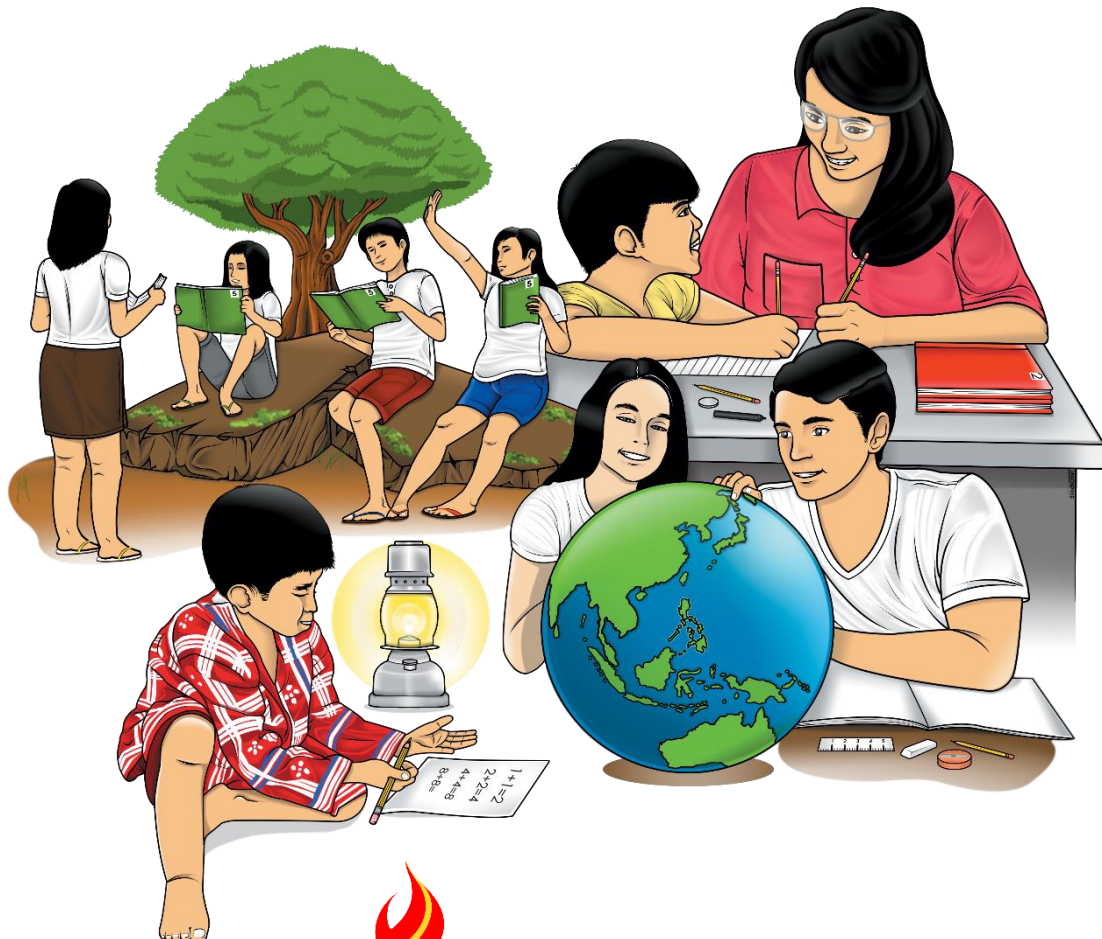


English

Quarter 2 – Module 3: Formulating a Statement of Opinion or Assertion



English – Grade 10
Alternative Delivery Mode
Quarter 2 – Module 4: Argumentative Texts: Modal Verbs and Modal Adverbs
First Edition, 2021

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10

English

**Quarter 2 – Module 3:
FORMULATING A STATEMENT
OF OPINION OR ASSERTION**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

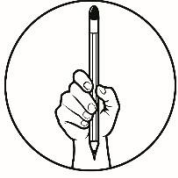


What I Need to Know

Hello learner! This module was designed and written with you in mind. Primarily, its scope is to help you construct well-written statements of opinion or assertion, which are key elements in expository and argumentative writing.

While going through this module, you are expected to:

1. recognize fact, opinion, and assertion;
2. distinguish opinion and commonplace assertion from fact; and
3. formulate statements of skim for major or central ideas.



What I Know

Choose the letter of the best answer, and write it on a separate sheet of paper.

1. It is a statement that is commonly believed to be true even without proof or evidence.
 - A. Fact
 - B. Opinion
 - C. Commonplace Assertion
 - D. Bias or Prejudice

2. It is a statement that is verifiable, or can be proven true or false based on evidence or proof.
 - A. Fact
 - B. Opinion
 - C. Commonplace Assertion
 - D. Bias or Prejudice

3. Which of the following best defines an opinion?
 - A. It is a declarative statement that is generally accepted as true.
 - B. It is a personal view, judgment or appraisal about a particular matter.
 - C. It can be proven true or false based on whatever evidence is available.
 - D. It is a statement that is true not only to the speaker but to everyone else.

4. What is the similarity between an opinion and a commonplace assertion?
 - A. They can be opposed.
 - B. They are subjective and personal.
 - C. They are based on evidence or proof.
 - D. They are generally accepted to be true.

5. Which is *not* a category of an opinion statement?
 - A. Statement of Truth
 - B. Statement of Value
 - C. Statement of Policy
 - D. Statement of Preference

6. Under what category of opinion statement does the following statement belong to? *Online selling has become a very viable source of income nowadays.*
 - A. Statement of Truth
 - B. Statement of Value
 - C. Statement of Policy
 - D. Statement of Preference

7. Which of the following is a well-constructed opinion statement?
 - A. Baguio is the safest city to live in during this pandemic.
 - B. I think the local government of Baguio deserves recognition for its efforts.
 - C. LGU leaders in the city always make sound and calculated decisions.
 - D. Mayor Benjamin Magalong exemplary handled the pandemic in his jurisdiction.

8. Which of these statements is neither an opinion nor a commonplace assertion?
 - A. Women are careful drivers.
 - B. All industrial nations are first world countries.
 - C. There are more men than women who became president of the country.

- D. The number of males in the Senate and Congress suggests that males are better lawmakers.
9. A commonplace assertion is commonly referred to as stereotypes. Which of these statements is an example of stereotype?
- A. All boys are more open-minded than girls.
 - B. Most religions allow only the males to be the leaders.
 - C. Schools across the country advocate gender equality.
 - D. Women deserve the same opportunities that are given to men.
10. What makes the following statement an example of commonplace assertion?
Milk is good for your body.
- A. It asserts that milk is the best source of calcium which makes bones and teeth stronger.
 - B. It makes people believe that milk contains all the vitamins and minerals that the body needs.
 - C. It disregards the fact that some people are lactose intolerant, and milk may cause stomach upset.
 - D. All of the above.

For numbers 11-15, read the given excerpt of an opinion article and then identify statements of fact, opinion and assertion from the passage.

Online delivery, not online class

Conducting online classes today is ideal, there is no doubt about it, but ours is considered a third world country. Having an online class is possible and but it is never fair to all students especially those studying in public schools. Online classes are financially demanding and most likely, the majority of the learners' families cannot cope with these demands.

The majority of the students in public schools do not have gadgets or fast-internet service connections necessary for online classes. Teachers cannot just hold these classes to a small number of the class only because most students have no means to join. Those who are not privileged of sufficient income will be denied of the learnings attained in activities and discussion.

Public schools can conduct online classes but it would be discriminating because it is selective. The learning experiences would not be the same for everybody and the poor will certainly be on the losing end.

- Sherwin L. Fernando, SunStar Baguio (September 27, 2020)

11. Fact: _____

12. Assertion: _____

- 13 - 15. Opinions:
- a. _____

 - b. _____

 - c. _____

Lesson

1

Formulating a Statement of Fact or Opinion



What's In

Everyday conversation and writing is characterized not only by factual statements, but also expressions of one's personal views, judgment, beliefs and convictions. In other words, we often make statements or assertions of fact, opinion, belief and even prejudice. This is because we often process and interpret factual evidence based on our own values, feelings, tastes, and experiences.

Fowler H. Ramsay (1986), as outlined in the Colorado State University website, described **assertion** as a term generally used to refer to statements of fact, opinion, belief and prejudice. These types or categories of assertion are quite different from one another. A **fact** is a verifiable statement. It can be proven objectively by verified observations or the results of research among others. Because statements of fact can be double-checked for accuracy, there is general agreement about the truth they posit. On the other hand, an **opinion** is a personal judgment based on facts; hence, it is debatable and potentially changeable.

The third category is called **belief**, which is a conviction based on cultural or personal faith, morality or values. A statement of belief may look similar with an opinion, but they are not based on evidence; that is why they cannot be contested or argued in a rational or logical manner. Lastly, there is the rather vague category called **commonplace assertion**. This is a stereotype, an oversimplification or a prejudice, which is a half-baked opinion based on insufficient or unexamined evidence, but it presented as if it were a fact. It is often accepted from others (families, friends, media etc.), making it too common to be questioned about its truthfulness.

These categories of assertion are so prevalent in social media today, and the distinction between one another is slowly becoming unclear because of how netizens present everything as facts. This is why every social media needs to be a critical and informed reader to be able to verify the truthfulness of the information he/she comes across.

In one of the previous modules, you learned about the language of research, advocacies and campaigns. Opinions and assertions are very important in advocacies and campaigns; hence, it would be advantageous for a writer, or even a speaker, to clearly express their views on important matters.

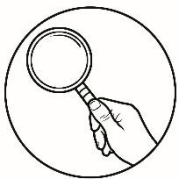


What's New

Activity: I'M A CRITICAL READER

Go over each of the following statements and write **FACT** if it is factual, and **OPINION** if it is a personal interpretation or conclusion derived from factual evidence, and **ASSERTION** if it is a commonplace assertion, or a claim that is not supported by evidence. Write your answers on a separate sheet of paper.

- _____ 1. There is not a single district in Baguio City with zero record of Covid-19 cases.
- _____ 2. The surge in the number of Covid-19 cases in Baguio can be attributed to expanded testing efforts and heightened contact tracing.
- _____ 3. To ease the worsening poverty caused by the pandemic, livelihood projects for poor families are a better solution than cash subsidies.
- _____ 4. The liquor ban is one of the best policies of the local government in keeping the coronavirus disease under control.
- _____ 5. The only tourists allowed to come to Baguio are those from Region 1 and nearby provinces with minimal Covid-19 cases.
- _____ 6. Tourism always solves the financial woes of every major city in the entire country.
- _____ 7. Many poor families have greatly benefitted from the two tranches of the government's Social Amelioration Program.
- _____ 8. Small businesses had to close as an effect of the Covid-19 pandemic, and this is why it is better to have a stable job than to start one's own business venture.
- _____ 9. Longer quarantine period translates to lower crime rates in every city.
- _____ 10. In times of global crisis, men are better leaders than women.



What is It

Whenever you browse your newsfeed, will you be able to tell how much of the posts you read is factual, and how much is opinionated? If you can't tell between fact and opinion or assertion, then you are likely to fall victim to misinformation or fake news. As a 21st century learner, you should be able to tell the difference between the two. Similarly, you are also expected to know how to properly construct statements of opinion or assertion. Below is a detailed discussion of opinion and commonplace assertion.

An **opinion** is a type of assertion which expresses a judgment, viewpoint, or statement about matters commonly considered to be subjective. It is a personal view; however, it is still based on facts. In other words, it is an honest attempt to draw a conclusion from factual evidence, and not a mere statement of one's belief, preference, or prejudice (e.g. *The president is the worst leader the country has ever had.*)

An opinion statement is composed mainly of a **debatable topic** and a **focus** (i.e., the specific feeling or belief the writer or speaker has about the topic.) It can sometimes be distinguished from other constructions because it often uses qualifying words such as *almost, usually, maybe, probably, often, some, most* and *in most cases*. It does not have to be explicitly stated using the words “I think...” or “In my opinion...” Take, for instance, the sentence: *Most public schools are ready for distance education*. The word “most” makes the sentence an opinion that is easier to support. Opinions result from ambiguities; the more ambiguous a statement, the more difficult it is to verify, and so they are open to disputes.

There are three categories of opinion statements, namely:

**Statement
of Truth**

It is an opinion that something is or is not the case. For example: *With the minimal number of Covid-19 cases in the city, Baguio City clearly has more effective contact tracing methods than most cities in the country.*

**Statement
of Value**

It is an opinion statement which claims that something does or does not have worth. For example: *Hard lockdowns of barangays has not been effective in controlling the spread of the coronavirus.*

**Statement
of Policy**

It claims that something should or should not be done. For example: *Amidst the ongoing pandemic, what teachers and students need is not academic freeze but material, moral and instructional support from the leaders in the education department.*

Take note that the given examples are claims or statements that are based on existing facts or on the writer’s interpretation of these facts; hence, they can be debated or opposed. In other words, they are personal views. They may be true for the speaker or writer, but they can’t be true for everybody else. It is therefore important to make the readers aware of the evidence and how it led you to arrive at your opinion.

Another statement or expression that is somewhat similar to an opinion is called **commonplace assertion**. Readers or listeners sometimes confuse the two with each other; however, a commonplace assertion does not appear to be as subjective as an opinion. Instead, it claims universality and is presented as an absolute truth. Further, a commonplace assertion is a statement used to make a declaration or to express strong belief on a particular topic, often without evidence. They are so common (because they are passed on by friends, family members, and the media) that they are believed to be true even without proof, and some statements of commonplace assertion have become stereotypes. For example:

1. *Men are stronger than women.*
2. *An apple a day keeps the doctor away.*

Written as declarative sentences, these statements appear to be facts. But let us analyze each of them. The first example is a typical stereotype, a statement that many people have accepted to be true. However, there is no evidence to support this, and there are many layers of the statement that are ambiguous. For instance, it is not clear if it is referring only to physical strength. This is why the statement is something that many women have been trying to disprove.

As for the second example, many people have also accepted this as a fact. However, it is not clear how an apple can keep someone so healthy that she wouldn't need to visit a physician anymore. Moreover, it is still possible that someone who eats apple everyday could get sick and will need to visit a doctor.

It is clear from these examples of commonplace assertion that readers need to be critical about the information they read, so as not to assume that these unfounded statements are absolute truths. Similarly, writers need restraint in presenting their prejudices and opinions as factual statements. In other words, personal views should be presented as opinions, and not as stereotypes or even facts.



By this time, you should be able to distinguish between facts and opinions or assertions. Practice your skill by reading this commentary and identifying the opinions embedded in the article.

On Social Media and Education

The news about the Department of Information and Communications Technology (DICT) eyeing to ban social media for school assignments, especially “likes-based” requirements, reminded me of the task I gave to my Grade 8 students two years ago.

I instructed the learners to post their essay on Facebook and told them that I would score it based on the number of likes and good comments it will get within a week. Although some of the students complained that they do not have many friends to like their post, they still complied and the learning goal was met -- to get them to read one another's essay and engage them in meaningful discussions online.

That was one of the activities that proved how useful social media is in enhancing teaching and learning processes, and banning its use in schools will greatly affect meaningful interactions inside and outside the classroom.

I have heard students say that group chats are a necessity to keep them updated of upcoming classroom activities and requirements, and their peers' discussions are helpful in accomplishing such tasks. Moreover, one class I once handled wrote in their essay how their group chat in Science is an extension of their classroom, especially when their subject teacher uses it to send lecture notes, reminders and assignments so that students who were absent in class could catch up.

The usefulness of social media can be further confirmed by many researchers in the local and international setting. One example is the 2016 study of Vishranti Raut and Prafulla Patil that highlighted the strength of social media applications in offering “tools that learners can mix and match to best suit their individual learning styles and increase their academic success.”

The same conclusion is echoed in the case study of Bernard John Kolan and Patience Emefa Dzandza in 2018. They noted that although only about 20 percent of their respondents use social media mainly for academic purpose, the remaining 80 percent still use the tools to perform academic-related tasks. They further underscored that “one cannot dispute the fact that social media networks contribute immensely to students' academic life when used judiciously.”

Meanwhile, a 2017 study in Pangasinan looked into how teachers perceive the role of social media in education. The findings revealed that social media is “extremely useful” for student interaction in collaborative learning and student-teacher interactions. However, the researchers also acknowledged that while it promotes communication and builds connection, social media “distracted the focus of students in fulfilling their school requirements.”

Distraction. This is indeed the downside in social media usage and it is for this reason that DICT is proposing to ban it in schools. Undoubtedly, students do get distracted from doing

school requirements when they already logged in to, say, Facebook. Worse, this could result in addiction.

But despite the fact that social media could be a two-edge sword, schools can still greatly capitalize on its use. A recent study in Saudi Arabia notes that since social media have an impact on student achievement, “it is necessary to approach adolescents’ use of social networks with ultimate responsibility.” Kolan and Dzandza also advised that schools organize seminars to educate students about the possible implications of social media usage on their academic performance. Moreover, contrary to the proposal of DICT, these researchers suggest that teachers channel assignments or discussions on social media platforms to inculcate the proper use of these sites for academic work.

To the parents, Raut and Patil recommend moderating their children’s access to social media. They claim that if parents will lessen the time their kids spend on these sites, and if they pay attention to their academic progress, the negative aspects of social media can be kept from influencing the child’s studies.

Indeed, there are gains and losses in the unabated use of social media; however, will the proposed ban yield better results in the students’ academic performance? I would say that people put their trust in us first, that we -- educators, parents, and learners -- could still regulate the use of social media in order to maximize learning beyond the walls of the classroom.

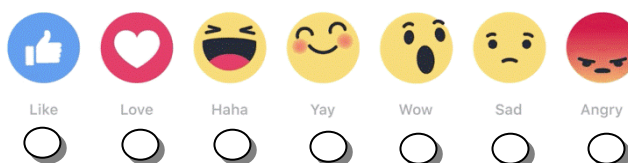
— Vanessa Abubo, *Baguio Midland Courier* (June 16, 2019)

The article above is evidently an opinion piece because of the use of the pronoun “I” and the statements of opinion that abound in the text. And as mentioned earlier, opinions are personal judgments based on available facts, which is why there are also proof or evidence in this commentary.

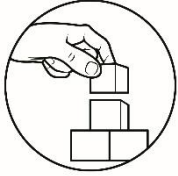
But how many opinionated statements or assertions were you able find in the article? Here are some of them; and if you identified the following, then you are a critical reader:

- ✓ *Banning its (social media) use in schools will greatly affect meaningful interactions inside and outside the classroom.*
- ✓ *Group chats are a necessity to keep them (students) updated of upcoming classroom activities and requirements...*
- ✓ *Social media could be a two-edge sword.*
- ✓ *There are gains and losses in the unabated use of social media.*

*Before proceeding to the next activities, please take time to rate this opinion article.
Shade the emoji that matches your reaction towards the text.*



Source: <https://emojipedia.org/facebook/>



What's More

Activity 1: FACT OR OPINION?

Read the facts given, and then identify which of the succeeding statements are debatable opinions drawn from the said facts. Put a check mark on the corresponding box.

According to the report of the Inter-Agency Committee Against Trafficking (IACAT), in 2017 the Department of Social Welfare and Development served a total of 175 victims of child pornography and in 2018 there were 230 victims served, an alarming 31 percent increase from the previous year.

The Department of Justice's Office of Cybercrime also recorded a 264.63 percent increase in the number of reported online sexual exploitation of children (OSEC) during the quarantine.

- Rillorta, Patrick, *Baguio Midland Courier* (September 13, 2020)

- 1. The number of children falling victim to abuse is constantly increasing over the years.
- 2. The quarantine is detrimental for the children's physical, social and mental well being.
- 3. There are negligent parents and guardians in many households in the country.
- 4. The cyberspace is not a safe place for children.
- 5. Several agencies are working hand-in-hand in monitoring and addressing issues involving children.

Activity 2: MY TWO CENTS' WORTH

Write a statement of opinion or assertion for each of the given topics.

1. *Baguio as a Model City*

Opinion: _____

2. *Distance Learning*

Opinion: _____

3. *Online Selling:*

Opinion: _____

4. *Corruption:*

Assertion: _____

5. *Mental Health*

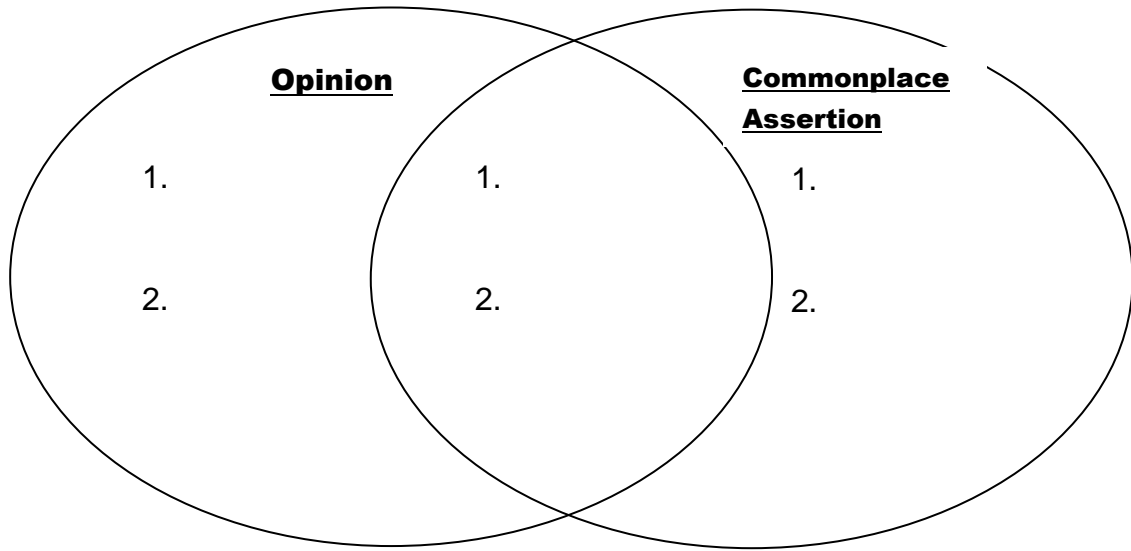
Assertion: _____



What I Have Learned

Activity: SIMILAR YET DIFFERENT

Differentiate an opinion from a commonplace assertion through a Venn Diagram.



What I Can Do

Activity: SPEAKING OUT

Interview one of your parents and two friends or classmates. Let them to cite an assertion or a statement/claim that they strongly believe is true even if it is not supported by any evidence. Likewise, ask them to give a one-sentence opinion regarding any of the following issues:

- health and safety protocols in Baguio City
- traffic scheme in the city
- opening the city to tourists
- modular learning
- academic freeze

Name of Interviewee	Assertion	Opinion



Assessment

Choose the letter of the best answer, and write it on a separate sheet of paper.

1. It is a statement that is commonly believed to be true even without proof or evidence.
 - A. Fact
 - B. Opinion
 - C. Commonplace Assertion
 - D. Bias or Prejudice
2. It is a statement that is verifiable, or can be proven true or false based on evidence or proof.
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- C. It disregards the fact that some people are lactose intolerant, and milk may cause stomach upset.
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Online delivery, not online class

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Public schools can conduct online classes but it would be discriminating because it is selective. The learning experiences would not be the same for everybody and the poor will certainly be on the losing end.

- Sherwin L. Fernando, SunStar Baguio (September 27, 2020)

11. Fact: _____

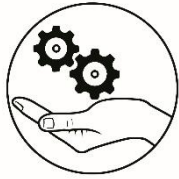
12. Assertion: _____

13 - 15. Opinions:

a. _____

b. _____

c. _____



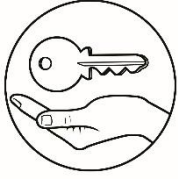
Additional Activities

Activity: IT'S FINE TO OPINE

Write an opinion article about any current social or political issue. Be sure to phrase your opinions and assertions correctly, and write in no less than 200 words. Be guided by the following rubric.

Criteria	Very Good (5)	Good (3)	Needs Improvement (1)
Purpose	Opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience.	Opinion is clear, and the focus is mostly maintained for the purpose and audience.	Opinion is confusing and too ambiguous, and the focus drifts from the purpose and audience.
Elaboration/ Evidence	Comprehensive evidence (facts and details) from the source material is integrated and with proper attribution. Vocabulary and style are appropriate and effective.	Comprehensive evidence (facts and details) from the source material is integrated but are not properly attributed. Vocabulary and style are generally appropriate and effective.	There is little evidence integrated. Moreover, vocabulary and style are not appropriate and effective.
Organization	There is effective and clear introduction and conclusion. Also, the logical progression of ideas is evident throughout the essay.	There is effective and clear introduction and conclusion, but the logical progression of ideas is not sustained in some parts of the essay.	The introduction and conclusion are not effective, and there is not logical progression of ideas in most parts of the essay.
Conventions	The article shows correct use of language, punctuation, grammar and spelling.	There are minimal errors in word usage, grammar, punctuation and spelling but these do not affect the clarity of the text.	The article is riddled with errors in word usage, grammar, punctuation which makes the text difficult to comprehend.
Score			

- Adapted from Smarter Balanced Assessment Consortium



Answer Key

<p>WHAT I KNOW</p> <p>1. C 2. A 3. B 4. A 5. D 6. B 7. D 8. C 9. A 10. C</p>	<p>WHAT'S NEW</p> <p>1. FACT 2. FACT 3. OPINION 4. OPINION 5. FACT 6. COMMONPLACE ASSERTION 7. OPINION 8. OPINION 9. COMMONPLACE ASSERTION 10. COMMONPLACE ASSERTION</p>	<p>WHAT'S MORE</p> <p>Activity 1</p> <p>#2. The quarantine is detrimental for the children's physical, social and mental well-being.</p> <p>#3. There are negligent parents and guardians in many households in the country.</p> <p>#4. The cyberspace is not a safe place for children.</p> <p>Activity 2:</p> <p><i>Answers vary.</i></p>
<p>WHAT I HAVE LEARNED</p> <p><i>Answers vary.</i></p> <p>WHAT I CAN DO</p> <p><i>Answers vary.</i></p>	<p>ASSESSMENT</p> <p>1. C 2. A 3. B 4. A 5. D 6. B 7. D 8. C 9. A 10. C</p>	<p>ADDITIONAL ACTIVITY</p> <p><i>Answers vary.</i></p>

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