

Summarizing and Paraphrasing

Summarizing and Paraphrasing: http://highered.mcgraw-hill.com/sites/0070364400/student_view0/summarizing_and_paraphrasing.html#

When you are incorporating outside material into your own work (such as for a research paper) you will need to know how to *summarize* and how to *paraphrase*. In both instances, you are restating someone else's ideas *in your own words*. What's the difference? When you summarize, you condense the original material--you use less words to cover the same idea. When you paraphrase, you use roughly the same number of words to restate the original idea. The most important thing to remember, whether you are summarizing or paraphrasing, is that you **must not** borrow too much from your original source. *You must use your own words and your own phrasing*. If you do not change enough of the vocabulary and sentence structure of the original passage, you have plagiarized.

Summarizing Paraphrasing

Summarizing

Here's an example of a summary of a paragraph from Marjorie Garber's essay, "As They Like It." Read the summary and then answer the questions that follow.

ORIGINAL

The success of a film called *Shakespeare in Love* may owe a great deal to its witty script by playwright Tom Stoppard and screenwriter Marc Norman, as well as to its personable stars, but not a little of the film's appeal lies in its title. Who among us would not want a front-row seat or a voyeuristic peephole for the spectacle of *Shakespeare in Love*, especially if that love is seen to be the "cause" of his genius?

--Marjorie Garber, "As They Like It," *Harper's Magazine*

SUMMARY

In her essay "As They Like It," Marjorie Garber suggests that the appeal of the film *Shakespeare in Love* may have something to do with our desire to see romantic love as the inspiration for a genius like Shakespeare's.

- 1 A summary is always shorter than the original passage.
True
False

2 You should include all details from the original passage in your summary.
True
False

3 A summary should provide the author and title of the original work.
True
False

Paraphrasing

A common mistake writers make when paraphrasing is to simply substitute synonyms into the original work. Remember that you must alter sentence structure as well. The following examples will help you to distinguish an acceptable paraphrase from one that borrows too heavily from the original source. Identify whether each paraphrase is "OK" or whether it is "Too Close to the Original."

ORIGINAL

Left partially deaf by a childhood inflammation of the mastoid bones, Thomas Edison throughout his life embraced the world of silence, reveled in its space, allowed it to empower him; as much as any man, perhaps, he recognized silence as the territory of inspiration and cultivated its gifts.

--Mark Slouka, "Listening for Silence," *Harper's Magazine*

1 Mark Slouka, in his article "Listening for Silence," informs us that Thomas Edison was left partially inflammation of the mastoid bones. Because of this, Slouka says, Edison embraced the world of sil its space. Edison recognized silence as the source of inspiration and cultivated it.
OK
Too Close to Original

- 2 Left hard of hearing by an early problem with the mastoid bones, Thomas Edison his whole life acc
silence, enjoyed its isolation, let it empower him. Mark Slouka, in his article "Listening for Silence,"
as anyone, Edison understood silence as the place of revelation and cultivated its rewards.

OK

Too Close to Original

- 3 Mark Slouka, in his article "Listening for Silence," cites Thomas Edison as an example of a man enr
from sound. A childhood problem had damaged Edison's hearing; instead of feeling crippled, Edison
value of quiet. Silence, Slouka explains, was a necessary source of inspiration for Edison.

OK

Too Close to Original

One-Sentence Summary - 13

Topic and directions.

Who?

Does what?

To what or whom?

When?

Where?

How?

Why?

In sentence form:

Summary Frames are Powerful Tools for Teaching Independent Reading, Thinking and Writing

A summary frame/template . . .

1. guides students' processing of new learning.
2. provides a template of teacher expectations.
3. provides "road signs" to help the student determine if they are performing to expectations.
4. explicitly teaches various types of thinking and comprehension.

Sequence Summary Frame

In order to _____ you must follow several steps.

First, _____.

Then, _____.

Next, _____.

Finally, _____.

Chronological Summary Frame

_____ has a specific order.

At the beginning _____.

After that, _____.

Then, _____.

Next, _____.

The, _____ ended when _____.

Compare-Contrast Summary Frame

_____ and _____ are alike and are different in several ways.

First, they are alike because _____ but they are different _____.

Secondly, _____ is _____ while _____ is _____.

Finally, _____ and _____ are alike because _____.

But, they are different because _____.

Problem-Solution Summary Frame

The problem began when _____.

The _____ tried to _____.

After that, _____.

Then, _____.

The problem was finally resolved when _____.

Definition/Word Meaning Summary Frame

The word/concept _____ is important to (subject) _____.

It relates to (category or big idea it belongs to) _____.

One main characteristic of (word/concept) is _____.

Another key characteristic/element is _____.

An example of this word/concept is _____.

Main Idea/Details Summary Frame

The main idea of this passage is _____.

One fact or example that supports this main idea is _____.

Another fact or example that supports this main point is _____.

In addition, _____.

Finally, _____ illustrates that

(main idea) _____.

Cause/Effect Summary Frame

In order to understand the (effect/result)

_____ you must identify the causes.

The first cause of (effect/result) _____ is _____.

Secondly, _____ was another cause of (effect/result) _____.

A third cause of (effect/result) _____ is _____.

It is clear that (effect/result) _____ has a number of contributing causes.

Character Trait Analysis Summary Frame

A significant personality characteristic of (character name) _____ in the (book/story/passage) _____ is that he/she was (characteristic) _____.

_____.

The first incident where/way that the character demonstrates (characteristic) _____ was _____.

A second incident where/way that the character demonstrates this trait was _____.

(Character) _____ also shows this trait when he/she _____.

Finally, (character) _____ shows that he/she is (characteristic) _____ when _____.

It is clear that (characteristic) _____

makes (character) _____ an (choose one-- interesting, fascinating, important, etc) character in (book/story) _____.

Conclusion/Generalization Summary Frame

A person can conclude that _____.

The first reason for/evidence that (conclusion/generalization) _____ is _____.

A second reason for/evidence that (conclusion/generalization) _____ is _____.

Yet another example that, (conclusion/generalization) _____ is _____.

There is no question then that

(conclusion/generalization) _____.

Cause/Effect Summary Frame

In order to understand the (effect/result) _____

you must identify the causes.

The first cause of (effect/result) _____

is

Secondly, _____

was another cause of (effect/result) _____

A third cause of (effect/result) _____

is

It is clear that (effect/result) _____

has a number of contributing causes.

Cause/Effect Summary Paragraph

(Place the content of your paragraph in blank areas.)

In order to understand the (effect/result) _____ you must identify the cause. The first cause of (effect/result) _____ is _____. Secondly, _____ was another cause of (effect/result) _____. A third cause of (effect/result) _____ is _____. It is clear that (effect/result) _____ has a number of contributing causes.

Character Trait Analysis Summary Frame

A significant personality characteristic of (character name) _____
in the (book/story/passage) _____
is that he/she was (characteristic) _____

The first incident where/way that the character demonstrates (characteristic)
_____ was _____

A second incident where/way that the character demonstrates this trait was
_____ (Character) _____
also shows this trait when he/she _____
(Character) _____ also shows this trait when he/she _____

Finally, (character) _____ shows that he/she is (characteristic)
_____ when _____

It is clear that (characteristic) _____ makes (character)
_____ an (choose one--interesting, fascinating, important, etc)
character in (book/story) _____

Character Trait Analysis Summary Paragraph

(Place the content of your paragraph in blank areas.)

A significant personality characteristic of (character name) in the (book/story/ passage) is that he/she was (characteristic). The first incident where/way that the character demonstrates (characteristic) _____ was _____. A second incident where/way that the character demonstrates this trait was _____, (Character) also shows this trait when he/she _____. Finally, (character) _____ shows that he/she is (characteristic) _____ when _____. It is clear that (characteristic) _____ makes (character) _____ an (choose one--interesting, fascinating, important, etc) character in (book/story) _____.

Chronological Summary Frame

_____ has a specific order.

At the beginning

After that,

Then,

Next,

The, _____
ended when

Chronological Summary Paragraph

(Place the content of your paragraph in blank areas.)

_____ has a specific order. At the beginning _____. After that, _____.
Then, _____. Next _____. The _____ ended when _____.

Conclusion/Generalization Summary Frame

A person can conclude that

is/does/can/should, etc.

The first reason/evidence that (conclusion/generalization)

_____ is/does/can/should, etc.

_____ is

Finally, this conclusion/generalization is also supported because

Conclusion/Generalization Summary Paragraph

(Place the content of your paragraph in blank areas.)

A person can conclude that _____ is/does/can/should, etc. _____. The first reason/evidence that (conclusion/generalization) _____ is/does/can/should, etc. _____ is _____. Finally, this conclusion/generalization is also supported because _____.

Definition Summary Frame

The term/word/concept _____
is important to (subject _____

It relates to (What category it belongs to) _____

One main characteristic of (term/word/concept _____
is _____

Another key element/characteristic is _____

An example of this is _____

Example:

A *desert* is important to studying types of environments on earth.

It is a type of climate.

One characteristic of a *desert* is that it has less than 10 inches of rainfall a year.

Another key characteristic is that more water evaporates from the ground at night than the rainfall.

An example of a desert is the Sahara Desert.

Definition Summary Paragraph

(Place the content of your paragraph in blank areas.)

The term/word/concept _____ is important to (subject _____). It relates to (What category it belongs to) _____. One main characteristic of (term/word/concept _____) is _____. Another key element/characteristic is _____. An example of this is _____.

Example:

A **desert** is important to studying types of environments on earth. It is a type of climate. One characteristic of a **desert** is that it has less than 10 inches of rainfall a year. Another key characteristic is that more water evaporates from the ground at night than the rainfall. An example of a desert is the Sahara Desert.

Main Idea/Details Summary Frame

The main idea of this passage is _____

One fact or example that supports this main idea is _____

Another fact or example that supports this main point is _____

In addition, _____

Finally, _____

illustrates that (main idea)

Main Idea/Details Summary Paragraph

(Place the content of your paragraph in blank areas.)

The main idea of this passage is _____. One fact or example that supports this main idea is _____. Another fact or example that supports this main point is _____. In addition, _____. Finally, _____ illustrates that (main idea) _____.

Problem-Solution Summary Frame

The problem began when

The _____ tried to _____

After that,

Then,

The problem was finally resolved when

Problem-Solution Summary Paragraph

(Place the content of your paragraph in blank areas.)

The problem began when _____. The _____ tried to _____. After that, _____ . Then _____. The problem was finally resolved when _____.

Sequence Summary Frame

In order to _____
you must follow several steps.

First,

Then,

Next,

Finally,

Sequence Summary Paragraph

(Place the content of your paragraph in blank areas.)

In order to _____ you must follow several steps. First, _____. Then, _____.
Next, _____. Finally, _____.

MEL-Con Summary Frames

Main Idea (Topic Sentence)

Evidence/Example

Link Evidence/Support to Topic Sentence

Concluding Sentence (Recap/ Summary)

		M Topic Sentence
	(transition to 1 st example)	E
		First Example or Evidence
		L Link to topic (Explain)
	(transition to 2 nd example)	E
		Second Example or Evidence
		L Link to topic (Explain)
	(transition to 3rd example)	E
		Third Example or Evidence
		L Link to topic (Explain)
	(transition to conclusion)	Con
		Concluding Statement Recap 3 examples