
Annotation Guidelines

Identifying Argumentation Structures in Controversial Educational Web Documents
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UBIQUITOUS
KNOWLEDGE
PROCESSING

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1 Motivation

Nobody is entirely objective – in fact, even (and especially) newspaper authors often try to persuade readers of their viewpoint and the cogency of their arguments. In this annotation study, you will mark argumentative structures in web documents, that focus on current topics in German educational politics, for instance whether staying down should be abolished. Most of these documents stem from German newspapers, but also a few blog posts and essays.

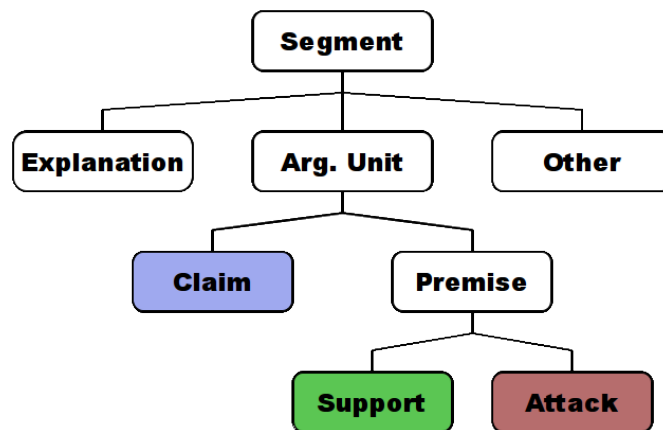


Figure 1: Taxonomy of terms. In the annotation study, only the colored boxes (claim, support, attack) will be considered.

Articles present to you different types of information: statistics, citations, controversial statements, . . . On the syntactic level, texts are segmented on different levels into clauses, phrases, sentences, paragraphs and sections. Each *segment* plays a role in the flow of the document.

- Controversial statements are called *claims*; these segments naturally raise the reader’s doubt and need further support.
- Sentences in the context of a claim may either support or attack the claim. Accordingly, these segments are called *supports* and *attacks*. Despite different in polarity, support and attack share many properties; we subsume support and attack under the term *premise*.
- Not every segment in a text is arguable, e.g., when the author presents background information. Such text passages are rather explanatory and not of interest for this study.

The term *argumentation unit* generalizes the terms claim, support, or attack. As a summary, the whole taxonomy is depicted in Figure 1. When we consider to annotate a segment, we call this segment an *(annotation) candidate*.

The following sections elaborate on the exact annotation guidelines.

1.1 Cultural Background

Authors presuppose that their readers share a common cultural background. For national educational topics, a German newspaper author does not have to re-explain every detail of the German educational system because he may presuppose that readers (roughly) know about the available school forms and their particularities. Another example is that people nowadays generally accept that women take jobs even when having children or that men take a parental break („Elternzeit“) – things that were hardly accepted in former times!

When annotating, we try to read the documents based on the prescribed common cultural background and to put our own beliefs on hold.

1.2 Notation

This document and the annotation tool use the following colors to distinguish claims, support, and attacks:

- **Claims are highlighted in blue.**

-
- Supports are highlighted in green.
 - attacks are highlighted in red.

Additions that are not in the original text are enclosed in brackets ([,]).

2 Annotation Types

After the motivational part, this section details on the exact annotation guidelines. We first characterize the conceptual differences between claims and premises.

2.1 Claims

We start with the core element of argumentative texts: the claim. Without a claim, it is hardly sensible to bring about any support or attack – just because there would be nothing relevant to argue for or against.

Definition

We define a *claim* as follows: A claim is an arguable segment that is backed by support(s) or opposed by attack(s). Claims also become manifest in critical or rhetorical questions, and personal opinions.

Sanity Checking

The following test questions may help to confirm a claim annotation candidate: ¹

- *Wieso meint der Autor, dass X gilt?* (motivation)
- *Wie kommt er darauf, dass X wahr ist/sein könnte?* (argumentative background)
- *Könnte auch das Gegenteil von X wahr sein?* (antithesis) ²
- *Kann man X so (ohne weiteren Kontext) stehen lassen?* (demand for further information)
- *Falls X kurz ist: Kann ich X in einen Claim umwandeln?* (reformulation)

Examples

Here are some examples of claims.

Example 1:

Das G8 sollte abgeschafft werden .

Note: In a document about G8/G9, this claim is a major claim that certainly needs some support. We expect to find some support in the context of the claim.

Example 2:

Wollen wir wirklich alle Schüler gemeinsam unterrichten ?

Note: This rhetorical question is actually a hidden claim, namely that it is undesirable to jointly teach all students, independent of their background. Of course, not every question is a claim; we detail will on this issue in Section 6.3.

Example 3:

Die Darmstädter Lilien werden dieses Jahr sicherlich aufsteigen .

or

¹ The text samples stem from the document collection, which is in German. Test questions are kept in German, as to be able to use them directly during the annotation task.

² Whether an antithesis can sensibly be formulated depends on the prescribed cultural background (see also Section 1.1).

Ich vermute, dass die Darmstädter Lilien dieses Jahr aufsteigen werden .

Note: The author predicts a future event. The adverb *sicherlich* or the introductory phrase *Ich vermute* indicates that the contrary may also happen.

Example 4:

Aber Achtung ! Laut Kultusministerium gilt die Wahlmöglichkeit nur bis Anfang des nächsten Jahres.

The claim is relatively short. It may help to reformulate it to understand its message: *Wir müssen hier genau aufpassen, denn laut Kultusministerium . . .*

2.2 Explanations

Definition

In contrast to claims, we often find text passages that describes the topic's history, or the personal background of an interviewee. Segments providing solely background information are called *explanations*. As they do not add to the argumentation, *we do not annotate explanations!*

Telling apart Explanations and Claims

The distinction between claims and explanations may be difficult. The following test questions may help you to decide whether a text span is an explanation:

- *Was geschah bisher?* (if a news article reports on recent events)
- *Welchen Hintegrund hat jemand?* (background information)
- *Beschreibt X die Struktur des Artikels?* (structuring)

Examples

Example 5:

<Dokumentenanfang> Die UN-Behindertenrechtskonvention wird allgemein begrüßt. Der Autor benennt, welche gesellschaftlichen Gruppen sich gleichwohl gegen die darin geforderte Inklusion von behinderten Schülerinnen und Schülern aussprechen. (*inklusion3.json*)

The general character of the first sentence sounds suggests a claim, but it solely introduces the topic; the second sentence describes the structure of the essay.

Example 6:

<Dokumentenanfang> Kinder wie Carl werden meist wegsortiert – auf Sonderschulen, zu anderen behinderten Schülern. Laut Gesetz dürfte das nicht sein. Eine vorbildliche Schule in Sachsen zeigt: Auch nicht-behinderte Mitschüler profitieren vom gemeinsamen Unterricht. (*inklusion6.json*)

The first sentence is quite controversial, but the author formulates it as a fact to describe the present situation.

Example 7:

Hoch umstritten bleibt das Thema bis heute - auch unter Pädagogen und Eltern. (*inklusion0.json*)

This sentence is an explanation, even though it uses superlatives and sounds like a summary. Instead it describes why the topic is of political and social interest.

2.3 Support and Attack

Support and attack – subsumed under the term *premise* – bring forward evidence concerning a claim: *Supports* add to the claim, while *attacks* rebut it. By nature, *every premise needs a claim that it refers to*. Several premises may refer to a single claim. You will notice, that some premises may be arguable and thus would be claim candidates by themselves. We describe how to tackle this issue in Section 4.1.

Sanity Checking – Patterns

Premises are validated in the context of their claim. We propose several ways to check the correctness of a premise, which may be appropriate in different situations.

The first option is to insert premise candidate and claim into a pattern that relates both. You will recognize that simply inserting claim and premise in the patterns yields unnatural sentences; try to reformulate the core message of premise and claim to match the syntactic structure of the pattern. Support candidate can also be checked by negating the candidate claim and testing whether the pair of negated claim and support candidate form a valid claim-attack pair.

It is also sensible to check a premises that appear *after* its claim by means of patterns that place the premise *in front* of the claim. Of course, this procedure can also be applied in the reverse direction.

The following patterns validate claim-support pairs:

- *Claim*, weil *Support*.
- *Support* führt dazu, dass *Claim*.
- Wegen *Support* gilt *Claim*.
- Aus *Support* folgt *Claim*.
- *Support*. Daher *Claim*.
- *Support* belegt, dass *Claim* (gilt).
- *Claim* zeigt sich daran, dass *Claim* (gilt).

Similar patterns for claim-attack pairs are:

- *Claim*, obwohl *Attack*.
- Obgleich *Attack*, ist/gilt trotzdem *Claim*.
- Entgegen *Attack* ist *Claim*.
- *Attack*. Dennoch *Claim*.
- *Claim*. Dagegen spricht jedoch *Attack*.

Sanity Checking – Cogency

As a second option, you may pose general questions the cogency of a premise candidate:

- Does this support cause me to accept the claim more readily?
- Does this attack foster my doubts against the claim?
- Especially, does the author bring about the premise evidence *in order* to support/attack the claim?

Sanity Checking – Dialogic View

As a third option, you may see the premises from a dialogic perspective: Two parties are arguing over the topic - one is for the claim, the other is against. Given the claim, you can now take either party's side. For instance, think of yourself saying:

- **(Pro)** I am for *Claim*, because it is true that.../since a study shows.../due to *Support*.
- **(Contra)** I (strongly) oppose *Claim*, because of the following facts.../because in today's society it is generally unacceptable that.../due to *Attack*.

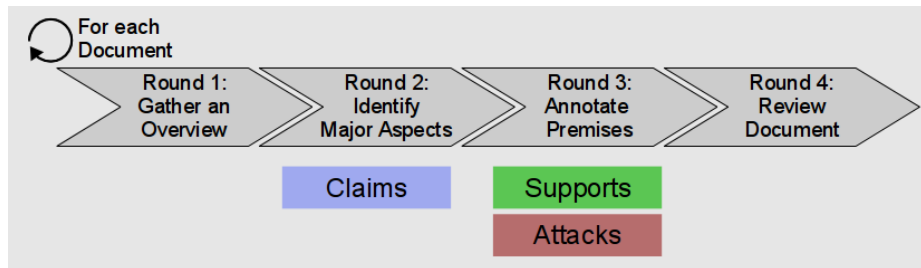


Figure 2: The four rounds of the annotation process.

3 Annotation Process

This section describes how to proceed when annotating a document. You will go through each document in four rounds. In the first round, you make yourself comfortable with the document’s topic and structure. In the second round, you decide which paragraphs are likely argumentative, identifying the major aspects and the corresponding claims. In the third round, you identify premises for each claim. In the fourth and final round, you check the whole annotation structure for plausibility (Figure 2).

3.1 Round 1: Gather an Overview

Before you assign any annotations, skim through the document to identify the general topic (title/heading, first paragraph), the conclusion (final paragraph), and the approximate structure (subheadings). Ask yourself what the goal of this document is: Is it an opinionated article, news, a survey, . . . Do not search for specific argumentation units in this phase.

3.2 Round 2: Identify Major Aspects

In this round, read through every paragraph and decide whether it is argumentative or not, thereby identifying the claims of major aspects. Ask yourself what paragraphs significantly contribute to the overall argumentation and which ones only present background knowledge.

While identifying claim candidates, do not hesitate too long: Your first feeling may be more appropriate than a detailed analysis. It may be the best to first annotate the easy-to-identify claims and then (perhaps in a second turn) tackle the harder ones. You are allowed to revise your decision of Round 2 anytime!

It is not a problem if you do not understand the text in its entirety – we aim to identify the (argumentation) structure, not the content!

You should expect that a paragraph normally contains one or two claims, but there may be paragraphs that contain more or even none. If you find significantly more claims per paragraph, you should add a note concerning your decision.

Also, check for restatements and annotate them accordingly (see Section 6.6)

Confidence

For every annotation – no matter if claim or premise – mark how confidently you annotated that segment. Follow these rules to determine the appropriate confidence level:

- **high confidence** – Choose this option if your first impression was that this annotation should definitely be an argumentation unit.
- **medium confidence** – You are certain that this sentence is argumentative. But you are unsure on the exact type (claim vs. premise, support vs. attack). When asking the test questions (see Section 2.3), you may find that the roles of two segments are interchangeable. Maybe you are confident to have identified a premise but it remains unclear to which claim it relates.

When you assign *medium confidence* to an annotation, you should make a note why you are unsure.

-
- **low confidence** – You have some feeling that this could be an argumentation unit, but you cannot really tell why. The annotation candidate is on the border of not being argumentative. Avoid this label if possible, it is only meant for cases where you cannot fully deny that some segment is argumentative.

3.3 Round 3: Annotate Argumentation Units

Annotating the claims has given you a clearer view of the document's structure. Now it is time to annotate the premises that relate to the claims.

Relation Direction

We distinguish between two types of premises: pre-claim and post-claim, the so-called *directions* of a premise:

- **Pre-claim** premises precede their corresponding claim
- **Post-claim** premises follow their corresponding claim

Confidence

As for the claim annotations, you also have to annotate your confidence for each premise annotation. Please always make a note when you choose a confidence level other than *high*.

Sanity Checking

When you feel that you have annotated all argumentation units covering a major aspect, review your annotations, asking test questions for every claim-premise pair (see Section 2.3). Check that every pre-claim (post-claim) premise really precedes (follows) its claim. Did you get the polarity right (support vs. attack)? Have you followed all annotation rules that apply in this case (see below)?

3.4 Round 4: Review the Document

Please, let some time pass between Rounds 3 and 4. You should let some time pass by and then come back because, after a while, you will be able to take a broader view of your own annotations. During Round 3, you annotated on paragraph level. This final round is similar to Round 2, where you derived a view of the author's overall argumentation, but this time you check your *identified* annotation structure. Does it „look right“? Are there areas with no annotations really non-argumentative (explanations, . . .)? Do all claims fit into the flow of argumentation? Are all your arguments on a similar level of detail (comparable length)?

4 Annotation Boundaries

This section discusses how to select the annotation boundaries. For the annotations to be „self-contained“, we cannot annotate at arbitrary but only at syntactically sensible boundaries (Section 4.1). Also, the hierarchical structure of argumentation allows to annotate argumentation units on different levels of granularity (Section 4.3).

4.1 Candidate Selection

Articles and essays have a conventional layout that allows the reader to quickly grasp the structure of an article. Depending on the length of the text, some or all of the following structures appear:

- *Sections* subdivide long texts in larger units. This segmentation is often done for visual reasons. Sections have a heading that expresses its idea.

- *Paragraphs* structure the flow of arguments and divide argumentative from non-argumentative parts. Often, new paragraphs introduce a new „idea“ (that we will call major aspect). Important or complicated thoughts span multiple paragraphs, especially when the editor inserts paragraphs (or sections) to improve the layout.
- *Sentences* are mostly the atomic units of argumentation. Sentence boundaries may indicate the start of the next argumentation unit.
- A sentence is normally built of several *clauses* – main clauses, subordinate clauses, ...–; main clauses may sometimes qualify as argumentation unit.

It follows that punctuation symbols that insert a break in reading (period, semi-colon, colon) also indicate natural annotation boundaries. This ensures that the annotated text is „syntactically complete“, i.e., it is relatively well understandable even when its context is removed. When subsequent sentences act as the same type of argumentation unit – e.g. they are support for the same claim – you should make one large annotation, spanning all these sentences.

Sentences should be completely annotated even when some parts do not contribute to the argumentation when these unrelated parts would otherwise be left unannotated.

4.2 Punctuation

Of course, any punctuation symbols that are inside a segment are included in the annotation span. The following rules apply for punctuation symbols on the annotation boundaries: Punctuation marks on annotation boundaries that appear pairwise – „“, (), ... – are annotated if its counterpart is located within the annotation span. Any other punctuation symbols – period, comma, semicolon, colon, dash, exclamation/question mark, ... – on the annotation boundaries are not annotated.

Examples

Example 8:

Die Befürworter von Inklusion verweisen auch darauf, dass behinderte Kinder in ihrer Leistungsfähigkeit profitieren - denn sie lernen nicht nur von der Tafel und den Lehrern [...]. (*inklusion0.json*)

Example 9:

Natürlich kann die Sowohl-als-auch-Strategie eine Strukturdebatte nicht wollen, denn diese würde nicht allein das viergliedrige Schulsystem problematisieren, sondern insbesondere auch die Existenz eines separierten Sonderschulsystems in Frage sterling. (*inklusion3.json*)

Example 10:

Die behinderten Kinder wurden über viele Jahrzehnte etikettiert und auch gegen den Willen von Eltern zwangsweise in Sonderschulen „eingewiesen“. (*inklusion3.json*)

Example 11:

[...]so betonte etwa Ingrid Pieper-von Heiden [...]: "Für die FDP-Landtagsfraktion gilt: (...) Förderschulen werden auch künftig ein fester Bestandteil des nordrhein-westfälischen Schulsystems sein." (*inklusion3.json*)

Note:

The final quotes are included in the annotation span.

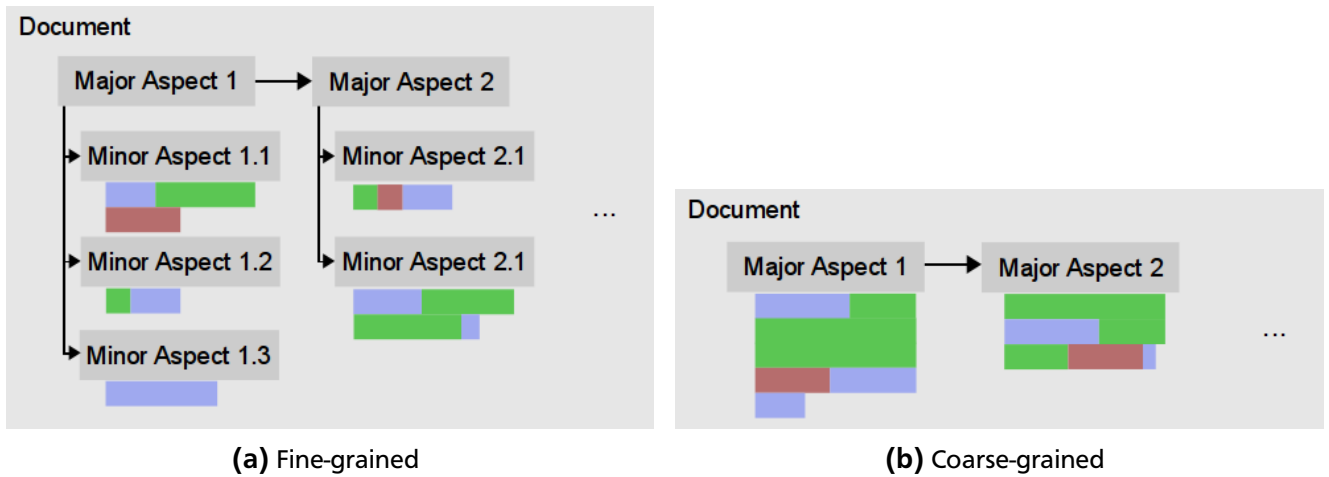


Figure 3: Depending on the perceived level of granularity, annotations differ significantly. We focus on the coarse-grained view of the document.

Example 12:

„CLAIM . SUPPORT“, sagte Herr Müller.

4.3 Granularity of Argumentation

Not every arguable sentence makes a claim in our scenario. The top-down structure of an article (sections, paragraphs, sentences) mirrors, that authors write, think, and argue on different levels of detail. In the main flow of argumentation, the author tackles *major aspects* of the topic(s). Depending on the extent of the article and the author’s writing style, major aspects are further decomposed into *minor aspects* down to a level where claims and premises are clauses and phrases. We do not want to drill down to the fine-grained level of minor aspects but focus on the major aspects of the text (Figure 3). Unfortunately, this may lead to claim-like premises (minor aspects) that are not clearly identifiable as premises in isolation. For this reason, we validate premises in the context of their claims (see Section 2.3).

Example 1

Consider the following alternative annotations of a paragraph in (*inklusion3.json*):

Example 13:

Unter den sonderpädagogischen Verbänden kommt dem Verband Sonderpädagogik (VDS) eine exponentielle Bedeutung zu . Der VDS, der größte sonderpädagogische Fachverband Europas, agiert weitgehend defensiv und hat sich eindeutig auf ein Sowohl-als-auch festgelegt. Theoretisch wird zwar das Primat der Integration und die subsidiäre Funktion von Sonderpädagogik unterstützt [2 more sentences]

Example 14:

Unter den sonderpädagogischen Verbänden kommt dem Verband Sonderpädagogik (VDS) eine exponentielle Bedeutung zu. Der VDS, der größte sonderpädagogische Fachverband Europas, agiert weitgehend defensiv und hat sich eindeutig auf ein Sowohl-als-auch festgelegt . Theoretisch wird zwar das Primat der Integration und die subsidiäre Funktion von Sonderpädagogik unterstützt [2 more sentences of support].

In the first version, the claim-support pair argues why the VDS is of exceptional importance. The fact that the VDS is the largest of its kind serves as support. This is a perfectly valid reasoning, but we may ask: Did the author intend to make this point?

Probably not – the first sentence rather serves an introduction of VDS. Instead, we would treat the first sentence as an explanation and mark the second sentence a claim as depicted in the second version.

Example 2

Consider the following alternative annotations of a paragraph in (*inklusion2.json*):

Example 15:

Die Befürworter der Inklusion gehen mit nahezu inquisitorischen Mitteln gegen die Kritiker dieses ideologischen Experiments vor, bezeichnen die Gegner als Behindertenfeinde, obwohl sie selbst es sind, die die Bedürfnisse gerade auch der leistungsschwächeren Schüler ihrer eigenen Ideologie opfern. Das logische Ergebnis ist schon heute, daß vor allem auch die Eltern behinderter Kinder das Konzept mit Skepsis betrachten, da ihnen die Möglichkeit genommen wird, eine speziell auf die Möglichkeiten ihrer Kinder ausgerichtete Schule zu wählen.

Example 16:

Die Befürworter der Inklusion gehen mit nahezu inquisitorischen Mitteln gegen die Kritiker dieses ideologischen Experiments vor, bezeichnen die Gegner als Behindertenfeinde, obwohl sie selbst es sind, die die Bedürfnisse gerade auch der leistungsschwächeren Schüler ihrer eigenen Ideologie opfern. Das logische Ergebnis ist schon heute, daß vor allem auch die Eltern behinderter Kinder das Konzept mit Skepsis betrachten, da ihnen die Möglichkeit genommen wird, eine speziell auf die Möglichkeiten ihrer Kinder ausgerichtete Schule zu wählen.

The first – too fine-grained – version argues for the claim *Die Befürworter gehen mit inquisitorischen Mitteln vor*, but this claim is not a major aspect at all.

The second version argues for the claim *Eltern sehen Inklusion mit Skepsis* and the first sentence is one reason for the parents' scepticism.

4.4 Nested Annotation

In most cases of nested annotations, we find that a premise nests within a claim. Such premises are always annotated as *post-claim premises* as their start precedes their claim's start.

The tool allows to make overlapping annotations. This feature enables you to annotate as freely as possible. However, overlapping or nested annotations should be used sparsely – in most cases annotation spans are clearly separable.

5 Context and Order

This section discusses how argumentation units are embedded in their context.

5.1 Context

You should double-check claims that have no related premise even within a wider context (two or three sentences). Would you – as an author – make an arguable statement and leave it without any support or attack?

Premise-less Claims: Introduction and Summary

Articles can be opinionated (the author states his stance) or weigh controversial aspects. The structure of the introductory part depends on this categorization: If the author is opinionated, we often

find the central (controversial) statement of the article in the first paragraphs and may appear without premise. Controversial statements in the introductory and summarizing sections of opinionated articles are exceptions to the rule that claims are only justified in the presence of at least one premise. Please annotate such a claim even if no premises are in its context. As the introduction is usually short, you will find more often than not claim and support (if exists) in the same sentence.

Example 17:

Behinderte und nicht behinderte Kinder sollen bald überall in Regelschulen zusammen lernen. **Vieles spricht für diese Inklusion. Doch einige Versuche sind schon gescheitert.**

Note:

How many sentences are annotated here, depends on the article's content: If the article brings about aspects supporting inclusion and other aspects that bring about negative examples, the annotation above is correct. But if the article only focuses on negative examples, only the last sentence would be annotated.

5.2 Order of Premise and Claim

Claim and premise may nest, reside in the same or in different sentences, and appear in any order. The formulation of a claim depends on whether it appears before or after its premises. Claims with pre-claim premises are mostly formulated as conclusion (indicated by cue words such as *daher*, *deshalb*, *also*, *folglich*, ...).

Example 18:

[Some support ...]. Es gibt **also** – so scheint es – keine Gegner der Inklusion. Auf der Ebene der Bekenntnisse sind wir „ein einzig Volk von Brüdern“(Schiller) . (*inklusion3.json*)

Here, the claim summarizes the preceding support, using *also* as cue word.

Example 19:

Wenn die Bildungslandschaft erst einmal parzelliert und das gesamte Schülervolk auf die Kleinstaaten verteilt ist, beginnen die Bildungsprovinzen ein Eigenleben zu entfalten. [Genauer gesagt,] Sie konstruieren vorab eine Sonderanthropologie des Schülers . **[Denn] Die monodoxe Schülertypologie weiß genau, was ein typischer Gymnasiast, ein typischer Realschüler, ein typischer Hauptschüler und ein typischer Sonderschüler ist.** (*inklusion3.json*)

An author applying this pattern first makes an arguable claim and justifies it with post-claim premises.

5.3 Elaboration and Rephrasal

When a sentence-separating period could be replaced with a colon, the second sentence may be an *elaboration* on the first sentence: The author rephrases the first sentence and adds more detail to clarify the message of the claim.

Example 20:

Der erste Eindruck einer allgemeinen Zustimmung ist indes oberflächlich. [Genauer gesagt:] Aus den einstigen „Gegnern“ der Integration sind keineswegs von heute auf morgen Anhänger und Freunde der Inklusion geworden . (*inklusion3.json*)

We could annotated only the first sentence as claim and the second sentence as support. In this case, the message of the claim would be unclear. In fact, the first sentence is rather general in nature, whereas the second sentence states what exactly the claim is. Inserting the test phrase *Genauer gesagt:* sounds natural and indicates that this sentence pair is an elaboration.

Please annotate such pairs of general claim and elaboration as one claim.

6 Text Style and Structure

This section covers structural of argumentation units.

6.1 Headings

Headings are often written in a claim-like style, but their purpose is to structure the text visually or to give a summary of the following paragraphs. The message of a heading is almost always repeated in the running text where it is embedded in its argumentative context. Therefore, headings are not annotated.

6.2 Citing

There are several reasons why an author may cite a third party, for instance:

- The person is an expert, e.g., a scientist. Expert quotations often serve as support.
- The author „uses“ the person at his behalf. That means, he could likely have uttered the statement himself. In this case, the segment may be a claim or a premise. Here, using reported speech is also a stylistic device.

The author's viewpoint of a citation may be expressed in the way he embeds direct speech: A citation is more likely to serve as support when the author uses verbs expressing certainty (e.g. „...“, *weiß Herr Müller (zu berichten).*) than if he used verbs expressing uncertainty, such as *annehmen*, *vermuten*, or *behaupten*.

Examples

Example 21:

Hier gibt es freilich genug zu tun . Und geschehen ist nach Meinung des Behindertenbeauftragten der Bundesregierung, Hubert Hüppe (CDU), bisher viel zu wenig. (*inklusion4.json*)

The author supports his claim with the statement of the commissioner for the disabled, a designated expert in this field. The support is actually a rephrasal of the claim, but the fact that somebody else says something similar is a support to the original claim. However, Mr. Hüppe may be biased due to party interests, but in this case we weighted his role as an expert stronger.

Example 22:

Sie wollte nicht hinnehmen, dass ihr Sohn den Großteil seiner Schulzeit an einer reinen Förderschule nur mit anderen geistig Behinderten verbringen sollte . Schließlich hat er schon als Kleinkind in Kinderkrippe und Kindergarten den Kontakt zu Gleichaltrigen genossen. „Wir hatten immer den Eindruck, dass Carl sich gerade durch den Kontakt zu gesunden Kindern vor allem in Sachen Sprache und Orientierung viel abgeschaut hat“, sagt sein Vater Hans-Georg Matthes, „wir wollten, dass das weitergehen kann.“ (*inklusion6.json*)

In this article, the Carl serves as a case study for the partial inclusion of disabled children. The author generalizes the parents' argumentation, even though the argumentation units only relate to Carl. Here, the question may help, why – if not for argumentative purposes – the author should have included this long quotation in the text.

Example 23:

„Das Inklusionskonzept zwingt die Schulen, junge Menschen endlich individuell nach ihren Möglichkeiten

zu fördern. Die Schule muss sich an die Kinder anpassen, nicht die Kinder an die Schule“, sagt Marianne Demmer. (*inklusion0.json*)

Mrs. Demmer definitely makes a claim from her perspective. But we cannot find any premise relating to her statement in the context. Formulating the antithesis helps as well: With our cultural background, would we accept the following claim: *Kinder sollten sich an die Schule anpassen?*

Example 24:

„Jetzt wird sich lange Zeit nichts tun“, vermutet der Bürgermeister.

This sentence is likely a claim for two reasons: (1) It predicts future development, and (2) the author uses the verb *vermuten*.

6.3 Questions as Claims – Hidden Claims

Questions may replace claims for stylistic reasons. In this case, the author will mostly use rhetorical or critical questions to make the direction of the „hidden“ claim clear. Many questions are on the edge of being a hidden claim but if in doubt, *do not* annotate a question as a claim. Only annotate a question as a claim if it translates directly into an author’s claim.

If you encounter a polar question (possible answers are yes and no) that is directly answered, include the answer in the annotation span. Unanswered polar questions should be transformed to the corresponding statement which serves as the claim when deciding on the polarity of premises.

Example

Example 25:

Schüler mit Behinderungen sollen gleichberechtigt lernen dürfen. Also sollten sie auch in regulären Schulklassen integriert werden ? (*inklusion0.json*)

Example of a suggestion questions:

Example 26:

Er plädiert dafür, den umgekehrten Weg zu gehen: „Warum sollte man nicht gut ausgestattete Förderschulen auch für nicht behinderte Kinder öffnen, die dort gemäß ihren Fähigkeiten unterrichtet werden?“ (*inklusion4.json*)

6.4 Register

Depending on the genre, authors write more provocatively (comment, essay) or more formally (hard news, documentation) – this property of a text is called *register*. In comments or essays a provocative statement is not necessarily a claim but may also serve as stylistic means!

Example

Example 27:

Die homodoxe Pädagogik lässt sich aber von derlei Pannen und Fehlleistungen der Gliederungs- und Exklusionsmaschinerie nicht beeindrucken und setzt das Werk des Sortierens unverdrossen fort. (*inklusion3.json*)

If in doubt, reformulate such statements omitting the non-objective words (*Fehlleistung, Maschinerie, unverdrossen*) and see whether the sentence remains arguable. For instance: *Trotz der Fehlschläge wird der aktuelle Kurs beibehalten.*

If you find related premises or if you can formulate a plausible antithesis, this hints at a claim.

6.5 Shells

Shells guide the reader through the author's argumentation structure. Sentence that merely lead from a major aspect to another are not annotated. This rule applies only to whole sentences: Sub-sentence level shells are included in the annotation span of the sentence's argumentation unit.

Example

Example 28:

Sodann eine eindringliche und besorgte Warnung. Jene Extremfälle, die hier diskutiert werden, sind von einer außerordentlichen Seltenheit. Es ist wäre fatal [...]

6.6 Restatements

The argumentative pattern *Claim* → *Premises* → *Claim*, where the latter claim is similar to the former one, appears frequently. A claim with a similar message, but different formulation compared to a previous one is called a *restatement* of the earlier claim.

Example

Example 29:

Eine erste Sichtung der Reaktionen führt zu einem höchst überraschenden Ergebnis: Die Behindertenrechtskonvention wird allerorten einhellig „begrüßt“! Kritische oder gar ablehnende Stellungnahmen sind nicht bekannt. Es gibt also - so scheint es - keine Gegner der Inklusion. Auf der Ebene der Bekenntnisse sind wir "ein einzig Volk von Brüdern" (Schiller)

6.7 Parallel Constructions

Parallel structures such as *zwar, jedoch, nicht nur, sondern auch* and *sowohl, als auch* may indicate premises or claims, depending on the context.

Examples

Example 30:

16 Bundesländer bedeuten dabei 16 Geschwindigkeiten. Hamburg und Bremen haben [...]. In Berlin klagt [...] In Mecklenburg-Vorpommern wurde [...] In CDU-geführten Ländern hat man [...] (*inklusion4.json*)

The author compares the situation in various German states, using a similar sentence start (*In X*).

Example 31:

Statt die Inklusion voranzutreiben, dominiere weiterhin der „exklusive Ansatz Förderschule“. Durch die UN-Konvention sei die Position von Eltern, die ihre Kinder gerne an einer Regelschule anmelden wollten, zwar gestärkt worden, häufig werde es ihnen in den Schulen vor Ort jedoch nicht leicht gemacht, den gemeinsamen Unterricht mit nicht-behinderten Kindern tatsächlich in Anspruch zu

nehmen. (inklusion5.json)

Example 32:

Die Interessenlage bei den Betroffenenverbänden ist unübersichtlich; sie variiert von Förderschwerpunkt zu Förderschwerpunkt und von Landesverband zu Landesverband zum Teil erheblich . Während etwa der Bundesverband Lebenshilfe sich deutlich pro Inklusion positioniert hat, halten manche Regionalverbände an der Notwendigkeit von separaten Sonderschulen fest. (inklusion3.json)

The claim that there are huge differences is supported by means of the pattern *Während [clause1], [clause2]* that contrasts the situation in two organizations.

6.8 Missing Findings

If the author states that there is neither positive nor negative evidence for the claim, do not annotate the corresponding segment.

Example

Example 33:

Bisher konnte die Wirksamkeit der Ganztageschule noch nicht nachgewiesen werden.

Without context, it is hard to decide whether the author wants to bring about an attack against all-day school or whether the statement is to be taken literally. In case of doubt, do not annotate such segments.

7 Argumentation Cues

Argumentation cues are words or phrases that indicate the presence of argumentation units.

7.1 General and Indefinite Qualifiers

Segments containing general or indefinite qualifiers are likely claims. Such qualifiers can be pronouns (e.g. *vieles, einiges, unzähliges*) or adverbs (e.g. *generall, allgemein, eher*)

Example

Example 34:

Müller führt an, dass die Zustimmung generell nicht sehr hoch ist . In einer Umfrage lehnten die meisten Eltern inklusiven Unterricht ab.

Note that *generell* serves as general qualifier, but also *die meisten* could indicate a claim. There are two reasons why the second sentence is a support: (1) It serves as support for the preceding claim. (context), and (2) the author presents results of a survey, and so *meisten* is clearly defined ($\geq 50\%$).

7.2 Ambiguous Intention

In German, the verb *sollen* can mean several things, for instance:³

1. Something is about to happen (*objective*), e.g., *Nächste Woche soll das Dach fertiggestellt werden*. In this case, no further support is necessary; maybe the segment itself is a support.

³ <http://www.duden.de/rechtschreibung/sollen>

-
2. Somebody claims that something will happen, e.g. *Inklusion soll Kinder [angeblich] fit fürs Leben machen*. Such a segment is a claim and requires support!
 3. The author appeals to the reader, e.g. *Das sollten [=dürfen] wir nicht dulden*.

For every occurrence of *sollen* in the text, evaluate which meaning applies.

Example 35:

Das soll sich [angeblich] mit der neuen UN-Behindertenrechtskonvention ändern . [Denn] Jetzt haben behinderte Kinder einen Anspruch darauf, eine Regelschule zu besuchen. (*inklusion5.json*)

It seems appropriate to bring about support for the first segment, therefore it is probable that *sollen* is meant in the sense of something uncertain.

Similar considerations apply to *wollen* and *müssen*.

7.3 Modifiers

Adverbs and certain clauses indicate the level of credibility (e.g. *angeblich*) or certainty (e.g. *sicherlich*, *wahrscheinlich*) of a segment. Other modifiers indicate an unusual extent (e.g. *außergewöhnlich teuer*, *höchst selten*); in general, superlatives are indicative for claims.

Example 36:

Verfechter und Widersacher inklusiver Bildung unterscheiden sich fundamental in der Wertschätzung von Heterogenität und Homogenität . [Denn es gilt:] Inklusive Bildung versteht sich als Pädagogik der Vielfalt; sie ist überzeugt von dem Nutzen und der Fruchtbarkeit von heterogenen Lerngruppen. Für den Gegenspieler ist dagegen Homogenität die grundlegende Voraussetzung und zugleich optimale Bedingung für erfolgreiches Lehren und Lernen. (*inklusion3.json*)

The word *fundamental* stresses the differences between the groups. The post-claim support justifies why the modifier is reasonable.

7.4 Argumentation Cues

Claim Cues

- Categorical words: *keineswegs*, *auf jeden Fall*, *natürlich*, *offenbar*, ...
- Evaluative words: *daher*; *folglich*; *also*; *deswegen*; *darum*; *offenbar*; *Es wird klar, dass ...*; *Das bedeutet ...*
- Conditional statements: *Wenn ... , dann ...*

Premise Cues

- Adding another premise: *auch*, *ferner*, *des weiteren*
- Contrasting: *dementgegen*; *Dem entgegen steht*, *indes ...*
- Examples: *(so) etwa*, *beispielsweise*

Examples

Example 37:

Diese Regelung ist seit dem Jahr 2009 in ganz Deutschland verbindlich. In der Praxis sieht es indes anders aus : „Nur 18 Prozent der behinderten Kinder besuchen eine Regelschule“, sagt Achim

Backendorf, Abteilungsleiter für Sozialpolitik beim Sozialverband VdK. (*inclusion1.json*)

Here, *indes* indicates a preceding attack, while the colon indicates a following support.

Example 38:

Bei diesen Kindern sehen auch Sonderpädagogen die größten Probleme, Jens-Jürgen Saurin *etwa*, Leiter der Adolf-Reichwein-Schule im Berliner Stadtteil Neukölln. (*inclusion4.json*)

The cue *etwa* appears within an expert opinion (see Section 6.2).

Example 39:

Für die meisten Handicaps gebe es sehr wohl allgemein gültige Normen. Die Spannweite des Anteils der Schüler mit Förderbedarf ist in der Tat enorm. In Mecklenburg-Vorpommern beträgt die Förderquote 10,9 Prozent, in Rheinland-Pfalz und Niedersachsen dagegen nur 4,9 Prozent. Bayern weist eine Quote von 6 Prozent auf, Hessen von 5,4 Prozent. *Insgesamt werden Schüler im Osten offenbar viel schneller als förderbedürftig eingestuft als im Westen*. (*inclusion1.json*)

The cue *offenbar* appears within a conclusive claim.