

TRADEMARK PROSECUTION COURSE

Fall 2026 /Course #

INSTRUCTOR:

Elizabeth Wood King | ewking2@cougarnet.uh.edu | Tel. (713) 870-6285

IN CLASS: Mondays 4:00 – 6:00 p.m.; RM 221

A. ABOUT THE COURSE

The Trademark Prosecution Course is a trademark law course for students who have completed either the Trademark and Unfair Competition law course, and/or the IP Survey course, and/or who are enrolled in or have completed the Trademark Prosecution Clinic, and seek practical experience in successful strategies to search, prepare, file, and prosecute a US Trademark Application with the United States Patent and Trademark Office.

Students will analyze substantive issues in trademarks, from descriptiveness, genericness, likelihood of confusion, functionality, name, image, and likeness and beyond. We will focus on trademark prosecution and counseling, including creating search strategies, employing legal and fact-based analysis, and giving advice to your future clients on successful trademark protection strategies both at the USPTO and in commerce.

Your success in this course depends on your full engagement in the materials you are asked to read as well as any assignments. Engagement includes collaborating with your fellow students because you will quickly see that trademark law is somewhat subjective and good analysis is often run up the flagpole to get feedback from others. Further to that thought, we will have class discussions, analysis, and even a guest speaker or two to share their insights, advice, and experiences. All of this requires your full engagement to soar so if you register for this class be prepared to have fun, learn a lot, and have the confidence to approach intellectual property protection from a deliberative, thoughtful standpoint based on real knowledge that will serve you throughout your career.

The class will meet in person each week for 1 hour and 40 minutes (50 minutes per credit hour) during the semester. During this classroom component students will receive a detailed overview of specific strategies and issues associated with potential clients' interests in protecting marks with the USPTO. The simulated marks and approaches will equip students to approach searching, analyzing, drafting and filing US Trademark Applications, including counseling clients on what constitutes use in commerce which Congress may regulate, and/or bona fide intent to use a mark in commerce. We will be primarily reviewing the Trademark Manual of Examining Procedure (TMEP) as well applying

specific cases to the analysis, such as the 13 Du Pont factors. There will be a lot of discussion and participation including meaningful dialogue and thoughtful analysis of rights and protection strategies. Accordingly, this class will provide you the opportunity to learn from one another and how to seek advice from your work colleagues to formulate the best strategies in client representation.

LEARNING OBJECTIVES

Through in-class instruction and practice with simulated marks in various industries, students will:

1. Understand the process of (1) drafting a trademark application and (2) filing and prosecuting it at the United States Patent and Trademark Office (USPTO).
2. Understand the value of searching for conflicting marks and how to structure a search and analyze the results.
3. Learn how to draft successful and compelling Responses to Office Actions, including knowing when to concede a point in order to achieve the overarching objectives.
4. Learn techniques for strategic trademark prosecution.
5. Develop communication skills with clients, colleagues, and Examining Attorneys at the US Trademark Office.
6. Understand the rules of ethics and the USPTO Rules of Professional Conduct.
7. An overview of international treaties such as the Paris Convention and the Madrid Protocol to achieve extraterritorial protection for marks.
8. Understand the nature of business development, the importance of proactively self-directing one's career in trademarks, the use of IP inventories, building your reputation, networking, continuous learning, client and team collaboration, and pitching services to prospective clients.

The Keys to these Learning Objectives will be:

1. Demonstrating an understanding of the issues associated with successful trademark prosecution and registration across a variety of industries;
2. Demonstrating an understanding of the statutory law and administrative guidance that underpin successful selection, prosecution, and protection of marks in US commerce;
3. Developing the ability to Interview clients to gain an understanding of each client's specific needs and goals in mark selection, development, protection, and potential use of the mark(s) into the client's natural zone of expansion of trade.

4. Learning how to gather the correct information to and do a proper search and analysis to provide clients with valuable counseling in protecting their trademarks;
5. Counseling clients on protection of trademark rights, how to maintain and properly use a trademark, how to police unauthorized use, and how to develop brand goodwill for as long as the mark is in use in commerce;
6. Demonstrating a high degree of ethical and professional responsibility as counselors of individuals and entities seeking to protect their trademarks.

C. COURSE MATERIALS

1. The USPTO Website with a plethora a videos and handouts on trademark prosecution
<https://www.uspto.gov/trademarks/videos#type-trademark-basics>
2. The Trademark Manual of Examining Procedure online
<https://tmep.uspto.gov/RDMS/TMEP/current>
3. Version 12 of Trademark Law: An Open-Source Casebook by Barton Beebe
<https://www.tmcasbook.org/wp-content/uploads/2025/06/BeebeTMLaw-v12-digital-edition-1.pdf>
4. Simulation Problems as constructed by Prof King
5. Subscribe to the TTABLOG <https://thettablog.blogspot.com/>

D. CLASSROOM

This two-credit class will meet once a week for one hour and forty minutes (50 minutes per credit hour).

E. YOUR GRADE

Your grade is based on a semester-long evaluation (summative assessment) incorporating all aspects of the course. This will include attendance, class participation (which is not the same thing as attendance) and the drafting assignments. The student pass/fail election is NOT available for this course. Your grade will be calculated based on the following:

Assignments and Quizzes both in and outside of class	25%
Take Home Tests	30%
Attendance	15%
Class Participation	30%

You might note that 45% of your grade depends upon you showing up and robustly participating in the class. This is because the class is designed to TEACH YOU HOW TO PROSECUTE A TRADEMARK APPLICATION NOT TO TRICK YOU.

Tests, quizzes, and take-home assignments will be posted on Canvas, handed out in class, or emailed. Each test, quiz, and take-home assignment is required to be turned in before the start of each Monday's class. ALL assignments are mandatory and are not optional. If you fail to complete any assignment, your final grade will be deducted by at least 10%.

Your grade may also be raised (or lowered) from your calculated final grade based on the Professor's reasonable judgment of your efforts and class participation. The final grade distribution will be subject to any required grading protocols mandated by the Law Center, **including the mandatory curve.**

Please contact the Professor using eking@kinglaw.net and NOT her University of Houston email address.

Final Exam: None.

Successful trademark prosecution skills cannot be built or tested without substantial practice. Therefore, the grade should be tied to the demonstrated development of proficiency in navigating the subject matter. In the class we will tackle the most frequent types of registration issues through simulated fact patterns. Your demonstrated agility in these matters will be based on 1) in class participation in analysis and strategy development; 2) Take home assignments/quizzes/tests where you will outline issue and proposed strategies as outlined above.

From the outset the students should understand the whole purpose of assessments is to test their own ability to find the right answers using the materials available to them at the USPTO and in the online course book. This class is not about memory but rather about building proficiency through practice.

Class participation is crucial to your grade and your success because trademark prosecution skills cannot be absorbed without active trial and error which is best done in a group setting.

Points will be deducted for late submissions of required work product. Consistent with the below Prohibition on Use of AI, your submitted work product in this course must be exclusively your own, with help from no other person or technological system; no artificial intelligence systems may be a part of your process to generate work product.

Attendance will be enforced to the extent required by the school and ABA policy, we teach the class for your benefit, so your failure to attend and participate will be your loss.

Reminder: the student Pass/Fail election is NOT available for this course.

AI: A personal note about AI from Professor King:

Once you are a licensed attorney, you will find that AI is of almost no use to you in a trademark practice which you will discover is at times a subjective, contextual analysis especially for marks on the margin. **Many times, in your practice you will encounter a mark that depending on how you approach the prosecution of it, will dictate the outcome of registrability.** Therefore, use of AI is not only subject to the Law Center's AI Prohibition, but it is also certain to cause you to be a very poor trademark lawyer in any circumstances other than aggregation of quantitative data, e.g. how many marks a particular owner has registered or how many marks in a particular international class of goods or services contain a specific word. If you want to be a great trademark lawyer, there is truly only one way to get there: **Learn how to do it.**

F. USE OF LARGE LANGUAGE MODEL PROCESSING AND OUTPUT (“AI”)

The software technology known as artificial intelligence has recently expanded its capability to generate text (AI Generated Text). Examples of the technology include what are known as “generative” large language models (LLMs), and a specific implementation what is well known in the general public is ChatGPT. These systems can generate text in response to prompts and/or input of other text/documents/code/images. The output, the AI Generated Text, appears to have human mimicking “intelligence” and is thus potentially usable as a substitute for written work product one might generate themselves. AI Generated Text can include computer code or programs as well as human language content. Certain programs and applications may use AI to process, compare, and “analyze” sets of data that may be useful for the preparation of certain work product while in the Clinic. However, because the efficacy of these programs often relies upon disclosing, copying, and “reading” certain human-prepared documents by a third-party, use of these tools is likely to negatively impact client confidentiality and attorney work-product and communication privilege. Ethical conduct is paramount in a clinical setting, as such you are provisionally restricted from using any AI or program which you know relies on AI to upload documents, whether those documents are work-product or client documents, or to provide so-called “prompts” which are about or concerning any client matter in the Clinic.

Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to not (1) prompt, generate, obtain, read, or use any AI Generated Text in relation to any activity in this course, or (2) knowingly upload, directly or indirectly, any work product or client document to any AI analytics system, whether for or on behalf of a client or for your own private use, without prior written consent from Professor King—**which is unlikely to be given as it risks the attorney-client privilege, and imperils your ability to develop core skills**

G. OFFICE HOURS

I am typically available before or after class to respond to questions or provide clarification on the materials presented. Additional meetings are available by appointment Monday through Friday. Students are encouraged to communicate directly with me through provided email addresses if additional help or discussion is necessary.

H. CAPS

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demand of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling (713) 743-5454 during and after business hours for routine appointments, or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus www.uh.edu/caps/outreach/lets_talk.html

I. SYLLABUS CHANGES

The order of classes and the time spent on any given subject may be altered to accommodate the specific cases presented by clients who come to the clinic for our help. In addition, there may be a shift in schedule, and some classes may by necessity be held on zoom or prerecorded.

J. CLASSROOM SCHEDULE

Week 1	<p>Preparatory reading/viewing (to be done prior to class): https://www.uspto.gov/trademarks/basics/why-register-your-trademark</p> <p>Watch: https://www.youtube.com/watch?v=9KuaPJReIWk (~100 minutes in total)</p> <p>Welcome; Client Communications; Ethics – Conflicts of Interest, Fiduciary Duty, and Introduction to Searching</p> <p>TASKS: 1. Interviewing prospective client; 2. Checking conflicts; 3. Executing engagement agreement</p> <p>Trademark Manual of Examining Procedure (TMEP) Sections 806; 806.01; 806.01(a); 806.01(b): https://tmep.uspto.gov/RDMS/TMEP/current#/result/TMEP-800d1e653.html?q=use%20in%20commerce&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10</p> <p>UH Legal Services Agreement UH Potential Client Intake Form</p> <p>Class strategy discussion: Prospective client presents with an idea for a trademark, and you need to educate the client on the benefits of federal registration and ascertain whether the client is using the mark in commerce which Congress can regulate.</p> <p>TAKE HOME ASSIGNMENT: (3.5 hours)</p> <p>Create USPTO User ID: https://my.uspto.gov/</p> <p>Read Section 1207 of the TMEP in its entirety: https://tmep.uspto.gov/RDMS/TMEP/current#/result/TMEP-1200d1e5036.html?q=likelihood%20of%20confusion&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10</p> <p>Read Ethics opinions from USPTO</p> <ul style="list-style-type: none">• Swyers (2017) - https://foiadocuments.uspto.gov/oed/0900_dis_2017-01-26.pdf• Home (2021) - https://foiadocuments.uspto.gov/oed/Final-Order-(D2021-10)-(Hom)-Redacted.pdf <p>Subscribe to The TTABlog</p> <p>Review: https://www.uspto.gov/trademarks/basics/TMEP-Chapter-100</p>
--------	---

Week 2	<p>Trademark Prep & Pros – Initial Client Discussions, asking the right questions, finding the full answers</p> <p><u>Cases to read ahead of class:</u></p> <ul style="list-style-type: none"> • <i>In re E.I. du Pont de Nemours & Co.</i>, 476 F.2d 1357, 177 USPQ 563 (CCPA 1973) – likelihood of confusion • <i>Abercrombie & Fitch Co. v. Hunting World, Inc.</i> 537 F.2d 4 (2d Cir. 1976) – Spectrum of distinctiveness <p>Simulation: After educating client _____ on benefits of registration and ascertaining use, you turn to the mark he is interested in registering _____ for _____.</p> <p>What steps to take to ascertain whether this mark is protectable and in use?</p> <p>To first advise him we are going to consider two elements: Likelihood of Confusion and Descriptiveness.</p> <ol style="list-style-type: none"> 1. What constitutes likelihood of confusion? S.A.M. <p>SOUND, APPEARANCE, MEANING analyzed in the context of the goods and services</p> <p>TAKE HOME QUIZ: COMPARING a list of two marks for specific goods and services determine which are confusingly similar. Upload answer key prior to third class. (1 hour)</p>
Week 3	<p>Reading on benefits of (Burger King) and limits to (Dawn Donut) federal trademark registration</p> <p>Cases to read ahead to discuss in class:</p> <p><i>Burger King of Florida, Inc., and Burger King Restaurants, Inc. v. Gene Hoots and Betty Hoots, d/b/a Burger King</i>, 403 F.2d 904 (7th Cir. 1968) – Priority, Federal trademark registration https://law.justia.com/cases/federal/appellate-courts/F2/403/904/125418/</p> <p><i>Dawn Donut Company v. Hart’s Food Stores, Inc.</i>, 267 F.2d 358 (2d Cir. 1959) – territorial trademark rights https://law.justia.com/cases/federal/appellate-courts/F2/267/358/393936/</p> <p>Preparatory Additional Reading:</p> <p>TMEP Doctrine of Foreign Equivalent Sections:</p> <p>https://tmepp.uspto.gov/RDMS/TMEP/current#/search?q=doctrine%20of%20foreign</p>

	<p>https://tmep.uspto.gov/RDMS/TMEP/current#/search?q=phonetic%20equivalents&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10</p> <p>TMEP Phonetic Equivalents Sections:</p> <p>https://tmep.uspto.gov/RDMS/TMEP/current#/search?q=phonetic%20equivalents&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10</p> <p>Simulated mark analysis using S.A.M. (Sound, Appearance, Meaning) continued. Review take home quiz.</p> <p>The Doctrine of Foreign Equivalents, the Doctrine of Phonetic Equivalents, and natural zone of expansion of trade.</p> <p><u>Simulation A:</u></p> <p>New client proposes mark _____ for a _____. A Foundation owns _____ for _____</p> <p><u>Simulation B:</u></p> <p>New client Harry Wales proposes _____ for _____. James Hewitt owns _____ for _____.</p>
<p>Week 4</p>	<p>Simulated mark analysis and assessing distinctiveness: Coined, Arbitrariness, Suggestiveness, Descriptiveness, Misdescriptiveness, Deceptiveness, Geographic Descriptiveness, Genericness, and the trademark distinctiveness continuum, and using TESS to determine mark strength</p> <p>Preparatory Reading:</p> <p>TMEP Sections:</p> <p>TMEP – Chapter 700 (focus on sections 704 – 714) Principal vs. Supplemental Register Commencing Commerce</p> <p>https://tmep.uspto.gov/RDMS/TMEP/current#/result/TMEP-1200d1e6993.html?q=continuum%20&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10&index=1</p> <p>Beebe - Trademark Law: An Open-Access Casebook Pages 29-52</p> <p>Simulation: Client wishes to protect _____ for _____.</p> <p>Simulation: Client wishes to protect _____ for _____.</p>

	<p>Simulation: Client wishes to protect _____ for _____.</p> <p>TAKE HOME QUIZ: Review list of words and determine where on the Distinctiveness Continuum the Land (1 hour)</p>
Week 5	<p>Week 4 Continued Preparatory Reading:</p> <p>TMEP Sections:</p> <p>https://tmep.uspto.gov/RDMS/TMEP/current#/search?q=geographically&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10</p> <p>Beebe - Trademark Law: An Open-Access Casebook Pages 29-72; 44-46; 246-250</p> <p>Simulation: Client wants to protect the trademark _____ for _____.</p> <p>Simulation: The Estate of Client wants to protect the trademark _____ for _____.</p> <p>Take Home Assignment: Client has a company whose principal place of business is California. She wants to protect the trademark _____ for _____. Draft a no more than 500-word essay on what you might advise her about this mark. (3 hours)</p> <p>TAKE HOME ASSIGNMENT. WATCH 4 hours of Trademark Search Videos MANDATORY TO BE VIEWED BEFORE SIXTH CLASS</p> <ol style="list-style-type: none"> 1. https://www.uspto.gov/learning-and-resources/uspto-videos/federal-trademark-searching-overview 2. https://www.uspto.gov/learning-and-resources/uspto-videos/federal-trademark-searching-getting-started-0 3. https://www.uspto.gov/learning-and-resources/uspto-videos/federal-trademark-searching-field-tag-searching-0 4. https://www.uspto.gov/learning-and-resources/uspto-videos/federal-trademark-searching-field-tag-searching-regular-0
Week 6	<p>SEARCHING USING https://tmsearch.uspto.gov/search/search-information</p> <p>Preparatory Reading:</p> <p>https://www.uspto.gov/sites/default/files/documents/TM-FederalTrademarkSearching-GettingStarted-handout.pdf</p> <p>https://www.uspto.gov/sites/default/files/documents/TM-FederalTrademarkSearching-FieldTags-handout.pdf</p>

	<p>https://www.uspto.gov/sites/default/files/documents/TM-FederalTrademarkSearching-RegularExpressions-handout.pdf</p> <p>Simulated searching of different marks and analysis:</p> <p>List of marks and goods TBD</p> <p>TAKE HOME QUIZ: Do a search on these three marks for the following goods: _____, _____, _____. Hand in your results as instructed prior to the start of week 7 class. (2 hours)</p>
Week 7	<p>Preparatory Reading: USPTO Trademark Manual of Identification of Goods and Services, AKA TM ID MANUAL https://www.uspto.gov/trademarks/guides-and-manuals/guidance-users</p> <p>SEARCHING Continues https://tmsearch.uspto.gov/search/search-information</p> <p>The US Trademark ID Manual and making it your friend.</p> <p>Simulated writing recitations of goods and services, familiarity with the Trademark ID Manual</p> <p>Simulation: Client presents with idea to protect _____ for _____.</p> <p>Simulation: Client presents with _____ for _____.</p> <p>Simulation: Client presents with _____ for _____.</p> <p>TAKE HOME QUIZ: Craft IDs for the following clients: (2.00)</p> <p>Client who wants to _____.</p> <p>Client who wants to _____.</p> <p>Client who _____.</p> <p>Client who _____.</p>
Week 8	<p>Preparatory Reading: Beebe pages 327-351</p> <p>Simulated drafting a US Trademark Application for Registration on the Principal Register</p>

	<p>Simulation: Client comes in for _____ for _____ based on intent to use in commerce.</p> <p>WRITING ASSIGNMENT on advising client the pitfalls of ITU: Client has an idea for an intent to use application for the mark _____. for _____. . Write two to three paragraphs outlining the potential problems with this mark and the using Beebe’s advice in pages 327-351 discuss what the client can do to demonstrate intent to use. Be specific. (4.00)</p>
<p>Week 9</p>	<p>Simulated Drafting a US Trademark Application Continued</p> <p>Simulation: Client proposes that you prepare a US Trademark Application for the trademark _____ for bread on behalf of _____. What do you issue spot regarding this mark? After advising client, and warning of pitfalls, we will draft the application together in class.</p> <p>TAKE HOME quiz: Prepare a US Trademark Application for the trademark _____. on behalf of _____ for the services of _____. . Date of First Use anywhere: March 13, 2006. Date of first use in interstate commerce: July 7, 2007. As part of this assignment create a one-page PDF of an acceptable specimen of use. Application will be signed by a “Duly Authorized” representative. Name the person and give him a title. (3.00)</p>
<p>Week 10</p>	<p>Simulated Drafting a Response to Office Action Descriptiveness, Geographic Descriptiveness, Misdscriptiveness (Take-Home Response to Office Action to be returned at beginning of class Week 12)</p> <p>Preparatory Reading:</p> <p>https://tmep.uspto.gov/RDMS/TMEP/current#/result/TMEP-1200d1e9539.html?q=acquired%20distinctiveness&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10&index=7</p> <p>Beebe pages 51-68</p> <p>Simulation: Client’s company whose principal place of business is in California has received an Office Action on _____ which was filed under Intent to Use for _____.</p> <p>The Office Action Refusal covers three alternative bases: 1); 2); and 3)</p> <p>TAKE HOME TEST: Draft a Response to Office Action and include evidence to be turned in before the start of class on Week 12. (7 hours)</p>

<p>Week 11</p>	<p>Simulation: Earlier this year, you were retained by _____ and you filed a trademark application for _____ for _____. The mark has been in use in commerce since March 13, 2006.</p> <p>What are some issues you might have advised the client to anticipate?</p> <p>You have now received an Office Action on geographic descriptiveness and requesting a disclaimer of _____ apart from the mark as shown.</p> <p>TAKE HOME TEST: Draft a Response to Office Action amending the basis of the filing to _____ and refer to “evidence” in the Response that supports the Argument that _____. (5 hours)</p> <p>Due at the beginning of class on Week 13.</p>
<p>Week 12</p>	<p>Preparatory Reading: https://ttabvue.uspto.gov/ttabvue/ttabvue-91286066-OPP-20.pdf https://ttabvue.uspto.gov/ttabvue/ttabvue-91168875-OPP-20.pdf</p> <p>Simulation: Client has filed a trademark application for _____ for smart phones.</p> <p>They have received an Office Action.</p> <ol style="list-style-type: none"> 1. What are some issues you would imagine them to encounter in the Office Action? 2. How would you advise them? <p>Preparatory Reading for second simulation:</p> <p>TMEP Sections 1202.03 in its entirety (1202.03, 1202.03(a)-1202.03(g)) https://tmep.uspto.gov/RDMS/TMEP/current#/current/TMEP-1200d1e1927.html</p> <p>Simulation: Client sells athletic shoes using a distinctive design mark (colloquially known as a “logo”) on the tongue:</p> <p>Client owns a federal registration for the logo in connection with shoes that is both over ten years old and incontestable. Client has recently begun selling _____.</p> <p>Assignment for both in class and at home: Client received an Office Action claiming the mark is _____, _____, and _____.</p>

	<p>Over the next two class sessions we will review and Draft a Response to Office Action designed to overcome the Refusal based on “secondary source significance” and claiming ownership of its prior registration. (7 hours)</p> <p>Due at the beginning of class on Week 14.</p>
Week 13	<p>A continuation of our work from the previous week on the logo Response to Office Action.</p> <p>Preparatory Reading for the final simulation:</p> <p>Read TMEP sections on trade dress</p> <p>https://tmep.uspto.gov/RDMS/TMEP/current#/result/TMEP-1200d1e835.html?q=functional&ccb=on&ncb=off&icb=off&fcb=off&ver=current&syn=adj&results=compact&sort=relevance&cnt=10</p> <p><i>Wal-Mart Stores, Inc. v. Samara Brothers, Inc.</i>, 529 U.S. 205 (2000) https://supreme.justia.com/cases/federal/us/529/205/</p> <p><i>Inwood Laboratories v. Ives Laboratories</i>, 456 U.S. 844 (1982) https://supreme.justia.com/cases/federal/us/456/844/</p> <p><i>Christian Louboutin S.A. v. Yves Saint Laurent Am. Holding, Inc.</i>, No. 11-3303 (2d Cir. 2013) https://law.justia.com/cases/federal/appellate-courts/ca2/11-3303/11-3303-2013-03-08.html</p> <p>Simulation: client presents with the idea to register a _____ that has been for sale in interstate commerce since 1990.</p> <p>Simulation: client wants to protect the color _____ for _____.</p>
Week 14	<p>Conclusion of discussion on Non-Traditional Marks; Semester insights and discussion; Q & A</p>

Honor Code

The UHLC Honor Code applies to all aspects of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please inquire if you have any questions regarding how the Honor Code's provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to comply with the Honor Code in relation to this course and to comply with the instructions in the course syllabus.

Inclusion and Wellness

This is an inclusive learning space. At UHLC, we are committed to ensuring inclusive online and classroom learning spaces, where you'll be treated with respect and dignity, and where everyone is provided the equitable opportunity to participate, to contribute, and to succeed. In this course, all students are welcome regardless of socio-economic status, age, race, ethnicity, disability, religion, national origin, veteran's status, sex, sexual orientation, gender identity, gender expression, political affiliation, marital status and other diverse identities that we each bring to class. Our class is richer for his diversity.

Inclusive learning spaces facilitate the innovation and creative thought that enhance student success. This success arises from the participation, support, and understanding of you and your colleagues. I encourage you to speak up and to share your views, but also understand that you are doing so in a learning environment in which we're all expected to engage respectfully and with regard to the dignity of all others.

If you feel like your class performance is impacted in any way by your experiences inside or outside of class, please reach out to me. I want to be a resource for you. If you feel more comfortable speaking with someone besides me, the Office of Student Affairs (OSA) is an excellent resource.

Chosen Names and Preferred Pronouns

I want to address each of you in a manner that corresponds to your identity. Although mistakes happen, chosen names and preferred pronouns—including non-binary ones such as they|them|their—and honorifics, such as Rev., Mr. Ms. Mx. Dr., will be respected in my classroom. Please feel free to reach out to me at any time if you want to make me aware of your chosen name or preferred pronoun or if you have concerns about how I or your classmates address you. My pronouns are she/her. You may call me Elizabeth or Professor King.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment. The A.D. Bruce Religion Center offers spiritual support and a variety of programs centered on well-being.

The Center for Student Advocacy and Community (CSAC) is where you can go if you need help but don't know where to start. CSAC is a "home away from home" and serves as a resource hub to help you get the resources needed to support academic and personal success. Through our Cougar Cupboard, all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The Cougar Closet is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: @uh_CSAC and @uhcupbrd. YOU belong here.

Women and Gender Resource Center

The mission of the WGRC is to advance the University of Houston and promote the success of all students, faculty, and staff through educating, empowering, and supporting the UH community. The WGRC suite is open to you. Stop by the office for a study space, to take a break, grab a snack, or check out one of the WGRC programs or resources. Stop by Student Center South room B12 (Basement floor near Starbucks and down the hall from Creation Station) from 9 am to 5 pm Monday through Friday.

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Justin Dart, Jr. Student Accessibility Center. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to

comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Disability Statement

The University of Houston Law Center strives to assure equal access and full participation by Nellums Goosby, Academic Records Coordinator in the Office of Student Services, in person in room 44A TU II, by e-mail at SNellums@central.uh.edu, or by phone at 713-743-2187. This voluntary self-identification allows the University to prepare any necessary and appropriate support services to facilitate your learning.

Religious Holy Day Statement

Section 51.911(b) of the Texas Education Code provides excused absences for religious holy days. A student who intends to observe a religious holy day should make that intention known in writing to the Professor prior to the absence. A student who is absent from classes for the observation of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused from the class under this policy may not be penalized for the absence; however, the Professor may respond appropriately if the student fails to complete the assignment satisfactorily.