Both Reed and Conley are concerned about the disconnect between highschool and college when it comes to academic expectations; however, while Reed uses a personal tone to explain to adults and teachers what college bound students need to “succeed,” Conley employs a more academic tone to encourage educational professionals and policymakers to redefine college readiness.

There are differences and similarities between the speakers, occasion, audience, purpose, subject, and tone in Reed and Conley’s articles.

While Reed and Conley both address their concerns about the disconnect between highschool and college academic expectations to adult audiences, their purposes differ in that Reed simply wants to impart information that will help future freshman to be better prepared for the college classroom, and
Conley wants educational institutions to redefine college readiness.