BEHV 6410-001

The Dissemination and Application of Behavior Analysis

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Meeting Time, Place: M 6:00PM – 9:00PM, Language Building Rm 402
Office Hours: M 11:00AM – 12:00PM & by appointment

Course Introduction

By continuing to read the research literature of our field, we will always have the edge on knowing what works best to make a difference. However, the challenge of effective dissemination must be addressed if we want to translate thinking big into acting big.

E. S. Geller 1993 (JABA Editor, 1990-1992)

As behavior scientists, we communicate with various people for different reasons. The degree of multi-directionality, reciprocity, and power will vary depending on the conditions and the purpose. The range of approaches spans from indoctrination to dissemination to collaboration.

Communication outcomes are enhanced if there is an understanding of the contingencies and conditions (e.g., audience/listener and speaker histories, vantage points, knowledge, skills, preferences, aversions, and values) under which communication takes place.

The purpose of this course is to explore those conditions and to practice different types of formal and informal communication. The course is a seminar-style seminar designed to extend, inspire, challenge and enhance our collective knowledge around scientific and applied communication. All activities and deadlines are created to help you strengthen previous knowledge and to reflect upon and further develop your skills and capacity. While maintaining high expectations, please know that I will problem-solve (changing timelines, formats, etc.) with you so that life events and responsibilities increase your class success rather than jeopardize it.

The world is ever-changing. Learning to communicate and learn from one another, to be flexible in our methods and to be loving are the lessons of our time. We might consider learning to use our science and our hearts to raise everyone up as part of the way forward for our species. There is a particular responsibility that comes with an advanced credential. You have an obligation to understand your privilege and power and learn to use it wisely.

Prerequisite(s): BEHV 5000, BEHV 5010, BEHV 5100, BEHV 5140, or equivalents; BEHV 6020, BEHV 6200.

Course Objectives

Process Objectives

During this course, students will:

- Research, develop, discuss and present strategies to communicate behavior analytic knowledge and skills.
- Research, develop, discuss and present strategies to collaborate with others in developing synergized knowledge and skills.
- Reflect on their own working mission, the communities in which they do/will communicate and develop working analyses of considerations for progressive, meaningful and productive approaches to communicating and collaboration.
- Research, present and discuss factors that improve transformative interactions.
- Engage in a series of activities designed to integrate and effective communication and collaboration.

Accomplishment Objectives

By the end of this course, students will:

- Describe contextual variables and historical contingencies that led to current conceptualizations and vantage points regarding the transfer and sharing of knowledge.
- Describe approaches behavior analysts have taken to working outside of the field (i.e., the continuum of dissemination to collaboration activities) and identify the structural and functional differences and similarities between the two approaches.
- Describe the contextual fit of the various approaches and progress in reaching your own professional mission.
- Complete (draft, evaluation and revision) 10 activity products:
    1. One mission statement and audience analysis
    2. Two facilitations
    3. Five impromptu speeches
    4. One 3-minute thesis
    5. One blog post
    6. One “Ted talk”
    7. One white paper
    8. One application letter for a professional position
    9. One “job talk”
    10. One grant proposal OR one research manuscript OR technical manual OR IRB protocol with a consent letter

Instructor Teaching Philosophy

A core belief of my teaching philosophy is the collaborative development of courses with students, valuing their input to shape their educational experiences. In this course, you will have the opportunity to actively shape your experience through collaborative course development. From the first class, we will work together to set expectations to foster a respectful and inclusive learning environment. Throughout the semester, your feedback on course structure, activities, and assessments will be crucial. Where possible I will adjust the course based on your feedback. By engaging in continuous dialogue, we will ensure the course meets your needs while achieving our academic goals. Your voice matters, and together, we will create a collaborative learning environment.

Course Texts

Topic readings will be provided by the instructor and classmates. There are no required textbooks for the course. However, you may find the following materials helpful references for class activities and useful to have in your library:

Duarte, N. (2008). *Slide:ology: The art and science of creating great presentations*. O'Reilly Media, Inc.

Reynolds, G. (2020). *Presentation zen*. (3rd ed.). Pearson Education, Inc.

Reynolds, G. (2011). *The naked presenter*. Pearson Education, Inc.

Russel, L. & Munter, M. (2014). *Guide to presentations* (4th ed.). Pearson Education, Inc.

Simmons, A. (2019) *The story factor* (3rd ed.). Basic Books.

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). Allyn & Bacon.

Tufte, E. (2001). *The visual display of quantitative information* (2nd ed.). Graphics Press.

Grading Scale

Grade Letter	A	B	C	D	F
Points	150-135	134-105	104-90	89-75	74 points of fewer

Students may complete all work in groups for all projects, but each person is accountable for their own individual final product for each activity.

Primary Assignments

Activity/Product	Description	Points
Mission statement and audience analysis	A summary of the aims, values and activities of your professional life. (Suggestions here and here) A matrix that includes: • a list of potential audiences and collaborators • reasons for communicating with each of them • possible histories, vantage points, knowledge, skills, preferences, aversions and values for each of them *Target Audience: You, course instructor, mentors, peers*	10
Two facilitations	Students will facilitate discussions on several of the syllabus's topic areas. This will include an overview of the topic (theories, practices, research findings) and a facilitated class discussion and/or learning experience of the facilitators' choosing. Students will be responsible for bringing in academic or professional readings that were not assigned to the course into the discussion. Students will complete and submit a facilitation planning document one week prior to their facilitation. *Target Audience: Peers, course instructor, and prospective clients*	30 (10 per facilitation, 5 per facilitation plan)
Five impromptu speeches	Students will be called upon to deliver feedback on course facilitations or a summary of key concepts discussed during the class. Feedback and critiques will provide feedback on the accuracy of the content and provide suggestions for ways that the delivery of the content could be improved. Summaries will consist of a brief synopsis highlighting the most important concepts discussed during that class period. Impromptu speeches will occur at random intervals across the semester. *Target Audience: Peers, course instructor*	10 (2 points each)
One 3-minute thesis	Students will prepare and deliver a 3-Minute Thesis style presentation. (Examples) *Target Audience: General public and academics*	10
One blog post	Students will prepare a written blog post about a topic or research paper relevant to their future career audience. *Target Audience: Peers, professionals in the field, or a general audience interested in the topic*	10

One "TED talk"	Students will prepare and deliver a TED-like talk about your area of behavior analysis, according to the TED formula. *Target Audience: General public that watch TED talks*	10
One white paper	Students will prepare a written white paper about a topic or research paper relevant to their future career audience. *Target Audience: Professionals in the field, policymakers*	10
One application letter for a professional position	Students will write a letter for a prospective position (include the position posting if possible). The letter should include an introduction, summary of skills, suitability for position and institution, and any other information stated in posting. *Target Audience: Prospective employer*	10
One "job talk"	Students will develop a talk for an interview that highlights relevant work, is matched/contextualized to knowledge about the institution, the position and requirements of the position. *Target Audience: Prospective employers and other employees of the institution*	10
One written document that communicates effectively to a specified audience	Students will select one topic to prepare a written document: • Grant proposal (including the RFP) • Research manuscript (include journal requirements) • Technical Manual (include organizational /staff descriptions) • IRB protocol and letter of consent (according to UNT IRB guidelines) *Target Audience: A specified group appropriate to the document (e.g., Research participants for consent letter)*	10
Additional Assignments		
Discussion Comments	See below for a description.	15 (1 point per week)
Article Rankings	See below for a description.	15 (1 point per week)

Community Expectations

The instructor and students will work together during the first class to develop expectations for the course. These will include expectations for the instructor and for the students. These expectations will be agreed upon as a class and incorporated into the syllabus.

Discussion Comments

Students must prepare one discussion comment each week. These discussion comments should integrate the content of multiple readings. Your comments should stimulate class discussion; that is, please refrain from requesting clarification of the meanings of words or asking what the author meant when they wrote a particular passage or phrase. Question asking of the latter type is certainly always encouraged throughout the course, but not if you want to receive credit for this particular assignment. Students will obtain one point for each appropriately written discussion comment. Discussion comments must submitted via Canvas by Sunday 11:59 PM. Comments turned in after the deadline will lose 0.5 point per question. No credit can be given for comments turned in after class begins (i.e., Monday 6:01 PM)

Some other technical niceties. If a question comes from material early in one reading that is answered later in that or another reading, it will not receive credit. It must include the citation and page number (but not the reference) of the reading from which it is drawn (so that I can easily review the point in question). It need not be long – 25 to 50 words may suffice, but sometimes not.

Article Rankings and Ratings

Students will submit rankings and ratings of the assigned course material each week. These scores are due within 24 hours after the conclusion of class (i.e., Tuesday by 9 PM). Scores may not be submitted before class, as your rankings and ratings may change after discussion.

Course Schedule

This is a tentative order of presentation of course material. (Note: This course schedule is subject to change; any necessary changes will be communicated in class and through email as they occur.)

Date	Topic/Activity	Tentative Reading Assignments (*Additional readings provided by class facilitator and posted*)	Assignments Due
8/19	Introduction	The danger of a single story | Chimamanda Ngozi Adichie https://youtu.be/D9Ihs241zeg Geller, E. S. (1993). Thinking big. *Journal of Applied Behavior Analysis*, *26*(4), 555–559. https://doi.org/10.1901/jaba.1993.26-555 Critchfield, T. S. (2024, May 16). The quest to communicate about behavior analysis (#1 of 5): We need to be more behavioral about this. *Behavior Analysis Blog*. https://science.abainternational.org/2024/05/16/spreading-the-gospel-about-behavior-we-need-to-be-behavioral-about-this/ Geller, E. S. (2022). The dissemination challenge: Practical solutions to make a difference. *Behavior and Social Issues*, *31*, 54–70. https://doi.org/10.1007/s42822-022-00110-5	Mission Statement and Audience Analysis due 8/18 at 9 AM
8/26	Verbal Behavior	Bailey, J. S. (1991). Marketing behavior analysis requires different talk. *Journal of Applied Behavior Analysis*, *24*(3), 445–448 https://doi.org/10.1901/jaba.1991.24-445 Lindsley, O. R. (1991). From technical jargon to plain English for application. *Journal of Applied Behavior Analysis*, *24*(3), 449–458. https://doi.org/10.1901/jaba.1991.24-449 Computer Scientist Explains Machine Learning in 5 Levels of Difficulty | WIRED (youtube.com) Becirevic, A., Critchfield, T. S., & Reed, D. D. (2016). On the social acceptability of behavior-analytic terms: Crowdsourced comparisons of lay and technical language. *The Behavior Analyst*, *39*(2), 305–317. https://doi.org/10.1007/s40614-016-0067-4	
9/2	No Class (Labor Day)		
9/9	Perspectives and Perspective Taking	Hineline, P. N. (1983). On terms: When we speak of knowing. *The Behavior Analyst*, *6*(2), 183–186. https://doi.org/10.1007/BF03392398 Boland, R. J., & Tenkasi, R. V. (1995). Perspective making and perspective taking in communities of knowing. *Organization Science*, *6*, 350–372. https://doi.org/10.1287/orsc.6.4.350	

		Fawcett S. B. (1991). Some values guiding community research and action. *Journal of Applied Behavior Analysis*, *24*(4), 621–636. https://doi.org/10.1901/jaba.1991.24-621 Cochran, P. A. L., Marshall, C. A., Garcia-Downing, C., Kendall, E., Cook, D., McCubbin, L., & Gover, R. M. S. (2008). Indigenous ways of knowing: Implications for participatory research and community. *American Journal of Public Health*, *98*(1), 22–27. https://doi.org/10.2105/AJPH.2006.093641 Buchanan, N. T., Perez, M., Prinstein, M. J., & Thurston, I. B. (2021). Upending racism in psychological science: Strategies to change how science is conducted, reported, reviewed, and disseminated. *The American Psychologist, 76*(7), 1097–1112. https://doi.org/10.1037/amp0000905	
9/16	Narratives and Stories	Critchfield, T. S. (2024, July 18). The quest to communicate about behavior analysis (#4 of 5): The power of a good story. *Behavior Analysis Blogs*. https://science.abainternational.org/2024/07/18/the-quest-to-communicate-about-behavior-analysis-part-1-no-paragraphs-nancy-and-the-absurdity-of-books-2/ Martinez-Conde, S., & Macknik, S. L. (2017). Opinion: Finding the plot in science storytelling in hopes of enhancing science communication. *Proceedings of the National Academy of Sciences of the United States of America*, *114*(31), 8127–8129. https://doi.org/10.1073/pnas.1711790114 Dahlstrom M. F. (2014). Using narratives and storytelling to communicate science with nonexpert audiences. *Proceedings of the National Academy of Sciences of the United States of America*, *111*(Suppl 4), 13614–13620. https://doi.org/10.1073/pnas.1320645111 Skinner, B. F. (1956). A case history in scientific method. *American Psychologist, 11*(5), 221–233. https://doi.org/10.1037/h0047662 Hineline, P. N. (2018). Narrative: Why it's important, and how it works. *Perspectives on Behavior Science, 41*(2), 471–501. https://doi.org/10.1007/s40614-018-0137-x Detrich, R. (2018). Rethinking dissemination: Storytelling as a part of the repertoire. *Perspectives on Behavior Science, 41*(2) 541–549. https://doi.org/10.1007/s40614-018-0160-y	Blog due
9/23	Emotions and Stimuli	Ekman, P. (nd) Universal Emotions https://www.paulekman.com/universal-emotions/ Navarro (nd) Reading Non-Verbal Behavior https://www.youtube.com/watch?v=4jwUXV4QaTw DePaulo B. M. (1992). Nonverbal behavior and self-presentation. *Psychological Bulletin*, *111*(2), 203–243. https://doi.org/10.1037/0033-2909.111.2.203	

		Matsumoto, D. & Hwang, H. (2012) Nonverbal communication: the messages of emotion, action, space, and silence. In J. Jackson (ed.), *The Routledge handbook of language and intercultural communication* (1st ed., pp. 130-147). Routledge. Critchfield, T. S., Becirevic, A., & Reed, D. D. (2016). In Skinner's early footsteps: Analyzing verbal behavior in large published corpora. *The Psychological Record*, *66*, 639–647. https://doi.org/10.1007/s40732-016-0197-9 Critchfield, T. S. & Doepke, K. J. (2018). Emotional overtones of behavior analysis terms in English and five other languages. *Behavior Analysis in Practice*, *11*, 97–105. https://doi.org/10.1007/s40617-018-0222-3 Marshall, K. B., Weiss, M. J., & Critchfield, T. S. (2023). Parents' emotional responses to behavior analysis terms: A comparative analysis. *The Analysis of Verbal Behavior*, *39*(2), 247–259. https://doi.org/10.1007/s40616-023-00191-2	
9/30	Spoken Stimuli	Cicoria, M. (Host) (2017, December 21). Session 42: Pat Friman gives a public speaking tutorial (No. 42) [Audio podcast episode]. In *Behavioral Observations*. https://behavioralobservations.com/session-42-pat-friman-gives-public-speaking-tutorial Friman P. C. (2014). Behavior analysts to the front! A 15-step tutorial on public speaking. *The Behavior Analyst*, *37*(2), 109–118. https://doi.org/10.1007/s40614-014-0009-y Laske, M. M., DiGennaro Reed, F. D., & Braren, J. T. B. (2024). The efficacy of remote video-based behavioral skills training and awareness training on public speaking performance. *Journal of Applied Behavior Analysis*, *57*(1), 247–261 https://doi.org/10.1002/jaba.1030 Laske, M. M., & DiGennaro Reed, F. D. (2024). Um, so, like, do speech disfluencies matter? A parametric evaluation of filler sounds and words. *Journal of Applied Behavior Analysis*, *57*(3), 574–583. https://doi.org/10.1002/jaba.1093 Critchfield, T. S. (2024, August 1). Followup on form and, um, function in verbal behavior. *Behavior Analysis Blog*. https://science.abainternational.org/2024/08/01/followup-on-form-and-um-function-in-you-know-verbal-behavior/	3-minute thesis due
10/7	Teaching the Science	Redmon, W. K. (1991). Pinpointing the technological fault in applied behavior analysis. *Journal of Applied Behavior Analysis, 24*(3), 441–444. https://doi.org/10.1901/jaba.1991.24-441 Binder: Baer Lecture https://bit.ly/3ishfWP	

		Gravina, N. E., King, A. & Austin, J. (2019). Training leaders to apply behavioral concepts to improve safety. *Safety Science*, *112*, 66–70. https://doi.org/10.1016/j.ssci.2018.10.013 Cicoria, M. (Host) (2024, February 15). How to disseminate behavior-analytic technologies: Inside JABA 18 with Dorothea Lerman (No. 18) [Audio podcast episode]. In *Behavioral Observations*. https://behavioralobservations.com/how-to-disseminate-behavior-analytic-technologies-inside-jaba-18-with-dorothea-lerman Lerman, D. C. (2024). Putting the power of behavior analysis in the hands of nonbehavioral professionals: Toward a blueprint for dissemination. *Journal of Applied Behavior Analysis*, *57*(1), 39–54. https://doi.org/10.1002/jaba.1036 Shea, K. A., Sellers, T. P., Smith, S. G., & Bullock, A. J. (2020). Self-guided behavioral skills training: A public health approach to promoting nurturing care environments. *Journal of Applied Behavior Analysis*, *53*(4), 1889–1903. https://doi.org/10.1002/jaba.769	
10/14	Bodily Cues	Russel, L. & Munter, M. (2014). *Guide to presentations* (4th ed.). Pearson Education, Inc. **PAGES 136-143** Rodero, E., Larrea, O., & Mas, L. (2022). Speakers' expressions before and in a public presentation. Pleanstaness, emotional valence, credibility, and comprehension effects. *Professional de la Informacion*, *31*(4), 1–15. https://doi.org/10.3145/epi.2022.jul.05 Rodero, E. (2022). Effectiveness, attractiveness, and emotional response to voice pitch and hand gestures in public speaking. *Frontiers in Communication*, *7*, 1–12. https://doi.org/10.3389/fcomm.2022.869084 Rodero, E., Larrea, O., Rodriguiez-de-Dios, I., & Lucas, I. (2022). The expressive balance effect: Perception and physiological responses of prosody and gesture. *Journal of Language and Social Psychology*, *41*(6), 659–684. https://doi.org/10.1177/0261927X221078317	Application letter due
10/21	Written Stimuli	Critchfield, T. S. (2024, May 22). The quest to communicate about behavior analysis (#2 of 5): A *WIDER REACH* is within our reach. *Behavior Analysis Blog*. https://science.abainternational.org/2024/05/22/the-quest-to-communicate-about-behavior-analysis-2-of-5-a-wider-reach-is-within-our-reach/ Critchfield T. S. (2024, July 8). The quest to communicate about behavior analysis (#3 of 5): No-paragraphs Naomi and the Tyranny of text. *Behavior Analysis Blog*. https://science.abainternational.org/2024/07/08/the-quest-to-communicate-about-behavior-analysis-part-1-no-paragraphs-nancy-and-the-absurdity-of-books/ Useful Science (n.d.) https://www.usefulscience.org/	

10/28	Graphical Displays of Data	Tufte, E. (2001). *The visual display of quantitative information* (2nd ed.). Graphics Press. Iversen I. H. (1988). Tactics of graphic design: A review of Tufte's The Visual Display of Quantitative Information. *Journal of the Experimental Analysis of Behavior*, *49*(1), 171–189. https://doi.org/10.1901/jeab.1988.49-171 Alverson, C. Y., & Yamamoto, S. H. (2016). Educational decision making with visual data and graphical interpretation: Assessing the effects of user preference and accuracy. *Sage Open*, *6*(4). https://doi.org/10.1177/2158244016678290 Elting, L. S., Martin, C. G., Cantor, S. B., & Rubenstein, E. B. (1999). Influence of data display formats on physician investigators' decisions to stop clinical trials: Prospective trial with repeated measures. *BMJ (Clinical research ed.)*, *318*(7197), 1527–1531. https://doi.org/10.1136/bmj.318.7197.1527 Diller, J. W., Barry, R. J., & Gelino, B. W. (2016). Visual analysis of data in a multielement design. *Journal of Applied Behavior Analysis*, *49*(4), 980–985. https://doi.org/10.1002/jaba.325 Cardoso, R. L., Leite, R. O., & de Aquino, A. C. (2016). A graph is worth a thousand words: How overconfidence and graphical disclosure of numerical information influence financial analysts accuracy on decision making. *PloS One*, *11*(8), e0160443. https://doi.org/10.1371/journal.pone.0160443	White paper due
11/4	Visual Stimuli	Fidelman, M. (2014, August 19). 20 world-class presentation experts share their top tips. *Forbes*. https://www.forbes.com/sites/markfidelman/2014/08/15/20-world-class-presentation-experts-share-their-top-tips/ Johnson, D. A., & Christensen, J. (2011). A comparison of simplified-visually rich and traditional presentation styles. *Teaching of Psychology*, *38*(4), 293-297. https://doi.org/10.1177/0098628311421333 Grech V. (2018). The application of the Mayer multimedia learning theory to medical PowerPoint slide show presentations. *Journal of Visual Communication in Medicine*, *41*(1), 36–41. https://doi.org/10.1080/17453054.2017.1408400 Tangen, J. M., Constable, M. D., Durrant, E., Teeter, C., Beston, B. R., & Kim, J. A. (2011). The role of interest and images in slideware presentations. *Computers & Education, 56*(3), 865–872. https://doi.org/10.1016/j.compedu.2010.10.028	

11/11	Collaboration and Skilled Dialogues	Critchfield T. S. (2023, November 6). "It's not what you say, it's what people hear." *Behavior Analysis Blog*. https://science.abainternational.org/2023/11/06/its-not-what-you-say-its-what-people-hear/ Kasper, T., Slim, L., & Reuter-Yuill, L. (2024, March 6). Buckle up! Steering towards effective SLP collaboration. *Behavior Analysis Blog*. https://science.abainternational.org/2024/03/06/buckle-up-steering-towards-effective-slp-collaboration/ Reuter-Yuill, L. M., Slim, L. M., Kasper, T. S., Castaño, L., Dower, N. R., Gevarter, C. B. (2024). An applied model of interprofessional collaboration-assessment (AMIC-A): A process-based approach to augmentative and alternative communication. *Seminars in Speech and Language*, *45*(3), 194–212. https://doi.org/10.1055/s-0044-1787651 Jarmolowicz, D. P., Kahng, S. W., Ingvarsson, E. T., Goysovich, R., Heggemeyer, R., & Gregory, M. K. (2008). Effects of conversational versus technical language on treatment preference and integrity. *Intellectual and developmental disabilities*, *46*(3), 190–199. https://doi.org/10.1352/2008.46:190-199 LaFrance, D.L., Weiss, M.J., Kazemi, E., Gerenser, J., & Dobres, J. (2019). Multidisciplinary teaming: Enhancing collaboration through increased understanding. *Behavior Analysis in Practice, 12*(3), 709–726. https://doi.org/10.1007/s40617-019-00331-y Baires, N. A., Catrone, R., & May, B. K. (2022). On the importance of listening and intercultural communication for actions against racism. *Behavior Analysis in Practice*, *15*(4), 1042–1049. https://doi.org/10.1007/s40617-021-00629-w	Written document due
11/18	Ted Talks & "Culture"	Geller, E. S. (33) The psychology of self-motivation | Scott Geller | TEDxVirginiaTech - YouTube Gheorghiu, A. I., Callan, M. J., & Skylark, W. J. (2017). Facial appearance affects science communication. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 114*(23), 5970–5975. https://doi.org/10.1073/pnas.1620542114 Biancovilli P., Makszin L., Amer F., & Csongor A. (2022) Celebrities and breast cancer: A multidimensional quali-quantitative analysis of news stories shared on social media. *International Journal of Environmental Research and Public Health*, *19*(15):9676. https://doi.org/10.3390/ijerph19159676 Contractor, N. S., & DeChurch, L. A. (2014). Integrating social networks and human social motives to achieve social influence at scale. *Proceedings of the National Academy of Sciences of the United States of America*, *111*(Suppl 4), 13650–13657. https://doi.org/10.1073/pnas.1401211111	

		Doughty, A.H., Holloway, C., Shields, M.C., & Kennedy, L. E. (2012). Marketing behavior analysis requires (really) different talk: A critique of Kohn (2005) and a(Nother) call to arms. *Behavior and Social Issues*, *21*(1), 115–134. https://doi.org/10.5210/bsi.v21i0.3914 Abraham, L., & Appiah, O. (2006). Framing news stories: The role of visual imagery in priming racial stereotypes. *Howard Journal of Communications*, *17*(3), 183–203. https://doi.org/10.1080/10646170600829584	
11/25	No Class (Thanksgiving Break)		
12/2	Honesty and Integrity	Donev D. (2013). Principles and ethics in scientific communication in biomedicine. *Principles and ethics in scientific communication in biomedicine*, *21*(4), 228–233. https://doi.org/10.5455/aim.2013.21.228-233 Reiss, J. (2019). Expertise, agreement, and the nature of social scientific facts or: Against epistocracy. *Social Epistemology*, *33*(2), 183–192. https://doi.org/10.1080/02691728.2019.1577513 Fischhoff, B., & Davis, A. L. (2014). Communicating scientific uncertainty. *Proceedings of the National Academy of Sciences of the United States of America, 111*(Suppl 4), 13664–13671. https://doi.org/10.1073/pnas.1317504111 Iyengar, S., & Massey, D. S. (2019). Scientific communication in a post-truth society. *Proceedings of the National Academy of Sciences of the United States of America*, *116*(16), 7656–7661. https://doi.org/10.1073/pnas.1805868115 Kerr, J. R., Schneider, C. R., Freeman, A. L. J., Marteau, T., & van der Linden, S. (2022). Transparent communication of evidence does not undermine public trust in evidence. *PNAS nexus*, *1*(5), 1–11. https://doi.org/10.1093/pnasnexus/pgac280	
12/9	Ted Talk		Ted talk due

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.

Basic Needs Policy

Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students https://deanofstudents.unt.edu. If you want to talk or need help with making contacts, please feel free to reach out. I will help as best as I can.

Course Management

I take your completion of the course requirements to reflect your priorities, both academic and personal. No late assignments may be handed in for credit. The only exceptions are documented excuses for professional travel to present posters or papers at conferences, your health (e.g., due to accidents, illness, injury), family responsibilities (e.g., accidents, illness, death), and religious and cultural practices (e.g., holidays). You must tell me as soon as you can about the excuse. It will require documentation from someone (e.g., physician, lawyer, tow truck operator) who can vouch for the missed or late assignments (i.e., their name, phone number, email address). You must also make up the assignment within a week after it is due. I apologize if this seems insensitive, but you will be evaluated professionally by what you do and what you accomplish, not by what you say or mean to do or accomplish. The former are your priorities as you live them. I also must set my own priorities this semester for course management and time allocation so that I can meet my other department, university, and professional obligations. By the way, the earlier you let me know about exceptions that result in class absences, the better we can work around them together.

Attendance Policy

Research has shown that students who attend classes are more likely to be successful. You should attend every class unless you have a university-excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you

to miss a class, please contact me. There may be some flexibility we can offer to support your academic success.

Creating an Inclusive Learning Environment

Every student in this class should have the right to learn and engage in an environment of respect and courtesy. All discussions should be respectful and civil, and while disagreements and debates are encouraged, personal attacks are unacceptable. Let's work together to create a safe and welcoming classroom for all.

Creating an atmosphere of trust and safety in the classroom is imperative. If something said or done in the classroom causes discomfort or offense, please let me know. You can discuss the situation privately with me, bring it up with the class, or notify me through another source such as your academic advisor or a trusted faculty member. We are all learning together, and by respecting and considering other perspectives, we can enhance our understanding and create a more inclusive learning environment. Please review UNT's Student Code of Conduct to ensure we all start with the same baseline understanding (Code of Student Conduct; https://deanofstudents.unt.edu/conduct).

ADA Policy

Please discuss your accommodations (whether "verified" or not) with me as soon as possible so that we can make a plan to ensure your success. UNT makes reasonable academic accommodations 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 accommodation 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/).

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. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Artificial Intelligence Policy

This is adapted from a policy developed by David Joyner (Georgia Tech).

We treat AI-based assistance, such as ChatGPT and Github Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case.

If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following heuristics:

- Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

This heuristic includes avoiding using AI assistants that are directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission. Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

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.

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 the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Additional Resources

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