Course Logistics:
Location: Corboy Law Center Room 1102  
Time: M/W: 2 pm - 3 pm; plus online component

Course Description

This course is an introduction to intellectual property law (IP) for students potentially interested in pursuing careers in the intellectual property area, as well as anyone interested learning more about hot topics in the news. This class should help prepare students for a career in commercial litigation or corporate law since intellectual property issues frequently arise in these areas. No prior background is necessary for this class.

This course will utilize a “flipped” classroom methodology. That means that some learning will take place out of the classroom, often through on-line quizzes, that will provide you the correct answers, including explanations. During our face-to-face classroom time, we will actively engage with material by working through problems based on knowledge you gained before class.

Educational Goals, Objectives and Student Learning outcomes

This class focuses on helping students identify and analyze IP issues. Students will also refine and reinforce their ability to read statutes since most of IP law is based on statutes; this is an important lawyering skill not often addressed in classes. In addition, as a skills class, students will gain practice communicating effectively through both oral and written work product, and in collaborating with others to identify issues and solve problems. Some of these objectives mesh with the University goals for educational development and assessment, pursuant to which this course will be assessed later in the semester. The key University goals that this course aims to promote are (1) Learning to apply course material, (2) Developing your skill in expressing yourself orally or in writing, and (3) Acquiring skills in working with others as a member of a team.

Here are some key learning outcomes

- Understand what, if any IP can protect an idea.
- Identify and differentiate different types of IP (i.e. trade secret, trademark, “utility” patent and copyright, as well as right of publicity and basics of “design” patents), including benefits or detriments of relying on one versus another. Accordingly, you will be able to assess whether an invention be best protected by copyright, patent, or trade secret, as well as what implications that has for societal access and use.
- Be able to analyze facts from real-life scenarios in the news or from friends and family to assess potential IP assets, as well as liabilities. For example, you should know whether a student can scan a document and then distribute on Facebook without liability.
- Create an effective presentation of IP assets and liabilities that shows a nuanced understanding of multiple issues in a way that can be understood by even those who have not taken the class, thus simulating the reality of an attorney explaining issues to a client.
Teaching Philosophy

I try to teach in a way that promotes student learning, i.e. through active learning, which studies consistently show best promotes retention of information and deep understanding.

The course requirements include a number of components aimed to encourage active learning. This may include trying to answer questions to which you don’t have all the answers. Studies show that taking (and even failing!) tests before material is introduced helps improve learning. Accordingly, course requirements include a number of components aimed to promote active learning before, during and after class. If you want a lecture class and be in complete denial about whether you know the material before the final exam, this is not the class for you!

Required Materials:
(1)  Loren & Miller, Intellectual Property Law: Cases & Materials (Ver. 6.0, 2018) [CB]
    - This is the primary required text, available online at www.semaphorepress.com. Semaphore Press uses a publishing model different from the traditional law school casebook publishers. I encourage you to read about Semaphore Press's publishing approach. The publisher suggests students pay $1 for each class session in which the book is assigned reading, although it does not demand payment for access. I currently anticipate that we will use the book in 12-15 class sessions. Accordingly, I recommend you pay $12-15 if you want to promote the production of more high quality legal educational materials at a reasonable price.
    - You do NOT need to ever bring the entirety of the book to class (I won’t be doing so myself).

(2)  IP Statutory Supplement.
    - There is a free downloadable copy also available in print from amazon ($10-13.50)
    - You can of course access statutory material through www.law.cornell.edu/uscode (if you remember the code provision) or Westlaw/Lexis, but I think that it may be helpful to have a true supplement so that you can get used to seeing and using a table of contents

(3)  Socrative (“clicker” questions).
    - Download app on your phone for students and/or use web to participate in: room HO9905.

(4)  Web-based Supplement (TWEN)
    - The syllabus, including any updates, and all assignments will be posted there. In addition, there will be a Q&A page where you can post questions to which anyone can respond.

Class Preparation

Before each class, you will be reading cases and often statutes. Although select portions of statutes are printed in your casebook, I recommend becoming familiar with finding the relevant provisions in the broader context (i.e. Patent Act, Copyright Act, etc.) to better simulate real life practice.

In addition, to ensure that you have a good understanding of the assigned reading, there will typically be an associated pre-class quiz for you to complete no later than when class starts. Each question in the quiz will show the correct answer and explanation after you have submitted it to help with your learning. You get full credit so long as you timely complete it; so, don’t worry if your initial answer is correct or
not. In addition, I will use class responses, especially submissions at least 1 hour before class starts to help assess what topic(s) to spend more time on in class.

I will also aim to provide fill-in-the blank handouts for you to help synthesize the material that you can try to complete before the quiz (and we will review in class). In addition, the syllabus and subsequent reading assignments will include some questions that you should expect to be able to answer in class.

Class Attendance

You are expected to attend class regularly and be fully prepared to address the assigned material; according to ABA rules, failure to regularly attend class may preclude you from taking the final exam.

- Attendance means that you are present for the entire duration of the class barring exceptional circumstances (please email me in advance for any known issues). Unexcused tardiness may be considered to be missing the entirety of the class.
- You should not attend class if you are sick (and likely to get others sick). Also, there may occasionally be a situation where attendance in class is difficult, such as if you need to get medical treatment, or have a family emergency (such as a funeral). In such cases, you should contact me by email in advance, or as soon thereafter as possible and let me know whether you would like a makeup assignment for class participation.
- “Get Out of Jail” Pass. I understand that there are rare occasions when you may be physically present, but unprepared for class. In such situations, I will not call on you if you leave a note on my desk before class starts to that effect (no reason required – just your name). I do not expect this to happen more than twice during the semester, barring extenuating circumstances. If I do not receive a note and I discover that you are unprepared for class, I will consider you to have failed to attend and/or fully participate in class and take that into consideration for final grades.

What Should I Expect from Class?

PowerPoints will generally be used in each class and made available on TWEN immediately before class.

We will spend the majority of time discussing new questions (some of which may be noted in the syllabus) as well as hypotheticals that build upon the pre-class quiz. Some of these questions will be answered by each student using Socrative, after which we will discuss individual answer choices to promote understanding.

After we complete each major unit of the class (trademark, patent, and copyright), we will work on a review problem with a complex factual scenario involving multiple issues. In addition, we spend a number of classes at the end of semester with actual exam-type review questions that combine all of the IP issues to help you master the material.

Class Logistics

Except for religious holidays, taping of classes is strongly discouraged since it is not an acceptable
substitute for careful preparation and class attendance.

**Other Technology:** Although I am a believer in using technology to enhance learning, I am also aware that some technology, such as laptops can negatively impact learning. Commonly cited problems with laptops are that they seem to encourage verbatim transcription of class discussion, as well as distractions that occur when the laptop is used for purposes other than note-taking (both to the laptop user as well as students who can see the screen). Although many students believe that they can “multi-task,” studies suggest that the concept of multi-tasking is more of a myth. In addition, recent research shows that even when students are *told* about the problems of taking notes on laptops, they still end up transcribing too much and have lower levels of conceptual information in the long term which is essential to law school success.

Even though recent *research suggests that laptop notes may be detrimental to learning*, I do not plan to ban them if students are using them responsibly and willing to take the risk that doing so may lead to inferior learning outcomes. Also, this seems to make sense since our casebook is electronic and Socrative requires use of either a laptop or phone.

If I find students abusing the privilege of using laptops or other electronic devices, I reserve the right to ban their use for individual students and/or leave the classroom. In addition, I will consider students who inappropriately use such devices to be absent from class (because they are indeed mentally absent) for the purpose of class participation. As you may recall, inadequate class participation can negatively impact your final grade.

**Assessment of Student Learning**

You will be assessed by a variety of methods that are intended to be both formative (giving feedback from which you can improve) and summative (measuring overall learning at the end of class). In addition, since this class counts as a skills class, your adequate completion of professional skills will be part of the assessment. Here is a breakdown of the components that are explained in more detail below:

- 15 % class participation
- 20 % class presentation (including summary handout and reflection paper)
- 65 % final exam (anonymously graded based on exam ID)

**What are the components of Class Participation?**

There are many components of class participation, each of which is weighted equally. I highly recommend focusing less on the weight allocated to each component, than to the fact that there are a variety of ways for you to learn material and obtain feedback in a low-stakes environment before the final exam. Students that try to do their best on each assignment end up with more helpful feedback to succeed in the class. This is especially true for the Review Hypos that are similar to the essay components of the Final Exam. In the past, students that have done well on these hypos, have generally excelled on the Final.

---

2. E.g., *Why Students using laptops learn less in class even when they really are taking notes, Wash. Post, Apr. 28, 2014*
- TWEN quizzes (timely completion)
- In-class Socrative questions (answer required, but need not be correct)
- Regular “oral” participation (with potential TWEN supplement)
- Review Hypos – individual outline of issue/analysis
- Review Hypos -- essay-type answer (in teams)

**Class participation – Socrative and TWEN quizzes**

For Socrative clicker questions and quizzes, as long as you timely answer every question by the deadline, you will get full credit. You can get every question technically wrong and still get full credit. The reason for this is that I want to know whether the class as a whole understands the material, so I am giving full credit to help reduce anxiety about getting the “right” answer. If a substantial number of students do not understand the question, I want to know so that I can try to help alleviate the confusion.

- **What is timely submitted?** For TWEN quizzes associated with class material, these are due by the start of each class so that you can then be ready to build upon that knowledge. You can and are encouraged to complete the quiz before that time so that you can email me any questions that you would like me to address in class. Otherwise, I will plan to dive quickly into more advanced material during class that assumes mastery of the reading.

- **Socrative participation.** To get credit, you need to have a device that is functioning properly in class. The first step is to bring a device (with adequate power) to class. I encourage you to have two methods available in class since sometimes Socrative fails to function for unknown reasons (other than that its free, so incentive to fix glitches are low).

**Class Participation – Regular (oral) participation and/or TWEN**

For “regular” (oral) class participation, I expect that all students should be able to respond to questions I pose in class. In addition, students can and are encouraged to ask questions or otherwise volunteer. participate. Some students may have higher oral class performance because of exceptional quality of comments, rather than simply frequency. In case you’re wondering what counts, here’s a rubric for different types of class participation.

<table>
<thead>
<tr>
<th>“Regular” (Oral) Class Participation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weak</strong></td>
</tr>
<tr>
<td>Poor attendance, including being late, missing class and/or inappropriate use of electronic device(s). Typically has difficulty accurately responding to questions.</td>
</tr>
</tbody>
</table>

I am aware that some students may not be naturally inclined to participate in class (unless specifically called on). Accordingly, I will develop a supplemental participation forum through TWEN posts that will essentially be somewhat similar to blog posts with submissions of 500-1000 words in length. I will be posting more about this on TWEN.
After the completion of each major unit (trademark, patent and copyright), there will be a review problem. The problems are similar to traditional law school issue-spotting essay questions, so these should provide an excellent review of the material and simultaneously prepare you for the final exam. There will be several parts to these review problems.

First, each student will submit (using the TWEN Dropbox) his/her own outline of issues and analysis. I will review all these submissions to help me figure out what things to focus on in class discussion. To get credit for this, you must submit your outline on time. No credit is given for late submissions. Each person will get feedback and I will also use the responses to help me focus on areas of greatest confusion.

I anticipate that these will be generally due the day before class to give me time to read everyone’s outline. I have only provided the deadline for the first problem and strived to provide as much time as possible for student submissions. If I discover that I need more or less time, I will adjust the other deadlines accordingly.

### Review Problem – OUTLINE of Issue/Analyses

<table>
<thead>
<tr>
<th>Poor</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>No submission Late submission</td>
<td>Minimal effort (such as stating rule, but no actual attempt at applying the rule) and/or mostly be off-base.</td>
<td>Good Faith effort to address entirety of question(s), although may miss some issues and/or parts of analysis may need modification</td>
<td>Good job spotting most issues and analysis is mostly on track.</td>
</tr>
</tbody>
</table>

After the in-class discussion, students will submit answers to the problem in teams of two by a deadline that we will choose by class consensus. So, these team deadlines are not currently noted in the syllabus.

You will have a small window of opportunity to choose your partner to each team essay assignment (by sign-up sheet on TWEN); after that, I will assign partners. Although you can choose a partner, you must choose a different partner for each assignment. The point of this is to help students learn to work more effectively with others – an important skill attorneys need to know how to do, but law students are generally unfamiliar and uncomfortable with. This approach can result in better answers than when working alone because you are forced to think through your initial assessments. In the past, students found this to be true and many even enjoyed this process.

It is up to you to decide how to write your answer with your teammate. However, I personally recommend that you each write your own answers and then collaborate to develop the best answers. You can do this by meeting in person, or virtually. Some people have used Google documents to collaborate on an answer.

A rubric for team essay answers appears below.
Review Problem – Team Essay Answer

<table>
<thead>
<tr>
<th>Poor</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak submission that shows little knowledge of substantive material and/or fails to address the question(s) asked.</td>
<td>Developing knowledge of the information and/or organization. Answer may miss major issues or have inaccurate key rules. In addition, analysis is incorrect, or because there is pro and con listed, without a definitive analysis. Answer does not reflect synergy regarding the best possible efforts of two individuals collaborating.</td>
<td>Shows a reasonable effort to address issues posed by question. Organization is mostly on track. However, analysis may be cursory and/or rules may not be entirely correct. Some sub-issues may be overlooked.</td>
<td>Answer addresses issues posed by question. Organization solid, including spotting correct issues and having mostly correct rules. Analysis is on track but could use further tweaking to be a sample answer.</td>
<td>Outstanding. Answer fully addresses question asked, using IRAC, thoughtful organization, with strong analysis. This could be a sample answer.</td>
</tr>
<tr>
<td>Format may also be inappropriate, such as an outline, rather than essay answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class Presentation (Skills) (20 %)

The presentation requirement is designed to help reinforce your knowledge and ability to apply what you are learning to real life situations of your own choosing after we have finished covering all the content. In other words, this is yet another way for you to actively engage with the material to promote your learning.

You should focus on analyzing IP assets and liabilities, but you get to choose whose assets and liabilities. I recommend staying away from large companies that have extensive IP counsel, such that there is probably little to analyze. Similarly, I would ignore previously litigated cases since the goal is to do the analysis yourself, rather than summarize what the court has decided.

Students will be working in teams of two. You get to choose your teammate. It can be someone you have previously worked with on the review problems, or someone else. Every person must participate in the presentation. In addition to the presentation, each person must submit an individual reflection paper of what they contributed and how working together helped or impeded the overall effort. In general, I will give the same grade to both members of the team, but reserve the right to modify this, depending on what students write in their reflection papers.

Although you are free to choose any topic/business, and even have flexibility to take creative license with facts for the purpose of maximizing your analysis of relevant issues. Importantly, there should be multiple different issues to analyze and more credit will be given to more challenging issues. Of course, although more credit will be given to challenging issues that are correctly analyzed, challenging issues can also be more difficult to analyze correctly. You need not include all major types of IP (patent,
trademark, copyright and trade secret) in your presentation. However, some types of IP, such as many patent concepts, tend to be more challenging, such that correctly analyzing them will get you more credit.

I encourage you to choose a situation where you need to decide what IP protection to use, after evaluating the benefit or detriment of the options. Also, I encourage you to consider not only IP assets, but also IP liabilities. You will be graded on not only whether you accurately analyzed IP issues and the difficulty of the issues, but on how well you present the information, successfully engage the class, and collaborate with your team mate. A grading rubric will be posted on TWEN since a full understanding is not likely until later in the semester regarding specific topics mentioned on the rubric.

However, here are some examples of past topics that worked well:

- Analyzing IP issues associated with a website to help people find an ideal pet, including a patent infringement analysis of a patent owned by match.com, as well as strength of copyright and trademark assets
- Analyzing trade dress, copyright and patent infringement issues (including “doctrine of equivalents”) associated with toy
- Analyzing patent (validity and infringement), trademark and copyright issues related to a (fictional) new alcoholic beverage designed to help women easily shoot-gun beer with minimal mess
- Analyzing IP assets and liabilities (including trade secret, trademark, copyright and patent) with an actual perfume company (with some slight modifications to the real facts to improve IP issues available for analysis)
- Analyzing patent, trademark and copyright issues associated with a senior engineering design project (concerning a simulated placenta model to help train midwives in developing countries)

Weak projects were ones that simply stated court holdings, inaccurately applied the law and/or only addressed a single IP issue. Also, weaker projects tend to have only easy issues, or multiple issues that involve the same analysis. A weak project could alternatively reflect research on IP issues not covered in this class, which defeats the purpose of using the presentation as an opportunity to apply the IP knowledge you have learned and better prepare for the exam.

This is your opportunity to work on something of your interest. You can use something directly from real life, slightly modify a real situation (such as a friend’s “business” with an IP issue) or create a fictional scenario. Remember that the goal is to analyze IP issues, but you are in charge of the facts to analyze. If you have questions about whether a possible topic may work, feel free to ask. I cannot review drafts of actual presentations since that is part of what you are being graded on. However, I do plan to permit you to discuss your plans with me during one class session.

The presentations will occur at the end of the semester in a room where students can walk around and see each other’s presentations (not our normal classroom). Each presentation will last a maximum of 10 minutes with up to 5 minutes of Q&A. The presentations can be a poster board or slide show, but it must be interactive in some way. One partner will do the presentation while the other partner will be able to walk around the room to see the other presentations. Ideally, each partner should take a turn doing the presentation to enable everyone to see other presentations. All students must attend. In addition, I will
be inviting other faculty and students to attend. You may also invite people to attend as well. There will be sign-up sheets posted on TWEN later in the semester. However, assuming there are two separate days, your handout must be posted to TWEN and you must provide me with either your PowerPoint slides or your poster board on Day 1 of presentations to ensure that everyone is under the same time constraints.

Since we have limited class time, it may be difficult to do presentations during class time without it stretching out for quite a few classes. Accordingly, if the class can agree, I am open to having 1-2 times outside of our normal class time for class presentations. So, for example, last year all class presentations were the last Tuesday of class (after Thanksgiving) from 5-7pm.

**Final Exam**

There will be a cumulative final exam of 2.5 - 3 hours that is anonymously graded. It will have traditional issue-spotting essays, as well as short answer questions. It will be “open book”. However, **I strongly recommend that you prepare as if it were closed book** if you want to do well since time will be a factor.

The final exam will be a timed exam administrated via TWEN (you submit a time-stamped copy to the TWEN Dropbox). Although this is a timed exam, you have flexibility to schedule when you take this during the final exam period to best accommodate your schedule. More details will be provided about this later in the semester.

**Accessibility – including Office Hours**

I want to be as available to you as possible. However, I prefer to answer substantive questions either in person or via TWEN (on the Q&A forum), rather than via individual emails since people often have the same questions, but some people are shy about asking. I may also experiment with the Slack App.

Although I want to be as available as possible, I am generally preparing for class right beforehand, so that is usually the worst time to ask me a question. However, if you want to catch me in close proximity to class, after class is usually a good time.

Office hours can be difficult to schedule for upper-level classes since students have varied class schedules. Given that, I’m not going to have regular office hours for this class, although I’m happy to meet by appointment. If people are interested, I’m definitely open to doing “virtual” office hours via the “live discussion” function of TWEN, which basically operates like a live chat, and enables you to print a transcript afterwards.

**Other Resources**

CALI lessons are linked through TWEN, but often go into much more depth than we have time to cover in a survey class. Nonetheless, they tend to be highly interactive as well as free of charge to you.

Personally, I would recommend tools that have problems, such as the Examples and Explanation book
on IP. The IP E&E is not the best of the series. But, it is a much better tool in my mind than a nutshell or outline since it enables you to actively test your understanding. If you find other useful tools, I’d love to know.

**Getting to Know You**

Although my main goal is to help you learn the material for this class, I’m also interested in getting to know you individually. To that end, I’ll be polling the class about good times to meet up, and then setting up sign-up sheets (on TWEN) to meet for lunch, or coffee/frozen yogurt/etc., outside of class.

**Reading Assignments**

This class will cover trade secrets, trademarks, patents, and copyrights – in that order – followed by a number of reviews that combine all of these topics. This ordering starts with the types of IP that are easiest to obtain (trade secrets and trademarks) and then contrasts them with the toughest IP to obtain (patents) that also provides the strongest protection. The last major topic is copyright, which has some similarities to patents regarding its genesis and also enables some review of trademark as well since some things can be simultaneously protected by copyright and trademark. For each topic, we will typically first discuss what is protected and then consider the scope of that protection, including any defenses.

The following is a tentative initial outline of topics and corresponding pages in the materials that we will cover, subject to changes announced in class and/or on TWEN. The “Materials” heading identifies page numbers of the casebook (CB). I will occasionally assign reading from an older version of the CB when I think that the earlier version has a better explanation; I will highlight such instances and also provide those portions on TWEN, under “Course Materials/Reading.”

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 08/20</td>
<td>Intro to IP</td>
<td>You have two options here for an introductory overview of the goals of IP, and the different types of IP that exist, depending on whether you prefer to read or watch a video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read CB 1-6, or</td>
</tr>
<tr>
<td></td>
<td>Trade Secret</td>
<td>Note: focus on two primary ways misappropriation occurs under UTSA and then see which of these ways are illustrated in cases</td>
</tr>
<tr>
<td></td>
<td>CB 33-35; CB 42 n 2 (factors)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CB 67-69</td>
<td></td>
</tr>
</tbody>
</table>
• Cases: Dupont; Stampede CB 69-73; 86-89; 90 n. 4-6
• Trade Secret Overview TWEN (Course Materials-Class Handout)
• Complete Day 1 TWEN Quiz before class starts (2pm)
• For Class Discussion:
  o Can a trade secret include elements that are known?
  o Which of the following is a trade secret: password, customer lists, and/or religious scriptures?
  o Can the components of a beverage be a trade secret if someone can figure out components by smelling, tasting and/or a simple chemical test?
  o If information could be reverse engineered, but only with substantial time and effort, can it still be a trade secret?
  o If a company voluntarily discloses valuable information to X without restriction and the same information to Y subject to a written agreement barring use or disclosure outside of the relationship, can there be misappropriation, and if so, by whom?

TRADEMARKS

W 08/22

Trademark Protection – introduction
• Introduction CB 499-502 (stop b/f case)
  15 USC 1127 (definition of trademark, service mark, and use in commerce)
• What Can Be a TM
  o Zatarain’s CB v 3.2 552-59; (thru note 4)-TWEN; CB 515 (note 6)
  o Google Gets Big Ninth Circuit Win…. (May 16, 2017)
• Federal Trademark Registration 15 USC 1051-1052; CB 519-26
• Introduction to Trademarks TWEN (Course Materials-Class Handout)
• Complete Day 2 TWEN quiz before class starts (2pm)
• For Class Discussion:
  o Is federal registration of a trademark required for it to exist and/or to sue another for trademark infringement?
  o Does the owner of a trademark have the absolute right to prevent all others from using the same trademark? For example, can there be only one trademark “Apple” in the marketplace?
  o Can a common word be a trademark? (hint: be sure to consider the levels of distinctiveness introduced in Zatarain’s)
  o What is similar and different between opposition and cancellation?
  o If a plaintiff sues regarding an incontestable mark, will plaintiff win an infringement action
  o If there is a senior user of “Burger King” (not the chain) in Mattoon IL, can it remain there after the chain “Burger King” is on the federal register?
Trademark “Devices” and Trade Dress

- Color (Qualitex); Trade Dress (Walmart); Functionality (Traffiix)
- After you read the cases, try to think of one example of something that would qualify as trade dress. Plan to be prepared to discuss this in class

Trademark Rights

Trademark Defenses

Outline of Trademark Review Problem due to TWEN Dropbox

Trademark Review Problem

PATENTS

Introduction to Patents.

Patentable Subject Matter

Utility

New/Novel – Introduction

Nonobviousness

Infringement

OUTLINE OF PATENT REVIEW PROBLEM DUE TO TWEN DROPBOX

Patent Review Problem

FEDERAL CIRCUIT COURT OF APPEALS AT LOYOLA!
# Copyright

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 10/03</td>
<td>Copyrightable Subject Matter I</td>
<td></td>
</tr>
<tr>
<td>M 10/08</td>
<td>Copyrightable Subject Mater II Copyright Formalities</td>
<td>CB 348-50</td>
</tr>
<tr>
<td>W 10/10</td>
<td>Obtaining &amp; Maintaining Copyright</td>
<td></td>
</tr>
<tr>
<td>M 10/15</td>
<td>Rights of Copyright Owner</td>
<td>15 USC 106</td>
</tr>
<tr>
<td>W 10/17</td>
<td>Fair Use</td>
<td>15 USC 107</td>
</tr>
<tr>
<td>SU 10/21</td>
<td>COPYRIGHT REVIEW PROBLEM DUE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 NOON</td>
<td></td>
</tr>
<tr>
<td>M 10/22</td>
<td>Copyright Review Problem</td>
<td>TWEN</td>
</tr>
<tr>
<td>W 10/24</td>
<td>OTHER-DESIGN PATENTS, RIGHT OF PUBLICITY AND/OR REMEDIES</td>
<td></td>
</tr>
<tr>
<td>M 10/29</td>
<td>IP EXAM-TYPE REVIEW PROBLEMS #1</td>
<td></td>
</tr>
<tr>
<td>W 10/31</td>
<td>IP PRESENTATION MEETINGS</td>
<td>ROOM 1409</td>
</tr>
<tr>
<td>M 11/05</td>
<td>IP EXAM-TYPE REVIEW PROBLEMS #2</td>
<td></td>
</tr>
<tr>
<td>W 11/07</td>
<td>IP EXAM-TYPE REVIEW PROBLEMS #3</td>
<td></td>
</tr>
<tr>
<td>M 11/13</td>
<td>WORK ON CLASS PRESENTATIONS (CMH AVAILABLE FOR QUESTIONS)</td>
<td></td>
</tr>
<tr>
<td>W 11/15</td>
<td>WORK ON CLASS PRESENTATIONS (CMH AVAILABLE FOR QUESTIONS)</td>
<td></td>
</tr>
<tr>
<td>M 11/20</td>
<td>WORK ON CLASS PRESENTATIONS (CMH AVAILABLE FOR QUESTIONS)</td>
<td></td>
</tr>
<tr>
<td>W/11/21</td>
<td>WORK ON CLASS PRESENTATIONS (CMH AVAILABLE FOR QUESTIONS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[THANKSGIVING RECESS- NOV. 22-25]</td>
<td></td>
</tr>
<tr>
<td>M 11/26</td>
<td>REVIEW SESSION BASED ON PRE-SUBMITTED QUESTIONS (LAST MONDAY)</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>CLASS PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>FRI 11/30</td>
<td>FINAL EXAM AVAILABLE</td>
<td>TWEN</td>
</tr>
</tbody>
</table>

13