exam* to your teaching associate in section this Thursday, November 18, 2004 (or earlier).
- C. *Cautions:*
1. Corrective credit sheets **must be typed** neatly so as to be easily read and graded.
 2. Corrective credit sheets **must be turned in with the original exam.**

3. Except in cases of legitimate excuses like verified illness, *late submissions will not be accepted*. (The due date, again, is Thursday, November 18, 2004.)
 4. *Explanations must be clear and correct; they may not merely repeat what the question says*. Partial credit will not be given. You either “nail” the answer (in which case you receive half the credit you lost on the original question) or you don’t (in which case, you don’t get any corrective credit for that question). The point is to show that you now *understand* the issue. Merely repeating the correct language from the question will not show that.
 5. Austen Morris and Steve Brown are extremely busy with their own course work, and their regular work for this class. They have both volunteered to undertake this additional work. However, they will not be able to return the evaluated corrective credit sheets to you right away. If, as you go into the final, it is important for you to know where you stand on the midterm, talk with your T.A. to see if he can evaluate and return the corrective credit sheet to you before the final. However, while Austen and Steve have generously agreed to do this extra work, I am not *expecting* them to return the work prior to calculating final grades.
- D. *Example of Corrective Credit Work:* Suppose the question you missed on the midterm had been this one (which wasn’t on the exam, by the way):

1. **Suppose we defined Divine Command Theory as any theory that holds that an act is right if, and only if, God commands (wills) it. That is, suppose we dropped the "Dependency Thesis" (that God's approval is the reason right actions are right). The problem with this is that:**
 - a. **We could not, then, praise God.**
 - b. **Any person who believed that God is morally perfect would turn out to accept Divine Command Theory.**
 - c. **Divine Command Theory would be false if God is morally perfect.**
 - d. **Divine Command Theory would be inconsistent with the belief in God.**
 - e. **God would turn out to be morally imperfect.**

1. Suppose you had answered (d), which is incorrect. Here is a good corrective credit answer:

a) “If we dropped the Dependency Thesis from the definition of Divine Command Theory (DCT), then DCT would say only that there is an extensional equivalence between what is right and what is commanded by God. But this extensional equivalence could result from God’s *recognizing* that actions are, independently of His commands, right or wrong—and anyone who believes that God is morally perfect will believe He makes no mistakes about this. I answered (d), but it is perfectly consistent to believe that God exists and that actions are right if, and only if, God commands them.”