

Satire Final Assessment

1. Satire is often a careful blend of humor, irony, sarcasm, and various rhetorical devices. The purpose of satire is to expose the folly of some aspect of human life, perhaps with the aim of bringing about some reform or improvement.

Choose some aspect of your life, for a example, a policy, a tradition, or an institution, which you believe to be foolish in some way and in need of correction or reform. In a well organized essay, write a satire about this subject in which you expose its folly. Consider using humor, irony, sarcasm, and various rhetorical devices and strategies we've studied to realize the maximum satirical impact of your piece. *Prior to doing this, consult this video: [How To Write a Satire](#)*

2. A satirical write runs the risk of being misinterpreted by a reader who fails to grasp that the written work is satire. When this misinterpretation occurs, the reader comes away believing that the author was supporting the very things that he, in fact, was attacking.

Select a satirical work from our readings (or your own, if you can provide me with a copy of it) and analyze how a reader could possibly misinterpret the work if the reader missed the satirical tone. Explain the intended meaning of the author, and discuss the devices the author used to convey the satire.

3. Satire can run the gamut from lightly humorous to scathingly bitter. Choose a piece of satire from our reading (or your own, if you can provide me with a copy of it), and, in a well organized essay, explain where it falls in this range, and discuss the rhetorical devices the author uses to achieve this particular level of satire.

AP Scoring Model

<p>Top Scores</p> <p>9-8</p> <p>93-100</p>	<ul style="list-style-type: none"> • These are well-written papers which respond fully to the question asked. • The best papers show a full understanding of the issues and support their points with appropriate textual evidence and examples. • Writers of these essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. • The writing need not be without flaws, but it should reveal the writer's ability to choose from and control a wide range of elements of effective writing.
<p>Upper Scores</p> <p>7-6</p> <p>92-83</p>	<ul style="list-style-type: none"> • These essays also respond correctly to the questions asked but do so less fully or less effectively than the essays in the top range. • Their discussion may be less thorough and less specific. • These essays are well-written in an appropriate style but reveal less maturity than the top papers. • They do make use of textual evidence to support their points. • Some lapses in diction or syntax may appear, but the writing demonstrates sufficient control over the elements of composition to present the writer's ideas clearly.
<p>Middle Score</p> <p>5</p> <p>82-77</p>	<ul style="list-style-type: none"> • These essays respond to the question, but the comments may be simplistic or imprecise; they may be overly generalized, vague, or inadequately supported. • These essays are adequately written, but may demonstrate inconsistent control over the elements of composition. • Organization is attempted, but it may not be fully realized or particularly effective.
<p>Lower Scores</p> <p>4-3</p> <p>76-70</p>	<ul style="list-style-type: none"> • These essays attempt to deal with the question, but do so either inaccurately or without support or specific evidence. • They may show some misunderstanding or omit pertinent analysis. • The writing can convey the writer's ideas, but it reveals weak control over diction, syntax, organization. • These essays may contain excessive and distracting spelling and grammatical errors. • Statements are seldom supported with specific or persuasive evidence, or inappropriately lengthy quotations may replace discussion and analysis.
<p>Lowest Scores</p> <p>2-1</p> <p>69-60</p>	<ul style="list-style-type: none"> • These essays fail to respond adequately to the question. • They may reveal misunderstanding or may distort the interpretation. • They compound the problems of the Lower Score papers. • Generally these essays are unacceptably brief or poorly written. • Although some attempts to answer the question may be indicated, the writer's view has little clarity and only slight, if any, evidence in its support.