

<b>CA 9 – Journal/Article Summary</b>	<b>Communication Arts Embedded Credit</b>
<b>Arcadia Valley Career and Technology Center</b>	<b>Last Update: August 2004</b>
<b>Honors Grade – 13 Approved Summaries in Portfolio</b>	<b>Passing Grade – 10 Approved Summaries in Portfolio</b>

Writing an article summary is easier when you consider that you are giving the reader a verbal description of the information you have read. Approach the Journal/Article Summary as if you are a reporter. An important part of this type of writing is answering the “5 W’s” in your summary: Who?; Where?; When?; What?; and Why?

The following steps will help you to develop information to write in a summary that will be effective in communicating the information from your selected Journal/Article.

- STEP #1:** Completely read the article.
- STEP #2:** Answer the “5 W’s” on scratch paper. Draw pictures if it helps.
- STEP #3:** Write the summary as though you were telling a friend about your notes.
- STEP #4:** Re-read and edit your summary. Run the spelling and grammar check on your computer.
- STEP #5:** See if you can locate a quote in the Journal/Article that would help emphasize your summary.
- STEP #6:** Re-read and edit your summary. Run the spelling and grammar check on your computer one final time. Print a ‘final draft’ to submit to your instructor.

It is important to note that most instructors consider plagiarism to be when a student uses five or more direct words from the author in a statement. To help you avoid plagiarism, set your Journal/Article aside when completing STEPS 3 and 4. Developing a good STEP 2 will make the Journal/Article unnecessary for STEPS 3 and 4. It will also help to prevent possible issues with plagiarism.

An article is included in this lesson along with a ‘good’ summary for you to review. An example of STEP 2 is also presented so you can see what would make STEPS 3-6 easier.

To help you understand the format for the Journal/Article summaries, do the following:

- 1. Read the article;**
- 2. Review the graphic representation of STEP 2;**
- 3. Attempt STEPS 3-5;**
- 4. Discuss the process as a class.**

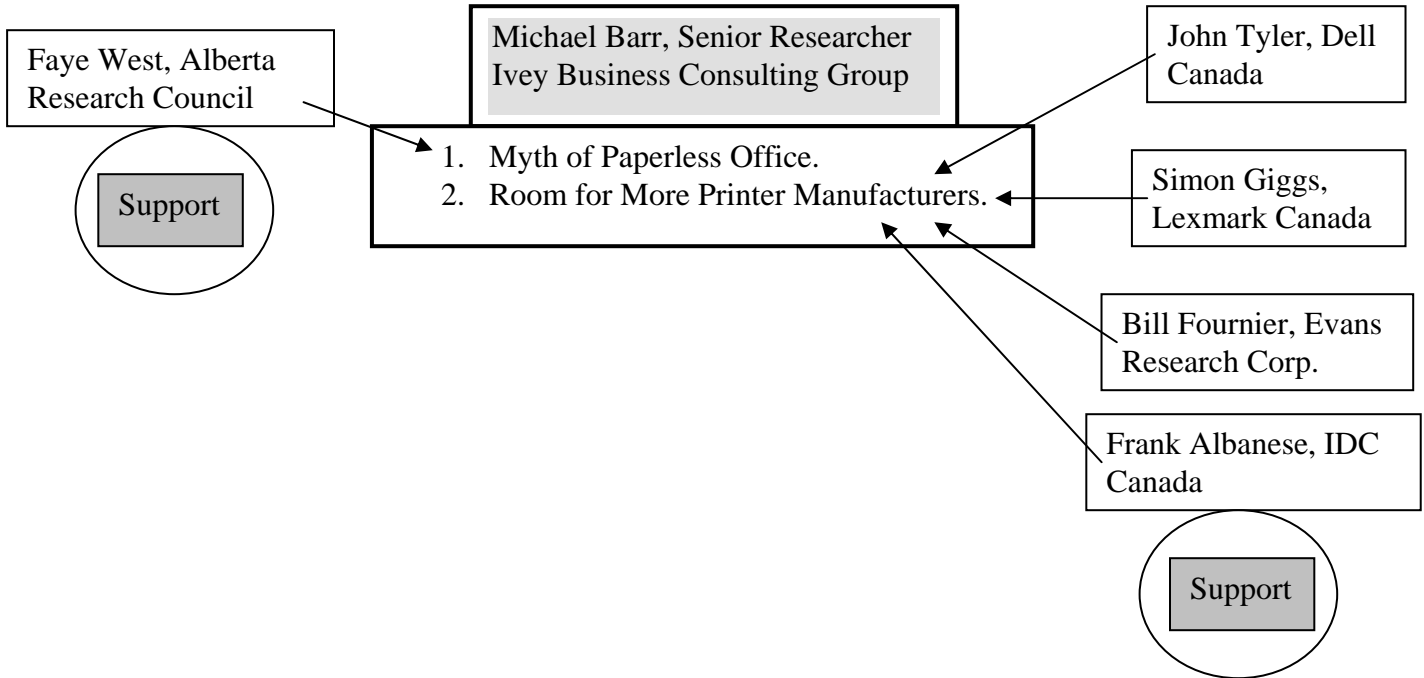
## Journal/Article Summary Notes

<b>Name:</b>	<b>Date:</b>
<b>Journal/Article Title:</b>	<b>Instructor:</b>
<i>Journal/Article Summary notes help you get the crucial information and the meaning of the facts. The following table will help you to work through your Journal/Article as if you were a reporter meeting the expectations of your editor.</i>	<i>Not all questions are always appropriate; you must decide if it's okay to leave one, or more, blank, but be sure you can explain why that information is absent.</i>
<b>WHO (is involved or affected):</b>	<b>Most Important WHO:</b>
<b>WHAT (happened):</b>	<b>Most Important WHAT:</b>
<b>WHERE (did it happen):</b>	<b>Most Important WHERE:</b>
<b>WHEN (did it, or will it, happen):</b>	<b>Most Important WHEN:</b>
<b>WHAT/HOW (did they do it, or others respond):</b>	<b>Most Important WHAT/HOW:</b>
<b>WHY (did they do it, react this way):</b>	<b>Most Important WHY:</b>
<b>SO WHAT? (Why is this event/information/idea important?):</b>	<b>Most Important SO WHAT:</b>

*Adapted from: Tools for Thought by Jim Burke (Heinemann: Portsmouth, NH); © 2002*

**STEP #2: Graphic Representation of the Journal/Article.**

**WHO? Liam Lahey, Author (writing for Computing Canada)**



**WHERE? Canada**

**WHEN? Fall 2002 through April 2003**

**WHAT?**

1. “Myth of the Paperless Office” – The “e-office” [Internet and email] has made printer volumes increase. The need for printers has increased instead of decreasing as predicted.
2. “Room for More Printer Manufacturers in Canada” - The Canadian market can accommodate more manufacturing of printers.

**WHY?** (Reserved for your opinion regarding the Journal/Article material that you have read.)

Following is an example of a ‘good’ Journal/Article summary (in appropriate format).

**NAME**  
**Mr. Amelunke**

**PM Graphic Arts**  
**August 27, 2004**

### **Trade Journal/Article Summary for Portfolio**

Lahey, L. *“Still pushing paper at the office: Dell joins the race to service enterprise users’ printing needs but one analyst thinks it’s a ‘silly’ move – Personal Technology – Brief Article.”*  
[http://www.findarticles.com/p/articles/mi\\_m0CGC/is\\_8\\_29/ai\\_101196201](http://www.findarticles.com/p/articles/mi_m0CGC/is_8_29/ai_101196201), August 27, 2004.

The rise of the Internet, email and wireless computer connections promised to reduce the load on printers and paper products needed to conduct business. The outcome, however, is very different from what was expected. Liam Lahey, writing for *Computing Canada*, indicates that the ‘paperless office’ is a myth, according to Michael Barr, a senior researcher with the Ivey Business Consulting Group. In fact, from the fall of 2002 to the spring of 2003, the volume of work being produced by printers was increasing instead of decreasing for Canadian businesses.

Mr. Barr conducted a study of business printing behavior, commissioned by Canadian printer manufacturer, Lexmark, and his conclusion was that “almost half (40 per cent) of the respondents said they print data they receive (electronically) daily, while more than two thirds (67 per cent) of the enterprise users print information they’ve personally created on a daily basis.” Faye West, director of information systems for the Alberta Research Council agrees with Mr. Barr’s conclusions. She believes that the ‘e-office’ has increased the demand for, and on, printers at the business site.

Mr. Lahey then shares that Dell Computers is jumping into the printer manufacturing market in Canada to compete with companies like Lexmark, Hewlett-Packard, Epson and others. John Tyler, product manager of software and peripherals for Dell Canada, is optimistic that Dell can easily crack the “\$6 billion Canadian software and peripheral market”. Is the introduction of a ‘new’ printer manufacturer a concern to one of Canada’s largest printer producers? Simon Giggs, director of marketing for Lexmark says Lexmark is not concerned about an increase in the competition on his company’s share of the printer market.

Bill Fournier, a senior analyst for the Evans Research Corp., agrees that printer usage will see an increase, but he feels that this will be a modest increase at best. When asked what he felt about the move by Dell to enter the printer manufacturing business in Canada, Mr. Fournier called it “a silly” move. Frank Albanese, a research manager for IDC Canada, sees Dell’s move more positively. Mr. Albanese noted that other manufacturers ‘beat the odds’ entering the Canadian computing market and he feels that Dell’s entrance will increase “the level of competition in the printer business.”

Will Dell succeed in this endeavor? The need for more printers appears to be established in the business market. A lot will depend on the printers Dell produces and the services they provide. A lot of success in the business world is based on a ‘gamble’ and dedication to strong production and service. Dell may not change the make-up of Canada’s largest printer manufacturers but they could become “a thorn in the side of the market leader,” as Mr. Albanese was quoted as saying.

**AVCTC Embedded Credit  
Communication Arts  
Journal/Article Summary  
SCORING RUBRIC**

NAME: \_\_\_\_\_

<b>CRITERIA</b>	<b>CHARACTERISTICS</b>	<b>POINTS EARNED</b>	<b>COMMENTS</b>
<p><i>Introductory Paragraph</i></p> <p>Possible Pts. _____</p>	<p>Student provided appropriate summary heading; appropriate Journal/Article Reference is included; author's name is included; student presented the main point/thesis through the introduction.</p>		
<p><i>Main Ideas/Points Made in the Journal/Article</i></p> <p>Possible Pts. _____</p>	<p>Main ideas of the author were presented; student included only significant details from the writing; summary of ideas are proportionate to the context of the ideas in the original work; material presented is objective and void of student opinion.</p>		
<p><i>Language, Grammar and Spelling</i></p> <p>Possible Pts. _____</p>	<p>Student used present tense; student paraphrased author's main ideas; student quoted effectively but sparingly; student provided transitions from one idea to the next; student showed appropriate use of grammar; student checked spelling for appropriate usage.</p>		
<p><i>Personal Opinion Shared as Conclusion</i></p> <p>Possible Pts. _____</p>	<p>Student shared his/her opinion as a conclusion to the article; opinion expresses support or disagreement with the author's point-of-view; good summary statement.</p>		
<p><b>GRADE:</b> _____</p>	<p><b>TOTAL POINTS:</b></p>		

## **Journal/Article Summary “Cheat Sheet” of the IMPORTANT COMPONENTS OF A SUMMARY**

1. Include the thesis, or the main point, of the original in your first sentence.
2. Make it clear that you are summarizing early in the summary. When summarizing an article, you can introduce this information by including the name of the author and the title of the article in the first sentence. If you are summarizing a speech of a meeting, you can give credit in the opening sentence.
3. After you have determined the thesis, find the main ideas of the original. Look for the topic sentences that support the thesis.
4. Decide if your audience needs a few details or only the main ideas.
  - a. For longer summaries, pick out only those details that are especially important.
  - b. For short summaries, leave out all details.
  - c. For abstracts, include only the most important general ideas. Be concise. Reduce the original to the thesis in a few sentences.
5. Reproduce the author’s ideas in proportion to the original emphasis. If the author spent four paragraphs on one topic and two paragraphs on another, try to make your summary give equal time and emphasis. For example, you would not include more information from the two-paragraph topic than from the four-paragraph topic. You would keep your summary information proportional to the original.
6. Write in present tense.
7. Be sure to paraphrase, not copy word for word.
8. Quote sparingly, if at all, and use quotation marks correctly.
9. End on the same idea as the original.
10. Provide adequate transition to keep the summary from sounding choppy.

**DO NOT** include too many details.

**DO NOT** give your opinion about the information contained in the summary, unless asked to do so. A summary should be an objective presentation of what you read or what happened.

**TO GET STARTED** writing a summary, try one of these:

1. If you are summarizing an oral presentation, take notes during the presentation or as soon after as you can. This way you are less likely to forget.
2. If you are summarizing something written, read the document at least twice. As you read for the third time, cross out everything (all the details) except the main ideas. Paraphrase what is left. For longer summaries, go back and choose a few important details to include. For abstracts, condense the paraphrased material.

### **PARAPHRASING:**

1. Read the original carefully.
2. Put the original aside.
3. Write the idea in your own words.
4. Compare your version with the original.
5. Be certain you have used your own words and sentence structure and have accurately conveyed the author's idea.

### **BIBLIOGRAPHY:**

**JOURNAL/ARTICLE:** For each source you consult, write the following information in the reference for the Journal/Article:

1. Author's Full Name (Last Name First)
2. Title and Subtitle of Article and/or Journal.
3. Publication Information: Volume Number, Publication Date, and Inclusive Page Numbers.

**WEB ADDRESS:** For a web address use the following:

1. Author's Full Name (Last Name First)
2. Title and Subtitle of Article and/or Journal
3. Copy of the complete web address for getting to the article (highlight and copy into your summary).
4. Date Article, and or Journal, was viewed on the Internet.

### **EXAMPLE:**

Lahey, L. "Still pushing paper at the office: Dell joins the race to service enterprise users' printing needs but one analyst thinks it's a 'silly' move – Personal Technology – Brief Article." [http://www.findarticles.com/p/articles/mi\\_m0CGC/is\\_8\\_29/ai\\_101196201](http://www.findarticles.com/p/articles/mi_m0CGC/is_8_29/ai_101196201), August 27, 2004.

Adapted from:

Mehlich, S. and Smith-Worthington, D. Technical Writing for Success: A School-To-Work Approach. Mason, OH, South-Western Educational Publishing, 1997.