

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

Yijin Wang



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Writing That Makes Sense, 2nd Edition David S. Hogsette, 2019-11-05 The second edition of *Writing That Makes Sense* takes students through the fundamentals of the writing process and explores the basic steps of critical thinking Drawing upon over twenty years of experience teaching college composition and professional writing David S Hogsette combines relevant writing pedagogy and practical assignments with the basics of critical thinking to provide students with step by step guides for successful academic writing in a variety of rhetorical modes New in the second edition Expanded discussion of how to write effective thesis statements for informative persuasive evaluative and synthesis essays including helpful thesis statement templates Extensive templates introducing students to conventions of academic discourse including integrating outside sources interacting with other writers ideas and dialoguing with multiple perspectives Examples of academic writing from different disciplines illustrating essay titles abstracts thesis statements introductions conclusions and voice Expanded discussion of voice in academic writing including an exploration of active and passive voice constructions in different disciplines and tips on how to edit for clarity A new chapter on writing in the disciplines Updated sample student papers New readings with examples of opposing views and multiple perspectives

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

How to Read and Critique Research Helen Aveyard, Nancy Preston, Morag Farquhar, 2025-11-05 Reading critiquing and using research is a key requirement of nursing and healthcare students to ensure evidence based practice This unique book will equip you with the skills you need to understand research and use it in your practice and academic assignments What will you learn Understanding research papers Learn to read understand and critically appraise research papers a skill vital for your studies and clinical practice Research methods Explore common research designs through real world examples making complex concepts accessible and relevant Critical appraisal tools Discover tools to evaluate the strengths and weaknesses of research studies enhancing your ability to discuss evidence confidently Why this book Real World Examples Each chapter presents a research paper relevant to nursing practice annotated to highlight key aspects and decisions Expert Insights Contributions from original researchers provide authentic perspectives and rationales Accessible and Practical Designed to make research approachable with step by step guidance and contemporary examples Fully updated in a second edition featuring a new chapter on participatory action research and new glossary to demystify

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

and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text Summary Report of the Department of Mines, Geological Survey for the Calendar Year ... Geological Survey of Canada,1911

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