SYNTHESIS
CREATION THROUGH CONVERSATION
ASHLEY HUTCHINSON
Synthesis is a big word for a fairly simple concept. At its core, synthesis is putting pieces together to form something new. The complicated part is that there is creation involved in synthesis. The result can be anything from a research paper to a debate to a website. For the purposes of this iBook, we will use synthesis to create an informed argument whose presentation can take on a number of forms.
WHY DO I HAVE TO DO THIS?

So, your teacher wants you to write a research paper, participate in a debate, or create a website using a bunch of different sources, and she keeps using the word synthesis and talking about Common Core State Standards. If this sounds like gibberish to you, use this guide to help you muddle through and write an amazing research paper, shut down an opponent in a debate, or take over the interwebs with your groundbreaking website.

The Common Core State Standards are basically an outline of what the government wants you to be able to do in a class during any given year. Writing a research paper accomplishes a number of those goals, including being able to answer a research question, put information together, and show that you understand a topic beyond being able to memorize definitions.

This guide will help you impress your teachers, parents, and friends with your brilliant writing and research skills. Results may vary.
HOW CAN I WRITE THIS WELL?

If you approach synthesis and argument piece by piece, you can do it well, even if you are not a confident writer. By the end of this process, you may find yourself teaching other students how to do it.

It’s easy to feel overwhelmed at the prospect of having to gather a number sources and compose a multi-page research paper that not only cites information correctly, but also has that information make sense when attached to your own writing. If you just take a step-by-step approach, the process should be less overwhelming and you should be able to achieve success.

Whether you are a novice writer or an advanced writer, there should be some part of this guide you can use to improve your writing or to help you get started with your writing.

Slow and steady wins the race. Just ask this guy.
CHOOSING A TOPIC

Making a choice can be so hard. For any sustained research project, a key ingredient to success is choosing a topic that will hold your interest. The most successful synthesis involves a certain level of inquiry, so it is important to choose a topic about which you want to inquire. What do you want to learn more about? Why do you want to learn more about it? How could you use the information at a later point?
STARTING WITH A QUESTION

Starting with a research question helps you stay away from topics that lead to information regurgitation, and it helps you stay focused when it comes to gathering information because you can always ask “Will this help me answer my research question?” Always choose a research question that you are actually interested in.

The easiest research topics are those topics that are debatable. This way, you are more naturally inclined to use their facts to support an argument, rather than just list facts for no apparent reason. This also makes it easier for you to develop a thesis statement. Many students are given to presenting facts as thesis state-
ments rather than the point they will prove in their paper, but with an argument topic, the statement of a stance on the topic ultimately becomes the major thesis.

Arguments should be supported with lines of reasoning, or contentions, and those contentions become the subtopics, which are easily mentioned in the thesis statement to indicate organization from the very beginning of the paper, debate, or other product.

What do you spend your time doing? Is there something debatable about that activity? Maybe that is your starting point, your umbrella topic, the category under which your research questions will fall. Do you spend all day Sunday posting selfies on Instagram? Or do you find yourself deleting other people from your friend list so you don’t have to see how they look from every angle? Are you liberal or conservative with what you post on your social media? Maybe you’ve gotten a bit cautious because you heard a rumor that your friend didn’t get into her dream school because the admissions office saw her Tweets on Twitter about her spring break activities? If you find these questions tickling your fancy, perhaps you would be interested in research questions related to social media, which will be our “umbrella topic” in our examples.

However, you will need to choose your own topic, so take a few minutes to think about what interests you most. Sports? Books? Music? Money? You can be very general or a little more specific, as long as you have room to think of debatable questions that relate to your topic.

Research Questions

- Is there privilege in the justice system?
- Should there be safer training for softball/baseball pitchers?
- What is the solution to the social security crisis?
- Should Fred Phelps and the Westboro Baptist Church be protected by the First Amendment?
- Is it ethical to engineer designer babies?
- What are the implications of the CSI effect on the legal system?
- Should the government offer incentives for people to drive electric cars?
- Do the risks of caffeine outweigh the benefits or vice versa?
- Should we have a national plan for curbing obesity and what should it be?
- Should we close Guantanamo Bay?
- What should America’s role in Darfur be?
- Do high stakes testing have a negative effect on students and schools?
- What should be the punishment for piracy of digital music?
- Should there be a mandatory HPV vaccine?
- Are paparazzi photojournalists?
- What should the NFL do differently to protect players against head trauma?
- Is medication over-prescribed and what are the effects (ADHD, birth control, antidepressants, etc)?
- Are certain disorders over-diagnosed (depression,
A barrier you may encounter in these first steps is choosing what sounds like a good research question, but then not finding enough information to inform an argument. And remember, to write a well-rounded argument, you need to know both sides. If you can only find information to support one side, is it really an argument?

Students often start with a research question that seems like a good idea, but then when they haven’t found any information by the first deadline, they want to switch at the last minute. To avoid a problem like that, which can set you back a number of days, choose a few preliminary questions and try to locate at least some solid, reliable sources for each topic. This way, if something doesn’t work out with your favorite question, you have fallback questions. For our purposes, you should choose five research questions.

You may decide in the beginning that “Is rock climbing the most difficult sport in the world?” is a great question, but then when you start looking for sources, you may not find enough useable information to answer the question. It may turn into a related question, like “How dangerous is rock climbing?”

As you begin your research, you can simply Google your topics to learn more about them and begin to formulate the direction in which you want to take the rest of your more formal research.

Once you are confident that you can find some information on your questions, you can submit your question to your teacher and get final approval. If for some reason your proposal is not accepted, you have a backup plan.
In the short stop-motion movie, you see a writer brainstorming some questions, and they all relate to the overarching topic. The writer has to revise the last question because it doesn’t quite work as a research question. It might be debatable, and it is a question, but it’s not something that the writer would be able to research extensively.

So, the questions the writer is now working with are the following:

1. Is social media addictive?
2. Has social media harmed communication?
3. Do the benefits of social media outweigh the drawbacks?
4. Should employers be able to use social media in their hiring practices?
5. Does social media have a positive effect on self-esteem?

Here’s an illustration of an “umbrella topic” and the research questions that might fall under that topic. Why did we have to change the last question? What was the difference between the original question and the revised question?
CHECK FOR UNDERSTANDING

Do you have questions about your question? It is pretty important to make sure that you are choosing a question whose responses are actually debatable, and that your question is, in fact, a question, so let’s pause for a moment and make sure we have those concepts down to a science.

One of these is a solid research question, one isn’t actually a question, and the other isn’t something that most reasonable people would need to debate. Decide which is which, and we’ll move along.

**REVIEW 2.1 Research Questions**

Which one of these is a good research question?

- A. Dogs?
- B. Is it wrong to torture small animals?
- C. Is it ethical for companies to engage in animal testing?

**INTERACTIVE 2.2 Research Questions**

Click on the notepad and jot down at least five possible research questions for yourself.
Curation is the process of collecting and sorting content, which is what you will do before you begin using sources to inform your argument. The sources are where you will go to mine the information that you will eventually synthesize. There are multiple means of finding sources, and you have more options than going to Google and hitting “search.” At least you don’t have to sift through all the ancient texts in the third largest library of the ancient world.
WHERE DO I FIND SOURCES?

Sources can be found in any number of locations, and it is really important not to limit yourself to plain old Google. At least branch out into Google Scholar. This will help you find more reliable sources, including some from peer-reviewed journals. You can also use YouTube videos, government documents, books, newspaper articles, interviews, and academic databases. Most school systems subscribe to a set of academic databases that you can get to from your school’s library, but they may require a password to use at home. Your school’s media coordinator is an excellent resource for getting those passwords.

There are a few tricks to finding viable sources for any topic, and here are the top three that will help you.

1. **Look for sources in more than one place.** At the risk of repeating myself, you have options other than Google! Use those academic databases; they will pull different results than Google. Also, don’t just look through the first page of results. You might find a source on the fifth results page that is perfect for what you want to do.

2. **Search for full-text sources,** especially when you are looking for scholarly articles. A lot of academic databases will pull abstracts of longer works, and while the abstracts are great for giving you an idea of how you might be able to use a source, the abstract won’t necessarily give you the specific information you need to complete your research. There is usually a box to check under something like “advanced search” that will allow you to choose to only look at results that have full text articles and not just abstracts.

3. **Use multiple search terms multiple times.** You may not be wording your search the same way other people might word it. Jot down some related words and combinations of words to use to find sources. Go back and do this again after you have found some initial sources. You aren’t locked in to using just the first five sources you found. You may come up with some additional questions that you need answered, so don’t be afraid to go back to the computer. It will not bite.
SAMPLE SOURCES

These are the sources we will work with for our sample synthesis, found using Google and Google Scholar.

1. Article on a website: Using Social Media for College Admissions

2. Professional research paper: Social Media and College Admissions: The First Longitudinal Study

3. Blog: Interview 2.0: Using Social Media to Prepare Students for the Workplace


Task: Now, use Google and Google Scholar to find a variety of sources for yourself. You should try to find a total of at least four sources to begin, but this number will vary from instructor to instructor. Share your sources with yourself using e-mail or social media so that you can keep track of the sources.
HOW DO I EVALUATE SOURCES?

After you find sources, you do need to evaluate them to make sure you can actually use them. Follow the three Rs to make sure you have high quality sources: reliable, relevant, and recent.

Reliable sources lend a sense of authority to your own writing, and unreliable sources do the opposite. Citing a source about social media from a 5th grader’s blog might not be the best place to get information, and there are plenty of satirical news sites out there, so try not to be fooled by them.

You also don’t want to make the mistake of assuming a source will be relevant just because it pops up from the results of your search. Who wants to be that student who is doing a research paper on the health benefits of boxing and turns in a source whose title is “Democrats and Republicans Shadowbox in Legislative Meetings”? True story.

As far as a source being recent, social media is a relatively new topic, so an article that came out when social media was in its infancy would not work as well as something that came out in the current year. What if it mentions MySpace? That is sooo ten years ago.

Let’s give our first source a thorough examination. “Using Social Media for College Admissions,” is an article found on a reputable college information website, so that tells us it is reliable. It gives statistics on how many colleges use social media in admissions as well as information on how students can use that to their advantage, so it is directly relevant to our topic. Finally, it has a clearly listed publication date of January 30, 2013, so it is recent (as of this writing).

INTERACTIVE 3.2 Source Checklist

Task: Complete the checklist for the other three sources.
DIGITAL CONTENT CURATION

Now it’s time for you to become a curator, which you don’t have to work in a museum to do.

Step 1: Create a website. If your school gives you a Google account, you can use Google Sites. Weebly is another free option, as is Wordpress. Check with your teacher for other suggestions.

Step 2: Create pages for each of your five questions and find at least three sources that help answer each research question.

Step 3: Record the links to the sources you found.

Step 4: Summarize your sources and explain how they relate to the question. Someone exploring your website should be able to tell how each source would help inform an answer to the question you are asking.

Check out what student Megan Maloney did with her content curation website on the challenges faced by the music industry.
THE NEXT STEPS

What you do next depends on your teacher. There are a number of ways to use research, and you already have a wealth of information curated, so what will you do with it? You might write a research paper. Writing research papers is a skill you will likely use over and over in college, but you won’t always be taught how to do that in college. Fortunately, you have all the steps right here in this book, so you will be a master of research writing by the time you graduate high school.

You are going to choose one (or a combination) of your research questions and use the sources you have already curated to help you compose a research paper that forms an argument by synthesizing multiple sources. You may find that your questions are closely related enough that you are able to use sources from multiple questions.

For example, if you choose to continue on with the question “Do the benefits of social media outweigh the drawbacks?” then you may find that some of your other questions make the basis for subtopics. If your research showed that social media helps with self esteem and communication, the sources you found for those two questions will help answer the broader question regarding benefits and drawbacks.
It’s easy to get distracted by information that looks nice, but you have to make sure it’s actually going to be useful. A quote from a source may sound great, but will it help support the points you are trying to make? You need to give yourself some direction so that you aren’t just meandering through stacks of sources and pretty word flowers.
DEVELOPING A THESIS

You should develop a working thesis statement fairly early in the research process, after you have had a chance to review the literature on your topic. Starting with a research question is an easy way to develop a working thesis. When you start with a question, your stance on the topic, or answer to the research question, becomes your thesis statement.

If the research question is “Are beauty pageants exploitive?” then your working thesis statement might be “Beauty pageants are exploitive” or “Beauty pageants are not exploitive.”

This statement can grow and change and become a bit more complex as the research process continues, but it is imperative that you have a thesis statement in mind in order to direct your research. After you come up with answer to your research question, you should start seeing some reasons why that is your answer. I find that it is very helpful to have your basic reasoning in place before you start taking formal notes because otherwise, you could end up wasting a lot of time writing notes that you can’t use in your paper in the end. Then, when you start actually recording the information that you find, you can categorize it as support for one of those reasons. It is important to remember that the research you gather is used as support, so if you are gathering information that doesn’t support one of your subtopics, you start getting disorganized writing. If you can begin with at least three of these reasons (contentions, lines of reasoning, or whatever terminology you feel comfortable using), you will be off to a great start.

Click here for a printable organizer for your thesis statement and subtopics.

**Task:** Complete the organizer and proceed to the next step armed with a working thesis and subtopics.

Our working thesis statement for our sample research paper is “Employers and admissions offices should be allowed use social media in their decision-making processes because it is not a violation of privacy, it reduces risk for negligent hiring, and it can be beneficial to candidates.”
ORGANIZING YOUR PAPER ACCORDING TO YOUR THESIS

If you completed the task on the previous page, then you already have a preliminary plan for your paper. You can outline those ideas to help maintain organization and focus as you go.

The subtopics in your thesis will give you a basic sense of organization for your product, whether it be a research paper, debate, or other medium. The body of what you want to say should follow the lines set up in your thesis. The first subtopic mentioned in your thesis should be among the first items you address in your paper or speech. This helps your audience follow along and anticipate what might be coming next.

This will also help you when it comes to taking notes because you can ask yourself what part of your paper the information will help you support. If you know while you’re researching that you are focusing on not violating privacy, avoiding negligent hiring practices, and benefiting candidates, then you will know not to write down forty facts about how many fake Justin Bieber Twitter accounts exist.

**Review 4.1 Organizing according to thesis.**

Place the pieces of the working thesis statement where they would go in a rough outline.

```
Thesis: Employers and ...
I. Using social media is ...
   A. ...
   B. ...
II. Using social media ...
   A. ...
   B. ...
III. Using social media ca...
   A. ...
   B. ...
```
TAKING NOTES

In order to later synthesize information, you must first gather it in an organized manner. If most of your note-taking experience involves writing exactly what your teacher projects on a screen, no more and no less, then this is a chapter you really might want to read. You could even take notes on how to take notes. You can be a meta note-taker.
TYPES OF NOTES

There are three major types of notes that you will take while doing research. Those three are summary, paraphrase, and quote. Having a variety of these types of notes will add variety and balance to your writing.

Summary - takes a large chunk of information and condenses it to communicate a main idea

Paraphrase - takes an author’s ideas and turns them into your words

Quote - takes the author’s words verbatim

Your notes will eventually go into your paper, so you want to make sure they have purpose and variety. Too much summary may not allow you to be specific enough, too many paraphrases may detract from the authority of the sources’ voices, and too many quotes may make your paper sound unnatural or forced.

INTERACTIVE 5.1 Types of Notes for Research

Click on the presentation to get an overview and some examples of the different types of notes you might take for research.
Question 1 of 3
Which of these is an accurate paraphrase of the original underlined text?

- **A.** You should check out the colleges to which you’re applying, and find out if they have Twitter or Facebook.
- **B.** To show your interest in a college, you can engage with the school using social media.
- **C.** There are many different types of social media.
- **D.** "Check out the colleges to which you’re applying, and find out if they have Twitter or Facebook pages of their own."

You want a school and its admissions officers to be interested in you as a student? Show your own interest in becoming a student of that school. You can do that in a number of easy ways. Check out the colleges to which you’re applying, and find out if they have Twitter or Facebook pages of their own. Twitter feeds? Follow ‘em. Facebook pages? "Like" ‘em.

These tools give you simple and effective ways to demonstrate your interest to a school. What’s more, "liking" a Facebook page or following a Twitter feed may be exactly the thing you need to start up a conversation with someone important at the school. Which leads right...
AVOIDING PLAGIARISM

Explanations of different types of plagiarism will go here.

There are multiple types of plagiarism, some intentional and other unintentional. The best way to make sure you are not committing unintentional plagiarism is to take careful notes. The best way to avoid committing intentional plagiarism is to not set out to copy someone else’s work. It’s a lot easier to avoid intentional plagiarism. Avoiding the accidental sort takes a little more finesse.

A few types of plagiarism most often seen in student writing

1. Forgetting to cite the source after you use the information in a quote, paraphrase, or summary.

2. Changing the words to synonyms but leaving the sentence structure essentially unchanged.

3. Changing the structure or word order but leaving too much of the original wording intact.

Every rose has its thorn...No wait, I guess that’s been done before.
The following examples of plagiarism are all based on one of our sample sources, *Social Media and College Admissions: The First Longitudinal Study*, whose MLA citation would read as follows:


<table>
<thead>
<tr>
<th>Original</th>
<th>Plagiarized Sentence</th>
<th>Reason for plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools using social media must learn the “rules of engagement” in the online world in order to maximize their effectiveness.</td>
<td>Colleges that use social media have to learn the rules about the online world so they can be more effective (Barnes and Mattson).</td>
<td>Too many words are the same or only have minor changes.</td>
</tr>
<tr>
<td>This level of familiarity with social media tools is high and translates into usage. It would appear that college admissions officers are moving in the direction of becoming familiar with new tools of communication at a rapid rate.</td>
<td>This level of familiarity with social media tools is high and translates into usage. It would appear that college admissions officers are moving in the direction of becoming familiar with new tools of communication at a rapid rate (Barnes and Mattson).</td>
<td>The words are exactly the same.</td>
</tr>
<tr>
<td>A significant proportion of schools continue to research students via search engines (23%) and social networks (17%).</td>
<td>Schools, in significant proportions, have continued to use search engines and social networks to research students (Barnes and Mattson)</td>
<td>The order of words has been changed, but the words are the same.</td>
</tr>
<tr>
<td>Perceived importance of social media to the school does translate into monitoring behavior.</td>
<td>When more significance is attributed to social media, schools tend to use more social media sites in their research on students.</td>
<td>The sentence itself is actually a paraphrase, but the lack of attribution makes it plagiarism.</td>
</tr>
<tr>
<td>It revealed that institutions of higher education were outpacing the more traditional Fortune 500 companies as well as the innovative Inc. 500 companies in their use of social media to communicate with their customers (i.e., students).</td>
<td>It showed that colleges were outrunning corporations and other businesses in their utilization of social media to get information to and from their clients (Barnes and Mattson).</td>
<td>The structure is essentially unchanged, and important words are just replaced with synonyms.</td>
</tr>
</tbody>
</table>
If you are innocently making the types of mistakes that turn your paraphrases into unintentional plagiarism, there is no need to throw out your hard work. Instead, you can make some revisions and still use the information you’ve gathered.

<table>
<thead>
<tr>
<th>Original</th>
<th>Plagiarized</th>
<th>Fix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools using social media must learn the “rules of engagement” in the online world in order to maximize their effectiveness.</td>
<td>Colleges that use social media have to learn the rules about the online world so they can be more effective (Barnes and Mattson).</td>
<td>Reword- If colleges are going to use social media, it is imperative that they use it wisely (Barnes and Mattson).</td>
</tr>
<tr>
<td>This level of familiarity with social media tools is high and translates into usage. It would appear that college admissions officers are moving in the direction of becoming familiar with new tools of communication at a rapid rate.</td>
<td>This level of familiarity with social media tools is high and translates into usage. It would appear that college admissions officers are moving in the direction of becoming familiar with new tools of communication at a rapid rate (Barnes and Mattson)</td>
<td>The easiest fix for this one is to put quotation marks around the entire sentence, and make it a quote.</td>
</tr>
<tr>
<td>A significant proportion of schools continue to research students via search engines (23%) and social networks (17%).</td>
<td>Schools, in significant proportions, have continued to use search engines and social networks to research students (Barnes and Mattson)</td>
<td>Large numbers of colleges and universities are using both search tools like Google and social sites like Facebook to find out information about their students (Barnes and Mattson)</td>
</tr>
<tr>
<td>Perceived importance of social media to the school does translate into monitoring behavior.</td>
<td>When more significance is attributed to social media, schools tend to use more social media sites in their research on students.</td>
<td>The simple fix for this one is to add the citation to the end of the sentence.</td>
</tr>
<tr>
<td>It revealed that institutions of higher education were outpacing the more traditional Fortune 500 companies as well as the innovative Inc. 500 companies in their use of social media to communicate with their customers (i.e., students).</td>
<td>It showed that colleges were outrunning corporations and other businesses in their utilization of social media to get information to and from their clients (Barnes and Mattson).</td>
<td>One study showed that while some businesses are starting to utilize social media, it is colleges and universities who are leading the way (Barnes and Mattson).</td>
</tr>
</tbody>
</table>
Take a look at the same sentences from the previous page, and see how they can be changed from plagiarized to paraphrased.

The best way to avoid plagiarism in a final product is to take careful notes. It might seem to you to be a waste to write your information twice, but you will probably find that when you take your notes and organize them, you will have a much easier time composing your final product. While everyone else is staying up late and doing everything last minute, you will be sleeping soundly.

Sometimes, it helps students to take notes on note cards because they are easy to move around and use as a physical representation of how your composition will be organized, so if you find that you need that step, or your teacher requires it, these instructions are for you.
What will you do with the information you’ve collected and organized? You could have a debate, build a website, write a research paper, or otherwise communicate your argument in any number of ways. For the next chapter, we’ll focus on composing a research paper. You might think of research paper as a daunting task, but you’ve already done the ground work, so the rest is easy.
GETTING ORGANIZED

You have already done all of the groundwork by creating a preliminary outline and gathering information according to that plan. Before you start composing, you need to organize your research a little bit more. You can do this through an outline, either formal or informal. Typically, your outline will depend on your product. For a formal research paper, you will create a formal outline. At this point, you have read all the information you have gathered about your topic, and you can outline how you want to use that information in your paper. What notes go with what arguments? What order should they be in?

What’s left after that? Just fill in the blanks with the specific information you gathered from your sources.
Creating a Formal Outline

Mrs. Teacher

Date

Title of Paper

Thesis: Students will write their thesis here.

I. Topic

A. Subtopic

B. Subtopic

1. Detail of subtopic

2. Another detail of subtopic
   a. Detail of subtopic
   b. Detail of subtopic

C. Subtopic

II. Topic

Alignment

Labels

Subdivisions

Thesis

Paralellism
When you know people really well, conversations with them can seem effortless. At this point, you have probably come to know your sources as well as you know some of your friends. And now it’s time to have a conversation with them. The true art here is that not only are you conversing with your sources, you will be helping them converse with each other. It may seem strange to say that documents will interact with each other, but with you guiding what the sources say, you will show your reader exactly what one source can add to another.
As you write, you want to try to maintain organization and use effective transitions, but your focus should be on how your sources support the point you are trying to make. That thesis statement remains an important part of this process from beginning to end.

Start with an introduction. Make your reader care about your topic. Why did you care enough about the topic to spend all this time researching? The topic drew you in somehow, and now it’s your turn to draw your reader in. Your thesis statement needs to be a part of your introduction. That’s your focus, and you want your reader to know that.

It’s not enough to just clue in your reader in your introduction. They might need reminders throughout your paper about what the focus is. You can start your paragraphs with topic sentences, so your reader knows where you’re going. Where do you get a clue about what to write in each topic sentence? Your outline. Use your outline. Your topic sentences should closely mirror your outline entries.

Then, move on to the substance of each paragraph. This is where you use that specific information you found in your sources. The trick is to not let the facts stand for themselves. Don’t assume that your reader knows why you used a piece of information from a source. Instead, explain why the information is relevant. If you use the results from a survey, explain why those results support your point. Then, bolster that information with facts from another source. Tell your reader how they relate to each other. This is where the conversation comes in. You might have multiple facts that show how using social media can benefit an employer in the hiring process, but the power of those facts is not in each individual piece; the power is in how they all relate, how there are multiple benefits. It’s up to you to communicate how those benefits all build on each other.

You may have found some information in your reading that does not support your argument. You don’t have to ignore that opposing information. Instead, you can anticipate the counterargument and address it within your own. If you find that the drawback for admissions officers using social media is that some students don’t use much social media, you can use that opportunity to discuss how social media is not the only factor and that no one piece of information from any source is likely to give an admissions office the whole picture of a student. This is another great opportunity to use your sources in conjunction with one another because you can show how sources can dispute each other. This can add a fullness to your writing and show that you understand multiple perspectives.

When have laid out all the facts and explained how they relate to each other and support your purpose, it’s time to conclude your paper. You don’t have to repeat your thesis statement. Instead, you can leave your reader dazzled by mentioning possible future impacts of your topic or how your topic contributes to a bigger picture.
Databases

(e.g. Academic Search Premiere, WiseOwl, JSTOR) any searchable collection of resources. While a search engine like Google or Yahoo shows you anything on the web, a database gives you access to a highly organized list of sources from a select collection of publications.

Related Glossary Terms

Drag related terms here

Index

Chapter 3 - Where to Find Sources
INQUIRY

Investigation, asking questions and digging in to find the answers. To inquire is to ask with the intention of uncovering the truth.

Related Glossary Terms
Drag related terms here

Index
Find Term

Chapter 2 - choosing a topic
PARAPHRASE

Taking an idea from one author and phrasing it in your own language. Paraphrase is not simply changing a few words, or switching the order of the words; it is finding your own terms for expressing someone else's ideas or information.

Related Glossary Terms

Drag related terms here

Index

Chapter 5 - Types of notes
Presenting another author’s exact words in your own writing. Quotes must be placed inside quotation marks, like this: Mark Twain once wrote, “Don't go around saying the world owes you a living. The world owes you nothing. It was here first.”

As a general rule, only quote when a sentence or phrase is just too perfect to be changed.

Related Glossary Terms
Drag related terms here
RESEARCH QUESTION

The question you intend to answer through your investigation of sources

Related Glossary Terms
Drag related terms here

Index
Find Term
Chapter 2 - Untitled
SUMMARY

Taking a longer piece of text (paragraph, section, article, book) and simplifying it into your own, shortened explanation. For example, Dr. Seuss’s The Lorax tells the story of the Oncler’s destruction of a pristine landscape for his own economic fortune, teaching readers the value of respecting and conserving our environment.

Related Glossary Terms

Drag related terms here

Index

Chapter 5 - Types of notes
SYNTHESIS

Using information and ideas from multiple sources in the creation of a new text.

Related Glossary Terms
Drag related terms here

Index

Chapter 1 - Argument and Synthesis
Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.