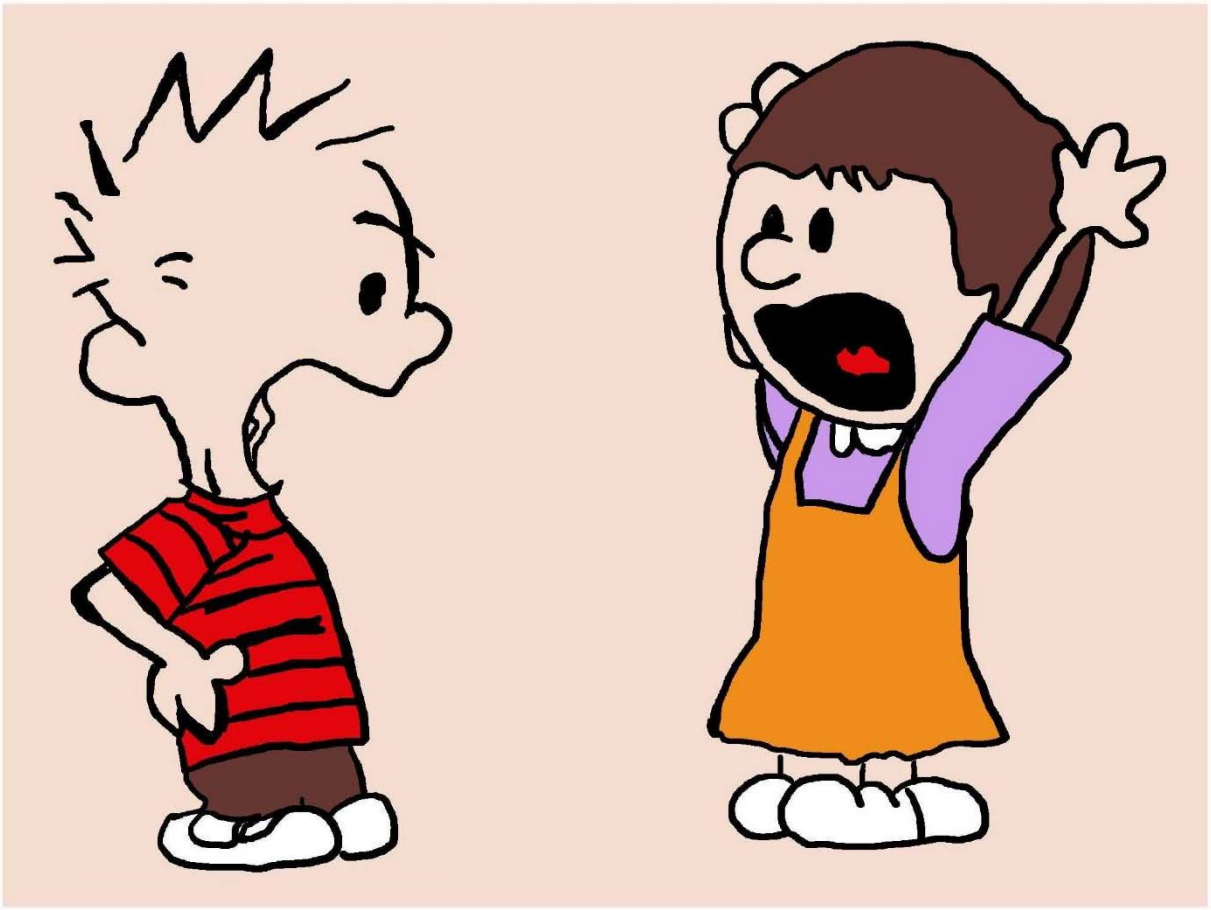
Analysing Argument



Common Mistakes, Word Bank & Sample Analysis

Address: Suite 101, 964 Mt Alexander Rd, Essendon, VIC, 3040
Phone: (03) 9663 3311 **Fax:** (03) 9663 3939
www.tsfx.edu.au
Postal Address: Post Office Box 75, Essendon, VIC, 3040
Email: admin@tsfx.edu.au **ABN:** 70 066 955 128

Understanding Effective Argument

One reason for your study of issues in English is that we live in a world where we are constantly subjected to attempts to persuade us, whether these be commercial, political, social or moral. You need to be able to assess the methods and motivations of a range of forces that have an impact upon your life.

Consider what persuades you best: is it flattery, hectoring, logic, appeals to altruism?

Consider the fine line between an emotional argument and a calmer, dispassionate one. How useful are emotional appeals?

Remember that some people may respond to these, yet others may find them annoying and intellectually shallow. For instance, what is more effective: pictures of crying children, or data about their plight?

Understanding the Use of Language

Analysing the use of language by writers and others is not just a case of looking at particular words and phrases, but understanding how they use language in an overall sense. Is the relentless logic of an argument what stands out, or is it the writer's ability to present the issue in a down-to-earth, everyday manner that everyone can identify with?

How important is humour in the art of persuasion?

Does the writer move seamlessly from the particular to the general and so present the reader with a compelling argument?

Are you more impressed by an article that contains a clever allusion to some other event, or an article that doesn't make you rush for your dictionary to check the meaning of a word?

Does colloquial language help in the presentation of an argument, or does it trivialise the issue and detract from the overall quality of the case being presented?

Think about how we all use individual words and phrases to achieve particular meanings. What does it mean to refer to the "chattering classes" in a debate about civil liberties? What does it mean when union representative Sharon Burrow is described as a "union boss", whereas the chairman of BHP is referred to as an "executive"?

Analysing Argument: Common Mistakes

1. Technique Rather than Analysis

One common mistake is for students to identify and analyse the techniques used, and then state whether or not they were used successfully. In so doing, they are resurrecting some of the skills which were taught in 'clear thinking' but failing to apply them in the manner required.

Another common error, into which some students fall, is to engage in argument or rebuttal with the writer, showing where his or her approach is mistaken.

Rather, what you must do is to show how the writer is using (or attempting to use) language to persuade readers to his or her point of view.

EXAMPLE

Text:

Organised crime in this state is now raging out of control. Unless the Premier acts to clamp down on these thugs, women and children will not be safe on our streets.

Sample Analysis:

The writer is using hyperbole which is ineffectual. Because we are aware of this, she is discredited, and her subsequent arguments appear false.

EXERCISE

- What do you think is wrong, or right with this analysis? Has the student correctly identified some of the demands of the task?
- What could be done to make it fit the criteria relevant to this task? Try writing your own analysis.

ALTERNATIVE ANALYSIS

In hyperbolic tones the writer describes the issue of organised crime as 'out of control' with 'thugs' threatening the safety of ordinary citizens. Such dire words imply a kind of anarchy, with the authorities powerless to act. Talk of children and their safety plays on the fears of many voters that that our city streets are not the safe places they once were, further heightening the community's sense of helplessness and alarm.

Can you see how this alternative analysis offers a more **sustained** exposition of likely audience impact?

2. Summary

This is the other major error made by many students when tackling this task. Instead of identifying the ways in which the writer has used language to persuade her readers, many students instead summarise what the writer has said. Be wary if you find yourself using phrases like:

- the writer states
- the writer says

EXAMPLE

Text:

Typical of the failure of our state government is the way it has grovelled before the green lobby groups and banned grazing of cattle in the high country. This would never have happened in the days when farmers had a say in the parliament. Unlike ivory tower academics, they have real knowledge of life on the land and the true meaning of the word conservation.

Sample Analysis:

The writer is clearly very angry about the failure of state governments to accede to the demands of the mountain cattle men. In most aggrieved tones he accuses governments, past and present, of bowing down to the demands of conservation groups.

Can you see how this student has merely *summarised* the text and paraphrased the writer's words, doing little to analyse the **impact** of those words? Instead you need to use more of what I like to call *adjectival analysis,* which means that you need to analyse and describe the techniques that the writer has used to persuade. Read the example below:

ALTERNATIVE ANALYSIS

Appealing to the rural readers of the newspaper, the writer criticises both the state government and various 'green lobby groups'. The government, especially, is mocked for its weakness in having 'grovelled' to those groups. The implication of this attack is that all politicians are cowards who will give in to the demands of pressure groups. This appeal to his target audience – rural and disaffected – seems designed to play upon their suspicions about 'out-of-touch' politicians. In addition, the writer seeks to lump together 'green lobby groups' with 'academics' in a kind of mutual guilt-by-association. They are depicted as being woolly idealists, in contrast to the sturdy common sense of men and women on the land. Such a dismissive approach positions the writer as being on the side of 'sensible' rural folk, while marginalising the concerns of 'green' groups as irrelevant and unrealistic.

Can you see how the latter analysis pays close attention to **the target audience**? It does not use broad generalities such as 'the general public'.

Practising Analysis

Some questions to ask about articles:

1. What type of media text is it?
2. What point of view on the issue does it present?
3. What is the writer's main contention?
4. What message about the issue is conveyed through the headline?
5. What is the tone of the headline?
6. How does the headline position the reader?
7. Who is the author of this text? Are they likely to be biased in any way?
8. Who is the intended audience of the text?
9. Does an awareness of the audience impact upon the point of view that is presented in the article?
10. How is the article structured?
11. How are the arguments positioned?
12. How are the counter-arguments positioned in relation to the arguments?
13. What is the writer's tone?
14. How does the use of tone encourage the reader to respond?
15. What emotive words and phrases are used throughout the article?
16. How does the emotive language position the reader?
17. What specific persuasive techniques are used in the article?
18. Is the presentation of the article comprehensive?
19. Is it balanced?
20. To what extent have all points of view been presented?
21. Has anything of importance been omitted?

Persuasive Language Techniques: Metalanguage

Adjectives
Alliteration
Analogies
Anecdotes
Appeals to Our Sympathy
Appeals to Parochial Beliefs & Values
Appeals to Tradition
Appeals to Patriotism
Associations
Assumptions
Attacks/Praises
Bias
Cliches
Colloquial Language
Connotations (positive or negative)
Colourful Words
Contention
Denigration
Descriptive Language
Elicit
Emotional Appeals
Emotive Language
Euphemisms
Exaggerated Language
Generalisations
Hyperbole
Inclusive Language
Irony
Jargon
Language Style
Loaded Words
Metaphors
Parody
Passive Voice
Photographs & Graphics
Puns
Repetition
Rhetorical Questions
Satire
Simile
Statistics
Syntax
Tone

Language of Analysis

Tone Words

Positive Words	Neutral Words	Negative Words	Negative Words
Amused Assured Cheerful Confident Delighted Empathetic Encouraging Engaging Enthusiastic Excited Facile Fervent Grateful Hopeful Humorous Jocular Joyful Jubilant Light-Hearted Nostalgic Open-minded Optimistic Passionate Proud Rational Sanguine Supportive Sympathetic Uplifting Vivacious	Adamant Analytical Assertive Authoritative Balanced Calm Candid Civil Collected Composed Concerned Didactic Dispassionate Dogmatic Emphatic Formal Forthright Frank Impartial Informal Level-headed Logical Matter of Fact Measured Neutral Philosophical Prudent Reasonable Relaxed Resigned Serious Solicitous Surprised Thoughtful Unemotional	Abusive Admonishing Aggressive Alarmed Angry Annoyed Apoplectic Arrogant Attacking Belligerent Belittling Condemnatory Condescending Confrontational Critical Cynical Deliberate (Self)-Deprecating Derisory Detached Disbelieving Discursive Disdainful Disgusted Doubtful Emotional Enraged Facetious Frustrated Heated Hysterical Impassionate Imperious Indifferent Indignant	Livid Mocking Naïve Narcissistic Outraged Patronising Pessimistic Rancorous Reproachful Resentful Sarcastic Sardonic Satirical Scathing Sceptical Self Serving Shocked Spiteful Truculent Vehement Vitriolic Whimsical

Adjectives to Describe the Author's Argument

Positive Words	Neutral Words	Negative Words
Assertive Compassionate Liberal Objective Partisan Persuasive Rational Strong Unbiased Upstanding	Cogent Logical Ominous Partial Pragmatic Realistic Vague	Apoplectic Biased Controversial Cynical Dogmatic Emotional Impartial Intransigent Overemotional Pejorative Prejudiced Provocative Repetitive Self-righteous Sinister Subjective Vindicatory Weak

Does the reporter:

Accept
Accuse
Agree
Announce
Argue
Challenge
Concede
Disagree
Discuss
Explain Things Fully
Persuade
Point Out
Raise Points
Seek to Dissuade
Warn

Verbs to Persuade

Positive Persuasion	Neutral Persuasion	Negative Persuasion
Arouses Encourages Enforces Inspires Stimulates	Addresses Explains Informs Invites Positions Prompts Reflects Utilises	Compels Confronts Coerces Provokes

Suggestive Synonyms:

Alleges
Alludes
Connotes
Conveys
Implies
Insinuates
Suggests

Synonyms for 'Encourages Readers to Feel':

Augments
Elicits
Evokes
Fuels
Fosters
Generates
Imbues
Incites
Instils

Synonyms for "Draw Attention to an Idea':

Accentuates
Emphasises
Enhances
Fortifies
Highlights
Incites
Instils
Intensifies
Lends weight to
Reaffirms
Underpins
Underscores

Verbs to Argue

Criticises/Undermines	Supports	Argues
Antagonises Berates Challenges Condemn Criticises Critiques Degrades Denigrates Denounce Derides Dismisses Disparages Distorts Questions Rebuts Refutes Rejects Satirises Subverts Trivialises	Acclaims Advocates Augments Commends Compounds Concretises Extols Intensifies Lauds Promotes Propagates Reiterates Vindicates	Admits Aims Asserts Attempts to Considers Contends Educates Endeavours Expounds Strives

Synonyms for "Reduce Pain/Suffering':

Abates
Alleviates
Desensitises
Mollifies
Pacifies
Placates

Synonyms for "Dismisses an Idea':

Diverts
Downplays
Discounts
Trivialises
Devalues
Besmirches

Synonyms for 'Negative Impact on Reader':

Alarms
Alienates
Confronts
Debases
Dehumanises
Disturbs
Exacerbates
Startles

Adverbs to Add Meaning

Defiantly	Disparately	Euphemistically
Ironically	Objectively	Polemically
Rationally	Recurrently/repeatedly	Subjectively

Nouns

Contention:

Angle	Observation	Opinion
Outlook	Perception	Perspective
Position	Side	Stance
Stand	Standpoint	View
Viewpoint		

Other Useful Nouns:

Allusion	Antithesis	Apathy
Connotation	Contention	Conviction
Credibility	Dichotomy	Epithet
Epitome	Ignominy	Inequity
Intention	Panacea	Paradox
Paragon	Pariah	Protean
Quotidian	Rhetoric	Stance
Tenor	Validity	

Other Useful Words

Accentuates	Ambiguous	Antagonistic
Assertive	Authentic	Biased
Blatant	Coherent	Condemns
Cynical	Distorted	Downplays
Effective	Equivocal	Evidence
Ill Informed	Impartial	Incoherent
Ineffective	Inflated	Intensifies
Ironic	Overemphasised	Partisan
Penetrates	Persuasive	Propaganda
Propagandist	Satirical	Simplistic
Sophisticated	Stereotype	Superficial
Supported	Tangible	Tentative
Under Emphasised	Understated	

Transitions & Linking Expressions

To introduce examples:

A further example
An example of this
An illustration of this
For example
For instance
Such as
There are (two, three etc.)
There are several examples
To exemplify this
To illustrate this

To introduce evidence or support or reasons:

Furthermore
To affirm this
To attest to this
To bear this out
To confirm this
To corroborate
To endorse this
To further confirm
To further verify
To substantiate this
To support this
To verify this

To introduce a contrast or difference:

Antithetical to this
At variance with this
Contradictory to this
Contrarily
Contrasting this
Conversely
Differing from this
Dissimilarly
In contrast to this
In opposition to this
In spite of this
Inconsistent with this
Instead
Nevertheless
Notwithstanding

To introduce a comparison or similarity:

Accordingly
Analogous
Compatible with this
In comparison to this
In concurrence with
In keeping with this
Just as . . .
Likewise
Similar to this
Similarly
So . . .
To balance
To collate

To conclude or summarise:

As a result
At last
Conclusively
Finally
In brief
In conclusion
In other words
In summation
It is apparent
It is evident
Therefore
Thus
To conclude
To recapitulate
To review
To sum up
Ultimately

To begin/introduce first or main point:

at the outset
first
first of all
from the beginning
from the inception
in the first place
initially
one . . . another
one . . . the other
originally
primarily
to begin (with)

To continue with other points or details:

accordingly
also
another
besides
consistent with this
in addition
in succession
in the next place
in the second (third) place
in turn
next
to continue

To indicate time or chronological sequence or progression:

Past – that which occurred before:

before
before this
beforehand
earlier
in earlier time
in the past
preceding this
previously
prior to this

Present – that which is occurring:

at present
at this moment
currently
now
now
on this occasion
presently

Future – that which is yet to come:

eventually
from this time
hereafter
in future generations
in the approaching days
in the course of events
in the future
in the future (years, ages, etc.)
in time to come
sooner or later

Same time as another occurrence:

as this occurred
at that moment
at the same time
concurrent with this
during the same time
in concert
in the meantime
just as
meanwhile
simultaneously
together
while

Other Transitions and Linking Expressions

Accordingly	Additionally	After
After all	After that	After which
Afterward	Albeit	Also
An additional	And	Antithetically
Another	As a result	As soon as
At first	At last	At the same moment
Before long	Besides	But
Conclusively	Consequently	Contrarily
Contrastingly	Conversely	Disparately
Dissimilarly	Earlier	Ergo
Etc.	Even if	Even so
Eventually	Finally	First (second, third, etc.)
For example	For instance	For this reason
From that moment	Furthermore	Hence
Hereafter	However	In addition
In comparison	In fact	In summation
In the first place	In the future	In the meantime
In the second place,	Indeed	Initially
Later	Likewise	Meanwhile
Moreover	Nevertheless	Next
Now	On the contrary	On this occasion
Once . . .	One . . . And another	One . . . The other
Or	Other	Otherwise
Preceding this	Presently	Previously
Prior to this	Similarly	Simultaneously
Soon	Subsequently	That is
Then	Therefore	Thus
To begin with	To illustrate this	To support this
Ultimately	When	Whenever
While	Yet	

Useful Phrases

The language used is designed to provoke …

The author is attempting to sway the reader by …

The author emphasises …

The writer questions the validity of this fact when he/she …

The author tends to …

The author probes this issue by …

Media attention is clearly focused on …

The article endorses … when …

The author contradicts himself when he states that …

The author opts for …

The focus of this article is on …

No attempt has been made to explore …

The text gives prominence to …

The author's attitude is exemplified by …

The text describes interesting developments in …

The article is aimed at … (describe the audience)

The argument presented in the article is designed to …

The position/opinion we are being asked to share is that …

The appealing imagery of this text is aimed at …

The author presents a point of view that contradicts the views expressed in …

The author concentrates on …

The clearest illustration of the author's purpose in writing this article is …

The strength of this article stems from …

The content of this article is dominated by …

The author evokes an emotional response when he …

A mood of … (e.g. scepticism) prevails in this article …

Visual interest in this text is created by …

The photograph is designed to evoke …

The article generates a feeling of …

The text intensifies the debate by …

The reader is positioned to respond …

A reader's response may well be to …

Vaccination is a community responsibility to keep all our children safe

Date April 13, 2017. The Age.

Dean Robertson

Herd immunity requires a large proportion of the population to be immunised to protect those who can't be immunised – the newborns, the kids on chemo, and the truly allergic.

The gloves are off in the immunisation debate. Prime Minister Tony Abbott has announced that parents who are "conscientious objectors" to childhood vaccination will lose their childcare and family tax payments, worth up to $15,000 per child. That's a big price to pay for the families of the 39,000 unvaccinated children registered by their objecting parents.

But this announcement is about more than putting conditions on government benefits – it reframes the fight for immunisation. In easy-going Australia, vaccination has long been an "individual choice", where apparently informed parents could politely decline the jabs for their precious progeny. Individual choice works for haircuts and handbags, but not for preventing infectious diseases that kill kids.

This is not an "individual choice" but is what economists call a free-rider problem, where the hippy children who benefit from herd immunity don't run the very small risk of receiving the needles.

Herd immunity requires a large proportion of the population to be immunised to protect the children who can't be immunised – the newborns, the kids on chemo, and the truly allergic. In northern NSW, where I work as an emergency doctor, high rates of conscientious objection mean herd immunity is dropping. These typically affluent and educated parents weigh the risks and benefits of vaccinating their little darlings, and in a community with high-quality medical care and low rates of infectious diseases, the objecting parents rationally conclude that not vaccinating is the better option.

The decision-making becomes clear when self-described "alternative" and "hippy" parents request vaccination against tetanus but not the other diseases. Why the difference? It's not because the hippy kids run around barefoot. Acceptance of the science of immunisation doesn't depend on the contents of the needle. The difference is that the tetanus-causing bacteria live in the soil and are not transmitted between children, whereas the other vaccine-preventable diseases live in people and are transmitted between children. This means that there is no herd immunity for tetanus, but there is herd immunity for every other vaccine-preventable disease. Many objecting parents know this, and ask for tetanus vaccination alone. They're basking in the benefits of an immunised community.

This is not an "individual choice" but is what economists call a free-rider problem, where the hippy children who benefit from herd immunity don't run the very small risk of receiving the needles. The traditional "informed choice" debate overlooks the free-rider problem, and assumes that objecting parents are somehow not weighing the risks for their children. Of course parents want to do the best for their children, as do conscientious objectors. But parents who vaccinate their kids are also protecting other parents' vulnerable children, shouldering some of the shared burden that helps make us a community.

Easy-going Australia accepts compulsion, such as taxation and third-party insurance, to solve other free-rider problems. Protecting our children should be no different. The conscientious objectors can view the $15,000 being removed from their pockets as a token of the disapproval of the community, supported by both sides of politics.

Childhood vaccination has never been about one child and one needle, about a parent's right to decide in isolation. It is a community responsibility, a responsibility that objecting parents shirk. Vaccination is about keeping all our children safe.

Dr Dean Robertson is an emergency doctor in northern NSW.

We owe it to everyone to get vaccinated

Date April 14, 2017 - 12:15AM

Editorial , The Age

In 1997, when the Howard government began the Immunise Australia program, only 75 per cent of one-year-olds and 64 per cent of two-year-olds were fully up to date with their immunisations. The subsequent concerted effort to ensure all Australian children had access to free vaccinations, through local councils, school programs and in medical clinics, as well as developments that ensured multiple vaccinations could be delivered through a single dose, have helped to lift the vaccination rate in this country above 90 per cent.

Complacency, ignorance, wilful avoidance and inordinately hysterical claims about the risks associated with vaccinations have kept immunisation rates stubbornly around this level. We need to lift the vaccination rate higher to improve the community's immunity and reduce the risks of contracting debilitating and potentially fatal diseases.

To this end, the Abbott government's plan to close a loophole by denying conscientious objectors access to the Childcare Benefit, Childcare Rebate and Family Tax Benefit Part A supplement is a welcome development, but it is not likely to make much difference to vaccination rates. In the past 15 years, the number of children whose parents claim they have a "conscientious objection" to vaccinations has increased almost tenfold, from about 4271 (or 0.23 per cent of children) in 1999 to 39,523 (1.77 per cent) at December. But this cohort of people who say they have personal, philosophical or religious objections to receiving vaccines still makes up only about a fifth of all the children who are missing out on immunisations.

There are some children, certainly, for whom vaccinations pose a genuine medical risk: their immune systems may already be compromised, for example, or they have demonstrated allergies. But there are tens of thousands of other children who are not getting the protection that they – and the wider community – deserve.

There may well be some people who opted out of the immunisation program on personal or philosophical grounds and for whom the loss of government payments is going to make a significant financial difference. But while the government's carrot-and-stick approach might flush out bogus adherents to the anti-vaccination mythology, it is not going to change the minds of others. The denial of payments apparently hasn't made much difference to the thousands of other Australian families who are too lazy, selfish or indifferent to have their children vaccinated.

Tighten the payments loophole, by all means, but do more. We suggest governments at all levels should conduct vigorous education programs extolling the genuine and verified benefits of immunisation, and explaining how vaccinating entire communities protects everyone from disease and reduces the risk to the fraction of the community who genuinely should not be vaccinated.

It is imperative, too, for the government and medical community to take every opportunity to debunk the false "science" and myths peddled by anti-vaccination merchants. While there will continue to be an exception for the few families who have a genuine religious objection, too much has been left to personal choice in the immunisation program. It should be a whole-of-community commitment, and it needs to be constantly reinforced.

ANALYSING AND COMPARING ARGUMENT AND LANGUAGE

'Vaccination is a community responsibility to keep all our children safe' – 'The Age'- 13 April 2017 and 'We owe it everyone to get vaccinated' – 'The Age' – 14 April 2017

Task: Read the sample analysis and note the colour code to make sense of the different colours used to highlight argument techniques and language techniques. This analysis moves in and out of the opinion piece and the editorial in order to make a stronger comparison.

Colour code:

Orange – context of issue
Blue – Analysis of Robertson's opinion piece
Pink – Analysis of the editorial
Brown – Analysis of Pavilidis' cartoon
Green – Topic sentence presenting arguments from both articles
Yellow highlight – Analysis comparing argument technique from Robertson's article and editorial
Yellow highlight – Similarity in argument technique between Robertson's article and the editorial
Purple – Analysis of language from Robertson's article and editorial showing similarity

In light of the government's decision to withdraw childcare and family tax payments from parents who are "conscientious objectors" the role of parents in vaccinating their children has become a topic of discussion. Northern NSW emergency doctor, Dean Robertson's opinion piece (April 13, 2013) published in 'The Age' with an authoritative headline, 'Vaccination is a community responsibility to keep all our children safe' is a passionate attack on those who ignorantly choose not to vaccinate their children thereby compromising the "herd immunity" essential for the protection of the whole community, especially vulnerable children. The editorial with a headline in much the same vein but using colloquial language, 'We owe it to everyone to get vaccinated' published in the same newspaper the next day also asserts in a straightforward manner that the government needs to introduce more stringent measures. The editor specifies the need for education programs highlighting the benefits of the immunisation program to increase the level of immunisation and thus improve the community's immunity. The cartoon included with Robertson's opinion piece by Jim Pavlidis contends that parents who remain against immunisation are indifferent to the consequences in terms of children contracting disease as well as government's denial of family payment.

Both the expert opinion and the editorial argue that vaccination is a community responsibility. Robertson's assertion is underpinned by his use of cause and effect, explicitly, linking the decision of some parents and the increase threat to safety of children with the argument expounded by 'The Age' editorial which similarly employs reason and logic linking the decisions of some parents that threatens the safety of all including defenceless children. In a frustrated and disparaging tone Robertson employs phrases such as "infectious diseases", "kill kids" and "the newborns, the kids on chemo and the truly allergic" to appeal to parents' empathy highlighting that individual choice is detrimental to

the health of others. In addition, he cites "39,000 unvaccinated children registered by their objecting parents" appealing to Australian parents in particular, to act on their social obligation to vaccinate their children. Thus, his statistic targets parents' inherent protective nature to assist the vulnerable. 'The Age' editorial however is far reaching in targeting parents of young children in the way it incites anxiety which is reflected in phrases such as, "debilitating", "potentially fatal diseases' and "vigorous". Consequently, in a grave tenor capturing the innate fear of death and suffering of children the editorial motivates most parents of babies to take immediate action and this is consistent with the features of an editorial. Thus the editor provides a series of statistics mapping the historical change in vaccination rates. In 1977 immunisation rates were such that "only 75% of one-year-olds and 64% of two-year-olds were fully up to date with their vaccinations" however in the "past 15 years …conscientious objection to vaccination rates have almost increased tenfold". This heightens the severity of the issue and parents of little children would be forced to re-consider their decisions. Consistent with this, Robertson defines community as "shouldering some of the shared burden that helps make us a community". Furthermore, his argument reflects his profession and he utilises his experience as an "emergency doctor" deriding parents who "shirk" their duty accusing them of using faulty logic in choosing not to vaccinate their children because they live "in a community with high-quality medical care and low rates of infectious diseases." Also in a forthright manner he constructs his case articulating his informed view that the onus to vaccinate should be shared by all, reinforcing this with his repeated use of the phrase "herd community." This colloquial phrase has become a significant feature in the vaccination debate and as Robertson utilises it to specifically target readers who do not vaccinate, and they in turn would feel scrutinised and attacked. 'The Age' editorial however rouses disgust at the carelessness and recklessness of those who oppose immunisation by employing strong nouns, such as "complacency, ignorance [and] … avoidance". This sharp attack would raise the level of concern at the continued increase in the lack of vaccination in the wider community.

Both the written articles and the cartoon assert that individual choice is selfish by utilising an ad hominem attack directed at the behaviour and motives of parents who choose not to vaccinate their children**.** This would incite a harsh reaction from those who vaccinate their children and those who themselves are immunized. While Robertson also employs repetitive pejorative phrases such as "hippy children" with "typically affluent and educated parents" ridiculing those who deprive their own children of vaccinations and still aim to keep them disease free, the editor does the same with phrases like, "bogus adherents to the anti-vaccination mythology", "too lazy" and "hysterical claims". Thus, through the editor's attacking and assertive tenor which also works to anger those who have followed medical advice to vaccinate and protect their children to denounce those who willingly choose to flout it. Consequently, parents who have chosen to keep their children free of inoculation would possibly feel guilty. Thus, both writers position the readers who inoculate their children to feel morally superior and proud that they have taken the appropriate measures to protect their children and ultimately the community at large. Furthermore, Robertson continues to condemn those who believe that "not vaccinating their children is a better

option" using the ad hominem attack to provoke parents who make this choice to reconsider it, implying that if they are educated they will agree with him and take advantage of the benefits vaccination offers. Conversely, Pavlidis' cartoon uses a faded yellow background and positions a child with harsh green and red blotches to exemplify the harm caused by non-vaccinators. The combination of colours connotes the damaging impact of those who are against immunisation. Thus, consistent with the features of a cartoon it is complemented with the caption, "it's a lifestyle choice" implying that those who claim that there are benefits in not vaccinating their children willingly submit them to the life of sickness and potential fatal effects.

The editorial goes further, suggesting that denial of family benefits does not offer any solution in increasing vaccination rates but advocates that an education program offers hope. Thus, she/he uses reason and logic persuading most readers to accept the premise that withdrawing family benefits does not necessarily modify parental behaviour and thus implies that other strategies that are positive would bring about the change that is needed. Using the authoritative collective pronoun "we" the editor asserts that the whole society has a role to play in achieving change and that "government at all levels" should take action to increase vaccination rates. By specifying the nature of the program with strong verbs like, "extolling" and "explaining" to refer to the "vigorous education program" readers who already vaccinate their children will readily agree that this approach is logical. At the same time, the editor's metaphoric phrases "carrot-and-stick approach", "tighten the payments loophole" and "myths pedalled by" are also colloquial in nature. Thus, the blunt language would enable most adults to accept the argument that education is ultimately the way to achieve change. The editor also employs a sharp and damning lexicon with phrases like "families who are too lazy, selfish or indifferent" and "bogus adherents to the anti-vaccination mythology" which is not only denigrating but connotes malfunction and lack of care of parents for their own children and the larger community. Furthermore, the editor specifies the role for the "medical community" declaring that they should "debunk the false 'science." Thus, the editor appeals to expert opinion and the concerned readership would support the idea that knowledge and expertise should be utilised with "a whole-of-community commitment". Ultimately, the editor reveals a sense of reason and logic while also appealing to empathy by acknowledging "an exception for the few families who have a genuine religious objection". With this accommodation most readers would accept the position proposed that new strategies to increase vaccination is imperative.