



opyright Resources

Articles

“Righting Copyright: Fair Use and ‘Digital Environmentalism’,” Robert S. Boynton (BookForum, Feb/Mar 2005): <http://www.bookforum.com/boynton.html>. Boynton provides an interesting look at copyright in 2005.

“What Do You Mean Copyright Does Not Mean I Have the Right to Copy?,” Diane D. Painter (TechLearning, Aug. 1, 2004): <http://www.techlearning.com/story/showArticle.jhtml?articleID=23902530>. Interesting article about a study the author did with fifth and sixth graders using an ethics curriculum called Play It Cyber Safe. (See Web Sites.)

Books

Computer Ethics, Etiquette, & Safety for the 21st-Century Student, Nancy E. Willard. (ISTE, 2002). In particular, Unit 10: Respect the Creator, pp. 51–57, addresses copyright and fair use specifically in a way that students can understand.

Copyright for Schools: A Practical Guide (4th ed.), Carol Simpson. (Linworth, 2005). Everything you always wanted to know about copyright specifically as it applies in the K–12 setting, including appendixes of useful Web sites, dos and don’ts for school librarians, and examples and templates of copyright and plagiarism guidelines and permission request forms.

The Copyright Primer for Librarians and Educators, Janis H. Bruwelheide (American Library Association and the National Education Association, 1995). This question-and-answer handbook offers guidance on the complexities of copyright.

Pamphlets

“Fair Use of Copyrighted Works: A Crucial Element in Educating America”: <http://www.cetus.org/fairindex.html>. This online pamphlet by the Consortium for Education Technology in University Systems contains guidelines, scenarios, links, and other resources aimed at fair use in higher education, but they have implications for K–12.

“Reproduction of Copyrighted Works by Educators and Librarians,” (Circular 21, U.S. Copyright Office): <http://www.copyright.gov/circs/circ21.pdf>. Useful government-issued booklet aimed specifically at educators and librarians. Includes Senate and House reports on the Copyright Act of 1976 as well as specific text of exclusive rights (section 106) and fair use (section 107).

“Final Report to the Commissioner on the Conclusion of the Conference on Fair Use,” U.S. Patent and Trademark Office: <http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>. The Conference on Fair Use (CONFU) brought together copyright owners and users to discuss issues of fair use. It focuses in particular on copyright of educational multimedia materials.

Videos

“The New Copyright Law, Part I.” Gary H. Becker (1982). A videotape produced by WJCT, Jacksonville, Florida, for Duval County Public Schools.

“The New Copyright Law, Part II.” Gary H. Becker (1985). A videotape produced by WMPE-TV, Orlando, Florida, for Seminole County Schools.

This list of resources was not prepared by attorneys. It is not to be considered legal advice and is intended only to inform educators about copyright issues.

Web Sites

“10 Big Myths about Copyright Explained,” Brad Templeton: <http://www.templetons.com/brad/copymyths.html>. Templeton, chairman of the Electronic Frontier Foundation, discusses common misconceptions about copyright and the use of copyrighted materials. This essay is particularly powerful in educating those without a background in copyright because of its matter-of-fact language.

Consortium of College and University Media Centers, Copyright & Intellectual Property Issues: <http://www.ccumc.org/>. CCUMC offers a variety of copyright resources, guidelines, policies, and links.

Copyright Bay: <http://www.stfrancis.edu/cid/copyrightbay/>. Hosted by University of St. Francis, this site seeks to inform and entertain educators about copyright issues in a nonprofit setting. Find a page of additional copyright resources at <http://www.stfrancis.edu/cid/copyrightbay/bibweb.htm>.

Copyright with Cyberbee: <http://www.cyberbee.com/copyrt.html>. In addition to informative text, mention of other resources, and lesson ideas, this section of the Cyberbee Web site includes an interactive question-and-answer session with virtual students about copyright.

“Copyright Implementation Manual,” Groton Public Schools: <http://groton.k12.ct.us/mts/eg1.htm>. This manual includes the copyright policy of Groton Public Schools, Mystic, Connecticut, and background information on copyright law. This document can be used as a model when setting up your own school or district policy.

The Cornell Copyright Center: http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm. An excellent, easy-to-follow chart showing the various types of materials, and their copyright status. For instance, you can look for content published in the United States between 1978 and March 1, 1989, that was published without a copyright notice and without subsequent registration and discover that that work is most likely in the public domain (i.e., has no copyright protection).

The Creative Commons: <http://creativecommons.org/learn/aboutus/>. The Creative Commons is as much a movement as a resource. From the project's Web site “a single goal unites Creative Commons' current and future projects: to build a layer of reasonable, flexible copyright in the face of increasingly restrictive default rules.”

Electronic Text Center at the University of Virginia: <http://etext.lib.virginia.edu/>. The Etext Center at the University of Virginia Library mission is to build and maintain an Internet-accessible collection of SGML and XML-encoded texts and images and to build and maintain user communities adept at the creation and use of these materials .

Fair Use Guidelines for Educational Multimedia Summary Index to Usable Portions of Copyrighted Works: <http://www.indiana.edu/%7Eccumc/copyright/guidesum.html>. This Indiana University Web page provides a table showing percentages and amounts of works that can be used under fair use guidelines for a variety of media.

How to Understand Copyright Restrictions (American Memory Learning Page): <http://memory.loc.gov/learn/start/cpyrt/>. This page includes general information about what copyright is and considerations when using library resources. It also includes an understandable, but reasonably detailed, discussion of fair use, which was developed by the Library's legal counsel. This discussion is followed by examples from classrooms.

Play It Cyber Safe: <http://www.playitcybersafe.com/>. Materials published by the Business Software Alliance aimed at teaching children about responsible computer and Internet use, respect for digital creativity, and copyright protection.

Stanford University Libraries “Copyright and Fair Use”: <http://fairuse.stanford.edu/>. A large, varied, and highly credible resource for copyright law information, as well as advocacy and opinion from luminaries such as Stanford law professor Lawrence Lessig.

U.S. Copyright Office (part of the Library of Congress Web site): <http://www.copyright.gov/>. As you might expect, this is the definitive source on current U.S. copyright legislation, as well as a good place to research pending legislation. Specific documents of interest on this site include:

- the text of the U.S. Copyright Code: <http://www.copyright.gov/title17/92chap1.html>
- the Digital Millennium Copyright Act of 1998: <http://www.copyright.gov/legislation/dmca.pdf>
- “Reproduction of Copyrighted Works by Educators and Librarians”: <http://www.copyright.gov/circs/circ21.pdf>

A solid offering of links to related government pages (e.g., patents and trademarks) is also available.

U.S. Patent Office: <http://www.uspto.gov/>. A great source for patent and trademark issues and information.

University of Texas “Crash Course in Copyright”: <http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>. This site gives a good overview of copyright and its applications in educational settings. Of particular interest is “Fair Use of Copyrighted Materials” (<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>), a detailed and nuanced exploration of guidelines educators can use to help determine if they are covered by fair use provisions.

Find one-click access to these URLs at <http://www.iste.org/LL/>