

The International Behaviorology Institute Syllabus for BEHG 340 Introduction to Verbal Behavior

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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 340 Introduction to Verbal Behavior

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

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

Peterson, N. & Ledoux, S. F. (2014). *An Introduction to Verbal Behavior—Second Edition*. Canton, NY: ABCs. (ISBN 978-1-882508-38-9)

O’Heare, J. (Forthcoming). *Supplemental Study Questions for “An Introduction to Verbal Behavior—Second Edition” by Peterson and Ledoux*. Ottawa, Canada: BehaveTech Publishing.

Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Chapter 20). Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-02-4)

Course Description

BEHG 340 Introduction to Verbal Behavior builds, using a programmed instruction format, on the basic coverage of verbal behavior that was covered in BEHG 211. The course introduces students to the behaviorological analysis of language as verbal behavior. Covered topics include such fundamental concepts as (a) differentiating verbal and non-verbal behavior, (b) the verbal community, (c) mediated reinforcement, (d) the basic verbal behavior relations called mands, tacts, intraverbals, and codics and duplcs (and the subtypes of these last two), (e) various extensions of these elementary verbal operants, (f) the most common variables of which verbal operants are a function, (g) some of the ways these variables combine in the multiple control of complex verbal behaviors, (h) response products, (i) point-to-point correspondence, (j) formal similarity, (k) thematic and formal controls over verbal behavior, and (l) the ways the verbal community conditions verbal responding under the control of covert stimuli.

Broadly, BEHG 340 covers the following topic areas:

- ✻ Verbal behavior as distinguished from non-verbal behavior;
- ✻ The conditioning of verbal behavior within a verbal community;
- ✻ Verbal operant relations called mands, tacts, intraverbals, and codics and duplcs (and subtypes of these last two) and extensions of these relations;
- ✻ Common variables of which verbal operants are a function, the ways these variables combine in the multiple control of complex verbal behaviors; and
- ✻ Other fundamental concepts in the analysis of verbal behavior including respondent products, point-to-point correspondence, formal similarity, thematic and formal controls over verbal behavior, and the ways the verbal community conditions verbal responding under the control of covert (“private”) stimuli.

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 verbal and non-verbal behavior;
- ✻ Describe the role of the verbal community in the conditioning of verbal behavior;
- ✻ Define and differentiate among the basic verbal operant relations: mands, tacts, intraverbals, and codics and duplcs (and subtypes of these last two);

- ❖ Identify and define various extensions of elementary verbal operants;
- ❖ Identify the most common variables of which verbal operants are a function and describe some of the ways these variables combine in the multiple control of complex verbal behaviors;
- ❖ Describe the respondent products of verbal behavior;
- ❖ Define point-to-point correspondence and explain how and where it applies;
- ❖ Define formal similarity and explain how and where it applies;
- ❖ Define, describe, and relate thematic and formal controls over verbal behavior; and
- ❖ Describe, and explain the use of, several types of access that enable the verbal community to condition adequate verbal responding to stimuli that only affect the speaker (i.e., covert stimuli).

Written Assignment

Having worked through the Peterson and Ledoux text, including correctly completing all of the study frames in that book, plus the relevant supplemental study questions, the student should be prepared to consider the application of this content further. Read Chapter 20, “Language is Verbal Behavior,” in *Running Out of Time...* by Ledoux, which will comprise a concise review of the Peterson and Ledoux text. In this Chapter 20, Ledoux touches on a number of considerations related to verbal behavior including the teaching of language, verbal behavior and covert events, humor, non-human verbal behavior, etc. Select one of these topics as described by Ledoux (or one of your own for which you first obtain your professor’s permission) and write a ten page essay on that topic (double spaced, one-inch margins), applying to your selected topic (a) the content from the current course, (b) the content from any previous behaviorology courses and, if you run across some, (c) any relevant, independent research. The essay may review the content but then must demonstrate the application of the course content to the topic in some manner that extends consideration of that topic beyond the mentioned texts.

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.

Special note: Students may either complete the coursework for the assigned page ranges of the main Peterson and Ledoux textbook at the same time as they complete the corresponding page ranges of the supplemental study Questions, or they may complete the main textbook first and then work to complete the supplemental study Questions. In the latter case, get a week or two ahead on the main Peterson and Ledoux textbook so that you have that week or two, at the end of the time frame, in which to complete the supplemental study Questions once you have completed the main textbook.

Check	Week	Resource	Component
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<input type="checkbox"/>	1	<i>An Introduction to Verbal Behavior—Second Edition</i> and related Supplemental Study Questions (SSQs)	pp. 5–9 & pp. 1–8 of Chapter 1
<input type="checkbox"/>	2	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	pp. 9–20 of Chapter 1
<input type="checkbox"/>	3	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	pp. 21–32 of Chapter 2
<input type="checkbox"/>	4	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	pp. 33–42 of Chapter 2
<input type="checkbox"/>	5	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	pp. 43–54 of Chapter 2

- 6 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 55–62 of Chapter 2
- 7 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 63–71 of Chapter 2
- 8 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 73–84 of Chapter 3
- 9 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 85–98 of Chapter 3
- 10 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 99–108 of Chapter 4
- 11 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 109–120 of Chapter 4
- 12 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 121–132 of Chapter 4
- 13 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 133–146 of Chapter 5
- 14 *Running Out of Time ...* and written assignment Chapter 20
- 15 *Running Out of Time ...* and written assignment (to completion) Chapter 20

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 355: Verbal Behavior I. *Behaviorology Today*, 7 (2), 59–63.
- 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.