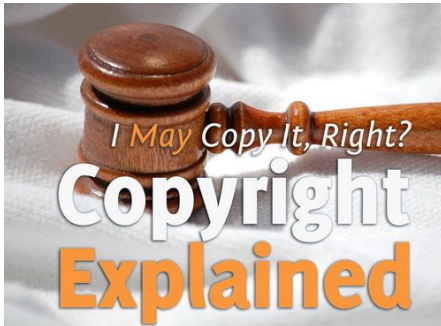


Copyright



<http://amirrezashamloo.blogspot.ca/>

“The highest reward for man’s toil is not what he gets for it, but what he becomes by it.” John Ruskin

How should the Canadian copyright laws be adjusted to take into account the impact of the new technologies?

Every day you, as students are tested with each post, search, chat, text message, file download, file upload, profile update . . .

“How are we going to navigate the rapidly moving digital present, consciously and reflectively?” **Marge Sherer (Educational Leadership: Feb., 2011)**

What decisions do you make? What is your story? How do you respond when you see something you want?

Create or build an online **visual composition** with a program of your choice. You will need to **attain a creative commons license** for this composition.

Visual Composition Ideas:

- The ethical ramifications of torrenting information
- Respond to the idea of the artist who gives their music away vs. the artist who is upset about people who use their work
- Should you randomly share images on facebook or ‘retweet’ comments
- How will you protect your work in this digital world
- Talk to your teacher about other ideas you may have

Key words:

Copyright restrictions
Copyright permissions
Attribution
Layout

You will have 5 blocks to complete these tasks.

Planning: Answer the following questions to help you fully understand Canadian Copyright

Complete the assignment chart about Canadian Copyright in the *google docs* form presented in class. Make sure you answer all the questions.

Canadian Copyright Laws: The *google docs* form includes the following questions.

1. What is the “Creative Commons” and how does it provide a different way of protecting your work?
2. Discuss the following terms as they relate to The Creative Commons Licenses
 - Attribution
 - Share Alike
 - Non Commercial
 - No Derivative Works

	According to Canadian Law these terms mean:
Copyright	
Trademark	
Intellectual Property	
Infringement	
Patent	
Royalty	
Public Domain	
Tariff	
Fair Use	

- **Visual Composition:** How will you present the information you have gathered showing your understanding of Canadian Copyright and creative commons license?

- Student Resources:

- **Resources:**
- www.cipo.ic.gc.ca/copyright
- http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/cdn_copyright_ov.cfm
- <http://www.digital-copyright.ca/chronology>
- Other Video Resources:
- <http://www.youtube.com/watch?v=Bq9Tqieh60g>

PRESENTATION:

- Present your visual composition in your e-portfolio. You will also present this information in an online format. Determine what you are willing to share with your peers and other people online.

- **Obtain a creative commons license for your online composition insuring that you have followed to all Canadian Copyright laws – make sure your teacher can see that you have completed this part of the assignment**

- **Upload your visual composition to your website. Title it: Copyright**

Critique: You will also critique a classmate’s work using the critique outline attached.

Critique: Each student is responsible for commenting upon another student’s work in class. The following is a rubric for marking layout. Make a comment about another student’s work. The goal is to be positive, yet helpful.

Upload your critique to your website. Call the critique: Copyright – layout critique

Layout: Placing of text, graphics, pictures, and other elements of a composition.

<ul style="list-style-type: none">• Layout is suitable• Images are appropriate• Message is clear	<ul style="list-style-type: none">• Layout is not suitable• Images are not appropriate• Message is not clear	Comments:
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<ul style="list-style-type: none">• Assignment met all the objectives above• Elements and principles of design are present	<ul style="list-style-type: none">• Assignment does not meet all the objectives above• Elements and principles of design are only partially there or missing	Comments:
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<ul style="list-style-type: none"> • Composition is school and audience appropriate 	<ul style="list-style-type: none"> • Composition is not school or audience appropriate 	Comments:
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<ul style="list-style-type: none"> • Composition is quality work • Composition is unique 	<ul style="list-style-type: none"> • Composition is not quality work • Composition is unique 	Comments
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RUBRIC: This rubric will be used to grade your visual compositions in this course. Use it determine how well you have presented your information.

Planning	Developing Content	Constructing	Reflection	
<ul style="list-style-type: none"> • There is little evidence of planning. • The planning is not developed or is unclear. 	<ul style="list-style-type: none"> • Much of the content is directly copied. There is little or no original content. • The content is inappropriate or inaccurate. • Copy written materials are used without permission. 	<ul style="list-style-type: none"> • The visual composition shows little care or effort. • The quality of the visual composition is poorly constructed • The visual composition is not suitable for the purpose or for the audience. • Information is inaccurate, inappropriate and/or is difficult to access. • The visual composition is inefficient or hard to read. 	<ul style="list-style-type: none"> • Responses show little analysis of the visual composition • Student cannot indicate where or how the design elements and/or principles are used in the composition • Student cannot state why the elements and/or principles have been applied in the visual composition 	Redo 1
				2
<ul style="list-style-type: none"> • A detailed plan is created that covers the development process. • A script is developed which contains an acceptable level of detail. 	<ul style="list-style-type: none"> • Some elements of the content are quoted. The quoted material is acknowledged appropriately. • The majority of the content is original. • Where copy written materials are used and permission has been sourced for its use. • The student uses royalty free materials like music. • The student creates or generates his own media. • The content is appropriate or accurate 	<ul style="list-style-type: none"> • The visual composition shows care and effort. • The quality of the visual composition is excellent • The purpose of the digital visual composition is clearly stated. • The digital visual composition is suitable and appropriate for the purpose, it conveys information easily and shows imagination and care. • The information is accurate or appropriate. • The intended audience is clearly stated. • The digital visual composition is designed for its intended audience. • The digital visual composition is efficient. 	<ul style="list-style-type: none"> • Responses are a thorough examination of the visual composition • Student has indicated with precision where and how the elements and/or principles of design have been used in the visual composition • Student has stated why the elements and/or principles of design have been applied in the visual composition 	3
				4