

The Psychology 3960 Course Booklet

or

**How I Found Truth, Beauty, Justice, and Happiness
at WMU
Spring 2011**



Table of Contents

Course Packet.....	4
The Big Picture.....	4
Professor.....	5
Phones and Emails.....	5
Work-study students.....	5
Your Buddy.....	5
Seminar Schedule:.....	6
Using the Overhead Projector.....	6
Rat Lab.....	Error! Bookmark not defined.
Malott, R. W. Principles of Behavior (Edition 6.0).....	6
The Assignment Guide.....	7
Continuous Quality Improvement.....	7
What does conscientious mean?.....	7
Final Paper (All sections).....	9
Optional Activity Points.....	9
What are Optional Activity Points (OAPs)?.....	9
What are OAPs good for?.....	10
New OAP transfer policy -.....	10
How can you earn OAPs?.....	10
The Finer OAP Details.....	10
Lecture/Quiz Strategy/Philosophy.....	11
The Traditional Approach.....	11
The Behavioral Approach.....	11
The Traditional Approach.....	11
The Behavioral Systems-Analysis Approach.....	11
General Study Strategies.....	12
Dropping the Course.....	13
Super A (Advanced Principles of Behavior).....	13
What's Super A?.....	13
What does it take to earn Super A?.....	14
Return Your Homework and Lab Reports.....	14
Cheating Means Sudden Death!!.....	14
Cheating.....	15
Plagiarizing.....	15
Further Details About Academic Integrity.....	15
Missed Classes.....	15
Snow Days.....	16
Special Get-Tough Policy On Absences.....	16
Lateness.....	17
Students.....	17
Late Homework.....	17
Letters of Recommendation.....	17
Mickey Mouse Rules.....	17
Adding Insult To Injury.....	17
How to be way cool.....	18
The Legend of Sheldon Stone	18
The Legend of the Cool Coed	18
On the Other Hand	18
The One Pointer	19
Bottom Line	19
How To Avoid Being a Social Disaster.....	19
Interpersonal Style and Skills.....	20

Technical Skills.....	21
Vita for Richard W. Malott	22
Let the Good Times Roll!	22
Objectives for the Final Fiesta Paper	25
A Few of the Types of Essays You Might Write, Along with Some Hints as to How You Might Write Them	25
Some Vague Guidelines.....	26
Social Validity	28
Final Fiesta Paper Cover Sheet.....	30
Checklist and Self-evaluation Form	31
Instructor's Evaluation of Oral Presentation	32
Sample Student Papers	33

Course Packet

All materials are included in the Course Packet (from the Copy Desk): Letter-Sized File Pocket containing all of the following course materials ----red folders for P360, green for P610 and yellow for P100 Honors:

- *How I Learned to Relate to My Lab Rat* (Used in the lab portion of the course)
- Psy 3960 Course Booklet
 - ✖ Assignments
 - ✖ Procedures
 - ✖ Study Objectives for Review Quizzes
 - ✖ Final Fiesta Details
 - ✖ Final Fiesta Examples
- File Folder #1 (there are 4 total)
 - ✖ *How to Analyze Behavioral Contingencies* (Daily paper-based homework assignments)
 - ✖ CD containing the computer-based Work Shows:
 - ✖ *Chapter 01: How to Use the Contingency Diagramming Checklist*
 - ✖ *Chapter 03: The Sick Social Cycle*
 - ✖ *Chapter 04: The Sick Social Cycle*
 - ✖ *Chapter 13: Stimulus Generalization Gradient*
 - ✖ *Chapter 13: Stimulus Equivalence*
 - ✖ *Chapter 17: Discrete-trial, free-operant and hybrid procedures*
 - ✖ Checklist for Diagramming Contingencies (the Pink Sheet)
- File Folder # 2
 - ✖ *Flashcard Fluency Follies*
- File Folder #3
 - ✖ 2 blank transparencies
 - ✖ 8 Special lecture evaluation forms
 - ✖ 1 Course evaluation form
 - ✖ 1 Final Fiesta evaluation form
 - ✖ 3 Petition for Use of OAPs forms
 - ✖ Assignment Guide (the Yellow Sheet)
- File Folder #4
 - ✖ Supplemental POB sections.
 - ✖ *Ch 26 A&B, Ch 30*
- 1 red ball-point pen -- for correcting your homework in class (you can't use any other pen in class, but you should do your homework outside of class with a black pen).
- 1 transparency marking pen
- Who Knows What Els3

The Big Picture

PSY 3960 will generally cover one chapter from *Principles of Behavior* each day (2/week). We know this seems like a fast pace, but we also know you can handle it.

During the Fall and Winter courses, each Tuesday and Thursday you'll meet with your seminar section. The seminar meets so you can discuss the text material, go over the answers to your homework assignments, and take the quiz. That's right, you'll have a quiz in every seminar. Don't worry. As long as you've read the chapter, conscientiously completed the homework, and participated in the seminar discussion, you'll do fine.

Well, that's not quite true. You'll also have to use the flashcards. For PSY 3960, you will have to write-out the most important definitions (see pages 23-24), and you will have to match the rest of the terms to their definitions. With the flashcards, you'll do great.

In general, we'll follow these simple guidelines, but there are enough exceptions that we've provided a complete daily schedule. Please refer to the Assignment Guide section before each seminar to be sure you're on top of the goings on in the class. We'll require you to be paying attention, but there won't be very many surprises. We generally warn you in advance when something unusual is going to happen.

Don't forget to have fun!



Procedures Spring 2011

Professor

Dr. Richard W. Malott
Office: Wood Hall, 2026
Office Hours: by appointment

Phones and Emails

Dr. Malott



E-mail:

DickMalott@DickMalott.Com

(This is the best way to reach him and get a reply.)
The best time and way to contact Dr. Malott is in the morning, by phone. If he's not there, leave a message on his voice mail; but don't depend on him (never trust anyone over 30); keep calling until you get him; that's the wisest policy.

Phone: 269-372-1268

(Call any time, Monday through Friday, from 8:00 a.m. to 6:00 p.m. Please don't call after 6:00 p.m.)

For an appointment with Dr Malott, please contact Kelli Perry at kelli.l.perry@wmich.edu.

P360/100H/610/Boot Camp Systems Manager

Kelly Stone

E-mail: kelly.t.stone@wmich.edu

Graduate Student Instructors (GSIs)

Office Hours for Fall/Spring (2536 Wood Hall):

Tuesday and Thursday 2:00-4:00pm

BATS Lab Phone: 269-387-4491

Work-Study Students

Are you an official WMU work-study student? Looking for interesting work related to behavior analysis? The Behavior Analysis Training System (BATS) needs you to help with the behind-the-scenes work developing and improving PSY100 Honors, PSY360, PSY396, PSY460, PSY510, and PSY597. Please contact Dr. Malott's doctoral apprentice immediately.

Your Buddy

What happens if you miss class and don't get some vital oral or written material that was handed out in class? No problem, you just call your reliable buddy whose name and phone number you've listed here and get the info. With your buddy, being so reliable as to have picked up an extra copy of the handouts for you, especially because you had notified your buddy (and your GSI) of your pending absence, you won't miss a thing. So get a student's name and phone number.

Name: _____

Phone: _____

E-mail: _____

Seminar Schedule:

PSY 360: T/Th 4:00-5:45.

PSY 100H/396: T/Th 3:30-4:45.

Boot Camp: M-F 3:00-6:00.



After the first class, you will be assigned to a seminar room. We'll post the new seminar-room assignments on the wall outside your original seminar room.

Psy 360 (Fall, 2007) comments: "The daily seminar really kept me on track." "It was a challenging course with good topics to discuss." "There was a lot of information learned." "Seminar was really fun and definitely helped me understand the material."

Psy 360 (Spring 2008) comments: "Small class size was best feature." "Having to study so much I actually learned!" "Going over material in seminar helped me understand the concepts and principles better." "Smaller classes are a big plus." "I liked the interactive seminars."

Using the Overhead Projector

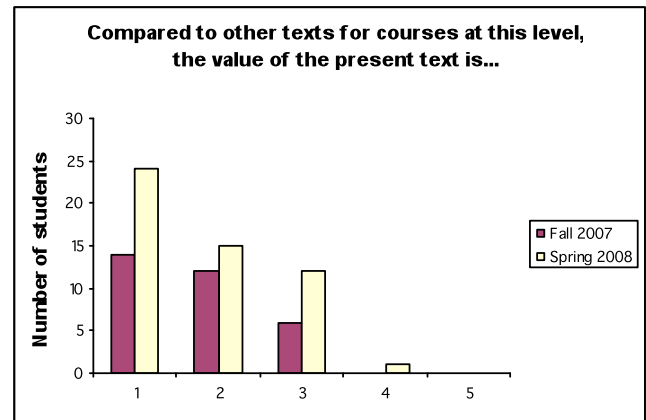
During the seminar each day, you will be presenting your original examples (from the homework) to the class on the overhead projector. Usually, everyone presents good examples, but here are some tips to present your good examples well.

- Read from the projector and not the screen so that you can face the class at all times and not the wall.
- At the same time, do your best to not block the view of the screen.
- Don't talk to the GSI, talk to the class.

Revised by Kelly Stone

Text

Malott, R. W. Principles of Behavior (Edition 6.0)



Psy 360 (Fall 2007) comments: "Easy to read." "Great application to life." "The voice it was written in was great." "Examples were good." "It was educational and entertaining at the same time!" "Loved the humor!" "Written in a way that is easy to understand." "It was in depth and pulled everyday life into text to make it easier to understand." "Stories help make things clearer."

Psy 360 (Spring 2008) comments: "Deep details." "Lots of examples." "Humorous examples." "Easy read." "It was funny and not exactly your usual run of the mill textbook." "The short stories helped me better understand how the concepts and principles are applied to everyday situations." "I love the stories! It was put in terms I could understand. It was easy to follow and I hardly ever got lost." "Best Psych book I have ever read." "It was funny." "I thought it was an interesting and entertaining book. I enjoyed reading the chapters."

The Assignment Guide

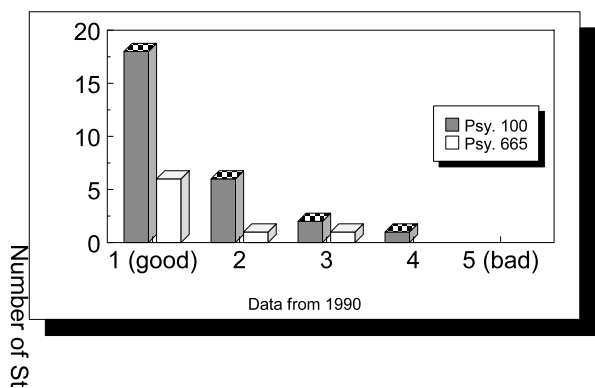
Continuous Quality Improvement

As you can probably decipher, we are currently revising the textbook for this course. We value your opinion as to our effectiveness and success in making the material covered as understandable as possible. You will find a folder in your course packet with replacement sections and chapters. We ask that you read the replacement material rather than those sections in the textbook. If you'd like to make comments on the revisions, you can earn OAPs (see page 21), and your thoughtful contributions will help to develop a better textbook for future students. And thank you, in advance.

General Point System

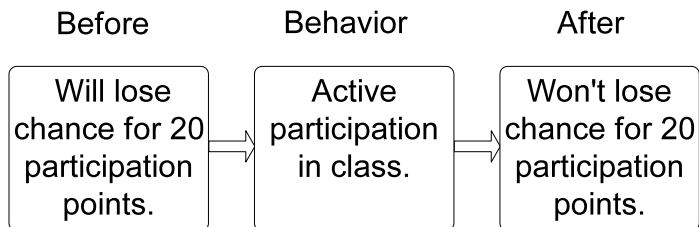
- 20 points each seminar class, for conscientious participation in seminar discussion. I will expect you to recite in each class, especially in answering conceptual questions, thoughtfully. This means you will need to show considerable evidence of having thought about the homework assignment. **This also means that you should not be studying flashcards or writing on transparencies in class!** This also means that you will have your original examples put on transparency **before** you get to class. Your TA will do the Frazier Transparency Test: If you weren't able to show your transparency to the class, your TA will take a brief look at it for participation points.

The requirement of participation in daily discussions was:



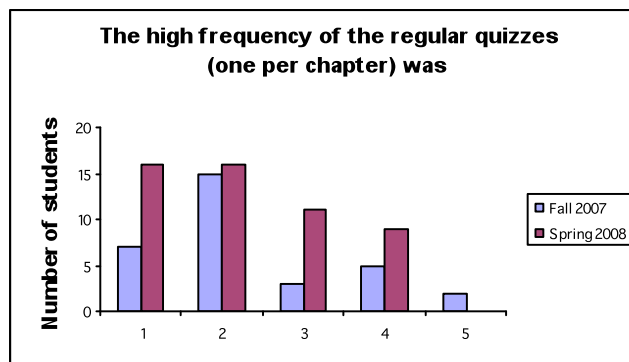
What does conscientious mean?

- In the seminar: You must listen carefully to the presentations of the other students and be prepared to comment, so as to earn all 20 participation points. So studying for a quiz, finishing your homework, reading and writing letters, sleeping, and the like means, when you see your scores for that week, you'll find less than 20 points for the seminar class. On the other hand, feel free to improve your homework, as we clarify tough concepts throughout the seminar session.
- As you'll learn this semester, we'd diagram these contingencies like this:



But now back to happier issues:

- 20 points for written answers to conceptual questions from How to Analyze Behavioral Contingencies.
- 20 points for answers to the quiz on each chapter and each review quiz. (If there are 10 questions on a quiz, that's 2 points per question. If there are 20 questions, that would be 1 point per question.)



Psy 360 (Fall 2007) comments "It made you responsible." "The daily quizzes and homework really kept me on track." "You're never allowed to slack." "Daily quizzes forced me to read the chapter!" "The amount of work requires you to study and understand what you're learning. I feel its fairly easy to get an A or BA."

Psy 360 (Spring 2008) comments: “Best feature of class was being accountable for daily quizzes.” “Having to study so much I actually learned.” “The quiz set up was good.” “I like the way the course is laid out.” “The daily quizzes and homework assignments really ties all of the concepts together well.” “The frequency of quizzes and quizzes on material the same day as the discussion kept me working hard.”

Grades for PSY 3960

Now you know how you can earn 1,000’s of points (learned reinforcers?) in this course. So the next question is, how do those points convert into a final grade (backup reinforcer?). The answer is, complex. Here’s why it’s so complex: We have three goals for this course: we want you to

- learn as much as you can,
- earn as good a grade as you can, and
- have as much fun as you can.

But to hit all three goals we need a complex set of contingencies. Look at the following grade scale, and you'll see just how complex.

P100 & P360 Matrix	Lowest % of Points in ANY of the Remaining Areas							
Min. % of Quiz Points	92	87	82	77	72	67	62	<62
92	A	BA	B	CB	C	DC	D	E
87	BA	B	CB	C	DC	D	E	
82	B	CB	C	DC	D	E		
77	CB	C	DC	D	E			
72	C	DC	D	E				
67	DC	D	E					
62	D	E						
<62	E							

What's going on here? Well, before you completely flip out, let me reassure you that the majority of the students get an A, and most of the rest get a BA. Almost everyone works hard, learns a lot, gets a good grade, and has fun. We keep adjusting the grading contingencies to turn “almost everyone gets a good grade” into “everyone gets a good grade by learning a lot.”

Wonderful, but how do you get that magic A? To do that you have to crack the 92% mark in each of three

areas: (1) seminar participation; (2) conceptual homework; including the final paper; (3) the quizzes.

Helping PSY 3960 earn the A

So what if you're not achieving that 82% mark on the quizzes? Well, we have put in a 82% quiz policy in order to help you get your grade and keep your grade above an A. Anytime your cumulative quiz score drops below a 82% you are required to complete the chapter objectives or write out the definitions five times each for the next class' chapter(s). This grade will count as part of your participation points for that class' grade.

Strange Grading Philosophy

In the past, almost all students have worked hard and gotten nearly 100% of their points for seminar participation and homework. And with a fat cushion, from those easy areas, some students tended to slide a bit in the quiz area--before we set up this complex contingency, that is. But you need to be really sharp in all areas, if you're going to be a professional behavior analyst. That's why **you need to get at least 92% on the quizzes and 92% in each of the other areas to earn the A.**

Now you may say, I don't plan to be a professional behavior analyst, I don't need an A, and I don't have the time it would take to master the concepts well enough to get 92% on the quizzes. That's fine. You're almost guaranteed to earn a BA, which is well above the campus average; and you'll have learned enough about behavior analysis that you can hold your head high. All you have to do is get at least 87% on the quizzes and 92% in each of the remaining areas (the easy areas). Few students have trouble doing the hard work it takes to earn at least a BA.

On the other hand, if you do earn the A, you'll be in excellent shape for Psy 460 and the 500-level electives.

In the past, very few students have goofed off so much that they might get as low as 72% on the quizzes; but they could pull their grade up to a B or even a BA with the fat cushion from all the easy

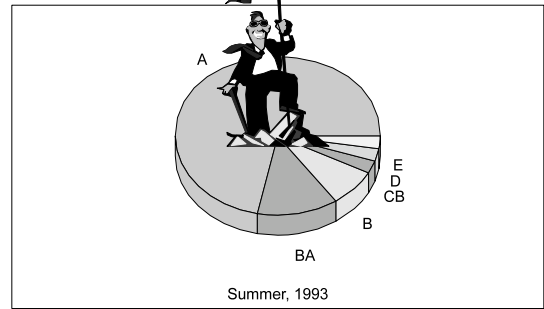
areas. With the complex grade contingencies described in this table, that is no longer possible. The highest a student can get with 72% on the quizzes is a C. Furthermore, such a student can't goof off even further and let the percentages fall below 92% in the easy areas; or the course grade will fall even below a C. The goal of this most recent set of contingencies is to encourage the 72% quizzier to stop goofing off, work just a little harder and join the ranks of at least the 87% quizzers. But most of you will not be concerned with the issues described in this paragraph; because most of you will fall in the shaded area in the preceding table. We hope all of you will be there.

I know this seems like a strange way to evaluate a student's mastery and assign a letter grade. Why not just add up all the points and assign a letter grade based on the total number of points, no matter which components of the class they come from? Again, that's the way we used to do it. But then some students would get an A based on their work in everything but quizzes and they wouldn't have really learned the most important part of the course, the concepts tested on the quizzes.

My friend, Dr. Stephen Graf, puts it this way: Suppose you're training surgeons. And to perform a successful surgery, the student/surgeon must scrub down, put on the gloves, make a proper incision, properly remove the correct organ, avoid flipping cigarette ashes into the open wound, remove all surgical tools from inside the patient, sew up the incision, etc. Now suppose the student/surgeon did everything correctly except taking out the correct organ. So the student might say, I did 19 out of the 20 steps correctly; that's 95%. I want my A. The fact that I took out the heart instead of the hemorrhoids and the patient died shouldn't overshadow my 95% average.

We take behavior analysis very seriously and don't want to graduate any student who doesn't know his or her ass from his or her heart. So for us to certify you as an A student, you've got to hit at least 92% in each category in this course.

Final Course Grades for Psy. 360



Final Paper (All sections)

We try to make this course as pleasant as possible (as reinforcing and non aversive as possible). One way we try to do this is by providing alternatives to the most aversive feature of most courses -- the final exam. You will have already shown considerable mastery and cumulative mastery of the concepts and principles of behavior analysis by exam week; so for a final exam, you will write a final paper, based on that mastery of the course you will have previously shown. To get credit for the paper, you will need to present it at the Final Fiesta. (In a later section there are examples of outstanding student papers, as well as guidelines and suggestions.)

Optional Activity Points

What are Optional Activity Points (OAPs)?

* OAPS do not apply to SUMMER 610- You are required to take all quizzes and do all homework assignments.

You can use 80 points for optional alternate activities of academic value, usually scheduled outside the regular classes. To encourage you to participate, you will receive points for participating in those activities and providing appropriate proof of accomplishment.

All these activities are optional, however; so if you don't participate, either because of schedule conflicts or lack of interest, that's OK. You can

still earn 100% of the required points and earn your A. The optional activities are just to give you a little extra flexibility, if you can work them into your schedule and if you want to.

What are OAPs good for?

Those points can count toward your course grade, but you cannot use them to make up for missed points (for example, you cannot use optional activity points to eliminate your lowest quiz scores; there is no way to eliminate your lowest quiz score); instead you can use these points to exempt yourself from agreed upon assignments. In other words, you cannot use them to compensate for a mediocre performance, but you can use them for some flexibility.

Along the same line, you can't come to class, scope out the quiz, and then decide to use your optional activity points (OAPs) for that quiz; the OAPs are to help you with necessary absences, etc., not to help you avoid the hard assignments. Although, it would be OK for you to come to class on a day when you just didn't have enough time to prepare for the quiz and then leave **before the quiz is handed out**. Keep in mind, though, you can only do this once.

In this spirit, you can use OAPs for only one day's worth of quizzes, even if you were absent for more than one day.

Though you don't have to, we recommend that you use your OAPs to replace a missed quiz immediately; this way you (and your TA) will have a more accurate picture of what a great student you are; if your total quiz points are down the 20 points you haven't replaced, your average quiz score will make you look like a bum, when you really aren't -- not good.

New OAP transfer policy -

So what happens if, at the end of the semester, you have some unused OAPs? You will be able to transfer any unused OAPs from Dr. Malott's Psy 396 to Dr. Malott's Psy 460. How? Your TA will give you a signed sheet with the number of OAP's you had left at the end of this course. Simply

present this sheet to your new Psy 460 TA, and you can use the OAPs in Psy 460. (Of course there will be some additional verification tasks completed by your new and old TAs.)

Keep in mind though, that these OAPs are only used in Dr. Malott's classes. Don't even try to get other professors to honor the OAP system.

How can you earn OAPs?

Alternate activities will include:

- Answer Advanced Study Objectives and Advanced Enrichment Section questions on the POB web site.
- Extra rat labs
- Going to BAAM (Winter term only)
- Going to ABA (Spring term only)
- Participating in research projects
- Finding errors in any of the course materials (normally one OAP per error, including typos; if you find errors in homework material, flashcards or the text book, bring them to your seminar leader at the end of the seminar that day, no later)
- Come up with really good, interesting questions that weren't answered in the course materials. Give them to your TA for OAPs. If you seek out the answer on your own (by discussing it with a graduate student or faculty member, or additional reading), we'll give you even more OAPs.
- Special reading and conceptual homework for those who can't participate in these activities, because of schedule conflicts.

The Finer OAP Details

You can use a total of 80 OAPs during the semester. The number of OAPs required for replacement is determined by the number of points that each quiz, homework, or participation is worth. A missed chapter quiz is worth ~20 points, therefore requires 20 OAPs to be replaced. The same goes for class participation and homework. You can make up more than 1 quiz, **if they occur on the same day**. Note: Homework can be turned in early for full points or late at a loss of 5 points per business day. You can use OAPs for activities on different days, with the exception of quizzes. **You can only use OAPs for one day's worth of each category. Although the days can be different for each category.**

Lecture/Quiz Strategy/Philosophy

The Traditional Approach

Whenever we use traditional, you can bet we mean, old-fashioned, out-of-date, and ineffective. So here's the traditional approach to education. O.K. students, read Chapter 11 so you can understand my lecture on it. Then in the next class I will give that lecture and clear up any misunderstandings. The class after that we'll have a quiz over Chapter 11. So what happens? Twenty percent of the students read Chapter 11. Eighty percent don't. Full of naive expectations, the professor gives the lecture and becomes disillusioned with today's generation of students who don't have the intellectual integrity to read the chapter in advance. The professor fails to understand it was always that way, even in the good old days. Furthermore, the students aren't able to get nearly as much out of the lecture and discussion of Chapter 11 as they would have, had they read it in advance. And not understanding all the lecture, they also don't do as well on the subsequent quiz, even though they do read Chapter 11 between the lecture and the quiz (usually a few hours before the quiz, just like the professor prepares the lecture only a few hours before the class -- we're all cut from that same procrastinating cloth).

The Behavioral Approach

Our Psy courses are just about the only courses on campus where the students have read Chapter 11 before the lecture/discussion. How do we accomplish that miracle of performance management? We give the quiz in the same class as the lecture. The result? The students study seriously for the quiz. They do well on the quiz. And they are ready for a discussion of any of the especially complex issues in Chapter 11.

The Traditional Approach

But what about those tough quiz questions the majority of the students are bombing? The traditional approach is the equivalent of victim blaming -- to say the victim of the problem is the cause of the problem is, for example, to say, if the

students do poorly on a quiz question, it's their own fault. The traditional professors say this, even though the student/victims are paying those professors to teach them and even though the students often are not getting their money's worth.

The Behavioral Systems-Analysis Approach

❑ First we make sure the students conscientiously read Chapter 11 and then review it. We do this by having frequent quizzes over small amounts of material and by counting the quiz in a heavy and straightforward way toward the final grade.

❑ Then we carefully analyze the student's performance on each quiz question, concentrating on the items many students miss. When we're sure the students have given it their best shot, we toss out the offending question for that semester. We don't blame the victim. And we don't use our quizzes as IQ tests; if the students have paid their tuition money and gotten admitted into our program, and if they are doing the work, then it's our responsibility to make sure we professors provide an adequate set of instructional materials and performance-management contingencies to guarantee the success of all our students. That's what the students pay us for.

❑ Next we make a preliminary decision as to whether the poor performance resulted from an ambiguous quiz question. If, yes, we revise the question for next semester.

❑ Or we make the preliminary decision that the poor performance resulted from unclear text material. If yes, we revise or supplement the text for next semester. In addition, we attempt to clarify the problem in the next lecture / discussion section.

❑ Then we recycle through this circle of problem analysis, systems redesign, implementation, and evaluation until we've gotten it as good as we can.

This is a systems approach because we don't blame the victim; instead, we blame the system and try to fix it so it will do a better job the next time. And in keeping with not blaming the victim; we try to ensure the student is not penalized by our less than perfect system.

General Study Strategies

Based on my own experience, and what students tell me, here's what I recommend:

❑ Most students report spending at least a half hour per chapter with the flash cards -- depending on the number and complexity of definitions they need to memorize, it can range from just a few minutes to as much as a couple hours. Again, I think it will probably go faster, if you have a general understanding of the chapter before you start memorizing. (Of course, you could mix the two study modes, just for variety. Let me know what you do and how it works.) In any event, here's what amazes me:

- We first introduced the flashcards in the summer of 1992, and it's the single most powerful thing we've done to help the students improve their study grades. Most of the students are now knocking the top off the definition part of the quizzes. That wasn't so BF -- before flashcards.
- Our data are less solid on this one, but it seems to us the students are much better able to use the concepts and principles in applied and theoretical discussions and do much better on their homework now that we have the flashcards.
- Finally, what amazes me most is that the students really appreciate the flashcards. Most don't mind the memorization and they can see it really gives them an edge.

How to use the flashcards -

After questioning many students, both undergraduate and graduate, we have come up with a flashcard studying strategy that will increase your fluency in the least amount of time necessary to do so. Here it is.

1. Begin studying your flashcards after you have read through the chapter
2. Begin with the pile of flashcards all cut out.
3. Go through the pile one time. Read the front and back of each card.
4. Set the pile on your left.
5. Pick up the first card.
6. Look at the term
7. Try to say the definition without reading it on the back.
8. If you say it perfectly, put the card on your right. If not, put it in a new pile on the left.
9. Then do the same with the next card and so on.
10. When you finish the first pile, pick up the second pile on the left and go through it the same way.

11. Eventually all of the cards will be on your right.

12. When this happens, pick them up, shuffle them and go through them again the same way. Don't worry if some of the cards end up on your left side again, just repeat the whole process until all the cards end up on the right two times through the pile.

❑ Before the seminar & quiz, reread the chapter. But this time carefully, reread anything that's not clear until you've figured it out or your brain is fried. If you get in too much trouble, call your buddy you will be assigned in the second or third class. As a student, I found I could breeze through the second time, much faster than the first, though I was being more careful the second time around. (Again, I think less than an hour.) But that was the easy part, now following this next recommendation is how the A students separate themselves from the others:

❑ At the end of each section, within a chapter, you'll usually find a list of study questions; you can ignore them on your first time through. However, make sure you can answer them all during this second reading, because **there will be no questions on the quiz that aren't among the study questions.**

❑ Here's what I think is a main differences between outstanding students and other students: When you ask students if they have any questions on the chapter or if there's anything they don't understand, outstanding students have a whole shopping list of questions. The average student has few, and the poor student has absolutely no questions. Therefore one step toward becoming an outstanding student is to critically monitor your understanding so you can put big question marks beside the unclear areas and then make sure you ask your questions. During the first part of each seminar, we always ask if you have questions. (Incidentally, getting answers to those questions is not as crucial to doing well on any given quiz as it might at first seem. But the answers help with the homework and your total mastery of the course concepts.) But that's the easy part.

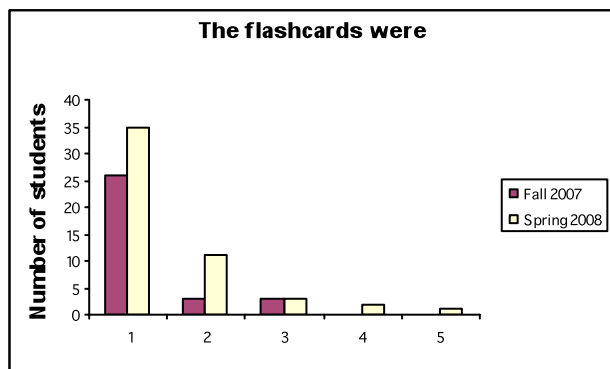
❑ Before the quiz, answer all study objectives. Danger: To get an A in this course, you must be able to answer ALL the questions at the end of the subsections within each chapter. And this is why many students end with a BA instead of an A. They don't memorize all the tables, diagrams, contingency diagrams, experimental and intervention procedures, etc. that are indicated in those study questions. Part of the problem is that we don't always ask about items on the quizzes, because

we don't have time or room. So you may get a little too casual in memorizing those answers. But gradually you lose more and more points, until you lose your A. Please don't do that. Please make this final small amount of additional effort to secure the A you've so clearly earned with the large amount of initial effort you've invested in each assignment. Those quiz questions require no creativity. You should be able to answer all of them, straight from the book. (We require heavy creativity in another part of the course, but not the quizzes. We think it's usually unreasonable to ask students to be creative and original under the pressure of quizzes and exams.)

☐ Finally we end the study sequence with the acid test, the goal of the course-- this is where you really learn

➤ Before the quiz, review the flash cards.

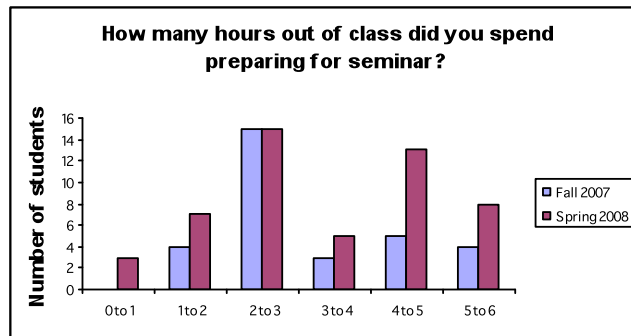
After reading the chapter twice and studying it intensely, you should have an excellent grasp of the chapter. But you still need to put a little polish on those flashcards.



➤ Before the seminar, do the homework.

Most of your homework is in the How to Analyze Behavioral Contingencies folder and a few are on the CD handed out in the first seminar. You'll look at and generate a variety of behavioral contingencies and related concepts. This is where all that rote work pays off in heavy-duty creativity. This is where you may do more original thinking than you've done in the rest of your college career. Students say they spend 1 to 2 hours on each of these homework assignments. Again, be sure you put a big question mark beside any examples you're not sure of. Then you can ask about them in class. (Incidentally, we think it's fine if you review your homework with your classmates, as long as it's after you've

completed your homework. And we think it's fine for you to correct your homework, when a classmate points out an error and you understand that error, even if your classmate had to help you understand it. But it can be fatal, if you use the same examples or almost the same examples as your classmate.)



Dropping the Course

If you have financial aid and dropping this or other courses will put you below 12 credit hours during the fall or winter, then you should take time to talk with a financial aid advisor in the Faunce student center. Each student is evaluated on a case-by-case basis.

Super A (Advanced Principles of Behavior)

The course assistants and I spend many hours trying to figure out how to make this the most effective and most exciting course you've ever taken. So here's an add-on we first tried in the Fall of 1992 -- the Super A program. Because it's been a consistent hit with the students, we're keeping it in the course.

What's Super A?

Advanced Principles of Behavior is an extra hour of credit you can get for doing a super outstanding job in this course. You do a terrific job this semester, and then next semester you can enroll in Psy 396: Advanced Concepts of Behavior Analysis (ACBA) for 1 hour of credit. At the end of next semester, you receive a grade of A for Psy 396 automatically, because you've already done the work and earned the credit this semester. (Of course you will still have to pay for the credit -- no

free lunch.) It's a no risk deal; if you've done what it takes to earn the credit, you sign up for one additional hour of *A*; otherwise you don't. But remember, you must be enrolled during the next semester to receive the credit. If you have any questions about that, ask me or your GSI.

What does it take to earn Super A?

It takes about 50 extra hours of high-quality work. It takes being a super student. I've noticed that super students tend to put in more hours on the course than most do anyway. And all students put in more work for this course than they do for most others; so why not allow as many of you who wish to get a little extra credit for the extra work?

In figuring points for Super A, as well as for your regular grade, we figure roughly 10 points per hour of effective work. That means 500 extra, super-A points = 1 super-A

So here's the deal:

- First, to get Super A, you must do what it takes to get an A in the regular course.
- For every percentage point above 92% you earn on your cumulative quiz scores, you get 40 super-A points.
- We have quite a few students doing the hard work needed to get from 95 to 99% on their quizzes, so why shouldn't they get a little extra payoff. This means if you manage to get the big one-oh-oh %, you've got 320 out of your 500 Honors points. We want to arrange the contingencies so super students will find it a reinforcer to do as well as they comfortably can on their quizzes without going into heart-attack city. In other words, if you earn 98% that's wonderful; but if you earn "only" 97%, no big deal; you can earn those extra 40 super-A points in many other ways. (Note, these super-A points don't count as optional-activity points (OAP's), but OAP's do count as super-A points.)
- All UNSPENT optional activity points count as Honors points.
- It ties together. A super student might be super fluent with the definitions on the flash cards. So you can earn OAP's by considerably exceeding the minimum fluency criteria. Also, if you do a super terrific job on a homework, you might pick up an OAP or two. And a super student is a careful reader, so you can earn OAP's by being the first to find

typographical, grammatical, logical, or behavioral errors in the course materials. Super students are super interested in behavior analysis and would like to play with the big kids (grad students and faculty) by going to the Friday-afternoon colloquia (15 OAP's each for a total of about 180 OAPs).

(If you spend 40 OAP's to pay for a missing seminar class, no problem; but, of course, you can't spend them twice by reusing them as super-A points.)

Qualifying for Super A is like being in a special honors section of Psy 360. If you qualify for Super A, you're an impressive super student (of course, you can also show what a super student you are by qualifying for Super A and not necessarily registering for the credit, if you can't use it -- no one need be excluded from the club). My guess is students who earn Super A are students most likely to get into grad. school. My guess is these are the students faculty members will be most likely to bend over backwards to help. For example, I'll do anything I can to make room for Super A student in my Psy 460 class, even if the class is full. Why, because a good super student has earned the privilege of super consideration and because it's very reinforcing to teach a class full of super students; its as intellectually reinforcing as teaching a grad. class, and that's saying a lot. (On the other hand, some super students don't need the one-hour's credit or don't have the time to do the extra work for Super A. That's O.K. too; they're still super students.)

Return Your Homework and Lab Reports

To retain full credit for your homework and lab reports, please turn in all of them by the last rat lab of the term. This way we can look at it in more detail, as we evaluate the effectiveness of the book and the course. It will also give us ideas about materials to add. In addition, this way your answers won't fall into the hands of future students, in spite of your best security efforts. OK?

Cheating Means Sudden Death!!

If we catch you cheating or plagiarizing in this course, you will receive an E for the course, no matter how small or trivial was the cheating or plagiarizing.

Cheating

This includes, but is not limited to, copying from your neighbor, your notes, or whatever, during a test or quiz. This also involves talking during a test or quiz. **Cheating also means copying someone else's homework and turning it in as your own.** Please take note of the homework variety of cheating. No, we don't mind if you complete your homework and call a friend to see if your original example is right. But your friend's original example better not look like yours the next day in class. Keep in mind, that the TAs meet before every class - they talk about their student's homework and quizzes. So, just because your friend is in a different section, doesn't mean that cheating wouldn't be discovered.)

Additionally, if you are knowingly involved in providing the occasion for someone else to do any of these forms of cheating, then you too are cheating and will also get the ax! Here's another form of cheating that we don't want to catch you doing: Don't try the sleazy red-pen cap on black pen trick when you're supposed to be editing your homework in class with a red pen. We'll notice, and it's cheating.

Plagiarizing

This means turning in written work that includes material taken from someone else, without using quote marks or otherwise giving proper credit to the true author. In other words, your presentation of someone else's material in a way that the material might be mistaken as your own.

Further Details About Academic Integrity

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 268-270) [Graduate (pp. 24-26)] Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You

will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Missed Classes

If you miss a class, you don't get points for participation and you **lose the opportunity** to take that quiz. It doesn't work out for us to try to distinguish between excused and unexcused absences. **So once the opportunity has passed, it's gone.** This means you should keep your point average comfortably above the 92% level in all categories; so you can blow off a class or two, if need be, without losing your *A* (assuming that's what you're shooting for). If you do miss a class, you can turn your homework in the next day, but you lose 5 points each weekday you're late. You're responsible for having a reliable buddy who will take notes and pass them on to you, so you can find out the details of the next assignments. Rat lab absences count as missed classes.

Optional Activity Points And Missed Classes

You can substitute a **maximum of 80 optional activity points** for missed classes, quizzes not taken, and homework not turned in (or turned in late due to absence). Suppose you had heart surgery on a Tuesday. You'd lose 20 participation points and 20 quiz points -- down the tubes, gone for ever, no excuses, no whining, no mercy. But if you haven't spent too many of your optional activity points, you could substitute 40 of them for the day you were in the hospital. Even if the day you missed had two quizzes, you could use 60 OAPs, 20 for class, and 20 for each quiz. But watch the Delightful Details calendar for assignments and quizzes that OAPs cannot replace (such as Review Quizzes and Ch. 29). The wise student saves those optional activity points until the very end of the semester, just in case the heart surgery requires two days instead of one. No heart surgery? Great, then you can take a day off

sometime when you need a break; but you can't blow off the final review quiz, your final paper, or the Final Fiesta.

Snow Days

If the university is closed, we'll stay on schedule. For the next class date when the University opens, you will have the missed quizzes and turn in the homework during that next seminar. You'll also keep pace with the Delightful Details calendar of assignments without postponing the scheduled assignments. So for the seminar following a snow day, you will have the snow-day assignments and the regular, scheduled assignments listed in the Delightful Details Calendar.

Special Get-Tough Policy On Absences

Most students have no problem with the preceding absence policies. Instead, it helps them get their act together, so they'll do well in the class and earn an *A*. But there are always a half a handful of students who need even tighter contingencies than that, to get their act together. These are students whose behavior is not under the adequate control of rules describing small but cumulatively significant outcomes (we'll discuss this in class). In essence, they say to themselves, "Just one more absence won't matter. And they're right, until they finally accumulate so many that they drift from an *A* to a *BA* to a *B* and on and on. They need rules that specify contingencies where one more absence *will* matter. They will have less trouble following such rules and thus will get a much better grade in the course. So here's our special get-tough policy:

Every time you exceed three absences, you lower your final grade one half a letter grade!

Here's the way it works. (In this example, we assume you would get an *A*, if you had no absences. But, of course, if you had several absences, you probably would already have lost too many points to get an *A*; so our penalty of a half a letter grade or so, would be beyond the lowering due to the point loss.

Absences	Grade
0 to 3	A
4 to 6	BA
7 to 9	B
etc.	etc.



This policy helps most students avoid the hopeless hassle of coming around at the end of the semester, desperately, but vainly, pleading for some way to raise their final grade. Now they'll have that *A* in the bag, when the end of the semester rolls around. But even with this policy, a small number of students managed to get less than a *BA*. Always, this was because of absences or failing to turn in homework.

Sometimes students have a time conflict, so that they want to come to class, take the quiz (depending on when it's given), turn in their homework, and leave. That's O.K.. They don't receive many or possibly any participation points, but this does not count as an absence that would contribute to the penalty contingency.

On the other hand, if you register late and can prove it, the missed classes won't count toward your get-tough absences, but you must make up the missed quizzes and homework immediately and substitute some of your OAPs for the missed participation.

Absence does not always make the heart grow fonder. The absence policy is designed to give students a little slack for when they get into trouble, mainly when they're ill. (Reminder: This get-tough policy has been successful in preventing most students from accidentally drifting into a low grade because of the small, cumulative effects of "just one more absence.")

This get-tough policy applies no matter how many OAPs you have. You can't buy your way out of an absence with OAPS, as far as the get-tough policy is concerned, although you could get your attendance points with it.

Lateness

Students

If you are late for class or leave class early, you will lose points for participation. For every 15 minutes you're late, you lose 5 additional participation points.

Minutes late	Maximum participation points
1' to 15'	15/20
16' to 30'	10/20
31' to 45'	5/20
46' or more	0/20

(By the way, if you're doing other homework, writing letters, etc. in class, you won't get full participation points either.)

Late Homework

You lose 5 points per business day (business days are normally those days, Monday through Friday, when classes are scheduled and the university offices are open). Ouch! You can slide your homework under the BATS office door (Wood Hall 2536). Late means any time after the beginning of the class when it's due. Don't try to finish your homework during class; we'll count that as cheating. If you know you're going to have to miss class, you can turn in your homework in advance.

Clarification: You will see this reminder throughout this booklet: **To retain full credit for your homework and lab reports, please turn in all of them at the final fiesta.** That doesn't mean you've got until the Final Fiesta to complete your homework and lab reports. If you waited until then, you'd probably not get any credit! What that means is that you need to turn in all your homework and lab reports, completed or not, at the Final Fiesta, to retain the credit you've received for work you have completed.

Letters of Recommendation

Many students ask me to write letters of recommendation to help them get into graduate school or to get jobs. I'm happy to do that. I base my letter on your record in my courses, with a big emphasis on your quiz scores and your rank in class on those quiz scores. I also report on your performance on end-of-the-semester evaluations, homework, turning homework in on time, attendance, active participation in seminars, Final-Fiesta project and presentation, writing and speaking skills, social skills, and, if you were a Psy 360 Honors Student, I mention that. When possible, I consult your course teaching apprentice, as well. Other things, too, of course. Incidentally, it never hurts for you to remind me of any special accomplishments you've achieved, when asking for a letter.

My goal is to help all of you acquire the repertoire that will allow me to write a strong letter for you and that will help you excel in graduate school or on the job.

Mickey Mouse Rules

Sorry for all the preceding nonsense. But we've found that if we get all these ugly little details straight, up front, then you'll have an almost hassle-free term.

Adding Insult To Injury

So that you'll learn the most, get the best grade, and have the most fun, and the least hassles in this course, it's important that you understand and remember these Mickey Mouse rules. This means you should study them between now and the next class and be prepared for a brief written quiz over them.

How to be way cool

The Legend of Sheldon Stone

One of the coolest cats (woops, excuse me), the coolest dudes I ever knew was Sheldon Stone.

Years ago, I used to be real important; I used to teach our 1000-student introductory psychology course. And Sheldon was an undergrad teaching apprentice; the only thing lower in our course hierarchy was to be a tuition-paying student (the ones who pay our salary). Well, Sheldon was unhappy about some teaching-apprentice policy I had; so he took a group of the undergrads with him to the WMU ombudsman (an even more important person than I was, the person who settles squabbles between students and teachers).

Now the ombudsman's an option the wise student saves for only the most extreme emergency, because no professor likes being called before the ombudsman; and the wise student knows better than to risk angering the professor; and there's no way the professor isn't going to be very angry with such a public challenge to authority.

But here's how cool Sheldon was. He stated his case to me and the ombudsman in such a non-emotional, non-hysterical, non-threatening, non-challenging, respectful, sympathetic way that I caved in immediately, rather than getting my hackles up and drawing a line in the sand. Not only that, over the next few years, he rose through our hierarchy to be one of my undergrad teaching assistants (\$), to be one of my MA students, to be one of my grad teaching assistants (more \$), to be a professional organizational behavior-management consultant (much more \$), and to be manager of the world's largest retail store (mucho, mucho mas \$), in Hawaii, of all paradisiacal places.

Of course, that Sheldon started out as a 60-hour-per-week undergrad didn't hurt. (Yeah, I know, slackers say, 60 hours a week! Ugh, a book head! Who wants to be a book head!? What the slackers don't know is that it's the 60-hour-per-week book

heads who win the game. And there are a lot more of those students leading highly successful undergrad careers than the slackers can even imagine.)

The Legend of the Cool Coed

Third week of the semester. I'm briskly walking down Dunbar hallway. A young woman comes up to me and asks, "Alright, if I walk with you to discuss something?" "Sure." (Note how respectful: She asks permission to walk/talk, and she's not so presumptuous as to try to stop me from going to what ever very important-person meeting I'm headed for [actually I was headed to the John].)

She says, "I find your Psy. 360 course really hard, and I don't think behaviorism is for me. Are all the courses in this department behavioral? And are there other colleges where the psych. departments aren't behavioral?"

Well, she's broken my heart. Not only is she rejecting my course but also she's rejecting behaviorism, my treasure, my most cherished world view, my faith. Like I really believe in my slogan, "Save the world with behavior analysis," even though I know it's a bullshit fantasy.

But here's the point: In rejecting me and all I stand for, she's so cool, so non-emotional, so non-hysterical, so non-threatening, so non-challenging, so polite, so respectful that I'm so impressed with her I want to share this incident with you, that I'm so impressed with her that I hope she gets the faith by the end of the semester and joins us in our struggle to save the world with behavior analysis, because it's only with the help of cool people like her that we'll have a chance of even getting the world to know we exist.

On the Other Hand

A few years ago, we had a guy in Psy. 360 who was into so much eye-rolling, heavy-sighing, snotty-out-of-the-corner-of-his-mouth-remarks by way of displaying his displeasure with our course that the TA pulled him aside for a private self-development interview, where she explained that

his behavior was very disruptive for the class and made it hard for her to do a good job teaching. He said he understood and would try to do better, but he felt like the TAs were a bunch of rats with Malott leading them along by a string.

Now the poor TA's feelings were really hurt. She'd never been so insulted. But here's the point: She was sure the guy had no idea how aversive and inappropriate his comment was. He had no idea that his social insensitivity and his inability to stay away from those petty aggression reinforcers would so trash his life and career as to cost him at least \$20K a year in salary, 'cause no one wants to be around someone who's that aversive (inter-observer reliability: in earlier courses his fellow students found his remarks so aversive that they were constantly asking him to shut up).

Isn't that sad, regardless of the guy's technical skills, his social skills are so poor that he really is doomed; no one will want him spreading karmic pollution in their environment.

The One Pointer

More common is the high-achieving student who is such a high achiever because she gets completely bent out of shape every time she loses a point on a quiz. The good side of this compulsive neurosis is that the fear of losing a single point in the game of life is what motivates high achievers to achieve so highly. One of the bad sides of this compulsive neurosis is that they're constantly so up tight about point losses, that they have a hard time asking for a re-grade in the manner of Sheldon Stone and the Cool Coed, in a non-emotional, non-hysterical, non-threatening, non-challenging, respectful, sympathetic way, in a way that will make us want to interact with them more often, rather than less often. In emotionally going for that single, lost quiz point, they lose 10 life points, even if they do get the quiz point.

Bottom Line

The point is not to be a yes-person, lie-down-and-let-them-roll-over-me kiss ass. The point is to choose your battles carefully and then treat them not as battles but rather as opportunities for pleasant social discourse. The point is to carefully prepare what you're going to say and how you're going to say it, and mull it over for a day before engaging in the battle.

And the point for those of us in authority (TA's, teachers, etc.) is to be so socially cool, on our side, that we don't get up tight and escalate confrontations, but rather we de-escalate them, helping everyone to chill, and then getting back to the aggressor a day or so after that person has had a chance to cool down, conducting a self-development interview, perhaps with further follow through, in an effort to salvage a soul who might otherwise lose many of life's opportunities because of being socially clueless.

Concerning "compulsive neuroses," I do observe that highly productive and successful people are irrationally fearful that they are going to fail in every endeavour they undertake, such as a course they might be taking or an exam they might be taking. And to somewhat reduce their fear or anxiety, they work their tails off, for example, starting to prepare for the exam as soon as the instructor announces it. As a result they get the top score in the class, though, ironically that does little to reduce their fear the next time a text is announced. Whereas, the cool, "mentally healthy" people, don't start studying until right before the exam, because they have a wonderfully positive self-image; but as a result they wait a little too late to really get enough studying done and do well to pass the exam, let alone ace it.

How To Avoid Being a Social Disaster

When I used to do organizational-behavior-management workshops for managers in business and industry, one of my most popular modules dealt with social skills. When introducing this module, I'd say, "Fifty percent of a person's

success in an organization has to do with social skills and other skills that have little to do with the person's job description." If those managers ever disagreed, it was to say, "No, 50% is an underestimate."

Now here's something that's even weirder than this extreme importance of social skills: no one ever tells you how important those social skills are or what they are, let alone, how well you are doing in that crucial area.

So you're playing a game; no one tells you the rules; no one tells you the score; and you don't even know you're playing. All you know is eventually you get a raise, get promoted, or don't get fired. If you lose, if you don't get the raise or the promotion or if you do get fired, no one will tell you the real reasons about where you screwed up -- too much hassle. So many people go through life clueless about what determines their professional success.

This course is much the same sort of organization as a business is. But in this course, we'll make a small attempt to correct the clueless problem. We're going to tell you some of the subtle things that will help you be a good member of this organization, how to succeed in this organization, how to get this organization to give you strong letters of recommendation for practica, assistantships, grad school, and jobs; and also how to contribute to this organization, in a positive manner.

Now, if you're cool, you'll use being in this organization as an opportunity to learn how to be successful in other organizations, like where you will be working when you graduate. Here's a general list of skills for succeeding in almost any organization, with comments about how they apply in this course.

Interpersonal Style and Skills

1. Give corrective feedback in appropriate situations (not in the presence of others). If you're unhappy about some feature of the course, discuss it with your TA or instructor privately before or after class. Never embarrass your TA or instructor by pointing

out in front of the class some really stupid thing they did or some really dumb or unjust feature of the course. Your TA or instructor will just get up tight and defensive, dig in the heels, be even dumber or more unjust -- like anyone else would. We're just dealing with people here, and people are easily embarrassed and upset.

2. Provide corrective feedback in a non-punitive style (i.e. specify appropriate desired behavior, don't be critical of person). Never say how stupid the teacher was to assign a quiz on Thanksgiving Day. Just ask if they realized that the fourth Thursday of November was T-day. Then tactfully point out the implications of that, if need be, but, in private, of course.
3. Respond in a socially appropriate manner to positive or negative feedback (i.e. says thank you, without disagreement). If the TA or instructor marks something off on a quiz or homework, say thank you and then think about how you can use that feedback to do better next time. Better to lose a point on a quiz, even if you know you're right and the rest of the word is wrong, than to lose a friend, especially if that friend is your TA or teacher. Win the war, not the battle.
4. React in a rational, as opposed to an emotional manner, when faced with problems. Control emotions effectively (e.g. do not cry or yell) in frustrating situations (i.e.. under extinction or aversive conditions), in professional, school, and peer settings. **Never, ever lose your cool.**
5. Smile. During good times and bad times. **The gridders shall inherit the earth, not the meek.**
6. Be pleasant in interactions (i.e.. zero negative comments, well mannered). Be the kind of person your TA and your classmates want to be around.
7. Speak in respectful ways -- with peers.
8. Speak in respectful ways -- with TAs and professors. Respect and brown nosing ain't the same thing.
9. Be properly assertive in disagreeing with others, including other students, your TA and your professor. That means: Smile, be tactful, be private, be cool, be rational, be polite, be

pleasant. But that does not mean you should be a yes person. That does not mean you have to agree with everything. But if you lost a point on a quiz, assume you were wrong, and smiling and respectfully ask for help in getting your error clarified, even if you know damned well the TA screwed up. If, after discussion, it looks to you like the TA really is wrong, then see if you can gently guide him or her to your way of seeing it. If you can't, then decide how important it is. If it's one only one point and you're already way above your A, consider bagging it. Just chill out. But if it's a bigger deal, politely and gently ask permission to discuss the issue with the professor, and so on. But always be cool and smiling and end each discussion with a sincere thank you.

10. Actively listen when spoken to (i.e.. good eye contact) where appropriate.
11. Do not dominate discussions at meetings and seminars (i.e. speak during no more than your appropriate share of the class time).
12. Carry your share of the discussion in meetings and seminars (don't just sit there listening).
13. Appear appropriately receptive to others' values and viewpoints. In this course, you're going to run up on some strange ideas, like maybe what you're reading now. Relax and check 'em out. You'll have plenty of time to reject them later, if you still find them too strange by the end of the course.
14. Quality: produce a good product with good results.
15. Timely (reliable): complete tasks by the deadline.
16. Don't be absent.
17. Don't be late.

Technical Skills

1. Use good speaking skills: grammar, clear descriptions, loudness, enunciation, confidence, articulateness, and fluency.
2. Use good writing skills: grammar, spelling, and organization.
3. Use good systems-analysis skills: Effectively detect, analyze and clearly specify problems within the system and then suggest and implement good solutions.

4. Use high-quality behavior-analytic skills.

Now, you get your act together along all these dimensions; and you'll not only succeed in the organization, you'll become president of the organization!

So, we're taking the time to go through all this for two reasons. One is to help you succeed in this organization (this class) and to succeed in future organizations (your job, your family, your church).

The other is to help this class and future organizations succeed. One negative, whiny, eye-rolling, sighing, "do we really have to do this?," under-breath "this really sucks," constantly challenging student can bring a whole class down and make the whole semester a drag for the other students and the TA or teacher. And running about 8 seminars a semester, with about 20 students in a seminar, there's a good chance that 1 out of those 160 students will be clueless about the bad karma, vibes, or feelings they're accidentally polluting the classroom environment with. *But mama never told me.* And we'll come down pretty heavy on preventing a whole course from getting messed over in that way -- now and in the future. I don't want anyone in my future classes, practica, or graduate school programs who's going to be a constant pain in the rear or screw up future courses, practica or grad programs. *Wow! Heavy.* Yes. *But I just rolled my eyes a little. I didn't really mean anything by it.* Right. But that's the stuff that makes and breaks an organization and makes and breaks you.

Now don't panic. If you screw up, we'll let you know, but we try to practice our preaching; we start with just a little gentle feedback, a little gentle guidance. We want you to go away from the discussion feeling really happy that you got that info and eager to give the new, cool way a shot. There ain't enough good students that we can afford to waste any of them. We just want to help you so you don't eye-roll yourself out of the opportunity to save the world with behavior analysis. And that world does need a savin'. And you can do it. Opps, did I hear a little, under-

breath, who-do-they-think-they-are sigh of exasperation? Hurumph.

Vita for Richard W. Malott

Dr. Richard Malott received his Ph.D. at Columbia University in New York City where he did research in the experimental analysis of behavior and studied with William Cumming, Nat Schoenfeld, and Fred Keller. For the last 30 years, he has taught at Western Michigan University, a major center for the teaching of behavior analysis. He has had two Fulbright Senior Scholar Awards, one to Peru and one to Uruguay. He is one of the founders of the Association for Behavior Analysis (ABA), the founder and co-chair of the Teaching Behavior Analysis Special Interest Group of ABA, chair of the Education Board of ABA, and a member of the editorial board of the Journal of Organizational Behavior Management. He has presented talks, workshops, and seminars in numerous countries—Canada, Germany, Sweden, Mexico, Panama, Columbia, Peru, Brazil, Japan, Thailand, Hong Kong, and Italy. He has published 11 books and 98 articles and has made 160 presentations at professional meetings and 128 invited presentations in other settings. He just completed the fourth edition of the book Principles of behavior (earlier versions have been translated into Spanish and Japanese) and has just begun the book I'll Stop Procrastinating when I Get Around to It.

He specializes in the theoretical analysis of behavior, applied behavior analysis, and behavioral systems analysis. He does research on instructional technology and performance management in university-level education, staff management, and self-management. He teaches courses at the undergraduate and graduate level on the principles of behavior and applied behavior analysis, as well as a practicum on the use of behavior analysis to help autistic children.

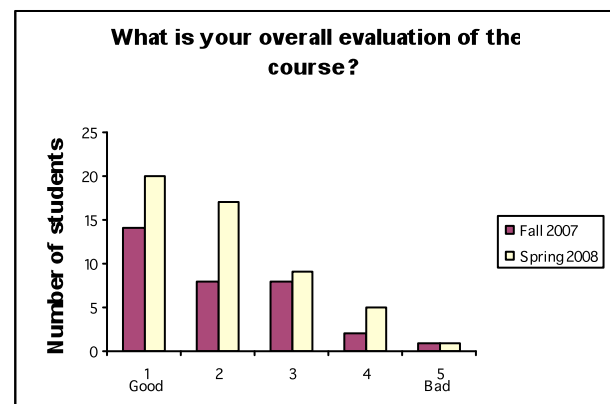
Philosophically, Dr. Malott is a radical behaviorist—he consistently tries to understand all psychological phenomena in terms of the principles and concepts of behavior analysis. Practically, he is a thoroughgoing behaviorist—he consistently tries to apply the principles and

concepts of behavior analysis to all aspects of his life, personal as well as professional. His interests in performance management in general and staff management and self-management in particular have grown from his orientation as a thoroughgoing behaviorist. An example of this work is the development of performance-management technology to help graduate students accomplish the difficult task of completing their masters theses and doctoral dissertations—a serious problem in both around the world.

Dr. Malott's theoretical work attempts to explain the role of language and rule-governed behavior in performance-management contingencies where the outcomes are too delayed to directly reinforce or punish the behavior of interest and yet the rules describing those contingencies reliably control that behavior. This work also attempts to explain why some types of important contingencies fail to reliably control behavior.

Let the Good Times Roll!

We look forward to working with you this term, 'cause we're all going to have a great time.



Psy 360 (Spring 2008) comments: “Awesome GSIs!” “I learned a lot and actually retained the material!” “Seeing the principles of behavior in action in the lab was phenomenal and then talking about it in class made it better.” “I learned a lot and became interested in behavior analysis. I may do that as my grad school choice!”

Principles of Behavior Review Quiz Terms #1

Chapter 1

- 1) Reinforcer
- 2) Behavior
- 3) Behavior analysis
- 4) Baseline

Chapter 2

- 5) Reinforcement contingency

Chapter 3

- 6) Escape contingency
- 7) Differential reinforcement of alternative behavior

Chapter 4

- 8) Punishment contingency
- 9) Social validity

Chapter 5

- 10) The law of effect
- 11) Penalty contingency

Chapter 6

- 12) Extinction
- 13) Recovery from punishment

Chapter 7

- 14) The differential reinforcement procedure
- 15) Task analysis
- 16) Response class
- 17) Single subject research design

Chapter 8

- 18) The procedure of shaping with reinforcement
- 19) The procedure of variable-outcome shaping
- 20) Terminal behavior

Principles of Behavior Review Quiz Terms #2

Chapter 9

- 1) Unlearned reinforcer
- 2) Deprivation principle
- 3) Satiation principle
- 4) Establishing operation
- 5) Premack principle
- 6) Unlearned aversive condition

Chapter 10

- 7) Addictive reinforcer
- 8) Aggression reinforcer

Chapter 11

- 9) Learned reinforcer (Secondary or conditioned reinforcer)
- 10) Generalized learned reinforcer

Chapter 12

- 11) Discriminative stimulus (S^D)
- 12) S-delta
- 13) Operandum (manipulandum)
- 14) Prompt

Chapter 13

- 15) Stimulus class
- 16) Stimulus generalization
- 17) Concept training
- 18) Conceptual stimulus control (Conceptual control)

Chapter 14

- 19) Imitation
- 20) Imitative reinforcers

Danger: You will also be quizzed on the terms from the previous review quiz.

Principles of Behavior Review Quiz Terms #3

Chapter 15

- 1) Avoidance contingency
- 2) Avoidance of loss contingency
- 3) Warning stimulus

Chapter 16

- 4) Punishment by prevention of removal contingency
- 5) Punishment by prevention of a reinforcer contingency

Chapter 17

- 6) Schedule of reinforcement
- 7) Fixed-ratio (FR) schedule of reinforcement
- 8) Intermittent reinforcement

Chapter 18

- 9) Variable-interval schedule of reinforcement
- 10) Superstitious behavior
- 11) Fixed-interval scallop
- 12) Resistance to extinction and intermittent reinforcement (Principle)
- 13) Fixed-time schedule of reinforcement

Chapter 19

- 14) Concurrent contingencies
- 15) Differential reinforcement of incompatible behavior

Chapter 20

- 16) Behavioral chain
- 17) Dual-functioning chained stimuli

Chapter 21

- 18) Respondent conditioning
- 19) Conditioned stimulus
- 20) Unconditioned response

Danger: You will also be quizzed on the terms from the previous review quizzes.

Principles of Behavior Review Quiz Terms #4

Chapter 22

- 1) Rule
- 2) Indirect acting contingency
- 3) Rule-governed behavior
- 4) Contingency control
- 5) Rule-governed analog to a behavioral contingency

Chapter 23

- 6) Covert behavior
- 7) Feedback
- 8) Task analysis

Chapter 24

- 9) Rules that are easy to follow
- 10) Rules that are hard to follow

Chapter 25

- 11) Pay for performance
- 12) The deadline principle

Chapter 26

- 13) Values
- 14) Legal rule control

Chapter 27

- 15) Performance maintenance
- 16) Behavior trap

Chapter 28

- 17) Transfer of training

Danger: You will also be quizzed on the terms from the previous review quizzes.

Objectives for the Final Fiesta Paper

A Few of the Types of Essays You Might Write, Along with Some Hints as to How You Might Write Them

- A real intervention and real data makes the best final paper. Your intervention could be:
 - ✗ self-management
 - ✗ studying
 - ✗ smoking or other drugs
 - ✗ housekeeping
 - ✗ negative comments
 - ✗ procrastination
- management of others
 - ✗ children
 - ✗ roommates
 - ✗ spouse
 - ✗ employee
- animal training
- Something you disagree with in the readings, for the semester.
 - ✗ State Malott's position.
 - ✗ Then state yours.
 - ✗ And then provide your evidence or argument.
- Relate something in the readings to something outside the readings.
 - ✗ This might involve showing how a concept in a chapter relates to other concepts, in an interesting manner.
 - ✗ Or this might involve providing another example of one of the concepts in the chapter.
 - ✗ Or it might be an example of how you would like to apply a procedure from the chapter to your own life or someone else's life.
- An overall reaction to all the chapters could be a good essay.
- Or a behavioral short story, clearly illustrating as many of the concepts as possible.
 - ✗ You can integrate the technical terminology throughout the story, or you could have an analysis section at the end of the story where you do the behavior analysis of the events in your story.

- ✗ The story could be true, fiction, comedy, romance, horror, science fiction. You could even write an epic poem
- A brief, one-act play. You or you and some of the other students could write it and star in it.
- A behavioral crossword puzzle like Jennifer Rivers did. Chris Simmelink created one using a special MS/DOS computer shareware program (December 16, 1992).
- If you do a game, it must be something the whole class can play at the same time. Please see you TA for approval before putting the time in on this one.
 - ✗ It must be mainly composed of questions where you've given original examples that demonstrate your brilliance and creativity. You won't get many points for your project, if its just definitions etc. you've copied from the book. No more word search games; they were good for a while, but no longer.
 - ✗ If it were really a good and useful game, it might be something you could evolve into an independent research project or honors thesis.
- Lori Johnson did The Tyler Tales, for our rat lab manual (December 16, 1992). In designing your project, you might format it so we could incorporate it in future instructional materials if the opportunity allows.
- Rent a puppet from the Portage Public Library (Michelle Phillips did) and put on an entertaining and educational show (December 16, 1992).
- Maybe a video tape?
 - (We can show VHS or you can bring your own playback unit.) DANGER! DANGER! I'm nervous about this option, because for some reason almost every video-tape presentation has been a total loser; but a few have been good. The odds are against you if you select this one. Proceed at your own risk, but precede if you wish.
- News flash: I wish to change my position on video tapes, since I wrote the preceding. Although there were a few good ones before, in the summer of 1992, Katari Brown did one that can serve as a model for future student productions. (It took her about 16 hours to produce it, whereas 10 hours is what I normally expect for a final paper.) We'll show her video in class so you can get an idea of what to do. If you can match, or exceed the quality of her tape in terms of behavioral precision, entertainment, and video production, we'll show yours in future semesters also. I'd be happy if you wanted to illustrate the same basic contingencies she did, within a similar structure, but with new examples. But this time, why don't you do it in an instructional mode where you present the example, allow the instructor to push the pause button so the students can write what they think the example illustrates and

perhaps discuss it. Then the instructor could push the unpause button and your video would then present what you think is the answer, along with a contingency diagram and any essential clarification.

- Photocopy comics onto transparencies (like Far Side); but add behavioral words in the captions or balloons.
- A poem, a song, a picture, cartoons?
- How about a trained-animal act?
Lynne Sulka demonstrated her use of behavioral principles in obedience training with her two dogs at the Summer, '92 Final Fiesta.
 - ✗ It's best if it's clearly something you taught your pet during this course, using the behavioral procedures of this course.
 - ✗ You can bring your pet to the Final Fiesta.
 - ✗ Or a video tape.
 - ✗ Or photos.
 - ✗ Record data, like baseline, intervention, reversal, and graph it.
- A special Rudolph the Rat demonstration -- some advanced experiment you might go way above and beyond the call of duty to produce and then bring Rudolph to the Final Fiesta to amaze, educate, and entertain us.
- Super heroes. Students often find it reinforcing to write about super heroes such as Captain Contingency Management, Behaviorwoman, Behaviorman, and Dr. Whiskers.
- Explaining life's mysteries. Here's one that would be great: An essay showing how you can use the concepts of the course to explain something you couldn't understand before the course.
- The value of our analyses. I'd love to see an essay on the value or lack of value of analyses in terms of indirect-acting contingencies and rule-governed behavior. Like some original notions about areas it clarifies that traditional behavioral approaches just confuse or ignore.
- RGB. A presentation and discussion of rule-governed analogs that weren't covered in the course (for example a rule-governed analog to discriminative stimuli).
- Philosophy, anyone? Seriously consider doing a philosophical essay, if you'd like to really impress us.
- An original behavioral project, for this course, present the data, and analyze it in terms of the class concepts.
 - ✗ Do a baseline, an intervention, and a reversal, if possible.
 - ✗ Reliability measures would be great.
 - ✗ Graph it.

- ✗ Demonstrate it live.
- ✗ Or with a video tape.
- ✗ Or with photos.

- True confessions. Some students almost get into true confessions, as they do behavior analyses of really important parts of their lives.
- You got a better idea? Go for it.

Some Vague Guidelines

- Danger: You will get no more than 50 points for your presentation, if you read it. If your presentation is so deep and complex and precise that you must read it to be sure you get it right, then it's too deep and complex for your listeners to understand in an oral presentation. Here are two exceptions for reading (but it must be well read, even dramatically read):
 - ✗ A poem.
 - ✗ A short story.
- You get brownie points if your presentation
 - ✗ Is funny.
 - ✗ Uses tough concepts well.
 - ✗ Has nice graphics.
- If you use graphics, we evaluate them in terms of
 - ✗ Color (a bonus)
 - ✗ Quality (a bonus)
 - ✗ Size (a bonus)
 - ✗ Number (a bonus)
 - ✗ Relevance (crucial)
 - ✗ Technical correctness, from a behavioral view (crucial)
- Poems should really rhyme.
- Do your presentation in terms of one or more posters -- maybe just one, where you explain it.
- Be technically tight (precise use of behavioral terminology).
 - ✗ You lose points for each incorrect use of a technical term.
 - ✗ However, it's O.K., if once in a while you're not sure which of a couple of concepts apply to an example. Simply indicate the two concepts you think may apply and explain why for each.
- Here's something you want to be especially careful about because it still trips up some students: Don't confuse direct-acting contingencies with indirect-acting ones. The error is almost always in the direction of

talking about an indirect-acting contingency in terms as if it were a direct-acting contingency.

- Apply the deadman's test to all your examples. Never put a contingency on not doing something. Dead men have no trouble not doing all sorts of things. For example, dead men often fail to arrive on time. So you can't punish not arriving on time. The contingency you're probably looking at is an analog to an avoidance contingency where the person leaves from home early because that response will avoid getting yelled at by the boss. So don't give your classmates a chance to giggle and shout that your example failed the deadman's test.
- Don't be mentalistic: Betsy will realize her bad behavior is being punished and stop doing it.
- Reinforce behavior, not people.
- Probably the word you want is behaviorist, not behaviorist.
- And aversive, not adversive.
- Don't assume all of the analyses in the student papers are correct or that all use of terminology is correct. So use the papers as models, but with discretion.
- You get more points for the use of more concepts.
- Be grammatically great (don't use no bad English).
- You lose points for grammatical errors
- Don't say exscape, say escape.
- Be logically tight and right.
- Be well organized.
 - ✘ Each paragraph should have a single main point.
 - ✘ Express that main point in a topic sentence near the beginning of each paragraph.
 - ✘ Each sentence in a paragraph should support the topic sentence of that paragraph.
 - ✘ Each paragraph should lead to the next paragraph.
- Be thoughtful.
 - ✘ Don't give us something superficial. Show us that you care.
 - ✘ Be original.
 - ✘ Don't just go through the book and summarize the concepts and their applications.
 - ✘ Present original examples and analyses.
- Be entertaining.
- Be thorough and comprehensive (cover as many of the concepts from the course as you can, without it seeming too artificial or strained).

- Don't just present an interesting example and conclude with the weak statement that behavior analysis might be used to deal with this problem. Give us the details of how you would use behavior analysis.
- Be brilliant.
- **Be about three to five pages long. No longer!**
- Be neat (only typewritten papers need apply -- no crayon on yellow lined Golden Rod paper).
- Here's my latest fantasy: Each semester we'll publish two of the best student papers from each seminar section in the Sample Student Papers and retire the same number, of course.
 - ✘ That means you should desktop publish your paper, to the extent that you can; so it will look real good. In other words, you should make it look as much like a magazine or book article as you can, for example neat single-spaced typing (not double space like most of your term papers).
 - ✘ Also put the title and your name at the top of the first page and then start your essay right below, on the same page; in other words, we don't want next semester's students to have to pay for all those pages that just have a title and a name (single spacing will cut down on student cost also).
 - ✘ Don't use blue ink on any of your graphics in your paper, because that won't reproduce well.
- And graphics are great, either in your paper or as a separate poster. So we'll also select a couple of the best posters from each seminar section to go in our Great-Graphics Gallery. This means, if you do posters, you should do them so they tell a complete story by themselves, without your paper or your oral presentation to help them (of course, we'll expect a little talkin' when you present your poster at the Final Fiesta.)
 - ✘ It also means you should sign them so future students will know who to admire when they see your works in our Gallery.
 - ✘ Also, let's go for a new consistency-control criterion: Your poster should be on 22 x 28 inch poster board. And it should be in portrait mode (the long, 28 inch length should be vertical -- it should be taller than it is wide). That way we will have room for more student presentations in our Great-Graphics Gallery.
- Just because your paper might not end up in the Sample Student Papers at the end of the semester doesn't mean it wasn't as good as many that did.
 - ✘ First of all, we select for various criteria including variety.
 - ✘ Second, our selection may not be that consistent. (Probably clean printing, laser printing if

possible, really may influence my decision about what to include, more and more, in the future.)

✖ And third, your printer ribbon may not have been dark enough! In fact, as I go through this last semester's papers, at this very moment, I see more papers deserving of inclusion than we have room for.

- Be well read. Read the papers in the section labeled Student Papers at the back of your notebook. They should give you some good ideas.
- However, there is no need to go to the library to get other references. This is not a research paper. The only books you need examine are those assigned for this class.
- Be well prepared.
- Some students even summarize their presentations on flip charts. (I noticed that some of these students had to blow up the copies of the contingency diagram, so I've included one extra large model, in case it will help.
- Others use overhead transparencies. (Let me know if you will need an overhead transparency projector.)

(The letters on transparencies should be 4 times the normal size of typescript. So fold a piece of paper in half and then in half the other way. Then type on it and use a Xerox to enlarge it until it is 8.5 x 11 again. Then the letters will be the right size.)

- Some sort of visual aid is usually, though not always, a good idea.
- Generally it's a bad idea to read your paper, though two or three have gotten by with it when they dramatically read their short stories. (I've been disappointed to note that the preceding suggestion is not controlling behavior the way it should, so let me shout it: Don't read your paper unless it's absolutely necessary. Nothing is worse than listening to someone read a complex philosophical analysis).
- Though you shouldn't read your paper, you can have note cards, as long as you don't just read them to us.
- (You could even work cooperatively with some students to present a brief behavioral play, if you wished.)
- I will grade the quality of your presentation as well as the quality of your paper. But don't worry, as long as you do a reasonable job, you'll be O.K. So take it seriously, but don't panic.
- Practice your presentation so it goes really smoothly and is within the time limit.

➤ Don't have your professor be the hero (or the villain) of your story or poem. Be more imaginative; make yourself the hero!

➤ It's generally a good idea to use contingency diagrams.¹²

✖ You can use single contingency diagrams.

✖ Or you can use trios of contingency diagrams as in the three-contingency model of performance management.

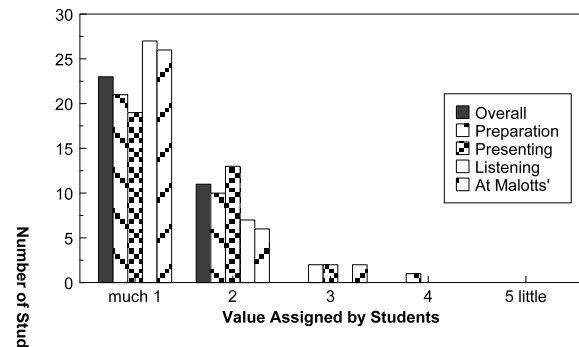
✖ You can use the attached diagrams or copies of them, if you wish.

➤ If you do a play, bring it quickly and gracefully to the point. Don't ramble.

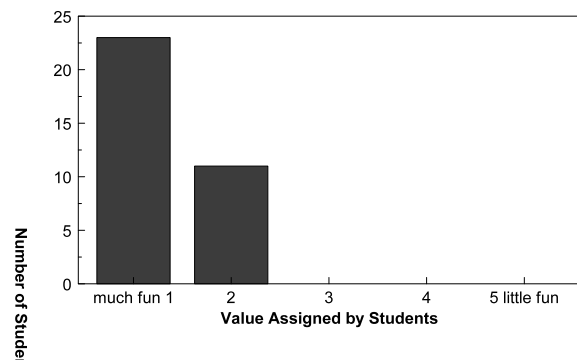
➤ If a schedule conflict forces you to attend the Final Fiesta with another section, be sure you give a copy of your project to your seminar assistant so you can get it graded and receive the credit you've earned.

Social Validity

Student Evaluation of the Final Fiesta



Student Evaluation of the Final Fiesta: How Fun Was It?



¹Footnotes from a Radical Behaviorist: Here's my latest fantasy: Each semester we'll publish two of the best student papers from each seminar section in the **Sample Student Papers** and retire the same number, of course. That means you should desktop publish your paper, to the extent that you can so it will look real good. In other words, you should make it look as much like a magazine or book article as you can, for example neat single-spaced typing (not double space like most of your term papers). And graphics are great, either in your paper or as a separate poster.

So we'll also select a couple of the best posters from each seminar section to go in our **Great-Graphics Gallery**. This means you should do your posters so they tell a complete story by themselves, without your paper or your oral presentation to help them (of course, we'll expect a little talkin' when you present your poster at the **Final Fiesta**.) It also means you should sign them so future students will know who to admire when they see your works in our Gallery.

²Someplace in the next few pages, you'll find model diagrams you can photocopy for your presentation, if you wish. The Copy Desk can even photocopy them onto transparencies.

Final Fiesta Paper Cover Sheet

Title of Paper:

First and Last Name:

Course:

Section:

I have evaluated my paper and presentation in terms of the criteria listed on the check list on the back of this page and have indicated my evaluation by appropriately marking each item in that check list.

Signature _____

Can we include your final paper in the next student notebook?

We sometimes select one or two student papers to include in the course materials for the next semesters. Sometimes the student papers may have a few or many technical errors. We may be including them, just to represent the range of options, or because they have other virtues. Please indicate whether or not we might include yours. Whether you wish us to consider your paper has absolutely no effect on your grade, our opinion of you, or anything else, except whether we consider using your paper. Thanks.

Yes, you may use my paper. _____

Please do not use my paper. _____

Signature _____

Date _____

Please staple this along with the following Checklist and Self-evaluation Form to the first page of your final paper. Thanks.

Checklist and Self-evaluation Form

Please check off each of these items to make sure you've taken them into consideration. Then evaluate your paper and presentation according to each item. Do this before you come to the Final Fiesta, so you can make any corrections you need to make. Sign this form and turn it in with your paper.

Paper

1. ___ All terms were technically correct.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
2. ___ All contingency diagrams were correct.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
3. ___ Used a large number of concepts.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
4. ___ Grammatically perfect.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
5. ___ Logically tight and right.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
6. ___ Each paragraph has a single main point.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
7. ___ That main point is expressed in a topic sentence near the beginning of each paragraph.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
8. ___ Each sentence in a paragraph supports the topic sentence of that paragraph.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
9. ___ Each paragraph leads to the next paragraph.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
10. ___ Thoughtful. (Don't give us something superficial. Show us that you care.)
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)

11. ___ Original. (Don't just go through the book and summarize the concepts and their applications. Present original examples and analyses.)
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
12. ___ Entertaining.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
13. ___ About three to five pages long.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
14. ___ Neat (only typewritten papers)
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
15. ___ Used contingency diagrams, if appropriate.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
16. ___ Poster is 22 x 28 inches and in the portrait mode, if you are using 2a poster,
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)

Presentation

Base this self-evaluation on your practice of this presentation prior to our Final Fiesta.

17. ___ Smooth presentation.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
18. ___ Within time limit.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
19. ___ Use of visual aids, if appropriate.
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)
20. ___ Oral style (generally not read).
good 1 2 3 4 5 bad (student's self-evaluation)
good 1 2 3 4 5 bad (grader's evaluation)

Signature _____

Date _____

Please staple this to the first page of your final paper. Thanks.

Instructor's Evaluation of Oral Presentation (for reference, no need to hand in)

Presentation grade: ¹

Paper grade:

Student's name _____

Title of Presentation _____

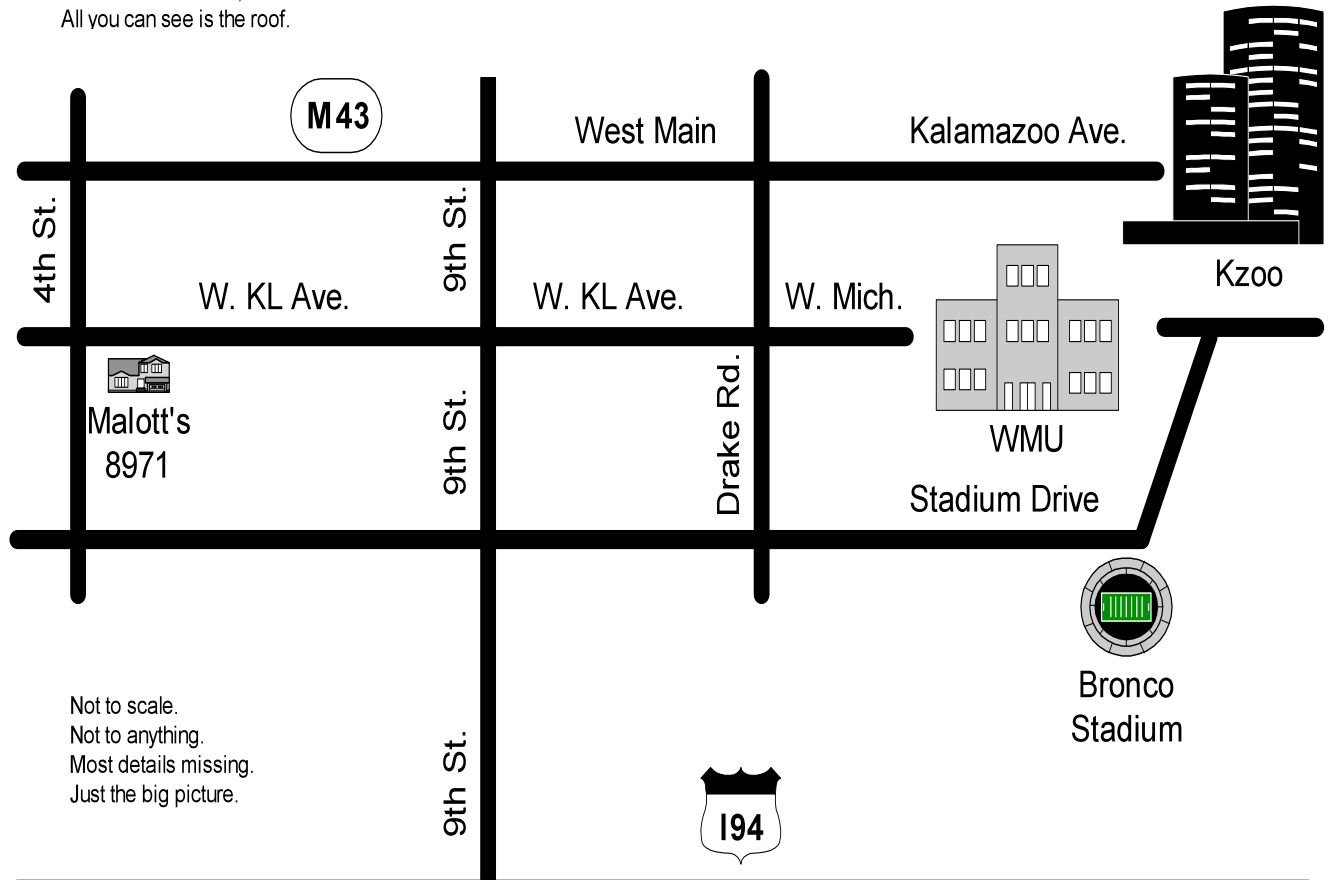
- Grammar errors
- Pronunciation errors
- Technical errors
- Contingency diagram errors
- Logical errors
- Relevance to behavior analysis
- Thoughtfulness
- Originality
- Entertaining
- How many non rhymes in the poem
- Smoothness of presentation
- Oral style
- Audiovisual aids
- Duration

Comments:

¹Footnotes from a Radical Behaviorist: Not to panic. This is a sample of the evaluation sheet I'll use, if I have my act together. I share it with you, just to encourage you to have your act together and do a great job. But the main point is to have a lot of fun with this presentation and show how brilliant you are. If you put in 10 careful, thoughtful hours on your presentation, you'll do real well. The Final Fiesta is a rite of passage and an intellectual party.

Sample Student Papers

Directions to Malott's
for the Final Feast
8971 W. KL Avenue
372-1268
6 miles straight west of Wood Hall.
When you hit 4th Street, back up 100 ft.
Malott's is on the left, back a 100 ft. dirt road.
All you can see is the roof.



Not to scale.
Not to anything.
Most details missing.
Just the big picture.

Additional Parking for Final Fiesta: Go to the end of the road (to the stop sign at S 4th Street) and take a right. Go about 400 feet and then take a left onto Nature Way. Park on the side of the road here.