Your Full Name

Professor Terry B. Ewell

MUSC 355

Date

**Journal 1**

**A. This week I studied this number of hours for the course:**

1\_\_\_, 2\_\_\_, 3 \_\_\_ , 4 \_\_, 5 \_\_\_, 6 or more \_\_\_\_

**B. The software I installed was:**

* Example: MS Word
* Other
* Other

**C. My plan for backup access to a computer (Rule of 2) and completing the assignments is (personal language allowed):**

**D. I have viewed this lecture video: \_\_\_\_ (Yes or No)**

**LECTURE: “Citations in Journals and Papers”** [**player**](https://terryewell.com/theory/Citations/Citations.html) **|** [**mp4**](https://terryewell.com/theory/Citations/Citations.mp4) **|** [**wmv**](https://terryewell.com/theory/Citations/Citations.wmv) **|** [**transcript**](https://terryewell.com/theory/Citations/Citations_Transcript.html)

**E. Using academic and non-personal language provide short summaries of Moser: Preface and Chapters 1-2. Double space. Include the citation if you are using an AI summarizing program.**

Example of the Moser citation:

Chapter 1 of the Moser book provided background information on copyrights…..(Moser, 2006).

**F. Complete your answers here using academic, non-personal writing. Single space OK here for notes.**

**Video Title: “Citizen 3.0: Copyright, Creativity and Contemporary Culture”**

**Link:**

[**https://search-alexanderstreet-com.proxy-tu.researchport.umd.edu/view/work/bibliographic\_entity%7Cvideo\_work%7C2875132**](https://search-alexanderstreet-com.proxy-tu.researchport.umd.edu/view/work/bibliographic_entity%7Cvideo_work%7C2875132)

**Information: Directed by Jason Morfoot, fl. 2004-2014 and Leigh Morfoot, fl. 2004-2014 (Kinobserver, 2008), 2 hours 9 mins**

(Opening) Define copyright:

What are the different ways that copyrights are defined?

Does copyrighted material need to be in a fixed form?

Can a copyright exist without the © symbol?

Is an art creation by a second-grade student covered by copyright?

Is copyright the right to make copies?

(6:00-12:00) Are artists motivated just by money?

 Do financial awards for copyright go just to the creators?

 (8:30) “DJ Spooky,” Paul D. Miller, was a guest speaker at Towson University for the College of Fine Arts and Communication COFAC in 2016 or 2017. He appears several times in this video.

How is copyright an incentive mechanism for artists?

Do artists have to apply for a copyright before they make their creations?

(12:00—15:00) How does having a copyright secure finance for creators?

Does copyright promote artistic expression by allowing financial awards?

(18:25) Was copyright a significant part of the founding of the USA? Why?

Does copyright promote the broad dissemination of knowledge and culture to the public?

Is copyright needed to promote an educated citizenry?

(26:30; 30:00) Why can’t we allow copyrights to last forever? Why is this important for creativity?

When a work is in the Public Domain does that mean a work is freely available for all to use?

Is the Public Domain a storehouse of publicly available materials?

(28:00) Persian Rugs. Why are the spaces important for this copyright case?

Is it possible for a copyright to be about what is not in a work, but rather what the author subtracted from a Public Domain work?

(32:00) Is copying for personal use, such as recording a television broadcast, a violation of copyright laws?

Are there different laws for private use of copyrighted materials than the transmission of copyrighted materials to others?

(33:00) Is copying material for distribution outside of your home a violation of copyright laws?

(34:00) Napster. This famous copyright case will be presented later in the course.

**Works Cited (Provided for Journal 1)**

**Citations must be presented in alphabetical order. Identify academic (in print or peer-reviewed) works with “Academic” at the end. Citations are single-spaced here.**

“Citizen 3.0: Copyright, Creativity and Contemporary Culture.” Directed by Jason Morfoot. https://search-alexanderstreet-com.proxy-tu.researchport.umd.edu/view/work/bibliographic\_entity%7Cvideo\_work%7C2875132.

Moser, David J. Moser on Music Copyright. Boston: Thomson Course Technology, 2006. Academic.

DO NOT DELETE

Complete the paper as directed above.

Label the file as LastnameFirstname\_Journal1 (Example EwellTerry\_Journal1). Place it in the main directory of your personal Dropbox folder for the course.

Personal Folder:

|  |
| --- |
| Comments on your assignment: |
|  |

| Criteria  | Max mark | Your mark | Yourgrade | F grade(F) | D grade(D) | C grade(C) | B grade(B) | A grade(A) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 0% to 59%  | 60% to 69%  | 70% to 79%  | 80% to 89%  | 90% to 100%  |
| Indication by the student of hours studied for the week. | 10 |  |  | No indication | Less than 4  | 4 or more  | 5 or more | 6 or more  |
| Journal completion  | 20  |  |  | Not included or incorrect | Not complete or incorrect information  | Lacking details  | Good, but more information was available | Complete with accurate information  |
| Non-personal academic writing | 30 |  |  | Does not meet standards for a university course.  | Significant problems with language: spelling, personal references, grammar, etc. | More problems with language: spelling, personal references, grammar, etc. | A few problems with language: spelling, personal references, grammar, etc. | Excellent use of language |
| Citations | 10 |  |  | Citations are not included  | Citations are frequently missing and not in the correct style  | Citations are occasionally missing or not in correct style  | A few citations are occasionally missing or not in correct style | Citations are present and in correct style |
| Overall quality of the paper  | 30  |  |  | The document is not submitted or does not meet the level expected for 300-level work at Towson University. | The document has serious flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. Only some of the goals and objectives are met in the document. | The document has some significant flaws in presentation, critical thinking, mechanics, rigor, and/or creativity. It barely meets the required goals and objectives. | The document is less cohesive in critical thinking than that of an “A” document. The document is well written, and goals are accomplished, but with less rigor, sophistication, or creativity than in an “A” document. There may be some mechanical errors. | The document reveals critical thinking in the application of principles presented in online lectures, discussions, and readings, as well as the student’s own research on the topic. Goals and objectives are clear and are clearly met in the final product |
| Mislabeled file -5 Wrong Template or missing rubric -5 |  | -0 |  |  |  |  |  |  |
| Total | 100 | F8 |  |  |  |  |  |  |
| Percentage | 100% | F8 |  |  |  |  |  |  |
|  | 0 | F8 |  |  |  |  |  |  |
| Grade for this assignment |  |  | F8 |  |  |  |  |  |