

COMPARISON
or
CONTRAST
ESSAY

PREWRITING



PREWRITING

- o **Decide upon which side of the coin you will focus.**



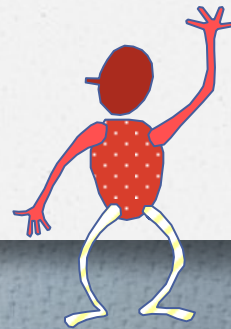
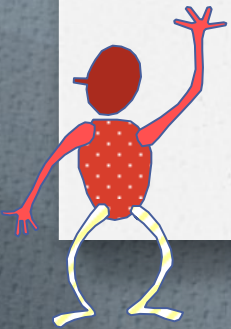
- o **That is, decide whether you will compare OR contrast your subjects.**



COMPARISON

SIMILARITIES

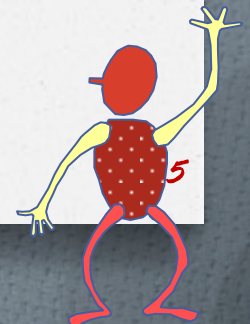
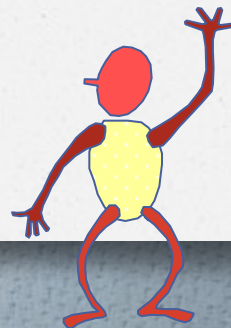
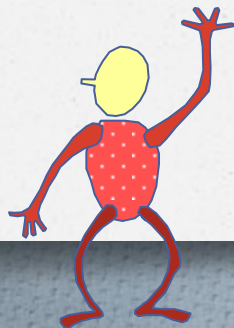
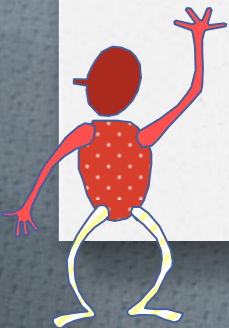
ONLY



CONTRAST

DIFFERENCES

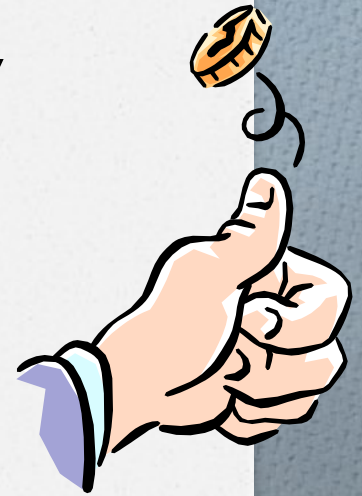
ONLY



DO NOT DO BOTH!

***REGARDLESS of the TERM**
"*COMPARISON SHOPPING*"
which insinuates that we will
both **COMPARE** and **CONTRAST**

***Remember the**
***DIVISION/CLASSIFICATION* essay**
in which you
***either* DIVIDED *or* CLASSIFIED**



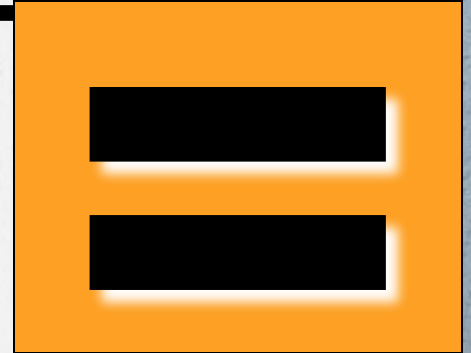
PREWRITING

* SUBJECTS:

- o only 2
- o choose subjects from the *same* general category
 - o not apples vs. oranges:
 - o not Hummer vs. Mini Cooper

* POINTS of COMPARISON/CONTRAST:

- o 3 points of comparison/contrast
- o compare or contrast the *same* 3 points for each subject



PREWRITING

- (1) Choose between comparison OR contrast.**
- (2) Select 2 subjects from the *same* general category.**
- (3) Brainstorm points of comparison and/or contrast.**
- (4) Choose the 3 *most significant* points of comparison or contrast to be utilized *throughout* the essay.**
- (5) Draft a *detailed* outline of this essay following one of the organizational schemes discussed below.**

INTRODUCTION

INTRODUCTION

- **First, as always, introduce your topic or broad category and identify your audience and purpose:**



INTRODUCTION

(1) GENERALIZATION:

- o Write a generalization that introduces your general category.
- o “Everybody,” “Most people”
- o For example, if you are contrasting two specific cars, generalize about vehicles:
 - *Most college students need some kind of vehicle to get to class and work.*
- o If you are comparing two tragic events, generalize about history or epochal moments.

INTRODUCTION

(2) SCENARIO:

- o Create one as you did in the Process essay.**
- o Create a situation in which this comparison or contrast is relevant or necessary.**
- o For example, if you are contrasting 2 cars, discuss your personal experience in which you traded in your “Junk Mobile” for something respectable.**

INTRODUCTION

o Next, narrow the broad category
(*that you mentioned in your opening generalization*)
towards the two
specific subjects that you will compare
or contrast:

- “Some” and “Others”
- If you generalized about vehicles, perhaps move to types of vehicles (using *Classification*).
- *Some of us drive “big ol’ trucks,” while others drive little “gas misers.”*



INTRODUCTION

o Now you should be at that spot to announce your two subjects.



- Segue from your previous statement:
- *However, the most common type of car I have noticed in the school parking lot is the mid-sized sedan, and the two most popular models are the Honda Accord and the Toyota Camry.*

INTRODUCTION

- o At this point, you have introduced your general topic/category, identified your audience, and announced your subjects.



- o Now, you must now set up your contrast or comparison.
- o Now it is time to “tip your hat.”

INTRODUCTION:

Tip o' th' Hat #1



- o First, *tip your hat* to the *other side of the coin* (if you'll forgive the mixed metaphor).
- o That is, mention the *opposite* aspect briefly.
 - o This allows you to segue to your three main points of comparison or contrast.
 - o This establishes your ethos (credibility) as a writer.
 - o *These ubiquitous models share similarities, such as available colors and tire covers.*



INTRODUCTION:

Tip o' th' Hat #1



- o Thus, if you are writing a *contrast essay*, admit that *similarities* exist and list a few of them.
- o If, on the other hand, you are writing a *comparison essay*, admit that *differences* exist and mention a few.
 - o Contrast: admit the *similarities*
 - o Comparison: admit the *differences*

INTRODUCTION:

Tip o' th' Hat #1

- o Now, you need to segue from the opposite side of the coin (*the opposite aspect that you mentioned in the previous statement*) to the one you will focus on in the Body of your essay.



INTRODUCTION:

Tip o' th' Hat #1



o To do this,

(1) state that your approach has **more significant or important differences/similarities:**

- That is, in a comparison essay, state that the similarities are more important.
- In a contrast essay, state that the differences are more important.
- *However, despite these minor similarities, the differences between the Accord and Camry are more significant.*

INTRODUCTION:

Tip o' th' Hat #1



(2) tip your hat to the minor points:

- Because you cannot discuss ALL differences or ALL similarities in the Body of your essay,
- admit the limits of your contrast or comparison by listing here the other—*less significant or too obvious*—differences or similarities.

INTRODUCTION:

Tip o' th' Hat #1



- Thus, in a contrast essay, mention some of the *other* differences.
- In a comparison essay, list some of the *other* similarities.
- These points will *not* be in the Body.
- These points did *not* “make the cut.”
- *Some of these dissimilarities include the exhaust, sound, and fuel systems.*

INTRODUCTION: **Thesis Statement**

- o **At this point, you have introduced your general category, identified your audience and two subjects, and mentioned some similarities and differences.**



- o **Now you are ready to state your thesis.**

INTRODUCTION: Thesis Statement

- o Mention the 2 subjects.
- o Mention the 3 points of comparison or contrast.
 - Be **clear**.
 - Be **concise**.
 - Be **consistent** (*parallel structure*).

INTRODUCTION:

Thesis Statement

- o Answer this question: Why these 3?
 - o after “tipping your hat” to the other similarities or differences, create your focus by stating that these 3 = the superlative:
 - o *most important, significant, relevant, representative, fundamental, notable, ...*
 - However, the most important similarities shared by Subjects X and Y include 1, 2, and 3.
 - Nevertheless, the Honda Accord and Toyota Camry differ significantly in terms of gas mileage, engine size, and extras.

INTRODUCTION

I. Generalization

▪ Types

- 2 subjects

- Similarities (*opposite*)

- Differences (*minor points*)

- * Thesis (*3 most significant points*)

INTRODUCTION

Most college students need some kind of vehicle to get to class and work. Some of us drive “big ol’ trucks” while others drive little “gas misers.” However, the most common type of car I have noticed in the school parking lot is the mid-sized sedan, and the two most popular models are the Honda Accord and the Toyota Camry. These ubiquitous models share similarities, such as available colors and tire covers. However, despite these minor similarities, the differences between the Accord and Camry are more significant. Some of these dissimilarities include the exhaust and fuel systems. Nevertheless, the Honda Accord and Toyota Camry differ significantly in terms of gas mileage, engine size, and extras.

INTRODUCTION

Most of us watch television and realize that the majority of shows fall into situation comedies or drama categories. I find “sit-coms” idiotic, so I typically watch dramas, especially crime dramas. Over the years there have been some franchises in this sub-genre, such as the Law and Order shows. However, I truly enjoy the CSI: programs, which most people agree are quite similar, especially in terms of the forensic science involved and the formulaic plots. While this may be true, I have noticed that CSI: Miami and the original CSI: are different in many ways, such as their locales and their atmospheres. However, the three most dramatic differences between CSI: Miami and CSI: include the main characters, the acting, and the writing.

BODY

Body: FOCUS

- o **Despite the fact that you may have mentioned in the Introduction the opposite aspect concerning these 2 subjects—similarities if you will focus on differences, differences if you will focus on similarities—make certain that you discuss only one (1) “side of the coin” in the Body of the essay.**

Compare OR Contrast

Body: ORGANIZATION

- o While organization is a key part of any essay you write,
- o It is especially important to the C/C essay.

FORM = FUNCTION

- o Your organization (*form*) reinforces your main point (*function*).
- o So ...



Body: ORGANIZATION

- o So ... use the Emphatic Order in two ways:
 - 1) Save the “best” point for last.
 - 2) Place the “better” Subject second.
 - 3) Subject #2 should be “better” for all 3 points (in a contrast essay).
 - 4) You will prefer or recommend Subject #2 in your Conclusion (in a contrast essay).
 - 5) In a Comparison essay, be consistent where you place the subjects.



Body: ORGANIZATION

o So ... carefully and faithfully follow one of the two organizational methods:

1) Subject-by-Subject

2) Point-by-Point-by-Point



Body: ORGANIZATION

SUBJECT-by-SUBJECT method

1) HONDA ACCORD:

- o gas mileage
- o engine size
- o extras



2) TOYOTA CAMRY:

- o gas mileage
- o engine size
- o extras



-
- o 3rd point of c/c = most important (“emphatic order”)
 - o 2nd subject, here the Toyota, is the one you will recommend in your conclusion, the one you favor, the better of the two *in all 3 points*
 - o # of paragraphs not necessarily 5

Body: ORGANIZATION

POINT-by-POINT-by-POINT method

1) GAS MILEAGE

- o A. Honda Accord
- o B. Toyota Camry

2) ENGINE SIZE

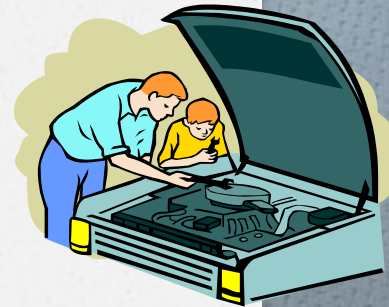
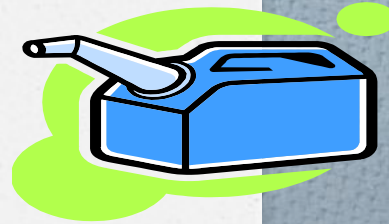
- o A. Honda Accord
- o B. Toyota Camry

3) EXTRAS

- o A. Honda Accord
- o B. Toyota Camry

o 3rd point of c/c = most important (“emphatic order”)

o 2nd subject is the one you will recommend in the conclusion, the one you favor, the better of the two *for all 3 points*



Body: ORGANIZATION

- o While you are free to choose either organizational scheme,
- o most people write better essays with the latter (*Point-by-Point-by-Point*).
 - By “better” I mean including ample detail and support.

BMS:

BE

MORE

SPECIFIC

BE SPECIFIC

DETAILS:

- **description**
- **narrative (anecdotal evidence)**
- **instances**
- **examples**

BE SPECIFIC

DETAILS:

- put #'s into context
- That is, to say that Car A gets 12 miles per gallon is a start, but to explain that that translates into \$265 per week or into filling up three times on a drive from Hazleton to Scranton is another, more descriptive and detailed way of expressing a point of contrast.

Body: ORGANIZATION

PARAGRAPH STRUCTURE:

(in the PbPbP method):

- 1) *Name* the point and, if necessary, briefly *explain* the point

- 2) Discuss and *illustrate* Subject #1 completely:
 - Subject #1 (generally speaking)
 - Subject #1 (specifically—specific example)

Body: ORGANIZATION

PARAGRAPH STRUCTURE:

(in the PbPbP method):

- 3) Use a proper TRANSITION.
- 4) *Then* discuss and illustrate Subject #2 completely:
 - Subject #2 (generally speaking)
 - Subject #2 (specifically—specific example)

Body: TRANSITIONS

COMPARISON:

- by/in comparison, **similarly**, in the same way, in like manner, **likewise**, by the same token, in a similar fashion, in relation to, in respect of, with reference to, with regard to, a propos, vis-à-vis

Body: TRANSITIONS

CONTRAST:

- in/by contrast, conversely, **on the other hand, on the contrary, however, though, otherwise, at the same time, notwithstanding, nevertheless, nonetheless, whereas, but, yet, besides, versus, while, instead, although (at the start of a Subordinate Clause)**

Body: TRANSITIONS

EXAMPLE:

- **for example, for instance, to illustrate, to demonstrate, namely, specifically, in this case, on this occasion, in this situation, take the case of, as follows: the following:**

CONCLUSION

CONCLUSION

o TYPICAL CONCLUSION MATERIAL:

- o *repeat* purpose, main idea, main points

o **** “CONCLUDE”:**

- o Make recommendations, make suggestions, draw conclusions
 - the better buy
 - the parent to whom you are closer
 - what these similarities mean, teach you
- o Based on the information you just presented

CONCLUSION

INDUCTION

- o After the typical repeat, repeat, repeat,
- o After your recommendation,
- o Step back (zoom out) from your essay and discuss the significance of such a contrast or comparison.
- o OK, so you've proven that these 2 items are different (or the same) ...
- o So what?!



CONCLUSION

INDUCTION

- o Move from the *specific* to the *general*.
- o Like the Conclusion to the Narrative essay,
- o radiate out from the particular, which, in this case, is your comparison or contrast.
- o What has this process taught you about yourself, people, technology, American culture, parenting, the automotive industry ...?



REMEMBER

REMEMBER

- o This is **NOT** an Illustration/Example essay, so **no "reasons."**
- o Instead, use:
 - **"differences," "similarities"**
 - **"points of contrast," "points of comparison"**

REMEMBER

- o Use “**better of the two**” instead of “best”
 - comparative with 2, superlative with 3+
- o Use “**different from**” rather than “different than.” (DT’s are bad.)
- o Use “**than**” for comparison; “**then**” for adverb and paired with “if.”



Comparison
VS
Contrast

Comparison VS Contrast

◦ SIMILARITIES

- Resemblances
- Comparisons
- Likenesses
- Parallels
- Correspondences
- Equivalence

◦ PURPOSE:

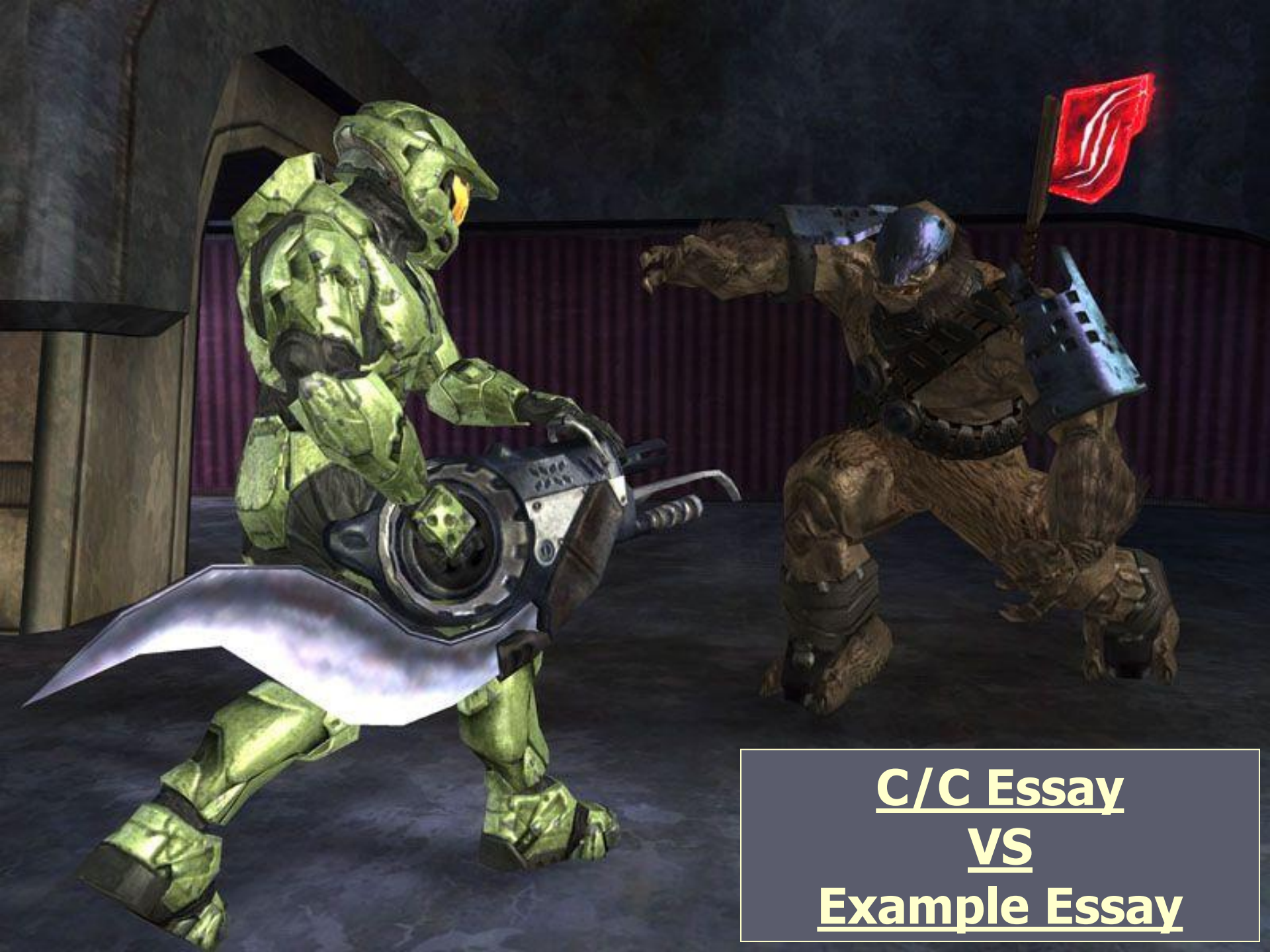
- To demonstrate the *similarities* between two *different* subjects.

◦ DIFFERENCES:

- Dissimilarities
- Disparities
- Distinctions
- Divergences
- Variations
- Differentiations

◦ PURPOSE:

- To demonstrate the *differences* between two *similar* subjects.



C/C Essay
VS
Example Essay

C/C Essay VS Example Essay

POINTS of COMPARISON or CONTRAST

- o "similarities"
- o "differences"

Comparison/Contrast

BODY STRUCTURE:

- o 3 Body paragraphs
- o 3 similarities/differences
- o Each supported by:
 - o examples
 - o description, narration

REASONS

- o "because"
- o "why"
- o "reasons"

Argument/Claim

BODY STRUCTURE:

- o 3 Body paragraphs
- o 3 reasons
- o Each supported by:
 - o examples
 - o description, narration

C/C Essay VS Example Essay

o PURPOSE:

- o To notice the similarities between disparate items OR the differences between analogous items
- o To illustrate each point of comparison/contrast through description, narration, and/or example

o EMPHATIC ORDER

o PURPOSE:

- o To use examples to reason/argue, explain, clarify, convince, persuade, prove a point, support a claim
- o To illustrate each reason/point with clear, relevant examples in the form of description, narration, and/or example

o EMPHATIC ORDER

TOPICS

BE ORIGINAL

- Contrast items most people think are *similar*.
- Compare items that people think are *different*.

RESEARCH

- Remember this is a *researched* essay.
- So select a *topic* on which you can find *quality* sources...and *not* your opinion.
- So *cite* & create a *Works Consulted* page.

COMPARISON

- **High School & College**
- **Two *Disparate* Religions**
- **Two *Dissimilar* Cultures**
- **Two Races, Genders, Movements, Eras**
- **Two Political Parties (Republicans, Democrats)**
- **You and Your "Enemy"**
- **Two Musical Genres**
- **Two Fictional Characters, Works**
- **Pearl Harbor and 9/11 (or Contrast)**
- **US Civil War and Iraq War**
- **Homosexual Marriage and Heterosexual Marriage**
- **Two US Presidents, World Leaders**

CONTRAST

- Two Cars (same year, class)
- Two Fictional Characters
- Two Television Shows
- Two Cell Phones
- Two Cell Phone Companies
- High School & College (*with a twist)
- **YOU** (at two different stages of your life)
- Two Colleges (you have attended, will attend)
- 2 Jobs (you have had)
- 2 Bosses
- 2 Majors
- Then vs. Now: (*specific era*)
 - raising children
 - entertainment industry
 - Wilkes-Barre

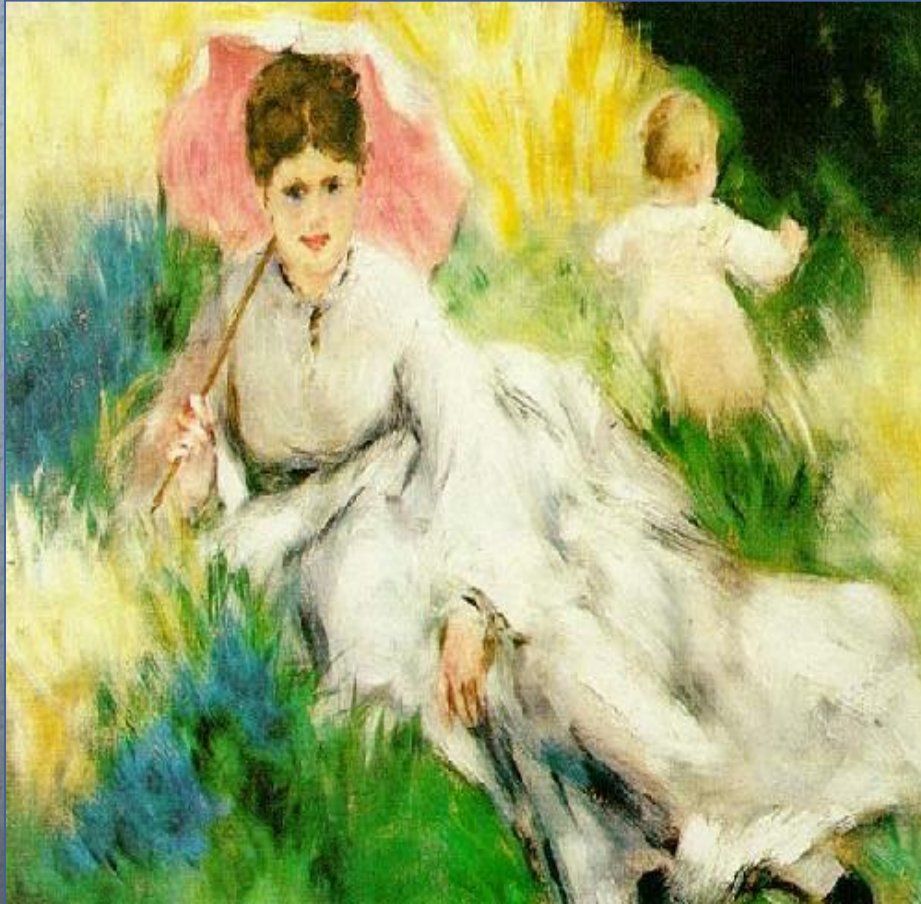
- Career Choices
- *not* of Islam: Terrorists, Zealots vs. Quran
- Dungeons & Dragons vs. Vampire
- Steelers of 1995 vs. 2003
- Contrast Family's Two Dogs
- Electric Bass vs. Acoustic Bass
- **KC vs. Misericordia**
- Poems, Plays, Novels
- Your Parents, Siblings, or Children
- Twins
- Video Games Systems
- Computers, Games
- **pre-9/11 vs. post-9/11 USA**
- 9/11 vs. Pearl Harbor
- Iraq War vs. Vietnam

**COMPARISON and
CONTRAST
in OTHER FIELDS**

ART:

French Impressionism

COMPARISON: RENOIR & MONET



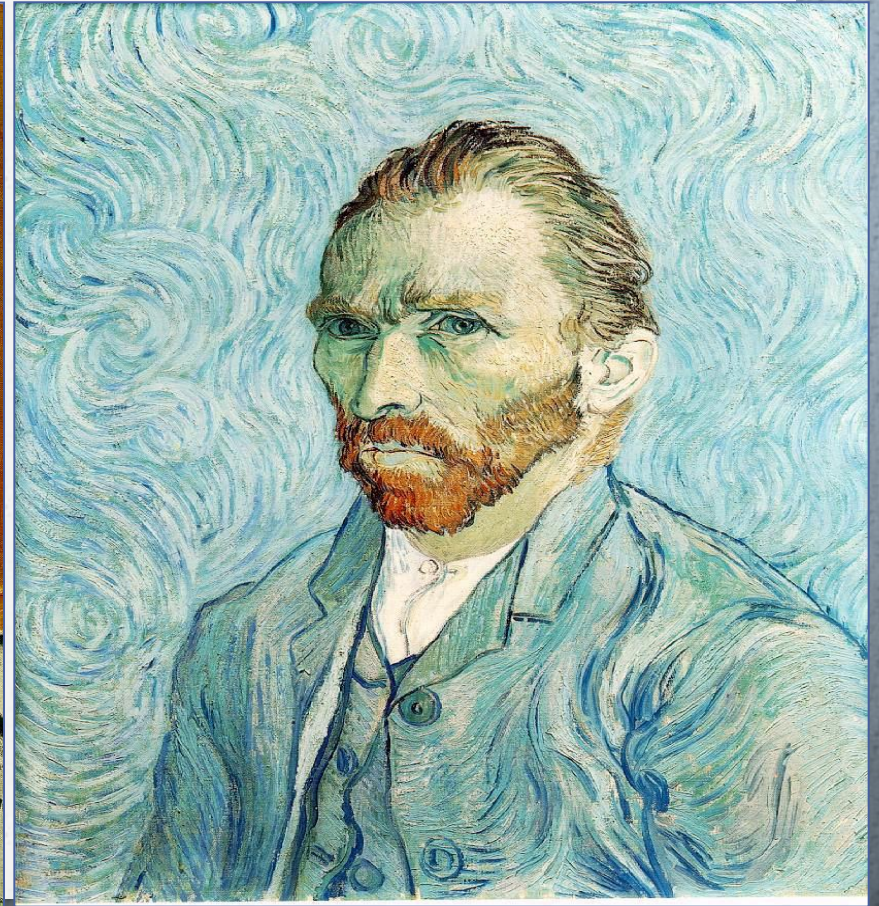
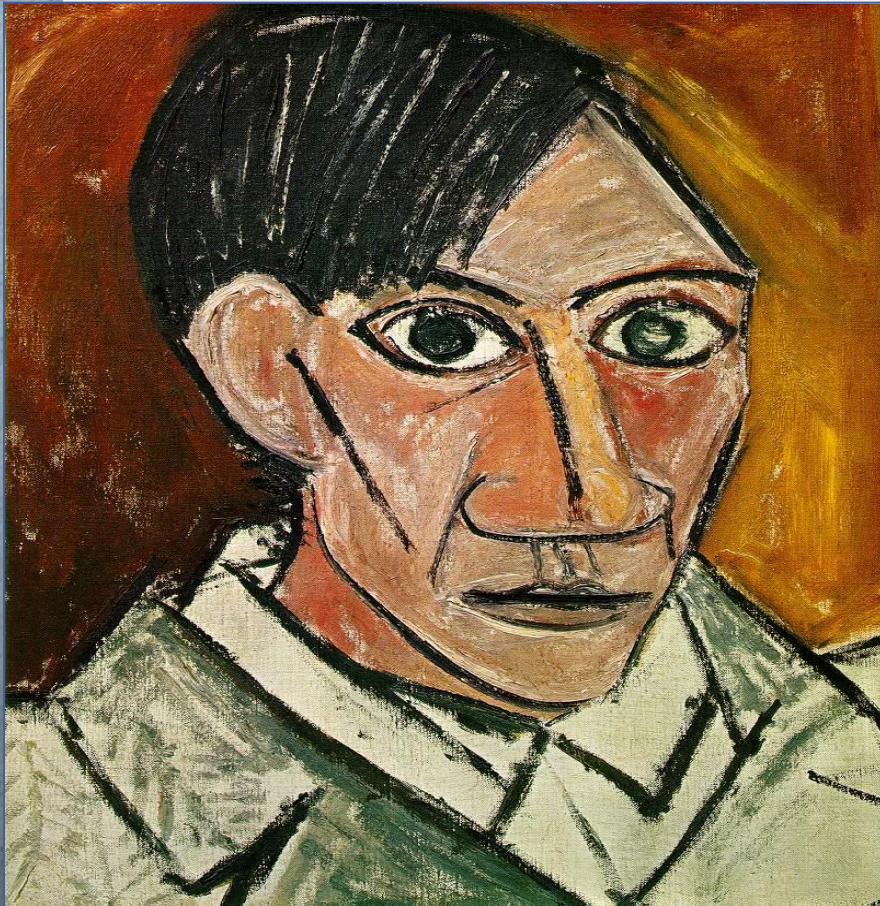
FRENCH IMPRESSIONISM

COMPARISON: PICASSO & PICASSO



BLUE PERIOD

CONTRAST:
PICASSO & VAN GOGH



SELF-PORTRAITS

CONTRAST:
PICASSO & PICASSO



SEATED WOMEN

HISTORY:

Pearl Harbor & September 11

COMPARE or CONTRAST:
12-7-1941 and 9-11-2001



HISTORY:

American Civil War

GRANT and LEE: Differences

DEMOCRACY:

- community, competition, break with the past
- equality, practicality

CHANGE:

- anticipates change
- accepts change

EXPANSIONISM:

- great opportunity/new chances to prosper ("equality")
- based on willingness to work
- win for oneself ("rugged individualism")

ARISTOCRACY:

- family, culture, tradition
- inequality, leisure class
- land = #1 source of wealth
- obligation to the community

CHANGE:

- fears change
- fights change

EXPANSIONISM:

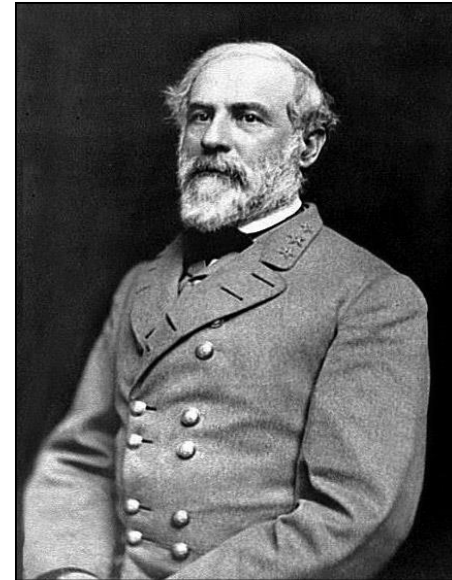
- inherited social position
- leisure class = owners, role models, protectors

GRANT and LEE: Similarities

- tenacious fighter
- daring
- resourcefulness
- ability to turn quickly from war to peace



- tenacious fighter
- daring
- resourcefulness
- ability to turn quickly from war to peace



LITERATURE:

Shakespeare's Sonnets

SHAKESPEARE'S SONNETS

SONNET #18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed,
And every fair from fair sometime declines,
By chance, or nature's changing course untrimmed:
But thy eternal summer shall not fade,
 Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st,
 So long as men can breathe, or eyes can see,
 So long lives this, and this gives life to thee.

SONNET #130

My mistress' eyes are nothing like the sun;
Coral is far more red, than her lips red:
If snow be white, why then her breasts are
 dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound:
I grant I never saw a goddess go,
My mistress, when she walks, treads on the
 ground:
And yet by heaven, I think my love as rare,
As any she belied with false compare.

LITERATURE:

AUTHOR vs. HOLLYWOOD

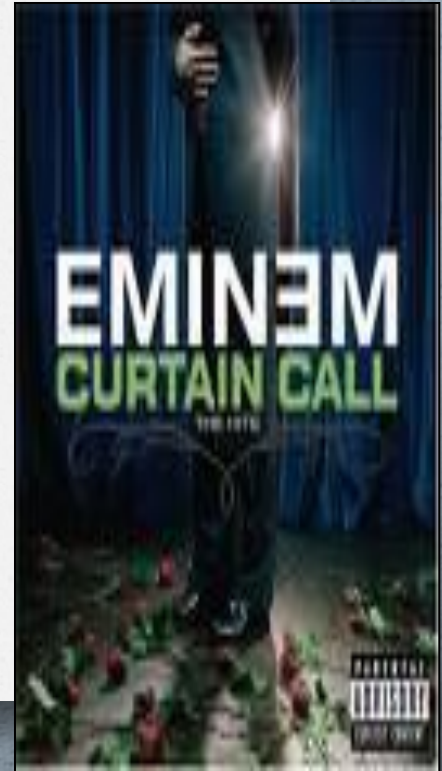
BOOK vs. MOVIE VERSION



MUSIC:

Compact Discs *and* Concerts

Musical Quality: In the Studio AND in the Stadium



RELATIONSHIPS:

MEN *and* WOMEN

BILLY JOEL "A ROOM of OUR OWN"

You've got diamonds and I've got spades
You've got pills, And I've got razor blades
You've got yoga honey; I've got beer
You got overpriced, And I got weird

But it's alright
We're the same even though we're alone
It's alright
Yes we all need a room of our own

You've got love darlin'; I've got sex
You've got cash, mama, And I've got checks
You've got business, baby; I've got the kids
You got crowded just the way I did

But it's alright
Cause we all need a place to call home
It's alright
Yes we all need a room of our own

I can still remember packed together
Like a can of sardines
No, no, no
Pushin', shovin'
That's when lovin'
Starts to come apart at the seams
Oh no, no, no, no

You've got the day shift; I've got nights
We go wrong at times, But we've got rights
You've got TV shows; I've got crime
But you've got your room, honey, And I've got mine

It's alright
It's the one thing that we should have known
Yes, it's alright
Yes, we all need a room of our own
And it's alright
Yes we all need a place to call home
It's alright
Yes we all need a room of our own
It's alright
It's alright
To have a room of your own
No, no, no, it's alright
Yeah it's alright mama
To have a room of our own
Sometimes you've got to get away
Got to get away
Got to get away
Got to get away to a room of our own
Got to have a room
Got to have a little elbow room of my own.

END