MUTH 5360 Spring 2020: Analytical Techniques II

Name of Instructor: Dr. David Bard-Schwarz
Pronouns: he / him
Office Location: MU 104
Office Hours: MWF 2-3 online
Email: http://"david.schwarz@unt.edu"

Communication Expectations

Please communicate with me via the Canvas email feature; I’ll check email several times each teaching day (and often as well on days during the week when I don’t teach); on the weekends I shall check email Sunday evenings after 6 p.m.

Course Description

Welcome back! As you all I'm sure know, the rest of our course will take place online. Here's what's new: instead of "live" class, I'll post video lectures for the remainder of the term. Nothing else changes. The paper topics remain the same; the due dates have changed. I'll have no "live" office hours; instead let's communicate via email.

In this course we will study 18th- and 19th-Century works of music in the classical repertoire. We will study these works through listening, score study, and reading scholarship. I present lectures on each topic covered in the course. You can find detailed instructions on how to prepare your work below and on the Assignments tab for our course (where I present to you the paper assignments and discussion requirements for the course) and in the Modules tab (where you will find all the materials you need for the course).

Course Structure

Our course is hybrid: We shall meet "live" Mondays and Wednesdays (1:00 to 1:50 in MU 287) and online on Fridays through zoom on Canvas. You can reach me through the Inbox feature of our course on Canvas, or through UNT email. My address is http://"david.schwarz@unt.edu"

For both live and online class sessions, you will find videotaped lectures and print pdf files that will explain and illustrate the musical tools I want you to master on a given day. I have also posted links to YouTube videos of relevant musical texts. I expect you to study written theoretical materials provided as pdf documents, the scores of the works provided, as well as the performances of the works to be discussed. Then, I expect you to listen to the video lectures, take notes, and ask questions in emailed correspondences to me.

You will write three analytical papers--one for each of the three modules (they add up to 86 points). There will be graded discussion boards (1 points each; 14 x 1 = 14 points) to open up the course to your responses, enable you to pose questions, and for you to interact with colleagues.

Course Prerequisites or Other Restrictions

There are no required prerequisites for this course. However, in order to be successful in this course you will need to:
• Devote at least 5 hours of work to the course each day.

• Use a robust internet connection and computer to communicate with colleagues as well as study and upload assignments.

• Network with your fellow students in the discussion boards.

**Course Objectives**

• By the end of our course, you will have the tools to understand, articulate, and communicate to others the diatonic and chromatic nature of the musical language of 18th- and 19th-Century classical music; you will be able to understand, articulate, and communicate to others relations between a text of poetry and its setting in art songs; and you will be able to understand, articulate, and communicate to others the nature of the sonata in common-practice music.

• Most importantly, you will be able to understand, articulate, and communicate to others the relationship between all of this knowledge and the complex art of musical performance.

• And you will also have mastered the art of how to write music criticism at a professional level—formulating a thesis, unfolding that thesis logically supported with musical and scholarly examples, and aiming these features towards a precise audience, purpose, with an appropriate voice in clear sentences, paragraphs, and essay-level rhetoric.

**Modular Course Objectives:**

**Module 1** diatonic and chromatic music. successful completion of this module (discussion + paper) will enable you to be clear concerning a) the relationship between diatonic and chromatic musical materials, and b) how they relate to each other in many of the works that you will teach, perform, and study. An A will reflect an outstanding grasp of these relations; a B will reflect a professional and adequate grasp of these relations; a C will reflect a level of understanding below graduate level.

**Module 2** text and art song. successful completion of this module (discussion + paper) will enable you to understand the salient aspects of early 19th century lyric poetry and how composers set such texts to music. An A will reflect creative and precise understanding of both text and music with a keen sense of what music can "add" to poetic meaning. An A will also reflect an organic incorporation of the distinctions between diatonic and chromatic musical materials from module 1); a B will reflect a professional and competent grasp of text and musical setting and a clear sense of diatonic and chromatic elements of song; a C will reflect a level of understanding text and musical relations as well as diatonic and chromatic relations below graduate level.

**Module 3** form. successful completion of this module (discussion + paper) will enable you to understand, teach, and apply William Caplin's theories of form to any classical piece of tonal music. You will understand and be able to apply Caplin's notion of "tight-knit" and "loose-knit" structures; you will understand and be able to apply Caplin's notion of presentation, continuation, and cadence as function. An A will reflect creative, clear, and nuanced understanding of
applications of these theories; a B will reflect professional and competent mastery of these techniques; a C will reflect a grasp of these aspects of formal theory below graduate level.

Materials

All materials you need are presented in our Canvas website application with one exception: please purchase or secure *David Lewin's Morgengruss: Text, Context, Commentary* (New York: Oxford University Press, 2015). You will, of course, need a computer and a robust connection to the internet.

Important note about music scores: Since many of the works we shall discuss are under copyright, I am unable to include PDF files for them on this website. Instead, I point all of you to one of two sources for obtaining these scores (there may be others such as commercial sites such as amazon.com, for example): 1) IMSLP, and 2) the UNT library. Whenever we approach a work for which you need to acquire the score through one of these two means, I'll include the following text: **PLEASE ACQUIRE THIS SCORE** in bold in purple. Thank you! This is a necessary action to protect both me and the University against copyright infringement! :)

Teaching Philosophy

I believe in making this course interesting, relevant, culturally sensitive to equity and diversity, and thorough in terms of teaching you professional level mastery of the techniques of music analysis.

It is my responsibility to provide you with clear, concise, and competent materials for each day’s work within each module; these include pdf scores (where appropriate), videos (that are single shots with no internal editing, perfect audio and visual assets, and captioning), audio and video assets of the relevant works, and perfectly clear written assignments that I will return via Canvas graded with comments within one week of submission.

It is your responsibility to do each day’s work thoroughly, to communicate concerns that you have via the Canvas email feature, to participate actively in discussion boards, to submit assignments on time, to consider my written comments on papers, and to respond to them following the return of each written assignment.

Course Technology & Skills

To successfully engage with the materials of this course you will need:

- Computer
- Reliable internet access
- Speakers
- Microphone

Computer Skills & Digital Literacy

You will also need to be familiar and comfortable with:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using presentation and graphics programs
Technical Assistance

**UIT Help Desk**: http://www.unt.edu/helpdesk/index.htm
**Email**: mailto:helpdesk@unt.edu
**Phone**: 940-565-2324
**In Person**: Sage Hall, Room 130
**Walk-In Availability**: 8am-9pm

**Telephone Availability**:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit https://community.canvaslms.com/docs/DOC-10554-4212710328

**Rules of Engagement**

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

**Course Requirements for Papers**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Module 1 – Diatonic and Chromatic Harmony</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Module 2 – The Art Song</td>
<td>30</td>
<td>30</td>
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<tr>
<td>Module 3 – Form</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>14 Discussions (@1 point each)</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Criteria for the Papers

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point/Percentage Range</th>
<th>Descriptive Criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Score for Paper #1</td>
<td>Score for Paper #2</td>
</tr>
<tr>
<td>-------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>A</td>
<td>20 for paper #1 / 30 for paper #2 / 36 for paper #3</td>
<td>Clear and effective incorporation of methods discussed in lecture; crystal-clear musical-theoretical thesis; very clear precision and accuracy of musical evidence; very critical commentary on evidence; perfect address to paper’s audience, purpose, voice; clear &quot;I&quot;-driven argument; clear sentence, paragraph, and essay-level coherence; very clear unfolding of your thesis; the pitch-class / pitch binary is crystal-clear throughout.</td>
</tr>
<tr>
<td>B</td>
<td>18 for paper #1 / 28 for paper #2 / 34 for paper #3</td>
<td>Clear and effective incorporation of methods discussed in lecture; musical-theoretical thesis is clear; good and accurate use of musical evidence; critical commentary on evidence good but not complete; adequate address to paper’s audience, purpose, voice; clear &quot;I&quot;-driven argument; clear sentence, paragraph, and essay-level coherence with adequate transitions; good unfolding of your thesis; the pitch-class / pitch binary not clear throughout but this absence does not weaken the argument substantially.</td>
</tr>
<tr>
<td>C</td>
<td>16 for paper #1 / 26 for paper #2 / 32 for paper #3</td>
<td>The methods discussed in lecture are barely present; the thesis is blurry or not present; the musical evidence is cluttered and / or vague; critical commentary on evidence is either missing or not critical; the paper does not address its audience, purpose, voice; &quot;I&quot;-driven argument is absent; sentence, paragraph, and essay-level coherence is missing; the thesis unfolding suffers a bit in light of the last point; there is no pitch-class / pitch binary in the paper.</td>
</tr>
<tr>
<td>D</td>
<td>14 for paper #1 / 24 for paper #2 / 30 for paper #3</td>
<td>The methods discussed in lecture are absent; there is no thesis; the musical evidence is absent or so unclear as to be useless in support of an argument; there is no critical commentary; the paper does not address its audience, purpose, voice; &quot;I&quot;-driven argument is absent; sentence, paragraph, and essay-level coherence is missing; the thesis unfolding suffers a bit in light of the last point; there is no pitch-class / pitch binary in the paper.</td>
</tr>
</tbody>
</table>
The methods discussed in lecture are absent and there is no attempt at music analysis; there is no thesis; there is no musical evidence; there is no critical commentary; the paper does not address its audience, purpose, voice; "I"-driven argument is absent; sentence, paragraph, and essay-level coherence is absent; the work is incoherent; there is no pitch-class / pitch binary in the paper.

Grading Criteria for Discussions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Discussion reflects study of the music and theory under discussion</td>
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<td></td>
<td>1) Discussion suggests a firm grasp of the general principles under discussion</td>
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<td>2) Discussion engages colleagues’ contributions in a respectful, critical fashion.</td>
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<tr>
<td>B</td>
<td>One of the criteria above is either lacking or cursory</td>
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<tr>
<td>C</td>
<td>Two of the criteria above are either lacking or cursory</td>
</tr>
<tr>
<td>D</td>
<td>All three of the criteria above are cursory</td>
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<tr>
<td>F</td>
<td>The discussion is either not present or so minimal it barely addresses the prompt</td>
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</tbody>
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Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Course Policies

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.
**Late Work**

I will not accept late work in this course. All work turned in after the deadline will receive a grade of zero unless the student has an excused absence and provides documentation with 48 hours of the missed deadline.

UNT instructors have the prerogative to accept or not to accept late work. Specify your policy in this section.

**Examination Policy**

You may choose to state whether your tests are open or closed-book exams and your policy on the student not meeting the exam due date. Explain your policy should a student lose Internet connection during an exam. Include information about make-up exams. Advise students to contact the Student Helpdesk and document the remedy ticket number before contacting you.

**Assignment Policy**

State how students will know what the official due dates are for each assignment, where they will find assignment instructions, what file type assignments should be saved as (e.g., .DOC or .RTF), where/how files should be submitted (i.e. Assignment drop box).

Note here if you will be using Turnitin or similar software for assignment submission. Include information about extra credit and special assignments. Also, consider including a policy on server unavailability or other technical difficulties if you are teaching a course that utilizes online submissions, online exams, etc.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: “mailto:helpdesk@unt.edu” or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**Instructor Responsibilities and Feedback**

Include a statement:
- regarding your responsibilities in the course (i.e.: helping students grow and learn; providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics, reviewing and updating course content, etc.);
- an estimated timeline and format in which students can anticipate a response regarding emails, discussion board posts if applicable, assignment feedback, and grades.

**Syllabus Change Policy**

Provide information as to policies regarding changes to the syllabus, course information, due dates.
UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy
UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students 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 https://disability.unt.edu/”

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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 Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
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. Visit UNT's (https://deanofstudents.unt.edu/conduct) to learn more.

**Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail https://”it.unt.edu/eagleconnect”.

**Student Evaluation Administration Dates**

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 survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" () with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the http://”spot.unt.edu/” or email “file:///C:\Users\jd10126\AppData\Local\Temp\OneNote\16.0\NT\0\spot@unt.edu”

**Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at “mailto:SurvivorAdvocate@unt.edu” or by calling the Dean of Students Office at 940-5652648.

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the http://”www.ecfr.gov/”. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email “mailto:internationaladvising@unt.edu” to get clarification before the one-week deadline.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See https://policy.unt.edu/policy/07-002”.

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.
No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- https://studentaffairs.unt.edu/student-health-and-wellness-center
- https://studentaffairs.unt.edu/counseling-and-testing-services
- https://studentaffairs.unt.edu/care
- https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry
- https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- https://registrar.unt.edu/transcripts-and-records/update-your-personal-information
- https://sfs.unt.edu/idcards
- https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1
- https://studentaffairs.unt.edu/student-legal-services

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns. You can https://community.canvaslms.com/docs/DOC-18406-42121184808”so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- https://www.mypronouns.org/what-and-why
- https://www.mypronouns.org/how
- https://www.mypronouns.org/sharing
- https://www.mypronouns.org/as
- https://www.mypronouns.org/asking
- https://www.mypronouns.org/mistakes

Additional Student Support Services

- https://registrar.unt.edu/registration
- https://financialaid.unt.edu/
- https://studentaffairs.unt.edu/student-legal-services
- https://studentaffairs.unt.edu/career-center
- https://edo.unt.edu/multicultural-center
- https://studentaffairs.unt.edu/counseling-and-testing-services
- https://edo.unt.edu/pridealliance
• https://deanofstudents.unt.edu/resources/food-pantry

Academic Support Services
• https://clear.unt.edu/canvas/student-resources
• https://success.unt.edu/asc
• https://library.unt.edu/
• http://writingcenter.unt.edu/