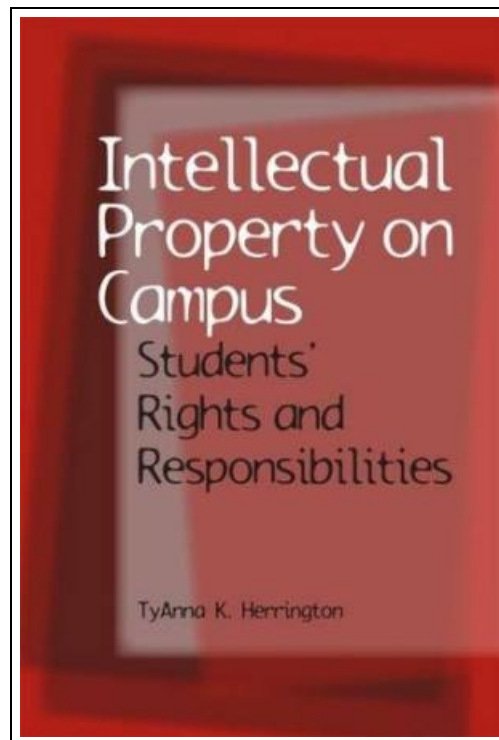


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Reviews

Great electronic book and valuable one. It really is simplistic but surprises within the fifty percent from the book. Its been printed in an extremely simple way in fact it is merely right after i finished reading this publication by which in fact modified me, change the way i really believe.

(Dr. Bethany Lindgren)

INTELLECTUAL PROPERTY ON CAMPUS: STUDENTS RIGHTS AND RESPONSIBILITIES (PAPERBACK)



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Southern Illinois University Press, United States, 2010. Paperback. Condition: New. Language: English . Brand New Book. What issues arise when students uses of intellectual materials are legally challenged, and how does the academic context affect them? What happens when users of intellectual property, either within or outside the academic structure, violate students rights to their intellectual products? In *Intellectual Property on Campus*, TyAnna K. Herrington addresses these concerns and more, clearing up the confusion often surrounding intellectual property law and its application in an academic setting. Filled with practical information and simple yet thorough explanations, this enlightening volume provides educators and students with a solid basis for understanding the broader impacts of legal and ethical dilemmas involving intellectual materials. Herrington provides insight for students into how complex concepts such as patent, trademark, copyright, fair use, and plagiarism affect their work. She outlines the potential effects of the choices students make, as well as the benefits and limitations of legal protection for intellectual property, including the thorny issues of authorship and authority under the 1976 Copyright Act. Herrington also explores the topic of student collaboration now very common on college campuses and how it affects intellectual property issues and legal relationships, as well as the impact of new technologies, such as blogs, on student work in educational environments. *Intellectual Property on Campus* also provides useful information for administrators and educators. In particular, Herrington investigates the possible ramifications of their pedagogical and policy choices, and examines in depth the responsibility of instructors to treat students intellectual property legally, ethically, and conscientiously. Cautioning educators about the limitations on their control over intellectual materials in an academic setting, Herrington encourages teachers to minimize their influence over student works, instead giving pupils more freedom to control their own creations. The volume also investigates the rights,...



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