

# Principles of Behavior Analysis

## EAB 3002 Spring 2023

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### Welcome & Overview

Why do we do what we do? Why do you feel, think, imagine? Why do you sometimes put things off until the last minute even when you have plenty of time? Behavior analysis provides a transformative perspective to understanding the causes of behavior. The central aim of this course is to establish a solid foundation and understanding of this natural scientific approach. This course is designed to apply this understanding to identify ways 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, child neglect, and the list can go on and on. Understanding the principles of learning and the role of functional relations in the environment can help us identify solutions to such problems.

### Course Objectives

Upon completion of this course, you will be able to:

- Think critically about the causes of behavior, human and non-human, using specific tools of scientific thinking.
- Understand and apply foundational conditioning terms and principles. Using words and terms precisely are important in all scientific endeavors.
- Understand respondent conditioning and the principles of operant learning.
- Apply this knowledge to your own and others' behavior and experience and extend to socially important problems.

### Social and Behavioral Sciences General Education Subject Area Objectives

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques.

Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. These objectives will be accomplished through exams and assignments.

### General Education Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

\* A minimum grade of C is required for general education credit.

### Course Description

This course is an online 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.

Weekly modules will use interteaching to help you engage with the course materials. Interteaching is an educational method developed by Boyce and Hinline (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 guiding learning. Detailed information on what this looks like for weekly assignments is below.

The Department of Psychology at the University of Florida has a Behavior Analysis Certification Board® (BACB)-verified course sequence that prepares students to sit for the BCaBA exam after graduation with a bachelor's degree. EAB 3002 is one course in this sequence, click [here \(Links to an external site.\)](#) to see the full sequence. Check out this [website \(Links to an external site.\)](#) for descriptions of careers in behavior analysis.

### What You'll Need

- Reliable access to UF's Canvas Computer System
  - 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, deadlines will be adjusted.
- Textbook:
  - Chance, Paul. (2014). *Learning and Behavior*, 7th Edition. Cengage. ISBN13: 978-1-111-83277-3

### Course Communications

- Please email me or your graduate TA directly with questions. Expect a response within 24hrs during the week and 48hrs over the weekend.
- Office hours will be held via Zoom.
  - You can also email us to set up an individual virtual meeting.
- It is important that you check Canvas and your email for any updates daily.
- Do not rely on Canvas calendars, ensure you are following the list of graded assignments for deadlines.

### How You Will Be Graded

- All assignments must be typed and submitted via Canvas.
- Deadlines are set in ET time.

#### 1. Introduction and Course Overview: 20 points

- By the date specified, complete the Introduction quiz (10 points). By completing this quiz, you agree to all rules of the course. This quiz also assesses your knowledge of the syllabus and the Introduction video. You must score 100% on this quiz to move on. There is no time limit and you are allowed 3 attempts.
- Introduce yourself and meet your classmates in the Introductions discussion (10 points).
- Once you complete these requirements, the remaining course materials will unlock week by week.

2. Exams: 50 points each x 3 exams = 150 points

- There will be 3 exams during the semester. Exams open on Fridays at 12:01 am and are due by the following Wednesday at 11:59pm ET. Content will be drawn from the readings and lectures.
- Exam questions will be short-answer and multiple choice and will be similar to the questions in the prep guides.
- 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). You should not use any resources (including class materials and internet sources) while taking the exam.
- Each exam question has a word limit. Your answers should be concise and specific to the question.

3. Weekly Interteaching Components: 330 points TOTAL, see breakdown:

- Initial Prep Guides: 5 points each x 12 = 60 points (13 total but your lowest prep guide grade will be dropped)
- Module Surveys: 5 points each x 12 = 60 points (13 total but your lowest survey grade will be dropped)
- Small Group Discussions: 10 points each x 9 = 90 points (10 total but your lowest discussion grade will be dropped). Discussion posts not due on exam weeks.
- Prep Guide Revisions: 10 points each x 12 = 120 points (13 total but your lowest prep guide revision grade will be dropped)

\*See below for a detailed description of the 4 weekly interteaching components.

4. UF Psychology Research Experience (SONA Participation or writing equivalent): 20 points

- There is a Psychology Department requirement that all students enrolled in Gen Psych, Personal Growth, or any 3000-level psychology class participate in the SONA participation pool or a writing equivalent. Completion of this requirement affects your course grade based on the amount of research credits you earn.
- When you complete the research experience you will receive 20 points that are added into your final grade.
- If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of 1 point per credit completed. Do NOT wait until the last minute to complete this requirement. The longer you wait the harder it will be to get all the credits need.

5. Bonus Quiz: 5-10 points extra credit

- One bonus quiz worth 5 extra credit points will become available if at least 80% of the class completes course evaluations by Friday 4/28 at 11:59 pm. If at least 90% of the class completes evaluations by that time, the quiz will be worth 10 extra credit points.

### Grading Scale

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.

UF grading policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### **Weekly Interteaching Details**

- You ALWAYS need to use your own words in your prep guide answers, even when a question asks you to define or describe something. You should NEVER copy answers from the textbook. The purpose of the prep guides is to help you prepare for the exams. The purpose of the exams is to assess your ability to competently discuss the concepts you have learned in the course. Copying wording from the book will not help you reach that goal. Additionally, this constitutes plagiarism, and carries penalties that will hurt your grade. Similarly, do not “borrow” wording from other group members’ posts when revising your prep guide.
- **All prep guides should include APA style citations.** Your TAs and I are here to assist you with any questions.
- All assignments are turned in and given a Turnitin score. Any scores above **50%** and without citations will be scored a zero. You will receive one attempt to redo the assignment. More than one assignment with Turnitin scores above 50% and without citations will be considered plagiarism and reported as such to the University. *Including the question in your response is going to automatically increase in your Turnitin score.* It is your responsibility to ensure your answers are original.
- Partial credit is not available for late work.

### Interteaching Components:

- 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.
- 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 11:59 pm. (5 points). Deadlines extended on exam weeks and when due dates fall on holidays or during spring break.
- Module surveys are also due Wednesdays at 11:59pm. The first questions in the module survey are required; the final question is optional. These surveys are brief and typical take 1-3 minutes to complete. Again, deadlines are extended on exam weeks and due to holidays.
- By submitting your completed prep guide (5 points) and module survey (5 points) by the deadline you can earn up to 10 points.
- You will then discuss the prep guide responses with your small group. Submit two posts in response to other group members by Friday at 11:59 pm. By contributing to the discussion, you can earn up to 10 points.
- After discussing the material with your group and viewing the lectures, you should revise your prep guide responses given feedback in your discussion group. Create a document with your original responses, highlight changes in red font, and submit your revised responses for content and writing assessment by Sunday at 11:59 pm. By submitting your revised prep guide responses, you can earn up to 10 points.

*Prep guides:* 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.

Your group will be given general feedback from one of the course's undergraduate TA. This general feedback is provided to guide your discussion and provide general pointers to help you answer your questions.

*Discussions:* 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. Use the posted rubric to ensure you are meeting post requirements. 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!

- Examples of productive contributions to the discussion include:
  - If you answered a question differently than a peer, explain why.
  - 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.

- 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.
- Posts will only count if they were posted before the deadline.
- Use the grading rubric to evaluate your discussion posts.
- Discussion posts are not required on exam weeks.

Module survey: The module survey asks about what you learned and what topics were difficult. It also includes an opportunity to give further comments and/or suggestions about the class and material. You will receive full credit for submitting the discussion record on time with all required responses.

Think of modules survey as a brief 1–2-minute conversation with me as you leave class for the week. These brief check ins allow me to adjust the course and address common questions and concerns throughout the semester.

### **Psychology Research Experience- Department Requirement**

One of the goals of this course is to familiarize you with the research process in psychology. To meet this goal, the department has designed two options. As a student in this course, you must complete one of the two options listed below.

#### **Overview of options**

#### **Option 1: Participate in Research Experiments**

- Taking part in the Department of Psychology Participant Pool allows students to directly experience ongoing psychological research. For this option, **you will complete 20 credits (10 hours)** of participation in psychological research studies.
- When you complete the research experience, you will receive 20 points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of 1 point per credit completed.
- You must be at least 18 years old to complete Option 1. If you are not 18 years old you must complete Option 2. Students who will turn 18 during the semester may choose to complete Option 1 after their birthday but are strongly encouraged to complete Option 2 to ensure they complete the research requirement.

#### **Option 2: Critical Analysis Papers**

- Participating in research is a valuable component of understanding the science of psychology. However, students who prefer not to participate in research or do not meet the requirements for selecting Option 1 can select Option 2 as an alternative.
- For this option, you must read 4 scientific research articles from the approved list of articles provided to you by your professor. You must submit 1 critical analysis paper per scientific article (4 papers total).

## Spring 2023 DEADLINES

- **The participant pool will open on January 18th, at 9am.**
- **Last Day to Earn Credits on SONA: April 19th at 11:59pm**
- **Researchers Must Grant All Credits by: April 21st at 11:59pm**
- **Option 1 Due: Participants must assign all credits by: April 24th at 11:59pm**
- **Option 2 must be declared before: March 22nd at 11:59pm**
- **Option 2 Due: Participants must submit Article Critiques to Instructors by: April 24th at 11:59pm**

### Detailed instructions for option 1 (research participation)

Research is a fundamental component of psychological science. Learning about psychology involves learning about the research process, and research participation provides a hands-on opportunity to become familiar with how research is conducted. This option gives you experience as a participant in actual psychology experiments. You will also have the opportunity to learn more about yourself and your behavior in these studies.

There are many different kinds of studies conducted in our department. For example, you might be asked to complete questionnaires, to view videos, to listen to music or conversations, to interact with others in a group, or to make judgments on a computer. All studies are reviewed and approved in advance by the University of Florida Institutional Review Board. When you arrive at each study, the investigator will explain that particular study to you and you will have a chance to ask any questions you may have about participation. If you do not wish to participate, you will receive 1 credit for the time required to get to the location of the experiment and be allowed to leave. If you decide to participate in the study, you will be given a written explanation of the study and asked to give your consent to participate. Even after you have consented and have started to participate, it is always up to you to decide whether to continue—you can discontinue your participation at any time.

The research sign-up procedure uses a web-based system called SONA Systems, which means you will sign up for studies on-line. The procedure for signing up for experiments is detailed below and there are further instructions on the SONA site.

### Set up an Account and Password

1. **Go to <http://ufl.sona-systems.com>.** Log in using your GatorLink ID. If you don't have an account already please click
  - “Request Account” to set up your **participant** account.
  - Select your course: Select your course or courses
2. **You will use your regular GatorLink username and password to log into SONA.**
  - Any problems with your Gatorlink email should be directed to the UF computing help desk at (352) 392-HELP (4357).



- If you continue to have problems with the SONA Systems webpage, contact the Participant Pool Committee (PPC) at psy-2012@clas.ufl.edu.
- To login, navigate to: <http://ufl.sona-systems.com> and log-in with your GatorLink ID.

### Signing up for experiments

1. **Use an internet browser navigate to <http://ufl.sona-systems.com> and login with your username and password. To view available studies, click on the study sign-up icon.** This will bring up a list of studies. You may view the schedule of available times by clicking on the specific study in which you are interested. You can then view the number of credits the study awards and amount of time required to complete the study. To view available time slots, click on the link provided, and you will see additional information including the location of the study.
2. **If you are enrolled in spring or fall semesters, the first study available to you is the online prescreening survey. [This option is not available for summer courses].** You will receive 2 credits for this survey, and it will appear on the screen after you login. This survey is optional but strongly encouraged; many students find it an easy way to get their first credits. **Taking the prescreen will also make you eligible to participate in more studies**, which gives you more options for completing your target credits. You are free to decline to take the prescreening survey; however, declining to complete it may limit the number of studies available for you to take. **You can only take the prescreening survey at the very beginning of the semester**; if you wait, you will not be able to take it later.
3. **When you find a study that fits your schedule, simply click the “Sign Ups” button.** Once you have clicked the button, you will be signed up for the study you selected. It is very important that you write down the day, date, time, and location of the experiment in your calendar.
  - Note: Studies will be posted continuously during the semester! If you don’t see a study that works for you, check back later. Taking the prescreen is one way to expand the number of available options. Check regularly to see what studies are available, and don’t wait until the end of the semester - studies close once they’ve reached their target sample size for data collection.
4. **You will receive a confirmation/reminder email about 24 hours before the scheduled time of the study.** To receive a reminder, you need to make sure your email address is correct in the online sign-up system. To verify or change your email address, go to <http://ufl.sona-systems.com> and click on the “My Profile” icon at the bottom of the screen and adjust your contact information as needed. If your email address isn't there or is incorrect, you can type another address in the Alternate Email Address box. However, note that if you type in an alternate email address, all emails from the website will be sent to the alternate email address.
5. **On the date and time of the study, go to the location of the study (or open the link, for virtual studies conducted via Zoom or web conferencing).** If you have any questions about the location of the study, please email the person listed as the Researcher under the

study description. After arriving at the experiment, you will first be given a description of the experimental procedures and asked to sign a consent form. If you do not wish to participate in the study at this time, tell your experimenter, and you will be given 1 credit for showing up for the study.

6. **After you have completed the experiment, the researcher will assign you credit via the website.** Please allow researchers 1 week after the study has ended to formally assign you credit on the SONA website. You can keep track of the credits you have earned by going to the website, clicking on “My Schedule/Credits” and logging in. The experiments in which you have participated and the number of credits you have earned, as well as any outstanding appointments, will be listed there.

### Canceling an appointment

1. **If you must cancel your appointment,** be sure to remove your name from the web sign-up page under “My Schedule/Credits” as soon as possible, so that another student may take your spot in the study.
2. **If you cancel more than 24 hours before the session is to begin,** go to the SONA Systems website and find your initials next to the date and time you signed-up. Click the "Cancel" button to the right of your initials.
3. **If you cancel less than 24 hours before the session begins,** please email the researcher who is in charge of the study. Please do not call or email the Department of Psychology office, your instructor, or your TA about cancellations.

### Other Important Notes

1. **If you forget the date, time, or room number for your session,** go to <http://ufl.sona-systems.com>, log on, and click on “My Schedule/Credits.” Once you log in, you can see a list of any projects for which you are enrolled. You can then verify the date, time, and location, as well as the researcher's contact information.
2. **You will be able to track the credits you have earned for participation** in research studies by viewing the “My Schedule/Credits” page. Check periodically to make sure that your credits have been correctly applied. If you discover a problem, contact the researcher as soon as you can.
3. **If you need to contact the research team,** be sure you’re contacting the right person. For in-person lab or teleconferencing sessions (e.g., Zoom), email the researcher in charge of your specific session time for issues pertaining to scheduling or your attendance (e.g., directions to the lab, software issues). For online studies or for general questions about the study/credit etc, please contact the “Principal Investigator.”
4. In this document you will find information related to the deadline for completing your

research experience. **Pay close attention to the deadline as once it has passed, you will no longer be able to earn credits, which will directly affect your grade.**

5. As long as you check SONA regularly and sign up for studies throughout the semester then you WILL be able to earn all of the points you need for every class you have this assignment for. BUT if you procrastinate and wait until the middle or end of the semester to start this then we CANNOT guarantee you will be able to earn all of your points.
6. Remember that for EACH class that requires this assignment you must do either Option 1 (SONA) or Option 2 (article critiques). That is, if you are in multiple classes then they can do Option 1 for one class and option 2 for the other class BUT you cannot "mix-n-match" for a single course.
7. In SONA you need to select each class that they are enrolled in that requires this assignment and you are responsible for assigning credits you earn to the classes you want the points to count for.
8. While there are some studies that have exclusion/restriction criteria that will prevent students from participating in them all participants will be able to earn all of their credits even if they do not participate in these studies. That is, when we calculate how many credits students need to earn we do so without taking studies that have any kind of restriction (e.g., can't wear prescription glasses) into account and thus all students will be able to complete their credits without ever participating in any of the studies with restrictions as long as they do not wait until the end of the semester to complete this assignment.
9. Being a Research Assistant in lab DOES NOT count for this assignment.
10. You will NOT be allowed to "double-dip" your points or article critiques across classes that require this assignment. That is, for each class that requires this assignment you MUST earn points or complete article critiques separately for each class. Please know that this is NOT an instructor policy but rather a departmental policy.
  - a. The Department of Psychology adheres to the University of Florida student honor code and expects all students enrolled in classes in Psychology to be familiar with and adherent to the student honor code. As per the honor code, Plagiarism constitutes a violation of the honor code. *"e. Plagiarism...Plagiarism includes but is not limited to: #2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted."*
  - b. The inclusion of a research assignment in core courses in Psychology was agreed upon by vote of the faculty in Psychology. As this was adopted by the department faculty as a core experience central to the educational mission of the department, individual instructors are **not allowed** to grant permission for re-use of work that is part of the research assignment. The weighting of the research assignment in the

determination of the final grade in a specific course is determined by the course instructor. Students are expected to complete the requirements for each course they take in the Department of Psychology regardless of assignments in any other course.

### **Detailed instructions for option 2: critical analysis papers**

This option is designed to give you exposure to the research that psychologists conduct by reading and reporting on completed experiments that have been published in peer-reviewed, professional psychology journals. Your instructor will provide you with a list of approved articles. You **MUST** do the articles critiques on the articles that your professor has provided to you.

Students who decide on Option 2 must declare their intentions via email to their section instructor **by March 22<sup>nd</sup>** at 11:59pm (please do not email the Participant Pool Coordinators if you choose Option 2). After the specified time, the paper option cannot be selected.

### **Format of the critical analysis**

1. Include the title of the article at the top of the first page of your critiques.
2. The written report of each article must be typed, at least 3 pages in length, double-spaced, with 1-inch margins on all sides. You must use 12-point Times New Roman font.
3. Use headings within your paper to organize your critical analysis.

### **What to include in the critical analysis**

You should include information that corresponds to the following questions:

1. What was this article about (i.e., briefly summarize the purpose, methods, results, and conclusions)? This part should be 1-1½ pages in length.
2. How understandable or usable was the article to you? This part should be around ½ page in length.
3. What did you learn as a result of your reading and how did this article relate (if at all) to class material? This part should be ½ page-1 page in length.

### **Turning in Your Critical Analysis**

1. The typed papers and complete articles should be turned in via Canvas. Papers must be submitted **by April 24<sup>th</sup>** at 11.59pm.

Papers will be graded on a pass-fail basis. Each paper is worth 5 points (20 points total).

## **Course Policies & Guidelines**

When you have questions, please email me or a graduate TA directly.

Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the Netiquette Guide for Online Courses (Links to an external site.).

Extensions: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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.

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.

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

University Policy on Academic Misconduct: UF students are bound by The Honor Pledge (Links to an external site.) which states:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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 (Links to an external site.) 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 or TAs in this class.

From Regulations of the University of Florida, 4.041 Student Honor Code and Student Conduct Code: Scope and Violations (Links to an external site.):

Plagiarism: A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student."
3. The Department of Psychology adheres to the University of Florida student honor code and expects all students enrolled in classes in Psychology to be familiar with and adherent to the student honor code. As per the honor code, Plagiarism constitutes a violation of the honor code. *"e. Plagiarism...Plagiarism includes but is not limited to: #2. Self-plagiarism, which is the reuse of the Student's own submitted work, or*

*the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted."*

Assignments will be screened for text that closely matches internet sources. Please be sure that you understand the definition of plagiarism and how to properly cite sources. If you have questions, please reach out to your TA *before* submitting the assignment in question.

From Regulations of the University of Florida, 6C1-4.047 Student Honor Code and Student Conduct Code: Sanctions (Links to an external site.):

For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

1. Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.
2. Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an 'E'."

Technical Help: Please contact the UF Computing Help Desk:

- Location: HUB 132
- Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- Phone: (352) 392-HELP - select option 2
- Website: <https://lss.at.ufl.edu/help.shtml> (Links to an external site.)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Counseling Services: Resources are available on campus for students having personal problems which interfere with their academic performance or lacking clear career and academic goals. These resources include:

- UF Counseling & Wellness Center (Links to an external site.), 301 Peabody Hall, 352-392-1575, personal and career counseling
- UF Student Health Care Center (Links to an external site.)
- U Matter We Care (Links to an external site.)

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.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/> .

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.

## List of Grade Assignments

Course Module	Read and Watch	Activities	Due Dates/Time
<b>Introduction and Overview</b>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Introduction videos</li> </ul>	Overview Intro Quiz Complete introductions	Sun 1/15 11:59 pm ET
<b>Module 1: How Do We Change?</b>	<ul style="list-style-type: none"> <li><i>Chapter 1</i></li> <li>Lecture videos</li> </ul>	Completed Module 1 Prep Guide Module 1 Survey	Wed 1/18 11:59 pm ET
		<i>*SONA participant pool opens</i>	<i>Wed 1/18</i>
		Contribute to Module 1 discussion	Fri 1/20 11:59 pm ET
		Module 1 Prep Guide Revision	Sun 1/22 11:59pm ET
<b>Module 2: Got Science?</b>	<ul style="list-style-type: none"> <li><i>Learning and Behavior, Chapter 2</i></li> <li>Lecture videos</li> </ul>	Completed Module 2 Prep Guide Module 2 Survey	Wed 1/25 11:59 pm ET
		Contribute to Module 2 discussion	Fri 1/27 11:59 pm ET
		Module 2 Prep Guide Revision	Sun 1/29 11:59pm ET
<b>Module 3: Pavlovian Conditioning</b>	<ul style="list-style-type: none"> <li><i>Learning and Behavior, Chapter 3</i></li> <li>Lecture videos</li> </ul>	Completed Module 3 Prep Guide Module 3 Survey	Wed 2/1 11:59 pm ET
		Contribute to Module 3 discussion	Fri 2/3 11:59 pm ET
		Module 3 Prep Guide Revision	Sun 2/5 11:59pm ET
<b>Module 4: Pavlovian Applications</b>	<ul style="list-style-type: none"> <li><i>Learning and Behavior, Chapter 4</i></li> <li>Lecture videos</li> </ul>	Completed Module 4 Prep Guide Module 1 Survey	Wed 2/8 11:59 pm ET
		Contribute to Module 4 discussion	Fri 2/10 11:59 pm ET
		Module 4 Prep Guide Revision	Sun 2/12 11:59pm ET
		<b>Exam 1 (Modules 1 – 4)</b>	Wed 2/15 11:59pm ET
<b>Module 5: Operant Learning</b>	<ul style="list-style-type: none"> <li><i>Learning and Behavior, Chapter 5 (pp 126-152)</i></li> <li>Lecture videos</li> </ul>	Completed Module 5 Prep Guide Module 5 Survey <i>*Discussion posts not due</i>	**Fri 2/17 11:59 pm ET
		Module 5 Prep Guide Revision	Sun 2/19 11:59pm ET



<b>Module 6: Reinforcement: Beyond Habit</b>	<ul style="list-style-type: none"> <li>• <i>Learning and Behavior</i>, Chapter 6</li> <li>• Lecture videos</li> </ul>	Completed Module 6 Prep Guide Module 6 Survey	Wed 2/22 11:59 pm ET
		Contribute to Module 6 discussion	Fri 2/24 11:59 pm ET
		Module 6 Prep Guide Revision	Sun 2/26 11:59pm ET
<b>Module 7: Putting it Together</b>	<ul style="list-style-type: none"> <li>• Schlinger, "The Almost Blank Slate: Making A Case For Human Nurture"</li> <li>• No lecture video</li> </ul>	Completed Module 7 Prep Guide Module 7 Survey	Wed 3/1 11:59 pm ET
		Contribute to Module 7 discussion	Fri 3/3 11:59 pm ET
		Module 7 Prep Guide Revision	Sun 3/5 11:59pm ET
<b>Module 8: Schedules of Reinforcement</b>	<ul style="list-style-type: none"> <li>• <i>Learning and Behavior</i>, Chapter 7 (pp 193-217)</li> <li>• Lecture videos</li> </ul>	Completed Module 8 Prep Guide Module 8 Survey	Wed 3/8 11:59 pm ET
		Contribute to Module 8 discussion	Fri 3/10 11:59 pm ET
		Module 8 Prep Guide Revision <i>Enjoy spring break!</i>	**Mon 3/20 11:59pm ET
		<b>Exam 2 (Modules 5-8)</b>	Wed 3/22 11:59pm ET
<b>Module 9: Operant Learning: Punishment</b>	<ul style="list-style-type: none"> <li>• <i>Learning and Behavior</i>, Chapter 8 (pp 193-217)</li> <li>• Lecture videos</li> </ul>	Completed Module 9 Prep Guide Module 9 Survey <i>No discussion posts due</i>	**Fri 3/24 11:59 pm ET
		Module 9 Prep Guide Revision	Sun 3/26 11:59pm ET
<b>Module 10: Operant Applications</b>	<ul style="list-style-type: none"> <li>• <i>Learning and Behavior</i>, Chapter 9</li> <li>• Dallery et al. (2019) article</li> <li>• Lecture videos</li> </ul>	Completed Module 10 Prep Guide Module 10 Survey	Wed 3/29 11:59 pm ET
		Contribute to Module 10 discussion	Fri 3/31 11:59 pm ET
		Module 10 Prep Guide Revision	Sun 4/2 11:59pm ET
<b>Module 11: Observational Learning</b>	<ul style="list-style-type: none"> <li>• <i>Learning and Behavior</i>, Chapter 10</li> <li>• Lecture videos</li> </ul>	Completed Module 11 Prep Guide Module 11 Survey	Wed 4/5 11:59 pm ET
		Contribute to Module 11 discussion	Fri 4/7 11:59 pm ET
		Module 11 Prep Guide	Sun 4/9 11:59pm ET

<b>Module 12: Generalization, Discrimination, &amp; Stimulus Control</b>	<ul style="list-style-type: none"> <li>• <i>Learning and Behavior</i>, Chapter 11</li> <li>• Lecture videos</li> </ul>	Completed Module 12 Prep Guide Module 12 Survey	Wed 4/12 11:59 pm ET
		Contribute to Module 12 discussion	Fri 4/14 11:59 pm ET
		Module 12 Prep Guide Revision	Sun 4/16 11:59pm ET
<b>Module 13: The Limits of Learning</b>	<ul style="list-style-type: none"> <li>• <i>Learning and Behavior</i>, Chapter 13</li> <li>• Chance (2007) article</li> <li>• Lecture videos</li> </ul>	Completed Module 13 Prep Guide Module 13 Survey	Wed 4/19 11:59 pm ET
		Contribute to Module 13 discussion	Fri 4/21 11:59 pm ET
		Module 13 Prep Guide Revision	Sun 4/23 11:59pm ET
		<b>SONA Option 1 or 2 Deadline</b>	Mon 4/24 11:59pm ET
		<b>Exam 3 (Modules 9-13)</b>	Wed 4/26 11:59 pm ET
		<b>*Bonus quiz available after 4/28</b>	