First Fall 2016
LIB 3010 Section 1 – Patent Searching CT²

Time: Tuesday/Thursday 3:30-4:45 August 18 – September 29 only

Location: R.M. Cooper Library, Room 204 most days
R.M. Cooper Library, Room 309 (On Occasion)

Description: LIB 3010 Introduction to Patent Searching 1(1,0) Introduction to patents with an emphasis on how patents fit into the research process. Students develop skills in creating effective patent search strategies, and evaluating and presenting their search results. No prerequisites.

CT² This course is a CT² (Clemson Thinks2) seminar developed to increase and enhance your critical thinking skills. For this class, critical thinking is defined as “...purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.” (Facione, 1990, 1998)

Students will be required to take the California Critical Thinking Skills Test (CCTST) at the beginning of class and again at the end. Points will be assigned for completing the tests, but actual scores will not impact grades. Students will also be required to submit an artifact documenting their progress in critical thinking. Please refer to the CT2 website for additional information. http://www.clemson.edu/assessment/thinks2

Instructor: Ms. Jan Comfort
Engineering Librarian
R.M. Cooper Library, Room 304
Phone: (864) 656-5168
comforj@clemson.edu

Office Hours: Monday 12:30 – 3:30 pm, Tuesday 8-10 am, or by appointment

Required text: none; readings will be provided on Blackboard

Recommended text:

e-mail Correspondence:
I will respond to all inquiries, questions, and other electronic correspondence in a timely manner - generally within 24 hours. Please include the words LIB 3010 in the subject line. All email messages will be sent to the student’s Clemson University email address.

Additional Support (if you can’t reach me and need immediate assistance):
Library Services Desk (864) 656-3027 or text (864) 762-4884
Mon. - Thurs. 7:30 am – 12 midnight
Friday 7:30 am – 8:00 pm
Saturday 12 noon – 5 pm
Sunday 12 noon – 10 pm
Course objectives: Not only is this course about acquiring patent searching skills, it is also about developing critical thinking skills for lifelong learning. After completing this course, you will have a deep understanding of the different types of intellectual property (IP), and the implications of IP protection. You will also be able to perform advanced preliminary patent searches. You can expect to acquire these skills only if you honor all course policies, attend class regularly, complete all assignments in good faith and on time, and meet all other course expectations of you as a student. The course is designed for undergraduates in engineering, but will also be useful for those in other majors, or for those considering graduate study.

Critical Thinking Student Learning Outcomes for LIB 301:

Students will demonstrate:
- their ability to pose vital questions and identify problems, formulating them clearly and precisely
- their ability to gather relevant information and interpret it correctly
- their ability to extrapolate from one conceptual context to others
- their ability to synthesize alternative solutions to multi-dimensional challenges
- their ability to communicate effectively with others in determining and presenting solutions to complex problems.

Additional Student Learning Outcomes:
The successful achievement of the Critical Thinking Student Learning Outcomes is based upon achieving the objectives for Information Literacy as defined by the Association of College and Research Libraries (ACRL), a Division of the American Library Association (ALA)...

The information literate student:
1. defines and articulates the need for information
2. accesses needed information effectively and efficiently
3. evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
4. uses information effectively to accomplish a specific purpose
5. accesses and uses information ethically and legally

...and these related standards for Information Literacy for Science and Engineering/Technology:

The information literate student:
1. determines the nature and extent of the information needed
2. acquires needed information effectively and efficiently
3. critically evaluates the procured information and its sources, and as a result, decides whether or not to modify the initial query and/or seek additional sources and whether to develop a new research process
4. understands the economic, ethical, legal, and social issues surrounding the use of information and its technologies and either as an individual or as a member of a group, uses information effectively, ethically, and legally to accomplish a specific purpose
5. understands that information literacy is an ongoing process and an important component of lifelong learning and recognizes the need to keep current regarding new developments in his or her field

Academic Integrity: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” Please refer to the Academic Integrity Policy for additional information: http://www.clemson.edu/academics/academic-integrity/
Accommodations: “Students with disabilities requesting accommodations should make an appointment with Dr. Margaret Camp (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.” Please refer to the Student Disability Services Student Guide for additional information: http://www.clemson.edu/campus-life/campust-services/sds/students/index.html

Title IX: “Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.” Please refer to the Title IX Policy for additional information: http://www.clemson.edu/campus-life/campust-services/access/title-ix/

Collaboration: Students will be required to complete one group presentation where collaboration will be expected. (See below.) All other assignments and in-class activities are to be completed individually.

Attendance: You are expected to attend - and participate - each class session. If you must miss a class due to extra-curricular activities or other class conflicts, please inform me in advance. Any absence due to illness must be documented by an official, written explanation. Course notes will only be provided to those with an excused absence. Any unexcused absence and/or tardiness will affect class participation grade. If I have not shown up for class within 15 minutes of the starting time, you are free to go.

Inclement weather or other unexpected events: Any assignment due at the time of a class cancellation due to inclement weather (or power outages, etc.) will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments will be granted by the instructor via email within 24 hours of the weather-related cancellation.

Class participation: In class activities require participation. Participation requires concentration. I ask that all cell phones and laptops be turned off during class time. When using a computer during class time, I also ask that you do not check your email or Facebook/Instagram/twitter/Pinterest/whatever social networking sites.

Course Format: Because of the nature of this course, there will not be any exams. Instead, you will be given a number of super-short reflections on readings (posted at least 2 days before they are due), or brief written homework assignments. Assignments must be turned in (electronic or print) by 3:30 pm on due date to receive full credit. In addition, you will complete a number of in-class activities that are designed to provide an opportunity to apply what you have learned in class. See Topical Outline for additional details. The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement and/or to ensure better student learning.

Group Presentation: There are a number of free patent searching databases. So many, in fact, that we do not have time to review all of them during class. Instead, I will assign you to a group composed of 3-4 members to learn about ONE database. As a group, you will prepare a 5-minute informal presentation to your LIB 3010 classmates evaluating the patent searching database that you were assigned. The presentation must have some sort of a “deliverable” such as a PowerPoint presentation, Prezi, or google doc, or simply just a Word document. This will serve as your required CT2 artifact. Each member must contribute SOMETHING to the presentation, but it is not required that everyone speak. A more detailed grading rubric will be provided well before the date of the presentation.
**Homework Assignments:**
The purpose of the Homework Assignments is to support the topics we discuss in class. These assignments are designed to be short and simple. None should take more than 45 minutes to complete. Because they have been distributed carefully to assist you in managing your workload, I ask that you complete them on time. Each Assignment is worth a maximum of 5 or 10 points. Here is the grading rubric for assignments:

### Grading Rubric

To earn all 5 points, an assignment will:
- completely address the research question
- be free of spelling and/or formatting errors
- be turned in on time

To earn 4 points, an assignment will:
- completely address the research question
- have minor spelling and/or formatting errors
- be an excellent paper turned in one day late

To earn 3 points, an assignment will:
- not completely address the research question
- have minor spelling and/or formatting errors
- be a good paper turned in late

To earn 2 points, an assignment will:
- not address the research question
- have significant spelling and/or formatting errors
- be an average paper turned in late

To earn 1 point, an assignment will:
- not address the research question
- have significant spelling and/or formatting errors
- be a poor paper turned in late

To earn 10 points, an assignment will:
- completely address the research question
- be free of spelling and/or formatting errors
- be turned in on time

To earn 8 points, an assignment will:
- completely address the research question
- have minor spelling and/or formatting errors
- be an excellent paper turned in one day late

To earn 6 points, an assignment will:
- not completely address the research question
- have minor spelling and/or formatting errors
- be a good paper turned in late

To earn 4 points, an assignment will:
- not address the research question
- have significant spelling and/or formatting errors
- be an average paper turned in late

To earn 2 points, an assignment will:
- not address the research question
- have significant spelling and/or formatting errors
- be a poor paper turned in late

**Grade Scale:**

- A 90 - 100
- B 80 – 89
- C 70 – 79
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