Rotman Commerce
UNIVERSITY OF TORONTO

Course Outline

Course Code	RSM 456 H1 S
Course Name	Big Data and Marketing Analytics
Term, Year	Winter 2026
Course Meets	Thursday 15:00-17:00 (LEC0101) & 17:00-19:00 (LEC5101)
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Office Hours	Virtual Office Link
Hemant Sangwan	h.sangwan@utoronto.ca	Online, Zoom, by appointment	online mechanism preferred (if in-person please delete)

Course Description

Over the last twenty years, technological advances have enabled organizations to collect large quantities of data on consumers ("Big Data"). Such data comes from a variety of sources: aggregate data from retail check-out scanners, individual-level transaction data based on loyalty cards, online data on browsing, conversions, social media interactions, search queries, surveys, web logs, etc. This course will provide you with the tools and conceptual frameworks necessary to analyze such data to make marketing decisions. The course uses several marketing data sources to illustrate how to use analytical and statistical marketing models to evaluate the impacts of marketing-mix and manage customer lifetime value.

Learning Outcomes

By the end of this course, students will be able to:

1. **Explain** key principles of customer-centric marketing, including customer profitability, Customer Lifetime Value (CLV), segmentation, and targeting using both traditional and machine-learning approaches

2. **Define and frame** marketing and business problems as analytical questions, demonstrating strong logical reasoning and data-driven decision-making skills.

3. **Prepare** and **manipulate** large datasets, including data cleaning, transformation, and feature preparation for downstream analytics.

4. **Analyze** and **explore** data using descriptive statistics and visualization, identifying patterns, diagnosing issues, and forming hypotheses.

5. **Apply** and **evaluate** machine-learning algorithms in marketing contexts, selecting appropriate models and improving them using suitable performance metrics.

6. **Develop** predictive models and implement marketing analytics solutions in Python, completing end-to-end workflows from data ingestion to insight generation.

7. **Communicate** analytical findings effectively, presenting results, insights, and recommendations clearly in both written and visual formats.

Course Prerequisites

- **Prerequisite**: ECO220Y1/ECO227Y1/(STA220H1, STA255H1)/(STA237H1, STA238H1) /(STA257H1, STA261H1)

- **Exclusion**: RSM411H1 (Special Topics in Management: Marketing Data, Models and Decisions)

Course Materials

Required Readings

There is NO required textbook for the course. Instead, we have a set of free readings and cases (from the U of T Library), and various free DataCamp courses to be completed outside of class.

- Materials posted on Quercus (e.g. slides, articles, links, videos, etc.)
- **Optional Textbook**: Shmueli, G, Bruce, P et al (2020). *Data Mining for Business Analytics*. Wiley, ISBN 9781119549840 (DMB)

Electronic Course Materials

This course will be using the following electronic course materials:

- DataCamp (https://www.datacamp.com): access to select DataCamp courses will be provided at **NO COST** to you.

- Python Download and Installation (open source) *
  - Setup Python (Google Colab – Preferred): Google Colab Tutorial for Beginners (10 minutes): https://youtu.be/RLYoEyIHL6A?si=1hWBje6Et2rWMW9z
  - Anaconda distribution. Retrieved from https://www.anaconda.com/download
  - Python in Visual Studio Code. Retrieved from https://code.visualstudio.com/docs/languages/python
  - Useful resources at www.python.org , extensive Python documentation at https://www.python.org/doc

    *Note: Installing multiple Python (Anaconda, VS code, etc.) on the same machine can interfere with each other's performance!

- Additional readings and resources

  - Exploratory Data Analysis with Excel – YouTube Playlist by David Langer https://youtube.com/playlist?list=PLTJTBoU5HOCRFQhfU1gg2ciNpS_evWKR7

  - Data Mining with Excel – YouTube Playlist by David Langer. Retrieved from https://youtu.be/6_aFa977sfI?si=q8A1-maHxyhNnOS6

- Quanta Magazine: https://www.quantamagazine.org/

The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade based on how well they have command of the course materials, skills and learning objectives of the course.

Work	Type	Weight	Due date
DataCamp modules (individual)	Online modules and exercises (DataCamp)	6% + 6% = 12%	Feb 14th March 7th
Research requirement (BRL) (individual)	Individual research participation	3%	April 1st
In-class quizzes (individual)	In-class quizzes (5)	3% x 5 = 15%	Ongoing
Group project			
Group project - Part 1	Data modeling and recommendations (code + final report)	15%	March 21st
Group project - Part 2	Presentation based on part 1	10%	March 26th
Term Test 1 (individual)		20%	Feb 12th
Term Test 2 (individual, cumulative)		25%	April 2nd

Course Format and Expectations

DataCamp Modules (individual assignment,12%): Due Feb 14th and March 7th

A set of **online learning modules** will be assigned through the **DataCamp platform**. These modules cover selected methodological and programming topics (e.g., linear regression, segmentation, etc.). Students will read or watch instructional content and then complete practice tasks such as writing short code snippets, filling in missing code, or answering multiple-choice and short-answer questions.

Students are expected to complete the modules gradually throughout the term, rather than waiting until the deadline. **DataCamp access will be provided free of charge for the duration of the course.**

After completing each module, DataCamp will issue a certificate of completion that includes the student's name and the completion date**. Students must upload all certificates combined into a single file to Quercus by the posted deadline**. No alternate forms of proof will be accepted.

Access and Setup:

- The instructor will email an invitation to join DataCamp at the start of the course.
- Students must create their DataCamp account using this invitation.
- Once the account is active, students will have full access to the assigned modules for the duration of the course.

Term tests (20% and 25%): Feb 12th and April 2nd

There will be **two term tests** that collectively account for 40% of the course grade (Test 1: 20%, Test 2: 25%). Test questions may include multiple-choice items and short- to medium-length written responses based on scenarios, cases, conceptual topics, and marketing models covered in the course. The scope of each test includes all material taught up to that point, including lecture discussions, slides, readings, and assigned articles. Reviewing and understanding the course content is essential. **Test 2 will be of cumulative nature, i.e., all topics covered in the weeks leading up to the test are part of test 2**.

Students must complete the tests independently, without consulting classmates or seeking outside assistance.

Each test will have a fixed time limit (e.g.,60-75 minutes, etc.). Details about format and expectations will be provided during class and/or communicated in advance.

Tests will be administered either through Quercus or in paper-and-pen format, but all tests must be written in-person during the scheduled class time. Students are required to be physically present in the classroom to write the test. Attendance will be taken, and only those present will have their tests graded.

Writing Assignments or Presentations

Group project – part 1 and 2 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.

Group Assignments

Students will work in **self-selected teams of 4-6 members** (with 5 as the preferred size) to complete a two-part group project. Groups should be formed by mutual agreement; the instructor may assist if needed. Each team will collaboratively conduct analyses and submit deliverables to Quercus following the guidelines posted.

Working effectively in teams is an essential professional skill. While collaboration can be challenging, developing the ability to coordinate, negotiate, and integrate different perspectives is an important learning outcome of this course.

Project Structure

The group project consists of **two components**:

- **Part 1 – Project Execution and Recommendations (15%, due: March 21st)**
  Teams will analyze the assigned marketing analytics business scenario, identify key

objectives, and develop a clear data analysis plan. In addition, teams will implement the analytical plan, conduct evidence-based analysis, interpret results, and write a professional business report with recommendations for stakeholders.

  - **Deliverable:** PowerPoint file (PPTX) + Python code file with documentation and notes
  - PowerPoint file (PPTX): Title page + Table of content + Main write-up (**maximum 10 slides**) + References + Appendix (maximum 3 slides)

- **Part 2 – Presentation (10%, due: March 26th)**
  In this part, students need to present their findings, in a form of a pre-recorded professional business video presentation. For the video presentation, students must develop "presentation slides" (less text heavy, etc.) based on slides from part 1. Students have a flexibility of adding some creativity (animation, visuals, etc.) which enhances the appeal of the presentation. Specific details will be provided in advance during the class discussion/ and will also be posted on Quercus.

  - **Deliverable:** a link (not password protected) or a video file using PowerPoint slides. **The presentation must not exceed 10 minutes** (time limit will be strictly enforced)

The dataset for the group project will be provided by the instructor. Additional instructions for each part will be discussed in class and posted on Quercus well in advance.

Peer Assessment and Expectations

A confidential peer assessment may be required, where each student evaluates the contributions of all team members, including their own. Students must also communicate any team-related concerns to the instructor **early**, so that issues do not affect the project timeline or group functioning.

Each team member is expected to contribute meaningfully and consistently. Differences in ideas or working styles are normal and should be resolved professionally within the group. While the instructor will not manage routine team dynamics, **documented non-participation or free riding will result in grade adjustments for the individual member**.

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 or by emailing rotmancommerce.teamworkhelp@utoronto.ca. 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.

Research Participation Requirement (3%, due April 1st)

Marketing and Organizational Behaviour researchers run experimental studies to test theories about human behaviour. The research requirement is intended to supplement this course's material, by giving you direct exposure to research in these fields. You may fulfill this requirement by:

1. Participation in three hours (credits) of research studies, ***or***
2. Analysis of three research articles, ***or***
3. A combination of research studies and article analyses

Note, this is **not** an extra credit assignment; credit-hours of participation translate into real percentage values, as determined by the professor (check your syllabus). You will receive one credit for each one-hour of research participation you complete, or per each article analysis you write.

Using Sona: Pre-registered Account and Course Registration

To participate in a research study, you will need to sign into our Rotman Behavioural Research Lab (BRL) research participation website (SONA): https://rotman.sona-systems.com/. Please add both the Sona Admin, rotman-admin@sona-systems.net, and Behavioural Research Lab, Behavioural.Lab@rotman.utoronto.ca, email addresses to your contact list. This will ensure that registration, password reset links, and important updates regarding your account/study participation are not mistakenly marked as spam.

Former Participants: those with existing BRL credit-pool accounts on SONA can use their previous credentials to log-in, and immediately begin registering for courses and studies. **New Users:** your account has already been created for you by our Lab Manager. This account is linked to your "[Username]@mail.utoronto.ca" email address, and a link to complete the registration has been sent to that address.

Trouble Logging In: if you have overlooked your password registration link, or forgotten details of your log-in information, please use the "**Forgot Password**" feature on the SONA log-in page to have these credentials sent to your email.

Please familiarize yourself with the "**Student Research-Participation Guide**," made available to you by your professor: this guide, as well as the FAQ on Sona, cover all the pertinent steps and criteria for registering for studies and completing your participation requirement through either study participation or article analyses. Feel free to email Behavioural.Lab@rotman.utoronto.ca if you have any question.

Research opportunities for the Winter session are anticipated to begin the week of **January 22nd, 2026,** and end on **April 1st, 2026.**

Rotman Commerce Attendance Policy *NEW*

Rotman Commerce students are expected to make every effort to attend each class. Infrequently, students may miss term work, e.g., quizzes, assignments, etc., due to unplanned and extenuating circumstances and must follow the Request for Special Consideration process as outlined in their course outlines. However, Rotman Commerce will not approve any Request for Special Consideration for participation marks for missed classes. Any such request will be denied.

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, Verifcation of Illness Form etc.

Please note: 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.

- If you miss any assignment for unforeseen reasons and submitted appropriate documentations, your grades will be reweighted based on your performance in the remaining individual assignments

- If you miss term test 1, your grade will be redistributed based on your performance in the remaining term test 2. If you miss term test 2, you can and will be assigned additional work in form of individual assessments (e.g., makeup test, reviewing a paper, assignment, etc.)

Final Exams: If you miss the final exam in this course for a legitimate reason (illness, etc) you will need to contact your College Registrar to file a petition for a deferred exam. This deferred exam will be written at a later date as established by the Faculty of Arts & Science. Instructions can be found here: https://www.artsci.utoronto.ca/current/faculty-registrar/petitions-appeals/preparing-petition

Late Assignments

Please note that all assignments are due by the specified deadlines. The exact date and time will be given in the Quercus assignment. No late assignments will be accepted, except for 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. **Late assignments, when it requires electronic submission, will carry a 10% grade penalty per day**.

Remarking / Re-Grading:

Remarking / Re-Grading: Requests to have assignments / deliverables remarked would be considered if ALL the following conditions are met:

- The request is made **within 5 working days** of grades posted and available on Quercus.

- The student (or **ALL members** of the group in case it is a group assignment) submits with his/her request a written explanation as to why and where he/she believes he/she is entitled to more marks.

- The instructor has no reason to believe the student has made any changes after the assignment being returned.

- If the instructor accepts your re-marking request, the assignment will be regraded in its entirety, i.e., re-grading the entire assignment. Hence, the final grade of the assignment can go either up or down or stay the same.

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.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 University's Plagiarism Detection Tool FAQ page from Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

- Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce **assignments**. However, students are ultimately accountable for the work they submit.

- Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

- Course instructors reserve the right to ask students to explain their process for creating their assignment.

- Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on

citing generative AI (view the U of T Libraries Citation Guide for Artificial Intelligence Generative Tools).

- The use of generative artificial intelligence tools or apps for **term tests** in this course, including tools like ChatGPT and other AI writing or coding assistants, is **strictly prohibited.**

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 questions 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.

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Weekly Schedule

Session	Date	Topic	Readings
1	Jan 8th	• Introduction to marketing analytics	**Required** • Asking Better Questions in Analytics https://dataedge.ischool.berkeley.edu/2015/schedule/using-decisions-framing-analytics-problems-consulting-perspective Future of Marketing Institute (FMI) • Voice and Sound Intelligence in the Future of Marketing (2023). Retrieved from https://futureofmarketinginstitute.com/voice-and-sound-intelligence-in-the-future-of-marketing/ • Artificial Intelligence in Content Marketing. Retrieved from https://futureofmarketinginstitute.com/artificial-intelligence-in-content-marketing/
2	Jan 15th	• Problem solving – formulating, algorithms, approaches	**Required** • Problem-Solving With Algorithms (Amy Pirzada, 2021). Retrieved from https://www.mycodingplace.com/post/problem-solving-with-algorithms • Algorithmic Thinking. Retrieved from https://teachinglondoncomputing.org/resources/developing-computational-thinking/algorithmic-thinking/ • How to Develop Algorithmic Thinking in Data Structures and Algorithms? Retrieved from https://www.enjoyalgorithms.com/blog/how-to-develop-algorithmic-thinking-in-data-structure-and-algorithms • Why are algorithms called algorithms? Retrieved from https://theconversation.com/why-are-algorithms-called-algorithms-a-brief-history-of-the-persian-polymath-youve-likely-never-heard-of-229286?utm_source=pocket-newtab-en-us
3	Jan 22nd	• Descriptive and Exploratory Analytics • Industry framework for managing AI/Analytics projects	• **Due, in-class: Quiz 1 (3%)** **Required** • Describing a dataset. Anil Doshi. Retrieved from https://www.scribd.com/document/495644797/How-to-Describe-a-Data-Set • What is exploratory data analysis? Retrieved from https://www.ibm.com/cloud/learn/exploratory-data-analysis

			• Hotz, N. (2023). What is CRISP-DM? Retrieved from https://www.datascience-pm.com/crisp-dm-2/ **Optional** • Structured vs Unstructured data https://www.datamation.com/big-data/structured-vs-unstructured-data.html • AI-Powered KPIs Measure Success Better. They Also Redefine It. Retrieved from https://www.bcg.com/publications/2024/how-ai-powered-kpis-measure-success-better
4	Jan 29th	• Marketing analytics modeling and applications 1 (Linear regression)	
5	Feb 5th	• Marketing analytics modeling and applications 2 (A/B testing)	• **Due, in-class: Quiz 2 (3%)** **Required** • A guide to experimental design. Retrieved from https://www.scribbr.com/methodology/experimental-design/ • Experimental Design. Retrieved from https://opentextbc.ca/researchmethods/chapter/experimental-design/ **Optional** • How to Do A/B Testing: 15 Steps for the Perfect Split Test. Retrieved from https://blog.hubspot.com/marketing/how-to-do-a-b-testing • A Refresher on A/B Testing (HBR). Retrieved from https://hbr.org/2017/06/a-refresher-on-ab-testing
6	Feb 12th	• **Term Test 1 (15%)**	• **Term Test 1 (20%)**
7	Feb 19th	• **Reading week, No class**	• **Reading week, No class**
8	Feb 26th	• Marketing analytics modeling and applications 3 (Clustering analysis)	
9	March 5th	• Marketing analytics modeling and applications 4 (Decision Tree analysis)	• **Due, in-class: Quiz 3 (3%)** • **Project progress update check-in** **Required** • Decision Trees. Retrieved from https://scikit-learn.org/stable/modules/tree.html

10	March 12th	• Marketing analytics modeling and applications 5 (Classification algorithms and personalized targeting - Logistic regression, RFM, recommendation engine)	• **Due, in-class: Quiz 4 (3%)** **Required** • How Does Spotify Know You So Well? https://medium.com/@sophiaciocca/spotifys-discover-weekly-how-machine-learning-finds-your-new-music-19a41ab76efe • How companies use personal data to charge different people different prices for the same product. Retrieved from https://www.cbc.ca/news/business/marketplace-online-prices-profiles-1.4414240 • Recommendation Engines: How They Work (in Plain English!). Retrieved from https://blog.dataiku.com/recommendation-engines-how-they-work-in-plain-english
11	March 19th	• Marketing analytics modeling and applications 6 (Marketing basket analysis MB) • Social media analytics (time permitting)	• **Due, in-class: Quiz 5 (3%)** • **Due: Project part 1 (15%, March 21st)** **Required** • Market Basket Analysis Retrieved from https://www.kdnuggets.com/2019/12/market-basket-analysis.html • Apriori analysis: Retrieved from https://www.kdnuggets.com/2016/04/association-rules-apriori-algorithm-tutorial.html **Optional** • Empowering Your Retail Business with Advanced Analytics through Demand Forecasting (9 min): https://youtu.be/XhD7zKzSOXw?si=wLXffrf4bRjQHh6h
12	March 26th	• Review session for term test 2	• Review session for term test 2 • **Due: Project part 2 (presentation, March 26th)**
13	April 2nd	• **Term test 2 (25%, cumulative)**	• **Term test 2 (25%, cumulative)** • **Due: Research requirement (3%, April 1st)**

Please note that the last day you can drop this course without academic penalty is March 16th, 2026

Other Useful Links

- Become a volunteer note taker
- Accessibility Services Note Taking Support
- Credit / No-Credit in RSM courses
- Rotman Commerce Academic Support
- Where to find teaching assistant opportunities

URL links for print

- 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/
- 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