

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Sam Dawson has the mental capacity of a seven year old. He spends his time working at star bucks and listening to the Beatles. He has a daughter with a homeless women, who shortly abandons him and her daughter. Sam names her Lucy Diamond and cares for the young girl. However upon her entering school, his mental capabilities begin to become an issue. Lucy is taken away from Sam

Directions: Complete the questions while watching the film.

1. What is the mental capacity of Sam Dawson?	
2. What category does Sam fall under and what supports this categorization?	
3. How does Sam’s mental retardation fit into the definition of social psychology? (deviant , distressful, or dysfunctional)	
4. How do fit schedules help those who have a mental disability?	
5. How can Sam’s condition prohibit Lucy’s learning abilities or understanding of the world?	
6. What obstacles will Lucy face due to her father’s mental illness?	
7. When Sam is reading to Lucy, what part of Sam’s brain (can be assumed) may be affected by his mental capacity?	

8. What internal conflicts must Lucy face in the process of complying with her father's abnormal brain capacity?	
9. How can people with mental illness be taken advantage of by "normal" people?	
10. Why do social services want to take Lucy away from Sam?	
11. How does Sam's lawyer represent a common reaction to those with mental illness?	
12. What behaviors does Sam show that are common in those with mental illness?	
13. What does an IQ score of 70 categorize the person as?	
14. What is the equation to find an IQ score?	
15. If the woman had an IQ of 70 and the mental capacity of a 9 year old, what could Sam's IQ be?	
16. What condition does Annie Have? Why hasn't she left her room in years?	

17. Which type of parenting style does Sam have and his Lawyer?	
18. What is Sam's lawyer struggling enough and what are the symptoms?	
19. How can joint custody help Sam's case?	
20. How has Sam's lawyer perception of him change?	

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**Journal Response prompt:**

How has the character Sam challenged your perception of the developmentally delayed? In what ways have Sam and his friends disproved popular stereotypes of the developmentally delayed? Would you consider Sam to be an inspiration and a testament to resiliency? Explain.

- Your response must be 2-3 pages long
- Due: Wednesday, October 4, 2017 via Turnitin by 10 pm
- APA format

### Journal Response Rubric

FOCUS	IDEAS AND IMPRESSIONS	PRESENTATION
<b>Excellent</b>  <b>E</b>	The student's exploration of the topic is insightful. Perceptions and/ or ideas are confident and discerning. Support is precise and aptly reinforces the student's ideas and impressions.	The voice created by the student is convincing. Stylistic choices are precise and the student's creation of tone is adept. The unifying effect is skillfully developed.
<b>Proficient</b>  <b>P</b>	The student's exploration of the topic is purposeful. Perceptions and/or ideas re thoughtful and considered. Support is specific and strengthens the student's ideas and impressions.	The voice created by the student is distinct. Stylistic choices are specific and the student's creation of tone is competent. The unifying effect is capably developed.
<b>Satisfactory</b>  <b>S</b>	The student's exploration of the topic is generalized. Perceptions and/or ideas re straightforward and relevant. Support is adequate and clarifies the student's ideas and impressions.	The voice created by the student is apparent. Stylistic choices are adequate and the student's creation of tone is adept. The unifying effect is skillfully developed.
<b>Limited</b>  <b>L</b>	The student's exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/ or ineffectively related the student's ideas and impressions.	The voice created by the student is indistinct. Stylistic choices are adequate and the student's creation of tone is conventional. The unifying effect is inadequately developed.
<b>Poor</b>  <b>P</b>	The student's exploration of the topic is minimal. Perceptions and/or ideas are underdeveloped and irrelevant. Support is lacking and/ or unrelated to the student's ideas and impressions.	The voice created by the student is obscure. Stylistic choices impede communication and the student's creation of tone is ineffective. A unifying effect is absent.
<b>Insufficient</b>  <b>INS</b>	Insufficient is a special category. It is not an indicator of quality. Assign insufficient when <ul style="list-style-type: none"> <li>• the student has responded using a form other than prose OR</li> <li>• the student has written so little that it is not possible to assess Ideas and Impressions OR</li> <li>• there is no evidence that the topic presented in the assignment has been addressed OR</li> <li>• there is no connection between the text(s) provided in the assignment and the student's response.</li> </ul>	