

# **Summarizing**

Graduate Academic Writing in English  
NaUKMA

# Literature:

Яхонтова Т. В. Основи англомовного наукового письма: навчальний посібник для студентів, аспірантів і науковців. – Львів: ПАІС, 2003. – Р. 96-103)

# Summary: Definition

- A summary is a shortened version of a text aimed at giving the most important information or ideas of the text.

# Summarizing

- Summarizing involves putting the **main idea(s)** of one or several writers into **your own words**, including only the main point(s).
- Summaries are significantly **shorter** than the original and take a broad **overview** of the source material.
- It is necessary to attribute summarized ideas to their **original sources**.

*Summarize when:*

- You want to establish background or offer an overview of a topic
- You want to describe knowledge (from several sources) about a topic
- You want to determine the main ideas of a single source

# What are the differences between quoting, paraphrasing, and summarizing?


These 3 ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

- **Quotations** must be
  - identical to the original, using a narrow segment of the source.
  - They must match the source document word for word and
  - must be attributed to the original author.
- **Paraphrasing** involves
  - putting a passage from the source material into your own words.
  - Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
  - A paraphrase must also be attributed to the original source.
- **Summarizing** involves
  - putting the main idea(s) into your own words, including only the main point(s).
  - Summaries are significantly shorter than the original and take a broad overview of the source material.
  - It is necessary to attribute summarized ideas to the original source.

# Requirements for Summaries

1. A summary **condenses** the source text and offers a balanced **coverage** of the original.
2. It is written in the summary **writer's own words**.
3. It **does not evaluate** the source text and is written in a generally **neutral** manner.
4. *The first sentence* of the summary contains the **name** of the author of a summarized text, its **title**, and the main **idea**.
5. The summary uses enough **supporting** details and **transition** devices that show the logical relationship of the ideas.
6. It is usually between one-third and one-fourth of the original **length** of the text.

# Steps in Summarizing

1. **Skim** the original text and think about the author's **purpose** and **main idea** of the text.
2. Try to divide the text into **sections**, or, if it has subheadings, think about the **idea** and important information that **each** section contains.  

3. Now read the text again **highlighting** with a marker important information in each section or taking **notes**. You may also write an **outline** of the text.
4. Try to write a **one-sentence summary** of each **section/part** of the outline in your own words. Use the words and expressions synonymous to those used by the author of a summarized text.
5. Decide what **key details** may be added to support the main point of the text and write them down.
6. Write the first sentence of the summary with the **name** of the author of a summarized text, its **title**, and the **main idea**.
7. Add appropriate **transition** devices to show the logical relationship of the ideas.
8. **Go** through the process **again** making appropriate changes if necessary.

# Useful Phrases

- In longer summaries, it is advisable to remind a reader that you are summarizing.
- Use the following **patterns**:

*In the third chapter of the book, the author (or his name) presents . . .*

*The author (or his name) (also) argues/believes/claims/describes/explains/states that. . .*

*The author continues/goes on to say . . .*

*The author (further) states that . . .*

*The author (or his name) concludes that . . .*

- Add some **logical connectors**:

*further, also, in addition, furthermore, moreover*

- Add other **reporting verbs**:

- *analyze, describe, discover, examine, explain, explore, find out, investigate, revise, study;*
- *affirm, allege, argue, assert, assume, believe, claim, contend, imply, presume*



# Writing a Summary: Practice

THE KEYS TO A CIVIL SOCIETY—DIVERSITY, TOLERANCE, RESPECT, CONSENSUS

*Damon Anderson*

As we have read about or experienced in our own lives, the advances in technology and transportation are creating a more mobile and global community. The global economy is building a new network of relationships between people and countries. People from all walks of life and all cultures are connecting with each other on a daily basis. For example, 148 million people worldwide are communicating across borders via the Internet. With the changes in populations due to the effects of climate, disease, and violent conflicts, as well as the changes in life expectancy, traditional institutions and the world's labor force are evolving. Such barriers as those between the young and the old, male and female, and prejudices against individual groups such as the physically impaired are increasingly being challenged.

Because of these changes and the growing globalization, diversity is an issue that pervades every society. It is something that has impact on every person and so it is an issue that needs to be addressed. The most common subjects related to diversity center around race, color, gender, religion, and economic status. Many other related subjects are also often considered such as education, language, physical abilities, age, and culture. Diversity even relates to more specific subjects such as personal preferences. ...

Throughout history, peoples and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against differences. Standards and norms were established according to the beliefs of the dominant group(s) or culture(s). National identities used to be developed on the principle of sameness—sameness of ethnic origin, sameness of language, sameness of religion, and so on. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone (or group) that was different as being automatically suspect and often inferior. Civil wars and world wars have been fought over issues relating to diversity.

With the quickly expanding concept and realization of more interrelated communities, nations and societies have begun to focus more on the variety that diversity brings. It is becoming more evident that differences can add value and quality. For example, Western medicine is beginning to accept such Eastern alternatives as acupuncture. ... And breaking the age discrimination barrier, U.S. astronaut and Senator John Glenn made his second voyage into space at the age of 77 in order to conduct various experiments related to age. Today's generations are beginning to look for or build common threads around which differences can exist in harmony and the values in the differences can be shared. The concept of sameness is being replaced with unity. ...

This change in view, however, is not coming easily to the world. Many long-standing prejudices and practices counter to diversity still exist in all societies. Education is one of the keys to diminishing the prejudices against diversity. Awareness is the first step in the process. Helping students to become aware of the diversity around them and to recognize the value in that diversity is key to building a strong civil society.

# Writing a Summary: Practice

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# Writing a Summary: Practice

THE KEYS TO A CIVIL SOCIETY—DIVERSITY, TOLERANCE, RESPECT, CONSENSUS

*Damon Anderson*

## Outline

### I. Conditions and consequences of globalization

#### 1. Conditions:

developing technology, transportation, economy  
new communication network: Internet  
demographic changes

#### 2. Consequences:

new types of relationships  
intensification of biased attitudes

### II. New perceptions of diversity

1. Anthropological
2. Economic
3. Cultural

### III. Historical attitudes to differences

1. Rejection
2. Strict standards and norms
3. Perceptions of the national identity: sameness of language and religion
4. Law restrictions
5. Wars

### IV. Changed attitudes to differences

1. Focus on variety
2. Value and quality
3. Alternative approaches
4. Breaking discrimination
5. Harmonious co-existence

### V. Keys to building a strong civil society

1. Ways of diminishing prejudices:
  - a) education
  - b) awareness
2. Recognizing the values of diversity

recognize the value in that diversity is key to building a strong civil society

# Writing a Summary: Practice

## Outline

## Summary

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1. Conditions:  
developing technology, transportation, economy  
new communication network: Internet  
demographic changes
2. Consequences:  
new types of relationships  
intensification of biased attitudes

### II. New perceptions of diversity

1. Anthropological
2. Economic
3. Cultural

### III. Traditional attitudes to differences

1. Rejection
2. Strict standards and norms
3. Perceptions of the national identity: sameness of language and religion
4. Law restrictions
5. Wars

### IV. Changed attitudes to differences

1. Focus on variety
2. Value and quality
3. Alternative approaches
4. Breaking discrimination
5. Harmonious co-existence

### V. Keys to building a strong civil society

1. Ways of diminishing prejudices:
  - a) education
  - b) awareness
2. Recognizing the values of diversity

In his article The Keys to a Civil Society - Diversity, Tolerance, Respect, Consensus, Damon Anderson regards causes and effects of globalization. With developed technology and new types of relationships, diversity becomes an important issue. Traditional rejection of differences have changed with acceptance, favouring new values, breaking discrimination, harmonious co-existence. Recognizing the diversity may lead to building a strong civil society.

# Writing a Summary: Practice

- Use the following **patterns**:

*The author (or his name) presents . . .*

*The author (or his name) (also) argues/ believes/ claims/ describes/ explains/ states that. . .*

*The author continues/goes on to say . . .*

*The author (further) states that . . .*

*The author (or his name) concludes that . . .*

- Add some **logical connectors**: *further, also, in addition, furthermore, moreover*
- Add other **reporting verbs**:
  - *analyze, describe, discover, examine, explain, explore, find out, investigate, revise, study;*
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## Summary

In his article The Keys to a Civil Society - Diversity, Tolerance, Respect, Consensus, Damon Anderson regards causes and effects of globalization. With developed technology and new types of relationships, diversity becomes an important issue. Traditional rejection of differences have changed with acceptance, favouring new values, breaking discrimination, harmonious co-existence. Recognizing the diversity may lead to building a strong civil society.