

Academic Year	2023/4	Semester	2
Course Coordinator	ASSOC PROF HARRY SK TAN		
Course Code	BL5302 & BU5302		
Course Title	LAW OF INTELLECTUAL PROPERTY & NEW MEDIA		
Pre-requisites	Nil		
No of AUs	4AU for BL5302 and 3AU for BU5302		
Contact Hours	4 hours per week (12 weeks for BL5302 and 10 weeks for BU5302)		

A) Course Aims

Professionals in the working environment today must be prepared for all the challenges of new technologies and new media. Business processes, public relations, brand building, informational and electronic data assets all present a growing challenge for managers of today. As a result, businesses today face huge challenges from exposure to social media and digital communications. Further, today's knowledge-based economy is underpinned by laws that protect information assets and private information, shape transactions and provide security for parties' various interests to electronic transactions.

To deal with these massive new challenges, businesses need to understand and manage the challenges and issues arising from various policies, laws, rules and regulations, especially when there are no laws and regulations.

This course aims to provide participants with a good grounding on how to identify and manage these challenges impact on businesses online. The approach to the subject will be both practical and critical.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Explain what are the challenges of new media and the risks they present to businesses;
2. Explain how Intellectual Property Law regimes of Copyright, Trademark, Trade Secrets and Confidential Information impact on businesses and electronic transactions.
3. Explain how the law of online defamation, data protection, electronic crimes and media content regulation impacts on businesses today.
4. Plan effective strategies in the context of specific businesses or industries in dealing with these issues.

C) Course Content

1. Information Society & Ethics
2. Online Electronic Crimes & Fraud
3. Copyright
4. Trademarks & Passing Off
5. Trade Secrets & Confidential Information
6. Privacy and Data Protection
7. Defamation
8. Online Speech, New Media and Content Regulation

D) Assessment (includes both continuous and summative assessment)

Component	Weightage	Team/Individual	Assessment Rubrics (see attach rubrics in appendix)
1. Group Researched Written Project	60%	Individual	Research Written Project Rubric (see also Peer Review form attached)
2. Individual Presentation of Research Written Project	10%	Individual	Oral Presentation Rubric
3. Class Participation	10%	Individual	Class Participation Rubric
4. Weekly Learning Journal	20%	Individual	Learning Journal Rubric
	100%		

NOTE For Researched Written Project - Each student from each group will be required to file a weekly Google Doc update of their peer grading report on (1) the allocation of work and progress timeline and (2) the actual performance conducted by each of the group members of that allocated work according to the timeline.

This report will be made in the group Google Doc which I will have access.

In the event of a challenge being made on the allocation of the work at the outset and the work carried out, the course instructor will have a meeting with the group and make an adjudication on the findings. Please note that the adjudication will take into consideration of the weekly journal updates where contemporaneous notes as to the progress of the research project is expected to be made.

ALSO – new University requirements for all courses - to have 80% of course assessment to be completed by participating students AND to clarify which components of course assessment MUST be completed. Accordingly, The Written Project, Presentation and Weekly Learning Journal must be completed by all students otherwise student will receive an “incomplete” grade.

E) Formative feedback

You will receive both verbal feedback from me about your Researched Written Project, Class performance (mid-semester on all aspects of assessment performance), Project presentations (end of semester) and Class Quizzes (each week).

You may also receive brief written feedback in response to your Weekly Learning Journals via NTULEARN (in the same location where the journal entries are made).

IMPORTANT NOTE: Each group will be required to prepare their Research Written Project Proposals and feedback will be provided orally through personal consultation.

All final Researched Written Projects to be submitted by deadline in with **TWO bound hard copies.**

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminar	Each Seminar Week consists of two parts. The first part seeks to focus on cognitive concepts and its application to current events. This interactive segment will also present opportunities for open discussion on the various concepts taught in the class. All students will be given the opportunity to critically review and apply their analysis with the rest of the class. This also allows the instructor to get the concepts clearly through the entire class by involving the students and ensure that the targeted learning outcomes are being achieved. In the second half of each week’s class, there will be discussion on case studies – both theoretical and actual cases. This would allow students opportunity to consider and analyse the facts and regulations. This process will show how the laws and regulations are able or not able to contend with the issues. More importantly, students are expected to consider what management steps or actions should or could have been taken to deal with issues
Researched Written Project (RWP)	The RWP require small groups to cooperate and share the load: i) To decide the chosen organization to conduct research on; ii) To determine which issues of IP and New Media to focus on to research and analyse; III) To strategise and provide a coherent and effective steps to deal with, minimize or eradicate the risks.
Class Participation and Class Quizzes	Both these activities in class are designed to assess the student’s depth of understanding of the concepts and the laws learnt.
Weekly Learning Journal Submissions	Individual students are required to submit brief notes on what they have learnt from both the reading materials and during class.

G) Reading and References

- 1) *Intellectual Property Law of Singapore* by Susanna Leong (2013 Singapore Academy of Law)
- 2) *Media Law in Singapore*, 4th Edition by Teo Yi Ling (2015 Sweet & Maxwell)

Comprehensive references to recommended readings (electronic and hard copy), cases and references will be posted on the NTULEARN Blackboard site. This will be made available about a week prior to commencement of classes.

H) Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities (including the submission of the weekly learning journal on NTULEARN), attend all seminar classes **punctually**. Detailed Written Project Assignment Instructions will be issued to you at the start of the course.

You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Please study the Rubrics for each assessment component. Grading of performance will be strictly applied in compliance of the rubrics.

(3) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Assoc Professor Harry SK Tan	S3-1C-102	67904630	aharry@ntu.edu.sg	By appointment only.

K) Planned Weekly Schedule

Week	Topic	Readings/ Activities
1	Information Society & Ethics	Readings will be posted on NTULearn
2	Electronic Crimes	Readings will be posted on NTULearn
3	Copyright 1	Readings will be posted on NTULearn
4	Copyright 2	Readings will be posted on NTULearn
5	Trademarks & Passing Off	Readings will be posted on NTULearn
6	Trade Secrets and Confidential Information	Readings will be posted on NTULearn
7	Data Protection and Privacy	Readings will be posted on NTULearn
8	Defamation	Readings will be posted on NTULearn
9	New Media Content Regulation 1	Readings will be posted on NTULearn
10	New Media Content Regulation 2	Readings will be posted on NTULearn
11	Research Paper Presentation REVIEW	
12	Research Paper Presentation REVIEW	

APPENDIX 1: CLASS PARTICIPATION RUBRICS

	TRAITS	PERFORMANCE	
Frequency of Contribution in class (40%)	Evaluates frequency of student's contribution to class by offering relevant ideas and asking relevant questions.	NOT YET Never or almost never contributes/passive engagement during class discussions.	SUBSTANTIALLY DEVELOPED Consistently contributes and active during class discussions
		EVALUATION: Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed	
Quality of Contribution (40%)	Content: <ul style="list-style-type: none"> Contribution is relevant to discussion. Shows that he or she has prepared for class (eg able to state relevant principles of law/legislation) Enhanced class discussion and shows an excellent grasp of the topic (asking key questions, making pertinent connection between issues and principles, assisting classmates in clarification of topics and ideas) 	NOT YET Content is erroneous or irrelevant; references and supporting materials are absent. Lacks depth in content and little insights are exhibited..	SUBSTANTIALLY DEVELOPED Content is accurate, thorough, and directly on point, strong support and references are provided. Exhibits depth and insight in content in both answering or raising questions.
		EVALUATION: Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed	
Verbal/Non-Verbal Communication (20%)	<ul style="list-style-type: none"> Responds and communicates in a clear understandable and confident manner. Ability to put across points in a clear understandable and confident manner. 	NOT YET Grammar, pronunciation and word choice are deficient/speaks too softly or too fast/using colloquialisms. Exhibits lack of confidence.	SUBSTANTIALLY DEVELOPED Free of errors in grammar and pronunciation/ good choice of words enhances clarity of expression. Speaks at right volume and speed/exhibits confidence.
		EVALUATION: Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed	

APPENDIX 2: RESEARCHED WRITTEN PROJECT RUBRICS

TRAITS	PERFORMANCE	
<p>Problem Definition</p> <ul style="list-style-type: none"> Deciding on a real-life business to use as the case study for the research written project, looking at various aspects of the real life issues and challenges that the chosen business is suffering. Identifying the issues and the law to be researched for the project. <p>(40%)</p>	<p>NOT YET</p> <ul style="list-style-type: none"> Indecisive on which businesses to use as case-study. Does not identify the legal issues/challenges clearly. Shows limited understanding of the problem or related contextual factors. 	<p>SUBSTANTIALLY DEVELOPED</p> <ul style="list-style-type: none"> Identifies legal issues/challenges clearly and thoroughly Demonstrates the ability to construct a clear and insightful problem statement taking into consideration relevant contextual factors.
<p>EVALUATION:</p> <p>Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>		
<p>Acquisition of Knowledge</p> <ul style="list-style-type: none"> Library and online research to obtain accurate background information of the chosen business entity. Research on all available information on current and potential issues and challenges faced by chosen business entity. Research on the law and regulation on the specific issue and challenge faced by the chosen business entity. Research on how other businesses have dealt with similar or identical issues. <p>(20%)</p>	<p>NOT YET</p> <ul style="list-style-type: none"> Content is erroneous or irrelevant; references and supporting materials are absent. Lacks depth in content and little insights are exhibited. Demonstrate a poor grasp of the facts of the issues facing the chosen business entity. Demonstrates a low or erroneous understanding of the principles of the law and regulations impacting on the chosen business entity 	<p>SUBSTANTIALLY DEVELOPED</p> <ul style="list-style-type: none"> Researched content is accurate, thorough, and directly on point. Strong support and references are provided. Exhibits depth and insight in content.
<p>EVALUATION:</p> <p>Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>		
<p>Problem Solving</p> <p>After analysing the issues and the relevant laws and regulations, a strategy or recommendations for the business entity to implement to reduce or remove the risks/issues.</p> <p>(40%)</p>	<p>NOT YET</p> <ul style="list-style-type: none"> Not applying the law and regulations to the issues faced by the chosen business entity. Not providing recommendations or any strategy; or any practical or effective set of recommendations to help the chosen business entity to deal/solve the issues. 	<p>SUBSTANTIALLY DEVELOPED</p> <p>Shown excellent understanding of the problems and made practical and effective recommendations to deal with the risks facing the business entity.</p>
<p>EVALUATION:</p> <p>Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>		

APPENDIX 3: PRESENTATION RUBRICS

TRAITS	PERFORMANCE	
<p>Communication Outcome</p> <ul style="list-style-type: none"> Has a clear message for audience Maximises the likelihood of the audience accepting the message <p>(30%)</p>	<p>NOT YET</p> <p>Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure the direction of the message.</p>	<p>SUBSTANTIALLY DEVELOPED</p> <p>Central message is precisely stated, main points are clearly identified.</p>
	<p>EVALUATION:</p> <p>Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>	
<p>Content:</p> <ul style="list-style-type: none"> Presents relevant information Supports main points with strong evidence. <p>(50%)</p>	<p>NOT YET</p> <ul style="list-style-type: none"> Content is erroneous or irrelevant; references and supporting materials are absent. Lacks depth in content and little insights are exhibited. Presentation falls outside set time parameters. Lack of appropriate visualization. 	<p>SUBSTANTIALLY DEVELOPED</p> <p>Content is accurate, thorough, and directly on point, strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters. Excellent use of visualization to present data.</p>
	<p>EVALUATION:</p> <p>Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>	
<p>Communication Structure:</p> <ul style="list-style-type: none"> Organises content coherently Signals transitions between points <p>(20%)</p>	<p>NOT YET</p> <p>No clear structure, no explanation for solution. Organisational pattern (specific introductions and conclusion, sequenced materials within the body and transistions) is not observable.</p>	<p>SUBSTANTIALLY DEVELOPED</p> <p>Organisational pattern is clearly and consistently observable and makes the content of the presentation cohesive.</p>
	<p>EVALUATION:</p> <p>Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>	

APPENDIX 4: LEARNING JOURNAL RUBRICS

TRAITS	PERFORMANCE	
<p>1) Journal Entry Outcomes:</p> <ul style="list-style-type: none"> • To articulate and synthesize clearly what had been learnt from the reading material and from the seminar. • To be able to critically use or apply the principles learnt in current affairs or personal experiences. <p>(30%)</p>	<p>NOT YET</p> <ul style="list-style-type: none"> • Inability to synthesize or relate to the principles learnt to your world around you. • Inability to see the relevance or applicability of the rules and principles to business or personal life. • Journal entry by bullet points without fully explaining the thinking for each point. 	<p>SUBSTANTIALLY DEVELOPED</p> <ul style="list-style-type: none"> • Able to share personal thoughts on the material learnt for each week. • How the principles made sense or failed to make sense in real life. • Able to share examples of how the principles learnt changed perceptions of real life experiences.
<p>EVALUATION:</p> <p>Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		
<p>Content:</p> <ul style="list-style-type: none"> • Principles of the various Laws and Regulations are accurately recalled. • Able to restate the laws and regulations in your own personal way accurately. <p>(30%)</p>	<p>NOT YET</p> <ul style="list-style-type: none"> • Simply repeating or mere restating the teaching materials. • Journal entry by bullet points without fully explaining the thinking for each point. • Not reflecting accurately, the principles learnt from seminar. 	<p>SUBSTANTIALLY DEVELOPED</p> <ul style="list-style-type: none"> • Able to articulate or express the laws, regulations and principles in accurately in your own words • The laws, regulations and principles are accurately recalled and applied correctly.
<p>EVALUATION:</p> <p>Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		
<p>Content:</p> <p>2) Journal Entry Outcomes:</p> <ul style="list-style-type: none"> • To provide detail update on progress of planning, development, execution, writing, and publishing of Researched Written Project. <p>(40%)</p>	<p>Not Yet:</p> <ul style="list-style-type: none"> • Lack of information on what is being done by each individual member of the group for the project. • No detailed information on each component part of choosing the topic for research, when and how regular meetings were arranged, minutes of meeting on what was being discussed, decided and planned for. • No detailed information on the work actually being done to execute the project (including research work). • No detailed information as to what was decided for the contents of the report upon the research being done. • No progress report on the stages of development and writing and editing of the work. 	<p>Substantially Developed:</p> <ul style="list-style-type: none"> • Journal entry reports details of meetings and distribution of what work being done by each group member. • Entries showed detailed and consistent progress of work being done at each stage and the work being done by each member of the group.
<p>EVALUATION:</p> <p>Not Yet <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		

BL/BU9302 - LAW OF INTELLECTUAL PROPERTY & NEW MEDIA

PEER PERFORMANCE GRADING
(RESEARCH PROJECT & PRESENTATION)

Full Name (and Student ID): _____

Contact Number (Mobile) in the event of review: _____

Group Number: _____

Instructions

1. **This process is strictly confidential and as such no collusion or collaboration is permitted. All candidates are expected to comply with the NTU Honour Code. i.e. to render an ethical, honest and accurate review of your group members. During this process no discussion will be permitted.**
2. **You are to GRADE ONLY YOUR GROUP MATES - excluding yourself.**
3. **Each candidate must grade by percentage - his/her group mates in each column (a) and (b).**
4. **The sum total of all the grades given in column (a) and (b) must be 100% (100% represents the whole group's total effort including you).**

Names of other Group members	(a) Contribution to paper's research and development (/100%)	(b) Contribution to writing up and presentation of paper (/100%)	Remarks (Detail grounds for grades given. This is critical for performance below or above expectations. Please write on the reverse page if more space is required)
1)			
2)			
3)			
4)			
TOTAL:	100%	100%	

Peer Evaluation Instructions

All members are required to complete a peer evaluation for each member of the team at the review seminar. The peer evaluation form will be given out at the end of Project Presentation and must be completed and submitted individually and confidentially to the instructor immediately after the team project has been submitted for grading.

The function of the peer review is to determine the distribution of the effort and work done for each member of the group. If there are discrepancies between members of a group and issues reported, the instructor will call for a meeting to determine and adjudicate on the issues.