

# Annotation Guideline

## 1. Text segmentation

The first step in RST annotation is to segment essays into spans. Each span is a complete sentence, which could be indicated by a full stop, exclamation, or question mark. However, sometimes, students 1) use several sentences in prompt sources or 2) use punctuations in a wrong way. In these two scenarios, the criteria of punctuations cannot be used to segment essays into spans. 1.1 and 1.2 provide detailed information in text segmentation.

### 1.1 Complete sentence

Texts are segmented into spans. A span is the smallest unit of analysis. A span is a complete sentence. A complete sentence should end in either a full stop, exclamation or question mark, and usually, begin with a capital letter. The following are two examples:

- Example 1: Privacy is an issue that has long been a major point of argument in the United States for a long time.
  - Clearly, this span is a complete sentence.
- Example 2: Privacy is an issue that has long been a major point of argument in the United States for a long time do corporations have the right to take pictures of your vehicles is their right to take pictures protected under the First Amendment?
  - As you can see, although we knew that this example has three sentences, it is one span since there are no eligible punctuations to form a complete sentence.

### 1.2 Exception

However, there are three cases in which we treat multiple sentences as one span. Although they may qualify as multiple complete sentences, we do not segment them into multiple spans. The reason is they have unified meaning and function and would make sense to be treated as one span:

- The first case involves **quotes** that contain multiple sentences:
  - Example 1: "Private License Plate Scanners Amassing Vast Databases Open to Highest Bidders" states that, "We're unaware that this happening, and we're reaching out to our security teams and law enforcement contacts to get a better handle on it. Some commercial property owners call this practice trespassing."
    - Even though there is period inside the quote, since it is what students cited, we should treat multiple sentences as one span:
  - Example 2: He begins with a question, asking, "Do corporations have a legal right to track your car? If you think that is a purely academic question, think

again" ("Who Has The Right to Track You?"), which already gets the reader thinking about the topic to be discussed further.

- Though there is a question mark inside the quote since it is what students cited, we still treat multiple sentences as one span.
- The second case involves continuous sentences from **prompt sources**:
  - The following sentences are treated as one span because they are from prompt sources:  
 The scanners use high-speed cameras and optical character recognition technology to scoop up 1,800 plates a minute, no matter the speed or driving conditions. The scanner also collects the date, time, and GPS location of each read, punctuating the privacy threats associated with plate scanning.
- The third case involves misplacement of punctuations:
  - The following sentences are one span. Although there is a period, it is a misplacement:  
 As it shows, Article 1 is the kind of resource that could successfully inform and help enlighten someone about security problems in America by pulling amazing examples. from the struggles of everyday people to the security measures of law enforcement.

## 2.Tool: rstWeb

After text segmentation, you need to upload your file into rstWeb. This is an video tutorial on using RST: [Video](#).

### 2.1 Introduction of rstWeb

rstWeb is a tool for annotating texts in RST framework. This [website](#) introduces how to install and use the tool. In rstWeb, you can add relations between spans, section (see 3), and paragraphs. In addition to identifying **relations**, you need to determine the **direction** of the relation. In rstWeb, the arrow should be directed from a less important unit to a more important unit. Before annotation, you should read the following items from this [website](#), which contains useful tips for how to “build a tree” using RST:

- Complete trees
- Avoiding chains
- Building a hierarchy
- Avoiding empty hierarchy
- Handling questions

These items are also useful after annotation to check if you have annotated properly.

### 2.2 Annotation procedure

Annotation procedure with rstWeb: (Adopted from Manfred and Matie’s work)

- Start with the annotation only after you read the whole essay and understand the line of argument.
- Identify spans that are central claims in each paragraph. This is just for your own reference for later identifying relations, you can mark it in ways you like, (e.g., write it down on a piece of paper).
- Use rstWeb to identify relations between spans in each paragraph from left to right, as shown in the following figure. In figure 1, the paragraph has four spans, span 21-24. The sequence of annotating relations is: 21/22 → 22/23 → 23/24. There are two relations between 21/22 and 23/24 respectively and there is no relation between 22/23 in figure 1.

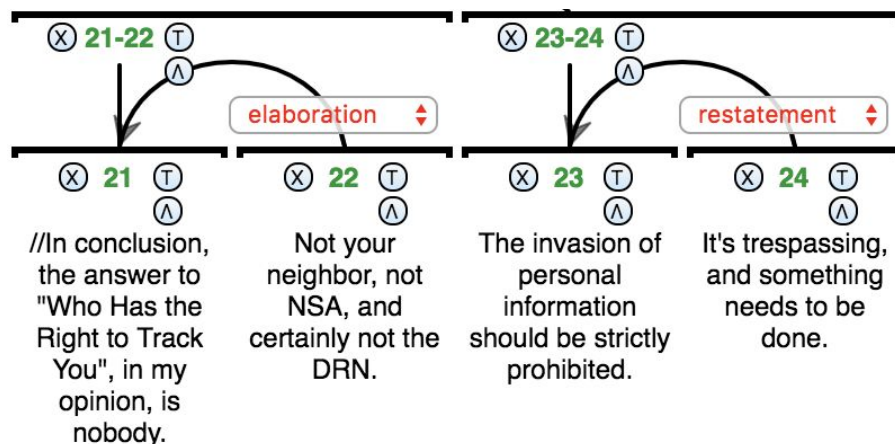


Figure 1. Annotating relations between spans from left to right.

- Identify relations between sections (see 3) **within each paragraph** from left to right. As shown figure 2, there are two sections, one section includes span 21 and 22 while the other section includes span 23 and 24. The section that includes 21-22 is background-2 for the other section. This is an example of relations between sections.

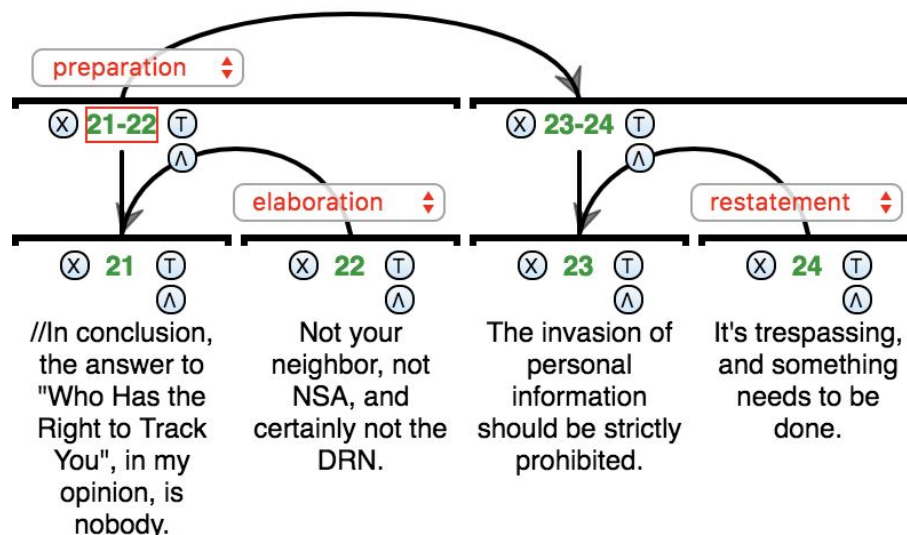


Figure 2. Annotating relations between sections from left to right.

- If no relation exists between sections, use joint to make the paragraph as a tree as figure 3. See the example below, there are two sections, one section includes span 1 and 2 while the other section includes span 3 and 4. There is no relation between the two sections, so we use joint to connect them. In the annotation process, joint is often used when there is no explicit relation between two sections or paragraphs.

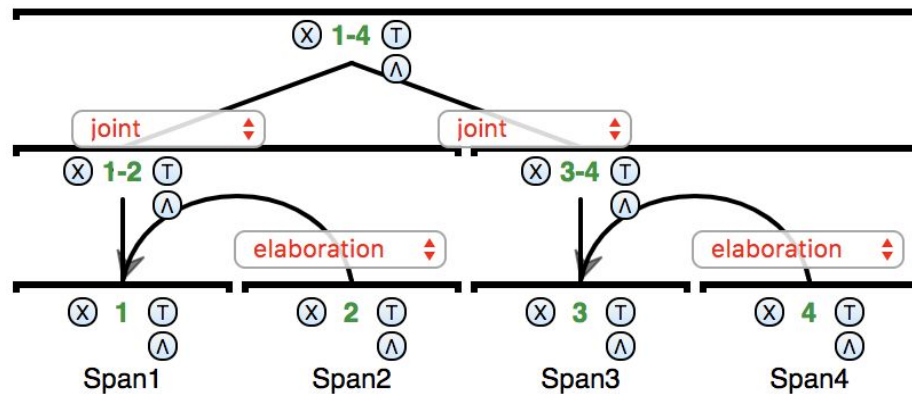


Figure 3. Use joint to connect two sections when there is no explicit relation

- Identify relations between paragraphs from left to right. As shown in figure 4, there are two paragraphs, the first paragraph includes span 1 and 2 while the second paragraph includes span 3. You can connect two paragraphs with relations when needed. (Note: “//” indicates the beginning of a new paragraph).

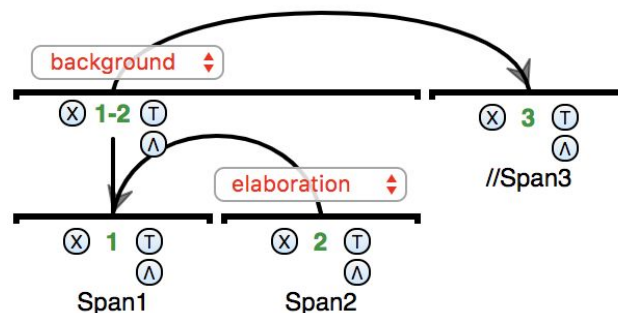


Figure 4. Annotating relations between paragraphs from left to right.

- Use joint to connect the paragraphs to form a tree if no apparent relation exists between paragraphs. As shown in figure 5, there are two paragraphs, the first paragraph includes span 1 and 2 while the second paragraph includes span 3. You can connect two paragraphs with joint relation when no relation exists.

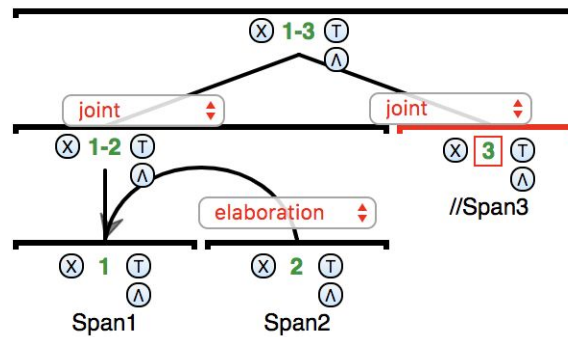


Figure 5. Use joint to connect two paragraphs when there is no explicit relation

- We only look at the paragraph level, and do not draw relations between sections within one paragraph to another paragraph, as it will form confusing intersecting relations. See figure 6, one paragraph includes span 1 and 2 while another paragraph includes span 3. If span 1 has relation with span 3, yet span1-2 do not, we will ignore the relation between 1 and 3, and connect 1-2 with 3 by the relation of joint.

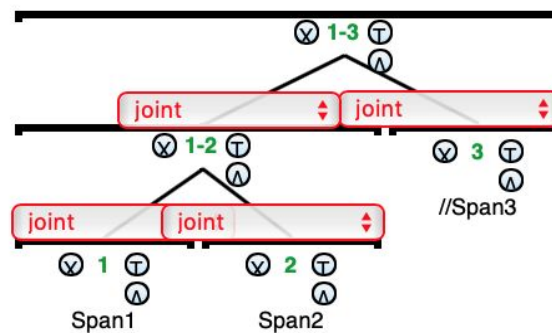


Figure 6. Use joint to connect two paragraphs when either of the paragraphs is connected by joint.

## 3. Section

### 3.1 What is a section?

A section is a unit on a higher layer than a span in a RST tree, and is formed by spans connected with RST relations. In some cases, a single span can be a section when there are no spans connecting with this span.

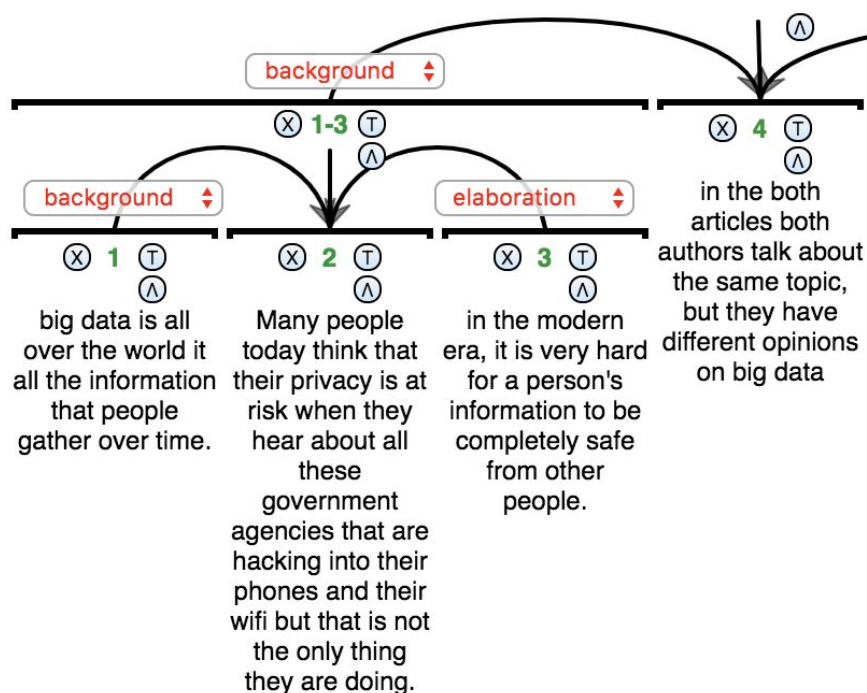


Figure 7. Span and section

There are four spans in figure 7. Span 1-3 is one section while Span 4 is another section. In addition, Span 1-3 together with Span 4 will form another section as they are connected by the relation of background-1.

### 3.2 How to identify sections?

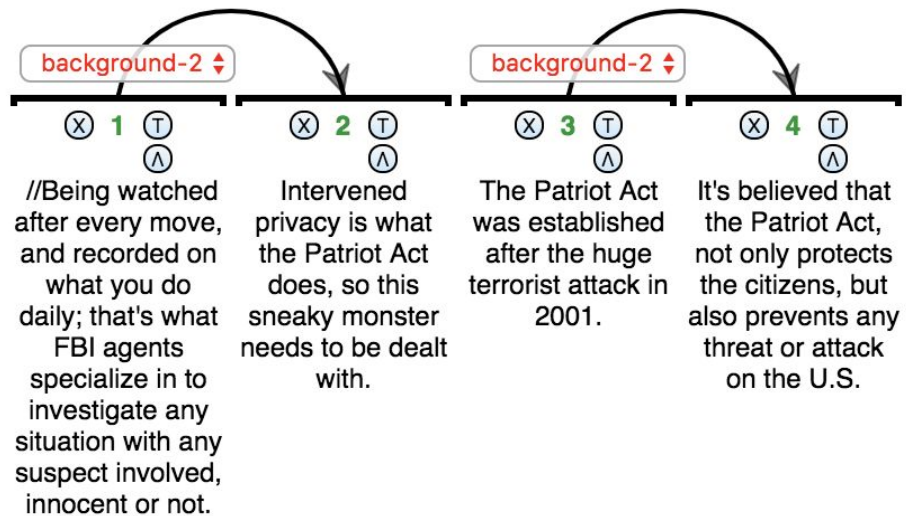
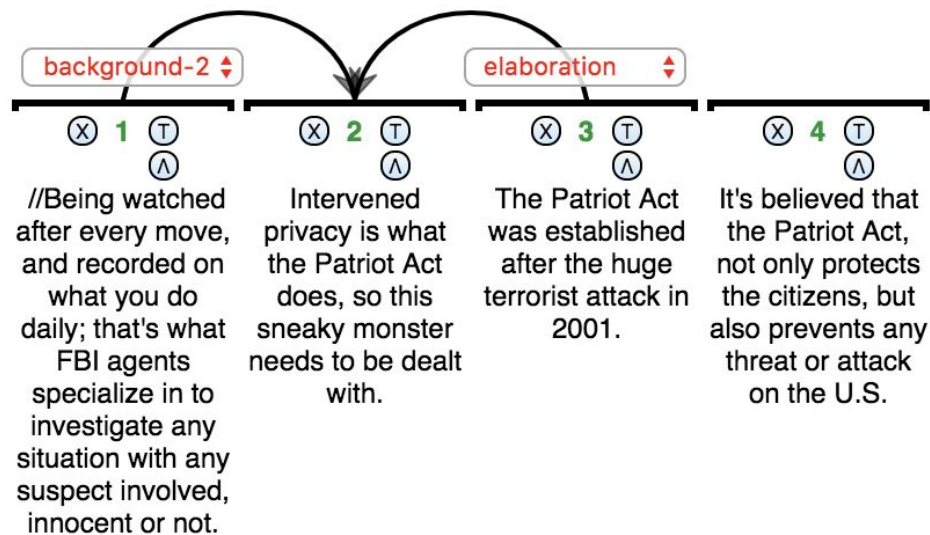
Sections are formed in two scenarios during annotation: 1) when one span served as the satellite of two neighbors and 2) when you reached the end of a flowchart.

1) when one span served as the satellite of two neighbors

One example of identifying section is:

In Figure 8-a, we have already identified that the relation between span 2 and 3 is elaboration with span 2 being the Nucleus. Then we start to identify the relation between span 3 and 4. As

we can see, span 4 is more important than span 3. However, span 3 has already served as the satellite of span 2. In RST, one span can only serve as the satellite of one Nucleus. Therefore, we need to decide which span (i.e., span 2 or 4) is closer to span 3. In this case, span 4 is closer to span 3. Therefore, span 2 becomes a breaking point of a section and we concluded with the annotation in Figure 8-b in which span 1 and 2 becomes one section while span 3 and 4 becomes another section.



2) when you reached the end of a flowchart and still could not find a relation.



## 4. Relative Importance

To identify whether two spans or sections (see section 3, a group of spans connected by RST relations) are equally important, you can use the flowchart in Figure 9.

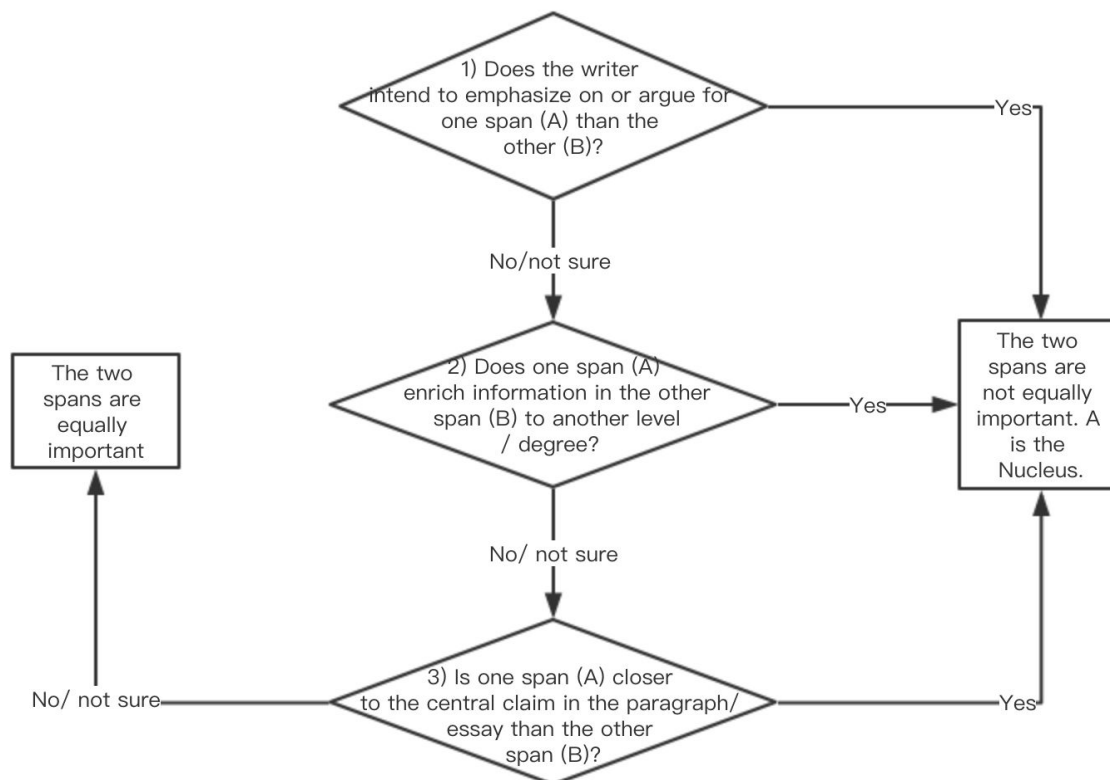


Figure 9. Relative importance

Here is an example of identifying the relative importance of Span A and B in a paragraph with the flowchart.

A: Privacy is an issue that has long been a major point of argument in the United States for a long time.

B: Do corporations have the right to take pictures of your vehicles?

Central claim in the paragraph: Both articles call into question the constitutionality of plate scanning, using elements of pathos, ethos, style, word choice, and tone to strengthen their arguments.

First, It's hard to tell whether the writer wants to emphasize on A or B. A is a general claim about privacy and B is a specific question about privacy. We cannot decide using the criteria of writer's intention.

Second, A and B are different angles about privacy. One span is not enriching information for the other span to another level. (Note: An example of enriching information is that one span is "A wrote story B" and the other span is "story B is about xxxx").



Third, B is closer to the central claim in this paragraph since B points out the central issue in two articles, whether corporations have the right to take pictures of vehicles, while A is a general argument. In addition, Span B is the Nucleus.

## 5. N-S Relations

### 5.1 Restatement

This relation is used when one span reiterates part of the other span. This relation is different from a N-N relation called multinuclear restatement. Multinuclear restatement presents two similar spans of equal importance and similar information. However, restatement can present a partial reiteration.

A: The invasion of personal information should be strictly prohibited.

B: It's trespassing.

In this example, B restates the part of "invasion of personal information" in A. Therefore, the relation should be restatement and B is the satellite.

A: The invasion of personal information should be strictly prohibited.

B: It's trespassing and something needs to be done.

In this example, A and B present similar information. Therefore, the relation should be multinuclear restatement.

### 5.2 Summary

The relation is used when the writer summarizes the whole paragraph. It can be placed either at the beginning or the end of a paragraph.

Phrases that can be inserted to connect two spans: in short; ...

E.g.

A: In the end, I believe that the second article presented the stronger argument.

B: The second article uses more facts than Sirota's article, citing more information directly from the DRN to show the level to which plate scanning has reached.

C: The author cites that the DRN "operates in conjunction with around 400 repossession outfits across the US, has increased tenfold its plate scans since September 2010, and adds 70 million scans a month" ("Private license plate scanners amassing vast databases open to highest bidders").

D: The argument presented is overall a more compelling and well explored one than its rival.

In this example, A is a summary of the paragraph that includes A, B, C, and D.

## 5.3 Evidence

The relation is used when the writer makes a claim in one span and support the claim with evidence (e.g., facts and information) from any source (e.g., anecdotal experience or authoritative data) in the other span.

Phrases that can be inserted to connect two spans: Causal connectives.

E.g.

A: The second article uses more facts than Sirota's article, citing more information directly from the DRN to show the level to which plate scanning has reached.

B: The author cites that the DRN "operates in conjunction with around 400 repossession outfits across the US, has increased tenfold its plate scans since September 2010, and adds 70 million scans a month" ("Private license plate scanners amassing vast databases open to highest bidders").

In this example, A is the claim that explains that the second article used more facts from DRN while B provides a citation from DRN as an evidence. Therefore, B is the satellite and the relation is evidence.

## 5.4 Cause

Cause: One span is the cause of the other.

E.g.

A: Congress wants to prevent any future terrorist attack from happening.

B: Congress passed the Patriot Act.

In this example, A is the what lead to B and is therefore the cause of B. Therefore, the relation is cause.

## 5.5 Result

One span is the result of the other span, while the result could be volitional or non-volitional.

E.g.

A: What the government does with this Patriot Act is that they look at what they see on phone.

B: The Patriot Act is supposed to catch anyone do anything like terrorists acts and keep people safe and they had said they didn't find anyone.

In this example, A is about what the government did under the Patriot Act and B is about the actual effect/result of the Patriot Act. B is the result of A. Therefore, the relation is result.

E.g.

A: With this Patriot Act, the government can look at what they see on phone.

B: The Patriot Act is supposed to catch anyone do anything like terrorists acts and keep people safe and they had said they didn't find anyone.

In this example, A is about what the government can do under the Patriot Act and B is about the actual effect/result of the Patriot Act. B is NOT the result of A although B contains a result. Therefore, the relation is NOT result. We should CRITICALLY think about whether it's just one span has a result component or one span is the result of the other span. This applies to other relations.

E.g. (this example is not from our dataset)

A: The blast, the worst industrial accident in Mexico's history, destroyed the plant and most of the surrounding suburbs.

B: Several thousand people were injured and about 300 are still in hospital.

In this example, A is about a worst accident and B is about a non-volitional result of the accident. B is a result of A. Therefore, the relation is result.

## 5.6 Solutionhood

One span is the solution of the other.

E.g.,

A: Privacy is a major issue in collecting information from license plates.

B: What the government can do is to collect information and at the same make sure that the information is not shared with the public without permission.

In this example, A proposes the issue of violating privacy when collecting information while B proposes the solution of ensuring privacy.

## 5.7 Evaluation-N and Evaluation-S

The relation is used when the writer used one span to make judgements and evaluations on the other span. The judgement or evaluation comes from the writer's understanding, instead of others' understanding or common sense. In addition, the judgement or evaluation follows a logic line. When the judgement or evaluation is N, the relation should be evaluation-N; otherwise, it is evaluation-S.

Phrases that can be inserted to connect two spans: Rarely signalled by connectives.

E.g.

A: The author also uses ethos to get people's emotions so they can support his argument.

B: I think that this argument is weak because it does not have a lot credibility as logos.

In this example, the writer makes judgements about use of ethos to support arguments in B. This judgement follows a logic line. Thus, the relation is evaluation. Since the central claim of this paragraph is about analyzing an article, the judgement is the nucleus.

## 5.8 Interpretation-N and Interpretation-S

The relation is used when the writer used one span to make judgements or evaluations on the other span. The judgement or evaluation comes from the writer's understanding, instead of

others' understanding or common sense. In addition, the judgement or evaluation does NOT follow a logic line. When the judgement or evaluation is N, the relation should be interpretation-N; otherwise, it is interpretation-S.

Phrases that can be inserted to connect two spans: I think..., My opinion is..

E.g.

A: Personal traits is how he quotes, "The mere fact that an individual has a first Amendment right doesn't mean that right is unlimited. There are circumstances under which the government is free to regulate speech."

B: This quote is very convincing based upon the info being presented to the audience.

In this example, B is more important than A. At the same time, B is an evaluation of A.

Therefore, the relation should be either evaluation-N or interpretation-N. Since the writer does not mention what "the info" represents in B, the relation is interpretation-N.

## 5.9 Background-2

The relation is used when the writer presents one span to foreshadow the presentation of another span so that readers can better understand or accept the later-presented span.

Phrases that can be inserted to connect two spans: Rarely signalled by connectives; sometimes by a colon.

E.g.

A: the other author is RT wrote the article "Private License Plate Scanners Amassing Vast Databases Open to Highest Bidders"

B: in this article he talks about how a license plate can track people and find out a lot of people just by taking a picture of a license plate.

In this example, B is more important than A. We can understand both A and B independently.

This is the major difference between background-2 and background-1. In the relation of background-1, it's also about foreshadowing, however, we cannot understand the spans independently. Back to this example, span A shows the title of an article while B shows the content of an article. One does not need to know the title of an article to understand the content of an article, vice versa. Since the essay is about analyzing the content of an article, B moves the line of argumentation to another level. So the relation is background-2.

A: Privacy is an issue that has long been a major point of argument in the United States for a long time.

B: Do corporations have the right to take pictures of your vehicles?

In this example, A is a general argument while B moves the line of argumentation to another level since B is from a prompt resource. So the relation is background-2.

E.g.

A: The act should be kept because of many reasons.

B: The first reason is that it can protect people from danger.

C: Another reason is that it can increase people's awareness of potential danger.

In this example, A seems like a summary of B and C. One might use relation of summary in this case. However B and C provide with more information, while A does not explicitly articulate the reasons. Therefore, we use background-2.

## 5.10 Background-1

The relation is used when the writer presents one span to help the reader to understand the other span.

Phrases that can be inserted to connect two spans: Rarely signalled by connectives.

E.g.

A: Sirota ends his essay with a debatable, but conserved concept to figure out his audience within the other side.

B: The point of view is whether or not the license plate is public or inattentive.

In this example, one cannot understand “the point of view” in B without reading A. Therefore, the relation is background-1.

## 5.11 Justify

The relation is used when the writer uses one span to help the reader to understand the claim in the other span. This relation is different from the relation of background-1 because background-1 is used when the writer uses one span to help the reader to understand the other span.

E.g.

A: are those who are supposed to "provide and protect" the common good actually there for the people's good?

B: In reading this article one could get a definitive answer of: "No."

In this example, A is a question and B is the answer to it. Without understanding A, people can not make sense of B. Therefore A increases reader's readiness to accept writer's right to present B. So A and B are in relation of justify.

## 5.12 Elaboration

The relation is used when the writer uses one span to provide more information in another span. In this relation, the “more information” is satellite.

Phrases that can be inserted to connect two spans: in particular; for example; ...

E.g.

A: The numbers allow for scanning to come into question.

B: What does the company do with the data obtained through scanning?

C: How often do they scan?

D: Have you been scanned already?

In this example, A is the point that the writer wants to present while B, C, and D are examples.

## 5.13 Concession

This relation is used when the writer argues for one span (Nucleus) than the other span (Satellite). At the same time, the writer acknowledges the claim in the satellite span. Usually, the writer presents 1) a violated or failed expectation; or 2) to prevent a false implicature; or 3) an surprising or unexpected move.

Phrases that can be inserted to connect two spans:

In relation of concession, it usually make sense to add “although, but, still, despite, however” connect the two spans.

Example 1:

A: It's refreshing to know that Catherine Crump, the ACLU attorney, understands the invasion of privacy that has been taken.

B: It still doesn't change the fact that it's happening, and action needs to be taken.

In this example, the writer is arguing for B, and B is the Nucleus. Therefore, the relation should be either concession or antithesis. Also, A-B involves a violated or failed expectation. The fact that authorities notice the invasion of privacy should have led to some changes. However, the invasion of privacy is still active. Therefore, the relation should be concession.

Example 2:

A: Though, yes, it makes sense as to why they are collecting the information.

B: However, it has a completely diverse meaning once it's a 'hidden' fact.

In this example, the writer argues for B and B is the Nucleus. Therefore, the relation should be either concession or antithesis. Also, A is used to prevent a false implicature in B. Therefore, the relation should be concession.

## 5.14 Antithesis

This relation is used when the writer argues for one span (Nucleus) than the other span (Satellite). The difference between concession and antithesis is that antithesis does not involve the acknowledgement of the claim in the satellite span.

Phrases that can be inserted to connect two spans: but; neg - rather; neg - instead; ...

E.g.

A: Corporations argue that they have a right to collect data.

B: However, collecting personal information such as a license plate number can and most likely be considered as identity theft.

In this example, the writer argues for B and B is the Nucleus. Therefore, the relation should be either concession or antithesis. Also, the writer does not acknowledge that companies have the right to collect data as stated in A. Therefore, the relation should be antithesis.

## 6. N-N Relations

### 6.1 Multinuclear restatement

The relation is used when the writer presents two similar spans.

Phrases that can be inserted to connect two spans: in other words; ...

E.g.

A: The DRN attempt to explain their use of the first amendment in saying, "Everyone has a first amendment right to take these photographers and disseminate this information"("Whose has the Right to Track You" Sirota).

B: DRN believes that under the first amendment rights, their corporation has the right to take picture of vehicle license plates in the public and do as they please with this information.

In this example, A and B present similar information. Therefore, the relation should be multinuclear restatement.

### 6.2 Sequence

The relation is used when the writer presents spans in a chronological sequence.

Phrases that can be inserted to connect two spans: then; before; afterwards; ...

E.g.

A: He includes ethos in the beginning of the article by including sources like, "We have nothing to do with the actual data collection process," said Chris Metaxas, chief executive of Digital Recognition.

B: "We provide technology to -repossession professionals." Then he says this to provide credible sources into his article.

C: After that, he also mentions logos such as, "The bill would require law enforcement agencies to scrub their plate data after 48 hours."

In this example, A, B, and C are presented in a chronological sequence as a description of the content in an article. Therefore, the relation should be sequence.

### 6.3 Contrast

The relation is used when the writer presents two spans or sections for comparison.

Phrases that can be inserted to connect two spans: on the other hand; yet; but; ...

E.g.

A: Sirota opts for less formal style, using rhetorical questions to get the reader thinking.



B: Sirota's word choices are a bit more formal when it comes to the legality of the plate scanning, using a lot of law jargon that some readers may not be familiar with.

C: The author of the other article keeps a consistent, formal tone throughout the length of the article, presenting facts and quotes without the use of literary devices that would weaken the formality of the paper.

D: The word choice, for lack of a better phrase, is simple, so that the audience can read and understand the argument of the paper without being confused by a lot of official terms and phrases.

In this example, A and B are about one article while C and D are about another article. They are setting up for a comparison in the choice of tones and words in two articles. Therefore, the relation should be contrast between A-B and C-D.

## 6.4 Disjunction

The relation is used when the writer presents alternative spans or sections without the intention of comparison.

Phrases that can be inserted to connect two spans: or...

## 6.5 Conjunction

The relation is used when the writer used multiple spans for a common purpose.

Phrases that can be inserted to connect two spans: and; ...

E.g.

A: The numbers allow for scanning to come into question.

B: What does the company do with the data obtained through scanning?

C: How often do they scan?

D: Have you been scanned already?

In this example, B, C, and D are used for a common purpose, serving as examples of questions caused by scanning. Therefore, the relation should be conjunction.

A: He includes ethos in the article by including sources like, "We have nothing to do with the actual data collection process," said Chris Metaxas, chief executive of Digital Recognition.

B: "We provide technology to -repossession professionals." he says this to provide credible sources into his article.

C: He also mentions logos such as, "The bill would require law enforcement agencies to scrub their plate data after 48 hours."

In this example, A, B, and C are used for a common purpose, describing three aspects of an article. One can change the order of A, B, C therefore the relation is not sequence but conjunction.

## 6.6 Joint

The relation is used when there was no relations between spans, sections, or paragraphs. If there are some grammatical error in the sentence that prevent you from understanding the meaning, which make it hard to identify relation, we can put the relation of Joint.

A: In source 3 the department of justice has charged 310 defendants with criminal charges of terror against the U.S. .

B: They have so many people going through the history of every american to try to find anything that they think is a terrorist plot they are helping to protect the U.S. just by going

In this example, B is ungrammatical, and incomplete which make readers hard to understand the relation between B and A. Therefore, the relation should be joint.

## 7. Choose N-S relations

### 7.1 Both the relation and nuclearity are clear

See section 6 for definitions and examples for each relation.

### 7.2 The nuclearity is clear while you can use multiple relations

One useful way is to try Insert tests. When considering similar relations between sentences without an explicit connective like 'because' or 'if', sometimes inserting a connective or phrase can help to disambiguate. Useful phrases include:

- 'because' - if you can insert 'because' between clauses, often you have a cause or result relationship
- 'the reason I say this...' - if you can insert this, it can indicate justify
- 'what you need to know about this...' - can indicate background-1
- 'proof of this is...' - can indicate evidence

Differentiate **evidence** and **elaboration**

There can be some overlapping in evidence and elaboration, the criteria is whether one span is supporting the claim in another span. If yes then evidence, no then elaboration.

For example, to differentiate **evidence** and **elaboration**:

A: In "Who Has The Right to Track You?", author David Sirota uses pathos right away to evoke a response from the reader, and get them interested in the article.

B: He begins with a question, asking, "Do corporations have a legal right to track your car? If you think that is a purely academic question, think again" ("Who Has The Right to Track You?"), which already gets the reader thinking about the topic to be discussed further.

In this example, A presents a claim that David used pathos and B presents an evidence from prompt source that David used questions as a way to express patho. Therefore, the relation is evidence.

A: The author of the other article uses pathos as well, but not as brazenly as Sirota.

B: The author of "Private license plate scanners amassing vast databases open to highest bidders" opts to use quotes from people who discourage the act of plate scanning, showing to the audience that everyday people they can relate to have strong opinions on the subject.

C: Both authors use plenty of ethos?

In this example, A presents a claim that the author of one article uses pathos and B presents an evidence from prompt source that the author used quotes from other people as a way to express patho. Therefore, the relation between A and B is evidence.

A: Both authors use plenty of ethos?

B: using facts from old lawsuits against plate scanning and facts from the companies doing the plate scanning to strengthen their respective arguments.

C: Sirota uses the latter, quoting how the Digital Recognition Network ""captures data on over 50 million vehicles each month"" ("Who Has The Right to Track You").

In this example, A presents a claim that both authors used ethos and B presents evidences from prompt source that both authors used facts to express etho. Therefore, the relation between A and B is evidence.

Differentiate **summary** and **background-2**

- When a summary is presented at the beginning of a paragraph, you need to differentiate it with background-2. Summary is a short statement of main content. Although presented at the beginning of a paragraph, it's still a summary. However, background-2 is for foreshadowing what the writer will present next.

Differentiate **summary** and **elaboration**

- Summary is a shorter restatement of content while elaboration is adding additional information to the other span or section.

## 7.3 The nuclearity is not clear while you can decide the relation

Go to section 4 to identify nuclearity.

# 8. Choose N-N relations

## 8.1 common purpose

Differentiate **conjunction** and **joint** with the criteria of common purpose

- Is there a span before or after the two spans that could be used to connect the two spans? If yes, it's serving the common purpose, and can be either conjunction or disjunction. If no or you cannot decide, then the relation should be joint.

For example:

A: Do corporations have the right to take pictures of your vehicles?

B: Is their right to take pictures protected under the First Amendment?

C: These are the questions raised in "Who Has The Right to Track You?" by David Sirota and "Private license plate scanners amassing vast databases open to highest bidders", which did not have an author credited.

Although A and B have no relations, A is one question and B is another question, they are presented to raise readers' interests about the topic of privacy. A more direct indicator is that C connects A and B.