

Behavior Principles I BEHV 2300.002

Fall 2025

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| **Instructor Information** | **TA Information** | **Schedule Information** |
| Kelly Tait, MS, BCBA (she, they)**Email:**Kelly.Tait@unt.edu | David Morales**Email:**DavidMorales5@my.unt.edu | **Class Time:** MWF 9:00a-9:50a**Room:** Chilton 255**Office Hours:** MWF 10:00a-11:00a and by appointment**Office:** Chilton 360 |

# Course Description:

Behavior is examined as a part of the natural world, with primary focus on principles describing relations between operant behavior and its consequences. The principles of reinforcement, extinction, differential reinforcement, and punishment are related to naturally occurring events and to experimental and intervention procedures. Basic measurement concepts introduced.

# What You Need:

This course primarily utilizes the textbook *An Introduction to Behavior Analysis* by Madden, Reed, & DiGennaro Reed (2021). Supplementary materials will be available on Canvas. The course structure integrates the textbook as a critical resource for success. Although it is possible to pass without fully engaging with the textbook, doing so would significantly affect the

likelihood of success.

This course includes digital components requiring internet access to utilize the Canvas Learning Management System for content reference. Should there be any changes in technical requirements to access course materials, you will be promptly informed. For guidance on thriving in a digital learning environment, please visit Learn Anywhere (<https://online.unt.edu/learn>).

# Course Components:

You will explore 12 fundamental units of behavior analysis throughout the semester. These units will be presented through in-class lectures and at-home readings. This course is structured around various interactive elements that contribute to your final grade. Below is a brief description of each component:

**Assigned Reading:** For each unit, start by reading the chapter in our textbook and then take the *Reading Check* on Canvas. This has a few benefits: 1) It gets you ready for what we will cover in lectures and class activities, starting with some background knowledge. 2) You get to jot down key terms, which helps you remember them better. 3) Reading and note-taking is a big part of continued learning even after college, so consider this good practice!

**Lectures:** Our classes will start with a lecture that reviews and expands upon the topics you've read about in the textbook. Don't worry, it will not just be me talking at you. Instead, I will provide guided notes and chances for the class to actively participate. This way, I can both assess and develop your understanding of the material.

**In-Class Activities:** Throughout the semester, you'll be involved in various activities aimed at deepening your understanding of the topics we discuss. While quizzes focus on recalling information, these activities are designed to help you identify and create your own examples of core concepts.

**Unit Quizzes:** Each unit concludes with an in-person quiz. The content of these quizzes will come from lecture and reading materials. The lowest at-home in-class quiz will be dropped at the end of the semester.

**Reflection Paper:** At the end of the semester, you will watch Dr. Pat Friman’s *“There is No Such Thing as a Bad Boy”* and reflect on how environmental factors shape behavior.

**Measurement Project:** You will undertake one measurement project, applying what you've learned to observe behavior in real-life scenarios. The project culminates in a concise report summarizing your findings.

**Teaching Project:** For your final project this semester, you'll work in groups of 2 to turn a class topic into a teaching presentation. You will get some time and support during class but expect to do some work on your own too. Your finished presentation will be shared with the rest of the class.

**Midterm and Final Assessments:** These major assessments will test your cumulative knowledge through a combination of multiple-choice, multiple select, and short answer questions.

# Grading Distribution

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| --- | --- | --- | --- |
| **Assignment** | **Number of Opportunities** | **Points per Assignment** | **Total Points** |
| Assigned Reading Check | 10 | 30 | 300 |
| In-Class Activity | 10 | 30 | 300 |
| Unit Quiz: In-Class | 10 | 30 | 300 |
| “Pat Friman” Video Reflection | 1 | 120 | 120 |
| Measurement Project | 1 | 120 | 120 |
| Teaching Project | 1 | 240 | 240 |
| Midterm Assessment | 1 | 360 | 360 |
| Final Assessment | 1 | 480 | 480 |

**Final Grade Point Ranges:**

|  |  |  |
| --- | --- | --- |
| **Total Points** | **Percentage Scale** | **Final Grade** |
| 1998 - 2220 | 90% or more | A |
| 1776 - 1997 | 80% to 89% | B |
| 1554 - 1775 | 70% to 79% | C |
| 1332 - 1553 | 60% to 69% | D |
| 0 - 1331 | 59% or lower | F |

**Attendance**: Consistent class attendance is a critical behavior for academic success and is expected in this course. If you anticipate an absence, it's imperative to communicate with me beforehand. This allows for a collaborative approach to minimize the absence's impact on your learning and progress toward course objectives. Additionally, if health concerns prevent your attendance, promptly informing the instructional team is crucial. This behavior not only supports your own learning path but also contributes to the overall health and safety of our community, reinforcing a culture of mindfulness and responsibility.

**Late Policy:** If you need to submit an assignment after the due date, then there will be a 10%-point deduction per day it is late, up to five days late. After the assignment is five days late, the assignment can still be turned it, but the point deduction will no longer escalate. That is, you may turn in the assignment at any point thereafter for 50% of the possible grade.

**Extra Credit:** Extra credit may be offered over the course of the semester for the completion of assignments that greatly exceed expectations, various volunteer activities, research participation, and other alternative activities. Students are not guaranteed extra credit and the offering of extra credit will be at the instructor’s discretion. Please keep in mind that extra credit is for extra work and work that exceeds expectations and will not be provided unless steps are taken that display such an effort and excellence in work.

**Student Conduct:** 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.

**Policy on Academic Dishonesty:** Students in all Behavior Analysis courses are expected to maintain academic integrity at all times. Students committing acts of dishonesty including cheating and plagiarism are subject to receiving an “F” in the course. For a more detailed discussion on academic dishonesty, please refer to the Code of Student Conduct and Discipline on pages 108-109 of the undergraduate catalog. The information is also available at: <http://www.unt.edu/catalog/undergrad/policies.htm>

Group work is encouraged; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. “Legitimate” group work takes advantage of consultation with peers, provides students with ideas, suggestions, corrections, etc., which students take into consideration in the development of their unique and individual product. Examples include reading the text and writing answers to an assignment, then working closely with other students to compare answers, and to attempt to resolve different understandings. Failing to do the reading and memorizing answers that another student has written is not legitimate group work; it is cheating.

Drafting the assignments, then comparing specific aspects of one product to another is appropriate. Copying someone else’s work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if students are unsure about boundaries of

legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure

so that there is no question about intentions. We are very happy to talk about these boundaries and work with students to maximize learning and maintain individual accountability.

# Tips for Success

**I’m Here to Help**

It's important to ask questions and seek help whenever you need it, even though it might feel a bit awkward at first. Remember, this is a key skill that will serve you well throughout your studies and beyond. I'm here to support you, so feel free to drop by my office (INSERT) or join me on Zoom to chat. You can come by during the listed times, or if those don't work for you, just send me an email and we can arrange another time that suits you. I'm looking forward to helping you succeed in any way I can!

Office hours are a great opportunity for a variety of things. If there's something from class or an assignment that you need clarification on, this is your chance to ask. It's also a good time for me to get to know you better as a person and learn about your interests. We can discuss potential career paths or any other concerns you might have.

# Campus Resources

Remember, seeking support is a sign of strength, not weakness. If you find yourself facing challenges, don't endure them silently or feel isolated. University life is rich with both opportunities and obstacles. UNT is equipped with an array of resources designed to assist and support you through your journey. We encourage you to take full advantage of these services whenever you need a helping hand. You're not alone in this—utilize the community and resources available to you!

# Accommodations for Students with Disabilities:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course.

You may request reasonable accommodation at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

You may also contact ODA by phone at (940) 565-4323.

**Additional Resources** I encourage you to take advantage of are:

* [**UNT’s Counseling and Testing Services**](https://studentaffairs.unt.edu/counseling-and-testing-services)can provide psychological counseling and academic testing.
* [**UNTWell**](https://hps.unt.edu/rhs/untwell)provides FREE individual and group counseling as well as a vocational assessment.
* [**UNT Food Pantry**](https://studentaffairs.unt.edu/food-pantry)is a great resource if you or someone you know experiences food insecurity.
* [**Academic Success Center**](https://www.unt.edu/success/asc.html)can support you in your academics.

**Emergency Notification and Procedures:** The University of North Texas informs students, faculty and staff persons about emergency situations (e.g., severe weather, campus closings, public safety) through the Eagle Alert system. Notifications are sent via phone so it is important that your contact information is current. Please visit [www.my.unt.edu](http://www.my.unt.edu/) to update your contact information so that you are able to notifications in the event of an emergency. Additional information regarding emergency preparedness is available at <https://emergency.unt.edu/emergency-guidelines-0>.

**Class Schedule**

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| --- | --- | --- | --- | --- | --- |
| **Week** | **Module** | **Day** | **Date** | **Complete Before Class** | **Complete in Class** |
| **1** | **Unit 0:** Introduction & Survival Guide | **M** | **8/18** | Read the Syllabus (Please) | Review Syllabus and Course Activities |
| **Unit 1:** An Introduction to Behavior Analysis [Ch 1, pg 1-12] | **W** | **8/20** | Read pg 1-12; Complete Reading Check | Lecture |
| **F** | **8/22** |  | In-Class Activity |
| **2** | **Unit 2:** Basic Concepts [Ch 1, pg 12-22] | **M** | **8/25** | Read pg 12-22, Complete Rding Check | Lecture |
| **W** | **8/27** |  | In-Class Activity |
| **F** | **8/29** |  | Basic Concepts Assessment |
| **3** |  | **M** | **9/1** | No class! | Go forth and enjoy! |
| Unit 3**:** Measurement and Introduction to Experimentation[Ch 2] | **W** | **9/3** | Rd Ch2, Complete Rding Check | Lecture  |
| **F** | **9/5** |  | In-Class Activity  |
| **4** | **M** | **9/8** |  | Measurement Assessment |
| Unit 4: Measurement Project | **W** | **9/10** |  | Lecture/ Measurement Project |
| **F** | **9/12** |  | Article and Measurement Project work in class \* |
| **5** | Unit 5: Phylogenetic Behavior & Pavlovian Learning [Ch 4] | **M** | **9/15** | Rd Ch4, Complete Rding Check | Lecture |
| **W** | **9/17** |  | In-Class Activity |
| **F** | **9/19** |  | Phylogenetic Behavior Assessment |
| **6** | Unit 6: Reinforcement [Ch 5] | **M** | **9/22** | Rd Ch5, Complete Rding Check | Lecture |
| **W** | **9/24** |  | In-Class Activity |
| **F** | **9/26** |  | Reinforcement Assessment |
| **7** | Unit 7: Positive and Negative Reinforcement [Ch 6] | **M** | **9/29** | Rd Ch6, Complete Rding Check | Lecture |
| **W** | **10/1** |  | In-Class Activity |
| **F** | **10/3** |  | Pos/Neg Reinforcement Assessment |
| **8** | Unit 8: Midterm | **M** | **10/6** | Teaching Project  | Lecture/Assign Outline \* |
| **W** | **10/8** |  | Review |
| **F** | **10/10** | Study hard! | *Midterm* |
| **9** | Unit 9: Operant Extinction and Differential Reinforcement [Ch 7] | **M** | **10/13** | Rd Ch7, Complete Rding Check | Lecture |
| **W** | **10/15** |  | In-Class Activity |
| **F** | **10/17** |  | Extinction/Diff Reinforcement Assessment |
| **10** | Unit 10: Shaping [Ch 8] | **M** | **10/20** | Rd Ch8, Complete Rding Check | Lecture |
| **W** | **10/22** |  | In-Class Activity |
| **F** | **10/24** |  | Shaping Assessment |
| **11** | Unit 12: Punishment [Ch 10] | **M** | **10/27** | Rd Ch10, Complete Rding Check | Lecture |
| **W** | **10/29** |  | In-Class Activity |
| **F** | **10/31** |  | Pos/Neg Punishment Assessment |
| **12** | Unit 13: Antecedent Stimulus Control [Ch 12] | **M** | **11/3** | Rd Ch12, Complete Rding Check | Lecture |
| **W** | **11/5** |  | In-Class Activity |
| **F** | **11/7** |  | Antecedents Assessment |
| **13** | Unit 11: Motivation, Reinforcer Efficacy, and Habit Formation [Ch 9] | **M** | **11/10** | Rd Ch9, Complete Rding Check | Lecture |
| **W** | **11/12** |  | In-Class Activity |
| **F** | **11/14** |  | Motivation Assessment |
| **14** | Unit 15: Final Teaching Project | **M** | **11/17** |  | Presentations |
| **W** | **11/19** |  | Presentations |
| **F** | **11/21** |  | Presentations |
| Fall Break | **M** | **11/25** | Enjoy! |
| **W** | **11/27** | Rest! |
| **F** | **11/29** | Don’t study too hard 😊 |
| **15** | Instructor/Class Choice | **M** | **12/1** |  | Lecture \* |
|  | Finals Prep | **W** | **12/3** |  | Review |
|  | **F** | **12/5** |  | Review  |
| **16** | Final @ 8a | **W** | **12/10** |  |  |