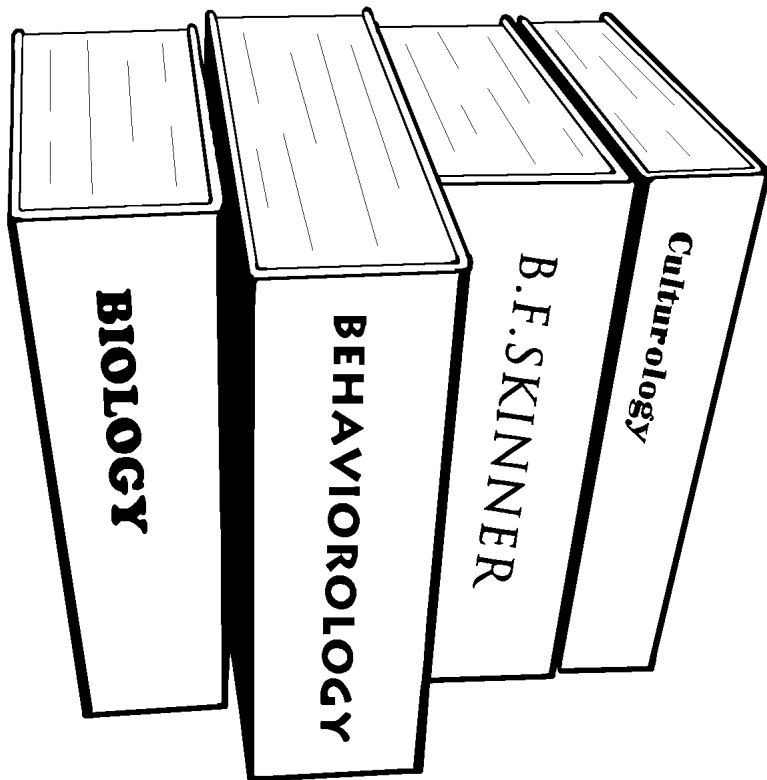


Study Questions for *Origins and Components of Behaviorology* — *Second Edition*



Stephen F. Ledoux



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To the Student and Teacher

About the Study Questions

These study questions were designed to increase the reader's benefit from reading the *Origins...* book by prompting and guiding the reader's learning. The study questions focus the reader's attention on many of the particular points that surround different topics which arise in the course of each paper or chapter in the book. And they bring to the reader's attention various general themes and trends that run through particular papers or chapters if not the whole book itself.

The study questions contain several kinds of questions. Some are simply factual. Others require abstract and associative thinking. Still others necessitate critical thinking. Some have different parts for undergraduate and graduate students. Most provide space for written answers while a few require preparation for oral-delivery of answers. The answers to the vast majority of the study questions are easily found directly in the book. While readers are encouraged to answer the questions "in their own words," only a few questions require answers in that mode. *All study questions cover material sequentially; they do not skip around in the material that they cover. (Making sure that some part of the book gets read was never the primary purpose for including any particular study question.)*↻

About the Book / Study Questions Combination

The book and study questions work together to achieve beneficial pedagogical aims. The book was designed to accompany either separate studies in the natural science of behavior, or integrated studies in related areas (e.g., applied science and technology of behavior, philosophy of science, applied behavior analysis, behavioral engineering). The study questions were designed to support this integration by covering topics in those areas as they arise in the book.

Teachers may manage these study questions in many different ways. Here are some of these ways: The entire collection may be assigned to students with instructions that they answer every question; this is the norm, especially at higher educational levels. Another option involves several questions from each paper or chapter being assigned by projecting them on the wall, while the teacher retains the remaining questions for later use as prompts for classroom discussions. Yet another option is to assign students to work in small groups each of which answers a subset of the questions for each paper or chapter. Many similar combinations are also possible.

Of course, not all teachers and not all courses need to use all the study questions. A teacher might excuse students from some study questions that are too specific for her or his course. There may even be some questions that a teacher simply does not want to deal with, and he or she may excuse students from those questions as well. All the questions taken together, though, help educate students in the full content range of the book.↻

About Using the Study Questions

Certain considerations about using the study questions are pertinent. The phrasing sometimes used in one or another study question may seem odd or unusual. This is usually because the phrasing mimics the phrasing used at or near the location of the answer in the book; this makes it easier for the student to recognize the answer while reading the material. Also, the answers to a few questions are *not* in the book; these answers are in the student's general knowledge or perhaps in their dictionaries, or in an encyclopedia, or in certain *appropriately peer-reviewed* electronic resources, etc.

Most teachers assigning study questions like these maintain typical procedures regarding their use. Here are some elements of these procedures: (a) Write out the answers to the study questions—in your own words if possible—*by combining the questions and answers into full statements*. This enables students to study *just* their answers, as if these were notes, when reviewing for tests or other assessments of their knowledge. They need not refer to either the book or the study questions during their review. (b) Students should be tested only over the study questions that they were required to cover. Hence, they should be able to study fully for any tests over the book by studying their answers to the assigned study questions. (c) A realistic assignment is for students to complete one paper or chapter a week along with other class assignments. One teacher uses eight of the papers in one course and the seven-chapter paper in the followup course. (d) Students write out their study question answers right in the spaces of their *Study Questions for Origins and Components of Behaviorology* book. (Some teachers require that the study question book, with answers in it, be brought to class for discussion and checking.)

Several tests, assessing the study questions in the various papers and chapters in the book, are available for teachers. These are short-answer tests. Most items are of the fill-in-the-blank and true/false types. Teachers who adopt the *Origins...* book and this *Study Questions...* book for their classes can obtain a copy of these tests for reproduction for use with their classes by writing, on their school's letterhead, to Dr. Stephen F. Ledoux, Arts and Sciences, SUNY-CTC, Cornell Drive, Canton NY 13617 USA. These tests can be used "as is" when all the study questions are assigned. Or, they can be used as part of, or the basis of, the teacher's own tests either when all of these study questions are assigned, or when only some subset of them is assigned.↻

About the Appendix

After the study questions in this book is an appendix containing a partially annotated bibliography of additional titles for further reading. These titles elaborate on some of the major themes of the *Origins...* book, and include some references that were not included in the bibliography that is in the *Origins...* book itself. A full range of interest levels is represented, from general overviews and surveys of the various topics to detailed, academic-type treatments of the topics. The titles are listed under four categories: (a) *Parenting Knowledge and Skills*, (b) *Education*,

(c) *General Science and Knowledge*, and (d) *Natural Science of Behavior*. There is something for everyone among the books in these categories.☺

About the Other Extras

After the appendix that follows the study questions in this book are two further “extras” for teachers and students. One is a “proof of ownership” form, and the other is a publisher’s advertisement.

To help assure all students’ ability to work on the study questions in a timely manner (by having their own copy rather than having to face the need or temptation to borrow or share), a “Proof of Ownership” sheet follows the appendix. Having each student fill out and turn in this form documents that each student owns her or his own copy of the study question book. The form can be filled out by the student, removed from the book, and given to the teacher as per course requirements. Basically, the form assures the teacher that each student can write his or her answers into a clean copy of the study questions book.

An advertisement from the publisher follows the proof of ownership form. Some of the books referenced in one or another study question, or listed in the bibliography, are also published by ABCs who publishes this study question book. The publisher’s advertisement provides more information on some of those titles, and tells how to obtain them.☺

About the Study Questions Author

The author, Stephen F. Ledoux, Ph.D., has been teaching since 1982 at the State University of New York (SUNY) at Canton where he currently is Professor of Behaviorology. He earned his B.A. and M.A. degrees at California State University at Sacramento in the early 1970s, and he began his contributions to education in 1972 teaching behavior science courses to high school sophomores and seniors. For four years (1975–1979) he taught in Australia (at the *University of Queensland*, and at the *Gippsland Institute of Advanced Education*). Also, he taught in the Peoples Republic of China at *Xi’an Jiaotong University* in 1979. He went to SUNY–Canton after completing his doctoral studies at Western Michigan University. Later, in 1990–1991, he again taught in China, this time on a faculty exchange at the *Xi’an Foreign Languages University*.

Professor Ledoux (pronounced “*la-do*”) is also active in professional organizations. In the late 1980s he was the first elected president of The International Behaviorology Association, and in the late 1990s he was elected chair of the board of directors of The International Behaviorology Institute (TIBI). (Behaviorology is the natural science discipline of naturalistic explanations of behavior; thus it should not be confused with psychology which is the discipline of fundamentally mystical explanations of behavior. An older name that is still in use for this natural science is “behavior analysis.”)

With his family, Dr. Ledoux resides in Canton. His email address is ledoux@canton.edu. For more information on his background, and courses, visit his faculty web page by clicking on “Ledoux” in the “Directory” at www.canton.edu which is the college web site. Much related material can be found at web sites linked to his web page including www.behaviorology.org which is the TIBI web site.☺

Ordering this study question book:

The best way to obtain a copy of this book is to order it directly from the publisher. The list price is US\$20. For *all* orders, a **pre**-paid mail order is preferred, and is expected for individuals; **ABCs will then cover *all* other charges such as shipping for orders in the USA.** Send your check (to pre-pay your order) to:

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