

Lesson Title Synthesis Matrix	Course English 2010 (Face-to-Face)
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<p>Learning Goals</p> <ul style="list-style-type: none"> • Students will identify main ideas in their sources in order to see who is conversing with one another. • Students will use their own voice to enter the conversation they find in the research. • Students will learn and engage in a process for how to synthesize information in order to identify any gaps in their research.

<p>Preparation/Prerequisites for Instructor/Students</p> <ul style="list-style-type: none"> • Instructors add an assignment to Canvas where student can upload completed matrices after the library session 	<p>Preparation for Librarians</p> <ul style="list-style-type: none"> • Embed reading strategies module in Canvas. Determine with instructor if students will upload their finished matrices to Canvas
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<p>Materials Needed</p> <ul style="list-style-type: none"> • Synthesis Power Point • Students need access to the digital version of blank matrix and we recommend bringing a few print copies for students as well. • An example of completed one from North Carolina State University’s Writing Center: http://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf
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Lesson Overview

Learning Activities	Description	Estimated Time
Discussion with Power Point	<ol style="list-style-type: none"> 1. Librarian introduces herself briefly 2. Librarian introduces synthesis by asking the class, (See Synthesis PPT) “Now that you know how to identify a main idea and topic, tell me what comes to mind when you think of synthesis?” <ul style="list-style-type: none"> • Get a few responses from students, • Compare synthesis to a puzzle. All of the individual pieces have parts, but we use them to create a new image/conversation. 3. Synthesis is not summary, critique, classification, compare & contrast, or quotes with no commentary 4. Synthesis is using conversations in the literature to 	20-30 mins

	<p>make a point, thinking beyond the text, inferring relationships amongst different sources, presenting own point of view and analyzing, combining information in a meaningful way.</p> <p>5. Show the comparison of papers and ask the class which one is a good example of synthesis? Why? What do you notice about the text in these four boxes?</p> <ul style="list-style-type: none">• Before you begin the synthesis process, you just need a very basic sense of the gist of an article. When you decide you're going to use the article, then you can employ strategies that go more in depth to identify the main points of each source and find commonalities between them first, before you bring in your own voice and analysis of each idea. Your voice, analysis, opinion, commentary provides context for your research but also helps your reader see the same connections you do. <p>6. But first, you have to identify how your sources fit together. When we have a lot of research, how do we decide which conversations to address?</p> <ul style="list-style-type: none">• One of the tools we use to make it easier to keep track of your main ideas and sources is the synthesis matrix.• Here is an example of a synthesis matrix. At the top of the matrix you'll identify the source(s), and on the side, there is a column for the main ideas.• The way you piece these conversations together allows you to enter them - thereby creating new knowledge. It's similar to our puzzle. If we group them together in different ways, the picture will be different every time.• If you find that only one source talks about a particular main point, what might that tell you as a researcher? <p>7. One thing to keep in mind is the value of information. If a source doesn't fit in one part of the matrix or even your paper, keep it because there might be a place for it somewhere else. You may have to cross things out or move them around on the matrix, looking for the place where it belongs. Just like with a puzzle, we have to keep looking at different angles and pieces until they all fall together.</p>	
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<p>Conclusion</p>	<ul style="list-style-type: none"> • Each of the main idea rows might represent a paragraph or group of paragraphs you could write on this topic (hypothetically) • Blank boxes might represent areas that need more research • Earlier we mentioned the importance of having a process for summary and synthesis – this is the beginning of one possible way to go through that process. • Next steps include adding your own voice and using this information to create something new. Mainly, what do you think of the conversations and main ideas you’ve highlighted? As you’re filling out the matrix, include your own thoughts and opinions in the “me” column, which will help you to begin inserting your own voice. 	
<p>Research Time</p>	<ul style="list-style-type: none"> • Librarians and instructors will circulate and help students individually with their matrices and individual research 	<p>Remainder of class time</p>

<p>Assessment Librarian can circulate and check that students are able to add main ideas to the matrix, and/or view uploaded matrices in Canvas.</p>
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Note for librarian: A third research day may be optimal for some classes, especially if students are struggling to find research that “fills in the gaps” on their matrices.