

Summarizing

Multilingual Student Support
Camosun College



Goals

By the end of this workshop, you will...

UNDERSTAND
WHAT A SUMMARY
IS (AND IS NOT!).

BE ABLE TO USE A
SUMMARY TABLE
TO IDENTIFY KEY
IDEAS.

BE ABLE TO
FOLLOW A
PROCESS FOR
SUMMARIZING.

WRITE A MORE
EFFECTIVE AND
EFFICIENT
SUMMARY.

Contents

1. Defining Summarizing (in general and in writing)
2. Preparing to Write
3. Reading for Main Ideas
4. Finding the Thesis
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6. Drafting your Summary
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When do we summarize?

- When we need to present the main ideas of a source clearly and concisely.

Summarizing is applied in many contexts:

- **Academic writing:** provide an overview of a complex topic or the main findings of a research paper/article/text.
- **Business and professional writing:** provide a brief overview of a project, proposal, or report.
- **Note-taking:** retain information more effectively when taking notes in a lecture or while reading a text.
- **Communication:** to understand what someone has said, and to clarify and restate the main points of a conversation.



Defining Summary Writing

- A summary is a **shortened** version of an original text.
- A summary is written in your **own words**.
- It does **NOT** include the finer details.
- A summary contains only the ideas of the original text. Do **not** insert any of your own opinions, interpretations, deductions or comments into a summary.

Note: Do not confuse "summary" with "critique" where you add your own perspective of the author's arguments.



Preparing to Write

Preparing to Write

It is important to first find the following information:

- Author
- Title of the article
- Name of the publication
- Date of the publication
- Author's thesis
- Main supporting points
- Topic sentence(s)

Also consider what type of summary you need to write. This presentation will focus on article summary, but there are other kinds: abstract, outline, synopses and executive summaries.

See: [Types of Summaries](#)

Reading for Main Ideas

While reading the original:

- 1) Identify the author's thesis and main ideas;
- 2) Underline, highlight, and/or note down;
- 3) Scan and reread the selection to decide which of the ideas you have noted are the most important.

See highlighted words:

- *Plagiarism is defined (topic sentence)...*
- *using another person's words*
- *without giving credit...*
- *copying...*
- *Failing to put in quotation marks...*

Source: Barczak, G. (2014)

From the Editor Plagiarism

Last summer, I queried the Advisory and Editorial Boards to determine whether or not JPIM should start checking all submissions for plagiarism. The response from the board members was overwhelmingly “yes.” In this editorial, I will describe JPIM’s new plagiarism policies.

According to the Merriam-Webster online dictionary (2013), plagiarism is defined as: “the act of using another person’s words or ideas without giving credit to that person.” Plagiarism.org (2013) gets more specific and says: “All of the following are considered plagiarism: turning in someone’s work as your own; copying words or ideas from someone else without giving credit; failing to put a quotation in quotation marks; giving incorrect information about the source of a quotation; changing words but copying the sentence structure of a source without giving credit; and copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.”

An even thornier issue concerns self-plagiarism. Some argue that self-plagiarism is not real. How can one plagiarize her/himself if s/he wrote the original text and includes it in a new work? iThenticate (2013) defines self-plagiarism as: “a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.” There is an ethical issue here, in that in many cases, authors have signed copyright agreements that give the publisher ownership of the material. Thus, reusing large portions of text from a previously published work, even if written by you, can be viewed as copyright infringement.

So, how is JPIM dealing with plagiarism? As of August 1, 2013, all papers submitted to JPIM are subjected to a plagiarism check via CrossCheck iThenticate. CrossCheck iThenticate uses the same technology and databases as Turnitin, which some of you may use for your student assignments. The JPIM web site clearly indicates that we use plagiarism detection software. As well, any author submitting a new manuscript is greeted with a large CrossCheck logo and statement that all manuscripts are screened by a plagiarism detection system.

For those readers who may not be familiar with either Turnitin or CrossCheck iThenticate, the process is quite simple and fast. CrossCheck iThenticate scans a huge database of over 43 billion web pages that include

Finding the Thesis

The thesis states the specific topic and often gives the writer's point of view. The thesis should also indicate the pattern of organization of an essay, article or research report.

The thesis statement...

- is usually included in the *introductory paragraph*.
- is generally *at the end* of the introductory paragraph.
- points toward evidence that will be introduced in later paragraphs to support the writer's argument.



Finding the thesis- Examples from a news article & research paper

Europe | Ugliness is in the street

Protests against Emmanuel Macron's pension reform turn violent

Why the French are in revolt

Mar 24th 2023 | PARIS

WHAT IS GOING ON IN France? A night of rioting on March 23rd saw 903 acts of arson in Paris, as bins overflowing with uncollected, stinking rubbish were torched. In Bordeaux rioters set the town-hall door alight. Across France, 457 people were arrested and 441 policemen and gendarmes injured in clashes on the streets.

The violence came at the end of a day-long national strike, the ninth since the start of the year. More than 1m people marched against President Emmanuel Macron's decision to raise the retirement age from 62 years to 64. Such is the unrest on the streets that on March 24th France and Britain jointly decided to postpone the four-day visit of King Charles, which was supposed to begin only two days later.

Source: The Economist. March 24, 2023

Source: Oakely, et al. (2004). *Turning Student Groups into Effective Teams*

members rather than as guides for instructors (Dufrene & Lehman, 2002; Smith 2000; Strbiak & Paul, 1998).

This paper presents a brief instructor's guide to managing team assignments when little class time can be devoted to providing explicit instruction in teamwork skills. Section II describes a simple but effective approach to team formation and offers suggestions regarding optimal team size, criteria to use when forming teams, and procedures for dissolving and reforming teams. Section III deals with ways to help student groups learn to function effectively in teams, including setting guidelines for team functioning, having the students establish common expectations of one another, and presenting strategies for avoiding problems with team functioning and dealing with problems that occur. Section IV describes a peer rating system for teams and a procedure for using the ratings to adjust group grades for individual performance. Section V offers answers to several frequently asked questions about team formation and management, and Section VI summarizes the main ideas of the paper. Forms and handouts to assist in implementing the team formation and management procedures described in the paper are re-

produced in the Appendix and are listed in Table 1. The forms are also available through the New Forums website at <http://www.newforums.com>.

Throughout the paper, we will presume that the assignments to be worked on by student teams involve considerable time and effort, and that the teams will remain together for a significant portion of the course or all of it. The suggested procedures are generally neither necessary nor appropriate for brief in-class group activities, which require a great deal less structure and formality to be effective. The suggestions are based in part on the cooperative and collaborative learning literature (Abrami et al., 1995; Feichtner & Davis, 1991; Felder & Brent, 1994, 1996, 2001; Johnson, Johnson, & Smith, 1998; Kagan, 1992; Millis & Cottell, 1998; Obaya, 1999; Sharon & Sharon, 1976; Shaw, 1983) and in part on our own classroom experience. In most cases we are of a single mind about the recommendations but in a few we have different points of view. In the latter cases we will state the alternative positions and leave the reader to choose the one that best fits his or her teaching philosophy.

Reading for Main Ideas: Using a Table

- Divide and describe each paragraph/section.
- Use a table to transfer ideas from each paragraph (or section of paragraphs for longer works).
- Analyze the topic of each section you have created.
- Write a short phrase or sentence in your own words that explains the topic of each section in the table.
- Write any details you think are important in the supporting points column (key words or opinions, etc.)



Paragraph	Main idea	Supporting points
1		
2		
3		

Stereotypes: Who Works the Hardest

Kevan Dadgar

From an early age we develop stereotypes about people from other countries and cultures. Canadians are quiet and peaceful. Latins are passionate and full of fun. The English are perhaps eccentric. Germans are hard-working, industrious and middle class. Of course there is no way that such generalizations apply to the population. These stereotypes break down when we get to know a group and recognize the diversity. Some, though, statistics come along to show how wrong our stereotypes are. The one that Germans work harder than most is one stereotype that has recently fallen into disrepute.

Statistics from the European community show that Germans spend less time than other Europeans on the job. Germans work only 1,697 hours on average. This was the lowest in the EC. This is the equivalent of 212 eight-hour days or 60% of the time spent on the job. The French, Italians and British put in 1,767, 1,768 and 1,769 hours respectively. Spanish workers spend 1,800 hours while the Greeks and Irish average 1,850 hours. Portuguese workers spend the longest hours at work, more than 2,000 hours a year. North Americans spend more time at work than the average European and the Japanese work even longer hours than the Portuguese. How can it be that the Germans are the winners in the amount of leisure time they have?

There are several factors that contribute to this. First, they have powerful unions. They made shorter working hours their top demand in labour negotiations. Companies in Germany acceded to the demands and the average work week now is about thirty-five hours a week. Working on Saturday and Sunday is almost unheard of in German industry, and most employees are entitled to vacations of six weeks a year with extra time allowed for training and illness. On top of this, there are more national holidays than in many countries. In most German states there are ten official holidays. These statistics illustrate the reality that the workers in Germany have more legal holiday time than most other nations.

General topic

Thesis - also connected to title

Topic sentence introduces time as main point.

Final sentence in paragraph reminds reader of topic (leisure time)

Next paragraph describes new topic - other factors that affect work-life balance

Reading for Main Ideas: Using a Table



- Divide and describe each paragraph/section.
- Use a table (grid) to transfer ideas from each paragraph or section of paragraphs.
- Analyze the topic of each section you have created.
- Write a short phrase or sentence in your own words that explains the topic of each section in the grid.
- Write any details you think are important in the supporting points column (key words or opinions, etc.)

Paragraph	Main idea	Supporting points
1	Stereotypes exist across all cultures but can be wrong	Germans work harder – not true
2	Germans actually work less than other Europeans	Have more leisure time than most other cultures
3	Many contributing factors to fewer work hours total	Unions, weekdays, longer vacations, more holidays

Source: Dadgar, K. *Stereotypes: Who works the hardest?* (previous slide)

A close-up, shallow depth-of-field photograph of a desk. In the foreground, an open notebook with lined pages is visible, with a black pen resting on it. The notebook's pages show some faint, illegible text and numbers. To the right of the notebook, a smartphone is partially visible. In the background, a stack of papers or documents is out of focus. The overall lighting is soft and natural, suggesting an indoor setting.

Writing the Summary

Developing Your Topic Sentence



Summarize the entire passage in a single sentence that captures its main point.



Imagine you were just asked, "What are you reading?" - Your verbal answer would likely be a summary!



Remember to include the **citation** (and a **reporting verb**), the author's thesis in your topic sentence and main supporting points. Try not to go into too much detail!



E.g., The article, "**Plagiarism**" by **Gloria Barczak (2014)**, **discusses** current practices regarding plagiarism and how the Journal of Product Innovation Management (JPIM) handles cases of it.

Drafting Your Summary

- After you have written your topic sentence, refer to your summary table (or notes).
- Transfer some of the ideas from each paragraph (or section of paragraphs) into complete sentences.
- Remember to use your own words and structure whenever possible. (See: [Paraphrasing](#))
- Work your way through, keeping your assignment guidelines in mind (length).
- Reflect the author's ideas, not your own.



Reviewing Your Summary

Review your summary and consider these questions:

1. Does the topic sentence identify the source?
2. Are the main supporting points included? Are they in order?
3. Is the writing clear?
4. Is there an effective concluding sentence?



Summary (of How to Summarize!)

Summarizing is part of daily life.
Make it academic too!



Read critically, note down key
ideas (look for repetition).



Use thesis and intro paragraph to
help you identify main ideas.



Draft and review. Don't forget
the citation.



Use paraphrasing where needed.



Use highlighting, notes and
tables to organize the flow of
author's ideas.

Resources

Camosun Lib guides: [Thesis statements](#)

Multilingual Student Support: [Paraphrasing](#)

Scribbr: [How to Write a Summary](#)

Excelsior Online Reading Lab: [Learn How to Summarize a Text](#)

Trent University: [Writing Article Summaries](#)

Purdue University: [Summarizing](#)

YouTube: Smrt English: [How to Write a Summary](#)

Economist article: [French Protests](#)

Teamwork: [Turning Student Groups into Effective Teams](#)





Thank you!

Please let us know what you think of this workshop topic!

<https://forms.office.com/r/EHL2GtP7AG>



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