

REHB 406, Introduction to Behavior Analysis
12:35 – 1:50 TR
Communications 1006
Spring 2015 Course Syllabus and Calendar

Instructor Information

Instructor:	Dr. Jonathan C. Baker	Office: 112 North West Annex Wing A (inside Room 110)
Office Hours:	Monday	2:00 pm to 4:00 pm
	Tuesday	9:00 am to 11:00 pm
	Thursday	9:00 am to 11:00 am
		Or by appointment
Office Phone:	(618) 453-8270	
Email:	jonathan.c.baker@siu.edu	

Masters Teaching Assistant Information

Teaching Assistant: Maureen O'Connor, B.S.
Email: moconnor@siu.edu
Maureen will assist with grading, holding office hours, and supporting study sessions.
Office hours: TBD
Office: 110 North West Annex Wing A

Course Text and Materials

Required: There is no required text for the course. Instead, reading materials will be posted in .pdf or .doc format on desire to learn (D2L). Students are responsible for downloading and reading the assigned readings for each unit. **Be sure to save the documents to your computer or a thumb drive – they may be removed from D2L to make space for other documents but may be referenced again. The fact that they have been taken down from D2L is not an excuse to not know the information.**

All readings will be disseminated via D2L and/or handed out in class. I reserve the right to substitute articles during the course of the semester.

Bring the relevant study objectives and reading materials for each unit to lecture. I will refer to them frequently.

General Course Description

This course will provide an overview of diverse topics of behavior analysis research and applications. The objectives of the course are (a) to increase your understanding of the principles of respondent and operant conditioning that you learned in REHB 312 and (b) to introduce you to diverse areas of applications of analysis. One purpose for doing so is to help you realize that our basic principles of behavior are relevant to all areas of rehabilitation. This will be accomplished by covering textbook chapters and research articles on:

- Respondent Conditioning
- Operant Conditioning
- Schedules of Reinforcement
- Multiple Effects of Stimuli
- Motivating Operations
- Language
- Private Events
- Reductive Procedures
- Ethics and Certification

Just a note about the topics I will be covering in this class. Behavior analysis can be applied to any area that has to do with human animal behavior and nonhuman animal behavior. Areas of application include ones with which you are

probably familiar (i.e., developmental disabilities and autism, and child and adult clinical psychology). But there are many other areas of application. I cannot cover all areas of application in one semester, so I have had to make some choices about what to include and what not to include. I have avoided, as best I can, topics that are covered in other courses in the department. But if you are interested in an area that I am not covering in this class and is not covered in one of our elective courses, chances are behavior analysts have worked in the area.

There are two excellent sources about various areas of application. One is the web site for the Cambridge Center for Behavioral Studies. The address is: www.behavior.org. They have buttons on their main page for the following application areas: (a) aging, (b) animal training, (c) autism, (d) behavioral economics, (e) behavioral safety, (f) brain injury, (g) clinical behavior analysis, (h) computer modeling of behavior, (i) education and school psychology, (j) gambling, (k) organizational behavior management, (l) parenting, (m) performance systems analysis, and (n) verbal behavior. Another excellent source is the Association for Behavior Analysis International web site, particularly the special interest groups that specialize in particular areas of application. That web site address is: www.abainternational.org.

Course Prerequisite

The course prerequisite is REHB 312. Please note that this is not a formality - REHB 312 is a critical prerequisite. Just as you would not attempt to take a physiology course without first taking, and passing, an anatomy course, you should not take a course that shows applications of the principles of behavior without first taking the course that covers those principles.

General Course objectives

Upon completion of this course, the student will be able to:

- Define the principles of applied behavior analysis.
- Describe types of potential reinforcers, how to select reinforcers, and how to use reinforcers.
- Describe schedules of reinforcement and the characteristics of performance under the different schedules.
- Describe procedures used to establish and exert stimulus control
- Describe procedures used to establish and increase desired behaviors.
- Describe considerations in developing behavior reduction programs.
- Describe procedures used to decrease undesired behavior.
- Define and describe motivating operations and their role in a complete analysis of behavior
- Define and describe a behavior analytic perspective of a functional account of language
- Describe a behavioral account of private events

General Course Format

Two class lectures followed by a 35-point exam. The days of the exams will rotate between Tuesday and Thursday throughout the semester. Please refer to the calendar at the end of the syllabus for the course schedule.

Course Assignments

There will be three (3) assignments over the course of the class. These will involve identifying examples in your own life of the principles that we will cover in class. Students will diagram contingencies that demonstrate the principles. These assignments will generally require about a 1-page write-up formatted in APA style, 6th edition (up to 10 points may be taken away from any assignment for APA formatting errors!). All assignments will be due via D2L by 12:50 pm the day they are due.

1. Assignment 1 - Real life examples of the basic principles of behavior
 - a. Worth 30 points
 - b. Due February 19th by 12:50 pm
2. Assignment 2 - Real life examples of conditioned reinforcers and stimulus control
 - a. Worth 30 points
 - b. Due April 2nd by 12:50 pm
3. Assignment 3 – Decelerative procedures
 - a. Worth 30 points
 - b. Due April 30th by 12:50 pm

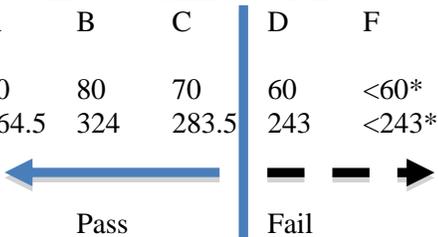
I am willing to provide feedback on assignments before they are submitted, but if you send me your assignment less

than 48 hours before it is due, I am not likely to respond with any feedback. So, plan ahead!

Course Grades

Your course grade will be based on the number of points that you earn on the weekly exams and on your assignments. Points cannot be earned by doing alternative or extra activities. There will be a total of 9 exams and each will be worth 35 points. There are also 3 assignments, worth 30 points each. The total number of possible points is thus 405. Grades will be determined as follows:

	A	B	C	D	F
Percent	90	80	70	60	<60*
Points	364.5	324	283.5	243	<243*



* "<" means less than

Students with Disabilities

If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. Students with disabilities should contact the University's Disability and Support Services at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. According to University policy: "Any student with a documented disability who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester."

Unit Exams

Exams will consist of a mixture of multiple-choice questions (generally there are very few of these), fill in the blanks, matching, listing information, and short-answer essay questions. They will be based on the study objectives and ANY additional material that I provide in lecture. Approximately 15-20% of the exam is based on lecture material that is not provided in the text. If you miss a lecture, you are still responsible for the material covered and therefore you should get the notes from a fellow classmate or have someone tape record the lecture for you. Neither the course assistant nor I will review the missed material for you, give you the notes, or record the lecture.

EXAM ATTENDANCE: Make every effort to be in the classroom at the beginning of class on exam days. Once the first person has completed the exam, no one will be allowed to start the exam.

Unit Study Objectives

There are study objectives for each unit in the course pack. The material to be included in the unit's assignment is listed at the top of the study objectives. Only the text material specified in the objectives will be covered on the exam (although remember that the exams will also cover additional material that I provide in lecture). It is important that you keep all of the study objectives so that you can refer to them later in the course. You will need to restudy some of the objectives for the make-up exams. For the make-up exams, I will select several study objectives from previous units and ask that you restudy them. I will give you a list of these review objectives prior to both make-up exams.

How to Study for This Course

Read the materials before coming to class. Some material may be difficult to understand. If you have read through the materials, you will know what you have questions over and I can answer those questions during class.

Come to class. As previously stated, approximately 15-20% of each exam will be over lecture material.

Write out the study objectives for the readings. Answer as many of the study objectives as you can before class, based on the readings. Use lecture notes to clarify any confusing points and to answer questions not answered in the readings. Many people find that using index cards to study helps them to do well on exams. Write out the question on one side of the index card and write the answer on the other side. Quiz yourself by reading through the questions and seeing if you can answer them without flipping the index card over to look at the answer. Start with the first objective. When you can answer that objective without looking at the

answer, add the second objective. When you can get through the second objective go back and try to answer both study objectives one and two without looking at the answers. If you can do that, add the third objective. Once you can get through the third objective, go back and test yourself over objectives one through three. Continue on in this fashion until you can get through all of the objectives. When you can get through all of the questions without looking at the answers, shuffle the index cards and go through them again (so you don't rely on the order of the questions to come up with the answers). **MAKE SURE THAT YOU CAN ANSWER THE QUESTIONS PRECISELY AND COMPLETELY WITHOUT LOOKING AT THE ANSWER. THIS WILL HELP YOU GREATLY ON THE EXAMS.**

This course is designed to require two to three hours of outside work for every hour in class in order to receive a C or a B. Therefore, depending upon your study skills, you will have to spend about **6 - 8 hours** studying outside of class **each and every unit** in order to get a C or a B. More study may be required in order to receive an A.

Please take the study time seriously. It has been my experience that the majority of students who struggle with courses and have come to see me for help, the problem (almost always) is either (1) they simply do not have enough time to study due to the number of credit hours they are taking, the number of hours they are working, family obligations, or some combination of the three or (2) they are trying to squeeze their studying in around other activities; that is, when they have a few minutes between classes or while they are at work and are not busy. Attempts to study this way often result in distractions that disrupt concentration and focus. This type of study time is usually not productive, yet students "feel" like they have studied a lot.

If you are unable to spend the amount of time studying that I have mentioned or schedule 6-8 hours of **focused** study time for each unit, you should drop this class. It will be frustrating for you and there won't be anything I can do to help you improve your grade in the course.

LINKS FOR VIDEOS ON HOW TO STUDY

How to read successfully in college - <http://www.youtube.com/watch?v=mcitqvXcg>

Tips for memorizing - <http://www.youtube.com/watch?v=Ulk9BCRA83Y>

More tips for memorizing - <http://www.youtube.com/watch?v=I9Gv3IHxNs>

When scheduling time for this course, you should schedule 1 -2 hours to read the material and study objectives **before** the first lecture of the unit; 2 - 3 hours to complete the study objectives and develop study cards based on the study objectives before **the second lecture** in the unit (and it really is better to have the study cards done before the first lecture); and 2 -3 hours to study the day before the exam.

Exam Regrade Policy

After the exams have been graded, returned and discussed in class, you may submit your exam to me for regrading if you believe that an item was not graded accurately. Regrade request forms can be obtained from D2L any time (**I SUGGEST YOU PRINT A FEW OFF TO HAVE HANDY IN CLASS**). **Regrade requests must be returned to me in class, in writing, and within one week after the exams have been returned.** When submitting a regrade request you should attach the exam and the answer sheet for that exam. The request should state the reasons why more points should be awarded for a particular answer. References to a text page and paragraph or to specific lecture material will make it more likely that your request will be granted. It is not appropriate to state things such as "because it is right" (without further explanation), "but that is what I meant to say" (I can only grade what you said, not what you meant to say), "I missed that lecture," "Jim gave the same answer and you marked his right" (maybe I graded Jim's paper too leniently, so I reserve to right to back to Jimmy's paper and regrade his as well), etc.

I need to review the test question, recall my original grading criteria and reevaluate your answer. In order to give the attention that is necessary, I need to have the requests in writing.

Sometimes when students do not understand why they lost points, even after looking at the answers I provide, they ask me to explain why they lost points orally – in order to determine whether they should submit a regrade request. I always ask students at that point to submit a regrade request. If you do not understand why you lost points, I will explain that in writing through the regrade request procedure. Again, I often need time to review the question, study the student's answer, determine the conceptual problems the student may have about the item and respond to it. If, however, you know why you lost points but don't understand the material, the assistants and I are most happy to meet with you and explain the material to you.

Please do not word your regrade requests in a hostile manner. I grade your exams very carefully and if I have made a mistake it has been an "honest" mistake. I am very happy to return points if I have made an error. Consider regrade requests an intellectual rather than an emotional exercise.

If a particular student requests too many regrades or inappropriate regrades (e.g., asking me to review my grading on all or nearly all questions or requesting regrades on issues that I addressed when I returned the exams), I will first discuss the problem with the student. If the student continues to abuse the regrade request procedure I will regrade all of the student's exam answers in addition to the ones requested. If I feel my original grading was too lenient, I will take off additional points.

Make-up Exams

If you miss an exam for ANY reason (illness, car trouble, injury, an athletic event, too busy to study, etc.), the missing exam score will turn into a zero. Do not email me to ask if you can make it up. It is simply a zero. Now, the good news- YOU CAN MAKE IT UP! Two make-up exams will be given during the semester that will permit you to make up for two such absences. In other words, you may miss one exam each half of the semester without having it hurt your grade as long as you then take the scheduled make-up exams.

If you are involved in ANY activity (a sporting activity, a band, family obligations, social activities) that requires you to miss more than one exam each half of the semester,

DROP THIS COURSE IMMEDIATELY.

The first make-up exam is given Thursday, March 19th, and will review material from Units 1-5. The score you earn on this exam may be used to replace a missing score for one of the first four exams. The second make-up exam will be given **Friday, May 9th at 10:10** am during the University's final exam week. It will review material from Units 6-9. The score you earn on this second make-up exam may be used to replace a missing score for one of these unit exams. I will give you study objectives for these exams – I will select 30-40 study objectives from the relevant units.

If you do not miss any exams, and only if you do not miss any exams, the score you obtain on the first make-up exam may be used to replace the lowest score obtained on Exams 1-5, and the score you obtain on the second make-up exam may be used to replace the lowest score on Exams 6-9. If your make-up exam scores are lower than the scores of your unit exams, then the make-up exam scores will be discarded. In other words, the make-up exams cannot hurt your grade.

If you do not miss any exams, the make-up exams are optional. If you are satisfied with the scores you have obtained on the unit exams, then you do not have to take the make-up exams – you get the day off!

If you DID miss an exam, your make up exam will replace the missed exam, even if you wanted it to replace a different exam.

Additional Make-up Exams

No make-up exams will be given in addition to the two that are scheduled.

Three "friendly" warnings about additional make-up exams:

(1) Sometimes a student will miss an exam due to a non-emergency. Later that same half of the semester, a real problem that was not and could not be anticipated such as illness, injury, a job interview, car trouble, a death in the family, etc., forces the student to miss a second exam. The student then asks me to give a special make-up exam for the second exam since that absence was due to a "legitimate" problem. I will not do that: In that situation the student receives a zero for one of the missed exams. Plan to take ALL of the weekly exams so that you will not end up with a zero in case a real problem makes you miss an exam later.

(2) Students who receive a poor grade on one exam and then miss another exam often ask me if I will give them a special make-up exam for the exam that they missed so that they can use the scheduled make-up exam to replace their low score. Again, I will not do that: In that situation the student must keep the low exam score.

(3) Students will sometimes miss an exam and then bring a doctor note, a note from another professor, etc., so that they can be excused from that exam. This is THE POINT of make up exams. If you are sick or for any reason miss an exam, automatically plan on taking the make up. There is no need to email me letting me know you are sick, nor will you be allowed to do a special make up for the exam because you have a doctor's note.

Late Assignments

Assignments will only be accepted electronically. Assignments are to be submitted via D2L. There will be a place for submitting the assignment. Assignments are due in the drop box created on D2L by 12:50 pm that day (for those of you who have hard time understanding clocks, that is 12:50 in the afternoon, not 50 minutes after midnight). After that time, you may still submit an assignment using drop box on D2L, but it is late (note, 1 minute late is still late – D2L flags your assignment if it is even 1 second late). If an assignment is due on a Tuesday and is received anytime between 12:50 pm on Tuesday and 1:50 pm the following Thursday, its final score will be reduced by 15%, e.g. an "A" score will become a "B" score. If an assignment is due on Thursday and is received the following anytime between 12:50 pm on Thursday and 12:50 pm the following Tuesday, its final score will be reduced by 25%, e.g., an "A" score will become a "C" score. If an assignment is exactly one week late, its final score will be reduced by 35%, e.g., an "A" score will become a "D" score. Assignments more than a week late (i.e., turned in any time after 12:50 pm the week after it was due) will not be accepted.

Attendance at Lectures

Attendance at lectures is not required. However, if you miss a lecture for whatever reason **you are responsible for the lecture material and any announcements regarding changes in the study objectives, exam schedule, room change, etc. If you must miss a lecture, you should ask another member of the class to take notes for you or, better yet, to tape record the lecture. As indicated earlier, I will not review the missed material with you, take notes for you, or record the lecture for you.**

I typically post lectures for class on D2L. However, I am under no obligation to do so. If I feel that students are simply reading the lecture and NOT the assigned readings to study, or if I feel that students are not consulting the readings and lectures prior to class, I may do any of the following:

- **Simply not post the lectures**
- **Post the lectures with missing information**
- **Post the lectures with actual errors that would only be caught if you read the material.**

I reserve the right to implement any and all of these in the event that I feel students are not preparing for class.

Cell Phones, Mobile Electronic Devices, and Classroom Etiquette

Cell phones and other devices must be turned off AND PUT AWAY during all classes. **I will ask any student texting or otherwise using their cell phone/mobile electronic device to put the device away. If students continue I will simply stop lecturing until all devices are put away. You will be responsible for any material I do not get to during lecture as a result of these pauses.** It is my goal to provide everyone an opportunity to succeed in this course. Therefore, I will make every effort to create an environment conducive to learning. I will be respectful of you and your opinions. I also expect that you be courteous and respectful to me and to others in the class. Please do not create unnecessary distractions in class, such as by leaving your seat unnecessarily, using your cell phone or mobile electronic device, surfing the internet, or talking with others during lectures. As noted before, if you do so I will ask you to put the item away or I will stop lecturing. If you need to leave the class early, please sit near the door so you can leave with minimal disruptions to those around you.

During exams, I will remind you before I hand the exam out to silence your mobile electronic devices. Even vibrate mode can be annoying to the rest of the class if it is quiet in the room, so I really do want you to silence the device. **IF A DEVICE GOES OFF DURING THE EXAM, LEAVE IT ALONE. ANY STUDENT WHO PULLS OUT A MOBILE ELECTRONIC DEVICE DURING AN EXAM WILL BE CONSIDERED CHEATING AND WILL RECEIVE A 0 ON THE EXAM.**

Academic Dishonesty.

Each student is responsible for making himself or herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making himself or herself aware of the procedures applicable to cases of academic dishonesty as outlined in the Student Conduct Code, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

Incompletes

If you wish to drop this course, you must do so by the date designated by the university (**January 19th for a full refund, January 26th for partial refund, March 30th for no refund, grade of W**). Otherwise, I am obligated to provide you with a grade, even if you stop attending.

In keeping with the University's policy, I will NOT give an incomplete as a substitute for a failing grade – the failing grade stands.

However, if an extended illness or injury prevents you from completing the class, do let me know about it. Depending upon the number of classes and exams that you missed, and your attendance and performance on the exams you took before the problem arose, I may be willing to give you an incomplete for the course.

Emergency Class Cancellation

In the event that classes are officially canceled (due to an inland hurricane, for example), the following schedule changes will automatically be in effect:

1. If the day canceled is a day on which an exam has been scheduled, then the exam will be given on the first day that classes resume. For example, if an exam is scheduled on Tuesday, and classes are canceled on Tuesday, the exam will be given on Thursday. If Thursday classes are canceled as well, the exam will be given on the following Tuesday.
2. If the lecture day that immediately precedes the exam is cancelled or if BOTH lecture days are canceled, the exam will be given on the regularly scheduled day, or on the first day that classes resume. For example, if an exam is scheduled on Thursday, and the

preceding Tuesday lecture is canceled, then the exam will be given as scheduled on Thursday.

PLEASE READ THE EMERGENCY CLASS CANCELLATION POLICY CAREFULLY. IT IS NOT POSSIBLE TO PREDICT WHEN CLASSES WILL BE CANCELED AND THUS I AM NOT ABLE TO REVIEW THIS POLICY AT THE CRITICAL TIME.

Religious Observances

I am dedicated to maintaining the rights of students to observe religious holidays. If you need to miss a class to observe a religious holiday, I request that you contact me a week in advance to discuss any arrangements.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Note: I reserve the right to modify this syllabus during the semester.

TENTATIVE COURSE SCHEDULE

Note: I reserve the right to modify this syllabus during the semester.

Date	Topic
Jan. 20	Course introduction; syllabus
Jan. 22	Unit 1 Respondent Conditioning, videos on how to study (link provided in syllabus, in first lecture, and in study objectives)
Jan. 27	Unit 1 - (cont'd)
Jan. 29	Exam 1
Feb. 3	Unit 2 - Operant Conditioning
Feb. 5	Unit 2 - (cont'd)
Feb. 10	Exam 2
Feb. 12	Unit 3 – Schedules of Reinforcement
Feb. 17	Unit 3 - (cont'd)
Feb. 19	Exam 3 <i>Assignment 1 due</i>
Feb. 24	Unit 4 - Multiple Effects of Stimuli (Dawn Lecture)
Feb. 26	Unit 4 - (cont'd)
Mar. 3	Exam 4
Mar. 5	Unit 5 – Motivating Operations
Mar. 10 & 12	SPRING BREAK!!!
Mar. 17	Unit 5 – (cont.)
Mar. 19	Exam 5
Mar. 24	<i>Review ME 1: 1-5</i>
Mar. 26	ME 1
Mar 31	Unit 6 - Language
Apr. 2	Unit 6 – cont. <i>Assignment 2 due</i>
Apr. 7	Exam 6
Apr. 9	Unit 7 – Private Events (cont'd)
Apr. 14	Unit 7 – (cont.)
Apr. 16	Exam 7
Apr. 21	Unit 8 - Reductive Procedures
Apr. 23	Unit 8 – cont.
Apr. 28	Exam 8
Apr. 30	Unit 9 – Ethics and certification <i>Assignment 3 due</i>
May 5	Unit 9 - (cont'd)
May 1	Exam 9
May 9th	Final exam: ME 2 (Units 6 – 9) Friday, May 9 th , 10:10 am – 12:10 pm