



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

Fall 2024

EDSE 619 003: Principles and Procedures of Behavior Analysis

CRN: 72749; 3 – Credits

Instructor: Dr. Christine Barthold	Meeting Dates: 8/26/24-10/20/24
Phone: 703-691-6827	Meeting Day(s): Online
E-Mail: choffner@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By appointment	Meeting Location: Online
Office Location: Suite 100, Finley Building	Other Phone: N/A

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 their LMS (Learning Management System).

Prerequisite(s):

Admission to applied behavior analysis graduate certificate program (ABAC).

Co-requisite(s):

None

Course Description

Focuses on basic procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

Course Overview

Provides instruction on foundational knowledge of behavior analysis, concepts and principles of behavior analysis, and an introduction to behavior change procedures.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, mason@support.edu.help for assistance.

Advising Tip

Are you admitted to the ABA certificate program? Students planning to complete the program should apply as soon as possible. Students already in a program in CEHD should talk with an advisor about submitting a secondary certificate program to add ABA. Students in other colleges or non-degree can apply at <http://cehd.gmu.edu/admissions/steps>.

Course Delivery Method

Learning activities include the following:

1. 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 your LMS

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.. The course site will be available in accordance with the posted start date.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

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 updated browsers.
 - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - [Canvas](https://guides.instructure.com/a/720329) supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the

official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.
 - Screencast-O-Matic (<https://screencast-o-matic.com/>)
- Technical Support 24/7
 - chat: <https://support.edu.help>
 - call: 1-844-306-1785
 - e-mail: Mason@support.edu.help

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 – 6 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. Students should email the instructor to schedule a one-on-one session and include 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.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic characteristics of applied behavior analysis.
3. Define, describe, and identify respondent behavior and respondent conditioning and how respondent conditioning is used to explain and change behavior.
4. Define, describe, and identify operant behavior and operant conditioning and how operant conditioning is used to explain and change behavior.
5. Describe, identify, and exemplify basic behavior analytic teaching procedures used with a variety of client populations.
6. Describe and identify factors affecting behavioral variables.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, School of Education (SOED), Special Education Program for Applied Behavior Analysis Graduate Certificate. 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 Ethics Code for Behavior Analysts. The Ethics Code for Behavior Analysts is listed on the following website: <https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Textbooks

Mayer, G.R., Sulzer-Azaroff, B., & Wallace, M. (2022). *Behavior Analysis for Lasting Change (5th Ed.)*. Cornwall-on-Hudson, NY: Sloan. ISBN: 9781597381000

Skinner, B.F. (1974). *About Behaviorism*. NY: Knopf.

Recommended Textbooks

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

Required Resources

Go to the Behavior Analyst Certification Board website (www.bacb.com) and download the Task List as well as the Ethics Code for Behavior Analysts. We will refer to these documents throughout this course and all other courses in this program. It is also recommended that students visit the GMU ABA course site to familiarize themselves with policies and procedures.

Additional Readings

Additional readings may be posted The LMS as the semester progresses. Students are responsible for all additional readings posted to the LMS.

Course Performance Evaluation

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

Assignments and/or Examinations

Interteaching Assignment.

This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Students will sign up for groups of 2-3 based upon their availability. Each week, you will be given a set of questions, both factual and open-ended, that will extend your knowledge of the readings (BALC, Skinner, any additional readings assigned). While you can complete the assignment synchronously or asynchronously, you must collaborate on each question and document that collaboration as part of the assignment.

Behaviorist Biography.

This assignment will: 1) provide you experience using PsychInfo to conduct literature searches; 2) acquaint students with GMU library resources; 3) provide individual students with exposure to the behavior analytic literature; and 4) provide exposure to behavior analysis as a transcendent discipline and practice to the class. The project will be broken into milestones described in more detail on the LMS.

Academic Honesty Module. Each student must complete the Academic Honesty Module located in the LMS It reviews the GMU honor code as well as how to Avoid academic dishonesty. Students will be held strictly to the GMU Honor Code and must complete this assignment in Module 1.

Research Paper and Presentation. You will be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create an annotated bibliography then a paper that describes the person's contribution to behavior analysis.

Using a video program such as Screencast-O-Matic, students will upload an 8–10-minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. This presentation will be uploaded to the discussion board using either YouTube or Kaltura for other students to view.

Peer Review. Each student will be assigned another student and will review that students' paper and presentation using a rubric. They will also be responsible for providing constructive comments for the student to improve their paper and presentation. This will not be a blind peer review. Students will be graded on the quality of their peer review.

A detailed description of the objectives and tasks of this assignment will be posted on the LMS. A template used to create your paper draft for peer review will be posted via Microsoft Word Online.

Module Quizzes

For each module, there will be a 40-point multiple choice quiz based on the content of the module. Students will have unlimited opportunities to take the quiz, and the highest grade will be accepted. The questions for each attempt will be fully randomized.

ABA Infographic

At the end of the term you will create an infographic that highlights ways behavior analysis can be applied outside of clients with disabilities, and share the infographic with your peers.

Final Exam

This final exam is a culmination of all your weekly quizzes. 6-7 questions will be selected at random from each of the quiz pools for a total of 50 questions. You will have 50 minutes to complete the exam. The exam is worth 300 points.

Course Policies and Expectations

Attendance/Participation

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. Optional synchronous sessions will be held at the discretion of the instructor for students needing additional support.

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 the LMS, including final drafts of assignments.
- Drafts of assignments must be completed within the Microsoft Word Online template provided by the instructor. Word documents and documents not submitted within the template will not be graded. **A link to the Microsoft Word Online doc must be provided with “edit access” enabled, or it will not be graded.**
- 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 the LMS. 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 the LMS 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). Students have the opportunity to work ahead one module if they successfully complete the weekly quiz. 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.

Other Requirements

Please check the “About Your Instructor” section on the LMS regarding communication policies and procedures. The instructor will return emails within 48 hours during the week, but there is no guarantee of a prompt response on weekends or during university holidays. It is critical that you activate your GMU email as this is the official method of communication in this course. Please use appropriate business email etiquette when emailing the instructor, as unprofessional communication will be returned to the student for edits. Be sure to check the syllabus, presentations, and post on the general student message board before emailing a question to the instructor. If a meeting is necessary, an appointment can be made. Meetings can be held in-person, through Blackboard Collaborate, by Phone, or by Google Hangout.

Grading (traditional rounding principles apply)

Students can expect feedback on assignments within 3-4 days of the due date. Any delays in grading will be announced via the LMS Immediate grading of assignments turned in early is not guaranteed. Questions about quiz answers will not be answered until the quiz has closed. Due to the large number of points allocated to various assignments, no extra credit is available in this course.

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

Assignments	Points
Introductory Video	5
Interteaching Assignment	200
Course Requirements Quiz	20
Module Quizzes	320
Behaviorist Bio	100
ABA Infographic	15
Final Exam	300
Total	960

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and

administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (<https://cehd.gmu.edu/current-students/cehd-student-guide>).

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

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

Use the weekly checklist available on your LMS to keep you on track, since the term moves quickly.

BALC = Behavior Analysis for Lasting Change

Module/Week	Topic	Readings	Assignments
1	Introduction to Class, Intro to ABA, Building Blocks of Behavior Change	<ul style="list-style-type: none"> BALC, Ch. 1, 2, 26 (p. 605-609), 27 (p. 622-624) Skinner, Ch. 1 Other readings on BB 	<ul style="list-style-type: none"> Behaviorist Bio Milestone 1 - Academic Honesty Module Syllabus Quiz Video Introduction Interteaching 1 Module 1 Quiz
2	Environments that promote behavior change and reinforcement	<ul style="list-style-type: none"> BALC, Ch. 3-6, 31 Skinner, Ch. 2 & 3 Other readings on BB 	<ul style="list-style-type: none"> Behaviorist Bio Milestone 2 – Choose the Author Module 2 Quiz Interteaching 2
3	Schedules of Reinforcement,	<ul style="list-style-type: none"> BALC, Ch. 22, 23, 28 	<ul style="list-style-type: none"> Interteaching 3

Module/Week	Topic	Readings	Assignments
	Differential Reinforcement	<ul style="list-style-type: none"> • Skinner, Ch. 4 & 5 • Other readings on BB 	<ul style="list-style-type: none"> • Behaviorist Biography: Milestone 3 – Annotated Bibliography • Module 3 Quiz
4	Punishment and Extinction	<ul style="list-style-type: none"> • BALC 26, 29, 30 • Skinner, Ch. 8 • Other readings on BB 	<ul style="list-style-type: none"> • Interteaching 4 • Module 4 Quiz
5	Stimulus Control, Antecedent Interventions, Shaping, Chaining, Task analysis, and Prompting	<ul style="list-style-type: none"> • BALC 13-18, 27 • Skinner, Ch. 7,9, & 10 • Other readings on BB 	<ul style="list-style-type: none"> • Interteaching 5 • Module 5 Quiz • Behaviorist Biography: Milestone 4 – paper and video draft
6	Generalization and Expanding of Stimulus Control, Support and Supervision of Behavior Change Agents	<ul style="list-style-type: none"> • BALC 20, 21, 24 • Skinner, Ch. 11, 14 • Other readings on BB 	<ul style="list-style-type: none"> • Interteaching 6 • Module 6 Quiz • Behaviorist Biography: Milestone 5 – peer review
7	Group Contingencies, Peer Mediated Strategies, Token Systems	<ul style="list-style-type: none"> • BALC 12 • Skinner, Ch. 12 & 13 • Other readings on BB 	<ul style="list-style-type: none"> • Interteaching 7 • Module 7 Quiz • Behaviorist Biography: Milestone 6 - Presentation
8	Verbal Behavior and RFT	<ul style="list-style-type: none"> • BALC 19 • Skinner, Ch. 6 • Additional Readings on RFT • Other readings on BB 	<ul style="list-style-type: none"> • Interteaching 8 • Behaviorist Biography: Milestone 7 -Final Paper • Module 8 Quiz • ABA Infographic • Final Exam

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - o [Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/)
 - o [Canvas: https://its.gmu.edu/service/canvas/](https://its.gmu.edu/service/canvas/)
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o [TimelyCare: https://caps.gmu.edu/timelycare-services/](https://caps.gmu.edu/timelycare-services/)
 - o [Writing Center: https://writingcenter.gmu.edu/](https://writingcenter.gmu.edu/)

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must

report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [she/her/hers] for myself and you may address me as "Dr. Tullo" or "Professor Tullo" in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

VIA Assessment: The questions on the final exam correspond to the Behavior Analyst Certification Board's 5th Edition Task list. The raw data will be analyzed for reports. There is no rubric for this assignment.

Interteaching Rubric (25 points)

Criteria	Novice	Competent	Proficient
Answers Questions Thoroughly/ Teamwork	0-3 points 50% or more of questions do not have answers or have answers with 1-2 sentences or sentence fragments. Each team member clearly answered their part separately and there is no documentation of meeting or discussing (beyond discussing which questions to take)	4-8 points Questions are answered with full sentences or paragraphs. 10-20% of answers are not in enough detail to satisfy the assignment. Any questions are missing answers completely. It seems as if the team members answered the question together, but no documentation was used to confirm this.	9-10 points Questions are answered with full sentences or paragraphs. All questions are answered completely. Detail is sufficient for each question presented. Evidence is provided of equal contribution of team members through some sort of documentation (reference to video meeting, discussion board, texts shared among group members)
Errors in Terminology and Behavioral Principles	0 to 1 points Errors include: 1. Ones made on at least two previous interteaching submissions 2. Completely mentalistic explanations for at	2 to 3 points Errors include: More than 2 Errors in basic terminology such as reinforcement, punishment, or mentalistic	4 to 5 points 1-2 isolated errors in basic terminology May include small references to mentalism or explanatory fiction

	least 20% of questions 3. Any answers that are cut and pasted from the text	explanations. Errors are repeated throughout the submission. Explanatory Fictions are used to explain any concepts.	
Answers Relate Back to Class Materials	0 to 3 points There is no relation to the course materials and the question answers. Almost all answers seem to come from “common sense,” the opinion of the team, or non-behavioral literature/learning. Conversely, every question is answered primarily with quotes from the text. No analysis or synthesis of the question is provided. A combination of the two might be observed. Not required, but no additional materials are used or cited to help clarify positions that might be nuanced or controversial.	4 to 8 points Some references are provided to the course material, but this is inconsistent. 1-4 quotes of the material are used instead of analysis and synthesis of materials. Some answers seem to be merely the opinion of the team or taken from a non-behavioral viewpoint. If additional materials are used, they are not behavior analytic in nature nor relate directly to behavioral principles.	9 to 10 points Either through formal or informal references, it is clear that the team used the course assignments, readings, and supplemental material provided by the instructor to answer the question. Question answers provide analysis and synthesis of the materials – no quotes are used. Additional materials found by the students may or may not have been added and are behavior analytic in nature (or relate directly to behavioral principles)

Behaviorist Biography Paper Rubric (15 points total)

Criteria	Novice	Competent	Proficient
Paper Content	0-2.9 points Missing more than one element. Articles are just described, not summarized thematically. Interview questions are very inappropriate or	3-6.9 points Missing one element from the list for full points, excluding interview. Interview questions seem intrusive or inappropriate.	7-10 points Describes thoroughly the researcher’s area of study. Describes common themes of the researcher’s career. Includes interview questions and answers

	intrusive. It is not clear from the paper what is the researcher's contribution to behavior analysis.	Describes partially the area of study. Partial summary of articles selected.	if interview conducted. Discusses the applications of the researcher's work to the field of behavior analysis
APA Style	0 to 1.9 points Any part of the paper is cut and pasted or "recycled" (note that the instructor will take action re: academic honesty if this is observed) No citations in-text No bibliography	2 to 3.9 points Title page is missing Citation style other than APA 7th edition are used More than 2 quotes are used	4 to 5 points Title page is formatted in APA Style (7th ed.) In-text citations are used (APA 7th ed.) Bibliography is formatted in APA 7th Ed. No more than 2 quotes are used from the 5 books and articles. Paper is summarized in the student's own words.

Behaviorist Biography Presentation Rubric (10 points total)

Criteria	Novice	Competent	Proficient
Delivery of materials-content	0 to .9 points Student does not describe the researcher and assumes prior knowledge. Presentation is missing more than 2 elements. Presentation does not relate to the paper topic. Information is cut and pasted from any article without proper citation or student reads directly from a paper (This is considered an Honor Code Violation and will be referred)	1 to 2.9 points Student identifies researcher. Reviews work but not in detail. Does not include any contributions to the field. 1-2 elements are not thoroughly described. Presentation relates to the paper topic. No rationale as to why this work is important to the field. More than two quotes from the author in the presentation, properly cited	3 to 5 points Student identifies researcher. Student briefly reviews found articles and their work Student describes the contribution of the researcher. Student provides a rationale why this researcher's work is important to the field. Student discusses interview, if applicable. Two quotes, properly cited, are used in the presentation

<p>Delivery of materials- presentation style</p>	<p>0 to 0.9 points Presentation is unreadable. Graphics are not used or student does not have permission to use the graphics. Presentation is under 5 minutes. Presentation style is unprofessional and inappropriate for a class audience</p>	<p>1 to 2.9 points Some unreadable colors and background in Presentation. Graphics are either over-used or under-used. Pacing is either too fast or too slow. Presentation is either 7-5 or over 10 minutes in length.</p>	<p>3 to 5 points Font, Colors and Background of PowerPoint/Prezi/Keynote are readable and professional. Graphics are used to emphasize points Pacing is appropriate to the presentation. Presentation is 8-10 minutes in length. Can see the presenter and the media in the video</p>
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