

Original Passage

At the top of the agricultural society are the minority of corporation farms and big farm owners. For them, the technological revolution has meant enormous profits and fantastic feats of production. In 1954, some 12 per cent of the operators controlled more than 40 per cent of the land and grossed almost 60 per cent of the farm sales. These were the dramatic beneficiaries of the advance in the fields.¹

Summary

1. The technological revolution in farming benefitted most dramatically a small minority of big operators
2. A few large farms and corporate farms profited most from technological advances .

Highlight the sentences or phrases in the original passage that were used to create the summary.

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Paraphrase

Advances in farm technology have enabled corporate farms and large farm owners, the agricultural elite, to increase both profits and production disproportionately. Though they constituted only 12 percent of farm owners, they held 40% of farm land and took 60% of the market share in 1954. The profits of agricultural technology are theirs.

Highlight the sentences or phrases in the original passage that were used to create the paraphrase

Original Passage

The word [narcissism] has become part of everyday speech to such an extent, and perhaps more than any other scientific term, that it is difficult today to rescue it for scientific use. The more sincerely the psychoanalytic profession toils for a deeper understanding of the concept of "narcissism," and to elucidate and define it for scientific use, the more the word attracts people to use it in everyday speech. The result of all this is such multiplicity of meanings that it is difficult to use the word now to define a precise psychoanalytic concept.²

Summary

1.

2.

- Highlight the important words and phrases.
- Find ways to express those ideas with using the exact words from the passage.
- Write your summary in the box.

Our contempt for "egoists" begins very early in life. Children who fulfill their parents' conscious or unconscious wishes are "good," but if they ever refuse to do so or express wishes of their own that go against those of their parents, they are called egoistic and inconsiderate. It usually does not occur to the parents that they might need and use the child to fulfill their own egoistic wishes. They are often convinced that they must teach their child how to behave because it is their duty to help him along on the road to socialization. If a child brought up this way does not wish to lose his parents' love (and what child can risk that?), he must learn very early to share, to give, to make sacrifice, and to be willing to "do without" and forgo gratification—long before he is capable of true sharing or of the

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1. Parental egotism harms children, who adopt altruistic behavior too young, to avoid losing their parents' love.

2. A child whose parents expect him to fulfill their narcissistic needs becomes selfless too young out of fear of losing their love.

Summary skills in college

The ability to write an effective summary might be the most important writing skill a college student can possess. You need to be able to summarize before you can be successful at most of the other kinds of writing that will be demanded of you in college, and it is an important part of note taking, too.

The Reader's Summary

Obviously, you cannot write a good summary of a source that you do not understand. There are reading strategies that will help you comprehend a source text as fully as possible. One of those techniques is the **reader's summary**, which you write for yourself, as a way of understanding the text you are reading. Read a section of the book or article, or the whole thing if it is short, and then close the text and write a summary of the key points. When you've finished, skim the text again to make sure you didn't omit anything. This use of summary helps you learn *and* helps you check what you've learned.

Summaries as part of essays

Most summary occurs as part of other essays--indeed, few essays use only one kind of writing. Summary is often a part of [synthesis](#) because readers need to know a little about the ideas you are pulling together. Similarly, you have to summarize ideas or texts before you can [compare](#) them, **classify** them, or divide them into their component parts. You will find that almost any texts you read in college and outside contain at least a little summary.

The Summary essay

You may also be asked to write another type of summary, the summary essay, which is written for an audience other than yourself. **The purpose of the summary essay** is to convey to others an understanding of a text you have read, without their having to read it themselves. Thus for your readers, your summary essay functions as a substitute for the source that you are summarizing. You don't want to misrepresent your source or mislead your audience. Certainly an important feature of the summary essay, then, is its fidelity to the source; you must represent your source accurately and comprehensively, with as little of your own interpretation as possible.

An alternative purpose of the summary essay, one that is very commonplace in school, is a demonstration of comprehension: teachers sometimes assign summary essays when they want to make sure that students fully understand an assigned source.

a. The introduction (usually one paragraph)--

1. Contains a one-sentence thesis statement that sums up the main point of the source. This thesis statement is not your main point; it is the main point of your source. Usually, though, you have to write this statement rather than quote it from the source text. It is a one-sentence summary of the entire text that your essay summarizes.
2. Also introduces the text to be summarized:
 - (i) Gives the title of the source (following the citation guidelines of whatever style sheet you are using);
 - (ii) Provides the name of the author of the source;
 - (ii) Sometimes also provides pertinent background information about the author of the source or about the text to be summarized.

The introduction should not offer your own opinions or evaluation of the text you are summarizing.

b. The body of a summary essay (one or more paragraphs):

This paraphrases and condenses the original piece. In your summary, be sure that you--

1. Include important data but omit minor points;
2. Include one or more of the author's examples or illustrations (these will bring your summary to life);
3. Do not include your own ideas, illustrations, metaphors, or interpretations. Look upon yourself as a summarizing machine; you are simply repeating what the source text says, in fewer words and in your own words. But the fact that you are using your own words does not mean that you are including your own ideas.

c. There is customarily no conclusion to a summary essay.

When you have summarized the source text, your summary essay is finished. Do not add your own concluding paragraph unless your teacher specifically tells you to.

Step 1 Read and highlight key words/phrases

Step 2 • Put the overall main idea into your own words
• write at least 1 sentence in your own words for the key idea and main support for each paragraph

Step 3 Use your notes from step 2 to draft the essay.

Step 4 polish and document