Don't Be A Serial Citer. Synthesize!

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What is your definition of synthesis?

Dinner Party Conversations

Capture the essence in a summarized statement

- According to Dean Robbins, on-campus graduate orientations are useful for UTEP students and faculty.

- The coordinator of the Psychiatric Mental Health NP program, Ms. Field, stated face-to-face orientations are helpful for both faculty and students.

- Dr. Fowler said student and faculty feedback about orientations is positive.

Serial:

Robbins stated on-site orientations are useful. According to Field, face-to-face orientations are helpful. Fowler said feedback about orientations is positive.

Synthesized:

Faculty and administration from UTEP College of Nursing expressed that on- campus new student orientations are beneficial for both students and faculty.
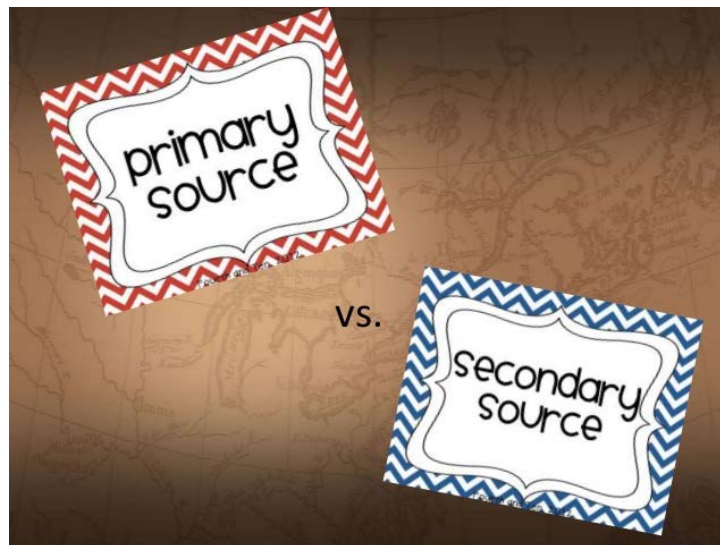
Synthesis

Reports information from the sources using different phrases and sentences

Organized so readers can immediately see where the information from the sources overlap

Makes sense of the sources and helps the reader understand them in greater depth

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Primary versus Secondary Sources

- Primary – reports *original* content

- Secondary – refers to content first reported in *another source*

Information Synthesis
Choosing a Graduate Program

Introduction

Statement that sums up focus of the synthesis

- **Information about how new graduate nursing students make a decision about which school to attend assists the faculty with future planning. Students attending graduate orientation discussed career focus, program delivery (online vs face-to-face), cost, GRE requirement, and accreditation.**

Body of the essay

- **(Students attending graduate orientation discussed career focus, program delivery (online vs face-to-face), cost, GRE requirement, and accreditation).**

  Paragraphs start with sentence that informs reader about the topic of the paragraph. Next are the supporting sentences. Included are similarities and differences between sources. Each sentence has purpose and should add something to the paragraph.

- ***The career focus of the programs*** offered by a school were of prime importance to all those in attendance (Student 1, 2016; Student 2, 2016; Student 3, 2016; Student 4, 2016; Student 5, 2016). A majority of the students (Student 1, 2016; Student 2, 2016; Student 3, 2016) stated they would only attend a specific program (Nursing Admin or Nursing Education) and did not look at schools without those programs. However, other students (Student 4, 2016; Student 5, 2016) began their search for a specific program, but then changed their mind when they came across another program that sounded like a better fit with their skills.

UTEP

Body of the essay

(Students attending graduate orientation discussed career focus, program delivery (online vs face-to-face), cost, GRE requirement, and accreditation).

- **Paragraphs start with sentence that informs reader about the topic of the paragraph. Next are the supporting sentences. Included are similarities and differences between sources. Each sentence has purpose and should add something to the paragraph.**

- **Program delivery** was an issue of great importance as students who are working fulltime seek out flexibility of online programs. The majority of students stated they would not be able to attend the program if it were not online (Student 3, 2016; Student 4, 2016; Student 5, 2016). While not the primary reason for others, it was still a top consideration (Student 1, 2016; Student 2, 2016).

UTEP

Body of the essay

- **(Students attending graduate orientation discussed career focus, program delivery (online vs face-to-face), cost, GRE requirement, and accreditation).**

- **Paragraphs start with sentence that informs reader about the topic of the paragraph. Next are the supporting sentences. Included are similarities and differences between sources. Each sentence has purpose and should add something to the paragraph.**

- **Program pricing (cost)** was also a matter of great concern to a majority of participants present (name, name, name).   Some students are already burdened with undergraduate loan debt and do not wish to assume more debt (Student 1, 2016; Student 5, 2016). Other students have high expenses related to supporting families (Student 2, 2016; Student 3, 2016).   In contrast, one student said he was unconcerned about cost as his parents were financing his graduate education (Student 4, 2016).

UTEP

Body of the Essay

- **(Students attending graduate orientation discussed career focus, program delivery (online vs face-to-face), cost, GRE requirement, and accreditation)**

- **Paragraphs start with sentence that informs reader about the topic of the paragraph. Next are the supporting sentences. Included are similarities and differences between sources. Each sentence has purpose and should add something to the paragraph.**

- GRE requirement ………..

Body of the essay

- **(Students attending graduate orientation discussed career focus, program delivery (online vs face-to-face), cost, GRE requirement, and accreditation)**

- **Paragraphs start with sentence that informs reader about the topic of the paragraph. Clearly indicates sources. Shows similarities and differences between sources.**

- Accreditation………..

Conclusion

- **Wrap up sentence or paragraph reminding readers of main themes.**

- The career focus of programs offered by a school, program delivery, pricing, GRE requirements, and accreditation were of major importance to students in making a choice about graduate programs.

Synthesis

Reports information from the sources using different phrases and sentences

Organized so readers can immediately see where the information from the sources overlap

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Your Turn Using Your Own Categories

Introduction: Statement that sums up focus of the synthesis

Our group first discussed categories to synthesize. After a lively discussion to reach a consensus, we decided to focus on where we live and pets we have.

Body of the essay

Paragraphs start with sentence that informs reader about the topic of the paragraph. Clearly indicates sources. Shows similarities and differences between sources.

- <u>Body of the Essay (paragraph 1)</u> In discussing where we now live, we started discussing where we are originally from. All five of our group members (Student 1, 2017; Student 2, 2017; Student 3, 2017; Student 4, 2017; Student 5, 2017) are originally from Texas. Three students (Student 2, 2017; Student 3, 2017; Student 4, 2017) are from El Paso, one is from Dallas (Student 1, 2017) and one is from Houston (Student 5, 2017). However, because of job opportunities, three of the group now live outside of Texas. Two are currently from New Mexico (Student 1, 2017; Student 2, 2017) and one is from California (Student 3, 2017).

- <u>Body of Essay (paragraph 2):</u> Interestingly, only the group members currently living in Texas (Student 4, 2017; Student 5, 2017) had pets. Both were large dogs and were described by their owners as very intelligent and an important member of the family. The reasons given for not having pets included allergies (Student 1, 2017; Student 2, 2017) and pet restrictions in an apartment complex (Student 3, 2017).

UTEP

Wrap up sentence or paragraph reminding readers of main themes

Our discussion focused on where we are originally from, where we live now, and our pets.   The topics provided the opportunity to get to know the students in our group a little better.

1. Get to know each other!

2. Name your group (it can be something fun!)

3. Find commonalities and differences within your group.

4. Synthesize the information!

5. Nominate a scribe to record as you construct a paragraph within the body of the paper:

    -Introduction sentence (ex: what you like to put on your hamburger)

    -Supporting sentences synthesizing your chosen commonality (ex: who likes pickles, who doesn't like pickles, who likes mustard, etc)

    -Conclusion sentence (wrap it all up!)

6. Nominate a spokesperson for your group