

CSC311H1S 20261 (All Sections): Introduction to Machine Learning

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CSC311H1S Introduction to Machine Learning

University of Toronto, St. George Campus, Winter 2026


All information on this syllabus is subject to change until Tuesday, January 6, 2026.

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Your Instructor

Alice Gao

Hi! I am Professor Alice Gao (she/her). Feel free to call me Professor, Professor Gao or Alice. I am an Assistant Professor, Teaching Stream in the Computer Science department. This is my fourth year at UofT. This year, I will be teaching Intro to ML (CSC311) and Deep Learning (CSC413). Besides teaching, I also supervise undergraduate students for various projects. If you're interested in research, consider taking CSC494/495 with me. Visit [my website](https://www.cs.toronto.edu/~axgao/)  (<https://www.cs.toronto.edu/~axgao/>) for more information on my teaching experience, research projects, and how to request a reference letter. Please do not email me regarding this course. Instead, attend my office hours or email the course account. My office is in Bahen 4240. If you want to chat, I recommend making an appointment beforehand.

Marina Tawfik

Hi! I am Professor Marina Tawfik. I prefer being addressed by my first name but I will also respond to Professor or Professor Tawfik. This is my first year as an Assistant Professor, Teaching Stream in the Department of Computer Science, though I have taught multiple courses as a sessional instructor, including CSC311 at UTM. This term, I will also be teaching Introduction to Databases (CSC343). My office is located in Bahen 4230. I am happy to chat if you see my door open. However, you will have a better chance of finding me available during office hours or by making an appointment in advance. I look forward to getting to know all of you!

Seeking Help

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The course staff are ready and eager to help you inside and outside of class. Please remember that seeking help is not a sign of weakness. To the contrary, we encourage you to seek help from us early and often so that we can help you succeed in this course. You can get in touch with us through the following channels.

Instructor Office Hours:

The instructors have set aside several weekly office hours. During office hours, feel free to ask us about course materials or anything else. If there are a lot of students and an upcoming course deadline, we will prioritize answering course-related questions.

Instructor Office Hours

	Day	Time	Location
Alice Gao	Monday	noon - 1pm	Bahen 4290
Marina Tawfik	Wednesday	3:30pm - 4:30pm	Bahen 5287

TA Office Hours

The TAs will hold weekly in-person and online office hours to answer your questions. We will announce the TA office hour information on Piazza.

Piazza

Piazza is the main platform for asking questions and receiving help from the course staff. It allows you to post questions anytime and benefit from shared discussions with peers.

Please post publicly whenever possible so others can learn from your questions. If your post contains sensitive information (e.g., assignment hints or personal details), make it private instead. We aim to respond within **2 business days**; questions posted outside business hours may be answered the next business day.

All **important announcements** will be made on Piazza (not Quercus), since Piazza allows for immediate follow-up questions. You are responsible for checking Piazza a few times each week to stay updated.

Course email address

csc311-2026-01@cs.toronto.edu (<mailto:csc311-2026-01@cs.toronto.edu>)

The course email address is for administrative requests only (e.g., enrolment, accommodations, extensions, exam conflicts). Questions related to course content (lectures, assignments, practice problems, etc.) should be posted on Piazza or during office hours. For special considerations requests and remark requests, it is sufficient to fill out the respective online form. Please only send an email if you haven't heard back about your request in a week or you need to provide information that cannot be included in the form responses.

Course Description

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In this course, you will learn about the fundamentals of machine learning. This course has been designed to achieve the *course outcomes* below. This course aims *to combine theory and practice*. You will learn about the theory in lectures and demonstrate your understanding of the theory on the term tests and the final exam. Moreover, you will apply the theory to solve realistic problems by completing the labs and the project.

Course Outcomes

By the end of the course, students will be able to apply supervised and unsupervised learning models to solve machine learning problems. Models covered typically include nearest neighbours, decision trees, linear regression, logistic regression, neural networks, naive Bayes, Gaussian discriminant analysis, k-means clustering, mixture models, and principal component analysis. In particular, students will:

- Understand and apply the mathematical techniques used in machine learning models, particularly how to turn a learning problem into an optimization problem and solve that optimization problem (e.g., via gradient descent or other methods)
- Use numerical computing libraries (e.g., NumPy) to build and analyze models; analyze and prepare data for modelling.
- Apply hyperparameter tuning and choose models by evaluating model performance considering the bias-variance tradeoff.
- Evaluate model results on real-world data; communicate the performance and limitations of a model.
- Understand and communicate ethical considerations in deploying a model, including the concerns related to algorithmic fairness.

Recommended Textbook

There is no required textbook. The recommended textbook is "The Elements of Statistical Learning", Second Edition, by Hastie, Tibshirani and Friedman.

Course Schedule

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This course schedule below outlines all the lectures, labs, assignment due dates, and term test dates for the whole term. I highly recommend that you take some time to **put all the important dates in your calendar right now**.

Course Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Mon, Jan 05 Week 1 ML Fundamentals	Tue, Jan 06	Wed, Jan 07 KNN	Thu, Jan 08 Lab 01 posted	Fri, Jan 09 Tutorial 1 Quiz 1
Mon, Jan 12 Week 2 Decision Trees Part 1	Tue, Jan 13	Wed, Jan 14 Decision Trees Part 2	Thu, Jan 15 Lab 01 due 1pm Lab 02 posted	Fri, Jan 16 Tutorial 2 Quiz 2
Mon, Jan 19 Week 3 Linear Regression	Tue, Jan 20	Wed, Jan 21 Gradient Descent	Thu, Jan 22 Lab 02 due 1pm Lab 03 posted Project Data Collection due 1pm	Fri, Jan 23 Tutorial 3 Quiz 3
Mon, Jan 26 Week 4 Feature Mapping, Regularization, Logistic Regression	Tue, Jan 27	Wed, Jan 28 Logistic Regression, Stochastic Gradient Descent	Thu, Jan 29 Lab 03 due 1pm Lab 04 posted	Fri, Jan 30 Tutorial 4 Quiz 4
Mon, Feb 02 Week 5 Multi-layer Perceptrons Part 1	Tue, Feb 03	Wed, Feb 04 Multi-layer Perceptrons Part 2	Thu, Feb 05 Lab 04 due 1pm Project Team due 1pm	Fri, Feb 06 No tutorial or quiz Test 1 (covers weeks 1-4) 6pm to 8:30pm in MS 2158
Mon, Feb 09 Week 6 Back-propagation Part 1	Tue, Feb 10	Wed, Feb 11 Back-propagation Part 2	Thu, Feb 12 Lab 06 posted	Fri, Feb 13 Tutorial 6 Quiz 6

Monday	Tuesday	Wednesday	Thursday	Friday
Mon, Feb 16 Reading Week	Tue, Feb 17 Reading Week	Wed, Feb 18 Reading Week	Thu, Feb 19 Reading Week	Fri, Feb 20 Reading Week
Mon, Feb 23 Week 7 Bias-Variance Decomposition, Bagging	Tue, Feb 24	Wed, Feb 25 Maximum Likelihood, MAP	Thu, Feb 26 Lab 06 due 1pm Lab 07 posted Project Proposal due 1pm	Fri, Feb 27 Tutorial 7 Quiz 7
Mon, Mar 02 Week 8 Naive Bayes Part 1	Tue, Mar 03	Wed, Mar 04 Naive Bayes Part 2	Thu, Mar 05 Lab 07 due 1pm Lab 08 posted	Fri, Mar 06 Tutorial 8 Quiz 8
Mon, Mar 09 Week 9 Gaussian Discriminant Analysis	Tue, Mar 10	Wed, Mar 11 Gaussian Discriminant Analysis	Thu, Mar 12 Lab 08 due 1pm	Fri, Mar 13 Tutorial 9 Quiz 9
Mon, Mar 16 Week 10 Ethics Module	Tue, Mar 17	Wed, Mar 18 Ethics Module	Thu, Mar 19	Fri, Mar 20 No tutorial or quiz Test 2 (covers weeks 5-9) 6pm to 8:30pm in EX 100
Mon, Mar 23 Week 11 Clustering, K-Means	Tue, Mar 24 Ethics Written Reflection due at 1pm	Wed, Mar 25 Gaussian Mixture Model	Thu, Mar 26 Lab 11 posted Project Prediction Script and Report due at 1pm	Fri, Mar 27 Tutorial 11 Quiz 11
Mon, Mar 30 Week 12 Principal Component Analysis	Tue, Mar 31	Wed, Apr 01 AI Alignment	Thu, Apr 02 Lab 11 due 1pm	Fri, Apr 03 Good Friday. University closed.
Mon, Apr 06 Tutorial 12 Quiz 12				

Grading Scheme

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Please take a careful look at the grading scheme chart below. You must obtain a *minimum grade of 40%* on the final exam to *pass* this course. If your final exam grade is less than 40%, the maximum final grade you can obtain for the course will be 47%.

Grading Scheme	
Component	Weight
Theoretical	
Quizzes	8%
Test 1	12%
Test 2	12%
Final Exam	40%
Applied	
Labs	10%
Project	15%
Ethics Module	3%

Lectures

There are 2 hours of lectures every week. The times and locations are in the table below. We will explore a different topic each week. Please refer to the course schedule above for the detailed weekly outline.

Lecture 101 will be recorded and posted automatically. *Remember that course videos and materials belong to your instructor and the University and are protected by copyright.* You are permitted to download videos and materials for your own personal academic use, but you may not copy, share, or otherwise distribute them without explicit permission from the instructor.

Lecture Time Slots and Locations

Section	First Lecture	Second Lecture	Tutorial and Quiz
101	Monday, 11am - 12pm, KP 108	Wednesday, 11am to 12pm, MC 254	Friday, 11am - 12pm, UC 140
201	Monday, 2pm - 3pm, SS 2118	Wednesday, 2pm to 3pm, MC 254	Friday, 2pm - 3pm, BA 1130

Math Prepare Quizzes

In the Quizzes section, you will find several Math Prepare quizzes designed to review key mathematical concepts needed for this course. Each quiz contains 2-4 multiple choice questions focused on pre-requisite material, with short video explanations provided for each question.

These quizzes **do not count towards your final mark**. Rather, they are intended as optional **resources to help you prepare for the upcoming lectures**. We strongly encourage you to attempt these quizzes and watch the corresponding videos before the first lecture of the week. You can attempt each quiz as many times as you like.

Practice Problems

In past versions of this course, students completed 3–4 graded written assignments. However, we found that these assignments provided limited coverage of the material and that the delayed feedback was not sufficient to support learning. To address this, we now offer **weekly practice problems** instead. These problems are the **most effective resource to help you prepare for the assessments**, as they provide comprehensive coverage of the course content and closely mirror the types of questions you will see on tests and the final exam.

The practice problems are **not graded**. To encourage genuine problem-solving, we will **not be posting solutions for most practice problems**. Instead, we will provide **sample solutions for a small, carefully chosen set of problems** to illustrate the level of detail,

notation, and structure we expect in written work. If you have made an attempt and still need guidance, we are happy to provide help during office hours or on Piazza.

The practice problems will be posted on Quercus along with the lecture slides.

Tutorial and Quiz

The most effective way to prepare for the tests and the final exam is to complete the practice problems under time pressure. To encourage you to do so, we will use the Friday time slots as a **blend of a Tutorial and a Quiz**. The TA will go over **2-3 practice problems** during the **first 30 minutes (:10 to :40)**. Next, there will be a **15 minutes quiz** on several problems that are similar to those the TA went over (**:40 to :60**). The quiz will be in a similar format to the tests and final exam: It will be **closed book** but you can bring a **one-page double-sided aid sheet**. Each quiz will be graded out of 2 marks: 1 mark for completing it and 1 mark for making a reasonable effort. An answer shows a reasonable effort as long as it will earn non-zero marks on a test or exam.

There will be **10 quizzes** in total. (The quizzes are numbered by week and there is no quiz during the weeks of the term tests: there are quizzes 1, 2, 3, 4, and 6, 7, 8, 9, and 11 and 12.) We will **drop your 2 lowest quiz marks**, so your final quiz mark will be the **best 8 out of 10 quiz marks**. The quizzes will be graded and returned via **Crowdmark**. You can access Crowdmark through the Crowdmark LTI link in the Modules section of Quercus.

(Two-Stage) Term Tests

There will be **two tests**, each approximately **2 hours long**. Check the course schedule above for the time and location of the tests. You can bring **one aid sheet (two-sided 8.5" by 11")** to each test. The term tests will be graded and returned via **Crowdmark**. You can access Crowdmark through the Crowdmark LTI link in the Modules section of Quercus.

Each term test will be run in a **two-stage format**.

- **stage 1 (individual work, 80 minutes)**: Each student completes the test individually and submits their answers.
- **stage 2 (group work, 40 minutes)**: Students are randomly assigned to groups of up to four people. Each group works together on the test and submits one group solution. The group version of the test may contain different questions than the individual version of the test.

Both stages are graded. For each student, **the individual stage** counts for **85%** of the test grade, and **the group stage** counts for **15%**. Your **group stage grade cannot lower your final test grade**. If your group stage grade is lower than your individual stage grade, then your individual stage grade counts for 100% of your test grade.

The term tests will contain **theoretical questions only**; there will be no programming questions. You can expect two types of questions:

- **Conceptual questions**, which assess your understanding of the properties of the models.
- **Execution questions**, which ask you to demonstrate the steps of learning model parameters or performing inference using a learned model.

We use two-stage tests because education research shows that they benefit students in several ways.

- They help **reduce stress and anxiety** since part of the grade comes from group work.
- The group stage provides **immediate feedback** to students.
- **The group stage fosters collaborative learning** by allowing students to learn from each other.

Final Exam

The final exam will last 3 hours and will cover all the topics in the course, with a slight emphasis on the materials not covered in the two tests. You can bring **one aid sheet (two-sided 8.5" by 11")** to the final exam. The final exam schedules will be available on [the A&S page \(https://www.artsci.utoronto.ca/current/faculty-registrar/exams-assessments/exam-assessment-schedule\)](https://www.artsci.utoronto.ca/current/faculty-registrar/exams-assessments/exam-assessment-schedule).

Labs

You will complete **8 programming labs** during this course. (The labs are numbered by week, so we have labs 1, 2, 3, 4, and then 6, 7, 8, and finally 11.) The labs provide hands-on experience implementing machine learning models with the support of TAs. You may work individually or with a partner (from any section).

Labs are due at **1 PM on Thursdays on MarkUs** [↗\(https://markus.teach.cs.toronto.edu/markus/courses\)](https://markus.teach.cs.toronto.edu/markus/courses). We will drop your 2 lowest lab grades, so your **final lab grade** will be the average of the **best 6 of 8 labs**.

Project

As part of the CSC311 project, you will work in **teams of 3-4 students** to develop a classifier that predicts a categorical target variable (TBD). You will receive a training dataset containing student responses to questions about each value of the categorical target variable. Your objective is to create a model that performs well on an unseen test set, which will be compiled from responses by TAs and instructors. This project will provide practical experience in data collection, model building, and performance evaluation.

The project has several deliverables. Please consult the detailed schedule above for the deadlines. We have posted detailed instructions and a project report template in the Modules section. The **data collection survey** will be due as a **Quercus Quiz**. The remaining deliverables (**team formation, proposal, prediction script, and final report**) will be due at **1pm on Thursdays on MarkUs** [↗ \(https://markus.teach.cs.toronto.edu/markus/courses\)](https://markus.teach.cs.toronto.edu/markus/courses). We encourage you to start early and communicate regularly with your team to ensure a successful project.

Ethics Module

Week 10 will be dedicated to the ethics module. You will complete a survey before and after the ethics lectures. In addition, you will write a short reflection based on some readings and the lecture contents. The **survey links** will be posted on **Quercus**. The **reflection** will be due on **MarkUs** [↗ \(https://markus.teach.cs.toronto.edu/markus/courses\)](https://markus.teach.cs.toronto.edu/markus/courses). See the grading scheme below.

- Pre-Module Survey is worth 1% and will be marked for completion only.
- Post-Module Survey is worth 1% and will be marked for completion only.
- Written Reflection is worth 1% and will be marked for a good-faith effort.

Course Policies

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Generative AI Policies and Guidelines

In this course, you may use generative artificial intelligence (AI) tools to support your learning on any **unsupervised assessment**, including programming labs, the project proposal, and the final report. You may **not** use generative AI on **supervised assessments**, including in-person quizzes, term tests, and the final exam. Generative AI tools include (but are not limited to) ChatGPT, Copilot, and open-source models that you have trained or deployed yourself.

While generative AI can be a powerful learning aid, we caution against relying on it to complete coursework. The majority of your final grade (72%) is based on supervised assessments, where you are not allowed to use generative AI. For this reason, we encourage you to use generative AI primarily as a tool to **support understanding and practice**, rather than as a substitute for your own problem-solving.

When working on **practice problems**, you are encouraged to use generative AI to clarify the problem statement, explore high-level solution strategies, or review a sample solution. After consulting a sample solution, however, we strongly recommend stepping away from the material and later attempting to reproduce the solution on your own, without generative AI and under time constraints. This process—known as *retrieval practice*—is one of the most effective ways to build durable understanding. If you do not practice reproducing solutions independently, you may find that you cannot recall or apply them during supervised assessments, even if they seemed clear when first reviewed. In this way, over-reliance on generative AI can create a false sense of mastery that ultimately undermines learning and performance.

Programming labs can often be completed quickly with the help of generative AI. However, if your goal is to develop the ability to write and adapt code independently, we strongly recommend attempting the labs on your own first. You are, of course, encouraged to use generative AI when you are genuinely stuck. Completing labs with minimal AI assistance helps you practice translating machine learning theory into working code—a non-trivial skill that reinforces conceptual understanding and is essential for success on term tests, the final exam, and future coursework.

For the **project**, generative AI can be particularly useful as a guide. You are encouraged to use it to understand the project template, review best practices in machine learning, and outline the steps of a complete ML pipeline. Because the project is open-ended, generative AI can also support data preparation decisions and help with coding. However, it is important that you understand any generated code well enough to explain it accurately in your report. You may also use generative AI to assist with writing your project proposal and final report. To get the most learning value from the project, we recommend drafting the writing yourself first, and then using generative AI to revise, refine, and improve clarity, rather than relying on it to generate the entire document.

Academic Integrity

Academic offences are taken very seriously and can have serious consequences. To help you understand expectations in this course, we outline common examples of academic offences and clarify how collaboration is permitted.

Submitting work that is not your own is an academic offence. For programming labs, this includes submitting code written by another student, submitting the same or substantially similar code as another student, or sharing code for others to submit. You may discuss ideas and strategies with others, but all submitted code must be written by you. For written components of the course, including the ethics module and the project proposal and final report, you must submit writing in your own words. Submitting writing produced by another student, or sharing written work for others to submit, is not permitted and will constitute an academic offence.

Using unauthorized aid during a supervised assessment is also an academic offence. In this course, supervised assessments include in-person quizzes, term tests, and the final exam. During these assessments, students may not use generative AI tools, external resources, or assistance from others unless explicitly stated otherwise.

At the same time, collaboration is encouraged when done appropriately. For programming labs, you may discuss problems, approaches, and debugging strategies with other students and consult external resources. However, you must write and submit your own code and clearly attribute all sources you consulted, including websites, tools, or individuals. Similarly, for written work, you may discuss ideas and receive feedback from others, but the final writing must be your own and any sources must be properly cited.

Students are encouraged to review the [Academic Integrity at U of T \(https://www.academicintegrity.utoronto.ca/\)](https://www.academicintegrity.utoronto.ca/) website for additional guidance on collaboration, attribution, and strategies for your learning while following academic integrity principles.

Special Consideration Policies

If you miss a deadline due to extraordinary circumstances beyond your control, please submit a special consideration request as soon as possible. Special consideration will be evaluated on a case-by-case basis and is not granted automatically. Sometimes, we cannot grant you exactly the special consideration you seek.

Policies for **Labs**:

We created the labs as low-stakes opportunities for you to apply the machine learning theory in practice. Because the labs occur weekly, processing special consideration requests in time would be challenging. Therefore, we will **not accept late submissions nor extension requests for labs**. Instead, we will **drop the 2 lowest lab grades** from your final lab grade.

Policies for **Quizzes**:

We created the quizzes as low-stakes opportunities for you to complete the practice problems under time pressure. Because the quizzes occur weekly, processing special consideration requests in time would be challenging. Therefore, we will **not accept any special consideration requests for quizzes**. Instead, we will **drop the 2 lowest quiz grades** out of the 10 quiz grades from your final quiz grade.

Policies for **Tests**:

- If you have an academic obligation that conflicts with a scheduled test, please complete the term test scheduling change request form below by the change request deadline. We will announce the change request deadline, which is typically a few business days before the scheduled test date. Students whose scheduling change requests are approved will write a make-up test within one week of the original test.
 - For requests received **by** the change request deadline, we will contact you to let you know the outcome of your request, for example, you have been scheduled to write the make-up test at a scheduled date and time.
 - For requests received **after** the change request deadline, if you do not receive a response, you must write the test at your assigned time.

[Term Test Scheduling Change Request Form](https://forms.office.com/r/m9eL7SsE3a)  (https://forms.office.com/r/m9eL7SsE3a)

- If you miss the test for unexpected reasons outside your control, you can request a special consideration by filling out the missed term test request form below. If your reasons are approved, we will shift the test's weight to the final exam.

[Missed Term Test Request Form](https://forms.office.com/r/jk1L33FkMG)  (https://forms.office.com/r/jk1L33FkMG)

Policies for the **Project**:

- For the project **proposal**, **prediction script**, and the **final report** deadlines, you can request an **extension of up to 4 days** by filling out the project deadline special considerations form below. The extensions will be set up on MarkUs automatically.

Project Special Considerations Form → <https://forms.office.com/r/PWGPWdEy51>

Policies for students registered with **Accessibility Services**:

- Your accommodation letter will allow for an extension of up to 7 full days. However, due to the incremental nature of CS courses, granting such a long extension from the onset may cause you to fall behind and be disadvantaged. As such, we will start by suggesting an initial 3-day extension. We will grant the 7-day extension later if necessary.

Please read the new **Student Absences** (<https://www.artsci.utoronto.ca/current/academics/student-absences>) page from the Faculty of Arts & Science carefully. It contains detailed information on the recognized forms of documentation and the circumstances under which you should use the Absence Declaration tool.

Below are some **invalid** reasons for applying for a special consideration request. These reasons are invalid because the circumstances are **neither unexpected nor outside of your control**.

- Heavy course load
- Multiple assignments are due in the same week.
- Multiple tests are scheduled in the same week.
- I need to catch up on missed work.

If you have difficulty managing stress and time, don't hesitate to contact your College Registrar, who can suggest wellness counselling, academic advising, and/or learning strategist services.

Remark Requests

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If you found an error in the marking of a test, you may submit a remark request. We do **NOT accept remark requests in the first 24 hours after the grades are released**. You should spend this time reading and understanding your assessment results, the sample solutions and the marking scheme.

Below are some examples of **valid** reasons for requesting a remark.

- My answer was marked incorrectly based on the marking scheme.
- There was an error when adding up the marks.
- I should get more marks based on the marking scheme.
- I interpreted the question differently, which caused my answer to differ from the sample solutions.

After 24 hours, you will have **one week** to submit a remark request by filling out the appropriate form below. Please provide a detailed justification --- this will help us process your request efficiently.

Remark request form for tests (TBD)

We will process the remark requests after one week.

Student Support Resources

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UofT Mental Health Portal (<https://mentalhealth.utoronto.ca/>)

If you go into Explore Our Care Model, One-On-One Sessions, View Services and Resources, you will get to **Mental Health Clinical Services** (<https://studentlife.utoronto.ca/service/mental-health-clinical-services/>). The first option allows you to book **same-day counselling appointments** (<https://studentlife.utoronto.ca/service/same-day-counselling-appointment/>). Book an appointment by calling Health & Wellness at 416-978-8030 (select option 5).

If you are in a crisis, UofT Telus Health Student Support (formerly U of T My SSP) provides *real-time, confidential, 24-hour* support for any school, health, or general life concern at no cost to you. Call 1-844-451-9700 or 001-416-380-6578 (if outside of North America).

You can also contact the Good2Talk Student Helpline (Call 1-866-925-5454 or text GOOD2TALKON to 686868).

[Accessibility Services \(https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/\)](https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/).

Check out the [Accessibility Services registration & documentation requirements – St. George Campus \(https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/\)](https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/).

[Student Life Portal \(https://studentlife.utoronto.ca/\)](https://studentlife.utoronto.ca/)

Check under [Health and Wellness \(https://studentlife.utoronto.ca/department/health-wellness/\)](https://studentlife.utoronto.ca/department/health-wellness/) for a range of programs and services.

Take a look at the [Academic Success \(https://studentlife.utoronto.ca/task_levels/academic-success/\)](https://studentlife.utoronto.ca/task_levels/academic-success/) section. There are many resources on topics such as [Better note-taking \(https://studentlife.utoronto.ca/task/better-note-taking/\)](https://studentlife.utoronto.ca/task/better-note-taking/), [Studying, concentration and memory \(https://studentlife.utoronto.ca/task/studying-concentration-and-memory/\)](https://studentlife.utoronto.ca/task/studying-concentration-and-memory/), [Goal setting and motivation \(https://studentlife.utoronto.ca/task/goal-setting-and-motivation/\)](https://studentlife.utoronto.ca/task/goal-setting-and-motivation/), [Reboot after an academic setback \(https://studentlife.utoronto.ca/task/reboot-after-an-academic-setback/\)](https://studentlife.utoronto.ca/task/reboot-after-an-academic-setback/), etc. They also offer a free online course on [5 Keys to Succeed at UofT \(https://studentlife.utoronto.ca/program/5-keys-to-succeed-at-u-of-t-online-course/\)](https://studentlife.utoronto.ca/program/5-keys-to-succeed-at-u-of-t-online-course/).

[Recognized Study Groups \(https://sidneysmithcommons.artsci.utoronto.ca/recognized-study-groups/\)](https://sidneysmithcommons.artsci.utoronto.ca/recognized-study-groups/)

Recognized Study Groups (RSG) are student-led study groups of up to eight classmates enrolled in the same Faculty of Arts & Science course. RSGs can meet online or in person on the St. George Campus. You can apply to lead or join an RSG at the start of each academic term.

Course Summary:

Date	Details	Due
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