



COMPARATIVE ANALYSIS

■ COMPARING TWO ARGUMENTS

This paper will help you weigh textual evidence more carefully as you examine the different treatments two writers give the same subject. Your instructor may select the paired essays, or you may be asked to find two sources of your own choosing from the library. If so, use this opportunity to do a topic search for your research paper. You'll find the topic more engaging if you investigate an issue you're considering for your research paper, or at least an argumentative issue related to your major.

After determining the topic and locating the two articles, begin a comparative analysis of the two sources. The purpose of this assignment is to help you perceive distortions in the writers' use of evidence, assess the reliability of the writers, recognize biases, and draw inferences from the data they present. Allow the following questions to guide your analysis of approximately 750 words.

Disputes over Facts

1. Do the authors basically disagree on certain facts? Can you resolve the conflict for the reader? Illustrate. Do the writers seem to have had access to the same facts; did one writer have unique access to facts?
2. Did one writer base conclusions on a narrow range of facts, thereby reaching a possibly distorted conclusion? Illustrate. Do both writers ignore something that seems obvious to you? Does one writer rely heavily on unusual or obscure facts to reach conclusions?

Disputes about Evidence

1. Are the writers agreeing on the same set of facts and making (roughly) the same selection of facts but reaching different conclusions? Are the conclusions of one writer more logical? Explain.
2. Is either writer an advocate of a special interest group? Has that commitment to a cause interfered with the writer's apparent interest in truth? Illustrate. Does either writer distort the picture—which writer presents a more complete, more balanced view of the topic? How does language, selection of detail, arrangement of detail, emotionalism betray the writer's position and evaluation of evidence selected?

Differences in Patterns of Thought

Does either writer make clear a fundamental way of looking at things? That is, does the writer have an identifiable political, religious, or philosophical perspective? Can you find evidence of this stance in what the author has said? Are you able to identify the author's intellectual commitment, religious belief, cultural background, personality type, and maturity as a thinker and demonstrate how these "findings" affect the writer's thinking and approach to the subject?

If you located two sources from the library, photocopy the passages you are analyzing. Otherwise, you are working out of the text. As you draft your paper, begin by giving it a title. State the thesis you are arguing; include in that thesis the major "disputes" or "differences" you will focus on to prove your position.

Present considerable evidence from each writer to support points you are arguing. Comment on each quotation you use, relating each quotation to the proof structure you are advancing. Do not string quotations together without evaluating them.

When you have completed the comparative analysis, write a general conclusion for your paper that draws inferences from all of your analysis. In organizing your conclusion, you might consider some (or all) of these questions:

1. What is your overall evaluation of the two works?
2. Which writer seems more reliable, persuasive, accurate?
3. Is one writer more emotionally engaged in the topic? Does this engagement make the argument he/she advances less or more convincing?
4. Does one writer's set of conclusions seem more logical? Remember that the two sources are quite separate until you tie them together in your analysis.

■ STRUCTURING COMPARATIVE ANALYSIS

Traditionally, a comparative analysis essay compares (finds similarities) and contrasts (finds differences) two subjects while maintaining parallel structure. Often, comparative analysis acknowledges one (either similarities or differences) but emphasizes the other. For this assignment, your **subjects** will be two articles or essays, chosen either by you or by your instructor. After reading and understanding both articles, the first step is to establish a basis of comparison: the common element or elements in the subjects you will discuss. This will help you select several points for consideration; **points** are the particular aspects of each written work that you will address. Points will include an examination of each work's approach to a topic: thesis; use of ethos, logos, and pathos; style and tone; use of evidence; and techniques of persuasion.

In developing a comparative analysis essay, you will use one of two organizational strategies: point-by-point or subject-by-subject. Both strategies use subjects and points as organizational principles. Important: If you discuss one aspect of a subject, you must also discuss that same aspect of the other subject. These points must be relatively balanced in emphasis and scope. Take a look at the general models that follow:

Point-by-Point

Introduction

Point 1:
Subject A
Transition
Subject B

Point 2:
Subject A
Transition
Subject B

Point 3:
Subject A
Transition
Subject B

Conclusion

Subject-by-Subject

Introduction

Subject A
Point 1
Point 2
Point 3

**Transitional
Paragraph**

Subject B
Point 1
Point 2
Point 3

Conclusion

There are strengths and weaknesses to both approaches. For instance, point-by-point allows the reader to juxtapose the authors' views in the same paragraph, one point at a time; however, this style of presentation can be a bit back and forth, resulting in a rather predictable and repetitive presentation. On the other hand, subject-by-subject provides the reader a full discussion of one article at a time, presenting all information in one central location of the essay. Students who attempt this structure occasionally neglect to address the same points with both articles and often struggle with the transitional paragraph. Regardless of the organizational strategy you choose, pre-writing is essential in order to produce a well-organized and well developed essay.

Take a look at this brief and informal outline of a comparative analysis. The full essay follows:

An Analytical Comparison of Ellen Hopkins' "Sex Is For Adults" and
Carol F. Roye's "Protect Our Children"

Introduction: both authors, both titles, quick overview of the topic

Thesis: Hopkins and Roye agree on the issues of pregnancy and sexually transmitted diseases but propose different solutions to the actions that should be taken toward the sex education of teenagers.

Body Paragraphs:

- I. Roye is concerned about the importance of sex education.
 - The rate of STD's and pregnancy is increasing.
 - Teens must be taught to take precautions.
 - Abstinence is best but unrealistic.
- II. Hopkins' view is different.
 - Abstinence is the only option.
 - Sex education and contraceptives don't work.
- III. Hopkins and Roye had access to the same facts.
 - Both present statistical information on AIDS and pregnancy.
 - They agree on the problem but differ in their proposed solutions.
- IV. Roye favors sex education.
 - Teens respond to honesty.
 - Knowledge is the key.
- V. Hopkins favors abstinence education.
 - Sex is not for teens.
 - Knowledge increases sexual activity.
- VI. Roye's professional background gives her a better perspective.
 - As a nurse, she has first hand exposure to teens' problems
 - She uses statistics in her argument.
- VII. Hopkins's argument is based on statistics.
 - She uses only statistics, no real experience.
 - Her conclusion is distorted, based on statistics that don't support her stand against sex education.

Conclusion: both authors, both titles, summing up, statement of preference

Roye presents the stronger argument. She appears to be more aware of the reality that teenagers are not going to stop their sexual activity and that they are better off being aware of the consequences and taking proper precautions.

Student Model Essay

Comparative Analysis

An Analytical Comparison of Ellen Hopkins' "Sex Is For Adults" and Carol F. Roye's "Protect Our Children"

In the essays "Sex Is for Adults" by Ellen Hopkins and "Protect Our Children" by Carol F. Roye, two different viewpoints are expressed toward sex education. In the essays, the authors show their awareness of the problem of sex in the young population. Hopkins and Roye agree on the issues of pregnancy and sexually transmitted diseases but propose different solutions to the actions that should be taken toward the sex education of teenagers.

In the essay "Protect Our Children," Roye shows her concern about the importance of sex education among teenagers. She warns people about the increasing rate of sexually transmitted diseases and pregnancy. Her personal experience as a clinic nurse has convinced her that it is important that teenagers be responsible and take the necessary precautions before engaging in sexual activity (Roye 591). Abstinence is presented as the safest option, but it is not realistic to many of this young age group (Roye 591). The only way to accomplish their protection, according to Roye, is through sex education (591).

Ellen Hopkins takes a different side on the subject. The main argument in her essay, "Sex Is For Adults," is that teenagers should not be involved in sexual activity: "In other words, sex is for grown-ups" (Hopkins 601). She is convinced that sex education and contraceptives do not work: "Up to 18 percent of teenage girls get pregnant in the first year even when using the birth control pill" (Hopkins 600). Statistics, expressed throughout her argument, on sexually transmitted diseases and pregnancy have convinced Hopkins that teenagers are not responsible enough to be sexually active.

Hopkins and Roye seem to have had access to the same facts. Both essays contain statistical information on the increasing rate of AIDS and pregnancy victims. Hopkins states, "More than 12 million episodes of sexually transmitted diseases occur each year in the United States" (600). It is clearly evident that Roye and Hopkins are aware of the statistical figures behind this sexual issue. As Roye puts it, "Our adolescents are contracting the human immunodeficiency virus, which causes AIDS, at an alarming rate" (590). The difference in opinion comes when sex education is proposed as a possible solution.

Roye's view is strongly in favor of sex education: "Kids respond to honesty, respect and genuine concern. They understand that teaching about AIDS prevention does not mean we condone their sexual activity, it just means we care about them" (Roye 591). She believes that counseling teens and explaining all aspects of sexuality is the best thing to do. As a parent, Roye agrees with sex education being the approach taken to help reduce young adult's problems (591).

Hopkins' solution is to not educate teenagers about sex, but about sexual abstinence. All the statistics showing the increasing rates in sexually transmitted diseases, AIDS, and pregnancy have convinced her that sex is for adults (601). She believes that sex education "makes kids more knowledgeable, more tolerant, and maybe more skillful lovers. But it does not do the one thing we all wish it would: make them more responsible" (599).

Carol F. Roye seems to have more experience on the issues than Hopkins. Roye is a nurse practitioner in a New York City adolescent clinic (591). In the essay she does not try to promote the use of adolescent clinics, but uses it only as a resource of information. Through her job she has gained access to statistics and has acquired information through one-on-one encounters with teenagers and their problems (591). Her direct exposure allows her to find out first hand what teenagers think and need when it comes to sex (591). It makes her more aware of the problem and of solutions that have already worked (591). With this in mind she is able to present a more complete topic.

Ellen Hopkins draws a more statistically based conclusion than that of Roye: "Even if sex education worked, birth control doesn't . . . 36 percent of women get pregnant while relying on male use of condoms" (600). Hopkins' conclusion is distorted based more on the faultiness of contraceptives and

the figures on teenagers that have fallen victims to AIDS and pregnancy rather than the faults of sex education. Her conclusion becomes unrealistic when she says that teenagers should not have sex, based on the assumption that sex education encourages them to have sex (Hopkins 599).

It is obvious that a problem exists when it comes to teenagers and sex. In the essays, “Protect Our Children” by Carol F. Roye and “Sex Is For Adults” by Ellen Hopkins, education of teenagers on facts about sex is the issue. The authors discuss similar evidence but propose opposite solutions. While Hopkins believes in abstinence, Roye believes in educating teenagers with facts. I believe that the strongest argument is proposed by Roye. She shows to be more aware of the reality that teenagers are not going to stop their sexual activity and that they are better off being aware of the consequences and the proper precautions.

Works Cited

- Hopkins, Ellen. “Sex Is For Adults.” *Elements of Argument*. Ed. Annette T. Rottenberg. 3rd ed. New York: Bedford Books, 1994. 599–601. Print.
- Roye, Carol F. “Protect Our Children.” *Elements of Argument*. Ed. Annette T. Rottenberg. 3rd ed. New York: Bedford Books, 1994. 590–91. Print.

Omar Madrid

Student Model Essay

Comparative Analysis

Made Worthy or Rendered Unnatural

“A Vindication of the Rights of Woman” by Mary Wollstonecraft and “The Subjection of Women” by John Stuart Mill are classic essays. From a very young age, Mill was immersed in the study of philosophy. Half a century after Wollstonecraft’s work, Mill presented political and logical explanations for why women remained subservient because of civilization’s view of the natural ways of social order. They both seek to engage women in greater equality with males through women overcoming the hindrances of society. Wollstonecraft seeks to persuade women to listen to her call for them to serve with a nobler purpose in society as strong, intellectual beings, while Mill invokes the disability of civilization, through past examples to the present, on the fall of women to a submissive status. In seeking equality, Wollstonecraft attributes the way men treat women to their own weaknesses; whereas, Mill’s approach ascribes the poor treatment of women to their acceptance of society’s expectations. Although both authors establish credibility, Wollstonecraft’s argument brings forth a stronger emotional appeal; however, Mill’s essay is logically more appealing.

In the essay, “A Vindication of the Rights of Woman,” Wollstonecraft reveals her concern for women, as she empowers them to become stronger and stands firm in condemning their faults and encourages education as a means of overcoming their weaknesses. She battles to reveal the fallacy that men present to women through education. Wollstonecraft uses *logos* in the following comparison: “The conduct and manners of women, in fact, evidently prove that their minds are not in a healthy state; for, like the flowers which are planted in too rich a soil, strength and usefulness are sacrificed to beauty; [...]” (255). If women are alienated by the degradation from men, then their stifled choices will deter them from credible education. Her strong emotional tie to her subject guides her fellow females in the realization of their connection to vulnerability. She states, “In the government of the physical world it is observable that the female in point of strength is, in general, inferior to the male” (256). However, when she contrasts males and females, she envisions a hope for women to view their existence towards “unfolding their faculties” (256) in their role in society as equals. Her essay builds up to the final conclusion of this hope which she holds for equality.

Wollstonecraft takes a firm emotional stance toward her subject. In persuading women, she empowers them to be strong and not to accept merely serving as “alluring objects” (256). Pertaining to “The Subjection of Women,” Mill, like Wollstonecraft, strives to deter women from binding their minds to the totally submissive role which men have governed because of women’s own desires and perceived vulnerability. Though he does not portray as strong of an emotional appeal as Wollstonecraft, he argues to his contemporaries in a way that would draw a political change for the rights of women.

Mill assumes a different approach to the subject of women and men. Unlike Wollstonecraft, his argument is more logical than emotional because he explores historical examples. He states, “The principle which regulates the existing social relations between the two sexes—the legal subordination of one sex to the other—is wrong in itself and now one of the chief hindrances to human improvement; and that it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other” (261). Thus, he establishes his hope for equality. He argues that society could be improved in the workforce if women were not held back from freely contributing to society. Mill, in this aspect, leans toward the political reasoning for his argument in giving women rights. He begins his argument with a methodical approach in portraying his ideals through history. Not only does this establish his evaluation of the times, but also the reference, in comparison to slavery, poses the logical question: If civilization was wrong through slavery, then why are men not mistaken in their judgment of women? He uses *ethos* in establishing the feeling that slavery was the same matter as the current issue with women. His references to other parts of the world, such as England being “under a queen,” (262) further exemplify how people reason “unnatural” (262) ideals as remarkable. Mill ties this all in with his ideal that when women

are free to employ their own favorable abilities through opportunity, then they can “achieve the lot which may appear to them most desirable” (265). The structure that Mill uses creates a valid argument because it appeals to logos and pathos.

Mill and Wollstonecraft use pathos, ethos, and logos to form a positive view in women’s strength if given the opportunity to play a greater role in society. Wollstonecraft urges women to reject subjugation and to claim their voices for their independence. Mill questions the very ways women accept their roles in society to make his argument clear that women should have a voice for their rights. It is important that Mill and Wollstonecraft differ in the formation of their argument because their diction appeals to the audience of their time period, but the purpose for women to be subjects of strong, independent partners remains the same. Through the ages and political settings, the advancement of women’s rights to education has been both natural and logical.

Works Cited

- Mill, John Stuart. “The Subjection of Women.” Spurlock, et al. 261-65.
Spurlock, Ann, et al., eds. *Forming a Critical Perspective*. Boston. Pearson, 2010. Print.
Wollstonecraft, Mary. “Vindication of the Rights of Woman.” Spurlock, et al. 255-59.

Cara Prather

Student Model Essay

Comparative Analysis

The Woman's Voice in Women's Rights: Comparing the Tactics of Wollstonecraft and Stanton

Picture a world in which women cannot own property, vote, go to college, or hold meaningful jobs outside of the home. Even though this seems hard to imagine, this type of lifestyle was a reality for women as recently as a hundred years ago. Well before the early 1900's, however, strong women spoke out for women's rights; two prominent figures were Mary Wollstonecraft and Elizabeth Cady Stanton who wrote numerous essays and speeches in hopes of improving the plight of women. Two such essays are an excerpt from Wollstonecraft's book, *A Vindication of the Rights of Woman* (1792), and Stanton's "Declaration of Sentiments and Resolutions" (1848). Wollstonecraft's essay focuses primarily on the plight of women as far as education is concerned. She specifically discusses the inherent differences between men and women, such as physical strength, and argues that these differences create enough of a divide without the need to further divide genders based on prejudice. She also calls for women to try to become more masculine as a way of improving their position in society (255-59). Stanton's essay, on the other hand, contains a much more practical discussion of why women in America, during her lifetime, felt oppressed and exactly what she expects men, women, and the government to do about it. She arranged her essay in the style of the *Declaration of Independence*, first listing grievances and then their resolutions (267-70). Although both writers address the need for female equality and both include examples of ethos, pathos, and logos, the differing degrees of these rhetorical strategies renders Stanton's essay much more relatable to a more general audience.

First of all, both Wollstonecraft and Stanton attempt to establish ethos in order to gain trust from their respective audiences. Wollstonecraft comes right out in her essay and admits, "I am a woman" which gives her obvious credibility to write on the subject of women's rights because she has experienced this discrimination firsthand (256). She also mentions "various books written on the subject of education," which she claims she has "turned over" as evidence that she has done research on the topic of the education of women, or the lack thereof, which also makes her a credible source for this particular topic (255). This shows that she is at least attempting to be open-minded by integrating research into her essay, even though she appears biased in other sections of her essay. Stanton, on the other hand, makes no mention of her gender in relation to ethos. Instead, she relies more on her depth of knowledge to prove her credibility. First of all, she models her essay after the *Declaration of Independence*, opening with, "We hold these truths to be self-evident; that all men and women are created equal" (267). This shows credibility because it lets the reader know that not only is Stanton aware of these types of documents, but she is also aware of the way justice works in the American judicial system. This knowledge should alert readers that Stanton is approaching this subject professionally as a trustworthy author. Therefore, both authors adequately establish ethos, but in different ways.

Aside from establishing credibility, both authors also use pathos to a certain degree to appeal to the emotions of their audiences; however, Wollstonecraft's essay is overrun by emotion. Wollstonecraft begins her essay with, "After considering the historic page, and viewing the living world with anxious solicitude, the most melancholy emotions of sorrowful indignation have depressed my spirits [...]" (255). Words and phrases like "most melancholy," "sorrowful indignation," and "depressed" give Wollstonecraft's essay an immediate sentimental feel meant to capture the audience's attention and focus that attention by way of negative emotions. She immediately charges her writing with adjectives that evoke disdain and sadness meant to create the same feelings in her audience. Wollstonecraft also speaks very sarcastically throughout her essay by emphasizing words by way of italics, such as when she writes, "I presume that *rational* men will excuse me for endeavoring to persuade them [women] to become more masculine and respectable" (258). Here, she almost appears to be belittling men who do not feel that it is rational to allow women a more masculine demeanor, and she seeks to play on their emotions. By overstating emotions and sarcastic

remarks throughout her essay, Wollstonecraft undermines her position and comes across as being too emotionally involved to the point of appearing biased.

Stanton, on the other hand, uses emotion much more judiciously. She often refers to the fact that women, like men, “are endowed by their Creator,” claiming that it is God who really desires that men and women share equal rights (267). These statements are emotional because the concept of faith or religion is often not logical but more a matter of feeling in tune with a spirit or being larger than one’s self. Therefore, by calling on God as the giver and desirer of equal rights, Stanton seeks to connect emotionally to her readers, male and female, who claim to rely on Him for guidance. Another instance of pathos deals particularly with Stanton’s female audience members. In her list of male transgressions toward women, Stanton mentions such atrocities as, “He has made her, if married, in the eye of the law, civilly dead,” and, “He has denied her the facilities for obtaining a thorough education, all colleges being closed to her” (268). Although these are irrefutable facts, they may also cause a stir of emotion in female readers who have experienced this type of treatment. Stanton’s essay relies on pathos to a degree, but she harnesses it well, not becoming overly emotional.

Logos is another rhetorical strategy that both essays share, and Wollstonecraft uses this tactic much less than Stanton. Wollstonecraft attempts to be logical when she says, “[W]hen they [women] marry they act as such children may be expected to act: — they dress; they paint, and nickname God’s creatures. — Surely these weak beings are only fit for a seraglio!” (258). Here Wollstonecraft explains that because of women’s lack of education, they are not fit to do anything once they are married except to act like frivolous children, but her overly emotional approach undermines her attempt to present a logical point. She does, however, use one example of logos that she does not taint with emotion: “In the government of the physical world it is observable that the female in point of strength is, in general, inferior to the male” (256). This is arguably the only time that Wollstonecraft remains completely objective and states a fact that is largely unarguable, but this is not enough to allow her to maintain an objective and rational point of view. In contrast, Stanton appears much more logical in her argument, based mainly on the way she frames the argument itself. She uses concision and professional language to her advantage and may attract a larger audience, including men, in the process. Her examples that may be emotional for women to read should appeal to logos for her male readers because statements like, “[h]e has compelled her to submit to laws, in the formation of which she had no voice” are unarguable facts which a man should be able to look upon objectively and see the prejudice therein (268). She also seeks to appeal logically to men and women when she states, “That the same amount of virtue, delicacy, and refinement of behavior that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman” (269). Here, she is trying to assert logically that men and women should be treated equally as far as expectations and punishments go, but she does so without emotionally involving herself, and is able to draw a very logical conclusion here without offending either sex. Thus, Stanton’s use of logos is far more objective than Wollstonecraft’s making Stanton appear much more open-minded and logical.

Even though both of these essays discuss the need for women’s rights, Stanton has a much more balanced use of ethos, pathos, and logos than Wollstonecraft which makes Stanton much more reliable and believable. Although both are women who have firsthand knowledge of this subject, Stanton does not feel the need to rely on that as her only means of conveying credibility as does Wollstonecraft. Also, Stanton seems to use a small, adequate amount of pathos whereas Wollstonecraft uses too much and becomes emotionally biased. These emotions bleed over into Wollstonecraft’s attempts at logic, undermining her use of logos. However, Stanton is able to remain open-minded and presents logical facts that both men and women should be able to agree on. Therefore, Stanton’s essay addresses the issue much more thoroughly because she is a balanced, unbiased author.

Works Cited

- Stanton, Elizabeth Cady. "Declaration of Sentiments and Resolutions." *Forming a Critical Perspective*. Ed. Ann Spurlock, et al. Boston: Pearson Learning Solutions, 2010. 267-70. Print.
- Wollstonecraft, Mary. "From *A Vindication of the Rights of Woman*." *Forming a Critical Perspective*. Ed. Ann Spurlock, et al. Boston: Pearson Learning Solutions, 2010. 255-59. Print.

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Comparative Analysis Exercise

Step One: Select one of the two works for comparative analysis. Read it carefully, marking the author's main points on your copy of the essay; list those points in the left column. The author likely grouped main points in individual paragraphs, so topic sentences should prove useful in identifying the main points. Also, make note of any particular use of evidence and language. Read the second work and record your observations in the right column.

Main Points in Article A:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Main Points in Article B:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Step Two: Now that you have the main points identified in both essays, find the main points that both articles address; draw lines connecting these shared points. For instance, each essay may offer a definition of a single term or present an opinion on a particular issue. Whether the definitions or opinions are similar or different does not matter at this point. You need only to identify the main points the articles share.

Step Three: After you have identified the shared points, reword and list them in the following spaces. You might find it useful to begin your entries with the words like “Both articles discuss,” and you might note where they agree or disagree.

Shared Main Points:

1. _____

2. _____

3. _____

4. _____

5. _____

Step Four: From here, your assignment will be determined by your instructor. You may be asked to select several of these shared points and discuss the similarities or differences of the authors’ opinions, or you might be required to discuss each author’s use of logos, ethos, or pathos. Additionally, you could be asked to provide summary paragraphs or include analysis of the tone presented by each author. Whatever your instructor assigns, this list should provide a better understanding of how the two texts communicate with each other. This exercise should serve as a good starting point for developing a comparative analysis essay.

Comparative Analysis Essay Plan Sheet

Choose one of the templates on this sheet to organize your comparative analysis essay. Both templates are general models: your essay might include more than three points and more than three body paragraphs; adjust accordingly.

Introduction: Regardless of the organizational strategy, your introduction will contain the same information: a strong hook, essential background information, the names of both authors and both articles, and a general statement of the points you plan to discuss. In addition, you must include a thesis that informs the reader of your main focus (similarities or differences), probably while acknowledging the other.

Subject: _____

Subject: _____

General points of comparison: _____

Thesis: _____

Body Paragraphs for Subject-by-Subject Construction

Subject A: _____

Point 1: _____

Support: _____

Point 2: _____

Support: _____

Point 3: _____

Support: _____

Transitional Paragraph: This paragraph signals the shift of subjects, looking back at Subject A and forward to Subject B. List the points you plan to include in this paragraph:

Subject B: _____

Point 1: _____

Support: _____

Point 2: _____

Support: _____

Point 3: _____

Support: _____

Body Paragraphs for Point-by-Point Construction

Point 1: _____

Subject A: _____

Support: _____

Support: _____

Subject B: _____

Support: _____

Support: _____

Point 2: _____

Subject A: _____

Support: _____

Support: _____

Subject B: _____

Support: _____

Support: _____

Point 3: _____

Subject A: _____

Support: _____

Support: _____

Subject B: _____

Support: _____

Support: _____

Conclusion: The conclusion for either strategy must summarize and restate the main ideas. It is also likely to make an assertion based on the evidence you presented in the body of the essay. List the points you'd like to include:

_____	_____
_____	_____
_____	_____
_____	_____

Writer: _____ **Comparative Analysis Peer Response**

Reviewer: _____

Provide thorough and thoughtful responses to the following questions. **Yes and No answers are insufficient**, so comment, explain, or offer suggestions for all responses. You may also write on the draft and mark grammar and punctuation mistakes.

1. How does the title grab your interest? In what way does it suggest the essay's content?

Read only the introduction before responding to questions 2 and 3.

2. Identify the authors and the titles of their articles; what is the basis for comparison?
3. Underline the thesis. Does it identify the focus of the essay as analysis? List the points chosen for comparison.
4. Does the essay focus on disputes over facts, evidence, or patterns of thought?
5. Does the essay focus on analysis and comparison rather than simply present the two arguments? Does the writer avoid arguing the issue?
6. Is the essay structured using the point-by-point or subject-by-subject strategy? Is the strategy executed correctly? Is it the best choice? Why or why not?
7. Is each point fully developed? Supported by sufficient evidence from the text? Appropriately analyzed? What needs more support?

Writer: _____ **Comparative Analysis Peer Response**

Reviewer: _____

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