**ENGL 1120**

**Comparative Analysis**

**Formatting:** 4-5 pages, 12 pt Times New Roman or Arial, double-spaced with 1 inch margins.

**Prompt:** The purpose of the Comparative Analysis is to carefully analyze two sources’ claims and methods, using your analysis to then evaluate the sources and compare them to one another, pointing out each source’s strengths and weaknesses. This will not be a compare/contrast essay. Instead, I am looking for you to use the comparison of sources in order to illustrate your points about each source. For this essay you will select two sources relevant to your topic and which you think will be good to work with throughout the semester. Closely read both sources and engage with them as we learned to do together. Then, when you write your essay, be sure to touch on the following concepts:

1. Introduction: Introduce and frame the context of your analysis
   1. What is your topic and how do these sources relate to the topic?
   2. End your introduction with a clear thesis statement.
2. Rhetorical Analysis: Analyze, evaluate, and compare the two sources
   1. Be sure you analyze and evaluate the rhetorical features and effectiveness of each source.
   2. Be sure to use comparison in order to highlight the strengths and weaknesses of each source
   3. This section will be the bulk of your paper.
3. Resolution and Conclusion: What is the lesson learned from this comparative analysis?
   1. Be sure to address your thesis and how it was resolved.
   2. Be sure to think about how this reflects upon your research and reveals what the next steps of researching are.

**Final Thoughts:** Read through the sample paper to get a good idea what an ideal paper looks like, but remember that you need to have your own voice and concepts shine through. Refer to the grading rubric and aim to be YOUR best.

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| **Rubric** | [ ] | [ ] | [ ] |
| Thesis/ Claim  (25pts) | * Clearly stated and especially strong * Presents an arguable claim (clearly answering the prompt) that is complex/in-depth and strong * Provides clear indication of where the rest of the paper is headed and establishes a clear thread carried through paper | * Mostly clearly stated, though not especially strong * Presents an arguable claim (generally answering the prompt) that might not be particularly complex/in-depth or strong * Provides some indication of where the rest of the paper is headed | * Weak and/or unclear claim * Does not present an arguable claim and/or fails to answer the prompt – potentially too broad or irrelevant * Provides little or no indication of where the rest of the paper is headed |
|  | [ ] | [ ] | [ ] |
| Content/ Ideas/ Support  (25pts) | * Clear and consistent explanation of ideas * Offers significantly strong and relevant support from the texts (both direct and indirect quotations), providing examples and analysis of the significance of the examples * Exhibits clear understanding of the subject and evidence | * Generally clear explanation of ideas, though not always consistent * Offers some support from the texts, though not always relevant or consistent and barely providing analysis of the examples * Exhibits simple understanding of the subject and evidence | * Lacks clear explanation of ideas and/or ideas are muddled or weak * Offers poor support from and little to no examples from the texts and/or lacks analysis of the examples * Exhibits poor understanding of the subject and evidence |
|  | [ ] | [ ] | [ ] |
| Organization  (20 pts) | * Includes description, explanation and analysis, and consistently blends them effectively * Organization is coherent, and consistently smooth and logical * Clear, logical and smooth transitions | * Includes description, explanation and analysis, but does not always blend them effectively * Organization is generally coherent, but not consistently smooth or logical * Inconsistent transitions | * Does not include description, explanation and/or analysis, or does not blend them effectively * Organization is incoherent, and not smooth or logical * Lacks transitions or coherent progression of ideas |
|  | [ ] | [ ] | [ ] |
| Rhetorical Context  (20 pts) | * Shows clear indication of audience awareness * Tone is appropriate and consistent | * Shows some indication of audience awareness * Tone is generally appropriate and mostly consistent | * Shows little or no indication of audience awareness * Tone is inappropriate and/or inconsistent |
|  | [ ] | [ ] | [ ] |
| Grammar/ Sentence Mechanics  (10 pts) | * Consistently coherent with few or no sentence structure, grammar, and/or spelling errors | * Generally coherent with some sentence structure, grammar, and/or spelling errors | * Many sentence structure, grammar, and/or spelling errors that impede reading and comprehension |
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| 1120 | Comparative Analysis |  |  |