

**Principles of Behavior Analysis  
EAB 3002**

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**Class Information**

Tues 1:55-2:45 PM  
FLG 0260  
Thurs 1:55-3:50 PM  
NZH 0112

**Instructor**

Catherine Kishel, M.Ed., BCBA  
Room 375, Psychology  
Phone: N/A  
Email: [catherine.kishel@ufl.edu](mailto:catherine.kishel@ufl.edu)

**Teaching Assistants**

Melanie Perez  
Kiersten Strickland  
Olivia Baiz  
Isabella Motti  
Gabriella Morgado

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**Office Hours**

Tue/Thur 12:45-1:45 PM  
or by appointment

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**WELCOME AND OVERVIEW**

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The three main objectives in this course are: (1) To think critically about the causes of behavior, human and non-human, using tools of scientific thinking; (2) To understand how a natural science of behavior, especially respondent and operant conditioning, can help us understand behavior and experience; and (3) To apply this knowledge to solve socially important problems.

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**COURSE DESCRIPTION**

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We will use a variety of activities to analyze the complex and provocative issues raised during this class. 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 feedback on your performance, and you will be given opportunities to improve on your prior performance on make-up/remedial quizzes.

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**WHAT YOU'LL NEED**

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**1. Reliable access to UF's Canvas Computer System (Google Chrome recommended)**

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. The Course Textbook**

Madden, G. J., Reed, D. D., & Digennaro Reed, F. D. (2021). *An Introduction to Behavior Analysis*. Wiley.

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NOTE: There is no materials and supplies fee associated with this course.

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**COMMUNICATION**

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Email is the best way to contact me ([catherine.kishel@ufl.edu](mailto:catherine.kishel@ufl.edu) or via Canvas email). Expect me to respond within 24 hours during the week. You can also email me to set up a meeting if you can't make my office hours. I am happy to meet at times other than office hours, including via Zoom. Also, you should check Canvas and your email for any updates daily during the week.

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## HOW YOU'LL BE GRADED

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### Quizzes

For each unit, there will be a 10-minute, 10-point quiz based on the study guide. The quiz questions will emphasize the study guides in Canvas, but other questions may be included. The format will be multiple choice, short answer, and fill in the blank.

### 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 quiz. Remedials can replace a missed quiz or a poor grade. Ten quizzes and two remedials are planned (12 total). Only your ten highest scores will count toward your final grade in the course.

### Participation

At the end of class each day, you will have a five-minute reflection question. You will be required to incorporate what we discussed in class that day into the reflection question. Each reflection is worth 2 points. Your lowest two reflection grades will be dropped.

### Written Assignments

You will have four brief written assignments that will form a cohesive unit by the end of the semester. Written assignments are worth 20 points each and will be due by 11:59 PM EST in Canvas on the dates listed below.

### Exams

You will have two exams, each worth 40 points. I will give you a study guide for both tests. The main goal of these tests is to help you apply and think critically about the material we have covered in the course. The tests will contain multiple choice, true/false, fill in the blank, and short answer questions. The short answer portions will be take-home, open note and due by 11:59 PM EST in Canvas the same day as the in class exam, but you will have access to the questions for 2 weeks prior to the due date.

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## COURSE POLICIES

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### Attendance

Attendance will not be taken in this course, but consistent and regular attendance is the best way to do well in the course. Requirements for class attendance and make up exams, assignments, and other work are consistent with university policies and can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Accommodations

Students with disabilities who experience learning barriers and who wish or need to seek accommodations should do so as early as possible in the semester by contacting the disability resource center at <https://disability.ufl.edu/students/get-started/>

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via Gator Evals. 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 Gator Evals, in their Canvas course menu under Gator Evals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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## GRADING

Assignment	Points	% grade	Grade	%
Quizzes	100	31.84%	A	93.5% – 100%
Exams	80	25.47%	A -	89.5% – 93.49%
Participation	54	17.19%	B +	86.5% – 89.49%
Written assignments	80	25.47%	B	82.5% – 86.49%
Total:	314	100%	B -	79.5% – 82.49%
			C +	76.5% – 79.49%
			C	72.5% – 76.49%
			C -	69.5% – 72.49%
			D +	66.5% – 69.49%
			D	62.5% – 66.49%
			D -	59.5% – 62.49%
			E (Fail)	< 59.49%

Information about current UF grading policies can be located at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .

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## COURSE 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, etc. This course is in-person, so feel free to also do all of the above in class.
2. If you have a question about your grade, email me. Please don't post information about your grade on the FAQ board.
3. All interactions with the instructor, TAs, and among class members are expected to be professional and appropriate.
4. 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.

5. Announcements will be made periodically about class issues (such as reminders about upcoming assignments, or when grades will be posted). These will be visible on our course's home page and announced in class. Students are responsible for all announcements posted on Canvas.
6. This course adheres to all University Policies. See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
7. 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."
8. 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.
9. Religious Observances. Please check your calendars against the course syllabus. If you have a conflict due to a religious observance you should contact me as soon as possible so that we can make any necessary arrangements.
10. Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

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.
12. In-class recording. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021, Honor Code and Student Conduct Code.

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## GENERAL POLICY STATEMENT AND SUBJECT AREA LEARNING OUTCOMES

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The General Education Student Learning Outcomes (SLOs) describe the knowledge, skills, and attitudes that students are expected to acquire while completing a General Education course at the University of Florida. The SLOs fall into three categories: content, communication, and critical thinking.

Every general education course must address all three SLOs. Note that the [subject area objectives](#) describe the context within which the SLOs are achieved.

### Program Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
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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.

### **Social and Behavioral Sciences (S)**

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.

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### **CAMPUS RESOURCES**

#### **Health and Wellness**

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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>,

392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.  
Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.  
University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

### **Academic Resources**

E-learning technical support: 352-392-4357 (select option 2) or e-mail to  
Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with  
respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing  
papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

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## **COURSE SCHEDULE**

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The goal of science is to be objective. However, we must acknowledge that a significant amount of the early research in behavior analysis was conducted by cisgender, heterosexual white men and later by white men and women. I have done my best to incorporate diverse perspectives through the inclusion of research published by individuals of diverse backgrounds. With that said, there may be covert and overt bias in some of the course material; one of the main objectives of this course is to learn to critically analyze the literature base. To do this, we will acknowledge limitations, discuss, welcome, and encourage diverse perspectives, and hopefully advance behavior analysis towards a more inclusive standing.

UNIT	DATE	READINGS*	QUIZ*	OTHER
<b>Introduction and Overview</b>	1/10/23	Syllabus Review and Course Introduction		
<b>UNIT 1 Chapter 1: Introduction to Behavior Analysis</b>	1/12/23	Chapter 1 Textbook sections: <i>What is behavior?</i> <i>What is behavior analysis?</i> <i>The assumptions of behavior analysis</i> <i>Scientific Method</i> <i>What are the determinants of behavior?</i> <i>The activities of behavior analysts</i>		
<b>UNIT 2 Chapter 2: Understanding Behavioral Research &amp; Chapter 3: Experimental Designs in Behavior Analysis</b>	1/17/23	Chapter 2 Textbook sections: <i>Variables</i> <i>Correlation vs Causation</i> <i>Experiments</i>		
	1/19/23	Chapter 2 Textbook sections: <i>Measuring Behavior</i> <i>Four Direct-Observation Methods</i> Chapter 3 Textbook sections: <i>Group experimental designs</i> <i>Single subject experimental designs</i>	Q1: UNIT 1	
	1/24/23	Chapter 3 Textbook sections: <i>Did behavior change?</i>  Zane (2010)		
<b>UNIT 3 Chapter 4: Phylogenetic Behavior and Pavlovian Learning</b>	1/26/23	Chapter 4 Textbook sections: <i>Phylogenetically Selected Behavior</i> <i>Pavlovian Learning</i> <i>Pavlovian Conditioning of Emotions</i> <i>Pavlovian Fear Conditioning/</i> <i>What is Learned During Pavlovian Conditioning</i> <i>Principles of Effective Pavlovian Conditioning</i> <i>Generalization</i> <i>Pavlovian Extinction-Based Therapy</i> <i>Pavlovian Conditioning in Everyday Life</i>	Q2: UNIT 2	

<b>UNIT 4</b> <b>Chapter 5: Operant Learning I: Reinforcement &amp; Chapter 6: Operant Learning II: Positive and Negative Reinforcement</b>	1/31/23	Chapter 5 Textbook sections: <i>Operant Behavior</i> <i>Response-Consequence Contingencies</i> <i>Changing Behavior with Contingent Consequences</i> <i>Noncontingent Consequences</i> <i>The Discovery of Reinforcement</i> <i>How to Tell if a Consequence Functions...</i>		
	2/2/23	Chapter 5 Textbook Sections: <i>From Puzzle Boxes to Skinner Boxes</i> <i>Response Variability: Exploring and Exploiting</i> <i>The Generic Nature of Operant Behavior</i> <i>Not Every Consequence Functions...</i> <i>Reinforcement in Social Media and Video Games</i> Chapter 6 Textbook sections: <i>Positive Reinforcement</i>	Q3: Unit 3	Assignment 1
	2/7/23	Chapter 6 Textbook sections: <i>Negative Reinforcement</i>		
	2/9/23	Chapter 6 Textbook sections: <i>Positive or Negative Reinforcement: Is there...</i> <i>Using Reinforcement to Positively Influence Behavior</i> <i>Reinforcement in the Workplace</i> <i>Three Objections to Reinforcement</i> <i>Theories of Reinforcement</i> Skinner (1981)		
	2/14/23	Chapter 7 Textbook sections: <i>Operant Extinction Following Positive Reinforcement</i> <i>Operant Extinction Following Negative Reinforcement</i>	Q4: Unit 4	
<b>UNIT 5</b> <b>Chapter 7: Extinction and Differential Reinforcement</b>	2/16/23	Chapter 7 Textbook sections: <i>How Quickly Will Operant Extinction Work?</i> <i>Spontaneous Recovery of Operant Behavior</i> <i>Other Effects of Extinction</i> <i>We Tried It at Home</i> <i>Using Extinction to Positively Influence Behavior</i> <i>Differential Reinforcement</i>		
	2/21/23	Exam: closed-book, closed-note multiple choice questions		Remedial due

<b>UNIT 6</b> <b>Chapter 8: Primary and Conditioned Reinforcement and Shaping</b>	2/23/23	Chapter 8 Textbook sections: <i>Primary Reinforcers</i> <i>Conditioned Reinforcers</i> <i>The Token Economy</i> <i>Arranging Effective Conditioned Reinforcers</i> <i>Clicker Training with Humans</i> <i>Shaping</i> <i>Automated Shaping: Percentile Schedules of Reinforcement</i>		
<b>UNIT 7</b> <b>Chapter 9: Motivation, Reinforcer Efficacy, and Habit Formation</b>	2/28/23	Chapter 9 Textbook sections: <i>Everyday Concepts of Motivation</i>	Q5: Unit 6	
	3/2/23	Chapter 9 Textbook sections: <i>From Motivation to Motivating Operations</i> <i>Identifying Effective Reinforcers: The “Liking” Strategy</i> <i>Measuring Reinforcer Efficacy</i> <i>Dimensions of Effective Reinforcers</i> <i>Habit Formation</i>		
	3/7/23	Fogel (2010) Sawyer (2019) Holtyn (2020)		
<b>UNIT 8</b> <b>Chapter 10: Punishment</b>	3/9/23	Chapter 10 Textbook sections: <i>Punishers and Punishment</i> <i>Two Kinds of Punishment – Both Decrease Behavior</i> <i>When Should We Punish?</i> <i>Six Characteristics of Effective Punishment Interventions</i> <i>Primary and Conditioned Punishment</i>	Q6: Unit 7	Assignment 2
	3/21/23	Chapter 10 Textbook sections: <i>Some Commonly Used Punishers</i> <i>The Watchful Eye of the Punisher</i> <i>The Role of Reinforcement in the Act of Punishing</i>		

<b>UNIT 9</b> <b>Chapter 11: Complex Contingencies of Reinforcement</b>	3/23/23	Chapter 11 Textbook sections: <i>Schedules of Reinforcement</i> <i>Ratio Schedules of Reinforcement</i> <i>Interval Schedules of Reinforcement</i> <i>Putting It All Together</i> <i>Why Study Schedules of Reinforcement?</i> <i>Schedule Thinning</i> <i>Scheduling Reinforcers to Enhance Human Performance...</i>	Q7: Unit 8	
<b>UNIT 10</b> <b>Chapter 12: Antecedent Stimulus Control</b>	3/28/23	Chapter 12 Textbook sections: <i>Phylogenetic and Pavlovian Stimulus Control</i> <i>Discriminated Operant Behavior</i>		
	3/30/23	Chapter 12 Textbook sections: <i>Discriminative Stimuli and Establishing Operations</i> <i>Discrimination Training</i> <i>Generalization</i> <i>Stimulus-Response Chains</i>	Q8: Unit 9	
<b>UNIT 11</b> <b>Chapter 13: Choice</b>	4/4/23	Chapter 13 Textbook sections: <i>What is Choice?</i> <i>Four Variables Affecting Choice</i> <i>The Rich Uncle Joe Experiment</i>	Q9: Unit 10	
<b>UNIT 12</b> <b>Chapter 14: Verbal Behavior, Rule-Following, and Clinical Behavior Analysis</b>	4/6/23	Chapter 13 Textbook sections: <i>Choosing Between Uncertain Outcomes</i> <i>Extra Box 1</i> <i>Extra Box 2</i> <i>Impulsivity and Self-Control</i> Chapter 14 Textbook sections: <i>Behavior Approaches to Language</i> <i>Rules and Rule-Governed Behavior</i>		Assignment 3
	4/11/23	Chapter 14 Textbook sections: <i>Breaking the Rules in Clinical Psychology</i> Skinner (1987)	Q10: Unit 11	
	4/13/23	Chance (2007) Matsuda (2020)		
	4/18/23	Flex Day: Reserved for Makeup/Exam Review		

	4/20/23	Special Topics Day: Topics TBD	Assignment 4
	4/25/23	Exam: closed-book, closed-note multiple choice questions	Remedial due

\*I reserve the right to adjust the schedule and readings as needed.