



SU19 5W1

11683 + 13062 ONLINE

MUMH2040

MUSIC APPRECIATION

INSTRUCTOR

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TEACHING ASSISTANT

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COURSE OBJECTIVES

- Students will investigate the construction of the Western art music canon and, subsequently, the creation of art music “masterpieces.”
- Students will rethink the power of a chronological, canon-oriented, musical experience by listening to music in a way that focuses on musical aesthetics across time, space, and genre.
- Working as a team, students will explore an aesthetic-based concept of music; collaborate to identify a new music element; construct a group script and podcast to explore and justify this element; and curate a playlist that accompanies this new element.

UNT CORE OBJECTIVES

- Critical Thinking
- Communication
- Social Responsibility
- Teamwork



THE HOW: MATERIALS & ASSIGNMENTS

Reading

- Ben Ratliff, *Every Song Ever: Twenty Ways to Listen in an Age of Musical Plenty*
- Lots of stuff on the internet

Assignments

- Course Overview Quiz 25 points
- Wakes 600 points
- Final Group Podcast 375 points

How do I turn things in?

All assignments are due at 11.59pm on various days of the week. Assignment details and grading rubrics are located in the Canvas Course Overview Module and in the Syllabus: Appendix 1 Assignment Packet.

Sundays are considered the end of the Module Week.

Make sure you follow the guidelines on how to upload your assignment properly to Canvas. Also make sure your written work is compatible with the file types accepted.

Check the Course Overview Module in Canvas for more information!

Technology

- Canvas
- Wakes
- Spotify/Youtube
- Soundtrap

Grading

1000 point scale

900-999	A - Awesome!
800-899	B - Right on!
700-799	C - Just fine!
600-699	D - Barely
0-599	F - Come on, now



THE WHAT & WHEN: PREPARATION & DUE DATES



What do I do, when?

- This is an online course. All of your work will be completed via the Canvas interface.
- Each Canvas module begins with an introduction, which outlines your tasks for the week. This task list tells you what is due when!
- Each module ends with a checklist, to make sure you're on track!

When do I turn things in?

- Wakes are due Weeks 1-4 on Fridays at 11.59pm, while Wake Comments are due on Sundays at 11.59pm.
- The Course Overview Quiz is due Week 1 on Sunday at 11.59pm.
- Group Activities are due Weeks 1-5 on various days of the week.
- The Final Group Podcast is due Week 5 on Friday at 11.59pm.

Plagiarism

If you plagiarize your work, you will receive no credit for it, and I will report the infraction to the Dean of Students. If I think it is somehow accidental, I may allow you to rework the assignment for partial credit.

You can see my full policy in Syllabus Appendix II: Policies and UNT Policies.



Late Work

Because of the accelerated nature of this course, late work will only be accepted up to 24 hours after the due date.

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 Syllabus Appendix I: Assignment Packet

Assignment	Point Breakdown	Total Points for Category
Quizzes		25 (0.25%)
Course Overview Quiz	25	
Wakes		600 (60%)
4x150 points each	600	
Final Group Podcast		375 (37.25%)
Group Planning Sessions 6x25 points	150	
Group Assessment	25	
Final Podcast	125	
Script and Playlist	75	

Grade Equivalence

The grade of “A” will be assigned for excellent academic work. A grade of “B” will be assigned for good work. A grade of “C” will be assigned for fair work. A grade of “D” will be assigned for work that minimally passes. A grade of “F” will be assigned for failing work. (<http://registrar.unt.edu/grades/understand-your-grade-report>) Grades will be calculated according to the following scale:

900-1000 **A** 800-899 **B** 700-799 **C** 600-699 **D** 0-599 **F**

General Course Schedule

Please check Canvas for a much more detailed outline of each week’s readings and activities. Each Module in Canvas equals one week of class! You can find task lists, weekly objectives, and where to submit your assignments in each Weekly Module. Don’t forget, Sunday is the end of each Module week.

Week	Subject	Assignments
Week 1	Defining the Canon	Wake 1 Course Overview Quiz
Week 2	Interrogating the Canon	Wake 2 Group Planning Session 1
Week 3	Listening in New Ways (Ratliff)	Wake 3 Group Planning Session 2
Week 4	Listening in New Ways (Ratliff)	Wake 4 Group Planning Session 3 and 5
Week 5	Listening in New Ways (Creating New “Elements”)	Quiz 2 Group Planning Sessions 5 and 6 Final Group Podcast, Script, Playlist

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Course Overview Quiz

Due: End of Week 1 (Sunday @ 11.59pm)

Assignment Guidelines

Course Overview Quiz

At the end of Week 1, you will complete a short, 11-question quiz over the course syllabus and general course content. This quiz will not be timed, and any informational item or document contained in the syllabus and on Canvas is fair game for the quiz, so make sure you peruse the course carefully and thoroughly. You will have two attempts to complete this quiz.

There will be 11 multiple choice, true/false, and short essay questions. Each question is worth two-five points.

Because of the accelerated nature of this course, the course overview quiz can only be accepted 24 hours late.

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Wakes: Assignment Guidelines

Due:

Wakes: Middle of Weeks 1-4 (Fridays @ 11.59pm)

Wake Comments: End of Weeks 1-4 (Sundays @ 11.59pm)

General Information

*** Wakelet.com works best in Chrome. If you're having formatting issues, try using a new browser. Internet Explorer is a big old struggle – just FYI.***

WARNING: The Wake platform doesn't automatically save your work, which is a problematic and DANGEROUS design flaw. It might be safest to write your work in a separate document and then cut and paste your work into the Wake platform.

Over the course of the semester, you will complete “Wakes” that ask you to engage with the course content on your own terms. These assignments qualify as your primary online exercises, as they ask to you interact with readings and ideas in a nuanced, interactive way. Wakelet is a blog-type, easy-to-read platform that allows you to integrate text, videos, images, and music in your “collection.” (Each Wake is called a “collection.” You will create a new “collection” for each Wake.) You can read more about the Wake platform here: <https://wakelet.com/about.html> and here: <https://wakelet.com/findoutmore.html>.

To get started, go to wakelet.com and set up your **free** account. [Here's a link that talks you through how to set up your account and add content: <https://learn.wakelet.com/school/mgs/using-wakelet/1.html>. While this tutorial focuses on entrepreneurship (obviously not our topic!), this overview provides some excellent information to help you get started. Obviously, you won't need to follow all of their guidelines (like sending your wake to wakelet, but this is a helpful resource.)] If you need additional help, contact Wakelet support here: <https://wakelet.com/support.html>.

Since this is your primary engagement with our course material, your wake should be around 750-1000 words. The word-range reflects the expected intellectual rigor and engagement with the course materials. Please incorporate specific musical examples, fun media, videos, images, gifs, and memes to enhance your points. You should also include specific textual references from the assigned reading for the modules at hand. (To clarify, I've listed the “Associated Readings” for each wake.)

Making Your First Wake!

Here's a brief tutorial about how to create your first collection. Here's a very rough [example](#) model. Here's a [video](#) on how to make the collection.

1. Signup for an account.
2. Create a new collection. (This will be a new "Wake".)
3. Add whatever you like to the collection (links, text, media) that address the question sets.
4. Make sure your Wake is set to "Unlisted" so that whoever has the link can view your work.

Schedule

Wakes are due on Fridays at 11.59pm weeks 1-4. You are also expected to interact with your classmates and peruse their wakes. You must comment on at least two other submissions by Sundays at 11.59pm. Wake comments should be around 150-200 words and should outline at least two specifics regarding your classmates' work. When commenting, please make sure to stop first at wakes that don't have many/any comments. We want to make sure that everyone both gives and receives feedback.

Formatting & Submission Guidelines

You will need to create a **new** wake for each exploration. (Please don't add to pre-existing wakes or simply edit previous posts. You'll overwrite content, and if we need to refer to an earlier wake for grading purposes, you're out of luck!) You can format and structure your wake any way you like. To submit your wake for grading, following the directions below. Please note, you will need to submit your wake to that module's “Wake Discussion Board” in Canvas. You'll also comment on your classmates' work in this discussion board.

To submit for grading:

1. Check your privacy settings. Make sure your Wake is set to “Unlisted.” That way, anyone with the link can access. (If your Wake is set to Private, only you can access!)
 - o Here’s how to make your Wake Unlisted:
 - Open your wake.
 - Click Edit.
 - Underneath your cover image, you’ll see the visibility of your wake.
 - Choose Unlisted
 - Click Save.
 - Your wake is now viewable!
 - o After you change your visibility, you can select “share”. This will give you the url to your wake.
2. Copy the url/link to your wake.
 - o Paste the link to your Wake in the weekly Canvas discussion board
 - This discussion board is also where you will comment on your classmates’ wakes!

Required Content:

Each weekly wake should contain the following:

- Title/Subtitle: Your title should encapsulate your main focus for that week’s wake and be related to that week’s tasks. Your subtitle should provide a succinct summary.
- Question Responses: You should include a pointed response to each question asked for that week’s wake. Try to group together questions that overlap and make new text boxes/sections for more distinct questions. Your responses should be around 200-250 words for each question. Your responses should be substantial, in order to reach the 750-word requirement.
- Quotes: Each prompt below will ask you to engage with that module’s concept and reading assignments. Each wake has a few associated reading assignments. Your wake should incorporate at **minimum four substantial quotes** from these readings that relate to your interpretation and understanding of the prompt; these quotes should also bring together the content on your wake.
- Images: You should have at least two images that express your interpretation of the prompt. If you take them yourself, all the better. Please caption and credit images that are not your own.
- Media (Videos + Musical Examples): You should have at least four musical examples that engage with your interpretation and reaction to the prompt. You can embed Spotify tracks very easily into wake, as well as YouTube videos.

Wake Prompts

All wake prompts are viewable on Canvas! Check the weekly modules for detailed instructions.

Grading

Your wake will be graded based on the criteria outlined below.

Criteria	Advanced	Proficient	Developing	Beginning
Content & Creativity	Posting provides insight, understanding, and reflective thought about the topic building a focused argument around the assigned prompt. AND Incorporates four specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.	Posting provides moderate insight, understanding, and reflective thought about the topic by building a relatively focused argument around the assigned prompt. OR Incorporates less than four specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.	Posting provides minimal insight, understanding, and reflective thought about the topic by building a relatively focused argument around the assigned prompt. OR Fails to incorporate specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.	Posting provides no evidence of insight, understanding, and reflective thought about the topic AND Fails to incorporate specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.
Points	60	50	44	30
Writing Style/Voice	Posting reflects the author’s unique personality through expressive and carefully selected word choices that	Posting reflects a bit of the author’s unique personality through word choices that attempt to bring the topic to life succinctly	Posting reflects almost no personality and little attempt is made to use effective word choices that bring the topic to life	Posting does not reflect the author’s personality and word choice does not bring the topic to life.

	bring the topic to life succinctly and with flare AND Posting is free of grammatical, spelling, and punctuation errors. The style of writing facilitates communication.	AND Posting is relatively free of grammatical, spelling, and punctuation errors. The style of writing generally facilitates communication.	OR Posting includes some grammatical, spelling, and punctuation errors that distract the reader.	OR Posting includes numerous grammatical, spelling, and punctuation errors. The style of writing does not facilitate effective communication.
Points	40	33	28	20
Images & Media	Posting is greatly enhanced using video, audio, images, and/or other add-ons. 5-6 pieces of image/media enhancement	Posting is somewhat enhanced using video, audio, images, and/or other add-ons. 3-4 pieces of image/media enhancement	Posting is minimally enhanced using video, audio, images, and/or other add-ons. 1-2 pieces of image/media enhancement	Posting is not enhanced using video, audio, images, and/or other add-ons. 0 pieces of relevant image/media enhancement
Points	25	20	15	0
Community	Comment introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on two blog posts.	Comment somewhat introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on two blog posts.	Comment introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on one blog post.	Creates additional dialogue on no blog posts.
Points	25	19	12	0

Because of the accelerated nature of this course, wakes can only be accepted 24 hours late.

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SU19 Online

Final Group Podcast, Script, and Playlist: Assignment Guidelines

Due: End of Week 5 (Friday-LAST DAY OF CLASS!-@ 11.59pm)

General Information

For your final project, you and your group will identify a new kind of musical element in the style of Ratliff. You will brainstorm with your group during organized group activities, construct a rough outline/script, and then compose a short podcast together via Soundtrap's collaborative tool. To show your work, you will upload most tasks to your Canvas group.

Formatting and Submission Guidelines

Your podcast should run around 15-20 minutes in total and include your discussion of your new element that uses pointed musical clips and analyses to exemplify your arguments. (You should keep your music clips short and pointed. Since this podcast will not be published and is used for educational purposes, the song clips fall under fair use. That said, you should be very judicious in the length of your clips!) Your script will likely run around 3 pages and should give a broad outline to your element's definition, nuanced aspects, and the musical examples associated with each aspect of the element you have created. You should include an additional "playlist" page that gives detailed information on each musical example, as Ratliff does at the end of each chapter (Artist, Album Track, Album, Year). Each member can collaborate via Soundtrap's podcast features. (You can also find information on Soundtrap in the Course Overview Module in Canvas.)

Here's an article that describes fair use in classroom [podcasts](#).

Under no circumstances will emailed submissions be accepted. Please submit directly to Canvas. Please cite all source material appropriately (MLA, Chicago, APA – your style choice!) and carefully proof-read your work.

Required Content for Podcast

- **Introductory Matter:** This section gives a broad overview to your element. You should include personal anecdotes (like Ratliff) along with several philosophical/aesthetic questions. Why you chose your element, and why this element matters should be apparent.
- **Element as Applied to Diverse Musical Examples:** This section discusses the element as applied to several unique musical examples. How does your element manifest in music? Why does it matter? What additional questions do these musical examples raise? How do these elements influence you and your group personally? How does this element ask you to listen in a new way? Why and how?
- **Final Thoughts:** This section should wrap up your big questions and leave your reader with a few more "big questions" and musical ideas to consider. Your ending should be pointed and powerful.
- **Playlist:** You **must** include at least 5-10 songs/albums that exemplify your element. This playlist should be curated via Spotify. Each example you include should have been referenced explicitly in your podcast. You should have AT LEAST **five unique genres** represented and **one** MUST be classical/art music. If you don't know how to create and share Spotify playlists, here's a tutorial: <https://news.spotify.com/us/2009/03/13/spotify-feature-creating-and-sharing-playlists/>.

Grading

Your Final Podcast, Script, and Playlist will be graded based on the criteria outlined below.

Criteria	Advanced	Proficient	Developing	Beginning
I. Introduction (Follows what's outlined in the script.)	Exceptional introduction to a creative, interesting, and insightful new musical element. Incorporates appropriate source material. AND Includes personal engagement and a larger ideological frame that justifies the import of the element.	Advanced introduction to a creative, interesting, and insightful new musical element. Incorporates appropriate source material. AND Includes personal engagement and a larger ideological frame that justifies the import of the element.	Adequate introduction to a somewhat overly general new musical element. Incorporates no appropriate source material. OR Includes overly general personal engagement and a poorly constructed ideological frame that justifies the import of the element.	Minimal introduction to an uncreative new musical element. Incorporates no appropriate source material. AND Includes no personal engagement and no larger ideological frame that justifies the import of the element.
Points	25	21	18	12
II. Element as applied to diverse musical examples. (Follows what's outlined in the script.)	Exceptional ability to apply musical element to a variety of diverse musical examples. AND Application is completely successful. Ideas make sense and are cohesive and creative	Advanced ability to apply musical element to a variety of diverse musical examples. AND Application makes sense most of the time Ideas are largely cohesive and creative.	Adequate ability to apply musical element, and musical examples aren't particularly diverse AND Application makes sense only for a few musical examples. Ideas are not particularly cohesive or creative.	Minimal ability to apply musical element, and musical elements aren't particularly diverse AND Application is rarely successful to musical examples. Ideas are rarely cohesive or creative.
Points	75	63	55	35
IV. Final Thoughts (Follows what's outlined in the script.)	Exceptional conclusion that leaves the reader engaged and interested in the big ideas related to the musical element.	Advanced conclusion that leaves the reader generally engaged and interested in the big ideas related to the musical element	Adequate conclusion that leaves the reader minimally engaged. Very little engagement with big ideas related to the musical element.	Minimal conclusion that doesn't engage the reader. No engagement with big ideas related to the musical element.
Points	25	21	18	12
V. Script (Outlines element, various aspects, person's role/musical example, and points of focus.)	Exceptional script that outlines each group member's role, provides a "rough" draft of main goals and points of focus, and flows logically and coherently. AND Musical examples are dispersed and analyzed in ways that connect to larger goals	Advanced script that outlines each group member's role, provides a "rough" draft of main goals and points of focus, and flows logically and coherently. AND Musical examples are dispersed and analyzed in ways that connect to larger goals	Adequate script, but one that fails to outline each group member's role, provide a "rough" draft of main goals and points of focus, or flow logically and coherently. AND Musical examples are dispersed and analyzed in ways that minimally connect to larger goals	Inadequate script that provides minimal to no information on the podcast OR Musical examples are not noted
Points	25	21	18	12
VI. Playlist (Include as an appendix and incorporated in podcast.)	Playlist is exceptional. It is convincing and each track relates to the musical element in compelling ways. At least five genres are represented.	Playlist is advanced and largely successful. The majority of tracks relate to the musical element in compelling ways. At least four genres are represented.	Playlist is adequate and sometimes successful. Some tracks relate to the musical element in compelling ways and others do not. At least three genres are represented.	Playlist is minimally successful. Many tracks don't relate to the musical element in compelling ways. Only one-two genres are represented
Points	50	45	40	30

Because of the accelerated nature of this course, final podcasts can only be accepted 24 hours late.

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Syllabus Appendix II: Policies

2018-2019 Semester Academic Schedule (with Add/Drop Dates)
<http://catalog.unt.edu/>

Academic Calendar at a Glance, 2018-2019
<https://www.unt.edu/catalogs/2018-19/calendar>

Final Exam Schedule
<https://registrar.unt.edu/exams/final-exam-schedule>

Academic Integrity

All work completed for this class is expected to be the student's own, and academic dishonesty (including, but not limited to, plagiarism on papers or cheating in general) will be punished. Students caught cheating or plagiarizing will receive a "0" for that particular assignment. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The university's policy and procedures regarding academic integrity can be found here:
<http://facultysuccess.unt.edu/academic-integrity>

Conduct

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. (*Also see below, UNT Care Team*)

For more information, please see the Student Code of Conduct, which can be found here:
<https://deanofstudents.unt.edu/conduct>

Access to Information—Eagle Connect

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ODA Statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation.

For additional information see the Office of Disability Accommodation website here, disability.unt.edu. You may also contact them by phone: (940) 565-4323.

Financial Aid and Satisfactory Academic Progress

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so. See additional information at the following link: <http://financialaid.unt.edu/sap>

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent.

You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://ferpa.unt.edu/>

Responding to Students in Distress

Please visit the CARE Team website to tips to recognize students in distress and what you need to do in cases of extreme behavior or references to suicide. You can find more information at the following link: <http://studentaffairs.unt.edu/care>

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to provide you with an opportunity to evaluate how this course is taught. For additional information, please visit the spot website at <http://www.spot.unt.edu/> or email spot@unt.edu.

Turnitin Statement and Students' Rights

Students might be asked to submit some work for this class to Turnitin, a web-based plagiarism detection service.

Grade of I (Incomplete)

University policy specifies that the grade of I-incomplete is "a non-punitive grade given only during the last one-fourth of a semester and only if a student is (1) passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course)."

Modifications

Circumstances are apt to change during the semester and the instructor reserves the right to alter or modify this course syllabus. Any and all modifications to the syllabus will be submitted to you in writing and discussed in class.

Response Time

I would prefer that most general questions go through the General Questions + Concerns forum in the **Class Discussion Board**. If you have a general question about the course or assignments, please post it there. (If you have a question, it's likely others do, too!) Either I will answer it, or, one of your classmates will. This way, we can all benefit from questions asked, and they can be answered in a venue that the whole class can see.

If you have a private question, please contact me via email, and I will respond within 24 hours on weekdays (usually sooner) and around 48 hours on weekends. I'm very quick with email, and that is my preferred method of contact.

Due to the class size and the quickness of this course, I will return feedback on all written assignments within 1 week of the due date (likely sooner!). If I see that I will be unable to return your feedback within that time-frame, I will post an Announcement to let everyone know when it can be expected.

Core Online Policies

[Netiquette Guidelines](#)

Netiquette, or online etiquette, helps guide us in outlining expected classroom behaviors online. Please remember to remain respectful of your instructor and fellow classmates.

[Privacy Policies for Wakelet](#)

When you create an account on Wakelet, you either fill out forms with requested information on the Wakelet site or you authenticate yourself through a third-party service, like Facebook. When you authenticate through another site, you link that account with your Wakelet account. Once the accounts are linked, we may collect and store personally identifying information that you have provided to that third party service, and consented to having shared with services like us. Also, we store the email address that you provided to create your Wakelet Account and any information you fill out on the Wakelet site. We do not receive or store passwords for linked accounts.

When you link your Wakelet account with a third-party service account, we will get information about you from that third-party service. That information could include, for example, biographical information or your geographic location, if you have provided that information to the third-party service and made it available for Wakelet to access. To the extent we obtain such information, we may store and use the information about you that we receive from third party services to improve and personalize Wakelet Services. As a general practice, we strongly urge you to make careful judgments about any personal information you disclose to Internet services, including Wakelet and any third-party services you link to us.

Technical Requirement Skills

Please familiarize yourself with the technical requirements to complete this online course:

- [Hardware and Software requirements for Canvas](#)
- [Canvas Browser information and Help](#)

Minimum technology skills for successful completion of this course include:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards and the course blog
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

[Technology Help Desk](#)

If you have any questions regarding your use of this learning management system, please contact the student help desk at:

- Email: helpdesk@unt.edu
- Phone: 940.565.2324
- Hours: Monday- Thursday, 8am- midnight/ Friday, 8am- 8pm/ Saturday, 9am- 5pm/ Sunday, noon - midnight.

[Library Information](#)

UNT's research library houses more than 6 million cataloged items and boasts a nationally recognized digital library program offering millions of pages of unique content. Visit the [UNT library](#) to find out what research services and other accommodations are provided for online students.