> ## Course Information:

Course Title: Promoting Mental Health in children and youth with disabilities

Course Number and CRN: SPED 308

Prerequisite: Acceptance into BSPED   **Credit Hours (CR HRS):** 3

Department: Psychological Sciences   **Program :**BSPED

Class meeting time: Monday &Wednesday 9:30-10:50AM   **Location:** B04-208

> ## Instructor Information:

Instructor's Name: **Abdulnaser Fakhrou**   **Email:** afakhrou@qu.edu.qa

Office Hours: 9-11am Sunday& Tuesday   **Office Number**: B04- 214

> ## College of Education Conceptual Framework:

"Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

College of Education Unit Learning Outcomes:

Teaching:

☑ 1.**Content:** Demonstrate understanding of the key theories and concepts of the subject matter.

☑ 2.**Pedagogy**: Plan effective instruction to maximize student learning.

☐ 3.**Technology:** Use current and emerging technologies in instructionally powerful ways.

☑ 4.**Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

☐ 5.**Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.

☑ 6.**Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

☑ 7.**Ethical Values:** Apply professional ethics in all educational contexts.

☐ 8.**Initiative:** Lead positive change in education.

> ## Course Description:

This course focuses on the assessment of children and youth with mental health disorder. The course is going to help students understand different disorder that they are going to be dealing with. The course will highlight mental health disorders in special education settings like learning and cognitive disorders. The course is designed to help the student recognize mental health disorders that he is going to deal with in the working field and not to give diagnosis for children.

Course Objectives:
1. Provide students with an understanding of psychological and behavioral disorder in children and youth.
2. The student learns how to distinguish between different mental disorders that children and young people may have.
3. Coverage of resources and resources in the community that students can use to help them identify and diagnose their mental and behavioral disorders.

Course Learning Outcomes:
1. Demonstrate knowledge of mental and behavioral disorders that can be for children and young people.
2. Identify the symptoms of mental and behavioral disorders in children and young people.
3. Identify resources that can provide them to diagnose children and youth.

Textbooks & Readings:
- **Required textbook**
- Cooly, Myles L. (2007). Teaching Kids with Mental Health & Learning Disorders in the Regular Classroom: How to Recognize, Understand, and Help Challenged (and Challenging) Students Succeed. Minneapolis, MN: Free Spirit Publishing INC.

Supportive Textbooks and references:

- حمدي، نزيه و داود، نسيمه (2014). مشكلات الأطفال والمراهقين وأساليب المساعدة فيها. الأردن: دار الفكر.

- على، عمر إسماعيل و إبراهيم ، إبراهيم، مها صبري (2009). الصحة النفسية. مكتبة الرشد: الرياض.

- الحديدي، منى، الخطيب، جمال (1996). أثر أعاقة الطفل على الاسرة. مجلة كلية التربية، جامعة المنصورة،31، 1-28.

- الخطيب، جمال (1996)، تأثيرات الإعاقة على الاسرة. مجلة المنال، 8، 40 – 41.

- الخطيب، جمال (1997). دراسة لبعض عوامل الخطر المرتبطة بالاعاقة في دولة الامارات العربية المتحدة. بحث مقبول للنشر في مجلة كلية التربية، جامعة الامارات.

- داني بريانت و ديبورا سميث ، بريان بريانت (2011) تعليم الطلبة ذوي الاحتياجات الخاصة في صفوف الدمج: ترجمة : محمد حسن إسماعيل. عمان – دار الفكر ناشرون وموزعون 2011

- روث كوك، داني كلاين، ديبورا شين (2015). تكييف مناهج الطفولة المبكرة للأطفال ذوي الحاجات الخاصة. ترجمة: إيمان الزبون و نواف اليود. عمان : دار الفكر ناشرون وموزعون.

- شارون رافيرا (2010) التربية الخاصة في مرحلة الطفولة المبكرة من الولادة وحتى ثمانية سنوات :استراتيجيات لنتاجات إيجابية. ترجمة: زينات يوسف دعنا ،سهى طبال . عمان: درا الفكر ناشرون وموزعون.

- عبد العزيز السرطاوي، وجميل الصمادي (1998): الاعاقات الجسمية والصحية، مكتبة الفلاح.

- فتحي السيد عبد الرحيم (1990): سيكلوجية الأطفال غير العاديين، استراتيجيات التربية الخاصة، الجزء الثاني، ط 4، دار القلم الكويت.

- فليب روملير و بريان كوك و اندريو ويلي (2020).البحث في التربية الخاصة: التصميمات والمناهج والتطبيقات. ترجمة: علياء حمدي.

- القريوني، يوسف (1990). الإعاقة بين الوقاية والتأهل. العين، الامارات العربية المتحدة: جامعة الامارات العربية المتحدة.

- محد عبد السلام البواليز (2002): الإعاقة الحركية والشلل الدماغي، دار الفكر للطباعة والنشر، عمان.

● محمد على كامل (1999): التدريبات العملية للقائمين على رعاية ذوي الاعاقات الذهنية، الجزء الأول، مكتبة النهضة المصرية، القاهرة.

● المشرفي، انشراح (2008) الاكتشاف المبكر لإعاقات الطفولة. الإسكندرية : مؤسسة حورس الدولية للنشر والتوزيع.

- Ferguson D.,& Halle, J. (1995). Considerations for readers of qualitative research (Editorial). Journal of the Association for Persons with Severe Handicaps, 20(1), 1 – 2.
- Raver, S. A. (2009). Early childhood special education – 0 to 8 years: Strategies for positive outcomes. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Sandell, S., McLean, M. E., & Smith, B. J. (2005). DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Denver, CO: The Council for Exceptional Children. ISBN 1-57035-353-0.

➢ **Supportive Websites:**
- https://jamanetwork.com/journals/jamapediatrics/article-abstract/518020
- https://academiccommons.columbia.edu/doi/10.7916/D88D050Q
- https://www.cjcmh.com/doi/abs/10.7870/cjcmh-2014-005
- https://www.tandfonline.com/doi/full/10.3109/09638288.2012.748836
- https://www.ldatschool.ca/learning-disabilities-and-mental-health/
- https://www.cps.ca/en/documents/authors-auteurs/mental-health-developmental-disabilities-committee
- https://www.who.int/mental_health/maternal-child/child_adolescent/en/

➢ **Course Requirements:**
1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14. .
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

Use of Blackboard:
1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

Course Matrix:

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/ Artifacts)
Content	1.2.3	1.2.3	1.2.3	Case study + test
Pedagogy	4.2.1	1.2.3	1.2.3	Case study + film report + test
Technology	5.4	3	1.2	Case study + intervention p
Diversity	3.4.5.6	3.2	1.3	Film, case, interv.plan
Scholarly Inquiry	-----	-----	-----	------
Problem Solving	5.6.2	2.3	3	Film report, case study
Ethical Values	6.5.3	3	3.2	Case study + intervention p
Initiative	3.5.6.4	2	1	Case study

Course Outline:

Week	Topic	Assignment
1	The role of schools in addressing mental health and learning disorders	Film review + observation report + Quiz
2	Mental health and learning disorders	
3	The changing nature of special education	
	Assessing student needs	
4	Effective classroom policies and procedures	
5	Effective teaching strategies for meeting diverse student needs	Quiz +Behavior management plan
6	Establishing a safe and caring classroom	
7	Midterm Exam	
8	Building social skills in students	
9	Anxiety disorders :Obsessive-compulsive disorder (ocd) - Social anxiety disorder (sad)- Post-traumatic stress disorder (ptsd	
10	Panic disorder -School refusal -Mood disorders	
11	Depressive disorders- bipolar disorder	
12	Communication disorders	
13	Articulation disorders	
14	Receptive and expressive language disorders	
15	Learning disabilities	
16	Final Exam	

Course assessments (Assignments):
• Observation report (10):
The purpose of this task is to provide information for our students who are using observation for special education evaluations, including initial and re-evaluations, functional behavioral assessments (FBA), and monitoring IEP (Individualized Education Program) and BIP (Behavior Intervention Plan) progress later. Observational procedures for this course purposes are often more demanding and these suggestions are for practitioners and not meant to meet a research standard.

Collecting data involves a variety of techniques, including both direct and indirect methods. Examples of indirect data collection include interviews, record review, and examination of permanent work products. This booklet focuses on observational data, which is a direct method of data collection. When collecting information, it is important to use multiple sources and methods, and to triangulate[1] the data collected. No one method stands alone.

- **Behavior management plan (10)**

  A behavior management plan is a plan for changing behavior. They are great tools for teachers to employ because they require active involvement from our student, teacher.The purpose of a behavior management plan is to develop a plan of action to manage a student's behavior.The specific actions of everyone involved with the plan should be covered. Determine what the teacher, student, parent, administrator, and so on will do to implement the plan and ensure its success.

  As students consider how to write a behavior management plan, they think about ways to ensure its success. One way is to have everyone who is to play a part sign the plan. It makes it feel more official and like a real contractual agreement. Finally, students must remember that the ultimate goal of writing a behavior management plan is to longer need a behavior management plan. If the plan is successful, the undesirable behaviors will be replaced by desirable ones, and everyone is happy.

- **Film review report (10)**

  The main purpose of a movie review is to inform the reader about the film and its ideas. Seems simple, right? Reporting all events that happen and stating one's opinion about them is a common mistake that many students make. While movie review allows writers to express their opinions about some film or documentary, there is also the need for the unbiased and objective approach. An ideal review combines both.

  The review determines whether someone will want to see the movie. Even if the professor (or teacher) assigned a specific title and film to review, one should act like this is the perfect opportunity to introduce the cinematography work to their lecturer. Always assume students haven't seen it before. As a result, it becomes easier to analyze events that happened on the screen.

  Film review should be detailed enough to provide assistance in making an honest decision i.e. whether the reader wants to see it or if they'd like it. Why is this type of paper a common school assignment? Lecturers want to get more insight into a student's critical thinking skills and the ability to report event (one or more of them) in a manner that others understand easily.

  In addition, they want to assess the way you analyze plot and characters. After all, movie reviews also involve the analysis of events that happened in a documentary or "regular" film. Reviews test writing and vocabulary skills, adapting to different genres and events they portray, and your capacity to sum up some major work and report it in a cohesive, logical, and interesting manner.While reviews entail more responsibility than initially thought, students find them fun .

- **Quiz (10)** Tow short tests on a specific topic. Each test last for 10minuits. It may be a short answer question test, or multiple choices one.

- **Midterm Exam** (25). A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam** (35). A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

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[1] Collect at least 3 sources of information that corroborate each other.

- ➢ **Grades distribution:**

	Assessment tools	Grade	Submission date
1.	Behavior observation	10	
2.	Film review report	10	
3	Behavior management plan	10	
4	Two quizzes	10	
5.	Midterm Exam	25	
6	Final Exam	35	
Total = 100			

- ➢ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

- ➢ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

- ➢ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

- ➢ **Dishonesty:**

"Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must

refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➢ Student Learning Support:

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support

➢ Success Oasis at the College of Education:

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➢ Special Needs Support:

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at:http://www.qu.edu.qa/students/support-and-development/special-needs

➢ Student Complaints Policy:

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: http://www.qu.edu.qa/students/services/complaints

> A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

Qatar National Professional Standards for Teachers:

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional development.
6. Maintaining effective partnerships with parents and community.

Assignments Rubric

Observation Report Rubric

	Unsatisfactory	**Needs Improvement**	**Satisfactory**	**Target**	**Score/Level**
Item 1	Observation report is poorly organized, with no coherent progression of ideas or content, and numerous lapses in logic.	Observation report is acceptable, with unclear progression of ideas and content	Observation report is good organized, with a clear progression of ideas and content ?	Observation report is well organized, with a clear progression of ideas and content.	
Item 2	Observation report is? very weak and displays no chronological organization whatsoever, but instead skips around chaotically between topics?.	Observation report is displays no chronological organization whatsoever, but instead skips around chaotically between topics.	The Observation report is organized chronologically according to evidence obtained by the student while? observing the child and its follow-up in a scientific manner using observation tool of social behavior	Observation report is organized in chronological order according to the evidence and testimony and information obtained by the student while observing the child, and scientific follow-up, while he/she observes the child and its follow-up using the observation tool and follow-up social behavior of the film's hero, scientifically accurate	
Item 3	Observation report is badly written, with an unacceptable number of grammatical and spelling errors.	Observation report is poorly written, with an unacceptable number of grammatical and spelling errors.	Observation report is moderately written, with some grammatical and spelling errors.	Observation report is well written, with a mastery of the Arabic/English language, spelling, & sentence structure.	
Item 4	The Observation report is incorrectly formatted and the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1?"?, margins are not done.	The Observation report is not formatted very well, but the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1?"?, margins are done.	The Observation report is formatted in some way other than the assigned format of Times Roman, Simplified Arabic font, double-spaced, with 1?" margins?.	The Observation report is properly formatted (Times Roman, Simplified Arabic font, double-spaced, with 1?" margins).	

	Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Item 5	There are no Illustrations.	Illustrations are unclear and irrelevant to the topics being discussed	Illustrations are not used or are unclear and/or irrelevant to the topics being discussed	Illustrations are clear, labeled correctly, and relevant to the topics being discussed	
Item 6	Student has not stated amount to indicate the subject of the observed child and his/her problems, and how to reach a solution to this problem, in a scientific manner?.	Student has stated only a minimal amount to indicate the subject of the observed child and his/her problems and how to reach a solution to this problem in a scientific manner	Student has most stated all evidences to indicate the subject of the child problem, and his/her problems and how to reach a solution to this problem in a scientific manner.	Student has clearly stated all evidences to indicate the subject of the observed child and his/ her problems and how to reach a solution to this problem in a scientific manner.	
	Standards **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.				
Item 7	Student has? not made numerous factual errors of geology?.	Student made ??numerous errors function in the Observation report , but he has provided some evidence that observed already images are correct and function.	Student presented all the evidence and facts already observed correctly and function? but made a few minor errors.	Student presented all the evidence and facts already observed in the correctly and function.	

BEHAVIOR MANAGEMENT PLAN RUBRIC

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Introduction	Is not helpful in introducing the project.	Lacks clarity or thoroughness.	Provides an informative overview of the project, with some errors or omissions.	Provides an informative, clear, thorough, and logical overview of the project.	
Review of Literature / Interventions	Set of studies in not appropriate to the topic, are limited in number, and/or not current or from respected journals.	Set of studies is either limited in number or a majority of the studies are not current, not from respected journals, or are not empirical in design, or set of studies does not clearly relate to intervention.	Includes several appropriate studies related to intervention; majority of items are empirical studies from respected journals and are no older than 10 years.	Includes numerous current and significant studies related to intervention; all items are empirical studies from respected journals and are no older than 10 years.	
Review of Literature / Implications	Little effort has been expended to relate current research to the present study.	Explanation of the relationship of the studies chosen to the present study lacks clarity or thoroughness.	Adequately explains the relationship of the studies chosen to the present study, including methodological decisions.	Clearly and thoroughly explains the relationship of the studies chosen to the present study; justifies methodological decisions based on empirical studies.	
Method Description*	Many of the required elements of the method are omitted from the description or most of them are inadequately described.	One or more of the required elements of the method are omitted from the description or several of them are inadequately described.	Participants, settings, materials and equipment, variables, measurement procedures, and experimental design are described, although some of the descriptions lack clarity or thoroughness.	All appropriate parts of the method are clearly and thoroughly described, including participants, settings, materials and equipment, variables, measurement procedures, and experimental design.	
Method Design	Method is not appropriate for the objectives and/or context of the study or clearly lacks professionalism. No attempt at	Method has some flaws that make it somewhat inconsistent with current research standards or incomplete; has some minor	Method is appropriate for the objectives and context of the study and has few errors or omissions related to research standards and /or professionalism, none	All appropriate parts of the method are clearly and thoroughly described, including participants, settings,	

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	using technology is evident.	concerns related to professionalism.	serious. Appropriate technologies are used to record and analyze data.	materials and equipment, variables, measurement procedures, and experimental design. Method is clearly appropriate for the objectives and context of the study and designed according to accepted standards of research and professionalism. The most appropriate technologies are used to record and analyze data.	
Baseline Results	Baseline data is clearly incomplete or inaccurate; carelessness is evident in its collection, recording, or display.	Several errors cause concern about the gathering or recording or baseline data, or it is displayed in a way that makes its meaning unclear.	Baseline data is appropriately gathered, recorded, and displayed with few errors.	Baseline data is appropriately gathered, recorded, and displayed with no apparent errors. Display clearly communicates the source and meaning of the data.	
Analysis	Analysis was clearly inappropriate for the objectives or content of the study or was clearly administered inappropriately.	Other means of analysis would have been more appropriate for the objectives of the project or the nature of the data, or the analysis was clearly incomplete or had inaccuracies.	Analysis is appropriate for the objectives of the project and the nature of the data; may lack thoroughness.	Analysis is well chosen for the objectives of the project and the nature of the data; analysis is thorough and professional.	
Intervention Plan	Plan is poorly described and has little relationship to baseline data or current research. Pedagogical suggestions are limited and frequently inappropriate.	Plan lacks clarity or the relationship to baseline data and/or current research is lacking. Pedagogical suggestions are limited or not closely aligned with data; little to no use of technology.	Plan is explained adequately and appropriately related to the baseline data and current research. Several appropriate pedagogic approaches are suggested, included some (limited) use of technology.	Plan is clearly and thoroughly explained and clearly based upon baseline data and on current research. Plan includes a range of clearly aligned pedagogical approaches, including technology for	

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
				teaching and learning.	
Citations and References	Citations and/or references are not in APA format or other known style.	Citations and/or references are organized in an accepted style, but not in APA, or several references have omissions or incorrect formatting.	All required source information is present, although there are several errors in APA formatting in citations or references.	Few or no errors in APA formatting in citations or references; none serious. All required source information is present.	
Appendices	Either the graph or the observer-recording sheet is missing or both are seriously lacking in quality.	Graph and observer recording sheet are both included, but lack in quality.	Graph and observer recording sheet are both included and each is appropriate to the assignment.	Graph and observer recording sheet are both included and each is of exceptional quality in content and presentation.	

Film Review Rubric

McGrath Film Studies			
	Exemplary – 5 pts.	Satisfactory – 4 pts.	Needs Improvement- 2 pts.
Lead	Fabulous opening sentence that attracts reader interest and establishes the tone of the review.	Adequate opening sentence that gives the reader some indication of your opinion.	Poor opening sentence- the reader is left wondering how you feel about the film.
Performers	Mentions key performers and roles they play.	Mentions key performers or their roles.	Fails to mention significant actors or characters by name.
Plot Summary	Provides a succinct plot synopsis without divulging too much about the film.	Provides an overly detailed plot synopsis or a synopsis that does not quite give the reader enough information	Provides so much information about the plot that the film is ruined for the viewer, or gives almost no information about the film.
Uses examples from the film.	Provides relevant examples/illustrations from the film to back-up the reviewer's opinion about the film's effectiveness.	Provides some examples of action/dialogue from the film that supports the opinion.	Includes no examples of action or dialogue from the film.
The opinion	Makes a provable case for the film's merit and analyzes what worked and did not work in the film.	Voices an opinion but does not explain in depth why things in the film worked or didn't.	Has virtually no opinion about the film or has an opinion that is not backed up by any examples from the film.
Spelling/grammar	Makes virtually no spelling/grammar/punctuation errors.	Makes 2-3 spelling/grammar/punctuation errors.	Multiple writing errors.
Inspired word choice/ writing fluency	Chooses interesting appropriate words and well-constructed sentences and paragraphs.	Uses appropriate word choice but may have a few poorly constructed sentences	Inappropriate word choices, poorly constructed sentences or paragraphs.

✂ ---

Pledge

I am the student: ------------------------------------
Course Title: ---

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----------------------------------
- ID: ---
- Signature: ---
- Date: ---

(Please sign this part and hand it in to your instructor).