**INSTRUCTOR:** Dr. Marc N. Branch
**OFFICE:** 323 PSY
**OFFICE HOURS:** Monday, 3$^{rd}$ period and by appointment
**TELEPHONE:** 273-2173
**EMAIL ADDRESS:** branch@ufl.edu (not case sensitive)
**WEB URL:** www.psych.ufl.edu/~branch
**Classroom:** 202 NEB

**GRADUATE ASSISTANT:** Erin McClure
**OFFICE:** 311M PSY
**OFFICE HOURS:** M 10AM-Noon, and by appointment
**TELEPHONE:** 273-2185
**EMAIL ADDRESS:** emcclure@ufl.edu

**TEXTBOOK:** *Learning and Behavior (6$^{th}$ edition) by James E. Mazur*

The goals of EAB 3002 are to introduce you to the basic principles of learning and motivation, to acquaint you with individual-subject (as contrasted with group-average) research designs, and to present the study of behavior as a natural science, as contrasted with social science.

The course is arranged so that you take frequent quizzes over relatively manageable portions (called "units") of the material rather than just a couple of exams over large portions. For each unit, an opportunity to make up the quiz will be provided, and you may take the make-up **without jeopardy**. That is, if you make a better score on the make-up, that will be your score for the unit. If you make a worse score, you get to keep your original one. Initial and scheduled make-up quizzes are of the same format and cover the same material. The provision of scheduled make-up quizzes minimizes the need for specially arranged make-up exams. Only in the most extreme of circumstances will an individually tailored make-up exam be arranged.

Students requesting classroom accommodation must first register with the Dean-of-Students office. That office will provide documentation to the student that the student then provides to the instructor when asking for an accommodation.

SCORE-KEEPING

Each unit quiz, and its make-up quiz, will be worth 90 points; your score for a unit will be the better of the two scores, if you take both quizzes. The final is worth 100 points. The maximum number of points achievable, therefore, is 640. You will be provided very rapid feedback about your performance on the unit quizzes and make-up quizzes. Specifically, the correct answers will be provided to you as soon as the exam is completed. Thirty-five minutes of class time will be allocated to the taking of the quiz, after which the correct answers will revealed. The exception to this practice is the final exam, which will not be followed immediately by provision

of the correct answers. For each unit, you will be responsible for the reading assignment listed below and for the lecture material from that unit. Because of the practice of providing rapid feedback about quiz performance, *it is important for students to be on time* so that others do not have to wait for late-comers to finish. **Consequently, anyone arriving more than 5 minutes after the beginning of the class period on a quiz (or make-up) day will not be permitted to take the quiz.**

The instructor reserves the right to scale scores on a quiz. That is, if no one in the class achieves a perfect score on a quiz, and it is deemed by the instructor that that was due to undue difficulty or other problems (e.g., mistyped question) then every student's score may be increased by a fixed amount to correct for the problem. Scaling, if it occurs, will always be upward.

The final exam will be cumulative, covering all the material for the course. This is necessitated in part by the nature of the material, which itself is cumulative.

Violations of the UF Honor Code, either cheating or helping someone else cheat, will result in the assignment of a grade of E (Fail) for the course.

Final grades will be assigned as follows: Note that these scores are not relative. That is, grading is not "on a curve." The good news, therefore, is that everyone can get an "A." The bad news is that the score you get exactly determines your grade.

| Total points earned | Letter Grade |
|---|---|
| 576+ | A |
| 557-575 | B+ |
| 512-556 | B |
| 493-511 | C+ |
| 448-492 | C |
| 429-447 | D+ |
| 384-428 | D |
| 0-383 | E |

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Daily activities
▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

DATE/DAY          TOPIC OR ACTIVITY/READING ASSIGNMENT

## *UNIT I – Overview of Behavior Analysis*

| Jan. 7 | W | Course introduction: Natural science |
|---|---|---|
| 9 | F | Natural vs. social science methods |
| 12 | M | Individual-subject methods |
| 14 | W | Assessing reliability and generality without "stats" |
| 16 | F | Natural vs. Mentalistic approaches |
| 19 | M | NO CLASS - MLK HOLIDAY |

<span style="color:red">21   W        **UNIT I QUIZ**
*Covers Unit-I Lectures and Chapter 1*</span>

<span style="color:red">23   F        **UNIT I MAKE-UP QUIZ**
*Covers Unit-I Lectures and Chapter 1*</span>

## *UNIT II – Basic Effects of Behavioral Consequences*

| | | |
|---|---|---|
| 26 | M | Purposive (operant) behavior |
| 28 | W | "Units" of behavior |
| 30 | F | Theories of reinforcement |
| Feb. 2 | M | Extinction |
| 4 | W | Differential reinforcement and shaping |

<span style="color:red">6   F        **UNIT II QUIZ**
*Covers Unit-II Lectures, Chapter 6, and pp. 209-217.*</span>

<span style="color:red">9   M        **UNIT II MAKE-UP QUIZ**
*Covers Unit-II Lectures, Chapter 6, and pp. 209-217*</span>

## *UNIT III – Intermittent reinforcement and persistence*

| | | |
|---|---|---|
| 11 | W | Continuous recording of free-operant behavior |
| 13 | F | Basic schedules of reinforcement |
| 16 | M | Compound schedules of reinforcement |
| 18 | W | Complex schedules |
| 20 | F | Really complex schedules |

<span style="color:red">23   M        **UNIT III QUIZ**
*Covers Unit-III Lectures, Chapter 7, and pp. 323-331*</span>

## *UNIT IV – Discrimination and Generalization*

25   W        Stimulus control of operant behavior

<span style="color:red">27   F        **UNIT III MAKE-UP QUIZ**
*Covers Unit-III Lectures, Chapter 7, and pp. 323-331*</span>

| | | |
|---|---|---|
| March   2 | M | Stimulus generalization |
| 4 | W | Complex discriminations/categorizing |
| 6 | F | Conditional discriminations |

<span style="color:green">SPRING BREAK</span>

16   M        Functionally equivalent stimuli

## *UNIT V – Reflexes (respondent behavior), conditioned and otherwise; Motivation*

18  W          Reflexes, emotions, and conditional reflexes

20 F          **UNIT IV QUIZ**
              *Covers Unit-IV Lectures and Chapter 10*

23 M          **UNIT IV MAKE-UP QUIZ**
              *Covers Unit-IV Lectures and Chapter 10*

25 W          Conditioned reflexes: theories
27 F          Operant/respondent interactions
30 M          Conditioned Reinforcement
April    1  W          Motivation, Establishing Operations
         3  F          Measuring motivation

6 M          **UNIT V QUIZ**
              *Covers Unit-V Lectures, Chapters 3, 4, and pp.90-99.*

8 W          **UNIT V MAKE-UP QUIZ**
              *Covers Unit-V Lectures, Chapters 3, 4, and pp.90-99.*

## *UNIT VI – Aversive Control*

10  F          Negative reinforcement
13  M          Avoidance
15  W          Punishment
17  F          Complex arrangements

20 M          **UNIT VI QUIZ**
              *Covers Unit-VI Lectures and Chapter 8*

22 W           **UNIT VI MAKE-UP QUIZ**
              *Covers Unit-VI Lectures and Chapter 8*

29  W          **FINAL EXAM**  12:30 – 2:30 PM, Regular classroom