Chinese Centre Study Workshop

Structured thinking, reading and writing
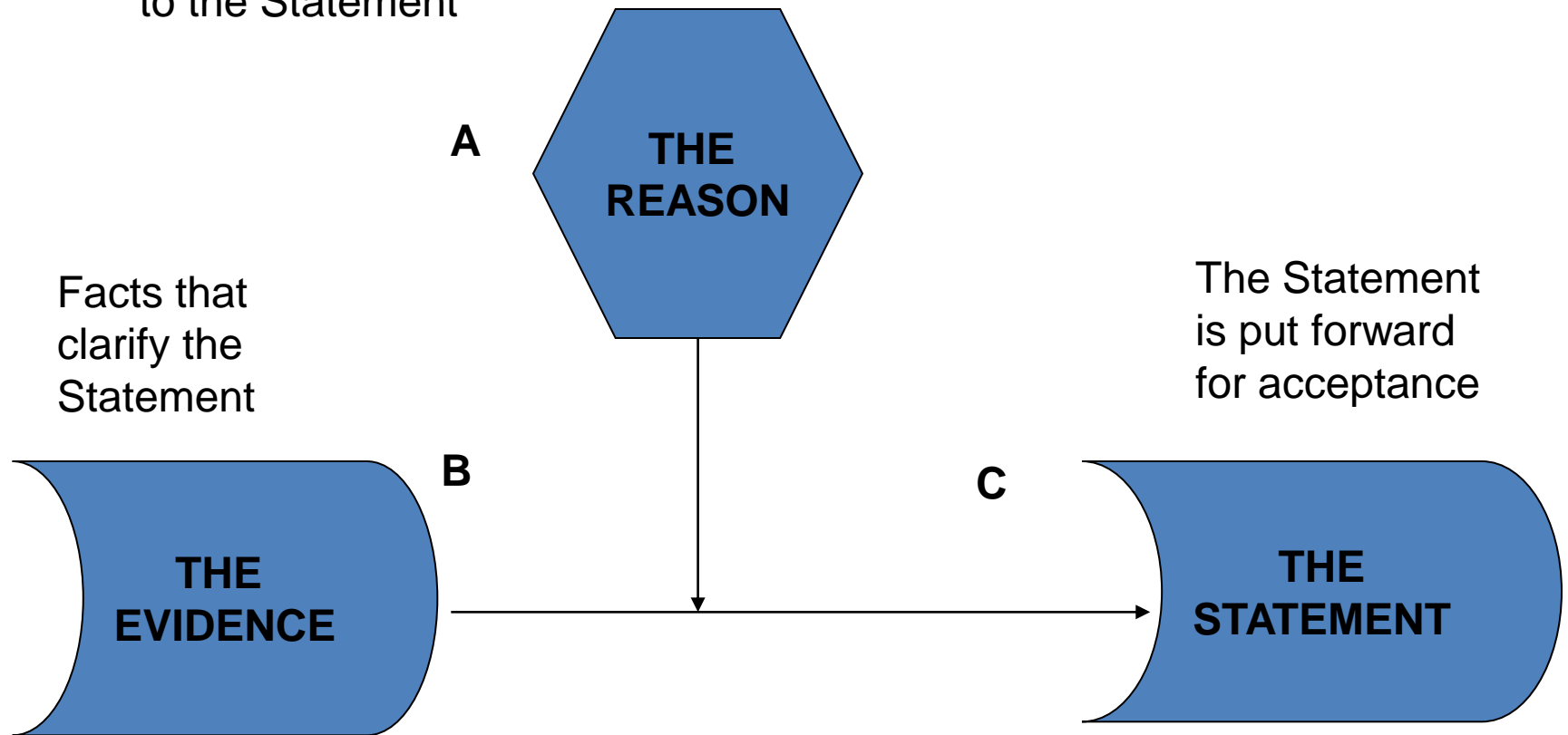
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A Model of Argument

Links the Evidence to the Statement

A

THE REASON

Facts that clarify the Statement

The Statement is put forward for acceptance

B

THE EVIDENCE

C

THE STATEMENT

Adapted from Stephen Toulmin

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B
Evidence

Your 6 year old sister has broken her leg. She cannot move around. Everyone is busy with the church function She needs someone to look after her.

So you can not go out with your friends tonight.

C
Statement

A
Reason

Argument structure

B + A → C

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Try changing the Argument structure to
C ← B, A
STATEMENT ← REASON, EVIDENCE

THE
REASON

THE
STATEMENT

You can not go out with your friends tonight, because your 6 year old sister needs someone to look after her. She has broken her leg. She cannot move around and everyone is busy with the church function.

THE
EVIDENCE

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THE EVIDENCE

Twelve hours ago, the patient fell from a motor scooter and had a severe blow to the head accompanied by a deep scalp wound. He is pale, dizzy, lethargic, and has a low fever. The treatment strongly recommended includes flushing and stitching up the wound, administering antibiotics, and bed rest. Clinical experience has shown that without such treatment infection will set in within approximately 48 hours. Penicillin is most effective unless the patient is allergic to it.

Argument structure

B, C, A

THE STATEMENT

THE REASON

Try changing the Argument structure to
C ← B, A
STATEMENT ← REASON, EVIDENCE

THE
REASON

THE
STATEMENT

You can not go out with your friends tonight, because your 6 year old sister needs someone to look after her. She has broken her leg. She cannot move around and everyone is busy with the church function.

THE
EVIDENCE

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Application of
the Model of Argument
to Academic Reading

Reading to Understand

: Academic Reading

Active reading

Purpose

We always have a purpose for what we are reading. In the academic context we might read articles, text books, manuals etc., to give us a greater understanding of a subject, which then enables us to write assignments and/or to prepare ourselves for tests and exams.

In academic reading, we find out other people's ideas, so that we may use them to better express **OUR OWN IDEAS**.

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SQ3R Method

SURVEY
-Titles / Headings / Sub-headings / Summaries

QUESTION
-Think of questions you want answered before you start reading

READ
-Be an Active Reader
-Notes in your own words

RECALL
-Write in own words the main points, without looking at text

REVIEW
-Remember the questions and answers?

Skimming

➢ Look at the title and subheading

➢ **Read the first and last paragraphs of the passage, as authors often summarise their ideas in these paragraphs.**

➢ Quickly read the first (or last) sentence of each paragraph. These are usually the *topic sentence* which contains the main idea (POINT) of the paragraph.

➢ Look at any illustrations and captions

➢ Look at any words that are underlined, written in bold type, italics, or in capital letters.

➢ Look at dates and figures

**Ask yourself questions about what you are reading**

Summarise

When you have read the text, summarise the main ideas IN YOUR OWN WORDS.

Synthesise

Now bring the new material into line with your own understanding. How has this material influenced you / reinforced what you know or believe/ changed your opinion/ given you new insights? It is often a good idea to discuss what you have read with fellow students.

A Model of Argument

A

THE REASON

B

THE EVIDENCE

C

THE STATEMENT

Adapted from Stephen Toulmin

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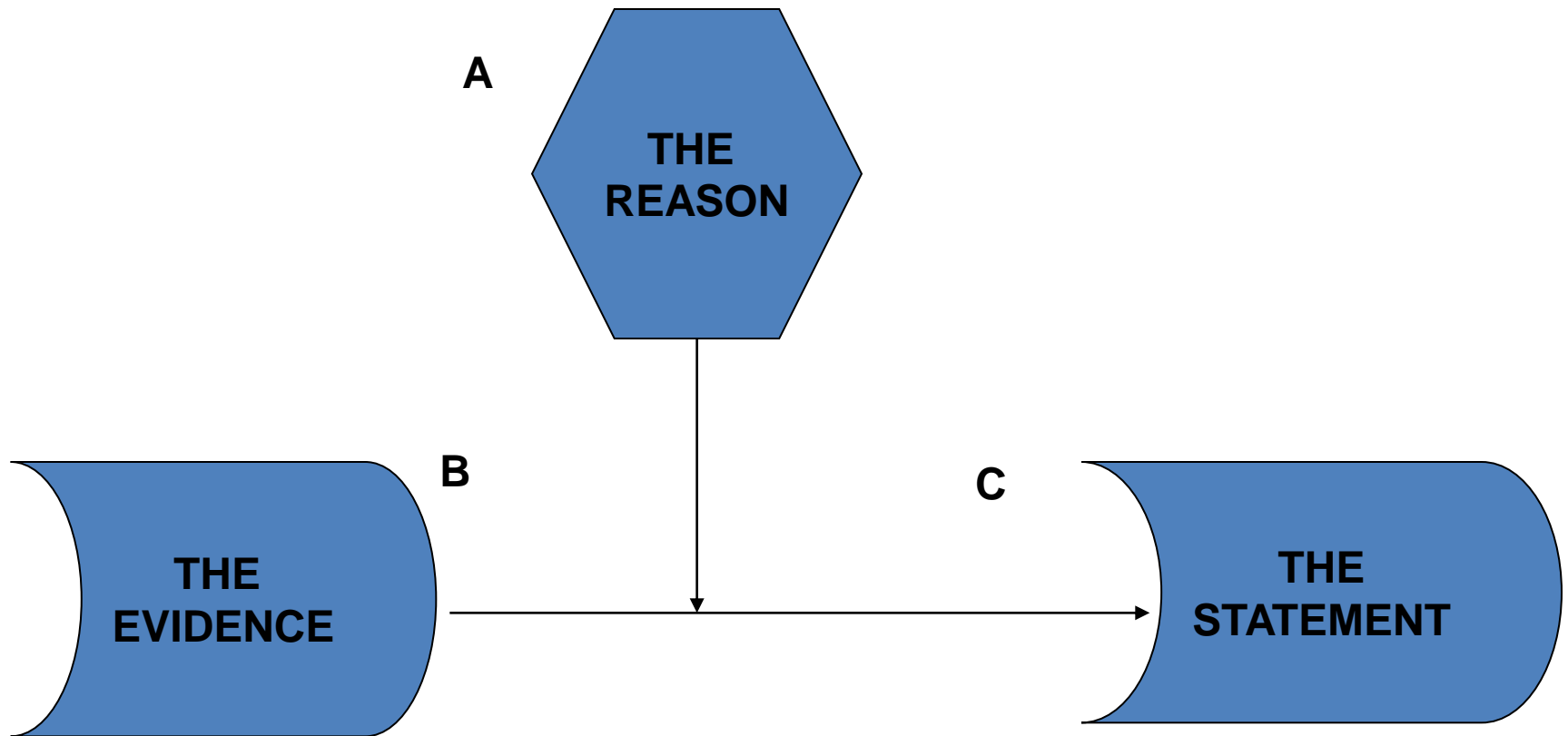
Application of
the Model of Argument
to Academic Writing

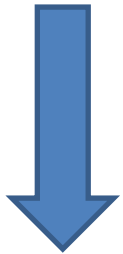# Writing to be understood:

Academic Writing –
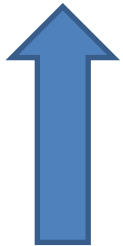# ESSAY STRUCTURE

How many parts to an essay?

Introduction

Body

Conclusion

TELL THEM WHAT YOU'RE GOING TO TELL THEM

TELL THEM

TELL THEM WHAT YOU HAVE TOLD THEM

Restate the question*

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Your Answer to the Question

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Paragraph Structure

What is a paragraph??

...2-3 sentences organised
around a topic...

What are some of the paragraph structures
that you know??

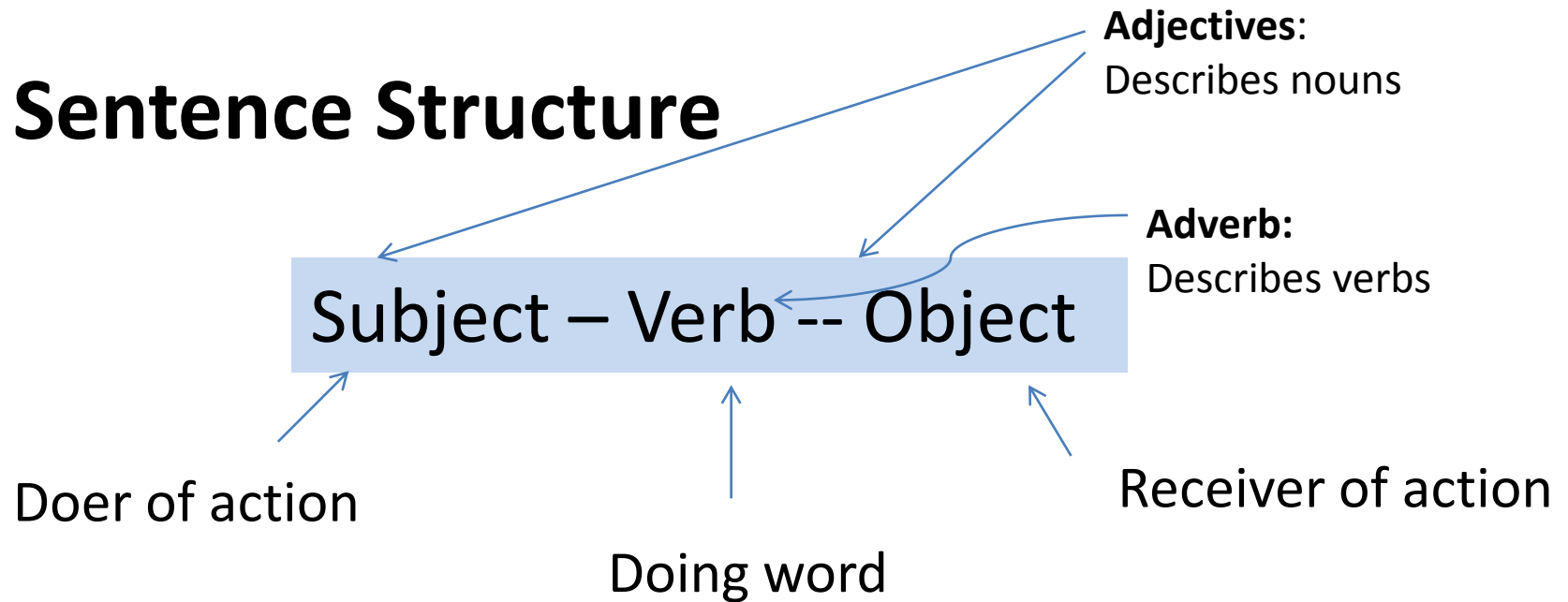| STATEMENT | Statement | 1. Topic Sentence |
REASON	Explanation	2. Explanation
EVIDENCE	eXample	3. Example
		4 ↓ LINK ↓

Sentence Structure

Adjectives:
Describes nouns

Adverb:
Describes verbs

Subject – Verb -- Object

Doer of action

Receiver of action

Doing word

Simple Sentence:

MAIN CLAUSE	COMMA-Conjunction	SUBORDINATE CLAUSE	FULL STOP
Subj-Verb-Object	, and	Subj-Verb-Object	.

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Main Clause: Subj-Verb-Object

COMMA-CONJUNCTION

The old man walked slowly to his new car, and he had a firm grip of his grandson's hand.

SUBORDINATE CLAUSE
Subject-Verb-Object

FULL-STOP

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Structure of your essays

Introduction

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Conclusion

STATEMENT
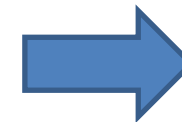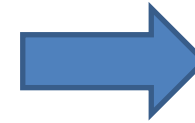Reason
Example

STATEMENT
 Explanation
eXample

1. **TOPIC SENTENCE**
2. Explanation
3. Example
4. Link

STATEMENT
 Explanation
eXample

MAIN CLAUSE, CONJ SUBORDINATE CLAUSE

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Structure of your essays:
With referencing

Introduction

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Conclusion

References

STATEMENT
Reason
Example
(Surname, date)

STATEMENT
 Explanation
eXample
(Surname, date)

1. **TOPIC SENTENCE**
2. Explanation
3. Example
4. Link
(Surname, date)

STATEMENT
 Explanation
eXample
(Surname, date)

MAIN CLAUSE, CONJ SUBORDINATE CLAUSE

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