Principles of Behavior

PSYC 321 – Fall 2019

Lecture: Monday/Wednesday 9:00 – 10:15, Richmond Hall 108

Lab: Thursday 10:30 – 11:45 or 12:00 – 1:15, Richmond Hall 111

**Instructor**: Laura E. Knouse, Ph.D.

**Office & Office Hours**: Richmond Hall G11; visit [www.tinyurl.com/book-knouse](http://www.tinyurl.com/book-knouse) to schedule a meeting

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**Disability Support Services:** If you believe you have a disability requiring an accommodation, please visit the [University of Richmond Disability Services website](http://disability.richmond.edu/general-accommodations/index.html) to begin the accommodations process as soon as possible.

**If you already have a current University of Richmond Disability Accommodation Notice (DAN)**, please make an appointment with me as soon as possible so that I am aware of your accommodations. No student will receive accommodations of any kind without a DAN.

**TEXTS AND READINGS:**

**Required Text:**

Malott, R.W. & Shane, J.T. (2013). *Principles of behavior (7th edition).* Taylor and Francis Publishers.

Note: This book is essential for the course. Online textbook rentals at reduced cost are available at CourseSmart.com. Also check out [www.dealoz.com](http://www.dealoz.com) – this is the kayak.com of textbooks and will search multiple sites for the best deal.

**Recommended Texts:**

Skinner, B.F. (1953). *Science and human behavior*. New York: Free Press.

Skinner, B.F. (1971). *Beyond Freedom and Dignity.* Middlesex, England: Pelican Books.

**Supplemental Readings and References – most posted on Blackboard:**

Baer, D.M. & Wolf, M. (1967). *The entry into natural communities of reinforcement.* Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.. Retrieved from <http://files.eric.ed.gov/fulltext/ED020533.pdf>

Baer, D.M., Wolf, M.M, & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97.

Brown, F.J & Gillard, D. (2015). The ‘strange death’ of radical behaviourism. *The Psychologist, 28*, 24-27. Retrieved from <https://thepsychologist.bps.org.uk/volume-28/january-2015/strange-death-radical-behaviourism>

Ferster, C.B. (1973). A functional analysis of depression. *American Psychologist, October 1973*, 857-870.

Kazdin, A.E. (2002). The case study and single-case research designs. *Research Design in Clinical Psychology*. Pearson.

Kazdin, A.E. (2012). How to evaluate interventions in applied settings. *Behavior Modification in Applied Settings.* Waveland Press.

Knouse, L.E. & Mitchell, J.T. (2015). Incautiously optimistic: Positively valenced cognitive avoidance in adult ADHD. *Cognitive and Behavioral Practice, 22*, 192-202.

Langthorne, P. & McGill, P. (2009). A tutorial on the concept of the motivating operation and its importance of application. *Behavior Analysis in Practice, 2*, 22-31.

Lewon, M. & Hayes, L.J. (2014). Toward and analysis of emotions as products of motivation operations. *Psychological Record, 62*, 813-825. doi: 10.1007/s40732-014-0046-7

Gardner, P. (2007). Moving up or out of the company? Factors that influence the promoting or firing of new college hires. *Collegiate Employment Research Institute Research Brief 1-2007*. Michigan State University. Retrieved from <http://ceri.msu.edu/publications/pdf/brief1-07.pdf>

Nock, M.K. & Prinstein, M.J. (2005). Contextual features and behavioral functions of self-mutilation among adolescents. *Journal of Abnormal Psychology, 114*, 140-146.

Skinner, B.F. (1953). Selections from *Science and Human Behavior*. New York: Free Press.

Skinner, B.F. (1971). Selections from *Beyond Freedom and Dignity.* Middlesex, England: Pelican Books.

Smith, J.D., Dishion, T.J., Shaw, D.S., Wilson, M.N., Winter, C.C., & Patterson, G.R. (2014). Coercive family process and early-onset conduct problems from age 2 to school entry. *Developmental Psychopathology, 26*, 917-932.

**COURSE INFORMATION**

**Overview:**

If you are reading this syllabus, it probably means you have at least a passing interest in understanding people’s behavior and how that behavior can be modified for the better. You probably also already know quite a bit about human behavior already. As B.F. Skinner notes, “We all know thousands of facts about behavior. Actually there is no subject matter with which we could be better acquainted, for we are always in the presence of at least one behaving organism” (Skinner, 1953, p. 14). Why is it, then, that despite being experienced observers of our own behavior and the behavior of others, humans still struggle to modify their actions and habits even when those actions and habits are problematic, destructive, and lead to painful consequences? Why do we find it so difficult to do what we often know we “should” do in order to live more full and harmonious lives? What can be done to help people (and other behaving organisms) to learn skills and carry out actions that are in their longer-term best interest?

If behavior were a simple matter, these questions would probably have been resolved long ago. And yet many of the most vexing problems humans face—personal and societal—are matters of behavior change. From chronic health conditions to environmental preservation to interpersonal violence, major sources of suffering and strife require people to change their behavior in order for progress to occur. So, to be sure, the subject matter of this class is important and, possibly, *more complex* than meets the eye.

From neurons to cognitions to culture, there are many lenses we use in psychology through which to view and understand human behavior. In this course, we will adopt a scientific, **behavioral** perspective, looking “outside the organism” and into the environment and into the organism’s history for the variables of which behavior is a function. We will take a “deep dive” into the conceptual underpinnings of the behavioral perspective, learn it as a new language and lens through which to see the world, and see what turns out to be useful. In other words, we will adopt what behavior theorist and clinical psychologist Steven C. Hayes calls the “pragmatic truth criterion,” where truth is characterized by *successful working*. If this course is successful, it will equip you with a new framework for analyzing behavior and for developing interventions to change it for the better.

Of course, what is considered successful or desirable is a matter of values and how the principles of behavior are used and for what purpose is a matter of ethics. We will take the opportunity to explore some of the “big questions” that arise from a behavioral perspective—after we have fully immersed ourselves in it and learned what it has to offer. In addition, the subject matter of this course will challenge students to cultivate a non-judgmental and pragmatic stance toward the behavior of others, which is essential for objective scientific inquiry and effective intervention.

To be sure, this course will require students to be patient with themselves as they actively learn this new language of behavior and firm in their commitment to fully immersing themselves in the active learning experiences needed to not just learn *about* the principles of behavior, but really *learn* them. By the way, do students ever actually read this part of the syllabus? I often wonder this when I’m writing it. In any case, the secret word is *buttercream*. Let’s get started, shall we?

**Course Goals:**

In this course, students will:

1. Precisely articulate basic behavioral principles.
2. Accurately identify examples of behavioral principles in action. Everywhere.
3. Describe the application of functional analysis and interventions derived from functional analysis to diverse problems of behavior change, from non-human animal behavior to cognitive-behavioral therapy.
4. Conduct a high-quality functional analysis of a “real life” behavior and develop a reasonable intervention based upon that analysis.
5. Select appropriate data collection methods and single-subject research design for a valid test of the behavioral intervention. Carry out that test and evaluate the results.
6. Develop and demonstrate empathy and respect for people struggling with behavior change.
7. Think critically about ethical and philosophical issues in behavior theory and behavior management.
8. Thoughtfully weigh the benefits and limitations of the behavioral perspective within psychology, including how it interfaces with other perspectives within the discipline.
9. Learn what it takes to be a professional behavior analyst and what kinds of work professional behavior analysts do.

**Lecture Schedule**

* The following schedule is subject to change.
* For textbook readings, **only** Fundamentals and Basic Enrichment sections are required reading, unless otherwise specified.
* In the table below, concepts **\*\*marked with asterisks\*\*** are particularly tricky for students—stay alert!

**WEEK DATE TOPIC ASSIGNMENT DUE**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | M Aug 26th | Course introduction | Read/listen to selections from *Science and Human Behavior* (Skinner, 1953) |
|  | W Aug 28th | 1: The Reinforcer | Quiz: Chapter 1 + syllabus  Field Notes |
| 2 | M Sept 2nd | 2: Reinforcement | Quiz: Chapter 2  Field Notes |
|  | W Sept 4th | 3: Escape | Quiz: Chapter 3  Field Notes |
| 3 | M Sept 9th | 4: Punishment | Quiz: Chapter 4  Field Notes |
|  | W Sept 11th | 5: Penalty | Quiz: Chapter 5  Field Notes |
| 4 | M Sept 16th | 6: Extinction & Recovery | Quiz: Chapter 6  Field Notes |
|  | W Sept 18th | 7: Differential Reinforcement & Punishment | Quiz: Chapter 7  Field Notes |
| 5 | M Sept 23rd | 8: Shaping  Mid-Course Evals | Quiz: Chapter 8  Field Notes |
|  | W Sept 25th | 9: \*\*Unlearned Reinf./Punishments, Motivating Operations\*\* | Quiz: Chapter 9  Field Notes |
| 6 | M Sept 30th | 10: \*\*Special Motivating Operations\*\* | Quiz: Chapter 10  Field Notes |
|  | W Oct 2nd | 11: \*\*Learned Reinforcers and Punishments\*\* | Quiz: Chapter 11  Field Notes |
| 7 | M Oct 7th | 12: \*\*Discrimination\*\* | Quiz: Chapter 12 – **Also read Intermediate Enrichment section**  Field Notes |
|  | W Oct 9th | 13: \*\*Complex Stimulus Control\*\* | Quiz: Chapter 13  Field Notes |
| 8 | M Oct 14th | **NO CLASS – FALL BREAK** |  |
|  | W Oct 16th | 14: Imitation | Quiz: Chapter 14  Field Notes |
| 9 | M Oct 21st | 15&16: Avoidance and DRO | Quiz: Chapter 15 & 16  Field Notes |
|  | W Oct 23rd | 19: Concurrent Contingencies | Quiz: Chapter 19  Field Notes |
| 10 | M Oct 28th | 20: Behavioral Chains | Quiz: Chapter 20  Field Notes |
|  | W Oct 30th | 17: Ratio Schedules of Reinforcement | Quiz: Chapter 17  Field Notes |
| 11 | M Nov 4th | 18: Interval Schedules of Reinforcement | Quiz: Chapter 18  Field Notes |
|  | W Nov 6th | 21: Respondant Conditioning | Quiz: Chapter 21  Field Notes |
| 12 | M Nov 11th | 22: \*\*Rule-Governed Behavior\*\* | Quiz: Chapter 22  Field Notes |
|  | W Nov 13th | 23 & 24: \*\*Rule-Governed Behavior\*\* | Quiz: Chapter 23 & 24  Field Notes |
| 13 | M Nov 18th | 27: Maintenance | Quiz: Chapter 27; Communities of Reinforcement reading  Field Notes |
|  | W Nov 20th | 28: Transfer of Training | Quiz: Chapter 28  Field Notes |
| 14 | M Nov 25th | Tentative Date: Careers in Behavior Analysis |  |
|  | W Nov 27th | **NO CLASS** **– Thanksgiving Break** |  |
| 15 | M Dec 2nd | BIG QUESTION DAY #1 | Assigned readings; Two (2) amazing discussion questions |
|  | W Dec 3rd | BIG QUESTION DAY #2 | Assigned readings; Two (2) amazing discussion questions |
| **Celebration of Learning!** | **F Dec 13th** | **9am – 12pm** | Presentations of Behavior Change Projects; Final Full Write-Ups Due by Tuesday 12/17 |

**Lab Schedule**

**WEEK DATE TOPIC OR ACTIVITY ASSIGNMENT DUE**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Th Aug 29th | Lab Overview & Intro to Behavior Change Project |  |
| 2 | Th Sept 5th | Workshop: Behavioral Assessment |  |
| 3 | Th Sept 12th | Individual Consultations (10 min.) – bring write up and self-assessment rubric, filled in  When approved, begin baseline data collection | Description of Target Behavior, Its History, and Baseline Data Collection Plan |
| 4 | Th Sept 19th | Workshop: Visual Presentation of Data & Behavioral Observations | Bring raw baseline data and observations to lab |
| 5 | Th Sept 26th | Workshop: Principles of Applied Behavior Analysis | Part 1 PLUS Baseline Data with Graphs & Behavioral Observations |
| 6 | Th Oct 3rd | TBD |  |
| 7 | Th Oct 10th | Workshop: Functional Assessment I |  |
| 8 | Th Oct 17th | Workshop: Functional Assessment II | Cumulative, no-stakes assessment on Blackboard. |
| 9 | Th Oct 24th | Workshop: Using the Research Literature | Bring at least one good abstract to lab |
| 10 | Th Oct 31st | Workshop: Intervention Planning and Research Design |  |
| 11 | Th Nov 7th | Individual Consultations (20 min.) – bring write-up and self-assessment rubric, filled in  When approved, begin intervention data collection | Parts 1 and 2 PLUS Functional Analysis, Intervention Plan, and Single-Subject Research Design |
| 12 | Th Nov 14th | Activity: Schedules of Reinforcement (plus data check-in) | (Ongoing data collection) |
| 13 | Th Nov 21st | **NO LAB MEETING – Dr. Knouse @ ABCT** | (Ongoing data collection)  Cumulative, no-stakes assessment on Blackboard. |
| 14 | Th Nov 28th | **NO LAB MEETING – Thanksgiving break** | (Ongoing data collection) |
| 15 | Th Dec 5th | Workshop: Final Reports and Presentations (+ early birds) | (Ongoing data collection?) |
| **Celebration of Learning** | **Th Dec 13th** | **9am – 12pm** | Presentations of Behavior Change Projects; Final Full Write-Ups Due by Tuesday 12/17  Parts 1, 2, and 3 PLUS Intervention Data with Graphs, Final Assessment & Reflection |

**ASSESSMENTS**

**Quizzes**

Research in psychology overwhelmingly supports the efficacy of frequent, lower-stakes assessment over infrequent tests and exams. Not only does frequent assessment provide better feedback to students and the instructor, but repeated retrieval practice actually enhances memory (Roediger & Butler, 2011). Furthermore, as students of behavioral principles, we shouldn’t be surprised that frequent opportunities to access reinforcers (i.e., points) motivates students to study material more frequently. Working consistently to learn material is particularly important for learning behavioral principles because, as is the case in math classes, new information builds on the information that preceded it.

For all of these reasons, you will take a quiz at the beginning of nearly every class period in this course. Dates for all quizzes appear on the syllabus as well as what new material will be covered on each quiz, although be aware that the quizzes are cumulative, so that “old” material can show up at any time.

How should you prepare for these quizzes? Well, in this case the research is helpful too. As much as possible, you should **quiz yourself** while you are doing your readings and as you prepare for the quizzes. The textbook is set up to facilitate this so you should answer the comprehension questions peppered throughout the chapters as you read—without looking back, of course, unless you can’t come up with answer or want to check your work. Also, flashcards—real and app-based—are you friend. See the links on Blackboard to access flashcards at Quizlet.com or create your own. And your friends in class can be good quizzing tools as well, provided that you can keep your social interactions focused on the course material.

Please note that **quizzes will only be given in class** and **points may only be earned for quizzes if you are in attendance when the quiz is given—no make-ups.** The only excused absences for quizzes are for university sanctioned activities where a note from the dean is provided OR for observance of religious holidays. Please let me know about these as soon as possible—i.e., well in advance.

However, **each student will receive two (2) “Get Out of Quiz Free” cards** that can be redeemed at any time in lieu of taking a quiz. Because these cards are being provided as a courtesy, please do not ask me to excuse you from quizzes for reasons other than those listed above. If you do, I will gently remind you that you can use a Get Out of Quiz Free card and I will probably be slightly annoyed and wonder why I went to the trouble of setting up this relatively generous system and taking the time to type out this clear but rather lengthy explanation. If you think you will need to miss class (e.g., my mom booked my Thanksgiving flight a week before Thanksgiving[[1]](#footnote-1)), I recommend you **plan ahead** so as to use your cards as wisely as possible. Additional cards will not be issued.

If you find you don’t need to use your Get Out of Quiz Free cards during the course of the semester, they may be used to drop your lowest quiz grades. Alternatively, you may exchange one card for a secret but hopefully reinforcing activity or prize that I will think up sometime during the semester.

**Behavior Field Notes**

For each major topic covered in the course, as noted on the syllabus, you will bring to class examples of key behavioral concepts that you observe in everyday life. We will use 3-4 students’ field notes, randomly selected, as teaching examples during each class. This means that each student will have their field notes used as examples at least three times during the semester. **You will earn points for completed field notes on the days that your examples are discussed**—these points are earned “all or none” and you must fill out the field notes worksheet to receive credit. Field notes completed **during** class will not receive credit. Note: “Get Out of Quiz Free” cards also exempt you from field notes due that day.

**Big Question Days**

During the last week of the semester, we will explore some very big questions that may arise during our study of the science of behavior. I will select and assign readings appropriate to the topic and we will engage in a stimulating, thought-provoking discussion that will challenge you to stretch your critical thinking skills.

For the Big Question Days, you will be expected to complete the readings and come to class prepared with two (2) exceedingly thought-provoking discussion questions. There will be points associated with submitting these questions and, like the quizzes, you cannot earn points if you do not attend class.

**The Great Behavior Change Project**

You will undertake one of the most difficult of human tasks – trying to change your own behavior. This project will be in-depth and will, across the semester, take you through all of the major steps of functional analysis, intervention design, and intervention outcome testing. See Lab schedule, above, and specific documents for the project provided by Dr. Knouse for many more details.

**EARNING POINTS**

Your final grade in the course will be a function of points earned using each of the assessments listed below.

|  |  |  |
| --- | --- | --- |
|  | Points Possible | Approximate Weight |
| Quizzes (24 @ 20 each) | 480 | 47% |
| Behavior Field Notes (assessed 3x at 20 each) | 60 | 6% |
| Big Question Discussion Questions (2 @ 20 each) | 40 | 4% |
| The Great Behavior Change Project - all parts together  Final Written Report  Oral Presentation (Celebration of Learning)  Socially Relevant Behavior - products completed on time (4 @ 10 ea.) | 440  (300)  (100)  (40) | 43% |
| Total Points Possible | 1020 |  |

Final grades will be assigned based on the **percentage of total points earned** according to the following: 97-100% = A+, 93-96 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 59 and below = F. Percentages with decimal places of .50 (not .45, not even .49) and higher will be rounded up.

Some notes about this grading system and thoughts on grades in general:

1. It is possible for every student to demonstrate mastery of all of the material and skills in this course and, therefore, to earn a grade of A. This is what a grade of A represents in this course.
2. Any time you convert a continuous scale into a categorical one—which is what you do when convert a percentage of points to a letter grade—there are cut points that can *feel* very unfair if they happen *not* to break in your favor (like, if you earn an 89.49—which is a B+ on this scale). However, the way I have found to be the most fair and equitable to *all students* in calculating grades is to follow the grading scale explained above rigorously. As such, **please do not ask me to make a special exception for you in the calculation of grades.** I will refer you back here to re-read this policy.
3. Relatedly, there is no “extra credit” offered to individual students.
4. **My best advice:** focus on doing what you need to do to master the material—not so much on the grade itself. Not every student will need to put forth the same amount of effort and it’s likely that you will be able to master some of the material with less effort while other information and skills will require more effort. The course may even require you to adopt some new strategies and practices. I will always be available to support you in these efforts.

**GENERAL COURSE POLICIES**

1. **Attendance = critical.** In both class and lab, active participation is necessary to learn this new language of behavior and to learn to apply it in useful ways. In addition, it is impossible to complete quizzes or earn points for field notes if you are not in class and thus attendance has a direct impact on the points you earn (see above for details). **You are responsible for all material and announcements covered in class whether or not you are present.**
2. **Preparing for class = also critical.** This course involves a significant amount of reading and active learning on your own that is necessary to learn the material and to enable active participation in class. It is expected that reading assignments will be completed *before* the class for which they are listed because you will be quizzed on them. Relatedly, you will need the textbook for this class. See resources at the beginning of the syllabus regarding how to obtain it at reduced cost.
3. **Workload.** To be successful in this course, you should expect to devote an average of 10-14 hours per week to preparing for class, participating in class sessions, studying course related materials, and completing course assignments. **In other words, anticipate spending about three hours prepping for each hour of in-class time.**
4. **Academic integrity.** Students will be expected to adhere to the letter and spirit of the University of Richmond Honor Code in all of their activities related to this class. You will be asked to “pledge” on each assignment you complete. In addition:
5. I will “recycle” quizzes from prior semesters, to some extent. Therefore, **you are not permitted to access or use quizzes from prior semesters of this course**.
6. I will hand your quizzes back to you to use as a resource. Y**ou are not permitted to pass on any quizzes or notes to other students who might take this course in the future NOR may you upload them to any online repository**—public or restricted.
7. In class, I will ask you to grade your own quiz as we go over the answer. I will give you a green pen to do this so that all corrections and notes will be in a different color of ink. **You are not permitted to change your answers on quizzes during the correction process.**

Suspected instances of honor code violations will be promptly referred to the Honor Council.

1. **Late work policy.** I make expectations for this course very clear well in advance so that students can plan out how they will meet the demands of the course. As such, as outlined above, late work will not earn points, although you will receive constructive feedback on it. Technology issues are not an excuse for late work. Save your work often and do not wait until the last minute to complete and submit assignments.
2. **A classroom is a professional environment.** Please refrain from using your cell phone (i.e., texting) and from engaging in non-class-related activities on laptops or lab computers (Facebook, humorous YouTube cat videos, etc.) during class. Whether you realize it or not, I can usually tell when you’re doing things like this and it’s distracting to me and to your fellow classmates. In addition, please arrive to class on-time and plan ahead so that you can be present for the entire class period (e.g., as they used to say at my son’s preschool, “take care of your body” and use the bathroom before class). **Note that if you arrive late to class this will leave less time for you to complete your quiz.**
3. Feel free to have a snack or beverage during class. Yay reinforcers! ☺
4. You should feel free to ask questions, make comments, and seek clarification. We will vigorously debate ideas, concepts, and opinions—at the same time, all people will be treated with respect in this class.
5. If you are encountering difficulties in meeting the demands of the course, **please speak with me as soon as possible so that I can support you!** The sooner we team up, the more likely we’ll be able to make a difference.
6. Students will be expected to show respect for people experiencing difficulties with maladaptive behavior (e.g., psychological disorders) in assignments and during class discussions. Studying behavior and working to change it requires empathy and a non-judgmental stance in the context of critical thinking and so respect for persons is a matter of academic and scientific as well as ethical significance.
7. Nearly 50% of the population will experience a diagnosable form of psychopathology at some point during their lifetime. As a result, students often feel motivated to share personal experiences—or those of family or friends—in the context of course like this. However, these experiences are intensely personal and students should carefully consider the possible long-term consequences to self and others of disclosing personal information.

If course material elicits thoughts and feelings that have a negative impact on your functioning or raises questions for you about personal difficulties, you are encouraged to seek appropriate services (e.g., CAPS—see below). If needed, I am happy to help direct you.

**RESOURCES AVAILABLE FOR STUDENTS**

**Blackboard –** I will be using Blackboard to post readings, notes, and resources for each class. I also like to post course-content-related current events, news items, or interesting Web tidbits on the Blackboard course page, so if you happen upon any of these, please forward!

**Individual Meetings** – All students will meet with me individually about their lab projects twice during the semester. I encourage students to also meet with me any time about to discuss course-related issues or address questions related to careers in clinical psychology and related disciplines. My office hours this semester are 2 – 4 on Fridays or by appointment.

Other resources that can support you in your efforts to meet course requirements include:

**Academic Skills Center** (http://asc.richmond.edu or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

**Career Development Center** (http://cdc.richmond.edu/ or 289-8547) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate school options, and landing your first job. We encourage you to schedule an appointment with a career advisor.

**Counseling and Psychological Services** (http://caps.richmond.edu or 289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.

**Speech Center** (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** (<http://writing.richmond.edu>): assists writers at all levels of experience. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask.html or 289-8669](http://library.richmond.edu/help/ask.html%20or%20289-8669)): assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM.

1. This is not a made-up example. (And, in case it is unclear, this is not an excused absence.) [↑](#footnote-ref-1)