

Summary Paragraph Directions

For this assignment, you will search **Opposing Viewpoints** from the [Library Resources](#) page. Find a topic of interest you may use for your research paper.

The Assignment:

1. Select a topic from *Opposing Viewpoints*. Select one side of the issue. Read information on the opposing side. Once you have settled on a good article, make your Works Cited page with the GALILEO provided citation.
2. Select a passage of about 300 words, a passage with good information on the topic. Use the sample at the end of this handout. Read and understand the passage. Take notes on the passage. Remember to use only words and phrases, no sentences. Mix up the order of the information. Then use your notes to write and cite your paraphrase. Be sure you use no original source wording.
3. Use your notes to write your paraphrase. Write the paragraph or two in your words. Add the in-text citation. In almost all cases, use the author's name if you have it.
 - ...end of sentence (Smith).
 - ...end of sentence (Smith 42) [Page number if you have it]
 - ...end of sentence (Smith, Jones). [Two authors]
 - ...end of sentence ("Views from the Future"). [Only if you have no author, use a shortened version of the article title in quotation marks.]
4. Use the citation given in *Opposing Viewpoints* to make your Works Cited page. Follow instructions.
5. Once you have shown that you can read, paraphrase, and cite, we will move on to the research paper. Make your paragraph and Works Cited page look like the sample in this handout (as well as the sample in the Essay 3 Supplemental Material folder).
6. Read the sample below, and then use the planner to write your paraphrase.
7. Submit the final draft of this assignment (your summary paragraph only, including Works Cited page) to the **Submit Summary Paragraph Final Draft** dropbox.

“School Violence”

The security benefits of environmental design can be augmented through technology. Electronic key cards, video surveillance, metal detectors, panic buttons, and other innovations have increasingly been adopted by schools. Outfitting schools with such technologies creates visible evidence that the school has invested in student safety. However, security experts have questioned the feasibility of introducing systems that are expensive to purchase and maintain. For metal detectors to be effective, for example, the devices must be in constant use, requiring the electricity to power them, the staff to operate them, and the necessary maintenance to keep them operational. Requiring students and staff to go through a metal detector every time they enter a school building also requires the sacrifice of time that could be used more productively. Physical obstacles, including metal detectors, and a limited number of entrances and exits could also hinder students and staff from being able to quickly leave during a fire or other emergency.

Companies that manufacture school security technologies have been criticized for taking advantage of the desire of schools to protect their students. In the wake of school shootings and other tragedies, school administrators report being inundated with requests from private firms to showcase their products in the hopes of securing a contract with the school or entire district. Some products, such as armored doors, may be effective but have proven too cost prohibitive for schools. Several companies have successfully marketed bulletproof school materials, such as backpacks, white boards, and blankets, to schools and parents. Security experts, however, have questioned the efficacy of these products.

Notes

Below is an example of possible student notes on this source.

- technology – environmental control – safety
- some schools: electronic key cards, vid. cams, metal dets, alert buttons
- thought – illusions, false sense safety – manufact. profit
- comp. take advantage – fears, need – solving safety probs. – profit
- some schools – vast numbs – companies send adverts – products, want exp. contracts – schools, even sch. distrcls.
- devices exp. buy, operate, maintain
- not feasible – constant checking – like met. det, take time, instruction
- limited, guarded entr. exits – safety, fires other emergency
- armored doors good but too costly mostly
- mkt. spec. white boards, backpacks, blankets – schools, students/par.
- prod. not particularly useful – solve prob. sch. safety
- Source “School Violence”

Summary Paragraph

Below is the summary paragraph written from these notes, and it includes the in-text citation.

Your Name

Instructor Floyd

ENGL 1101

Due Date

Products: Ineffective Solution to School Violence

Because of many instances of school violence in recent years, politicians and school administrators have looked to technology to secure school environments. Some schools across the country have implemented the use of electronic key cards, video cameras, metal detectors, and even panic alert buttons in classrooms. These measures give school personnel, parents, and students a sense of security but perhaps a false sense. The problem is that manufacturers flood school systems and administrators with countless advertisements and promotions in hopes of securing expensive contracts for installing and maintaining expensive products. Many of the safety products, particularly metal detectors, must be used constantly to be effective and disrupt school instruction time. Limited or even electronically monitored entrances and exits can pose safety issues of their own in the event of fires or emergencies. Armored doors are effective but are usually prohibitively expensive. Even less technical products marketed to parents and students: special white boards, backpacks, and blankets, are not particularly effective for promoting safety (“School Violence”).

Works Cited

“School Violence.” *Opposing Viewpoints Online Collection*, Gale, 2018. *Opposing Viewpoints in Context*,

<http://link.galegroup.com/apps/doc/PC3010999234/OVIC?u=mgat&sid=OVIC&xid=e6dc8f0a>.

Accessed 24 May 2018.

Your Planning Sheet

Use the following guide to get started on your summary paragraph and to organize your work.

Your paragraph topic:

Your exact GALILEO search terms:

Print a copy of the page(s) containing the article you use for the summary. Mark the passage. When you write your summary, use just your notes, not the print-out of the passage. Using your source, take notes on the next page. Remember to use no sentences. Write just enough words and phrases to remind you of what the article said. Wherever possible, use synonyms.

Your Notes

Here, or on note cards, take notes on your article. Then use *only* the notes when you write the summary paragraph information in your own words. Think of it as relating a news story to a friend a day or two after you heard it. You have the information, but it is in *your* words. You must cite the paragraph with the in-text citation and on the Works Cited page. **See the previous example, the source, the notes, the paraphrase, and the citations.**