

The International Behaviorology Institute Syllabus for BEHG 210 Introduction to Behaviorology I

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This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2004).

Course Title: BEHG 210 Introduction to Behaviorology I

Credits: 3 TIBI credits

Prerequisites: None (BEHG 110 Introduction to Behaviorology Terminology recommended if updated text available)

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Part I). Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-02-4)

Ledoux, S. F. (2014). *Study Questions for Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Part I). Canton, NY: ABCs. (ISBN 1-882508-34-1)

Students. (2013). *Behaviorology Majors Make a Difference* (Chapters 1 & 2). Canton, NY: ABCs. (ISBN 1-882508-39-6)

Course Description

BEHG 210 Introduction to Behaviorology I is the first of a two-course sequence (BEHG 210 & BEHG 211) that begins to provide both majors and non-major students with an initial introduction to various interrelated components of the natural science of behavior, behaviorology. Going beyond basic terminology, these components involve the interrelations between and among the antecedent and postcedent variables controlling behavior, the range of processes involved in environment-behavior relationships, and the various components of interventions that change and expand behavior repertoires through contingency engineering. These interrelated components include relations with physiology, elaboration of basic research methods, fundamental principles and concepts, and elementary practices, as well as historical and philosophical perspectives and trends.

Broadly, BEHG 210 covers the following topic areas:

- ❖ Fundamental principles include the antecedent and postcedent relations between behavior and its controlling variables (e.g., respondent and operant conditioning, evocative and function-altering stimulus controls, added and subtracted (and unconditioned and conditioned) reinforcement and punishment, plus extinction, and simple reinforcement schedules;

- ❖ Fundamental concepts include a range of processes involved in environment-behavior relationships (e.g., emotions and feelings, stimulus and response generalization, overt and covert stimuli and responses, generalized and coincidental reinforcers, superstitious behavior, escape and avoidance, and establishing operations such as deprivation and satiation);

- ❖ Elementary practices include various components of interventions that change and expand behavior repertoires through contingency engineering (e.g., differential reinforcement, shaping, fading, chaining, modeling and imitation, and time-out); and

- ❖ Basic research methods include laboratory equipment, single-subject designs (ABAB and Multiple Baselines), and measurement protocols.

Course Objectives

The primary objective of this course is to expand the student's repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ✦ Differentiate between sciences, natural sciences, and non-sciences;
- ✦ Compare philosophical perspectives on behavior, relating radical behaviorism to other approaches;
- ✦ Describe and relate fundamental principles of behavior;
- ✦ Analyze episodes of behavior in terms of the three-term contingency and relate each of the functional relations within it;
- ✦ Relate basic laboratory and practical methods and measurement systems;
- ✦ Describe behavior and postcedent behavior change procedures including reinforcement and the range of reinforcer types, plus extinction, and punishment; and
- ✦ Describe stimulus control, function-altering stimulation, and rule-governed behavior.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>Running Out of Time</i> (ROOT) and related Study Questions (SQs)	<i>Preface & First half of Chapter 1</i>
<input type="checkbox"/>	2	ROOT and related SQs	<i>Second half of Chapter 1</i>
<input type="checkbox"/>	3	ROOT and related SQs	<i>Chapter 2</i>
<input type="checkbox"/>	4	ROOT and related SQs	<i>Chapter 3</i>
<input type="checkbox"/>	5	ROOT and related SQs	<i>Chapter 4</i>
<input type="checkbox"/>	6	ROOT and related SQs	<i>Chapter 5</i>
<input type="checkbox"/>	7	ROOT and related SQs	<i>Chapter 6</i>
<input type="checkbox"/>	8	ROOT and related SQs	<i>Chapter 7</i>
<input type="checkbox"/>	9	ROOT and related SQs	<i>Chapter 8</i>
<input type="checkbox"/>	10	ROOT and related SQs	<i>Chapter 9</i>
<input type="checkbox"/>	11	ROOT and related SQs	<i>Chapter 10</i>
<input type="checkbox"/>	12	ROOT and related SQs	<i>Chapter 11</i>
<input type="checkbox"/>	13	ROOT and related SQs	<i>Chapter 12</i>
<input type="checkbox"/>	14	<i>Behaviorology Majors Make a Difference</i> and related SQs on the inside front cover	<i>Chapter 1</i>
<input type="checkbox"/>	15	<i>Behaviorology Majors Make a Difference</i> and related SQs on the inside front cover	<i>Chapter 2</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2004). TIBI online syllabus for BEHG 101: Introduction to Behaviorology I. *Behaviorology Today*, 7 (2), 41-49.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📖