

Writing Your Own *Modest Proposal*

Periods 2 & 3: Due to TurnItIn.com by 8 am on January 30 and a hardcopy turned in during class that day.

Period 6: Due to TurnItIn.com by 8 am on January 30 and a hardcopy turned in during class that day.

Think of a problem within our school that you think could be solved. Then, determine the ultimate irony of your proposal.

Language:

- Precise, careful, methodical
- Lends authority to author
 - o He has thought this through.
 - o He has done research.
- Proposes as completely reasonable and takes his work seriously

Structure:

- Set up as a classic argumentative essay:
 - o State nature of problem and intention/purpose of essay
 - o State the proposal
 - o Consider and reject how proposal could be improved (implies that it can't be improved because it is perfect as is)
 - o A list of advantages
 - o State that no objections are anticipated
 - o Summarize main arguments
 - o Credibility because of no personal gain

Word count:

- 1000-1500 words.
- Get your point across!

Use facts! Be creative!! Remember the definition and structure of satire!

Name: _____

Date: _____

Writing Your Own “Modest Proposal” Rubric

Periods 2 & 3: Due to TurnItIn.com by 8 am on January 30 and a hardcopy turned in during class that day.

Period 6: Due to TurnItIn.com by 8 am on January 30 and a hardcopy turned in during class that day.

CATEGORY	10	8	5	0
Introduction (Organization)	The introduction is inviting, states the problem and previews the solution. Gives a good idea of what the paper will be about.	The introduction clearly states the problem and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the problem, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Satire (sarcasm)	Student uses a variety of satirical techniques in satire, and can identify the techniques in his/her summary.	Student uses some techniques, and can identify most of the techniques used in summary.	Student demonstrates a topical understanding of satirical techniques in satire and in summary.	No satirical techniques used or identified.
Sources	Several references are used for quotes and facts. Defends arguments and overcomes objections.	Only uses one source or quote to support the solution. Objections discussed briefly.	Introduces source but does not follow through with support.	Does not use examples or quote sources to support solution.
Adding Personality (Humor)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Grammar & Spelling	Writer makes 1-2 errors in grammar/spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar/spelling that distract the reader from the content.	Writer makes 5-6 errors in grammar/spelling that distract the reader from the content.	Writer makes numerous errors in grammar/spelling that distract the reader from the content.

Total: _____/50

Percent: _____%