Lesson Plan

Overview: This in-class activity introduces 1st or 2nd year students to the concept of synthesis and allows them to evaluate their own synthetic writing.

Goal: After this activity students will be comfortable with the concept of synthesis and be able to recognize synthesis in their own writing and the writing of others.

Materials: PowerPoint file (with notes for presenter) or word document handout – either or both can be used. You can also have students do this activity as a peer review workshop and have them exchange paragraphs.

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| Minutes | Activity | Outcome |
| 0-1 | Ask students ‘What is synthetic writing?’. Provide definition (see handout, PowerPoint, or provide your own). | Introduce students to the idea of synthesis. |
| 1-2 | Introduce students to the components of synthetic writing (topic sentence, evidence from different sources, conclusion). | Introduce students to the components of synthetic writing. |
| 2-3 | Ask students to read their own paragraph (or their peers if doing peer review). | Orient students to the paragraph they’re analyzing |
| 3-4 | Ask student to assess whether or not this is effective synthetic writing.  Potential prompts:  -What is the topic?  -What is the conclusion?  -What is the evidence?  -How does the evidence support the conclusion? | Assess efficacy of their own (or their peers) synthetic writing. |
| 4-5 | Give students a few minutes to list at least two items or issues to address for the next draft of this paragraph. Ask them to share if time allows. Encourage them to analyze all of their synthetic writing in this way as they are writing or proofreading. | Reinforce the components of effective synthesis. Allow students time to consider how to improve their own writing (or their peers). |