I. General Education Review – Writing Course

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<thead>
<tr>
<th>Dept/Program</th>
<th>Mansfield Library</th>
<th>Course Number</th>
<th>LCSI 391</th>
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<tbody>
<tr>
<td>Subject</td>
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Course Title: Who Owns Culture? An Introduction to copyright

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Tammy Ravas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-4402 / <a href="mailto:tammy.ravas@umontana.edu">tammy.ravas@umontana.edu</a></td>
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<tr>
<th>Program Chair</th>
<th>Signature</th>
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<tr>
<td>Kim Granath</td>
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<tr>
<th>Dean</th>
<th>Signature</th>
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<tr>
<td>Shali Zhang</td>
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III. Type of request

<table>
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<tr>
<th>New</th>
<th>Renew</th>
<th>One-time Only</th>
<th>Change</th>
<th>Remove</th>
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<tbody>
<tr>
<td>X</td>
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Reason for new course, change or deletion: Increased demand for copyright instruction for undergraduate students. I would like to teach this each fall semester.

IV. Overview of the Course Purpose/Description:

Provide an introduction to the subject matter and course content.

This class will explore the question of “Who owns culture?” through the lens of legal realities and creative conflicts. Students will study contemporary and historical accounts of how Western society has perceived and practiced “ownership” of culture—from music to art and general literature. Currently this system of legal “ownership” is called copyright law. This class will introduce students to the basics of copyright law in the United States using real world examples of students’ own works of authorship along with uses of other works of authorship.

V. Learning Outcomes:

Provide examples of how the course will support students in achieving each learning outcome.

- Use writing to learn and synthesize new concepts: xYes

If yes, how will student learning be supported?
Students will be assigned a 10 to 15-page paper at the beginning of class, which explores a particular topic or conflict within culture and copyright. The instructor will work with students throughout the semester to determine an appropriate paper topic, creating an annotated bibliography, submitting a draft of paper for feedback, and submitting the final paper.

Sample paper topics include, but are not limited to, the following: 1. Summarize a fair use case and its outcome. Next, how would you have decided the case based on your understanding of the facts of the case and your knowledge of copyright? 2. Describe the complexities of music or video and copyright law. How many copyrights could exist within a work? How are such complications resolved? 3. Summarize an instance where an original artist, musician, or composer was not given any recognition or payment for their works. What factors came into play for their lost incomes?

<table>
<thead>
<tr>
<th>Formulate and express written opinions and ideas that are developed, logical, and organized</th>
<th>X Yes</th>
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<tr>
<td>If yes, how will student learning be supported?</td>
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<tr>
<td>Instructor will assign online discussions to be graded according to a rubric. Instructor will be working closely with each student to choose an appropriate topic for their final project, and will be providing feedback on the draft submission of said project.</td>
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<th>Compose written documents that are appropriate for a given audience, purpose and context</th>
<th>X Yes</th>
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<tr>
<td>If yes, how will student learning be supported?</td>
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<tr>
<td>Each student will select a final paper topic that is appropriate to their major. Instructor will provide feedback on topic as well as sources to be used for their paper.</td>
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<tr>
<th>Revise written work based on constructive comments from the instructor</th>
<th>X Yes</th>
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<tr>
<td>If yes, how will student learning be supported?</td>
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<tr>
<td>Students will receive instructor feedback on a draft of their paper during midterm and will have until the end of the semester to submit an improved paper based on this feedback.</td>
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<tr>
<th>Find, evaluate, and use information effectively and</th>
<th>X Yes</th>
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<tr>
<td>If yes, how will student learning be supported?</td>
<td></td>
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<tr>
<td>Ethically (click for a description of information literacy outcomes appropriate for each class level)</td>
<td>The annotated bibliography portion of the final paper assignment will be used for the instructor to assess how students will be finding, evaluating and using information effectively. Students will define the difference between copyright infringement and plagiarism in a brief, one-paragraph writing assignment. This may seem like an easy exercise, however copyright infringement and plagiarism are often conflated.</td>
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</table>
| Subject librarians are available to assist you embed information literacy into your course | □ No
If no, course may not be eligible |
| Begin to use discipline-specific writing conventions | □ Yes
If yes, how will student learning be supported? |
| | Because this is a general class that will have students from all different disciplines enrolled, the instructor will be using MLA as the writing style manual and having students write their papers for a general audience. |
| | X No
If no, course may not be eligible |
| Demonstrate appropriate English language usage | X Yes
If yes, how will student learning be supported? |
| | Students will demonstrate appropriate English language usage by participating in online discussions of weekly readings, brief writing assignments, and through the duration of writing their paper. Instructor will provide feedback on appropriate use of the English language through the annotated bibliography, draft submission, and final submission of students’ main writing project. |
| | □ No
If no, course may not be eligible |
| VI. Writing Course Requirements | Yes, I have indicated that the class be capped at 25 students. |
| Enrollment is capped at 25 students. If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance. | Which written assignments will include revision in response to instructor’s feedback? |
| | 1. Main writing assignment, 2. Short writing assignments for assessing specific course outcomes, and 3. Online discussion participation. |
| VII. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 10 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are an integral part of the grade on any writing assignment. | Formal Graded Assignments |
| | 1. Annotated bibliography for final paper (5-10 pages) (10%)
2. Draft of final paper (10-15 pages) (20%)
3. Final paper submission (10-15 pages) (20%) |
Now that you have discussed and chosen a topic for your final project, you will begin the process of researching it. You will use at least two books and five peer-reviewed articles for sources. You will be using appropriate articles from newspapers and magazines to discuss specific events related to your topic. You will also use media (images, sound recordings, videos) for your sources to illustrate your arguments.

Creating this annotated bibliography will not only help you to find source material for your paper, it will also help you to structure your arguments and flow of the paper.

Instructions:

I. First part of the annotated bibliography will be an introductory paragraph to your topic. You will clearly cover the main points of the topic, as well as your main arguments within this paragraph. You will then summarize what you discovered in your research in a second introductory paragraph.

II. The next portion will be the actual bibliography. First, you will cite the source as you would in the “Works Cited” portion of a paper using MLA style. Next, you will summarize as well as quote and paraphrase important points from that source that will support your arguments. These paraphrases and quotes MUST cite page numbers using MLA parenthetical style. The bibliography and accompanying summaries should be structured in the following way:

A. Background sources on the issue (hint, here you will likely be using the books and peer-reviewed articles you selected)

B. The issue or conflict (hint, here you will likely be using magazine and newspaper articles as well as media you selected)

C. Your argument or stance on the issue. Here you may be citing sources that you have not yet used as well as those that you have used in the first two portions if they support your arguments.

III. Conclusion: Based on the information gathered in the annotated bibliography, please state your findings and summarize your arguments on the issue.

Please use headings and subheadings to denote each of the three sections of the annotated bibliography. You will cite and summarize each source in alphabetical order according to author’s last name as you would in an actual MLA “Works Cited” bibliography. To clarify, you will cite the source then write your summary/paraphrases/quotes and do the same for the next source.
I will participate in the University-wide Program-level Writing Assessment by requiring students in this course to upload a sample paper to the designated Moodle location. Please clearly communicate the requirement to your students and include language on your syllabus (sample below).

This course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty using a rubric developed from the following writing learning outcomes.

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

The rubric score points are: (4) advanced, (3) proficient, (2) nearing proficiency, and (1) novices

This assessment in no way affects either your grade or your progression at the university.

**IX. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus must include the list of Writing Course learning outcomes above.

Paste syllabus here.

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**Who Owns Culture? An Introduction to Copyright**

LIB 391 (Online) 3 credits

Fall 2015

Instructor: Tammy Ravas, Associate Professor, Mansfield Library

**DRAFT SYLLABUS**

Summary:

This class will explore the question of “Who owns culture?” through the lens of legal realities and creative conflicts. Students will study contemporary and historical accounts of how Western society has perceived and practiced “ownership” of culture—from music to art and general literature. Currently this system of legal “ownership” is called copyright law. This class will introduce students to the basics of copyright law in the United States using real world examples of students’ own works of authorship along with uses of other works of authorship.

Expectations for class:
* No late work will be accepted. All assignments are due on the date given—no exceptions!

* Online discussion questions are not optional and will be graded based on rubric following the end of this syllabus.

* Final writing project will consist of three parts with three due dates. One will be an annotated bibliography due at the end of September; you will receive feedback on the sources you will use to write your paper. The second will be a draft of your paper due at midterms; you will receive feedback on structure, grammar, style, and flow of the paper from the instructor in order to improve the paper. The last part will be your final submission of your paper which will be due at the end of finals week.

Grading:

1. Annotated bibliography for final paper (5-10 pages) (10%)
2. Draft of final paper (10-15 pages) (20%)
3. Final paper submission (10-15 pages) (20%)
4. Five (5) short writing assignments given throughout the semester (1-2 pages) (25%)
5. Weekly online discussion participation based on questions related to readings and lectures (25%)

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Objectives for each week:

Week 1:

I. Define general concept of copyright.

II. Identify kinds works protected by copyright.

III. State the exclusive rights given to copyright holders in the U.S.

Week 2:

I. Discuss general history of copyright in the United States.

II. Discuss how copies of works were handled and controlled in Western Society after the invention of the printing press up to the founding of the United States.

III. Search databases and the library catalog for appropriate resources for your paper.

IV. Define the difference between copyright infringement and plagiarism.

Week 3:
I. Discuss the process by which an author registers for copyright.

II. Explain how copyright is a bundle of rights given to an author and how those rights may be transferred to others.

III. Explain the basics of at least one instance where ownership of copyright was disputed.

Week 4:

I. Explain what cannot be copyrighted.

II. Define the concept of public domain and explain basic determination of when copyrighted material falls into the public domain.

III. Compare U.S. duration of copyright to those of other countries.

IV. Identify sources of public domain materials that can be used in the United States.

Week 5:

I. Define concept of Creative Commons Licenses and types of licenses.

II. Discuss advantages and disadvantages to using and creating Creative Commons Licensed material for different purposes.

III. Explain difference between copyright infringement and plagiarism.

Week 6:

I. Define copyright infringement

II. Explain penalties for infringing copyright.

III. Describe one or two court cases where a defendant was found guilty of infringement.

Week 7:


II. Discuss history of fair use in the United States.
III. Discuss appropriation art, music sampling, documentary filmmaking, and criticism and how fair use allows authors to use copyrighted works within their own without the need for permission from rights holders.

Week 8:

I. Compare classroom guidelines for fair use versus best practices (fair use myths).

II. Identify and use tools that will help you make fair use determinations.

III. Discuss cases where artists or authors have used fair use as a defense and whether or not they were successful.

Week 9:

I. Define the Doctrine of First Sale and apply it to everyday things you do as a consumer and student.

II. Discuss difficulties with Doctrine of First Sale within an online world.

III. Explain the role of contracts and licenses within copyright and how that affects your use of such materials as a consumer and a student.

Week 10:

I. Define the exceptions given to classroom instructors in Section 110 (1) and (2) (or TEACH act) on using media materials.

II. Discuss how Section 110(1) and (2) may help you as a potential classroom instructor.

Week 11:

I. Explain circumvention of copyright protection systems provision in the Digital Millennium Copyright Act (DMCA) on DVDs, CDs, and computer software.

II. Discuss how the DMCA may affect your ability to use such items as a consumer, student, or a potential classroom instructor.

III. Define the rulemaking process related to the DMCA by the U.S. Copyright Office and identify a couple of rulemakings that benefitted classroom instructors and consumers.

Week 12:

I. Explain when permission would be needed from a rights holder to use their copyrighted materials.
II. Define the process of obtaining permission from a copyright holder to use a copyrighted item.

III. Define orphan works.

IV. Identify a few organizations that can help you obtain permission from rights holders to use copyrighted materials.

Week 13:

I. Discuss perspective of rights holders on copyright law.

II. Discuss your perspective as a rights holder with respect to copyright law.

Week 14:

I. Discuss perspective of content users on copyright law.

II. Discuss your perspective as a user of copyrighted material.

Week 15:

I. Identify several continuing education opportunities for learning more about copyright law.

II. Identify authoritative resources on copyright law to assist you with further questions.

III. Complete final project.

Potential activities and content:

* Video lectures will be posted each week.

* Notes summarizing main points for the week will be posted. There may be links to YouTube videos that may need to be captioned.

* Readings for each week will be scanned or linked to the web site. Such readings will include portions of books by Kembrew McCleod, Siva Vaidhyanathan, Lawrence Lessig, Carrie Russell, Kenneth Crews, and James Boyle. Other reading materials may come from the U.S. Copyright Office, copyright offices of governments of other countries, court cases, summaries of court cases or other copyright-related issues, and links to authoritative web sites on copyright.

* There will be five (5) 1-2 page writing assignments to assess specific learning outcomes.
* Online discussions of weekly topics will be graded.

* Final paper project will be presented at the beginning of the class, and students will discuss potential paper topics with the instructor for approval. An annotated bibliography assignment to prepare students for writing the final paper will be due at the end of September. A draft of the paper will be due at midterm, and the final submission will be due during finals.

Final projects:

Potential paper topics (10-15 pages):

1. Summarize a fair use case and its outcome. Next, how would you have decided the case based on your understanding of the facts of the case and your knowledge of copyright?

2. Examine how journal publishers ask authors to transfer rights of their articles through their policies. State pros and cons of how such policies affect the publishers and authors.

3. Examine a user group (users of copyrighted material) to see how they use or appropriate copyrighted materials into their own works. Do they have best practices for such uses? Are there court cases on using copyrighted works within this user group? If so, what were the outcomes?

4. Summarize an instance on how visual artists or musicians have appropriated others' works into their own works prior to the "invention" of copyright law in the 18th Century. What were the prevailing attitudes regarding that type of appropriation?

5. Summarize an instance where an original artist, musician, or composer was not given any recognition or payment for their works. Did the artist sign their rights away to a publisher or distributor? What other factors came into play for their lost incomes?

6. Describe the complexities of music or video and copyright law. How many copyrights could exist within a work? How are such complications resolved?

7. Explain the issue of pre-1972 sound recordings in the United States and how this has affected use of these materials along with preservation of music and oral histories.