

**Week 3 Assignment (72 Points, includes Discussion Board and Journal)**

**Overview: Copyright and Copywrongs – The Long Arm of the Law**

The purpose of the Week 3 Assignment 1 is to understand digital laws related to responsibility for actions and deeds, including but not limited to copyright, plagiarism, public domain, fair use, open source, creative commons and the TEACH Act.

During this week’s activities, you will:

1. Attend or view the recording of the weekly web conference.
2. View the Introductory Video
3. View the Week 3 Lecture and Videos
4. Review the Supplemental Resources
5. Participate in the Week 3 Discussion Board
6. Complete the Week 3 Assignment
7. Complete the Week 3 Journal Reflection of your major learnings from the week’s material and discussion board.
8. Complete the Week 3 Quiz
9. Add resources to your ePortfolio
10. Continue to work on the culminating project.

**Learning Outcomes**

Candidates will:

* Understand the

**Performance Outcomes**

Candidates will be able to:

* Properly

**Standards**

1. 2011 International Society for Technology in Education (ISTE) Standards for Coaches

http://www.iste.org/docs/pdfs/20-14\_ISTE\_Standards-C\_PDF.pdf

1. Visionary leadership – a, c, d

2. Teaching, learning, and assessments – a, b, c, d, e, f

5. Digital citizenship – a, b, c

6. Content knowledge and professional growth – a, b, c

1. 2009 International Society for Technology in Education (ISTE) Standards for Administrators

http://www.iste.org/docs/pdfs/20-14\_ISTE\_Standards-A\_PDF.pdf

1. Visionary leadership – a, c

2. Digital age learning culture – a, b, d, e

3. Excellence in professional practice - d

5. Digital citizenship – b, c, d

1. 2008 United Nations Educational, Scientific, and Cultural Organization (UNESC)

Information Communication Technology – Competency Framework for Teachers (ICT-CFT)

http://unesdoc.unesco.org/images/0021/002134/213475e.pdf

Technology Literacy, Knowledge Deepening, Knowledge Creation (at all levels)

1. Understanding ICT in Education

2. Curriculum and Assessment

3. Pedagogy

4. Information Communication Technologies

5. Organization Administration

6. Professional Development

1. 2011 Educational Leadership Constituent Council (ELCC) Educational Leadership Program Building Level Standards

http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676

Standard 1 – 1.1

Standard 3 – 3.3

Standard 5 – 5.3, 5.4, 5.5

Standard 6 – 6.1, 6.2, 6.3

1. 2008 Interstate School Leaders Licensure Consortium (ISLLC)

http://www.ccsso.org/Documents/2008/Educational\_Leadership\_Policy\_Standards\_2008.pdf

Standard 3

Standard 5

Standard 6

**Assignment Due Date:** All weekly assignment components are due by 11:59 p.m. on the seventh day of Week 1 unless the activity directions specify different instructions.

**Week 3 Assignment, Part 1: Web Conference (6 points)   
Due Week 3**

During this class, you have the opportunity to participate in weekly web conferences. At the beginning of your course, the professor(s) will provide a list of scheduled web conferences and the URL to access the sessions. For further details, see the information sent to you via email, discussion board, and/or announcements. You are responsible for the material discussed during the web conference.

**Directions:** After reflecting on the attended web conference or listening to the recording of the conference, post insights gained from the meeting.

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**Workspace**

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**Week 3 Assignment, Part 2A and 2B: Discussion Board (12 points)**

**Directions:** In the Discussion Board, address each discussion prompt by writing at least one paragraph in response to prompt 1 and at least one paragraph in response to part B. It is important that all class members post substantive posts. Only in this way can we achieve a truly collaborative environment in this course and engage in authentic discussion. Just like your initial response to the prompt, your comments to your colleagues should attempt to take the discussion further than its present state. You can do so by offering additional details and evidence based on the readings, asking open-ended questions, expanding ideas, considering various solutions, offering different opinions, and so on. Avoid simply agreeing or disagreeing with the posts of others. If you feel compelled to agree or disagree, you are expected to offer informed examples, details, or explanations. You may try to take the conservation further by connecting with other texts, readings, web resources, life experiences, etc. All posts should be of graduate-level, scholarly writing.

**Initial response is due 4th day by 11:59 p.m.** **Respond to at least one colleague by 7th day @ 11:59 p.m.**

**Discussion Board Prompts:**

**Prompt 1.** Copyright in the News - [Hudson Institute White Paper (2).pdf](https://luonline.blackboard.com/bbcswebdav/pid-1866695-dt-content-rid-14670417_1/xid-14670417_1)

A new Librarian of Congress will be appointed to replace the retired James Billington who served for the past 28 years.  Billington took office before the advent of the World Wide Web and the sweeping changes of the information age.  Presently the Librarian of Congress oversees the U.S. Copyright Office, but some think this should change.  The Hudson Institute recently released a white paper detailing why the U.S. Copyright Office should be separated from the Library of Congress.  After reading the white paper, do you think the Hudson Institute makes a good case for separation or should they remain together?

**Prompt 2.** Discuss the following terms and give an example of each:

* Plagiarism
* Copyright infringement
* Attribution
* Transformation

**Week 3 Assignment, Part 3: Journal Reflection and ePortfolio Resource Update (10 points)**

Directions:

Each week, as a part of the weekly journal reflection, you are to add resources to your ePortfolio.

**Workspace**

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| ePortfolio URL: |

**Week 3 Assignment, Part 4: Copyrighted Material Essay (10 points)  
Due Week 3**

**Directions:**

After completing this week’s required readings, in the workspace below write in 3-4 paragraph essay comment on the following statement:

“The effective use of copyrighted materials enhances the teaching and learning process.”

**Workspace**

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**Week 3 Assignment, Part 5: Copyright Case Study 1 (12 points)**

**Directions:**

1. First, read through the case quickly to get a sense of the information that is being provided. An important objective is to get a sense of what the situation is like.
2. Read the case again very carefully, annotating, highlighting and distinguishing important information, omissions and questions raised by the reading.
3. Define what you believe to be the basic issues. Determine if there are any deeper underling issues. Write them down, notes are always useful. Maybe you will have to read some additional material to even understand these issues.
4. Choose a course of action from the analysis and explicitly consider and reject plausible alternative courses because of the analysis.  Identify the relevant areas for analyzing these issues, Study the information as you have sorted it out, weighing both the qualitative and quantitative evidence carefully.
5. Develop a plan by which the desired action may be achieved or implemented within the case context (i.e., organization, people, and other constraints encountered in this situation).
6. In the Workspace below:
   1. Think and respond as if are the district’s Chief Technology Officer.
   2. Place yourself mentally in each situation as if the case happened in your district.
   3. Draw from your experiences and from what you have learned from this course and others.
   4. Make distinctions between action you would personally take and actions you would delegate to others.
   5. Utilize resources (personnel or otherwise) to assist you.
   6. In 2-3 paragraphs, submit one written answer to the questions below:
      1. Identify which type of “subject matter” (kind of copyrightable material is represented by each of the resources Terry is using).
      2. Identify whether or not each or the works is protected by copyright, and who owns the copyright in each work. Explain your answers.

**Case Scenario 1:**

(source: https://courses.p2pu.org/en/courses/1275/content/2883/)

Terry is a high school science teacher, and is considering using the following material for a history of science unit:

* Excerpts from Darwin’s book “On the Origin of Species”
* Genetic Code Chart from Indiana University (<http://www.indiana.edu/~ensiweb/lessons/psa.gc.pdf>)
* A clip from the PBS science documentary “Einstein’s Big Idea” which Terry taped from television
* Clips from the film “Jurassic Park”
* Images of the nine planets downloaded from NASA’s website (<https://www.nasa.gov/>)
* Terry’s own original drawings and photographs of animals, trees, and other plants created while on vacation
* Terry’s own original quizzes, research, teaching notes and text about Galileo prepared for the course.
* One-page fact sheet about the Solar System, which Terry designed and compiled using information from the following sources:
  + An Astronomy Magazine article [Goldstein, A. (2015). Finding our place in the Milky Way. *Astronomy, 43*(8), 50-53.]
  + A New York Times article about Pluto’s demotion (<http://www.nytimes.com/2006/08/25/science/space/25pluto.html?_r=0>)
  + Images of the Sun and the nine planets, downloaded from <https://www.nasa.gov/>

**Workspace**

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**Week 3 Assignment, Part 6: Copyright Case Study 2 (12 points)**

**Directions:**

1. First, read through the case quickly to get a sense of the information that is being provided. An important objective is to get a sense of what the situation is like.
2. Read the case again very carefully, annotating, highlighting and distinguishing important information, omissions and questions raised by the reading.
3. Define what you believe to be the basic issues. Determine if there are any deeper underling issues. Write them down, notes are always useful. Maybe you will have to read some additional material to even understand these issues.
4. Choose a course of action from the analysis and explicitly consider and reject plausible alternative courses because of the analysis.  Identify the relevant areas for analyzing these issues, Study the information as you have sorted it out, weighing both the qualitative and quantitative evidence carefully.
5. Develop a plan by which the desired action may be achieved or implemented within the case context (i.e., organization, people, and other constraints encountered in this situation).
6. In the Workspace below:
   1. Think and respond as if are the district’s Chief Technology Officer.
   2. Place yourself mentally in each situation as if the case happened in your district.
   3. Draw from your experiences and from what you have learned from this course and others.
   4. Make distinctions between action you would personally take and actions you would delegate to others.
   5. Utilize resources (personnel or otherwise) to assist you.
   6. In 2-3 paragraphs, submit one written answer to the questions below:
      1. What are the major facts about the use of film stills that would be important in a fair use analysis?
      2. Do you think the use of the film stills in the book is a good candidate for fair use?
      3. Regarding the book written by Rosebud and Hedges, who owns the copyright on this book?
      4. Should Rosebud and Hedges register the copyright in the book?
      5. Is permission needed for all the film stills reproduced in the book?
      6. Does the TEACH Act authorize distribution of the books and articles?
      7. What are the most important facts about the book chapters distributed to students that will impact a fair use analysis?

**Case Scenario 2**

(Adapted from: Smith, K., Macklin, L., & Gilliland, A. (2015). *Copyright for educators and librarian.* Retrieved from http://coursera.ogr/learn/copyright-for-education

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Mr. Rosebud teaches English, multimedia, and communications at New Hope High School, a magnet school for performing and visual arts. Next semester he is planning to teach a class on film that will include watching films, reading, writing film criticism, and making a short film individually or in a small group.

Mr. Rosebud is planning to use a variety of texts for this class. The primary text is a book titled, *Cinema: The Mask and the Mirror* that he wrote with his friend and fellow film enthusiast Cameron Hedges. Cameron is an independent filmmaker who works at New Hope High School as a custodian to supplement his income. The book has not been published, but the two authors are about to sign a contract with a major publisher.

There are a few issues with regard to the book that the authors are not sure about. They are hoping that it will be okay to reproduce the book and use it for the class without registering the copyright. They are also concerned that someone else misappropriating their ideas from the book, particularly Dr. Eugene Whiplash, Mr. Rosebud’s professor from Dark Shadows College. They are also concerned that New Hope High School might lay claim to their royalties. Assuming that they are able to keep the royalties, Rosebud and Hedges wonder if there is some legal formula for dividing the money between the two of them.

Then there is the problem of the movie stills reproduced in the book and the cover. The publisher wants to know if they have permission from the studios to use the images. Cameron wrote to one film distributor about permission, but never heard back from them. After that, the authors decided that surely the reproductions were covered by fair use, however their editor at the publishing house seems to think otherwise.

Mr. Rosebud also wants to use a number of supplementary texts for the class. Some are journal articles found in journals to which the school subscribes. Others are portions of books Mr. Rosebud owns himself. He is hoping to have all readings available electronically.

The students will also watch many movies, some in class and some digitized and available through the school’s course management system. One of the themes that the class will explore is that of Romeo and Juliet. In some cases, they will watch clips, and in other cases, they will watch the entire film. Mr. Rosebud would prefer not to take up class time watching entire movies. Also, the library holds some of these movies on VHS only. Mr. Rosebud doesn’t have a VHS player available in his classroom.

These movies will include:

* Romeo and Juliet, 1908
* Romeo and Juliet, 1911
* Romeo and Juliet, 1916 (2 different competing films).
* Romeo and Juliet, 1936 (Cukor)
* Romanoff and Juliet, 1961 (Ustinov)
* West Side Story, 1961
* Romeo and Juliet, 1968 (Zeffirelli)
* William Shakespeare’s Romeo + Juliet, 1993 (Luhrmann)

Students will also make their own films with the Romeo and Juliet theme. They will upload their films to the school’s intranet, to YouTube, and to their own websites. Some of these may include:

* Completely original dialogue, using the Romeo and Juliet theme
* Photo montages and stills from the versions they have watched
* An adaptation of the story, using and changing Shakespeare’s words
* New short dramatizations of the story, but using music from West Side Story and from Zeffirelli’s 1968 film.
* Extensive use of the dialogue from West Side Story, but in a different setting
* Shakespeare’s dialog, a styled very much like Luhrmann’s film with guns instead of swords and a L.A. setting

Mr. Rosebud is very impressed by some of the films created for this class. He decides that in the future, he will post some of these videos so that later students will have examples of good work.

**Workspace**

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**Week 3 Assignment, Part 7: Week 1 Quiz (5 points)**

**Due Week 1**

Directions:

Complete the Week 3 Quiz. Weekly quizzes are required. Participants have unlimited quiz attempts. A score of 90% or better on each week’s quiz is required to be eligible to receive the course badge. Only the highest score will be retained. Record your score in the workspace below.

**Workspace**

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| Week 1 Quiz Score: |

**Rubric**

Use the following Rubric to guide your work on the Week 3 Assignment.

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| **EDLD 5316**  **Week 3 Tasks** | **Level 1**  **Does not meet the minimum criteria** | **Level 2**  **Approaches minimum criteria** | **Level 3**  **Meets minimum criteria** | **Level 4**  **Demonstrates target criteria** |
| **Part 1 Web Conference (6 points)** | The candidate does not participate in the weekly web conference. **(0 points)** | **n** | **n** | The candidate participates in the weekly web conference (or views the recording and submits a reflection. **(6 points)** |
| **Part 2A Discussion Board Prompt 1**  **(6 points)** | The participant does not address the discussion prompt.  **(0 points)** | The participant very minimally addresses the discussion prompt AND/OR does not respond to at least one other post. **(4 points)** | The participant addresses the discussion prompt with one or two sentences AND responds to at least one other post. **(5 points)** | The participant clearly addresses the discussion prompt with a minimum of one paragraph AND responds to at least one other post.  **(6 points)** |
| **Part 2B Discussion Board Prompt 2**  **(6 points)** | The participant does not address the discussion prompt.  **(0 points)** | The participant very minimally addresses the discussion prompt AND/OR does not respond to at least one other post. **(4 points)** | The participant addresses the discussion prompt with one or two sentences AND responds to at least one other post. **(5 points)** | The participant clearly addresses the discussion prompt with a minimum of one paragraph AND responds to at least one other post.  **(6 points)** |
| **Part 3**  **Journal Reflection ePortfolio Update**  **(10 points)** | The participant did not add resources to their ePortfolio AND/OR post their journal reflection.  **(0 points)** |  |  | The participant added resources to their ePortfolio AND posted their journal reflection.  **(10 points)** |
| **Part 4**  **Copyright Essay**  **(13 points)** | **The Essay Structure**   * No apparent organization to the essay * Difficult to follow * No or poor transitions   **Content/Information**   * Central idea and clarity of purpose are absent or incompletely expressed and maintained. * Little or no evidence of critical, careful thought or analysis and/or insight * There are too few, no examples and evidence or they are mostly irrelevant. * Essay lacks well organized paragraphs.   **Grammar/Mechanics/Use of APA Style**   * Uses simple sentences * Surface errors disrupt the meaning of the essay and make the essay difficult to read. * Does not adhere to APA style. * Multiple punctuation and/or mechanical errors. * Numerous errors with spacing and formatting.   **(0 points)** | **The Essay Structure**   * Limited organization though digressions, ambiguities, irrelevances are too numerous * Difficult to follow * Ineffective transitions * Rambling   **Content/ Information**   * The central idea is express though it may be vague or too broad. * Some sense of purpose is maintained throughout the essay. * Some evidence of critical, careful thought and analysis and/or insight. * There are some examples of evidence, though general. * Some paragraphs well organized.   **Grammar/ Mechanics/ Use of APA Style**   * Uses complex sentences * Multiple punctuation or mechanical errors (more than four). * Adheres to APA style inconsistently. * Numerous errors with spacing and formatting.   **(10 points)** | **The Essay Structure**   * Clear organizational structure with some digressions, ambiguities or irrelevances. * Easily followed * Basic transitions   **Content/ Information**   * Central idea and clarity of purpose are generally evident throughout the essay. * Evidence of critical, careful thought and analysis and/or insight * There are good, relevant supporting examples and evidence   **Language**   * Vocabulary is varied, specific and appropriate. * Frequently uses subject specific vocabulary correctly. * Most paragraphs are well organized.   **Grammar/ Mechanics/Use of APA Style**   * Uses complex sentences. * Few punctuation or mechanical errors (less than four). * Some misappropriation of word usage (effect vs. affect). * Adheres to APA style with minor violations (three or fewer errors). * Some minor errors with spacing and formatting.   **(11 points** | **The Essay Structure**   * logically organized * easily followed * effective, smooth, and exhibits logical transitions.   **Content/ Information**   * Central Idea is well developed and clarity of purpose is exhibited throughout the essay * Abundance of evidence of critical, careful though and analysis and/or insight. * Evidence and examples are vivid and specific, while focus remain tight   **Language**   * Writing is very easy to understand, clear, and not vague. Vocabulary is sophisticated and graduate level. * Uses and manipulates subject specific vocabulary for effect. * Paragraphs are well organized. * Sentences vary in structure and length. * Appropriate word selection.   **Grammar/Mechanics/Use of APA Style**   * Manipulates complex sentences for effect/impact. * No punctuation or mechanical errors. * Adheres to APA style accurately; citations within essay follow APA format. * The essay is polished and grammatically error free.   **(13 points)** |
| **Part 5**  **Copyright: Case Study 1**  **Identification of Main Issues/ Problems**  **Analysis and Evaluation of Issues/ Problems**  **Recommendations of Effective Solutions/ Strategies**  **(13 points)** | The participant does not submit a response  **(0 points)** | The participant’s response:  Identifies and demonstrates an acceptable understanding of some the issues/problems.  Presents a superficial or incomplete analysis of some of the identified issues/problems.  Presents realistic or appropriate recommendations, with little, if any, support from the information presented.  **(10 points)** | The participant’s response:  Identifies and demonstrates an accomplish understanding of most the issues/problems.  Presents a thorough analysis of most of the identified issues/problems.  Presents realistic or appropriate recommendations supported by the information presented.  **(11 points)** | The participant’s response:    Identifies and demonstrates a thorough understanding of the main issues/problems.  Presents an insightful and thorough analysis of all identified issues/problems.  Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented.  **(13 points)** |
| **Part 6**  **Copyright: Case Study 2**  **Identification of Main Issues/ Problems**  **Analysis and Evaluation of Issues/ Problems**  **Recommendations of Effective Solutions/ Strategies**  **(13 points)** | The participant does not submit a response  **(0 points)** | The participant’s response:  Identifies and demonstrates an acceptable understanding of some the issues/problems.  Presents a superficial or incomplete analysis of some of the identified issues/problems.  Presents realistic or appropriate recommendations, with little, if any, support from the information presented.  **(10 points)** | The participant’s response:  Identifies and demonstrates an accomplish understanding of most the issues/problems.  Presents a thorough analysis of most of the identified issues/problems.  Presents realistic or appropriate recommendations supported by the information presented.  **(11 points)** | The participant’s response:    Identifies and demonstrates a thorough understanding of the main issues/problems.  Presents an insightful and thorough analysis of all identified issues/problems.  Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented.  **(13 points)** |
| **Part 7**  **Week 4 Quiz**  **(5 points)** | The candidate did not complete the week 4 quiz and/or did not score at least 90%  **(0 points)** |  |  | The candidate completed the weekly quiz and scored at least 90%  **(5 points)** |