



PSYB70

COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

PSYB70. Methods in Psychological Science (Fall 2023)

Course information

Course name: PSYB70. Methods in Psychological Science

Prerequisites: PSYA01H3 and PSYA02H3 **Exclusions:** (PSYB01H3), (PSYB04H3)

Delivery method: Our course meets **in-person** (Mondays 10:30am-12:00pm and Thursdays 1:30-3:00pm; see Quercus/Acorn for classroom locations) **and online**. You are free to attend the in-person class meetings and/or to engage with the online lessons, regardless of the section for which you are enrolled (LEC01/LEC02). Please see the Course Schedule and Quercus for details.

Course description

This course focuses on content and skills central to effectively consuming and critiquing research in psychological science. Students will develop scientific literacy skills as they learn about commonly used research designs, how to assess whether a design has been applied correctly, and whether the conclusions drawn from the data are warranted. Students will also gain practice finding, interpreting, and critically evaluating primary journal articles.

Your teaching team



Course instructor: Kosha Bramesfeld (she/her/they)

Teaching assistants: Greer Gillies, Moaz Shoura, Hanna Cho, Sherry Huang, Megan Lozzi, and Emily Zohar. (See “About Us” on Quercus)

Course email: psyb70.uts@utoronto.ca

See [Quercus](#) to learn more about your teaching team (go to “About Us”)

Required readings



Free online textbook: Jhangiani, R. S., Chiang, I. A., Cuttler, C., & Leighton, D. C. (2019). *Research Methods in Psychology*. <https://kpu.pressbooks.pub/psychmethods4e/>
→If you prefer a physical copy of the textbook, you can purchase one from [Amazon.ca](#).



Journals articles are assigned throughout the term as part of the article critique assignments. They can be accessed **for free** via the “Library Reading List” on [Quercus](#).

Course website

All the content for our course can be found online via [Quercus](#).



Home: Quick links to course materials



Modules: Access the lessons, study guides, activities, assignments, tests, and exams.



Ask Us! Q&A Discussion Boards: Post questions about the course.



Tutorials and contact information: Join us for online help sessions, reach out for help.

Learning objectives

By the end of the course, students should be able to:
<ul style="list-style-type: none"> Identify the defining features of a scientific approach to the study of psychology and recognize key concepts in research ethics, design, and basic data analysis.
<ul style="list-style-type: none"> Practice identifying and critically evaluating research claims reported in the news, popular press, books, journal articles, and other sources.
<ul style="list-style-type: none"> Differentiate between primary versus secondary sources and identify different types of articles (e.g., empirical research, meta-analysis, literature reviews).
<ul style="list-style-type: none"> Demonstrate the skills to search for, identify, acquire, read, and critically evaluate primary research articles published in peer reviewed scientific journals.
<ul style="list-style-type: none"> Identify the major sections of an empirical research article and practice using these sections to identify the rationale, design, results, and conclusions.
<ul style="list-style-type: none"> Practice evaluating research designs based on their internal validity, external validity, construct reliability and validity, and statistical results.
<ul style="list-style-type: none"> Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of ideas.

Course components

Each week, you should (a) prepare by studying the textbook and study guides (b) engage with the in-person or online lessons, and (c) assess your understanding of the content.



Prepare by studying the textbook readings and study guides. These readings provide you with an introduction to the basic terms and concepts in the course. Because we will build on these concepts in our lessons, I encourage you to do the readings before each lesson.



Engage with two lessons each week. Each 80-minute lesson is delivered **in-person and online**. Regardless of the section in which you are enrolled, you are free to attend the in-person class meetings and/or to engage with the online lessons. See Quercus for details.



Assess your understanding of the course content by completing the weekly knowledge checks and assignments. These assessments help you prepare for the two midterm tests and the final exam (see below and on the next page for more information).

Course Requirements

Marks for the course will be calculated out of 1000 points, distributed as follows:

Assessment category	Points	Weight
Assignments (weekly; see Quercus)	150	15.0%
Midterm Test 1 (around week 5; date and time TBD)	200	20.0%
Midterm Test 2 (around week 9; date and time TBD)	300	30.0%
Final Exam (during the final exam period; date and time TBD)	350	35.0%
Maximum Total Points / Percent	1000	100.0%

Note. Letter grades are assigned based on the [U of T Grading Scheme](#)

Assignments (15%)

The course includes 200 points of assignments (as described below). However, you only need 150 points to earn full credit. As such, there is flexibility if you miss some of the points.

- **Example 1:** If you earn 200 points, your assignment grade will be 150 / 150 points (100%).
- **Example 2:** If you earn 150 points, your assignment grade will be 150 / 150 points (100%).
- **Example 3:** If you earn 120 points, your assignment grade will be 120 / 150 points (80%).

You can earn assignment points by completing the following activities and assignments:

- **Knowledge checks (12 x 5 pts each = 60 points).** The knowledge checks assess your understanding of each week's content. The quizzes have unlimited attempts, with only your highest attempt counting. Each knowledge check has a deadline (Sunday at 11:59pm at the end of each week), but they can be submitted late, without penalty, until the last day of class (Dec. 4).
- **Media assignment (4 steps; 50 points).** To help you think critically about research claims, you will complete a 4-step media assignment. Because of the interactive and iterative nature of this assignment, it is associated with hard (non-negotiable) deadlines. If you miss a step, you will not be able to advance to the next step of the assignment. Information about the media assignment and associated deadlines is posted on Quercus.
 - **Step 1 (10 pts).** Find (due: Sept. 24) and post (due: Oct. 1) a research claim.
 - **Step 2 (10 pts).** Reply with your expectations (due: Oct. 15).
 - **Step 3 (20 pts):** Summarize (due: Nov. 12) and post (due: Nov. 19) the evidence.
 - **Step 4 (10 pts):** Critically evaluate the evidence (due: Nov. 26).
- **Library lab and article critiques (6 x 15 pts each = 90 points).** The course includes a library lab (15 pts) and five article critiques (15 points each). These assignments help you build the scientific literacy skills that you need to find, read, and interpret research findings. You have unlimited attempts with only your highest attempt counting. To help you stay on track, each assignment is associated with a suggested deadline. However, the assignments can be submitted for credit up until the last date of the course (i.e., Dec. 4).

Accommodation requests. The assignments for this course are set up so that accommodation requests are not necessary (nor are they allowed).

- **Flexible deadlines.** The Media Assignment has 'hard' deadlines, but a one-week 'buffer' has been built into each step of the assignment (see Quercus). All remaining assignments (knowledge checks, library lab, and article critiques) have a recommended deadline, but they can be submitted for full credit up until the last day of class (Dec. 4).
- **Flexible points.** A total of 200 points will be offered throughout the term, but you only need 150 points to earn full credit. As such, there is a lot of built-in flexibility.
- **Unlimited attempts.** You get multiple attempts on the assignments (up until the close date of each assignment), with only your highest grade counting. As such, you can use the assignments to work towards mastery of the content.
- **Assignment guarantee.** If life circumstances get in the way of you being able to complete the assignments, I will calculate your grade with the assignment component factored in [i.e., (Assignments + Test 1 + Test 2 + Final) / 1000 points] and without the assignment component factored in, based only on your midterm tests and final exam [i.e., (Test 1 + Test 2 + Final) / 850 points]. I will then assign the higher of the two grades. You do not need to 'opt into' this. I will do this for every student in the course. As such, I guarantee the assignments can only help your grade relative to the midterm tests and final exam.

Midterm Test 1 (20%), Midterm Test 2 (30%), and Final Exam (35%)

Your grade in the course will be mostly determined by your performance on two midterm tests and a final exam. **The tests and exams will be held in-person.** Dates and times of the two midterm tests and final exam will be scheduled by the registrar's office. Details about each assessment will be posted on Quercus at least one week in advance of the scheduled date.

- **Midterm Test 1** (20%, around week 5): 75 minutes, covers Units 1 to 4.
- **Midterm Test 2** (30%, around week 9): 90 minutes, covers Units 1 to 9.
- **Final Exam** (35%, during the final exam period): 120 minutes, covers Units 1 to 12.

Test/exam format. The midterm tests and final exam will be administered **in-person**. Question types may include multiple choice, matching, and fill-in-the-blank. See Quercus for details.

Test/exam content and difficulty: The course is designed to challenge you to think critically about research methods and evidence. As such, the midterm tests and final exam go well beyond definitions. They assess your conceptual understanding of the foundational content of the course and your ability to understand, interpret, and think critically about the methods and results of real research studies. As the course progresses, we will tackle more and more complex research designs. These designs build on the foundational content introduced earlier in the term. Because of this reality, the midterm tests and final exam are cumulative. As a consequence, the tests and exams for this course get progressively more difficult as the term goes on. *It is very important that you do not fall behind!* It may be very difficult to get caught up again if you have failed to master the foundational components prior to attempting the more challenging topics.

Accommodations and make-up requests. If you receive AccessAbility accommodations on tests and exams, please register with [MyAims](#) as soon as the midterm test and final exam dates are announced. This will provide AccessAbility and our teaching team plenty of time to work together to set up your accommodations. If you need to reschedule a midterm test due to an academic conflict, religious observance, or because of illness or an emergency, please complete the [PSYB70 Missed Term Work Form](#). For the final exam, requests to [defer the final](#) are made through the registrar's office. Please see the [PSYB70 Missed Term Work Policy](#) for details.

Study tools

The following supports are provided to help you succeed in the course (see Quercus for details).

- **The study guides** provide an overview of the weekly readings, content, activities, and assignments, along with an outline of key terms and concepts.
- **The weekly lessons and activities** help you build critical thinking skills. The ungraded activities are low-risk and formative, allowing you to build your understanding.
- **The assignments** help you strengthen your critical thinking skills and assess your understanding. You are allowed multiple attempts so you can work towards mastery.
- **Practice tests** will be provided at least one week before each midterm test and the final. They are formatted the same as the tests/final and include questions similar to those on the test/final.
- **The Q&A discussion boards** allow you to post your questions about the course when they arise. Posting questions and reading the Q&A responses are a great way to learn!
- **Online help tutorials** allow you to meet with our teaching team to review content, ask questions, and work through sample problems. See Quercus for upcoming dates/times.
- **Facilitated Study Groups (FSGs)** are student-led learning sessions for students who want to improve their study skills and practice challenging content from the course.

Course Schedule

The schedule below provides a ‘big picture’ overview of the course. Please see Quercus to access the week-by-week **study guides (SG)**, readings, lesson information, and assignments.

- *** Note:** Regardless of your course section (LEC01 or LEC02), you can engage with the lessons **in-person** (Mon. 10:30am-12:00pm and Thurs. 1:30-3:00pm) or **online**.
- **** Note:** The Midterm Tests and Final Exam will be scheduled by the registrar’s office. The exact date and times will be announced later in the term.

Week	Topic	Readings	*Mon. 10:30 AM	*Thurs. 1:30 PM
1. Sept. 5-10	Foundations	<input type="checkbox"/> SG1 , Ch I		<input type="checkbox"/> Lesson 1
2. Sept. 11-17	Ethics	<input type="checkbox"/> SG2 , Ethics readings	<input type="checkbox"/> Lesson 2A	<input type="checkbox"/> Lesson 2B
3. Sept. 18-24	Frequency claims	<input type="checkbox"/> SG3 , Ch II	<input type="checkbox"/> Lesson 3A	<input type="checkbox"/> Lesson 3B
4. Sept. 25-1	Association claims	<input type="checkbox"/> SG4 , Ch VII + XII	<input type="checkbox"/> Lesson 4A	<input type="checkbox"/> Lesson 4B
5. Oct. 2-6	MIDTERM TEST 1**	<input type="checkbox"/> SG5 , Ch VI + XIII	<input type="checkbox"/> Library Lab	<input type="checkbox"/> Test 1 prep
Oct. 7-13	READING WEEK	READING WEEK	NO LESSONS	NO ACTIVITIES
6. Oct. 16-22	Measurement	<input type="checkbox"/> SG 6 , Ch IV	<input type="checkbox"/> Lesson 6A	<input type="checkbox"/> Lesson 6B
7. Oct. 23-29	Experiments	<input type="checkbox"/> SG7 , Ch V	<input type="checkbox"/> Lesson 7A	<input type="checkbox"/> Lesson 7B
8. Oct. 30-5	Experimental designs	<input type="checkbox"/> SG8 , Ch IX	<input type="checkbox"/> Lesson 8A	<input type="checkbox"/> Lesson 8B
9. Nov. 6-12	MIDTERM TEST 2**	<input type="checkbox"/> SG9 , Ch VI + XIII	<input type="checkbox"/> Lesson 9A	<input type="checkbox"/> Test 2 prep
10. Nov.13-19	Quasi-experiments	<input type="checkbox"/> SG10 , Ch VIII	<input type="checkbox"/> Lesson 10A	<input type="checkbox"/> Lesson 10B
11. Nov.20-26	Advanced prediction	<input type="checkbox"/> SG11 , Ch VI + XIII	<input type="checkbox"/> Lesson 11A	<input type="checkbox"/> Lesson 11B
12. Nov. 27-4	Research synthesis	<input type="checkbox"/> SG12 , course evals	<input type="checkbox"/> Lesson 12A	<input type="checkbox"/> Lesson 12B
Dec. 7 – 20	FINAL EXAM**	Review readings	& Units 1-12	Date/Time TBD

Checklist of assignments

The **deadlines** reflect the suggested completion dates to stay on track (and not fall behind).

The **close date** reflects the absolute last date (non-negotiable) to submit the assignment.

<input checked="" type="checkbox"/>	Knowledge checks	Deadline	Closes
<input type="checkbox"/>	Unit 1 knowledge check	Sept. 10	Dec. 4
<input type="checkbox"/>	Unit 2 knowledge check	Sept. 17	Dec. 4
<input type="checkbox"/>	Unit 3 knowledge check	Sept. 24	Dec. 4
<input type="checkbox"/>	Unit 4 knowledge check	Oct. 1	Dec. 4
<input type="checkbox"/>	Unit 5 knowledge check	Oct. 6	Dec. 4
<input type="checkbox"/>	Unit 6 knowledge check	Oct. 22	Dec. 4
<input type="checkbox"/>	Unit 7 knowledge check	Oct. 29	Dec. 4
<input type="checkbox"/>	Unit 8 knowledge check	Nov. 5	Dec. 4
<input type="checkbox"/>	Unit 9 knowledge check	Nov. 12	Dec. 4
<input type="checkbox"/>	Unit 10 knowledge check	Nov. 19	Dec. 4
<input type="checkbox"/>	Unit 11 knowledge check	Nov. 26	Dec. 4
<input type="checkbox"/>	Unit 12 knowledge check	Dec. 3	Dec. 4

<input checked="" type="checkbox"/>	Media Assign.	Part A	Part B
<input type="checkbox"/>	Media: Step 1	Sept. 24	Oct. 1
<input type="checkbox"/>	Media: Step 2	Oct. 15	-----
<input type="checkbox"/>	Media: Step 3	Nov. 12	Nov. 19
<input type="checkbox"/>	Media: Step 4	Nov. 26	-----

<input checked="" type="checkbox"/>	Article critiques	Deadline	Closes
<input type="checkbox"/>	Library lab	~Unit 5	Dec. 4
<input type="checkbox"/>	Article Critique 1	Oct. 1	Dec. 4
<input type="checkbox"/>	Article Critique 2	Oct. 22	Dec. 4
<input type="checkbox"/>	Article Critique 3	Nov. 12	Dec. 4
<input type="checkbox"/>	Article Critique 4	Nov. 26	Dec. 4
<input type="checkbox"/>	Article Critique 5	Dec. 3	Dec. 4



See Quercus to access the PSYB70 study guides, readings, lessons, activities, and assignments!



Missed Term Work Policy, Fall 2023

Assignments: There is no need to request accommodation on the assignments for this course, as the accommodation policy for assignments has been built into the course and made available to all students. (See the information about the [Course Assignments](#)).

Final Exams: [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.

Midterm Tests If you must miss a midterm test due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

1. Submit the [PSYB70 Missed Term Work Form](#)
2. Submit the proper documentation for the absence, as outlined below.

Procedures for applying for a make-up for a midterm test

Illness, injury, or emergency:

Students who are experiencing an illness, injury, or emergency must (1) submit the [PSYB70 Missed Term Work Form](#) **AND** (2) declare their absence on ACORN **or** submit another form of documentation (typically within **2 business days**):

- **ACORN:** Submit a screenshot of an [ACORN Absence Declaration](#). Students may use the Absence Declaration tool to declare an absence **once per term for a maximum of seven consecutive days**. The dates declared **must** include the date of the test.
- **ALTERNATIVE DOCUMENTATION:** Students who cannot declare an absence on ACORN because they have already used their one declaration for the term, or because they missed the declaration window, will need to submit alternative documentation. Examples include:
 - A [UofT Verification of Illness Form](#).
 - A death certificate or funeral announcement or similar supporting document.
 - A statement explaining why compassionate consideration is warranted.

Academic Conflict:

For missed midterm tests due to an academic conflict (e.g. two midterms at the same time or a university-sponsored event), submit the [PSYB70 Missed Term Work Form](#) **at least two weeks (10 business days) before the date of the test** (or as soon as possible if it was not possible to identify the conflict earlier). Please also submit evidence of your conflict (e.g., screenshots of the scheduled test or event).

- *Note: Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Note: Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*

Religious observances:

For missed midterm tests due to a RELIGIOUS CONFLICT, submit the [PSYB70 Missed Term Work Form](#) (selecting Religious accommodation as the reason for needing accommodation) at **least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. (No other documentation is required).

AccessAbility accommodations:

Submit the [PSYB70 Missed Term Work Form](#) and select “AccessAbility” as the reason for needing to miss the test. **Contact your AccessAbility consultant** and have them email PSYB70.utsc@utoronto.ca detailing accommodations required.

Accommodation Procedure:

- Submitting a [PSYB70 Missed Term Work Form](#) does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made.
- After submitting your documentation, you will receive a response from your instructor or TA. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [PSYB70 Missed Term Work Form](#) and submit new documentation. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

University Learning Supports

- ❖ **The Centre for Teaching and Learning (CTL)** is available to support you in your writing, math and stats, and English language needs <https://uoft.me/AcademicLearningSupport>
- ❖ **English Language Development (ELD) Support:** <https://utsc.utoronto.ca/eld/welcome-ctl-english-language-development-support>
- ❖ **AccessAbility:** <https://www.utsc.utoronto.ca/ability/welcome-accessability-services>
- ❖ **Health and Wellness:** <http://www.utsc.utoronto.ca/hwc/>
- ❖ **Mental health resources for UTSC students:** <https://www.utsc.utoronto.ca/hwc/mental-health-services-and-resources-utsc-students>
- ❖ **Skill building, future planning, Academic Advising, Career Centre:** <http://www.utsc.utoronto.ca/aacc/>
- ❖ **UofT Quercus course focused on academic success and wellness:** <https://q.utoronto.ca/enroll/ALEYMP>
- ❖ **Psychology and Neuroscience Departmental Student Association (PNDA):** <https://www.utsc.utoronto.ca/groups/pnda/>

All learners are welcome!

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Inclusivity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups¹. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or work/family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Disability-Related Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office (<http://www.utscc.utoronto.ca/ability/>) as soon as possible. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utscc@utoronto.ca for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

¹ This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, <https://www.cmu.edu/teaching/design/teach/syllabus/checklist/diversitystatement.html>.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

- **General:** You must adhere to the [Code of Behaviour on Academic Matters](#).
- **Own work:** You must be the one to answer and submit your answers. You cannot receive assistance from another person or AI tool (e.g., ChatGPT) when forming your response.
- **No communication:** Communication of any kind with another student or AI tool during a midterm test or exam could be considered an academic integrity violation.
- **No question solicitation or sharing:** Sharing, soliciting, discussing, and/or accessing the questions or answers from the assignments, midterm tests, or final exam of this course outside of the formal assessment context will be considered an academic integrity violation.
- **No collaboration on tests/exam:** The mere act of accessing Discord, Reddit, Facebook, Google doc, email, Chegg site, ChatGPT, or similar social media, communication, or AI resources during a midterm test or exam could be enough to get you into academic trouble.
- **No shared notes:** If you have created shared notes (e.g, in Google docs), they must be downloaded for use prior to the start of any online assessment. Accessing a shared document during an online assessment could be considered cheating, even if you are not access the content at the same time as another student.
- **If you notice it, report it:** Avoid the temptation to cheat and protect yourself by reporting suspected academic integrity violations if you do stumble upon it accidentally.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Plagiarism Prevention Tutorial

The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments for this course.

Plagiarism detection

Normally, students will be required to submit their course essays to Quercus for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).