

Tips for moving from summary to analysis

- **Write the analysis as if you're writing to someone who hasn't read the article.**
- **Rather than repeating terms the author uses, explain them in your own words. This may require you to investigate the term further to clarify and/or challenge the author's assertion.**

EXAMPLES

Brown wrote in paragraph six that "One important tenet of grounded theory is the idea that researchers should not assume the relevance of identity data..." Rather than simply repeating what she wrote, you want to think critically about this assertion. What does she mean when she says this? Why would this be the case? Do other grounded theorists agree with this statement?

Brown stated that she used constant comparative analysis; again, rather than simply repeating this in your review, you can describe what it is and indicate whether or not this is appropriate. She indicates that it's appropriate for grounded theory; do you agree or disagree with her conclusion? If so, why? If not, why not?

Other terms in this article that merit additional explanation if you include them in your summary are: theoretical sampling and adjusted conversational style. By explaining them you illustrate *your* understanding of these terms.

- **Distinguish between your thinking and the author's conclusions.**

EXAMPLES

If you write the following sentence, it looks to readers like your conclusion:

Some researchers identify shame as the dominant emotion in women and the preeminent cause of emotional distress.

This clarifies that you're summarizing the author's conclusion:

Brown asserts that some researchers identify shame as the dominant emotion in women and the preeminent cause of emotional distress.

- **If an author uses a specific term (such as Finders' use of the term "zine"), explain the term and what it means in the article.**
- **Qualitative researchers seek to establish the trustworthiness of their findings. Quantitative researchers seek to validate their results.**
- **Small sample sizes are not necessarily a limitation of a qualitative study.**
Even if the sample size is small, you want to determine if it was appropriate for the design described by the researcher, if the study was well executed, and if the researcher took appropriate steps to ensure trustworthiness of the findings.

SHAME RESILIENCE THEORY	
SUMMARY	SUMMARY & ANALYSIS
<p>Shame was once a topic that was not understood by social scientists. Researchers are now examining shame, and how it relates to mental and public health issues such as self-esteem, depression, addiction, eating disorders, bullying, suicide, family violence, and sexual assault. Researchers are describing shame as “the master emotion of everyday life” (p. 43). In 1971, Helen Block Lewis published a book entitled <i>Shame and Guilt in Neurosis</i>. Brown indicates that Lewis sheds light on shame in relation to mental and public health issues. The purpose of Brown’s study was to show how shame impacts women and the various processes and strategies women employ to resolve their main concerns regarding the impact and consequences of shame</p>	<p>According to Brown, researchers are increasingly studying shame because of the role it plays in multiple mental and public health issues. However, this recognition of shame as a pervasive and dominant emotion that causes emotional distress has mainly been studied empirically. Brown seeks to shed new light on how shame functions in women’s lives with an eye to practical application in social work, believing that if social workers can better understand shame, they can better serve the public. Specifically, she seeks a theory that might explain not only how shame impacts women but also describes the strategies women use to resolve shame issues. Thus, she wants to extend current understanding in order to remedy the problems already identified in shame research.</p>
QUEENS AND TEEN ZINES	
<p>SUMMARY AND ANALYSIS – EXAMPLE 1</p> <p>At the time this study was published, Finders indicates that there was a growing body of research examining the role of magazines intended for teenage girls such as <i>Sassy</i>, <i>YM</i>, and <i>Seventeen</i> in constructing gender for adolescent girls. This line of research intersects with academic analyses of the role of reading and literacy in constructing identity. Finders seeks to fill a hole in gender construction research and research in the social, political, and developmental nature of reading by exploring the perspective of the adolescent female reading teen magazines. She describes how the teenage girls she studies use teen magazines, which she labels zines, as a tool to demonstrate power, to define feminine ideals, and to construct gender. In doing so, Finders adds to the ongoing conversation about how gender roles are constructed, and how teenage girls are, or are not, conscripted into what she refers to as an existing patriarchal society that causes girls to place value on commodities and male opinion.</p>	
<p>SUMMARY AND ANALYSIS – EXAMPLE 2</p> <p>Adolescent teenagers are often misunderstood. As researchers, educators, and parents try to understand the development of teenagers, research on this topic continues. The research of teenage development is complex, but Finders seeks to add to the ethnographic research of adolescent teenagers “by addressing the area of the implications for literacy pedagogy that considers how textual representations serve to define and constrain social roles” (p. 71). The focus of Finders’ study was to “explore the rules and rituals that accompany entry into adolescence, documenting how adolescent girls perceive and negotiate their social roles and relationships” (p. 73) by way of literary practices. This research is essential because it explores how teenage magazines impact the development of teen identities and shape their lived experiences. The article is an example of the connection between the literature that teens read and its impact on their socialization, internalization of the material read, and its relation to status.</p>	

Summary: Note that it is not clear if these are the conclusions of the student writing the article analysis or of Brené Brown, the author of the article being analyzed.

As more women become leaders within organizations, there is a growing need for research in the area of shame resiliency, and how it impacts women's abilities to become more resilient by better understanding shame and its impact on women. This research is important in helping women to address their own coping skills in dealing with personal battles of shame resilience as well as teaching them to share their stories with others in supporting their own shame resilience capabilities. While there is research on emotional experiences, in relationship to anger, fear, grief, and anxiety, it has not focused on how women experience shame, and how they cope with the impact and results of shame. Also, the opportunity to improve shame resilience amongst women needs to include therapeutic strategies without the shame association.

How might you revise this to provide more analysis and to distinguish between your conclusions and those of the author?

APA

Include page numbers and quotation marks when directly quoting the article.

In a reference: Include (1) full name of journal and (2) volume & issue number.