

Defining Synthesis

When students are working at the highest levels of synthesis, they define their beliefs and defend their thinking with evidence, generating individual insights of texts and issues. Consider work that necessitates synthesis such as...

- Stop and collect thoughts during reading before moving on. Students can do this by annotating while they read, writing in the margins, responding to what they are reading, remembering past experiences or learning, sharing with a partner, writing thoughts in a notebook.
- Use a double entry journal to sort big ideas from less important details. By examining a text in this way, students closely consider the importance of each detail.
- Summarize the main points after reading. Compare ideas to a partner's. Determine a combined list partners agree on.
- After reading, write a generalization that states the student's opinion, change in perspective or new question(s). Defend a pattern, explain any new information the student didn't know before, or create and explain a new idea.
- Debate.
- Code the text; students mark places where they thought of new ideas, where confusion was clarified, or what made them think differently.

"Synthesizing is the most complex of the comprehension strategies. Synthesizing lies on a continuum of evolving thinking. Synthesizing runs the gamut from taking stock of meaning while reading to achieving new insight. Introducing the strategy of synthesizing in reading, then primarily involves teaching the reader to stop every so often and think about what she has read. Each piece of additional information enhances the reader's understanding and allows her to better construct meaning."

"[Professors want] to teach students to take stock of meaning while they read and use it to help their thinking evolve, perhaps leading to new insight, perhaps not, but enhancing their understanding in the process. To nudge readers toward synthesis, we encourage them to interact personally with the text. Personal response gives readers an opportunity to explore their evolving thinking. Synthesizing information integrates the words and ideas in the text with the reader's personal thoughts and questions and gives students the best shot at achieving new insight."

Preparing for Synthesis: Six Moves Toward Success

In most college courses that require substantial writing, you are called upon to write **researched arguments** in which you take a stand on a topic or an issue and then **enter into conversation** with what has already been written on it.

The synthesis question provides you with a number of relatively brief sources on a topic or an issue -- texts of no longer than one page, plus at least one source that is a graphic, a visual, a picture, or a cartoon. The prompt will call upon you to write a composition that develops a position on the issue and that synthesizes and incorporates perspectives from

at least three of the provided sources. You may, of course, draw upon whatever you know about the issue as well, but you must make use of at least three of the provided sources to earn an upper-half score.

What moves should a writer make to accomplish this task? Essentially, there are six: **read, analyze, generalize, converse, finesse, and argue.**

Read Closely, Then Analyze

First, you must read the sources carefully. There will be an extra 15 minutes of time allotted to the free-response section to do so. You will be permitted to read and write on the cover sheet to the synthesis question, which will contain some introductory material, the prompt itself, and a list of the sources. You will also be permitted to read and annotate the sources themselves. You will not be permitted to open your test booklet and actually begin writing the composition until after the 15 minutes has elapsed.

Second, you must analyze the argument each source is making: What **claim** is the source making about the issue? What **data** or **evidence** does the source offer in support of that claim? What are the **assumptions** or **beliefs** (explicit or unspoken) that **warrant** using this evidence or data to support the claim? Note that you will need to learn how to perform such analyses of nontextual sources: graphs, charts, pictures, cartoons, and so on.

After Analysis: Finding and Establishing a Position

Third, you need to generalize about your own potential stands on the issue. You should ask, "What are two or three (or more) possible positions on this issue that I **could** take? Which of those positions do I really **want** to take? Why?" It's vital at this point for you to keep an open mind. A stronger, more mature, more persuasive essay will result if you resist the temptation to oversimplify the issue, to hone in immediately on an obvious thesis. All of the synthesis essay prompts will be based on issues that invite careful, critical thinking. The best responses will be those in which the thesis and development suggest clearly that the writer has given some thought to the nuances, the complexities of the assigned topic.

Fourth – and this is the most challenging move – you need to imagine presenting **each** of your best positions on the issue to **each** of the authors of the provided sources. Role-playing the author or creator of each source, you need to create an imaginary conversation between yourself and the author/creator of the source. Would the author/creator agree with your position? Why? Disagree? Why? Want to qualify it in some way? Why and how?

Fifth, on the basis of this imagined conversation, you need to finesse, to refine, the point that you would like to make about the issue so that it can serve as a central proposition, a thesis – as complicated and robust as the topic demands – for your composition. This proposition or thesis should probably appear relatively quickly in the composition, after a sentence or two that contextualizes the topic or issue for the reader.

Sixth, you need to argue your position. You must develop the case for the position by

incorporating within your own thinking the conversations you have had with the authors/creators of the primary sources. You should feel free to say things like, "Source A takes a position similar to mine," or "Source C would oppose my position, but here's why I still maintain its validity," or "Source E offers a slightly different perspective, one that I would alter a bit."

A Skill for College

In short, on the synthesis question the successful writer is going to be able to show readers how he or she has thought through the topic at hand by considering the sources critically and creating a composition that draws conversations with the sources into his or her own thinking. It will be a task that the college-bound student should willingly pursue.

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