

In upper-division courses, I typically assign peer-reviewed academic journal articles rather than textbooks. Some students, however, have not encountered much writing like this before taking my class. Further, I assign an original research project, and the integration of peer-reviewed research into students' writing has not always been strong in previous semesters. Thus, to address both of these concerns, I created an assignment asking students to summarize each class reading and to bring each summary to class. This Word document includes the description of the assignment from the class syllabus, as well as a template I provide to students to help them get started on the summaries. The files uploaded to KU's ScholarWorks also include the details about the original research project (in which I expect students to integrate peer-reviewed academic research into their writing), as well as some class slides/activities I use to provide some guidance about scholarly writing.

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### Description of Article Summaries from Syllabus

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The readings assigned in the course are largely original, empirical research papers published in academic journals. Students are expected to bring brief, typed and printed summaries of the readings to each class. These summaries are for the benefit of the students—they will help students think about the major arguments and findings of each study, which will prepare them for class discussion, the exams, and for writing their own research reports at the end of the semester. I will provide details about the format of these summaries in class.

On eight random days throughout the semester, I will collect the printed research summaries at the end of a class period. This will allow me to (a) keep track of whether students are attending class and (b) check in on student understanding of the readings. The information in these summaries need not be 100% correct to earn credit; instead, students will earn full credit for putting forth a good faith attempt at explaining a reading and half credit for turning in a partial summary. Again, students are expected to bring these typed, printed summaries to class every day beginning in September. If students are not in class, their summaries will not be accepted. I will collect the summaries in up to eight class periods, and students will be able to drop their one lowest grade so that up to seven reading summaries will count toward the final grade.

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### Template for Article Summaries

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**Name:**

**Article Citation:**

*Predictions/questions raised:*

*Based on what theory and/or previous research:*

*Method(s) used:*

*Were the predictions supported? What did the author(s) find?*

## Template for Article Summaries

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### Things I tell my students to consider when writing the summaries

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1. These summaries should only be about half to three-quarters of a page, so only write one or two phrases or sentences for each section. Hit the important take-aways rather than every detail of the study.
2. Paraphrase! **Use your own words**, rather than directly quoting sentences from the reading *or* copying the abstract. Summaries that are not paraphrased will not receive credit.
3. You are welcome to use bullet points rather than complete sentences or paragraphs, as long as all of the important topics listed above are met.
4. Bring a **hard copy** to every class. I will collect them on eight (unannounced) days and students can drop their lowest grade (or one missing summary). Summaries that are hand-written will not be accepted.
5. I am not looking for perfection in these summaries, just an attempt to engage with the reading and practice interpreting academic writing using your own words.