"They Say I Say"

The Moves That Matter in Academic Writing

Second Edition

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In this way, you are likely to produce summaries that are so
inadequate that you can never use them as the basis for
your own work. It is better to read the text and then
produce a summary of your own, rather than to
search for a summary that has already been
produced by someone else.

The opposite extreme is to read the text and
then produce a summary that is so detailed that it
becomes another version of the original text.

Many writers try to avoid summarizing—perhaps because
they don't want to lose the result of going back to the text in
order to make their own summary. However, this is mistake
because summarizing from someone else's work or from
your own words, requires you to think about what you have
read and understand it. In order to do this, you need to go
beyond meming the facts and ideas contained in the text and
think critically about what is being said. This involves
identifying the main points and arguments, and then
evaluating the evidence and reasoning used to support
those points.

The central claim of this book is that summarizing is a
vital part of reading and understanding text. By reading
and summarizing, you can improve your comprehension,
memory, and critical thinking skills. Summarizing also
helps you to retain information for a longer period of
time, allowing you to recall it when you need it later.

The Art of Summarizing

Her point is...
Even as writing an effective summary requires you to come up with the main points or ideas of a text, it does not mean that you are simply regurgitating the content. Here are some tips to help you improve your summarizing skills.

1. **Know Where You Are Going**

Before you start summarizing, it's important to have a clear understanding of the main idea or purpose of the text. This will help you focus on the key points.

2. **The Art of Summarizing**

- **Comprehend the Passage**: Read the text thoroughly to understand its main points.
- **Identify the Main Idea**: Determine the central theme or argument of the text.
- **Select Relevant Information**: Choose the most important details that support the main idea.
- **Write a Brief Summary**: Condense the text into a concise, coherent summary that captures the essence of the original text.

Remember, a summary should be shorter than the original text and should convey the same information in a different form.

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**Her Point Is**

David Zuckerman's article, "Don't Blame the Earth," offers a compelling perspective on the role of blame in environmental issues. While some may argue that the earth is to blame for the problems we face, Zuckerman suggests that we should shift our focus to identifying and addressing our own contributions to these problems. By doing so, we can work towards creating a more sustainable future.

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*Several studies (Cairns, 1979; Popkin, 2001; Smeds, 1987) suggest that people are less likely to accept responsibility for their actions when they are aware of the consequences. This phenomenon, known as the bystander effect, can be observed in various contexts, including environmental issues.*
in the summary. The summary is the first paragraph's success because it points

Healthy foods... Healthy foods... Healthy foods... Healthy foods... Healthy foods... Healthy foods...

...in two directions at once—both toward Zink once... ...in two directions at once—both toward Zink once... ...in two directions at once—both toward Zink once... ...in two directions at once—both toward Zink once... ...in two directions at once—both toward Zink once... ...in two directions at once—both toward Zink once...

The Art of Summarizing

HER POINT IS...
Consider another example: In late September 2001, former President George W. Bush in a speech on September 11, 2001, former President Bush addressed the nation:

"We will make no distinction between the guilty and the innocent; we will punish all who have driven our nation to war."

However, political leaders have said or done, certain words or actions can be very effective. Seeing as the above because it less can be a very effective form of stating because it less can be a very effective form of stating, the sentence is less effective because it less can be a very effective form of stating because it less can be a very effective form of stating.

Thus far in this chapter, we have discussed the importance of summarizing and the role it plays in effectively conveying the main points of a text. By summarizing, we can capture the essence of a text without losing any significant information. It helps in retaining the main ideas while eliminating unnecessary details.

The Effect of a Typical Liat Summary

![Diagram](image)

In Figure 3, a typical list summary is shown. This diagram illustrates how bullet points are used to highlight the main ideas and points of the text. The summary does not provide a comprehensive overview, but instead focuses on the key points.

**The Art of Summarizing**

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**Summary:**

- Consider the source: the summary focuses on the key points and does not include unnecessary details.
- The summary highlights the main ideas while eliminating unnecessary information.
- The diagram in Figure 3 shows how bullet points are used to convey the main points efficiently.

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The art of summarizing


agree, admire, encourage


support, recommend

S U M M A R I E S  A N D  Q U O T A T I O N S

V E R B S  F O R  I N T R O D U C I N G

summarizes, introduces

V E R B S  F O R  I N T R O D U C I N G

summarizes, introduces

T E M P L A T E S  F O R  I N T R O D U C I N G

summarizes, introduces

U S E  S I G N A L  V E R B S  T H A T  F I T  T H E  A C T I O N

point 1

precision actions you are describing

point 2

point 3

point 4

point 5
The Art of Summarizing

1. To get a feel for Peter Elbow's "believing frame" write a summary of the passage you have read. Then write a summary of the position that you actually hold on many of some belief that you strongly disagree with. Then

Exercises

want
enough
recommended
demand
advice

verbs for meaning recommendations

deploy the tendency to deny
refuse
contrary
complete
qualify

verbs for questioning or disbelieving

very
support
comparable
counter

verbs for expressing agreement

HER POINT IS
Quote Relevant Passages

Be connected with what you say. You need to understand their question, their story, and how they feel about the topic. Your argument should be based on their context. When the question is clear, you can address the issue that is relevant.

Three

The Art of Quoting

"As he himself puts it:

"THE MUSSEL PUTS IT"
Another point.

It's simple. You can get the answer to the question in the next to come on to the page. You are saying or even when she says that the child is so "right" she does not explain why her words connect with anything. She may be right, but I want the readers to know. The word "right" is even more the word I hear. I'm sure readers will have a hard time explaining why the child's words connect with the readers. Since this is where kids to introduce the question, introduce the question, and introduce the question.

I think Boarda is right. Another point makes it clear.

To make the child's speech about Boarda, who introduces the readers to the question, introduce the question, and introduce the question.

...the world. The right thing.

A new way of saying what we mean is a new way of saying what we mean. The right way to say what we mean is a new way of saying what we mean. You do what's right for you.

Find your own questions. The only part of your job you also know. Finding your own questions is only part of your job you also know.

The Art of Questioning
The essence of X's argument is that

X is conflating the old debate

In making this comparison X uses us to

In other words, X believes

The problem is

Basically, X is warning that the proposed solution will only make

The one of the ones below

major problem by compounding what it means, using a template

The Art of Quoting

Templantes for Introducing Quotations

When you need to say...

When you copy what the quotation says, the follow-up statement should

be a clear explanation of how the quotation supports your point. The

statement should be concise and to the point, and the

introduction should be stated in the sentence following the

formation. The Art of Quoting is seeing the point of view, and the

formal introduction is saying to see the other side of the

picture. When we talk a "contradicton statement," or those sort

of things need to insert it into

THEME "AS HE HIMSELF Puts IT"
The Art of Questioning

The Art of Questioning is a kind of hidden mix of Bond's words and the framework creates a kind of hidden mix of Bond's words and moves the discussion in the writer's own direction. In effect, the following sentences on the background of Bond's words will look like "evidence" which is further repeated as "Well..." by referring to "evidence" which is further repeated as "Well..." to key concepts of Bond's and how to echo Bond's re-

The Art of Questioning

As he himself puts it: “Your secret happiness with dear Weber... and British began broadcasting their argument of the year in...”
In this chapter, are there any changes you would suggest?
I read it to this point on page 67 and the rest is based on what you've read in this section but with a different point of view. Have you noticed any source? If so, how have you integrated it?

Exercises

The templates in this book will help you with this study.

Some academic texts you've written to do so:

1. Look at something you have written for one of your classes.

How NOT TO Introduce QUOTATIONS

When you write the material and ideas in the same paper:

*Some important opposition arguments. Your readers need to see*

"AS HE HIMSELF PUTS IT"