

Columns

[NetworkConnection](#)[Link of the Month](#)[IRC News](#)[RSS Matters](#)[www@unt.edu](#)[Short Courses](#)[Staff Activities](#)

Don't forget our monthly Columns!

Campus Computing News

[UNT's Group E-Mail Guidelines Revised](#)[Maymester Hours](#)[GroupWise News](#)[GNU/Linux at UNT?](#)[Fair Use Rights and Defenses for Students in Online Learning Environments](#)

TODAY'S CARTOON



UNIVERSITY of NORTH TEXAS

[Network Connection](#) | [Link of the Month](#) | [IRC News](#) | [RSS Matters](#) | [www@unt.edu](#) | [Short Courses](#) | [Staff Activities](#)

[Computing and Information Technology Center Home](#) | [Help Desk](#) | [Training](#) | [About Us](#) | [Publications](#) | [Our Mission](#)

Questions, comments and corrections for this site: lynch@unt.edu

Site was last updated or revised : February 12, 2007

[UNT home page](#) | [Search UNT](#) | [UNT news](#) | [UNT events](#)

[Page One](#)

[Campus Computing News](#)

[Maymester Hours](#)

[GroupWise News](#)

[GNU/Linux at UNT?](#)

[Fair Use Rights and Defenses for Students in Online Learning Environments](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

Campus Computing News

UNT's Group E-Mail Guidelines Revised

By [Dr. Maurice Leatherbury](#), Executive Director of Information Technology and Academic Computing

The [Information Resource Council](#) and the Vice Presidents have approved a revision to UNT's Group E-Mail Guidelines, guidelines that provide guidance to those who use GroupWise's "UNT GW Directory" list to broadcast messages to the whole campus. The new guidelines can be found at <http://www.unt.edu/irc/policy/EveryoneMessageGuidelines.htm>

These guidelines request that you be very sparing about sending mail to the campus at large. Many people consider such messages to be "spam." Messages sent to everyone should be of sufficient general interest to the UNT community that you'd send them as printed memoranda if E-mail wasn't available.

Also:

- Don't send personal messages to the everyone list. Messages about lost items or car lights left on are better handled by the lost and found desk in the Union or by the campus police.
- Don't send multiple E-mails for the same event - post them on the [UNT Events Calendar](#) instead.
- Students (unless they're also employees) aren't on GroupWise so don't send messages to the UNT GW Directory list that are of interest only to students.
- Sign your messages with your name, E-mail address, phone number, and department.

You can filter everyone messages (to put them in a special folder, or to automatically delete them, for example) within GroupWise. Instructions on how to do that can be found at http://ncs.unt.edu/rules/folder_rule.html

Please adhere to these guidelines when sending messages to the "everyone" list.

[Page One](#)
[Campus Computing News](#)
[Maymester Hours](#)
[GroupWise News](#)
[GNU/Linux at UNT?](#)
[Fair Use Rights and Defenses for Students in Online Learning Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Maymester Hours

By [Claudia Lynch](#), Benchmarks Online Editor

Following are the hours for Computing Center-managed facilities over the Maymester (or May Mini-mester), May 10-26 and semester breaks (May 8-9, May 27 - 30). All staff offices will maintain their normal hours during this time. Additionally:

- **Print Services** will maintain their normal hours..
- The [Helpdesk](#) is planning on being **open their normal hours**.
- The **ACS General Access Lab** (ISB 110):

May 7-8:

Friday, May 7: 8 a.m. - 5 p.m.

Saturday May 8: 10 a.m. - 5 p.m.

May 9 - 26:

Sundays: 1 p.m. - 9:45 pm

Monday - Thursday: 8 a.m. - 9:45 p.m.

Fridays: 8 a.m. - 8:45 p.m.

Saturdays: 10 a.m. - 8:45 p.m.,

May 27-29:

Thursday, May 27: 9 a.m. - 5 p.m.

Friday, May 28: 9 a.m. - 5 p.m.

Saturday May 29: 10 a.m. - 5 p.m.

Resume [normal hours](#) Sunday May 30.

Hours for Other Campus Facilities

General Access Labs

- [WILLIS](#):
 - **May 7-8:**
 - Friday, May 7: **Close** at 5:50p.m.
 - Saturday, May 8: Open 9 a.m.- 5:50 p.m.
 -
 - **May 9-25:**
 - Monday-Thursday, May 9-25: Open 7:30a.m. - 9:50 p.m.
 - Every Friday, May 9-25: Open 7:30a.m. - 8:50 p.m.

Every Saturday, May 9-25: Open 9 a.m. - 8:50 p.m.

- Every Sunday, May 9-25: Open 1 p.m. - 9:50 p.m.

-

- **May 26-30:**

- Wednesday May 26: Open 8 a.m.- 5:50p.m.

- Thursday May 27, Friday May 28: **Closed**

- Saturday May 29: Open 9 a.m. - 5:50 p.m.

- Sunday May 30: Open 1 p.m., resume 24hr schedule.

- [SLIS:](#)

May 10-May 31:

Monday - Friday: 10 a.m. - 10 p.m.

Saturdays: **Closed**

Sundays: **Closed**

- [MUSIC:](#)

Undetermined.

- [SCS:](#)

May 8 - 9: **Closed**

May 10 - 26:

Monday - Thursday: 8 a.m. - 10 p.m.

Fridays &.Saturdays: 8 a.m. - 5 p.m.

Sundays: 12 p.m. - 10 p.m.

May 27 - 30: **Closed**

- [SOVA:](#)

May 8 - 9: **Closed**

May 10 - 26:

Sundays: 1 p.m. - 10 p.m.

Monday-Thursday: 10 a.m. - 10 p.m.

Fridays: 10 a.m. - 5 p.m.

Saturdays: 10 a.m. - 5 p.m.

- [COE:](#)

- **Close** Friday, May 7 at 5 p.m.

Reopen Monday, May 10 at 7 a.m., resume normal hours.

- [COBA:](#)

- Undetermined.

- [CAS:](#)

- **GAB 330:**

May 8 - 9: **Closed**

Monday - Thursday, May 10 - 26: 8 a.m. - 10 p.m.
Friday, May 10 - 26: 8 a.m. - 5 p.m.
Saturday, May 10 - 26: 12 noon - 8 p.m.
Sunday, May 10 - 26: 12 noon - 10 p.m.

May 27 - 30: **Closed**

GAB 550, Terrill 220:

May 8 - 9: **Closed**
May 10 - 30: **Closed**

Wooten 120:

May 8 - 9: **Closed**

Monday - Thursday, May 10 - 26: 8 a.m. - 6 p.m.
Friday, May 10 - 26: 8 a.m. - 5 p.m.
Saturday, May 10 - 26: **Closed**
Sunday, May 10 - 26: **Closed**

May 27 - 30: **Closed**

[Page One](#)
[Campus
Computing
News](#)
[Maymester
Hours](#)
[GroupWise
News](#)
[GNU/Linux at
UNT?](#)
[Fair Use Rights
and Defenses
for Students in
Online Learning
Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network
Connection](#)
[Link of the
Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to
Benchmarks
Online](#)

Network Computing Services

GroupWise News

By [Jason Gutierrez](#), Campus Wide Networks

GroupWise 6.0/6.5 Tip

Adding a signature to your GroupWise message.

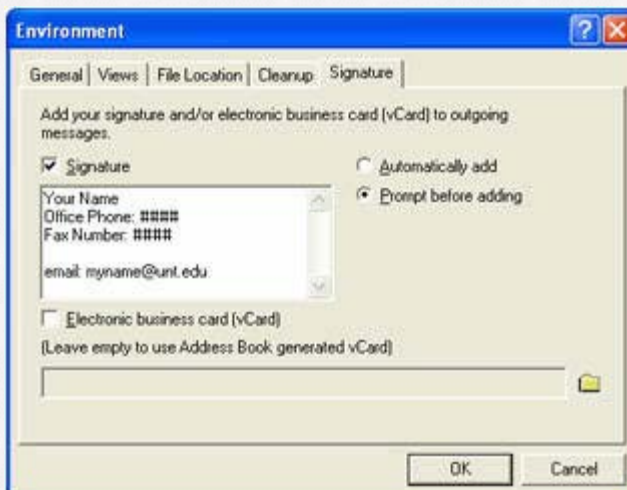
GroupWise allows you to automatically end your messages with a signature. A signature is a block of text that usually contains your contact information. For example, if you scroll to the bottom of this email you will see that I have ended this message with my signature.

There are several reasons for adding a signature to your E-mail, one of which is to comply with the newly issued [Group Email Guidelines](#). Guideline #6 reads:

"Anyone sending a message to large groups of GroupWise recipients should include his/her e-mail address, phone number, and departmental affiliation in the message so that recipients can easily identify the sender." - Guideline #6

To create a signature in GroupWise:

1. From the **Tools** menu, select **Options**.
2. Double-click the **Environment** icon.
3. Select the **Signature** tab.
4. Create your personal signature and click OK to save.



GroupWise SPAM class materials

To those of you who attended the recent class I offered on SPAM, thank you for making the first outing of this class a success. For those of you who were unable to participate in this class, it will be offered again. Until then, I have made the class materials available online in PDF format ([Acrobat](#)) at http://ncs.unt.edu/gw/basicgroupwise/downloads/PDF/Dealing_with_SPAM.pdf.

More GroupWise Information

If you are interested in this and other GroupWise topics, visit our Website at <http://ncs.unt.edu/gw/index.html>. There is a "Quick Info" box on the page that will alert you to new topics that have been posted as well as other important information.

[Page One](#)
[Campus
Computing
News](#)
[Maymester
Hours](#)
[GroupWise
News](#)
[GNU/Linux at
UNT?](#)
[Fair Use Rights
and Defenses
for Students in
Online Learning
Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network
Connection](#)
[Link of the
Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to
Benchmarks
Online](#)

GNU/Linux at UNT?

By [Duane Gustavus](#), UNIX Research Analyst

The progress of UNIX at UNT has been of special interest to me because it is the only computing environment I use, and that has been the case for more years than I like to admit now. Observing GNU/Linux growth has been especially entertaining since when I first came to CITC (then called the Computing Center), my boss declared NO LINUX; if folks had to have UNIX, we would buy Solaris for them.

Despite this inauspicious beginning, my current boss is an ardent Linux supporter, and I have been installing GNU/Linux on research and desktop systems for some time now, indeed the CITC research cluster, which just completed it's third year of operation, has always used GNU/Linux.

Recently, Oracle announced that RedHat Linux would be their preferred development platform (the [EIS](#) project to replace the venerable campus mainframe is Oracle based), and Novell purchased Suse (one of the more popular commercial distributions of Linux) announcing that GNU/Linux would be their future development platform as well. Could these corporations whose products comprise the backbone of administrative computing at UNT be on to something? Will we soon be awash in GNU/Linux systems?

Recent developments

Recent events in the Linux world have been changing attitudes, and I don't mean the [SCO farce](#). Now that companies like Novell and IBM have a Linux strategy in place, they are beginning to wax lyrical about it; I have actually seen prime-time television ads featuring Linux! This is the USA where some argue it is unpatriotic to embrace a technology that is not profiteered by a large corporation, but now there are large corporations selling free software (if the oxymoronic nature of that last bit screams out to you for explication, please see www.fsf.org/philosophy/philosophy.html)! If you are a UNT GNU/Linux user still hiding in the closet, I think you can come out now.

In contradistinction to standard commercial software practices, there are many distributions of GNU/Linux to choose from, and there always seems to be room for more! It's sort of like the difference between malls here (where the same stores and merchandise are in pretty much all of them) and markets in México (which are full of locally produced goods so even small ones are fun to visit because you never know what you will find).

Some GNU/Linux distributions may have professional support (i.e. people who are paid to help you), while for others you will have to depend on informal help, or maybe go to the Internet. You may even get a locally produced version, in

which case you will know the author personally! Community support via the Internet is, of course, in the best tradition of GNU/Linux, but now businesses will be happy to provide you with support if you provide them with money. Here are a few "bocaditos" to give the flavor of current GNU/Linux mercado at UNT.

Debian

Debian is the GNU/Linux distribution with the largest installed base among non-commercial distributions. The Debian community is international in scale, open source by philosophy, and non-profit in orientation. Because Debian has the reputation of being difficult to install, the Unix Services Group of the CITC has developed an installer which makes it easy to build a secure Debian system. In addition, they maintain a mirror for campus access to make it simple for you to keep your Debian system up-to-date; for off-campus update sites, check www.debian.org for a mirror list. For more information on current and upcoming Debian GNU/Linux services available from the Unix Services Group (USG), check at usg.unt.edu.

RedHat

In a previous *Benchmarks Online* [article](#), I explained how to use a utility named autorpm to keep your RedHat Linux system current in terms of patches. Since that article was published, RedHat has changed license and distribution policies, and by the end of April 2004, there will be no new updates from RedHat which autorpm can access. **If you configured your system to take advantage of this service, you should be aware that no future updates will be available.** In other words, while autorpm will still run, your system will not get any updates, and will therefore become continually less current and perhaps more vulnerable. The licensing changes by RedHat are incompatible with my use of GNU/Linux on research systems, so I am moving to Debian where updates are free. If, however, you are interested in staying with RedHat, there is an upgrade path available to you.

CITC resources

CITC has purchased a number of licenses for RedHat Enterprise Linux. The Unix Services Group is managing RedHat licenses and providing a campus update server. You may request a RedHat license through your Distributed Computing Support Manager (at this time it has not been determined if the license fee will be passed on to users). When your system is converted to the RedHat Enterprise Edition, it will be configured to update using the local RedHat proxy server. You will not be able to use this facility without a license (part of the new RedHat contract).

In addition, the CITC Unix Services Group has taken up the banner of "tier two" support for at least one commercial GNU/Linux distribution (RedHat Enterprise Linux). I believe this means that your Distributed Computing Support Manager can get support for RedHat Enterprise Linux from the USG. Each distributed support area retains the right to make their own decision about GNU/Linux support, of course, so you must petition your Distributed Computing Support Manager for this service instead of going directly to the Unix Services Group

yourself.

CSE Resources

If you have or want an older version of RedHat GNU/Linux that predates the license changes and is therefore not constrained in terms of redistribution, Dr. Steve Tate of the new School of Engineering's Computer Science ([CSE](#)) department maintains a software server that is just what you are looking for. Dr. Tate, a long time user and contributor to the Linux project, heads up the Computer Privacy and Security Lab in CSE, and provides this software server as a service to the UNT community. There are network installable versions of RedHat from 7.2 through the 9.0, with Fedora coming along soon. Find out more from <http://cops.csci.unt.edu/software/oses.html>.

CSE is also the home of the Network Research Lab (NRL) headed by Dr. Armin Mikler. The NRL built and maintains a Debian GNU/Linux cluster both for research projects and to provide experience in this form of computing environment to CSE students. Recent and current NRL projects cover computing in areas as diverse as forest modeling, mobile agents and epidemiological models.

United/Suse/Novell GNU/Linux

We are just beginning to hear about United/Suse/Novell GNU/Linux. Evaluation copies are being distributed, but it is not yet clear if there is a role for this distribution as a supported Novell product on the UNT campus. Only time and Novell will determine the potential here. If you are currently a Suse GNU/Linux user, this may bear watching.

"Live CD" versions of GNU/Linux

There are several "Live CD" versions of GNU/Linux now available. The best known is named KNOPPIX. A live CD version means that it runs entirely from CD (i.e. no hard disk is required, though if one is available it can optionally be used).

The value of a GNU/Linux CD is that you can pop it in any PC that will boot from CD, and be running in a few minutes without installing anything. This is a great way to play with GNU/Linux on a computer that has a different operating system on the hard disk.

There are also disadvantages to a CD-based installation. The most obvious is that you are limited in terms of saving work (if there is a floppy or hard disk, you can use them, but if not, you have to copy work you want to save to some other place on the net). Performance also suffers because CDs are much slower than hard disks, but you might be surprised at how useful it can be for web surfing, exploring the beguiling world of free software or as a rescue tool when you have hard disk problems.

Another interesting use for a live CD is to "remaster" it. Because the software is free, you can remove some of the content and replace it with your own! Not only is this legal, sites like knoppix.org include instructions on how to do this

and even collections of interesting remasters. For instance, if you have a class or research project with both compute and documentation components, you could put them on a remaster which could then be booted almost anywhere, and would contain the code, documentation and all the tools to demonstrate your work. Furthermore, because it is free software, you can copy and distribute as many of your remasters as you like.

In ACS, we have experimented with remastering KNOPPIX to create a custom CD for our short course on learning LaTeX. Even if you don't have LaTeX on your PC at home, you can reproduce the environment used in the mini-course by simply rebooting with this CD. Our initial results are very encouraging, and we plan to experiment more with this technology.

UNT faculty projects

Dr. Angela Wilson, Chemistry

If GNU/Linux Beowulf clusters (a group of systems organized for compute intensive processing) seem intriguing to you, the work of Dr. Angela Wilson's chemistry research group will be of interest. Two students in Dr. Wilson's group built a cluster from surplus PCs during the winter break of the 2002/2003 academic year as a learning exercise. They started with six compute nodes and have added more as funds and/or surplus equipment became available. Their cluster is now up to twenty nodes, and is used regularly for both class and research work. In the summer, they use the cluster for a "hands-on seminar" where other chemistry students can gain experience in cluster building and computing. Dr. Wilson considers this invaluable experience for students poised to enter a career in computational chemistry.

Dr. Patrick Brandt, Political Science

Dr. Patrick Brandt of the Political Science department is presenting a paper at the Midwest Political Science Association annual conference this month on the use of Monte Carlo simulation to examine the properties of hypothesis tests in model selection. The Monte Carlo experiment work was done in the R language (open source of course) on the CITC GNU/Linux research cluster last summer and fall. This summer's computing program will be to estimate Bayesian time series models for the forecasting of international conflicts, an NSF sponsored project. Dr. Brandt also uses GNU/Linux for his personal desktop.

Dr. William E. Moen, School of Library and Information Sciences

Dr. William E. Moen of the School of Library and Information Sciences is directing projects to maximize the usefulness of resources provided by the [Library of Texas](#) initiative. Dr. Moen and his research team are using the MySQL database engine on GNU/Linux systems to support the metasearch application for searching library catalogs and commercial databases, and to analyze transaction log files associated with the metasearch application.

A Texas Library Directory Database in MySQL allows customization and

personalization of the metasearch interface by providing information to the application about geographic locations of libraries and collection strengths of those libraries. A PHP-based log analysis tool enables automatic reporting of usage of the metasearch application and interacts with the directory database to indicate individual library usage of resources. These open source applications provide cost-efficient and effective approaches for data management and reporting requirements.

UNT Institute of Applied Sciences

We must all be concerned about our environment and the long-term effects of some of our short-term decisions. A joint project between the UNT Institute of Applied Sciences and the City of Denton provides near real-time data collection and publication of local water and air quality as well as ultra-violet radiation. The data is gathered from remote sensors and stored in a database on a Debian GNU/Linux server. The software for collecting and publishing the data was developed primarily by graduate students under the direction of UNT faculty researchers. The results can be seen at <http://www.ecoplex.unt.edu> (yes, that's another GNU/Linux system). Informed decisions demand access to real data, and this site provides data about your corner of our world.

In conclusion

These items are far from comprehensive in terms of identifying GNU/Linux users and projects at UNT. The bias towards reporting faculty research projects simply reflects my job responsibilities (faculty research computing support). Administrative computing applications such as the Internet email gateway, spam filtering, EagleMail, ftp services and student Web pages are also provided by GNU/Linux systems. Desktop GNU/Linux systems are becoming more common and should benefit greatly from organized professional support. In sum, there has never been a better time to check out GNU/Linux at UNT!

[Page One](#)

[Campus
Computing
News](#)

[Maymester
Hours](#)

[GroupWise
News](#)

[GNU/Linux at
UNT?](#)

**Fair Use Rights
and Defenses
for Students in
Online Learning
Environments**

[Today's Cartoon](#)

[RSS Matters](#)

[The Network
Connection](#)

[Link of the
Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to
Benchmarks
Online](#)

Fair Use Rights and Defenses for Students in Online Learning Environments ©

By [Rosalie Lopez](#), B.S.B.A., M.B.A., J.D. Attorney at Law

The following is a presentation given by Rosalie Lopez at the recent Southwest Regional EDUCAUSE [Conference](#) in Dallas. Rosalie has graciously agreed to allow us to reprint it here. She is a 1982 graduate of UNT.

Abstract

To support their students while protecting their institutions, instructors must understand the parameters of what is permitted use versus what is infringement with respect to copyrighted material accessible from online venues. Fair use rights and defenses under the Copyright Act, Digital Millennium Copyright Act, and other laws are discussed.

Introduction

Instructors play a vital role in encouraging original work from their students. Students need guidance in the area of copyright laws. Regrettably, members of the academic community often are uninformed or misinformed about the parameters of using others' work. When instructors do not require the strictest standards and oversight on student research and work, students unwittingly make mistakes or commit wrongdoing in violation of the various laws protecting others' original works of authorship. Violation of copyright laws leaves the student, the instructor, and their institutions (profit and non-profit) vulnerable to legal attack. When an allegation of infringement arises, it is important to conduct an infringement analysis or audit to determine the extent of exposure that might exist. It is also important to carefully investigate the merits of the infringement that is alleged. This paper focuses on fair use rights and defenses for students in online learning environments.

Online Environments

The Internet has paved the way for easy access to information. It has, for the most part, made searching for information possible at the keyboard and with a few clicks of a mouse. It is hard to imagine life without the extensive access individuals enjoy to just about anything and everything on the Internet. This online learning environment with relatively few barriers, frankly speaking, has opened up the arena of copyright litigation unlike ever before. If online learning environments are part of the teaching methodology utilized that a student is

required to participate in to accomplish his or her learning, then it is imperative that instructors be as fully informed as possible about copyright laws. It is a foregone conclusion that if the laws were made much easier to understand, there would be less worry and stress upon instructors in providing their students with important guidance to obtaining and using education information obtained from the Internet.

What is Considered a Copyrighted Work?

Under the Copyright Act of the United States, the subject matter of a copyrighted work is afforded protection as defined in Sec. 102 as follows:

(a) Copyright protection subsists, in accordance with this title, in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Works of authorship include the following categories:

- (1) literary works;*
- (2) musical works, including any accompanying words;*
- (3) dramatic works, including any accompanying music;*
- (4) pantomimes and choreographic works;*
- (5) pictorial, graphic, and sculptural works;*
- (6) motion pictures and other audiovisual works;*
- (7) sound recordings; and*
- (8) architectural works.*

(b) In no case does copyright protection for an original work of authorship extend to any idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied in such work.

Copyright protection vests immediately at its creation in a fixed form and belongs to the individual or authors who created the work sought to be protected. Although a copyright notice is no longer mandatory for works published after March 1, 1989, notice to the public and proper registration are critical for those seeking full protection under the law.

The typical copyright notices for written publications, including information on the Internet sought to be protected are generally as follows:

© - the universal symbol for copyright notice with the name of the copyright owner and the first year of publication, i.e. © Rosalie Lopez, 2003;

Copyright – the word itself together with the name of the copyright owner and the first year of publication, i.e. Copyright 2003, Rosalie Lopez; and

Copr. – the abbreviation for copyright with the name of the

copyright owner and the first year of publication, i.e. Copr. 2003, Rosalie Lopez.

Remember, these formal copyright notices are no longer required for works published after March 1, 1989, but most who publish their work in any venue value notices that are visible and recognizable. Registrations are made with the U. S. Copyright Office in Washington, D.C.

The rightful owner of a copyrighted work under the Copyright Act has the exclusive rights to do and to authorize any of the following under Sec. 106:

- (1) to reproduce the copyrighted work in copies or phonorecords;*
- (2) to prepare derivative works based upon the copyrighted work;*
- (3) to distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending;*
- (4) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works, to perform the copyrighted work publicly;*
- (5) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work, to display the copyrighted work publicly; and*
- (6) in the case of sound recordings, to perform the copyrighted work publicly by means of a digital audio transmission.*

A phonorecord is defined in law as “a material object in which sounds, other than those accompanying a motion picture or other audiovisual work, are fixed by any method now known or later developed, and from which the sounds can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. The term “phonorecords” includes the material object in which the sounds are first fixed,” i.e. cassette tapes, CDs, etc.

Logically, if a student or the organization is not the copyright owner then it follows they do not have the rights enumerated above.

The Digital Millennium Copyright Act

The Digital Millennium Copyright Act was enacted in 1998 to update copyright law in matters dealing with the electronic/digital environment. Its principle features focus on limitations on infringement liability for service providers and prohibitions on circumvention of technological protection measures. Online education environments are greatly affected by the act provisions. Educational institutions are generally considered as service providers for purposes of the act.

Students can become rather creative when designing websites using educational institution equipment, software, and access to the Internet. Service providers receive certain protections from liability and “notice and takedown” procedures must be strictly and timely followed. Any copyrighted works that are infringed upon by a student using educational institution resources is subject to the act.

If a copyright owner discovers that their copyrighted work is up on a website supported in some way by resources of an educational institution, the copyright owner must file a notification of alleged infringement under penalty of perjury

and in accordance with the statutory requirements for notification under the act. Upon receipt of notification, the service provider must swiftly remove or block access to the material identified in the notification or face loss of protection under the act. If the service provider complies, the service provider is then exempt from monetary liability. The act contains special provisions for non-profit institutions for certain acts on the part of instructors and graduate students and considers them “a person other than the provider” and affords protection to the educational institution under the following conditions:

- (a) *The faculty member or graduate student’s infringing activities do not involve providing access to course materials that were required or recommended during the past three years.*
- (b) *The institution has not received more than two notifications over the past three years that the faculty member or graduate student was infringing.*
- (c) *The institution provides all of its users with informational materials describing and promoting compliance with copyright law.*

There are many facets to the act that cannot be fully discussed in this forum. Suffice it to say, instructors should get with their organizations and their legal counsel to become familiar with the complex intricacies of the act.

What is Infringement?

In the absence of a recognized exception or defense afforded copyright protection, any person or organization found to have infringed upon a copyright owner’s work may invite an action for copyright infringement. Penalties to the individual, including the organization, could be substantial not to mention the litigation expenses and attorney fees that will have accrued.

The infringement of copyright law is found at Title 17, Chapter 5, Sec. 501 of the United States Code. Specifically, it says:

Sec. 501. - Infringement of copyright

- (a) *Anyone who violates any of the exclusive rights of the copyright owner as provided by sections 106 through 121 or of the author as provided in section 106A(a), or who imports copies or phonorecords into the United States in violation of section 602, is an infringer of the copyright or right of the author, as the case may be. For purposes of this chapter (other than section 506), any reference to copyright shall be deemed to include the rights conferred by section 106A(a). As used in this subsection, the term "anyone" includes any State, any instrumentality of a State, and any officer or employee of a State or instrumentality of a State acting in his or her official capacity. Any State, and any such instrumentality, officer, or employee, shall be subject to the provisions of this title in the same manner and to the same extent as any nongovernmental entity.*
- (b) *The legal or beneficial owner of an exclusive right under a copyright is entitled, subject to the requirements of section 411, to institute an action for any infringement of that particular right committed while he or she is the owner of it. The court may require such owner to serve written notice of the action with a copy of the complaint upon any person shown, by the records of the Copyright Office or otherwise, to have or claim an interest in the copyright, and shall require that such notice be served upon any person whose interest is likely to be affected by a decision in the case. The court may require the joinder, and shall permit the intervention, of any person having or claiming an interest in the copyright.*
- (c) *For any secondary transmission by a cable system that embodies a performance or a display of a work which is actionable as an act of infringement under subsection (c) of section 111, a television broadcast station holding a copyright or other license to transmit or perform the same*

version of that work shall, for purposes of subsection (b) of this section, be treated as a legal or beneficial owner if such secondary transmission occurs within the local service area of that television station.

(d) For any secondary transmission by a cable system that is actionable as an act of infringement pursuant to section 111(c)(3), the following shall also have standing to sue:

(i) the primary transmitter whose transmission has been altered by the cable system; and

(ii) any broadcast station within whose local service area the secondary transmission occurs.

(e) With respect to any secondary transmission that is made by a satellite carrier of a performance or display of a work embodied in a primary transmission and is actionable as an act of infringement under section 119(a)(5), a network station holding a copyright or other license to transmit or perform the same version of that work shall, for purposes of subsection (b) of this section, be treated as a legal or beneficial owner if such secondary transmission occurs within the local service area of that station.

(f) (1) With respect to any secondary transmission that is made by a satellite carrier of a performance or display of a work embodied in a primary transmission and is actionable as an act of infringement under section 122, a television broadcast station holding a copyright or other license to transmit or perform the same version of that work shall, for purposes of subsection (b) of this section, be treated as a legal or beneficial owner if such secondary transmission occurs within the local market of that station.

(2) A television broadcast station may file a civil action against any satellite carrier that has refused to carry television broadcast signals, as required under section 122(a)(2), to enforce that television broadcast station's rights under section 338(a) of the Communications Act of 1934.

What Are the Penalties for Infringement?

Under Title 17, Chapter 5, Sec. 504 of the United States Code, actual and statutory damages may be awarded and the choice of either option is afforded by law to the copyright owner. In essence, although a copyright owner may be able to seek actual damages, the copyright owner may instead opt only for statutory damages. Seeking purely statutory damages allows the copyright owner to avoid hurdles in proving actual damages or from proving the infringer's actual financial gain made from the infringement.

Sec. 504. - Remedies for infringement: Damages and profits

(a) In General. - Except as otherwise provided by this title, an infringer of copyright is liable for either -

(1) the copyright owner's actual damages and any additional profits of the infringer, as provided by subsection (b); or

(2) statutory damages, as provided by subsection (c).

(b) Actual Damages and Profits. - The copyright owner is entitled to recover the actual damages suffered by him or her as a result of the infringement, and any profits of the infringer that are attributable to the infringement and are not taken into account in computing the actual damages. In establishing the infringer's profits, the copyright owner is required to present proof only of the infringer's gross revenue, and the infringer is required to prove his or her deductible expenses and the elements of profit attributable to factors other than the copyrighted work.

(c) Statutory Damages. -

(1) Except as provided by clause (2) of this subsection, the copyright owner may elect, at any time before final judgment is rendered, to recover, instead of actual damages and profits, an award of statutory damages for all infringements involved in the action, with respect to any one work, for which any one infringer is liable individually, or for which any two or more infringers are liable jointly and severally, in a sum of not less than \$750 or more than \$30,000 as the court considers just. For the purposes of this subsection, all the parts of a compilation or derivative work constitute one work.

(2) In a case where the copyright owner sustains the burden of proving, and the court finds, that infringement was committed willfully, the court in its discretion may increase the award of statutory damages to a sum of not more than \$150,000. In a case where the infringer sustains the burden of proving, and the court finds, that such infringer was not aware and had no reason to believe that his or her acts constituted an infringement of copyright, the court in its discretion may reduce the award of statutory damages to a sum of not less than \$200. The court shall remit statutory damages in any case where an infringer believed and had reasonable grounds for believing that his or her use of the copyrighted work was a fair use under section 107, if the infringer was:

(i) an employee or agent of a nonprofit educational institution, library, or archives acting within the scope of his or her employment who, or such institution, library, or archives itself, which infringed by reproducing the work in copies or phonorecords; or

(ii) a public broadcasting entity which or a person who, as a regular part of the nonprofit activities of a public broadcasting entity (as defined in subsection (g) of section 118) infringed by performing a published nondramatic literary work or by reproducing a transmission program embodying a performance of such a work.

(d) Additional Damages in Certain Cases. - In any case in which the court finds that a defendant proprietor of an establishment who claims as a defense that its activities were exempt under section 110(5) did not have reasonable grounds to believe that its use of a copyrighted work was exempt under such section, the plaintiff shall be entitled to, in addition to any award of damages under this section, an additional award of two times the amount of the license fee that the proprietor of the establishment concerned should have paid the plaintiff for such use during the preceding period of up to 3 years.

A student or organization may be able to avoid liability under a number of defenses but even an innocent infringer may not escape an award of damages to the copyright owner. The assessment of damages is in the hands of the judge and will depend on what evidence proves the infringement. The judge can also award reasonable attorney's fees to the prevailing party. If there is a copyright notice in existence and the copyrighted work has been properly registered with the U. S. Copyright Office, defeating an innocent infringement defense is probably not going to happen.

What Defenses Exist If Accused of Infringement?

An innocent infringer has the burden of proving that he or she was not aware and had no reason to believe that his or her acts constituted an infringement of the copyright.

If accused of infringement, certain copyright exceptions or defenses may apply. The "fair use doctrine" allows certain limited use of parts of a copyrighted work without having to obtain the copyright owner's permission. Under Sec. 107 of the Copyright Act, there are four main factors in assessing what constitutes fair use. Specifically, Sec. 107 reads as follows:

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by

that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —

(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

(2) the nature of the copyrighted work;

(3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

(4) the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

It is important to understand that not one of the factors standing alone may automatically be determinative as qualifying as fair use. The four factors could be treated as interrelated. Additionally, it is critical to thoroughly understand that not all educational uses or uses by educational organizations may qualify as fair use. Generally, the fourth factor is given heavy weight, but by and large a court's decision on what weighting any of the factors will be given is totally unpredictable.

The good faith fair use defense under Title 17, Chapter 5, Sec. 504(c)(2) of the U. S. Code is a special provision that can apply if a student who copied a copyright protected work was not aware that his or her acts constituted an infringement and reasonably believed that what was copied was a fair use. A student is not entirely off the hook, however, even if a court finds this to be somewhat of a meritorious defense. The court could still assess damages. But, using its discretion, the court could also reduce damages to a sum of not less than \$200.

The copyright law and fair use guidelines are unclear for the most part, particularly in matters concerning electronic and multimedia materials. But, the law does appreciate (however little one may presume) that scholarly online work requires that instructors, students, researchers, and organizational institutions must share and reproduce pieces of original, copyrighted work in a learning environment for study, comment, research, teaching, and criticism.

While determination of fair use is for the most part inherently subjective, strictly factual information is not generally protected. Presentation of factual information primarily of a stylistic nature, however, may be protected.

Under certain circumstances, students may duplicate limited work for private study and/or research, but in all things, they should not as a rule without permission from the copyright holder, tape, save, or download electronic and multimedia materials or print or duplicate them. The same rule applies for printed materials or materials obtained from the Internet. Arguably, a web site link is nothing more than an electronic address. Addresses are generally treated as facts whether at a physical address or electronically. They serve to identify where something can be located. It was held in *Ticketmaster Corp. v. Tickets.Com, Inc.*, 2003 WL 21397701 (C.D. Cal.) that basic linking is not copyright infringement because no copying of the material is involved, only the

transportation of an address—a fact. Copyright infringement involves substantially copying the fruits of a person's toil.

If more than a strict and limited use is needed, then copyright permission from the copyright owner must be obtained.

Copyright Permission

Because of the confusion over what constitutes fair use, it is wise to seek permission to use a copyrighted work from the copyright holder. A copyright permission request should be made at the earliest instance before engaging in the use of another's copyrighted work.

An example of a permission request form that readily covers all the major bases of print or electronic/digital delivery in a non-profit or for-profit situation is attached in Appendix A. The permission request form material in Appendix A has been reprinted with permission from Questions and Answers on Copyright for the Campus Community, Copyright 2003, Association of American Publishers, National Association of College Stores and Software & Information Industry Association.

Conclusion

This paper does not purport to be representative or exhaustive of a full discussion on copyright law and any defenses that might be available to those accused of infringement. All material sought to be used by a student should be presumed to be protected until a fair use analysis is properly determined or permission is otherwise granted by the copyright owner. If ever confronted with an alleged infringement claim, seek legal counsel trained in copyright law immediately. This is not an arena in which laypersons can survive given the complexities of the law.

Instructors should not take copyright infringement lightly. There is an inherent obligation to teach students what must be known about respecting another's work. It should be emphasized to students that the law affords copyright protection so that individuals will have an incentive to continue to contribute their work in society and, when possible, receive remuneration for their efforts.

The goal of this presentation was to inform instructors, students, and for-profit and non-profit learning institutions that students deserve protection from unwittingly violating the law. It is incumbent upon any instructor to be informed about how to legally use copyright protected works and to impart that knowledge to their students. It is also incumbent upon learning institutions to ensure that their instructors are well-versed on the legal ramifications of copyright infringement as well as educate and properly train their instructors on how to help their students avoid violating the law.

[Appendix A](#)

Presenter Biography

Rosalie Lopez received her undergraduate degree in business from the University of Northern Colorado, her M.B.A. from the University of North

Texas, and her doctor of jurisprudence degree from the University of Houston Law Center. She graduated Order of the Barristers and with honors from law school.

Rosalie Lopez has been licensed to practice law in Texas since November 1990. Ms. Lopez is a Member and Fellow of the College of the State Bar of Texas.

Rosalie Lopez has also served as a mediator as well as a judge presiding over civil, criminal, and juvenile matters. She attended the National Judicial College in Reno, Nevada in 1997. Ms. Lopez teaches Business Law, Legal Environment of Business, Contemporary Business Law, and Employment Law for the University of Phoenix.

Rosalie Lopez is currently seeking her Doctor of Management degree in Organizational Leadership from the University of Phoenix—Online Campus.

Rosalie Lopez is an advocate for education. She believes in open and robust debate about pressing education policy issues and works for sound and accountable government intervention in education matters.

Copyright © 2003, Rosalie Lopez, Worldwide Rights Reserved.

[Skip Navigation Links](#)

[Page One](#)

[Campus Computing News](#)

[Maymester Hours](#)

[GroupWise News](#)

[GNU/Linux at UNT?](#)

[Fair Use Rights and Defenses for Students in Online Learning Environments](#)

Today's Cartoon

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

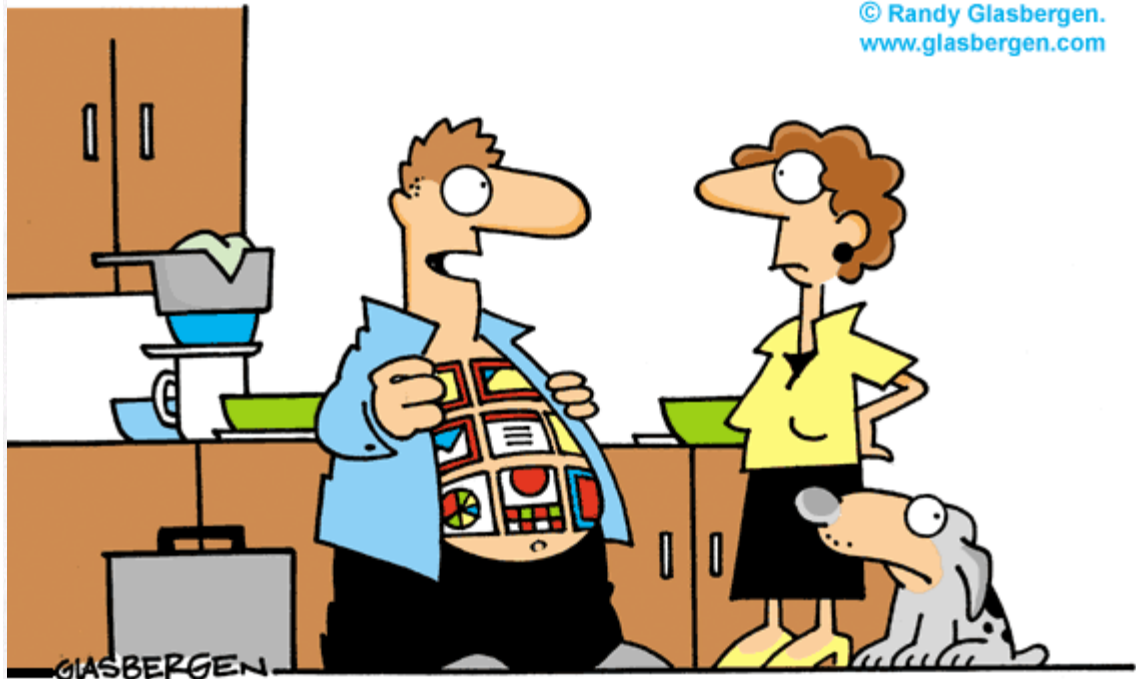
[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

maincontent

Today's Cartoon

© Randy Glasbergen.
www.glasbergen.com



**“My PowerPoint presentation went so well,
I had it made into a tattoo!”**

From "Today's Cartoon by Randy Glasbergen", posted with special permission. For many more cartoons, please visit www.glasbergen.com.

[Page One](#)
[Campus Computing](#)
[Maymester Hours](#)
[GroupWise News](#)
[GNU/Linux at UNT?](#)
[Fair Use Rights and Defenses for Students in Online Learning Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Network Connection

By [Dr. Philip Baczewski](#), Associate Director of Academic Computing

Online Music Revisited*

It's been almost a year since Apple launched its [iTunes](#) Music Store which offers the download of songs for \$.99 each. In the intervening time, Apple has sold millions of music tracks and has brought Windows users into the fold by releasing a Windows version of iTunes. One would think that this development is a harbinger of things to come in the music world, and we have seen competition spring up in the reanimated [Napster](#) service (with CD burning "Toast" software company [Roxio](#) playing Dr. Frankenstein) and [Musicmatch](#). Add to that intimations by Microsoft that they'll jump into the online music business and an Apple OEM deal with HP to produce HP branded [iPods](#) and you'd think it's a brave new musical world.

When you assume ...

One might think that, but if one did, one would be wrong. Rather than spawning competition and driving music prices down, recent indications are that the opposite trend is in force. An article posted on the British online Journal, "The Register," indicated that the music industry is pushing for higher prices for downloaded music tracks. The [article](#) posits that the major record labels would like to see \$1.25 to \$2.99 per song as the download price. The Register's article might be colored by the fact that they refer to the record industry as "pigopolists" but the general trend is born out by at least one other source as well. The "Arizona Republic's" AZCentral [Website](#) hosts an [article](#) apparently originally run in the "Wall Street Journal" which corroborates the \$1.25 to \$2.99 desired price point and also shows that in some cases, it is cheaper to buy and album on the physical CD than it is to download it from the online services.

Too much money?

You'd think that Apple was making too much money on all those downloads, but you'd be wrong. Turning to "The Register" again, we see a November [article](#) which quotes Steve Jobs as stating that most of that money goes to the music companies. So, why is Apple in the music business? Well, to sell iPods, of course. Apple, after all is a hardware company and all that fancy software just goes to push those high-priced (but admittedly high quality) Apple products out the door. An [article](#) posted in October on CNet's news [site](#) confirms that Apple is not trying to make money on the music store but using it to sell iPods.

Now, before I start to get hate mail from the cult of Apple, let me be clear in the fact that I am not criticizing Apple (the cult of Apple does not allow criticism of any sort). I like Apple products and use them on a daily basis. But what appeared a year ago as a nice compromise to the download-free-but-get -sued-by-the-[RIAA](#) predicament turns out to be a situation

heavily weighted in favor of those RIAA music companies.

The iTunes music store provides a list of the top ten song downloads and the top ten album downloads of the day. It would be interesting if some day the top ten were all from independent musicians who produced their own work without being shackled via contract to a major record label. This would put Apple in the position of taking over a role traditionally filled by those record labels, that is, the promotion and distribution of the music. For example [blatant plug], [former](#) ACS staffer Eriq Neale's CD "Sacrificing Toasters to Alien Poets" is [available](#) on iTunes. I don't see anywhere on Apple's Website how this is accomplished if you are an independent musician, but Eriq apparently figured it out. Having vicariously lived through and made a small contribution to the production of that album, I'd like nothing more than to see it be number one on Apple's download list, but I don't see that scenario as likely.

Apple needs the RIAA more than they need Apple. As long as the RIAA can sue people and keep a stranglehold on the distribution of the most popular music, Apple's online service is just extra cash in their pocket. Apple needs that engine of popular music to keep chugging so that they can attract people to the idea of an iPod. If all Apple offered on the iTunes Music Store was independent music you'd never heard of, it would be a lot less likely that you would rationalize the expense of that iPod (even though you can load tracks "ripped" from your legally purchased CDs into your iPod, the iTMS makes things much more convenient).

Business as usual

So, it seems like it's music business as usual. The revolution has yet to begin. If, however, enough already popular groups or artists realize that they might not need their record label for promoting and distributing their music, the whole music world could be turned upside down. Getting free of record contracts is not always easy, however, as is evidenced by the struggle between Warner Brothers and "The Artist Formerly [still?] known as Prince." But if Eric Clapton, Britney Spears, Barry Manilow, Patti Smith, and Yo-Yo Ma all decided to release their next albums exclusively via the iTunes music store, you'd have some mad record companies and I can imagine them pulling out of their deal with Apple. But that's all speculation right now. Until that day, our Britney dollars will just have to continue to line some record company executive's pockets.

An Historical Snapshot

For a look at previous *Network Connection* articles on these topics see below.

2000

- [Bullies of the Internet](#)

2001

- [Napster, the RIAA, Microsoft, and the new Intellectual Kingdom](#)
- [Only in America...](#)
- [Your rights online: eroding away?](#)

2002

[Peer to your Peer](#)

- [Napster is Dead](#)

2003

- [Apple's Online Music Store: Plenty of Soul, but, Alas, not much Class](#)

[Page One](#)

[Campus Computing News](#)

[Maymester Hours](#)

[GroupWise News](#)

[GNU/Linux at UNT?](#)

[Fair Use Rights and Defenses for Students in Online Learning Environments](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

Link of the Month

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

Link of the Month

Each month we highlight an Internet, USENET Special Interest Group (SIG), or similar mailing list(s) or Website(s).



Helping to shape the future of UNT

Now is your chance to have input on the future of UNT. According to Dr. John Todd, Interim Associate Vice President for Institutional Research & Accreditation, Provost Howard Johnson has been working on an academic plan to shape the future development of UNT. To collect as much feedback as possible, Dr. Johnson has posted the Academic Plan on the Academic Affairs Website and made it possible to provide comments via that site. Deadline for submission of comments is 5/15/04.

To get to the plan click [here](#) or go to the Academic Affairs Website at www.unt.edu/vpaa and choose the link to the Academic Plan that appears at the top of the page. After reading the welcome from Dr. Johnson, you will be given an opportunity to go to the review and comment page.

You will need to know your EUID and password to get into the review and comment page. If you don't know your EUID and/or password, follow the links that are provided to retrieve that information. If you have questions about this process, you may call Margaret Vestal at 565-2550 or send her E-mail at mvestal@unt.edu.

[Page One](#)
[Campus Computing](#)
[Maymester Hours](#)
[GroupWise News](#)
[GNU/Linux at UNT?](#)
[Fair Use Rights and Defenses for Students in Online Learning Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

IRC News



Minutes provided by Sue Ellen Richey,
Recording Secretary

March 9, 2004

VOTING MEMBERS PRESENT : PHILIP TURNER, Chair, ELIZABETH HINKLE-TURNER, PAM HIGHT (for DON GROSE), CHRISTY CRUTSINGER, BRUCE HUNTER, RAMU MUTHIAH, LOU ANN BRADLEY, JON NELSON, JENNY JOPLING, RUBY HUANG (for MAX KAZEMZADEH), JIM CURRY, ROBERT NIMOCKS **NON-VOTING MEMBERS PRESENT:** JOE ADAMO, MAURICE LEATHERBURY, PATRICK PLUSCHT, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** JUDITH ADKISON, COY HOGGARD, JONEEL HARRIS, RICHARD HARRIS, ABRAHAM JOHN, KATHY SWIGGER, CENGIZ CAPAN, KENN MOFFITT, DONNA ASHER, DOUG MAINS, ARMIN MIKLER, BOBBY CARTER CHUCK FULLER, JOHN PRICE, ERUM SHAIKH

The Chair reported that there has been no IR Steering Committee meeting since the last IRC meeting. However, Maurice Leatherbury noted that Richard Rafes has reviewed the GroupWise Everyone E-Mail Guidelines, and although he doesn't have any problem with the document, he has asked that they be given greater visibility, suggesting that they be attached to the Computer Use Policy. Maurice said he was considering attaching them to a new policy now being developed which deals with email retention compliance. Maurice said he would take this issue up with the new Standards & Policy Planning Group.

Distributed Computing Support Management Team

Maurice reported that although the Distributed Computing Support Management Team has met, there are no major issues on which to report.

Instruction Planning Group

Jenny Jopling reported that the Instruction Planning Group has not met, and added that she will need to turn the responsibility of Chair of that group to someone else, as she has taken a position as Director of Distance Learning at the University of Texas at Arlington and will be leaving UNT at the beginning of April.

Communications Planning Group

Lou Ann Bradley reported that the Communications Planning Group has met but they had no major issues on which to report.

EIS Planning Group

There was no one present to report for the EIS Planning Group. There was some discussion about the new Time Reporting System, and the Financial Reporting System.

Research Planning Group

Maurice Leatherbury reported that the Research Planning Group has not met. He is collecting testimonials of researchers regarding their need for technical support for research and waiting for more information from one faculty member before writing a white paper. He plans to request an additional staff position to support research, and hopes to have the request ready to submit to the administration right after Spring Break.

Standards & Policy Planning Group

Maurice Leatherbury reported that the Standards & Policy Planning Group has not met because Kenn Moffitt is working on EIS portal design.

Student Survey

Elizabeth Hinkle-Turner reported that the Student Survey results are now in a form she can understand but she does not have a report ready for the IRC at this time.

Distance Learning Team

Patrick Pluscht reported that the Distance Learning Team has not met. He reported that the video satellite program on the real cost of on-line courses was very successful. They bought the license to be able to stream that video, and he will be sending out an email message later today regarding this. He explained that those wanting to view the video will have to have an EUID and password in order to view it and to download the packet materials. He noted that members should watch their email for another PBS presentation on “CiberInsecurity?

Prevention and Protection Solutions” to be held on April 6th (link to the program: <http://pbs.org/als/programs/crhe0103.htm>). The Distance Learning Team will meet this Thursday as a group. Patrick also reported that they have recently severed their ISDN connection with the Health Science Center for the video-conference network and now connect through IP at a cost savings for the University.

Jenny Jopling added that the rollout of WebCT Vista will begin in the summer; 5 courses are already using Vista in a pilot project.

Patrick commented that there have been 50,000 hits to the new UNT e-campus web site. They are very pleased with the response to this service to students.

In addition, Patrick mentioned a web service called [“turn it in.com”](http://turnit.com) to which students’ papers can be uploaded for the purpose of checking for plagiarism. This is a software license that SLIS is using, and which could be very beneficial to faculty throughout the campus. A campus-wide site license for this product is being investigated.

Classroom Monitoring System

Maurice Leatherbury reported that he gave a [presentation](#) at a recent EDUCAUSE meeting in which he told about Jim Curry’s Classroom Monitoring System which Jim designed to check on equipment in classrooms across campus. As a result of Maurice’s presentation, at least four groups have planned to come to UNT to find out more about the system.

* For a list of IRC Regular and Ex-officio Members click [here](#).

IRC Meeting Schedule

The [IRC](#) generally meets on the third Tuesday of each month, from 2-4 p.m., in the Administration Building Board Room. From time to time there are planned exceptions to this schedule. All meetings of the IRC, its program groups, and other committees, are open to all faculty, staff, and students.

[Page One](#)
[Campus
Computing
News](#)
[Maymester
Hours](#)
[GroupWise
News](#)
[GNU/Linux at
UNT?](#)
[Fair Use Rights
and Defenses
for Students in
Online Learning
Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network
Connection](#)
[Link of the
Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to
Benchmarks
Online](#)

Research and Statistical Support University of North Texas

RSS Matters

Link to the last RSS article here: [Null Hypothesis Significance Testing](#)

Delivering Results to the End User: Two Stata 8.0 Examples, Part 1

By [Patrick McLeod](#), ACS Research Consultant

One area in which there is a great deal of variance across disciplines in the social sciences is the presentation of results from statistical analyses. I am comfortable reporting analysis in my own field (political science), but in my position in Academic Computing Services I am constantly amazed at the differences in reporting results from discipline to discipline. In this article I'll discuss two Stata commands that can be used to report a variety of parameters, descriptives, and calculations for delivery to the end user.

You've Run Your Models...Now What?

Running statistical models is less than half the battle. Most statistical software, including Stata 8.0, is automated to the point where you can point-and-click your way to whatever model you are attempting to specify. The real work comes in presenting your results and interpreting them in a meaningful manner.

The two commands we will overview today are `–estimates table-` and `–listtex-`. Before progressing it would be prudent to insure that both packages are installed and working on your version of Stata. This can be checked by typing `–help estimates table-` and `–help listtex-` respectively. If you see Stata help documentation for these packages after typing these commands, then these packages are installed on your system. If you do not see Stata help documentation, then you can find and install these packages by typing `–findit estimates table-` and `–findit listtex-` respectively from the Stata command line if your computer is connected to the internet. If you are connected via a dial-up connection, then you may experience a slight wait for the packages to download. If you are connected by a dedicated connection such as a cable modem, DSL, or here at UNT, then the wait will be negligible.

In the Table and Dreaming: What to Include and How

Depending on the requirements of your original piece of research, your replication, your thesis, or your dissertation, what you will want to include in tables and figures. I am going to use examples in this article reporting coefficients and standard errors for estimated parameters. Both `–estimates table–` and `–listtex–`

Using `–estimates table–`

From the Stata 8 help file for `–estimates table–`:

Display one or more estimation results in a table

Basic syntax

```
estimates table [namelist] [, stats(scalarlist)
equations(1) star ]
```

Full syntax

```
estimates table [namelist] [, stats(scalarlist)
equations(matchlist) keep(keeplist) drop(droplist)
                                star[#1 #2 #3] coded
b[(fmt)] se[(fmt)] t[(fmt)] p[(fmt)] stfmt(fmt) eform
                                varwidth(#) modelwidth(#)
label style(style_spec) newpanel title(str) ]
```

where `style_spec = oneline | columns | nolines`

Description

`estimates table` displays coefficients, "significance stars", standard errors, t/z-statistics, and p-values and scalar statistics of one or more models previously fitted and stored by `estimates store`. The last estimated results may be referenced as a period (.) even if not yet stored. If no model is specified, `estimates table` reports about the last fitted model.

`estimates table` produces a table in which the coefficients are matched by the name of equation and coefficient; see option `equations()` to match equations by number. Each model in `namelist` is presented in a column of the table.

`estimates table` displays blanks in the table cells for those coefficients that are not in a particular model.

`estimates table` obeys the `linesize`.

For this example we will use the following:

```
clear;

#delimit ;

set obs 100;

quietly {;
```



```

gen x1=uniform(); gen x2=uniform(); gen x3=uniform();

gen y=1+x1+x2+x3+invnorm(uniform());

regress y x1;      estimates store model1;

regress y x1 x2 ; estimates store model2;

regress y x1 x2 x3 ; estimates store model3;

};

tempfile model1 model2 model3;

estimates table model1 model2 model3, stats(N chi2) star se;

```

Using `-listtex-`

`-listtex-` is best utilized with some of Roger Newson's other Stata user-written packages, all available using `-findit packagename-` where `packagename` is the name of the package you are trying to locate. For this particular example, `-dsconcat-` (a package for concatenating results into a table) and `-parmby-` (a by-able version of `-parment-`, another Newson-written package that creates a data set of parameter estimates) will both need to be added to your system before you can run the sample code below:

```

clear;

#delimit ;

set obs 100;

quietly {;

gen x1=uniform(); gen x2=uniform(); gen x3=uniform();

gen y=1+x1+x2+x3+invnorm(uniform());

regress y x1;      estimates store model1;

regress y x1 x2 ; estimates store model2;

regress y x1 x2 x3 ; estimates store model3;

};

tempfile model1 model2 model3;

parmby "reg y x1", lab saving(model1, replace) idn(1) ids(unadjusted);

parmby "reg y x1 x2", lab saving(model2, replace) idn(2) ids(unadjusted);

parmby "reg y x1 x2 x3", lab saving(model3, replace) idn(3) ids(unadjusted);

dsconcat model1 model2 model3;

list parm estimate stderr t min95 max95;

listtex idnum parm label estimate stderr t min95 max95 using example1.tex,
rstyle(tabular) replace;

```

In next month's *Benchmarks Online* article we will modify the code presented here using some of the options available in these packages and evaluate their output.

For More Information:

Newson, Roger. Creating plots and tables of estimation results using parmest and friends. Presented at the 8th UK Stata User Meeting, 20-21 May, 2002:

<http://www.kcl-phs.org.uk/rogernewson/usergp/uk2002.pdf>

[Page One](#)
[Campus Computing News](#)
[Maymester Hours](#)
[GroupWise News](#)
[GNU/Linux at UNT?](#)
[Fair Use Rights and Defenses for Students in Online Learning Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

WWW@UNT.EDU

Hosting your Own Web Server

By [Shane Jester](#), Campus Web Administrator

Do you want to host your own Web server at home, but don't want to pay for a static IP address. Did you know that there are several services that allow you to map your domain name to a dynamic IP address. Just do a google search for "dynamic DNS hosting" and you will find several different services. Some charge for premium services where they host your purchased domain name, and some offer free services allowing you to select a server name in one of their designated domains.

Here is the concept: Whenever you use a dialup connection, you are assigned a new IP address to your system every time you login to your ISP. These dynamic hosting services provide you with an interface to map your domain name to your new IP address after you establish your connection. This can be done with any number of tools that they provide you, or you can write your own tool with a scripting language in most cases. Of course, you probably don't seriously want to use this service if you are using dialup due to the slow speed limitations and the fact that you are not continuously connected to the Internet.

The most likely scenario is if you use a DSL or Cable service. In most high-speed Internet services, your dynamic IP address only changes every few days. This allows you to automate your dynamic DNS synchronization with your fluctuating IP address. The most effective way to do this (unless you find a tool that someone else wrote) is to right a little script that periodically checks your current IP address. If it has changed, then you can invoke the script or utility that synchronizes your IP address to your domain name using your dynamic DNS provider. Depending on how often you run this process, you could potentially see almost no interruption in service since the synchronization with the hosting services usually only takes a matter of minutes.

Of course, before you do any of this, you should check the contract of your high-speed Internet provider. A lot of providers forbid you from hosting Web servers on a residential service, but if not, you have a relatively cheap method of domain hosting on your own computer.

[Page One](#)
[Campus Computing News](#)
[Maymester Hours](#)
[GroupWise News](#)
[GNU/Linux at UNT?](#)
[Fair Use Rights and Defenses for Students in Online Learning Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Short Courses

By [Claudia Lynch](#), *Benchmarks Online* Editor

The spring Short Courses started are officially over. Surf over to the [Short Courses](#) page to see the types of courses we will most likely be offering this summer. The new schedule should be out some time in May.

Customized Short Courses

Faculty members can request customized short courses from ACS, geared to their class needs. Other groups can request special courses also. Contact ACS for more information (ISB 119, 565-4068, lynch@unt.edu).

Especially for Faculty and Staff Members

In addition to the [ACS Short Courses](#), which are available to students, faculty and staff, staff and faculty members can take courses offered through the [Human Resources](#) Department, the [Center for Distributed Learning](#), and the UNT Libraries' [Multimedia Development Lab](#). Additionally, the Center for Continuing Education and Conference Management offers a variety of [courses](#) to both UNT and the general community, usually for a small fee.

GroupWise Training

Information about GroupWise training can be found at the GroupWise course site.

- Intermediate GroupWise 6, Class 3, is being offered on April 20th and again on April 22nd, 2004.

See the GroupWise course [site](#) for more information on these classes.

If you would like to have a Basic GroupWise seminar for your area, please contact Jason Gutierrez, Network Computing Services, jasong@unt.edu.

GroupWise SPAM class: A class on using GroupWise to Combat Unsolicited Email (a.k.a SPAM) was offered on March 25th, 2004. If you were unable to participate in this class, it will be offered again. Until then, the class materials are available online in PDF format (Acrobat) at http://ncs.unt.edu/gw/basicgroupwise/downloads/PDF/Dealing_with_SPAM.pdf.

Center for Distributed Learning

The Center for Distributed Learning offers courses especially for Faculty Members. A list of topics and further information can be found at http://www.unt.edu/cdl/training_events/index.htm

The center also offers a "Brown Bag" series which meets for lunch the first Thursday of each month at Noon in Chilton 245. The purpose of this group is to bring faculty members together to share their experiences with distributed learning. One demonstration will be made at each meeting by a faculty member with experience in distributed learning. More information on these activities can be found at the [Center for Distributed Learning](#) Website.

Technical Training

Technical Training for campus network managers is available, from time to time, through the Network Computing Services (NCS) division of the Computing and Information Technology Center. Check the NCS [site](#) to see if and when they are offering any training.

UNT Mini-Courses

There are a variety of courses offered, for a fee, to UNT faculty, staff and students as well as the general public. For additional information surf over to <http://www.pware.com/index.cfm?clientid=2694a>

Alternate Forms of Training

Many of the [General Access Labs](#) around campus have tutorials installed on their computers. For example, the College of Education has Macromedia Tutorials for DreamWeaver 4.0, Flash 5.0 and Fireworks 4.0.

The [Training](#) Web site has all sorts of information about alternate forms of training. Computer Based Training (CBT) is one of the alternatives offered.

PLEASE NOTE: The SkillSoft/SmartForce server has been taken offline because the Campus application was not compatible with the necessary patches needed for a robust and secure Windows2000 server. *Most courses listed at [the old SmartForce Website](#) are still available on CD-ROM for your use by contacting [Claudia Lynch](#) in Academic Computing Services. Additionally, the Microsoft e-learning library of courses is available for UNT faculty and staff members under our Microsoft Campus license agreement.*

For further information on the future of CBT at UNT as well as the Microsoft e-learning library, see "[What's up with computer-based training at UNT?](#)" in the February 2004 issue of *Benchmarks Online*.

[Page One](#)
[Campus
Computing
News](#)
[Maymester
Hours](#)
[GroupWise
News](#)
[GNU/Linux at
UNT?](#)
[Fair Use Rights
and Defenses
for Students in
Online Learning
Environments](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network
Connection](#)
[Link of the
Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to
Benchmarks
Online](#)

Staff Activities

Transitions

New Employee:

- **Diane Sleiman**, Lab Monitor, ACS General Access Lab, ACS (part-time).

No longer working in the Computing and Information Technology Center:

- **Axton Grams** - Computer Support Specialist in Academic Computing Services, Call Tracking Administration (Remedy).
- **Nevin Ellis**, Systems Programmer/Analyst.
- **Eanen Cohn**, Helpdesk Microcomputer Consultants (part-time).

Changes:

Mike Williams, who had been in Desktop OS Support, Network Computing Services, has moved, along with the Antivirus support function he performs, to the CITC Information Security Team.

Awards, Recognition, Publications

The *Human Resources Newsletter* (April, 2004) recognized these Computing Center employees as Soaring Eagles: They will receive awards at the President's Staff Sack lunch on May 6.

- **Tracy Hansen**, EIS Computer Support, was recognized for doing her job so well.
- **Rory Rivoire**, Communications System Manager, received a Soaring Eagle for helping to save the Building Systems Group a large amount of time and providing customer service with the laptop computers.

[Proceedings](#) from the EDUCAUSE 2004 Southwest Regional Conference are now available online. Included in the proceedings are presentations by **Dr. Maurice Leatherbury**, Executive Director of Information Technology and Academic Computing, **Dr. Philip Baczewski**, Associate Director of Academic Computing, and **Dr. Elizabeth Hinkle-Turner**, ACS Student Computing

Services Manager. Dr. Leatherbury's presentation, *Cost-Effective Monitoring of Classroom Technology at UNT*, can be found [here](#). *Checkin 4.0: A Computer Lab and Facilities Management System at the University of North Texas*, Dr. Baczewski's and Dr. Hinkle-Turner's presentation, can be found [here](#).

Samantha Moss, CITC Administrative Assistant, and her band *jetscreamer* have been in the news lately. The NT Daily did an article on them, "Denton act soars high" that appeared in the [April 7](#) edition. [Austinchronicle.com](#) said "Denton's Jetscreamer simply squeals for an Austin following." You can visit their Website [here](#).

Sandy Burke, Manager, Support Services Help Desk, made the front page of the March 12 [issue](#) of *Inhouse*. She was "one of more than 275 volunteers who took part in the Great UNT Campus Beautification and Cleanup Day last year." **Dr. Elizabeth Hinkle-Turner**, ACS Student Computing Services Manager, was also featured in that issue. She was profiled in the [Portrait Gallery](#) section in an article entitled "Elizabeth Hinkle-Turner: Making music the electronic way — by computer."

[Page One](#)

[Campus Computing News](#)

[Maymester Hours](#)

[GroupWise News](#)

[GNU/Linux at UNT?](#)

[Fair Use Rights and Defenses for Students in Online Learning Environments](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

Don't Forget Our Monthly Columns!

By [Claudia Lynch](#), *Benchmarks Online* Editor

In addition to our feature articles, *Benchmarks Online* publishes monthly columns that are focused on specific aspects of computing here at UNT (and beyond, in some cases). Check out what is waiting for you this month:

- [RSS Matters](#) - "RSS Matters" is the monthly column written by the Research and Statistical Support [Group](#) in Academic Computing Services. Their articles focus on topics of a statistical and/or research methods nature. **This month's article is by Patrick McLeod and is titled "Delivering Results to the End User: Two Stata 8.0 Examples, Part 1"**
- [The Network Connection](#) - "The Network Connection" may well be the longest running column in computer publishing history. Certainly in University of North Texas computer [publishing history](#).

This month's column is titled "Online Music Revisited."

- [Link of the Month](#) - As it says on the top of the "Link of the Month" page, "each month we highlight an Internet, USENET Special Interest Group (SIG), or similar mailing list(s) or Website(s)." Lately we have been confining ourselves to featuring UNT specific sites. **This month we focus on the UNT Academic Plan .**
- [WWW@UNT.EDU](#) - "WWW@UNT.EDU" is a monthly column written by the Central Web Support [Group](#) in Academic Computing Services. The topics usually focus, in some way, on World-Wide-Web-related issues. **This month's topic is "Hosting your Own Web Server."**
- [Short Courses](#) - Every semester, Academic Computing Services (ACS) offers short courses on computer-related topics, many of them having to do with statistical research. This column keeps you up-to-date on what is being offered and when as well as other training opportunities. **This month, read all about the GroupWise courses.**
- [IRC News](#) - As their Webpage [says](#), "the IRC is an advisory and oversight body created to foster communication and cooperation between and among UNT information resources providers and users." We publish the minutes of the IRC meetings each month, when they are available. This month you can read the March IRC minutes.
- [Staff Activities](#) - This column focuses on new employees, people who are no longer employed at the Computing and Information Technology

Center, awards and recognitions and other items of interest featured here.