Learning & Conditioning  
PSYC 3361.001  
Tuesday & Thursdays - 11:00 am - 12:15 pm  
Mckibben 257

Course Info:  
Instructor: Michael Walker, Ph.D.  
E-Mail: mwalker@sfasu.edu (all emails should begin the subject line with: PSYC 3361…)  
Phone: 936-468-6453 (If no answer leave a message)  
Office: EDU 215-H  
Office Hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1:00 pm to 2:15 pm</td>
<td><a href="https://sfasu.zoom.us/j/99896891181?pwd=S2xuYTd5ejlsSy9QOFprQmFDYzFTZz09">https://sfasu.zoom.us/j/99896891181?pwd=S2xuYTd5ejlsSy9QOFprQmFDYzFTZz09</a></td>
</tr>
<tr>
<td>Tuesday (online only)</td>
<td>2:00 pm to 4:30 pm</td>
<td>Meeting ID: 998 9689 1181 Passcode: 710218</td>
</tr>
<tr>
<td>Wednesday</td>
<td>4:00 pm to 5:00 pm</td>
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</tr>
<tr>
<td>Thursday</td>
<td>8:30 am to 10:30 am</td>
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</tbody>
</table>

Appointments for other times are available by appointment.

Course Description:

As outlined in the current General Bulletin is as follows: Examination of the principles of learning and cognition from the perspective of experimental psychology with an emphasis on learning theory. The approaches of Pavlov and Skinner are predominant throughout the course although the concepts of other learning theorists also are presented. Prerequisite(s): sophomore standing or consent of instructor.

Dr. Walker’s expanded course description is as follows: This course is designed to examine behavior in terms of learning theory. The purpose is to establish a thorough understanding of how behaviors are established, modified, and maintained. This course will focus on both the theory and techniques used by behavior analysts. Emphasis will be placed on operant learning principles, but instrumental learning theory will also be discussed. The goals of the course are to provide you with an understanding of behavioral principles and how these principles can be applied to change behavior. I approach this course from an applied behavior analytic perspective. Students are encouraged to think critically about the topics presented and expected to engage in relevant class discussions.

Course Credit Hour Justification:

PSY 3361 “Learning and Conditioning” (3 credits) is designed to introduce students to the study of learning and conditioning by covering principles of learning and cognition from the perspective of experimental psychology with an emphasis on learning theory including the approaches of Pavlov and Skinner and the concepts of other learning theorists. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.
Text and Materials:

You will need regular access to the following materials:


Skinner, B.F. (1948). Walden Two (several copies will be available on reserve)

PROGRAM LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES:

This is not a general education core curriculum course and no specific objectives for the general education curriculum are addressed in this course.

STUDENT LEARNING OUTCOMES

1. To become familiar with the basic principles and procedures of learning and conditioning and applied behavior analysis
2. Be able to identify behaviors in such a way as to apply the principles of learning and conditioning and applied behavior analysis
3. Be able to assess antecedents and consequences that influence behavior
4. Be able to use observation and recording methods to assess targeted behaviors
5. To recognize and apply appropriate behavioral change strategies
6. Demonstrate an ability to evaluate behavioral change strategies
7. Distinguish operant and classical learning.
COURSE REQUIREMENTS:

Reading:
You are responsible for all assigned readings in the text. It is essential that you stay current with the reading assignments. There is a great deal of terminology that must be learned, in addition to the theoretical concepts. Meaningful class participation requires that you read and think about the material before class. Moreover, in order to benefit from extra credit pop quizzes, you must read the material to be covered in the current class period.

Pop Quizzes: Pop quizzes will be given randomly throughout the semester. These quizzes are for extra credit and will only benefit your grade.

POP QUIZZES ONLY HELP YOU!!

Discussion posts 20 Points (4 @ 5 pts. each)
You will be expected to participate in four (4) discussions during the semester. Most will be related to the content we cover; however, some will be related to other material and information throughout the semester (i.e. your introduction). All posts submissions are required to include two APA formatted citations supporting a substantive and relevant point. You can use the textbook as well, but each assessment must have at least one additional external scholarly source. You should be good at determining what is likely to be considered scholarly generally if something is peer reviewed or from a reputable source. You are generally safe with journal articles, books, research monographs, etc. DO NOT USE Wikipedia as a primary source, however you often can find citations in good Wikipedia posts that would be a relevant source, but you have to go that source.

The discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the initial responses, the discussion may evolve into something entirely different from the original question. Therefore, it is critical that you read all of the posts before making your post(s). Without reviewing the collective discussion, if you post later in the discussion and you respond to the original question without the context of the subsequent comments, your post will likely not add to the discussion and can adversely impact your grade. It is also very important that you reply to the thread and not create a new thread (known as renegade posts). Renegade posts make it difficult to follow the discussion and therefore I will not grade posts created outside the thread and will delete renegade posts from the discussion to reduce confusion. I would recommend that you keep a separate document with your discussion posts for a variety of reasons but especially if you inadvertently create a renegade post it will be easier for you to correct your post. It also allows you to proof your work in the discussion posts before submitting. Grades will be based on content and style.

To earn full points for a discussion post it must meet the following criteria:
- adds something unique to the discussion
- demonstrates your understanding and synthesis of the chapter materials including other students’ posts
- includes a well-reasoned rationale based on specific, relevant, and meaningful course materials
- Follows APA formatting and style guidelines
- contains at least one substantive scholarly source (beyond the textbook)
Article Review & Video Presentation 60 Points: (1 –paper @ 45pts & 1 – Video @ 15 pts)

Students will review an article from the Journal of Applied Behavior Analysis (JABA; is a psychology journal that publishes research about applications of the experimental analysis of behavior to problems of social importance) and provide a brief video discussion (2 minutes max) of the selected article. The written review and critic of the article will be submitted via dropbox and graded using the associated rubric. Papers must be in APA format and have the selected article referenced in APA format. A detailed grading rubric will be published in the dropbox assignment. The video presentation will be submitted via the Discussions (and will count towards one of your discussion posts) in the LMS and each person in class will review and comment on all video submissions. More details of the assignment will be discussed in class and the exact due date are listed in the calendar.

Research Project 60 pts:
This is your chance to be a behavior analyst. You are to target a behavior for change (it should be reasonable and ethical) and implement an intervention (reinforcement or extinction only). You will be expected to follow the procedures discussed in Chapter 29 and turn in weekly assignments. There will be four assignments each worth 15 points (60 pts total). Weekly assignments will be discussed in class and examples will be placed on the web. I will discuss this more in class and specific due dates will be assigned once the project begins. It will take about 1 month to complete.

Book Critique 60 pts:
You will be required to read a Walden Two by B.F. Skinner and write a brief 4-5 page critique of the book. The paper should address two topics discussed in the book. For each topic you discuss you should include a critical evaluation of the data presented in the book relevant to what you have learned in class. The book review will be worth 60 points and is due April 26th by 5:00 p.m.

General guidelines and scoring criteria for book review:
- I do not want a detailed summary of the book. Remember I have read the book. I will deduct points for excessive summary of the book.
- I do want a well-written and coherent document. In other words, it should make sense (10 pts.).
- I do want your thoughts and feelings on two topics you felt strongly about, either for or against (20 pts.).
- I do want you to incorporate what you have learned in class to discuss your topics (20 pts.).
- I do want you to discuss how these topics relate to the real world or at least your house (10 pts.).
- I do want it to be grammatically correct. I will deduct 2 points for each misspelled word and each grammatical error. Major errors will be deducted at 5 pts each (run on sentences or fragments) Deductions will not be greater than 60 points.

Examinations 325 Points:
There will be three (3) online class exams during the semester each worth 100 points, as well as, a comprehensive final exam worth 25 points. Exams will cover material form the text, assigned readings, online assignments, and lectures. Exams will include multiple choice, essay/short answer, true/false, and matching. Online exams will be available for 36 hours and you will have 75 minutes to complete your online class exams and 150 minutes to complete the final exam. Exam dates will be posted in the course calendar in Brightspace.
Grading Policy:
Grades will be based on the percentage of points earned relative to the total possible required points. Final grades will be based on the percentage of the total points earned including extra credit.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
<th>Points</th>
<th>Total Pts.</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Posts</td>
<td>4</td>
<td>5</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Article Review</td>
<td>1</td>
<td>45</td>
<td>45</td>
<td>8%</td>
</tr>
<tr>
<td>Article Review Presentation</td>
<td>1</td>
<td>15</td>
<td>15</td>
<td>3%</td>
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<tr>
<td>Research project submissions</td>
<td>4</td>
<td>15</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>Walden Two Paper</td>
<td>1</td>
<td>60</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>Exams</td>
<td>3</td>
<td>100</td>
<td>300</td>
<td>57%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td><strong>525</strong></td>
<td><strong>100%</strong></td>
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Grade Distribution by total possible points:

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<thead>
<tr>
<th>Grade</th>
<th>Total</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>469.61</td>
<td>(89.45% of total required points)</td>
</tr>
<tr>
<td>B</td>
<td>417.11</td>
<td>(79.45% of total required points)</td>
</tr>
<tr>
<td>C</td>
<td>364.61</td>
<td>(69.45% of total required points)</td>
</tr>
<tr>
<td>D</td>
<td>312.11</td>
<td>(59.45% of total required points)</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>(&lt;59.45% of total required points)</td>
</tr>
</tbody>
</table>

EXTRA CREDIT:
Pop quizzes may be given randomly throughout the semester. These quizzes are for extra credit and will only benefit your grade. Pop quiz points will be added to your total points for the class. In addition to the extra credit from pop quizzes, students may participate in four (4) research units (R-Points) or an alternate assignment for up to 10 points of extra credit. Students can do any combination of participation or questions (up to four units).

Research participation option 1: R-Points Experimental participation. Students may sign up for research participation R-Points through the Department of Psychology’s SONA Software (http://sfasu.sona-systems.com). Participants earn 1 R-point for every 30 minutes of participation and can earn 2.5 points per R-Point for a maximum of 10 total points of extra credit. A list of available research experiments is posted at http://sfasu.sona-systems.com/. Experiments will be posted throughout the semester so you should check back frequently. The last day to receive credit for research is the last day of scheduled classes 5/3/2024 by 5:00 p.m.

Alternative assignment option 2: Multiple-choice questions. You can write 10 multiple-choice questions from the chapters we cover. Each set of 10 questions is considered one (1) unit and is worth 2.5 points. You can write up to 40 questions for a total of 10 points. In order to get credit you must turn questions in prior to the in-class exam that the chapters will be associated. For example if you write questions for chapters 1-3, you will only get credit if they are turned in before the test where those chapters are assessed. You can combine credit from options 1 and 2 (i.e. 1 experiment and 2 sets of questions) to complete this requirement.
Question criteria:
- There must be 10 TYPED questions submitted
- Questions must be multiple choice with a minimum of 4 responses
- At least half of the questions must be applied or conceptual (not just fact based)
- You must indicate the correct answer (and it must be correct)

**Alternative assignment option 3:** Completion of QPR training offered by Counseling services (3-R-points) or participation at an approved outside activity that relates to class topics. Credit will be awarded based on time involved, opportunities for special events that qualify for R-points will be announced in D2L and placed on the calendar. The last day to receive credit for option 3 is the last day of scheduled classes 5/3/2024 by 5:00 p.m..

**Attendance Policy:**

Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. Class lectures will parallel the text but will not duplicate the text. You will be tested on both the lectures and the text. Pop quizzes will typically be given at the beginning of live lectures, thus absences and tardiness will limit opportunities for extra credit. If you miss class it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. The exam dates listed are definite to provide you an opportunity to plan accordingly.

**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Expected Student Behavior**

I have two rules for pretty much everything: 1) Respect yourself, 2) Respect others. I find that if you are at least trying to follow both of these rules you will be in good shape in almost any situation.

Professionalism: While attending class, I expect you to be professional and courteous in your
behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know and sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc.

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Code of Student Conduct and Academic Integrity, HOP-04-106 ). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP-04-106 ) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

**Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.** Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
The use of Generative AI to complete assignments for submission is strictly prohibited. The use of Generative AI as a cited tool to improve the quality of an assignment is acceptable. Consider generative AI as being a friend or classmate when determining the appropriate use of generative AI. It would be appropriate to study with a friend and to get feedback from a knowledgeable peer but it would inappropriate to ask a friend to complete your assignment for you. We will discuss the appropriate use of Generative AI for each assignment and how to cite its use.

Academic dishonesty diminishes the value of your education and violates all the root principles of The SFA way.

https://sfasu.edu/4742.asp

Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct is Prohibited.

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking.

Please be aware that all SFA employees (other than those designated as confidential resources in Section B 3. Title IX Policy Number: 01-307) are required to report any information obtained about potential policy violation including sexual harassment, sexual assault, domestic violence, and stalking to the Title IX Coordinator within 48 hours. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding an incident that the employee reasonably believes constitutes prohibited behavior defined in policy 01-307, which is alleged to have been committed by or against a person who was a student enrolled at or an employee of the University at the time of the incident, that employee must report the suspected or alleged violations within two (2) business days to the Title IX coordinator. As of January 1, 2020, employees of Texas universities are subject to termination and criminal liability for failure to report violations of policy 01-307. Reports must be made even if the impacted student, staff, or faculty member requests the responsible employee not to disclose the information to the Title IX office. If you need assistance making a report I am happy to assist you in that process. However, if you are not sure you are ready for the university to be made aware of your situation and would like to speak to a confidential resource who does not have the same reporting responsibility, you can find a list of resources on the Lumberjacks Care website www.sfasu.edu/lumberjacks-care.

Withheld Grades Policy

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to Policy Number: 02-206, Course Grades https://www.sfasu.edu/docs/hops/02-206.pdf
Students with Disabilities:

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
tethehub@sfasu.edu

Crisis Resources:

• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
## Tentative Schedule

<table>
<thead>
<tr>
<th>Tue</th>
<th>Thur</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td></td>
<td>Class - Introduction/Orientation/Expectations/Goals</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>1/25</td>
<td>Chpt. 1 - The Reinforcer (Positive Reinforcer) &amp; Chpt. 2 - Reinforcement (Positive Reinforcement)</td>
<td>Intro Post Due</td>
</tr>
<tr>
<td>1/30</td>
<td>2/1</td>
<td>Chpt. 2 - Reinforcement (Positive Reinforcement) &amp; Chpt. 3 - Escape (Negative Reinforcement)</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>2/8</td>
<td>Chpt. 4 - Punishment (Positive Punishment) &amp; Chpt. 5 - Penalty (Negative Punishment)</td>
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<tr>
<td>2/13</td>
<td>2/15</td>
<td>Chpt. 6 - Extinction and Recovery</td>
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<td>2/20</td>
<td>2/22</td>
<td>Chpt. 7 - Differential Reinforcement / Punishment &amp; Chpt. 8 - Shaping</td>
<td>Test 1 (chpts 1-6)</td>
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<tr>
<td>2/27</td>
<td>2/29</td>
<td>Chpt. 9 - Unlearned Reinforcers and Aversive Conditions &amp; Chpt. 10 - Special Motivating Operations &amp; Chpt. 11 - Learned Reinforcers and Aversive Conditions</td>
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<tr>
<td>3/5</td>
<td>3/6</td>
<td>Chpt. 12 - Discrimination</td>
<td>Article Review Due</td>
</tr>
<tr>
<td>3/12</td>
<td>3/14</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/26</td>
<td>3/28</td>
<td>Chpt. 15 - Avoidance &amp; Chpt. 16 - Punishment by Prevention</td>
<td>Test 2 (chpts 7-12) &amp; Research Project 1 Due</td>
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<tr>
<td>4/2</td>
<td>4/4</td>
<td>Chpt. 17 - Ratio Schedules &amp; Chpt. 18 - Interval Schedules &amp; Chpt. 19 - Concurrent Contingencies</td>
<td>Research Project 2 Due</td>
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<tr>
<td>4/9</td>
<td>4/11</td>
<td>Chpt. 20 - Behavioral Chains &amp; Differential Reinforcement of Low Rate</td>
<td>Research Project 3 Due</td>
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<tr>
<td>4/16</td>
<td>4/18</td>
<td>Chpt. 21 - Respondent Conditioning</td>
<td>Research Project 4 Due</td>
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<tr>
<td>4/23</td>
<td>4/25</td>
<td>Chpt. 21 - Respondent Conditioning</td>
<td>Book Critique Due</td>
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<tr>
<td>TBA</td>
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<td>FINAL EXAM - Cumulative (Chpts 1-27)</td>
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