Course overview

The purpose of the course is to introduce students pursuing advanced study in behavior analysis to the foundations of the techniques that comprise the tool kit of modern day behavior analysts. The origins of most, if not all, techniques have been in laboratory research attempting to understand something fundamental about behavior and its interaction with the environment. The fact that behavior analytic laboratory research has led to such robust behavioral technologies serves as an indication of the power of the analysis. At the end of the course, students can expect to have a familiarity with a sample of the variety of research methodologies that comprise EAB. Students will have an opportunity to conceptualize, design, execute and interpret.

The development of the perspective and the skills will be evaluated in the context of a team project completed during the semester. It is also hoped that students will develop an appreciation of the contribution of research to application. Finally, it is hoped that the students will gain a sense of the generic features that characterize behavior analytic research to allow them to define, develop, and pursue their own research interests.

Performance contingencies

Discussion questions: One discussion question from each assigned reading. Factual questions will receive no credit. The questions must be broad in nature and address fundamental issues. The assignment is worth 10 points each class day. Your questions should be submitted via Blackboard by 7:00 PM Wednesday evenings. No exceptions.

Reading Quiz: Contingencies include being present and ready to discuss material. Your preparation will be assessed via a small quiz presented at the beginning of some of the classes. Each quiz will be worth 10 points and will cover the general information or main points of a set of readings (5 quizzes).

Research Idea Presentations: At two pre-established points in the semester, your research team will be required to make brief presentations to the class about ideas for a research project. The first presentation, scheduled for Feb. 16, 2017, will involve presenting a number of ideas you are considering for your final project. A rudimentary review of the literature will be expected. The second presentation, scheduled for Mar. 23, 2017, will involve an interim presentation of the progress of your project. More details will be provided in class discussions. Each presentation will be worth 25 possible points. These presentations will be made in teams. Other details will be provided in class discussions.
Written Research proposal: One, 10-13 page, research proposal will be due on Apr 27, 2017. The proposals should be based on a selective review of the relevant literature and address an issue that is important based on the review. Direct replications may not be submitted as proposals. Systematic replications based only on changes in the subject population must be well justified by your review.

The maximum possible points for each section are:

- Introduction and Review: 20 points
- Method Section: 30 points
- Expected results: 25 points
- Interpretation: 25 points

Oral Presentation of proposal: The research proposals will be presented to the class in a conference-presentation format (i.e., with transparencies or power point presentations). The duration of the talk will be based on the number of people in the class. Each talk will be followed by a question-answer session. To be delivered on May 4 or May 11, 2017.

Your oral presentation will be graded according to the following criteria:

- Clarity: 15 points
- Figures and schematics: 15 points
- Staying within the time limit: 10 points
- Style: 10 points

PERFORMANCE CATEGORIES

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<tr>
<td>Discussion Questions</td>
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<td>Reading Quizzes</td>
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<td>Research Proposal</td>
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GRADING SCHEME

- Points required for “A” 316 – 350
- Points required for “B” 281 – 315
- Points required for “C” 246 – 280
- Points required for “F” Below 245

Key for references and readings

<table>
<thead>
<tr>
<th>Journal</th>
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<tr>
<td>JEAB</td>
<td>Journal of the Experimental Analysis of Behavior</td>
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<td>JABA</td>
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<td>JEP: ABP</td>
<td>Journal of Experimental Psychology: Animal Behavior Processes</td>
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<td>AJMR</td>
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<td>AP</td>
<td>American Psychologist</td>
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Please note that the dates and details of the reading assignment are subject to change.

Jan. 26, 2017  Introduction to the Course

Feb. 02, 2017  Introduction to terminology and basic concepts
  ~ Catania Chs. 1 & 2

Feb. 09, 2017  The acquisition of behavior via reinforcement
  ~ Catania Ch. 5

Feb. 16, 2017  Simple Stimulus Control
  ~ Catania Ch. 11

Feb. 23, 2017  Presentation of ideas for experiments

Mar. 02, 2017  Complex Stimulus Control
  ~ Catania Ch. 12

Mar. 09, 2017  Stimulus Equivalence

Mar. 16, 2017  Spring Break
Mar. 23, 2017  Brief Presentations

Mar. 30, 2017  Choice and Self-control
   ~ Catania Ch. 16
   and impulsive choice in adult humans. JEAB, 62, 225-233.
   and self-control in pigeons. JEAB, 66, 29-49.

Apr. 06, 2017  Behavioral Economics
   ~ Madden, G.J. (2000). A Behavioral Economics Primer. In Bickel and
   Vuchinich (Eds.) Reframing Health Behavior Change with Behavioral
   of Tobacco Smoking. In Bickel and Vuchinich (Eds.) Reframing Health
   Behavior Change with Behavioral Economics, pp. 3-26. Lawrence
   Erlbaum Associates, New Jersey.

Apr. 13, 2017  TBA

Apr. 20, 2017  Behavioral Neuroscience
   mechanisms underlying behavior. JEAB, 84, 313-325.

Apr. 27, 2017  Paper submission and wrap up of class.

May 04, 2017  Presentations

May 11, 2017  Presentations