**Sample Summary #3:**

In the article “Sexual Orientation and Psychological Distress in adolescence: Examining Interpersonal Stressors and Social Support Processes” (date), Koji Ueno says that sexual minorities experience greater exposure to stressors then heterosexuals. In his argument, Ueno says that victimization is the most visible of the stressors faced in schools. Ueno also reveals that social isolation is a frequent stressor that sexual minorities face due to constantly having to hide their sexual orientation. Ueno discusses that friendships in schools help sexual minorities more than outside friendships. Ueno gives details on his experiment of exposing sexual minorities to stressors in which he illustrates the differences between sexual majorities and sexual minorities such as number of friends. Based on the results of his test, Ueno concludes that sexual minorities do in fact experience higher levels of psychological stress then sexual minorities and are emotionally less attached.

**Summary Checklist**

|  |  |
| --- | --- |
| The first sentence of a summary provides the author’s full name, the name of the work being summarized, and the publication date, and then states the general topic and/or argument of the work. | **somewhat** |
| Books, movies, magazines, and TV shows appear in italics; articles, chapters, essays, stories, TV episodes, advertisements and poems appear in quotation marks. | **N** |
| The summary demonstrates the main arguments, main ideas, and main details of the work. | **Y** |
| The summary shows how the writer develops his or her argument. | **Y** |
| The summary accurately relays the author’s main ideas, staying true to the original purpose of the text. | **Y** |
| The summary addresses the analysis or main conclusions provided in the text. | **somewhat** |
| The summary uses a diverse set of **active verbs**. For example, replace “she says” with: “she critiques” or “she demonstrates.” Avoid writing “she goes on to say.” Instead, show how the writer develops their claim. | **N** |
| The summary is focused and strategic: the purpose of the summary is clear in the greater context of the paper. | **Y** |
| The summary uses direct quotations sparingly (just to identify a keyword or phrase; no long quotes) | **Y** |
| The summary does not include your own opinion or your own analysis. The summary does not include your “I” voice. | **Y** |
| The summary is written in your own words: the ideas are paraphrased and cited. | **Y** |
| Your own analysis of the text is clearly distinguishable from the summary of the text. | **N/A** |
| The author and the work are referred to in the third person. | **Y** |
| The author is always referred to by their **full name** or **last** name. | **N** |
| The text should be referred to in the present tense. | **Y** |
| The summary is edited for spelling, punctuation and grammar. | **N** |

**Sample Summary #4:**

**In groups, make revision suggestions for this summary. Use the checklist as a guide.**

In “A Smuggled Girl’s Odyssey of False Promises and Fear” (date), Damien Cave and Frances Robles explain the life of sixteen year old Cecilia. Cave and Robles demonstrate how her aunt felt when paying for smugglers to take Cecilia, and the road it took for her to get to the United States. They also suggest that the market is a billion dollar market and is a more cruel and ruthless. The authors also highlight on the fact that when family members take the trip to freedom they leave their families in debt and in harm’s way when they cannot pay the amount. In the article they also reveal the fact that if the money was not paid they would force them in to the sex trafficking ring. That’s the risk they take when trying to get smuggled in and the debt is not paid they are sold and put in to the sex ring, forced to have sex to pay their families bill.

**Summary Checklist**

|  |  |
| --- | --- |
| The first sentence of a summary provides the author’s full name, the name of the work being summarized, and the publication date, and then states the general topic and/or argument of the work. | **N** |
| Books, movies, magazines, and TV shows appear in italics; articles, chapters, essays, stories, TV episodes, advertisements and poems appear in quotation marks. | **N** |
| The summary demonstrates the main arguments, main ideas, and main details of the work. | **N** |
| The summary shows how the writer develops his or her argument. | **N** |
| The summary accurately relays the author’s main ideas, staying true to the original purpose of the text. | **N** |
| The summary addresses the analysis or main conclusions provided in the text. | **N** |
| The summary uses a diverse set of **active verbs**. For example, replace “she says” with: “she critiques” or “she demonstrates.” Avoid writing “she goes on to say.” Instead, show how the writer develops their claim. | **somewhat** |
| The summary is focused and strategic: the purpose of the summary is clear in the greater context of the paper. | **N** |
| The summary uses direct quotations sparingly (just to identify a keyword or phrase; no long quotes) | **Y** |
| The summary does not include your own opinion or your own analysis. The summary does not include your “I” voice. | **Y** |
| The summary is written in your own words: the ideas are paraphrased and cited. | **Y** |
| Your own analysis of the text is clearly distinguishable from the summary of the text. | **N/A** |
| The author and the work are referred to in the third person. | **Y** |
| The author is always referred to by their **full name** or **last** name. | **Y** |
| The text should be referred to in the present tense. | **Y** |
| The summary is edited for spelling, punctuation and grammar. | **Y** |