



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2021

EDSE 622 DL1: Philosophical and Conceptual Issues in Behavior Analysis

CRN: 24783, 3 – Credits

<b>Instructor: Dr. Barbara Kaminski</b>	<b>Meeting Dates: 1/25/21 – 5/10/21</b>
<b>Phone: 703-987-0132</b>	<b>Meeting Day(s): Tuesday</b>
<b>E-Mail: bkamins2@gmu.edu</b>	<b>Meeting Time(s): 7:20 pm – 10 pm</b>
<b>Office Hours: By appointment</b>	<b>Meeting Location: N/A; online</b>
<b>Office Location: Online</b>	<b>Other Phone: N/A</b>

**Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

**Prerequisite(s):**

Completion of EDSE 619 with a minimum B- or concurrent enrollment in EDSE 619.

**Co-requisite(s):**

Completion of EDSE 619 with a minimum B- or concurrent enrollment in EDSE 619.

**Course Description**

Focuses on basic principles and philosophies of behavior analysis. Identifies historical contributions to modern behavior analysis and identifies seminal individuals who have made an outstanding contribution to behavior analysis. Describes tenets of radical behaviorism. Emphasizes vocabulary and basic research that contributes to a modern understanding of behavioral principles.

**Course Overview**

This course provides instruction into philosophical underpinnings of behavior analysis, historical perspectives, and an overview of radical behaviorism.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other

students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 25, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

([https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems))

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))

## Expectations

- **Course Week:**  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must

always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

This course is designed to enable students to do the following:

1. Compare and contrast methodological and radical behaviorism.
2. Identify the differences among basic principles, applied behavior analysis, and service delivery.
3. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
4. Define, describe, and identify the concepts and philosophy of respondent behavior and respondent conditioning.
5. Define, describe, and identify the concepts and philosophy of operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe and identify factors affecting behavioral variables.
9. Describe and explain behavior using an operant and/or respondent paradigm.

### **Professional Standards**

This course is offered by the George Mason University Division of Special Education and disAbility Research. The goal of our special education programs is to improve the lives, productivity, and education of persons with disabilities. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

### **Required Texts**

Catania, A.C. (2017). *The ABCs of Behavior Analysis: An Introduction to Learning and Behavior*. Cornwall on Hudson, NY: Sloan.

Johnston, J.M. (2014). *Radical Behaviorism for ABA Practitioners*. Cornwall on Hudson, NY: Sloan.

(It is recommended, if at all possible, to purchase these materials directly from the Sloan website. Other outlets often have significant delays that put students at a disadvantage.)

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### **Required Resources**

*CyberRat*. Can be purchased through the following link:

<http://www.ai2inc.com/Products/products.html> - note that this program only works on desktops and laptops. It will not run on tablets, phones, or Chromebooks.

### **Additional Readings**

Additional Readings may be assigned at the discretion of the instructor. Post-class extension assignment readings will be posted on Blackboard connected to each individual assignment.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

### **VIA Performance-Based Assessment Submission Requirement**

No required upload.

### **Assignments and/or Examinations**

**Syllabus Quiz.** The information for this quiz is located on the syllabus, in directions throughout Blackboard, and during our first in-class meeting. When you pass this quiz, you can be confident that you have the information and skills necessary to be successful in this course. This quiz will be available after our first class. Try to complete the quiz as quickly as you can. Research has indicated that being able to recall information quickly, consistently, and correctly helps with retention. You may take this quiz as many times as you like, and there is no time limit. Those who pass at 80% or better will receive 20 points towards their grade.

**Academic Integrity Quiz (Plagiarism/APA Style).** For this course, you will familiarize yourself with GMU's academic integrity policies. The instructors and GMU take academic integrity very seriously. Academic Integrity expectations will be reviewed during our first class. This quiz will be available after or first class. You must receive an 80% or better to pass the quiz. Those who pass will receive 20 points towards their grade.

**Fluency Quizzes.** Vocabulary and precise terminology is critical in Behavior Analysis. In order to test fluency on vocabulary, students will be given a quiz each module on key vocabulary. 20 questions in a multiple-choice format will be selected from a random pool. This pool is fully randomized so that both the presentation of the questions and the order of answers are different for each student. You will have 5 minutes to answer the questions. It is important that you can define key vocabulary quickly, consistently and correctly (i.e., fluently). Therefore, you will only have 5 minutes to complete the Fluency Quiz.

Be advised that you will have only one attempt to take this quiz and you will have only five minutes to complete it.

**In-class Activities.** Each week in class, you will work within groups to address a list of activity questions that will extend your knowledge of the readings. You will be expected to discuss materials as a group and create a document where you will post your answers. Note that there may be times when your group is not able to complete the activity during the class period and will need additional time outside of class. As a result, this assignment is not due at the end of each class period.

**Post-class Extension Activities.** Throughout the semester, there will be post-class extension activities. These will consist of either CyberRat experiments (see below) or responding to prompts related to an assigned article.

**CyberRat.** CyberRat is a fully interactive digital video presentation of a real laboratory rat to help you perform behavior analysis in a controlled laboratory environment. You will be expected to download CyberRat and perform a series of experiments (detailed instructions will be posted on Blackboard). Points will be assigned for completing each experiment as assigned. You will finish the project by completing a research report comparing and contrasting each of the experiments.

**Final Exam.** The final exam is designed to test your knowledge of vocabulary and basic concepts and philosophy. It will also help you to determine where you might be having difficulty with the materials. The exam will consist of 50 questions and will be timed. Timed tests are used to help simulate the requirements of the BACB certification exam.

## **Course Policies and Expectations**

### **Attendance/Participation**

#### **Technology Use**

Because course delivery is synchronous online, the ability to use technology is key to this course. Students are expected to present via video and audio, create and upload documents, complete interactive activities, and navigate the online environment. In group work, students are expected to delegate work evenly, log in to Blackboard Collaborate at the time designated by the group, and

participate via video and audio for the entire session. Group sessions should be recorded or otherwise documented.

### **Assignment Instructions**

Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:

- All final drafts of assignments must be submitted through Blackboard, including final drafts of assignments.
- Assignments must be completed within the template provided by the instructor. Failure to do so will result in delays in grading.
- Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Detailed information about each assignment is posted on Blackboard. Failure to review all documents available often results in low performance.

### **Late Work**

This class is NOT self-paced. All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than 1 week late unless prior arrangements with the instructor have been made.

No work will be accepted after the final exam has closed.

### **Grading Scale**

93-100% = A  
90-92% = A-  
87-89% = B+  
83-86% = B  
80-82% = B-  
70-79% = C  
< 69% = F

<b>Assignments</b>	<b>Points</b>
In-class Assignments (20 pts each)	260
Post-class Extension Assignments (15 points each)	120
Cyber Rat	170
Syllabus Quiz (20 points), Academic Integrity Quiz (20 points), Fluency Quizzes (13 @ 20 points)	300
Final Exam	300

Total	1150
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**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (<https://cehd.gmu.edu/students/polices-procedures/>).

### Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week/ Module	Topic	Readings	Assignments
1 1/26/21	Intro to class Why is this important?	Syllabus Video: <a href="#">Sidman on Scientist / Practitioner</a>	Introduction Syllabus Quiz Academic Integrity
2 2/2/21	What is Learning?	Catania Ch 1, 2 Johnston Ch 1, 10	Fluency Quiz 1 In-class activity 1 Post-class Extension activity 1
3 2/9/21	Behavior Analytic Philosophies & the journey from philosophy to the lab	Catania Ch 3, 4, 32 Johnston Ch 3, 5	Fluency Quiz 2 In-class activity 2 Post-class Extension activity 2 CyberRat – installation and configuration
4 2/16/21	Basic v. Applied Research Reinforcement Shaping	Catania Ch 6, 11, 12 Johnston Ch 7	Fluency Quiz 3 In-class activity 3 CyberRat Exp 1

5 2/23/21	Avoidance, Escape	Catania Ch 10 Johnston Ch 8	Fluency Quiz 4 In-class activity 4 Post-class Extension activity 3
6 3/2/21	Schedules of Reinforcement	Catania Ch 13, 14	Fluency Quiz 5 In-class activity 5 CyberRat Exp 2
7 3/9/21	Punishment, Extinction	Catania Ch 8, 9	Fluency Quiz 6 In-class activity 6 CyberRat Exp 3
8 3/16/21	Stimulus Control, Motivating Operation	Catania Ch 15, 16	Fluency Quiz 7 In-class activity 7 CyberRat Exp 4
9 3/23/21	Complex schedules of Reinforcement	Catania Ch 18 Johnston Ch 6	Fluency Quiz 8 In-class activity 8 CyberRat Lab Report
10 3/30/21	Novel Responding, Generalization	Catania Ch 17 Johnston Ch 7	Fluency Quiz 9 In-class activity 9 Post-class Extension activity 4
11 4/6/21	Choice, Equivalence, Relational Frame Theory	Catania Ch 24, 25 Johnston Ch 2	Fluency Quiz 10 In-class activity 10 Post-class Extension activity 5
12 4/13/21	Thinking, Remembering, Verbal Governance	Catania Ch 26, 29 Johnston Ch 4	Fluency Quiz 11 In-class activity 11 Post-class Extension activity 6
13 4/20/21	Elicited v. Emitted Behavior	Catania Ch 19	Fluency Quiz 12 In-class activity 12 Post-class Extension activity 7
14 4/27/21	Operant-Respondent Interactions, Emotions	Catania Ch 20 Johnston Ch 9	Fluency Quiz 13 In-class activity 13 Post-class Extension activity 8
Finals week 5/4/21	Final Exam	None	Final Exam

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

### Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) ([titleix@gmu.edu](mailto:titleix@gmu.edu)).

- For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>).
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

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## **Appendix**

### **Assessment Rubric(s)**

Scores on the final exam will be used for program evaluation purposes as opposed to a rubric.