BASICS OF SUMMARIZING
Short-film viewing

You will watch short film entitled “Last Day of School”, after that, in 7 minutes you have to retell the story in five sentences.

Write your answer on a 1/2 sheet of paper.
What is Summarizing?

Summarizing is to take larger selections of text and reduce them to their basic essentials: the gist, the key ideas, the main points that are worth noting and remembering.
What is Summarizing?

As with directly quoting and paraphrasing, summarizing requires you to cite your sources properly to avoid "accidental" plagiarism.
Components of Good Summary

➡ Write in the present tense.
➡ Make sure to include the author, the year, and title of the work.

In Pixar’s 2003 movie, *Finding Nemo*
In Stephen King’s horror book *The Shining* (1977) …
In Emily Dickinson’s poem “Because I Could Not Stop for Death (1890),”
Components of Good Summary

➡ Be concise: It should be 1/10 as long.
➡ Include 2-3 main points of the text or work.
➡ Avoid quotations, a summary is not paraphrase or a direct quote.
➡ Don't put your own opinions, ideas, or interpretations into the summary.
Why is it important?

 ✓ Deepen your understanding of the text.
 ✓ Learn to identify relevant information.
 ✓ Concentrate on the gist or main idea.
 ✓ Capture the key ideas in the text and put them together clearly and concisely.
What is not summarizing?

Write down:

- Everything
- Ideas from the text word-to-word.
- Incoherent and irrelevant ideas;
- Ideas that are not stated in the text;
- Summary that has the same length or is longer than the original text.
Things to keep in mind when you are summarizing:

1. Clarify your purpose before you read.
2. Read the text and understand the meaning.
Things to keep in mind when you are summarizing:

3. Select and underline or circle the key ideas.

4. Annotate key.
How to Summarize?
✓ Read the text.
✓ Don’t let big words scare you.
✓ Ask, “What was this text about?”
Your answer should be

1. Should be a complete sentence or two

2. Should cover main point and key ideas

3. Should be in your own words

4. Shouldn’t just be a word or two.
A penny for your thoughts? If it’s a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so, the 1943 copper penny is ultra-rare. Another rare penny is the 1955 double die penne. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it’s uncirculated, it’d easily fetch $25,000 at an auction. Now that’s a pretty penny.
Incorrect example response 1:

This text is about pennies.

× This response is too short.

× It does not include key ideas.
Incorrect example response 2:
The 1943 copper penny is worth a lot of money. Copper was hard to get during the war so there aren’t many of them. The 1955 double die penny is worth a lot too. These pennies were stamped twice on accident.
Incorrect example response 2:

- Too much unnecessary stuff.
- Main idea is not clear.
Correct example response.

This text is about two very rare and valuable pennies: the 1943 copper penny and the 1955 double die penny.
Correct example response.

- Includes key information.
- Doesn’t include unnecessary information.
- Is a complete sentence.
So there's a film where a man's wife is brutally murdered by a serial killer and his son is left physically disabled. In a twist of events, the son is kidnapped and kept in a tank while his father chases the kidnapper thousands of miles with the help of a mentally challenged woman. Finding Nemo is quite the thriller.
Pixar’s Finding Nemo (2003) is a story about Marlin, a clownfish, who is overly cautious with his son, Nemo, who has a damaged fin. When Nemo swims too close to the surface to prove himself, he is caught by a diver, and horrified Marlin must set out to find him. A blue reef fish named Dory, who has a really short memory, joins Marlin and together they encounter sharks, jellyfish, and a host of ocean dangers. Meanwhile, Nemo plots his escape from a dentist's fish tank where he is being held. In the end, Marlin and his son Nemo are reunited, and they both learn about trust and what it means to be a family. (Finding Nemo, 2003)
FORMATS IN SUMMARIZING
The summarize idea comes before the citation
Bench marking is a useful strategy that has the potential to help public officials improve the performance of local services (Folz, 2004; Ammons, 2001). Once the practice of a particular city is benchmarked, it can be a guidepost and the basis for the other counterparts to improve its own
Author Heading Format

The summarized idea comes after the citation. The author’s name/s is/are connected by an appropriate reporting verb.
The considerable number of users of FB has led educators to utilize FB for communicating with their students (Grant, 2008; as cited in Donmus, 2010). The study of Kabilan, Ahmad and Abidin (2010) shows that the students perceived FB as an online environment to expedite language learning specifically English. Donmus (2010) asserts that educational games on FB fecundate learning process and make students’ learning environment more engaging. As regards literacy, this notion reveals that FB could be used as a tool to aid individuals execute a range of social acts through social literacy implementation (ibid). Blackstone and Hardwood (2012) suggest the facilitative strength of FB as it either elicits greater engagement on collaboration among students.
The summarized idea comes after the date when the material was published.
On the other hand, active participation of the citizens in development contributes to a sound and reasonable government decisions. In their 2004 study on the impact of participatory development approach, Irvin and Stansbury argue that participants can be valuable to the participants and the government in terms of the process and outcomes of decision making.
USING REPORTING VERBS

A reporting verb is a word used to discuss another person’s writings or assertions.
USING REPORTING VERBS

They are generally used to incorporate the source into the discussion in the text.
Hyland (1999) lists a frequency of reporting verbs used according to discipline:
Biology: (from most common to least common)

Describe  Find  Report  Show  Suggest  Observe

Marketing: (from most common to least common)

Suggest  Argue  Find  Demonstrate  Propose  Show

Linguistics: (from most common to least common)

Suggest  Argue  Show  Explain  Find  Point out
Sociology: (from most common to least common)

Argue Suggest Describe Note Analyze Discuss

Philosophy: (from most common to least common)

Say Suggest Argue Claim Point out Hold Think

Overall: (from most common to least common)

Suggest Argue Find Show Describe Propose Report