

Syllabus. Read this syllabus often and carefully. There will be questions on **Test # 1** from this document.

BEHAVIOR ANALYSIS: Basic Processes

Psych 1400 (Lecture)/1410 (Lab) Spring 2009

Psych 1400 Meets MWF 09:30-10:20 in Eccles Education 131.

Psych 1410 Lab -- the times for the mandatory Laboratory will be arranged and will require **the same 1 hour everyday for 15 class days** (excluding weekends). Lab sessions meet in the **Behavior lab** across the street to the south from this building. Directions will be provided.

Last Day to drop without Notation on Transcript: January 26

Last day to drop with a "W" on your transcript: March 06

Instructor	Office	Office Hours	E-Mail
Dr. Carl D. Cheney	Ed 485 797-1452	MWF 12:30-1:30 & by appt	cd.cheney@comcast.net

Teaching Assistant	Office	Office Hours	E-Mail
Matthew Young.	Ed 456 760-8030	M & F 10:30-11:30 W 11:30-12:30 F 10:30-11:30 & by appt	matthew.young@aggiemail.usu.edu

Required text: 1. **BEHAVIOR ANALYSIS AND LEARNING**, 4th Edition. *W.David Pierce & Carl D.Cheney*, (2008). Psychology Press., New Jersey: USA.

The Syllabus and Lab Manual are available on Blackboard, and on the psychology undergraduate website: http://www.usu.edu/psychology/courses/docs/1400_cheney_SP09.pdf.
You are responsible for obtaining your copy of the syllabus and the lab manual.

Objectives

The **objectives** of this course include the following: to prepare the student for further study in the experimental and applied analysis of behavior; to provide students with a modest degree of fluency in the correct use of behavior science terms, concepts and definitions; to prepare the student to correctly use the principles of behavior analysis in everyday situations with humans and nonhumans; to prepare students to successfully complete several tests related to the principles and practices of behavior analysis; to prepare students to be able to appropriately access major topics in the behavior science literature; and to allow students to demonstrate skill in the successful application of basic behavior principles in the laboratory with animal subjects.

Grades

Grades in 1400 are determined by total points earned. There are several ways to obtain points but you must prepare, attend class and "make an effort". A grade for **1410** depends upon attending lab each day, being prepared each day, following lab rules, and working through the exercises in the lab manual. **You must download** your own copy of the manual and bring it with you to lab each day

1. **Tests:** Seven (7) are scheduled (hence **700 test points are possible**). The tests will include short-answer essay, definitions, identification, drawings, fill-in-the-blank questions, and perhaps

multiple choice and each test is worth 100 points. **A test may be rescheduled only in the event of verified university business or verified illness. Plan ahead, if you will be gone during a test it cannot be made up.**

2. Word-Perfect Definitions: this is another point opportunity. (*Ten words* at 7 points per word = **70 pts.**) A format and the words will be provided and are **due on or before February 27 in class**. None are accepted late. None will be accepted late so mark your calendar, now. Tests and Word-perfect definitions are the sources for your grade points. These are not extra credit, they are the required activities and sum to 770 possible points.

A total of 770 points is possible. Grades will be assigned as follows: (90% A, 80% B, 70% C, etc. of 770).

Grade Breakdown:

700 (test points)

+70 (W-P Definitions)

= 770 x .9 (90%)= 693

And so:

90% = 693 & up = A

80% = 616 to 692 pts = B

70% = 539 to 615 pts = C

less than 538 pts = D/F

Pluses and minuses may in some instances be given. Any grade requires, and presupposes, satisfactory completion of the lab (for which you will receive a grade of A in the lab). The textbook will be assigned and you will be thoroughly examined on the material it contains, as well as all lectures, all videos, and any material handed out in class. **You are expected to be prepared** (read all the assignment) **before** each class meeting, to **attend** all classes and participate in classroom discussion. **It is critical that you read ahead** every day.

I expect no one to receive less than a B in this class. If you fall behind earning enough points (you get less than a B on any test, especially the first one) you need to receive personal counseling and tutoring from a TA, as necessary. (If you have trouble with any test, schedule an appointment with the TA to get tips on studying and text clarification, study with a classmate, practice answering the questions from the book in writing, read and reread the assignments, make and use flash cards). Do not fall behind. Be proactive and seek assistance as soon as you need it. Sit toward the front of the class and act interested. Do not hesitate to approach the TA or the instructor for an appointment. Occasional group discussion sessions outside of class may be scheduled at which you will be asked questions and shaped to answer correctly. It is assumed that you are in this class to learn the material so that is what is expected.

1410 Lab

There are **two (2)** Psych 1410 laboratory sections, each lasting **three weeks**. You need only attend **one (1)** of these 3-week sections. You are required to participate **EVERY WEEKDAY (Monday, Tuesday, Wednesday, Thursday and Friday)** at the same time for one hour (daily times will probably range from 7:30am - 4:30pm) during your 15 day lab section which is not offered during the class hour. *Lab partners will be assigned* and lab times will be arranged early in the term. **Successful** lab participation is **mandatory** for any grade in 1400/1410. Lab will run from Monday January 26 through Friday February 13 for **Section 1**, and Monday March 16

through Friday April 03 for **Section 2**. Again, you need attend **only one** of these three-week sections, but you **MUST** attend every day!

Satisfactory (grade of A) laboratory (Psych 1410) participation is required. Passing the lab means that: 1) you were in the lab everyday, 2) on time (within 5 min), 3) prepared (read the manual exercise for that day), and you, 4) participated as required. Missing more than one session results in a failing lab grade **and** an IF grade in the 1400 course. You will have to retake the lab the next time it is offered, complete it satisfactorily, and you will then get your two grades.

BEHAVIOR IS A FUNCTION OF ITS CONSEQUENCES.

Inasmuch as most of the world's problems are fundamentally human behavior issues, either excesses or deficiencies, this course will provide you a means of analyzing and possibly intervening to make things better. It is possible to prevent (teach alternative behaviors), or correct (change the rate by changing consequences), most individual and social behavior problems, if appropriate yet often simple, behavior management principles are correctly and consistently applied. Human behavior is nearly always adaptive and therefore changeable. By definition, a maladaptive behavior is self destructive. A comment on classroom decorum may exemplify this concept; it is very rude and uncouth in this culture to yawn in public without covering your mouth, or to talk while chewing gum. Both of these behaviors you can control. Therefore, I will be consequating (in these cases punishing) such behavior as it happens in class, which is not a pretty sight. Hence, please don't do it. Walking between the speaker and the audience during class is another ill mannered and unacceptable behavior. Please don't do it. "Experimental and applied behavior analysis", which is what this class topic is about, is a natural science whose participants search for **functional relationships between the actions of organisms and events in the environment**. Professional applied behavior analysts work to demonstrate how principles of behavior science can be effectively employed in the management of all the behavior of all species (man, mouse, moose, microbe) in all settings (e.g., school, industry, home, laboratory, hospitals, animal training and care, etc.). Everyone may only be amateur behavior analysts but they use behavior principles. **This is the way the world works, it is all behavior.** We all deal with behavior incentives and the prediction and control of behavior, even if only our own, and we use behavior principles even if we don't believe them, understand them, or agree with them. Incentives rule! We do what we do to get good things, or to escape bad things.

Principles of behavior analysis were discovered (not invented or made up) and systematically investigated and organized in the basic animal behavior laboratory and, because these principles pertain to **behavior** in general, they have been extended and turn out to apply to all behaving organisms. These principles are applicable to all people, pets, employees, children, clients, patients, students, parents, spouses, livestock, ourselves, everyone! Every behaving (living) organism that eats can be trained. Learning about, and correctly applying, the principles of behavior science to the behavior of organisms will be of great help wherever and with whatever species you live or work.

Some major sources for additional reference and information in this class and for your future needs include: www.behavior.org, which is the *Cambridge Center for Behavior Studies* (Cambridge, MA) and is the best web source for information concerning all sorts of behavior analysis applications and materials. **I urge you to check into this site often and explore what it has to offer.** (There will be questions from this site on the first two tests.) www.behavior.org has links to many additional useful sites such as the *B.F. Skinner Foundation*, from which

several highly recommended Skinner books and papers are available: the *Association for Science in Autism Treatment*; and the professional organization called the *Association for Behavior Analysis (ABA)*. *The Journal of Applied Behavior Analysis* (JABA, pronounced ja baa), and *The Journal of the Experimental Analysis of Behavior* (JEAB, pronounced jay ab) are two primary basic research literature sources (both are in the library and on the web) and should be consulted for methods, findings, and applications. In addition, a USU site www.behave.net has available information illustrating some of the range of species and problems to which systematic behavior analysis has been and can be put.

“**The Power of Positive Parenting**@ is a book by the late great *Dr. Glenn Latham*, and is an excellent resource for non formally trained behavior analysts who are managers of behavior (which includes most of us), and is **highly recommended**. So also is, *ATeach your child to read in 100 easy lessons*@ by *Siegfried Engelmann* (this is not a typical self-help book and is excellent to teach reading). These are both available in the USU bookstore. An excellent and highly recommended web-based **reading program** for 4-6 year olds is available at www.headsprout.com. If you know any children in this age range you should seriously investigate this program, it is both inexpensive and effective. Other text resources will be mentioned in class, i.e., such books as: *Mismeasure of Man*; *Home Token Economy*; *Coercion and its Fallout*; *Technology of Teaching*; *Science and Human Behavior*; and of course my favorite, *Behavior Analysis and Learning*.

Schedule: 16 weeks. January 05 – April 29. **Final Exam April 29 at 9:30 in Edu 131.**

Holidays = Monday, January 19 (Dr. Martin Luther King Day), Monday February 16 (President’s Day) <- **Attend class Tuesday, February 17**, March 09-March 13 Spring break

Test schedule: #1 January 16 - Chapter 1&2; #2 February 06 - Chapter 3&4; #3 February 20 - Chapter 5&6; #4 March 06 - Chapter 7&8; #5 March 27 - Chapters 9&10; #6 April 10 - Chapters 11&12; #7 April 29 - chapters 13&14. Previously used example test questions will be available in class throughout the term.

Video schedule: These are very good and very helpful so be sure to attend when they are shown in class or preview them yourself in the audio-visual department of the Library: January 21 - *Behavior Theory in Practice* #1; February 02 - #2; February 09 - #3; February 23 - #4; March 30 - *Cognition, Creativity & Behavior*; April 20 - *Harry*. **All the videos are available for your viewing pleasure in the Merrill-Cazier Library.**

Behavior Labs: Section 1: Jan 26-Feb 13. Section 2: Mar 16-Apr 03.

Academic Program: Assignments, topics, videos and test days

Dates	TOPIC	READINGS	ASSIGNMENTS
Jan 5-Jan 9	Introduction to the class. Assignments, expectations, tests, grades. A Science of Behavior	Chapter 1	Read chapter 1 and be prepared to ask questions.
Jan 12-Jan 16	The Experimental Analysis of Behavior	Chapter 2	Test #1: Chapters 1&2 and Syllabus Friday Jan 16
Jan 19-Jan 23	NO CLASS Monday Dr. Martin Luther King Day Reflexive Behavior, Respondent, Pavlovian, Classical Conditioning, Associative Learning	Chapter 3	Jan 21 - Video <i>Behavior Theory in Practice #1</i>
Jan 26-Jan 30	Operant and Respondent Conditioning Lab Session 1 Starts Monday Jan 26	Chapter 3 Chapter 4	
Feb 02-Feb 06	Operant Behavior Lab Session 1 Continues	Chapter 4	Feb 02 – Video <i>Behavior Theory in Practice #2</i> Test#2 Chapters 3&4 Friday Feb 06
Feb 09-Feb 13	Schedules of Reinforcement Lab Session 1 Ends Friday Feb 13	Chapter 5	Feb 09 – Video <i>Behavior Theory in Practice #3</i>
Feb 16-Feb 20	No Class Monday President's Day COME TO CLASS TUESDAY Aversive Control	Chapter 6	Test #3 Chapters 5&6 Friday Feb 20

Feb 23-Feb 27	Operant – Respondent Interrelationships	Chapter 7	Feb 23 – Video <i>Behavior Theory in Practice #4</i> Word Perfect Definitions Due Feb 27
Mar 02-Mar 06	Stimulus Control	Chapter 8	Test #4 Chapters 7&8 Friday Mar 06
Mar 09-Mar 13	No Class SPRING BREAK		
Mar 16-Mar 20	Choices and Preference Lab Session 2 Starts Monday Mar 16	Chapter 9	
Mar 23-Mar 27	Conditioned Reinforcement Lab Session 2 Continues	Chapter 10	Test #5 Chapters 9&10 Friday Mar 27
Mar 30-Apr 03	Correspondent Relationships Lab Session 2 Ends Friday Apr 03	Chapter 11	Mar 30 – Video <i>Cognition, creativity and behavior</i>
Apr 06-Apr 10	Verbal Behavior Lab Session #2 Ends Friday Nov 14	Chapter 12	Test #6 Chapters 11&12 Friday Apr 10
Apr 13-Apr 17	Applied Behavior Analysis	Chapter 13	
Apr 20-Apr 24	No Test Week Applied Behavior Analysis	Chapter 14	Apr 20 – Video <i>Harry</i>
Apr 27-May 1	Finals Week		Test #7 Chapters 13&14 Wed Apr 29 at 9:30 in Edu 131

Read this syllabus thoroughly and refer to it frequently. The instructor reserves the right to alter this syllabus as necessary. Best wishes!

These men are your friends, become acquainted with them.
Charles Darwin: Ivan Pavlov: Edward Thorndike: John Watson: B.F. Skinner

“The tendencies to respond eventually correspond to the probabilities of reinforcement.”

-BFS.

Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the *Americans with Disabilities Act* and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the **Disability Resource Center (DRC)** in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital, signers) are available with advance notice.

Students are encouraged to consult p. 103 of the USU Spring 2009 schedule for the school policies on cheating, plagiarism, and misconduct. None will be tolerated. This reference can be found online at http://www.usu.edu/registrar/catalogpdf/2009/Spring/Sp09_complete.pdf

