PSYCHOLOGY 560 TEXT: Psychology by Richard Malott and Donald Whaley PROFESSOR: Stephen Graf

This is your course syllabus. You should read it. I hope that it will be helpful in providing appropriate cues as to what behaviors are going to be rewarded. I've tried to arrange the entire course in such a way that you know where you stand at all times, and you know exactly what behavior is expected of you. Of course, knowing what you should do and actually doing it are quite different. After reading these pages, the goal is that you know what you should do. My job here is to make that as clear as I can. After we've accomplished this first goal, my next job is to get each of you to actually do it. That's what the rest of the quarter is about, and that's my definition of teaching. To put it another way, teaching involves getting students to do what they should do, and the appropriate way to measure teaching is to look at how well students do.

QUESTIONS THAT YOU SHOULD BE ABLE TO ANSWER AFTER READING THIS SYLLABUS

1. What determines your grade? (pg. 2)
2. How do you earn the credits which determine your grade? (pg.2,3)
3. Why a 'credit' system? (pg.3,4)
4. What happens if you miss class? (pg. 4)
5. When are the exams, and what do they cover? (pg. 5)
6. What text information are you responsible for? (pg.6)
7. How do you figure out what is important? (pg.6)
8. How much time should you expect to put in studying for this course?(pg.6)
9. How should you study? (pg. 7)
10. What teacher activities can you expect in this course?(pg.8)

QUESTIONS THAT YOU SHOULD BE ABLE TO ANSWER TODAY BEFORE READING THIS SYLLABUS

1. What is your name and seat number?
2. What is your address and phone number?
3. Circle your college:
   CAST A&S BADM EDU. ENG. FPA
4. What is your major?
5. About how many courses have you had in college before this course?
6. Where do you work (if employed)? Hrs./wk.?
7. What other responsibilities consume your time (child care, parent care, etc.)? Hrs./wk.?
8. Where did you go to high school?
9. What kind of study behavior has been characteristic of you in the past?
10. What grade do you expect to achieve in this course
11. What times are you available for a conference?
12. Do you want me to call on you in class to answer questions for "class credit"?

As your instructor, my aim is to get as much appropriate behavior out of you as I can, to the point where you achieve an A, B, or C in this course. The way we both will have to operate to achieve that result will involve a lot of work, and it won't be easy. Some of you will probably say: "Why doesn't he just lecture and give a couple of midterms?" My answer is that the evidence is clear: frequent lecturing with infrequent exams doesn't produce maximum student achievement. True, it would be less work for all of us if I lectured four times a week and you only had to study a couple of times during the quarter, but I'm interested in helping you understand your behavior, so let's get on with it.

1. WHAT DETERMINES YOUR GRADE? (Grading Policy)

Each student must do the "must credit" task successfully twice in order to have the opportunity to earn a 'D' or better. Once you achieve the 'must credit', your grade is completely determined by the number of 'credits' you earn. If you earn 60 or more credits, you receive an 'A'. If you earn 50-59 credits, you receive a 'B'. If you earn 34-49 credits, you receive a 'C'. If you earn 20-33 credits, you receive a 'D', and if you earn less than 20 credits, you receive an 'F' in the course. These are the standards I have set.

This grading aspect of your course is known technically as "criterion-based grading", or a "criterion-referenced system". This means that your grade is based on the extent to which your work meets standards set up before the course begins.

In other courses, a different type of grading system that you may run across involves basing your grade on how well you did compared to other people in the course. In that type of system, known as a "norm-referenced system". your performance, in and of itself, has no meaning. What counts is how your performance stands relative to everyone else's performance. Thus, a professor using such a system would not be able to tell you whether your performance was A, B, C, F, or F, until everyone's performance had been scored.

I like the method I use because everyone is free to succeed and achieve an 'A'. If everyone earns 60 or more credits, everyone receives an 'A'.

2. HOW DO YOU EARN THE CREDITS WHICH DETERMINE YOUR GRADE?

There are five different ways to earn credits. The first two involve designated scoring opportunities which I call "Assessments" and "Surveys". An Assessment is, generally speaking, a 32-credit scoring opportunity. A Survey is a 4-credit scoring opportunity, generally. The reason I say "generally" should become clear after more explanation.

Your text, Psychology, by Malott and Whaley, consists of 32 chapters. Each chapter is a unit. Your task is to perform well enough on a unit to convince me you have really "learned" that unit. There are three Assessments in your course: the Entrance Assessment, the Exit Assessment, and the Final Assessment. Each Assessment covers 32 chapters, or in other words, the entire book. On these assessments, if you score between 80 and 100 percent on a chapter, you get a credit for that chapter. It is possible to get 32 credits on an Assessment.

There are 22 Surveys in your course. Each Survey covers four chapters from the text. On a Survey, if you score between 86 and 100 per cent on a chapter, you get credit for that chapter, and once you get a credit, you never lose it. It is possible to get 5 credits on a Survey, or one credit for each chapter. During the quarter it is possible to get 32 Survey credits since there are 32 chapters.

I have designed the course so that a number of scoring opportunities exist for each chapter. Basically, your aim should be to get an Assessment credit for each chapter and a Survey credit for each chapter. If you did that successfully, you would have 64 credits (32 + 32). That would be more than enough for an 'A'. since 60 credits = A. It is possible, therefore, to get an 'A' using only the Assessment and Survey scoring opportunities.

The other three ways of earning credit are: (1) Must credits (2) Class credits and (3) Questionnaire-Conference credit, which is called "QC" credit. 1. Two "must credits" must be earned. The "Must credits" involve writing out within an 8-minute time limit, 25 important statements about Psychology. Each has been numbered and provided to you. I suggest you make 25 3"x5" cards with the statement on one side and its number on the other. Shuffle the cards. Look at the number, then say the statement (without looking at the back of the card). Practice until you can say them all without hesitation. You should be able to get through all 25 in 100 seconds or less. That's four seconds

for each statement. Next practice writing the statements in order, since that is the 'must task'. 2. Up to nine "Class credits" can be earned. On Wednesdays and Thursdays I'll be asking questions in class that correspond to the "study questions" in your text. Wednesday we cover the first two chapters and Thursday we cover the other two chapters. Occasionally we cover all four chapters on a single day when a holiday shortens a week. Only those people who indicated on the Entry Information Sheet that they are trying for "class credits" will be called on. You are not allowed to use book, notes, cards, or neighbors when you are trying to answer a question. Also, you must speak into the microphone when it is provided. If your response is scored 'BULLS-EYE' (right on target), 'CLOSE' (in the ballpark),or 'TRY' (off focus), every time that you're called on in a given week, you earn a "class credit". If you 'SKIP' (refuse to try), get a 'PENALTY' (read or echo a response), or get a 'NO CHANCE' (you're called on and you're not present) at any time during a week, you lose the opportunity for the "Class credit" for that week. In addition, anyone in the Class credit group that gets a 'NO CHANCE' is dropped from the pool until they see me and notify me that they want back in. Eight total credits are possible. A ninth credit can be earned by keeping a record of your daily "must credit" practice and recording it on a Standard Celeration Chart. The mechanics of this requirement will be covered in class. 3. One "QC credit" can be earned. The requirement is that three actions be taken: (1) you hand in a completed "Entry Information Sheet" (as handed out the first day of class), (2) you hand in a completed "Exit Information Sheet" (as handed out the last day of class), and sometime during the quarter, (3) you schedule and appear for a short conference with me. All three of these actions must occur for you to receive the one QC credit.

3. WHY A CREDIT SYSTEM?

I think it's important to share with you some of my ideas concerning why your course is set up on the credit basis explained above.

One observation I've made in my years as both a student and professor is this: Most of us are about as effective as we think we have to be. We usually study at the last day, hour, or minute for an exam. Why? Because we did it that way in the past - and we got through! Most of us readily admit that we could have been better prepared for the test we have taken. But why weren't we?

Well, there is a combination of causes for any behavior, and "studying" is just as much a behavior as, say, running. But the real issue is: What happens when we slide by with less than our best effort? I'd like to suggest several points. One is that things we don't learn very well aren't remembered very well. Second, things that can't be remembered very effectively can't be applied very effectively. Third, what the heck good is an education that we didn't learn, can't remember, and can't apply?

Each chapter in your book is viewed as a unit. You get credit on an Assessment or Survey only if you demonstrate that you know it well. 80% and 86% are the arbitrary boundries I've set to automate that decision. Sure, there may be cases where you get a credit just by guessing. There may also be cases where your score on a chapter is less that what you actually know. Usually, you'll get credit when you deserve it. You won't get credit unless you know a chapter well. In other words, you'll likely be rewarded only when you study the chapter well enough to demonstrate that you know and can apply the information.

The Assessment and Survey credits provide an objective measure of hw well you're doing on the course material, so that you know, and so that I know. The "Must credits" form an absolute minimum of basic knowledge about this 560 course which I want everyone to have as part of their behavior after they've taken the course. The eight-minute time limit assures speed as well as accuracy. Many students find that their thinking behavior can be speeded up without any loss in accuracy, and such a discovery turns out to be a valued result in and of itself. The "Class credits" have been set up as a cue for studying the assigned material on time, coming to class, and engaging in data retrieval behavior and data processing behavior. If such behaviors occur successfully, the likelihood of success on Surveys and Assessments should be high. The "QC" credit has been set up to (1) help me gather information which might be helpful in getting each of you to succeed in the course, (2) help me make decisions after the course is over about changes that might need to be made, (3) help me get to know each of you better as individuals, and (4) help you get one easy credit so that you won't fall one credit short of the grade you want.

CREDITS POSSIBLE? It is possible to earn 108 credits, but 32 of those occur on the Entrance Assessment given at the beginning of the quarter, and I don't expect you to get any of those 32 credits. Of course, credits on the Entrance Assessment do count if you earn them. Entrance Assessment=32 credits. Surveys=32 credits. Must=2 credits. Class=9 credits. QC=1 credit. Exit Assessment and Final Assessment=32 credits. Total 108 credits possible.

4. WHAT HAPPENS IF YOU MISS CLASS? (Attendance policy)

You are responsible for knowing what is scheduled and what occurred during each class period. There's a calendar for the course on page 10. Also, each student is responsible for understanding the policy and rationale on make-ups of surveys and assessments. The policy is: No make-ups are given when you miss either a survey or an assessment. There is a reason for this: So many opportunities exist for achieving success in this course, that a student who misses a class only on rare occasions will usually have no difficulty finding another class period in which to compensate for the absence. Those students who miss frequently are encouraged to withdraw from the course.

You are expected to be in your seat when class begins. Classes will begin on time, so if you need to see me about something, please don't after class has started. Classes will end on time, and I'll be happy to try and help you after class. With upwards of 200 people in a course, things can get disorganized if class time is taken up by you and me talking about your particular problem. If you can't see me right after class, hand me a 3x5 card with your name, phone number, and time I can reach you. You can include a description of the problem if you want, but it isn't necessary.

I do have office hours in room 54 of this building. These hours are listed on page 10.

5. WHEN ARE THE EXAMS, AND WHAT DO THEY COVER?

The schedule for the Assessments (Entrance, Exit, and Final) and the Surveys are shown on the course calendar on page 10. A Standard Celeration Chart has been used for this purpose and is included with this packet of information. Note that the chart covers 20 weeks and starts with the Sunday that the quarter begins. The up-and-down lines are day lines. You will find on the day lines the days on which Surveys, Assessments, and Must Credit opportunities will be given. You will also see the four chapters to be covered each week.

If you will look at the fourth week you will notice that in addition to Survey 11, 12 which covers Chapters 9-12, a Survey will also be given as review which covers chapters 1-4. So, a Survey occurs on the first day of the week, the last day of the week, and the last day of the week two weeks later. This offers three scoring opportunities to obtain a Survey credit on the four chapters. For chapters 25-28, and 29-32, only two scoring opportunities exist.

Each Assessment covers all 32 chapters of the text. The Entrance Assessment is independent of the Exit Assessment, but the Final Assessment is dependent on the Exit Assessment. Here is what that means: You can get a credit on any of the 32 chapters on the Entrance Assessment. You can get a credit on any of the 32 chapters on the Exit Assessment, so the Exit Assessment is independent of the Entrance Assessment. After you take the Exit Assessment, the only chapters you can get credit for on the Final Assessment are those that you didn't get credit for on the Exit.

In other words, you will find out after the Exit Assessment just which chapters you need to study for the Final Assessment. Thus, the Final Assessment is dependent on the Exit Assessment. Some of you will not even need to take the Final Assessment, since you'll have your 60 credits and 'A' by that time. Each scoring opportunity, Assessment or Survey, takes place in class and uses a "scan sheet". It is imperative that you be totally aware of the following technical requirements:

1. Bring a #2 pencil to class. 2. Use pencil to print NAME, SEAT NUMBER, STUDENT NUMBER (and its transform), "TEST NUMBER" (and its transform) and ANSWERS in appropriate places. 3. Sit in assigned seat and know whether your seat is "odd" or "even". Your seat number has 3 digits. The middle digit determines odd or even. If middle digit is 1, 3, 5, 7, or 9, your seat is odd. If middle digit is 0, 2, 4, 6, or 8, your seat is even. For example, seat 145 would be even because the middle digit is 4.

IMPORTANT: IF YOU DON'T FILL IN YOUR SCAN SHEET CORRECTLY, YOUR EFFORT WILL BE WASTED, BECAUSE YOUR SHEET WON'T BE PROCESSED.

The above rule will be followed. Please don't blame your instructor if you goof up. I'll try to help out with reminders, but you push the pencils.

6. WHAT TEXT INFORMATION ARE YOU RESPONSIBLE FOR?

Malott and Whaley believe that you, the student, should be told specifically what you're responsibe for knowing, so they wrote the text with study questions included. I am in agreement with them: what you are supposed to know should not be a secret known only by the instructor, so all the questions on Assessments and Surveys come right from the study questions in your text. Surveys and Assessments are multiple-choice.

7. HOW DO YOU FIGURE OUT WHAT IS IMPORTANT?

One of the sheets you receive is called the "Study Question Weights". I have assigned a weight to each of the nearly 1100 study questions. The weight of the question tells you how much it "counts" toward your score. Weights range from 1 to 10. On the sheet, note that the chapter numbers run across the top, while study question numbers run top to bottom. This sheet enables you to pinpoint the most important questions from each chapter.

8. HOW MUCH TIME SHOULD YOU EXPECT TO PUT IN STUDYING FOR THIS COURSE?

The following University policy is taken from page 46 of the Youngstown State University Bulletin, 1978-79. I have changed only the example, since you are in a 4-hour course.

> "THE TIME/CREDIT RATIO
> Credit is based on a time/credit ratio of three hours a week of study and instruction to one quarter hour of credit. Of these three hours, the class hour is one; the other two are spent by the student in preparing for the class hour, or in supplementing it. In other words, for every class hour, two additional hours are expected to be spent outside of class in reading, writing, thinking, solving problems, labratory activities, or whatever the course calls for. The exact amount may vary from day to day depending on the particular assignment, the individual student, and other factors; but assignments are normally made on this one-plus-two principle, and the student is responsible for completing them.
> For example, a so-called "four-hour" course actually involves twelve hours a week, consisting of at least 200 minutes of class sessions (that is, four class hours) and eight hours of study done out of class."

It is crucial that you understand how the course is set up and what is required of you, because these factors affect your chances of success in this class. Some students find that even more time is necessary to meet their own pace for reading, remembering, etc. Consider this especially if you are planning to hold a job while attending the University. Most of the material in the text isn't difficult, but we cover the whole text and we move at a rapid rate of 4 chapters per week.

9. HOW SHOULD YOU STUDY?

There are three general actions that should be distinguished. They are (1) data gathering actions, (2) data retrieval actions, and (3) data processing actions. Data gathering is the simplest. It refers to taking in information by reading, listening, or whatever. Many, many students believe that data gathering is all there is to studying. They listen to lectures, take notes, read their text, underline notes and text, and reread. They believe they have engaged in productive study. Actually, all they've done is gather data.

Essential to learning is data retrieval. Data retrieval involves recalling information no longer available. Looking at an answer after reading a question is not data retrieval. Data retrieval would involve forcing yourself to recall an answer from memory.

Data processing involves the highest levels of thinking behavior. Operations such as ordering, grouping, and making choices are examples of data processing. Data processing will often be required when a Survey or Assessment question asks "Which of the following is an example of 'X'?" Four choices follow, none of which were used in the text example. This type of question is a real stumper for anybody who has only read (data gathered) the information.

I spend a lot of class time working on data processing. So, we look at examples, non-examples, and key attributes of various concepts. Students accustomed to just looking and listening in classes often get quite upset. They aren't accustomed to engaging in data retrieval behavior or data processing behavior. In other words, they are not used to thinking for themselves in class. What they are used to is spending 90% of class time in data gathering behavior, where the instructor talks and you listen. In this class the primary data-gathering behavior should take place outside of class when you read your text.

Here is what I recommend that you do outside of class. Read a chapter through quickly. On 3X5 cards, write out the study questions, one to a card, with study question number and its weight. Write out the answer to each question on the back of the card. Shuffle the cards. Go through the deck, looking at the questions. Force yourself to try and answer the study questions as they come up. If you can produce an answer, check it with what's on the back of the card. Sort the cards into three piles: hits, misses, and skips. The "hits" are those questions you answered from memory and got correct. The "misses" are those that you tried to answer but messed up on, as you found when you checked the correct answer. The "skips" are those that you didn't even try to answer, because you knew that you didn't know.

From the three piles, read through the questions and answers for the "misses" and "skips". Rehearse them if you need to. Then shuffle and go through the "misses" and "skips", again sorting into three piles. Continue to recycle in this fashion. Notice that you're always dealing with those question that you "missed" or "skipped". As soon as a card goes on the "hit" pile, you're no longer working with it. The deck gets smaller and smaller until you have put all the cards on the "hit" pile. Now put them away. Start all over with the whole deck when you want to review.

Above is the essence of the method of study I recommend. Some variations are possible, such as several people working together to generate the cards and go through the procedure. Or, for those who are really pinched for time, I have chapter cards that you may borrow. The essential ingredient is to force data retrieval. That is, test yourself. Find out what you haven't yet been able to grasp, then go back and try again. To borrow a chapter or chapters, bring a 3X5 card with your name and seat number to me before or after class and ask for the chapter or chapters you want. You can borrow up to four chapters at a time, and you can get four more when you bring the previous four back.

10. WHAT TEACHER ACTIVITIES CAN YOU EXPECT IN THIS COURSE?

I believe the function of a teacher is to provide:

(1) direction (what is expected of you as far as attendance and performance)
(2) opportunities for clarification (of questions you have or procedures the teacher has set up)
(3) opportunities for you to show proficiency (Surveys, Assessments, Must Credits, Class Credits)
(4) feedback on your performance:
    a. Immediately after first Survey of week (we'll go over answers in class)
    b. 24 hours after first Survey of week (you'll get your own TIPS Output Sheet*)
    c. Graf-O-Mat practice on any chapter giving you extra trouble (See note on page 10)
(5) opportunities for you to remediate (have another chance when your performance did not reach target)
(6) a structure of incentives to encourage you to top performance (so you won't tend to let yourself get in trouble)
(7) opportunities for student and teacher to talk to each other on a one-to-one basis (conferences)
(8) opportunities for you to periodically evaluate course experience (give value judgments about the worth of what you've done)
(9) organization for all of the above (this syllabus)

I hope you will be able to identify each of the above as being present in this 560 course.

(*) TIPS (Teaching Information Processing System) is a very large computer program which was developed by Allen Kelley of Duke University. In 1976 I received a grant from the EXXON Education Foundation to study TIPS at Duke with Dr. Kelley, and to develop TIPS here at YSU. The "TIPS Output Sheet" you'll be receiving each week (usually on Wednesday) is the continuing result of that effort. Note: If you ever miss class when the Output Sheets have been distributed, pick your sheet up from the "TIPS" cabinet in the basement hall of this building any time when the building is open. The file is arranged by seat numbers.

PSYCHOLOGY 560 (Malott and Whaley Text)

STUDY QUESTION WEIGHTS

EXPLANATION: Each study question in each chapter has been weighted to indicate its relative importance. The larger the weight, the greater the importance of that question.

CHAPTER NUMBER

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	STUDY QUESTION NUMBERS
1	1	1	1	1	3	1	5	1	2	2	3	1	5	1	3	6	3	1	1	1	1	1	1	1	1	1	2	2	4	2	1	1
3	1	1	1	1	2	1	2	1	2	3	3	1	1	5	3	2	1	1	1	1	1	1	1	1	2	1	5	2	3	10	1	2
5	1	1	1	2	1	1	1	1	3	5	2	1	1	1	2	1	1	1	2	1	1	1	1	1	2	1	1	3	2	2	1	3
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3	2	1	1	2	1	2	2	1	1	1	3	1	1	1	2	1	2	1	1	6	1	1	1	2	1	2	1	3	1	2	2	6
5	2	1	1	2	1	8	3	1	1	1	1	1	1	2	1	1	1	1	1	3	2	1	1	1	2	1	2	2	1	2	2	7
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	1	2	3	1	3		1	1	2	2	6	1	2	1						1			1	2	1	1		1	1	3		31
	1	2	1	4	1		1	2	1		5	1		2						3			2	2	1	1		1	1			32
	1	2	3	3	1		1	3	2		2	1		3						2				1	1	1		2	1			33
	2	1	5	3	1		1	1	1		2	2		2						8				1	1	1		2	1			34
	1	1	3		1		3	1	1		2	3		3						2				3	1	1		1	1			35
	1	1	1		2		1	1	1		2	2								3				2	3	1		2	2			36
	2	2	2		2		1	1	1			8								2					1			4				37
	1	1	2		1		1	1	2			1								3					2			2				38
	1	1	2		1		2	1	1			1								2					2			1				39
	1	1	2		1		8	1	1			2								3								5				40
	1	1	1		1		3	1	1			6								2								2				41
	1	1	2		3		5	1	1			3								2								2				42
	1	1	4		2		5	1	1			2								2								2				43
	1				1			2	1			2								1								3				44
	1				1			1	1			1																4				45
	1				1			1	1			1																1				46
	1							1	1			2																1				47
	1							1	1			1																2				48
	2							1	1			2																2				49
	2							1	1																			1				50
	2																											2				51
	1																											2				52
	1																											3				53
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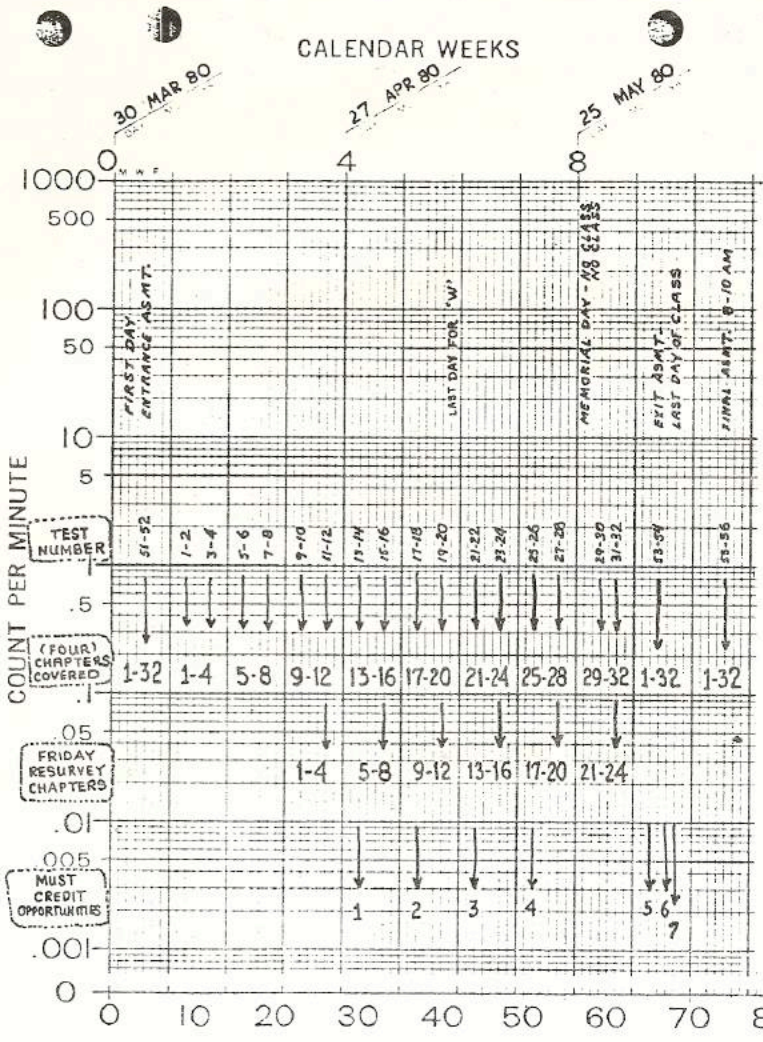

OFFICE HOURS

Tuesday	9:00-9:45 am ,	11:40am-12:30pm
Wednesday		11:05am-12:00pm
Thursday		11:05am-12:00pm
Friday	9:00-9:45 am	11:40am-12:30pm

Office is located in Room 54

Special note: The Graf-O-Mat is available for your use at certain hours each day. This machine provides the opportunity for you to receive a multiple-choice question for each study question in any given chapter. Your performance on the Graf-O-Mat doesn't count towards your grade. It's like taking a test on all the study questions from a chapter, to help you see where you need more work. A sign-up sheet will be in front before and after class.

Also note: Those students who earn 60 credits by the last day of class (who get an 'A' in the course without taking the Final) will receive a certificate of this achievement on the last day and become members of the Graf All-Stars.

SUPERVISOR	ADVISER	Stephen Graf MANAGER		Students BEHAVER	SP 1980 AGE	Ψ560 LABEL	Schedule of Events
DEPOSITOR	Youngstown St. Univ. AGENCY	TIMER	COUNTER	CHARTER			

ACT=ACTION=BEHAVIOR=RESPONSE ⟶ = "followed by"

"MUST CREDIT" STATEMENTS

Date	#		Page	Chap.
1 Apr.	1.	Psychology - study of inner and outer actions	4	1
2 Apr.	2.	Determinism - all acts caused by preceding circumstances	6	1
3 Apr.	3.	Analysis - find what conditions cause specific events	7	1
4 Apr.	4.	Application - control conditions to produce desired outcomes	7	1
8 Apr.	5.	Two causes of action - lack of fuel, threat of harm	68	4
9 Apr.	6.	Action most controlled by immediate results	131	7
10 Apr.	7.	Operant Conditioning - result follows act and changes its freq.	86	5
11 Apr.	8.	Reward - act ⟶ event that increases act freq	--	-
15 Apr.	9.	Relief - act ⟶ removal of aversive that increases act freq	--	-
16 Apr.	10.	Punisher - act ⟶ aversive that decreases act freq	--	-
17 Apr.	11.	Penalty - act ⟶ loss of reward that decreases act freq	--	-
18 Apr.	12.	Extinction - act ⟶ no result: act decreases	146	8
22 Apr.	13.	Cue - signals result may follow act	159	8
23 Apr.	14.	Belief - verbal cues for acts that get valued results	349	18
24 Apr.	15.	Values - a person's rewards and punishers	349	18
25 Apr.	16.	Delayed gratification - pass up acts that reward now	530	28
29 Apr.	17.	Parsimony - always look for simplest explanation first	205	11
30 Apr.	18.	Purposivism trap - future causes present act	113	6
1 May	19.	Reification trap - making concrete out of abstract	393	21
2 May	20.	Intelligent - adverb describing how people act; not noun	349	18
6 May	21.	Pain - self-awareness act possible only with language	444	24
7 May	22.	Baseline - where behavior is at before change	583	31
8 May	23.	Behavior Mod - shifts rewards from one act to another	584	31
9 May	24.	Skinner - Behavior is controlled by its consequences	579	31
13 May	25.	Lindsley - Behavior grows by multiplying	---	--

There will be seven opportunities to achieve two successful "Must Credits"

1. 29 April 2. 6 May 3. 13 May 4. 20 May 5. 3 June 6. 5 June 7. 6 June

If not successful twice on the "Must Credits", the highest grade a student can possible earn = D.