**TCPB 351 Education of Exceptional Children**

**Documentary Review Assignment**

This is an outline for *TCPB 351 Documentary Review* which is an individual assignment. You are requested to choose one of the two following documentaries for your viewing. Each documentary is available on YouTube for free of charge. The links may be found below.

1. **Educating Peter**: <https://www.youtube.com/watch?v=EikuC2hJ5hs>
2. **Including Isaac**: <https://www.youtube.com/results?search_query=including+Isaac>

**Guidelines for Documentary Review Assignment**

View a documentary of your choice about a person with a disability. Write a concise review using the guidelines provided. Be sure to state the following information in your review paragraphs:

* Introduction:
  + Title, director/project, actors/characters in major roles, year, and length of documentary.
* Definition:
  + Name and describe the specific disability/exceptionality.
  + Give some general information about the disability/exceptionality, and the needs that usually pertain to it.
* Challenges:
  + Describe the challenges and difficulties which the person has or had to overcome.
  + Describe the problems that emerged along the way regarding family relationships, education, social life, and occupational endeavors.
* Strategies:
  + Describe the strategies used by the person to cope with challenges and stresses pertaining to the disability/exceptionality.
  + Describe how peer, parents, professionals, and the community supported or hindered this person in his/her development and pursuit of life goals.
* Evaluation:
  + Evaluate what can be learned from this person's experience.
  + What would you do (differently) if you were this person’s teacher?

Your documentary review should be between 500 and 1000 words typed in Times New Roman or Ariel with 12 Punto size.

**Deadline for Blackboard submission:** 14 December 2021

**TCPB 351: Education of Exceptional Children**

**Assessment Rubric: Documentary Review**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section: \_\_\_\_\_\_\_\_**

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| **Criteria** | **Ratings** | | | | **Points** |
|  | **Unsatisfactory**  **0 pt.** | **Satisfactory**  **1-2 pts.** | | **Exemplary**  **3 pts.** | **/3 pts.** |
| **Introduction**   * + Title, director/project, actors/characters in major roles, year, and length of documentary. | Missing introduction | Missing some of the points | | All of the information is provided |  |
|  | **Unsatisfactory**  **0-1 pt.** | **Satisfactory**  **2-5 pts.** | | **Exemplary**  **6 pts.** | **/5 pts.** |
| **Definition**   * + Name and describe the specific disability/exceptionality.   + Give some general information about the disability/exceptionality, and the needs that usually pertain to it. | Missing some of the points, draw only a vague description of the exceptionality. | Clear and gives a good description of the exceptionality but could have been more detailed. | | Clear, comprehensive, portrays a detailed description and in-depth information of the exceptionality. |  |
| **Challenges**   * + Describe the challenges and difficulties which the person has or had to overcome.   + Describe the problems that emerged along the way regarding family relationships, education, social life, and occupational endeavors. | Provides little or irrelevant evidence to explain the challenges the person had to overcome and to describe the problems that emerged along the way regarding family relationships, social life, and occupational endeavors. | Provides specific, appropriate and adequate evidence to explain the challenges and difficulties the person had to overcome and to describe the problems that emerged along the way regarding family relationships, social life, and occupational endeavors. | | Provides comprehensive and compelling evidence to explain the challenges and difficulties the person had to overcome and to describe the problems that emerged along the way regarding family relationships, social life, and occupational endeavors. |  |
| **Strategies**   * + Describe the strategies used by the person to cope with challenges and stresses pertaining to the disability/exceptionality.   + Describe how peer, parents, professionals, and the community supported or hindered this person in his/her development and pursuit of life goals. | Analysis of the strategies used and description of peer, parental, professional, or community support effects were not clearly presented. | Analysis of the strategies used and description of peer, parental, professional, or community support effects were somewhat appropriate, but has questionable aspects. | | Analysis of the strategies used and description of peer, parental, professional, or community support effects are clear and strongly made. |  |
| **Evaluation**   * + Evaluate what can be learned from this person's experience.   + Suggest what would you do (differently) if you were this person’s teacher? | Learning point evaluations and student suggestions are missing or if found, not logical nor clear; they do not reflect much professional growth on the part of the student. | Learning point evaluations and student suggestions are stated, but they are somewhat logical or clear; they reflect professional growth to a certain extend on the part of the student. | | Learning point evaluations and student suggestions are stated; they are both logical and clear; they reflect high and in-depth professional growth on the part of the student. |  |
|  | **Unsatisfactory**  **0 pt.** | **Satisfactory**  **1-2 pts.** | | **Exemplary**  **3 pts.** | **/3 pts.** |
| **Grammar, Mechanics & Organization**   * + Spelling   + Punctuation   + Grammar   + Writing organization   + Sequence   + Unity | Spelling, punctuation, grammatical errors, writing organization and sequence create a distraction, making reading and understanding difficult. Errors are frequent. Lacks unity. | Most spelling, punctuation, and grammar are correct, and writing is coherent and logically organized and sequence allow reader to progress through essay. Some errors remain. Transitions for unity is evident but not consistent. | | Free of distracting spelling, punctuation, and grammatical errors. Writing is coherent and logically organized and shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic. |  |
| **TOTAL Score** | **/15** | | **/30** | | |
| Comments: | | | | | |