Course Overview & Objectives

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 using a behavioral approach to teaching and learning. You will be provided with study guides for each unit, quizzed frequently, receive immediate feedback on your performance.

What You’ll Need

The required text is:

Additional articles in pdf format will be available on the Canvas website. The readings should be done carefully and on time. You should come to class prepared to actively discuss (not just to summarize) the material. To help focus your reading and our discussions, I will provide study guides for most of the readings.

**The amount of reading for each class may be more than you are used to. It will be extremely difficult to procrastinate and digest the material in one sitting.**
How to Communicate With Me

Email is our friend! Expect me to respond within 24 hours during the week. If you email me during the weekend, you will not get a response back till at least 8am on Monday. When you do email me, please follow the template below:

**Template:**

To: blaureano4@ufl.edu  
Subject: EAB 3002 – [1-2-word email summary]

Hi, Ms. Laureano—

[Type your question/concern]

Best,  
[Type your full name.  
DON’T INCLUDE YOUR UF ID #]

**Example:**

To: blaureano4@ufl.edu  
Subject: EAB 3002 – Exam Rescheduling

Hi, Ms. Laureano—

I have an excused absence during the day of Exam 1. I will be travelling with the UF Mini Golf Team during that time. The excuse note from my coach is attached. When would be best for me to reschedule taking it?

Best,  
Alberta Albertson

How You’ll Be Graded

**Quiz:** A quiz will be given each class on the reading(s) assigned for that day beginning September 4. The quizzes are based on study guide questions that I will provide in advance. If you can answer every one of those questions, you will be able to answer the quiz question. Your response to the question will generally consist of a sentence or two.

Each question will be worth 5 points and will be graded as follows: 5 points (entirely correct), 3 points (partially correct), 1 point (incorrect), or 0 (quiz not taken).

**There will be 31 quizzes, but your final grade will only consist of 28 quiz grades. I do not give extra credit, but I do drop your lowest 3 quiz grades. This will help if you missed class with an unexcused absence or if you did poorly on a quiz (or a few).**

**In-class Participation:** There will be twelve in-class assignments. The class will either split off into groups or individually to work through a problem. Doing so will demonstrate an understanding of the lecture and reading materials in a hands-on way.

Each in-class assignment will be worth 10 points and will be graded based on completion not correctness: 10 points (completed), 5 points (incomplete), 0 (assignment not turned in).

**There will be 12 in-class assignments, but your final grade will only consist of 11 in-class grades. I do not give extra credit, but I do drop your lowest in-class grade. This will help if you missed class with an unexcused absence or if you did poorly on one.**

**Exams:** There will be six exams, worth 40 points each. Questions will consist of multiple choice, short-answer, true/false, and matching items. Content of the exams will be drawn from material covered in the text, readings, and lectures.

**Exam grades aren’t dropped. All 6 exam grades count towards your final grade.**
Absences are inevitable and you have the opportunity to make up the material that you missed. Please review below before contacting me about an absence:

1. **Reasons to miss:**
   a. **IF you are going to miss based on a *conflicting responsibility*, please let me know at least 1 week ahead of time.**
      a. Possible conflicting responsibilities recognized by the University:
         i. Special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, religious holidays, participation in official university activities (e.g., music performances, athletic competition or debates), and court-imposed legal obligations (e.g., jury duty or subpoena).
         [https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)
   b. **IF you are *sick*, the next class period that you are well enough to attend, please provide me with a doctor’s note.**
   c. **IF there is an *emergency* (personal, family, or otherwise), email me when you can.**

2. **How to make-up a quiz:**
   a. Follow step 1. Then, we will set up a time for you to take a make-up quiz in my office either before or after your missed quiz.

3. **How to make-up an in-class assignment:**
   a. Follow step 1. Then, we will set up a time for you to complete a make-up assignment in my office after your missed assignment.

4. **How to make-up an exam:**
   a. Follow step 1. Then, we will set up a time for you to take a make-up quiz in my office either before or after your missed exam.

**GRADES, GRADES, GRADES**

**IMPORTANT:** I understand that having a low grade or being only 1 point away from a higher grade is frustrating. However, **I do not round grades or give individual extra credit opportunities.** Please don’t email or ask for me to do either.

**Assignment breakdown:**

<table>
<thead>
<tr>
<th>Type</th>
<th>How many we’ll have</th>
<th>How much each is worth</th>
<th>OVERALL TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>28 @ 5 pts</td>
<td>140 pts</td>
<td>490 POINTS</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>11 @ 10 pts</td>
<td>110 pts</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>6 @ 40 pts</td>
<td>240 pts</td>
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</tr>
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</table>

**Grade distribution:**

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 93%</td>
<td>500 – 455</td>
</tr>
<tr>
<td>A-</td>
<td>92.9 – 90%</td>
<td>454 – 441</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 87%</td>
<td>440 – 426</td>
</tr>
<tr>
<td>B</td>
<td>86.9 – 83%</td>
<td>425 – 406</td>
</tr>
<tr>
<td>B-</td>
<td>82.9 – 80%</td>
<td>405 – 392</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 77%</td>
<td>391 – 377</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>C</td>
<td>76.9 – 73%</td>
<td>376 – 357</td>
</tr>
<tr>
<td>C-</td>
<td>72.9 – 70%</td>
<td>356 – 343</td>
</tr>
<tr>
<td>D</td>
<td>69 – 60%</td>
<td>342 – 294</td>
</tr>
<tr>
<td>F</td>
<td>59 – 0%</td>
<td>293 – 0</td>
</tr>
</tbody>
</table>

**University Policies (Some Taken from UF Guidelines)**

- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

- Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

- Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

- Absences due to illness or observance of religious holidays should be communicated to the instructor. Requirements for class attendance, make up exams, assignments, and other work in this class are consistent with university policies that can be found at http://handbook.aa.ufl.edu/policies.aspx.

- Student disclosures of sexual violence. SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at https://titleix.ufl.edu/report-an-issue/, emailing title-ix@ufl.edu or calling (352) 273-1094.

**UF Resources for Students**

- Health and Wellness
  - U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
  - Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
  - Student Health Care Center, 352-392-1161.
  - University Police Department, 352-392-1111 (or 9-1-1 for emergencies).
    - http://www.police.ufl.edu/
Course Schedule

*The instructor reserves the right to adjust the schedule and readings as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. 8/21</td>
<td><strong>Introduction to EAB 3002!</strong></td>
<td></td>
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</tr>
<tr>
<td>Fri. 8/23</td>
<td>How Do We Change?</td>
<td>Chapter 1</td>
<td>Q1 – not counted towards grade</td>
</tr>
<tr>
<td>Mon. 8/26</td>
<td></td>
<td>Lett (1990)</td>
<td>Q2 – not counted towards grade</td>
</tr>
<tr>
<td>Wed. 8/28</td>
<td>Got Science?</td>
<td>Chapter 2</td>
<td>Q3 – quizzes start to count today</td>
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<tr>
<td>Fri. 8/30</td>
<td></td>
<td>Destefano (2007)</td>
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<tr>
<td>Mon. 9/2</td>
<td><strong>No Class : Labor Day</strong></td>
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<tr>
<td>Wed. 9/4</td>
<td>Unit 1 Wrap-Up</td>
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<tr>
<td>Fri. 9/6</td>
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<tr>
<td>Mon. 9/9</td>
<td>Pavlovian Conditioning</td>
<td>Chapter 3</td>
<td>Q5</td>
</tr>
<tr>
<td>Wed. 9/11</td>
<td></td>
<td>Flor et al. (2002)</td>
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<tr>
<td>Fri. 9/13</td>
<td>Pavlovian Applications</td>
<td>Chapter 4</td>
<td>Q6</td>
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<tr>
<td>Mon. 9/16</td>
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<td>Till et al. (2008)</td>
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<tr>
<td>Wed. 9/18</td>
<td>Unit 2 Wrap-Up</td>
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<tr>
<td>Fri. 9/20</td>
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<tr>
<td>Mon. 9/23</td>
<td>Operant Learning: Reinforcement</td>
<td>Chapter 5</td>
<td>Q7</td>
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<tr>
<td>Wed. 9/25</td>
<td></td>
<td>Vollmer at al. (1991)</td>
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<tr>
<td>Fri. 9/27</td>
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<tr>
<td>Mon. 9/30</td>
<td>Reinforcement: Beyond Habit</td>
<td>Chapter 6</td>
<td>Q8</td>
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<tr>
<td>Wed. 10/2</td>
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<td>Skinner (1981)</td>
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<td>Harrison &amp; Pyles (2013)</td>
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<td>Fri. 10/4</td>
<td><strong>No Class : UF Homecoming Weekend</strong></td>
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<tr>
<td>Mon. 10/7</td>
<td>Unit 3 Wrap-Up</td>
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<td>Wed. 10/9</td>
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<tr>
<td>Fri. 10/11</td>
<td>Schedules of Reinforcement</td>
<td>Chapter 7</td>
<td>Q9</td>
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<tr>
<td>Mon. 10/14</td>
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<td>Sutherland (2006)</td>
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<tr>
<td>Wed. 10/16</td>
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<tr>
<td>Fri. 10/18</td>
<td>Operant Learning: Punishment</td>
<td>Chapter 8</td>
<td>Q10</td>
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<tr>
<td>Mon. 10/21</td>
<td></td>
<td>Rapport et al. (1982)</td>
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<tr>
<td>Wed. 10/23</td>
<td>Unit 4 Wrap-Up</td>
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<tr>
<td>Fri. 10/25</td>
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<tr>
<td>Mon. 10/28</td>
<td>Operant Applications</td>
<td>Chapter 9</td>
<td>Q11</td>
</tr>
<tr>
<td>Wed. 10/30</td>
<td></td>
<td>Harris (2006)</td>
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<td>Fri. 11/1</td>
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<tr>
<td>Mon. 11/4</td>
<td>Observational Learning</td>
<td>Chapter 10</td>
<td>Q12</td>
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<tr>
<td>Wed. 11/6</td>
<td></td>
<td>Carlile et al. (2018)</td>
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<td>Boyer et al. (2009)</td>
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<tr>
<td>Fri. 11/8</td>
<td>Unit 5 Wrap-Up</td>
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<tr>
<td>Mon. 11/11</td>
<td><strong>No Class : Veteran’s Day</strong></td>
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<tr>
<td>Wed. 11/13</td>
<td>Generalization, Discrimination, &amp; Stimulus Control</td>
<td>Chapter 11</td>
<td>Q13</td>
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<tr>
<td>Fri. 11/15</td>
<td></td>
<td>Jostad et al. (2008)</td>
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<td>Mon. 11/18</td>
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<td>Sigurdsson et al. (2011)</td>
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<tr>
<td>Wed. 11/20</td>
<td>The Limits of Learning</td>
<td>Chapter 13</td>
<td>Q14</td>
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<tr>
<td>Fri. 11/22</td>
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</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<tr>
<td>Mon. 11/25</td>
<td>Skinner (1987)</td>
<td>Q33</td>
<td></td>
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<td>Chance (2008)</td>
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<tr>
<td>Wed. 11/27</td>
<td><strong>No Class : Thanksgiving Break</strong></td>
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<td>Fri. 11/29</td>
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<tr>
<td>Mon. 12/2</td>
<td>Unit 6 Wrap-Up</td>
<td>Almost done! (:</td>
<td></td>
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<td><strong>Exam 6</strong></td>
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<tr>
<td>Fri. 12/6</td>
<td><strong>No Class : UF Reading Days</strong></td>
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<tr>
<td>Wed. 12/11</td>
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