
BUILD A PARAGRAPH WITH CRITICAL ANALYSIS

As you draft a research essay, you must not only include researched information, but you should work to explain it in a way that helps the reader understand the topic better.



Here is how you may apply **critical analysis techniques** to strengthen your writing. [Click the image for additional resources from the UNC Writing Center.](#)

1. Identify the purpose of your paragraph within a topic sentence. Think of it as your central claim or **ASSERTION**.
2. Follow up with a **SUMMARY** of the assertion. This should explain the assertion further.
3. Provide researched evidence you found while studying sources and **TEXT MARKING**. Either include a direct quotation or paraphrase the original text. Remember to use a signal phrase AND citation.
4. **ANALYZE** why the quote or paraphrase is significant by examining or explaining its parts.
5. **INTERPRET** with an educated conclusion about the details you provide. Explain the importance or connection to your topic overall.
6. Transition to the next paragraph with a concluding sentence to summarize the main point of your paragraph. **CONCLUDE**.

GENERAL FORMAT

ASSERTION:

SUMMARY:

EVIDENCE FROM MARKING TEXT:

ANALYZE:

INTERPRET:

CONCLUDE:

EXAMPLE 1- Muppet Video

<https://youtu.be/AaKWAoqqD50>

ASSERTION: Miss Piggy's frustration with Kermit exposes the challenges of inter-species love relationships.

SUMMARY: Piggy addresses Kermit about her disappointment with him since she believes he had not been forthright with her about their trip to the swamp.

EVIDENCE FROM MARKING TEXT: However Kermit, a muppet characterized by his soft-spoken acceptance of brutish treatment, suggests that they "don't have to go back to the swamp" and they can instead visit Miss Piggy's roots. He sardonically suggests, "We can go back to where you were born...the sty, know where your roots are" (Muppets, 2012).

ANALYZE: When Kermit feels attacked by Miss Piggy, he ridicules her by bringing up her humble beginnings in the pigsty.

INTERPRET: Clearly Kermit understands Miss Piggy's fragile self-image enough to embarrass her upbringing by using it to deflect her anger.

CONCLUDE: This relationship between a pig and frog remains strained since neither understands where the other literally came from, therefore highlighting their inability to connect meaningfully.

EXAMPLE 2- School Uniforms

ASSERTION: It is widely believed that school uniforms contribute to student success in school, but why?

SUMMARY: The old cliché not to judge a book by its cover may actually be advice that most people are not hardwired to accept. Surprisingly, evidence exists to support the claim that those who dress better do, in fact, receive more credit for their ability when compared with those who dress informally.

EVIDENCE FROM MARKING TEXT: Findings from a study conducted by researchers at Ryerson University (2015) demonstrate that young learners judged individuals dressed in formal attire as possessing more credibility than a less formally dressed individual (p. 5).

ANALYZE: The children based perceived authority simply on an instructor's professional clothing rather than the person's ability or knowledge base. Children initiated contact more frequently with those they deemed more credible, that is to metaphorically say, the book with the fancier cover.

INTERPRET: This raises implications within education. Since attire plays a key role in student assumptions about teachers, this raises hopes that uniforms will do the same for student achievement. Do schools with uniform policies exhibit greater academic gains in their students' test achievement and do students who dress more formally grant their educational endeavors more credibility than their informally dressed counterparts?

CONCLUDE: Results from these findings may not replicate how students view their own place within the academic setting—despite their matching plaid skirts.