EAB 3764: Applied Behavior Analysis  
Course Syllabus, Section 0183  
Spring 2020

General

<table>
<thead>
<tr>
<th>Class Periods:</th>
<th>Instructor: Brandon Perez</th>
<th>Teaching Assistants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday: 2–3 (8:30 –10:25AM)</td>
<td>Email: <a href="mailto:perezb@ufl.edu">perezb@ufl.edu</a></td>
<td>Mary Kenney</td>
</tr>
<tr>
<td>Thursday: 2 (8:30–9:20AM)</td>
<td>Office Hours: PSY 375</td>
<td>Skylar Jungers</td>
</tr>
<tr>
<td>Room: Larson Hall, 0239</td>
<td>Tuesday: 10:30–11:30AM</td>
<td>Roxy Miltenberger</td>
</tr>
<tr>
<td></td>
<td>Thursday: 9:30–10:30 AM</td>
<td>Christina Salem</td>
</tr>
<tr>
<td>(Or by appointment)</td>
<td></td>
<td>Kelly Sutter</td>
</tr>
</tbody>
</table>

Overview

This is an introductory course in applied behavior analysis (ABA). Topics to be covered include:

• Basic principles of learning
• ABA research methods and techniques
• Applications of ABA across a wide range of populations, settings, and behaviors

Course-related information will be posted on the E-learning website, which you can access by logging in with your username and password (the same as your UF account) at: [https://elearning.ufl.edu/](https://elearning.ufl.edu/). Please check this website frequently; course schedule changes will be posted here. Rather than using the website for sending email, please use the email addresses above.

Objectives

The goal of this course is to introduce students to the field of ABA. Students will examine learning principles and their application to a wide range of social problems through assigned reading—chapters from the course text as well as research articles published in scientific journals. Lectures will review, supplement, and expand upon material covered in assigned readings. The course is designed so that it is possible for every student to earn an “A.” Course schedule, learning objectives (notes), and point values for quizzes and tests are specified clearly so that students can plan their study schedules. Quizzes and tests provide students with opportunities throughout the term to demonstrate understanding of course material, and periodic test exemptions are possible based on previous performance.

Text and Readings

- Additional readings (most from the *Journal of Applied Behavior Analysis*) will be on the course website.

Format and Schedule

A lecture/discussion format will be used. Chapters and readings will be assigned for each class (see schedule). Lecture notes will be posted on the course website one day in advance of class. **Note:** Schedule deviations may occur and will be announced in class and posted on the course website.

Quizzes and Tests
Quizzes: A quiz will be given at the end of each class on the material assigned for that day and covered in a (a) the chapter summary (text), (b) study questions (articles), or (c) lecture. Tuesday quizzes consist of two questions; Thursday quizzes consist of one question. Each question is worth 5 points and is graded as 5 (correct), 3 (partially correct), 1 (incorrect), or 0 (quiz not taken). Quiz performance is extremely important—it counts for over a third of the final grade and is used as a basis for test exemption (see next item).

Tests: See the class schedule for test dates. Questions will consist of short-answer, true/false, and matching items (no multiple choice), and will be drawn from material covered in the text, readings, and lectures. Each test is worth 50 points. Students may earn an “exemption” from certain tests based on their previous test and quiz grades.

Note: Missed quizzes or tests cannot be retaken, but there are two opportunities for students to recover points lost due to missed quizzes/tests or poor scores.

1. A 15-pt "allowance" is built into the formula for determining final grades (see below), which covers three absences for any reason (flat tire, overslept, , schedule conflict, illness). If an emergency requires prolonged absence from class, please contact me immediately.

2. There will be two versions of the last test (Test #6). Form "A" will be a regular test worth 50 pts and will cover material since the previous test. Form "B" will be an optional test worth 100 pts and will cover all material in the course. If you elect to take Form "B," your lowest test grade will be discarded and will be replaced with the points earned on Test #6B.

Grading

<table>
<thead>
<tr>
<th>Tests: 6 @ 50 pts =</th>
<th>300</th>
<th>A</th>
<th>407 or higher (93% or higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes: 12 @ 10 pts =</td>
<td>120</td>
<td>A-</td>
<td>394-406 (90-92%)</td>
</tr>
<tr>
<td>7 @ 5 pts =</td>
<td>35</td>
<td>B+</td>
<td>381-393 (87-89%)</td>
</tr>
<tr>
<td>Total:</td>
<td>455</td>
<td>B</td>
<td>363-380 (83-86%)</td>
</tr>
<tr>
<td>Allowance (free points)</td>
<td>- 15</td>
<td>B-</td>
<td>350-362 (80-82%)</td>
</tr>
<tr>
<td>Total for grade calculation</td>
<td>440</td>
<td>C+</td>
<td>337-349 (77-79%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>319-336 (73-76%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>306-318 (70-72%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>262-305 (60-69%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>&lt; 262 (&lt;60%)</td>
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Additional Information

Special accommodations: Every effort will be made to show consideration to all students and to create a classroom environment in which students feel that their contributions are valued. Students requesting special accommodation must first register with the Dean of Students Office, which will provide documentation that the student must give to me when requesting accommodation. All properly requested accommodations will be granted discreetly. If other special circumstances should arise during the term, please contact me directly and as soon as possible.

Course evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Sexual harassment: UF fosters a campus free of sexual harassment, which is a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to
UF’s sexual harassment policy, which can be found at: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions. University employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: https://titleix.ufl.edu/. You can also complete a Sexual Harassment Report online (Title IX) at: https://titleix.ufl.edu/title-ix-reporting-form/.

**Honesty:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (scce.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Course Readings**


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| 1.7  | Course Overview  
Ch 1: Introduction to behavior modification  
Ch 1: Introduction to behavior modification, cont.  
Baer et al. (1968)  
Quiz 1=5 points |
| 1.9  |  
Ch 2: Observing and recording behavior  
Ch 3: Graphing  
Q2=10  
Ch 3: Experimental design  
Q3=5 |
| 1.14 | Ch 4: Reinforcement  
Miller & Miller (1970)  
DeLuca & Holborn (1992)  
Q4=10 |
| 1.16 | Ch 5: Extinction  
France & Hudson (1990)  
Ch 7: Stimulus control  
O'Neill et al. (1980)  
Q5=10  
Ch 8: Respondent conditioning  
Whitehead et al. (1976)  
Q6=5 |
| 1.21 | Ch 9: Shaping  
Smeets et al. (1985)  
Ch 11: Chaining  
Libby et al. (2008)  
Q7=10 |
| 1.23 | Test 1  
Ch 10: Antecedent control  
Fritz et al. (2017)  
Ch 19: Generalization  
Poch et al. (1981)  
Q8=10  
Ch 15 (p 297-316): Differential reinforcement  
Slifer et al. (2002)  
Q9=5 |
| 1.28 | Ch 13: Functional assessment  
Iwata et al. (1994)  
Q10=10 |
| 2.4  | Ch 6 & 18: Ethics and punishment  
Linscheid et al. (1990)  
Q11=10  
Ch 17: Time-out and response cost  
Donaldson & Vollmer (2012)  
McSweeney (1978)  
Q12=5 |
| 2.11 | Ch 16: Antecedent control  
Fritz et al. (2017)  
Ch 19: Generalization  
Poch et al. (1981)  
Q8=10  
Ch 15 (p 297-316): Differential reinforcement  
Slifer et al. (2002)  
Q9=5 |
| 2.13 | Ch 10: Antecedent control  
Fritz et al. (2017)  
Ch 19: Generalization  
Poch et al. (1981)  
Q8=10 |
| 2.18 | Ch 13: Functional assessment  
Iwata et al. (1994)  
Q10=10 |
| 2.20 | Test 3  
Ch 6 & 18: Ethics and punishment  
Linscheid et al. (1990)  
Q11=10  
Ch 17: Time-out and response cost  
Donaldson & Vollmer (2012)  
McSweeney (1978)  
Q12=5 |
| 2.25 | Ch 6 & 18: Ethics and punishment  
Linscheid et al. (1990)  
Q11=10 |
| 2.27 | Ch 17: Time-out and response cost  
Donaldson & Vollmer (2012)  
McSweeney (1978)  
Q12=5 |

Note: Schedule deviations may occur and if so, these will be announced in class and posted on the course website.