



Fairfield Ludlowe High School - Fairfield Warde High School

SATIRE

Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

Satire pokes fun at people and institutions (i.e., political parties, educational systems). The satire may be general (e.g. social classes, or political practices) or more specific (e.g. the President of the United States). Sometimes it is gentle and funny; sometimes it is bitter and hostile. Effective satire often tries to institute a change in thought or behavior either on the part of the subject of the satire, the audience, or the reader. Students use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. In order to analyze and create effective satire, a comprehensive knowledge of contemporary political and social occurrences is necessary and is explored through the study of current events. The first half of the course focuses on short writings, plus the interpretation of satiric literature, film, and short videos. Writing techniques taught include parody, exaggeration, absurdity, and irony. The second half of the course is composed of more sophisticated writings as well as the creation of an original satirical piece. Satirical plays, poetry, and essays are developed with conferences with the instructor. Through the study of satiric techniques, the students see how satire enables us to laugh at ourselves while at the same time effecting reforms. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

COURSE OBJECTIVES

Students should:

- analyze a variety of satirical works, including non-fiction, short stories, novels, plays, documentaries, and films.
understand and appreciate the purpose of satire.
- identify, analyze, and apply in their own writing the devices of satire, including exaggeration, diminution, parody, and irony.
- evaluate and effectiveness of satire in shaping and shifting societal views.
- evaluate the craft of the author in major works of literary satire.
- create their own works of satire.

UNITS OF STUDY

- The Portfolio
- Unit 1: From Chaucer to Colbert
- Unit 2: The Satirist and the Audience

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (see FPS BOE [Policy 6154.1AR](#))
- 90% will be based on assessments

End of Course Grade

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 20% of the Semester course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

[FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

WRITING CONFERENCES

Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work. They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

When should students schedule conferences?

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and

hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

How do students schedule conferences?

Sign up for Writing Conferences using the “Writing Conference” App on Classlink.

Can students schedule conferences to discuss reading assignments?

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

Are students limited to three writing conferences each school year?

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

Are writing conferences a part of English elective courses?

Yes. Students in English electives are expected to participate in writing conferences.