Principles of Behavior Analysis

EAB 3002 | Canvas Online

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WELCOME AND OVERVIEW

Why do you do what you do? Why do you feel, think, imagine? Why do you procrastinate? Why is Xavier so passive-aggressive? Why won't that anxiety just go away? Understanding causes of behavior is one central aim of this course, and we'll approach this endeavor from a natural science perspective. Another aim of the course is to actually apply this understanding to solve real-world behavior problems. Indeed, most of the problems we face in contemporary culture are behavioral in nature. Consider phobias, depression, drug addiction, crime, prejudice, eating disorders, and the list can go on and on. What's exciting is that the principles we will cover can solve these problems; we have the data. I have three main objectives in this course: (1) To think critically about the causes of behavior, human and non-human, using specific tools of scientific thinking; (2) To understand how a natural science of behavior, especially respondent conditioning and operant learning, can help us understand behavior and experience; and (3) To apply this knowledge in every possible way to your own and others' behavior and experience, and solve socially important problems. More ambitiously: I hope this course changes your life.

COURSE DESCRIPTION

This course is a fully on-line course with no specified meeting times. However, the course is not self-paced. Each week, new course modules will open. For each module you will be given an overview of the scheduled activities so that you will know what you are expected to do that week. You will need to complete all weekly activities by the due dates listed in Canvas.

INTERTEACHING

Weekly modules will use interteaching to help you engage with the course materials. Interteaching is an educational method developed by Boyce and Hineline (2002) that uses peer-learning activities to enhance engagement. This method shifts the student's responsibility from passive reception to active engagement, and shifts the role of the instructor from imparting knowledge to structuring and guiding learning.

Detailed information on what this looks like for weekly assignments is below.

WHAT YOU'LL NEED

1. **Reliable access to UF's Canvas Computer System**

If you're not familiar with the Canvas environment, check out this tutorial: https://www.youtube.com/watch?v=Zzl_PRt3M-U&feature=youtu.be.

It's a good idea to complete assignments well before the deadline. Extensions will not be given for student-based technical difficulties. If you experience technical difficulties, please call UF IT for assistance. If UF Canvas experiences technical difficulties (and we know when this happens), deadlines will be adjusted.

2. **This Textbook**

Chance, Paul. (2014). Learning and Behavior, 7th Edition. Cengage. ISBN13: 978-1-111-83277-3.

COMMUNICATION

Please use Canvas to email me or your TA. Expect us to respond within 24 hrs during the week and 48 hrs during the weekend. You can also email us to set up a real-life meeting. We exist. Communication is important in this class, especially because it is online. You should check Canvas and your email for any updates on a <u>daily</u> basis during the week. This is important.

HOW YOU'LL BE GRADED

1. **Getting Started – 20 points**

   a) By the date specified on the quiz, complete the Getting Started quiz (10 points). By completing this quiz, you agree to all rules of the course. This quiz also assesses your knowledge of the syllabus.
   b) Introduce yourself and meet your classmates in the Introductions discussion)10 points).

2   **Exams – 50 points each x 7 exams = 350 points**

     a) There will be 7 exams during the semester. Exams open on Mondays at 9:00 am and are due by Sunday at 7:00 pm. Content will be drawn from the book and lecture.

     c) Exams are timed. The questions are answerable in the time allotted if you have taken measures to prepare yourself (much like you would for an in-person course). However, if you try to look up the answers to each question and watch videos you will (very) likely run out of time.

     d) Exams questions will be short-answer and will be similar to the questions in the prep guides.

3   **Interteaching Components: 420 points TOTAL**

     Prep Guides (initial submission to discussion) – 5 points each x 14 = 70 points

     Small Group Discussions – 10 points each x 14 = 140 points

     Prep Guide Revisions – 10 points each x 14 = 140 points

     Discussion Records - 5 points each x 14 = 70 points

     a) Each week you will participate in a discussion of the week's materials with a small group of your peers. Groups will change each week.
     b) For each module, you will receive a "prep guide" that includes questions that will guide you through the reading assignment and/or prepare you for the next exam. **You will need to submit your answers to the prep guide in a discussion post each week by Wednesday at 7:00 pm. By submitting your completed prep guide, you can earn up to 5 points and eligibility to participate in the discussion.**
     c) You will then need to discuss the prep guide responses with your group. **Submit at least two posts in response to other group members by Saturday at 7:00 pm. By contributing to the discussion, you can earn up to 10 points and eligibility to submit your revised prep guide responses.**
     d) After discussing the material with your group and viewing the lectures, you may wish to revise your prep guide responses. **Create a document with your original responses, make any changes in red font, and submit your revised responses for content and writing assessment by Sunday at 7:00 pm. Discussion records are also due at this time. The first questions in the discussion record are required; the final question is optional. By submitting your revised prep guide responses (10 points) and discussion record (5 points), you can earn up to 15 points.**
     e) *More on the prep guide:* When completing the prep guide, make sure to pay close attention to what is asked in each question. Many prep guide questions will ask you to explain a concept in your own words, give your own examples,

compare and contrast concepts, or apply what you've learned to new situations. Even when the answer is something you can't find directly in the course materials, you will need to use what you've learned from the materials to derive an answer. For each prep guide answer, provide references to the materials (page numbers in reading assignments, time stamps in lectures) that helped you formulate your answer. This will be helpful in the group discussion.

f) ***More on the discussion:*** The goal of the discussion is to use what you learn from the reading assignments and lectures to help each other understand the prep guide items in preparation for the exams. You should comment on other students' prep guide posts, and discuss other students' comments, with this goal in mind. **A minimum of three sentences per response post is required.** To receive credit, your discussion posts must contribute to the conversation. While you are welcome to state your agreement or compliment another student's answers, these statements will not be counted as a post for grading. Remember that each discussion group is like a study group intended to help you learn the material and prepare for the exams. Take advantage of that opportunity!

    a. Examples of productive contributions to the discussion include:
        i. If you answered a question differently than a peer, explain why.
        ii. If you agree with a peer's answer, try adding to it by creating your own example of the concept, explaining how it is different from another concept in the course materials, or making a clarifying point.
    b. In your response posts, make sure to document your sources (page numbers in the reading assignment, time stamp in the lecture) so that your peers can see where you are getting your information and you can compare sources to resolve instances where you understand the material differently.
    c. Posts will only count if they were posted before the deadline.
    d. Do not edit posts after you make them. This has been known to remove the post on Canvas.

g) ***More on the discussion record:*** The discussion record is a short survey that asks about the quality of the small group discussion, what you learned, and what topics were difficult. It also includes an opportunity to give further comments and/or suggestions. You will receive full credit for submitting the discussion record with all required responses.

4   **Bonus Opportunities: Targeted Writing – Optional, 20 points each, up to 60 points**

You will have the option to complete up to three targeted writing assignments worth up to 20 points each, for a total of up to 60 bonus points. Details, including grading rubrics for each bonus opportunity, will be provided on Canvas. Bonus assignments will be made available during the semester as we cover the material relevant to each one, and each will have a specific due date.

GRADING

Grade	%
A	94% – 100%
A -	90% – 93.9%
B +	87% – 89.9%
B	83% – 86.9%
B -	80% – 82.9%
C +	77% – 79.9%
C	73% – 76.9%
C -	70% – 72.9%
D +	67% – 69.9%
D	63% – 66.9%
D -	60% – 62.9%
E (Fail)	< 59.9%

*Note: There is no rounding

COURSE POLICIES AND GUIDELINES

1. If you have a general question about the course, post it on the FAQ discussion board. If it is something you would raise your hand to ask in class, it belongs on this board. Feel free to use this board to communication with each other, set up study groups, say hi, whatever.

2. If you have a question about your grade, message me or your TA. Don't post information about your grade on the FAQ board.

3. After the Drop/Add period ends, you will be assigned a TA. This will be the person (or myself) who you get in touch with if you have any personal issues or questions (anything that's not appropriate to post on the FAQ Board).

4. All interactions with instructors and among class members are expected to be professional and appropriate.

5. Requests for extensions of assignment deadlines must be based on University approved reasons and must include proper documentation as per University guidelines. Requests for extensions must be made before the assignment deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. Late assignments without approved extensions will not be accepted. Extensions will not be given for student-based technical difficulties.

6. Announcements. Announcements will be made periodically about class issues (such as reminders about upcoming assignments, or when assignments are returned). These will be visible on our course's home page. Students are responsible for all announcements made there.

7. This course adheres to all University Policies. See http://www.dso.ufl.edu/ for useful information at the Dean of Students Office webpage.

8. Academic Honesty. This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. The following is text that is required in every course syllabus regarding academic honesty:

 "Cheating is defined in the UF Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If a student is caught cheating, the first offense will result in a zero for that exam or assignment and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an 'E' for the course, and the student will go before the Honor Court. As a result of completing registration at UF, every student has agreed to the following statement: I understand that UF expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

9. Getting Help: For issues with technical difficulties with Canvas, please contact the UF Help Desk at: Learning-support@ufl.edu or (352) 392-HELP - select option 2 or their website at https://lss.at.ufl.edu/help.shtml.

10. Students with disabilities requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See http://www.dso.ufl.edu/drc/ for details.

11. Religious Observances. Please check your calendars against the course syllabus. If you have a conflict due to religious observance you should contact me as soon as possible so that we can make any necessary arrangements.

12. Syllabus Change Policy. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.

Course Module	Read and Watch	Activities	Due Dates
Start Here	Syllabus	Getting Started Quiz	Sun. 1/20 at 7pm
		Introductions Discussion	Sun. 1/20 at 7pm
Module 1: How Do We Change?	• *Learning and Behavior*, Chapter 1 • "A Field Guide to Critical Thinking" • 3 Lecture Videos	Completed Module 1 Prep Guide	Weds. 1/16 at 7pm
		Contribute to Module 1 Discussion	Sat. 1/19 at 7pm
		Revised Module 1 Prep Guide responses	Sun. 1/20 at 7pm
		Module 1 Discussion Record	Sun. 1/20 at 7pm
Module 2: Got Science?	• *Learning and Behavior*, Chapter 2 • 3 Lecture Videos	Completed Module 2 Prep Guide	Weds. 1/23 at 7pm
		Contribute to Module 2 Discussion	Sat. 1/26 at 7pm
		Revised Module 2 Prep Guide responses	Sun. 1/27 at 7pm
		Module 2 Discussion Record	Sun. 1/27 at 7pm
Module 3: Pavlovian Conditioning	• *Learning and Behavior*, Chapter 3 (pp. 56-81)	Completed Module 3 Prep Guide	Weds. 1/30 at 7pm
		Contribute to Module 3 Discussion	Sat. 2/2 at 7pm

	• 3 Lecture Videos	Revised Module 3 Prep Guide responses	Sun. 2/3 at 7pm
		Module 3 Discussion Record	Sun. 2/3 at 7pm
		Exam 1 (covers modules 1-2)	Sun. 2/3 at 7pm
Module 4: Pavlovian Applications	• *Learning and Behavior*, Chapter 4 • 3 Lecture Videos	Completed Module 4 Prep Guide	Weds. 2/6 at 7pm
		Contribute to Module 4 Discussion	Sat. 2/9 at 7pm
		Revised Module 4 Prep Guide responses	Sun. 2/10 at 7pm
		Module 4 Discussion Record	Sun. 2/10 at 7pm
		Bonus Opportunity 1 (Optional)	Sun. 2/10 at 7pm
Module 5: Operant Learning	• *Learning and Behavior*, Chapter 5 (pp. 126-152) • 2 Lecture Videos	Completed Module 5 Prep Guide	Weds. 2/13 at 7pm
		Contribute to Module 5 Discussion	Sat. 2/16 at 7pm
		Revised Module 5 Prep Guide responses	Sun. 2/17 at 7pm
		Module 5 Discussion Record	Sun. 2/17 at 7pm
		Exam 2 (covers modules 3-4)	Sun. 2/17 at 7pm
Module 6: Reinforcement: Beyond Habit	• *Learning and Behavior*, Chapter 6 • 4 Lecture Videos	Completed Module 6 Prep Guide	Weds. 2/20 at 7pm
		Contribute to Module 6 Discussion	Sat. 2/23 at 7pm
		Revised Module 6 Prep Guide responses	Sun. 2/24 at 7pm
		Module 6 Discussion Record	Sun. 2/24 at 7pm
		Bonus Opportunity 2 (Optional)	Sun. 2/24 at 7pm
Module 7: Putting It Together	• Schlinger, "The Almost Blank Slate: Making A Case For Human Nurture" • No Lectures	Completed Module 7 Prep Guide	Weds. 2/27 at 7pm
		Contribute to Module 7 Discussion	Sat. 3/2 at 7pm
		Revised Module 7 Prep Guide responses	Sun. 3/3 at 7pm
		Module 7 Discussion Record	Sun. 3/3 at 7pm
		Exam 3 (covers modules 1-6)	Sun. 3/3 at 7pm
Module 8: Schedules of Reinforcement	• *Learning and Behavior*, Chapter 7 (pp. 193-217) • "What Shamu Taught Me About a Happy Marriage" • 3 Lecture Videos	Completed Module 8 Prep Guide	Weds. 3/13 at 7pm
		Contribute to Module 8 Discussion	Sat. 3/16 at 7pm
		Revised Module 8 Prep Guide responses	Sun. 3/17 at 7pm
		Module 8 Discussion Record	Sun. 3/17 at 7pm
Module 9: Operant Learning: Punishment	• *Learning and Behavior*, Chapter 8 • 1 Lecture Video	Completed Module 9 Prep Guide	Weds. 3/20 at 7pm
		Contribute to Module 9 Discussion	Sat. 3/23 at 7pm
		Revised Module 9 Prep Guide responses	Sun. 3/24 at 7pm
		Module 9 Discussion Record	Sun. 3/24 at 7pm

		Exam 4 (covers modules 7-8)	Sun. 3/24 at 7pm
Module 10: Operant Applications	• *Learning and Behavior*, Chapter 9 • No Lectures	Completed Module 10 Prep Guide	Weds. 3/27 at 7pm
		Contribute to Module 10 Discussion	Sat. 3/30 at 7pm
		Revised Module 10 Prep Guide responses	Sun. 3/31 at 7pm
		Module 10 Discussion Record	Sun. 3/31 at 7pm
Module 11: Observational Learning	• *Learning and Behavior*, Chapter 10 • 2 Lecture Videos	Completed Module 11 Prep Guide	Weds. 4/3 at 7pm
		Contribute to Module 11 Discussion	Sat. 4/6 at 7pm
		Revised Module 11 Prep Guide responses	Sun. 4/7 at 7pm
		Module 11 Discussion Record	Sun. 4/7 at 7pm
		Exam 5 (covers modules 9-10)	Sun. 4/7 at 7pm
Module 12: Generalization, Discrimination, and Stimulus Control	• *Learning and Behavior*, Chapter 11 • 3 Lectures	Completed Module 12 Prep Guide	Weds. 4/10 at 7pm
		Contribute to Module 12 Discussion	Sat. 4/13 at 7pm
		Revised Module 12 Prep Guide responses	Sun. 4/14 at 7pm
		Module 12 Discussion Record	Sun. 4/14 at 7pm
		Bonus Opportunity 3 (Optional)	Sun. 4/14 at 7pm
Module 13: The Limits of Learning	• *Learning and Behavior,* Chapter 13 • "The Ultimate Challenge: Prove B.F. Skinner Wrong" • 1 Lecture Video	Completed Module 13 Prep Guide	Weds. 4/17 at 7pm
		Contribute to Module 13 Discussion	Sat. 4/20 at 7pm
		Revised Module 13 Prep Guide responses	Sun. 4/21 at 7pm
		Module 13 Discussion Record	Sun. 4/21 at 7pm
		Exam 6 (covers modules 11-12)	Sun. 4/21 at 7pm
Module 14: Putting it Together	• No Reading • No Lectures	Completed Module 14 Prep Guide	Weds. 4/24 at 7pm
		Contribute to Module 14 Discussion	Sat. 4/27 at 7pm
		Revised Module 14 Prep Guide responses	Sun. 4/28 at 7pm
		Module 14 Discussion Record	Sun. 4/28 at 7pm
		Exam 7 (covers modules 1-14)	Sun. 4/28 at 7pm