

Lesson 1:

So, you have all of the 'macro' components that you need in order to be able to comprehend and interpret an argument. This week our job is to figure out how to write an analytical argument analysis piece.

Task 1- Read and remember: There are 3 key things you need to remember at all times for Argument Analysis:

- You are **NEVER** part of the audience (even if the issue applies to you and no matter how you feel about the writer's opinion). This makes sure that your writing stays objective and formal throughout. There's sadly no room for your opinion or any first person 'I, me, my' here. Save these for presenting your argument.
- The author IS **ALWAYS** successful at convincing their audience to agree with their point of view. Your task is not to evaluate the quality of the argument they present.
- Read and understand the **BACKGROUND INFORMATION**- it really helps you to know what's happening! Often these pieces are quite random!

The following tasks are all based on the Section C text in the 2018 Insight Publications Trial Exam Paper for EAL.

Task 2:

Read 'Facing the future' by Eva Collis and the Background Information and check out the things you know you're meant to be looking for. Form? Publication? Date? Context? Author's position? How many pieces will there be?

Task 3- If at all possible, print the 2 pages out!

Trying to remember everything or writing a massive plan on another piece of paper are rarely helpful with this task.

Task 4: Read and paraphrase (put in your own words) the arguments you find down the **left hand side** of your page- number them

Annotate the visuals (only) on the **right hand side**- paraphrase argument, visual devices and consider the positioning of the audience through the combination of the written and visual argument

Extension: the headline, organisation or layout and length of the piece is relevant here too

Task 3: Re-read the piece and review the arguments you annotated.

Find a device and quote that is helping each argument to have an impact on the audience.

Highlight the key quote and annotate on the right hand side what the audience is positioned to do/think/feel

Task 4: Nice, you're ready to write! Here are 2 ways you can approach your intro:

35.1 INTRODUCTION

Your introduction should discuss the writer's contention and intention, the specific audience, the form, and the publication details, as well as the context of the issue. You might like to make a comment about the tone of the piece in the introduction.

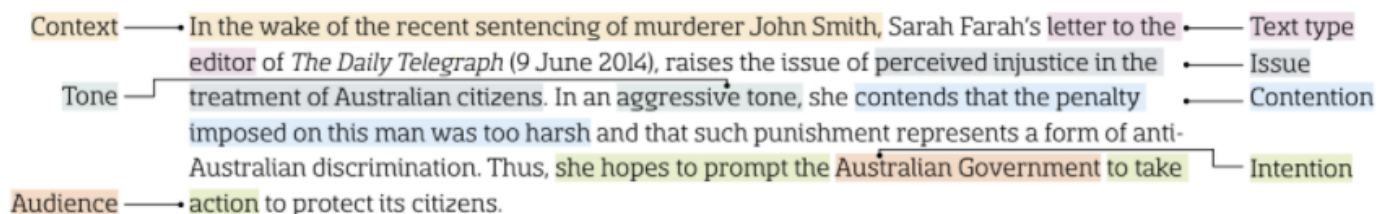
Here is a sample introduction structure:

The issue of (issue) was addressed in a (text type) for (publication) on (date). (Author) contends, in a (tonal word) and at times (tonal word) voice that (contention). The piece is predominantly (words about overall structure or style) in style, and seeks to position its (audience) to accept (intention).

Another sample introduction structure could look like this:

Following (context), debate resurfaced regarding (issue). In a (text type) for (publication) on (date), (author) argues in a (tonal word) and (tonal word) fashion that (contention), and seeks to (intention). The piece, targeted at (audience), (words about overall structure or style).

For example:



Oxford University Press, *Senior English Skills Builder*: p. 147

* Student: 'Wait! There are TWO texts- what do I do?'

Miss Waters: Good spotting, just add a bit

Eg. 'In response, commenter Ken Loung seeks to undermine Collis' opinion piece as they move their audience to consider that....' (contention, tone, impact on the audience)

Lesson 2:

Having your intro unpacked gives you a really good overall guide on these pieces! Use this to check and guide your thinking as you approach the remainder of the task!

Task 1: Let's practise writing some excellent pointy paragraphs and then we'll check out the sample response

There's no TEEL here

Use: ARGUMENT> DEVICE>QUOTE> IMPACT(what is the audience positioned to do/think/feel?)

Body paragraph #2: The visual- I like to do this early so you don't accidentally forget. Especially when it's at the top of the stimulus. Give it a go using the annotations you've already made for yourself :)

Argument (tie it to the written argument if possible)> Device (visual technique)> Example (placement and short description)> Impact (what is the audience positioned to do/think/feel in response?)

Use this start if you need: Collis' opinion piece features an image of a face with biometric recognition points overlaid. The lack of identity afforded to this individual facilitates her point that...

Body paragraph #3/4/5? The written argument

*** check your annotations***

ARGUMENT> DEVICE>QUOTE> IMPACT

and repeat- it's great to do 2 cycles of these in each paragraph if possible

ARGUMENT> DEVICE>QUOTE> IMPACT

and repeat- it's great to do 2 cycles of these in each paragraph if possible

ARGUMENT> DEVICE>QUOTE> IMPACT

and repeat- it's great to do 2 cycles of these in each paragraph if possible

* Wait, what's happening with the conclusion?

If there's a call to action- use that as your final analytical paragraph so that you can discuss what the author is asking their audience to go and do!