

## Introduction

- A. Background
- B. Rationale
- C. Evaluating information
- D. Distinguishing fact from opinion, assumption, generalization
- E. Promoting facts in writing
- F. Conclusion

## Evaluating Information

Examine materials by Stanford History Education Group's study in online reasoning.

## Expository Writing for ESL Reading and Writing Courses

### A. Distinguishing Fact from Opinion and Specific Details:

*Read each sentence and label it O (opinion), F-NP (fact that needs proof), or SSD (specific supporting detail).*

1. \_\_\_\_\_ People who steal identities do a lot of damage before their victims become aware of it.
2. \_\_\_\_\_ Punishment for identity thieves is not severe enough.
3. \_\_\_\_\_ As of 2010, credit card fraud accounted for 17 percent of reported identity theft.
4. \_\_\_\_\_ Identity theft is more serious than any other type of theft.
5. \_\_\_\_\_ Identity theft is increasing at a rapid rate.
6. \_\_\_\_\_ In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2009, the number was 278,000.
7. \_\_\_\_\_ Many people do not report identity theft to the police.
8. \_\_\_\_\_ In 2009, 28 percent of identity theft victims did not notify the police, according to the FTC.
9. \_\_\_\_\_ Identity theft happens to ordinary people, not just to the wealthy.
10. \_\_\_\_\_ The police should do more to protect citizens from identity theft.

(from *Longman Academic Writing 4* by Oshima and Hogue, Pearson: 5<sup>th</sup> ed. 2017.)

### B. Recognizing Truth Twisting: *Write T if the statements uses only truthful methods; write S if the statement is slanted by bias, prejudice, or propaganda.*

11. \_\_\_\_\_ Tom Hanks arrived at the awards dinner wearing a handsome, double-breasted suite designed by Giorgio Armani.
12. \_\_\_\_\_ Oh, she's your typical feminist—she complains and causes trouble.
13. \_\_\_\_\_ I'm considering all points of view before I decide.
14. \_\_\_\_\_ There's nothing wrong with eating. All of my relatives are overweight, and they've lived to a ripe old age.

(from *All of Us* by Wiener and Bazerman, Houghton Mifflin, 1999.)

**Fact-based writing at work**

Explicit directions in writing using facts.

Use short models and side-by-side comparisons. Vocabulary is the key.

**Describing a person using facts**

*Work with a partner. Put a check ✓ next to the sentences that are factual. Put an X next to sentences that are not factual.*

1. \_\_\_\_ Clara looks so cute when she smiles.
2. \_\_\_\_ Clara crawls over to the basket and the toys.
3. \_\_\_\_ Clara, a toddler, can stand with support.
4. \_\_\_\_ Clara loves the basket with colored balls.
5. \_\_\_\_ Those balls are interesting toys for boys and girls.
6. \_\_\_\_ Clara puts the ball into the box.
7. \_\_\_\_ She played with the ball and the box for about 10 minutes.
8. \_\_\_\_ Clara is a happy baby with an easy temperament.
9. \_\_\_\_ (your own fact) \_\_\_\_\_.
10. \_\_\_\_ (your own opinion) \_\_\_\_\_.

*(English for Child Development, by Brems, Chan, & Rosner, Sunburst Media, 2017)*

**Describing an environment objectively**

<p><u>Model 1:</u> room / well-lit A: Is the room <u>well-lit</u> ? B: Yes, it is. It's <u>well-lit</u>. It's not <u>poorly-lit</u>.</p>	<p><u>Model 2:</u> chairs / adult-sized A: Are the chairs <u>adult-sized</u> ? B: No, they aren't. They're <u>child-sized</u>. or room / chilly A: Is the room chilly? B: I'm not sure. I can't tell from the picture. It seems warm and sunny.</p>
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1. furniture / new?
2. environment / spacious?
3. classroom / poorly-lit?
4. room / crowded?
5. environment/ noisy?
6. walls / painted?
7. furniture / adult-sized?
8. chairs / in good condition?
9. room / warm
10. classroom / poorly maintained



**Summary and Conclusion**