Iteratively Co-designing an Authors’ Rights Session for Undergraduate English Majors

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Today

- How Authors’ Rights and English Majors Intersect
- Theory and Application of Booth’s USER Model
- Activity
- Discussion / Questions
Undergraduate Core

English Major
English 200: Library Skills for Literary Studies

One credit

Curriculum is librarian-developed

Librarian is instructor of record
Course Goals

- Consider the social, political and economic context of information and knowledge production
- Ethically incorporate sources into their work
Session Goals

- Their rights as authors
- Public domain
- Creative Commons licenses
- Fair use

Image: "New OSU students" by Theresa Hogue. CC BY-SA.
Image: “USER Method” by Char Booth.
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USER Method

UNDERSTAND who learners are and what they need.

Image: “lawn” by Theresa Hogue. Used under CC BY-SA.
Confronting Prior Knowledge

- May encounter takedown notices, © symbol, or warnings.
- Sharing culture facilitated by DMCA, but most people don’t know about that.
- Conflate copyright and plagiarism.
- IP info obscured in clickthroughs.

Image: “Photo” by Elena Olivo. CC BY-SA 2.0.
portocallpublishing.com, in the Seattle area somewhere, has an expansive understanding of the Fair Use Doctrine 🤔

To clarify, they did this without ever contacting me. Brought to my attention on Twitter. I just sent them an invoice.

a) rip off an artist’s work,
b) think it’s OK, and
c) assume it won’t be seen.
Zone of Proximal Development / Scaffolding (Vygotsky)

What the learner can’t accomplish right now.

What the learner can accomplish with help (zone of proximal development).

What the learner can accomplish alone (zone of current development).
Recall that copyright has to do with owning music or books.

- Know that copyright is automatic; can restrict use of work.
- Understand what different CC licenses do.
- Identify when a CC license is appropriate.
- Choose and apply a CC license to own work.
- Recall that copyright has to do with owning music or books.
USER Method

**STRUCTURE** the content to meet targets and provide support.

Image: “Structure” by Toshiyuki IMAI. CC BY-SA.
Targets = prior knowledge + course goals

- Explain that copyright is automatic and what it applies to.
- Identify a scenario that is potentially fair use.
- Identify a work in the public domain.
- Identify Creative Commons licensed works.
- Choose a Creative Commons license for your own work.
Differentiated Delivery Techniques

Pre-Reflection

Short lecture

Group discussion of scenarios (first pair/share, depending on time)

Choose appropriate CC license for set of common scenarios (pair/share)

Post-Reflection
Can Graffiti Be Copyrighted?

Some of the most public artists want to keep their work a bit more private.
How a Mural of Michelle Obama Became a Lesson on Exploitation

By BRITT JULIOUS  APRIL 26, 2017

EN 200: Copyright and Intellectual Property for Creators
Essential Copyright Concepts

Copyright
Copyright is part of intellectual property. Copyright gives creators exclusive rights (a limited time) to print, copy, publish, film, or record original works that have been fixed in a tangible form. Putting some works in a tangible form might include publishing a book, drawing a picture, or writing an email. You may need to consider copyright if you’re re-using any works that were published after 1923. You also hold the copyright to your own work, whether or not you’ve registered it.

Public Domain
Public domain refers to works that are not under copyright. Works in the public domain belong to all of us. Most public domain works are older (their copyright has expired), federal government works. Creators can dedicate their works to the public domain by using a CC0 license. Although there are no restrictions on using public domain material, proper citation is still an important academic ethic.

Fair Use
Fair use gives the public the right to use copyrighted materials without permission under certain circumstances. When using a copyrighted work without permission, you’re relying on fair use. When relying on fair use, you must weigh the factors found in section 107 of the copyright statute. Use the checklist at guides.oregonstate.edu/copyright for a detailed breakdown of the four factors.

Creative Commons
Licenses are agreements that may let other people use your copyrighted works in certain ways. Libraries purchase collective licenses to resources. Creative Commons (CC) is an organization that makes it easy for creators to apply licenses to their work allowing people to more freely re-use the content. There are different “flavors” of licenses, which can be combined (BY-NC-SA: provide attribution, SA: share-alike, NC: non-commercial, ND: no deriv). You might look for CC licensed works on Flickr or Google and integrate them into your work. You might also apply a CC license to your own work so other people can build upon and re-use it.

Copyright or Publishing Questions? Michela Will Hooper, Scholarly Communication Librarian, michela.willhooper@oregonstate.edu

Contact info!
USER Method

**ENGAGE** by designing and delivering materials.

Image: “Marine Science Day” from Oregon State University. CC BY-SA.
Intellectual Property

**Patents**
License for inventions

**Trademarks**
Identifies products or services

**Copyright**
Protects creative expression
Complex RL Fair Use Analysis  

Scenario 3

Julia is making a fan site about Chimamanda Ngozi Adichie, author of *Americanah, Purple Hibiscus*, etc. She found this image on the MacArthur Fellows page with the information below. Can she use the image on her site?

"Photo 1" by MacArthur Foundation. Used under CC BY 2.0

https://www.youtube.com/watch?v=QkR4asPMip4
Group Scenario

Julia is making a fan site about Chimamanda Ngozi Adichie, author of *Americanah*, *Purple Hibiscus*, etc. She found this image on the MacArthur Fellows page with the information below. Can she use the image on her site?

“Photo 1” by MacArthur Foundation. Used under CC BY 2.0
Group Scenario

Lee wants to write an article for the student newspaper critiquing the portrayal of race and jazz in the new feature film *La La Land*. He wants to borrow a few lines of script and one or two stills that illustrate his point. He’s pretty sure the copyright holders won’t appreciate his analysis. Does he need permission from them? Why or why not?
Creative Commons Scenarios (Pair & Share)

Derek created a gender-inclusive bathroom icon he wants to share with everyone. He doesn’t really care about attribution because his main motive is making sure there’s a high quality icon available. Attribution also doesn’t seem to make sense in the context of people re-using the icon on signs. Is there an option from Creative Commons that doesn’t ask for attribution?
USER Method

**REFLECT** on the delivery before revising and reusing.

Image: “Discussion” by MichaelEClarke. CC BY-NC.
Assessment
Pre/post-assessment

1. How does today’s copyright environment affect you as a creator when you want to reuse someone else’s work?

2. How does today’s copyright environment affect you as a copyright holder when other people want to use your work?
Co-reflection

- More Creative Commons
- Focused scenarios on examples reflecting course or assignment or daily life
- Simplified
- Small practical matters--can students hear each other?
Activity: Think pair share

With your neighbor, brainstorm a scenario that helps a group of learners you work with grasp an aspect of copyright (what can be copyrighted, fair use, public domain, licenses, etc.). Things to consider…

- Who are your learners?
- What is a central challenge (related to copyright) that your learners face?
- Does your scenario take into account learners’ prior knowledge so it challenging but not frustrating (ZPD)?
Discussion and questions

1. How might/do you assess the extent to which your undergraduates need and receive education on copyright and authors’ rights?
2. How do you incorporate reflection or co-reflection into your process?
3. This class has provided a lab for us; what lab or sandbox do you have?
4. How do we communicate foundational knowledge about copyright to creators and authors across campus?


