

# Principles of Behavior Analysis

## EAB 3002

---

<b>General</b>	<b>Professor</b>	<b>Teaching Assistant</b>
Tues: Period 7 (1:55-2:45) Weim 1094 Thurs: Periods 7-8 (1:55-3:50) NEB 0202 <a href="http://lss.at.ufl.edu">http://lss.at.ufl.edu</a>	Dr. Jesse Dallery Room 92, Psychology Office Hours: Tues 6 <sup>th</sup> , & by appt Email: <a href="mailto:dallery@ufl.edu">dallery@ufl.edu</a> Phone: 273-2182	Andrea Villegas Room 89, Psychology Office hours: Mon 12:00- 1:00 & by appt <a href="mailto:Andreavillegas@ufl.edu">Andreavillegas@ufl.edu</a>

---

---

### WELCOME AND OVERVIEW

---

Why do you do what you do? Why do you feel, think, imagine? Why do you procrastinate? Why is Parker 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 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. Even more, they can help us thrive. 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

---

We will use a variety of activities to analyze and digest the sometimes complex and provocative issues raised during this class. We will use class discussion, collaborative projects, and small group discussion. I will also lecture. A behavioral approach to teaching and learning will be used in this class. You will be provided with study guides for each unit, quizzed frequently,

receive immediate feedback on your performance, and you will be given opportunities to improve on your prior performance on make-up/remedial quizzes.

---

## 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](https://www.youtube.com/watch?v=Zzl_PRt3M-U&feature=youtu.be).

### 2. **This Textbook**

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

---

## COMMUNICATION

---

Email is the best way to contact me ([dallery@ufl.edu](mailto:dallery@ufl.edu)) or your TA ([andreavillegas@ufl.edu](mailto:andreavillegas@ufl.edu)). 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 can meet at times other than office hours. Also, you should check Canvas and your email for any updates daily during the week.

---

## HOW YOU'LL BE GRADED

---

- 1 For each unit there will be a timed, 10-minute quiz based on the study guide. Quizzes will be worth 10 points. The quiz questions will emphasize the detailed study guides in Canvas, but other questions may be included. The format will be multiple choice, short answer, fill in the blank, etc. Quizzes will occur at the start of class. For example, if a quiz is scheduled on January 17, it will last from 1:55-2:05 (the start time may be later, especially during the early part of the semester, but quizzes will last 10 minutes). If you miss a quiz, the only way to make it up is to take a remedial.

Remedials: You will have several opportunities to improve on your prior performance. During the midterm you will be able to take one remedial quiz. During the final you will have the opportunity to take a second remedial. Remedials can replace a missed quiz or a poor grade. Ten quizzes and two remedials are planned (12 total). I will simply use your 10 highest scores to compute your grade.

- 2 Discussion posts in canvas will be worth 10 points. Six posts are scheduled. Discussion posts must be submitted by the time class starts on the date listed in the syllabus. For example, the Discussion 1 post is due Jan 17 no later than 1:55pm. Instructions for each discussion post can be found in Canvas.
- 3 Participation/Engagement in class will be worth 50 points. Do you actively engage or scratch the surface? Do you come to class? On time? Are your posts original, thoughtful, and articulate?
- 4 The midterm and final will be worth 40 points each. I will give you a study guide for both tests. The main goals of these tests are to help you integrate, think deeply, and think critically about the material. I want you to be able to “put it together.” The tests will contain multiple choice, true/false, fill in the blank, and short answer. The midterm and final will occur in class.

---

## GRADING

---

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

\*Note: There is no rounding

---

## COURSE POLICIES AND GUIDELINES

---

1. If you have a general question about the course, you can 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 communicate with each other, set up study groups, say hi, whatever. This course is also in-person, so feel free to do all of the above in class.
2. If you have a question about your grade, message me or your TA. Please don't post information about your grade on the FAQ board.
3. Use of electronics (laptops, phones) is prohibited. DRC exemptions and exemptions after a meeting with the instructor are possible.
4. All interactions with instructors and among class members are expected to be professional and appropriate.
5. If you need to leave class early, please tell me before class starts. If you need to leave early, please sit by the nearest exit. Please do not pack up your belongings before the end of class.
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, and announced in class. 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. 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.
10. 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.
11. 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.

TOPIC	DATE	READINGS	DISCUSS	*QUIZ
<b>Introduction and Overview</b>	Jan 8			
<b>How do we change?</b>	Jan 10 Jan 17	Chapter 1 Lett: A field guide to critical thinking	D1	Q1
<b>Got Science?</b>	Jan 22 Jan 24	Chapter 2		Q2
<b>Pavlovian Conditioning</b>	Jan 29 Jan 31	Chapter 3 (pp. 56-81)	D2	Q3
<b>Pavlovian Applications</b>	Feb 5 Feb 7	Chapter 4		Q4
<b>Operant Learning: Reinforcement</b>	Feb 12 Feb 14	Chapter 5 (pp. 126-153)	D3	Q5
<b>Reinforcement: Beyond Habit</b>	Feb 19-21	Chapter 6 Skinner: Selection by consequences		No quiz
<b>Review</b>	Feb 26 (review)			
<b>Mid-term</b>	Feb 28			
<b>Schedules of Reinforcement</b>	Mar 12 Mar 14	Chapter 7 Sutherland: Modern Love	D4	Q6
<b>Operant Learning: Punishment</b>	Mar 19 Mar 21	Chapter 8		Q7
<b>Operant Applications</b>	Mar 26 Mar 28	Chapter 9 Harris: Embracing Your Demons	D5	Q8
<b>Observational Learning</b>	Apr 2 Apr 4	Chapter 10		Q9
<b>Generalization, Discrimination, and Stimulus Control</b>	Apr 9 Apr 11	Chapter 11		Q10
<b>The limits of Learning</b>	Apr 16 Apr 18	Chapter 13 Chance: The Ultimate Challenge	D6	No quiz
<b>Last Class (Review)</b>	Apr 23			
<b>Final</b>	May 1	10:00 AM - 12:00 PM		

\*Quiz dates are approximate. Actual dates will be announced in class.