

The Summary Essay

The key features of this type of writing are that (1) it is shorter than the source; and that (2) it repeats the ideas of the source in different phrases and sentences.

Obviously, you cannot write a good summary essay of a source that you do not understand. One such technique is the reader's summary, which you write for yourself, as a way of understanding the text you are reading. But there is another type of summary, the **summary essay**, which is written for an audience other than yourself. The purpose of the summary essay is to convey to others an understanding of a text you have read, without their having to read it themselves. Thus for your readers, your summary essay functions as a substitute for the source that you are summarizing. You do not want to misrepresent your source or mislead your audience. Certainly an important feature of the summary essay, then, is its fidelity to the source; you must represent your source accurately and comprehensively, with as little of your own interpretation as possible. (Anytime you read and repeat a source, of course, you are engaging in interpretation; but the summary essay asks you to minimize your interpretation as much as possible. You should not add your own examples and explanations, for instance.) An alternative purpose of the summary essay, one that is very commonplace in college, is a demonstration of comprehension: teachers sometimes assign summary essays when they want to make sure that students fully understand an assigned source. In this case, your essay does not substitute for the source, for the teacher has read the source, too. Yet your essay will be written in the same way, with fidelity to the source. The following format works well for a summary essay:

a. The **introduction** (usually one paragraph)--

1. Contains a one-sentence thesis statement that sums up the main point of the source. This thesis statement is not your main point; it is the main point of your source. Usually, though, you have to write this statement rather than quote it from the source text. It is a one-sentence summary of the entire text that your essay summarizes.

2. Also introduces the text to be summarized:

(a) Gives the title of the source (using MLA or APA guidelines--p. 000);

(b) Provides the name of the author of the source;

(c) Sometimes also provides pertinent background information about the author of the source or about the text to be summarized.

The introduction should not offer your own opinions or evaluation of the text you are summarizing.

b. The **body** of a summary essay (one or more paragraphs) paraphrases and condenses the original piece. In your summary, be sure that you--

How To Write A Summary Analysis Paper

Yi-Tong Ma



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The Good Paper Lotte Rienecker, Peter Stray Jørgensen, Signe Skov, 2013 in Danish higher education

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complex terminology Embark on your journey to mastering research in nursing and health care with confidence and clarity This book is your companion in developing the critical skills needed to excel in your studies and beyond **Resources in Education** ,1998-04 **Teaching Literature to Adolescents** Alan B. Howes,1972 **The Writing Report Card, 1984-88** Arthur N. Applebee,1990 Based on two national assessments of the writing proficiency of representative samples of students in grades 4 8 and 11 conducted during the school years ending in 1984 and 1988 this report assesses the informative persuasive and imaginative writing performance of the nation s students and tracks changes in performance over time The first three chapters of the report describe student performance on the informative persuasive and imaginative writing tasks included in the writing trend assessments based on the results of the primary trait and holistic analyses The fourth chapter summarizes trends in average task accomplishment for the nation and various demographic subpopulations In the fifth chapter trends in students grammar punctuation and spelling are discussed The sixth chapter discusses factors that appear to be related to writing performance such as students instructional experiences and home environment The report concludes that despite some progress on some tasks students writing performance across tasks remains low and has changed little across time The report also finds that the extent to which students at all grade levels value writing use it in their own lives and engage in writing process activities remains quite limited A procedural appendix and an appendix of data are attached RS [Summary Report of the Geological Survey Department ...](#) Geological Survey of Canada,1911 1901 is accompanied by atlas of maps **Teaching Literature to Adolescents** Richard Beach,Deborah Appleman,Susan Hynds,Jeffrey Wilhelm,2013-08-21 This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors Teaching Literature to Adolescents a totally new text that draws on ideas from the best selling textbook Teaching Literature in the Secondary School by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site databases Instructors

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Table of Contents How To Write A Summary Analysis Paper

1. Understanding the eBook How To Write A Summary Analysis Paper
 - The Rise of Digital Reading How To Write A Summary Analysis Paper
 - Advantages of eBooks Over Traditional Books
2. Identifying How To Write A Summary Analysis Paper
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an How To Write A Summary Analysis Paper
 - User-Friendly Interface
4. Exploring eBook Recommendations from How To Write A Summary Analysis Paper
 - Personalized Recommendations
 - How To Write A Summary Analysis Paper User Reviews and Ratings
 - How To Write A Summary Analysis Paper and Bestseller Lists
5. Accessing How To Write A Summary Analysis Paper Free and Paid eBooks
 - How To Write A Summary Analysis Paper Public Domain eBooks
 - How To Write A Summary Analysis Paper eBook Subscription Services
 - How To Write A Summary Analysis Paper Budget-Friendly Options
6. Navigating How To Write A Summary Analysis Paper eBook Formats

- ePub, PDF, MOBI, and More
- How To Write A Summary Analysis Paper Compatibility with Devices
- How To Write A Summary Analysis Paper Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of How To Write A Summary Analysis Paper
 - Highlighting and Note-Taking How To Write A Summary Analysis Paper
 - Interactive Elements How To Write A Summary Analysis Paper
- 8. Staying Engaged with How To Write A Summary Analysis Paper
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers How To Write A Summary Analysis Paper
- 9. Balancing eBooks and Physical Books How To Write A Summary Analysis Paper
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection How To Write A Summary Analysis Paper
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine How To Write A Summary Analysis Paper
 - Setting Reading Goals How To Write A Summary Analysis Paper
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of How To Write A Summary Analysis Paper
 - Fact-Checking eBook Content of How To Write A Summary Analysis Paper
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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