Instructor Information
Instructor: Seth W. Whiting, PhD
Email: whse0502@siu.edu
Chat Times: Wednesdays 8-9, Sundays 6-7

Course Materials
Tests can be purchased at the Southern Illinois University Campus Bookstore located in the Student Center, at 710 Bookstore located on US 51, on Amazon, or directly from the publisher's website.

2. Behavior Development Solutions’ BCBA Exam Prep program. This will be offered to you at a discounted rate through BDS. Please ensure that your instructors have a correct email address as you will be contacted by BDS with ordering information. Extensions for this program can be purchased once the license is about to expire.
4. Additional readings will be provided via D2L as PDF attachments, or accessible online through the library’s website at http://lib.siu.edu or online at http://seab.envmed.rochester.edu/jaba/
5. Invertebrate Lab Products- common supplies you might use:
   a. Madagascar Hissing Cockroach or similar invertebrate
   b. Small tank or clear tupperware
   c. Plastic Gloves
   d. Bottle of Hand Sanitizer
   e. Two Rolls of Paper Towels
   f. Zip locking sandwich bags
   g. Bottle of rubbing alcohol
   h. Cotton balls
   i. Various materials used for experiments as specified.

Course Description and Objectives
The primary course objective is for you to understand and be capable of correctly identifying and applying basic behavior analytic principles to varying domains and populations. To attain this objective, you will be required to (1) read each of the assigned chapter(s) and research articles each week, (2) be able to discuss the points of each assigned chapter/article during class, (3) respond appropriately to questions provided on examinations based on the text and class discussion, (4) conduct and present basic behavioral research in the invertebrate behavior lab, and (5) complete BDS modules based on the materials covered in class.

Upon successful completion of this class, you will know how to:
- Describe the assumptions, characteristics, and goals of applied behavior analysis
- Apply behavior-analytic procedures derived from basic learning principles to solve problems of social importance or improve conditions for dependent, or at-risk populations
- Become a more competent consumer of behavioral research
- Appreciate the complexity of causes and consequences
- Develop an ethic of social responsibility and citizenship

General Course Format
Each class period will begin with discussion and questions over the materials indicated in the course calendar and Sundays will end with an examination on the materials covered in the readings and lecture for that week. Make plans to arrive in the chat on D2L on time. If you are late, you may miss out on pertinent information presented in class that may be covered on the exam.

Course Grades
Your course grade will be calculated based on the number of points that you can earn on the examinations, scholarly essays, and participation. The total number of possible points is thus 600, broken down as follows:

- Exams (13 @ 20pts) 260 points
- Participation (awarded during class) 20 points
- Invertebrate Lab Assignments (3 @ 50pts) 150 points
- BDS Homework Assignments (3 @ 40pts) 120 points
- Final Project 50 points
- Total: 600 Points

Grades will be determined according to the following point distribution:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>540</td>
<td>480</td>
<td>420</td>
<td>360</td>
<td>300</td>
</tr>
</tbody>
</table>

Note: A grade of an 80% or higher is considered passing for this course. A grade of a 79% or lower is not considered passing for this course.

Students with Disabilities
If you have a documented disability and need reasonable accommodations, please contact me during the first week of class so that I can ensure that your needs are met in a timely manner. Students with disabilities must contact the University’s Disability Support Services at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. Please stop by their office in Woody Hall B-150, or refer to the DSS website for further information: http://disabilityservices.siuc.edu/.
Examinations
There will be 14 exams given during the course of this semester. Each exam will be worth 20 points. Each exam will cover the material presented that week in class and over the materials within the readings assigned for that class. Occasionally, there will be information on an exam from an earlier week as well. Exams will consist of essay questions. The exam will be made available each Sunday night no D2L following the chat session and you will have 24 hours to complete it online. NO MAKE-UP EXAMS WILL BE PROVIDED. If you are not going to be able to complete the exam in the given time for any reason, you must notify Dr. Whiting prior to the start of the testing period so you can take the exam before the rest of the class. If there is an unexpected absence, we will need medical documentation—not just a story about what happened. If we do not receive a message regarding your absence before class, you will receive a 0 for that exam. No exceptions. Your lowest single exam grade will be dropped from your final grade calculation.

Participation
This class will often be conducted as a seminar. Therefore, you are encouraged and expected to speak in chats; indeed your contributions (or lack thereof) will be graded. We will discuss questions that you have about the text and any related issues. If you are silent or absent for an entire class period, take 1 point off your grade for participation.

Invertebrate Lab
This semester you will be provided with the opportunity to conduct research projects with Madagascar Hissing Cockroaches or another similar invertebrate. There will be three (3) invertebrate assignments throughout the semester, as indicated on the course calendar. Lab manuals and task analyses regarding the assignments will be distributed in class prior to the start of the research projects. For each of these projects, you will be expected to follow a lab task analysis, collect and analyze data, and write a JABA brief report (outlined in the subsequent paragraph). You will be working on these assignments in groups of 3; once your groups are selected they will remain constant throughout the semester unless otherwise noted by the instructor. Though you will be working in a group, each student will need an invertebrate subject, and each group will turn in 1 paper for each project with data and analyses from the animal subjects of each student.

Jaba Brief Report for Invertebrate Assignments:
For each of these assignments a JABA brief report will be due. The JABA website (http://seab.envmed.rochester.edu/jaba/) gives a detailed description of what should be included in a JABA brief report (number of words, number of images, etc.). All brief reports must be written according to APA format; purchasing the APA formatting book will be beneficial to you throughout your graduate career as well as in this class. A template will be e-mailed out for you to write up your brief report in. Each brief report will be due on the day indicated on the course calendar. No late assignments will be accepted.

BDS BCBA Exam Prep Homework Assignments
The Behavior Development Solutions BCBA Exam Prep program allows students to access additional support materials and reinforces the topics being presented in class. You will be required to do homework assignments throughout the course of this semester. To receive full credit for this assignment you must complete all assigned modules to 100% prior to the deadline. For any assignments where the criterion is not met you will receive 0pts. You will be allowed to take these modules as many times as necessary to meet this criterion before the assignment is due. No late assignments will be accepted. Each assigned module will coincide with the materials being covered in class.

Final Project
One final project will be due during this semester. Your job will be to implement one of the 184 PEAK programs with an individual and then present this project and the results to the class. This assignment will be due the last week of class. You will be placed into groups of 3. Each presentation should be approximately 10min in length. Each partner should participate in some aspect of the presentation to receive credit. No late assignments will be accepted. Presentations must be uploaded to Youtube (we can discuss how to do this in class) for each group. You will also be expected to view others’ videos and make constructive comments and provide feedback.

Academic Dishonesty
You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is a reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. Your will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade in the course.

Cheating consists of, but is not limited to, looking at another student’s quiz/exam, using external aids (such as books, notes, conversation with others) when taking the quiz, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student’s view during quizzes or exams. NOTE: Changing the size of characters and/or spacing between paragraphs to make your paper appear longer is WIDELY APPARENT to those grading them. Do NOT attempt to do so or your efforts will be publicly acknowledged and shamed.
## Course Calendar

### Unit 1: Introduction and Abbreviated History of Behaviorism

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/20</td>
<td>Syllabus</td>
</tr>
<tr>
<td>8/27</td>
<td>Syllabus Exam on 8/27&lt;br&gt;Readings: Cooper, Heron, &amp; Heward Ch. 1 &amp; 2&lt;br&gt;No assigned readings&lt;br&gt;No Class Sunday</td>
</tr>
<tr>
<td>9/3</td>
<td>Readings: Watson (1919) Ch. 1&lt;br&gt;Watson (1913) &lt;br&gt;Watson &amp; Rayner (2000)&lt;br&gt;Handbook of Invertebrate Operant Conditioning (HIOC) Ch. 1, 2, &amp; 3&lt;br&gt;Exam 1</td>
</tr>
</tbody>
</table>

### Unit 2: Basic Principles of Behavior Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/24, 9/28</td>
<td>Readings: Cooper, Heron, &amp; Heward Ch. 8, 9, 10&lt;br&gt;Hammond, Iwata, Fritz, Dempsey (2011)&lt;br&gt;Fryling (2011)&lt;br&gt;Beaulieu, Hanley, Roberson (2012)&lt;br&gt;Lydon, Robmoe, Yi, Martens, &amp; Williams (2011)&lt;br&gt;Exam 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/13</td>
<td>No Class—Fall Break&lt;br&gt;No assigned readings</td>
</tr>
<tr>
<td>10/29, 11/2</td>
<td>Readings: Cooper, Heron, &amp; Heward Ch. 18, 19, &amp; 20&lt;br&gt;Slocum &amp; Tiger (2011)</td>
</tr>
</tbody>
</table>

### Unit 3: Applications of Basic Principles for Behavior Change
Exam 8

Baer, Wolf, & Risley (1968)
Cuvo, Leaf, & Borakove (1978)
Dowrick & Dove (1980)

11/5, 11/9 Readings:
Cooper, Heron, & Heward Ch. 21, 22, 23
Wallace, Iwata, Hanley, Thompson, & Roscoe (2012)
Falcomata, Wacker, Rindahl, Vinueza, & Dutt (2013)
Lerman & Iwata (1996)
Vollmer, Iwata, Zarcone, Smith, & Mazaleski (1993)
LaRue, Stewart, Piazza, Volkert, Patel, & Zeleny (2011)
Lambert, Bloom, & Irvin (2012)

Exam 9

BDS HW due by 11:59pm: FK unit modules
22, 26-37; Basic BA Skills unit E all modules

Cooper, Heron, & Heward Ch. 24 & 25
Iwata, Dorsey, Stifer, Baumam, & Richman (1984)
Carr & Durand (1985)
Kennedy & Souza (1995)
Coon & Miguel (2012)
Smith, Houmanfar, & Louis (2011)
Sanguinetti & Reyes (2011)
Valentino, Shillingsburg, & Call (2012)

Exam 10

11/19, 11/23 Readings:
Cooper, Heron, & Heward Ch. 26 & 27
Morford & Cibion (2013)
Skinner (1974) Ch. 2, 4, 5, 7, 9, & 10
PEAK Intro
HIOC Ch. 8, 9, & 10

Exam 11

1/30 Readings:
Cooper, Heron, & Heward Ch. 28 & 29
Visual Basic Ch. 1, 2, 3, 4, & 5
Adkins (1997)
Fraleys (1994)
Mesmer, Dunon, Dobson (2007)
No Class Wednesday for Thanksgiving

Finals Week

12/10 Invert. Assignment 3 is due

Exam 14

Supplemental Reading List


