Course Outline

Course Code	RSM 434H1F
Course Name	Financial Trading Strategies
Term, Year	Fall 2024
Web page URL	https://q.utoronto.ca

Course Meets:

L0101	Mondays	9am – 11am	FRT-Lab (RT 290)
L0201	Mondays	11am – 1pm	FRT-Lab (RT 290)

Instructor Details

Name	Email	Phone	Office Hours	Office Link
Craig Geoffrey	craig.geoffrey@rotman.utoronto.ca	416-946-0551	TBD	

Course Scope, Mission and Learning Outcomes

At the conclusion of the course, I want students to understand what is happening in capital markets by experiencing decision-making in the Rotman Interactive Trader (RIT) simulated market. This is a learn-by-doing course where students will develop their understanding experientially via trial and error (trading in the simulated market) – you will be actively participating in the learning process each class.

The competitive nature of markets distills the decision-making process down to a series of tradeoffs that balance liquidity, time, and risk. By experiencing these tradeoffs in a simulated market, students will gain a better sense of the constraints imposed by liquidity (how much can I trade?), the relationship between time and uncertainty (do I trade now or wait for a better/worse price?), and the necessity of taking on risk (if I don't make any trades, how can I make any money?).

These tradeoffs will be explored through topic coverage that broadly falls under the market microstructure branch of finance, with potential supporting case material from the M&A and investing fields.

We will start off by looking at market structure through the eyes of Agency and Proprietary traders to introduce the mechanics of trading and fundamental issues when trading in markets (liquidity, risk, behavior) and then progress to (arguably) the most important function of a market, price discovery (how prices are formed by impounding information). In combination with the content in the videos and quizzes, students will then have a solid background that can be applied to specific types of trading strategies (arbitrage, private information, market-making) both manually and through the creation of algorithmic trading programs.

The learning outcomes can be summarized as follows:

1. **Introduction to Market Microstructure**
   Students will develop a fundamental understanding of the roles of market makers, agency traders and liability traders, and will be able to analyze the risks and the opportunities involved with each role.

2. **Introduction to Price Discovery**
   Students will discover how prices are formed by market participants incorporating public and private information into their trading decisions, and how to incorporate information in market prices in their own decision-making process.

3. **Introduction to Arbitrage**
   Students will be introduced to the unique market dynamics of arbitrage trading and develop trading strategies by identifying mispricing opportunities and analyzing profitability across different trading contexts.

4. **Introduction to Algorithmic Trading**
   Students will learn to create algorithms that automatically follow trading instructions to capture various profit opportunities while managing their positions and order flow to avoid taking unnecessary risks.

Rotman Interactive Trader

The Rotman Interactive Trader is a market-simulator that provides students with a hands-on approach to learning finance. It allows students to practice decision making under uncertainty in a controlled environment where they can immediately observe the outcomes of their decisions. By being able to analyze the consequences of their decisions in different situations, students are able to learn how to make good decisions when the future is uncertain. More information can be found at http://rit.rotman.utoronto.ca.

Course Prerequisites

Course Prerequisite: RSM332
Course Exclusions: RSM412 – Financial Trading Strategies

Course Materials

Required Readings

There is no textbook for this course. Slides, videos, RIT Case Briefs, Excel support templates, Python examples, help files, and any other materials will be posted on the course webpage. It is required that students read the case studies prior to attending each class.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Evaluation	Grade	Due Date
Quercus Quizzes	14 Marks	Throughout the Term (7 quizzes each worth 2 marks)
Video Assignments	6 Marks	ALGO2e/ALGO4 Practice Run Reflection (Oct 25)
	6 Marks	Behavioral Self-Assessment (Nov 22)
	6 Marks	Algo Performance Evaluations Reflection (Dec 6)
Written Reports	6 Marks	ALGO2e / ALGO4 / EVNew Algo Initial Pitch (Nov 8)
	6 Marks	ALGO2e / ALGO4 / EVNew Algo Final Pitch (Dec 6)
Manual Trading Performance Evaluations	2 Marks	PD3 Practice Run (Nov 4)
	8 Marks	LT3 Performance Evaluations (Nov 18 & Dec 2)
	8 Marks	PD3 Performance Evaluations (Nov 18 & Dec 2)
	8 Marks	PM2 Performance Evaluations (Nov 25 & Dec 2)
ALGO2e Project	2 Mark	ALGO2e Algo Practice Run (Oct 7)
	8 Marks	ALGO2e Performance Evaluations (Nov 18 & Dec 3)
ALGO4 Project	2 Mark	ALGO4 Practice Run (Oct 21)
	8 Marks	ALGO4 Performance Evaluations (Nov 25 & Dec 3)
EVNew Algo Project	2 Mark	EVNew Algo Practice Run (Nov 11)
	8 Marks	EVNew Algo Performance Evaluations (Nov 25 & Dec 3)

Weekly Schedule

Class Date	Topic	Cases	Practice Runs	Deliverable
9-Sep	Introduction to the course, RIT, Python			
16-Sep	Liability Trading (tender offers, PnL)	LT3		Quiz 1 & 2 Due Sep 16
23-Sep	RIT Functionality with Python	RIT API		Quiz 3 Due Sep 23
30-Sep	Algorithmic Trading (Market Making and ETF Arbitrage)	ALGO2e		Quiz 4 & 5 Due Sep 30
7-Oct	Algorithmic Trading (Market Making and ETF Arbitrage)	ALGO4	**ALGO2e**	
14-Oct	**Thanksgiving**			
21-Oct	Price Discovery (Private Information and Algorithmic News Parsing)	PD3	**ALGO4**	Quiz 6 Due Oct 21 Video 1 Due Oct 25
28-Oct	**Reading Week - No Class**			
4-Nov	Equity Valuation (Private Information and Algorithmic News Parsing)	EVNew Algo	**PD3**	Quiz 7 Due Nov 4 Report 1 Due Nov 8
11-Nov	Portfolio Management	PM2	**EVNew Algo**	
18-Nov	Performance Evaluations	**LT3, PD3, ALGO2e**		Video 2 Due Nov 22
25-Nov		**PM2, ALGO4, EVNew Algo**		
2-Dec		**LT3, PD3, PM2**		
3-Dec		**ALGO2e, ALGO4, EVNEw Algo**		Video 3 & Report 2 Due Dec 6

Please note that the last day you can drop this course without academic penalty is November 4, 2024.

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Course Format and Expectations

Quercus Quizzes

I want class time to focus on work that requires the lab (i.e. trading), as opposed to lecturing in the lab. To accomplish this, I am pushing the former lecture component outside of class time and offering the following Faustian Bargain: as compensation for spending added time outside of class watching videos on your own (instead of me reading the slides to you during class), we will have no final exam. One quiz, called "News Item", will be about a news article that I will post on Quercus as opposed to videos, but the gist is the same.

Part of this bargain is a "trust but verify" regime that requires you to complete a series of quizzes that are tied to the videos. Quizzes are available to be completed at any time, with deadlines spaced throughout the term. Quizzes are worth 2 Marks each. A late penalty of 0.5 marks is applied for each 24 hours that elapse after the deadline. You will have 30 minutes to complete each quiz – once you start the quiz the timer starts.

To be effective, the quiz deadlines are set to be the day BEFORE we cover each video's material with the in-class RIT cases (the Faustian part of the Bargain). This means quizzes are due by 11:59pm on the Sunday *before* class (except for the first quiz, because they wouldn't let me assign a due date before the start of classes… but, I tried…).

Video Assignments

If you were working in a trading environment, you would need to periodically report on progress or outcomes to your boss who will have little patience – you will have a very short amount of time to make your point. To practice this succinct delivery, there are three video assignments. Each video assignment will be completed on Communicado (details below), on which you will record your video and receive feedback. Each video is worth 6 marks, covers a different topic, and will be a maximum of 60 seconds in length. **Even though you can work in groups for the algorithmic cases, the videos are an individual assignment (this will make more sense as you read below).**

Hopefully, the reflective nature of the videos gives you a sense of good/best practices for making decisions in financial markets. Two of the videos will cover your experience developing your algos while the third asks you to think about your own behavioral biases and how they affect your decisions. With respect to algos, the practice runs and performance evaluation put you into the midst of a design, test (i.e. practice runs), revise your design based on testing (i.e. reflect on the practice runs), test again, revise again, etc. development cycle which is critical to learning how markets operate as reflected by the results of your trading strategy (trial and error!). This learning cycle may be affected by your personal risk preferences/behavioral biases which can dictate your

trading strategies and execution decisions. Some employers are also using video recordings as part of their recruiting process, which makes the video assignments specific training to land a job!

You can record 3 videos for the ALGO2e/ALGO4 Practice Run Reflection (Video 1) and choose which of the videos you want to submit. For the Behavioral Self-Assessment video (Video 2), you can record 2 videos and choose the one you want to submit. For the final video assignment (Video 3), where you will choose to comment on ***either*** the ALGO2e or ALGO4 or EVNew Algo experience in the Performance Evaluations, you will only be able to record 1 video (which is the video that will be submitted).

In the ALGO2e/ALGO4 Practice Run Reflection video, you will report what you learned about your ALGO2e/ALGO4 algorithm from the ALGO2e/ALGO4 practice run. In particular, your video should describe areas of improvement for your algo (i.e. what did your algo do wrong or not completely do right) and possible fixes you may try. The ALGO2e/ALGO4 video is due on October 25th. A 1-mark deduction will be applied for each day late.

The Behavioral Self-Assessment is all about you! Your video should describe your personal feelings about trading and risk and how/why your personality affects your trading decisions and some ideas on how you can moderate the impact of behavior on your decision-making. There is no need to worry about jargon or theory, just describe how you feel. For example, are you nervous about entering trades with the maximum volume and consequently enter trades with smaller quantities? Do you like to take a position as soon as possible in the case to maximize potential profit, regardless of the risk of also maximizing potential losses? Which is more important to you, the profit/loss metric or the semi-standard deviation adjustment? The goal is for you to think about how your emotion impacts your decision-making. The ultimate goal of uncovering your behavioral biases is to eliminate their influence on your decisions. The Behavioral Self-Assessment is due November 22nd. A 1-mark deduction will be applied for each day late.

For the ALGO2e/ALGO4/EVNew Algo Performance Evaluation reflection you will choose to talk about ***either*** your ALGO2e or ALGO4 or EVNew Algo experience in the performance evaluations. Since this is your second video about your algorithmic trading experience, you are expected to be more exacting in your description of what went wrong/not right and how you might fix/improve your algo. The ALGO2e/ALGO4/EVNew Algo video is due December 6th. A 1-mark deduction will be applied for each day late.

The Communicado Platform

The Mind-Brain Hive within the Desautels Centre for Integrative Thinking has created a platform – Communicado – that we will be utilizing in RSM434. This platform allows students to submit recorded videos to posed questions. The platform produces a written transcript of the video recording and allows the grader to provide time-stamped comments on the submission. The student will receive the comments, the transcript and his/her grade. The student will be able to download the video s/he submitted to review.

We will be using the Communicado platform for the video assignments in **RSM 434**. Communicado is **ideally accessed in Chrome**, but you can use Firefox or Edge as well. To activate your account, you will receive an email from **admin@communicado.ca** with the Subject Line '**Communicado Account Activation**'. An individual account has been created with your name and email. When you receive the account activation email, all that is required is that you create a password. Then go to **https://rotmancommerce.communicado.ca** and sign in.

If you do not activate your account within **7 days** of receiving the activation email, you will need to go to the sign-in page and click on "Did you forget your password?" link and follow the instructions. You will be sent another activation email.

For all video submissions using Communicado, begin your video recording by holding your student ID card to your webcam so that the grader viewing your video submission can verify your identity (a few seconds is all that is necessary). For each assignment, grades are assigned based on the sophistication of the insights in the video assignment and the clarity of your explanation. The rubric for the video assignment will be posted on Quercus.

Written Assignments

At some point in your career you will be called on to pitch an idea that you originated. A good pitch is short, focused, and backed by evidence (especially in capital markets). You will submit an initial pitch in the form of a short slide deck on one (1) of your algorithmic trading strategies (i.e. the strategy you are using in ALGO2e or ALGO4 or EVNew Algo). The data included in the initial pitch will be drawn from the appropriate practice run (make sure you save the trading report!).

Your slide deck should include a description of the strategy, data regarding its performance (drawn from the practice run), comparison with the market's performance, and commentary about the strategy's performance (e.g. why you are recommending the strategy, the rationale for the strategy – your "edge" – and anything that makes the strategy special). The deck should NOT be filled with text. It should include tables, charts, bullet points, and an organization that efficiently delivers your message quickly and unambiguously. The initial pitch is due November 8th and is worth 6 marks. A 1-mark deduction will be applied for each day late.

A finalized version of the written report is due on December 6th (a 1-mark deduction will be applied for each day late). The final version of the pitch will incorporate feedback received for the initial pitch, as well as new data from the Algo Performance Evaluations and additional reflection about the performance of your strategy over the evaluation runs. The final version of the pitch can be a maximum of 3-pages in length is worth 6 marks.

The written assignment is an **individual** assignment. **If you are working in a group of 2, each member of the group must submit a written report on a different algorithm.**

RIT Performance Evaluations

You will be graded on your performance in 3 non-algorithmic RIT cases and 3 algorithmic RIT cases during the term. Performance Evaluations for these cases will be based strictly on your **performance making decisions in these cases during class**. The cases are designed such that students who understand and apply the learning objectives better will perform better.

The grading scheme below may seem overly complex, but it is intended to serve a purpose. The grading scheme is designed to achieve two simultaneous goals: reward students who perform well (i.e. apply the case learning outcomes, as measured by Profit/Loss or other metric) while penalizing random luck (running each case multiple times for grades, semi-standard deviation or other risk adjustment). If you remember your previous finance courses, I am effectively imposing a risk-aversion preference onto your grading scheme. All cases use the minimum volume requirement in the grading scheme. **The non-algorithmic RIT performance evaluations are worth 8 marks each, the algorithmic RIT performance evaluations are 8 marks each (practice runs are 2 mark each).**

Minimum Volume Requirement

Do or do not.
There is no try.
- Yoda

There is no job, especially on a trading floor, where you will be compensated for doing nothing. In the workplace spirit of "do-something-to-get-something", you must trade some minimum number of shares in each simulation run (iteration) for grades. Anyone with zero trades in an iteration will be considered as not participating and will receive a grade of 0 on that iteration. Anyone who does not achieve the minimum level of participation (as measured by the required minimum number of shares traded), will be ranked last in that iteration. For example, if there were 40 students and 3 of them did not achieve the minimum required trade volume, those 3 would be ranked 40th (receiving a score of 5). The lowest ranked student who did achieve the required minimum trade volume would be ranked 37th and would receive a score of (5 + grades-per-rank) where the grades-per-rank in this example would be 5/39, as explained below in the *Profit/Loss* ranking section.

The minimum required trading volume will vary by case. The traded volume is the total of all shares bought and sold. If the minimum number of shares for a case is 25,000, you must buy and/or sell at least 25,000 shares. For example, you could buy 12,500 and sell 12,500, or buy 25,000.

Minimum volume requirements by case:

RIT Evaluation	Minimum # of Shares Traded
LT3	50,000
PD3 Practice Run	10,000
PD3	25,000
PM2	45,000
ALGO2e Practice Run	25,000
ALGO2e	100,000
ALGO4 Practice Run	25,000
ALGO4	100,000
EVNew Algo Practice Run	10,000
EVNew Algo	25,000

LT3*, PD3, PM2, ALGO2e (including practice run), ALGO4 (including practice run), and EVNew Algo use the following grading scheme:

Profit/Loss Ranking

Students are ranked by Profit/Loss (highest to lowest) in each run with the highest Profit ranking 1st and the lowest Profit ranking last (e.g. 50th out of 50). Each rank is then assigned a grade between 5 and 10, with 1st place receiving a grade of 10 and last place a grade of 5. Grades between 1st and last are determined by the distance between ranks and the grades-per-rank. The range between the highest and lowest grades (i.e. 10 – 5 = 5) is divided by the range between 1st place and last place (e.g. 50 – 1 = 49), giving us a grade-per-rank measure.

For example, if there were 50 students trading in the simulation, the grade-per-rank would be 5 / 49 = 0.10204. Grades are then assigned based on the number of ranks between 1st (or last) place and the grade-per-rank. For example, 2nd place is 1 rank away from 1st place, so would receive a grade of 10 – 1 x 0.10204 = 9.8980 (or 5 + 49 x 0.10204 = 9.8990). 37th place would receive a grade of 10 – 36 x 0.10204 = 6.3265 (or 5 + 13 x 0.10204 = 6.3265).

The grades across all the runs for a case are used to compute an average Profit/Loss grade for the case. If the minimum volume requirement is not met, the grade for that run is 0, and this 0 is included in the average calculation. For example, if the student had grades of 7.5, 6, 8, 9, and 0 (the last run did not satisfy the minimum volume requirement), their average Profit/Loss grade would be 6.1.

Semi-Standard Deviation Ranking

Rule No. 1: Never lose money.
Rule No. 2: Never forget rule No. 1
- Warren Buffet

A semi-standard deviation will be computed for each student's Profit/Loss using 0 as a hurdle (i.e. only losses will be included). For example, if a student's Profit/Loss is $100, -$1,000, -$500, $400,

-$600, their semi-standard deviation would be computed using 0, -1,000, -500, 0, and -600 as inputs, resulting in a semi-standard deviation of 382.

This semi-standard deviation is ranked from lowest semi-standard deviation (1st place) to highest semi-standard deviation is (last place). Importantly, students who do not generate any losses will be tied for 1st place (all students without any losses will have a semi-standard deviation of 0). If 25 students tie for 1st place (no losses), the best rank that a student with a non-zero semi-standard deviation can achieve is 26.

The profit/loss grading process is then applied to the semi-standard deviation ranks. For example, if the semi-standard deviation of 382 earns a 26th place rank, the grade would be 10 – 25 x 0.10204 = 7.4490 (or 5 + 24 x 0.10204 = 7.4490).

Final Ranking: the student's average Profit/Loss grade is averaged, on a weighted basis, with the student's semi-standard deviation grade if the semi-standard deviation grade is lower; if the semi-standard deviation grade is higher than the Profit/Loss grade it has no effect. The Profit/Loss grade weight is equal to the number of runs for the case and the weight for the semi-standard deviation grade is the number of runs with a loss. If there were 6 runs for a case, and a student generated a loss in two of those runs, the weight placed on the Profit/Loss grade would be 6/8 and the weight for the semi-standard deviation grade would be 2/8.

Although complicated, the grading scheme will reduce the rank, and therefore the grade, of a student who lost money versus a student who did not. For greater clarity, student X, who had a lower rank (grade) in the Profit/Loss calculation than student Y, but who does not incur any losses, could end up with a higher grade.

* LT3 uses the Adjusted Profits outlined in the case brief

Manual Trading Evaluations

The manually traded cases (LT3, PD3, PM2) will run 3 iterations per case on each of the scheduled performance evaluation days.

Algorithmic Trading Projects

You are going to complete 3 algorithmic trading projects. Each of these projects requires you to build an algorithmic trading program in Python (yes, Python only, no VBA). These are projects instead of cases because the performance evaluation will pit your algorithms against the market – you are building a machine to trade for you. You can work individually or in a group of 2 people (must be in the same section). Groups of 2 only run 1 algo for practice runs/evaluations.

ALL students must enroll in a group on Quercus, even if they intend to work as an individual (i.e. a group of 1). During the Algorithmic Trading Project practice runs/evaluations you will use your group name as your Trader ID (this will make more sense once we start using RIT).

Each project has a practice run followed by separate performance evaluations. The ALGO2e and ALGO4 practice runs are evaluated using the same grading scheme as the performance evaluations. The goal of the practice runs is to give you some initial experience with your algorithm trading against other algorithms. The practice runs will (ideally) provide real-time feedback that you can use to debug your code and adjust your trading strategy. The practice runs are also intended to short-circuit the risk of last-minute project efforts that leave students (sadly) without a working algorithm for their performance evaluations.

The practice runs are each worth 2 marks. The grading for these runs is the same as the performance evaluation grading scheme, but there is only 1 run per practice run session that is being graded. Since there is only 1 run for each practice run session, the semi-standard deviation penalty is not applied for these practice runs. The minimum volume requirement will be applied. You should view the practice runs as a low-risk forum for testing your algorithm.

The final version of your algorithmic trading programs will run in performance evaluations for each case. These performance evaluations will be composed of 3 iterations per evaluation day and adhere to the performance evaluation grading scheme (including the semi-standard deviation adjustment).

Writing Assignments or Presentations

Video and Written assignments are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the Writing and Presentation Coaching academic support page.

Team or Group Assignments

The Algo projects allow students to work in teams of 2. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the Centre for Professional Skills Teamwork Resources page for tips, strategies, and best practices. You can also book an appointment with a teamwork mentor through the RC

Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Missed Tests and Assignments

Students who miss a term test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: https://uoft.me/RSMConsideration
2. Provide documentation to support the request, eg. Absence Declaration from ACORN, medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN *__one time per term__* to report an absence and request consideration. **Any subsequent absence will require a Verification of Illness form or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Missed decision performance evaluations or quizzes will have the missed grade weight distributed evenly to remaining evaluations in the same group.

Late Assignments

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please email Accessibility Services or visit the Accessibility Services website for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch

with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- 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 (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters.* If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the Information Commons Help Desk.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Other Useful Links

- Become a volunteer note taker
- Accessibility Services Note Taking Support
- Credit / No-Credit in RSM courses
- Rotman Commerce Academic Support

URL links for print

- Book an appointment with a writing or presentation coach: http://uoft.me/writingcentres
- Writing and Presentation Coaching academic support page: https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/
- Centre for Professional Skills Teamwork Resources page: https://rotmancommerce.utoronto.ca/teamwork-resources
- Book an appointment with a Teamwork Mentor: http://uoft.me/writingcentres
- Request for Special Consideration Form: https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/
- ACORN: http://www.acorn.utoronto.ca/
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: http://studentlife.utoronto.ca/as
- University's Plagiarism Detection Tool FAQ: https://uoft.me/pdt-faq
- The University of Toronto's Code of Behaviour on Academic Matters: http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
- Information Commons Help Desk: http://help.ic.utoronto.ca/category/3/utmail.html
- Become a volunteer note taker: https://studentlife.utoronto.ca/program/volunteer-note-taking/
- Accessibility Services Note Taking Support: https://studentlife.utoronto.ca/service/note-taking-support/
- Credit / No-Credit in RSM courses: https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/
- Rotman Commerce Academic Support: https://rotmancommerce.utoronto.ca/current-students/academic-support/