**Dr. Matthews PSYC 370 Section Exam #2**

**Due at 8:30 AM (sharp!), Monday October 17th**

**Worth 75 Points**

The New Statistics

To prepare for this writing assignment you will need to consider these sources:

1. “[The results of the reproducibility project are in. They’re not good](http://chronicle.com/article/The-Results-of-the/232695/?key=Sz8lIwNuMSBFMXBqajkWOjpcYXNuOUgva3dJbC4tblFWGQ==).”, by Tom Bartlett, *The Chronical of Higher Education,* August 28th, 2015.
2. Cumming, G. (2014). The new statistics: why and how. *Psychological Science,* 25(1), 7-29.

This is available on the Blackboard page for this assignment, and in our S-Drive.

Subsequently write an essay that addresses each of the following.

1. Using approximately 250 words, identify the idea or argument from Bartlett’s article (above) that you find *MOST* effective, and justify your choice. Then, using approximately 250 words, identify the idea or argument from Bartlett’s article (above) that you find *LEAST* effective, and justify your choice.
2. Using approximately 250 words, identify the idea or argument from pages 11-14 (i.e., the “Estimation: Why” section) of Cumming’s article (above) that you find *MOST* effective, and justify your choice. Then, using approximately 250 words, identify the idea or argument from pages 11-14 (i.e., the “Estimation: Why” section) of Cumming’s article (above) that you find *LEAST* effective, and justify your choice.
3. Using approximately 500 words, identify an idea that you learned in this course and relate it any idea that you learned in any Denison course *EXCEPT* Introduction to Psychology (PSYC 100) and Research Methods (PSYC 200).

Address these points *in the order described above, but do not number your responses.* Instead, your essay should smoothly transition across the above-stated issues. **Rubric:** **Your grade will be based on the quality of your writing style (i.e., grammar, clarity, succinctness, organization, and transitions; see additional stylistic issues listed on the back of this page), and on the *novelty* and *persuasiveness* of your prose.**

Use a ‘Times New Roman’ font, a ‘12’ point size and double spacing. **Your essay must be between 1,400-1,600 (inclusive) words in length. At the end of your essay, please report your word count. Example: “Word Count = 1,549”.** In MS Word, you can determine the word count by highlighting your text, and selecting “word count” from the “Review” tab. At 8:30 AM (sharp!) on the assigned day, an electronic copy of the writing assignment is due in BlackBoard and an exactly matching paper copy is due in class.

Note: Your assignment should have a cover page indicating your **Slayter Box Number** (not your name), **Date**, **Section Exam 2**, **Dr. Matthews,** and **Psych 370-01.** To avoid delays, print your essay at least several hours before it’s due. Also, the pages of the assignment must be stapled ***before*** coming to class. Please don’t be late. ☺

The assignment is worth 75 points of the 1,000 possible points for the course. Based on the above rubric, essays that I deem “satisfactory” for a science course at an academically challenging college like ours will earn 72% of the 75 points. Your essay will earn more or fewer points to the extent that it, respectively, exceeds or falls short of that “satisfactory” standard.

Note: You must work alone on this assignment. Do not consult anyone else on any aspect of your essay.

To earn any credit on this assignment, you must also participate in the Writing Workshop session.

**Good luck, and most importantly, have fun with this assignment! ☺**

Feedback on Writing Style

1. **Spelling error**
2. **Plural / singular errors**
3. **Ineffective or incorrect punctuation**
4. **Inappropriate change in verb tense**
5. **Poor grammar**
6. **Omitted words/phrases or duplicate or extra words/phrases**
7. **Poor word-choice**
8. **Use subjunctive mood for hypotheticals -** [**https://en.wikipedia.org/wiki/Subjunctive\_mood**](https://en.wikipedia.org/wiki/Subjunctive_mood)
9. **Redundant use of words (within a sentence or across sentences) without parallelism**
10. **Lapse in parallelism -** [**http://en.wikipedia.org/wiki/Parallelism\_(grammar)**](http://en.wikipedia.org/wiki/Parallelism_%28grammar%29)
11. **Ineffective use of prepositions (limit prepositions to no more than two between verbs)**
12. **Ambiguous pronoun use (e.g., to whom does “it”, “s/he”, or “they” refer?)**
13. **Use of “prove” or “proof” (reserve those for complete certainty, i.e., mathematical proof)**
14. **Poor organization**
15. **Lapse in succinctness (“in order”) (limit sentences to no more than 35 words)**
16. **Lapse in clarity**
17. **Non sequitur, or other lapse in logic or coherence**
18. **Awkward phrasing or informal phrasing**
19. **Personification**
20. **Ambiguous comparison**
21. **Ambiguous negation (“not A or B”) or incorrect negation (“all that glitters is not gold”)**
22. **Subject / verb separation – s/b short or zero.**
23. **Each unit of discourse should make a single point.**
24. **Ineffective transition (between sentences, or paragraphs) - Put in the topical position old info that links back. Put in the stress position new info that you want the reader to emphasize. Also avoid “pseudo transitions” - placing the topical sentence for one paragraph as last sentence in the preceding paragraph.**
25. **Locating the action - (s/b in the verb) – Use action verbs rather than “being” verbs such as “is” “are” “was” “were” “have” “had”.** [**https://en.wikipedia.org/wiki/Nominalization**](https://en.wikipedia.org/wiki/Nominalization)
26. **Idea requires additional development, evidence, or context**
27. **Emphasizes summary or opinion over analysis, synthesis, or argument**