

Short Paper #3—Structure

Introduction

OPENING SENTENCE: give the reader a general idea of the paper's subject matter. Avoid being too general.

FOCUSING SENTENCE(S): provide relevant background information on the subjects (the works of art). Answer the questions of who, what, why, where, and when in relation to both artworks.

THESIS: present your claim* about the works of art and list your arguments,** each explaining the reasoning behind your claim.

Body

Section 1

¶ 1 provide a visual description of the artwork #1

¶ 2 provide a visual description of the artwork #2

Section 2

Persuasive ¶ 3

TOPIC SENTENCE: introduce the visual/iconographic element from artwork #1 that will be developed in this paragraph.

EVIDENTIAL SENTENCES: describe and identify the element you are discussing in this paragraph; follow by quoting or paraphrasing relevant information from your research that helped you identify the element and cite your source.

ANALYTICAL SENTENCE(S): interpret the evidence presented above and explain how the element under discussion conveys the concept stated in the claim. Explain your reasoning.

CONCLUDING SENTENCE: summarize the analysis.

Persuasive ¶ 4

TOPIC SENTENCE: introduce the same visual/iconographic element as above, but this time in relation to artwork #2.

EVIDENTIAL SENTENCES: describe and identify the element; follow by quoting or paraphrasing relevant information from your research that helped you identify the element and cite your source.

ANALYTICAL SENTENCE(S): interpret the evidence presented above and explain how the element under discussion conveys the concept stated in the claim. **compare it to the result of your analysis** from the previous paragraph.

CONCLUDING SENTENCE: summarize the analysis.

Section 3

Persuasive ¶ 6

Persuasive ¶ 7

select another visual/iconographic element and develop a persuasive section following the structure presented above.

Conclusion

THESIS (REPHRASED): restate your thesis

RECAP: recapitulate the concluding sentences of each section

Comparative analysis

Kerry Walk from Writing Center at Harvard University pointed out that a compare and contrast essay *is not* just a mechanical exercise in which you first state all the features that A and B have in common, and then state all the ways in which A and B are different. She continued that the compare and contrast essay should **make a point or serve a purpose**. This is the context within which you place the two artworks you plan to compare and contrast; "it is the umbrella under which you have grouped them."¹ In class, we referred to such a point as a claim. It should be clearly stated in your thesis.

* A claim is your educated opinion on the topic. It is usually phrased around an idea, theory, or a specific emotion. Your claim must be well informed and based on research and logical assessment of your sources.

** Arguments are developed by researching and analyzing visual/iconographic elements (details) from the artworks. Paragraphs with similar topics are grouped into sections.

¹ Kerry Walk, "How to Write a Comparative Analysis," the Writing Center at Harvard University, accessed January 4, 2020, <https://writingcenter.fas.harvard.edu/pages/how-write-comparative-analysis>