The following excerpts are from Joseph Harris’ “Coming to Terms.”

**SUMMARY**

“There is no such thing as a completely accurate and objective summary, a view from nowhere” (Harris 171).

Three moves for identifying how and what to summarize (171):

- Define the *project* of the writer in your own terms.
- Note *keywords or passages* in the text.
- Assess the *uses and limits* of this approach.

Questions to ask (172):

- What issues drive this essay?
- What ideas does it explore?
- What lines of inquiry does it develop?
- What is the writer trying *to do* in this text?
- What is his or her *project*?

Defining the projects of others (174):

- *Aims*: What is the writer trying to achieve? What position does he or she want to argue? What issues or problems does he or she explore?
- *Methods*: How does a writer relate examples to ideas? How does he or she relate one claim to the next, build a sense of continuity and flow?
- *Materials*: Where does the author go for examples and evidence? What texts are cited and discussed? What experiences or events are described?

**USING QUOTATIONS**

“You quote from a text to show what your perspective on it makes visible” (174).

How to choose a quote (175):

- What aspects of this text stand out for me as a reader?

**WORKING WITH THE ARGUMENTS OF OTHERS**

Key questions do not have to do with correctness but use (178-179):

- What does this text do or see well?
- What does it stumble over or occlude?
For today’s workshop, please share your 500 word assignment with a classmate. While reviewing each other’s work follow the instructions below.

**Step one:**

Underline where summary is used.
Circle any quotes.

**Step two:**

After identifying where summary and quotes are used in the text, assess HOW they are used. In other words, assess how your peer is “coming to terms” with the shared readings. Refer to the notes from Joe Harris for guidance. Locate places that need interpretation and synthesis. As the reader, identify where you see opportunity for more “conversation” with the texts. Do you get a sense of your classmate’s perspective?

**Step three:**

Write to your classmate. Provide a short endnote that provides a summary of what you believe his/her perspective is and where you see room for development.