

This is a pre-print version of the Timothy R. Amidon, Les Hutchinson, TyAnna Herrington, and Jessica Reyman webtext “Copyright, Content, and Control: Student Authorship Across Educational Technology Platforms,” published in *Kairos: Rhetoric, Technology, Pedagogy* (24.1), available at <http://kairos.technorhetoric.net/24.1/topoi/amidon-et-al/index.html>

00:01 [IP Casts music, a soft harmonic resonance, builds to a crescendo]

00:06 Jessica: You’re listening to IP Casts.

00:13 [IP Casts music fades out]

00:14-01:33 Tim: Ty, your humor was sharp as a tack. And your intelligence was incredible. Reaching across the fields of intellectual property law and writing studies, your scholarship offered members of those fields—especially those in writing studies—deep insight into the nexus of authorship, ownership, and textuality. My own career has been especially inflected by your thinking. As your investigations of what and how work-for-hire doctrine applies to academic and non-academic settings helped me to better understand the authorship rights workplace writers have. Back when I was a Master’s student and Indiana Purdue Fort Wayne, I turned to your book *A Legal Primer for the Digital Age* and the pair of *JBTC* articles respectively titled “Who owns my work?” and “Work-for-hire for non-academic creators” to better understand the legal rights and responsibilities I had as a student author. Getting to know you over the years at the CCCC IP Caucus and committee meetings and to work with you on this project were opportunities that I truly cherished. Thank you for the conversations, Ty. We’ll miss you terribly. I hope there’s warm surf and offshore winds wherever you might be.

01:34-02:50 Les: I first came across Ty’s work when I took an independent study on intellectual property and copyright in 2015. I read her article in the foundational 1998 *Computers and Composition* special issue and her book, *Intellectual Property on Campus*. Ty’s work was—and continues to be—a foremost source on the legal implications of IP and copyright. She taught me that it’s a rhetoric of fear over digital access that is the cause for anti-access copyright legislation—a fear that continues to shape how platforms are designed and how we navigate online spaces. Ty showed us how the copyright statute and the first amendment are “mutually interdependent.” Like she said in 1999, “The Internet makes a national political dialogue possible by enabling individuals to participate in discussion through email, chat lines, MOOs, and Web-based communication tools”—something we can now relate to social media, especially Twitter. Ty, your contribution to the field is immeasurable. Your devotion to the law, to rhetoric, and to access will always be visible and a true gift to our scholarship. You taught me so very much, and I will miss you. Thank you and rest well.

02:54-5:30 Jessica: TyAnna Herrington was an early influencer in my development as an academic. I first read her work as a graduate student and her scholarship was important in developing the foundation for my research agenda and subsequent career. In 2001, I read Ty’s book *Controlling Voices* when it came out, just as I was beginning my doctoral studies and developing a scholarly interest in authorship studies, copyright, and students’ intellectual property. I remember the “a ha” moment I had when reading that book. It was then that I

understood more fully the complexities of the issues I'd been grappling with—students' conceptions of authorship and how best to teach authorship and ownership in the writing classroom. It was a special combination—Ty's knowledge of legal developments and her command over the theories, existing scholarship, and practices for composition and teaching composition—and one that brought new insights to me, and I think to the field at large. Her work moved IP scholarship in new directions: toward understanding student authorship and IP as valuable and all-too-often undervalued within the academy and beyond. I was fortunate enough to have Ty as a peer reviewer for the very first journal article I published. It was 2006 and I was finishing my dissertation and preparing for the academic job market. I submitted a paper on copyright, distance education, and the TEACH Act for publication in the journal *College Composition and Communication*. As a graduate student, I was full of doubt and new to the academic publishing world, but it was Ty's response as reviewer that initiated me. I remember, that in the review she signed her name and invited me to reach out to her for continued guidance on the article. She was so encouraging and so kind in her comments—even while acknowledging the important revisions that needed to be made to the article I had submitted. It was her encouragement and generosity in her response that gave me the confidence to work that piece into something worth publishing. I also remember meeting Ty face-to-face for the first time at the CCCC conference. Her smile, laughter, and warmth were so important to me as a newcomer to the conference. What I have learned since those first interactions is that Ty approaches each task with the same positive spirit and generosity. Each time I've had the opportunity to work with her with the CCCC Intellectual Property Caucus or in other settings has showed the same. These are just some of the ways in which Ty has made a profound impact on my teaching and scholarship, and I will miss her as a colleague and mentor.

05:32-05:43 [IP Casts music, a soft harmonic resonance, builds to a crescendo, then begins to fade out]