San José State University  
Department of Psychology  
Psyc 190, Advanced Topics in Behavior Science/Analysis: Theory, Fundamental Research, and Real-World Applications  
Fall, 2019

Course and Contact Information
Instructor: Susan Snycerski, PhD  
Office Location: DMH 311  
Telephone: (408) (924-5662) Do not leave voicemail; email via Canvas please.  
Email: susan.snycerski@sjsu.edu  
Office Hours: Tuesdays & Thursdays, 4:20-4:50 p.m.  
Class Days/Time: Tuesdays & Thursdays, 3:00-4:15 p.m.  
Classroom: DMH 347  
Prerequisites: Psyc 1 (General Psychology), Stat 95 (Elementary Statistics), Psyc100W, Psyc 120, and Senior Standing.

Course Description
This capstone course will examine contemporary behavior science/analysis and learning theory from a biobehavioral perspective. Topics addressed include the experimental analysis of behavior, research methods, classical conditioning, operant conditioning, stimulus control, verbal behavior (language), the biological context of conditioning, applied behavior analysis, and substance use and addiction, among others. Theory and basic research findings are discussed and demonstrated through real-world applications of behavior science/analysis.

Warning: At times, this class will discuss drug use in great detail in terms of respondent and operant conditioning and treatments for substance use. Those with previous or existing drug problems should be aware of this and consider whether or not exposure to these discussions may serve as triggers for cravings for drug use and possible relapse. If so, you may wish to consider dropping the course. Your instructor is not responsible for any adverse reactions to the course material.

Course Format
This is a capstone for students with senior standing, as such students are expected to be prepared, to actively participate, and to behave in a professional, respectful, and courteous manner. The format of the course involves lectures with interactive involvement from the class as a whole through participation that is evaluated through short writing assignments, in-class, take-home, and/or online quizzes/activities. Students will also conduct a semester-long Self-Management Project (SMP) that they will present to the class at the end of the semester. Weekly discussions are based on the textbook readings and supplemental (required) readings from journal articles. The expectations and grading of these activities will be described in more detail in class and on Canvas.

Canvas
Canvas Login URL: https://sjsu.instructure.com. You are required to check Canvas regularly for announcements. You must first set up a SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/ The Username for Canvas then is your 9 digit SID and your password is
the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).

- **Further Assistance with Canvas**- Students should go first to [http://guides.instructure.com/m/4212](http://guides.instructure.com/m/4212) with problems and then to the University Help Desk for Canvas problems, including logging in ([http://www.sjsu.edu/helpdesk/](http://www.sjsu.edu/helpdesk/)).

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

**Content Goals**

- CLO1: Describe the science of behavior, its history and assumptions.
- CLO2: Describe and explain the processes of reflexive and respondent conditioning
- CLO3: Describe and explain the processes of operant conditioning, including stimulus control, motivating operations, aversive control, and verbal behavior.
- CLO 4: Identify appropriate research method designs for both basic/fundamental research and applied research and the ethical limitations of such designs.
- CLO5: Describe the biological context of conditioning from an operant-respondent interrelationship perspective

**Critical Thinking Goals**

- CLO6: Describe the relationship between fundamental/basic research findings and their application to real-world problems across a variety of settings.
- CLO7: Discuss and describe the evolution of and behavior science approach to verbal behavior (language)
- CLO8: Discuss and describe the three levels of selection: biology, behavior, and culture from a behavior science perspective

**Communication Goals**

- CLO9: Present, discuss, and answer questions related to student presentations on course reading materials effectively, efficiently, and at the senior level.

All outcomes will be assessed via in-class, take-home, and/or online quizzes/activities/writing assignments, presentations, and exams.

**Program Learning Outcomes (PLO)**

*Knowledge Base of Psychology*

- PLO1: Students completing the MA in the Research and Experimental Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology.

*Research Methods and Scholarship: Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the MA in Research and Experimental Psychology program are required to complete a thesis. The thesis will:*

- PLO2.1: Demonstrate creative problem-solving in the design of and implementation of empirical research.
• PLO2.2: – Demonstrate project management skills in the implementation of empirical research

• PLO2.3 – Demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.

• PLO2.4 – Be able to communicate (oral and written) their research findings at a professional level.

Career Enhancement: Graduates of our program will experience career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector. Students completing the MA in the Research and Experimental Psychology program will:

• PLO3: Achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.

Required Texts/Readings

Textbook: The textbook is required. Students will be responsible for writing assignments based on the textbook and posted articles on Canvas.

Text can be purchased at the Spartan Bookstore or online.

Other Readings

Additional course reading material will be posted on our course management website, Canvas http://sjsu.instructure.com

Other technology requirements / equipment / material

Students will need reliable access to a computer and to the internet. Writing assignments may require access to the SJSU/King Library PsychInfo databases. More information will be provided in class. Four 882E scantrons are also required.

Library Liaison

Christa Bailey
Email: christa.bailey@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.
1. Classes:

This class covers a very large amount of detailed material; therefore, attending lecture is crucial for your success in this class. In addition, weekly activities/assignments/quizzes and discussions will be assessed and contribute to the final grade. In-class activities are only for those students present; that is, there are no make-up opportunities for specific in-class activities except in cases of documented emergencies (see below).

If you have to miss a class please let me know beforehand; if you cannot, inform me as your earliest opportunity to do so. If I have to miss a class, I will post it on Canvas. Therefore, please check our class website prior to each session.

Exams: You will have four exams. Exams may comprise multiple-choice, short answer, and essay questions. Please bring a Scantron form (882-E) and pencils to each exam. For exams, all bookbags must be stored under your seat or at the front of the classroom. Cell phones and smart watches must be stored and out of sight. There will be no bathroom breaks during exams so please prepare yourself to sit comfortably for the duration of the exam. All hats with bills must be removed or turned backward during the exam. Only a pencil and eraser are allowed on desks during exams.

No make-up exams will be given. There are no exceptions unless in cases of documented emergencies or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class. Inform me as soon as you can of the incident.

2. Writing assignments, quizzes, and student-led discussions: There will be weekly activities. Some of these will be submitted to Canvas prior to the scheduled class period and others will occur in class. Writing assignments, quizzes, and student discussions may consist of questions regarding the material presented in the textbook and posted journal articles.

3. Late Work: All assignments/quizzes/writing projects must be turned in at the beginning of class or uploaded/submitted to the Canvas website by the scheduled due date and time. There will be no exceptions to this policy (unless in cases of documented emergencies or a Dean’s excuse), and this policy will be strictly enforced. DO NOT EMAIL ASSIGNMENTS. You will not receive credit for emailed assignments. Please note that the “due date” on Canvas is final.

Final Examination or Evaluation

Wednesday, December 11 from 2:45-5:00 p.m. (not cumulative; Unit 4)

Grading Information

Your grade will be determined by the total number of points you earn throughout the semester.

Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exams @ 50 points each</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (online, in-class, announced or unannounced), writing assignments, and/or activities. Point values, due dates, and descriptions of requirements for assignments and/or quizzes will be provided in class and/or Canvas.</td>
<td>200</td>
</tr>
<tr>
<td>Self-Management Project (five separate sections)</td>
<td>100</td>
</tr>
<tr>
<td>Total points available</td>
<td>500</td>
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</tbody>
</table>
Classroom Protocol

Classroom behavior: Students should arrive on time; arriving late is distracting so please plan to be in your seat at the beginning of class. Please let me know if you need to leave early.

Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinion’s of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourtesy is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development. In short, let’s all be kind to one another.

Per University guidelines:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Laptops and Tablets

Laptops/notebook/tablets are the only electronic devices allowed for note taking (i.e., no cell phones) and students using these devices will agree to this policy. No exceptions. Laptops/tablets should be charged prior to class, so that no hazardous safety conditions occur wherein one could trip over a cord plugged into a wall socket. In-class laptops or tablets are restricted to course-related activities (i.e., taking notes). Other activities (e.g., checking email, Facebook®, surfing, etc.) distract both the instructor and other students and will not be tolerated. Inappropriate laptop use during class will result in the student being dismissed for the remainder of the class session. Repeated inappropriate use may lead to loss of permission to use the device in class for the duration of the course.

Cell phones and other electronic devices

Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to the start of class. Phones should not

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### Grading scale:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 98</td>
<td>≥ 98</td>
<td>A+</td>
<td>73</td>
<td>73</td>
<td>C</td>
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<tr>
<td>93</td>
<td>93</td>
<td>A</td>
<td>70</td>
<td>70</td>
<td>C-</td>
</tr>
<tr>
<td>90</td>
<td>90</td>
<td>A-</td>
<td>68</td>
<td>68</td>
<td>D+</td>
</tr>
<tr>
<td>88</td>
<td>88</td>
<td>B+</td>
<td>63</td>
<td>63</td>
<td>D</td>
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<tr>
<td>83</td>
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<td>B</td>
<td>60</td>
<td>60</td>
<td>D-</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
<td>B-</td>
<td>&lt; 60</td>
<td>&lt; 60</td>
<td>F</td>
</tr>
<tr>
<td>78</td>
<td>78</td>
<td>C+</td>
<td></td>
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</tr>
</tbody>
</table>
appear on the desktop; rather, they should be stored during class sessions in pockets, book bags, purses, and
the like. **DO NOT TEXT DURING LECTURE.** It is rude and distracting to the instructor and fellow
classmates. Given this is a graduate seminar, we expect your full attention for the duration of each 75-minute
class session.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all
members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and
practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn
important campus information, view **University Policy S16-15** and SJSU current semester’s **Policies and
Procedures**. In general, it is recommended that students begin by seeking clarification or discussing concerns
with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended
that the student contact the Department Chair as the next step.

**Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all
meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and
active participation is frequently essential to ensure maximum benefit to all class members. In some cases,
attendance is fundamental to course objectives; for example, students may be required to interact with others in
the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading
when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the
overall grade is stated. The full policy language can be found at [http://www.sjsu.edu/senate/docs/F15-3.pdf](http://www.sjsu.edu/senate/docs/F15-3.pdf)

**Accommodation to Students’ Religious Holidays**

**University Policy S14-7** states that San José State University shall provide accommodation on any graded class
work or activities for students wishing to observe religious holidays when such observances require students to
be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such
holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline,
the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It
is the responsibility of the instructor to make every reasonable effort to honor the student request without
penalty, and of the student to make up the work missed.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness,
etc. Add/drop deadlines can be found on the current academic year calendars document on the **Academic
Calendars webpage**. Students should be aware of the current deadlines and penalties for dropping classes (**Late
Drop Information**).

Information about the latest changes and news is available at the **Advising Hub**.
Consent for Recording of Class and Public Sharing of Instructor Material

Recording of lectures is not allowed.

University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- Associated Students Print & Technology Center at http://as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- The Spartan Floor at the King Library at http://library.sjsu.edu/about/spartan-floor
- Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- Computers at the Martin Luther King Library for public at large at https://www.sjpl.org/wireless
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Collaboration & Academic Technology Services located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Peer Connections

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling
Psyc 190 / Advanced Topics in Behavior Science/Analysis

Fall 2019, Course Schedule

Note that the textbook chapters and other assigned readings should be read by the date listed. There will be unannounced quizzes on the reading material.

This course will follow the schedule below, but it subject to change with fair notice. Any changes in the course schedule will be announced in class and posted on Canvas under the “Announcements” link. In the event class has to be cancelled, I will post a notice on Canvas as soon as possible. Please check Canvas every day before class.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>Chapter 1 continued and Chapter 2: The Experimental Analysis of Behavior pp 33-57</td>
</tr>
<tr>
<td>3</td>
<td>9/5</td>
<td>Research methods</td>
</tr>
<tr>
<td>3</td>
<td>9/10</td>
<td>Research methods</td>
</tr>
<tr>
<td>4</td>
<td>9/12</td>
<td>Chapter 3: Reflexive Behavior and Respondent Conditioning</td>
</tr>
<tr>
<td>4</td>
<td>9/17</td>
<td>Ch 3 continued. Quiz</td>
</tr>
<tr>
<td>5</td>
<td>9/19</td>
<td><strong>Exam 1: Chapters 1, 2, and 3 from textbook. Chapter: Basic Research with Humans from Canvas</strong></td>
</tr>
<tr>
<td>5</td>
<td>9/24</td>
<td>Chapter 4: Reinforcement and Extinction of Operant Behavior</td>
</tr>
<tr>
<td>6</td>
<td>9/26</td>
<td>Ch 4 continued and Introduction to Motivating Operations</td>
</tr>
<tr>
<td>6</td>
<td>10/1</td>
<td>Motivating Operations. Laraway, Snycerski, Michael, and Poling (2003) A tutorial on the Concept of Motivating operation and its Importance to Application (<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2859803/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2859803/</a>) Modules link in Canvas under Unit 2</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>7</td>
<td>10/3</td>
<td>Motivating Operations continued.</td>
</tr>
<tr>
<td>7</td>
<td>10/8</td>
<td>Chapter 5: Schedules of Reinforcement</td>
</tr>
<tr>
<td>8</td>
<td>10/10</td>
<td>Chapter 5 continued</td>
</tr>
<tr>
<td>8</td>
<td>10/15</td>
<td>Chapter 6: Aversive Control of Behavior</td>
</tr>
<tr>
<td>9</td>
<td>10/17</td>
<td>Chapter 6 continued</td>
</tr>
<tr>
<td>9</td>
<td>10/22</td>
<td><strong>Exam 2: Chapters 4, 5, and 6 from textbook.</strong> Article: Motivating Operations and Some Terms to Describe Them. Laraway, Snycerski, Michael, and Poling (2003) and A tutorial on the Concept of Motivating operation and its Importance to Application from Canvas.</td>
</tr>
<tr>
<td>10</td>
<td>10/24</td>
<td>Chapters 7 Operant-Respondent Interrelationships: The Biological Contrast</td>
</tr>
<tr>
<td>11</td>
<td>10/29</td>
<td>Chapter 7 continued and</td>
</tr>
<tr>
<td>11</td>
<td>10/31</td>
<td>Chapter 8 Stimulus Control</td>
</tr>
<tr>
<td>12</td>
<td>11/5</td>
<td>Chapter 8 continued</td>
</tr>
<tr>
<td>12</td>
<td>11/7</td>
<td>Chapter 10 Conditioned Reinforcement</td>
</tr>
<tr>
<td>13</td>
<td>11/12</td>
<td>Chapter 10 continued</td>
</tr>
<tr>
<td>13</td>
<td>11/14</td>
<td><strong>Exam 3: Chapters 7, 9, and 10. Any additional readings assigned on Canvas.</strong></td>
</tr>
<tr>
<td>14</td>
<td>11/19</td>
<td>Chapter 11: Correspondence Relations: Imitation and Rule-Governed Behavior</td>
</tr>
<tr>
<td>14</td>
<td>11/21</td>
<td>Chapter 13: Applied Behavior Analysis</td>
</tr>
<tr>
<td>15</td>
<td>11/26</td>
<td>Chapter 13 continued and Chapter 14: Three levels of selection: Biology, Behavior, and Culture</td>
</tr>
<tr>
<td>15</td>
<td>11/28</td>
<td>Thanksgiving: No class – campus closed</td>
</tr>
<tr>
<td>16</td>
<td>12/3</td>
<td>SMP presentations</td>
</tr>
<tr>
<td>16</td>
<td>12/5</td>
<td>SMP presentations</td>
</tr>
</tbody>
</table>

**Exam 4: Chapters 11, 13, 14, and any additional readings assigned on Canvas.**

**Final Exam** Wednesday, December 21 current classroom 2:45-5:00 p.m.