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Revision Reflect of Summary Assignment

Writing summaries were pointless. At least, prior to taking English 250H my first semester of college, I thought summary were only assigned to determine whether their students read the material. I despised them because they felt pointless. A combination of my engagement in undergraduate research and reading the explanation for summaries in Assignment 2’s helped change my paradigm when tackling a summary assignment. Prior college level English, my revision process consisted of reading a piece and changing things to make them “feel right.” Considering that writing is a weakness of mine, this was rarely effective and often didn’t positively impact the quality of my writing. In revising my summary of “Shooting Guns: It’s Rather Fun, Actually,” I utilized more sophisticated techniques for revision such as rainbow reading, checking for wordiness, and other miscellaneous issues.

The first revision that I did was rainbow reading. It was introduced as a classroom activity where I was tasked to highlight different sentence structures varying colors. Trying this technique for the first time was an eye-opening experience. It put the fact that I did not vary my sentence structure in the spotlight. For example, I started over half the sentences with “D.K.” or a short transitional phrase then “D.K.” Realizing my mistake, I made changes for the revised edition of the summary. My proudest fix was starting a sentence with “Noting the conventional…” instead of “D.K. takes note.” Other similar changes occurred, doubling the color variety of my rainbow in my revised summary. Moving on, my next problem to tackle was wordiness.

A summary’s purpose is to concisely provide an overview of a larger piece. Therefore, varied sentence structure can make reading a summary easier, but elaborate wording does not. I used lots of “elaborate” but unnecessary phrasing. Some changes included cutting out “then” from “They then introduce,” removing “begin” from “they begin to,” and changing “they put important emphases” to “they emphasize.” Some other edits include minor changes to make paragraphs make more sense, such as replacing “finally” with “next” in the final paragraph.

An important part of revising meant looking at the instructor provided feedback. Those comments helped me see issues I might not have considered, such as some MLA formatting. For example, I used intext citations way too much and should have placed quotations around the name of the article. The professor pointed out that I used too many direct quotes, so one instance was changed to a paraphrase.

In summary, I learned new techniques for revising essays. I began to recognize more advanced aspects of writing such as wordiness, wording, and sentence structure. Instructor feedback was integral in finding both big and subtle problems in my summary. Finally, I now appreciate the purpose behind concisely written summaries in the professional world.