Brader also found that better-informed, better-educated voters were 13
more susceptible to fear-inducing and enthusiasm-enhancing ads than less-knowledgeable voters. "That really contradicts the traditional claim that emotional appeals work primarily on the ignorant masses," or those who are otherwise easily led, he said.

Why are smarties so susceptible to emotional ads? Brader doesn't know. It 14
could be, he said, that such ads "resonate with people who are already emotional about politics to begin with because they have a vested interest."

For political consultants, this is news they can use. "Candidates should aim 15
positive ads at their base of support and fear ads at undecided and opposing voters," Brader advised. "Front-runners, incumbents in times of peace and prosperity, and members of the majority party in a district should rely principally on enthusiasm. Their opponents—trailing candidates, challengers, members of the minority party—should be drawn to the use of fear."

Source: From *The Washington Post*, November 23, 2003. Reprinted by permission of the author.

WRITING SUMMARIES

Preparing a good summary is not as easy as it may seem. *A summary briefly restates, in your own words, the main points of a work in a way that does not misrepresent or distort the original.* A good summary shows your grasp of main ideas and your ability to express them clearly. You need to condense the original while giving all key ideas appropriate attention. As a student you may be assigned a summary to

- show that you have read and understood assigned works;
- complete a test question;
- have a record of what you have read for future study or to prepare for class discussion; or
- explain the main ideas in a work that you will also examine in some other way, such as in a book review.

When assigned a summary, pay careful attention to word choice. Avoid judgment words, such as "Brown then proceeds to develop the *silly* idea that. . . ." Follow these guidelines for writing good summaries.

GUIDELINES for Writing Summaries

1. **Write in a direct, objective style, using your own words.** Use few, if any, direct quotations, probably none in a one-paragraph summary.
2. **Begin with a reference to the writer (full name) and the title of the work, and then state the writer's thesis.** (You may also want to include where and when the work was published.)

3. **Complete the summary by providing other key ideas.** Show the reader how the main ideas connect and relate to one another.
4. **Do not include specific examples, illustrations, or background sections.**
5. **Combine main ideas into fewer sentences than were used in the original.**
6. **Keep the parts of your summary in the same balance as you find in the original.** If the author devotes about 30 percent of the essay to one idea, that idea should get about 30 percent of the space in your summary.
7. **Select precise, accurate verbs to show the author's relationship to ideas.** Write Jones *argues,* Jones *asserts,* Jones *believes.* Do not use vague verbs that provide only a list of disconnected ideas. Do *not* write Jones *talks about,* Jones *goes on to say.*
8. **Do not make any judgments about the writer's style or ideas.** Do *not* include your personal reaction to the work.

EXERCISE: Summary

With these guidelines in mind, read the following two summaries of Deborah Tannen's "Who Does the Talking Here?" (see pp. 7–9). Then answer the question: What is flawed or weak about each summary? To aid your analysis, (1) underline or highlight all words or phrases that are inappropriate in each summary, and (2) put the number of the guideline next to any passage that does not adhere to that guideline.

SUMMARY 1

I really thought that Deborah Tannen's essay contained some interesting ideas about how men and women talk. Tannen mentioned a study in which men and women used almost the same number of words. She goes on to talk about a man who talked a lot at a meeting in Virginia. Tannen also says that women talk more to make others feel good. I'm a man, and I don't like to make small talk.

SUMMARY 2

In Deborah Tannen's "Who Does the Talking Here?" (published July 15, 2007), she talks about studies to test who talks more—men or women. Some people think the case is closed—they both talk about the same number of words. Tannen goes on to say that she thinks people use words differently. Men talk a lot at events; they use "report-talk." Women use "rapport-talk" to strengthen relationships; their language is a glue to maintain relationships. So just counting words does not work. You have to know why someone is speaking.

Although we can agree that the writers of these summaries have read Tannen's essay, we can also find weaknesses in each summary. Certainly the second summary is more

helpful than the first, but it can be strengthened by eliminating some details, combining some ideas, and putting more focus on Tannen's main idea. Here is a much-improved version:

REVISED SUMMARY

> In Deborah Tannen's essay "Who Does the Talking Here?" (published July 15, 2007), Tannen asserts that recent studies to determine if men or women do the most talking are not helpful in answering that question. These studies focus on just counting the words that men and women use. Tannen argues that the only useful study of this issue is one that examines how each gender uses words and in which situations each gender does the most talking. She explains that men tend to use "report-talk" whereas women tend to use "rapport-talk." That is, men will do much of the talking in meetings when they have something to report. Women, on the other hand, will do more of the talking when they are seeking to connect in a relationship, to make people feel good. So, if we want to really understand the differences, we need to stop counting words and listen to what each gender is actually doing with the words that are spoken.

At times you may need to write a summary of a page or two rather than one paragraph. Frequently, long reports are preceded by a one-page summary. A longer summary may become part of an article-length review of an important book. Or instructors may want a longer summary of a lengthy or complicated article or text chapter. The following is an example of a summary of a lengthy article on cardiovascular health.

SAMPLE LONGER SUMMARY

> In her article "The Good Heart," Anne Underwood (*Newsweek,* October 3, 2005) explores recent studies regarding heart disease that, in various ways, reveal the important role that one's attitudes have on physical health, especially the health of the heart. She begins with the results of a study published in the *New England Journal of Medicine* that examined the dramatic increase in cardiovascular deaths after an earthquake in Los Angeles in 1994. People who were not hurt by the quake died as a result of the fear and stress brought on by the event. As Underwood explains in detail, however, studies continue to show that psychological and social factors affect coronaries even more than sudden shocks such as earthquakes. For example, according to Dr. Michael Frenneaux, depression "at least doubles an otherwise healthy person's heart-attack risk." A Duke University study showed that high levels of hostility also raised the risk of death by heart disease. Another study showed that childhood traumas can increase heart disease risks by 30 to 70 percent. Adults currently living under work and family stress also increase their risks significantly.
>
> How do attitudes make a difference? A number of studies demonstrate that negative attitudes, anger, and hostile feelings directly affect the chemistry of the body in ways that damage blood vessels. They also can raise blood pressure. Less directly, people with these attitudes and under stress often eat more, exercise less, and are more likely to smoke. These behaviors add to

> one's risk. Some physicians are seeking to use this information to increase the longevity of heart patients. They are advising weight loss and exercise, yoga and therapy, recognizing, as Underwood concludes, that "the heart does not beat in isolation, nor does the mind brood alone."

Observe the differences between the longer summary of Anne Underwood's article and the paragraph summary of Deborah Tannen's essay:

- Some key ideas or terms may be presented in direct quotation.
- Results of studies may be given in some detail.
- Appropriate transitional and connecting words are used to show how the parts of the summary connect.
- The author's name is often repeated to keep the reader's attention on the article summarized, not on the author of the summary.

USING PARAPHRASE

Paraphrasing is similar to summary in that the goal is an accurate presentation of the information and ideas of someone else. Unlike summary, an entire short work is paraphrased, often a poem (see p. 572 for a paraphrase of a poem) or a complex prose section that needs a simpler, usually longer, restatement so that you are clear about its meaning. We paraphrase short but complex statements, whereas we summarize an entire essay or chapter of a book.

Another use of paraphrasing is to restate some of the information or ideas from a source as a part of developing our own writing. Writers do this extensively in a researched essay, but they may also paraphrase just parts of a source to add value to their own discussion or, perhaps, to be clear about a writer's ideas that they will then evaluate or challenge in some way. In the readings in this text, you will find writers time and again drawing on just one or two sources as a basis for disagreement or to support and develop their own ideas. To illustrate, instead of preparing a summary of Lincoln's entire speech, suppose you want to use his opening point as a lead-in to commenting on our own times; you might write:

> Lincoln's famous brief speech at the dedication of the Gettysburg battlefield begins with the observation that our nation was initially built on a belief in liberty and equality, but the country's future is now being tested by civil war. We are not facing an actual civil war today, but some would argue that we are facing a culture war, a war of opposing values and beliefs, that seems to be tearing our country apart.

Paraphrasing—putting the idea into your own words—is a much more effective use of Lincoln's speech than quoting his first two sentences. It's his idea that you want to use, not his actual language. But note that you give credit to Lincoln for the idea. Summary, paraphrasing, and direct quoting all share this one same characteristic: You must let your readers or listeners know that you are drawing on the information or ideas of someone else.