

A

Speaker: School President

Audience: Students, Teachers

Software Piracy: students know about software piracy because most students have “burnt” copies of programs. People know it is wrong but they do it anyway. The term “burn” means copy illegally.

The Speech is Delivered in an Auditorium

B

Note to speaker: Slide 1 to Slide 5 are images on the projector. To show the images, click on the receiver. The receiver is on the podium. Remember, stand tall and proud, look at the audience and speak clearly. All props needed are located on podium.

How many of you (signal audience with hands) think poorly of thieves or anyone that would take something that is not theirs? Unfortunately most of you have probably taken someone else's belongings without even knowing about. With today's high-tech equipment at the fingertips of millions, piracy is becoming an increasing problem. I am not talking about pirates on the high seas that we read about as children, I am talking about computer piracy.

With the click of a mouse (hold up a computer mouse) you can download the latest version of any program you want. How many of you have borrowed a copy of a friend's program to (quote with your hands) “burn” a copy for yourself – or used a program like Napster to download music (show Slide 1)? You may not be aware that you are breaking the law – or you might know your breaking the law, but you just don't care. You should care because if you have any illegally obtained copies of software, you are committing copyright infringement and you can be charged in a *civil* court.

Why do we (point at self and audience) make illegal copies of software instead of purchasing a licensed copy? I'll tell you why – we do it because it is cheap. We all want to save a couple dollars, so we'll burn a copy of a CD, or will download the program off the Internet, but burning a CD in the long run costs us all money. When you make an illegal copy of a program, the money that should have gone to the creators doesn't. The company can't afford to stay in business and jobs are lost. We all want to have jobs when we get out of school but the more pirating we do, the more jobs that are lost, and the harder it is for us to find a job. Here is a statistic for you (show Slide 2) -- in 1999, the U.S. lost 107 000 jobs, \$5.3 billion in wages and \$1.8 billion in tax revenue because of software piracy.

But hey, that statistic shows how much the Americans lost, so how does that affect us (point at audience)? Well, Canadians are the worst for software piracy. 38% of the global software piracy comes from Canada. Isn't this something to be proud of? Software piracy is

LEVEL 4

C

costing the Canadian economy too much (show Slide 3). In 2000, Ontario lost \$245 million in software theft and over 13 000 jobs.

The economy is not the only thing affected by this plague. Software piracy is much more personal. Like I said before, you can be charged for pirating under the Copy Right Act. The Copy Right Act (show Slide 4) is very confusing and there are many restrictions but it basically says that it is illegal to use someone else's work without their permission. If you get charged with copyright infringement, the owner of the product will sue you. Don't think you can use the saying (quote with your hands) "innocent until proven guilty" because that only applies to criminal law. Copyright infringement is a *civil* offence, which means you'll be sued and there isn't anything you can do about it. The amount you will have to pay is left up to the courts and the creator of the product. The Copy Right Act allows you to use certain aspects of people's work without having their permission, but the Act does not allow taking anyone else's idea; this includes software piracy.

With unlicensed software your computer *is not* safe. When you download a program or file off the Internet, you have a *greater* risk getting viruses or having defective software. Defective software and viruses can ruin your computer system, and *you will need to* buy a new computer. If a virus that came with your illegal software crashes your system, the software company is *not* liable because you do not own a legal copy of their program.

Software piracy *must* be stopped (slam hand on podium) -- we are hurting *ourselves* when we commit software piracy. It is important to realize that we will never be able to eliminate 100% of software theft because of the advanced technology that is in the market. We can however reduce the amount of technological theft that happens daily.

The Copy Right Act has to be changed because the punishment for copyright infringement has to be made more severe. Copyright infringement should be made a felony. In other words (show Slide 4), if you were charged with copyright infringement you would go to criminal court and be tried as a criminal. If copyright infringement was made a felony you could have to serve time in prison if you were convicted. In the U.S. if you have more than ten pirated

D

software applications you can be charged as a criminal. Canada should amend the laws to prevent people from stealing companies work. Companies spend years designing programs -- their ideas and hard work should be protected.

The public *needs* to be informed about software piracy. The youth of our nation (point at audience) have to understand that it is wrong to steal software. Children are taught that it is wrong to take what isn't theirs, but everyone thinks there is some exception when it comes to software -- there is no exception; stealing is stealing and it is wrong. Only if children are taught that software piracy is not an acceptable practice can we hope to end it. In Korea (show Slide 5), software companies are not able to stay in business for long because as soon as they come out with a new program, it gets copied and illegally distributed.

If the piracy does not end our economy will fall apart. (Pause for effect) you *have to* purchase *licensed* copies of programs, and you *have to read and understand* the license agreement provided with the software. This will help protect you and the economy -- *but only if* you follow the license agreement.

E

Bibliography

- Brautigam, Tara. "Piracy on the PC's". Toronto Star, Tuesday, April 30, 2002
- Business Software Alliance. *Anti-Piracy*. 2001. <<http://new.bsa.org/usa/antipiracy/>>
- Brad Templeton. *A Brief Intro to Copyright*. 1997. <<http://www.templetons.com/brad/copyright.html>>
- The Canadian Government. *The Copy Right Act*. <http://www.gg.ca/rolresp/crown_e.html>

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a high degree of understanding of the facts surrounding the chosen issue. The student describes the extent, the consequences, and the illegality of software piracy. The student demonstrates understanding of relevant U.S. and Canadian statistics (e.g., "In 2000, Ontario lost \$245 million in software theft and over 13 000 jobs."), of some of the personal hazards of pirating software, and of aspects of both the civil and criminal law regarding copyright infringement.

Thinking/Inquiry

- The student supports the perspective taken using ideas that are highly relevant to the purpose and audience. The student explains why software piracy is unethical and illegal, how it has affected the economy, and what legal and practical consequences it can have for those who use pirated software. The student competently employs statistics and information from the Copyright Act to support his or her arguments. The ideas presented are highly relevant to the audience of students and teachers.

Communication

- The student organizes information and ideas with a high degree of appropriateness. The student begins with a provocative question that relates the topic directly to the audience (i.e., "How many of you think poorly of thieves or anyone that would take something that is not theirs?"). The argument progresses logically through introduction, body, and conclusion. The student moves easily between the ethical and the legal and practical dimensions of the issue.
- The student uses language and a voice that are highly appropriate. In the first half of the speech, the student establishes a connection with the audience through the use of informal phrases (e.g., "But hey, ..."), through identification and use of the first person plural (e.g., "We all want to have jobs ..."), and through direct appeal (e.g., "Don't think you can ..."). However, towards the end of the speech, the student's language becomes more abstract and formal.

LEVEL 4**Application**

- The student uses oral presentation techniques with a high degree of effectiveness. Among the techniques used are rhetorical questions, surprising facts (e.g., “Well, Canadians are the worst for software piracy”), and emphatic statements (e.g., “your computer *is not* safe”).
- The student builds in speaker notes with a high degree of effectiveness. The student provides a helpful initial comment for the speaker, explaining the audiovisual equipment to be used and setting the tone for the delivery of the speech. The notes mainly cover body language (e.g., “hold up a computer mouse”, “point at self and audience”), but the student also indicates emphasis through the use of italics.
- The student predicts a realistic and highly effective resolution. Suggestions include changing the law, keeping the public informed, and educating children that software piracy is unacceptable.

Comments

This work is representative of a solid level-4 performance. The student demonstrates a high degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a highly effective speech on software piracy that shows a good grasp of many aspects of a complex issue. A strong and convincing appeal is made to the audience.

Next Steps

In order to improve his or her performance, the student needs to:

- avoid exaggerated statements (e.g., “If the piracy does not end our economy will fall apart”);
- use a greater variety of speaker notes and place them in the margins of the text for easier reading;
- proofread to correct typographical errors and/or minor errors in spelling and grammar (e.g., “without even knowing about [it]”).