Inference

Clips from “Grey’s Anatomy”

Clip 1
Clip 2
Reading and Drawing Conclusions (Inferences)

Workshop for Future Nursing Professionals
Workshop Agenda

- **Introductions**
  - Who we are and why we’re here

- **Workshop goals**
  - To understand inference as it applies to critical reading.
  - Be able to identify a passage’s meaning based on clues and reading between the lines.
  - Identify implicit and explicit information.

- **Quick Pretest**

- **Survey**
Take a look at these images. What meaning can be inferred?
Before We Begin...

- We would like for you to take a pre-test to see what you already know.
A good reader develops an interpretation of what is happening in a story, while being careful that the interpretation is logical and realistic.

Making **educated guesses** or conclusion drawn by the readers based on the available **facts** and **information** (Boyd & Saccocman).
Inference: What Is It?

- Subtle suggestions expressed without direct statement; *reading between the lines* and looking for the *implied meaning* in words and actions.

- A *reasoned guess* about what you don’t know made on the basis of what you do know.

- An inference is not stated directly; it is *implied*. 
Take a look at the reading sample provided. Without the context for the sample, can you answer the following questions about it?

1) What is the article about?
2) How did you know (or, how can you guess?)
3) Who is the intended audience? How can you tell?
What is the difference?

Implicit – Writer leaves the meaning up to the reader. Does not reveal the meaning behind the passage.

Explicit – Writer directly states the meaning. There is no “grey area” on what is meant.
Methods of Inferences

- **Drawing Conclusions**: Using hints as well as facts to make a logical deduction from both stated ideas and unstated assumptions.

- **Prior Knowledge**: Having the right background knowledge needed to grasp the details that are frequently implied rather than directly spelled out.
Inference in practice...

- “Honey, did we bring a map?”
- A woman is walking down the street calling, “Here, Mr. Snuggles! Snuggles? It’s time to come home, Mr. Snuggles!”

What can be inferred about the situation?
Who is Mr. Snuggles?

Examples from Reading Now by Amy Olsen
## Steps to Making Inferences

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Step 1...

- Having a firm grasp.
- Understanding stated ideas and facts.
- Allows you to move to higher level thinking.
Indicative Planning

Indicative Planning is the fourth economic model, and it is the system used by Japan, in conjunction with a market system. This is a method of planning that allows different producers to meet with the government to set policies for the good of the people. It is dissimilar to central planning, which has an imperative plan. In the indicative planning system, as its name implies, companies give the government an indication of what they plan to do.

What can we infer about indicative planning?

A. It is not a policy-making process
B. Is used in Asian markets
C. Allows for producers to meet with government to set policy.
D. None of these

Step 2...

- Pay attention to unusual details.
- What is striking?
- Why is it there?
“The apartheid government tried to brainwash the white population in order to perpetuate their regime. Consequently I learned to question everything and not accept the status quo. I automatically learned to mistrust the system. This questioning transferred itself to how I feel about the conventional medical system where I believe that many if not most regular doctors are also brainwashed.”

– Dr. Frank Lipman, MD, Founder and Director of the Eleven Eleven Wellness Center in New York, New York

What is the most striking (or surprising) detail from Dr. Lipman’s interview?
A. He questions everything
B. He refuses to accept the status quo
C. He believes doctors are brainwashed
D. He trusts Western medicine

### Add Up the Facts

- Consider **all facts** taken together.
- What is the writer trying to suggest?
- What do the facts point toward?
- Why did the author include these facts?
The world of on-line charting is an exciting and rapidly changing place. Advances in this area of technology seem to be made even faster than in some other areas of technology. The health and medical sector are now growing at a pace that outstrips the other sectors, even in times of economic difficulty. With the generation of baby boomers aging and needing more health services, this sector will continue to grow for a number of years.

Which of these can NOT be inferred from the passage?

A. The health sector will continue to grow
B. Medical charting can be a time-consuming process.
C. The economy has not impacted medical on-line charting technology.
D. Advancements in on-line charting are rapidly changing the way that medical practices do business.

Step 4...

<table>
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- Numerous hints pointing toward an inference.
- Be aware of word choices and details.
- Emphasized ideas.
- Direct commentary.
Touch
For a child, a touch holds great significance: Aladdin produces a genie by touching the magic lamp; Cinderella’s coach appeared at the touch of her fairy godmother’s wand; and handsome princes awaken beautiful, bewitched princesses with their kisses. Adults, too, give touch great symbolic meaning in everyday conversation. They promise to “keep in touch,” are “touched” by a tender scene in a film, and accredit the hostess with having a “special touch” for hospitality.

Based on the passage, what do you think this article is about?
A. Respectful communication
B. Working with a child or adolescent
C. Respect for your profession
D. Respect for a diverse society
Consider the Author’s Purpose

- Study the author’s purpose for writing.
  - Persuade
  - Inform
  - Entertain
Overview

All clinical visits begin with a taking of histories and physicals to begin the charting process and to enable the formation of diagnoses. Often physicians dictate their HXP information, and transcriptionists then listen to the tapes and log the data into the computers.

Based on what you’ve read, what is the purpose of this article?

A. To entertain  
B. To persuade  
C. To argue  
D. To inform

Step 6...

- Select your answer.
- Check that it is accurate.
- Look back to see if you have sufficient evidence.
Putting it all Together...

Read each passage. Which statements that follow are most **logically supported** by the evidence given?
"Does the chili have any meat in it?" the woman asked. "No," answered the waiter. "I'll have the chili, then." The waiter was disappointed, since chili was one of the restaurant's least expensive items. "The lobster special is delicious," he suggested, "and healthy." The woman shook her head and responded, "Not for the lobster."
The woman is a vegetarian.
The woman was brought up as a vegetarian.
The waiter was hoping to get a larger tip for a more expensive meal.
The woman is on a tight budget.
The woman was alone.
Logical Statements

- The woman is a vegetarian.
- The woman was brought up as a vegetarian.
- The waiter was hoping to get a larger tip for a more expensive meal.
- The woman is on a tight budget.
- The woman was alone.
A high school once offered a course called "Home Economics for Boys." Not many boys signed up for the course. Then someone decided to rename the course instead of dropping it. So the next time the course was offered, it was called "Bachelor Living," but the course otherwise remained the same. The class then drew 120 students.
Most of the boys intend to remain bachelors.

Most boys did not want to sign up for a class that sounded like a class for girls.

Boys are not interested in cooking.

Both boys and girls could take the class.

Names can influence people.
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Both boys and girls could take the class.

Names can influence people.
I guess I did it because I hadn't studied very much. And it seemed so easy – everybody knows that Mr. Brown keeps his office door unlocked. It's just too bad things didn't work out for me. Now my classmates are mad at me because they have to study for the new test. My parents have taken away the car keys. And even worse, I'll have to go to summer school for biology.
Logical Statements

- The speaker stole a test.
- The speaker had been failing the class.
- The class was a biology class.
- The speaker regrets not studying harder.
- The speaker will never cheat again.
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More Practice..

- With the time remaining, we can discuss a portion of a sample HESI exam.


We would like to have your feedback. Please complete the survey on today’s workshop.

Thank you!