

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.

How To Write Synthesis Paper

Mimi Zeiger



How To Write Synthesis Paper:

How to Write Anything John J. Ruszkiewicz, Jay T. Dolmage, 2012-01-10 How to Write Anything supports students wherever they are in their writing process Designed to be clear and simple the Guide lays out focused advice for writing common academic and real world genres while the Reference covers the range of writing skills that students needs as they work across genres and disciplines Genre based readings including narratives reports arguments evaluations proposals and rhetorical causal and literary analyses are sure to engage students and inspire ideas The result is everything you need to teach composition in a flexible highly visual guide reference and reader This new edition gives students more support for academic writing more help choosing and working with genres and more emphasis on multimodal composing Read the preface Order E Library for How to Write Anything Second Edition packaged with How to Write Anything Second Edition paperback using ISBN 13 978 1 4576 2265 6 How to Write Anything Second Edition spiral bound using ISBN 13 978 1 4576 2283 0 How to Write Anything with Readings Second Edition paperback using ISBN 13 978 1 4576 2264 9 **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 **The New Roadmap for Creating Online Courses** Catherine R. Barber, Janet K.

McCollum, Wendy L. Maboudian, 2020-06-11 Are you ready to create an online course but do not know where to start Do your online learners seem isolated and disengaged Are your online courses effective enough for the current competitive market Whether you are an instructor instructional designer or part of a team this interactive workbook will help you create effective online courses to engage your learners Key features of the workbook include integrating cognitive social and emotional aspects of learning explaining the central role of self reflection dialogue and realistic application the incorporation of themes scenarios and characters to provide relevant and meaningful learning experiences and the use of semiotics for inclusion of diverse learners As you journey through the course creation process in this workbook you will expand your ideas and discover new possibilities for the students taking your online course **Writing for College and Beyond** James

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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 at gmail dot com for a desk copy **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 Reading, Thinking, and Writing with Sources Patrick J. Slattery,Susan R. Carlton,1992 **Researching and Writing** Christine A. Hult,1996 This book is an interdisciplinary research text that introduces you to research processes used in the science and technology the social sciences the humanities and business Researching and Writing in the Humanities and Arts Christine A. Hult,1996 *Writing : Processes and intentions* Dawn Rodrigues,Richard C Gebhardt,1989-01-01

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