**Argumentative Writing: Analytic Comparisons**

**Analytic Comparisons of Students’ Refutation**

**Analytic Comparison: Refutation – Responsiveness**

Refutation ‘responsiveness’ refers to how directly an argument or counter-argument is addressed by the writer’s refutation. Is the counter-argument 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.

**A) Argumentative claim:**

**B) Argumentative claim:**

**Argumentative Writing: Analytic Comparisons**

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**Analytic Comparison: Refutation – Comprehensiveness**

Refutation ‘comprehensiveness’ refers to the fullness and completeness of the refutation of the counter-argument. Does the effort at refutation leave a meaningful portion of the counter-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:**

**B) Argumentative claim:**

**Argumentative Writing: Analytic Comparisons**

**Analytic Comparisons of Students’ Refutation**

**Analytic Comparison: Refutation – Depth of Thinking**

Refutation ‘depth of thinking’ refers to how thoughtful, acute, intellectually penetrating, and analytically reflective the 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:**

**B) Argumentative claim:**

**Argumentative Writing: Analytic Comparisons**

**Analytic Comparisons of Students’ Refutation**

**Analytic Comparison: Refutation – Strength of Counter-Argument**

The ‘strength of the counter-argument’ refers to whether the writer engages with a credible, formidable counter-argument against the argument being made, or whether the writer sets up a ‘straw man’ to easily refute. In a sense, this is a question of the ‘degree of difficulty’ of the student’s refutation: the stronger the counter-argument, the more credit is given to its refutation. A factor in determining a counter-argument’s strength is its specificity to the argumentative claim, as opposed to its addressing the overall position in the essay and not directly addressing the argument for that position.

**A) Argumentative claim:**

**B) Argumentative claim:**