

# The Synthesis Essay

## WHAT IS A SYNTHESIS?

A synthesis is a written discussion that draws on one or more sources. It follows that your ability to write syntheses depends on your ability to infer relationships among sources - essays, articles, fiction, and also non-written sources, such as lectures, interviews, and observations. This process is nothing new for you, since you infer relationships all the time - say, between something you've read in the newspaper and something you've seen for yourself, or between the teaching styles of your favorite and least favorite instructors. In fact, if you've written research papers, you've already written syntheses. In an academic synthesis, you make explicit the relationships that you have inferred among separate sources.

Clearly, before you're in a position to draw relationships between two or more sources, you must understand what those sources say; in other words, you must be able to summarize these sources. It will frequently be helpful for your readers if you provide at least partial summaries of sources in your synthesis essays. At the same time, you must go beyond summary to make judgments - judgments based, of course, on your critical reading of your sources - as you have practiced in your reading responses and in class discussions. You should already have drawn some conclusions about the quality and validity of these sources; and you should know how much you agree or disagree with the points made in your sources and the reasons for your agreement or disagreement.

Further, you must go beyond the critique of individual sources to determine the relationship among them. Is the information in source B, for example, an extended illustration of the generalizations in source A? Would it be useful to compare and contrast source C with source B? Having read and considered sources A, B, and C, can you infer something else - D (not a source, but your own idea)?

Because a synthesis is based on two or more sources, you will need to be selective when choosing information from each. It would be neither possible nor desirable, for instance, to discuss in a ten-page paper on the battle of Wounded Knee every point that the authors of two books make about their subject. ***What you as a writer must do is select the ideas and information from each source that best allow you to achieve your purpose.***

## PURPOSE

Your purpose in reading source materials and then in drawing upon them to write your own material is often reflected in the wording of an assignment. For example, your assignment may ask that you evaluate a text, argue a position on a topic, explain cause and effect relationships, or compare and contrast items. While you might use the same sources in writing an argumentative essay as your classmate uses in writing a comparison/contrast essay, you will make different uses of those sources based on the different purposes of the assignments. What you find worthy of detailed analysis in Source A may be mentioned only in passing by your classmate. Many times, your purpose will be dictated by the assignment.

## USING YOUR SOURCES

Your purpose determines not only what parts of your sources you will use but also how you will relate them to one another. Since the very essence of synthesis is the combining of information and ideas, you must have some basis on which to combine them. It follows that the better able you are to discover such relationships, the better able you will be to use your sources in writing syntheses. Your purpose in writing (based on your assignment) will determine how you relate your source materials to one another. Your purpose in writing determines which sources you use, which parts of them you use, at which points in your essay you use them, and in what manner you relate them to one another.

# Writing A Synthesis Paper

**Katherine L. Weese, Stephen L.  
Fox, Stuart Greene**



## **Writing A Synthesis Paper:**

Writing for College and Beyond James Rovira, 2019-04-29 Writing for College and Beyond prepares students for their future college classes by covering the strategies common to most college writing. In the process of being prepared for college writing, however, students are also taught chapter by chapter how these writing skills will carry forward into their future professional lives beyond college. One of the least expensive first year writing textbooks on the market, the text isn't inflated with material that most instructors and students won't use, and several exercises encourage students to use either provided web or YouTube links as texts supporting their practice for longer assignments. If you're a first year writing instructor and would like to consider this text for your course, email the author at [brightfuturespublishing@gmail.com](mailto:brightfuturespublishing@gmail.com) for a desk copy.

*Writing That Makes Sense, 2nd Edition* David S. Hogsette, 2019-11-05 The second edition of *Writing That Makes Sense* takes students through the fundamentals of the writing process and explores the basic steps of critical thinking. Drawing upon over twenty years of experience teaching college composition and professional writing, David S. Hogsette combines relevant writing pedagogy and practical assignments with the basics of critical thinking to provide students with step-by-step guides for successful academic writing in a variety of rhetorical modes. New in the second edition: Expanded discussion of how to write effective thesis statements for informative, persuasive, evaluative, and synthesis essays, including helpful thesis statement templates. Extensive templates introducing students to conventions of academic discourse, including integrating outside sources, interacting with other writers' ideas, and dialoguing with multiple perspectives. Examples of academic writing from different disciplines illustrating essay titles, abstracts, thesis statements, introductions, conclusions, and voice. Expanded discussion of voice in academic writing, including an exploration of active and passive voice constructions in different disciplines and tips on how to edit for clarity. A new chapter on writing in the disciplines. Updated sample student papers. New readings with examples of opposing views and multiple perspectives. *Teaching Writing for Academic Purposes to Multilingual Students* John Bitchener, Neomy Storch, Rosemary Wette, 2017-04-07 Pushing past the typical genre and elements approach, this text explains how to integrate children's literature into and across the curriculum in effective, purposeful ways. The materials and practical strategies focus on issues that impact children's lives, building from students' personal experiences and cultural knowledge to using language to question the everyday world, analyze popular culture, and media, understand how power relationships are socially constructed, and consider actions to take that promote social justice.

**Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching** Hodges, Tracey S., 2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice, as well as an essential tool for learning in many disciplines. Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions. While these are two components of writing instruction and preparation in education, they only provide a small glimpse into the depth and breadth

of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians *Writing and Reading Connections* Zoi A. Philippakos, Steve Graham, 2022-12-21 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K 12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction Expertise in Second Language Writing Instruction Alan Hirvela, Diane D. Belcher, 2024-11-25 Despite growing interest in L2 writing teachers there is a dearth of published works that specifically delve into the nuances of the development of L2 writing teacher expertise Informed by relevant foundational theory and empirical research this book addresses this crucial gap in the understanding of expertise in L2 writing instruction This book offers a holistic analysis of L2 writing instruction serving as a valuable resource for those involved in the development of L2 writing teacher educators as well as novice teachers striving to hone their skills in teaching L2 writing It draws from a wide array of international perspectives on the conceptualization of L2 writing teacher expertise and research in this domain Significantly it is the first comprehensive work that places expertise in L2 writing instruction at the forefront It will interest scholars in the disciplines of foreign and second language education as well as postgraduate students and aspiring teachers **Writing Science** Joshua Schimel, 2012-01-26 This book takes an integrated approach using the principles of story structure to discuss every aspect of successful science writing from the overall structure of a paper or proposal to individual sections paragraphs sentences and words It begins by building core arguments analyzing why some stories are engaging and memorable while others are quickly forgotten and proceeds to the elements of story structure showing how the structures scientists and researchers use in papers and proposals fit into classical models The book targets the internal structure of a paper explaining how to write clear and professional sections paragraphs and

sentences in a way that is clear and compelling      The New Roadmap for Creating Online Courses Catherine R. Barber, Janet K. McCollum, Wendy L. Maboudian, 2020-06-11 Use this interactive workbook to create relevant inclusive online courses for adult learners      **Writing and Digital Media** Luuk van Waes, Mariëlle Leijten, Christophe Neuwirth, 2006-04-04 Digital

media has become an increasingly powerful force in modern society This volume brings together outstanding European American and Australian research in writing and digital media and explores its cognitive social and cultural implications The book is divided into five sections covering major areas of research writing modes and writing environments e g speech technology writing and communication e g hypervideos digital tools for writing research e g web analysis tools keystroke logging and eye tracking writing in online educational environments e g collaborative writing in L2 and social and philosophical aspects of writing and digital media e g CMC electronic literacy and the global digital divide In addition to presenting programs of original research by internationally known scholars from a variety of disciplines each chapter provides a comprehensive review of the current state of the art in the field and suggests directions for future research

**Reading, Thinking, and Writing with Sources** Patrick J. Slattery, Susan R. Carlton, 1992      **Best Practices in Writing Instruction, Third Edition** Steve Graham, Charles A. MacArthur, Michael A. Hebert, Michael Hebert, 2018-12-27 Well established as a definitive text and now revised and updated with eight new chapters this book translates cutting edge research into effective guidelines for teaching writing in grades K 12 Illustrated with vivid classroom examples the book identifies the components of a complete high quality writing program Leading experts provide strategies for teaching narrative and argumentative writing using digital tools helping students improve specific skills from handwriting and spelling to sentence construction teaching evaluation and revision connecting reading and writing instruction teaching vulnerable populations using assessment to inform instruction and more New to This Edition Chapters on new topics setting up the writing classroom and writing from informational source material New chapters on core topics narrative writing handwriting and spelling planning assessment special needs learners and English learners Increased attention to reading writing connections and using digital tools Incorporates the latest research and instructional procedures See also Handbook of Writing Research Second Edition edited by Charles A MacArthur Steve Graham and Jill Fitzgerald which provides a comprehensive overview of writing research that informs good practice      *Teaching Academic Literacy* Katherine L. Weese, Stephen L. Fox, Stuart Greene, 1999-02-01 Teaching Academic Literacy provides a unique outlook on a first year writing program s evolution by bringing together a group of related essays that analyze from various angles how theoretical concepts about writing actually operate in real students writing Based on the beginning writing program developed at the University of Wisconsin Madison a course that asks students to consider what it means to be a literate member of a community the essays in the collection explore how students become and what impedes their progress in becoming authorities in writing situations Key features of this volume include demonstrations of how research into specific teaching

problems e.g. the problem of authority in beginning writers work can be conducted by examining student work through a variety of lenses such as task interpretation collaboration and conference so that instructors can understand what factors influence students and can then use what they have learned to reshape their teaching practices adaptability of theory and research to develop a course that engages basic writers with challenging ideas a model of how a large writing program can be administered particularly in regards to the integration of research and curriculum development and integration of literary and composition theories

*Teaching in Nursing E-Book* Diane M. Billings, Judith A. Halstead, 2019-05-03 The perfect all in one guide for future nurse educators The award winning Teaching in Nursing A Guide for Faculty 6th Edition prepares you for the day to day challenges of teaching future nurses for practice in today's rapidly evolving healthcare system This comprehensive resource is the only one of its kind to cover all four components of nursing education teaching and learning curriculum evaluation and technology empowered learning You'll benefit from the expert guidance on such key issues as curriculum and test development diverse learning styles the redesign of healthcare systems and advances in technology and information Plus the 6th edition includes a unique new chapter on Global Health and Curricular Experiences along with updated information on technology empowered learning the flipped classroom interprofessional education interprofessional collaborative practice and much more Comprehensively addresses all four components of nursing education including teaching and learning curriculum evaluation and technology empowered learning Coverage of concept based curricula includes strategies on how to approach and implement concept based instruction Pedagogical aids include Evidence Based Teaching boxes covering such issues as how to do evidence based teaching applications of evidence based teaching implications for faculty development administration and the institution and how to use the open ended application questions at the end of each chapter for faculty guided discussion Strategies to promote critical thinking and active learning are incorporated throughout the text highlighting various evaluation techniques lesson planning insights and tips for developing examinations Guidance on teaching in diverse settings addresses such topics as the models of clinical teaching teaching in interdisciplinary settings how to evaluate students in the clinical setting and how to adapt teaching for community based practice Strong emphasis on teaching clinical judgment new models of clinical education and responding to needs for creating inclusive multicultural teaching learning environments NEW Updated content throughout reflects the latest evidence based guidelines for best practices in teaching and learning NEW UNIQUE chapter on Global Health and Curricular Experiences focuses on internationalization of the nursing curriculum with an emphasis on leading international learning experiences policies procedures and guidelines for overseas study and global and health competencies for health professions programs NEW Enhanced pedagogy includes additional illustrations tables and boxes NEW Expanded interprofessional education chapter provides you with strategies for effective teaching in an interprofessional healthcare environment

*Best Practices in Writing Instruction, Second Edition* Steve Graham, Charles A. MacArthur, Jill Fitzgerald, 2013-03-26 This book has

been replaced by Best Practices in Writing Instruction Third Edition ISBN 978 1 4625 3796 9      **Impactful Academic Writing** Sandra Daniel, 2014-09-08 Impactful Academic Writing is a practical guide to the most essential academic writing skills that a student needs. It will direct graduate and undergraduate students from paragraph structuring to writing lengthy assignments through a systematic approach. It contains examples and good advice on how students may demonstrate critical insights in their written work. It includes activities and discussions on a range of disciplines such as ethics, nursing, business, law, and literature.      Metacognition, Self-Regulation and Writing Dyanne Escorcía, 2024-07-11 Students' difficulties in producing texts that meet the requirements of academic writing are a recurring concern for teaching staff and those responsible for university courses. Various initiatives are currently being taken, mainly at the undergraduate level, to help students improve the quality of their writing. Research into metacognitive processes and the self-regulation of learning can be used to support the design of these writing support systems, particularly by providing a better understanding of the students' difficulties. This book reviews the concepts of metacognition and self-regulation in relation to writing processes. It analyses the metacognitive components involved in text production, their links with successful writing, and their individual and contextual determinants. It completes this analysis by drawing on the teaching and assessment of writing in higher education. All of these elements are articulated around a multifactorial modeling of the learning and teaching of academic writing.

Teaching in Nursing Diane M. Billings, Judith A. Halstead, 2015-12-01 Set yourself up for success as a nurse educator with the award-winning Teaching in Nursing: A Guide for Faculty, 5th Edition. Recommended by the NLN for comprehensive CNE prep, this insightful text is the only one of its kind to cover all three components of teaching: instruction, curriculum, and evaluation. As it walks through the day-to-day challenges of teaching, readers will benefit from its expert guidance on key issues such as curriculum and test development, diverse learning styles, the redesign of healthcare systems and advancements in technology and information. This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award, along with updated information on technology, empowered learning, the flipped classroom, interprofessional collaborative practice, and much more. Coverage of concept-based curricula includes strategies on how to approach and implement concept-based lessons. Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction. Evidence-based teaching boxes cover issues such as how to do evidence-based teaching, applications of evidence-based teaching, implications for faculty development, administration, and the institution, and how to use the open-ended application questions at the end of each chapter for faculty-guided discussion. Strategies to promote critical thinking and active learning are incorporated throughout the text, highlighting various evaluation techniques, lesson planning insights, and tips for developing examinations. Updated research and references address forward-thinking approaches to education and trends for the future. Guidance on teaching in diverse settings addresses topics such as the models of clinical teaching, teaching in interdisciplinary settings, how to evaluate students in the

clinical setting and how to adapt teaching for community based practice Strong focus on practical content including extensive coverage of curriculum development equips future educators to handle the daily challenges and opportunities of teaching NEW Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers emphasizing clear communication and shared patient outcomes NEW Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards NEW Renamed unit on Technology Empowered Learning covers the use of technology for learning including non traditional course formats active learning flipped classrooms and more

**Teaching Evidence-Based Practice in Nursing** Rona F. Levin, Harriet R. Feldman, 2013 Print CourseSmart

*Plagiarism, Intellectual Property and the Teaching of L2 Writing* Joel Bloch, 2012-03-23

Plagiarism and intellectual property law are two issues that affect every student and every teacher throughout the world Both concepts are concerned with how we use texts print digital visual and aural in the creation of new texts And both have been viewed in strongly moral terms often as acts of theft However they also reflect the contradictory views behind norms and values and therefore are essential to understand when using all forms of texts both inside and outside the classroom This book discusses the current and historical relationship between these concepts and how they can be explicitly taught in an academic writing classroom

Writing in the Teaching and Learning of Mathematics John Meier, Thomas Rishel, 1998-09-17

This book examines the hows and whys of writing in mathematics



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