

## Appraisal and Journalistic Discourse

The following material has been extracted from *Media Literacy* which was written by **Rick Iedema, Susan Feez and Peter White** as part of a research project under the leadership of Jim Martin. The project was conducted for the Write It Right project of the Disadvantaged Schools Program of the New South Wales Department of Schools Education.

(Iedema, R., S. Feez & P.R.R. White. 1994. *Media Literacy*, Sydney, Disadvantaged Schools Program, NSW Department of School Education.)

The extract is taken from a chapter which firstly sets out an account of the primary genres/sub-genres of journalistic discourse and then goes on to explore registerial variations associated with the different journalistic roles of 'reporter', 'correspondent' and 'commentator'. Here I have included:

**Section A:** An account of some of the key argumentative or persuasive media genres (taken from a longer section on media genres).

**Section B:** Where the Appraisal system is introduced in order to explore 'objectivity' and 'subjectivity' in journalistic discourse and to explore how the different 'voices' or sub-registers of journalistic discourse can be seen to vary according to their different use of Appraisal values. This section represents the earliest published account of the Judgement (assessments of human behaviour by reference to social norms).

### Section A: 'The Commentary'

The editorial page with letters to the editor and the comment and opinion articles normally follows the 'hard' news, the human interest stories, and the international news. Similarly, in the electronic media, news bulletins are followed up with current affairs programs which present discussions about issues or events. Often these discussions involve people giving their opinion, or arguing a case. The texts which present arguments are often called 'commentaries' or 'comments', because they offer opinion.

Newspapers no longer see their role as principally conveying the "hard" news of the day. The electronic media, and especially radio, usually beat them to it. That is one of the reasons why newspapers have had to carve out a new niche for themselves. One strategy has been to foreground opinion by presenting comments in tandem with "hard" news on the front page. The structure of the newspaper has not been altered altogether however. The first pages are still dominated by "hard" news in terms of both presentation (layout and font size of the Headlines) and quantity.

The social purpose of argumentative texts is to argue a case in such a way that the audience is convinced of the truth of the viewpoint or the merits of the proposal. The purpose of, for example, "*Morality overrides regional economics*" (*Australian*, 28/9/92, p. 1) is clearly to bring the reader round to the author's view that we have a right to ask the Japanese emperor for an apology, even though he was not directly involved with Japanese war crimes:

## Text 1

Headline  
byline

### Morality overrides regional economics

By Greg Pemberton

**Orientation** Tim Fisher's call on the Japanese Emperor - who has been invited to Australia - to apologise for war atrocities is consistent with the attitude of other powers in the region. China, South-Korea, Singapore, Indonesia and the United States have all pressed the Japanese Government for an official apology.  
Mr Keating has lectured Australians that economics is "the main game". Concerns over trade, however, should never be allowed to override concerns over human rights abuses, even if now in the distant past.

**Thesis** It is true that time heals most wounds. Mr Fisher recognised this when he suggested Australia's relationship with Japan must move on from the war years.  
The economic relationship is vital to us. But death, destruction and other atrocities should never be dismissed lightly.

**Argument 1** Australia should not replace its earlier genuflection before the European and American powers with a new cultural cringe towards Asian nations.  
We will only be respected for our independence when we are prepared to speak our minds - reasonably and firmly - on things that matter to us.  
The Chinese Government has not forgotten Japan's wartime atrocities during its aggression against that country. It is expecting some form of apology during the Emperor's forthcoming visit.  
It is unlikely the Emperor will apologise personally. He was not Emperor during the war. It is unlikely that the apology will be couched in explicit terms. But there will probably be some form of recognition of an apology, which is no more than Mr Fisher expects.

**Argument 2** War necessarily involves death and destruction and inevitably leads to other abuses of human rights. Sometimes there is justification for a State to take military action; sometimes there is not.  
Even when the military action is justified in an overall sense, it may lead to specific actions that are not justified under any circumstances.  
Japan's aggression against China in the 1930's can never be justified.  
There is some case for arguing that Japan, although the principal aggressor, was not solely responsible for the outbreak of the Pacific war. But no excuses can be raised for the many instances of appalling Japanese treatment of captured service people and civilians.  
If the Japanese history books are to have details of such matters removed or muted, then it is very important that other countries remind the Japanese people of the truth. Such strong moral stances demand consistency for them to be seen as credible and respected.

**Argument 3** The reportedly negative reaction of the Prime Minister's Office to Mr Fisher's proposal is something of a break with Labor tradition.  
After World War II the Chifley Labor government was one of the Allies' most vigorous proponents of retribution for Japanese wartime atrocities.

**Reiteration of thesis** Time heals most wounds, but this does not mean such things should be forgotten.

## Text 2

The following argumentative text by leading Sydney talk-back radio personality, John Laws (2UE, 11/8/92), is similarly "expository". Here Laws sets out to convince

his listeners that the Federal Coalition's just announced industrial relations policy is a brilliant initiative capable of providing enormous economic benefits, and those who question or challenge it are fools, cheats or "lunatics".

THESIS (*the Coalition's new industrial relations policy promises major, beneficial reforms and should be welcomed by all right-thinking Australians*)

Now the battle has begun, make no mistake. The industrial relations policy John Howard unveiled yesterday will be the most significant issue at the next election and Liberal voters will be saying, "thank God", because they weren't getting too far with the GST. It will occupy the minds of Federal politicians, it will dominate political debate until then. It's the most significant change to industrial relations since the early days of Federation, turns the system on its ear.

ARGUMENT - REFUTATION (*those who oppose it do so by distorting the facts*)

Over the months until the election it'll be the subject of dire warnings, extravagant claims by Labour and Union leaders who will seek to paint it as a recipe for industrial chaos, economic collapse, of the decline of Australian society. Well that is all garbage, that is all absolute garbage and already the mumbling Martin Ferguson has started on, and Peter Cook has started on this escapade of distorting the facts.

ARGUMENT (*Australian workers have nothing to lose and everything to gain from the new system*)

The basis for the whole thing as I read it, correct me if I'm wrong (pause), but I'm not, the basis is you cannot earn less but you can earn more. Now can that be bad, can that be bad. Now if you're a pussycat and you say "oh jeez, I'm not going to ask for more", then stay where you are. If you are earning X plus Y because you are getting penalty rates in the form of Y, you will still get the same amount of money. If you want more, go for it. Have a go. Now isn't that Australian? Isn't that really what it's all about.

ARGUMENT (*the government and unions secretly favour the sorts of changes outlined in the new package but are prevented from acting by their connections with extremist radicals*)

Anyway, the talk we are hearing so far from the trade union movement is garbage. You see the government and the unions recognise the need for reform, that's why they are moving in a similar direction, in a similar direction, but the government, this government has to do it at a snail's pace cause it has to placate the left wing, the lunatic socialists that we have in our government, they've got to placate them, or they have to hold their hands, "oh don't offend them", so they have to tread warily, they have to go slowly, so they are doing it in a half baked fashion.

The big difference is that John Howard's policy, freed from the need to protect, will offer more sweeping reforms at a greatly accelerated pace. Much the same thing, sure, much the same thing, no argument there.

ARGUMENT (*opponents of the new package are wrong when they claim it will allow bosses to exploit workers. In fact, the people who are being exploited under the current system are the bosses, not the workers*)

Already the unions and the government are trying to engender fear, engender panic, "it's a return to the master servant mentality, which is idiotic, it's a return to exploitation, which is idiotic, all rubbish.

What the unions don't like of course is that the Coalition's policy removes their exploitation of employers which has been going on for decades, because the unions have been the ones who have been exploiting the employers. Isn't an employer being exploited when he has to pay holiday loading? Isn't he being exploited when he pays crippling penalty rates or forks out for accumulated sick leave. I couldn't believe Martin Ferguson saying these people are offering four weeks holiday a year. In America you get two weeks holiday a year, in Japan you get two weeks holiday a year, in here, in Australia they are offering double that amount and he says "you are only ooh, ooh, only going to get four". mean, I can't believe this mumbling goat going on like this. Union muscle has kept this country in the industrial dark ages, no doubt of it.

ARGUMENT (*the new package embodies democratic principles*)

The Coalition approach is founded on four principles: the right of individuals to make direct contracts concerning their working conditions, the right of individuals to decide without discrimination or recrimination whether or not to join a union, the upholding of the common law authority of the civil courts in industrial matters so that all parties should be equally accountable before the law, all parties, and the right of unionists to form their own enterprise or work-place unions. Now from where I sit that is what democracy is all about. Now we say, here we are living in this great democracy. How can it be a democracy if you don't get a job if you don't join a union? How can it be a democracy, impossible, contradiction in terms.

REITERATION (*new package offers major benefits and should be supported by all*)

John Howard's proposal will drag Australia into the 21st century. It will make Australia internationally competitive. Isn't that what we should be all about, I would have thought so.

### Models of Argumentative Genres

Previous Disadvantaged Schools Program research into factual writing in the primary and secondary school contexts identified the **Exposition** as the genre which, in that domain, is "used to put forward a point of view, or argument" (DSP 1989, p.20). The structure of the Exposition is described as follows:

Thesis ^Arguments 1-n^Reiteration

The factual Exposition begins with a "Thesis" section in which the author's position or primary argument is presented. Often this "Thesis" stage may also include a sub-stage where the argumentation in favour of that position, which is to follow, is briefly previewed. Then follow the supporting arguments. Finally the author restates the original thesis in a concluding "Reiteration" stage.

Pemberton's text has a clear "Thesis" or statement of position stage by way of introduction, and then a series of supporting arguments, some of which are elaborated. In both the first and the fifth paragraph the author presents his primary position: warcrimes should not be forgotten, and so it is justified to ask the Japanese emperor for an apology for Japanese war crimes. Pemberton presents a number of supporting arguments, and the final par of the text restates the thesis.

The John Laws text set out above has a similar structure. An initial thesis is clearly stated by way of introduction, a set of arguments in support of that position are assembled and then the whole structure is neatly rounded off by returning to the point of departure, the initial statement of the author's position in a brief, but explicit Reiteration. This was a spoken text which Laws made up as he went along and which was spoken live-to-air.

There is a clear family resemblance between the factual Exposition and the journalistic "comment/opinion" piece. We can say that the factual Exposition and the Media Exposition are *agnate*, because their social purpose and their overall structure are the same.

## Comment versus Hard News

### Communicative Objectives

How are these Media Expositions different from the News Stories we looked at above? Most importantly, News Stories are about specific events, while Media Expositions are about issues and opinions, and they tend to take a more general view on things. News Stories are concerned with specific details about when and where and who, and this is why we find many time, place and people references, and many doing and saying processes. Expositions are concerned with why speakers or writers believe something is or should be the case, and that is why we find many instances of logical conjunction. In Laws' Exposition we find many conditional conjunctions ("If..., then..."):

Argument 1

The basis for the whole thing as I read it, correct me if I'm wrong (pause), but I'm not, the basis is you cannot earn less but you can earn more. Now can that be bad, can that be bad. Now if you're a pussycat and you say "oh jeez, I'm not going to ask for more", then stay where you are. If you are earning X plus Y because you are getting penalty rates in the form of Y, you will still get the same amount of money. If you want more, go for it. Have a go. Now isn't that Australian? Isn't that really what it's all about.

*conjunctions expressing condition*

We also find many causal conjunctions, and conjunctions expressing contrast:

*conjunctions expressing cause*

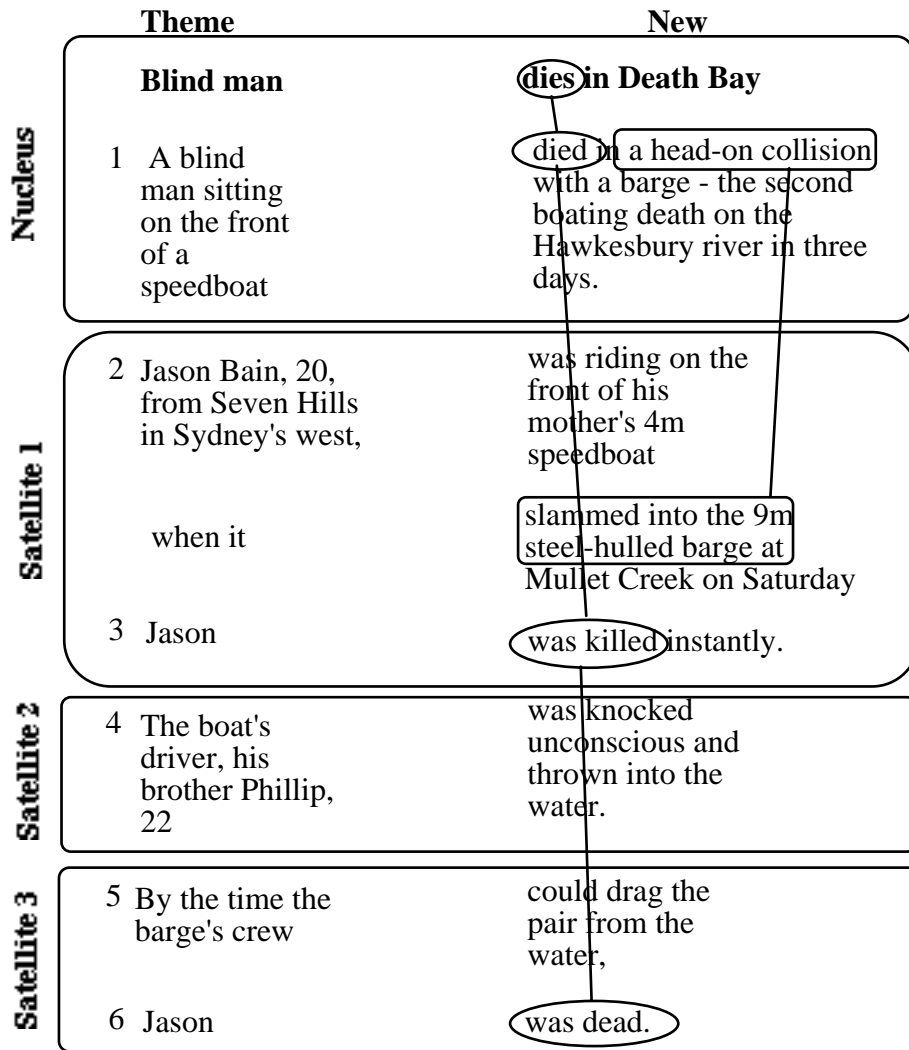
Argument 3

Anyway, the talk we are hearing so far from the trade union movement is garbage. You see the government and the unions recognise the need for reform, that's why they are moving in a similar direction, in a similar direction, but the government, this government has to do it at a snail's pace cause it has to placate the left wing, the lunatic socialists that we have in our government, they've got to placate them, or they have to hold their hands, "oh don't offend them" so they have to tread warily, they have to go slowly, so they are doing it in a half baked fashion.

*conjunctions expressing contrast*

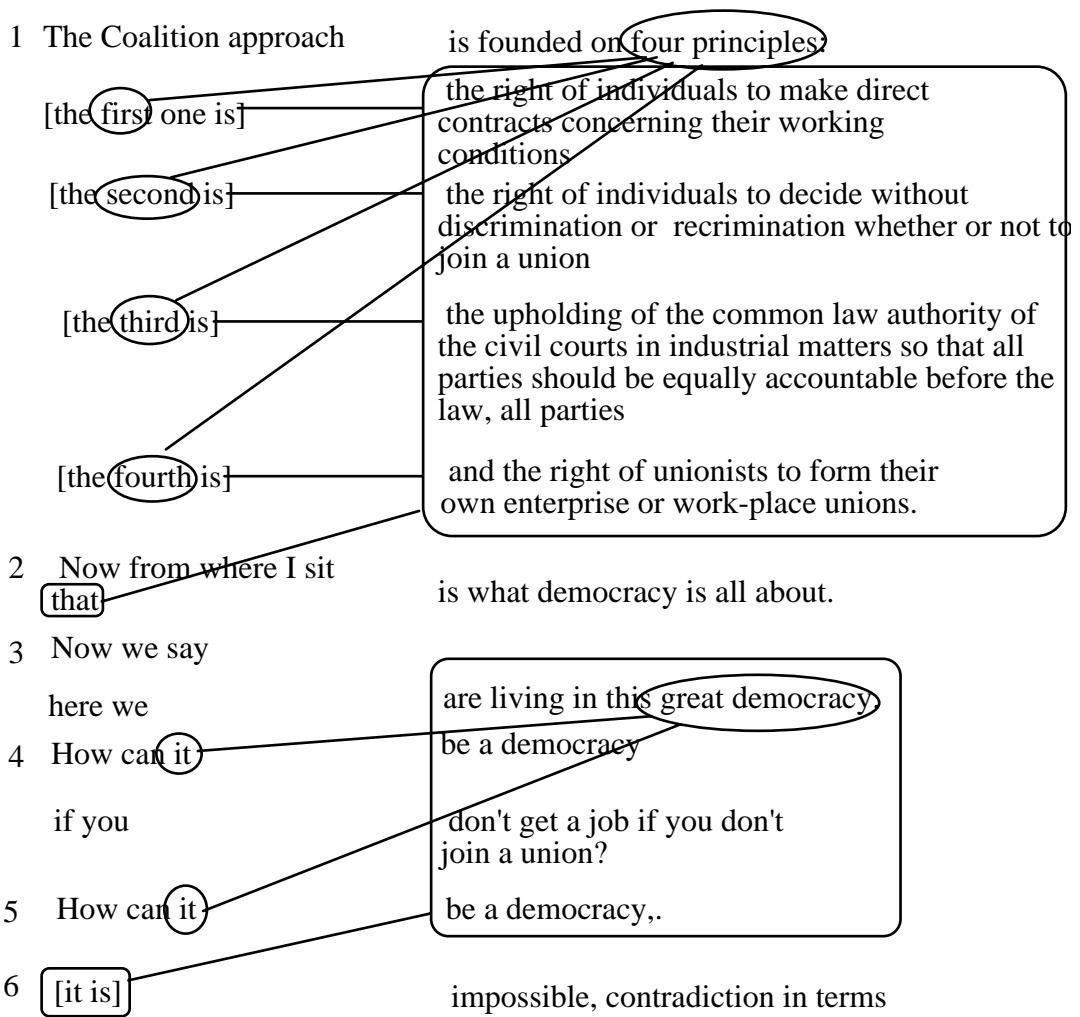
### Textual Structure

The structure of a Media Exposition is quite different from that of a News Story. The News Story recycles information. The following opening from "*Blind Man Dies in 'Death Bay'*" (by Scott Ellis & Justin Coomber, TM 28/9/92, p. 7) illustrates this:



The Themes alternate between Jason, his brother, and the barge's crew, whereas the News revolve around the slamming and the dying. Information that has been made New does not necessarily become Thematic further on in the News Story. Once something has been mentioned it may become thematic (and thus presumed "known"), yet this does not often happen in News Stories, and if it happens it usually merely concerns a minor participant (as in the case of the speedboat and the barge above). Information is not far developed (extended or enhanced) in News Stories. Satellites more often than not elaborate (restate) the information given in the Nucleus.

In the case of Laws' Media Exposition above, there is a rather predictable New-Theme progression, in that information is extended or enhanced. The extract below starts off with a topic sentence (sentence1). The New "four principles" gives rise to four (elided) Themes, listing each principle as the New of these subsequent clauses. All the (New) principles are pulled together in "that" (sentence 2) which is then given the status of Theme. The issue of what is a democracy (New of sentence 2) is then discussed, and "democracy" in the New becomes the Thematic "it" in the next three sentences (4,5 & 6). This text clearly shows how something in a New is picked up in the following Theme, because once introduced it may be presumed "known":



The Exposition shows a definite ("zig-zag") interplay between Theme and New. Once an item has been introduced in the New it may be presumed known and can therefore become Theme. This pattern was not at all obvious in the News Story discussed above, where both Theme and New seem to have been denied their "typical" roles in the clause as given (Theme) and new (New) information.

#### Nucleus and Satellite Structure

The News Stories analysed above consisted of a Nucleus and Satellites. Satellites address a particular aspect of the newsworthy event: a satellite may list those involved (a Report), whereas another may reconstruct the events leading up to the event (a Recount). Essentially, each satellite expands the information given in the Lead, and each recycles that information although perhaps from a different perspective or with a different purpose. There is often no logical connection between satellites other than that they all concern the same event.

Laws' comment starts with a Thesis and he then gives us a few arguments. Each argument is of course related to the Thesis, but they also lead on from one to another:

Argument 2  
*Being able to negotiate your own pay is democratic and "Australian".*

The basis for the whole thing as I read it, correct me if I'm wrong (pause), but I'm not, the basis is you cannot earn less but you can earn more. Now can that be bad, can that be bad. Now if you're a pussycat and you say "oh jeez, I'm not going to ask for more", then stay where you are. If you are earning X plus Y because you are getting penalty rates in the form of Y, you will still get the same amount of money. If you want more, go for it. Have a go. Now isn't that Australian? Isn't that really what it's all about.

Argument 3  
*The current Government is trying to push the same policies through, but they're hamstrung because of the unions and socialists.*

Anyway the talk we are hearing so far from the trade union movement is garbage. You see the government and the unions recognise the need for reform, that's why they are moving in a similar direction, in a similar direction, but the government, this government has to do it at a snail's pace cause it has to placate the left wing, the lunatic socialists that we have in our government, they've got to placate them, or they have to hold their hands, "oh don't offend them", so they have to tread warily, they have to go slowly, so they are doing it in a half baked fashion. The big difference is that John Howard's policy, freed from the need to protect, will offer more sweeping reforms at a greatly accelerated pace. Much the same thing, sure, much the same thing, no argument there.

Last but not least, the (Media) Exposition ties all the arguments together in a Conclusion: it is a text type that has a clear ending. Unlike the News Story, the Media Exposition has "closure". Its Conclusion brings the issues addressed in the Media Exposition together and sums them up. It is as if the text has reached a point of rest because it has achieved its aim:

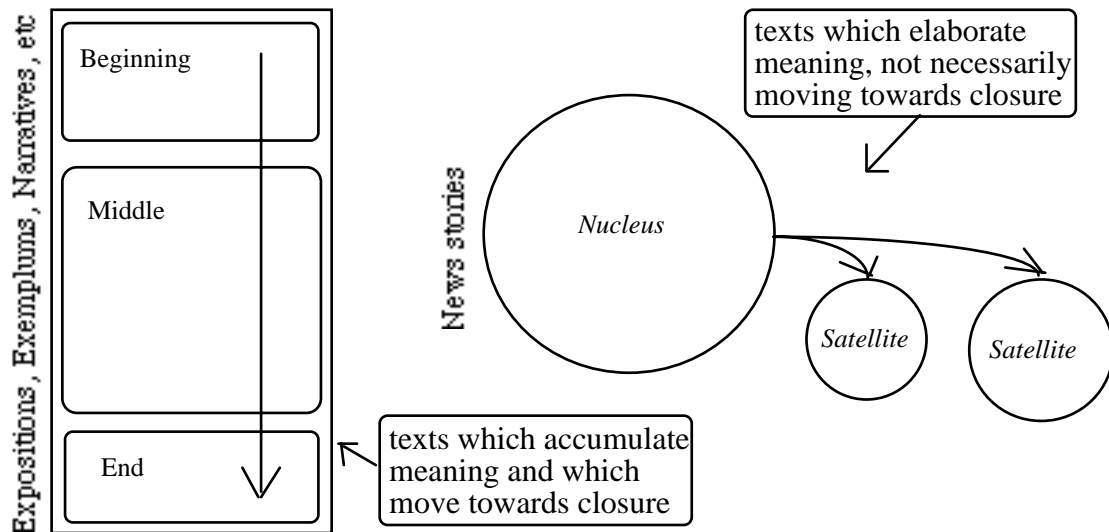
*John Howard's proposal will drag Australia into the 21st century. It will make Australia internationally competitive. Isn't that what we should be all about, I would have thought so.*

How are the News Story and the Exposition different? First of all, the News Story has a Nucleus which usually generates a range of Satellites. Although we could say that the Exposition has a Thesis that generates a series of arguments, these arguments often build on each other and culminate in the Conclusion, the restatement of the Thesis<sup>1</sup>. Its final stage is crucial to the overall effectiveness of the text.

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<sup>1</sup> This "building" often consists of rising levels of abstraction: in Laws' text, the "dire warnings, extravagant claims by Labour and Union leaders who will seek to paint [the Coalition's Industrial Relations policy] as a recipe for industrial chaos, economic collapse" is later rephrased as "this escapade of distorting the facts", which abstracts away from the actions of individuals. Meanings are condensed, they are "accumulated" in these more abstract forms. This is quite typical of argumentative texts.





The Media Exposition's arguments are linked by means of conjunctions, unlike a News Story's Satellites. Often we can swap Satellites around in News Stories, because they have no fixed place, whereas the arguments within an Exposition tend to "build" on preceding arguments and information. Also, the New-Theme progression within the arguments of an Exposition is much more pronounced than that of the Satellites in a News Story. And finally, the Exposition always has closure. It comes to a clear end, whereas the News Story fizzles out, or comes to an abrupt and unexpected end.

All these differences are arguments for describing the Exposition not in terms of a Nucleus and independent Satellites that (mostly) link back to the Nucleus, but in terms of "stages" that each have clearly defined and differing roles to play in the overall text and which presume an internal ordering<sup>2</sup>:

Orientation<sup>1</sup>Thesis, Arguments<sup>1-n</sup>Conclusion

Expositions play a very important role in the media. Historically newspapers consisted of little else than Expositions, especially the radical pamphlets of the previous two centuries, which specifically aimed at converting the masses to the cause of the worker. As seen in section II, it was only in the late 19th century that newspapers began to see their role as not to argue and persuade, but as to provide "objective" information about recent events. The electronic media did not come into being until after the print media had established the journalistic primacy of "hard" news. In the broadcasting media this quest for "objectivity" gave rise to the familiar "institutional intonation" of the newsreaders, while the more conversational and persuasive forms of intonation were reserved for programs presenting views and opinions.

<sup>2</sup> Although we have been treating the Exposition's arguments as being equal, often there are very clear ordering patterns which govern these arguments, e.g. from weakest to most forceful, and, to lend the text force, a counter argument is often dismantled just before the last most convincing argument. Expositions tend to work towards a climax; they build up their "rhetorical impact".

## Challenges

The following is a letter to the editor of the *Sydney Morning Herald* from someone with a view on the cause of the blue algae outbreak:

POSITION CHALLENGED	SIR: Ian Causley has asked the Premier to declare the algae outbreak in the Darling River a natural disaster. ( <i>Herald</i> , November 29).
ARGUMENT	Declaration of natural disasters normally follows cyclones, floods, droughts and other “acts of God”. The algae outbreak is an act of man - the result of inadequate respect and care for our inland waterways.
ANTI-THESIS	This is not natural.
SIGN-OFF	Michael Reid, Stanmore November 29

The letter begins by summarising the position the writer wants to challenge, then proceeds to offer a counter Argument and an Anti-thesis. These kinds of argumentative texts are called **Challenges**.

Texts which aim to persuade or argue against a view are important in various social contexts. It is especially in the field of politics where in addition to arguing a point, people often take the opportunity to publicly attack or discredit the views of others. Argumentative texts are also important in the educational context, and particularly in the humanities and social sciences, where positions are often put forward or opposed. In the everyday social context, we may find these texts being used to question the actions or views of others. Both the print and broadcasting media are the site where a great number public disagreements and challenges are waged.

Today, depending on how controversial or important a particular issue or event is judged to be, the kinds of texts which argue or attack points of view may be moved forward into the news pages, or may be given more prominence in broadcast programming. Frequently a news story relating the facts of the event is accompanied by a 'comment' piece by a senior writer or commentator, as occurs in the 7.30 Report following the news on ABC television, and in Dateline following SBS television 6.30pm news.

When Dr John Hewson commented that Bob Carr was not as full-blooded an Australian as John Fahey because he doesn't drive and doesn't have children, the *Sydney Morning Herald* placed two articles by senior writers attacking Hewson's statements on page 4, in addition to a "hard" News Story about the event on page 1 (19/10/92). Both page 4 articles argue a point, but their main purpose is to *challenge* Hewson's views. The following is one of those Media Challenges. It argues the point that Hewson's condemnation of Bob Carr as being untrustworthy and un-Australian because he doesn't have children is a slur on the childless. The text does not offer this thesis up front. Instead it first sets up the position and then proceeds to discredit that position:

HEADLINE +  
BYLINE

## A Cheap Slur On Childless

by Adele Horin,

POSITION - Dr Hewson's insensitive remarks imply that the significant proportion of Australians who are childless cannot be trusted. They are somehow morally inferior to parents, and the men in particular are not "full-blooded". He also assumes that just because people do not have their own children they do not like children.

REBUTTAL - Through choice, infertility or bad timing, the childless have become a sizable community in Australia. An estimated 20 percent of Australian women will have no children according to the Australian Institute of Family Studies. Infertility, especially among men, is on the rise, adoptions are virtually impossible, reproductive technology works for very few, and some people decide parenting is not for them. People who desperately want children but can't have them are cut to the quick by such slurs of second-class citizenship. That parents are somehow better is wounding to people who have suffered so much in their attempts to have children, or to come to terms with their childlessness. And people who have chosen not to have children get tired of hearing they are selfish, immature or lacking depth, as if parenting is the only worthwhile contribution people can make in life. They have a right to remain childless without incurring suspicion, especially in a world that is hardly crying out for more children.

REBUTTAL - It is wrong to assume that the childless do not like children or want meaningful contact with them. It is our society that is at fault for making childlessness seem tragic or peculiar.

REBUTTAL - Dr Hewson's view that a man is not a real man till he passes on his genes is simple-minded. His own experience as a non-custodial father should have taught him Australia is a complex society with many kinds of families.

ANTI-THESIS Just as it would be wrong to stereotype fathers in Dr Hewson's position as morally suspect, so it is wrong to stereotype the childless.

This Media Challenge is only slightly different from the Media Exposition. It does not offer a Thesis to start with, but it does outline the argument or view it will argue against. The view put forward by the Media Challenge is not articulated until the final stage of the text. Each stage of the text however plays a distinct role, and contributes to the overall functionality of the text. In that sense it is similar to the Media Exposition and very different from the News Stories discussed above. The staging of the Challenge is as follows :

Position challenged<sup>1</sup>^Rebuttal 1-n^Anti-Thesis

The Media Challenge above begins with a restatement of the judgement Hewson has made about another member of our society, "*un-Australian*", "*untrustworthy*", and his reasons for judging that person in that way. The text then proceeds to list reasons showing that condemning the childless amounts to social discrimination against a growing social group that may have very good reasons for being childless, by somebody who is a non-custodial father himself.

Rather than following a line of strict logical argument however, the text proposes opposing judgements of the behaviours in question by using relational or "being" processes and modifiers like "wrong" and "wounding":

*"That parents are somehow better is wounding to people";*

*"It is wrong to assume that the childless do not like children or want meaningful contact with them";*

*"It is our society that is at fault for making childlessness seem tragic or peculiar.";*

*"Dr Hewson's view that a man is not a real man till he passes on his genes is simple-minded.";*

*"Just as it would be wrong to stereotype fathers in Dr Hewson's position as morally suspect, so it is wrong to stereotype the childless."*

The point Adele Horin is making in this text is that John Hewson's statements are "a slur on the childless". The "arguments" that are put forward in this text are more a re-evaluation, or a judgement, of the social behaviour condemned by John Hewson than a logical reasoning. The text does not contain any explicit markers of causality. The arguments in this particular text are constructed on the basis of interpersonal meanings rather than conjunctive (causal, conditional, etc.) meanings.

## **Discussions**

Yet another type of text we often find at this stage of factual media reporting is the text which considers and discusses different viewpoints in relation to a particular issue, and which may or may not come to a conclusion in favour of one of the views discussed. Such a text type is called a Media Discussion, and is agnate to the Discussion as described by Knapp and Callaghan (*"The Discussion Genre"*, Language and Social Power project DSP 1989). Media Discussions play a major role in current affairs programs where the views of different people or political factions are presented, or where the different sides to an issue are reviewed.

Media Discussions may be 'objective' and 'factual' reports about an issue and the various views associated with it. Andrew Olle's 7.30 report on ABC often has good examples of items in which an issue is raised and (usually opposing) viewpoints are outlined. It is left up to the viewer to decide on the basis of the information given. Kerry O'Brien's *Lateline* on ABC television offers Media Discussions which allow people to put their own views forward, which are really mini-arguments in favour of their particular view.

The following Discussion is an example from the print media. It was published in the *Sydney Morning Herald* on 21 October 1992, accompanied by two photos. It presents two opposing views, and does not come to an explicit conclusion.

HEADLINE

**One policy, two views**

BYLINE

by Jenny Price

STATE-  
MENT OF  
THE ISSUE

Two profitable Sydney businesses hold opposing views on the Coalition's Jobsback package.

ARGU- MENTS FOR	POINT FOR	Mr Roger Mackell and Mr David Gaunt are proprietors of Gleebooks, a shop which employs 15 people. They said yesterday the move to enterprise agreements, and the resulting move away from penalty rates, will undermine the value of what Australians hold dear - their brief weekend.
	ELABO- RATION	Mr Mackell said he and his partner understand how important weekends are Australian society. "We know what our staff are giving up because we have to do it ourselves," he said.
	POINT FOR	He also believed the new Liberal industrial relations policy would mean the end of unionism.
	ELABO- RATION	"It is important for workers to protect themselves and it is particularly important in small businesses where employees are more exposed to the whims of their bosses", he said. Mr Gaunt said the current system had not prevented them from being profitable. "Our experience is that in the last three years of bitter recession we have been able to have an expansion program which will enable us to move into bigger premises later this year and employ more staff under the present wage structure," he said.
ARGU- MENTS AGAINST	POINT AGAINST	Mr Brian Gray, whose company runs recreational vessels for tourists, believed enterprise agreements were better than awards.
	ELABO- RATION	He said that under current arrangements it was difficult to get staff to be stable. With an enterprise agreement he would be able to get rid of "the dreaded penalty rates" and negotiate the same hourly wage for each day of the week. Mr Gray's company has an annual staff turnover of 300 to 400 employees. There is a core of about 40 permanent staff plus 40 regular casuals. He said: "The whole of Australia has been bogged down by old methods....we have to have reform and I hope the whole country gets behind Hewson."

The (Media) Discussion starts out with an issue, and proceeds to give two (or more) views on the issue. Each view, or argument for or against, comprises a point and an elaboration of that point. The point provides an opinion and the elaboration provides reasons for that opinion. In the text above, the points summarise both Mr Mackell's and Mr Gray's views, and the elaborations consist of both direct and indirect quotations. The reasoning is thus constructed through these quotations. The staging of the Discussion is as follows:

Statement of Issue^Arguments for^Arguments against^(Recommendation)

The last stage, where the author (or discussion leader) comes to a recommendation on the basis of the information received, is optional. The Media Discussion above does not offer a recommendation, nor does it come to any clear conclusion. The Media Discussions on *Lateline* equally consist of mini-arguments, but do not offer a clear, explicit conclusion about which view to favour at the end.

In the section below "Images in the Media", we will present an analysis not only of the text of this article, but of the structure of text and the accompanying photos (the *composite text*). The visual analysis will bring out how the layout and structure of the

text seem to contribute to a 'recommendation' which is seen to be missing from the article (the *body text*) itself.

### **The generic structure of argumentative texts - conclusions**

All the texts considered in this section are unified by a common social purpose, that of arguing for the truth of authors' propositions or the merits of their proposals. We have seen that there are at least three sub-types of journalistic argument genres, those of Media Exposition, Media Challenge, and Media Discussion. The first two differ in that Media Expositions simply argue for a proposition, while Media Challenges argue by refuting a counter position. Media Discussions differ from both in that they merely tell us about the different views available; they do not not always aim to convince us of a point of view.

<b>Text type</b>	<b>Function</b>
Media Exposition	to persuade that/persuade to
Media Challenge	to question/argue against/challenge
Media Discussion	to survey/canvass

We identified the three genres by looking at their textual structure, their patterns of 'textual development', and their social purpose. Each stage is identified on the basis of its distinctive, individual function within the overall purpose of the text. Each stage contributes to the text achieving its final effect. The Thesis stage of an Media Exposition, for example, establishes some proposition as central to the text's argumentative purpose, and raises the expectation that the stages which follow will support and provide evidence for this position.

Each stage is distinctive and different from all the other stages with which it co-occurs in a text and each enters into a unique relationship with the text's other stages. The Argument stage, for example, enters into the relationship of "support" or "evidence" with the Thesis, a relationship which is unique to Argument and Thesis.

While media texts which *argue* share some close family resemblances with argumentative texts in fields such as Science and more generalised factual writing, there are some significant differences. The conventions of the Media Discussion for example do not so strongly require a final Recommendation stage as do Discussions in the field of, say, secondary school writing. There are also important characteristics of Media Expositions, like Theses that are delayed or complicated by extensive orientation or backgrounding sections, which distinguish them from Expositions in other fields. But these features are minor variations, and the broader structures of these argue-texts clearly show that we are justified in classifying them as *Media Expositions, Challenges, and Discussions*.