

Synthesis

Aim: To understand and be able to synthesise sources.

Time: 60 minutes & homework task.

Delivery: This lesson can be delivered face-to-face or online. For online delivery, each worksheet could be placed in a class document on OneDrive.

Lead in

- Distribute **worksheet 1**. Students complete **tasks 1 & 2**.
- Feedback: nominate students to give their answers, and display or project **ANSWERS**.
- Students discuss questions in **task 3**.
- Feedback: distribute or project the **writing criteria** for your course if you have one. Point out where synthesis is assessed.

Language Review

- Distribute the **language focus: synthesis** information sheet.
- Students read the information and ask the teacher questions if something is unclear.

Guided Practice

- Distribute **worksheet 2**. Students complete **task 1**: synthesising at sentence level.
- Feedback: distribute or project **worksheet 2 task 1 ANSWERS**.
- Distribute **worksheet 3**. Students complete **task 1**: synthesising at paragraph level.
- Feedback: distribute or project **worksheet 3 task 1 MODEL ANSWER**.

Freer Practice

- Distribute or project **worksheet 4 task 1**: researching sources and synthesising at paragraph level.
- Feedback: students do peer feedback using the given checklist.

Homework

- Students choose a topic connected to their studies and write a paragraph to practise synthesising two or more sources.
- Feedback: teachers take in and mark. Use our error correction code: <https://www.academic-englishuk.com/correction-code>

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Worksheet 1: Introduction to synthesis

Task 1

1. Read the following paragraph: London’s congestion charge and its impact on pollution.
2. How many references can you see?

London’s congestion charge and pollution

The congestion charge in London was introduced in 2003 with the aim of limiting the number of cars [redacted] areas in order to reduce traffic and ultimately, pollution. Initially, the idea was successful as, according to [redacted] 25% (Badstuber, 2019). The Centre for Public Impact (2016) also claimed that emissions of nitrous oxide [redacted] seen as short-lived. Despite a rise in the number of bus passengers in the beginning, there was also an upsurge in the number of journeys [redacted] by Green (2018) showed [redacted] emissions [...] is likely to reflect the shift towards diesel-based transport”. As taxis and private hire cabs were [redacted], Badstuber (2019) also confirmed that the number of new minicab registrations increased almost two-fold in one year alone. Although private hire firms such as [redacted] from paying the charge, London’s black cabs still are, and they have been found to be the most polluting. ICCT (2018) argued that “NOx [redacted] exceeded [redacted] has continued to be the case for the past five years. This has now led to the Mayor of London proposing major [redacted] from 2021 including financial incentives for taxi drivers who convert their older, more polluting vehicles [redacted] London Business Alliance, 2021).

Sources:

Badstuber, N., 2019. *London congestion charge: what worked, what didn't, what next.* [redacted]. Available at: <https://theconversation.com/london-congestion-charge-what-worked-what-didnt-what-next-92478> [Accessed 6 August 2021].

Green, C., 2018. [redacted] [online] Res.org.uk. Available at: <https://www.res.org.uk/resources-page/london-congestion-charge-increased-harm-from-pollution.html> [Accessed 6 August 2021].2

Heart of London Business Alliance, 2021. *Mayor and TFL launch bold plans to reduce congestion, clean up taxis and tackle London's air* [redacted] Heart of London Business Alliance. Available at: <https://heartoflondonbid.london/update-mayor-and-tfl-congestion-update/> [Accessed 6 August 2021].

ICCT, 2018. *NOx and particulate emissions from London's taxis | International Council on Clean Transportation.* [online] Theicct.org. Available at: [redacted] [Accessed 6 August 2021].

The Centre for Public Impact, 2016. *London's congestion charge.* [online] [redacted] <https://www.centreforpublicimpact.org/case-study/demand-management-for-roads-in-london> [Accessed 6 August 2021].

Task 2

1. Complete the table with the points made and references from task 1.

Point Made	Reference	Reporting Verb

Task 3

Discuss the following questions and write your answers in the boxes.

1. What is synthesis? Use your own words to explain.

2. Why is synthesis important in academic writing?

3. What are ? What information do you need to include?

4. What feedback have you already been ?

5. How will synthesis and referencing currently on?

Language Focus

Synthesis is a key feature of analytical academic writing. It is [redacted] number of sources in a clause, paragraph or text to either support an argument or refute it. We also [redacted] and to further expand on a point. It is important that the writer shows the reader that they have researched [redacted] of sources can agree or disagree but also to present more balanced arguments.

Example 1

The congestion charge in London was introduced in 2003 with the aim of limiting the number of cars entering the city centre from outside areas **in order to reduce traffic and ultimately, pollution**. Initially, **the idea was successful as**, according to Transport for London, **overall traffic decreased by 25%** (Badstuber, 2019). The Centre for Public Impact (2016) also claimed that **emissions of nitrous oxide reduced by up to 20%**.

- The writer [redacted] argument that the congestion was initially successful in reducing traffic and pollution.

Example 2

ICCT (2018) argued that **“NOx emissions from London taxis consistently exceeded diesel passenger car emissions”** and this has continued to be the case for the past five years. **This has now led to the Mayor of London proposing** major changes to taxis entering the city centre of London from 2021 including **financial incentives for taxi drivers who convert their older, more polluting vehicles** to cleaner, greener ones (Heart of London Business Alliance, 2021).

- The writer synthesises [redacted] previous argument that because of increasing emissions from London’s black cabs, changes will need to be made.

When synthesising sources, it is important to incorporate and reference them accurately. This can be done in two ways:

1. **Integral** citations [redacted] and only the year is placed in brackets. A reporting verb (*argue, claim, suggest etc.*) is required to introduce the rest of the clause.
2. In **non-integral** citations, [redacted] at the end of a clause. There must also be a comma separating the name and year.

Type of citation	Example
Integral (singular verb)	Jones (2021) states that the cost of the global pandemic could be almost as much as £400 billion to the UK.
Integral (plural verb)	Jones et al. (2021) state that [redacted] could be almost as much as £400 billion to the UK.
Non-integral	It is believed [redacted] be almost as much as £400 billion to the UK (Jones, 2021) .

Worksheet 2: Guided Practice

Task 1

- Using the information in the table, practise synthesis using the prompts to help you.
- Don't forget to paraphrase the points, [redacted] (integral or non-integral) and the [redacted] words.

Johnson (2018)	Williams (2019)	Prompt
The main goal of the World Bank is to reduce poverty and foster economic growth in developing countries.	There has been an increase in the level of poverty in Africa.	Counter-argue

1. _____

Jones (2017)	Smith (2018)	Prompt
The amount of traffic entering [redacted] decreased.	[redacted] lanes has reduced the number [redacted] by almost a third.	Support/Agree

2. _____

Jensen (2015)	Kennedy (2015)	Prompt
Printed newspaper sales will [redacted] thirds in the next two [redacted]	[redacted] have begun to boost printed [redacted]	Compare

3. _____

Browne (2018)	Robertson (2020)	Prompt
The [redacted] sold in the UK has declined [redacted] decade.	The number of electric cars [redacted] increased only slightly in the [redacted]	Contrast

4. _____

Arnold (2019)	James (2020)	Prompt
[redacted] newspapers is due to [redacted] overall.	The more time we spend [redacted] to use search engines and blogs [redacted]	Build on former view

5. _____

Worksheet 3: Guided Practice

Task 1

- Now that you have practised synthesising some information from two sources, can you write a paragraph using three sources? The topic and concluding sentences have been provided.

Source 1	Source 2	Source 3
<p>Ruiz (2017)</p> <ul style="list-style-type: none"> More than 17 million people uploaded [redacted]. Videos were watched [redacted]. Donations netted \$115 [redacted] the ALS Association. 	<p>ALS association (2019)</p> <ul style="list-style-type: none"> [redacted] increase its annual funding for research [redacted]. Funds had a direct impact on the fight [redacted] of five new genes connected to ALS. [redacted] for new clinical trials to test potential [redacted]. 	<p>Baker (2017)</p> <ul style="list-style-type: none"> 1 in 4 participants did not [redacted] videos and only 1 in 5 [redacted]. Global digital networks to [redacted] change is balanced by the [redacted] with anything viral.

Write your paragraph here:

Viral charity campaigns

In today's globalised world, news can travel fast and almost anything can go viral. In recent years, charities [redacted] and sharing on social media, with campaigns such as the *Ice Bucket Challenge* being a notable example.

Therefore, although campaigns such as the *Ice Bucket Challenge* can have some positive impacts for [redacted] to successfully engage with the public over a longer period of time, then perhaps it cannot simply rely [redacted].

Sources

Baker, C., 2017. [redacted] *lifespan*. [online] University of Cambridge. Available at: <https://www.cam.ac.uk/research/news/viral-charity-campaigns-have-a-psychological-recipe-and-all-too-brief-lifespan> [Accessed 6 August 2021].

Ruiz, R., 2017. *The secret sauce that makes charity campaigns go viral*. [online] Mashable. Available at: [redacted] Accessed 6 August 2021].

The ALS Association, 2021. *Ice Bucket Challenge dramatically accelerated [redacted]* <https://www.als.org/stories-news/ice-bucket-challenge-dramatically-accelerated-fight-against-als> [Accessed 6 August 2021].

Worksheet 4: Freer Practice

Task 1: Write a paragraph on the raw food movement.

Stages:

1. Research and select at [redacted] (these could be in support of each other or in opposition).
2. Read and select the content you wish to use.
3. Take [redacted] notes.
4. Write your paragraph, making sure you paraphrase and reference accurately.
5. [redacted]
6. Swap paragraphs with a partner. Use the peer feedback checklist to analyse your partner's work.

Write your paragraph here...

Peer Feedback Checklist

Has your partner...?	Yes / No / Not Sure
shown evidence of synthesising two or more sources in one paragraph?	
[redacted] point made?	
been [redacted] to demonstrate a counter-argument?	
provided [redacted] and non-integral in-text citations?	
[redacted] line with Harvard?	

Synthesis ANSWERS

Worksheet 1 / Task 1

London's congestion charge and pollution

The congestion charge in London was introduced in 2003 with the aim of limiting the number of cars entering the city centre from outside areas in order to reduce traffic and ultimately, pollution. Initially, the idea was successful as, according to Transport for London, overall traffic decreased by 25% (Badstuber, 2019).

ALL ANSWERS INCLUDED IN THE PAID VERSION...