

PSYCHOLOGY 428: INTRODUCTION TO ANALYSIS OF BEHAVIOR
Spring 2009 • Tuesday & Thursday 4:20pm-6:00pm • King Hall D3082

SYLLABUS

Instructor: Daniel B. Shabani, Ph.D., BCBA
 Office: KH A3043
 Office hrs: Tuesday & Thursday 2:00pm-4:00pm & by appointment
 Email: bshaban@calstatela.edu
 Phone: 323-343-2278
 Teaching assistant: Kim Zhu (kzhu@calstatela.edu)

COURSE GOALS

The purpose of this course is to introduce you to the basic phenomena of behavior analysis. This course will cover applications for understanding human behavior, therapy, analysis of cognition, and verbal, social, and abnormal behavior. We will also discuss the role of ethics in controlling human behavior.

This course covers part or all of Content Areas 2, 3, 5, 6, 7 and 9 of the Behavior Analyst Certification Board Task List.

REQUIRED READINGS

1. Miller, L. K. (2006). *Principles of Everyday Behavior* (4th ed.). Belmont, CA: Thomson Wadsworth.

Programmed Textbook

The textbook for the class is an example of a programmed textbook. As the author points out, "This book is not only about behavior analysis; it is also an example of behavior analysis." This is because programmed instruction was developed by B. F. Skinner as an outgrowth of his basic research on learning. This book is one of many examples of textbooks in various subject areas that utilize those principles that you will be learning about this quarter. The Introduction section teaches you about how to use the book. **I expect you to go through the Introduction section and fill in all the blanks. I will check that you have done this and offer bonus points to those who have completed it by the beginning of the second day of class.**

ATTENDANCE AND MAKE-UPS

You are responsible for anything that occurs during class, including announcements, changes of schedule, additions to or deletions from the study objectives. This means that if you miss class you should find out from another student what you missed. Also, because there is a graded assignment (quiz or exam) every day, if you miss a class you miss a graded assignment. Because there are so many quizzes and exams, **you will not be allowed to make up any quizzes or exams you miss.** Instead, I will drop your five lowest quiz scores whether they are zeros or not. I also do not allow make-up exams. If you miss an exam, I offer one remedial exam at the end of the quarter, the score from which will replace your lowest exam score, including a zero from a missed exam. But do not miss more than one exam (the remedial will cover only one exam; if

you miss two exams, the second one you miss will count as a zero). **Quizzes are given at the beginning of class, so if you arrive after the class has finished the quiz, you will not be allowed to take it and will receive a zero. If you arrive while the class is still taking the quiz you can start the quiz, however will not be given extra time to finish (so be on time).**

CANCELED CLASSES

If an exam (or quiz) cannot be given because classes are canceled or for any other reason, the missed exam (or quiz) AND the scheduled exam (or quiz) will be given the day we return even if there has been no lecture over the material and even if there is another scheduled activity for that day. Likewise, if a non-exam (or quiz) class is canceled for any reason, the exam (or quiz) will be given on the scheduled day even if there has been no lecture over the material. Under such circumstances, the exam (or quiz) questions will come strictly from the study objectives.

ACADEMIC MISCONDUCT

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the department chair who will decide if the situation warrants further action.

EVALUATION OF STUDENT PERFORMANCE

DAILY QUIZZES

Each day before we discuss a lesson you will take a quiz for that particular lesson. Actually, because there are only ten weeks, we will cover two lessons each day, so that means you will have two quizzes each non-exam day. For each Lesson you will take one of the three quizzes at the back of the book. You should prepare for all of them, but **DO NOT WRITE ON THEM**, because in class I will determine which one you will take. Each quiz contains 10 fill-in-the-blank questions and one short-answer question. Each of the fill-in-the-blank questions will be worth 1/2 point. Occasionally, the short-answer question will be a bonus 1/2 point. So, excluding the short-answer question, each quiz is worth 5 points. There are 25 lessons (including four review lessons) and, therefore, you can earn a total of 125 points from the quizzes.

EXAMS

After we have completed each unit, there will be a 25-point exam (25 1-point fill-in-the-blank questions). I may occasionally add a question to the exam from lecture, so you are responsible for everything in class. You can earn a total of 100 points from the four exams.

Because there are quizzes and exams over each unit there is no need for a mid-term or final exam and, therefore, none will be given. Immediately after each quiz and exam, we will go over the answers in class (time permitting) so that you have immediate feedback on your performance and another opportunity to learn the material.

COURSE GRADE

You can earn 5 points (20 x 5 = 100) from each of the quizzes (your five lowest quiz scores will be dropped) and 25 points each from the tests (4 x 25 = 100) for a total of 200 points. **Your final grade will, thus, be based on a total possible of 200 points (see below).**

Your final grade in the course will depend only on the total number of points you accumulate during the semester as follows:

A	= 92% or 184 points or more
A-	= 90% or 180-184 points
B+	= 86% or 172-179 points
B	= 82% or 164-171 points
B-	= 80% or 160-163 points
C+	= 76% or 152-159 points
C	= 72% or 144-151 points
C-	= 70% or 140-143 points
D+	= 66% or 132-139 points
D	= 62% or 124-131 points
F	= below 62% or 123 points or fewer

Quizzes and exams are your only opportunity for points in this class. There will be no extra assignments or extra credit opportunities.

REGRADES

Graded exams will usually be returned on the class following the exam. If you believe that the scoring was in some way inaccurate, you have one week to submit the exam to be reviewed; exams turned in after this one-week period will not be reconsidered. Simply return the exam with a written explanation of why you believe you should not have lost points. Be sure to indicate which question(s) you want reviewed.

WEEKLY GRADE PRINTOUT

After each exam a computer printout of your points to date in the course will be posted in or near the classroom or emailed to you. The printout includes your total number of points to date and your current point percentage, which is equivalent to your course grade. Thus, you will have a written record each week of your grade in the course.

LEARNING OBJECTIVES

At the completion of this course, students will be able to:

1. Define behavior analysis and describe the origins of modern behavior analysis, including the problem of explaining behavior with mental events.
2. Say what behavior is and what a behavioral definition is.
3. Describe the methods of observing and recording behavior, including reliability and validity of observations.
4. Describe the experimental designs for studying behavior and the visual analysis of behavioral experiments.

5. Define and describe positive and negative (and unconditioned and conditioned) reinforcement – including the types of reinforcers – and extinction.
6. Describe and define differential reinforcement, and how it can be used to decrease behavior, and shaping and how it utilizes (differential) reinforcement and extinction.
7. Describe the factors (immediacy, contingency, magnitude, and deprivation) that influence reinforcer effectiveness, as well as continuous and intermittent (ratio and interval) schedules of reinforcement.
8. Describe stimulus discrimination and generalization and the concept of stimulus control as well as programming and fading.
9. Describe imitation and instructional training.
10. Describe positive and negative (and unconditioned and conditioned) punishment.

SCHEDULE

Note: I reserve the right to alter the schedule at any time.

Week	Day & Date	Topic	Readings	Quiz/Exam
Week 1	Tues: 3/31	No class (Cesar Chavez Day)	None	None
Week 1	Thurs: 4/2	Unit 1 Introduction & Syllabus, Course Objectives The Science of Learning and the Technology of Education Response Card Training	Syllabus	None
Week 2	Tues: 4/7	Unit 1 Lesson 1: Introduction to Everyday Behavior Analysis Lesson 2: Definitions of Everyday Behaviors	Lesson 1 & 2	Quiz 1 Quiz 2
Week 2	Thurs: 4/9	Unit 1 Lesson 3: Methods for the Observation of Everyday Behaviors Lesson 4: Reliability and Validity of Everyday Observations	Lesson 3 & 4	Quiz 3 Quiz 4
Week 3	Tues: 4/14	Unit 1 Lesson 5: Experimental designs for Studying Everyday Behaviors Lesson 6: Visual Analysis of Behavioral Experiments	Lesson 5 & 6	Quiz 5 Quiz 6
Week 3	Thurs: 4/16	Unit 1 Lesson 7: Review of Behavioral Methods	Lesson 7	Quiz 7
Week 4	Tues: 4/21	Exam 1: Lessons 1-6		Exam 1 Lessons 1-6
Week 4	Thurs: 4/23	Unit 2 Lesson 8: Reinforcement of Everyday Behaviors Lesson 9: Extinction of Everyday Behaviors	Lesson 8 & 9	Quiz 8 Quiz 9
Week 5	Tues: 4/28	Unit 2 Lesson 10: Differential Reinforcement of Everyday Behaviors Lesson 11: Shaping Everyday Behaviors,	Lesson 10 & 11	Quiz 10 Quiz 11
Week 5	Thurs: 4/30	Unit 2 Lesson 12: Reinforcer Effectiveness Lesson 13: Ratio Schedules	Lesson 12 & 13	Quiz 12 Quiz 13
Week 6	Tues: 5/5	Unit 2 Lesson 14: Interval Schedules Lesson 15: Review of Reinforcement	Lesson 14 & 15	Quiz 14 Quiz 15
Week 6	Thurs: 5/7	Exam 2: Lessons 8-15		Exam Lessons 8-15
Week 7	Tues: 5/12	Getting into grad school lecture	None	None
Week 7	Thurs: 5/14	Unit 3 Lesson 16: Stimulus Discrimination and Everyday Behaviors Lesson 17: Generalization Training of Everyday Behaviors	Lesson 16 & 17	Quiz 16 Quiz 17

Week	Day & Date	Topic	Readings	Quiz/Exam
Week 8	Tues: 5/19	Unit 3 Lesson 18: Programming and Fading Lesson 19: Imitation and Instructions	Lesson 18 & 19	Quiz 18 Quiz 19
Week 8	Thurs: 5/21	Unit 3 Lesson 20: Conditioned Reinforcers and Everyday Situations Lesson 21: Review of Stimulus Control	Lesson 20 & 21	Quiz 20 Quiz 21
Week 9	Tues: 5/26	Exam 3: Lessons 16-21		Exam 3 Lessons 16-21
Week 9	Thurs: 5/28	Unit 4 Lesson 22: Punishment by Contingent Stimulation Lesson 23: Punishment by Contingent Withdrawal	Lesson 22 & 23	Quiz 22 Quiz 23
Week 10	Tues: 6/2	Unit 4 Lesson 24: Escape and Avoidance Stimulation Lesson 25: Review of Aversive Control	Lesson 24 & 25	Quiz 24 Quiz 25
Week 10	Thurs: 6/4	Exam 4: Lessons 22-25		Exam 4 Lessons 22-25
Finals Week (June 8- 12)	Tues: 6/9 4:30pm- 7pm	Remedial Exam , Tuesday June 9 4:30pm-7:00pm		Remedial Exam