

**ENGLISH 151B**  
**Practice Writing a Summary**  
**(Directions/Introduction/Example)**

**Directions:**

The “How to Write a Summary” exercise is based on Janice Castro’s essay, “Spanglish Spoken Here,” which is in *Mosaics: Reading and Writing Essays* (5<sup>th</sup> edition). You can also get the article online at <http://www.ohlone.edu/instr/english/elc/eng151b/>. This exercise requires that you:

1. Read the summary guideline and definition on this page.
2. Read the six steps on how to write a summary.
3. Read the sample summary.
4. Complete the “Practice Writing a Summary” worksheet and submit it to the English Learning Center for a signature.
5. Complete a summary for “Spanglish Spoken Here.” Follow the instructions under the Final Summary Requirements. This summary will be graded by a lab instructor at the English Learning Center.

**Summary Writing Guideline from Flachmann’s Essay Text (297):**

As you read more difficult essays, the ability to summarize is essential. A summary features the main ideas of a selection in a coherent paragraph. First identify the main ideas in your reading; then fold them into a paragraph with logical transitions so your sentences flow from one to another.

**Definition of Terms:**

**Summary:** A written restatement of a reading selection that includes all of the main ideas. Generally a summary is brief (shorter in length than the reading selection); and, most importantly, it is written in your own words.

**Restatement:** The noun version of the verb “restate,” which means “to state again or in another way” (Webster’s Collegiate Dictionary).

**Final Summary Requirements: (25 points)**

1. The final summary must be typed. Include a heading. Use one-inch margins and 12 point font.
2. Use the “Practice Writing a Summary” activity you completed as a guide to writing your summary.
3. Take your summary to an English lab instructor at the English Learning Center. The summary will be graded by the instructor.
4. Once your summary has been graded, turn it in to the English Learning Center staff.

**No late submissions will be accepted. There are no rewrites.**

### **Steps on how to write a summary:**

- STEP 1: Read the article carefully.
- STEP 2: Write down the author's purpose for writing this article. (Why did he/she write it? What, in general, was he/she trying to tell the reader?)
- STEP 3: Reread the article looking for major ideas that directly support the author's purpose. Sometimes a major supporting idea is covered in one paragraph, sometimes in several paragraphs.
- STEP 4: Summarize each major supporting idea into a single sentence. Be sure this idea directly supports or furthers the author's purpose for writing the article.
- STEP 5: Using your author's purpose as your guide, create a thesis statement which will be a summary of the entire article. This thesis statement will be the topic sentence for your summary paragraph and must include the authors name and the title of the article.
- STEP 6: Combine your thesis statement with your one-sentence summaries to create a summary paragraph. Use transitional words or combine sentences to create a smooth logical flow of ideas. If you have quoted passages, check to be sure that you have introduced each quotation and provided a parenthetical citation which includes the author's last name and page number at the end of each quotation.

Keep these steps for reference as you write your summary for “Spanglish Spoken Here” by Janice Castro. Also, use the sample summary provided on the next page as a guide for writing your own summary. The essay used for the sample summary is “Why We Have a Moon” by David Levy. This essay can be found in *Mosaics: Reading and Writing Essays* (6<sup>th</sup> edition).

## ENGLISH 151B

### Sample Summary – Levy, David. “Why We Have a Moon”

*Mosaics Reading and Writing Essays* (6<sup>th</sup> edition)

#### **Write a complete sentence summarizing each paragraph.**

- Paragraph 1: David Levy, in his essay “Why We Have a Moon” answers the question—“How did the Moon get there?”
- Paragraph 2 - 3: Levy explains how 4.5 billion years ago, a large planet, located close to the Earth, violently collided with the Earth.
- Paragraph 4: As a result of this collision, the planet broke apart and formed two rings, one of which formed a new planet that came to be known as the Moon.
- Paragraph 5: By the 1970’s astronomers learned that the Moon is about 10,000 miles from the Earth; moreover, the Earth’s daily rotation is affected by the Moon’s gravitational pull.
- Paragraph 6: The Earth’s tides are caused by the gravitational pull of the Moon as well as the Sun when these two planets “align” with one another.
- Paragraphs 10-12: The Moon’s rugged and gouged surface is caused by its history of collisions.
- Paragraph 16: The Moon’s surface also reveals the history of the solar system, which involved a collision of the Earth and other planets by comets and meteors..
- Paragraph 18: Some scientists believe that the Moon’s surface reveals recurring collisions.

#### **Write a thesis statement in your own words which summarizes the entire essay.**

David Levy, in his essay “Why We Have a Moon,” answers the question: “How did the Moon get there?”

#### **Combine your thesis and all of your one-sentence summaries to create a summary paragraph.**

In his essay, “Why We Have a Moon,” David Levy answers the question: “How did the Moon get there?” Then he explains the commonly held theory about the Moon’s history and how it changed by the 1970’s. In the past, scientists believed that 4.5 billion years ago, a large planet, located close to the Earth, violently collided with the Earth. However, in the 1970’s, Levy says this view changed. Scientists learned that the Earth’s daily rotation is affected by the Moon’s gravitational pull, and discovered the relationships between the Earth, the Moon, and the Sun. The Earth’s tides are caused by the gravitational pull of the Moon, as well as the Sun, when these two planets align with one another. Furthermore, scientists attribute the Moon’s rugged and gouged surface to its history of comet and meteor collisions. Through close studies of the Moon, Levy states that scientists have also learned that the Moon’s rugged surface reveals how the solar system was formed—it is a result of a collision of the Earth and other planets by comets and meteors.

# ENGLISH 151B

## PRACTICE WRITING A SUMMARY

Name: \_\_\_\_\_

Class & Section: 151B- \_\_\_\_ Instructor: \_\_\_\_\_

**Directions:** Practice writing a summary using the article, “Spanglish Spoken Here” by Janice Castro. Use this worksheet to write a complete one-sentence summary for each paragraph. You can later use this worksheet, and the six steps mentioned above, as your guide for writing the final summary.

Paragraph 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 4: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 5: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 6: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 7: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 8: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 9: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 10: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thesis: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Final Summary:**

Print the next two pages which contain the prompt page and summary evaluation form for the summary. Combine all your sentences and thesis statement from the “Practice Writing a Summary” assignment to write a well-developed summary for “Spanglish Spoken Here” by Janice Castro.

Ohlone College English Learning Center  
English 151B: Summary Paragraph

**Summary: “Spanglish Spoken Here” by Janice Castro**

Date: \_\_\_\_\_

Student’s Name: \_\_\_\_\_

151B Instructor’s Name: \_\_\_\_\_

151B Section # \_\_\_\_\_

**No Re-Writes**

**Directions to the Student:**

After reading the essay “Spanglish Spoken Here” by Janice Castro, write a complete summary. The summary must be typed, include a heading, and be formatted with one-inch margins and 12 point font. Use the “Practice Writing a Summary” activity you completed as a guide for writing your summary. Your topic sentence must include the author’s name and title of the article. If you use quotations within your summary, you must provide parenthetical citations. Take this page, the summary evaluation form, your summary, and your lab folder to a lab instructor at the English Learning Center on or before the due date. The summary will be graded by the lab instructor. Once your summary has been graded, staple all three pages together and turn your work and folder in to the English Learning Center staff. There are no re-writes allowed.

**FREMONT**

If your class is at the Fremont campus, take your summary to an English lab instructor at the Fremont English Learning Center to be evaluated. Note, if you attempt to have your paragraph graded at Newark, your paragraph will not be graded and you will not receive credit for the assignment.

**NEWARK**

If your class is at the Newark Campus, take your summary to an English lab instructor at the Newark ELC to be evaluated. Note, if you attempt to have your paragraph graded at Fremont, your paragraph will not be graded and you will not receive credit for the assignment.

Important Note: Ohlone College abides by guidelines for academic honesty. It is expected that the work you submit to fulfill this assignment is your own. If your work is copied from someone else, you may lose all credit for lab work completed this semester.

## 151B: Summary Evaluation Form

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

151B Instructor's Name: \_\_\_\_\_

151B Section # \_\_\_\_\_

### 1. Thesis Statement

The thesis does not

- State the author's full name
- Give the title of the article
- Correctly punctuate the title
- Relate the central idea of the passage
- Present one complete sentence

### 2. Support and Development

The supporting statements do not:

- Include all of the main points
- Have fully developed ideas
- Present logical and clear organization
- Include details
- Acknowledge the author throughout
- Provide transitions between ideas
- Provide an objective tone/wording
- Use the writer's own words

### 3. Grammar and Mechanics

Please work on correcting the following areas:

- Awkward phrasing
- Subject/verb agreement
- Modifiers
- Run-ons
- Parallel structure
- References
- Prepositions
- Spelling
- Pronoun agreement
- Repetition
- Punctuation
- Titles
- Fragments
- Voice shift
- Word choice
- Verb tense

### 4. In text-citation

- Quotations used
- Citations correct
- Citations incorrect
- Quotations not used

**For Staff Use Only:**

**Circle one only:**

Review: \_\_\_\_\_  
Instructor Signature

\_\_\_\_\_ Date

Adequate  
(25 Points)

Inadequate  
(10 points)