Writing a Summary
Step 1: Take a few minutes to **preview** the work.

Take a quick look at the following:

- **title**
- **subtitle**
- **first and last paragraphs**
- other items:
  - **heads/subheads**
  - **pictures/charts/diagrams**
  - **italic type/boldface** print
Step 2: **Read** the work through a first time.

1) Do not slow down or turn back.
2) Mark main points and key supporting details, including:
   - all items noted in your **preview**
   - definitions, examples, and lists
Step 3: **Re-read** the important areas.

1) Re-read main points and key supporting details you marked the first time around.

2) Mark key points you might have missed.
Step 4: **Take notes** on the material.

Concentrate on getting down the main ideas and the key supporting points.
Step 5: **Write** the summary.

- **Identify** the author, title, and date of publication at the top of your paper.
- **Express** the main points and key supporting details *in your own words*.
- **Revise** your first draft.
- **Produce** a final draft.
Writing the Summary

- Identify the main word or idea in each paragraph.
- Paraphrase the main idea.
- Compile sentence paraphrases.
- Rough Summary.
What is Main Idea?

- Subject of paragraph
- Action of paragraph
- Theme of paragraph
- Key ideas of Paragraph
What is NOT Main Idea?

• Small details
• Sub points
• Unimportant actions
What is Paraphrase?

- Using the author’s ideas but your own words and vocabulary.
- If using more than three or four exact words of the author, not a paraphrase.
- Change the word order.
- Change the vocabulary- nouns, verbs, etc.
- Change the length.
Example Paraphrase

Students are expected to read course texts before class to prepare for class discussion.

• Do your homework before class.
• Read the assigned material.
• Preparation is important.
• Others?
What is Rough Draft?

• Write sentences in order
• Could try organizational chart
• Rearrange sentences as needed
• Add Overall Main Idea with citation information (Thesis)
• Add Transition words
• Check grammar
## Organizational Chart Ideas

<table>
<thead>
<tr>
<th>Syllabus Main idea/key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being on time is important.</td>
</tr>
<tr>
<td>Appropriate Behavior is expected.</td>
</tr>
<tr>
<td>Resources are available.</td>
</tr>
<tr>
<td>Everyone must take responsibility for actions.</td>
</tr>
</tbody>
</table>
1. Being on time is important.

Possible Sentences

a) Mrs. Coleman states students shouldn’t be tardy or turn in late work.

b) The syllabus explains what will happen if students are not on time with their presence or work.
Turning words into sentences

• In general cite the writer
  Ex. The writer explains……..
  Ex. The writer states……..

• Or use the writer’s name. The first time use complete name. After that only last name
  Catherine Coleman explains…
  Coleman states ….
Paraphrase, Summary, & Quote

• About same amount of words (Own Words)
• Less words (Own Words)
• Quote (Authors Words)
# Academic Language Reporting Verbs

Other words you can use instead of “says” or “tells” or “talks about”

<table>
<thead>
<tr>
<th>maintains</th>
<th>suggests</th>
<th>explains</th>
</tr>
</thead>
<tbody>
<tr>
<td>observes</td>
<td>notes</td>
<td>establishes</td>
</tr>
<tr>
<td>believes</td>
<td>implies</td>
<td>contends</td>
</tr>
<tr>
<td>insists</td>
<td>asserts</td>
<td>claims</td>
</tr>
<tr>
<td>asks</td>
<td>advises</td>
<td>describes</td>
</tr>
<tr>
<td>reports</td>
<td>points out</td>
<td>finds</td>
</tr>
<tr>
<td>reveals</td>
<td>declares</td>
<td>proposes</td>
</tr>
</tbody>
</table>
Academic Language

Some introductory phrases:

1. (The author) states in (this article) that...
2. (The author, in (this article) shows that...
3. In (this article), (the author) writes that...
4. As (the author) says in (this article), ...
5. The main idea of (the author's article) is
Academic Language Reporting Verbs

For example:

- Coleman states late work is not acceptable.

- Coleman provides specific details about the semester’s assignments.
Writing a Summary: Points to Remember

- Do not write an overly detailed summary: the point is to **reduce the work to its essence**.
- **Use your own voice.** Do not imitate the style of the work.
- **Quote** from the material sparingly to illustrate major ideas -- **stick to paraphrase** for the most part.
- **Preserve the balance and proportion** of the original work. If 70% of the work is devoted to one idea, 70% of your summary should cover the same idea.
Beginning a Summary

• Mention the full name of the author and the title of the piece (text).

In Catherine Coleman’s ESL 33 Spring 2008 syllabus...
Beginning a Summary

- Introductory sentence should be general – in one sentence try to provide a general overview (consider the purpose) of the article.

...the instructor provides details for students' successful completion of the class.
Beginning a Summary

In Catherine Coleman’s ESL 33 Spring 2008 syllabus, the instructor provides details for students' successful completion of the class.
Body of Summary (Middle)

- After your introductory sentence, insert all of the sentences you wrote.
- Now you have a body.
- Now work with the language. Change all those “says”, “talks about” to different verbs “describes” “states”, etc.
Using transitions in the body

You will have to use transitions and other kinds of language to make your summary flow (sound better).
Using transitions in the body

• First the author ............
• The author begins by stating that users should ........
• He then points out that .......
• In the second part of the article ........
• In the final section of the article, the author suggests ...................(Signals an End!)
Summarizing Literature

After the initial author’s mention in citation sentence…

can then refer to main characters by name instead of referring to author.
Example:

In “Shoes in the Shower”, Lia Gay and Rebecca Hart reveal some difficulties college students encounter when living in a dorm. Gay and Hart go on to explain…
What is Analysis?

It is a step of critical thinking. To analyze something is to break it down into its parts.
How to Analyze?

- Ask questions: Who, what, where, why, when?
- Make connections and inferences
- Look for themes and metaphors
- Look for obvious and subtle meaning
- Look at overall story
- Apply to your own situation and life
Using Grammar to Show Analysis

- Use the appropriate grammatical structure to help guide analysis
- Use action verbs from the material
- Use nouns from the material
- Use comparative structures as needed
- Use all four sentence types to give variety
1. Summarize the reading “Shoes in the Shower” (pp. 48-51) in one paragraph. Include citation information and main ideas.
   - Paraphrase material using your own words.
   - Review what is summary lecture notes.
2. The writer uses “shoes in the shower” as a metaphor for what? In your opinion, what do the “shoes in the shower” represent? Explain in one paragraph.

- Use comparative vocabulary
- EX: Wearing shoes is similar to protecting your feelings.
3. In one paragraph, compare your home life to college life. How is it the same? Different?

- Use comparative vocabulary from chapter 15.

- EX: Life at home is different than life in college. At home, I .... while at college I ...
4. In one paragraph, give some advice to other students how to be successful in college.

- Use Modals

- Review Verb Review Notes (next week)
5. In one paragraph, discuss a time in your life when you experienced homesickness and how you got over it.

- In your writing, double check verb, noun, adjective, and adverb use.
- Use as much of the knowledge reviewed so far to practice good sentences.
Questions?
Homework

• **Due Next Week**
  – Tuesday- Editing Exercise
  – Thursday Reading Response

• **Next Week Grammar**
  – Verb & Adverbs (Ch 2, Ch 3, Ch 4, Ch 5 pp 109-112, Ch 10 pp. 251-256, & Ch 12)

• **Tuesday’s Class**
  – C & L 117 from now on