

Part 2: Language Analysis

(Analysing how other people use language to express their point of view)

Persuasive devices- a brief overview.

1. Attacks

Attacks can attempt to belittle or embarrass or just plain insult an opponent. The idea is that the weaker you can make your opposition appear, the stronger you and your contention will appear.

Example: ***That's the sort of suggestion I'd expect from a nose-in-the-air toff like Turnbull.***

2. Colloquial Language

Colloquial (slang) language can be used in different ways. It can set the writer up as knowledgeable, on the inside of a social group. A writer may also use slang in a sarcastic manner, to attack an opponent or mock an argument. It may also be used to appeal to a reader's own sense of cultural identity, or reinforce a writer's overall tone.

Example: ***She's a top sheila that Jessica Rowe. Channel Nine are mad to give her the boot.***

3. Emotive Appeals

Like many persuasive techniques, emotive appeals aim to engage people's feelings, not logic or reason. If a writer can manipulate a reader to feel a certain way, that reader should be more likely to agree with the writer's overall contention.

Example 1: ***Soon we will see civilians lying dead in our own streets if we do not act against terrorism. (Appeals to fear)***

Example 2: ***In our society today there are people living without food or adequate shelter. Such basics of life can be provided if those of us who can afford to, give to organisations such as the Salvation Army, to help those unable to help themselves. (Appeals to compassion)***

4. Inclusive language

Inclusive language aims to directly address the reader, either personally or as a member of a shared group. This involves using such words as us, we, you, our.

Example: ***It is time for us to show our belief in the value of mateship and give generously to the Good Friday Appeal.***

5. Rhetorical question

A rhetorical question is one in which the answer is so obvious it is not required. The idea here is not to receive an answer, merely to reinforce a point.

Example: ***Should footballers be treated as above the law?***

6. Exaggeration

A writer may describe a situation in forceful, overblown language in order to make the issue seem more important or urgent than it may otherwise be considered.

Exaggerating the scale of an issue can draw an emotional response from a reader.

Example: ***Councils are losing the war against vandals (labelling it as a war makes the issue seem much more serious).***

7. Repetition

Repeating a single word or phrase a number of times for emphasis.

Example: ***We will all suffer for years to come unless we stop this government, stop them in the workplace, stop them in the polls, and stop them on election day.***

8. Evidence.

There are three main types of evidence: Anecdotal; Expert Opinion and Statistical

Anecdotal evidence

An anecdote is a tale involving real life events, a true story. Such stories can be used by writers as evidence to back their claims. To support a contention, and to make themselves appear more credible, writers often use personal anecdotes.

Example: ***I can tell you that, as a single mother of two, I received very little in the way of financial support during my attempts to return to fulltime work.***

Expert opinion

To make a writer's position seem more credible, they may quote the opinions of experts that correspond with their own. As in a court case, experts are often called on to make one side seem stronger and more believable.

Example: ***My stand on the issue of exposed underwear is supported by fashion designer Ruby Reed, who recently stated:***

"Anyone whose underwear is exposed due to low slung jeans should be punished as forcefully as possible."

Statistics

Like any form of evidence, statistics can be used to make an argument seem more conclusive, a writer's opinion more valid. Often statistics are used that are out of context, or from unreliable sources. As the saying goes, "There are lies, damned lies, and statistics."

Example: ***A recent survey found that 90% of students favoured no school uniforms at all.***

9. Generalisation.

This is a general statement about a group which applies to all of them rather than anyone in particular.

Writers use this to add impact to arguments. Example: ***Modern teenagers fear the future.***

10. Analogy.

A comparison between two ideas in which a conclusion is drawn about one from the similarity it has to the other. Analogies are useful to illustrate a difficult concept.

Example: ***Like a car our bodies need maintenance and fuel in order to run well. It is important to eat a nutritious diet and get regular exercise.***

11. Bias.

Bias is a prejudiced view, which generally ignores the opposing view. Biased language characteristically attempts to force the reader into judging an issue without knowing or considering all of the facts.

Example: ***"People who drive cars are selfishly polluting the environment with their exhaust fumes, not to mention their complete lack of regard for any person on a bicycle who gets in their way!" (Written by a cyclist)***

12. Pictorial support.

Photographs, cartoons, bold headlines and/or engaging graphics are used to focus the reader's attention on a particular aspect of the text, to reinforce the writer's contention.

Example: ***An article about the violence in the city of Melbourne accompanied by a photo of several people involved in a fight.***

ALLITERATION

Alliteration is a succession of words beginning with the same sounds. It is a device much favoured by headline writers, offering a catchy summary of the story to follow. However, as a rhetorical device it can also be quite glib and misleading. The temptation is to fall for the easily remembered and readily digested summary, with little or no analysis required. Alliteration is much favoured by the tabloid media.

“Doctor Death: Friend to the Dying”

- What do you think is the purpose of using such alliteration?
- What issue is about to be explored in the article to follow?
- What effect has been created by using this technique?
- How does it make the reader think?

Sample Analysis:

The loaded language of the Herald-Sun headline is a classic example of tabloid fearmongering. The catchy alliteration of ‘Doctor Death’ plays upon the reader’s worst fears. Most of us would think of our doctors as caring and competent people. For such esteemed professionals to be linked to ‘Death’, rather than healing, is indeed disturbing. Moreover, there is the still more alarming reference to the doctor as a ‘friend’ to the ‘dying’. Our worse fears (that the one who should bring us comfort in our last hours is an entirely different kind of ‘friend’), are here confirmed.

ANALOGIES / METAPHORS

Analogies : To compare - comparisons

Metaphors: Create a visual image

The most important things to remember with analogies and metaphors is to focus on what they are **suggesting** and hence what we as readers are meant to think, rather than what the analogy actually is.

Most analogies appear innocuous, even innocent, so beware of the writer’s intentions. Always ask yourself what is the purpose of using a metaphor, simile or analogy? How might it make a given audience think?

“A state without strong leadership is like a ship without a rudder.”

Sample Analysis:

Arguing that ‘a state without leadership’ is like ‘a ship without a rudder’, the Premier sort to play upon the fears of her audience that the leader of the opposition was too weak to be trusted. This simple analogy, understood by everyone in her audience, sought to play upon their fears that with a change in government could only lead to instability and lack of direction.

APPEALS | TO TRADITION

These appeals rely upon a sense of the past which is worth preserving. They can be very convincing, especially to an older, more conservative audience.

“The Union Jack has long had pride of place on the Australian flag. It would be a slap in the face to our forefathers if we were to abandon it now.”

Sample Analysis:

For state president of the RSL, Mr Brian Luxton, tradition is very important. Addressing the fellow members of his organisation yesterday, he drew on this sense of tradition and pride to argue in favor of retaining the Union Jack. Such references to tradition, combined with emotive comments about our ‘forefathers’, and how it would be a ‘slap in the face to them’ if we were to change the flag, could well appeal to the prejudices of his target audience.

APPEALS TO PAROCHIAL BELIEF / COMMUNITY.

Like appeals to tradition, this kind of rhetoric often implies a 'shared' set of values.

They may pertain to members of a local or school community, a town, or any area restricted in size and number.

“Residents of our ‘tidy town’ can feel justifiably proud of its achievements, and need no advice from outsiders as to how we should run our festival.”

SAMPLE ANALYSIS:

Using the inclusive term 'our' in reference to the town and its festival, the mayor sought to create a sense of outrage in his audience. Referring to those who have offered the town some advice on how to run its festival, he characterised them as 'outsiders'. Thus he appealed to the parochial feelings of the audience that 'their' town was being criticised by foreign elements.

APPEALS TO SYMPATHY

As the title suggests, such appeals are designed to win over an audience by appealing to its sympathetic side. They may often involve the use of emotive and exaggerated language to enhance their appeal.

“How can poor teachers, overworked and under-resourced, be expected to take on this latest curriculum initiative? It's simply heartless of the government even to propose such a scheme.”

SAMPLE ANALYSIS:

Brian Chalker, President of the Teachers' Association, appeals to the sympathies of the school board, arguing that 'overworked' teachers cannot possibly accept this latest curriculum 'initiative'. Contrasting the schemes of a 'heartless' government with the demands on 'poor' teachers, he seeks to highlight the victim status of his fellow professionals and spare them any extra workload.

APPEALS TO PATRIOTISM

Such appeals rely upon a shared sense of values regarding one's country, its past, and the need to defend it at all costs. Politicians can use them in quite devious and manipulative ways to coerce their audience into agreeing with a certain policy. No one likes to be thought of as 'unpatriotic'.

“All freedom-loving Australians, those with a true love for their country and its proud traditions, will support this latest military initiative by the government.”

SAMPLE ANALYSIS:

Arguing in favour of our military intervention in Afghanistan, the Prime Minister made an unashamed appeal to all freedom-loving Australians' with a true love for their country to support the government's military intervention. Such a blatant appeal to our patriotic fervor (with its rather sinister implication that those who oppose him are somehow unpatriotic) would, no doubt, be well received by the majority of his television audience.

There are many other kinds of appeals with which you should be familiar. They include:

- **appeals to common sense** (the rational approach would be to ..')
- **appeals to fair play** ('our sense of compassion and decency demands that...')
- **appeals to fear** ('our traditional way of life is under threat if.....')
- **appeals to self-interest** ('do the ratepayers wish to see their money spent in this fashion?')
- **appeals to guilt and shame** ('how can we stand by and see young lives wasted ...?')
- **appeals to family values** ('the traditional family unit has always protected')

ATTACKING THE PERSON

This kind of approach attacks the 'man', rather than seeking to address the argument. It is commonly employed by politicians and can be a quite successful diversionary tactic. You may have come across this persuasive technique before in clear thinking, and therefore will find it a little easier to identify. The skill here, however, is to identify the purpose of the attack rather than the attack itself. By deriding the opposing speaker, rather than addressing her question, our unnamed politician is seeking to avoid answering the question.

“The honourable member is nothing other than a criminal thug whose scurrilous question is not worthy of reply.”

- What might the effect of this technique be on a given audience?
- Can you think of other ways in which attacking the person' might be a useful rhetorical ploy?

SAMPLE ANALYSIS:

Seeking to divert attention from the question on notice, the Premier, instead, chose to attack the leader of the opposition for his supposed lack of integrity. Although greeted with howls of support from his own side, it is doubtful whether such a personal attack did much to enhance his own standing with the community.

EXAGGERATED LANGUAGE

The correct name for the use of exaggeration is **hyperbole**. This technique is commonplace in argument and often makes for interesting or even humorous reading. Often, however, it also involves conscious distortion of the situation or event being described. The trick is to recognise hyperbole when you see it, and not to simply refer to it as 'colourful language', instead you should try to identify exactly how the exaggeration works and why the writer has chosen to do it in a particular way.

“Victoria is teetering on the brink of disaster. Unless we can rein in government debt, our children and our children's children will be forever paying the bill.”

GENERALISATIONS

One of the most common devices used by people from all walks of life. Unless exposed to scrutiny, they can prove quite effective.

“All Australians Love their sport.”

SAMPLE ANALYSIS;

In his speech, supporting increased payments to the AiS, the Prime Minister argued that 'All Australians love their sport'. This kind of generalisation, offered without any supporting evidence, was clearly designed to lull his audience into accepting a quite radical increase in funding at a time of supposed budgetary 'restraint'.

EMOTIVE LANGUAGE

This is the kind of language designed to appeal to our feelings, rather than to the more rational side to our nature. It has its place in the language of rhetoric and is no longer automatically condemned, as it may have been in days past. However, in the absence of any rational argument, it can be thin and unconvincing.

“The flying foxes are simply poor defenceless creatures, destined to be culled in a heartless campaign of destruction by the department of parks and the environment.”

SAMPLE ANALYSIS:

In her letter to The Age, animal rights activist Terese Succar, makes a passionate appeal to "her readers to resist all efforts to cull flying foxes from our Botanical gardens. They are simply 'poor defenceless creatures', according to Succar- It is a heartless campaign being waged against them. Such emotive language, playing upon our sensibilities and our wish to be merciful to all helpless creatures, is most effective. Without needing to address more substantive issues of flying fox numbers and their impact on the gardens, Succar succeeds in painting the parks and the environment in a very bad light indeed.

JARGON

This kind of language is often designed to intimidate, setting up an artificial barrier between the speaker and his or her audience. The audience may feel so intimidated by the use of jargon that it readily accepts a proposition which is quite dubious.

“Barring unforeseen developments, the government's continued emphasis on fiscal restraint, combined with a tight monetary policy, should see our long-term budgetary parameters being met.”

SAMPLE ANALYSIS

The use of economic terms such as 'fiscal restraint' and 'monetary policy', would be readily understood by a group of financial journalists. However, in the context of an answer to a simple question by a caller on talkback radio, the treasurer's use of such technical jargon is clearly designed to baffle rather than enlighten.

LOADED LANGUAGE

Loaded language is language which is loaded with connotations beyond the obvious meaning of the words. Like emotive language, it is designed to appeal to our feelings, rather than to the more rational side of our nature. Much loved by the headline writers of tabloid newspapers, it can be quite an insidious form of persuasion. When identifying loaded language, remember to look for the positive and negative connotations of words and phrases and then more specifically, at the emotions they are seeking to elicit in the reader.

‘Sudden Death’

This headline appeared in *The Age* some time ago, headlining an article that dealt with the then recent spate of Police shootings.

SAMPLE ANALYSIS:

The loaded language of this highly emotive headline evokes images of imminent death, eliciting a response of shock in the reader. 'Sudden Death' implies a lack of rational assessment of the situation on the part of the Police force; suggesting a certain rashness. The police are meant to be the protectors of our society, and the notion of their harming, or even killing, us is a very confronting one.

RHETORICAL QUESTIONS

Strictly speaking, a rhetorical question is one that there is no need to answer because the answer is implied or understood. However at times a writer will answer his own questions which is a powerful variation.

Does the Prime Minister care about the rate of youth unemployment?

SAMPLE ANALYSIS:

The rhetorical question which the leader of the opposition asked of the Prime Minister was a classic of its kind. Does the Prime Minister 'care', asks his parliamentary opponent. The implication is clear; the Prime Minister does not care. Nor is the leader of the opposition interested in his reply.

REPETITION

This is a relatively simple device that consists of the repetition of a phrase or sentence. The overall effect is a rhythmic one, as the message is reinforced in the mind of the reader.

“These lazy people are bludgers, bludging on honest taxpayers.”

It is important to remember that this category is a general one. It is inadequate to simply say "...the author uses repetition to..." Rather, you need to be far more specific, identifying specifically how the repetition works on the mind of the reader.

SAMPLE ANALYSIS:

The constant reference to 'bludgers' and 'bludging' in Melissa Holt's letter reinforces the idea that many of the long term unemployed are preying on the good will and hard work of others. The repetition of this most reviled term in the Australian lexicon appeals to our loathing of all such 'parasites', supporting the notion that they are somehow 'un-Australian'.

SATIRE

Satire, as you are probably aware is the art of creating humour out of what was originally intended to be serious.

“In order to reduce the number of refugees entering Australia the federal government is now offering 'mystery flights' to all refugees upon their arrival.

SAMPLE ANALYSIS:

The satirical reference to 'mystery flights', and the notion that all refugees will be speedily shipped off to destinations unknown, plays upon popular perceptions of a cruel and heartless government.

STATISTICS

Like the use of jargon, statistics can be cited in ways designed to baffle or confuse an audience. One must look very carefully at the authority of the speaker, his or her knowledge in this area, and the way in which they are being applied.

Long term consumption of saturated fat can increase your risk of heart disease by up to 50%.

SAMPLE ANALYSIS:

The recent Olio margarine advertisement sought to compare its low cholesterol product with butter. Saturated fat in the diet can increase 'your' risk of heart disease by '50%', warned the advertisement. For a nation worried by an epidemic of heart disease, such a simplistic use of 'scientific' data could be most effective in selling a given product.

ANECDOTES

An anecdote is a kind of story and can be a highly effective rhetorical device. Usually a writer or speaker will draw upon evidence from personal experience, or from people that he or she has met.

I know many people who enjoy the odd flutter at the pokies. Not one of them is addicted to gambling.

SAMPLE ANALYSIS:

Seeking to trivialise the seriousness of the gambling situation in Victoria, a spokesperson for the hotel industry, Tania Parisi, referred in a rather light-hearted fashion to the 'many people' she knew who enjoyed the 'odd flutter at the pokies'. Such reliance on anecdotal information was an effective counterweight to the fairly dry statistical arguments presented by the opponents of legalised gambling.

PHOTOGRAPHS AND GRAPHICS

Although not strictly the focus of your analysis, you should still pay careful attention to the placement of photographs and graphics both within and outside the body of the text. Photographs and graphics which accompany newspaper articles are not placed there simply to fill in the gaps between columns. They have a specific purpose, and in a persuasive piece the role of the photograph or graphic is to contribute to the overall effect. Don't forget the innocuous looking pictures of the authors that often accompany opinion columns in the papers. How do you think these could work to the writer's benefit?

Words to describe tone.

Positive Words

Amiable Consoling Friendly Playful Amused
Content Happy Pleasant Appreciative
Dreamy Hopeful Proud Authoritative
Ecstatic Impassioned Relaxed Benevolent
Elated Jovial Reverent Brave Elevated
Joyful Romantic Calm Encouraging
Jubilant Soothing Cheerful Energetic
Lighthearted Surprised Cheery Enthusiastic
Loving Sweet Compassionate Excited
Optimistic Sympathetic Complimentary
Exuberant Passionate Vibrant Confident
Fanciful Peaceful Whimsical

Negative Words

Accusing Choleric Furious Quarrelsome
Aggravated Coarse Harsh Shameful Agitated
Cold Haughty Smooth Angry Condemnatory
Hateful Snooty Apathetic Condescending
Hurtful Superficial Arrogant Contradictory
Indignant Surly Artificial Critical Inflammatory
Testy Audacious Desperate Insulting
Threatening Belligerent Disappointed Irritated
Tired Bitter Disgruntled Manipulative
Uninterested Boring Disgusted Obnoxious
Wrathful Brash Disinterested Outraged Childish
Facetious Passive

Humor-Irony-Sarcasm Words

Amused Droll Mock-heroic Sardonic
Bantering Facetious Mocking Satiric Bitter
Flippant Mock-serious Scornful Caustic
Giddy Patronizing Sharp Comical
Humorous Pompous Silly Condescending
Insolent Quizzical Taunting Contemptuous
Ironic Ribald Teasing Critical Irreverent
Ridiculing Whimsical Cynical Joking Sad
Wry Disdainful Malicious Sarcastic

Sorrow-Fear-Worry Words

Aggravated Embarrassed Morose Resigned
Agitated Fearful Mournful Sad Anxious
Foreboding Nervous Serious Apologetic
Gloomy Numb Sober Apprehensive Grave
Ominous Solemn Concerned Hollow
Paranoid Sombre Confused Hopeless
Pessimistic Staid Dejected Horrific Pitiful
Upset Depressed Horror Poignant Despairing
Melancholy Regretful Disturbed Miserable
Remorseful

Neutral Words

Admonitory Dramatic Intimate Questioning Allusive Earnest Judgmental Reflective
Apathetic Expectant Learned Reminiscent Authoritative Factual Loud Resigned Baffled
Fervent Lyrical Restrained Callous Formal Matter-of-fact Seductive Candid Fortright
Meditative Sentimental Ceremonial Frivolous Nostalgic Serious Clinical Haughty Objective
Shocking Consoling Histrionic Obsequious Sincere Contemplative Humble Patriotic
Unemotional Conventional Incredulous Persuasive Urgent
Detached Informative Pleading Vexed Didactic Inquisitive Pretentious Wistful Disbelieving
Instructive Provocative Zealous

More words to describe tone.

These can also be used to describe characters in a Text Response Essay...

- Use these words in conjunction with brief quotations and succinct examples from the text.
- Always seek alternatives for common, over-used, vague words. Find alternatives here.
- Remember that use of sophisticated language is a criterion for your SACs and EXAM.
- Words give here have related meanings but they cannot necessarily be used interchangeably. Check your dictionary or thesaurus for exact meanings and to extend your vocabulary.

Accepting: complacent, docile, lenient, submissive.

Admirable: commendable, exemplary, meritorious, praiseworthy.

Aggressive: assertive, belligerent, forthright, militant.

Amiable: affable, considerate, likeable.

Angry: enraged, incensed, infuriated, vexed.

Apprehensive: hesitant, nervous, tentative.

Ardent: fervent, fiery, passionate.

Argumentative: cantankerous, critical, intractable, quarrelsome.

Assertive: dominating, empowered, forthright, insistent.

Authentic: genuine, honest, legitimate, reliable.

Barbaric: brutish, uncivilised, primitive.

Biased: discriminatory, narrow-minded, partial, prejudiced, subjective.

Bloodthirsty: murderous, vicious, unprincipled, warlike.

Bold: audacious, brazen, impertinent, insolent.

Charming: agreeable, appealing, courteous, manipulative.

Circumspect: careful, cautious, guarded, prudent, watchful.

Contemptible: corrupt, despicable, scorned, worthless.

Courageous: brave, gallant, heroic, intrepid, valiant.

Cowardly: faint-hearted, fearful, irresolute, spiritless, timid.

More words to describe tone.

Deceptive: artful, cunning, dishonest, equivocal, fraudulent, glib.

Difficult: defiant, irascible, provocative, rebellious.

Discontented: angst-ridden, alienated, disillusioned.

Disloyal: defiant, faithless, seditious, traitorous.

Dogmatic: arrogant, emphatic, uncompromising, intolerant,
authoritative.

Domineering: opinionated, officious, truculent.

Downtrodden: oppressed, persecuted, subservient, submissive.

Generous: benevolent, altruistic, kindhearted, magnanimous.

Good: dutiful, honourable, magnanimous, moral, obedient, virtuous.

Gullible: credulous, deceived, duped, manipulated.

Flattering: ingratiating, insincere, obsequious, smooth-tongued,
unctuous.

Happy: content, cheerful, ecstatic, exhilarated, jubilant.

Heartless: brutal, callous, cold-blooded, pitiless.

Hypocritical: two-faced, treacherous, perfidious, sanctimonious.

Idealistic: optimistic, Utopian, romantic, visionary.

Ignorant: unaware, uneducated, unintelligent, unenlightened.

Immoral: corrupt, depraved, malevolent, malicious, iniquitous.

Impatient: abrupt, brusque, curt, restive, rash.

Impetuous: impulsive, spontaneous, rash, reckless.

Intelligent: articulate, astute, perceptive, ingenious.

Interesting: captivating, compelling, fascinating, intriguing.

Just: dispassionate, ethical, fair-minded, unprejudiced.

Loyal: devoted, faithful, obedient, steadfast, trustworthy.

Malleable: adaptable, pliable, flexible.

Malevolent: draconian, malicious, venomous, vindictive.

Manipulative: artful, calculating, cunning, scheming, shrewd.

More words to describe tone.

Materialistic: acquisitive, selfish, commercial, opportunist, secular, worldly.

Mean: churlish, parsimonious, stinting, uncharitable.

Merciless: cruel, inhumane, ruthless, unforgiving.

Militant: defiant, hostile, warlike.

Moody: temperamental, volatile, petulant, changeable.

Moral: decent, ethical, honourable, principled, scrupulous.

Particular: fussy, fastidious, meticulous, punctilious.

Political: expedient, cunning, designing, machiavellian.

Pragmatic: practical, commonsensical, expedient, hard-headed, realistic.

Racist: (person): bigot, chauvinist, dogmatist, supremacist, zealot.

Racist: (attitudes and behaviour): biased, bigoted, discriminatory, prejudiced, intolerant, xenophobic.

Religious: devout, pious, faithful, spiritual.

Resilient: ebullient, irrepressible, optimistic, robust.

Sanctimonious: self-righteous, unctuous.

Self-interested: self-centred, self-focused, hedonistic, narcissistic, self-indulgent.

Sinful: corrupt, immoral, profligate, sacrilegious, ungodly.

Unbiased: broad-minded, egalitarian, judicial, impartial, objective, tolerant.

Unhappy: despondent, disconsolate, dispirited, forlorn, melancholy.

Unjust: discriminatory, illegal, iniquitous, partial, prejudiced.

Wicked: depraved, diabolical, fiendish, heinous, odious.

Wise: sagacious, circumspect, astute.

Now that you're familiar with the numerous persuasive devices and techniques out there, it's time to learn how to discuss their impact and overall effect upon the reader.

EFFECTIVELY ANALYSING LANGUAGE

Analytical language makes use of exact and specific verbs, adverbs and adjectives to describe what is happening in the text. You can see in the example below how careful choice of particular words contributes to a strong analytical focus for the statement. Note the exact and specific language used in the following statement.

“Initially, the reports and readers’ responses generated brief, at times emotionally charged, debate on whether or not drastic legislation was necessary to resuscitate Australia’s flagging organ donation rate.”

1. ‘Initially’ shows the writer followed the debate over time.
2. ‘Reports’ suggests the study of many texts and a grasp of the issue.
3. ‘Generated’ - a powerful verb suggesting grasp of issue and debate.
4. Succinctly states the issue. ‘Drastic’ suggests knowledge of legislation.
5. ‘Australia’s flagging organ donation rate’ - Author names a complex problem in five words.
6. ‘Resuscitate’ - Pun - appropriate to context of the issue.
7. Overall, the statement suggests understanding of the issue and knowledge of the language used.

What aspect of language use do the statements below analyse? Which words and phrases in the statement tell you this?

“The use of violent emotional language is designed to frighten the audience and convince readers that the government is dangerous”

“Consequently, it is difficult for the reader to refute the arguments advanced in the editorial”

“The iconic value of a large picture of a mother and child is that it initially draws the reader’s attention to the article and visually summarises the write’s contention.”

“ The most trenchant attack on the medical profession was that by Jason Kindleford whose whole piece, in high contrast to others, was engineered to harness emotions and, through the use of language designed to exclude readers from judging for themselves, garner deep sympathy for abused children.”

EFFECTIVELY ANALYSING LANGUAGE

Consider these examples from students' work.

How effective are they as analytical comments on the use of language?

“During the segment, outrageous accusations by RSL president Bruce Ruxton that the Cabinet is composed of ‘fairies’ are supposed to discourage acceptance of the government’s decision, but such opinated verbosity could cause the audience to question his expertise.”

“She raises many compelling arguments, highlighting each with a ‘bullet’. Her barrage of facts and statistics are enlivened with the occasional rhetorical question: “Is \$4000 to save a life too expensive?”, and short, dramatic statements: “Cars are statistically safer than swimming pools!” Be the repeated use of “we” - “We need to act now” - she invites the reader to concur with her view.”

“From the opening paragraph, the reader is commanded to ‘look’ at the picture which most would inevitably do. What we find is a clear, boxed photograph of Daniel, his bruised, yet beautiful face hiding his pain. On the lower half of the page, there are two unfocused photographs of Daniel’s sunglassed mother and stepfather. In both cases, the face is blurred and eye contact lost, alienating the reader and causing Daniel’s sharply focused features to stand out in contrast.”

In the same way, use exact words and phrases to identify and comment on the use of language in your set of texts.

EFFECTIVELY ANALYSING LANGUAGE

Cartoon Analysis Guide

Use this guide to identify the persuasive techniques used in political cartoons.

Symbolism | Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.

After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.

Exaggeration | Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.

When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.

Labeling | Cartoonists often label objects or people to make it clear exactly what they stand for.

Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?

Analogy | An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.

Irony | is the difference between the way things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.

When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion effectively?

EFFECTIVELY ANALYSING LANGUAGE

Working through an Analysis of a Cartoon

LEVEL ONE	
Visuals	Words (not all cartoons include words)
1. List the objects / people you see in the cartoon.	1. Identify the cartoon caption and/or title 2. Locate three words or phrases use by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.

LEVEL TWO	
Visuals	Words (not all cartoons include words)
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be most significant? Why do you think so? 5. List the adjectives that describe the emotions portrayed in the cartoon.

LEVEL THREE	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify symbols. C. Explain the message of the cartoon. D. What special interest groups would agree / disagree with the cartoon's message? Why?	

Once you've identified the **persuasive techniques** that the cartoonist used, ask yourself these questions:

- What issue is this political cartoon about?
- What do you think is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

PUTTING YOUR ANALYTICAL ESSAY TOGETHER ...

Collecting your ideas for analysis

If you're stuck, use the following table to map out your analysis

	ARTICLE ONE	ARTICLE TWO	ARTICLE THREE
Background information given? (Dot points)			
Evidence given?			
Omissions? Irrelevance?			
Persuasive language and images?			
Balanced? or biased?			
Tone / Style?			

Key questions for language analysis



TRAINING AND PREPARATION:

1: WHAT is the issue?

2: WHAT are the **IMPLICATIONS** of the issue?

3: WHO are the **stakeholders** or **parties** involved?

4: WHEN was this piece written? Is it in response to other pieces?

5: WHO is the writer?

DOES the writer have a **vested interest** in this issue?

DOES the author's identity affect his / her viewpoint?

6: WHAT is the writer's **PURPOSE?** What is their **POINT OF VIEW?**

7: WHO is the target audience?

HITTING A HOME RUN:

8. What **persuasive techniques** has the writer used and why has he or she chosen those particular techniques?

9. How does the writer want to **position** us on this issue?

10. How do the **persuasive techniques** used reflect this?

Step by Step guide: Annotating and Analysing Articles

PHASE 1: FIRST READING

Step 1: Read the whole article!

Step 2: After your reading, make some brief notes on use of **TONE**, the **ISSUE**, the **EVENTS** leading up to the issue and the writer's **CONTENTION**.

Step 3: Write down the intended **AUDIENCE** and whether the writer is mainly appealing to our **COGNITIVE** behaviour (our thoughts) or **EMOTIONAL** behaviour (our feelings) or perhaps it is both.

Step 4: Highlight any key **STRUCTURAL FEATURES** – is the article divided into key sections or marked by any significant shifts in tone? Are ideas repeated?

Step 5: Take note of any **VISUAL LANGUAGE** that is used in the article. Why has it been included, how does it assist in getting the contention across?

PHASE 2: SECOND READING

Step 1: Read the article again, this time highlighting any **LANGUAGE FEATURES** that strike you as being interesting, unusual, obviously persuasive or important.

Step 2: In the margins around the article, make notes next to the language features you have identified.
If you can, **IDENTIFY** the **TECHNIQUES** used or simply **DESCRIBE** the language used. Try to use **METALANGUAGE** (language about language) to describe what you are reading.

Step 3: Make notes in the margins about the **INTENDED EFFECT** of these language features. How are they being used to manipulate the readers thoughts or emotions?
Be **SPECIFIC** about how it makes readers feel or think about the people, events, situations or circumstances that are described.

Step 4: Look for **PATTERNS** in the use of persuasive language.
Use visual cues (arrows, circles, underlines, colour-coding) to show relationships between (compare, contrast, cause and effect etc) or repeated use of similar techniques or techniques that can be grouped together that have a similar intended effect.

Step by Step guide: Annotating and Analysing Articles

PHASE 3: WRITING the ANALYSIS (or Analytical essay)

Step 1: Write the **INTRODUCTION**. You must include:

- The title of the article and the author
- The type of article (letter to the editor, editorial, opinion piece etc)
- The publication details (where and when it was published)
- The events leading up to the issue
- The particular issue being discussed
- The writer's contention in regard to the issue
- The overall tone of the article
- The overall intention of the article (how are they manipulating the reader's thoughts or emotions) in regard to the particular audience.

Step 2: Consider how you will structure the **BODY** of your analysis.
Here are some options:

- a) (**For beginners**) Use PEE (persuasive technique, explain, evidence) to identify and describe particular techniques in turn
- b) (**For those with a bit more confidence**) Analyse each section of the article in turn (ie In the introductory phase of the article, the second phase, the concluding statements etc)
- c) (**For advanced students**) Structure your paragraphs according to techniques that are used that have a similar intended effect.
- d) (**For experts**) **Think of your own logical way to analyse the entire article, - this may include a separate paragraph on shifts in tone, combinations of the above techniques or entirely different ways of looking at the article.**

PHASE 3: WRITING the ANALYSIS (or Analytical essay) **(CONTINUED)**

Step 3: Write the body of your analysis.

Whichever structure you have selected, you must ensure that you cover the following in your paragraphs:

- Identification of persuasive techniques/description of use of persuasive language
- Examples of the techniques/use of language – quote directly from the article
- Explain how the language is used to position the reader and manipulate their thoughts or emotions.

Step 4: Write the conclusion – it will be very brief. Here you should summarise overall how the writer has attempted to persuade readers to accept their contention.

ANOTHER WAY OF 'TACKLING' AN ANALYTICAL ESSAY ...

Annotating and Analysing Articles: Another Approach

Adapted from Johnston, R. (2008) *Using Language to Persuade*. (South Melbourne: Oxford

University Press)

TRAINING AND PREPARATION: Ten Critical Questions

1. **WHAT** is the **ISSUE**?
2. **WHAT** are the **IMPLICATIONS** of the issue?
3. **WHO** are the **stakeholders** or **parties** involved?
4. **WHEN** was this piece written? Is it in response to other pieces?
5. **WHO** is the writer? **DOES** the writer have a **vested interest** in this issue? **DOES** the author's identity affect his / her viewpoint?
6. **WHAT** is the writer's **PURPOSE**? What **POINTS OF VIEW** is the writer presenting?
7. **WHO** is the target audience?

HITTING A HOME RUN:

8. What **persuasive techniques** has the writer used and why has he or she chosen those particular techniques?
9. How does the writer want to **position** us on this issue?
10. How do the **persuasive techniques** used reflect this?

STEP ONE: READING

- READ THE TEXT CAREFULLY (at least twice) and think about your TEN CRITICAL QUESTIONS (as above...)

STEP TWO: THINKING

- Identify 5 or 6 standout techniques and their effects.
- Annotate or comment - Name that technique!
- Why has the author used it? / What is the effect?

Annotating and Analysing Articles: Another Approach

Adapted from Johnston, R. (2008) *Using Language to Persuade*. (South Melbourne: Oxford University Press)

★ **STEP THREE: PLAN YOUR ENTIRE PIECE BEFORE WRITING.**

What techniques you will talk about?

Decide on the order

- Rather than listing a series of techniques, focus on how the writer uses them to position us to accept their point of view.
- Again, **DO NOT LIST THE TECHNIQUES** – Talk about how they are used + their effect.
- How does the technique support the writer's intention?

★ **STEP FOUR: Write an introduction that IDENTIFIES the issue. Include ...**

- The FORM / Text Type
- AUTHOR
- POINT OF VIEW being presented
- TONE

★ **STEP FIVE: BODY PARAGRAPHS**

- Vary your structure to avoid sounding repetitive.
- BE SUCCINCT – don't ramble on.
- You don't have to continually say "the writer says this because."
- Use alternatives to the words *reader, writer, audience, technique, effect, and tone*.

★ **STEP SIX: Write a conclusion**

- Summarise the content and purpose of the article.
- Comment on the effectiveness of the authors range of techniques.
- Is it a logical, emotional or balance piece?

PROBABLY THE BEST GUIDE OF THOSE PROVIDED IN THIS DOCUMENT ...

EFFECTIVELY ANALYSING LANGUAGE

Building the structure of your essay.

Plan a structure for the analysis that enables you to use language economically, to say what you want to say, and to meet the word limits. Look at the selection of texts you plan to analyse. Where can you make links like the following?

Between sections of the analysis:

Open each new section, that is, the analysis of each text, with a statement that, briefly but effectively, links it with what has gone before. For example, how are these links achieved in the following section openings?

Opening of section 1: “The most sensational text is that by ... (Text 1) which advances the need for action in the strongest possible language.”

Opening of section 2: “A more cool-headed approach to the problem is taken by ... (Text 2) In high contrast with (Text 1), ... discusses the issue in common sense terms.”

Opening of section 2: “Reader’s interested in an objective examination of the issue would find this in ... (Text 3), in which ... presents a selection of statistics to support her view that ...

Within sections of the analysis:

The following questions provide a scaffolding, a framework for building each section of your analysis. **You can vary the order** in which you address these points according to the key points you want to make about each text.

Construct each section of the analysis so that it answers three important questions.

That is analyse each text with the help of the following questions:

WHAT is being stated?

(The contention of the argument in the text).

HOW is it being stated?

(The kinds of language used - e.g. supporting arguments, evidence, choice of words, tone).

WHY is it stated in this way?

(The intentions of the writer, the likely effects on readers).

EFFECTIVELY ANALYSING LANGUAGE

Using language economically

Develop ways of expressing key points in a few words. For example, if you had written the following two sentences, what changes would you suggest to say the same things in a fewer words?

“She ends her article by quoting Justice Fogarty who headed the inquiry into Daniel’s death. The force of this quote is very strong as it again condemns society for not fulfilling our obligations towards children.”

We don’t need “article”. Why not?

So it becomes ...

“She ends by quoting Justice Fogarty...”

But here’s another way of expressing this major point.

“In a strong conclusion, she quotes Justice Fogarty, head of the enquiry into Daniel’s death, who condemns society for lack of care for our children.”

What changes have been made and why?

Look over the notes you have made on one of the texts. Can you combine ideas and details into longer sentences?

- **Experiment with different combinations of you key points.**
- **Write some phrases that could be alternative ways of expressing your main ideas.**

EFFECTIVELY ANALYSING LANGUAGE

Putting it all together ...

Once you have developed an overview of your collection - i.e. a detailed knowledge of the issue and range of language used - and selected three or four texts for detailed analysis, plan the analysis to the required length. Here are some ways of planning the report of your analysis (Analytical Essay).

1. Planning

- Select the highlights of the use of language
- Make brief notes on the general features of the use of language illustrated by these highlights
- Plan a logical order of presentation
- Select material to explain and support your main ideas

2. Scaffolding

- Lay out your plan as a scaffold, a framework to hold your analysis, as in the example below
- Use separate pages or boxes for an introduction, the section to be written on each text, and a conclusion
- Build the presentation by writing individual sections that you can fit together into the planned order
- Experiment with different ways of ordering your material - which order best supports your general statements about language?

Section 1: Introduction | Framing the analysis

- e.g. Wide and prolonged media coverage of controversial issue - produced contrasting opinions, contrasting language.

SAMPLE OUTLINE

	Section 2: Text 1	Section 3: Text 2	Section 4: Text 3
WHAT?	- Sense of outrage and hostility	- Contrary viewpoint	- Objective analysis of facts
HOW?	- Selective horrifying details - Use of analogy and rhetorical questions	- Contrasting language - Moderate tone - Appeals to common sense	- Selection of statistics - Examines problems - Highlights dilemma
WHY?	- Aims to shock and challenge readers	- To forestall strong action	- But, takes clear stand at end

Conclusion.

- Overall influence of the articles
- Does provocative language work with all readers?

SKELETON OF AN ANALYTICAL ESSAY - A USEFUL TEMPLATE

INTRODUCTION:

(State the issue) The [Herald Sun / Age] article concerns the issue of _____.

(Writer's contention) The writer (*name author*) supports the argument that _____ (*contention*).

(Analyse Title) The title, '_____ (*insert title*)' creates strong emotions of _____ (*insert emotion*) in the reader with the use of words '_____ ' and '_____ '.

BODY : (This can be 'recycled' in your body paragraphs for each article)

(*The writer's name*) uses loaded language such as '_____ ' and '_____ ' to arouse feelings of _____ (*insert feeling*) the reader. Statistics are also (*insert adverb such as strongly, regularly*) used. '_____ ' (*quote statistics like numbers, ages, data, facts*) states the number of '_____ ' (*what are the statistics facts for? eg. dog attacks in Vic.*) which helps to convince the reader to believe that _____ (*insert contention*).

The use of expert opinions also _____ (*describe the effect on the reader*). The writer (*or use author's name*) quotes from _____ (*name of source / expert*) who states, '_____ ' (*quote from article*) this convinces the reader that _____ (*contention*).

_____ (*insert adjective eg. horrific, overused*) case studies of dog attacks such as '_____ ' (*quote a sentence from the case study*) are cited by the writer in order to '_____ ' (*describe the effect on the reader*).

CONCLUSION

The writer persuades in a _____ (*insert adjective to describe the feelings the writer wants to show the reader, such as horrified, angry, surprised, serious*) tone to convince the reader that _____ (*write contention*). This article is successful/unsuccessful in reaching its intended purpose as _____ (*name techniques used eg: statistics, loaded language, expert opinion, loaded language*) were _____ (*insert judgement ie. frequently used, powerfully employed, constantly used. unsupported and overused.*)

Bash a cop - go directly to jail

THE ARTICLE

There's one civil liberty which is being glossed over In the debate over the response to street crime in the Melbourne CBD. The freedom to do your job without having the crap kicked out of you. The sickening attack on a plain clothes officer in Little Bourke Street early yesterday - the copper had his jaw broken by a drunken yobbo who king-hit him from behind - has prompted calls from the Victorian Police Union for mandatory jail time for anyone found guilty of assaulting police.

The proposal will no doubt be criticised by civil libertarians as a draconian over-reaction.

Given the recent history of the Victorian Police Union - which has often sounded more like the Teamsters than a credible mainstream industrial outfit - some would be tempted to dismiss any of its policy ideas as a matter of principle.

Others - principally lawyers - oppose any calls to proscribe sentences as a slight on judicial independence. They also argue that, as with the anti-biker gang legislation proposed by SA, NSW and (as of yesterday) Queensland, that there's plenty of scope within existing laws to tackle criminal conduct without over-the-odds measures which could impinge more broadly on our collective rights.

Then there's the question of the use of such proposals as a deterrent - or rather, their uselessness as a deterrent, in that someone who's off their chops and stumbling along Little Bourke St is unlikely to think through the consequences of snorting a cop anyway.

The last point might be true, but it ignores the fact that custodial sentences serve two purposes - to deter, and to punish. So unless you want to shrug your shoulders and abolish all sentencing on the basis that people keep breaking the law anyway, there's not much point arguing about whether jail is a deterrent or not. It's certainly a punishment. And only the maddest cop-hating ratbag would argue that whomever inflicted this violence on a young officer in Melbourne on Saturday should not be put away for a very long time.

As the law currently stands there's a chance that, even if this person is found guilty, they could be given a suspended sentence - first offence, too drunk to form the requisite intent to have committed the crime, provoked, all the usual wah that makes normal people hate the courts. As such you can see why the Police Union wants it to be mandated that people who attack cops must do some time for their crime.

It's a reasonable call.

A variation on this proposal already exists within the criminal law anyway, and it's called constructed intent, whereby anyone who fires a shot on the course of a robbery or a prison escape and kills a policeman or prison officer is regarded by the court as having intended to kill them, regardless of whether they were trying to do so or not.

It's an example of the law reflecting popular sentiment - namely that, if you're in a line of work where you put your own safety on the line every day to keep the rest of society safe, you deserve a bit of extra protection. And that anyone who dares hurt you will face tougher treatment because of your selfless and dangerous line of work.

The same could be said in the debate now underway in Victoria.

“People are entitled to go to work and not come home via a hospital,” Police Association secretary Sen-Sgt Greg Davies told Melbourne’s Herald-Sun, and I reckon most people would passionately agree with him.

One other point in passing - much of the violence in Melbourne is being sheeted home to party buses, those double-decker drunk-til-you-spew things that roll through our bigger cities every Friday and Saturday playing doof-doof.

It seems weird that, as the Government toys with a two-drinks-a-day rule for those of us who like engaging in a bit of quiet shiraz abuse at home, these binge buses seem to be getting away with what by definition is the recklessly irresponsible service of alcohol.

- David Penberthy

<http://www.thepunch.com.au/articles/bash-a-cop-go-directly-to-jail/>

... AND HERE'S THE ANALYSIS .

In response to the article - "Police attackers should cop jail"

The feature opinion piece "Police Attackers Should Cop Jail" (Herald Sun, Aug 2008) concerns itself with the issue of compulsory jail terms for anyone who attacks a police officer. Debate over this issue has arisen recently, due to the increased level of violence and alcohol fueled attacks against police in Melbourne. David Penberthy argues in a satirical and sympathetic tone that measures such as a mandatory jail term is needed to stop the violence. He believes that everyone is entitled to safety, that jail would be a deterrent and punishment and that laws would be fair.

Penberthy uses several arguments to strengthen his contention. One such argument is that everyone (police officers and the public), are entitled to feel safe. This is expressed by "there is one civil liberty that is being glossed over". A persuasive device incorporated to support this argument is an anecdote. This is demonstrated by "the sickening attack on a plain clothes officer in Little Bourke street early Sunday morning - the policeman had his jaw broken allegedly by a drunken who king hit him ...". The anecdote invokes sympathy and compassion from the reader, encouraging them to agree that measures need to be taken to stop this violence. Furthermore, it appeals to readers' fears that this could undoubtedly happen to their loved one or themselves as the victim was dressed in normal attire. Another persuasive device is an expert opinion and authority figure. An example of this is, "people are entitled to go to work and not come home via hospital," as said by Police Association secretary Sen - Sgt Greg Davies. This quote positions the reader to feel compassion for police officers especially, who risk their lives while working, whereas many people in the general public do not. It makes them feel guilty if they disagree with the mandatory jail term. The expert opinion also makes the argument more credible as it is by an important authority and is therefore more reasonable. It invites the reader to trust the writer, as going to work safely is a valuable civil right.

A second point raised by Penberthy is that jail would be useful as a deterrent and a punishment. This is expressed by the rebuttal, "ignores the fact that custodial sentences serve two purposes - to deter and to punish." Various persuasive techniques were used to support the writer's contention. A persuasive device used was emotive language. An instance of this is, "... only the maddest cop-hating ratbag would argue that whoever inflicted this violence on a young officer ... should not be put away for a very long time." The writer uses both emotive language and colloquial language for "maddest cop-hating ratbag." The colloquial language puts the reader and writer on the same level and highlights the point of both being regular people. This attempts to position the reader to believe that since they are a regular person too, they should agree with the notion that a jail sentence is essential ...

... it is also implying that if you believe that the attacker should not be put into jail, you too are a “mad cop-hating ratbag.” These words have very negative connotations associated with them, giving the reader images of filthy and dangerous criminals. Another persuasive device is analogy. This is demonstrated by “unless you want to shrug your shoulders and abolish all sentencing on the basis that people keep breaking the law anyway, there’s not much point arguing about whether jail is a deterrent or not.” The writer suggests that people who take the stance against the mandatory jail term, are reckless, disconcerted and irresponsible, and are therefore incapable of making such important decisions. Penberthy implies that abolishing all sentencing is like not having a jail at all, which would wreak havoc and cause further violence. The analogy invites the reader to agree and to paint the picture in a different perspective. Another persuasive device used is a cliché and is shown by “do some time for their crime”. This is also an example of assonance, which aims to entertain the reader and to bring things into focus. The writer is bringing into focus that people who attack police officers should be punished by serving out a sentence. The use of the cliché reinforces his contention and makes it easier to accept as it is the norm, and ultimately the right way to deal with such attackers.

Another argument Penberthy raises is that these laws are fair and reasonable. This argument is supported by “it’s a reasonable call”. Several persuasive devices were used to support this argument. An example of a rebuttal is, “A variation on this proposal already exists ... and it’s called constructed intent.” The rebuttal strengthens Penberthy’s argument and positions the reader to think the writer is very thorough and hasn’t taken account of all opposing views. This makes the view on compulsory jail terms more reasonable and discredits the opposing view. Another persuasive device is jargon, with the use of the words such as ‘requisite intent’ and ‘custodial sentence’. This makes the writer seem superior and knowledgeable, making his viewpoint more credible and trustworthy. These words are frequently used by lawyers and such could be aimed to exclude others and make them feel inferior. Another persuasive device is irony. This is demonstrated by “it seems weird that as Federal Health Minister Nicola Roxon considers the new drinking guidelines ... those binge buses seem to be getting away with ... reckless irresponsible service of alcohol”. This makes the law on compulsory jail terms seem more reasonable and fair compared to those of the drinking guidelines at home. It also humours the reader and ridicules and mocks opposing views.

Penberthy contends that a mandatory jail term is needed to stop the violence in the streets. This is supported by his most powerful argument that everyone is entitled to feel safe. The article was successful in reaching its intended purpose as emotive and colloquial language was powerfully executed and frequently used.

What are some of the strengths present in this student's essay?

What suggestions do you have for improving the flow of their piece?

Identify any words or phrases that you could incorporate into your own writing.