

## **Argumentative Writing: Analytic Comparisons** **Analytic Comparisons of Middle School Students' Refutation**

### **Analytic Comparison: Refutation – Responsiveness**

Refutation 'responsiveness' refers to directly an argument or counter-argument is addressed by the effort at refutation. Is the argument being refuted responded to closely, directly, and specifically? Or is the effort at refutation broad, approximate, somewhat evasive, or only marginally responsive? The closer and more direct the refutation, the more stringent is the critical thinking required and the more effective the refutation, in general.

#### **A) Argumentative claim: School uniforms lead students to value conformity over individuality.**

Now, some might argue that school uniforms keep students focused on their education, not their clothes they want to use the next day. But this doesn't prove the point that the argument that school uniforms doesn't promote conformity over individuality isn't true. The key point is that students wearing school uniforms can affect on a student's self-image and freedom of expression.

#### **B) Argumentative claim: School uniforms impose an unaffordable expense on families.**

Of course, it is possible to disagree with the view that school uniforms place extra costs on families and instead argue that, regular clothes are needed more often so more money is spent on regular clothes. However, the weight of the evidence is on the other side. What must be remembered is, since kids will need regular clothes for after-school and weekends regardless, families will not need to spend *extra* money on school uniforms if students can wear regular clothes to school. This is fundamentally why school uniforms add extra expenses on families.

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#### Analytic Comparison: Refutation – Comprehensiveness

Refutation 'comprehensiveness' refers to the fullness and completeness of the refutation of the competing argument or counter-argument. Does the effort at refutation leave a meaningful portion of this argument standing, undermining the writer's argumentative position? Or does the writer refute the competing argument or counter-argument fully and comprehensively, so that there is nothing left that materially contradicts or conflates the writer's argumentative position?

**A) Argumentative claim: Women have a fundamental right to choose to abort their own pregnancy.**

.. Now, some might argue abortions could cause physical problems to women. But this doesn't prove that the argument that abortions being still legalize in the U.S isn't true. The key point is that abortions should stay legal, because if not women would become desperate to perform an illegal abortion and having to make tough decisions.

**B) Argumentative claim: Abortion should be outlawed because it reduces the number of adoptions.**

Now, some might argue that a baby should not come into the world unwanted and abortion will be a better option than adoption, therefore, abortion should be legal. But this doesn't prove that the argument that abortion reduces the number of adoptable kids isn't true. The key point is adoption is a practical alternative to abortion and consummates the same result and with 1.5 million American families wanting to adopt a child, there is no such thing as an unwanted child. It is truly a horrible solution. Adoption gives your child a chance to live and experience life while abortion ends it.

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### Analytic Comparison: Refutation – Depth of Thinking

Refutation 'depth of thinking' refers to how thoughtful, acute, intellectually penetrating, and analytically reflective the effort of refutation is. Does the writer's refutation reflect serious, deliberate thoughtfulness and reflection? Or is it dismissive, superficial, surface-level, and too easy?

#### **A) Argumentative claim: School uniforms stifle student creativity.**

Now some might argue that 'children can be creative in other ways'. But this doesn't prove that the argument that 'students can't show their true colors' isn't true. The key point is that your clothing can make a first impression that can show off your personality, and first impressions can be lasting.

#### **B) Argumentative claim: The death penalty doesn't deter crime, but instead actually increases the murder rate.**

Of course, it is possible to disagree with the view that murder rates increase in death penalty states and instead argue that criminals wouldn't want to murder if there is death penalty and that the increased rate is false. However, the weight of the evidence is on the other side. What must be remembered is that there is many evidence on a bountiful amount of trusted sources and sites. This is fundamentally why murder rates increase in states with a death penalty.