The purpose of this class is to discuss in depth some current and classic themes of research in the field of Experimental Analysis of Behavior, the wide range of application areas in EAB, and its usefulness in discussing basic behavioral processes.

The course is also designed to teach the student skills to thoughtfully analyze experimental research and develop a meaningful understanding of how EAB may benefit a science intended to help individuals and society.

ACCOMMODATIONS
The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. Additionally, I consider all students to need an accommodation of some kind since you are all unique and diverse individuals with complex histories and current situations. I request that you all submit a description of your accommodations to the accommodations discussion section of Canvas. If in addition you have accommodations that need to go through ODA as well, please include ODA paperwork and make sure to get it to me by the 3rd week (see ADA statement below).

POLICY ON CHILDREN, CAREGIVING, and DOMESTIC LIFE
Respecting parenting and caregiver status is part of my overall commitment to respecting the rich and invaluable diversity of our UNT classrooms. All exclusively breastfeeding babies or other children, elders, or individuals who need care are welcome in class as often as necessary. Please use good judgement about when to step outside to tend to their needs and how to arrange their attendance in a manner compatible with the learning environment.
COURSE OBJECTIVES

1. Describe and discuss the philosophical dimensions of behavior analysis.
2. Describe and discuss specific aspects of EAB, its domains and objectives.
3. Describe essential elements of different themes and areas EAB (informative introduction, meaningful experimental questions, descriptions of procedures, useful, creative and ethical experimental designs, meaningful dependent variables, reasonable and conceptually systematic interpretations).
4. Develop critical and constructive evaluations of research in EAB (concise summary of important features, contributions, limitations, and directions).
5. Summarize and present one experiment from the EAB research literature to discussion group.
6. Design and describe a plausible experiment in EAB.
7. Enhance skills related to effective professional conduct (self-directed learning; civil, considerate, and thoughtful discourse; cooperative project work; polished work products).
8. Develop skills necessary for the professional research: oral presentation skills, experiment design and report, and evaluation of each other’s experiments and presentations.

COMMUNICATING WITH YOUR INSTRUCTOR

Email is the best way to communicate with me outside of class and office hours. Please send me questions, comments, and concerns related to our course. I make every effort to respond to emails quickly, though I will very rarely be able to respond immediately so please keep this in mind. I should usually respond within one business day, and will respond by two at the latest; if a greater delay occurs (it should not), please re-send.
PERFORMANCE CONTINGENCIES: ASSESSMENTS & GRADING

The course grade will be calculated based on the total number of points that you earn in the course. No category is weighted more than another. Extra credit opportunities are not provided, but the students will have multiple opportunities in different formats to meet the required points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
</tr>
<tr>
<td>B</td>
<td>80% or above</td>
</tr>
<tr>
<td>C</td>
<td>70% or above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Points Earned for…</th>
<th>Points</th>
</tr>
</thead>
</table>
| In-Class Experiment Presentation/Discussant | For each topic, students will locate, summarize and present one topic review paper and one research paper with its most important points. These papers must be submitted early so peers can also read the experiment. The presentation should be modeled off of a symposium during a conference, with two presenters (presenting the review and the experimental paper) and one discussant. Each presenter will have 20 minutes and the discussant will have 10 minutes. | o Selection of relevant papers (10 x 6)  
o Presenting skills (engaging, eloquence, logic, time control, touching main points) (15 x 9)  
o Presenting in time assigned (5 x 9) | 240 |
| Research Proposal | Students will propose the design of a plausible experiment in EAB. The written paper will be submitted, and a short summary will be presented in class at the end of the semester. The experiment should have a brief review of the area, summary of (at least) two experiments, method (including DV, IV, design and discussion of measures), and mock (plausible) results (including analysis) and discussion. | o Question (30)  
o Design (30)  
o Completion of all sections (20)  
o Presentation preparation and organization (50)  
o Innovation and meaningfulness of the project. (20)  
o Attending to peer’s presentations (10) | 160 |
| Peer-Review experiments | Each Proposal will be submitted at random for two peers. They will write an evaluation of the draft as for a journal. | o Insight (30)  
o Throughgoing analysis (30)  
o Format/components of review (20)  
o Completeness of the review (Include style, fit, concepts, and methodology) (20) | 100 |
| Weekly Dialogue | Students are expected to actively participate in each week’s discussion. | o (20) points per week | 300 |

Total 800
CALENDAR AND ASSIGNED READINGS
(Presenters and discussants will be assigned the first day in class and the syllabus will be updated)

Themes (* topics must be covered by this or a previous MS course)

| Social Behavior and Metacontingencies | Adjunctive Behavior | Learned Helplessness |
| Conditioned Reinforcement | Aversive Contingencies | Molar Analysis |
| Simple and Complex Discrimination | Animal Models of Psychopathology | Recombination |
| Equivalence | Behavior Cusps | Generalization |
| Relational Frame Theory | Behavior Neuroscience & Pharmacology | Rule Governed Behavior |
| Behavior Variability | Behavior Momentum | Respondent/Operant |
| Self-Control | Behavioral Contrast | Behavior Cusps |
| Motivating Operations | Concept Formation | Schedules of Reinforcement |
| Animal Models of Psychopathology | Insight and Problem Solving | Say-Do Correspondence |

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Presenters</th>
<th>Discussant</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan, 17</td>
<td>Course Overview</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Jan, 24</td>
<td>Experimental Analysis of Behavior Revisited</td>
<td></td>
<td></td>
<td>April</td>
</tr>
<tr>
<td>Jan, 31</td>
<td>Aversive Contingencies</td>
<td>Carlos &amp; Michelle</td>
<td>Maria</td>
<td></td>
</tr>
<tr>
<td>Feb, 07</td>
<td>Attention</td>
<td>Maria &amp; Carlos</td>
<td>Logan</td>
<td></td>
</tr>
<tr>
<td>Feb, 14</td>
<td>Behavior Cusps</td>
<td>Maria &amp; Carlos</td>
<td>Michelle</td>
<td></td>
</tr>
<tr>
<td>Feb, 21</td>
<td>Insight and Problem Solving</td>
<td>Michelle &amp; Maria</td>
<td>Logan</td>
<td></td>
</tr>
<tr>
<td>Feb, 28</td>
<td>Schedules of Reinforcement</td>
<td>Logan &amp; Maria</td>
<td>Michelle</td>
<td></td>
</tr>
<tr>
<td>Mar, 07</td>
<td>Animal Models of Psychopathology</td>
<td>Carlos &amp; Maria</td>
<td>Logan</td>
<td></td>
</tr>
<tr>
<td>Mar, 14</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mar, 21</td>
<td>Self-Control</td>
<td>Michelle &amp; Carlos</td>
<td>Maria</td>
<td>Submissions</td>
</tr>
<tr>
<td>Mar, 28</td>
<td>Simple &amp; Complex Discriminations</td>
<td>Maria &amp; Logan</td>
<td>Michelle</td>
<td></td>
</tr>
<tr>
<td>Apr, 04</td>
<td>Social Behavior &amp; Metacontingencies</td>
<td>Carlos &amp; Logan</td>
<td>Maria</td>
<td></td>
</tr>
<tr>
<td>Apr, 11</td>
<td>Conditioned Reinforcement</td>
<td>Logan &amp; Michelle</td>
<td>Carlos</td>
<td>Peer Review</td>
</tr>
<tr>
<td>Apr, 18</td>
<td>Private Events</td>
<td>Michelle &amp; Logan</td>
<td>Carlos</td>
<td></td>
</tr>
<tr>
<td>Apr, 25</td>
<td>Generalization</td>
<td>Logan &amp; Michelle</td>
<td>Carlos</td>
<td></td>
</tr>
<tr>
<td>May, 02</td>
<td></td>
<td></td>
<td></td>
<td>Final Papers</td>
</tr>
<tr>
<td>May, 09</td>
<td>Research Presentations</td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
</tbody>
</table>

- These themes will be chosen by students in the first day of class; they are designed here to suit the needs of specific projects of the candidates. If the students require, adjustments can be made on the “fixed” themes to accommodate some of these as well.
READINGS

Remaining readings will be added to the syllabus after the first class day. Readings can be found via the course page in Canvas: [https://unt.instructure.com/](https://unt.instructure.com/)

**Week 1: Experimental Analysis of Behavior Revisited**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidman, M.</td>
<td>Can an understanding of basic research facilitate the effectiveness of practitioners? Reflections and personal perspectives</td>
<td>Journal of Applied Behavior Analysis, 44(4), 973–991. <a href="https://doi.org/10.1901/jaba.2011.44-973">https://doi.org/10.1901/jaba.2011.44-973</a></td>
</tr>
</tbody>
</table>

As part of their weekly presentations, students will select readings for subsequent weeks. The purpose of this exercise is to think about how to select representative papers on topics when designing a course. Each week, selections will not only be discussed for content, but also will be examined by the whole class during the seminar in terms of why they constitute a good representation of the topic for a weekly class. If students have trouble initially with this task the instructor will provide a list of potential papers in each topic.

COURSE EVALUATION

You will have the opportunity to evaluate my teaching and the course at the end of the semester in a SPOT evaluation. In addition, I welcome in-person and electronic feedback on all aspects of the course at any time. Clarifications, reasonable accommodations and changes in the course can be made to improve your success and your process at the discretion of the instructor.

COURSE POLICIES

**Class Participation:** Class participation is expected in all aspects of the course. This includes actively responding during lecture and discussion, collaborating with peers during in-class projects, completing the in-class activities, and providing feedback to your peers on their projects. Your mastery of these concepts and principles depends upon your active engagement with the material during and outside of class.

**Assistance:** Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.
Writing: Students are expected to use correct spelling, grammar and clarity in any written material submitted for class credit. If you need assistance in fulfilling this expectation, please refer to the writing lab (listed below), where you will find teachers ready to help you acquire these skills.

Syllabus Change Policy: As the instructor of this course, I reserve the right to modify this syllabus at any time. Updates to this syllabus may include changes to the reading list, modified assignments, updates to due dates, etc. Changes will be communicated on the course Canvas page and via email. You are responsible for staying up to date with any syllabus changes.

Academic Integrity: Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct deanofstudents.unt.edu/conduct. In keeping with the norms of higher education, any student found guilty of academic dishonesty may receive a failing grade for the course and be reported to their college dean. Refer to your student handbook for complete provisions of the policies and procedures set forth by UNT.

Religious Holidays: Please let me know within the first 15 days of the semester if you require provision for religious holidays. Students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence if the student has notified the instructor of each class of the date of the absence within the first 15 days of the semester.

Instructor Responsibilities: As your instructor, I commit to providing you opportunities to engage with the material and behave as behavior analysts.

- I will make every attempt to assist your learning by guiding discussion, providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics/criteria, and reviewing and updating course content.
- I will make every attempt to return feedback on assignments within one week of turn in and respond to emails within two business days.

Attendance Policy: Your attendance in this graduate course is expected. You are expected to arrive on time to class, come prepared with materials completed before coming to class, and to participate in class for the duration of the class period. Information about the University of North Texas’ Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5

Absences: While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you
have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you must be absent for any reason other than the COVID-19 considerations listed above, you should arrange to submit the written assignments early. No assignments turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. There will be no additional make-up opportunities for missed class periods.

While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

BASIC NEEDS

Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I can.

https://deanofstudents.unt.edu/

STUDENT SUPPORT SERVICES: I want to remind everyone that UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care
for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

STUDENT ACADEMIC SUPPORT SERVICES

- Code of Student Conduct: provides Code of Student Conduct along with other useful links
- Office of Disability Access: exists to prevent discrimination based on disability and to help students reach a higher level of independence
- Counseling and Testing Services: provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- UNT Libraries
- UNT Learning Center: provides a variety of services, including tutoring, to enhance the student academic experience
- UNT Writing Center: offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- Succeed at UNT: information regarding how to be a successful student at UNT
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
CHOSEN NAMES: A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

PRONOUNS: Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

TECHNICAL REQUIREMENTS/ASSISTANCE: UIT Help Desk:
http://www.unt.edu/helpdesk/index.htm The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Hours are:
Minimum Technical Skills Needed
To be successful in the course, you must be able to use email with attachments, use Canvas, download and upload documents to Canvas, prepare and submit files from productivity software and apps (note: we’ll use portable document file -pdf, as well files created in Microsoft Office, Open Office, Google Docs or Apple’s iWork), and perform literature searches using the university’s library website.

UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability,
genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and
complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

**Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

**Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form