BEHV 5100: Introduction to Behavior Analysis

Instructor Contact

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Office Hours: Wednesdays 4:30-5:30 PM or by appointment, all office hours will be held in Zoom
Email: sam.bergmann@unt.edu

Communication Expectations: Please post general course questions in the General Course Questions discussion board on Canvas. I will monitor this board regularly, and it is likely that other students will have the same question as you. Email (sam.bergmann@unt.edu) is the best way to communicate with me outside of class and office hours. Please send me questions, comments, concerns related to our course. I make every effort to respond to emails within one business day. If I become aware of a situation that will prevent me from accessing email for more than one day, I will inform you of this as soon as possible. I will provide feedback to electronic submissions on Canvas within one week of their due date. I will post grade updates to Canvas.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

In this course, you will learn about how the environment selects behavior, and the basic principles by which it has this effect. Although there are only a limited number of behavioral principles, the way they exert control over behavior and compete to select which response occurs from a vast array of options is incredibly complex. Principles like reinforcement, punishment, shaping, and stimulus control combine in different ways to select, or determine, behavior of humans, non-human animals, groups, and societies. This is a foundation-level course in which you will learn about behavioral principles that will be contacted and strengthened in subsequent coursework, practicum experiences, and research.

Course Structure

This course is scheduled for hybrid delivery. Students will be offered a choice to complete activities online or in-person, when applicable. All activities will be designed to be compatible with remote access to provide all students, whether they can be in Denton physically or not, the opportunity to engage with the instructor, classmates, and material. This will mean ongoing course development, so please be patient and open to changes. We will have one unit per week with two to four readings assigned, interteaching session with a randomly assigned peer, and a clarifying lecture at the beginning of the next class. Some units include practice activities, generation of original examples, and short writing assignments. Students will participate in a SAFMeds project and complete probes on material included.
in Interteach activities and the SAFMEDS terms. You should be prepared to work in groups and on your own. This is not a course that you can put off until the end of the semester. It requires frequent attention, interaction, and engagement. The course will follow a traditional 15-week semester schedule. There is no final exam.

Course Prerequisites or Other Restrictions

Admission to the graduate program in the Department of Behavior Analysis. Successful completion of at least two undergraduate courses in behavior analysis; a UNT online course that provides an overview of the basic concepts, principles, and theoretical underpinnings of the science of behavior analysis, or at least two courses from another university with clear behavior analytic content (must be approved by the Graduate Student Advisor).

Course Objectives

By the end of this course, students will be able to:

1. Study behavior within a scientific framework.
2. Explain and expand upon the basic concepts and principles of behavior analysis.
3. Begin applying the principles of behavior to their worldview.

Materials

- PORTL Manual and PORTL Kit
- Other required readings can be found on the course website on Canvas (unt.instructure.com)

Teaching Philosophy

Learning requires a ‘permanent’ change in behavior over time. Thus, I believe that it is my responsibility to create an environment in which you behave. I am here to create and guide and not to provide all the answers. This is the start of your behavior-analytic playground, and I believe that students should feel comfortable to play with the subject matter, engage, ponder, and change as a result. I expect a lot from my students, and, in turn, I try to be an attentive instructor with many opportunities to provide and receive feedback.

Technical Requirements and Skills

Please see the course unt.instructure.com site in the “Start Here” module.

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
• Sunday: noon-midnight
• Monday-Thursday: 8am-midnight
• Friday: 8am-8pm
• Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Course Requirements
This course will employ a variety of assessments and assignments to help you acquire and build fluency in behavioral principles. You should expect to respond frequently and in multiple modalities throughout the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Count in Category</th>
<th>Points Breakdown</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interteach + Reinforcement Worksheets</td>
<td>14</td>
<td>2.25 points each</td>
<td>31.5 points</td>
</tr>
<tr>
<td>SAFMEDS</td>
<td>12 timing videos, 2 goals</td>
<td>0.5 points/video (can miss one) + 4 goal Deck A, 4 goal Deck B</td>
<td>13.5 points</td>
</tr>
<tr>
<td>Examples</td>
<td>7</td>
<td>1.5 points</td>
<td>11.5 points</td>
</tr>
<tr>
<td>Microthemes</td>
<td>4</td>
<td>2 points</td>
<td>8 points</td>
</tr>
<tr>
<td>Projects</td>
<td>2</td>
<td>5 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Probes</td>
<td>8</td>
<td>2.5 points (drop lowest)</td>
<td>17.5 points</td>
</tr>
<tr>
<td>Exercises Participation</td>
<td>8</td>
<td>1 point</td>
<td>8 points</td>
</tr>
<tr>
<td><strong>Extra Credit</strong></td>
<td>5</td>
<td>1 point per hr or principle</td>
<td>5 points**</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Grading
A = 100-89.5 points
B = 89.4-79.5 points
C = 79.4-69.5 points
F = 69.4 or fewer points

Course Activities
- **Interteach**: Beginning the second week in class, you will work with a randomly assigned peer on an Interteach activity during the scheduled class period. This can be completed in-person or remotely via Zoom. The instructor will be available to contribute to group discussions. To prepare for the Interteach, you are expected to read all assigned readings BEFORE working on the Interteach. You will work with your peer to complete the Interteach as well as the Record of
Interteach form. The form provides me, the instructor, information on what your group would like to learn more about in that week’s Clarifying Lecture. I will present the Clarifying Lecture at the beginning of the next class period. You will earn 2.25 points for participating in the Interteach activity with your peer and submitting a completed Record by the end of the scheduled class period.

- **SAFMEDES**: Say (See) All Fast Minute Each Day Shuffle (SAFMEDES) is an instructional tool that promotes mastery and fluency with a variety of course content including basic concepts and terms and definitions (Eshleman, 1985). SAFMEDES will be used to assist students in identifying the controlling variables and corresponding definitions for various vocabulary associated with the taxonomy of behavior analysis. SAFMEDES should be practiced each day, even weekends. You will complete a self-evaluation project in Dr. Becker’s class with these SAFMEDES divided into two decks (Deck A and Deck B). For credit in this class, you will earn points for submitting a weekly timing and meeting your aim (goal) with each deck. In addition to practicing each day, you should complete one timing per week (due Wednesdays before class) with a classmate who will be randomly assigned each week. This video should be uploaded to Canvas to receive participation credit. Your goal will be determined by your baseline rate in Dr. Becker’s class.
  - Timing with peer video: 0.5 points/week
  - For each deck, 4 points will be provided if you meet your goal
    - Deck A goal should be met by [date]
    - Deck B goal should be met by [date]
    - An optional remedial assignment will be provided for students who do not meet their goals to earn back a proportion of the points lost.
    - You will submit a copy of your lab report to Canvas and state clearly whether goals were or were not met for each deck.

- **Probes**: I will administer eight probes throughout the course of the semester. These will not be announced in advance and will be assigned on Canvas. The questions will be based on Interteach activities and SAFMEDES terms. The probes will be timed, and you should not use any of your notes nor SAFMEDES cards. Each probe is worth 2.5 points, and I will drop your lowest score from your final grade.

- **Examples of Behavioral Principles**: Examples may be described as written vignettes, drawn with annotations/captions, or shown using a contingency diagram. Contrived or made-up examples are permitted; however, behavior analyst cool points will be given for real-world examples (AKA Behavioral Principles in the WILD). Seven examples will be due throughout the course of the semester. Examples should be uploaded to Canvas by the end of class and may be text or picture.
  - Each example can earn up to 0.75 points.
    - 0.75 points: example of behavioral principle
    - 0.50 points: non-example of behavioral principle
    - 0 points: nonexistent example of behavioral principle
Peer evaluation: each student will review the examples provided by three peers in a peer review. The peer review is a required component of the assignment and provides an opportunity for students to identify examples and non-examples of behavior principles. Peer reviews are completed on Canvas and involve identifying whether the peer’s submission is an example or non-example. Peers will explain rationale for why they think the submission is an example or non-example. If the submission is a non-example, peers are encouraged to “fix up” the non-example so that it is an example. Praise is encouraged 😊.

- Peer reviews are worth 0.75 points, and you must complete all three to earn full credit. Peer reviews are due before the next class period.
  - 0.75 points: three peer reviews fully completed
  - 0 points: fewer than three peer reviews fully completed

Microthemes: Four microthemes will be due throughout the semester. A microtheme is a short (no more than 50 words) writing assignment on a specific topic. The writing should be succinct and free of grammatical and structural errors. Each microtheme response should be typed and submitted to the appropriate assignment on Canvas and should follow APA citation guidelines. The purpose of microthemes is to work on concision in your writing. Microthemes are listed below and due dates are noted on the course schedule. Each microtheme is worth 2 possible points. Points will be provided based on meeting the objective of each microtheme and adhering to formatting and length requirements.

- Microtheme 1: Describe the defining characteristic of behaviorism in such a way that differentiates it from other branches of psychology.
- Microtheme 2: Provide a definition of radical behaviorism that differentiates it from methodological behaviorism.
- Microtheme 3: Explain what you are studying (behavior analysis) in terms your non-behaviorist grandmother would understand.
- Microtheme 4A: Describe how at least one PORTL lesson/exercise led you to a better understanding of one of the concepts/principles we discussed in this course.
- Microtheme 4B: If you could teach everyone in the world about one behavior analytic concept or principle, what would it be and why?

Projects: You will complete two projects. You can work together in dyads (or triads if necessary) or your choosing in-class after the instructor explains each project. Each student will be responsible for creating a final write-up, outside of class, that she/he/they will turn into the assignment on Canvas. Although you can collaborate with peers in class, you should not work together on the final write-up. All writing should be your own, original work. Please use properly formatted citations and a reference list when appropriate. The final write-up will be graded on an individual basis (i.e., each student will turn in his/her/their own completed project).

Papers should be double-spaced, in Times New Roman 12 pt. font or Arial or Calibri 11 pt. font, and you should adhere to APA style student paper formatting standards. Each project is worth 5
points. Incorporation of instructor feedback in subsequent assignments will contribute to your grade.

- **Project 1: Operant Chamber Part I:** Some research in behavior analysis is conducted in the context of an operant chamber. Many students have not had the experience of working with an operant chamber but understanding the apparatus and the basic features of such can clarify much of the literature you will encounter as you pursue your master’s degree in behavior analysis. For this in-class activity, you will sketch and label the critical components included in/on the apparatuses most frequently used in our work with non-human participants. You might find it helpful to select a study from The Journal of the Experimental Analysis of Behavior to guide your work. Students should briefly explain why each of the components are included/labeled on their diagram in the context of why it is important to include such features of the operant chamber in understanding basic behavioral principles (no more than 2 pages excluding the diagram).

- **Project 2: Operant Chamber Part II:** Some research in behavior analysis is conducted educational settings such as elementary schools or special education classrooms or in the participants’ homes. Many students have not had the experience of working in these settings; yet we often ask you to translate findings from research with non-humans to use in your applied research and clinical work. For this in-class activity, you will sketch and label the features of your selected environment in a way that is consistent with the critical components of the apparatuses in which we often study non-human behavior and contingencies. You might find it helpful to select a study from The Journal of Applied Behavior Analysis to guide your work. Students should briefly explain why each of the components are included/labeled on their diagram in the context of why it is important to consider such aspects of the environment selected when attempting to translate findings from non-human work to in clinical work and applied work with humans (no more than 2 pages excluding the diagram).

- **Exercise Participation:** Over the course of the semester, we will have 8 PORTL or PORTL-inspired exercises. These will be completed either during the scheduled class time or with a partner at another time and submitted via video. Participation in each exercise as either the teacher or learner (when practicing with a cohort member) will count toward the participation credit.

- **Extra Credit:** You can earn up to 5 points of extra credit by participating in research studies in the Department of Behavior Analysis and/or submitting original examples and non-examples for behavioral principles covered in this class. Extra credit is due the last day of class.
  - Research Participation: You can sign up for research studies for which you qualify and would like to participate in on the department’s SONA page. For each hour earned from study participation, I will award 1 extra credit point. You will earn credit for up to 5 hours of participation.
  - Examples and Non-examples: You can create an additional example AND a non-example for behavioral principles. To earn 1 extra credit point, you must submit two ORIGINAL
examples and two ORIGINAL non-examples for a behavioral principle. You can do this for up to 5 principles.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. **SPOT will be available November 16 – December 3.**

Course Policies

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 can be found here [http://policy.unt.edu/policy/15-2](http://policy.unt.edu/policy/15-2).

COVID-19 Impact on Attendance

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 a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may decide about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction

The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: Zoom, Microsoft Office, Adobe, and Canvas. Information on how to be successful in a remote learning environment can be found at [https://online.unt.edu/learn](https://online.unt.edu/learn).

Statement on Face Covering

Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Class Participation

Class participation is expected in all aspects of the course. This includes actively responding during the
Interteach activity, listening to the clarifying lecture, collaborating with peers during in-class projects, completing in-class activities, and completing SAFMEDS. Your mastery of these concepts and principles depends upon your active engagement with the material during and outside of class.

Late Work
Late work is given a zero. Nevertheless, circumstances come up that draw our attention away from our schoolwork at times. Please communicate with the instructor as soon as possible before or following an incident or issue that affects your ability to complete an assignment on time.

Examination Policy
Quizzes will be given on Canvas and will not require technology to monitor you during the exam. Notes, books, and materials are not permitted during quizzes. You will attest to your work being your own and completed without assistance of other people or sources.

Assignment Policy
Due dates are listed in the course schedule and on Canvas. Due dates may change, and those changes will be communicated via Canvas. Due dates will only be extended and never moved temporarily closer. Assignments will be submitted via Canvas. Documents can be .doc, .docx, or PDF. Turnitin will be used for written assignment submission.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Re-grades
If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

Instructor Responsibilities and Feedback
As your instructor, I commit to providing you opportunities to acquire and master concepts and principles of behavior analysis.

- 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 one business day.
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.

UNT Policies and Student Support Resources
Please visit the course unt.instructure.com site for important UNT Policies and Student Support Resources in the “Start Here” module.
# Calendar


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and BACB 5th Task List</th>
<th>Assigned Readings</th>
<th>Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 8/26  | Unit 1: An Introduction to a Science of Behavior A1-A3 | 1. SHB Ch. 1: Can Science Help  
2. SHB Ch 2: A Science of Behavior  
2. Discussion  
3. Explanation of Interteach  
4. Interteach practice | 1. Record of Interteaching practice by 8/26 9:00 PM CST |
| 9/2   | Unit 2: Learning and Behavior A1-A4 | 1. SHB Ch. 3: Why Organisms Behave  
2. CAT Ch. 1: Learning & Behavior: Conditioning | 1. Clarifying Lecture  
2. Interteach 1 | 1. Record of Interteaching 1 by 9/2 9:00 PM CST |
| 9/9   | Unit 3: Taxonomy, Evolution, & Development A2, B1, B2 | 1. CAT Ch. 2: A Behavior Taxonomy  
2. CAT Ch. 3: Evolution and Development  
2. Interteach 2 | 1. SAFMEDS 1 video by 9/9 5:59 PM CST  
2. Record of Interteaching 2 by 9/9 9:00 PM CST |
| 9/16  | Unit 4: Reflexes and Respondent Behavior B2, B3 | 1. SHB Ch 4: Reflexes & Conditioned Reflexes  
2. CAT Ch. 17: Respondent Behavior: Conditioning | 1. Clarifying Lecture  
2. Interteach 3 | 1. SAFMEDS 2 video by 9/16 5:59 PM CST  
2. Record of Interteaching 3 by 9/16 9:00 PM CST  
3. Example 1 Respondent conditioning by 9/16 9:00 PM CST |
| 9/23  | Unit 5: Operant Behavior B1-B3; A3 | 1. SHB: Ch. 5 Operant Behavior | 1. Clarifying Lecture | 1. SAFMEDS 3 video by 9/23 5:59 PM CST  
2. Microtheme 1 by 9/23 5:59PM CST |
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Tasks</th>
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</table>
| 9/30   | Unit 6: Reinforcement & Extinction B1; B3-B4; B7-9; H5; G1; G15 | 1. CAT Ch. 5: Consequences of Responding: Reinforcement  
2. CAT Ch. 6: Reinforcers as Opportunities for Behavior  
| 10/7   | Unit 7: Shaping & Differential Reinforcement B1; B4; B7-8; G7 | 1. SHB Ch 6: Shaping & Maintaining Operant Behavior  
2. CAT Ch 9: Operants: The Selection of Behavior  
3. CAT Ch 10: The Structure of Operants  
1. Clarifying Lecture  
2. Interteach 6  
3. PORTL Exercise: 5, 6  
1. SAFMEDS 5 video by 10/7 5:59 PM CST  
2. Microtheme 2 by 10/7 5:59PM CST  
3. Record of Interteaching 6 by 10/7 9:00 PM CST  
4. Example 3 Differential Reinforcement by 10/7 9:00 PM CST  
5. Teacher or learner datasheets for PORTL Exercises 5 and 6 by 10/11 9:00 PM CST |
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit: Stimulus Control I/II</th>
<th>1. SHB Ch. 7 Operant Discrimination</th>
<th>1. Clarifying Lecture</th>
<th>1. SAFMEDS 6 video by 10/14 5:59 PM CST</th>
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<tbody>
<tr>
<td></td>
<td>B2; B10-B11; G2; G4</td>
<td>2. SHB Ch. 8: The Controlling Environment</td>
<td>2. Interteach 7</td>
<td>2. Project 1 by 10/14 5:59PM CST</td>
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<tr>
<td></td>
<td></td>
<td>3. CAT Ch. 11: Discriminated Operants:</td>
<td>3. PORTL Exercise:</td>
<td>3. Record of Interteaching 7 by 10/14 9:00 PM CST</td>
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<tr>
<td></td>
<td></td>
<td>Stimulus Control</td>
<td>complete 22 to prepare for next week (no datasheet submission)</td>
<td>4. Example 4 Operant discrimination by 10/14 9:00 PM CST</td>
</tr>
<tr>
<td>10/21</td>
<td>Unit 8: Stimulus Control II</td>
<td>1. CAT Ch. 12 Conditional Discriminations &amp; Stimulus Classes</td>
<td>1. Clarifying Lecture</td>
<td>1. SAFMEDS 7 video by 10/21 5:59 PM CST</td>
</tr>
<tr>
<td></td>
<td>B1, B6, B8, H5</td>
<td>2. CAT Ch 7: Consequences of Responding: Punishment</td>
<td>2. Interteach 9</td>
<td>2. Record of Interteaching 9 by 10/28 9:00 PM CST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. CAT Ch 8: Consequences of Responding: Escape and Avoidance</td>
<td>3. Project 2</td>
<td>3. Example 5 Avoidance by 10/28 9:00 PM CST</td>
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<td>4. Example 6 Punishment by 10/28 9:00 PM CST</td>
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<tr>
<td>Date</td>
<td>Unit &amp; Topic</td>
<td>Reading/Note-taking</td>
<td>Assignment/Activity</td>
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| 11/4  | Unit 10: Motivating Operations A3; B8; B12       |                     | 1. SHB Ch 9: Deprivation & Satiation  
2. CAT Ch 14: Motivating Variables & Reinforcer Classes  
1. Clarifying Lecture  
2. Interteach 10  
3. PORTL-inspired exercise: Stim equivalence  
1. SAFMEDS 9 video by 11/4 5:59 PM CST  
2. Microtheme 4A OR 4B 11/4 5:59PM CST  
3. Record of Interteaching 10 by 11/4 9:00 PM CST  
4. Teacher or learner datasheet by 11/8 9:00 PM CST |
1. Clarifying Lecture  
2. Interteach 11  
1. SAFMEDS 10 video by 11/11 5:59 PM CST  
2. Project 2 by 11/11 5:59PM CST  
3. Record of Interteaching 11 by 11/11 9:00 PM CST  
4. Example 7 Motivating Operation by 11/11 9:00 PM CST |
| 11/18 | Unit 11: Social Learning & Social Behavior A2-4; B1; B7-8; B13 |                     | 1. SHB Ch 19: Social Behavior  
2. CAT Ch 19: Social Learning  
1. Clarifying Lecture  
2. Interteach 12  
1. SAFMEDS 11 video by 11/18 5:59 PM CST  
2. Record of Interteaching 12 by 11/18 9:00 PM CST |
| 11/25 | No Class: Thanksgiving                           |                     |                                                                                     |
| 12/2  | Unit 12: Culture & Metacontingencies A3; B7-8; B11; B13 |                     | 1. SHB Ch 27: Culture & Control  
2. SHB Ch 28: Designing a Culture  
3. SHB Ch 29: The Problem of Control  
1. Clarifying Lecture  
2. Interteach 13  
1. SAFMEDS 12 video by 12/2 5:59 PM CST  
2. Record of Interteaching 13 by 12/2 9:00 PM CST |

| **12/9** | Unit 11: Schedules & Schedule Combinations | 1. CAT Ch 15: Reinforcement Schedules  
2. CAT Ch 16: Schedule Combinations: Behavior Synthesis | 1. Clarifying Lecture  
2. Reinforcement worksheets  
3. PORTL exercises: 17, 20 | 1. Remedial SAFMeds assignments by 12/9 5:59 PM CST  
2. Reinforcement worksheet by 12/9 9:00 PM CST  
3. Teacher or learner datasheets for PORTL exercises 17 and 20 by 12/11 9:00 PM CST |

B5; G14