| **Student Name:** Stephanie Kwok |
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| **Motion**: This house regrets the rise of political satire |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Competition Score: | 71 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Good opening, clear tone; specify what this power is! What kind of democratic engagement? This is all filler that sounds pretty! Give me the meat!  On inaccuracy - don’t settle; explain why checks from other shows/strong editorial standards/social media accountability all exist; good on the trade off - but this should come after, and explain how this is the hook; it gets people into being engaged; they eventually graduate past the oversimplification into more serious material; if they don’t - then better than nothing.  Good work re-characterising what exactly satire is; give me examples of how it works; good work making the comparison Fox; push them explicitly on it - is their alternative viably protest art? Is that how people can/will get news? **What is the structure of this speech?** Do set-up first! Characterise how the nature of politics has changed, in terms of social media - the rise of the alt right, the rise of out of establishment figures like Trump; and that traditional news media just doesn’t know how to engage with them; we do this by explaining the nature of satire in terms of what types can exist in rebuttals, but doing this as housekeeping prior would be more astute.  Good engagement on apathy; explain how people were alienated, were turned away - satire changed that, especially for young people; the 2008 Obama campaign directly credited shows like The Daily Show and SNL with helping mobilize younger voters who had previously been politically disengaged.   * Push them on the comparative! You can dive deeper on access; would the average person engage with policy details without the kind of coverage Last Week Tonight/John Oliver do?   We should go beyond apathy; explain how political discourse has become a performative spectacle - politicians began crafting their public personas for entertainment value; corporate capture of traditional journalism had already destroyed its accountability function + political institutions lost public trust through failures like Watergate, Iran-Contra etc.   * Then, go on to explain how the rise of satire served as a necessary democratic adaptation - satirical shows recognized that much of politics had become absurd theater performed by self-interested actors. Traditional journalism's access-dependent model meant reporters couldn't effectively challenge powerful figures without losing their jobs. Satirical shows faced no such constraints - they could call politicians liars, expose hypocrisy, and reveal incompetence without worrying about future interview access.   Let’s ask POIs consistently!  06:08  Good content, messy structure! Be comparative! | | | | | | |