

## **Applied Behavior Analysis**

**PSYC 420**

**Spring 2022**

Welcome to the applied study of human behavior! In this course, we study:

- 1) Learning principles, aka, how the environments in which we live encourage us to do more of some things and less of others
- 2) How to observe and measure human behavior
- 3) Applied research about how we can change human behavior
- 4) The ethics of changing other people's behavior
- 5) Single case experimental research designs, including their strengths and weaknesses (Example strength: We don't do very many stats in ABA!)

Things to know about me, your instructor:

Name: Elizabeth McKenney, PhD, NCSP. Around SIUE I go by Dr. McKenney.

Email: [elmcken@siue.edu](mailto:elmcken@siue.edu)

Office phone: (618) 650 – 3430

Office hours: Tuesdays, 11am – 12pm, or email me for another time

I love it when students come up with their own examples of the principles that we discuss in class! Feel free to involve your favorite movie or tv character examples as you do, and then share your recs with me – I'm always up for a great new show.

Things to know about our Teaching Assistant:

Name: Zakiah Marshall

Email: [zakmars@siue.edu](mailto:zakmars@siue.edu)

Office hours: Via Zoom by appointment, or via Zoom on Wednesdays from 2 – 3 pm

<https://siue.zoom.us/j/93991101192>

Zakiah has several years of experience working as a direct implementer of behavior analytic treatments for children with Autism Spectrum Disorder, and will be a great source of extra support and expertise as you're learning these principles.

Why you should read the rest of this syllabus

I've been a professor for a while now, and one of the things I've noticed about us professorial folk is that we forget things. Is it because (a) our brains are so stuffed with knowledge that we simply

struggle to take in more, or is it because (b) our jobs are made up of 238 completely unrelated tasks? We'll probably never know. (It's definitely B). So, I write these long, detailed documents every semester to essentially give all of us, myself included, a list of tasks. So that in March, when I'm daydreaming about tropical locations when I should be working on at least 144 of my job tasks, and one of you asks me a timely, relevant question about course expectations, I don't have to remember what my half-frozen brain thought we should do back in January. It's already written down! You'll probably hear me say, "What does the syllabus say?" as if the syllabus is a sentient being and not my own work, more times than you care to count this semester. So if you're anxious about what I'm going to ask of you in April, when you're starting to daydream about tropical locations and/or interviews for jobs that contain many multitudes of unrelated parts, then take a gander at this syllabus now. I've written everything here. Or that's what we'll say until one of you points out something that I forgot to include. After all - professor brain.

#### Course Text

Miltenberger, R. G. (2015). *Behavior Modification: Principles and Procedures (6<sup>th</sup> Ed)*. Belmont, CA: Wadsworth, Cengage Learning.

#### Other Course Readings

Andzik, N. R., & Neef, N. A. (2022). Using a token economy to treat escape-maintained problem behavior without extinction. *Behavior Modification, 46*, 128 – 146. doi: 10.1177/0145445520966762

DiGennaro-Reed, F., Coddling, R., Catania, C. N., & Maguire, H. (2010). Effects of video modeling on treatment integrity of behavioral interventions. *Journal of Applied Behavior Analysis, 43*, 291 – 295.

Fox, R. M., & Rubinoff, A. (1979). Behavioral treatment of caffeinism: Reducing excessive coffee drinking. *Journal of Applied Behavior Analysis, 12*, 335 – 344.

Hinkle, K. A., & Lerman, D. C. (2021). Preparing law enforcement officers to engage successfully with individuals with Autism Spectrum Disorder: An evaluation of a performance-based approach. *Journal of Autism and Developmental Disorders*, online first. doi: 10.1007/s10803-021-05192-5

Perrin, C. J., Hensel, S. A., Lynch, D. L., Gallegos, L. R., Bell, K., & Carpenter, K. (2021). Using brief habit reversal and an interdependent group contingency to reduce public-speaking speech disfluencies. *Journal of Applied Behavior Analysis, 54*, 15523- 1565. doi: 10.1002/jaba867

Vollmer, T. R., Peters, K. P., Kronfli, F. R., Lloveras, L. A., & Ibañez, V. F. (2020). On the definition of differential reinforcement of alternative behavior. *Journal of Applied Behavior Analysis, 53*, 1299 – 1303. doi: 10.1002/jaba701

Ward-Horner, J., & Sturmey, P. (2012) Component analysis of behavior skills training in functional analysis. *Behavioral Interventions*, 27, 75 – 92. doi:10.1002/bin.1339

Wilder, D. A., Normand, M., & Atwell, J. (2005). Noncontingent reinforcement as treatment for food refusal and associated self-injury. *Journal of Applied Behavior Analysis*, 38, 549-553.

#### My habits and preferences for communication:

- I try to respond to student emails within 24 hours, or by the end of the day on Monday if you email me over the weekend. If you don't hear back to me within that time, **please send a follow-up email**. You're not bothering me – I get a lot of emails and sometimes I miss one, and I want to make sure that I answer your question.
- If you need to get in touch with me urgently, on Mondays, Tuesdays, Thursdays, and Fridays, I'm usually in the office, so you can stop by or *give me a call* on my office phone. Sometimes a quick phone call is the fastest way to resolve a complicated situation or answer a hard question. (This will be true once we get back to in-person instruction. During the first few weeks of the semester, it's probably a good idea to first send me an email to check on whether/when I'm in my office, as it will vary more).

#### What I hope you remember from this class in 20 years:

- Humans are powerfully influenced by the things going on around us, including how other people respond to our behavior.
- Without understanding principles of learning, we often reinforce what we want to punish, and punish what we want to reinforce.
- Changing someone else's behavior usually means changing our own behavior first.
- Sometimes systematic learning experiences (e.g., quizzes and other applied activities) really are the best way to learn certain kinds of material (I know, I know. I'd change the truth of this fact if I could).

#### Technology requirements

Because this class is supplemented with online activities and will occasionally require online attendance, you will need to have reliable Internet access on a regular basis. Please take responsibility for your technology and ensure that you have what you need to complete assignments on time. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g.

<http://www.siu.edu/its/bb/>

If you need support from ITS and reach out to them via phone or email, please remember that they have been working *very hard* since March, 2020 to have our university able to operate online. They deserve our respect, patience, and appreciation, even when we feel like throwing our computer at the wall. If you do find yourself considering tossing, hitting, or vigorously shaking any of your expensive, hard-earned tech devices, consider taking a short break, a walk, or a few deep breaths.

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students can now get Free Office 365 at <http://www.siu.edu/its/news/2014/09/office365.shtml>)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siu.edu/its/software/index.shtml>)

### What We're Going to Do This Semester: The Course Calendar\*

Week	Dates	Topic and Readings (to be done before class)	Location/ Format	Preparation and Quiz Retakes
1	1/11/22	Course Introduction and Syllabus Overview	<b>Online</b> synchronous	
	Between classes	<i>Read:</i> Miltenberger Chp. 1 <i>Watch:</i> Lecture 1 on BB <i>Complete:</i> Quiz 1 on BB  <i>Complete:</i> Audio Zoom Quiz	N/A	
	1/13/22	Introduction to Behavior Analysis	<b>Online</b> synchronous	Be ready to discuss Chapter 1 thoughts and questions  *** Retake Quiz 1 within 24 hours of end of class, if desired

2	Between classes	<i>Read:</i> Miltenberger Chps. 2 & 3 <i>Watch:</i> Lectures 2 and 3 on BB <i>Complete:</i> Quizzes 2 and 3 on BB		
	1/18/22	Observing, Measuring, and Graphing Behavior/Behavior Change	<b>Online</b> synchronous	Be ready to discuss Chapters 2 and 3 thoughts and questions  *** Retake Quiz 2 and/or 3 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Miltenberger Chps. 4 & 5 <i>Watch:</i> Lectures 4 and 5 on BB <i>Complete:</i> Quizzes 4 and 5 on BB		
	1/20/22	Reinforcement and Extinction	<b>Online</b> synchronous	Be ready to discuss Chapters 4 and 5 thoughts and questions  *** Retake Quiz 4 and/or 5 within 24 hours of end of class, if desired
3	1/25/22	In-Class Practice and Discussion – End of Chapter Questions	In-person class meeting**	
	1/27/22	<i>Watch:</i> SCD Lecture #1 <i>Complete:</i> SCD Quiz 1  <i>Complete:</i> Upload assigned end of chapter questions	No meeting – all activities completed online	
4	Between classes	<i>Read:</i> Miltenberger Chps. 6 & 18 <i>Watch:</i> Lectures 6 and 7 on BB <i>Complete:</i> Quizzes 6 and 7 on BB		
	2/1/22	Punishment and Ethics	In-person class meeting**	Be ready to discuss Chapters 6 and 18 thoughts and questions

				*** Retake Quiz 6 and/or 7 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Miltenberger Chp. 7 <i>Watch:</i> Lecture 8 on BB <i>Complete:</i> Quiz 8 on BB		
	2/3/22	Stimulus Control	In-person class meeting**	Be ready to discuss Chapter 7 thoughts and questions  *** Retake Quiz 8 within 24 hours of end of class, if desired
5	Between classes	<i>Read:</i> Miltenberger Chp. 8 <i>Watch:</i> Lecture 9 on BB <i>Complete:</i> Quiz 9 on BB		
	2/8/22	Respondent Conditioning	In-person class meeting**	Be ready to discuss Chapter 8 thoughts and questions  *** Retake Quiz 9 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Miltenberger Chp. 9 <i>Watch:</i> Lecture 10 on BB <i>Complete:</i> Quiz 10 on BB		
	2/10/22	Shaping	In-person class meeting**	Be ready to discuss Chapter 9 thoughts and questions  *** Retake Quiz 10 within 24 hours of end of class, if desired
6	2/15/22	<i>Watch:</i> SCD Lecture #2 <i>Complete:</i> SCD Quiz 2	<b>Online activities only</b>	
	2/17/22	<i>Watch:</i> SCD Lecture #3 <i>Read:</i> Wilder et al. (2005) on BB <i>Complete:</i> SCD Quiz 3  <i>Complete:</i> Upload assigned end of chapter questions	<b>Online activities only</b>	

7	Between classes	<i>Read:</i> Miltenberger Chp. 10 <i>Watch:</i> Lecture 11 on BB <i>Complete:</i> Quiz 11 on BB		
	2/22/22	Prompting & Transfer of Stimulus Control	In-person class meeting**	Be ready to discuss Chapter 10 thoughts and questions  *** Retake Quiz 11 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Miltenberger Chp. 11 <i>Watch:</i> Lecture 12 on BB <i>Complete:</i> Quiz 12 on BB		
	2/24/22	Chaining	In-person class meeting**	Be ready to discuss Chapter 11 thoughts and questions  *** Retake Quiz 12 within 24 hours of end of class, if desired
8	Between classes	<i>Read:</i> Miltenberger Chp. 12 <i>Watch:</i> Lecture 13 on BB <i>Complete:</i> Quiz 13 on BB		
	3/1/22	Behavioral Skills Training, intro to SQ3R	In-person class meeting**	Be ready to discuss Chapter 12 thoughts and questions  *** Retake Quiz 13 within 24 hours of end of class, if desired
		<i>Watch:</i> SCD Lecture #4 <i>Read:</i> DiGennaro-Reed et al., 2010 <i>Complete:</i> SCD Quiz 4  <i>Read:</i> Hinkle & Lerman, 2021 <i>Complete:</i> SQ3R #1		
	3/3/22	Behavioral Skills Training, cont'd	In-person class meeting**	Be ready to discuss article thoughts and questions
9	3/8/22	<b>No Class – SPRING BREAK</b>		
	3/10/22			

10	Between classes	<i>Read:</i> Miltenberger Chps 13 & 14 <i>Watch:</i> Lectures 14 & 15 on BB <i>Complete:</i> Quizzes 14 & 15 on BB		
	3/15/22	Functional Assessment and Applying Extinction	In-person class meeting**	Be ready to discuss Chapter 13 and 14 thoughts and questions  *** Retake Quizzes 14 and/or 15 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Miltenberger Chp. 20 <i>Watch:</i> Lecture 16 on BB <i>Complete:</i> Quiz 16 on BB  <i>Complete:</i> Upload assigned end of chapter questions		
	3/17/22	Self-management and Introduction to Behavior Change Project	In-person class meeting**	Be ready to discuss Chapter 20 thoughts and questions  *** Retake Quiz 16 within 24 hours of end of class, if desired
11	Between classes	<i>Read:</i> Miltenberger Chp. 15 <i>Watch:</i> Lecture 17 on BB <i>Complete:</i> Quiz 17 on BB		
	3/22/22	Differential Reinforcement	In-person class meeting**	Be ready to discuss Chapter 15 thoughts and questions  *** Retake Quiz 16 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Vollmer et al., 2020 <i>Complete:</i> SQ3R #2		
	3/24/22	Differential Reinforcement, cont'd	In-person class meeting**	Be ready to discuss article thoughts and questions
12	Between classes	<i>Read:</i> Miltenberger Chp. 16 <i>Watch:</i> Lecture 18 on BB <i>Complete:</i> Quiz 18 on BB		

	3/29/22	Antecedent Control; BCP Meeting	In-person class meeting**	Be ready to discuss Chapter 16 thoughts and questions  *** Retake Quiz 18 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Miltenberger Chp. 17 <i>Watch:</i> Lecture 19 on BB <i>Complete:</i> Quiz 19 on BB		
	3/31/22	Time-Out and Response Cost	In-person class meeting**	Be ready to discuss Chapter 17 thoughts and questions  *** Retake Quiz 19 within 24 hours of end of class, if desired
13	Between classes	<i>Read:</i> Miltenberger Chp. 19 <i>Watch:</i> Lecture 20 on BB <i>Complete:</i> Quiz 20 on BB		
	4/5/22	Generalization	In-person class meeting**	Be ready to discuss Chapter 19 thoughts and questions  *** Retake Quiz 20 within 24 hours of end of class, if desired
	Between classes	<i>Watch:</i> SCD Lecture #5 <i>Read:</i> Foxx & Rubinoff (1975) and Ward-Horner and Sturmey (2012) <i>Complete:</i> SCD Quiz 5  <i>Complete:</i> Upload assigned end of chapter questions		
	4/7/22	BCP Meeting	In-person class meeting**	
14	Between classes	<i>Read:</i> Miltenberger Chp. 21 <i>Watch:</i> Lecture 21 on BB <i>Complete:</i> Quiz 21 on BB		
	4/12/22	Habit Reversal	In-person class meeting**	Be ready to discuss Chapter 21 thoughts and questions  *** Retake Quiz 21 within 24 hours of end of class, if desired

	Between classes	<i>Read:</i> Perrin et al., 2021 <i>Complete:</i> SQ3R #3		
	4/14/22	Habit Reversal, cont'd	In-person class meeting**	Be ready to discuss article thoughts and questions
15	Between classes	<i>Read:</i> Miltenberger Chp. 22 <i>Watch:</i> Lecture 22 on BB <i>Complete:</i> Quiz 22 on BB		
	4/19/22	Token Economy	In-person class meeting**	Be ready to discuss Chapter 22 thoughts and questions  *** Retake Quiz 22 within 24 hours of end of class, if desired
	Between classes	<i>Read:</i> Andzik et al., 2021 <i>Complete:</i> SQ3R #4		
	4/21/22	Token Economy, cont'd BCP Meeting	In-person class meeting**	Be ready to discuss article thoughts and questions
16	Between classes	<i>Read:</i> Miltenberger Chps. 23 & 24 <i>Watch:</i> Lectures 23 & 24 on BB <i>Complete:</i> Quizzes 23 & 24 on BB		
	4/26/22	Behavioral Contracts and Anxiety Reduction	In-person class meeting**	Be ready to discuss Chapters 23 and 24 thoughts and questions  *** Retake Quizzes 23 and/or 24 within 24 hours of end of class, if desired
	4/28/22	<i>Complete:</i> Upload assigned end of chapter questions	No meeting – all activities completed online	
Finals	5/5/22 <b>8 – 9:40 am</b>	Behavior Change Project Graph Presentations; Submit BCP Paper at Beginning of Class		

\* Subject to change per student, instructor, or university needs.

\*\* Class meeting format subject to change per university, regional, and/or state policies pertaining to the COVID-19 pandemic.

## Class Assignments:

**Audio zoom quiz.** Record a 30 – 90 second audio of yourself, stating what you hope to learn from this class, whether you have any previous experience with Applied Behavior Analysis, and two or three strategies that you use to ensure success in your college courses. Upload this via the assignment link in Week 1, [Audio Zoom Quiz](#), where you can find more instructions.

**Chapter quizzes.** There's a 10 point quiz for every chapter, and it's due by 9:30 am the morning that we're discussing that chapter/topic in class. So, the quizzes that you see in the "Between Classes" row just above each class meeting are the ones that are due before that class. Classes are for practice, discussion, and clarifying anything that's confusing from the readings. *If you are in class on the day that a specific chapter is discussed*, I will allow you to retake that quiz in Blackboard. You just need to tell me at the end of class, send me a chat via Zoom if we're meeting online that day, or email me at the end of class to let me know that you'd like to retake the quiz, so that I can make it available to you. If you retake a quiz, it will be averaged with your previous grade. Note that quizzes make up **half** the points in this course, so earning a point or two more on each quiz throughout the semester can add up to a big difference in your overall grade. And after all, why would I teach you about reinforcement and then not reinforce your attendance and effort?

**Single case experimental design lectures, readings, and quizzes.** Single case experimental designs are essential to behavior analysis, and pretty fun once you understand them. (And so much better than stats.) Students will watch an online overview of single case experimental research and complete a corresponding quiz. Most of the designs also have an accompanying journal article to read, which will deepen understanding of the design (and yes, there are quiz questions that pull from the articles). The journal articles to be read are listed as ***Course Readings*** on the first page of this syllabus, and are noted on the course calendar. Each article is fully available electronically via an SIUE computer/login and/or via a Google Scholar search.

To review, the steps involved in completing the single case design article(s) should be completed in the following order:

- 1) **Article Reading.** Read the article that corresponds to the design, if one is available.
- 2) **Single Case Design Module.** Watch the corresponding online module on BB.
- 3) **Single Case Design Quiz.** Complete the quiz. Two attempts are allowed per quiz, and the average of both will be used as the grade.

**End of chapter question uploads.** After we read and discuss approximately 5 chapters, a list of end-of-chapter questions will be available on Blackboard. Students should use the list to refer to the indicated end-of-chapter questions in the textbook. Then, *next to the chapter question by your name*, upload an audio file of you responding aloud to the assigned question, no more than **2 - 3 minutes in total length**. Zoom can be used to record audio files, or students can take the audio via phone and upload it from there. Please check volume and clarity before uploading; in the case of significant obstacles to audio recording, students can write their responses to these questions and upload them via Word/PDF. Links for uploading are available within each assignment.

Most end-of-chapter questions ask for examples – for each question that does so, please provide at least *one example that you have created*. Students will have a chance to discuss their assigned question with peers who have the same question, during both in-person and zoom class meetings immediately before the end of chapter questions are due. ***Key components of audio responses include using chapter vocabulary accurately and responding to all parts of the question. Responses that receive high grades are not necessarily long, rather, students who receive high scores on this assignment use terms and concepts accurately.***

**SQ3R: Survey, Question, Read, Recite, Review.** Four times during the semester, students will read an article and use the SQ3R note-taking tool. The journal articles to be read are listed as ***Course Readings*** on the first page of this syllabus, and are noted in the course calendar. This note-taking and reflection format is designed to facilitate students' learning the reading material and being able to participate in class discussions, and is not intended to be a work intensive, perfectly polished product. Thus, grades are based on completion rather than content. I look forward to seeing your thoughts, connections, and connections in note form. Please make sure to write the questions at the end of the assignment in full sentences, so that I can plan our in-class discussion around areas in which folks need additional clarification.

**Behavior change project.** Because I don't want you experimenting on your unsuspecting loved ones, I'm going to ask you to experiment on yourself. Like everything else in behavior analysis, this has a name: self-management. There are three parts to completing the assignment: doing the behavior change task, writing a paper about it, and presenting the finished graph to the class on the last day.

***The behavior change task.*** As we approach the mid-point of the semester, I'll distribute a survey asking about behaviors that you might like to do more of or less of. Based on responses, I'll assign focus areas to each of you. You will also have a group of peers to meet with in class. The purpose of those meetings is for you to be a resource to each other, and

groups will be assigned according to having similar project focus areas. All elements of the assignment are completed individually.

From there, you'll:

- Operationally define the behavior you want to change
- Devise a self-management system for monitoring and recording behavior
- Retrospectively rate your own behavior over the past 3 – 5 days
- Develop a self-management intervention
- Track your behavior and implement the intervention over several weeks
- Graph your behavior on Excel

***The behavior change paper.*** Using at least three research studies in which either the target behavior, change procedure, and/or single case experimental design are relevant to your behavior change project, students will write a paper reviewing the relevant research, summarizing their behavior change project, including the components in bullet form above, and analyzing the outcomes of their own change project. Specific information regarding how to format and submit the paper will be provided when the behavior change project is discussed in class.

***The behavior change graph presentation.*** During the final exam session, students will bring a printed graph depicting the results of their behavior change project. In groups, students will circulate the room and see peers' graphed results, and each presenting student will provide information about their target behavior, chosen self-management plan, data collection procedures, and outcomes in discussion with peers. Additional guidance regarding this assignment will be distributed before finals week.

**Course Grades**

<b>Assignment</b>	<b>Total Points</b>	<b>Percentage of Grade</b>
Audio zoom quiz	5	1%
Chapter Quizzes (24)	240	48%
End of Chapter Question Uploads (5)	50	10%
SCD Quizzes (5)	50	10%
SQ3R (4)	60	12%
Behavior Change Paper	70	14%
Behavior Change Graph Presentation	25	5%
<b>Total</b>	<b>500</b>	<b>100%</b>

### Course Averages

A = 90% or above = 450 points or above

B = 80 – 89% = 400 – 449 points

C = 70 – 79% = 350 - 399 points

D = 60 – 69% = 300 - 349 points

F = Below 60% = Below 300 points

## Instructor, Departmental, and University Policies

### Instructor Policies

**Online materials.** Course materials are available on our course Blackboard site. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible. Assigned materials are in the assigned week of the course, labeled Week 1, Week 2, etc.

**Technology Requirements.** Because this is an online facilitated course beginning in online format, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. <http://www.siu.edu/its/bb/>

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students get Free Office 365)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siu.edu/its/software/index.shtml>)

**Communication.** All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to respond to student needs.

**Academic Engagement.** Being engaged in this course includes checking email and Blackboard regularly, communicating with the instructor about any delays in completing course assignments, and being prepared to discuss class materials. During group discussions, you are expected to listen

attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is not acceptable to introduce or defend points that dehumanize your peers. Shared humanity recognizes equal access to life, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to life, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to “prove” that they are equally entitled to your basic rights, then you are likely dehumanizing them, and such behavior is not tolerated in this course.

**Assignments and Late Work.** All assignments, including the final presentation, must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

Times are challenging for everyone, and even in good seasons in our lives, unexpected challenges and events arise. As an instructor, I can be very flexible about deadlines and when work is submitted, so long as students reach out to me *before* a deadline (e.g., a day or several days before, ideally), to let me know of any challenges that are coming up or to request an extension. Please remember when you reach out that we will be communicating about how *you are going to complete* the assignment. I cannot award course credit for the various challenges and stressors that come up in life, only for the work that you do in this class.

Regarding the audio Zoom quiz, chapter quizzes, SCD quizzes, end of chapter questions, and SQ3R assignments, **each of you has a “bank” of two late submissions without penalty.** Blackboard will automatically flag the work as late, but if you email me to let me know that you’re deducting from your bank of late turn-ins, I will not apply the penalty. Otherwise, the deduction will be 10% of the total available points (1 – 1.5 points). I realize that doesn’t sound like a very severe deduction, but with 24 chapter quizzes, for example, missing 1 point for lateness on 22 of those quizzes would reduce your overall course grade by almost half a letter grade.

Because the behavior change project and behavior change graph presentation are due on the final exam day, make-ups or extensions will only be given in the case of a significant emergency. Per the assignment policy, failure to turn in either portion of that assignment will result in not receiving credit for this course.

**APA Format in Written Work.** Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the *7th edition* of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.\*\*\***

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

**Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<https://www.siu.edu/lss/writing-center/resources.shtml>), which also provides workshops in APA style.**

#### Department Policies

**The Psychology Department's Policy on Withdrawals and Incompletes.** All withdrawals must be completed by the end of the 13<sup>th</sup> week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An "I" must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

**The Psychology Department's Writing Policy.** As a student in this course, you will be expected to display advanced undergraduate writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per *the 7th edition* of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus or use one of the many online resources they have identified to help students. If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

**The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.**

**The Psychology Department's Policy on Plagiarism.** Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <https://www.siue.edu/education/psychology/undergraduate/handbook.shtml>.

**In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.**

University Policies

**Services for Students Needing Accommodations.** It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as

soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

**Instructor note:** I have endeavored to create a syllabus, Blackboard resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable replacement.

#### COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)

**Health and Safety.** The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*. The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

**Classrooms, Labs, Studios, and Other Academic Spaces.** Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used. Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that

ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

**General Health Measures.** At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information on reporting procedures is available here.
- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: <https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml>
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

**Academic Integrity.** Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

**Recordings of Class Content.** Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

**Potential for Changes in Course Schedule or Modality.** As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hybrid-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the

successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.