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Media and Information Literacy

Quarter 3 – Module 6:
Legal, Ethical, and Societal Issues in Media and Information

ALTERNATIVE DELIVERY MODE
ADM

Department of Education • Republic of the Philippines

Media and Information Literacy– Grade 12
Alternative Delivery Mode
Quarter 3 – Module 6: Legal, Ethical, and Societal Issues in Media and Information
First Edition, 2019

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Introductory Message

For the facilitator:

This module was collaboratively designed, developed, and reviewed by educators to guide you, the teacher or facilitator, in helping the learners meet the standards set by the Department of Education. This module primarily aims to help the learners understand the lessons in Media and Information Literacy based on the *Most Essential Learning Competencies* and see their relevance to real-life through a fun-filled learning experience. This module hopes to engage the learners in guided and independent self-learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the necessary 21st-century skills while considering their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Media and Information Literacy Grade 12 Alternative Delivery Mode (ADM) Module. This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the module while being an active learner.

Specifically, this module aims to help you acquire and apply knowledge about the legal, ethical and societal issues in media and information to become a more responsible digital citizen through activities like advocacy campaigns and digital citizenship challenge.

This module contains the following parts: a. *What I Need to Know* (Introduction and Learning Objectives), b. *What I Know* (Pretest), c. *What's In* (Review), d. *What's New* (Introductory activity), e. *What Is It* (Content Discussion), f. *What's More* (Enrichment Activities), g. *What I Have Learned* (Generalization), h. *What I Can Do* (Application), i. *Assessment* (Posttest), *Additional Activities, Answer Key*, and *References.*

To enjoy learning about the lesson, you must set aside all other tasks that will disturb you while answering the module. Use the module with care. Do not put unnecessary mark/s on any part of the module. Follow carefully all the contents and instructions indicated on every page of this module. Take note of the significant concepts you find in the lesson, which you may use for future references. Keep in mind to USE SEPARATE SHEETS OF PAPER in doing all the provided activities to meet all the lesson's objectives. If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your facilitator. After accomplishing all the activities, let your facilitator/guardian assess your answers. The success in accomplishing this module depends on your will and grit. Keep going and enjoy learning!

What I Need to Know

This module was designed and written to help you demonstrate an understanding of the legal, ethical, and societal issues in the use of media and information. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. cite practical situation when to apply knowledge in intellectual property, copyright, and fair use guidelines (MIL11/12LESI-IIIg-17)
2. create a campaign ad to combat digital divide, addiction, and bullying (MIL11/12LESI-IIIg-19)
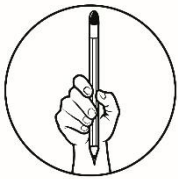
What I Know

Choose the letter of the answer that best fits each description. Write the chosen letter on a separate sheet of paper.

1. This refers to creations of the mind such as inventions, literary and artistic works, designs and symbols, names, and images used commercially.
   a. fair use
   b. copyright
   c. creative commons
   d. intellectual property
2. Republic Act No. 10175, also known as Cybercrime Prevention Act of 2012, serves this primary purpose.
   a. promotion of cybercrime awareness
   b. forum for intellectual property services, policy, information, and cooperation
   c. protection of the fundamental right of privacy, and of communication while ensuring the free flow of information
   d. provision of definition, prevention, investigation, suppression, and imposition of penalties for cybercrime
3. This type of intellectual property is an exclusive right for an invention.
   a. patent
   b. copyright
   c. trademark
   d. industrial design

4. This is an economic inequality between groups in terms of access to, use of, or knowledge of ICT (Information and Communications Technology).
   a. fair use
         c. digital divide
   b. flame war
         d. digital footprint

5. This is a set of rules for properly behaving online.
   a. netiquette
         c. digital literacy
   b. digital law
         d. digital citizenship

6. This is a legal term used to describe the rights that creators have over their literary and artistic works.
   a. patent
         c. trademark
   b. copyright
         d. creative commons

7. This is the excessive use of computers to the extent that it interferes with daily life, which may result in problems with social interaction, or affect mood, relationships, and thought processes.
   a. flame war
         c. gaming disorder
   b. cyberbullying
         d. computer addiction

8. Also colloquially referred to as piracy, this occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.
   a. fake news
         c. infringement
   b. plagiarism
         d. intellectual property theft

9. Intellectual property rights may be protected by any of the following except this one.
   a. registration of creation
         c. use of confidentiality clause
   b. assignment of inventions
         d. keeping the secrecy of the product

10. This icon informs one that the work is protected by creative commons wherein one can use the work without permission but under certain circumstances.
   a. ©
         c. ℗
   b. cc
         d. ℗

Lesson 1

Legal, Ethical, and Societal Issues in Media and Information

Go online and check the number of hate posts that you can see in your social media news feed. Recall if you have ever been confused about a product with an imitation because their design looked almost similar. How about recalling if your favorite song cover, movie, Netflix TV show, or Korean drama was blocked when you looked for it on YouTube or other online sites? How many of your friends have neglected their personal relationships and duties because of excessive or compulsive use of the Internet? Are you alike? These situations in new media may pose threats and risks to any individual. Therefore, you need to be media and information literate to avoid the possible risks of using the Internet. Being able to recognize and understand the issues in this module is a part of becoming not only a media and information literate individual but also a responsible digital citizen.

Digital citizenship is the "ability to find, access, use and create information effectively; engage with other users and with content in an active, critical, sensitive and ethical manner; and navigate the online and ICT environment safely and responsibly, being aware of one's own rights" (UNESCO, 2016, p. 15 as cited in Shin, T.S. et al. 2019, p.19). Thus, understanding the issues in this module and their related legal, ethical, and societal implications can empower you to become more ready, resilient, respectful, and responsible users and creators in the digital world. In this module, you will learn about some of the most common issues in the use of media and information within your community, with a mindful path to digital citizenship.

What's In

ODD ONE OUT. Recall the previous lesson about media and information languages. Identify the item that does not belong to the group. On the line below, classify what general classification is common among the rest of the items.

1. camera shots, lighting, color, audio
   _____

2. code, form, story, genre
   _____

3. producers, audience, stakeholders, conventions
   _____

4. symbolic, genre, technical, written
   _____

5. mise en scène, setting, editing, acting
   _____

What's New

How well do you know?

Read each of the following situations and evaluate if the action done is good or bad. If it is good, draw a thumbs UP emoji, and if bad, a thumbs DOWN. Justify your answer with a short explanation.

Situation/Issue	Evaluation/Explanation
1. As a loyal friend, you should take part in the bashing, spreading of hateful comments, and sharing of related spiteful information about the person who cyberbullied your friend.	*Explain* Source: https://commons.wikimedia.org/
2. Your tech-savvy sibling has taught you online sites wherein you can download recent movies for free. These sites are not authorized however many are using them without being caught. Although tempted, you did not visit any of the sites and asked for the authorized sites instead.	
3. You secured a CCTV recording of your classmate's assailant. You were asked to share the copy online but you refused unless your classmate seeks permission from the other people captured in the video.	
4. Your Facebook account is yours so it is rightful that you post private or personal information in public since they are solely yours. You simply believe that your life is an "open book".	
5. As an avid Ms. Universe fan, you came across a disgraceful comment about your country's candidate in the pageant from an online user in another country. You join an online group on Facebook against the said user exchanging a chain of hateful remarks, series of ad hominems and strong criticisms against that person using a sense of patriotism as justification.	

Guide Questions for Processing:
1. What are the issues about?
2. Is there a Philippine law violated in any of the situations?
3. What criteria did you set in evaluating the actions in each situation? How do the criteria help you arrive at a better judgment of the situation?

Legal, Ethical and Societal Issues in Media and Information

With the growing online community in this new information age, people must know and understand their rights and responsibilities as media and information providers and consumers in order to become digital citizens. Significantly encompassing these rights and responsibilities are the issues of Intellectual Property, Fair Use, Netiquette, Internet Addiction, and Cyberbullying.

A. INTELLECTUAL PROPERTY (IP)

Image courtesy:
https://www.wipo.int/portal/en/

World Intellectual Property Organization (WIPO), the global forum for intellectual property services, policy, information, and cooperation, defined **Intellectual Property (IP)** as referring to the "creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names, and images used in commerce" (World Intellectual Property Organization, 2016).

It can be classified into two categories namely, (1) **Industrial Property** which includes patents, trademarks, industrial designs and geographical indications and appellations of origin; and (2) **Copyright** which covers literary works (such as novels, poems, and plays), films, music, artistic works (e.g. drawings, paintings, photographs, and sculptures) and architectural design. Rights related to copyright include those of performing artists in their performances, producers of phonograms in their recordings, and broadcasters in their radio and television programs (WIPO, 2016).

In the Philippines, IP is protected under two laws – the *Intellectual Property Code (RA 8293)* and the *Cybercrime Prevention Act (RA 10175)*. Both laws protect intellectual property rights, allowing the rightful creators or owners of patents, trademarks, or copyrighted works to benefit from their own work or creation – may it be of moral or material interests. Violation of this law or one of the rights is called *infringement*.

Types of Intellectual Property

Courtesy to:
https://creativecommons.org/

1. Copyright. It is a legal term used to describe the rights that creators have over their literary and artistic works. This covers works ranging from books, music, paintings, sculpture and films, to computer programs, databases, advertisements, maps and technical drawings (WIPO, 2016). Registration of copyrighted work or displaying of the copyright symbol may not be mandatory but it is recommended to emphasize that the author is claiming copyright protection in the work. Nevertheless, the copyright law still protects the creator's work from the moment of creation and the owners do not lose this protection. To learn more about IP registration in the Philippines, visit *www.ipophil.gov.ph.*
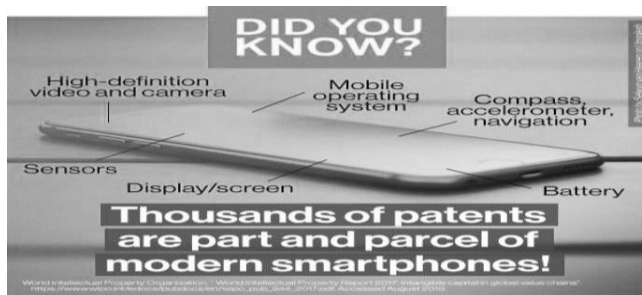
Courtesy to www.ipophil.gov.ph

2. Patent. It is an exclusive right granted for an invention. It provides the patent owner with the right to consent on the invention or a way for others to use it. In return, the patent owner is responsible for making technical information about the invention available in the published patent document or in public (WIPO, 2016).

3. Trademark. It is a distinguished sign of goods or services of one enterprise from those of other enterprises. It can be compared to what craftsmen used in ancient times as "signature mark" on their product (WIPO, 2016). **TM** denotes that the owner of the mark is in the process of registration to indicate a claim of ownership, while **®** is only used for marks that have been granted registration.

Courtesy to https://commons.wikimedia.org/wiki/File:Red_trademark.svg

Courtesy to www.ipophil.gov.ph

4. Industrial Design. WIPO (2016) defines Industrial design as an ornamental or aesthetic aspect of an item. A design may consist of *three-dimensional* features such as the shape or surface of an article, or of *two-dimensional* features such as patterns, lines, or color.

An industrial design right protects only the appearance or aesthetic features of a product, whereas a patent protects an invention that offers a new technical solution to a problem. In principle, an industrial design right does not protect the technical or functional features of a product. Such features could, however, potentially be protected by a patent.

5. Geographical Indications and Appellations of Origin.

These are signs used on products possessing qualities, a status, or characteristics that are essentially attributable to that location of origin. Generally, a geographical indication includes the name of the place of origin of the goods (WIPO, 2016).

It is well known that Original Strawberry Jam is from Baguio.
Courtesy to: https://commons.wikimedia.org

Republic Act No. 8293 or Intellectual Property Code of the Philippines

The copyrighted works are under this Term of Protection (*Source: Official Gazette, 2012, section 213*)

COPYRIGHT	VALIDITY PERIOD	COPYRIGHT	VALIDITY PERIOD
LITERARY WORKS	During the lifetime of the author plus 50 years after death	**Sound Recording**	50 years from year recording took place
ART	25 years from the date of creation	**Broadcast Recording**	20 years from date of broadcast
PHOTOGRAPHIC WORK	50 years from publication	**Trademark**	Valid for 10 years and may be renewed for a periods of 10 years
AUDIO- VISUAL WORK	50 years from publication	**Invention Patent**	Valid for 20 years from filing date application

Intellectual property is essential in creating a culture of creativity, progress, and innovations as any content creator's exclusive rights to their own creation are secured and protected through the IP law. This means one's original work cannot be legally copied or used for profit. Otherwise, one can be penalized on grounds of infringement. Copyright law allows the owner to control access to his or her own work and consequently provides strong penalties for infringement of owners' rights. However, the law also includes certain exemptions to the rule and considerations in the use of the copyrighted materials from the owner's control, which are under the doctrine of *Fair Use.*

B. FAIR USE

Fair use is a legal principle stating that one can use a copyrighted work without a license for the following purposes: commentary, criticism, reporting, research, and teaching. Furthermore, the copyrighted material must observe conditions such as (1) amount and substantiality of the portion taken; (2) purpose and character of one's use; (3) nature of the copyrighted work; and (4) potential market effect (Stim, 2016). In general, one must own the majority of the new content, give full credit to the original source, and use the content for non-profit purposes to consider it fair use.
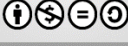

Courtesy to
https://creativecommons.org/

In order to clarify the terms and conditions in control of the creative work between the author and the general public, one needs permission from the copyright holder which is called a *license.* Some content creators choose to license their work more freely by giving their work a *Creative Commons* license or even putting their work in Public Domain. These **CC** licenses are copyright licenses providing a simple and standardized way to give the public permission to share and use the creative work. This is easier for both the author and the public compared to an agreement in traditional licenses which are more restricting. Creative Commons is an American non-commercial organization that aims to expand the range of creative works available for others to build upon and to share legally. The organization has released several copyright-licenses known as Creative Commons licenses free of charge to the public (CreativeCommons.org as cited in Ping, 2016).

Below are infographics about copyright, fair use, and creative commons.

Infographic 1: Copyright, Fair Use and Public Domain

Image courtesy to: https://edu.gcfglobal.org/en/blogbasics/copyright-and-fair-use/1/

Infographic 2: Using Creative Commons Content

Attribution: You must credit the creator.
Non-Commercial: You can't make a profit.
No Derivative Works: You can't change the content.
Share Alike: You can change the content, but you have to let other people use your new work with the same license as the original.

Image courtesy to: https://edu.gcfglobal.org/en/blogbasics/copyright-and-fair-use/1/

C. NETIQUETTE

One of the pressing problems in the digital age is the lack of basic manners in using the Internet. Seemingly overwhelmed with the liberty one enjoys in digital media, online users tend to forget that they are still interacting with real people, although in the virtual world or cyberspace. To help minimize mistakes, untoward encounters, and unkind experiences online, understanding and applying the rules in Netiquette is necessary.

Netiquette or network etiquette is a set of rules for behaving properly online (Shea, 1997 as cited in E-Learning Guide on Media and Information Literacy, 2017). Here are the *Ten Core Rules of Netiquette* by Virginia Shea.

 # 1 Remember the Human
Your written words are read by real people, all deserving of respectful communication.
 # 2 Adhere to the same standards of behavior online that you follow in real life
Be ethical and do not break the law.
 # 3 Know where you are in cyberspace
"Netiquette varies from domain to domain." Get a sense of how the people who are already there appropriately and properly act.
 # 4 Respect other people's time and bandwidth
You are not the center of cyberspace. Be mindful of other's time
 # 5 Make yourself look good online
You will be judged by the quality of your writing thus be cautious of your language. Don't flame-bait nor swear. Make sense with what you're talking about.
 # 6 Share expert knowledge
Courteously sharing your knowledge is fun.
 # 7 Keep flame wars under control
"Flaming is what people do when they express a strongly held opinion without holding back any emotion." Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.
 # 8 Respect other people's privacy
 # 9 Don't abuse your power
Do not take advantage of anyone.
 # 10 Be forgiving of other people's mistakes
No one is perfect so be kind. If needed, be polite in correcting others.

Simply put, Netiquette reminds you to respect and protect your own privacy, as well as others'. You must "self-reflect before you self-reveal" (Common Sense Education). In practicing the rules of Netiquette, you must consider being careful in managing your virtual self and digital footprints, as well as being mindful of data privacy.

Virtual Self is how you present yourself on online platforms. Whatever you say or do on the Internet can be viewed and others can easily pass judgment without even knowing who you are outside the virtual environment.
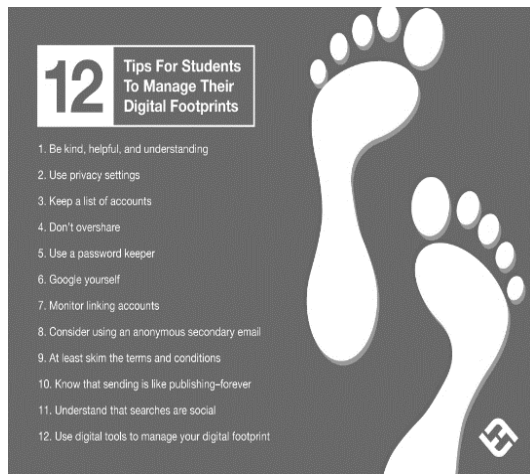

Image courtesy to https://www.teachthought.com

Digital Footprint

Digital footprint is any data record of the things you do online. Anything on the Internet with your name creates a trail of data about you. This could be information in your personal website, any activity in social media, your browsing history, online subscription, and the like. Because of this, you must be vigilant in sharing personal information to avoid potential dangers such sharing may pose. There had been viral videos with private or sensitive content because their owners could have been careless with their digital footprint. Your digital footprint can remain on the Internet for life.

Data Privacy

Not only virtual self and digital footprint are incorporated in netiquette. Respecting and managing *data privacy* is also a responsible behavior on the Internet. The respect should be mutual between the media user and the producer. Data privacy or the fundamental right of an individual to protect private information from disclosure to information and communication systems is under *Republic Act No. 10173 or the Data Privacy Act of 2012.* If precautionary measures are not observed in sharing personal information, your online security can be compromised.

Digital Divide

As part of being mannerly towards others online, it is also helpful to know that not everyone has the same access to high-speed internet, or even so, regular digital access, or advanced digital knowledge so we are called to be understanding, helpful, and polite to the digitally disadvantaged. This digital inequality or gap between groups in terms of knowledge, usage, and access to ICT due to circumstances like location, income, and age is called *Digital Divide.*

D. COMPUTER ADDICTION AND CYBERBULLYING

With the growing industry of digital media, many media users have become vulnerable to improper use of the Internet. Computer addiction and cyberbullying are not only local problems but they are globally prevalent. These issues may come

as a result of an intention, or a habit that has gone worse. If not addressed, these issues could distress one's health and relationships.

Computer Addiction

Photo Credits to Barlam, J., Limpiado, E. & Baguinaon, P.

A study by Hootsuite and WeareSocial in 2019 finds that the Philippines ranks as the most internet-addicted country (Zulueta, 2019). The world internet usage index lists the Philippines' average time spent on the Internet as 10 hours a day. So, how do we know if we have addiction? Computer Addiction is the "overdependence or a damaging need to do something on computer or internet" (E-Learning Guide on Media and Information Literacy). Its impact could be linked to sleep deprivation, anxiety and even depression. Setting a limit and immersing yourself with outside activity can obviate addiction. Remember, anything beyond moderation is not good. To put it simply, learning to properly use digital resources is responsible internet behavior.

Cyberbullying

Courtesy to cyberreadi.pia.gov.ph

According to UNICEF Poll in September 2019, one in every three young people in 30 countries has reported being a victim of online bullying (UNICEF, 2019). *Cyberbullying* is the use of digital means of communication that could hurt or harass a person. Examples of this are sending hurtful texts or SNS messages, posting embarrassing photos or videos, and spreading mean or malicious rumors online. Such act or acts comprise cyberbullying if the offender does them intentionally and repeatedly, and should be addressed at once.

You must always protect your mental health. If cyberbullying happens to you, do not be afraid to seek help and defend yourself.

What's More

Activity 1.1

Identify the concepts being described in each item. Note that each answer does not observe space between or among words. Solve for the hidden code among the answers by composing a relevant concept using the shaded letters for each item.

1. The Republic Act 10175 which defines cybercrimes and imposes penalties for prevention. This is one of the laws that could protect intellectual property.

2. This means one can use a copyrighted material without the permission of the copyright holder under certain circumstances.

3. All literary and artistic works enter this when the copyright protection lapses hence they are free to be copied, adapted, and revised with no restriction.

4. It is the gap or disparity of access, knowledge, and use of digital tools between demographics and regions.

5. This refers to the creations of the mind – an invention, a design, or a brand name.

6. These are copyright licenses that provide standardized ways to give permission to share and use one's work on conditions set by the creator.

7. This is the excessive and compulsive use of the computer resulting to possible risks.

8. A set of skills enabling citizens to access, evaluate and create information using media forms in an ethical and effective way.

9. It is a set of rules for behaving properly online.

CODE:

Activity 1.2
#MILLessons #MILIssues
   Complete the matrix below. Be guided by the questions per column.

Setting or Context	Specific Situation	MIL Issue/s	My MIL Take Aways
	Given the indicated setting, cite a situation where you can apply what you have learned from any of the issues discussed in this module.	*What issue/s and concept/s in this module can be seen from your given situation? How did the issue affect the personal, professional, and social (and others) aspects of the people involved?*	*How can you practice digital citizenship in these given situations?* *As a student, how can you contribute to a positive digital environment?*
1. School			
2. Social Media			
3. Community at large			

Your activity will be rated using this rubric:

| Score	Description
2 points	Includes little essential information and one or two facts
3 points	Includes some essential information with a few citations and facts
4 points	Includes essential information and facts to give viewers an understanding of the topic
5 points	Covers the message completely and in-depth with a variety of resources

What I Have Learned

Answer and reflect on the following questions:

1. Why is there a need to be digitally responsible?
2. How can your knowledge and understanding of the issues discussed in this module help you become a responsible media and information user and producer?
3. As a student, how can you promote ethical use of media and information?

Your written output will be graded based on the following rubrics:

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease
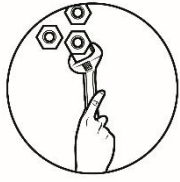
What I Can Do

As a young digital citizen, you are tasked to create a campaign promoting cyberwellness *i.e.* positive well-being of Internet users, using media form/s of your choice *(E.g. music video, TikTok challenge, digital poster, pub mat, blog, jingle, etc.)* The campaign must include the following: (1) creative and significant slogan with explanation; (2) action plan for implementation with rationale, lesson-integrated foci, set of activities, research-based sources, and supporting information; and (3) the campaign presentation itself. Furthermore, apply what you have learned from the previous lesson i.e. media and information languages in effectively producing this presentation. Be guided by the rubrics below:

RUBRIC FOR CYBER WELLNESS CAMPAIGN *Source: https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=TX38BWX&*				
	BEGINNING 2 points	**CAPABLE 3 points**	**ACCOMPLISHED 4 points**	**EXPERT 5 points**
Narrative Clearly Extends Ideas *Narrative presents the topic (background info & description of the issue), advocacy needs, and rationale for advocating for this topic - clearly and comprehensively.*	Fails to extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Extends some ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Clearly extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
Communication via Campaign *Written and Spoken language within campaign tools*	Fails to extend ideas in a clear, compelling, thoughtful way.	Extends some ideas in a clear, compelling, thoughtful way.	Extends ideas in a clear, compelling, thoughtful way.	Clearly extends ideas in a clear, compelling, thoughtful way.
Cohesiveness of Plan *Goals, objectives, tactics (including target audience), and evaluation plan.*	Goals, objectives, tactics, etc. do not form a cohesive approach. Justification of plan is present, but not compelling or well thought out.	Goals, objectives, tactics, etc. form a minimally cohesive approach. Justification of plan is absent; not compelling or well thought out.	Goals, objectives, tactics, etc. form a moderately cohesive approach. Justification of plan is present, but not entirely compelling or well thought out.	Goals, objectives, tactics, etc. form a cohesive approach. Justification of the plan is solid (compelling and well thought out).
Tone and Focus: Aware of Audience *Specific to each target audience*	Demonstrates a lack of tone and focus related to the supposed audience or lacking audience awareness for each tactic,	Demonstrates an inconsistent tone and focus related to the audience for each tactic, audience,	Consistent tone and focus with a general sense of audience for each tactic, audience, and/or purpose.	Consistent tone and focus and demonstrates a clear sense of audience for each tactic, audience,

|				
	audience, and/or purpose.	and/or purpose.		and/or purpose.
Call To Action	May provide a weak or unrealistic call to action that is related to the advocacy cause.	Provides a debatably realistic or appropriate call to action that is related to the advocacy cause.	Provides an appropriate call to action that is related to the advocacy cause.	Provides a meaningful call to action that is responsive to the advocacy cause.
Language and Conventions *Clarity of thought, grammar, APA as appropriate, spelling, etc.*	Contains serious errors in conventions and uses limited vocabulary.	Contains several errors in conventions and uses basic and predictable language.	Contains some errors in conventions but they do not interfere with reader understanding. Provides some precise language.	Contains few, if any, errors in conventions. Provides precise and appropriate language.

Assessment

Read each item carefully and identify what is being asked. Choose the letter of the best answer.

1. When does someone get copyright protection?
   a. when the author gets paid
   b. when it is published with a ©
   c. when it is registered for
   d. as soon as the work is created
2. What is fair use?
   a. paying the creator a fair price for the work
   b. freeware that you obtain from the Internet
   c. using paid-for commercial products once and not sharing them
   d. limited copying or distribution of published works without the author's permission
3. Your colleague recorded a video of your closed-door meeting and uploaded it on social media viewed in public setting. Which of the following laws can best protect your private meeting agenda?
   a. World Intellectual Property Code
   b. RA 1073 Data Privacy Act of 2012
   c. RA 8293 Intellectual Property Code
   d. RA 10175 Cybercrime Prevention Law
4. Under the Patent Act, the person entitled to receive a patent on a new invention is __.
   a. the one who invented it first
   b. the one who first thought of it
   c. the who applied for a patent first
   d. the one who commercialized it first

5. Your classmate was confused when he was reprimanded by his teacher when the latter found out that he photocopied the teacher's entire book. He justifies his action by saying that it is for private use. What will you tell him to clarify where he was wrong?
    a. He should have not informed the teacher if it is for private use.
    b. There is no other solution but to avail the same book he wishes to use.
    c. Checking if the book applied for creative commons must have been done first.
    d. Reproduction of a published work without the copyright owner's permission is only allowed if it's a small part and not the entire book.
6. Which does not adhere to the basics of netiquette?
    a. being tactful
    b. living in an "open book" life
    c. sharing information for caring
    d. correcting others' mistakes discreetly
7. The class adviser rents a video and shows the film to his online class as a reward for the class' behavior improvement. Which most likely violates the doctrine of fair use among his actions?
    a. He did not credit the owner of the video.
    b. There is money involved when he paid for the rent.
    c. The store where he got the video does not have a license.
    d. His purpose is not included in the justified purposes for fair use.
8. You come across a content with the following signs: ⊜ ⓘ.
    Which of the following creative commons conditions should you observe?
    a. All creators of the work must be credited.
    b. Credit the author and do not modify the content.
    c. Credit the author and do not use the work for profit.
    d. Do not change the content and do not use it in commerce.
9. Why are some song covers on YouTube taken down?
    a. Song covers must have their own copyright license.
    b. Artists of song covers must pay the original artist.
    c. Song covers are fake and only the original should be uploaded.
    d. Covering a song is illegal without a license and uploading it on the Internet is copyright infringement.
10. Someone is behaving very inappropriately on your social media. You should _____.
    a. ignore and let him be.
    b. sue him for cyberharassment.
    c. tell your friends to teach him a lesson.
    d. report him to the moderator of the site.
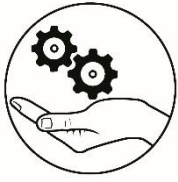
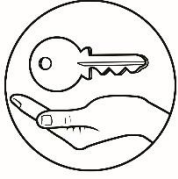![gears and hand icon] ***Additional Activities***

DIGITAL CITIZENSHIP CHALLENGE

Create your own digital citizenship challenge to become responsible media and information users and producers which lasts for two weeks. Put one responsible online practice or behavior for each box in the card, justifiable with the relevant lessons in this subject. Make sure that it is timely, feasible, and fun since you are going to post it online for the digital citizenship campaign. You can have your own title or name of the challenge as long as it serves the campaign's purpose.

DIGITAL CITIZENSHIP CHALL3NG3

Never uploaded and downloaded from illegal sites	NO to COPY & PASTE	Respects DATA PRIVACY	Think before you click	Protected someone from cyberbullies
Knows IP rights protection	Creative commons all the way	**Keeps Positive language online**	Reports to authorities about online PIRACY	**Has done photo crediting**
Does not engage in FAKE NEWS	Uses Citation in writing	Never PLAGIARIZE an output	Use privacy settings on SNS	Does not share passwords to anyone

Your work will be graded according to the following rubric:

	Basic *(12 pts)*	**Proficient** *(18 pts)*	**Distinguished** *(25 pts)*
Adherence to Objectives and Goals	There is no adherence to the objective of the challenge. The Objective is not met	There is an objective, it's somewhat clear and somewhat backs up the challenge	The objective is clear and adheres to the challenge. There are clearly implemented goals
Content Details	Missing the following: Feasibility Fun Timeliness Relevant Content	Missing some of the following: Feasibility Fun Timeliness Relevant Content	Missing none of following: Feasibility Fun Timeliness Relevant Content
Presentation	Over-all presentation is below average. It is not presented well	Over-all presentation is average. The presentation is somewhat good but it is not interesting and compelling enough	Over-all presentation is above average. The presentation is good and it is interesting and compelling

Answer Key

What I Know

1. d
2. d
3. a
4. c
5. a
6. b
7. d
8. c
9. d
10. b

What's In

1. color/ technical codes
2. code/ types of conventions
3. conventions/ elements of media
4. genre/ media codes
5. editing/ symbolic codes

What's More

Activity 1.1
1. Cybercrime prevention
2. Fair use
3. Public domain
4. Digital divide
5. Intellectual property
6. Creative commons
7. Computer addiction
8. Digital citizenship
9. Netiquette

CODE: Be a digital citizen

Activity 1.2
Answers may vary but with emphasis on the following:
1. Intellectual property
2. Cyberbullying & netiquette
3. Internet addiction
4. Digital footprint, internet mob, backlash

Assessment

1. c
2. d
3. b
4. a
5. d
6. b
7. d
8. b
9. d
10. d

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