Why Information Literacy is Essential for Art Historians

The art historian’s role is to interpret and then communicate the meaning of visual culture.

• The current state of the field is very interdisciplinary as we often study the social, political, religious, and economic background that informs the context of both the making and the reception of an object.

• It is essential that art historians possess advanced information literacy competencies in order to conduct research within a wide range of disciplines.

• Art historian’s need to have proficiencies in areas related to information literacy such as computer, media, technology, and visual literacy.

Problems to Address through Information Literacy

• Students often do not engage in reflexive thinking, or metacognition;

• They lack problem solving and reasoning skills

• They often fail to recognize causal relationships among, and interrelationships between historical events.

• These are learning issues that go beyond the content of a course and suggest that there should not only be outcome goals but also process goals.

Information Literacy Goals for ARHS 494a: Great International Expositions of the Nineteenth and Early Twentieth Centuries

• The objective was to design a learning experience that reinforces information literacy competencies already attained by third and fourth year students and then build upon those foundations to ensure that they are equipped with advanced level competencies for their capstone course and beyond.

• It is imperative that students understand the ethical and legal use of primary and secondary sources.

• Plagiarism and copyright issues relating to appropriation of texts and imagery are especially important to students training in the arts in the twenty-first century.

Student Learning Outcomes Relating to Information Literacy Integrated into the ARHS 494a Syllabus

Students who successfully complete this course will:

• determine their information needs, access that information, evaluate it critically, and synthesize it in an ethical and legal manner in order to construct new knowledge which they will communicate both verbally and in written form.

• become more self-reflexive and conscious of themselves as learners with the goal of becoming more self-directed
Information Literacy Project Overview for 494a

- Pre-RRSA (Research Readiness Self-Assessment)
- Research Tools I Have Known (eCampus student blog)
- Treasure Hunt
- Evaluating websites (CRAAP test)
- Find citations for reviews of five different books
- Write a review of literature reviews
- Peer discussion of the reviews
- How to read a non-fiction book
- Quick answer cards/copyright section
- Copyright issues
- Determine primary and secondary sources
- Search Grove Dictionary on art for concept maps
- Generate keywords from online search catalogues
- Make a concept map
- Primary source documents in online databases
- Multi-disciplinary exercise
- Post-RRSA (Research Readiness Self-Assessment)

Copyright

Sept. 29 In class:
Copyright discussion and Quick answer cards
We will discuss the 5 sources each of you has found. How might they be legally and ethically used in the project and paper?

Is it legal to send anything you can print out or download from the web to your grandmother?

Is it legal to post anything you can print out or download from the web to your own public website?

You bought a great video at the Metropolitan Art Museum gift shop. Is it legal to copy and send duplicates to all your friends?

Some of the books in Google Books are available full-text. Is this because they are not very popular and no one cares about their intellectual property value?

Sept. 29 Out of class:
Create a concept map of your chosen research topic. It should be well developed, showing the context (broader subjects), details, and related areas. Find the best article on your topic available in Grove Art Online then copy and paste this into a Word document. Highlight words that might benefit your concept map and add these terms to your map. Use the Library of Congress Subject Authorities, the Art Abstracts Subject Index, and Getty's Art & Architecture Thesaurus to match each keyword with an authorized term. Using the concept map of your topic, identify as many keywords and potential search terms as possible. Add these terms to your map. Turn in your complete concept map and chart on October 6th.
**Syllabus (excerpts)**

**Sept. 1**
- Out of class:
  - Campus Discussion Board: post every sort of research tool you can think of to the Research Tools I Have Known blog, describing what it does, how it can be used, and where to access it. Expand on or correct your colleagues’ postings based on your own experiences. Everyone must contribute at least two posts each with one tool or resource. It is also helpful to post responses. This list will form the basis of our Treasure Hunt on Sept. 8th.

**Sept. 8 - Meet in Evansdale Library**
- In class:
  - Treasure Hunt -- divide into pairs, in 20 minutes find as many resources as you can on the 1855 Paris Exposition. E-mail the brief record or URL and opening paragraphs of each resource to Evansdale_Reference@mail.wvu.edu with Team [#] in the subject line. No brief record? Copy and paste the first page of the resource into a Word document and attach to an e-mail. Results will be printed out, discussed, and counted to determine the winning team. Winners get a sweet prize!

**Sept. 15 - Meet in Evansdale Library**
- In class:
  - Review Project: Book reviews and writing literature reviews
    - Part One:
      - Do a search for reviews of the five books on the handout. Be sure to record what searches worked best, what keywords, limits, databases, other information that might be handy to know for future searches. Write one sentence on why you think you are doing this assignment. Find at least 25 citations to earn all points; any above this is extra credit.
  - Review Project: Book reviews and writing literature reviews
    - Part Two:
      - Students will be divided into groups and assigned a book. Each member will read all of the reviews about it and write a short report on each review noting any bias, the pros and cons of each article and determine which is best and highlight why. There are guidelines and a rubric in the Review Assignment file in eCampus so that you have some things to think about when making your reviews. What information makes for a good review (not necessarily that the book being reviewed is good but the review itself). Explain how you see using reviews in your research process. Be ready for discussion next class.

**Sept. 22 - Meet in Blaney Seminar Room, CAC**
- Out of class:
  - Read the Copyright readings (3) found in eCampus and be ready to discuss: Why do copyright laws exist? How does copyright violation differ from plagiarism?
  - Submit your answers to the two following questions to Beth by 6:00 p.m. Sunday night September 27th:
    - Name a situation where copyright laws are of benefit to your work.
    - Name a situation where copyright laws are an impediment to your work.

**Sept. 29 – Meet in Blaney**
- In class:
  - Copyright discussion and Quick answer cards
    - We will discuss the 5 sources each of you has found. How might they be legally and ethically used in the project and paper?
  - Out of class:
    - Create a concept map of your chosen research topic. It should be well developed, showing the context (broader subjects) details, and related areas. Find the best article on your topic available in Grove Art Online then copy and paste this into a Word document. Highlight words that might benefit your concept map and add these terms to your map. Use the Library of Congress Subject Authorities, the Art Abstracts Subject Index, and Getty’s Art & Architecture Thesaurus to match each keyword with an authorized term. Using the concept map of your topic, identify as many keywords and potential search terms as possible. Add these terms to your map. Turn in your complete concept map and chart on October 6th.
Beth secured permission from Central Michigan University, a leader in the field, to administer their Research Readiness Self-Assessment. This was given the first class meeting as a pre-test and again on the final day as a post-test.

- The RRSA measures student Self Perceptions in three categories:
  - Research and Library Experience
  - Browsing the Internet
  - Perceived Research Skills

- It also has a component that Measures Skills in:
  - Obtaining Information
  - Evaluating Information
  - Understanding Plagiarism

### Student Top Five Ratings of Information Literacy Projects
1. Multi-disciplinary exercise generating keyword lists for non-art databases
2. Finding citation for reviews of books
3. Making a concept map
4. eCampus discussion postings on Research Tools I Have Known
5. Writing a review of literature reviews

### Benefits of Integrating Information Literacy into Courses
- Librarian's and Professor's Perspective
  - Extensive advanced planning and collaboration
  - Shared work through Google Docs
  - Planning took place over summer
  - Library instruction integrated with subject content
  - Embedded in student learning outcomes
  - Class time allotted to achieve information literacy goals
  - Students developed good working relationship with librarian
  - Long-term benefit-LibGuide added to general resources for art history research

We developed an instrument to determine student perception of the various information literacy projects. These projects were keyed to attain the student learning outcomes. Besides the results listed below we also determined which resources were used on the LibGuide and administered a qualitative instrument.

### Research and Results

#### RRSA Pre- and Post-Comparison

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; library experience</td>
<td>21.5</td>
<td>27.2</td>
</tr>
<tr>
<td>Browsing the Internet</td>
<td>28.8</td>
<td>21.5</td>
</tr>
<tr>
<td>Perceived research skills</td>
<td>21.5</td>
<td>24.9</td>
</tr>
<tr>
<td>Obtaining information</td>
<td>8.3</td>
<td>7.5</td>
</tr>
<tr>
<td>Evaluating information</td>
<td>12.1</td>
<td>12.5</td>
</tr>
<tr>
<td>Understanding plagiarism</td>
<td>31.5</td>
<td>28.8</td>
</tr>
</tbody>
</table>

#### Self-Assessment as Learner/Researcher

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly Agree or Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thought analytically about my weaknesses as a researcher before this class</td>
<td>75</td>
</tr>
<tr>
<td>My ability to determine if I am plagiarizing has not improved since taking this class</td>
<td>75</td>
</tr>
<tr>
<td>My ability to evaluate information critically has not changed since taking this class</td>
<td>75</td>
</tr>
<tr>
<td>My ability to find the information I need has not changed since taking this class</td>
<td>75</td>
</tr>
<tr>
<td>Taking this class has not changed my ability to access information I need</td>
<td>75</td>
</tr>
</tbody>
</table>

#### Student Top Five Ratings of Information Literacy Projects

1. Multi-disciplinary exercise generating keyword lists for non-art databases
2. Finding citation for reviews of books
3. Making a concept map
4. eCampus discussion postings on Research Tools I Have Known
5. Writing a review of literature reviews
ARHS 494A: Great Expositions
Concept Map Assignment
Due: October 6, 2009

Part One:
You will create a concept map of your chosen topic. Please read the handout “Introduction to Concept Maps” provided on ecampus. Following the guidelines and suggestions in the handout generate the terms, keywords, ideas, thumbnail images, sketches, maps, key works, and anything else that helps you to determine what is important about your topic and what you may want to include in your paper. Determine which concept map format works best for your topic and how you want to discuss or examine it. Make a physical map. To begin the sticky note method works particularly well but you may use any method you choose. You may also move from sketches or sticky notes to using a computer or whatever method you chose for handing in your final map. I do not care how “fancy” your presentation is as long as it’s neat and legible and the format you’ve chosen makes sense for your thesis topic. I am concerned with how many new and original ideas you have and what types of connections you are making between them and how you connect them to the expositions and themes that have arisen from them that we are discussing. Your map should be well-developed, showing the context (broader subjects), details, and related areas.

Part Two:
This is an opportunity to further refine your research for your concept map and research paper. Find the best article or articles for background information on your topic available on Grove Art Online. Copy and paste these articles into a word document. Highlight the words in the article that might benefit your concept map. Use the Library of Congress Subject Authorities, the Art Abstracts Subjects Index, Getty’s Art & Architecture thesaurus to match each keyword up with an authorized term. Add these terms along with the original term to your word document. Add the highlighted terms and authorized terms to your concept map.

Part Three:
Turn in your concept map and the word doc you made.
Introduction to Concept Maps

Definition:
Concept maps offer a method to represent information visually. There are a variety of such maps.

Purpose:
Concept maps harness the power of our vision to understand complex information "at-a-glance." The primary function of the brain is to interpret incoming information to make meaning. It is easier for the brain to make meaning when information is presented in visual formats. This is why a picture is worth a thousand words. It is essential to your studies and career that you can handle complex information; concept maps offer one method to do this.

To be a successful learner at university, you need to develop learning strategies that promote meaningful or 'deep' learning. If you use a "deep" approach to learning you are looking for the underlying meanings and connections and are personally involved in the learning task. You are not merely using learning to achieve a short term goal such as memorizing enough information to pass an exam.

It is essential to your studies and career that you can handle large amounts of complex information and concept maps offer one method to do this.

What is Concept Mapping?
Concept mapping is a technique that allows you to understand the relationships between ideas by creating a visual map of the connections. Concept maps allow you to:

1. see the connections between ideas you already have (which can be helpful in studying for an exam);
2. connect new ideas to knowledge that you already have (which can help you organize ideas as you find them in researching for an essay or research paper)
3. organize ideas in a logical but not rigid structure that allows future information or viewpoints to be included (which can help you absorb and adapt to new information and ideas).

Practical applications in your courses:

* Handy way to take notes during lecture.
* Excellent aids to group brainstorming.
* Planning your studies and career.
* Providing graphics for your presentations and term papers
* A way to outline your term papers and presentations.
* Refine your creative and critical thinking.
Constructing a Concept Map

Brainstorming Phase: From your memory, (which you can jog by going through your notes and related course material) identify facts, keywords, potential search terms, and ideas that you think are in anyway associated with the topic. Make a list of these items and terms and print them neatly on small Post-It® notes, one per note, in very brief form, i.e. a single word or short phrase. This is a brain-storming process, so write down everything that anybody in your group thinks is important and avoid discussing how important the item is. Don't worry about redundancy, relative importance, or relationships at this point. Your objective here is to generate the largest possible list you can. Before your group completes this step, you may have more than 50 items.

Organizing Phase: Spread out your concepts (Post-It® notes) on a flat surface so that all can be read easily and, together, create groups and sub-groups of related items. Try to group items to emphasize hierarchies. Identify terms that represent those higher categories and add them. Feel free to rearrange items and introduce new items that you omitted initially. Note that some concepts will fall into multiple groupings. This will become important later.

Layout Phase: On a large sheet of paper, try to come up with an arrangement (layout) that best represents your collective understanding of the interrelationships and connections among groupings. Feel free to rearrange things at any time during this phase. Use a consistent hierarchy in which the most important concepts are in the center or at the top depending upon which style of concept chart you choose. Within sub-grouping, place closely related items near to each other. Think in terms of connecting the items in a simple sentence that shows the relationship between them. Do not expect your layout to be like that of other groups. It may be advisable to meet outside of class to work on this assignment and plan for its completion.

Linking Phase: Use lines with arrows to connect and show the relationship between connected items. Write a word or short phrase by each arrow to specify the relationship. Many arrows can originate or terminate on particularly important concepts.

Finalizing the Concept Map: After your group has agreed on an arrangement of items that coveys your understanding, you need to convert the concept map into a permanent form that others can view and discuss. Be creative in a constructive way through the use of colors, fonts, shapes, border thickness, etc. to communicate your group's understanding. Give your concept map a title. If you want to construct your final concept map on a computer, try using PowerPoint. In reviewing your concept map, consider the following attributes:

- Accuracy and Thoroughness. Are the concepts and relationships correct? Are important concepts missing? Are any misconceptions apparent?
- Organization. Was the concept map laid out in a way that higher order relationships are apparent and easy to follow? Does it have a title?
• Appearance. Was the assignment done with care showing attention to details such as spelling and penmanship? Is it neat and orderly or is it chaotic and messy?
• Creativity. Are there unusual elements that aid communication or stimulate interest without being distracting?

Creative Tips for Making Maps
1. Review available visual materials such as photos, sketches, graphs, etc.
2. Focus upon a visual language approach to communication.
3. Consider possible formats for visual structuring.
4. Relax, close your eyes and allow your mind to "free associate".
5. Draw informal, thumbnail sketches of your visual impressions.
6. Experiment with a variety of visual layout formats.
7. Color shapes, arrows or words for emphasis.
8. Imagine a bird's eye overview of the subject matter to be presented.
9. Look with fresh eyes, is the visual presentation attractive?
10. Ask yourself, are these visuals compelling? Do they help convince the viewer that the subject matter is important and inviting?
11. Integrate the visuals with the text. Does it work to the best advantage?
12. Keep a record of the maps you do (Perhaps in your "Visual Notebook").

Four Major Categories of Concept Maps:

There are four major categories of concept maps. These are distinguished by their different format for representing information. Examples of the various types of concept maps are presented on the following pages.

**SPIDER CONCEPT MAP**
The "spider" concept map is organized by placing the central theme or unifying factor in the center of the map. Outwardly radiating sub-themes surround the center of the map.

**HIERARCHY CONCEPT MAP**
The hierarchy concept map presents information in a descending order of importance. The most important information is placed on the top. Distinguishing factors determine the placement of the information.
FLOWCHART CONCEPT MAP
The flowchart concept map organizes information in a linear format.

SYSTEMS CONCEPT MAP
The systems concept map organizes information in a format which is similar to a flowchart with the addition of 'INPUTS' and 'OUTPUTS'.

Special Concept Maps include the following format types:

PICTURE LANDSCAPE CONCEPT MAP
These maps present information in a landscape format.

MULTIDIMENSIONAL / 3-D CONCEPT MAP
These describe the flow or state of information or resources which are too complicated for a simple two-dimensional map.

MANDALA / MANDALA CONCEPT MAP
Information is presented within a format of interlocking geometric shapes. A "telescoping" factor creates compelling visual effects which focus the attention and thought processes of the viewer.

http://classes.aces.uiuc.edu/ACES100/ (Go to this website to see the above thumbnails in a larger format; some have been included below.)
Spider Concept Maps

CONCEPT MAP OF CONCEPT MAPPING

Adapted from K. S. Taber (1994) Physics Education 29(5) 276-281
Hierarchy Concept Maps

Concept Map Showing Key Concepts in Concept Mapping

Flowchart-Algorithm Concept Maps

Systems Concept Maps
Expanding Markets for Illinois Agricultural Products within the Global Food System

Breeding & nutrition requirements

Develop Production technology

Conduct Market Research

Technology Transfer

Alternative for organizing farmers

Producing for foreign demand

Processing for foreign demand

Processing and pkging requirements

Distribute Agricultural Products

Consumers in Different Countries

Product specifications

Analyze commodity trade

Foreign Regulations

Multidisciplinary Research Teams (Maize, Soybeans, & Swine) investigating market opportunities within the Global Food System

Dr. Susan Ransom, UIC
Landscape Map

For those of you interested in some scholarly reading about “Concept Mapping: A Tool for Both Sensing and Intuitive Learning Styles” see:
http://www.ttuhsc.edu/SOM/Success/documents/Concept%20Mapping%20for%20Types.pdf

For an EXCELLENT resource on concept/mind mapping:
http://dmc.umn.edu/activities/mindmap/
## ARHS 494A: Great Expositions
### Concept Map Rubric

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>structure</strong></td>
<td>non-linear structure that provides a very complete picture of your ideas</td>
<td>non-linear structure that provides a complete picture of your ideas</td>
<td>non-linear structure that provides a picture of your ideas</td>
<td>non-linear structure that shows some relationships between ideas</td>
<td>inappropriate structure</td>
</tr>
<tr>
<td><strong>relationships</strong></td>
<td>relative importance of ideas is indicated and both simple and complex relationships are very effectively mapped</td>
<td>relative importance of ideas is indicated and relationships are very effectively mapped</td>
<td>importance is evident but not very distinctive; relations are somewhat clear but lacking</td>
<td>no differentiation between ideas; no evidence of meaningful relationships</td>
<td></td>
</tr>
<tr>
<td><strong>exploratory</strong></td>
<td>map shows complex thinking about the meaningful relationships between ideas, themes, and the framework</td>
<td>map shows effective thinking about the meaningful relationships between ideas, themes, and the framework</td>
<td>map shows definite thinking about relationships between ideas, themes, and the framework</td>
<td>map shows some thinking about relationships between ideas, themes, and the framework</td>
<td>thinking process is not clear</td>
</tr>
<tr>
<td><strong>communication</strong></td>
<td>information is presented clearly and allows for a high level of understanding</td>
<td>information is presented clearly and allows for a good level of understanding</td>
<td>information is presented clearly and allows for a basic level of understanding</td>
<td>information is not clear, very difficult to understand</td>
<td></td>
</tr>
<tr>
<td><strong>Concepts: Quantity/Quality of Words and their organization - Completeness</strong></td>
<td>All key words and concepts necessary to promote an overview of the unit are used and well organized to give added meaning.</td>
<td>Most key words and concepts from the units are covered in a meaningful way and are thoughtfully organized.</td>
<td>Many key words and concepts from the unit are covered and are somewhat organized.</td>
<td>Many key words and concepts from the unit are missing. Organization is choppy and confusing.</td>
<td>Most keywords are missing. No discernable sense of organization</td>
</tr>
<tr>
<td><strong>Connecting Arrows Number and quality of</strong></td>
<td>All words accurately connected.</td>
<td>All words accurately connected.</td>
<td>Some words accurately connected.</td>
<td>Very few words accurately connected</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>Level of Detail, Quality of Connections</td>
<td>Linking Words</td>
<td>Accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------</td>
<td>---------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections indicate superior organization/understanding and enhance meaning. Arrows easily connect concepts in an informative manner. Relationships between concepts easily identified using many linking words on arrows which are appropriate and varied.</td>
<td>Connections are clear and logical. They connect concepts to promote clarity and convey meaning. Relationships between concepts clearly identified using some linking words on arrows.</td>
<td>Few linking words used above arrows. Few to no linking words used above arrows.</td>
<td>All links are correct. No errors evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections are somewhat clear and convey some meaning.</td>
<td>Few linking words used above arrows.</td>
<td></td>
<td>All links are correct. Few to no errors evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections aren't clear, they convey little meaning and do not promote clarity.</td>
<td>Few to no linking words used above arrows.</td>
<td></td>
<td>Some misconception s are evident. A few links are incorrect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections aren't observed, there is little clarity.</td>
<td>No linking words used with arrows</td>
<td></td>
<td>Many misconception s are evident. Many links are incorrect indicating poor understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections aren't clear, they convey little meaning and do not promote clarity.</td>
<td></td>
<td></td>
<td>Most links are incorrect. Most links are misconceptions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ARHS 494A: Great Expositions
Book Reviews and Literature Review Project

Part One: Due Sept. 15th (25 points)

Do a search for reviews of selected books on the bulleted list below and see who finds the most. Copy each citation* into a word doc. (See example below of one taken from JSTOR.) Find at least 25 citations to earn all points for Part One; any citations above this are extra credit.

In a second section in your Word doc be sure to record what searches worked best, what keywords, limits, databases, and any other information that might be handy to know for future searches.

In a third section in your Word doc write one sentence on why you think you are doing this assignment and how it might help you with your project.

Each group will be assigned one of these books for part two. You are to print all review articles and order anything you need from ILL for your group review in part two. You need not print out any of the other articles, only those for your assigned book

- *Art and Politics of the Second Empire: The Universal Expositions of 1855 and 1867* by Patricia Mainardi. (5)
- *All the World's a Fair: Visions of Empire at American International Expositions, 1876-1916* by Robert W. Rydell (7)
- Search for Robert W. Rydell
- *The Great Exhibition of 1851: A Nation on Display* by Jeffrey A. Auerbach (5)
- *Contesting Images: Photography and the World's Columbian Exposition* by Julie K. Brown (5)

*Citation Example*

- **Review**: [untitled]
  - **Author(s)**: Rima Drell Reck
  - **Reviewed work(s)**: *Art and Politics of the Second Empire: The Universal Expositions of 1855 and 1867* by Patricia Mainardi
  - **Published by**: American Association of Teachers of French
  - **Stable URL**: http://www.jstor.org/stable/395277
ARHS 494A: Great Expositions
Book Reviews and Literature Review Project

Part Two: Due Sept. 22nd

You will be divided into groups of 2-3. You will be assigned one of the books from part one of this assignment. Each member of the group will read all of the reviews and write up a short report on each noting any bias, pros/cons, which is best and highlight why. What info makes for a good review (not necessarily that the book being reviewed is good but the review itself). How can you see using reviews in your research process. Follow handout guidelines. Bring reviews to class and compare in groups then write a group review of the reviews using google docs so each member contributes. Post finished review to ecampus by 6:00 p.m. Sunday night before class. Everyone print out the reviews, read and bring to class to discuss.

Part Three: Due Oct. 20th
Each student is to choose three articles they have read for their research paper and write an annotated bibliography entry of about three to five sentences similar to the literature review.
Copyright Concept Maps Searching Questions
Primary/Secondary/Tertiary Sources

Copyright Module

Pre-discussion questions:

How does copyright affect you as a researcher?

How does copyright affect you as an artist?

Why do copyright laws exist?

Discussion questions:

Why wouldn’t an author/artist register everything with the Copyright Office? $$ basic electronic filing = $35 each

If you created something today, how long would it be protected? Your life plus 70 years.

How does copyright violation differ from plagiarism?

What is a patent? What does it protect?

A patent for an invention is the grant of a property right to the inventor, issued by the United States Patent and Trademark Office. The right conferred by the patent grant is “the right to exclude others from making, using, offering for sale, or selling” the invention in the United States or “importing” the invention into the United States. What is granted is not the right to make, use, offer for sale, sell or import, but the right to exclude others from making, using, offering for sale, selling or importing the invention. Once a patent is issued, the patentee must enforce the patent without aid of the USPTO.

1) **Utility** patents may be granted to anyone who invents or discovers any new and useful process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof;

2) **Design** patents may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture; and

3) **Plant** patents may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.
Orphan Works – What are they?
Works that are in copyright but whose authors cannot be traced: an uncredited photograph in a magazine, or an unsigned piece of deco jewelry.
Copyright Office search fee (minimum 2 hours) = $165
Fee for an estimate = $115

What is the permissions market? What resources are you aware of for obtaining permission?
Copyright Clearance Center copyright.com
Art Resource Bridgeman Art Library Corbis

Specific examples of fair use with images?
Slides and digital images for course work
Theses and dissertations

Fair use balances intellectual property rights with freedom of expression

4 Factors in Fair Use Doctrine
Purpose and character of the use
Nature of the copyrighted work
Amount and substantiality of the portion used in relation to the copyrighted work as a whole
Effect of the use upon the potential market for or value of the copyrighted work

Primary/Secondary/Tertiary Sources
Identify each source by type in the bibliography or footnotes of one of the 5 sources found. Choose one source you might like to see in its entirety. How would you go about trying to get a copy of this source? Outline the places/ways you would look.