

First Spring 2018

LIB 3010 Section 1 – Patent Searching CT²

Time: Tuesday/Thursday 3:30-4:45 | January 11 – February 27 only

Location: R.M. Cooper Library, Room 416 (Brown Room)

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. Sophomore standing. No prerequisites.

CT² This course is a CT² (Clemson Thinks2) seminar developed to increase and enhance critical thinking skills. For this class, critical thinking is defined as: “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” (Scriven and Paul, 1987)

Students will be required to take the California Critical Thinking Skills Test (CCTST) at the beginning of class and again at the end. 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/academics/programs/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 Canvas

Recommended text: Pressman, David. Patent it Yourself: Your Step-by-Step Guide to Filing at the U.S. Patent Office. 18th edition. Berkley, CA: Nolo Press. 2016. Available in the library and amazon.com \$34.

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 Library Support (if you can't reach me and need immediate assistance):
Library Services Desk (864) 656-3027 or text (864) 762-4884

Course objectives: This course is about acquiring patent searching skills as well as 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 upper-level undergraduates in engineering, but will also be useful for graduate students or students considering graduate study or law school.

My Teaching Philosophy: Students are bombarded with information from many sources, and it is becoming increasingly difficult to determine what is reliable and what is “fake news”. My goal is to support students as they develop their critical thinking skills and learn to evaluate resources to make good decisions. It is my role as a librarian to supplement and reinforce their learning in the classroom and the lab. My subject knowledge, experience, and enthusiasm is reflected in all that I do.

Student Learning Outcomes for LIB3010: Students will demonstrate their ability to:

- pose vital questions related to intellectual property, formulating them clearly and precisely
- gather relevant intellectual property information and interpret it correctly
- extrapolate from one conceptual context to others
- synthesize alternative solutions to the multi-dimensional challenges of intellectual property
- communicate effectively with others in determining and presenting solutions to complex problems

Additional Student Learning Outcomes: These learning outcomes are incorporated in the *Framework for Information Literacy for Higher Education* created by the Association of College and Research Libraries (ACRL), a Division of the American Library Association (ALA). The *Framework* comprises these six threshold concepts:

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

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.” Additional information: <http://www.clemson.edu/academics/academic-integrity/>

Accommodations: “Clemson University is committed to providing educational opportunities for all students and assisting them in making their college experience fully accessible and positive. In compliance with Section 504 of the Rehabilitation Act of 1973 and the [Americans with Disabilities Act of 1990](#), as [amended in 2008](#). Clemson recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activity. SAS coordinates the provision of reasonable accommodations for students with disabilities and students experiencing barriers due to inaccessibility. All reasonable accommodations are individualized, flexible and confidential based on the nature of the disability.” Additional information: <http://www.clemson.edu/campus-life/campust-services/sds/students/index.html>

Title IX: “Clemson University is committed to providing a higher education environment that is free from sexual discrimination. Therefore, if you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex, or if you have questions about Title IX, please contact the Title IX Coordinator Alesia Smith who is also the Executive Director of Equity Compliance, at 110 Holtzendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person(s) designated by Clemson University to oversee its Title IX compliance efforts.” Additional information: <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>

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

Attendance: Students are expected to attend - and participate - each class session. I will take attendance each class period via Canvas. 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 and/or make up assignments 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 refrain from checking email or Facebook / Instagram / twitter / Pinterest / Snapchat or whatever social networking sites. In some cases, participation (demonstrated by attendance and completion of in-class activities) may be considered in awarding grades.

Course Format: Because of the nature of this course, there will be no 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, unless stated otherwise. In addition, you will complete a number of in-class activities that are designed to apply what you have learned in readings. 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. A complete rubric is posted in Canvas.

Group Presentation: There are a number of free patent searching databases. So many, in fact, that we will not have time to review all of them during class. Instead, I will assign you to a group composed of 3-5 members to learn about ONE database. As a group, you will prepare a 5-7 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 pdf or 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 due date. The group presentation will be worth 15 points.

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 points.

In-class Activities: In addition to the super-short targeted homework, students will complete a number of activities in class. The activities highlight the most relevant resources and give students an opportunity to demonstrate their learning. Most in-class activities are worth 5 points, but because of their importance, certain in-class activities are worth a maximum of 10 points.

LIB 3010 Topical Outline

Date	Topic	Due
Th 1/11	Introduction. IP Pretest. IP Basics – Copyright	
T 1/16	IP Basics – Trademarks and Trade Secrets	Assignment 1 Definitions
Th 1/18	IP Basics – Patents; Patent FUNDamentals - Patents in More Depth	Assignment 2 USPTO video
T 1/23	Library Research - finding and organizing scientific articles – Activity 1: State-of-the-Art Search	Assignment 3 Library Lit Review
Th 1/25	Patents from a different perspective – Guest Speaker	Assignment 4 Patents vs. Articles
T 1/30	Library Research – how patents fit into the mix – Activity 2: Patentability Search	Assignment 5 Licensing
Th 2/1	Basic Patent Searching – Activity 3: PTRC Searching Focused on Classification	Assignment 6 PTRC Tutorial
T 2/6	Basic Patent Searching Simplified – Activity 4: Using Google Patents to get to USPTO data	Assignment 7 Patent Search
Th 2/8	Class time to work on Group Presentations (may be cancelled if needed due to weather emergencies)	Assignment 8 CPC Searching
T 2/13	Patent Search Wrap-Up – Student Presentations	Group Presentation
Th 2/15	Trademark Day – Activity 5: Doing a TESS Search	Assignment 9 Clemson TM Topic
T 2/20	Mock Invention Disclosure Guest Speaker – Student Inventor with Tech Transfer	Assignment 10 Review Clemson Patent Policies
Th 2/22	Introduce a Girl to Engineering Day – Guest Speaker	Assignment 11 TBD
T 2/27	Wrap-Up. IP Post Test	Assignment 12 One PPoint Slide

Homework 60 points
 Group Project 15 points
 Activities 25 points
 Total 100 points

Grading Scale
 A 90-100
 B 80-89
 C 70-79
 D 60-69