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## Copyright: A Powerful Tool to Protect, Preserve, and Promote Your Research

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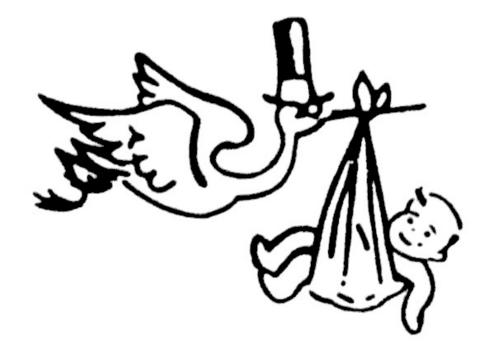
# **Copyright:**

## A Powerful Tool to Protect, Preserve, and Promote Your Research

Sue Gardner & Paul Royster Office of Scholarly Communications University of Nebraska-Lincoln Libraries April 9, 2019

## Copyright begins at "birth"

- Not at "conception"
- But when a work assumes "fixed form"
- Conferred automatically
- If there are multiple creators, all are equal co-owners.



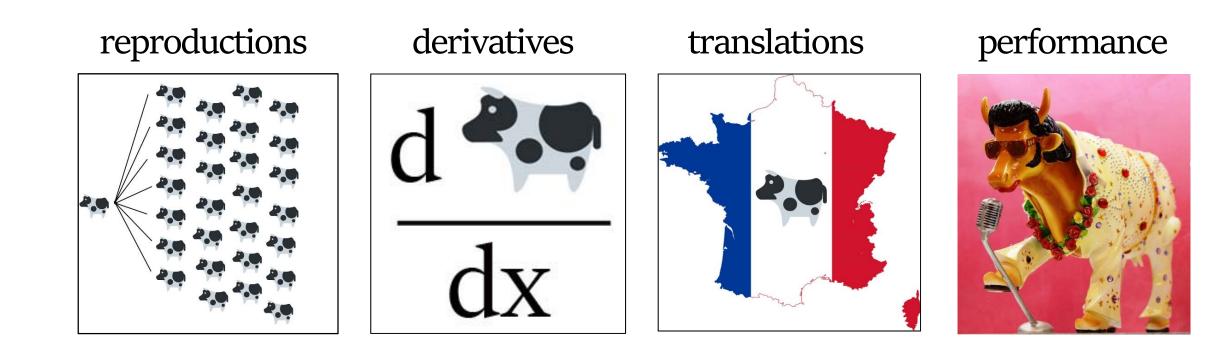
#### You can also register.

- Necessary if bringing suit for infringement
- Cost = \$35-\$55 (online)

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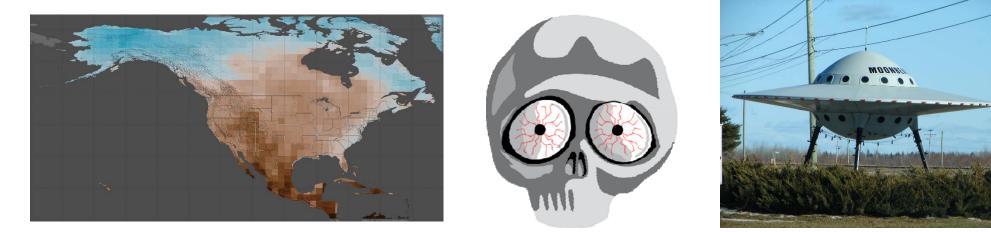


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#### So, at least until 2090.

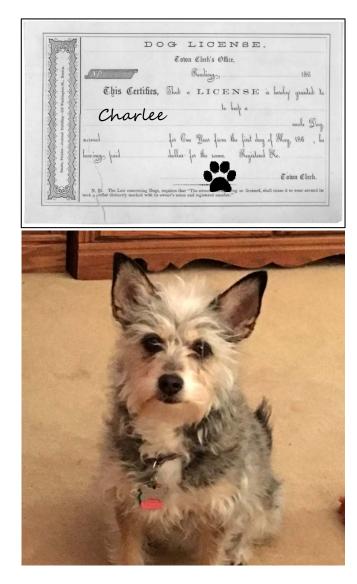


After the global climate meltdown, zombie apocalypse, and invasion from outer space.



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- Copyright is intellectual property, and thus can be sold, leased, sub-divided, willed, given away, or otherwise transferred.
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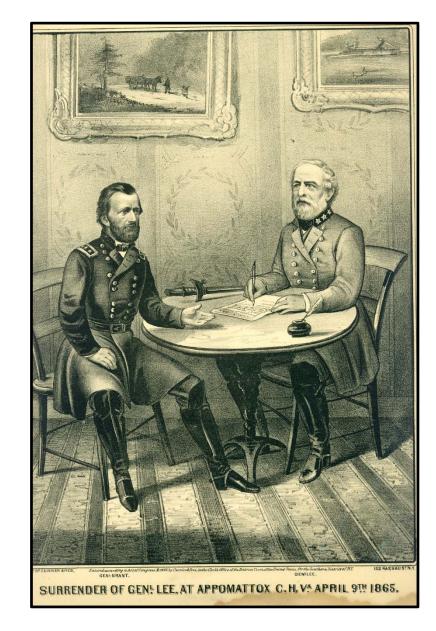
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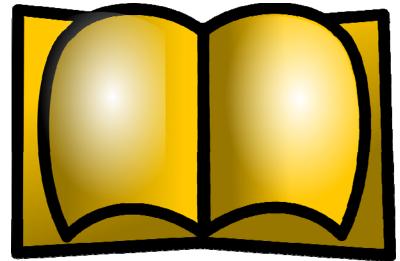
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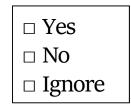
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- Some unscrupulous journals exist only to collect APC's from unwary authors.
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- Despite their claims, they provide no peer review or permanent online presence.
- They take your money and your copyright; give nothing in return.



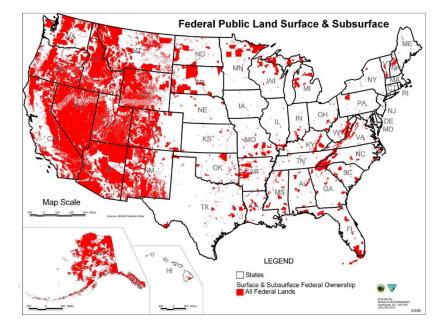
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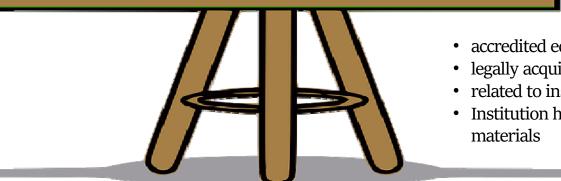
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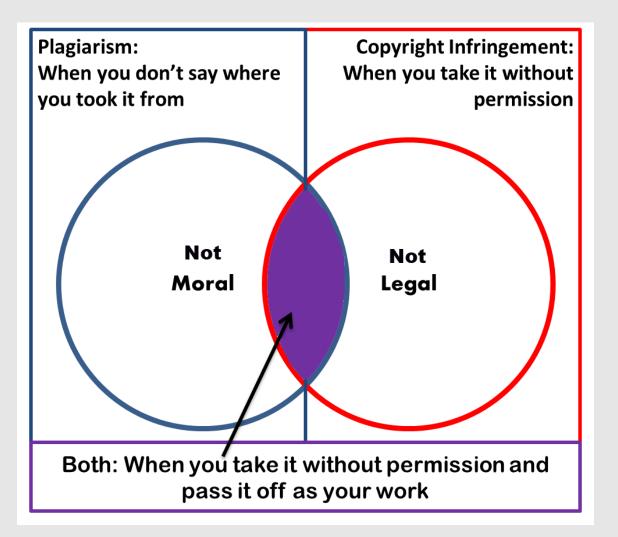
(TEACH Act of 2002 extends this to distance-learning environments.)



- accredited educational institution
- legally acquired copy
- related to instructional content
- Institution has a copyright policy and educational

#### Plagiarism vs. infringement

- Although similar is some respects, infringement and plagiarism are different things.
- Good advice is "Don't do either."



#### Fair Use (1): Re-using copyrighted materials in your own work--legally

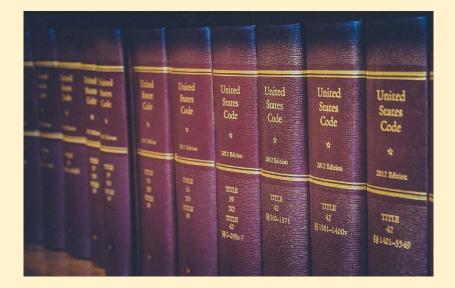
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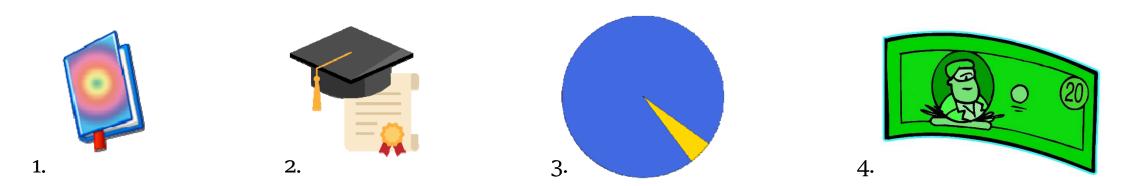
(Title 17, Sec. 107)

So one-to-one sharing for research is generally OK; one-to-many sharing (like on a list), not so much.



#### Fair use (2): The 4 Factors

- 1. Nature of work
- 2. Nature of use
- 3. Amount of use
- 4. Effect on market value of original





#### Who owns UNL content?

- 1. Individual work
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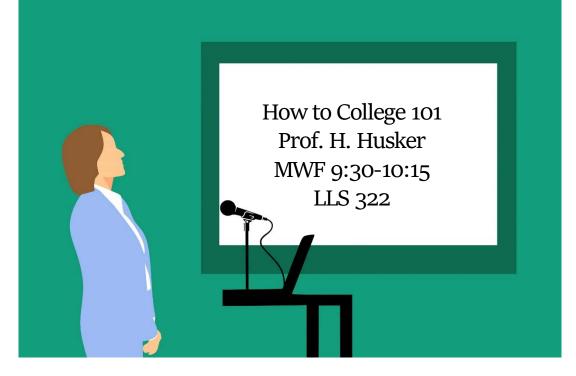
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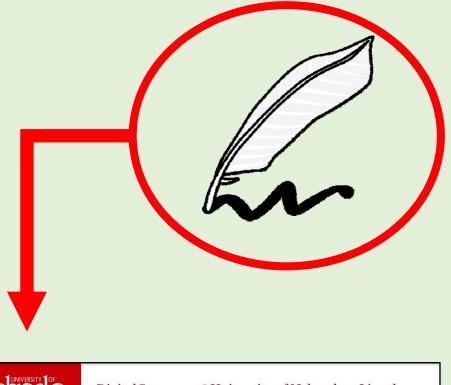
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