BACS 521: Experimental Analysis of Behavior  
Spring 2018; 4 Credits

COURSE INFORMATION

General
Class Time & Location: Mondays 6:45-9:15, Bush 208
Instructor: Stephanie Kincaid DePriest, Ph.D., BCBA-D
Email: SKincaid@Rollins.edu
Office: Basement E Warren Hall
Phone: 407.646.2781
Office Hours: Mondays 3:30-6:30, or by appointment
To Request an appointment: http://doodle.com/SKincaid

Getting in touch with me: Email is the best way to contact me. I respond to email within 24 hrs. I place great importance on being available to students, so please do not hesitate to schedule a meeting with me if there are topics you wish to discuss.

I. Course Summary
This course covers basic behavioral research and operations including such topics as: schedules of reinforcement, stimulus control, establishing operations, differential reinforcement, and choice.

II. Format
Course meetings will consist of three parts: 1) Quiz, 2) Clarification of issues unclear from the reading, 2) Discussion driven by student-submitted discussion questions. Occasional in-class activities will also be incorporated, when appropriate. Students are expected to come to class thoroughly prepared to discuss the topics of the readings.

III. Materials

Additional Readings
Note: these readings are available on the blackboard page for the course.


Perone M, Galizio M. Variable-interval schedules of timeout from avoidance. *Journal of the Experimental Analysis of Behavior, 10*(2), 149.


**Required Software**

CyperRat [Mac or PC]. http:cyberrat.net/
IV. Requirements, Expectations, and Grading Criteria

Discussion Questions
Each class you will be required to prepare a discussion question based on some aspect of the assigned readings. The question should address a substantive issue and should be designed to prompt class discussion. Questions should not merely be factual (but neither should they be unanswerable, in principle). You are encouraged to address issues relevant to translational science, or how EAB relates to the practice of ABA. Be prepared to “take the floor” when your question is raised in class. Depending on the nature of the class discussion, you may not be required to address your own question, but you certainly must be prepared to do so. Being unprepared to discuss your own question in class may result in a reduced score.

Questions should be uploaded to blackboard by midnight the Sunday before class. Each question is worth up to 3 points and up to 30 points may be earned across 12 discussion questions (this policy allows you to miss 6 points on DQ’s without penalty).

Discussion Questions = 30 points

Note: It is expected that DQ’s and quizzes should prepare you to participate in a substantive way during class meetings. However, if this is not the case, an additional grading component (participation points) may be added.

Quizzes
A 10-point quiz will be given at the beginning of most classes. A guided notes handout (available via Blackboard) will be provided to assist you in preparing for the quiz.

The quizzes will be timed and must be completed within 10 minutes. If you arrive late to class, you will not be given extra time to complete the quiz. Quizzes will consist of approximately 50% new material (i.e., material from the assigned readings) and 50% old material (i.e., material previously covered in class). Your lowest quiz score will be dropped.

In addition to the dropped quiz, you will have the opportunity to remediate up to 3 quizzes. “Mulligan” quizzes (MQ’s) will consist of different, but comparable questions relative to the original quiz. If you score better on the MQ, it will replace your original quiz score (the MQ cannot “hurt” your grade). Mulligan Quizzes must be scheduled within 2 weeks of the original quiz date. You cannot use an MQ on a quiz you missed due to absence (see attendance policy, below) or on the final quiz.

11 Quizzes (12 total, 1 dropped) at 10 points each = 110 points

Optional Cumulative Final
You will have the opportunity to take an optional cumulative final exam covering all the content for the course. The optional final may replace your total quiz score (i.e., the exam will be worth 130 points total), but cannot “hurt” your grade. The final will be scheduled individually or in small groups with the instructor (based on the number of students requesting to take the exam) during the final week of classes (5/1-5/7).
Labs
In lieu of conducting research with live human or non-human animals (as is the customary practice of EAB research), you will work with simulated rats using CyberRat, described on the product website as “a fully interactive and responsive digital video presentation of a real laboratory animal.” Lab assignments will be based on Ray and Miraglia’s (2011) work and will be due via Blackboard prior to most meetings.

Students will have the opportunity to remediate up to 3 lab reports. Revised reports must be submitted within 1 week of the graded assignment being returned to the student.

9 Lab Reports at 10 points each = 90 points

Attendance Policy
As the function of the quiz to is ensure that you are prepared to meaningfully contribute to the class, absence from class will result in a 0 quiz grade. Similarly, as the function of the discussion question is class discussion, absence from class will result in a 0 grade for that week’s discussion question. Absence is defined as missing 25% or more of any class period.

V. Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>110</td>
</tr>
<tr>
<td>Optional Cumulative Final</td>
<td>Replaces quiz total</td>
</tr>
<tr>
<td>Labs</td>
<td>90</td>
</tr>
<tr>
<td>Total Points</td>
<td>230</td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>205-230 points</td>
<td>89.5% or higher</td>
</tr>
<tr>
<td>B</td>
<td>182-204 points</td>
<td>79.5-89.4%</td>
</tr>
<tr>
<td>C</td>
<td>159-183 points</td>
<td>69.5-79.4%</td>
</tr>
<tr>
<td>F</td>
<td>158 points or fewer</td>
<td>69.4% or below</td>
</tr>
<tr>
<td>Date</td>
<td>Weeks</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1/22</td>
<td>1</td>
<td>Introduction and History of EAB</td>
</tr>
<tr>
<td>1/29</td>
<td>2</td>
<td>Basics of EAB Methodology (tentative: tour of Rat Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/5</td>
<td>3</td>
<td>Blended Week (ABA1 Autism Conference): Work on Lab Reports 1 and 2, and review modules!</td>
</tr>
<tr>
<td>2/12</td>
<td>4</td>
<td>Respondent Conditioning; Behavioral History</td>
</tr>
<tr>
<td>2/19</td>
<td>5</td>
<td>The Scientific Importance of Experimental Data, Contingency &amp; Contiguity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td>6</td>
<td>Intrinsic vs. Imposed Variability; Positive Reinforcement</td>
</tr>
<tr>
<td>3/5</td>
<td>7</td>
<td>Negative Reinforcement, Pilot Studies</td>
</tr>
<tr>
<td>3/12</td>
<td>No Class</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/19</td>
<td>8</td>
<td>Choice &amp; Matching</td>
</tr>
<tr>
<td>3/26</td>
<td>9</td>
<td>Extinction</td>
</tr>
<tr>
<td>4/2</td>
<td>10</td>
<td>Transition States, Molar/Molecular Levels of Analysis</td>
</tr>
<tr>
<td>4/9</td>
<td>11</td>
<td>Positive &amp; Negative Punishment</td>
</tr>
<tr>
<td>4/16</td>
<td>12</td>
<td>Stimulus Control</td>
</tr>
<tr>
<td>Date</td>
<td>No.</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>4/23</td>
<td>13</td>
<td>Memory &amp; Concept Formation</td>
</tr>
<tr>
<td>4/30</td>
<td>14</td>
<td>Social Behavior; Summing Up!</td>
</tr>
<tr>
<td>T.B.D.</td>
<td></td>
<td>Optional Cumulative Final</td>
</tr>
</tbody>
</table>
Rollins College Policies

Academic Honor Code Reaffirmation

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Credit Hour Statement
Policy AC 2000: adopted 4/7/16
Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course’s duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations include reading the assigned textbook and articles, studying for quizzes, preparing discussion questions, and completing lab assignments.

Disability Services
Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990
create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: http://www.rollins.edu/disability-services/ and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

**Title IX Statement (updated 7/12/16)**
Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit http://www.rollins.edu/titleix/

_This syllabus is subject to change. Any changes will be announced in advance. You are responsible for regularly checking Blackboard for announcements._