BEHV 5100-001 Introduction to Behavior Analysis

Instructor Information

Name: Samantha (Sam) Bergmann, Ph.D., BCBA-D, LBA (TX), Assistant Professor  
Pronouns: she/her/hers  
Office Location: CHIL 361B  
Phone Number: 940-565-4771  
Office Hours: TBD and by appointment  
Email: sam.bergmann@unt.edu

Grader Information

Name: Po-Kai (Kai) Huang, graduate student in MS program  
Pronouns: he/him/his  
Email: po-kaihuang@my.unt.edu

Course Description, Structure, and Objectives

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.

This course is scheduled for face-to-face delivery. We will have one unit per week with two to four readings assigned, an interteaching session with a randomly assigned peer, an in-class quiz, and a clarifying lecture at the beginning of the next class or recorded on Canvas (class preference). Some units include practice activities, 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.

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.

Additional objectives are specific to the Behavior Analyst Certification Board’s 5th edition Task List and are identified on the course schedule.

Required Materials

How to Succeed in this Course

Please read my weekly announcements on Canvas to stay up to date with any reminders and changes. Email (sam.bergmann@unt.edu) 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 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. If you don’t hear back from me within two business days, please send me a gentle reminder. It is important to me that you have my support.

Please attend office hours if you feel like you need extra support in the course. I value the time that I spend with students, and I am always happy to speak with you about the course and get to know you as a person. If my office hours do not work with your schedule, please email me to find an alternative time. If it works better for you to meet via Zoom to reduce burdens associated with travel to the university, I am happy to do that. Also consider connecting with your teaching assistant during office hours or reaching out to schedule an appointment.

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 accommodations 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 website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

You can connect with the Office of Disability Access to begin the registering process (https://studentaffairs.unt.edu/office-disability-access).

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office or contact me via email and let me know. We are all learning together.
Assessing Your Work

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

<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 Guides, Participation, and Record Forms</td>
<td>12</td>
<td>2.25 points each (Guide = 1 point, Participation = 1 point, Record form = 0.25 points)</td>
<td>27 points</td>
</tr>
<tr>
<td>SAFMEDS</td>
<td>10 timing videos, 2 goals</td>
<td>0.5 points/video (drop 2) + 3 goal Deck A, 3 goal Deck B</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Chapter Presentations</td>
<td>1</td>
<td>10 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Projects</td>
<td>2</td>
<td>6 points</td>
<td>12 points</td>
</tr>
<tr>
<td>Probes</td>
<td>13</td>
<td>3 points (drop 2 lowest)</td>
<td>33 points</td>
</tr>
<tr>
<td>PORTL Participation and Reinforcement Worksheets</td>
<td>8 (6 PORTL days, 2 worksheets)</td>
<td>1 point</td>
<td>8 points</td>
</tr>
<tr>
<td><strong>Extra Credit</strong></td>
<td>4</td>
<td>1.5 point per hr or principle</td>
<td>5 points**</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>

Extra Credit
This course includes opportunities for extra credit. Up to 5 extra credit points can be earned.

Course Activities

- **Interteach**: Beginning the second week in class, you will work with a randomly assigned peer(s) on an Interteach activity during the scheduled class period. You should come prepared with a completed Interteach Guide. The guide may either be on your computer or printed out, but you will submit your guide before class starts. To prepare for the Interteach, you are expected to read all assigned readings BEFORE working on the Interteach. You will discuss the Interteach Guide answers with your peer(s) for approximately 1 hour, and you will complete 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 either present the Clarifying Lecture in a recording posted on Canvas or at the beginning of the next class period (TBD). You will earn 2.25 points for completing the Interteach guide before class, participating in the Interteach activity with your peers, and submitting a completed Record by the end of the scheduled class period.

- **SAFMEDS**: Say (See) All Fast Minute Each Day Shuffle (SAFMEDS) is an instructional tool that promotes mastery and fluency with a variety of course content including basic concepts and terms and definitions (Eshleman, 1985). SAFMEDS will be used to assist students in identifying the controlling variables and corresponding definitions for various vocabulary associated with the taxonomy of behavior analysis.
SAFMEDS should be practiced each day, even weekends. You will complete a self-evaluation project in Dr. Becker’s class with these SAFMEDS 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 record one timing per week (due Wednesdays before class). The video should be uploaded to Canvas (as an mp4 file or a YouTube link) to receive participation credit. Your goal will be determined by your baseline rate in Dr. Becker’s class.

- 10 Timing videos: 0.5 points/week (can miss 2)
- For each deck, 3 points will be provided if you meet your goal for a total of 6 points
  - Deck A and B goals should be met by 11/15/22
  - 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 for Dr. Becker’s class to my Canvas page, too. Be sure to state clearly whether goals were or were not met for each deck.

- Probes: I will administer 13 probes throughout the course of the semester, and the dates are scheduled in the calendar. The questions will be based on Interteach activities and SAFMEDS terms. The probes will be completed in class, and you should not use any of your notes nor SAFMEDS cards. Each probe is worth 3 points, and I will drop your lowest 2 scores from your final grade.

- Final Chapter Presentations: In pairs or small groups, students will read one of the “Controlling Agencies” chapters in SH&B (Government and Law, Religion, Psychotherapy, Economic Control) and present a summary of the chapter to the class in a formal presentation. Students will sign up for their chapter approximately three weeks before the due date. Presentations should be no longer than 30 min. Points will be provided based on clarity of presentation, inclusion of important details, explanation of the material, and professionalism. The project is worth 10 points and the grade will be provided based on group work.

- Projects: You will complete two projects. You can work together in dyads (or triads if necessary) of 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 6 points. Incorporating instructor feedback will contribute to your grade.

- PORTL Participation and Reinforcement Worksheets: Over the course of the semester, we will have several PORTL or PORTL-inspired exercises. These will be completed during the scheduled class time. Participation in each exercise as either the teacher or learner (when practicing with a cohort member) will count toward the participation credit. You must upload a picture/copy of your teacher/learner datasheet, and you will receive 1 point for participating and uploading the datasheet(s). We will
complete two reinforcement worksheets instead of an Interteach. You will receive points for working on your worksheets with a group, and you will receive 1 point per worksheet.

- **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 1.5 extra credit points for up to 4 hours.
  - Examples and Non-examples: You can create examples AND non-examples for behavioral principles. To earn 1.5 extra credit points, you must submit two ORIGINAL examples and two ORIGINAL non-examples for a behavioral principle. The examples should be based on real-world experiences and should not be in the operant chamber. DO NOT COPY FROM ABA WEBSITES OR OTHER SOURCES. You can describe them in text or diagrams for up to 4 principles.
## Course Schedule (times in CST)


<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>
| 8/21  | Intro to Class                                                  | 1. BEHV 5100 Syllabus  
2. Explanation of Interteach | 1. Get familiar with Canvas |
| 8/28  | 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 | 1. Interteach 1 | 1. Upload completed Interteach guide 8/28 5:59 PM |
| 9/4   | No Class: University Closed for Labor Day                       |                                                                                  |                                                 |                                                     |
| 9/11  | Unit 2: Why Organisms Behave A1-A4                              | 1. SHB Ch. 3: Why Organisms Behave  
2. CAT Ch. 1: Learning & Behavior: Conditioning  
3. CAT Ch 3: Evolution and Development  
2. Interteach 2 | 1. Review Clarifying Lecture before class  
2. Upload SAFMEDS 1 video by 9/11 5:59 PM  
3. Upload Interteach guide 9/11 5:59 PM |
| 9/18  | Unit 3: Reflexes and Respondent Behavior                        | 1. CAT Ch. 2: A Behavior Taxonomy  
2. SHB Ch 4: Reflexes & Conditioned Reflexes | 1. Probe 2  
2. Interteach 3 | 1. Review Clarifying Lecture before class  
2. Upload SAFMEDS 2 video by 9/18 5:59 PM |
<p>| Date  | Unit:                     | Activity 1                                                                 | Activity 2                                                                 | Activity 3                                                                 |
|-------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 9/25  | Unit 4: Operant Behavior  | 1. SHB: Ch. 5 Operant Behavior                                                                                               | 1. Probe 3                                                                                                                      | 1. Review Clarifying Lecture before class                                                                                     |
| 10/2  | Unit 5:                   | 1. CAT Ch. 5: Consequences of Responding: Reinforcement                                                                      | 1. Probe 4                                                                                                                      | 1. Review Clarifying Lecture before class                                                                                     |
|       | Reinforcement &amp; Extinction| 2. CAT Ch. 6: Reinforcers as Opportunities for Behavior                                                                        | 2. Interteach 5                                                                                                                 | 2. Upload SAFMEDS 4 video 10/2 5:59 PM                                                                                      |
|       |                           |                                                                                                                                  |                                                                                                                                  | 4. Upload teacher or learner datasheet for PORTL 9/25 9:00 PM                                                              |
| 10/9  | Unit 6:                   | 1. SHB Ch 12: Punishment – read for historical purposes only                                                                      | 1. Probe 5                                                                                                                      | 1. Review Clarifying Lecture before class                                                                                     |
|       | Punishment &amp; Aversive     | 2. CAT Ch 7: Consequences of Responding: Punishment                                                                            | 2. Interteach 6                                                                                                                 | 2. Upload SAFMEDS 5 video 10/9 5:59 PM                                                                                      |
|       | Control B1, B6, B8, H5    | 3. CAT Ch 8: Consequences of Responding: Escape and Avoidance                                                                  | 3. Project 1                                                                                                                   | 3. Upload Interteach guide 10/9 5:59 PM                                                                                      |
| 10/16 | Unit 7: Stimulus Control  | 1. SHB Ch. 7 Operant Discrimination                                                                                             | 1. Probe 6                                                                                                                      | 1. Review Clarifying Lecture before class                                                                                     |
|       | B2; B10-B11; G2; G4       | 2. SHB Ch. 8: The Controlling Environment                                                                                       | 2. Interteach 7                                                                                                                 | 2. Upload SAFMEDS 6 video 10/16 5:59 PM                                                                                        |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>3. CAT Ch. 11: Discriminated Operants: Stimulus Control</th>
<th></th>
<th>3. Upload Interteach guide 10/16 5:59 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Unit</td>
<td>Probes/Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11/13  | Unit 10: Reinforcement Schedules B5; G14 | 1. CAT Ch 15: Reinforcement Schedules  
2. CAT Ch 16: Schedule Combinations: Behavior Synthesis  
3. Probe 10  
4. Reinforcement worksheets  
5. PORTL 17, 20  
6. Sign up for groups and chapters for final projects |
|        |                       | 1. Review Clarifying Lecture before class  
2. Upload SAFMEDS 10 video 11/6 5:59 PM  
3. Upload Teacher or learner datasheets for PORTL 11/13 9:00 PM  
4. Upload Reinforcement worksheets 11/13 9:00 PM |
| 11/20  | No Class: University Closed for Thanksgiving Break | |
| 11/27  | Unit 11: Social Learning & Social Behavior A2-4; B1; B7-8; B13 | 1. SHB Ch 19: Social Behavior  
2. SHB Ch 20: Personal control  
3. CAT Ch 19: Social Learning  
5. Probe 11  
6. Interteach 11 |
|        |                       | 1. Upload Interteach guide 11/27 5:59 PM  
2. Upload Project 2 11/27 5:59 PM |
| 12/4   | 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  
5. Probe 12  
6. Interteach 12 |
|        |                       | 1. Review Clarifying Lecture before class  
2. Upload Interteach guide 12/4 5:59 PM  
3. Upload copy of SAFMEDS standard acceleration charts for Deck A and B 12/4 5:59 PM  
4. Upload Remedial SAFMEDS assignments 12/4 5:59 PM |
| 12/11  | Final Presentations 6:30-8:30 PM | 1. None  
2. Probe 13  
3. Present final projects |
|        |                       | 1. Upload copy of presentation 12/11 5:59 PM |

The schedule can be changed at any time by the instructor. Changes will be noted in class and on Canvas or through email. Students will be notified by Eagle Alert if there is a campus closing that will impact a class. If there is a closure, the calendar is subject to change [Emergency Notifications and Procedures Policy (PDF)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf).
Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). Please also review the standards for academic integrity in the course, citing the Academic Integrity Policy (PDF) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf).
Attendance and Participation

Research has shown that students who attend class 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.

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 20 – December 7.

Course Policies

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 during class time. The quizzes will be paper and pencil and notes, books, and materials are not permitted during quizzes.

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 temporally 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.
Artificial Intelligence (AI) Policy

Artificial Intelligence is defined as any text-generating, video-generating, or image-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). We recognize the significant value of such technology and that students will likely use it during their careers. At the same time, there is value in being able to produce independent work demonstrating skills such as developing materials, integrating sources, considering contextual variables, etc.

Acceptable use. It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept, asking for an example of a concept). However, please keep in mind that AI has limitations of which to be aware:

- AI may generate content that is inaccurate or incomplete.
- AI models have built-in biases since they may be based upon limited, unreliable, or problematic sources
- AI may have limitations such as evaluating information and thinking critically.

Unacceptable use. It is never acceptable to submit projects or any written work that is partially or fully generated by text-generating software. Turnitin, which will be used for written projects, scans for content generated by AI; such content will be considered plagiarism and subject to the consequences specified in the Academic Integrity Policy. An additional risk is submitting content that is irrelevant to the assigned topics or lacks citations. This also can lead to a substantial reduction of points. Generating Interteach answers with AI will not only limit your individual contributions to the Interteaching session, but it will also limit the opportunities your peers will have to learn from you. Use of AI to answer questions on the Interteach prep guide is discouraged. Use of AI on quizzes or in the creation of your final presentation is prohibited.

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.