

以提問引導思考，從高中英文課文中
學習論證能力——
提問設計示例(三民版B4L6)

Learning Argumentation through Thought-provoking
Questions in an EFL Reading Class-- An example of
the Senior High School English textbook

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1

Toulmin Model of Argumentation

Components of Toulmin Model of Argument

Stephen Toulmin, *"The Uses of Argument"* (updated edition, 2003)

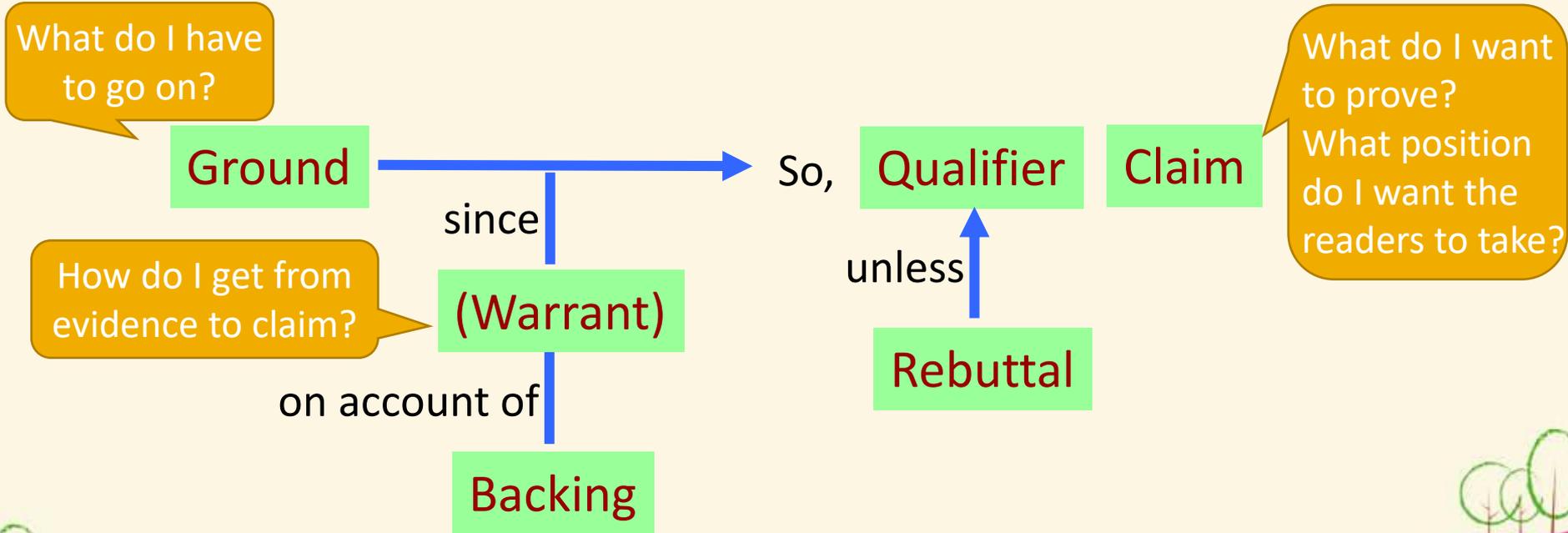
primary { **Claim**: the argument being made
Ground: the evidence that supports the claim
Warrant: the logic or assumptions that connect the evidence to the claim (inexplicit/ explicit)

secondary { **Backing**: support for the warrant
Rebuttal: counterarguments to the claim
Qualifier: the limits to the claim



The pattern of an Argument

Stephen Toulmin (updated edition, 2003) , *“The Uses of Argument”*



An Example in Teaching Writing

Joan Karbach (1987), "Using Toulmin's Model of Argumentation",
The Journal of Teaching Writing

1. 10,000 students attend this commuter campus, XYZ College.
2. Limited parking is a problem at XYZ College.

Ground

since

(Warrant)

Claim

A frequent, dependable transit system is necessary for servicing XYZ College.

Additional parking lots and similar solutions aren't feasible.

Toulmin Model in an Argumentative Essay

primary { **Claim** → the thesis statement and/or the conclusion
Ground → uncontroverted, verified, factual, hard-data
Warrant → the logic or reasoning why the data supports the thesis statement

secondary { **Backing** → further explanation, a secondary fact that validates the warrant's assumption
Rebuttal → existing/potential objections & the author's refutations
Qualifier → words like *almost, some, most, many, in general, usually, typically, sometimes, may, etc.*

Types of evidence (Ground)

1. Facts
2. Statistics
3. Example/Experience
4. Expert testimony
5. (the author's own)
Specialized knowledge

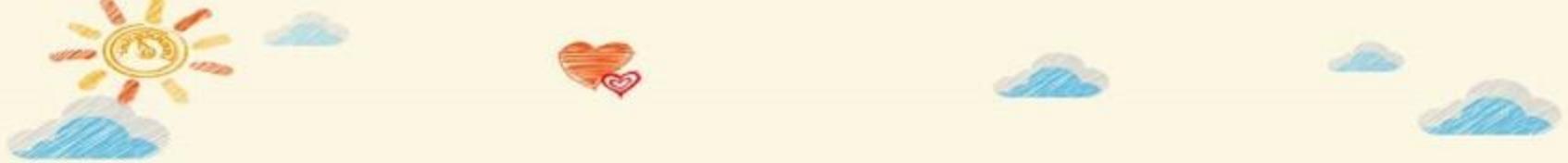


Types of Warrants

Richard Fulkerson(1996), *“Teaching the Argument in Writing”*

Warrants based on—

1. **Generalization:** What is true of the sample is likely true of the whole.
2. **Analogy:** What is true of one situation is likely true of another, so long as they share key characteristics.
3. **Sign:** One thing indicates the presence or outcome of something else.
4. **Causality:** One thing causes another.
5. **Authority:** An indication that something is true because an authority or group of authorities affirms it.
6. **Principle:** An agreed-upon value or rule applied to a specific scenario.



2

Identifying the Three Basic Elements in the text



“Would It Be Right to Let Our Loved Ones Go?”

<paragraph 1>

It's been five months since doctors took the man's baby off medications. Machines alone are what sustain the baby now. The father constantly worries about whether his baby is in pain—does it endure suffering as much as he does? Undoubtedly, the baby's quality of life has greatly gone down, and so has his own. He is no longer employed, and the intensive care unit becomes his home. At first, he refused to believe what doctors suggested, since they should have told him that his baby wouldn't recover after the accident. As time goes by, the man is now becoming more open to euthanasia and is beginning to seriously weigh the opposing points of view.

→ An introductory paragraph telling a father's dilemma as a hook to introduce the topic “euthanasia”

<paragraph 2>

Supporters of euthanasia **[claim?]** believe that **[ground 1] it is a way to painlessly end the suffering of those with an incurable disease or in a coma that cannot be reversed.**

Patients contemplating euthanasia are often in immense pain. Typically, they will take massive doses of medicine in an attempt to ease the physical and mental suffering. This period of time when they're taking medications can be torture and agony because they must rely heavily on other people's help with eating, using the bathroom, and bathing. Meanwhile, their family members, who witness their loved ones in unimaginable pain, have a feeling of uncertainty and suffer from anxiety as well. Many terminally ill patients may think of themselves as a burden to their family. As a result, euthanasia is regarded as a painkiller that ends the unbearable suffering that both sides are experiencing. Furthermore, euthanasia supporters also state the fact that **[ground 2] terminally ill patients and those in a coma use up considerable resources.** They may potentially spend months, years, or even decades in hospitals and healthcare facilities, requiring medical funding, highly-skilled staff, medications, equipment, and beds. Therefore, permitting euthanasia would free up valuable medical resources.

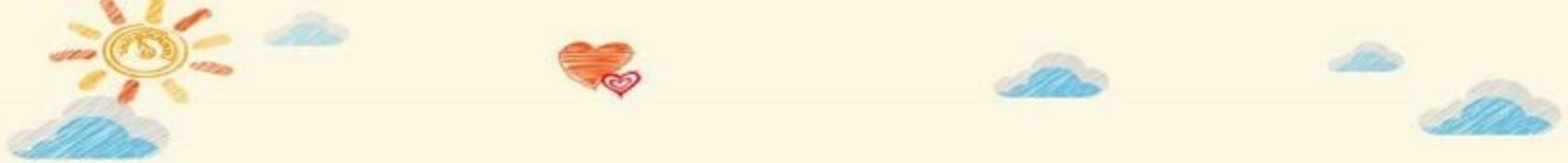
<paragraph 3>

Opponents of euthanasia, on the other hand, believe that it has many disadvantages. From their points of view, **[claim] legalizing euthanasia [ground 1] seems to violate ethical principles.** They point out that it would give doctors too much power, which puts a strain on the doctor-patient relationship and corrupts the physician's role as a healer. For example, doctors might extend euthanasia to curable patients in order to save valuable time and money. Additionally, opponents are worried that euthanasia may make doctors avoid their responsibility for providing care for their patients. Believing in the importance of compassionately taking care of others and the preciousness of human life, opponents of euthanasia argued that **[ground 2] the only solution to such a difficult situation is to care for the terminally ill for as long as they live.** Last but not least, another argument against euthanasia is that, **[ground 3] for many people, the life of a human being is considered sacred.** In the majority of religions, ending a life is viewed as one of the greatest sins against God. They believe that God's plan should be carried out without interference from doctors.

Euthanasia has long been a debated issue and a tough decision for individuals and families. Imagine that you are the parent of the baby mentioned in the first paragraph. Your baby's life is dependent on machines, and you love it with all your heart. What would be your decision?

→ A conclusion to provoke readers' thinking





3

An Example of Thought-provoking Questions to Learn Argumentation



paragraph 1

1. Why does the author start with a story of a father and his baby? (There could be more than one answers.)

To give background information of euthanasia

To provide details and further explanations

To grab readers' attention

To introduce the topic

2. Which type of euthanasia could most likely be carried on the baby?

Voluntary active Voluntary passive Non-voluntary passive Assisted suicide

The reason: _____

paragraph 2

3. Please read and examine the sentence: *“This period of time when they’re taking medications can be torture and agony **because** they must rely heavily on other people’s help with eating, using the bathroom, and bathing.”* Does it really show causality? What problem do you find?

↵

4. Arguments about euthanasia are usually based on **ethical**, **practical**, and **religious** points of view. In this paragraph, what kind of points of view are mentioned? _____.

5. *“Patients contemplating euthanasia... Many terminally ill patients... as a burden to their family.”* What are these sentences about? (Fill in more than one words.)

The patients’ _____.

★ Claim↵

6. What is the supporters' claim? That is, what do supporters want people to accept? Is it clearly stated or understood? If no, please rewrite a claim for supporters.↵

↵

★ Ground↵

7. Find out the **TWO** grounds that the author uses as evidence to support euthanasia. Copy down the sentences.↵

Ground 1: _____↵

Ground 2: _____↵

What type of evidence are the above grounds? Put 1~2 in the box(es).↵

Facts Statistics Example/Experience Expert testimony ↵

(the author's own) Specialized knowledge↵

★ Ground 1 & Warrant 1↵

8. Is ground 1 solid and relevant? Why or why not?↵

↵

9. The followings are the **explicit and implied warrants** for ground 1:↵

A. People with an incurable disease or in an irreversible coma suffer great pain.↵

B. People don't want to live with pain.↵

C. People don't want to see their family suffering.↵

D. The way euthanasia is practiced causes no pain at all to the patient.↵

What are the above warrants based on? Put A~D in the box(es).↵

Generalization Analogy Sign Causality Authority Agree-upon principle↵

10. Are the warrants valid? If yes, please give your reasons. If no, pose your challenge, or think of the information that can be added as **backing** for the warrant. Discuss each of them.↵

★ Ground 2 & Warrant 2

11. Is ground 2 solid and relevant? Why or why not?

←

12. Below is the **implied warrant** for ground 2: ←

- Medical resources listed are in shortage or have other uses, so reallocation of medical resources is necessary.

What is the above warrant based on? Put a check (✓) in the box.

Generalization Analogy Sign Causality Authority Agree-upon principle

13. Is the warrant valid? If yes, please give your reasons. If no, pose your challenge, or think of the information that can be added as **backing** for the warrant.

paragraph 3

14. In this paragraph, what are the things violating doctors' ethical principles that opponents believe doctors will do?

Doctors may _____ or _____
_____. The former violates the belief in
_____, and the latter violates the belief in
_____.

←

15. In this paragraph, what kind of points of view are mentioned, **ethical**, **practical**, or **religious**?

_____.

★ Claim←

16. What is the supporters' claim? That is, what do supporters want people to accept? Is it clearly stated or understood? If no, please rewrite a claim for supporters.←

←

★ Ground←

17. Find out the **THREE** grounds that the author uses as evidence to oppose euthanasia. Copy down the sentences.←

Ground 1: _____ ←

Ground 2: _____ ←

Ground 3: _____ ←

What type of evidence are the above grounds? Put 1~3 in the box(es).←

Facts Statistics Example/Experience Expert testimony ←

(the author's own) Specialized knowledge←

★Ground 1 & Warrant 1↵

18. Is ground 1 solid and relevant? Why or why not?↵

↵

19. The followings are the **implied warrants** for ground 1:↵

A. It is having more power that will make doctors lose work ethic.↵

B. Patients shouldn't trust that doctors will make responsible decisions.↵

C. It is impossible to regulate euthanasia through defining circumstances at which it can be sought for.↵

What are the above warrants based on? Put A~C in the box(es).↵

Generalization Analogy Sign Causality Authority Agree-upon principle↵

20. Are these warrants valid? If yes, please give your reasons. If no, pose your challenge, or think of the information that can be added as **backing** for the warrant. Discuss each of them.↵

★Ground 2 & Warrant 2↵

21. Is ground 2 solid and relevant? Why or why not?↵

↵

22. Below is the **implied warrant** for ground 2:↵

- All possible solutions to prevent doctors from violating work ethic have been done but all failed.↵

What is the above warrant based on? Put a check (✓) in the box.↵

Generalization Analogy Sign Causality Authority Agree-upon principle↵

23. Is the warrant valid? If yes, please give your reasons. If no, pose your challenge, or think of the information that can be added as **backing** for the warrant. ↵

★ Ground 3 & Warrant 3↵

24. Is ground 3 solid and relevant? Why or why not?↵

↵

25. Below is the **inexplicit warrant** for ground 3:↵

- God has the power over every human.↵

What is the above warrant based on? Put a check (✓) in the box.↵

Generalization Analogy Sign Causality Authority Agree-upon principle↵

26. Is the warrant valid? If yes, please give your reasons. If no, pose your challenge, or think of the information that can be added as **backing** for the warrant. ↵



paragraph 4↵

27. In the case of the father and his baby, regarding all the points of view that the author gives in paragraph 2 & 3, what would the choice tend to be?↵

↵

28. Would you really make the above choice? If not, what else are you concerned about?↵

↵

29. Since passive euthanasia is the less controversial than others, do you think the case of the father and his baby is a good example as the hook or for discussion?↵

↵

30. After reading the text, what aspects do you think law makers who are discussing legalization of euthanasia should take into consideration? List them below.↵

Performance Task

Think of one more ground to support one of the stances. The ground has to be of the different type from what have been given in the reading. And try to write the warrants connecting your ground to the claim.

Note: Make sure your ground is solid and relevant, and the warrants are valid.

★ The type of the ground I want to add for/against legalizing euthanasia:

- Facts Statistics Example/Experience Expert testimony (the author's own) Specialized knowledge

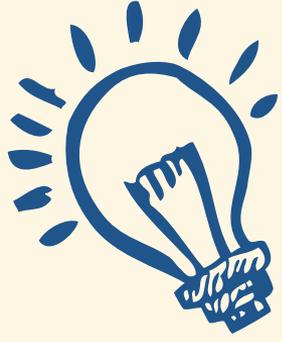
★ The ground I want to add:

←

←

★ The warrants for the ground I add:

←



Many teachers hold a debate after teaching a pros and cons discursive text. However, **only when students are able to structure a strong argument will the debate be meaningful**, or they will just talk past each other. **Examining and writing a discursive text is a good way** to learn how to build an argument logically and to anticipate and counter the arguments of the other side. These fundamental argumentative abilities are essential not only for writing an argumentative essay but also for **developing critical thinking skills** in the diverse society today.

