

Grading the Exam

After writing each of the questions, I wrote out the answers that seemed appropriate to me based upon what was intended in lecture and the readings. After receiving the exams, I read over the answers provided for each question and then reconsidered the answers I was expecting. The purpose of this routine is to verify that students really did learn what was expected and interpreted the question as intended. In some cases, I added to the expected answers some different interpretations that some students had that seemed to be equally valid.

The following are the answers that were expected for each question:

#1. Seven of the following elements plus three method elements (10X1=10)

- (1)become familiar with literature..... form question.... hypothesis
 - (1)become familiar with literature..... select culture where hypothesis can be tested
 - (1)become familiar with literature..... formulate methods to address hypothesis
 - (1)develop elements of informed consent and other aspects of permission
 - (3)use methods:
 - selection of informants, etc.
 - application of other research methods (interviews, etc.)
 - collection of voucher specimens
 - compilation and analysis of results
 - (1)check data with community
 - (1)provide community with results/publications
 - (1)publish for scientific audience
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#2. Three elements plus at least two ethical concerns or levels of responsibility (5X3=15)

- (3)researcher statement
 - (3)description of research
 - (3)consent question and answer
 - (6)ethical concerns or responsibilities to community, one's core values, other researchers, governments, funding agencies
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#3. Either (10)

- a. (4)Person, (2)events or contribution to science, (2)location of research, (2)impact
 - b. (3)Name of three spices, (3)medicinal role of each, (4)history of plant trade
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#4. For either, the five following elements (5X3=15)

- (3)structure-activity relationships.... receptor mediated explanations
 - (3)health due to normal receptor mediated functions
 - (3)unhealthiness due to disruption of receptor mediated functions
 - (3)disease categories based upon receptor mediated problems (as well as prior traditional categories)
 - (3)ideal treatments usually involve single compounds acting at single receptors
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#5. For either (20)

- a. (6)lipids, carbohydrates, proteins (or specific versions of each), (4)normal functions, (6)medicinal uses
 - b. (8)categories, (4)origin, (8)physical/identifying characteristics
 - c. (8)families, (4)secondary metabolites, (4)classification rationale, (4)significance
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#6. (10) (2)plant, (2)phenomenon, (2)description, (2)active molecule, (2)traditional usage

#7. For two questions: (2X10=20)

- (3)metabolite, (3)plant, (2)traditional usage, (2)role in plant