Argument Analysis: *Exploring a range of approaches*

Argument Analysis looks to explore how argument is constructed and how and *why* it persuades an audience. Ultimately argument is constructed through three sources **structure**, **language** and **visual** techniques. Our task is not just to **identify** the issue, main contention, arguments and techniques but analyse how they work together to make a specific audience be persuaded on an issue.

Ultimately remember that a strong argument is constructed through:

MAIN CONTENTION

ARGUMENT x 3

TONE

VLT

PLT

PLT

PLT

**PLT: persuasive language techniques VLT: visual language technique**

STRUCTURE

It is important to note that there is no ‘one size fits all’ approach to Argument Analysis, you would know of numerous different approaches, terms and different tactics that teachers use.

**Argument Analysis Acronyms**

**CATSIP**

Refers to the required information in Introductions, where you need to include:

Contention Audience Title/Text Source Issue Purpose

**EMBRACE CONDEMN DO/SOLUTION**

Refers to the intent of arguments and the purpose of the articles. Occasionally a writer/s want you to ‘embrace’ an idea/thought/value/approach, they may then ‘condemn’ a person, group, ideology to make their idea look better and in turn may offer a ‘solution’ to a problem or ask the audience to ‘do’ something like sign a petition, purchase an item or rally behind an idea.

**WHAT HOW WHY**

Refers to how you construct your body paragraphs. Refer to the table:

|  |  |  |
| --- | --- | --- |
| WHAT | Argument | **WHAT** are they arguing? |
| HOW | Language/Visual Technique | **HOW** are they arguing? |
| WHY | Intended Effect | **WHY** are they arguing in this manner/style?   * THINK * SAY * DO |

**ARISTOTLE – RHETORIC**

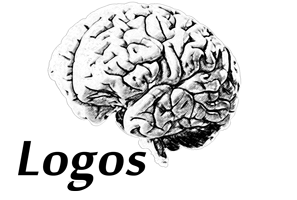
**Ethos, Pathos, and Logos are modes of persuasion used to convince audiences.**

[**Ethos**](https://pathosethoslogos.com/ethos) or the ethical appeal, means to convince an audience of the author’s credibility or character.



**Pathos** or the emotional appeal, means to persuade an audience by appealing to their emotions.

Pathos can be developed by using meaningful language, emotional tone, emotion evoking examples, stories of emotional events, and implied meanings.



**Logos** or the appeal to logic, means to convince an audience by use of logic or reason.To use logos would be to cite facts and statistics, historical and literal analogies, and citing certain authorities on a subject. Logos is the Greek word for “word,” however the true definition goes beyond that, and can be most closely described as “the word or that by which the inward thought is expressed, Lat.

<https://pathosethoslogos.com/>

**My Preference:**

**CHRONOLOGICAL – STRUCTURE**

Analyzing the sequential progression of a text from beginning to closure. You are analyzing based on the order of the piece: opening, middle to conclusion.

**CHRONOLOGICAL - ARGUMENT**

Analyzing the progression based in order or arguments. Quite easy to do and discuss structure at the same time.

However, at the end of the day it does not matter what approach you take as long as you meet the criteria these models often help you understand a bit quicker how certain arguments are constructed in certain manners but ultimately need to sometimes be altered to suit the text type.

## Focus on Intended Effect

The bulk of your analysis will be about how language actually persuades an audience. Below I have taken a source to show you the different between language technique analysis and argument analysis.

**Intended Effect**: the intention of the author/creator using that language/visual feature in this context. EG: "....positions the reader to feel obligated to.....".

What does the author want the audience to think, to feel, to do?

What kinds of connections does he/she want us to make between their statement and their argument?

Who is this targeting?

**Example of Intended Effect**

**Issue:** Fox Baiting

**Source:** Dmetri Kakmi ‘They’re pests, but cruelty is inexcusable’, <http://www.theage.com.au/federal-politics/theyre-pests-but-cruelty-is-inexcusable-20090426-ajck.html>

**Example:** “…stop foxes being culled in this barbaric manner.”

**Technique/s**: Connotations/Adverb

**Language Technique**: The word “barbaric” makes the reader feel like the act of fox baiting is uncivilized.

**Argument Analysis**: The writer employs negative connotations when describing the act of foxes being “culled” as “barbaric”. The word is often associated with primitive and uncivilized violence, therefore those whom are committing the acts of baiting foxes can be viewed in the same manner. In turn this reinforces Kakmi’s view that fox baiting has no place in modern society because we should be able to find more civilized approaches to control these pests that are less cruel.

Based from Brett Lamb (2013): <http://lessonbucket.com/english/year-9-english/persuasive-language/analysing-persuasive-language/>

**Argument Analysis Table:**

*Below is a basic table to fill in to organize your Argument Analysis around argument. There are many different ways to approach analysis but this approach focuses on ensuring that you make the connection between Argument and Language explicitly within your writing.*

*After you have filled the table in, simply copy and past your information into a word document and you will find you have an analysis. However, you will need to go back over the analysis and ensure you have* ***meet the criteria*** *and have employed* ***accurate metalanguage.***

|  |  |
| --- | --- |
| *INTRODUCTION* | |
| *Issue:* |  |
| *Stakeholders of the issue:* |  |
| *Contention & General Tone:* |  |
| *Target Audience of the piece:* |  |
| *Argument Style/Progression:* |  |
| *Visual feature/s:* |  |
| *BODY 1: Analyse the first/opening argument* | |
| *Opening Argument with Tone:* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Conclusive statement about Opening Argument* |  |
| *BODY 2: Analyse the second argument* | |
| *Middle/Second Argument with Tone:* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Conclusive statement about Progression of Argument* |  |
| *BODY 3: Analysis the third/final argument* | |
| *Closing Argument with Tone:* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Persuasive/Visual Language Feature* |  |
| *Intended Effect* |  |
| *Conclusive statement about Ending of the Argument – really connect to audience here, how are they supposed to react/respond?* |  |
| *CONCLUSION* | |
| *Restate authors contention* |  |
| *General statement about argument progression* |  |
| *Exploration of intended effect on ‘audience’ after reading this piece – analyse do not evaluate* |  |
| *Broad statement about issue/if there is an event that will occur to determine a response explore here:* |  |

**Words to describe approaches to argument: (Created by MAV)**

Emotive, emotionally charged, methodical, anecdotal, personal, factual, sympathetic, authoritative, empathetic, reasoned, evidence based, logical, rational, compelling, plausible, cogent, elaborate, decisive, reasonable, detailed, formal, informal

Sentences to discuss argument:

* The writer reveals their predisposition towards…by…
* Excluding counter arguments, the writer…
* Adopting a rigid approach to the issue of …, the writer employs…
* Adopting a narrow approach to …, the writer employs…
* Making concerted attempts to provide a balanced view of…, the writer…
* Unbending in their assertion that…, the writer…
* Generalising that…
* Through a series of largely unsubstantiated claims asserting that…
* Considered and methodical in their approach to…
* Dismissing the view that…, the writer…
* Dogmatic in their assertion that…, the writer seeks to … by …
* The writer oversimplifies the argument that …, by…
* Making assumptions about …, the writer ADVERB/TONE…
* Exaggerating claims that…, the writer seeks to…
* Identifying the cause and effect of … and …, the writer…
* Appearing to be at odds with earlier claims that…, the writer…
* Building on/compounding Smith’s earlier observation that…, the writer hopes to…
* Anticipating readers’ likely response to the issue, the writer pre-empts concerns/anger (etc) by…
* Ensuring that arguments logically build on previous ideas, the writer concludes by…
* Supplementing earlier claims that…, the writer ADVERB/VERB that…

Sentences to discuss the quality of evidence used:

* Quoting an authority on …
* Relying heavily on expert evidence that…
* Employing evidence that is seemingly indisputable/ indisputable given…
* Building his/her argument around largely anecdotal evidence…
* Suggesting his/her evidence is reliable by citing…
* Drawing supporting evidence from reputable sources such as…
* Building on the widely accepted view that…
* Adopting a personal approach to …
* Selective in their choice of evidence about…

Sentences to help discuss the structure/layout of an argument:

* Deliberately/intentionally commencing his/her argument by…
* Positioning the image beneath/above/next to … serves to heighten/magnify/amplify…
* Returning to … at the conclusion of his/her piece, the writer seeks to…
* Outlining ideas using clear bullet points attempts to…
* Including … in a text box …
* Intentionally accentuating the…through the use of italics/a bold font, aims to…
* Employing subheadings through his/her argument…

**Useful Phrasing:**

**MAIN BODY**

You can use any of the following sentences or phrases in the analysis of the article(s) you will be looking at.

* The article \_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clearly contends, as is apparent in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_, that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* This contention is reinforced by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which further makes the writer’s opinion clear.
* The writer, being involved in the issue itself as they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, delivers an opinion that carries more weight in the reader’s mind as\_\_\_\_\_\_\_\_\_\_\_\_\_.
* In a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tone, he/she begins his/her piece by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This is an effective way to begin the argument as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* The writer then moves on to their central/first/opening argument that focuses the reader’s attention on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This argument is particularly effective as is relies on \_\_\_\_\_\_\_\_\_\_\_\_\_ to put the view of \_\_\_\_\_\_\_\_in the mind of the reader.
* He/She also uses \_\_\_\_\_\_\_\_\_\_\_\_\_ to appeal to the reader’s sense of \_\_\_\_\_\_\_\_\_\_\_\_. We can see this when the writer notes that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This solicits a sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the audience, making for an effective use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The writer moves on to argue that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This point is supported by the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the following phrase\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This influences the reader to consider/think/question whether\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* At this point in the piece, the writer’s intention changes, to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. With a subtle shift to a more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tone, \_\_\_\_\_\_\_\_\_\_\_\_ attacks/questions/offers a solution to \_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This elicits a \_\_\_\_\_\_\_\_\_\_\_\_\_ response from the reader as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The article also employs a variety of other techniques in attempting to persuade the reader. These include the subtle/obvious use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when the writer notes, for example, that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is particularly effective as it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the mind of the reader.
* The writer concludes the piece by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This preys on the reader’s mind as \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**LINKING SENTENCES**

If you have more than one article to analyse you need to link your essay between the two. You can use sentences such as:

* Taking a different/similar/opposed stance on the issue is the piece \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This article relies more on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get its view across to the reader.
* Accompanying the article by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a cartoon drawn by \_\_\_\_\_\_\_\_\_\_\_\_\_\_. This cartoon takes a different/similar/opposed stance on the issue as it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**VISUAL ARTICLE SENTENCES**

You can use sentences such as these in an analysis of a cartoon.

* The cartoon, with its representation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is clearly contending that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* This is carries an opposed/supportive meaning to the written article by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The image in the cartoon of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is intended to have the reader take the opinion that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is obviously a serious /light hearted/cynical /comedic approach to the issue as it shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and this makes us think that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The cartoon also shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is important as it is clear that the cartoonist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is commenting that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The cartoon is effective/ineffective in delivering its opinion as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* It complements/opposes the textual articles by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**CONCLUSIONS**

You can use any of the following sentences in your conclusion.

* Despite the media controversy, the issue of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ receded from public prominence as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The issue of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ remains important, and will return to the attention of the community in the future as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The article(s) analysed as above considered the topic from a variety/number/one perspective, however other views exist in the community.
* The articles were all effective in delivering their point of view as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. However, the article \_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_ was perhaps most persuasive as it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Nevertheless, the issue of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will likely remain unresolved as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

# Sample Argument Analysis

Written on October 7th, 2016, New England University Lecturer Mr Shi Li passionately addresses the “decades long”issue of the “Me Generation”, specifically relating to why children are spending less time doing household chores. Appearing on the website ‘The Conversation’, Li’s commentary authoritatively equates children’s reluctance to participate in the upkeep of a household with their disappearing “sense of personal responsibility”.  Li’s critique centres on a critique of parenting style that sees children as “emotional assets” rather than ensuring a sense of discipline. Accompanying this are an exchange of comments between Julie and John in response to Li’s opinion piece, each expressing their view on modern day parenting techniques. Cumulatively, the piece isn't just a discussion about chores, but rather, how they can ultimately “subjugate the hedonistic and self-interested human nature”.

Li critically observes the modern day parenting techniques that have lead to the development of a “me, me, me epidemic” in today’s generation. Providing a point of entry to the piece, the prominent header image depicts the lament with which children approach chores. The 1950’s housewife like portrayal of the girl is indicative of the fact that her adherence to her responsibilities is as Li points out, is critical to the maintenance of a healthy home environment. The bolded text beneath this image encapsulates scenarios played out in every home of the “excuses and refusal” by children to do chores. The relatable nature of these highlights that there is a generation wide resistance to uphold responsibility. Li voices concern over how kids are now seen as “emotional assets” rather than a means of support. His cold description of children as “assets” prompts an immediate re-examination by parents as to their motivations for bringing a child into the world, presumably reaching the conclusion that by doing so they can “cultivate the happiness and success of their offspring”. This leads straight into Li’s rebuttal of this parental incentive, logically arguing that the things we’ve “stopped” making our children do (chores), “is actually a proven predictor of success”. This again forces his audience to question their own parental techniques and whether they are “cultivating responsibility”. One such parent facing this challenge is Julie who has commented on the article. She aims to remind Li that such “overwhelming dedication” is not practical, representing views of most parents. This then initiates a wider re-examination of whether the “me, me, me epidemic” is actually a case of projection by parents who aren’t prepared to put in the required effort to “shoulder responsibility”.

Li impartially investigates the benefits of providing children with a sense of responsibility cultivated by the discipline learned through chores. He reminds parents that chores are a vehicle for “children to cultivate a family bond and a sense of responsibility”. Li appeals to parents desire for such key aspects of family life, prompting the initiation of a desire to install such values in their children. The author acknowledges that it is a “painful process”, an idea subtly introduced into the piece through a quotation from Aristotle. In an attempt to imitate the learned demeanour of the author, parents are more likely to take into account the musings of a philosopher, hence, again stressing to themselves the importance of developing a sense of “moral reasoning and, more importantly, discipline” in their children. This discipline is actually exemplified in the structure of the piece itself. Its structured, ordered and thematically arranged composition is symbolic of the discipline required for a “family bond to be developed”.

Li authoritatively claims that there are no benefits for parents and children alike ‘without associated

obligations’, calling for each member of the family to realise their family commitments. Despite it being a “painful process” Li reminds his audience of the wider implications instilling responsibility in kids has. He uses an argument utilising the theme that all would be familiar of, that is “short term pain” for long term gain. His description of a “selfish child being a nightmare for decades” guides parents to realise that “in the end… it’ll all pay off ”. Julie's comment acts as a counter-point to Li’s arguments, reminding parents specifically mothers of the “grinding drudgery” in a time pressured family environment. The accompanying cartoon image depicts a modern day representation of the indian goddess mother, Durga – demonstrating that to be capable of all the demands of modern life and still take time out to throughly discipline children, one would have to be born from the heavens. Li’s and Julie’s contrasting points lead the reader to make up their own mind on the issue, a decision well informed by the academically rich article and the real-life evidence in the comments beneath.

Appearing on the website “The conversation”, New England University Lecturer Mr Shi Li’s article attempts to equate the issue of the “Me Generation”, with a shift in parental priorities. He explains that children are spending less time doing household chores through an absolution of responsibilities from parents and child alike. He aims to remind parents despite the difficult task, instilling discipline in kids can “subjugate the hedonistic and self-interested human nature” and be beneficial to them in the long run. Countering his authoritative and academically informed view are the comments from Julie expressing the impracticality of such a commitment. In its entirety, the piece provides a broader discussion of bringing the rigorous discipline of generations gone by into modern day parental consciousness, examining whether the ‘me, me, me epidemic’, is just as applicable to parents as well.

In response to increased occurrence of 'resistance and refusal' towards chores by children, Mr. Shi

Li, a lecturer at New England University, addressed the issue through an editorial in 'The

Conversation'. In commenting upon the polarising notions of chores and their 'primary purpose' as

character building tools, Li firmly addresses not only readers of the conversation, but also parents

who encourage the 'me me me epidemic'. By forcefully condemning the endorsement of a

narcissistic generation, the lecturer implores his audience to perceive children as 'contributors'

rather than 'emotional asset[s]'. Additionally, through the inclusion of a visual depicting a spoilt

child, Li accuses parents of focusing on 'happiness' of their offspring, rather than adopting a more

'practical' outlook. In response to Li's opinion piece, Julie, a parent, adopted a contrasting stance

through her comment.

In repeatedly providing readers with questions in bold, Li guides his audience to understand his

concerns owing to the augmentation of the current generation's 'inflated' self-worth. By

accentuating the lack of 'family responsibility' provided to children, Li aggressively criticises the

shift of parental attitudes towards ensuring comfort for their 'little emperors' and 'little princesses'.

Furthermore, by presenting China's Great Famine as a valid and precise example of the

development of a parents' weaker stance when regarding household chores, the lecturer

successfully condemns the lack of character- building activities such as chores present in

children's lives. In response to Li's accusations, Julie painstakingly lists the plethora of activities

she is obligated to complete every day, and thus, encourages readers to comprehend the difficulty

of investing effort into forcing her children to do chores; an activity that she has neither the 'will

[n]or the time' to carry out. Additionally. By rhetorically questioning Li's understanding surrounding

the several tile constraints of being a parent, Julie forcefully encourages the readership to

comprehend and sympathise with her daily routine, rather than condemn it.

In referring to statistics collected from additional countries such as America, Li thoughtfully

criticises the inherent decrease of children doing household chores, thus commenting on a general

but observable trend. In doing so, the lecturer comprehensively induces guilt within readers, whose

decision regarding household chores are condemned. Furthermore, by referring to the words of

Academic Richard Rende, Li overawes his audience with the assistance of an authority figure. By

reconstructing Rende's words, including the hyphen before stating that chores are a 'proven

predictor of success', Li highlights the absurdity of ignoring household chores and their importance

to children, thus encouraging his audience to help their children overcome their 'hedonistic and

self-interested' nature. In contrast, Julie includes a visual that metaphorically depicts the difficulties

of enforcing Li's suggested changes due to her hectic day-to-day life. By including this image, she

forces readers to internally reflect on the impossibility of conforming to Li's suggested

implementations. Additionally, by initially addressing Li with an underlined command to 'stop the

judgement', Julie intentionally reflects the condemnation delivered by the lecturer, and targets his

assumptions in order to convey the difficulty of his request to readers. This direct response to Li

further insinuates the lack of knowledge shown by the lecturer.

By including a visual representation of a child grudgingly completing chores, Li mockingly accuses

children of shrinking familial responsibility. Through the presence of this condemning visual, Li

attempts to highlight the alarming shift of attitudes regarding chores, and their inherent

consequences upon the general character of this generation. Furthermore, by utilising a phrase of

Aristotle to characterise the development of a virtue as a 'painful process', Li attempts to illustrate

the necessity of enforcing household chores, despite the obvious difficulties. In referring to

Aristotle, Li encourages readers to agree with a philosophical mind in relation to the core intention

of household chores. Additionally, by acknowledging the 'hardship' of enforcing his suggested

changes, Li fosters a sense of understanding with readers, thus further endorsing the value of

household chores in directly assisting their children; a notion of great importance to parents. In

contrast, by exemplifying the multitude of obstacles preventing his suggestions from fulfilling their

purpose, Julie comments upon the Li's lack of understanding surrounding regular household

situations. In condemning his robotic views, she attempts to illustrate the invalidity of Li's opinions,

due to their lack of personal understanding.

Despite utilising similar tonal shifts through their respective pieces, Li and Julie offer contrasting

views surrounding the much-popularised chore wars, which continue to engineer familial conflicts.

In addressing a similar demographic, the two authors both literarily and visually offer their

respective views surrounding the aforementioned issue. With the intention of promoting household

chores, the lecturer encourages his readers to uphold the traditional character-building value

presented by family responsibilities. In contrast, Julie addresses the difficulty of enforcing Li's

changes, and vehemently invalidates the lecturer's notions of understanding. Thus, both authors

provide insight into their respective views on the continuous debate surrounding household chores.

Public discourse has ignited after damning research revealed most children do “less than 1t minutes of chores per day.” Consequently, media and community focus has shifted onto parenting expectations and whether ‘chores’ have any broader values in a busy modern 21st century society. In response to these “chore wars”, university lecturer Shi Li authoritatively advocates that diminished parental expectations have culminated in what he scathingly condemns a “narcissistic” me generation. Li’s key assumptions are mirrored in the mocking visual representation that ridicules the lack of a “strong sense of personal responsibility”. In doing so, his clear intent in his strategically structured social commentary is to shift his target audience’s parenting style expectations, to accept the “painful process” as “virtuous” and “worth it”.

Li emphasizes to readers about the benefits of chores within the household and the ongoing success this will have on their children and families. Alerting readers to past parenting styles which children were use to “gain practical and even financial support for family survival” readers are presented with a different way in which parents are treating their kids. By doing this Li shifts reader’s views on their own parenting styles, proving that old style parenting make families “thrive” and ultimately build a better and stronger family which encourages them to enforce more chores on their children. Being a “proven predictor of success,” chores “inculcate the idea of fairness”, “cultivate a family bond” and “sense of responsibly,” it’s through Li outlining these attributes that parents see the benefits of chores on their children. This reinforces the concept of parents wanting to give their children the best possible start on life, will only be accelerated by giving them daily chores. Through advocating family values such a “family [bonds],” Li invites parents to increase the “mutual love” that can be gained between themselves and their kids through chores. It’s through these family values that parents want to increase their connections with their children, thus seeing the clear benefits of chores and the effects they entail.

Exploiting the dangers and ramifications of not practicing chores, Li explains the dangers our children face from not participating in regular housework. Constantly labelling children being “pros at procrastinations, excuses, resistance and refusal” Li is able to exploit the dangers of the types of attitudes children develop from not partaking in regular chores. This scares parents into thinking they are not giving their children the best start on life and further raising children with the wrong morals and values. Further attacking the parenting style on our “narcissistic” children, Li is able to explain how “the primary purpose is being loved” and having children as an “emotional asset” creates a “self-interested human.” This develops reader’s views on giving their children chores as it allows them to see the destruction of what could be a chore less “epidemic.” However, Li doesn’t solely blame the parenting style, by exploiting the “invention of washing machines and dishwasher’s” which allow us to “no longer perceive [children] as contributors.” It is through combining both the parenting style and the changes for this that readers can logically place together why their children are growing up to be “hedonistic” and further why they must implement chores within their households. Furthermore, through the prominent inclusion of a “little princess” who is struggling to complete a load of dishes alerts parents and readers to the further dangers of not giving their children chores. By not giving children chores it allows children to think they can live off “government handouts”. Though these inclusion’s readers are confronted with a real life visual of what their children can end up not being able to complete a single load of dishes. Li alerts readers to the dangers associated with children not participating chores and ultimately sparking fear his audiences if this is to continue.

Li urgers readers to introduce regular chores for children and thus create greater success for the family and the everlasting effect for this “me, me, me generation.” Li urgers readers to engage in regular chores by explicitly stating that parents “need to discipline [children to do chores].” This allows readers to see what they must do to ensure that their children don’t grow up to become these stereotypical “little emperors and little princesses” and get the most out of their children to ensure “family success.” This is able to be done if parents “love their children” and “engage [them] in chores.” Li states that by doing these things that it will “cultivate a family bond” and give children “a sense of responsibility.” Through this parents understand that they must act on their children to ensure that they give them the greatest start to life that’s possible. Although “it can take about 5 times the amount of energy” Li emphasises that “disciplining children to do chores” will be “pain for a short term.” By showing this, readers are more understanding and accepting for giving their children regular chores as the struggles endured will eventually create “mutual love” and “practical and even financial support.” Li outlines the steps that parents need to undertake to ensure that their children have the most success and we avoid a “narcissistic” “me generation.”

Ultimately, readers understand the dangers and ramifications of not giving their children chores and “discipline.” Li emphatically suggests a range of ideas in order for parents to give their children “benefits” and ultimately improve “family bonds” and create a sense of “mutual love” between them and their children.

# 2017 English Exam:

# *Spire’s Primary School Article*

*Below is a sample introduction and elements of a body paragraph. You will note that the intended effect has not been completed for the whole body paragraph so you will need to complete it. The language is also simple so if you want a high range response you will need to modify it and rephrase.*

Spire’s Primary School is an institution focused on developing community awareness surrounding environmental issues and striving to instruct its student on how to be sustainable. Denise Walker, the Principal of Spires Primary School informs the parents in her weekly newsletter of issues or concerns she has about the school and school community. Within her weekly address on the Spire Primary School Newsletter (8th July 2017) Walker assertively discusses the issue of packaging within the school which ultimately undermines the school’s philosophy and ethos of sustainability. Walker’s piece passionately outlines that she is concerned about the excessive use of packaging in the children’s’ lunchboxes and would like parents, to whom this piece is addressed, to take on a more sustainable approach to packing their child’s food. Throughout the piece Walker’s tones shift from pride, to condemnation and annoyance through to enthusiasm for change ultimately attempting to encourage the Spire’s community to adopt a more diligent approach to packaging to improve not just the school but the world, the accompanying visual of a drawing of “mounds” of garbage further emphasises the threat of not taking care of our rubbish.

* Now I am going to go through my introduction and check for a couple of key elements
  + I have included all the required information for an introduction
  + I am clear, articulate and direct in my delivery
  + I have employed accurate vocabulary – it should reflect the caliber of my writing
  + Have I been repetitive

Spire’s Primary School is an institution focused on developing community awareness surrounding environmental issues and striving to instruct its student on how to be sustainable. Denise Walker, the Principal of Spires Primary School informs the parents in her weekly newsletter (8th July 2017) published on the school website of issues or concerns she has about the school and school community. Walker assertively discusses the issue of packaging within the school which ultimately undermines the school’s philosophy and focus on environmental sustainability. The Principal identifies that the case for excessive packing is the parents who need to change to more ecological methods of wrapping their childs’ lunch. Throughout the piece Walker’s tones shift from pride, to condemnation and annoyance through to enthusiasm for change ultimately attempting to encourage the Spire’s community to adopt a more diligent approach to packaging to improve not just the school but the world, the accompanying visual of a drawing of “mounds” of garbage further emphasizes the threat of not taking care of our rubbish.

Body 1: Chronological Argument Analysis

*Opening Walker’s address, she boastfully reminds the parents that Spire’s Primary School has always focused on environmental issues and ensuring the school develops their students’ understanding of sustainability and the importance of caring for one’s environment, and that this is something we should be proud of.*

***Language Technique****: Opening the piece with self-deprecating humour Walker jokes with with her parents that she has another “oh no” another “idea”.*

***Intended Effect of LT:*** *Through opening by the principal admitting her fault that she has another idea, it actually reinforces just how motivated she is to make the school it can possible be. Further reminding the parents that her policies and desire for change actually should be praised and embraced, rather than condoned.*

***Language Technique****: The writer promotes the values of the school before she shares her “new concept” and a “new path” for the school’s main focus “the preservation of our planet”.*

***Intended effect of LT****: Through opening by outlining the success of the school already Walker indirectly makes the audience, the parents, feel like they have already contributed so well to the community and the benefits are already evident but it also reinforces the underpinning values within the school community, that this is a school focused on environmentalism. Therefore, if they have already been able to implement these changes within the school setting then her next proposal really is no different and not any less achievable.*

***Visual Technique****: Accompanying Walker’s appraisal and reinforcement of the schools values the logo of the school is placed in the corner of the website. The logo depicts a tree with a single branch, on this branch are an array of different leaves in myriad of colours and below the tree is the slogan ‘Lead & In****Spire’. The single branch could be representing Walker as she attempts to “Lead” the students within the school community, who are the leaves, in enforcing change within their own school community. The use of a natural symbol like a tree reinforces that the root value of the school comes from environment.***

***Language Technique****: Furthering her argument, Walker lists the many environmentally focused activities the school promotes including ‘Walk/Pedal to School Day’, recycling “bins”, “vegetable garden” and “hens scratch”. By reinforcing that in the past her “new ideas” have “path(ed)” the way for the success they are currently experiencing and thus the parents should trust her in her new endeavors for the school rather than fear another change.*

***Language Technique****: By the end of her praise for the school Walker reminds the parents that “We are responsible for the future of our world.” In her inclusive statement the principal attempts to fortify to the parents that the school’s initiatives go beyond the classroom and will actually have a global impact. Thus if parents oppose her “new path” they are not just hindering the progress of the school but negatively impact the world as a whole, thus they should be ashamed of not putting the needs of the world first just for their own convenience.*

*Ultimately by Walker opening with such strong appraisal of the school community and reminding the parents of the values and focus of the school community it serves as a reminder that part of being in this school community means sharing these values and trying to implement change. By selecting to open without disclosing the actual “new path” or “idea” of Walker it already establishes that those who oppose this idea are not loyal to the school’s initiative and caring for the planet, and in turn should feel guilty.*

* This paragraph is over-written, I now need to go through and edit closely
* When I edit I will be considering:
  + If I have been repetitive
  + If I could say my analysis more concisely
  + If my meta-language is accurate
  + If my vocabulary is efficient, eloquent and a true example of my abilities as a writer

*Opening Walker’s address, she boastfully reminds the parents that Spire’s Primary School has always focused on environmental issues and ensuring the school develops their students’ understanding of sustainability and the importance of caring for one’s environment, and that this is something we should be proud of. Opening the piece with self-deprecating humour Walker jokes with with her parents that she has another “oh no” another “idea”. Through opening by the principal admitting her fault that she has another idea, it actually reinforces just how motivated she is to make the school it can possible be. Further reminding the parents that her policies and desire for change actually should be praised and embraced, rather than condoned. The writer promotes the values of the school before she shares her “new concept” and a “new path” for the school’s main focus “the preservation of our planet”. Through opening by outlining the success of the school already Walker indirectly makes the audience, the parents, feel like they have already contributed so well to the community and the benefits are already evident but it also reinforces the underpinning values within the school community, that this is a school focused on environmentalism. Therefore, if they have already been able to implement these changes within the school setting then her next proposal really is no different and not any less achievable. Accompanying Walker’s appraisal and reinforcement of the schools values the logo of the school is placed in the corner of the website. The logo depicts a tree with a single branch, on this branch are an array of different leaves in myriad of colours and below the tree is the slogan ‘Lead & In****Spire’. The single branch could be representing Walker as she attempts to “Lead” the students within the school community, who are the leaves, in enforcing change within their own school community. The use of a natural symbol like a tree reinforces that the root value of the school comes from environment.*** *Furthering her argument, Walker lists the many environmentally focused activities the school promotes including ‘Walk/Pedal to School Day’, recycling “bins”, “vegetable garden” and “hens scratch”. By reinforcing that in the past her “new ideas” have “path(ed)” the way for the success they are currently experiencing and thus the parents should trust her in her new endeavors for the school rather than fear another change. By the end of her praise for the school Walker reminds the parents that “We are responsible for the future of our world.” In her inclusive statement the principal attempts to fortify to the parents that the school’s initiatives go beyond the classroom and will actually have a global impact. Thus if parents oppose her “new path” they are not just hindering the progress of the school but negatively impact the world as a whole, thus they should be ashamed of not putting the needs of the world first just for their own convenience. Ultimately by Walker opening with such strong appraisal of the school community and reminding the parents of the values and focus of the school community it serves as a reminder that part of being in this school community means sharing these values and trying to implement change. By selecting to open without disclosing the actual “new path” or “idea” of Walker it already establishes that those who oppose this idea are not loyal to the school’s initiative and caring for the planet, and in turn should feel guilty.*

(574 words – this is far too big!)

Walker boastfully begins by reminding the parents that Spire’s Primary School has always focused on ensuring the school develops their students’ understanding of sustainability and the importance of caring for one’s environment. Initially Walker employs self-deprecating humor as she jokes with her parents that she “oh no” has another “idea”. Through opening by the Principal admitting her fault for having another idea Walker actually reinforces just how motivated she is in improving the school and in turn that parents of Spire’s Primary School should feel fortunate to have such a motivated and committed principal leading their school rather than condoning her efforts to continuously seek new approaches. Walker further showcases her expertise by listing her previous successes including environmentally focused activities the school promotes including ‘Walk/Pedal to School Day’, recycling “bins”, “vegetable garden” and “hens scratch” thus ultimately establishing her credibility for this “new concept” and a “new path” as they focus on “the preservation of our planet.” Through opening by outlining the success of the school already Walker instils a sense of pride in the parents for the programs already existing due to their contributions, support and Walker’s leadership. But through outlining these programs it also reinforces the underpinning values within the school community, that this is a school focused on environmentalism thus we need to continue to add and revise programs of this nature. Accompanying Walker’s appraisal and reinforcement of the schools values the logo of the school is placed in the corner of the website. The logo depicts a tree with a single branch, on this branch are an array of different leaves in myriad of colours and below the tree is the slogan ‘Lead & InSpire’. The single branch could be representing Walker as she attempts to “Lead” the students within the school community, who are the assortment of leaves stemming from the single branch, in enforcing change within their own school community. By the end of her praise for the school Walker reminds the parents that “We are responsible for the future of our world.” In her inclusive statement Walker appeals to the parent’s sense of duty to improve the world, and the principal attempts to fortify to the parents that the school’s initiatives go beyond the classroom and will actually have a global impact. Thus if parents oppose her “new path” they are not just hindering the progress of the school but negatively impacting on the world as a whole, thus should be ashamed of not putting the needs of the world first just for their own convenience. Through Walker opening with such strong appraisal of the school community and reminding the parents of the values and focus of the school community it serves as a reminder that part of Spire’s Primary School is accepting and supporting the environment focus and desire for change, and if individuals oppose Walker’s proposal they should be guilty for not exhibiting the school’s passion for improving the world.

(490 words – still too big)

Walker boastfully begins by reinforcing to the parents that Spire’s Primary School has always focused on ensuring students’ have an understanding of sustainability and their ecological footprint. Opening Walker employs self-deprecating humor by mimicking some of her expected responses from the parents by her having “oh no” another “idea”. However, this deprecation allows Walker to grandstand herself for being known to have many relevant ideas and implementing change within the community. The Principal further showcases her expertise and reinforces her title by listing the environmental activities the school has implemented, including ‘Walk/Pedal to School Day’, recycling “bins”, “vegetable garden” and “hens scratch” thus ultimately establishing her credibility for this “new concept” and a “new path” as they focus on “the preservation of our planet.” Through outlining these programs Walker reinforces the underpinning values within the school community, that this is a school focused on environmentalism thus we need to continue to add and revise programs of this nature. Accompanying Walker’s appraisal and reinforcement of the schools values the logo of the school is placed in the corner of the website. The logo depicts a tree with a single branch, on this branch are an array of different leaves in myriad of shades and below the tree the school dictum ‘Lead & InSpire’. The single branch could be representing Walker as she attempts to “Lead” the students within the school community, who are the assortment of leaves stemming from the single branch, who will eventually have scattered and share the vision within the community. The pun on ‘InSpire’ embedding the schools name reinforces that the goal of the school and education is the ‘inspire’ students to do more for their community, and Spire Primary School does this through being innovative in its approaches much like the idea Walker is about to propose. Walker prompts the parents that “We are responsible for the future of our world” appealing to their sense of duty to improve the world by supporting environmental programs within the school which ultimately go beyond the classroom have a global impact, thus making her plight relevant to her whole audience. Therefore, if parents oppose her “new path” she is about to address they are not just hindering the progress of the school but negatively impacting on the world as a whole and should be ashamed of their lack of action. Through Walker opening with such strong appraisal of the school community and reminding the parents of the values of the school the writer reinforces that part of attending Spire’s Primary School is accepting and supporting the environmental focus and if individuals oppose Walker’s proposal they should be guilty for not exhibiting the school’s passion for improving the world.

(449 words)

ARGUMENT

STRUCTURE

TECHNIQUE

INTENDED EFFECT

AUDIENCE

***Now what?***

***We focus on vocabulary and eloquence- what have written is basic, sit down with a dictionary and thesaurus and make it sophisticated.***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Positive** |  | **Either way** |  |  | **Negative** |  | **Of mood** |  |
|  | **Accepting** | **Passionate** | **Humorous** | **Detached** | **Questioning** | **Attacking** | **Domineering** | **Sad** | **Happy** |
| **Most** | Admiring | Ardent | Absurd | Calculating | Amazed | Blaming | Arrogant | Appalled | Gleeful |
|  | Approving | Enthusiastic | (In)credulous | Controlled | Anxious | carping | Boastful | Despondent | Optimistic |
|  | Hopeful | Evangelical | Satirical |  | Astonished | Censuring | Bombastic | Distressed | Starry-eyed |
|  | Optimistic | Exhilarated | Ridiculing |  | Baffled | Complaining | Bullying | Grave |  |
|  | Sentimental | Fervent | Risqué |  | Frustrated | Critical | Chauvinistic | Sad |  |
|  |  |  | Facile |  | Incredulous | Hypocritical | Self-righteous | Tragic |  |
|  |  | Forceful | (deliberately) |  | Puzzled | Vindictive | Superior |  |  |
|  |  | Passionate | Simple/ |  | Querulous | Scapegoating | Threatening |  |  |
|  |  | Jingoistic | Simplistic |  | Reactionary | Whingeing |  |  |  |
|  |  | Spirited | Foolish |  | Unreasonable | Xenophobic |  |  |  |
|  |  | Visionary |  |  |  |  |  |  |  |
| **Middle** | Amicable | Animated | Rustic | Businesslike | Conservative | Abusive | Condescending | Apologetic | Happy |
|  | Comforting | Convincing | Silly | Deprecating | Guarded | Acrimonious | Officious | Discouraged | Pleased |
|  | Conciliatory | Definite | Bantering | Earnest | Watchful | Aggressive | Patronising | Disappointed | Upbeat |
|  | Friendly | Determined | cavalier | Formal | Sceptical | Antagonistic | Cynical | Grumbling |  |
|  | Liberal | Expressive | Entertaining | Humble | Stubborn | Biting | Insinuating | Regretful |  |
|  | Open-minded | Flamboyant | Facetious | Matter of fact | Radical | Bitter | Negative | Solemn |  |
|  | Placatory | Patriotic | Humorous | Reasonable | Credulous | Confrontational | Pessimistic | Sombre |  |
|  | Supportive | Volatile | Ironical | Sensible | Defensive | Embittered |  |  |  |
|  | Sympathetic | Insincere | Quizzical | Straightforward | Obsequious | Hostile |  |  |  |
|  | Cheerful |  |  | Uncomplicated | Pleading | Outraged |  |  |  |
|  | Encouraging |  |  |  | Sycophantic | Raving |  |  |  |
|  |  |  |  |  |  | Scathing |  |  |  |
| **Least** | Contemplative | Apathetic | Amused | Balanced | Traditional | Annoyed | Moral | Mawkish | Cheerful |
|  | Diplomatic | Blasé | Frivolous | Calm | Courageous | Demeaning | Preaching | Nostalgic |  |
|  | Educated | Indifferent | Wry | Impartial | Undefeated | Disparaging | Schoolmasterly |  |  |
|  | Expert | Unmoved |  | Detached | Convincing | Grim | Didactic |  |  |
|  | Measured | Stoic |  | Understanding | Dogmatic | Insulting | Heavy-handed |  |  |
|  | Moderate |  |  | Bland |  | Hypercritical | Ponderous |  |  |
|  | Respectful |  |  | Clichéd |  | Scornful | Self-important |  |  |
|  | Trustworthy |  |  | Neutral |  | Snide | Stodgy |  |  |