

# Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**How can you develop strong skills for synthesizing and integrating sources of information?**

To strengthen your skills at synthesizing and integrating sources of information, use four strategies.

**Strategy 1:** Evaluate the reliability of each source.

**Strategy 2:** Evaluate multiple sources of information to determine if they contain corroborating or challenging information.

**Strategy 3:** Evaluate multiple sources of information to understand how they reflect the author's point of view.

**Strategy 4:** When synthesizing multiple sources of information into your writing, use a standard format for citation.

# Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

## **Strategy 1:** Evaluate the reliability of each source.

- Check a Web site's *About* page to learn about the group behind the site. Read the mission statement to identify the group's viewpoint.
- Check the credibility of the writer. Find out if he or she has expertise in the area you are researching.
- Check the date of the article. Always use current information.
- The three letters at the end of a Web site's domain name can suggest the site's reliability. The reliability of common domain names are described in the chart on the following screen.

# Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

Domain	Organization	Reliability
.com	For-profit company	May be unreliable because they usually focus on selling a product or service
.edu	Educational body	Often reliable, although pages of individuals reflect their personal perspectives
.gov	Government	Generally reliable
.org	Nonprofits and other groups	Reliability varies greatly

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Directions:** Which Web site would have the most reliable information about the concept of justice?

- an entry on justice on wikipedia.org

Wikipedia is widely used, particularly for noncontroversial information. However, since it allows anyone to contribute and it does not list authors, the reliability of any one article is uncertain.

- a college professor's Web page about racial equality

Scholarly sites are usually reliable for facts. They may also include reasoned judgments that other scholars disagree with.

- a blog about the fairness of the tax system

Unless you can identify the blogger, postings on blogs are not reliable.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Directions:** Investigate five Web sites that present information about one of the topics addressed in the book, such as defining fairness, deciding who judges, or choosing between punishment and mercy. Try to include a mix of sites, including ones by individuals and by organizations. Categorize each one as

- highly reliable
- fairly reliable
- not reliable

Write a short explanation of your evaluation.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Strategy 2:** Evaluate multiple sources of information to determine if they contain corroborating or challenging information.

A fact, an opinion, a reasoned judgment, or another piece of information may make a claim seem either more or less reliable.

- If information supports a claim, it is corroborating.
- If information causes doubt about the claim, it is challenging.

The next screen shows examples.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Directions:** Explain whether each statement corroborates or challenges this claim: The principles of justice never change.

**Statement A:** Certain types of behavior, such as murder, have always been wrong because they are so disruptive to everyone's life.

This statement corroborates the claim by pointing out an example of justice that has remained very stable.

**Statement B:** Ideas about the relationships between racial groups, between men and women, and other forms of equality have changed significantly over the past two centuries.

This statement challenges the claim by pointing out how common ideas of justice have evolved.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Strategy 3:** Evaluate multiple sources of information to understand how they reflect the author's point of view.

A point of view is based on one's fundamental ideas about the world. It shapes how one interprets observations. Compare these responses to a survey that asks, "Is the tax system fair?"

- "No. The poor should pay less because they need their money more."
- "No. We should require everyone to pay exactly the same rate."
- "No. We should cut taxes on the wealthy because they have worked the hardest and deserve to pay less than others do."

Though all answered "no," their answers reflected different points of view about fairness.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Directions:** The following screens present multiple sources of information about single-sex schools. Compare them to understand how they each reflect the author’s point of view.

### Selection A

When girls and boy study together, they study the same things, participate in the same activities, and compete at an equal level for every competition, a feeling of equality develops among the children from an early age.

Anita Chanda, “Co-Education Vs. Single-Sex School?”

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

### Selection B

When young boys arrive at school today they enter a world dominated by women teachers and administrators as the percentage of male teachers in the nation's public schools is at the lowest level in 40 years. The girls around them read faster, control their emotions better, and are more comfortable with today's educational emphasis on cooperative study and expressing feelings.

Michael Gilbert, "Single-Sex Schools  
Help Children Thrive"

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

### Selection C

Girls need much more support to build their self-esteem and confidence. Being in a safe and supportive “girls only” environment enables them to take risks and to stretch themselves. . . . [Our all-girls school ] is totally different from a co-ed environment. Girls go into the laboratory able to learn science without feeling overshadowed by boys and, as a result, we have many aspiring scientists.

Tricia Kelleher, Principal, Perse School for Girls

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

### Summaries:

Chanda supports co-ed schools. In her point of view, social equality between males and females is very important.

Gilbert and Kelleher support single-sex schools, but from different points of view.

- Gilbert, the only male among the three writers, sees the issue from the point of view of boys. He argues that co-ed schools do not work well for boys for developmental reasons.
- Kelleher, sees the issue from the point of view of someone who runs an all-girls school. She thinks that single-sex schools work better for girls because they allow girls to explore areas traditionally dominated by boys.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Strategy 4:** When synthesizing and integrating multiple sources of information into your writing, use a standard format for citation.

When you use various sources of information, you should

- reproduce the information accurately
- acknowledge the source appropriately

The following screens provide examples of how to integrate three commonly used types of information.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

Whether you get information from printed books, online sources, or personal interviews, you want to use it accurately and acknowledge the source appropriately. The following slides provide examples of how to integrate three commonly used types of information into your writing:

- short direct quotations
- long direct quotations
- paraphrases of content you read

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

The excerpt on the following screens is from an online magazine article by Arthur Dobrin in *Psychology Today* on May 11, 2012. The title is “It’s Not Fair! But What Is Fairness?” The screens following the excerpt will demonstrate how to integrate the information into an essay.

If your writing includes a list of works cited, it would include the following information. The date at the end of the entry indicates when the article was accessed.

Dobrin, Arthur. “It’s Not Fair! But What Is Fairness?”  
*Psychology Today*. 11 May 2012. Web. 25 Jul. 2012.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

Here are three different ideas about what we mean by fairness:

1. SAMENESS: There is the fairness where everything is equal. So everyone pays the same price for a theater ticket, whether a child, an adult or a senior citizen. . . . This is fairness as equality of outcome.

*continued*

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

2. **DESERVEDNESS:** In this notion of fairness you get what you deserve. If you work hard, you succeed and keep all that you earn. . . . This is fairness as individual freedom.

3. **NEED:** The third idea of fairness is that those who have more to give should give a greater percentage of what they have to help others who are unable to contribute much, if anything at all. . . . This is fairness as social justice.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Parenthetical Citations:** If you do not identify the source in the text, identify it in parentheses right after the information from the source.

According to some experts, three basic types of fairness are sameness, deservedness, and need (Dobrin).

If the source is printed, include the page number after the author's name.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Short Direct Quotations:** These are word-for-word quotations that are four lines or shorter. To tell your reader exactly where the direct quotation begins and ends, use quotation marks before and after the passage.

One view of fairness is that it is sameness, when “everything is equal” (Dobrin).

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Long Direct Quotations:** If a direct quotation is four lines or longer, set it off as a block quotation. It should be indented one inch from the left margin and include a reference to the source. Since the text is set off visually, you do not need to use quotation marks around it. Do include a parenthetical source.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

Fairness can mean different things to different people in different circumstances. For example, one view of fairness is that it is sameness:

There is the fairness where everything is equal. So everyone pays the same price for a theater ticket, whether a child, an adult or a senior citizen. . . . This is fairness as equality of outcome. (Dobrin)

According to this definition, rich and poor people would pay the same amount in taxes. Older children and younger children would have the same curfews.

## Developing Skills for Synthesizing and Integrating Sources

Cluster 4 page 111

**Paraphrases:** These are passages written in your own words that express information that you learned from another source. Do not use quotation marks with these but do include a parenthetical citation.

One view of fairness is that it is when everyone is treated exactly same, without regard for any differences (Dobrin).