

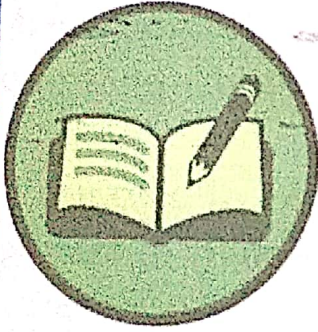
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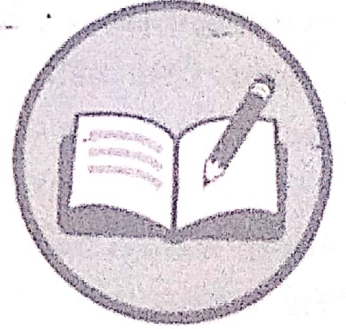
2023-2024

Fourth Year

First Term



5+6



Essay I

15.12.2023

05.01.2024

أ. حلا يوسف

Essay 4.5+6



AYDI 2024

LECTURE NO. 5

15.12.2023

HELLO EVERYONE!

Revision

We talked about the difference between cohesion and coherence. We also talked about transitions. We said that subordinate conjunctions are used to link dependent and independent clauses. Coordinate conjunctions link two independent clauses.

Today we will talk about the transition signals between paragraphs; how we move from one paragraph to another.

Page 54

2.2.2. Transition Signals between Paragraphs

Transition signals are important not only within paragraphs but also between paragraphs. If you write two or more paragraphs, you need to show the relationship between your first and second paragraph, between your second and third paragraph, and so on.

Think of transitions between paragraphs as the links of a chain. The links of a chain connect the chain; they hold it together. Similarly, a transition signal between two paragraphs links your ideas together.

Two paragraphs are linked by adding a transition signal to the topic sentence of the second paragraph. This transition signal may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the first paragraph.

Look at the following model on pages 54 and 55:

Study the following model, and notice how the paragraphs are linked by a single word, a phrase, or a clause.

Model: Paragraph Transitions

Introductory Paragraph

Aggressive Drivers

The number of vehicles on freeways and streets is increasing at an alarming rate. This influx of motor vehicles is creating hazardous conditions. Moreover, drivers are in such a rush to get to their destinations that many

become angry or impatient with other motorists who are too slow or who are in their way. Aggressive drivers react foolishly toward others in several dangerous ways.

Transition Words

Body Paragraph 1

One way an angry driver may react is to cut off another motorist.
(+ supporting sentences)

Transition words

Body Paragraph 2

Another way is to tailgate the other car. (+ supporting sentences)

Transition Phrase

Body Paragraph 3

In addition to cutting off and tailgating other cars, aggressive drivers often use rude language or gestures to show their anger. (+ supporting sentences)

Transition Clause

Body Paragraph 4

Although law enforcement authorities warn motorists against aggressive driving, the number who act out their angry impulses has not declined. (+ supporting sentences)

Concluding Paragraph

To conclude, aggressive drivers are endangering everyone because they create hazardous conditions by acting and driving foolishly. They should control their anger and learn to drive safely. After all, the lives they save could be their own (Oshima & Hogue, 1999, pp. 109-110).

Let's move to cohesion now.

2.3. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms (Boardman & Fydenberg, 2002, pp. 36-8).

We have many ways to achieve cohesion: linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

When a paragraph has cohesion, all the supporting sentences stick together and they all support the topic sentence.

2.3.1. Linking Words

There are many ways to help give a paragraph cohesion. One way is to use linking words. There are many kinds of linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and transitions. Transitions are a very common type of linking word. They are words or phrases that help to connect sentences to one another. They may also help the coherence of a paragraph by indicating the order of the supporting sentences as indicated above. To some extent, linking words, including transitions, are particular to the type of paragraph that you are writing.

The book doesn't tell how to use linking words because there is no rule for this; it comes with practice. Any word you can think of that can link two sentences is a linking word.

2.3.2. Personal Pronouns

Another way to help a paragraph have good cohesion is by using personal pronouns. Pronouns usually have antecedents, or nouns that they stand for, in previous sentence parts or sentences. In other words, a pronoun usually refers back to a previous noun--its antecedent. For example:

The little boy looked at the birthday cake.

He stuck out his finger and took a taste of it.

Using the personal pronouns he, his, and it in the second sentence connects these two sentences. In fact, if you didn't use pronouns, you would have an awkward second sentence that might not seem related to the first one. For example:

The little boy looked at the birthday cake.

The little boy stuck out the little boy's finger and took a taste of the birthday cake.

Usually, pronouns refer to a previous noun.

2.3.3. The Definite Article

A third way to connect sentences is to use the definite article **the**. A noun with a definite article often relates to a previously mentioned noun. For example:

I bought an anniversary present yesterday.

The anniversary present is for my grandparents.

It's obvious that these two sentences are talking about the same anniversary present because of the use of the definite article in the second sentence. In fact, if the definite article were not used, these two sentences would not be related. Look at these two sentences:

I bought an anniversary present yesterday.

An anniversary present is for my grandparents.

*

2.3.4. Demonstrative Pronouns

Another way to connect sentences' in a paragraph, or to give a paragraph good cohesion, is to use the demonstrative pronouns **this**, **that**, **these**, and **those**. Like previous cohesive devices, demonstrative pronouns require antecedents in order to help connect sentences to those that came before. For example:

On top of the table was a present.

This present had purple wrapping paper.

You could also use the definite article instead of the demonstrative pronoun to indicate that the two sentences go together. However, you must use one or the other. If you don't, then these two sentences aren't connected. For example:

On top of the table was a present.

A present had purple wrapping paper.

*

2.3.5. Synonyms

The use of synonyms is also a cohesive device in that the synonyms refer back to their antecedents. Like using a pronoun, using a synonym also prevents the frequent repetition of a word or words. Read the first paragraph. It is awkward because of the overrepetition of words. Then read the revised version using synonyms for the forms of depress and

retire.

Synonyms are used to avoid repetition. Look at the following example:

Retirement

The sixty-five-year-old employee was depressed at the thought of his retirement. His boss told him that he had to retire because he was at retirement age, but he didn't want to retire. Therefore, he became depressed. He thought that his days would be depressing from then on because he was retired. In fact, he was so depressed that his wife made him find another job with a company that didn't have a retirement age. He wasn't depressed after that.

Now the revised version:

Retirement (Revised Version)

The employee was saddened by the thought of his retirement. His boss told him that he had to stop working because he was sixty-five, but he felt that he still had a lot of good work years in him. He didn't want to quit working, so he became depressed. He thought that his days would become boring and useless from then on because he couldn't work. In fact, he became so distressed that his wife made him find a company to work for that didn't have a retirement policy. He felt great after that. (Boardman & Frydenberg, 2002, p. 38)

In the revised paragraph, the cohesive devices are useful in relating sentences in a paragraph to one another. When sentences are related, a paragraph has good cohesion.

*

Now we will talk about the different forms of a word; how we could use nouns, verbs, and adjectives from the same word family.

2.3.6. Different Forms of a Word

Another cohesive device used to relate your ideas and sentences to each other is the use of different forms of a word. Consider the following example.

Your understanding of economics will help you decide how to save, invest, or spend your money. These decisions will affect you, your family, and others around you. (Same word family: decide-verb,

decisions - noun). (Cavusgil, 1998, p. 65)

We used the words “decide” and “decision” which are from the same word family. This helped in achieving cohesion.

Pay attention not to overuse different forms of a word. You have to know how to do it in a proper way to link sentences.

Another characteristic of a good paragraph is unity. I only talk about the main topic of the paragraph. If I’m talking about the benefits of running, I stick to the benefits of running. I never mention an idea that is not related to my thesis statement. If my essay is about advantages, I can never talk about the disadvantages at all.

2.4. Unity

An important element of good writing is unity. Every good paragraph has unity, which means that only one main idea is discussed. For example, if your paragraph is about the advantages of owning a compact car, discuss only that. Do not discuss the disadvantages. Sometimes it is possible to discuss two or even three aspects of the same idea in one paragraph if they are closely related to each other. For example, you could discuss gas economy and low maintenance costs in the same paragraph because they are closely related, but you should not discuss both gas economy and easier parking in the same paragraph because they are not closely related.

The second part of unity is that every supporting sentence must directly explain or prove the main idea that is stated in the topic sentence. Do not include any information that does not directly support the topic sentence. (Oshima & Hogue, 1999, pp. 30-31)

One definition of support is to “help prove” a point. The following outline illustrates three supporting details that help prove the topic sentence and one (marked*) that does not.

Topic Sentence: [My neighborhood] is unsafe because of the crime rate.

1. This week there were two muggings.
2. My neighbor’s house has been robbed three times.

3. Sometimes, I like to walk alone at night.

4. A car was stolen last night.

When all the sentences stay with the topic and help prove the controlling idea, the paragraph is said to have unity. Sentence 3 does not support the controlling idea, so it does not belong in the paragraph (Fazio, 1990, p. 8).

For example, suppose that I have an essay about the physical classroom environment and the relationship between people in the classroom. In this case, I have two paragraphs: one about the physical classroom environment and the other is about the relationships between people in the classroom. I can't talk about my relationship to my friends for example. The ideas in each paragraph should be related not only to the essay but also to the paragraph itself.

Now let's do the exercises that I sent you.

1. The stroke left the famous writer an invalid.

A) marshal	<u>B) sick person</u>	C) proprietor
D) tutor	E) devoted	

2. Registering a patent involves a number of expenses.

A) includes	B) saves	<u>C) entails</u>
D) precludes	E) ravages	

Include means there is physical space inside it. Entail means involves as a necessary part.

3. Little Cecily cannot speak well because she has a speech impediment

A) skeptic	<u>B) defect</u>	C) imposition
D) aspect	E) grit	

4. Some language students find studying vocabulary an irksome task.

A) easy	B) pleasant	<u>C) tedious</u>
D) irate	E) creative	

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5. This matter is totally irrelevant to the discussion we have just had.

A) suitable	<u>B) alien</u>	C) uninviting
D) disappointing	E) terse	

The word "terse" means brief.

6. The lack of rain caused irreparable damage to the sunflower crop.

A) irresolute	B) irresponsible	<u>C) irrecoverable</u>
D) irregular	E) irrelevant	

Synonyms

A synonym is a word that has almost the same meaning as another word.

Read each sentence and circle the word in parentheses that has almost the same meaning as the underlined word. Can you think of another synonym for the underlined word? If so, write it on the blank line.

1. We saw the shooting star for a brief moment.
(fleeting, long, endless) fleeting
2. I frequently visit the zoo.
(never, often, seldom) often
3. My sister keeps her room very tidy.
(disorganized, messy, neat) neat
4. My brother knows how to operate a tractor.
(use, destroy, discard) use
5. Grandmother always prepares a tasty desert.
(yucky, yummy, gross) yummy
6. Marie has never been late.
(disrespectful, known, tardy) tardy
7. Alice is always reliable.
(ungrateful, dependable, selfish) dependable
8. Your science display was great.
(horrible, magnificent, confusing) magnificent

9. Our teacher will not begin the movie until we are seated quietly. (stop, play, start) play

10. We will have to revise our vacation plans.
(change, remember, keep) change

NOUN	VERB	ADJECTIVE
laughter	laugh	laughable
criticism	criticize	critical
grief	heat	grieving
heat	grieve	hot
darkness	darken	dark
drama	dramatize	dramatic
terrorism	terrorize	terrifying
variety	vary	various
advice	advise	advisable
life	live	alive
sharpness	sharpen	sharp
origin	originate	original
agreement	agree	agreeable
poverty	impoverish	poor
number	number	numerous
addition	add	additional
weak	weaken	weakness
guide	guide	guided
mixture	mix	mixed
congratulation	congratulate	congratulatory
continuation	continue	continuous
denial	deny	deniable
argument	argue	arguable
failure	fail	failing
observation	observe	observant
possession	possess	possessive

Let's now do the homework:

When

At the beginning

Eventually

However

First^{X2}

Then^{X2}

At the end

And

For instance

Answer:

"El Norte" is an excellent and disturbing film about two immigrants to the United States. 1- (At the beginning) of the film, we meet a family in Guatemala - mother, father, son and daughter. 2- (When) the father is killed and the mother is taken to the prison, the son and the daughter decide to go to "El Norte" - the United States- by way of Mexico. At 3- (first), they have trouble finding someone to take them across the Mexican border, but 4- (then) they find a way across and end up in Los Angeles. 5- (However), life in the U.S. is not as easy as they thought it would be. 6- (First) they have to find housing, 7- (Then) they need to learn English 8- (and) get jobs. 9- (Eventually) they succeed in accomplishing these three goals and life looks pretty good for them. Unfortunately, 10- (At the end) of the film, tragedy strikes and we are left wondering if "El Norte" really is the land of opportunity after all.

*

Homework:

Write an argumentative essay about the following:

Some specializations are suitable for women, while others are more suitable for men. Do you agree or disagree?

Thank You

...

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LECTURE NO. 6

05.01.2024

HELLO EVERYONE!

Unit 3

Summarizing

3.1. Introduction

Since many writing assignments will require you to draw on books, articles, lecture notes, and other written material, it's important that you learn how to use reading sources to their best advantage.

The ability to take information from reading sources and use it in a composition addressed to one's own audience is useful not only in academic writing but also in business and professional settings. When a writer prepares an annual report for stockholders in a large corporation, he or she may summarize hundreds of individual reports, studies, and analyses. The writer repackages information that was originally produced for accountants, managers, engineers, and other professionals so that the general public can easily understand it. For in-house business documents, writers often take information that was originally intended for one audience, for instance technical experts, and make it intelligible for another audience, say the sales staff. Much of the writing that goes on in business, government, and other processing, and translating professions involves reducing, processing, information for a designated audience or purpose.

In order to take information from a source of writing or from something you are hearing and make it into a summary, it needs practice.

Writers use three basic techniques to represent information they acquire from sources. First, they summarize the information by focusing on key elements and compacting or omitting details. Whether summaries are brief or comprehensive, they are attempts to capture the overall message. Second, they paraphrase selected parts of sources by translating the entire selected piece directly into their own words. Finally, they quote directly from original sources. This unit deals with

summarizing.

In order to summarize, you have three basic techniques that you will probably practice:

You need to summarize the information focusing on key elements. You compact or omit details: here I delete unimportant things and unnecessary examples.

You paraphrase the selected parts of sources by translating the selected piece into your own words: here I write in my own words.

You might quote the same words presented in the original text: we learn how to quote something later.

3.2. Summaries

Summaries are shortened versions of a longer message. We often encounter summaries in our daily lives. For example, we may hear a 60-second news report on the radio, which gives brief information on the most important news of the day. Before a new episode of a series on TV, we may see a quick summary of what happened in the previous episodes. We may summarize a movie, magazine article, or book we'd like a friend to enjoy; or we might summarize details of our lives to tell others. We may send postcards when we travel, summarizing the highlights of our vacation. And when a classmate asks us "What happened in class today?" we quickly summarize the main points covered.

What are summaries?

The summary is the product that you come up with and that contains the main ideas. Summaries are shortened versions of a longer message.

The 60-second news report on the radio is a summary. When you suggest a book to a friend, you tell them briefly about it and this is a summary.

In the working world, potential employees summarize their

qualifications, such as educational and employment background, on a résumé or application form. On the job, workers may be asked to give oral or written progress reports to summarize the work that has been completed. And at many business meetings, minutes are read that summarize the business of the previous meeting. (Byleen, 1998, 122-125).

The term "summary" covers a wide range of activities. For example, in answer to an essay exam question, writers summarize when they compress ideas that extend over many pages of their textbook. Also, they summarize when they write a short paper that reviews the main ideas presented in an assigned journal article. Further, in preparing research papers (see Unit 6), writers summarize when they combine ideas from a number of sources to develop a particular perspective on an issue. And, finally, they also summarize as they take notes on the main points in a class lecture.

When I ask you to write an essay, you will be basically summarizing everything you know about the topic of the essay.

Summaries are widely used in academic work. They are often found at the end of textbook chapters to help students review the key points. In addition, professors may give a brief summary at the end of a lecture or begin a class with a summary of what was previously covered. By reading a summary or abstract of an article you can quickly determine whether the article is a possible source in doing library research.

Students are also asked to write summaries. An effective student must be able to:

summarize material and take notes while listening to lectures or reading texts

summarize readings to include in reports, projects, papers, and assignments

summarize text or lecture material to answer test questions
summarize material and then write a reaction, analysis, or response
Summaries are shorter than the original message because they
contain only the main ideas and main supporting ideas.

3.3. Elements of a Summary

1. A summary contains only the most important information

An effective summary answers the question: What are the main points of the original lecture, reading, or message? To answer this question, the summary gives the main ideas and main supporting ideas of the original message, so that the reader or listener does not have to go to the original source to understand it. The summary is complete within itself.

A good summary only includes the most important information. It doesn't include details, examples, or statistics.

A good summary answers the question: what are the main points of the original text?

To make sure that your summary is good, ask yourself the question: does it include all and only the important information and the main ideas from the source text?

2. A summary is concise

Because a good summary contains only the essential information, it is considerably shorter than the original. Your job as the summary writer is to distinguish the main, essential information from the examples and detail, so you will know what to include in your summary. The length of the summary may depend on the assignment given or the length and difficulty of the original.

Concise means (مختصر)

إذا طلب إليكم تلخيص معين، هناك عاملان يحددان طول الملخص: ما هو مطلوب من الملخص وطول النص الذي تقومون بتلخيصه وعدد الأفكار الرئيسية فيه.

3. A summary respects the author's original work

A summary respects the author's original work by:

- citing the author.
- objectively stating the author's ideas without additional ideas or interpretation
- using the author's exact sentences only in the proper form of quotation

This is the most important element. I mention the name of the work and the name of the author. I state the author's ideas objectively; I don't say my opinion. I use the exact sentences only in the proper form of quotation. The worst thing to do is to use the author's exact words without putting them in quotation marks.

4. A summary follows an introduction/body/conclusion format.

A summary is not a loosely connected list of the main ideas. Whether it consists of one paragraph or several, it is structured with an introduction, a body, and a conclusion. As in all good writing, the ideas and sentences are smoothly connected by a variety of techniques, such as repetition of key words, pronoun reference, and transitional words and phrases.

A summary should follow the same format of any piece of writing: introduction, body, and conclusion. The summary also follows the same techniques of writing like any other piece of writing.

3.4. How to Summarize a Reading Passage

In your academic course work, you will often write summaries of a reading passage, either for your self-study, or for tests or assignments. The following six steps will help you write a good summary. The first three steps involve reading and the last three primarily involve writing. Do not hurry to start writing. Read and understand well first.

We have 6 steps that ensure that you write a good summary. The

first 3 steps involve the reading process. The last 3 steps involve the writing process. In a lot of situations, we tend to rush to start writing the summary. I have to be sure that I am aware of every detail in the source text before starting writing a summary.

As you read, concentrate on the main ideas. Remember that you will focus on the main ideas when you write your summary.

1. Preview. First, quickly look at and skim parts of the reading that are likely to contain main ideas: title, introduction, the first and last sentence of each paragraph, and the conclusion. Longer readings may also include subtitles, headings, pictures, charts, graphs, and key words in bold or italics. From this limited information, you can discover the general topic and ideas.

The first step is preview. It's like skimming. Here I read the text very quickly so that I know the main ideas.

2. Read. Read the entire passage. Continue to focus on main ideas. Highlight, underline, or number the main ideas.

The second step is reading. Here I might highlight or underline the main ideas.

3. Reread. Read it again (and again, if necessary) for greater understanding.

This step is not necessary in short texts.

By this, we have finished the 3 steps related to reading. Now we come to the steps of writing:

4. Take notes and organize. Look back at what you highlighted, underlined, or numbered in the reading. Begin your notes.

Here we start listing and organizing what I underlined and highlighted earlier.

5. Write. In your first sentence, cite the author, the work, and the main idea. For example, According to [author] in the article "XXX,"; In the article "XXX," [author] states that....

In the body of the summary, use reporting verbs such as: The author

believes, states, reports, says, discusses, notes, concludes...

Normally, you start writing by citing the author, the work, and the main idea. (Important)

6. Revise. Check your summary for meaning, conciseness, and a clear grammatical accuracy. Make certain it has introduction, body, and conclusion and that the sentences are smoothly connected.

Three key pieces of information-the author, the work, and the main idea-are generally included in the first sentence of a summary. This information clearly identifies the source material for the summary.

Here I check my summary. We have finished the steps of writing a summary.

3.5. Organizing a Summary

The length of a summary depends on the length of the original text, but a good summary is organized in typical academic writing style:

Introduction: Begin with the title and author of the original work. Introduce the main idea of the original text.

Body: Present the ideas in the order in which they occur. Include some important supporting points.

Conclusion: Restate the author's overall idea, results, or conclusion.

As you see, a good summary has the same organization as an academic piece of writing: introduction, body, and conclusion. I don't give my opinion in the conclusion of a summary.

3.6. Taking Notes for a Summary

A simple way to write a summary begins with note-taking.

- For each paragraph in the reading, put a number on a piece of paper.

- Read paragraph 1 and on your paper write a sentence to express the main idea of the paragraph.

- Do the same for all the paragraphs in the reading. When you finish, you should be able to put your sentences together into a summary.

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Follow academic writing organization.

Sometimes you may find that successive paragraphs (two or more paragraphs in a row) contain only one idea. In this case, you may need to write only one sentence to express the main idea of a group of paragraphs.

On the other hand, sometimes one paragraph will contain more than one important idea, so you may need to write more than one sentence about this paragraph.

I start writing a summary by taking notes. Then I number the paragraphs. I write sentences that express the main ideas of the paragraphs. The result of this is similar to an outline of an essay but with more details.

If two paragraphs contain one idea, I write one sentence to express the main idea of both paragraphs.

If one paragraph contains two ideas, I need two sentences to express them.

Practice: Organizing a Summary

The following sentences can be put together to make a summary, but they are in the wrong order. Working with a partner, put the sentences in the correct order using the previous explanation of the characteristics of summaries. Write the appropriate number in the blank in front of each sentence. Discuss your results with your classmates.

Positive Plus: The Practical Plan for Liking Yourself Better By Dr. Joyce Brothers

1. Parts Three and Four of the book identify negative qualities that you might have, such as spending too much money, working too much, being too anxious, or lying.
2. In her book, *Brothers*, who is a well-known American psychologist, helps you decide whether change is really necessary in your life.
3. Finally, *Brothers* explains how you can become a better person even if you have crises in your life.

4. *Positive Plus* by Dr. Joyce Brothers is a guidebook for changing your negative qualities into positive ones.

5. In Part One, "Second Chances," she shows you how to identify the person you would like to be.

6. In Part Two, "Your Psychological Tool Kit," Brothers explains techniques you can use to change yourself.

The correct order:

1. *Positive Plus* by Dr. Joyce Brothers is a guidebook for changing your negative qualities into positive ones.

2. In her book, Brothers, who is a well-known American psychologist, helps you decide whether change is really necessary in your life.

3. In Part One, "Second Chances," she shows you how to identify the person you would like to be.

4. In Part Two, "Your Psychological Tool Kit," Brothers explains techniques you can use to change yourself.

5. Parts Three and Four of the book identify negative qualities that you might have, such as spending too much money, working too much, being too anxious, or lying.

6. Finally, Brothers explains how you can become a better person even if you have crises in your life.

First, we cited the author and his work. Then we mentioned the main idea.

As you notice, we have introductory words and linking words that help us understand the order of the ideas.

3.7. The Summarizing Process

A powerful approach to summarizing is to analyze and manipulate the source until you have reduced it to its essentials. This process may draw on a variety of summarizing strategies.

There are some strategies that help us write a summary more

easily and effectively.

3.7.1. Summarizing Strategies

1. Annotate the text, labeling or underlining important material.
2. Delete unimportant detail, examples, and redundancy.
3. Compress words in the original text into fewer words and provide general terms to cover several specific items.
4. Combine ideas in sentences and paragraphs.
5. Locate and emphasize the thesis and topic sentences. Invent thesis and topic sentences if none are found.
6. Identify and imitate the organizational pattern of the source.
7. Identify and incorporate the rhetorical context and the author's rhetorical purpose.

☞ To annotate the text means to write comments and notes on the margins of the paper.

☞ I delete unimportant things.

☞ I compress the words into fewer words using general terms.

☞ If two paragraphs talk about one idea, I can combine them. If there are two ideas that are much related, I can combine them as well.

☞ I locate the thesis and topic sentences and emphasize them.

☞ I imitate the organizational pattern of the source text.

☞ I might change things according to the audience of my summary. But I need to maintain the purpose of the author.

Checklist for Revision

1. Have you identified the author and title of the source?
2. Have you indicated the author's purpose and the point he or she is trying to get across (thesis)?
3. Have you referred to the rhetorical context (audience and place of

publication) if it is discernible?

4. Are there clear transitions and logical connectors at the beginnings of paragraphs?
5. Are there clear transitions within paragraphs?
6. Are there places where you followed the original, word for word, instead of changing the wording?
7. Have you included more than a few, brief quotations?
8. Does the summary include too much detail, redundancy, or examples?
9. Have you adapted the summary to your audience's needs?
10. Have you provided parenthetical documentation?
11. Have you included a works cited page?
12. Do any of your sentences sound stilted or awkward?
13. Do you detect any faulty usage, punctuation, or mechanics?
14. Are there any typographical errors or misspellings?

Regarding point number 11; if there are sources that are cited in the original text, I also mention them in my summary.

Note: you don't need to memorize any theoretical ideas for the exam; understanding the ideas is enough for solving the theoretical questions.

Unit 4

Paraphrasing and Quoting

4.1. Paraphrasing

Paraphrasing is a powerful operation for academic writing, but often students do not use it enough. Too many beginning academic writers rely on direct quoting whenever they use information from reading sources. Quotations are necessary only when you have a clear reason for including in your paper the precise wording of the original. A drawback of quoting is that it is a passive process of mechanically copying sections of the source. Paraphrasing, however, is an active

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process that forces you to grapple with the author's ideas. In this way, paraphrasing promotes comprehension. It is no wonder that many professors ask students to paraphrase rather than quote source material. They know that if you can paraphrase an author's idea, then you must be able to understand it.

While a summary contains only the most important information from the source, a paraphrase includes all the information. Writers paraphrase when they want to record the total meaning of a passage.

Paraphrasing is stating the ideas of another person in your own words. We need paraphrasing a lot in academic writing.

The difference between paraphrasing and summaries is that a summary includes only the most important information while the paraphrase includes all the information.

The following example shows the difference between a summary and a paraphrase:

Original sentence:

The cowbird, as well as other species of birds, lays its eggs in another bird's nest and thus avoids hatching and raising its own young.

Paraphrase:

Certain birds, including the cowbird, do not hatch and raise their own offspring but rather pass on these responsibilities by laying their eggs in other birds' nests.

Summary:

Cowbirds do not hatch or raise their own young.

Paraphrasing is useful when I want to change the label of writing like when it is informal and I want to make it formal. Paraphrasing is also useful when my audience is different from the audience of the original author.

4.1.2 Paraphrasing Strategies

- Locate individual statements or major ideas in the original text.
- Change the order of major ideas, maintaining the logical

connections among them.

- Substitute synonyms for words in the original, making sure the language in your paraphrase is appropriate for your audience.
- Combine or divide sentences as necessary.
- Compare the paraphrase to the original to assure that the rewording is sufficient and the meaning has been preserved.
- Weave the paraphrase into your essay in accordance with your rhetorical purpose.
- Document the paraphrase.

It's necessary to use all these strategies in the same order. Sometimes I may use them in a different order. Sometimes I may use some of them only.

Homework: Write an essay about the advantages and disadvantages of working from home. Then, summarize your essay.

Thank You



Page:

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