

Syllabus for 1106 DETT_611_9040

Faculty Contact Information

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If we need to talk synchronously, send some email and we'll set up a time to talk!

Course Introduction

- This is a 3-credit graduate course.
- Semester covers 12 weeks.
- The course consists of consisting of 3 units of study, covered over a 12 week term.
- The course officially begins on May 31, 2011 and ends on August 20, 2011 .
- The last date for withdrawal without penalty is August 6.
- Students are encouraged to contact their instructor as needed.

Course Description

(Formerly OMDE 611.) An overview of the development and delivery of digital resources for distance education. Discussion covers the intellectual property issues affecting the use of copyrighted works in distance education, developing and delivering library resources online to a faculty and student population, and the future of digital information delivery and the impact of digital rights management (DRM) technologies and social networking.

Course Goals/Objectives

By the end of the course the students should be able to:

1. Identify the constitutional framework and philosophical underpinnings of intellectual property considerations, especially in a higher education environment.
2. Describe key copyright law principles and their application to both face-to-face and online educational environments;
3. Analyze how to maintain an appropriate balance between the interests of copyright proprietors and users of copyrighted materials in electronic and online environments
4. Identify legal, policy, and ethical solutions to the dilemmas posed by digital course materials
5. Anticipate future legislative directions and the role of education and advocacy in advancing educational objectives.
6. Develop an understanding of the concept of information literacy and how copyright concerns impact the resources that can be delivered at a distance.
7. Explore the role of libraries in the delivery of resources.

8. Apply new, emerging next generation technologies to the delivery of information literacy concepts to faculty and students

Course Materials

[Click here to view the required and recommended materials to be purchased and to access ordering information.](#)

[Graduate School's Read Me First Document](#)

Additional Readings/Materials

There is no textbook for DETT 611. See the articles, web sites, etc. included in each week's course material.

Grading Information and Criteria

Summer 2011

June 14 assignment 1 review of copyright article 10% 1 copyrt art rev

July 8 assignment 2 faculty course ownership 20 % 2 fac ownership

July 19 assignment 3 case studies 20% 3 copyrt case studies

Aug 2 assignment 4 info lit article review 10% 4 info lit art rev

Aug 18 assignment 5 info lit module/paper 25 % 5 info lit module

On-going Participation 15% participation

Late Policy: An assignment turned in late is reduced by 5 points. (Assignments are due by midnight Eastern time wherever you are on the day listed in our course schedule. (This is a variation from the standard MDE policy.))

See Project Descriptions for explanation of assignments and grading.

Project Descriptions

Class participation in online discussions in Conferences on a week-to-week basis (15%)

Class participation will be on-going throughout the semester and contributions should be contributed on a week-by-week basis on the topics under discussion. Class participation will not be evaluated on quantity alone. Students should strive to contribute quality questions and responses to class discussion as well as activities designed to stimulate learning. Students should also display during discussions the ability to synthesize and analyze required readings.

Grading Rubric for Class Participation 15% of grade – Total 100 points Contribute to Conferences weekly

	<i>Unsatisfactory</i>	<i>Pass-Good</i>	<i>Very Good-Excellent</i>
	0-8 points	9-15 points	16-25 points
Significance	Student's contributions do not add any richness to the conversation. The contributions repeat what others have said, and thus are not integrated in the thread of conversation. The contributions are not in student's own words, but merely copy information on sites.	A good number of the student's interventions are meaningful. In most cases, the contributions are well connected to the thread of conversation. The student in some cases asks good questions and initiates good threads.	The majority of the student's posts are meaningful, no copies, integrated with the thread of discussion and adds to the learning experience. The student asks very good questions or makes important comments that generate good conversation in the class.
	0-8 points	9-15 points	16-25 points
Timeliness	The student posts messages after the sessions are complete, and thus the information cannot be useful to others.	The student most of the time makes contributions when then threads are alive and worthy. People can still profit from the information.	The student always posts his/her contributions when the threads are still alive and flowing on a week-by-week basis
	0-8 points	9-15 points	16-25 points
Frequency	Student	Student	Student participates in

	contributes to less than 40% of the available sessions.	participates in between 40% and 80% of the available sessions	more than 80% of the available sessions
	0-8 points	9-15 points	16-25 points
Intensity	Student never takes any initiative in significant discussion.	Student sometimes takes initiative in class discussion	Student frequently has a leading role of taking initiative in classroom discussions.

ASSIGNMENTS:

- Assignments will be submitted to Turnitin as well as uploaded into WebTycho's assignment folders. Instructions on using Turnitin will be given in our WebTycho classroom.
- Please put your name on your paper and title your paper
- Use APA citation formatting for your references. See the Writing Coach conference for up-to-date information on APA citation format.
- An assignment turned in late is reduced by 5 points. (Assignments are due by midnight Eastern time wherever you are on the day listed in our course schedule. (This is a variation from the standard MDE policy.))

Assignment 1 Copyright Article Review Project (10%)

Select an article of your choice on a copyright topic *related to distance education* using the UMUC Library databases including Google Scholar. You can also use bibliographies from the articles we are reading on copyright. The article must be a minimum of 4 pages. Prepare a bibliographic reference for the article you read according to APA citation style and a 2-3 page summary along with your comments on the intellectual property dimensions and the challenges posed for a distance education environment. If the article is freely-accessible on the web, you may include the URL only. Otherwise include a copy of the article you read with your assignment.

Grading Rubric for Assignment 1: Copyright Article Review 10% of grade -- Total 100 points

	Unsatisfactory	Pass - Good	Very good - Excellent
	0-8 points	9-11 points	12-15 points
Format	Student selected an article that is not applicable to the topic of copyright and distance education or the article is less than 4	The article reviewed is appropriate, but the review is less than two pages long	The article reviewed is 4 or more pages in length and the review is two pages long.

	pages long and the review is less than two pages long		
	0-10 points	11- 19 points	20-35 points
Analysis	No issues related to distance education are identified or addressed	Does an effective job of identifying and communicating the distance education and copyright policy issues.	Does an excellent job of identifying and analyzing the distance education and copyright issues. Uses reasoning to recognize, develop, defend, and/or analyze arguments presented in the article under review.
	0-10 points	11-19 points	20-35 points
Quality of Writing	Serious problems style, punctuation, grammar, punctuation. Multiple errors in spelling, grammar, punctuation. Paragraphs lack supporting detail and/or illustration. Organization is difficult to follow. poor use of paragraphs.	Communicates in an effective manner using appropriate style, punctuation, spelling, grammar with minimal errors. Few errors in spelling, grammar, punctuation. Most paragraphs contain supporting detail and/or illustration Minor weaknesses in organization.	Communicates in a highly-effective manner using appropriate style, punctuation, spelling, grammar. Minor to no errors in spelling, grammar, punctuation. Paragraphs contain supporting detail and/or illustration. Pattern of organization makes the work easy to follow.
	0-8 points	9-11 points	12-15 points
Reference	Citation to the article is incomplete, missing important elements such as article or journal title, date, page numbers, etc. OR are not formatted according to APA style.	Citation to the article is formatted according to APA with only minimal errors (e.g. not italicizing volume number, etc.)	Citation to the article is done in proper ALA format.

Assignment 2 Ownership Policy Critique (20%)

Review the copyright/faculty ownership policy from your present organization if available or select one from another institution that interests you. To find the policies, search the institution's web site or try the list at http://www.umuc.edu/distance/odell/cip/links_policy.shtml#faculty You may encounter policies that are system-wide or campus-wide. Some policies may include mention of intellectual property (patents, etc.). Some policies may include copyright ownership of student work. You may find information about work-for-hire when it comes to faculty and/or students. You may choose to discuss some of those related issues, but remember to see what you can discover about **faculty ownership issues** for this assignment. (Copyright policies related to fair use of materials for course content, electronic reserves, etc. are NOT of interest for this particular assignment.)

Summarize the policy on copyright and critique its strengths and weaknesses with an eye for issues related to course ownership. If distinctions are made, describe the application of the policy to a distance education setting. If no distinctions are made, analyze the policy to see if there are answers to the following questions under the policy: 1) Who owns course materials created by faculty and what criteria determine ownership? 2) What provisions, if any, does the policy make for ongoing use of the course materials by the faculty creator or the institution for which the course was originally developed? 3) Who owns contributions to a course authored by students? 4) How does the policy encourage or discourage innovation and development of online course materials? 5) What process, if any, exists for ensuring compliance, resolution of disputes, and education of the community? 6) What references are there to other policy considerations that govern the behavior of individuals, including conflict of interest, conflict of commitment, consulting, use of institutional name, etc.? Note: Again... some relevant information may show up in related policies, but it may be the case that your particular university's policy is not well-formulated(!) Please provide URL for policy or send a copy to instructor if it is not available online. Policy summary, critique, and responses to the above questions should be around three to four pages in length.

Grading Rubric for Assignment 2: Ownership Policy Critique

15% of grade -- Total 100 points

	Unsatisfactory	Pass - Good	Very good - Excellent
	0-4 points	5-8 points	9-10 points
Format	Assignment is less than two pages long	The final assignment is less than three pages in length.	The final assignment is three to four pages long.
	0-20	21-59	60-70
Critical thinking	Few of the questions about the policy outlined in the assignment are answered.	Most or all of the questions about the policy outlined in the assignment are answered in at least a minimal way that indicates a good understanding of the policy issues.	Shows an exceptional understanding of the policy in answering the questions outlined in the assignment - particular as the policy relates to distance education courses.

	0-8 points	9-15 points	16-20 points
Quality of Writing	<p>Serious problems style, punctuation, grammar, punctuation.</p> <p>Multiple errors in spelling, grammar, punctuation.</p> <p>Paragraphs lack supporting detail and/or illustration.</p> <p>Organization is difficult to follow. poor use of paragraphs.</p>	<p>Communicates in an effective manner using appropriate style, punctuation, spelling, grammar with minimal errors.</p> <p>Few errors in spelling, grammar, punctuation.</p> <p>Most paragraphs contain supporting detail and/or illustration</p> <p>Minor weaknesses in organization.</p>	<p>Communicates in a highly-effective manner using appropriate style, punctuation, spelling, grammar.</p> <p>Minor to no errors in spelling, grammar, punctuation.</p> <p>Paragraphs contain supporting detail and/or illustration.</p> <p>Pattern of organization makes the work easy to follow.</p>

Assignment 3: (20%) The Case Study Assignment on using copyrighted materials (Copyright scenarios)

Select two scenarios below and write 2 – 3 pages on the copyright laws and issues raised by these scenarios. Plan on comparing and contrasting your chosen scenarios. Include references to our readings and/or outside material to support your analysis of your scenarios. Format references according to APA citation style.

Scenarios (Select two):

1. An instructor scans an entire book he has authored onto a password protected web site for students in his class even though the publisher holds the copyright.
2. A staff member in the history department scans photographs from books for use by a history professor on his course web site.
3. An employee includes four lines from a popular song below her signature on all email correspondence.
4. A photographer who takes views of city skylines develops them into posters that he sells to local tourist shops.
5. A basketball fan takes amateur videos during the Washington Wizards basketball games and makes them available from his Michael Jordan fan club web site.
6. A faculty member takes the best student papers each semester and creates an online journal that she makes available to students in subsequent semesters to show them examples of good papers.
7. Several students have placed their CD music collection onto their computer hard drive in mp3 format for their personal use. The network allows them to setup ftp servers for sharing their music with each other over the Internet. The ftp sites are usually password protected. However, some of the students have posted the password to public newsgroups

where the music sites come to the attention of the legal representative of the copyright holders who threaten to sue the student and the University.

8. A student scans Calvin and Hobbes cartoons from the newspaper and uploads them onto a Web page.
9. A student creates a Web site to criticize Kellogg's company brand cereals and uses the cartoon figures "snap, crackle, and pop" on the site. The site also contains a picture of Tony the Tiger.

Grading Rubric for Assignment 3: Case Studies

20% of grade -- Total 100 points

	Unsatisfactory	Pass - Good	Very good - Excellent
	0-8 points	9-15 points	16-20 points
Format	Student selected less than two case studies to evaluate or assignment is less than two pages long	Two case studies are used and the final assignment is two pages in length.	Two case studies are selected and the assignment is 2-3 pages long.
	0-8 points	9-15 points	16-20 points
Critical thinking	Case studies are not compared but are analyzed separately. No policy issues are identified or addressed	Case studies are compared, Draws appropriate parallels between case studies and does an effective job of identifying related copyright and policy issues.	Provides an excellent analysis of issues related to the copyright scenarios. Shows evidence of excellent reasoning to recognize, develop, defend, and criticize arguments.
	0-8 points	9-15 points	16 -20 points
Authority	Analysis is supported with only one resource.	The student depends on a variety of appropriate resources for his or her information. The student looks for evidence to back up any assertions made.	Analysis is well-supported by multiple resources and student considers the credibility of the author and the reliability of the sources selected..
	0-8 points	9-15 points	16-20 points
Citation relevancy	Contains citations for sources that are not relevant to the research question or are not from appropriately authoritative sources.	Citations are relevant to the research question and are scholarly.	Does an excellent job of explaining the relevancy of cited materials.
	0-5 points	5-9 points	8-10 points

Reference List	Citations are incomplete, missing important elements such as article or journal title, date, page numbers, etc. OR are not formatted according to APA style.	Reference list is not alphabetized. Citations contain all required elements, and are formatted according to APA with some consistent errors (not italicizing volume number, etc.)	All citations are properly alphabetized. Citations contain all required elements, and are formatted according to APA with only one or two errors.
	0-4 points	5-8 points	9-10 points
Quality of Writing	Serious problems in style, punctuation, grammar, punctuation. Multiple errors in spelling, grammar, punctuation. Paragraphs lack supporting detail and/or illustration. Organization is difficult to follow. poor use of paragraphs.	Communicates in an effective manner using appropriate style, punctuation, spelling, grammar with minimal errors. Few errors in spelling, grammar, punctuation. Most paragraphs contain supporting detail and/or illustration Minor weaknesses in organization.	Communicates in a highly-effective manner using appropriate style, punctuation, spelling, grammar. Minor to no errors in spelling, grammar, punctuation. Paragraphs contain supporting detail and/or illustration. Pattern of organization makes the work easy to follow.

Assignment 4 Information Literacy Article Review Project (10%)

Select an article of your choice on an information literacy *related to distance education* using either the UMUC Library databases including Google Scholar, or bibliographies from our readings. Article must be a minimum of 4 pages. Prepare a bibliographic reference for the article you read according to APA citation style and a 2-3 page summary and your comments on information literacy. Include a copy of the article you read with your assignment. (If the article is freely-accessible on the web, you may include the URL only.)

Grading Rubric for Assignment 4: Information Literacy Article Review 10% of grade -- Total 100 points

	Unsatisfactory	Pass - Good	Very good - Excellent
	0-8 points	9-11 points	12-15 points
Format	Student selected an article that is not applicable to the topic of copyright	The article reviewed is appropriate, but the review is less than two pages long	The article reviewed is four or more pages in length and appropriate for the assignment and

	and distance education or the article is less than four pages long and the review is less than two pages long		the review is two - three pages long.
	0-10 points	11- 19 points	20-35 points
Analysis	No issues related to distance education are identified or addressed	Does an effective job of identifying and communicating the distance education and copyright policy issues.	Does an excellent job of identifying and analyzing the distance education and copyright issues. Uses reasoning to recognize, develop, defend, and/or analyze arguments presented in the article under review.
	0-10 points	11-19 points	20-35 points
Quality of Writing	<p>Serious problems style, punctuation, grammar, punctuation.</p> <p>Multiple errors in spelling, grammar, punctuation.</p> <p>Paragraphs lack supporting detail and/or illustration.</p> <p>Organization is difficult to follow. poor use of paragraphs.</p>	<p>Communicates in an effective manner using appropriate style, punctuation, spelling, grammar with minimal errors.</p> <p>Few errors in spelling, grammar, punctuation.</p> <p>Most paragraphs contain supporting detail and/or illustration</p> <p>Minor weaknesses in organization.</p>	<p>Communicates in a highly-effective manner using appropriate style, punctuation, spelling, grammar.</p> <p>Minor to no errors in spelling, grammar, punctuation.</p> <p>Paragraphs contain supporting detail and/or illustration.</p> <p>Pattern of organization makes the work easy to follow.</p>
	0-8 points	9-11 points	12-15 points
Reference	Citation to the article is incomplete, missing important elements such as article or journal title, date, page numbers, etc. OR are not formatted according to APA style.	Citation to the article is formatted according to APA with only minimal errors (e.g. not italicizing volume number, etc.)	Citation to the article is done in proper ALA format.

Assignment 5 Information Literacy Learning Module Project (25%)

This is your chance to think like a librarian! Develop a learning module aimed at faculty or students concerning some aspect of information literacy along with supporting documentation.

Your topic should relate to the ACRL Information Literacy Competency Standards for Higher Education at

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

Use PowerPoint OR YouTube video presentation OR a tutorial using another appropriate Web 2.0 tool to create an online presentation concerning *some aspect of information literacy*. You will support your tutorial with documentation describing the aims of the module and analyzing tutorials on the same and/or similar topic. (See more information below).

The audience can be either faculty or students. (See below for suggested topic areas.) Feel free to discuss your ideas with your instructor ahead of time.

If using a Power Point, the slide presentation should consist of between 10-20 slides. If producing a YouTube video, the video presentation should run between 5-10 minutes. If using another Web 2.0 online presentation tool, consult with your instructor about the appropriate length.

(Note: If your file size is larger than WebTycho can handle, you will want to seek out a place to host your file such as SlideShare, YouTube, or Box.net, to host your file. Be sure to include the information about the location of your file when you submit your assignment.)

Think of the written documentation as a sort of "business plan" or "learning project charter" for your tutorial. Why will this tutorial prove useful? What problems will this tutorial address? Who is the intended audience? What are the learning objectives of your tutorial? Your written documentation for the project should provide the following:

Written portion of the Information Literacy Learning Module assignment:

Introduction and overview (i.e. the "business plan") *for the learning module you propose to create:* Describe the learning module and its application to distance education; Review how the module provides a contribution to the teaching and learning for either students, faculty and/or staff involved in distance education. (You may include citations to articles on the relevance of your topic.) This section should be around 1-2 pages in length.

Analysis of examples of learning modules on similar information literacy topics: Provide a list of examples of learning modules on similar topics and analyze and critique the existing modules. A minimum of 2 examples are needed. This section should be around 1 page in length.

Format: Use APA format for the written portion of this assignment .

The Learning Module itself:

The learning module: Develop a PowerPoint presentation or YouTube Video or other kind of online presentation using a Web 2.0 tool.

Suggested Topics: (Note: Choose a topic that can be handled with a *brief* tutorial. Feel free to consult with me about your topic ahead of time. Note: Be sure that you understand your topic well enough to provide information about the topic in your own words. Your topic should relate to information literacy concepts covered by the ACRL Information Literacy Competency Standards for Higher Education at <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm> Think like a librarian!):

-- Web2.0: Potential audience: Faculty. How can/are distance educators use various Web 2.0 tools such as MySpace, YouTube, Flickr, etc. to provide resources and/or services to their students, faculty, and/or staff? How can faculty utilize these types of tools to provide their students with understanding of an information literacy competency? Example: Tools might be used to allow students to discover and share quality resources to support the course content.

-- Provide a presentation on a plan to deliver a new "digital" or "virtual" library service, resource or instructional technique to apply to information literacy in an online learning setting. Potential audience: Faculty or librarians who might be implementing and/or approving your plan.

-- Plagiarism, - Potential audience: Students. Develop a learning module to teach students how to understand the concept of plagiarism and avoid plagiarism. Potential audience: Faculty. Explain methods that faculty can use to spot plagiarism. (Remember to keep your topic focused so you can cover your topic in your brief tutorial.)

--Copyright, Fair Use - Potential audience: Faculty. Review the issues raised by intellectual property rights and the recent Digital Millennium Copyright Act and how that effects the use of resources for course support.

-- Creative Commons licensing, Open Access, OER: Faculty. Review issues raised by use of "copyleft" or open access resources in the distance learning environment.

-- Using library or internet resources – Potential audience: Faculty. Describe how faculty can incorporate specific library resources into their distance learning assignments in help students to achieve an information literacy competency.

Grading Rubric for Assignment 5: Information Literacy Learning Module Project

20% of grade -- Total 100 points

Final Project	Unsatisfactory	Pass - Good	Very good - Excellent
	0-5 points	6-10 points	11-15 points
Introduction & overview to the learning module	Topic selected does not support or impact an	Learning module topic selected does support learning of an	Demonstrates how the learning application or service has the potential

	information literacy concept and is not well described.	information literacy concept for distance learners, but it is not described well enough to fully cover the topic.	to impact audience understanding of information literacy concepts and how it relates to digital distance education.
	0-8 points	9-17 points	18-20 points
Supporting written material	Rationale for the learning module is unclear Written material is not presented in APA format.	Rationale for the learning module is clear. Written material is in APA format with minimum errors.	Excellent rationale for the learning module. Written material is in APA format with very minor or no errors
	0-8 points	9-17 points	18-20 points
Analysis of examples of learning modules on similar topics	The examples of learning modules are inappropriate or only loosely connected to the topic. Does not give an overview of the topic or the problem the learning module is designed to teach;	Presents an overview of the topic & describes the application for the reader. 2 examples of learning modules on similar topics are provided	Presents well-reasoned critiques of the examples of learning modules on similar topics. 2 examples are provided.
	0-15points	16-24 points	25-35 points
Learning Module (Tutorial)	Does not include a learning module or the learning module is does not cover the topic well or the length is insufficient to cover the aims of the Learning Module. Material presented is disorganized. If the work of others is incorporated, the work is not appropriately credited.	Presentation addresses main points of topic with minimal errors in an effective manner. If work of others is incorporated into the Learning Module, that work is appropriately credited. Length is sufficient to cover the aims of the Learning Module.	Shows evidence of excellent understanding the topic selected . The presentation is done in a highly creative and engaging manner. If work of others is incorporated into the Learning Module, that work is appropriately credited. Applies information from the resources found in the literature review and the critique of examples of learning modules on similar topics to the

			development of the learning module Learning Module is an appropriate length.
10%	0-4 points	5-8 points	9-10 points
Overall Quality of Writing	Serious problems in style, punctuation, grammar, punctuation. Multiple errors in spelling, grammar, punctuation. Paragraphs lack supporting detail and/or illustration. Organization is difficult to follow. poor use of paragraphs.	Communicates in an effective manner using appropriate style, punctuation, spelling, grammar with minimal errors. Few errors in spelling, grammar, punctuation. Most paragraphs contain supporting detail and/or illustration Minor weaknesses in organization.	Communicates in a highly-effective manner using appropriate style, punctuation, spelling, grammar. Minor to no errors in spelling, grammar, punctuation. Paragraphs contain supporting detail and/or illustration. Pattern of organization makes the work easy to follow.

Additional Information

TECHNICAL ASSISTANCE AND WEBTYCHO SUPPORT

Understanding and navigating through WebTycho is critical to successfully completing this course. All students are encouraged to complete UMUC's Orientation to Distance Education and WebTycho Tour at http://www.umuc.edu/distance/de_orien.

UMUC 360 Support is accessible directly in the WebTycho classroom. Technical support is available 24 hours a day, 7 days a week, 365 days a year via self-help, phone, and chat at <http://support.umuc.edu> or toll-free 888-360-UMUC (8682), or 301-985-6710.

LIBRARY SUPPORT

Extensive library resources and services are available online, 24 hours a day, seven days a week at <http://www.umuc.edu/library>. Information and Library Services provides research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its Ask a Librarian service (<http://www.umuc.edu/library/help/ask.shtml>), which includes 24/7

chat and e-mail. The Search by Subject area of the library's Web site (<http://www.umuc.edu/library/subjects.shtml>) provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance. A guide to using UMUC's library databases is available at <http://www.umuc.edu/library/tutorials/research/mod6.shtml>.

Academic Policies

Graduate School of Management and Technology's Academic Policies (GSMT)

GRADING GUIDELINES

According to the Graduate School of Management and Technology's grading policy, the following marks are used:

A (90-100) = Excellent
B (80-89) = Good
C (70-79) = Below standards
F (69 or below) = Failure
FN = Failure for nonattendance
G = Grade pending
P = Passing
S = Satisfactory
U = Unsatisfactory
I = Incomplete
AU = Audit
W = Withdrew

The grade of "B" represents the benchmark for the Graduate School of Management and Technology. It indicates that the student has demonstrated competency in the subject matter of the course, e.g., has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, well-reasoned, well-organized, and grammatically correct responses, whether written or oral.

Only students who fully meet this standard and, in addition, demonstrate exceptional comprehension and application of the course subject matter earn a grade of "A."

Students who do not meet the benchmark standard of competency fall within the "C" range or lower. They, in effect, have not met graduate level standards. Where this failure is substantial, they can earn an "F." The "FN" grade means a failure in the course because the student has ceased to attend and participate in course assignments and activities but has not officially withdrawn.

ACADEMIC STANDARDS

Graduate students are expected to maintain a 3.0 or higher grade point average (GPA) at all times, with no grade of F. An assessment of academic standing is made of each student at the end of every semester. Each student's GPA is computed for all UMUC

graduate-level graded coursework to make a determination of academic standing as described in the policy below.

[UMUC policy on academic levels of progress](#)

WITHDRAWAL

Students who officially withdraw from a course receive a mark of W (Withdrawal). The grade of W will appear on the official transcript but will not be used in calculating the grade point average (GPA). Students must follow the withdrawal procedures as outlined in the catalog, schedule of classes, or Web site. Graduate students must officially withdraw at least two weeks (14 calendar days) before the final class. Students who do not officially withdraw by the deadline receive the grade earned for the course.

WRITING STANDARDS

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. The Graduate School of Management and Technology recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 6th Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free.

POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM

[UMUC policy on academic dishonesty and plagiarism](#)

Tutorial:

UMUC offers the [VAIL Tutor](#), a tutorial covering academic integrity and strategies to help students avoid academic dishonesty and plagiarism.

Turnitin.com:

The University has a license agreement with [Turnitin.com](#), a service that helps prevent plagiarism from internet resources. Your instructor may be using this service in this class by either requiring students to submit their papers electronically to Turnitin.com or by submitting questionable text on behalf of a student. If you or your instructor submit part or all of your paper, it will be stored by Turnitin.com in their database throughout the term of the University's contract with Turnitin.com. If you object to this temporary storage of your paper, you must let your instructor know no later than two weeks after the start of this class. Please Note: If you object to the storage of your paper on Turnitin.com, your instructor may utilize other services to check your work for plagiarism.

COURSE EVALUATION FORM

UMUC values its students' feedback. You will be asked to complete a mandatory online evaluation toward the end of the semester. The primary purpose of this evaluation is to assess the effectiveness of classroom instruction. UMUC requires all students to complete this evaluation. Your individual responses are kept confidential.

The evaluation notice will appear on your class screen about 21 days before the end of the semester. You will have approximately one week to complete the evaluation. If, within this 21-day period, you do not open the file and either respond to the questions or click on "no response," you will be "locked out" of the

class until you do complete the evaluation. This means that you will not be able to enter the classroom. Once you have completed the evaluation, you will regain access to the classroom. If you have any problem getting back in your classroom, you should immediately contact [UMUC 360 support](#) by phone toll-free, 888-360-UMUC (8682), or 301-985-6710 or via [chat](#).

The Graduate School of Management and Technology takes students' evaluations seriously, and in order to provide the best learning experience possible, information provided is used to make continuous improvements to every class. Please take full advantage of this opportunity to provide constructive recommendations and comments about potential areas of improvement.

STUDENTS WITH DISABILITIES

Students with disabilities who want to request and register for services should contact UMUC's technical director for veteran and disabled student services at least four to six weeks in advance of registration each semester. Please email disabilityservices@umuc.edu or call 240-684-2287 or 240-684-2277 (TTY).

Course Schedule

Week/Dates for DETT611	Topics for the Week	Readings:	Assignment Due Dates
SUMMER 2011 May 31 - August 20 OL1 51296 Section 9040		No textbook for this course. We'll be using readings and media from the Web and the UMUC Library. See Course Content for complete readings, websites, etc each week	Our week runs from Tuesday to Tuesday for Conference participation. Check Assignment dues dates with some adjustments for holidays, end of the term, etc.
Week 1 Starts May 31	Module 1: Copyright Basics and Fair Use: The Impact of the Internet on Scholarship and Teaching and Learning	See Course Content	Class participation throughout the semester: Check CONFERENCES for weekly topics - due Tuesdays each week - Midnight wherever you are. (Conference participation total 15% of your grade)
Week 2 Starts June 7	Module 1: Copyright Basics and Fair Use: Copyright Basics	See Course Content	Assignment 1: (10%) Copyright Articles Review Project Due June 14 midnight wherever you are
Week 3 Starts June 14	Module 1: Copyright Basics and Fair	See Course Content	

	Use: The Concept of Fair Use		
Week 4 Starts June 21	Module 1: Copyright Basics and Fair Use: The Digital Millennium Copyright Act ; TEACH Act and Their Impact on Online Education	See Course Content	Reminder that participation in the CONFERENCES count 15% toward your final grade. (Consider getting an early start on Week 5 assignment)
Week 5 Starts June 28	Module 1: Copyright Basics and Fair Use: Copyright and ownership of instructional materials.	See Course Content	
Week 6 Starts July 5	Module 1: Copyright Basics and Fair Use: Digital Rights Management. Module 1: Copyright Basics and Fair Use: Electronic Reserves; Interlibrary Loan; Copyright Education Programs	See Course Content	Assignment 2: (20%) Ownership Policy Critique Due July 8 by midnight wherever you are.
Week 7 Starts July 12	Module 2 Some Alternatives, Opportunities, and Challenges: Creative Commons; Open Access Movement, SPARC; Institutional Repositories	See Course Content	Assignment 3: (20%) The Case Study Assignment on using copyrighted materials. Due July 19 by midnight wherever you are located
Week 8 Starts July 19	Module 2 Open Educational Resources Module 2 Some Alternatives, Opportunities, and Challenges: Information for Authors	See Course Content	
Week 9 Starts July 26	Module 3: Information literacy and the role of libraries: What is Information Literacy?	See Course Content	Assignment 4 (10%) Article Review - Info Lit Due August 2
Week 10 Starts August 2	Module 3: Information literacy and the role of libraries: Role of librarians; Exploration of library tutorials; Some information on design of tutorials	See Course Content	
Week 11 Starts August 9	Module 3: Information literacy and the role of libraries: More Exploration of library tutorials; Use of Web2.0 tools in libraries, the 3D Web	See Course Content	Note: Plan ahead. Assignment 5 will be due August 18
Week 12 Starts August	Module 3: Information literacy and the role of libraries: Assessment, Accreditation. What librarians can	See Course Content	Assignment 5 Learning Module (25%) project due August 18 – by midnight wherever you are located

16 Last official day of class is AUGUST 20 Summer 2011	do for you. DETT 611 Library and Intellectual Property Issues in Distance Education & E-learning (3) OL1 51296 Section 9040 05/31/11 - 08/20/11		
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