**Term Information**

**Effective Term**

Spring 2013

**General Information**

**Course Bulletin Listing/Subject Area**

Education: Phys Actvty & Ed Svc

**Fiscal Unit/Academic Org**

Schl of Phys Act & Educ Serv - D1270

**College/Academic Group**

Education & Human Ecology

**Level/Career**

Graduate

**Course Number/Catalog**

8916

**Course Title**

Behaviorism: Applications and Implications of Skinner's Works

**Transcript Abbreviation**

Behaviorism App

**Course Description**

Students will be introduced to radical behaviorism as the philosophical foundation of behavior analysis and the implications of that philosophy for research and practice in special education. Graduate students preparing for leadership positions in special education should acquire a thorough understanding and appreciation of the philosophical foundations of the science of behavior.

**Semester Credit Hours/Units**

Fixed: 1.5

**Offering Information**

**Length Of Course**

7 Week

**Flexibly Scheduled Course**

Never

**Does any section of this course have a distance education component?**

No

**Grading Basis**

Letter Grade

**Repeatable**

No

**Course Components**

Lecture

**Grade Roster Component**

Lecture

**Credit Available by Exam**

No

**Admission Condition Course**

No

**Off Campus**

Never

**Campus of Offering**

Columbus

**Prerequisites and Exclusions**

**Prerequisites/Corequisites**

5742 (742), and major in Special Education; or permission of instructor.

**Exclusions**

Not open to students with credit for 917.

**Cross-Listings**

**Cross-Listings**

**Subject/CIP Code**

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13.0101

**Subsidy Level**

Doctoral Course

**Intended Rank**

Masters, Doctoral, Professional
Quarters to Semesters

Quarters to Semesters
Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses

List the current courses by number and title that are to be subsumed into proposed course
This course is the equivalent of PAES 925: Behaviorism 1. It was created as PAES 8917, which is being split into two seven-week courses (8916 and 8917).

Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
* See attached syllabus

Content Topic List
* See attached syllabus

Attachments

* 8916 Syllabus_Spring 2013.pdf: 8916 Syllabus
  (Syllabus. Owner: Malone,Helen Irene)

* PAES 8916 Course Concurrence Form.pdf: Concurrence approval
  (Concurrence. Owner: Wheaton,Joe Edward)

Comments

* EDU PAES 8916: At the Curriculum Committee meeting Aug. 28 the new course request for EDU PAES 8916 was tabled. The committee is requesting a letter to Psychology to update them on the change in format of the course (please upload this to curriculum.osu.edu). The committee also recommended revising the change in course name to Verbal Behaviorism 1 and Verbal Behaviorism 2. (by Zircher,Andrew Paul on 09/05/2012 02:12 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tbody>
<tr>
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<td>06/16/2012 01:37 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>06/26/2012 10:41 AM</td>
<td>Unit Approval</td>
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<td>Revision Requested</td>
<td>Zircher,Andrew Paul</td>
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<td>09/11/2012 03:10 PM</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg,Cherly L, Blount,Jackie Marie, Odum,Sarah A., Zircher,Andrew Paul</td>
<td>09/11/2012 03:11 PM</td>
<td>College Approval</td>
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</tbody>
</table>
The Ohio State University  
College of Education & Human Ecology  
Department of Educational Studies  
Edu PAES 8916 Location 3 Hours  
Behaviorism: Applications and Implications of Skinner's Works  
Course meets Mondays, 1:50–4:35 PM

Instructor:  
Helen I. Malone, Ph.D.  
PAES Building A348  
Phone: 614.247.8710  
Email: malone.175@osu.edu  
Office Hours: by appointment only

Description/Rationale: In this seven-week course, students will be introduced to radical behaviorism as the philosophical foundation of behavior analysis and the implications of that philosophy for research and practice in special education. Doctoral and other advanced graduate students preparing for leadership positions in special education should acquire a thorough understanding and appreciation of the philosophical foundations of the science of behavior. This knowledge will guide and provide context for their future work as teacher educators, researchers, and administrators. The effective use of the empirical knowledge base of contemporary special education requires an appreciation of where and how those data were derived.

Relationship to Other Courses/Curricula: This course does not duplicate information of other courses in the College or across campus.

Prerequisites: Edu PAES 8916 is open to doctoral and other advanced graduate students in education, psychology, and related fields who have expressed a desire to further their understanding of behaviorism. Previous courses in the applied and/or experimental analysis of behavior are helpful but not mandatory. Permission of instructor is required for students not enrolled in the special education doctoral program.

Course Objectives: Students who successfully complete this course will have a basic understanding of (i.e., be able to speak and write accurately about) the philosophy of radical behaviorism and its relation to the science of behavior and to research and practice in special education. Specifically, a student should be able to:

1. Define and compare philosophy with empirical science as approaches to obtaining and organizing knowledge.
2. Define and compare behaviorism, the experimental analysis of behavior, and applied behavior analysis with other “behavioral” conceptions of human behavior and learning.
3. Describe the interrelationships between and among behaviorism (philosophy), the experimental analysis of behavior (basic research), applied behavior analysis (applied research), and the education (practice).
4. Describe methods for analyzing important events that are difficult to analyze from a behavioral perspective (e.g., private events such as thoughts, feelings, behavior influenced by temporally distant consequences).
5. Identify, provide examples of, and compare and contrast each the following concepts and perspectives: constructivism, contextualism, developmentalism, methodological behaviorism, positivism, radical behaviorism, reductionism, and structuralism.
6. Provide examples and supporting arguments for and against the relevance and application of radical behaviorism to education.

Technology: Students are expected to utilize educational technology in a variety of ways. Opportunities to communicate with the instructor and classmates via email will be provided. Additionally, students will obtain course materials and submit assignments via Carmen (https://carmen.osu.edu).

Required Readings


**Optional/Enrichment Reading**


**Evaluation and Grading**

Each student's performance in the course will be evaluated on the quality and thoroughness of his or her written products, the frequency and thoughtfulness of contributions to class discussions, and scores on in-class tests of basic concepts covered in the course. A total of 120 points are distributed as follows.

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<td>Presentation</td>
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<td>C  74–76%</td>
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<td>D  64–66%</td>
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**Assignments & Activities (all assignment guidelines and rubrics are posted on Carmen)**

Written responses to study objectives over assigned reading: Bring two hard copies of your typewritten responses to class; one for the instructor, one for you. You may print your responses to study objectives on paper with other printing on the backside.
Quizzes over assigned reading

What’s Behaviorism? presentation: Teams of four students will collaborate on the conceptualization, creation, and delivery of a 15-minute presentation on the final class session. The format, content, and expectations for these presentations will be discussed and developed in class.

Policies:

Statement of Student Rights: Any student with a documented disability who may require special accommodations—and who has made arrangements with the Office of Disability Services (ODS)—should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Students with disabilities must enroll with ODS at 292-3307 to receive services.

Absences: Given the format and pace of this course, it is impossible to do well without attending class. Do not simply assume you will be allowed to make up a test or turn in an assignment that was due for a class session you did not attend. Make-up tests will be scheduled and assignments accepted after the session they were due only for a documented illness or family emergency.

Assignment Submission: To earn full credit for written assignments, a hard copy must be submitted in class on the day the assignment is due as well as electronically to Carmen. Providing an electronic copy will serve as a backup for both student and instructor.

Grading: Grades will be posted to Carmen each week. All written work will be graded and returned one week after the due date. Points will be deducted from late assignments. For every day that an assignment is submitted after the deadline, five percent of the assignment’s final grade will be deducted.

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Honor System: Each student automatically certifies that any material submitted for grading is his/her own independent work. University policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct.

Diversity: The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.
## Topical Outline & Tentative Schedule

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<td>1</td>
<td>1/7/13</td>
<td>Introductions&lt;br&gt;Course overview and requirements&lt;br&gt;Self-Assessment Pretest of current knowledge and ideas about behaviorism&lt;br&gt;Discuss S&amp;HB Chapters 1 &amp; 2 and ABA2e Chapter 1&lt;br&gt;Video: A Conversation with B. F. Skinner</td>
<td>Science and Human Behavior Chs 1–3 (no study objectives)&lt;br&gt;Applied Behavior Analysis, 2e Ch 1 (no study objectives)&lt;br&gt;Optional Reading: Skinner (1967)</td>
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<tr>
<td>3</td>
<td>1/21/13</td>
<td>Martin Luther King Day—No Class&lt;br&gt;Study for Quiz 1: S&amp;HB Chapters 1–10</td>
<td></td>
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<tr>
<td>4</td>
<td>1/28/13</td>
<td>Discuss S&amp;HB Chapters 7–10&lt;br&gt;Determine work groups/teams for What's Behaviorism? assignment&lt;br&gt;QUIZ 1</td>
<td>Science and Human Behavior Chs 7–10 (study objectives)&lt;br&gt;Heward &amp; Cooper (1992) (no study objectives)&lt;br&gt;Optional Reading&lt;br&gt;Skinner (1948)</td>
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<tr>
<td>6</td>
<td>2/11/13</td>
<td>Discuss S&amp;HB Chapters 15–16&lt;br&gt;Study for Quiz 2</td>
<td>Science and Human Behavior Chs 15–16 (study objectives)&lt;br&gt;Optional Reading&lt;br&gt;Skinner (1977)</td>
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<tr>
<td>7</td>
<td>2/18/13</td>
<td>Discuss S&amp;HB Chapters 17–18&lt;br&gt;QUIZ 2</td>
<td>Science and Human Behavior Chs 17–18</td>
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<tr>
<td></td>
<td>2/25/13</td>
<td>Review Quiz 2&lt;br&gt;Final Presentations</td>
<td></td>
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</table>
The course does not overlap with any current psychology offering and thus I have no objections to it.

RE Petty

On 9/11/2012 1:58 PM, Joe Wheaton wrote:

Dear Dr. Petty:
We are requesting concurrence on a new course we are developing, Behaviorism: Applications and Implications of Skinner's Works. This course is part of a two course sequence on behaviorism and offered during the first seven weeks on the quarter, with the second seven weeks used for its sister course. I have attached the concurrence form and the syllabus for your perusal. As is customary with OSU rules, if I have not heard back from you by September 26, I will assume concurrence. If you have any questions, or if I can be of any assistance, please do not hesitate to contact me.

Joe Wheaton, Ph.D.
Associate Director of PAES
The Ohio State University
A334 PAES Bldg.
305 W. 17th Ave.
Columbus, OH 43210-1224
614-292-8313
614-292-4255 (FAX)
DEPARTMENTAL COURSE REVIEW CONCURRENCE FORM

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit initiating the request:
Initiating Academic Unit: Education and Human Ecology - School of Physical Activity and Educational Services (PAES)  Date: Sept. 11, 2012

Registrar's Listing: EDU PAES 8916

Course Number: Level: U ☑ P ☐ G ☑  Credit Hours: 1.5

Course Title: Behaviorism: Applications and Implications of Skinner's Works

Type of Request: ☑ New Course ☐ Group Studies ☐ Workshop ☐ Study Tour ☐ Course Change

Academic Units with related interests asked to review the request: History Department

Date responses are needed: Sept. 26, 2012

B. Information from academic units reviewing the request:

☐ The academic unit supports the proposal

☐ The academic unit does not support the proposal. Please explain:

☐ The academic unit suggests:

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)
The Ohio State University College of Education & Human Ecology Department of Educational Studies

Edu PAES 8916   Hours: 1.5
Behaviorism: Applications and Implications of Skinner's Works
Course meets Mondays, 1:50–4:35 PM

Instructor:
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<td><strong>Applied Behavior Analysis, 2e</strong></td>
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<td></td>
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<td>Discuss <em>S&amp;HB</em> Chapters 1 &amp; 2 and <em>ABA2e</em> Chapter 1</td>
<td>Ch 1 (no study objectives)</td>
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<td>Video: <em>A Conversation with B. F. Skinner</em></td>
<td><strong>Optional Reading</strong></td>
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<td><em>Science and Human Behavior</em></td>
<td>Skinner (1967)</td>
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<td>2</td>
<td>1/14/13</td>
<td>Discuss <em>S&amp;HB</em> Chapters 4–6, Kimball (2002)</td>
<td><strong>Science and Human Behavior</strong></td>
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<td>Discuss <em>What’s Behaviorism?</em> assignment</td>
<td>Chs 4–6 (study objectives)</td>
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<td><em>Science and Human Behavior</em></td>
<td>Kimball (2002) (no study objectives)</td>
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<td>Skinner (1956)</td>
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<td>3</td>
<td>1/21/13</td>
<td>Martin Luther King Day—No Class</td>
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<td>Study for Quiz 1: <em>S&amp;HB</em> Chapters 1–10</td>
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<td><strong>Optional Reading</strong></td>
<td>Skinner (1948)</td>
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<td>5</td>
<td>2/4/13</td>
<td>Review Quiz 1</td>
<td><strong>Science and Human Behavior</strong></td>
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<td>Discuss <em>S&amp;HB</em> Chapters 11–14 and Skinner (1966)</td>
<td>Chs 11–14 (study objectives)</td>
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<td><strong>Optional Reading</strong></td>
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<td><strong>Skinner, Epstein, &amp; Lanza (1980)</strong></td>
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<td><strong>Optional Reading</strong></td>
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<td>2/18/13</td>
<td>Discuss <em>S&amp;HB</em> Chapters 17–18</td>
<td><strong>Science and Human Behavior</strong></td>
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<td><strong>QUIZ 2</strong></td>
<td>Chs 17–18</td>
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<td>2/25/13</td>
<td>Review Quiz 2</td>
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<td><strong>Final Presentations</strong></td>
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