

The University of Mississippi
PSY 313: Experimental Analysis of Behavior Section 1
Fall 2018-19

Syllabus Date: 08/1/2018

Instructor:	Karen <u>Kate</u> Kellum, Ph.D.	Email:	kkellum@olemiss.edu
Office Phone:	662 915-5199	Cell Phone:	662 832-1358 (8 a.m. to 8 p.m. is acceptable)
Office:	306 Falkner (across from Johnson Commons)	Office Hours:	stop by anytime you'd like email or call to arrange an appointment

Class meeting information:

This class meets 9:30 to 10:45 on Tuesdays and Thursdays, in Bishop 105. The final exam is during the scheduled examination time (Thursday, December 6th 8am).

Catalogue Description:

A unified account of human and animal behavior mainly in terms of learning and motivation; introduction to modern behavior theory: Pre-Requisite: Psy 309 or Psy 323

A more elaborate description:

This class provides opportunities for the participants to examine the field of human and animal learning. We will examine the principles, findings, and methods of this field. The course will examine applied and basic research and explore applications of the field. Such applications of research findings have led to improvements in animal training, organizational behavior management, parenting, occupational safety, education, treatment of psychological problems, coaching, management of medical conditions, treatment and training in developmental disabilities, and examination of pharmaceuticals, among many others.

Course Objectives:

Successful students will:

- 1) describe potential controlling variables of behavior without the use of mentalistic terms,
 - a. *using technical terms* (i.e., explain behavior to those familiar with the principles of learning)
 - b. *using non-technical terms* (i.e., explain behavior to a friend or a family member using the principles but not the terms of learning)
- 2) compare contextual manipulations that may influence behavior
- 3) compare and contrast methods of examining controlling variables and dimensions of behavior
- 4) design plans to examine relationships between controlling variables and dimensions of behavior
- 5) locate, use, and critique sources of scientific literature related to learning

Required Materials:

- SAFMEDS (flashcards available in the UM bookstore)
- Other readings as assigned (available on blackboard)
- Prep-guides & Record Sheets (available on blackboard)
- Connectivity → Blackboard and olemiss email *checked frequently*, consider the Blackboard app

Course Format:

The structure for this course is very different from most courses. We will deviate from the traditional format that is characteristic of most university classes—a format in which an instructor lectures to students, some of whom passively take notes, ask a question here and there, and then attempt to memorize the information for exams. In contrast, I want students to be actively involved in the learning process, continually interacting with each other and with me. To accomplish our course objectives, we will be using a teaching method known as **interteaching** (in some fields this is called a flipped classroom or peer-directed learning).

Interteaching is a method of classroom instruction that is based on the same principles that you will learn in this course. Interteaching consists of several different components (see below), one of which is pair, or small group, discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone

else. Discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person understand the pertinent information will positively affect your learning.

Interteaching involves some materials and terms with which you should become familiar:

- **Preparation (“Prep”) Guides:** Prior to each class, I will post on Blackboard a **prep guide** that contains the topics you will discuss in class. Your job is to take the prep guide, prepare for class, and show up ready to discuss the questions with a classmate. **During pair discussion, you should focus on discussing the material and not simply reading your answers to the prep-guide questions. As you discuss the material, be sure to define any key concepts in the questions, even if the questions do not specifically ask for definitions.** If you do this, there will be less danger of, and less damage resulting from, possible misinterpretations of the questions. If you are unsure or you disagree about an answer, check with someone from the Teaching Team. Our job during the discussions will be to provide help for those who request it and, in general, facilitate your discussions. **If you never have difficulty or disagreements, or if you consistently finish quickly, you probably are not preparing and discussing adequately.**
- **Record Sheets:** After you discuss the prep-guide items, you will be required to complete a record sheet that I will post on Blackboard (**you must bring one to class each day**). On the record sheet, you will include (a) your name and your partner’s name, (b) any topics on the prep guide that gave you difficulty, (c) any topics on the prep guide that you would like to have reviewed at the beginning of the next class period, and (d) how effective you think your pair discussion was and why. **You must hand in a record sheet to receive credit for that day.**
- **Clarifying Lectures:** At the beginning of each class, I will take some time to review any topics from the previous class that gave more people difficulty. This way, we will spend class time reviewing only those topics that most students specifically ask me to review. As a result, we won’t waste valuable class time discussing topics that most of you already understand.

Who does what?

Teacher & Teaching Assistants

- Provide guidelines for what activities should be completed when
- Prepare and make available prep guides to help you read the material
- Check prep guides
- Provide feedback and help for paired discussions
- Give short clarifying lectures based on your feedback
- Prepare and grade quizzes and tests
- Prepare and grade a cumulative final exam

Students

- Read the materials and complete the prep guide before class
- Work in pairs to review SAFMEDS
- Check understanding of previous material during clarifying lectures
- Actively participate in paired discussions to learn and teach the material
- Prepare for and take weekly online tests
- Be prepared for “pop” tests throughout the semester
- Prepare for and take a cumulative final exam

Ways to earn points:

Success in any course, as measured by your final grade and the degree to which your verbal and nonverbal behavior has changed, is dependent upon the effort you and your instructor put into the course. As the instructor, I believe it is my job to arrange conditions under which you are likely to successfully meet the objectives of this course.

Instead of relying solely on major exams, this class arranges multiple *frequent* opportunities for students to practice and demonstrate skills related to the course objectives. The points earned on these opportunities determine the score the student needs to earn on the final exam to earn the grade he/she is striving for.

As this points + final system is somewhat unusual, it can be difficult to understand. Please pay close attention to this section of the syllabus and seek additional information as required.

You may meet the point requirements for whatever grade you plan to earn in this class by completing all or some of the assignments listed below (descriptions of each found on Blackboard).

You may choose to earn points by doing any or all of the assignments. Please note that:

- all assignments have due dates (see late assignments and course schedule below)
- all on-line weekly tests and SAFMEDS are due by 11:59 pm on Fridays and cannot be completed late
- the number of points available for an assignment & the number you earn are not necessarily equal
- the correlation coefficient between class attendance and final grade is very high

Assignment Menu:

	Maximum Number	Maximum Points	Potential Points
Class Points Plan	1	5	5
Syllabus Quiz	1	10	10
In-Class Activities (including Prep Guides)	28	20	560
Weekly On-Line SAFMEDS	14	10	140
Weekly Tests (On-line)	14	12	168
Unannounced Tests	3	20	60
Live SAFMEDS with a TA	4	40	160
Journal Article Review	1	40	40
Webinar Study Guides	3	20	60
Research Proposal (completed in steps)	1	50	50
Demonstrate your knowledge your way (self-proposed)	2	50	100
Participation studies in UM's psychology department	5 hours	10	50
	Total Possible Points		1403

Variable points: The instructor and teaching assistants may give a few points throughout the semester for various great in-class behaviors (e.g., being ready for class on-time, whole class ready for SAFMEDS, being a great learning partner).

Grades:

Your final grade in this class is dependent on two related performances:

- a) the number of points you accumulate during the semester
- b) your performance on the cumulative final exam

final exam points earned	90%+	80-89%	70-79%	60-69%	50-59%	1-49%	0%
1000 or more	A		A-	B+	B	B-	C
900 - 999	A	A-	B+	B	B-	C+	C
800 - 899	A-	B+	B	B-	C+	C	C-
700 - 799	B+	B	B-	C+	C	C-	D
600 - 699	C			C-		D	
0 - 599	F						

Academic Conduct:

Students are expected to adhere to the University of Mississippi Creed and the Standards of Honesty as described in Policy Code ACA.AR.600.001 and written in the M Book. If you violate the Standards of Honesty, you will be reported and subject to the appropriate sanction which may include expulsion from the University.

Grade Appeals:

If you want to dispute a grade on any assignment, you may do so by writing a reasonable explanation and turning it in with the graded assignment. Based upon your explanation and my evaluation, the number of points may stay the same, increase, or decrease.

Attendance and Classroom Behavior:

I believe that you have the greatest opportunity to learn when you have multiple opportunities to practice, and classes provide such opportunities. I expect students to attend classes, arrive on time, and stay until the end of class. Students have a choice whether or not to attend class; however, I also expect students to reduce the number of potential distractions during class (i.e., no reading other materials, minimum text messaging, no phone calls, no crossword puzzles, no studying for other classes). In every class period, students have the opportunity to earn up to 20 points. These in-class points may only be made up for absences due to required participation in university-sponsored activities (e.g., band members missing class on a travel day) or extended illnesses (that is more than 4 class days). Alternative assignments for such absences must be discussed prior to the absence.

Late Assignments:

All assignments are due **on-line by 11:59 pm** on the scheduled date, without exception. For most late assignments, I will take off the following percentage of the possible points before grading:

How Late?	Percent Off	Example: Highest possible for assignment worth 50 points
Next day	5%	47.5
2-7 days	10%	45
7-14 days	50%	25
15 + days	100%	0

n.b. In-Class Activities and On-Line Weekly activities are not available after the due date.

Disability Access and Inclusion:

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are approved through SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu> to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at 662-915-7128 so the office can: 1. determine your eligibility for accommodations, 2. disseminate to your instructors a Faculty Notification Letter, 3. facilitate the removal of barriers, and 4. ensure you have equal access to the same opportunities for success that are available to all students.

Title IX Compliance:

The University of Mississippi is committed to protecting students from sexual discrimination, sexual assault, stalking, sexual harassment, and relationship violence. If you are affected by any of these issues, please reach out to the Title IX Coordinator at 662-915-7045 or eeo@olemiss.edu. The University may be able to offer services and assistance. Also, the Title IX Coordinator may contact you if you write about or report any of these concerns to any faculty or staff members. Faculty and Staff are required by law to report sexual discrimination, but you are not required to follow up on the report. If you are dealing with any other issue involving unlawful discrimination, please contact the Office of Equal Opportunity and Regulatory Compliance at 662-915-7735.

Attendance & Financial Aid:

The university requires that all students have a verified attendance at least once during the first two weeks of the semester for each course. If attendance is not verified, then a student will be dropped from the course and any financial aid will be adjusted accordingly. Please see <http://olemiss.edu/gotoclass> for more information.

Modifications to syllabus and assignments

I reserve the right to modify this syllabus during the course of the semester after notification to the class.

week	day	date	Topic	Assignments
1	1	8/21/18	Inter-teaching	
	2	8/23/18	Contextual Psychology	SAFMEDS 1, Weekly Test 1
2	3	8/28/18	Behavioral Metaphors: Selection & Transfer	Points Plan, Syllabus Quiz
	4	8/30/18	Graphing & Measuring Behavior 1	SAFMEDS 2, Weekly 2,
3	5	9/4/18	Graphing & Measuring Behavior 2	Webinar Study Guide 1
	6	9/6/18	Response Strength	SAFMEDS 3, Weekly 3
4	7	9/11/18	Covert-Overt Continuum	<i>First day for Live SAFMEDS,</i>
	8	9/13/18	Appetitive Stimulation	SAFMEDS 4, Weekly 4
5	9	9/18/18	Aversive Stimulation	Last day for SAFMEDS 1
	10	9/20/18	Transfer of Stimulus Function	SAFMEDS 5, Weekly 5
6	11	9/25/18	Respondent Behavior	
	12	9/27/18	Operant Behavior	SAFMEDS 6, Weekly 6 Webinar Study Guide 2
7	13	10/2/18	Logic of time-series design	RP: Research Question (5)
	14	10/4/18	Reversal Designs	SAFMEDS 7, Weekly 7, Live SAFMEDS 2
8	15	10/9/18	Multiple-Baseline Designs	Article review
	16	10/11/18	Changing Criterion Designs	SAFMEDS 8, Weekly 8
9	17	10/16/18	Alternating Treatments	Webinar Study Guide 3
	18	10/18/18	Schedules of Reinforcement	SAFMEDS 9, Weekly 9
10	19	10/23/18	Extinction	RP: Research Design Outline (10)
	20	10/25/18	Matching Law	SAFMEDS 10, Weekly 10
11	21	10/30/18	Chain Schedules	RP: Introduction Outline (10)
	22	11/1/18	Delay Discounting	SAFMEDS 11, Weekly 11
12	23	11/6/18	Equivalence & Matching to Sample	Live SAFMEDS 3
	24	11/8/18	Relational Frame Theory	SAFMEDS 12, Weekly 12
13	25	11/13/18	Explicit Relational Measures	
	26	11/15/18	"Implicit" Relational Measures	SAFMEDS 13, Weekly 13, Self-proposed
		11/20/18 11/22/18	Thanksgiving Break	
14	27	11/27/18	TBA	Research Proposal (25)
	28	11/29/18	Practice Test	SAFMEDS 14, Weekly 14, Live SAFMEDS 4
15	29	12/6/18	Final Exam – 8am	

final exam points earned	90%+	80-89%	70-79%	60-69%	50-59%	1-49%	0%
1000 or more	A		A-	B+	B	B-	C
900 - 999	A	A-	B+	B	B-	C+	C
800 - 899	A-	B+	B	B-	C+	C	C-
700 - 799	B+	B	B-	C+	C	C-	D
600 - 699	C			C-		D	
0 - 599	F						

Fridays at Midnight - SAFMEDS & TESTS
 8/28 Syllabus Quiz & Points Plan
 9/4 Webinar Study Guide 1
 9/18 Last Day for live SAFMEDS 1
 9/27 Webinar Study Guide 2
 10/2 Research Proposal: Research Question
 10/4 Last Day for live SAFMEDS 2
 10/9 Article Review
 10/23 Research Proposal: Research Design Outline
 10/30 Research Proposal: Introduction Outline
 11/6 Last Day for live SAFMEDS 3
 11/15 Last Day for self-proposed
 11/29 Last Day for live SAFMEDS 4 & Research Proposal

