

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL TECHNOLOGY**

Course Number: EDIT 797, Section 53T

Course Title: Intellectual Property

Semester: Spring 2005

Meetings: 4:30 – 7:30/Thursdays (see Course Delivery below)

Location: Commerce II, Room 101

Instructor: Dianne Battle

Office phone: (703) 573-2134

Office hours: Office hours by appointment can be conducted via telephone or a private Blackboard synchronous chat forum.

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COURSE DESCRIPTION

This course is designed for educational and instructional practitioners, designers, leaders and technologists who wish to develop a more reflective understanding the nature of copyright and its implications for their profession. It assumes no legal expertise in copyright or intellectual property law. It provides students opportunities to explore copyright issues and concepts relevant to their own practice in educational and instructional professions. The course features scenarios, cases, instructional materials and writings that represent various historic, legal, ethical/philosophical, technical, organizational, societal, and individual perspectives on copyright, fair use, and infringement. It emphasizes students' active reflection on the issues of "copy rights" as they pertain to their own roles in creating, distributing, using, and managing electronic intellectual properties in pursuit of learning and education.

COURSE DELIVERY

This course will be delivered primarily online using an asynchronous format consisting of the following:

- Electronically assigned readings, resources, and reflection journals
- Instructor-Student electronic discussions
- Group discussion and peer review
- Web-based final student project

In addition to asynchronous student-instructor contact, two face-to-face classroom meetings between the instructor and students will be held during the semester, starting with Week 1 of the course. (See the course schedule for details; any changes to the schedule will be posted in Blackboard's Course Announcements Section.)

To successfully participate in the course, Students are required to have access to and use the World Wide Web (Internet), Blackboard, and their university email accounts.

STUDENT OUTCOMES

This course is designed to enable students to:

1. Contrast various interpretations of “copy rights” by multiple players (creators, owners, distributors, educators, and users of expressive ideas and media) across various situational contexts.
2. Compare institutional and private citizen’s assumptions regarding related concepts, such as ownership, property, fair use, and freedom of expression.
3. Discuss the history of US copyright law and identify situational drivers and theoretical assumptions for major legislative changes.
4. Consider whether the Internet and computers have changed the concept of intellectual property in legal, organizational, societal, and individual contexts.
5. Identify real-life institutional policies or organizational agreements and connect their provisions to statutory and situational drivers.
6. Reflect on their own understandings, assumptions, and reasoning processes implicit in their perspectives on “copyright.”
7. Integrate concepts learned in the course by constructing and commenting on scenarios that embody copyright issues in contexts relevant to themselves.

REQUIRED TEXTS

Course consists of web-based readings, instructional materials, multimedia, and resources available through Blackboard, at <http://blackboard.gmu.edu/>, university e-journals, and websites on the Internet. There is no required textbook for this course.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**A. General Requirements:**

Attendance and participation in class sessions, discussions, and assignments -- whether face-to-face or virtual -- is **mandatory**, as discussions and shared experiences are important parts of the course. The class schedule may change as the course progresses; changes will be posted on the Blackboard course website.

- Each student is expected to complete all readings, exercises, and written assignments, as well as to participate in class and electronic discussions.
- Students missing a class are responsible for completing any exercises, readings, etc. before the start of the next class.
- Students missing the due date for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next class meeting.

B. Student Outputs:

Required assignments and grading values are listed below.

1. Weekly Reading Journals (60 points)

Each week students are expected to turn in a reading journal by the date indicated on the syllabus. Reading Journal Guides will be posted in Blackboard. Students wishing additional guidance may turn in interim journals prior to the due date. Students desiring such guidance should

describe their concerns and state the specific issues they would like feedback on.

2. Class Participation (8 points)

Students are expected to attend and participate in the activities identified in class meetings on the CLASS SCHEDULE. If a student must miss a class s/he should notify the instructor in advance of the class meeting. If a class is missed due to an emergency, it is the student's responsibility to notify the instructor as soon as possible. The instructor may provide "make-up" activities on a case-by-case basis.

3. Final Project Scenario (15 points)

For the final project students will develop a scenario that embodies copyright issues in contexts relevant to themselves. Such scenarios should be complex enough to admit of no one "right answer" or "simple solution." They should represent a diverse set of perspectives and a variety of thematic issues. Scenarios should be accompanied by supporting narrative elucidating concepts and providing background information. They should also be related to relevant readings (either those provided in the course reading list or located by the student). Scenarios need not be true stories; fictional accounts are acceptable. They should represent plausible (if not factual) situations that engage the reader and invite exploration of relevant intellectual property issues. In lieu of a story-type scenario, students may elect to lead a discussion, conduct a survey, perform some research, or engage in an activity that can be described in a narrative fashion. The scenario along with the supporting narrative and linked readings should be designed for a web browser and uploaded to a site provided by the instructor.

4. Scenario Commentaries (8 points)

Each student will be required to read peer scenarios (final project scenarios) and post a commentary. The commentary should provide additional perspectives, insights or interpretations that enrich the original scenario. Commentaries should be indexed to the commentator's own experiences and to relevant readings that are explicitly cited.

5. Pre and Post Self-Assessments (9 points)

Each student will be required to read peer scenarios and post a commentary. The commentary should provide additional perspectives, insights or interpretations that enrich the original scenario. Commentaries should be indexed to the commentator's own experiences or to relevant readings that are explicitly cited.

C. Evaluation:

This course is graded on an A, A-, B+, B, B-, C and F basis. Grades will be based on completion of course requirements and on the scope, quality and creativity of the assignments as specified in the assignment rubrics in Blackboard. Incompletes in the course will be given only under unusually extenuating circumstances.

Grading Scale:

- A 93 – 100,
- A- 90 – 92,
- B+ 88 – 89
- B 83 – 87
- B- 80 – 82
- C 70 – 79,
- F Below 70

PROFESSIONAL STANDARDS: Within the Instructional Design and Development (ID&D) track, this course adheres to the following National Educational Technology Standards (NETS) established by the International Society for Technology in Education (ISTE) under the National Council for the Accreditation of Teacher Education (NCATE).

ISTE NETS-Teacher Standards

V. Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice. Teachers:

- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning

VI. Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use

ISTE Technology Facilitation Standards

VI. Social, Ethical, Legal, and Human Issues. Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice.

Educational technology facilitators:

TF-VI.A. Model and teach legal and ethical practice related to technology use. Candidates:

1. Develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.
2. Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.

ISTE Technology Leadership Standard

VI. Social, Ethical, Legal, and Human Issues. Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and develop programs facilitating application of that understanding in practice throughout their district/ region/state. Educational technology leaders::

TL-VI.A. Model and teach legal and ethical practice related to technology use.

Candidates:

1. Establish and communicate clear rules, policies, and procedures to support legal and ethical use of technologies at the district/ region/state levels.
2. Implement a plan for documenting adherence to copyright laws.

CLASS SCHEDULE

Week	Location	Class Activity	Reading Topics	Outputs
Week 1 1/27	Commerce II, Room 101	Face-to Face: Overview of course and introduction to course tools, such as Blackboard, ITLIST and GMU email Student and instructor introductions Student self- assessment	Is fair use Fair Use in an electronic world?	Weekly reading journal
Week 2 2/3	N/A		Origins of and assumptions behind U.S. copyright law	Weekly reading journal Assignment: Submit ideas for final project scenario
Week 3 2/10	N/A		Direct, contributory, and vicarious: law delimits the three faces of electronic infringement	Weekly reading journal Assignment: Draft final project scenario narrative
Week 4 2/17	Commerce II, Room 101	Face-to Face: Discuss scenarios for final projects Begin posting scenarios	Guidelines, policy and codes of conduct on the road less traveled	Weekly reading journal Post final project scenario
Week 5 2/24	Virtual, Asynchronous	Blackboard: Post commentaries to final project scenarios. Complete self- assessment		

All outputs must be electronically submitted or posted **prior** to the start of the next class.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc> or call 703-993-2474 to access the DRC.