**Assignment #1: Summarize (Summary)**

The purpose of this assignment is to demonstrate how well you can correctly identify and summarize a writer’s argument (or arguments) in a composition. In addition, you will need to also capture the rhetorical situation - this can include the stance the writer takes, the audience they may be writing for, and the purpose for writing. You will be writing two summaries on the same text: a long one and a short one.

To get started, choose a text of an appropriate length and topic. If you’re not sure what to summarize, ask your instructor for guidance. Read and annotate the text to highlight the argument (or arguments). Take notes on the rhetorical situation.

When you’re ready to begin the writing process, think about the following:

* What is the rhetorical situation of this text?
* What is the main idea, and how is it presented to the audience?
* So what? How might this text influence readers or affect the overall conversation?
* Have I only included the information that is necessary for my readers?
* Does the information I have included make sense for my readers who may not be familiar with the text or the topic?

**Format & Layout**

[Insert how you want students to format their paper. As the instructor, you can add more specificity to the prompt, so long as you do not change the scope or rigor of the assignment.]

Your final submission will be broken down into two parts:

* A long summary (500-600 words)
* A short summary (150 words or fewer)

Each summary should be on a separate page. Where you paraphrase or quote directly from the article, be sure to include an in-text citation. Include a Works Cited or Reference page at the end of the paper.

**Due Dates**

**\_\_\_\_\_\_\_\_\_\_\_**  First Draft

**\_\_\_\_\_\_\_\_\_\_\_**  Peer Review

**\_\_\_\_\_\_\_\_\_\_\_**  Final Draft

**Final Submission Checklist**

* I have included a long summary and a short summary on separate pages.
* I have discussed the rhetorical situation.
* I have captured the writer's arguments and discussed the “so what?” effect of the article.
* I have only included the information necessary for my readers, keeping in mind that they may not be familiar with the text or the topic.
* I have included in-text citations and a Works Cited/Reference page.
* I have formatted my paper [as my instructor has described.]
* I have read the rubric the instructor will use to assess my summary.

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Rhetorical Competency | **Supporting Skill** | **Stylistic Competency** | **Supporting Skill** |
| Audience Awareness | Level of detail is appropriate to audience’s knowledge level  | Purposeful Arrangement  | Major sections and subsections have clear headings.   |
|  | Content is presented in a manner that guides the audience through the text.  |   | Each paragraph develops a single idea, logically. |
|  | External source material supports the text’s main message.  |   | Sentences have clear structure and correct punctuation. |

*For each of these criteria, students will be graded on the following scale: Insufficient, Novice, Competent, and Proficient.*