

Metric	Humans	GEM & GPT	LLA & GPT	Human-1 & GPT	Human-2 & GPT	Humans & GPT
Topic Relevance	0.13	-0.07	0.14	-0.08	0.20	0.09
Stance	0.39	0.16	0.16	0.20	0.34	0.31
Content Richness	0.15	0.09	0.24	-0.18	0.16	0.09
Scheme Fitting	0.25	0.13	0.27	-0.05	-0.06	0.09
Plausibility	0.25	0.16	0.29	0.12	0.15	0.20
Style	0.03	-0.03	0.03	0.03	0.15	0.09
Bias	-0.36	-0.11	-0.56	-0.23	-0.01	-0.16
Realistic Use	0.11	0.04	0.14	-0.14	0.09	0.06
Combined	0.32	0.28	0.39	0.14	0.46	0.32

Table 4: Krippendorff’s Alpha for different combinations of annotators, Humans denotes both human annotations, GEM, GPT and LLA denote Gemini-1.0-Pro, GPT-3.5 and Llama 3

Argument Scheme	Topic Relevance	Stance	Content Richness	Scheme	Plausibility	Style	Bias	Realistic
Cause to Effect	2.75	2.54	2.11	2.40	2.19	2.55	1.41	2.31
Circumst. Ad Hom.	2.73	2.67	2.07	2.22	1.86	2.51	1.32	1.84
Commitment	2.77	2.62	2.09	2.44	2.04	2.51	1.34	2.12
Consequences	2.84	2.39	2.03	2.02	2.12	2.26	1.18	2.10
Def. Verbal Classificat.	2.74	1.41	2.19	1.97	2.32	2.41	1.10	2.16
Example	2.47	2.53	1.95	1.56	1.89	2.45	1.46	1.89
Expert Opinion	2.85	2.20	2.25	2.55	2.31	2.73	1.31	2.32
Popular Practice	2.60	1.80	2.02	2.11	2.12	2.74	1.16	2.06
Practical Reasoning	2.73	2.46	1.93	2.06	1.88	2.60	1.32	1.88
Sign	2.73	2.66	2.07	2.40	2.11	2.62	1.47	2.12

Table 5: Evaluation scores across various argument schemes for all considered language models. Mean value of two human annotators and GPT-3.5.

Topic	Topic Relevance	Stance	Content Richness	Scheme	Plausibility	Style	Bias	Realistic
Abortions	2.74	2.35	2.06	2.14	2.00	2.60	1.39	2.05
Coal Mining	2.71	2.29	2.09	2.21	2.20	2.55	1.26	2.15
Direct Democracy	2.76	2.41	2.13	2.25	2.16	2.56	1.33	2.16
Vegetarianism	2.67	2.34	2.00	2.11	1.95	2.45	1.28	1.96

Table 6: Evaluation results for different topics for all considered language models. Mean value of two human annotators and GPT-3.5.

Template	Topic Relevance	Stance	Content Richness	Scheme	Plausibility	Style	Bias	Realistic
Demonstrative	2.71	2.46	1.86	2.20	2.06	2.60	1.25	2.04
Descriptive	2.74	2.25	2.24	2.18	2.09	2.48	1.31	2.11
Dialog	2.73	2.39	2.02	2.19	2.05	2.55	1.31	2.06
Meta	2.66	2.27	1.91	2.11	1.98	2.49	1.35	2.00
Short	2.77	2.38	2.32	2.21	2.21	2.58	1.35	2.19

Table 7: Evaluation results for different call prompt templates considering language models. Average of two human annotators and GPT-3.5.

Table 8: All prompt templates designed to generate arguments based on Walton’s user compendium. The symbol \odot signifies the start of post-processed inferences. Single square brackets indicate static placeholders, whereas double square brackets denote dynamic placeholders. This collection features templates for 22 distinct argumentation schemes. Note that meta prompt templates are not included in this table, as they consistently begin with a standard meta prefix; the only variation in meta prompts is the appended short prompt.

ARGUMENT FROM POSITION TO KNOW	
Category	Template
Short	\odot Regarding [topic], [[position-to-know]] agree that
Dialogue	Teacher: Today, we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: Who is in a position to know about [topic]? Teacher: [[position-to-know]] are in a position to know about [topic]. Student: What do [[position-to-know]] think about [topic]? Teacher: \odot Regarding [topic], [[position-to-know]] agree that
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] Examples of people who are in a position to know about [topic] are [[position-to-know]]. \odot Regarding [topic], [[position-to-know]] agree that
Demonstrative	If someone is in the position to know states something, it is more probable to be true. Example 1: Regarding criminality, police officers are in a position to know. They argue that police institutions require more money to fight crime. Example 2: Regarding fast-food, fast-food employees are in a position to know. They argue that fast-food is unhealthy. Example 3: Regarding tuition costs, students are in a position to know. They argue that tuition costs are the main reason for depts. Example 4: \odot Regarding [topic],
ARGUMENT FROM EXPERT OPINION	
Category	Template
Short	\odot Regarding [topic], the expert named [[expert-name]] argues that
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: Which expert knows a lot about [topic]? Teacher: [[expert-name]] knows a lot about [topic]. Student: What is [[expert-name]]’s opinion on [topic]? Teacher: \odot Regarding [topic], the expert named [[expert-name]] argues that
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] [[expert-name]] knows a lot about [topic]. \odot Regarding [topic], the expert named [[expert-name]] argues that
Demonstrative	If one well-known and renown expert states something, it is more probable to be true. Example 1: Regarding electric cars, Elon Musk is a renown expert. He argues that they represent the future of driving. Example 2: Regarding value investing, Benjamin Graham is a renown expert. He argues that investment and speculation are not the same. Example 3: Regarding screenwriting, Steven Spielberg is a renown expert. He advocates for the continuation of the movie theater experience. Example 4: \odot Regarding [topic],
ARGUMENT FROM POPULAR OPINION	
Category	Template
Short	\odot For the most part, people agree that [topic]

Continued on next page

Table 8 – continued from previous page

Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: What is a popular opinion regarding [topic]? Teacher: ☉For the most part, people agree that [topic]
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] There are different popular opinions regarding [topic]. ☉For the most part, people agree that [topic]
Demonstrative	If many people share the same opinion, it is more probable to be true. Example 1: Regarding harmful viruses, many people agree that being vaccinated is the best prevention of a serious infection. Example 2: Regarding cats, many people agree that it is harmful to wildlife to let them roam outside. Example 3: Regarding the US, many people agree that law and order are needed. Example 4: ☉Regarding [topic], many people agree that

ARGUMENT FROM POPULAR PRACTICE	
Category	Template
Short	☉When it comes to [topic], it is a popular practice
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: What is a popular practice regarding [topic]? Teacher: ☉When it comes to [topic], it is a popular practice
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] There are multiple popular practises regarding [topic]. ☉When it comes to [topic], it is a popular practice
Demonstrative	If an action is considered to be a popular practice, it is more probable to be accepted. Example 1: When it comes to overnight stays, it is a popular practice to let children spend the night at the house of a friend. Example 2: When it comes to US nominees, it is a popular practice that they release their tax returns. Example 3: When it comes to drugs, it is a popular practice in many countries to prohibit them. Example 4: ☉When it comes to [topic], it is a popular practice

ARGUMENT FROM EXAMPLE	
Category	Template
Short	☉We should [verb-goal] [topic]. I base this proposition on a real life example:
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: What is your opinion on [topic]? Teacher: ☉We should [verb-goal] [topic]. I base this proposition on a real life example:
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] ☉We should [verb-goal] [topic]. I base this proposition on a real life example:

Continued on next page

Table 8 – continued from previous page

Demonstrative	If an argument is followed by an example, it is more probable to be true.
	Example 1: We should ban hot coffee in restaurants. My reason: The "McDonald's coffee case" from 1994 exemplifies that incidents with hot drinks can lead to immense lawsuits.
	Example 2: People should vaccinate their children. My reason: Last week, an unvaccinated child of a friend of mine died of measles.
	Example 3: Abortion should be allowed. My reason: Last year, a friend of mine has been raped, got pregnant and was forced to have the child. Now she is in therapy, since she became depressed and suicidal.
	Example 4: ☉We should [verb-goal] [topic]. My reason:

ARGUMENT FROM ANALOGY	
Category	Template
Short	☉We should [verb-goal] [topic]. This whole debate about [topic] is analogous to
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: What is your opinion on [topic]? Teacher: ☉We should [verb-goal] [topic]. This whole debate about [topic] is analogous to
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] ☉We should [verb-goal] [topic]. This whole debate about [topic] is analogous to
Demonstrative	If a topic is analogous to another topic, they share the same characteristics. Example 1: One could compare abortions to the Holocaust. Reason: The killing of millions of Jews is the same as killing unborn fetuses. Example 2: One could compare Jesus to the Easter Bunny. Reason: One does not believe in the Easter Bunny, nor in Jesus. Example 3: One could compare the life of men to dreams. Reason: Both simply melt away into nothingness. Example 4: ☉One could compare [topic] to

RHETORICAL ARGUMENT FROM OPPOSITIONS	
Category	Template
Short	☉I do not want to [verb-goal-pro] [topic], but I want to [verb-goal-con] [topic]. So, instead of
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: What is your opinion on [topic]? Teacher: ☉I do not want to [verb-goal-pro] [topic], but I want to [verb-goal-con] [topic]. So, instead of
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] ☉I do not want to [verb-goal-pro] [topic], but I want to [verb-goal-con] [topic]. So, instead of
Demonstrative	If we do not take action, something bad will happen. Therefore, we should take action. Example 1: Flowers require water. Otherwise, flowers will die. Therefore, we should water flowers. Example 2: A good relationship requires you to invest lots of time. Otherwise, the relationship will be at risk. Therefore, you should invest lots of time in the relationship. Example 3: Good grades require you to study a lot. Otherwise, you will get bad grades. Therefore, you should study a lot. Example 4: ☉[Topic] [to-require]

ARGUMENT FROM DEFINITION TO VERBAL CLASSIFICATION	
Category	Template
Short	☉[Topic] [to-be] defined as follows: [[definition]] According to this definition of [topic], one can derive the following characteristics: (1)

Continued on next page

Table 8 – continued from previous page

Dialogue	Teacher: Today we want to talk about [topic]. ⊙Student: What [to-be] [topic]? Teacher: [[definition]] Student: What characteristics can we derive from this definition? Teacher: According to this definition of [topic], one can derive the following characteristics: (1)
Descriptive	⊙Wikipedia defines [topic] as follows: [[definition]] Therefore, according to this definition from Wikipedia of [topic], one can derive the following characteristics (1)
Demonstrative	If we know the definition of a topic, characteristics can be derived from this definition. Example 1: As per definition, mammals can produce milk. Therefore, cats can produce milk. Example 2: As per definition, a planet must be massive enough to be rounded by its own gravity. Therefore, the earth is rounded by its own gravity. Example 3: As per definition, abortion implies the removal of an embryo or fetus. Therefore, for your abortion the fetus will be removed. Example 4: ⊙As per definition, [topic]

ARGUMENTATION FROM SACRIFICE	
Category	Template
Short	⊙If we want to [verb-goal] [topic] we must give up on
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: Is there something we should give up on regarding [topic]? Teacher: ⊙If we want to [verb-goal] [topic] we must give up on
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] There is something we should give up on regarding [topic]. ⊙If we want to [verb-goal] [topic] we must give up on
Demonstrative	If we have to give up on something to reach our goal, the value of the sacrifice is proportional to the value of our goal. Example 1: Regarding the environment, we have to give up on coal power. This is a great sacrifice. Thus, our environment has a great value. Example 2: Regarding the safety while driving, we have to give up freedom and wear seatbelts. Thus, safety has a great value. Example 3: Regarding one's pension, we have to give up on some money each month. Thus, the quality of life in old age has a great value. Example 4: ⊙Regarding [topic], we have to give up on

ARGUMENT FROM PRACTICAL REASONING	
Category	Template
Short	⊙You can [verb-goal] [topic] by
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: I want to [verb-goal] [topic]. How can I do that? Teacher: ⊙You can [verb-goal] [topic] by
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] ⊙You can [verb-goal] [topic] by

Continued on next page

Table 8 – continued from previous page

Demonstrative	<p>If you want to reach your goal you must take a specific action.</p> <p>Example 1: I want to change our current policies. Therefore, I will be nominated as politician.</p> <p>Example 2: I want children to have a better education. Therefore, I work as a teacher.</p> <p>Example 3: I want to fight against the corruption of an enterprise. Therefore, I organize protests.</p> <p>Example 4: ☉I want to [verb-goal] [topic]. Therefore, I</p>
---------------	---

ARGUMENT FROM IGNORANCE	
Category	Template
Short	☉It is not known to be true that [topic]
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>☉Student: Talking about [topic], is there something not true because it is not known to be true?</p> <p>Teacher: Yes. For example, it is not known to be true that [topic]</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>☉Regarding [topic], there are things not true because they are not known to be true.</p> <p>It is not known to be true that [topic]</p>
Demonstrative	<p>If something is not known to be true, then consequently it is not true.</p> <p>Example 1: Regarding our planet, if it were flat, it would be known to be the case. But it is not. Therefore, it is not flat.</p> <p>Example 2: Regarding humans, if they could fly, it would be known to be true. But it is not. Therefore, humans can not fly.</p> <p>Example 3: Regarding bribery, if most politicians were bribed, it would be known to be true. But it is not. Therefore, most politicians are not bribed.</p> <p>Example 4: ☉Regarding [topic],</p>

ARGUMENT FROM CAUSE TO EFFECT	
Category	Template
Short	☉[Topic] [to-lead] to
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: What influence [to-do] [topic] have on our society, economy or policy?</p> <p>Teacher: ☉[Topic] [to-lead] to</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>[Topic] [to-have] many different influences on our society, economy and policy.</p> <p>☉[Topic] [to-lead] to</p>
Demonstrative	<p>Causes and effects are used to express causal generalizations.</p> <p>Example 1: Not studying before an exam leads to worse grades. Therefore, you should study.</p> <p>Example 2: Smoking causes lung cancer. Therefore, you should not smoke cigarettes.</p> <p>Example 3: Cats result in increased personal happiness. Therefore, you should own a cat.</p> <p>Example 4: ☉[Topic]</p>

ARGUMENT FROM CORRELATION TO CAUSE	
Category	Template
Short	☉Correlation sometimes leads to causation. Regarding [topic], there is a positive correlation between

Continued on next page

Table 8 – continued from previous page

Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: There are many correlations between [topic] and other topics. Do some of them lead to causation?</p> <p>Teacher: Yes. ☉Correlation sometimes leads to causation. Regarding [topic], there is a positive correlation between</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>There are many correlations between [topic] and other topics.</p> <p>☉Correlation sometimes leads to causation. Regarding [topic], there is a positive correlation between</p>
Demonstrative	<p>If a positive correlation exists, there is also a causal relation.</p> <p>Example 1: Regarding smoking, there is a positive correlation between people who smoke and people with lung cancer. Therefore, smoking causes lung cancer.</p> <p>Example 2: Regarding dropouts, there is a positive correlation between people who dropped out of school and people who believe in conspiracy theories. Therefore, people who dropped out of school believe in conspiracy theories.</p> <p>Example 3: Regarding cities, there is a positive correlation between the size of a city and the number of traffic lights. Therefore, the size of the city influences the number of traffic lights.</p> <p>Example 4: ☉Regarding [topic], there is a positive correlation between</p>

ARGUMENT FROM SIGN	
Category	Template
Short	☉[Topic] [to-be] a sign of
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: So, what [to-be] [topic] a sign of?</p> <p>Teacher: ☉[Topic] [to-be] a sign of</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>☉[Topic] [to-be] a sign of</p>
Demonstrative	<p>Events and actions can be a sign of something else.</p> <p>Example 1: Black clouds are a sign of rain.</p> <p>Example 2: Falling leaves are a sign of autumn.</p> <p>Example 3: Homelessness is a sign of poverty.</p> <p>Example 4: ☉[Topic] [to-be] a sign of</p>

ARGUMENT FROM CONSEQUENCES	
Category	Template
Short	☉If we want to come to a positive outcome regarding [topic], we must
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: "What [to-be] [topic]?"</p> <p>Teacher: [[definition]]</p> <p>Student: What do we have to bring about to reach a positive outcome regarding [topic]?</p> <p>Teacher: ☉If we want to come to a positive outcome regarding [topic], we must</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>We can bring about multiple things to reach a positive outcome regarding [topic].</p> <p>☉If we want to come to a positive outcome regarding [topic], we must</p>

Continued on next page

Table 8 – continued from previous page

Demonstrative	<p>We have to weigh in consequences to conclude what to do.</p> <p>Example 1: If we clear the forest, many animals will die. Therefore, we should not clear the forest.</p> <p>Example 2: If we enforce this law, we can fight poverty. Therefore, we should enforce this law.</p> <p>Example 3: If we buy this car, we have to take out a loan. Therefore, we should not buy this car.</p> <p>Example 4: ☉If we [verb-goal] [topic],</p>
---------------	---

PRAGMATIC ARGUMENT FROM ALTERNATIVES	
Category	Template
Short	☉We must [verb-goal] [topic]! Otherwise,
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: Do we have to [verb-goal] [topic]?</p> <p>Teacher: ☉We must [verb-goal] [topic]! Otherwise,</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>In my opinion, ☉we must [verb-goal] [topic]! Otherwise,</p>
Demonstrative	<p>We have to take action, otherwise, something undesirable happens.</p> <p>Example 1: Either we finish this work today or we have to work at the weekend. Therefore, we should finish this work today.</p> <p>Example 2: Either I buy a new laptop or I can't play the game any longer. Therefore, I should buy a new laptop.</p> <p>Example 3: Either I call my insurance company or I have to pay the damage by myself. Therefore, I should call my insurance company.</p> <p>Example 4: ☉Either we [verb-goal] [topic] or</p>

ARGUMENT FROM DANGER APPEAL	
Category	Template
Short	☉It is dangerous to [verb-goal] [topic] because
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: Why is it dangerous to [verb-goal] [topic]?</p> <p>Teacher: ☉It is dangerous to [verb-goal] [topic] because</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>☉It is dangerous to [verb-goal] [topic] because</p>
Demonstrative	<p>Sometimes you have to do something to avoid potential dangers.</p> <p>Example 1: If I do not train my dog, it might bite me. Therefore, I should train my dog.</p> <p>Example 2: Unless I go see a doctor, my condition will not improve. Therefore, I should go see a doctor.</p> <p>Example 3: If I work too much, I will get a burnout. Therefore, I should take a break.</p> <p>Example 4: ☉Unless I try to [verb-goal] [topic],</p>

ARGUMENT FROM COMMITMENT	
Category	Template
Short	☉If you are committed to [verb-goal] [topic] then you are also committed to
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: I am committed to [verb-goal] [topic]. What does this imply?</p> <p>Teacher: ☉If you are committed to [verb-goal] [topic] then you are also committed to</p>

Continued on next page

Table 8 – continued from previous page

Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>⊙If you are committed to [verb-goal] [topic] then you are also committed to</p>
Demonstrative	<p>Being committed to one thing sometimes implies commitment to something else.</p> <p>Example 1: Being committed to saving the environment implies being also committed to taking down coal-fired power plants.</p> <p>Example 2: Being committed to Christianity implies being also committed to fighting against legal abortions.</p> <p>Example 3: Being committed to one's studies implies being also committed to learning new things.</p> <p>Example 4: ⊙Being committed to [verb-goal] [topic] implies being also committed to</p>

ARGUMENT FROM PRAGMATIC INCONSISTENCY	
Category	Template
Short	⊙If there is an inconsistency between what you say and what you do, people will stop believing you. For example, regarding [topic].
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: What does this have to do with a pragmatic inconsistency?</p> <p>Teacher: ⊙If there is an inconsistency between what you say and what you do, people will stop believing you. For example, regarding [topic].</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>⊙If there is an inconsistency between what you say and what you do, people will stop believing you. For example, regarding [topic].</p>
Demonstrative	<p>Sometimes actions of a person contradict what this person says.</p> <p>Example 1: He claimed he would take care of the game if I lent it to him. However, he already lost a game of mine before. Therefore, I will not lend it to him.</p> <p>Example 2: She promised us to lower taxes if we voted for her. However, last time we voted for her she increased the taxes. Therefore, we should not vote for her again.</p> <p>Example 3: He told her he will not cheat on her again. However, he already said this last time. Therefore, she should not believe him.</p> <p>Example 4: ⊙She told us she would [verb-goal] [topic]. However,</p>

ARGUMENT FROM INCONSISTENT COMMITMENT	
Category	Template
Short	⊙There can be multiple indicators which imply that someone is not fully committed to [verb-goal] [topic]. One of them could be
Dialogue	<p>Teacher: Today we want to talk about [topic].</p> <p>Student: What [to-be] [topic]?</p> <p>Teacher: [[definition]]</p> <p>Student: What does this have to do with inconsistent commitment?</p> <p>Teacher: ⊙There can be multiple indicators which imply that someone is not fully committed to [verb-goal] [topic]. One of them could be</p>
Descriptive	<p>The topic of this article [to-be] [topic].</p> <p>[Topic] [to-be] defined as follows: [[definition]]</p> <p>⊙There can be multiple indicators which imply that someone is not fully committed to [verb-goal] [topic]. One of them could be</p>
Demonstrative	<p>Some claimed commitment does not always represent actions of a person.</p> <p>Example 1: Regarding the environment, they promised to ban coal mining. However, they subsidized coal mining.</p> <p>Example 2: Regarding taxes, they promised to lower them. However, taxes were increased.</p> <p>Example 3: Regarding christianity, they promised to respect homosexual relationships. However, they do not allow homosexuals to marry.</p> <p>Example 4: ⊙Regarding [topic], they promised to [verb-goal] [topic]. However,</p>

Continued on next page

Table 8 – continued from previous page

ARGUMENT FROM CIRCUMSTANTIAL AD HOMINEM	
Category	Template
Short	⊙She states that she wants to [verb-goal-pro] [topic]. However, she is committed to the opposite as she wants to [verb-goal-con] [topic]. This can be seen in her actions. For example,
Dialogue	Teacher: Today we want to talk about [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: I heard of someone who does the opposite of what she states to be committed to. Teacher: Yes. ⊙She states that she wants to [verb-goal-pro] [topic]. However, she is committed to the opposite as she wants to [verb-goal-con] [topic]. This can be seen in her actions. For example,
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] ⊙She states that she wants to [verb-goal-pro] [topic]. However, she is committed to the opposite as she wants to [verb-goal-con] [topic]. This can be seen in her actions. For example,
Demonstrative	Depending on personal circumstances, the plausibility of one's arguments can be destroyed. Example 1: He highlighted the urgency of reforming women's rights laws. However, yesterday a judge found him guilty of raping a woman. So, the plausibility of his arguments is decreased. Example 2: He claimed it is necessary to include refugees in our society. However, last week he and his friends beat up a refugee. So, the plausibility of his argument is decreased. Example 3: She underlined the importance of saving animals. However, nearly every night she eats meat. So, the plausibility of her argument is decreased. Example 4: ⊙She emphasized that we should [verb-goal] [topic]. However,

ARGUMENT FROM BIAS	
Category	Template
Short	⊙He only believes it would be best to [verb-goal] [topic] because he is biased. This bias primarily comes from
Dialogue	Teacher: Today we want to talk about biases regarding [topic]. Student: What [to-be] [topic]? Teacher: [[definition]] Student: How is he biased regarding [topic]? Teacher: ⊙He only believes it would be best to [verb-goal] [topic] because he is biased. This bias primarily comes from
Descriptive	The topic of this article [to-be] [topic]. [Topic] [to-be] defined as follows: [[definition]] ⊙He only believes it would be best to [verb-goal] [topic] because he is biased. This bias primarily comes from
Demonstrative	When people are biased, their arguments are less likely to be neutral. Example 1: She argued that the aviation industry needs more money. However, she is biased, as she is a major shareholder in Lufthansa. Example 2: He argues that foreigners damage the country. However, he is biased, as his parents both are affiliates of a right-wing association. Example 3: She argues that the military needs to be subsidized. However, she is biased, as she has worked as soldier for several years. Example 4: ⊙He argues that [topic]

Table 9: Example of different generated arguments for different categories. The scheme used is 'Argument from Cause to Effect', the topic is "direct democracy". The language model used is Llama 3.

ARGUMENT FROM CAUSE TO EFFECT	
Category	Argument
Short	Direct democracy leads to direct justice, the law of the strongest. When in a democratic society the laws are enacted by all the people and every one takes part in their enactment or at any rate may have an influence on them, the result is something like egalitarianism: it makes no difference whether one has much property or little, if one man's vote is worth no more than another's.
Dialogue	Direct democracy leads to a society where everyone can make a difference. For example, if you want a new bridge in your neighborhood, you can ask for it. Or if you want more money in the budget, you just have to gather enough signatures and convince people. Direct democracy gives everyone an equal voice.
Descriptive	Direct democracy leads to more transparency because politicians can't hide behind their own parties. There are many examples of how direct democracy could be used in the future. This is my opinion on direct democracy.
Demonstrative	Direct democracy results in higher voter turnout rates. Therefore, we should support direct democracy.
Meta	Direct democracy leads to more effective decisions.