

SYNTHESIS ESSAY GRAPHIC ORGANIZERS

NAME _____ DATE _____

SYNTHESIS ESSAY PLANNING

Determine the main ideas of each of the seven sources as you read through them for the first time. Record the main ideas of each source below. Begin to look for connecting ideas.

SOURCE A

SOURCE B

SOURCE C

SOURCE D

SOURCE E

SOURCE F

LINE OF REASONING

Write all reasoning in a series of points with evidence that build your argument in your position. The evidence should follow a logical order and build on each other. Use the chart below to plan your line of reasoning.

POSITION

POINT 1

POINT 2

POINT 3

COUNTERCLAIM


SYNTHESIS ESSAY PLANNING

POINT & GATHER

EXAMINE & DECIDE

1. Read the passage closely. Don't skip any details.
2. Highlight the main idea in each passage.
3. Look for connections with the other sources.
4. Write down the main idea of each source.
5. Write down the main idea of each source.

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Zuraidah Mohd Don



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The Routledge Handbook of English for Academic Purposes Ken Hyland,Philip Shaw,2016-01-29 The Routledge Handbook of English for Academic Purposes provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL

Thinking with Bruno Latour in Rhetoric and Composition Paul Lynch,Nathaniel Rivers,2015-04-20

Best known for his books *We Have Never Been Modern*, *Laboratory Life* and *Science in Action* Bruno Latour has inspired scholarship across many disciplines In the past few years the fields of rhetoric and composition have witnessed an explosion of interest in Latour's work Editors Paul Lynch and Nathaniel Rivers have assembled leading and emerging scholars in order to focus the debate on what Latour means for the study of persuasion and written communication Essays in this volume discern rearticulate and occasionally critique rhetoric and composition's growing interest in Latour These contributions include work on topics such as agency argument rhetorical history pedagogy and technology among others Contributors explain key terms identify implications of Latour's work for rhetoric and composition and explore how his theories might inform writing pedagogies and be used to build research methodologies *Thinking with Bruno Latour in Rhetoric and Composition* shows how Latour's groundbreaking theories on technology agency and networks might be taken up enriched and extended to challenge scholars in rhetorical studies both English and communications composition and writing studies to rethink some of the field's most basic assumptions It is set to become the standard introduction that will appeal not only to those scholars already interested in Latour but also those approaching Latour for the first time

Differences between English and German Endocentric V-N Compounds Paula Habermann, 2022-05-18 Seminar paper from the year 2021 in the subject English Language and Literature Studies Comparative Literature grade 2.3 Technical University of Braunschweig language English abstract My term paper will be about the differences between English and German V N compounds I will focus on endocentric compounds since German lacks exocentric V N compounds An example of an endocentric V N compound that exists in both languages would be the English driftwood with its German counterpart Treibholz It is interesting to investigate whether the differences between English and German endocentric V N compounds may be caused by a general contrast between the two languages By that I mean the tighter German and looser English fit between form and function which was suggested by Hawkins 1986 as a general parameter of difference Hawkins 1986 p. 6 I will start by explaining basic terminology of V N compounding and Hawkins' approach After the basic elements are clarified I will turn to my research question What are the major differences between English and German endocentric V N compounds and can they be linked to Hawkins' general parameter of difference To answer this question I will use a paper by Volker Gast from 2008 which is called *Verb noun compounds in English and German*

Virtual English as a Lingua Franca Inmaculada Pineda, Rino Bosso, 2023-06-12 This collection offers a comprehensive account of the development of intercultural communication strategies through Virtual English as a lingua franca reflecting on the ways in which we make pragmatic meaning in today's technology informed globalized world The volume places an emphasis on analyzing transmodal trans semiotic and transcultural discourse practices in online spaces providing a counterpoint to existing ELF research which has leaned towards unpacking formal features of ELF communication in face to face interactions The chapters explore how these practices are characterized and then further sustained via non verbal semiotic resources drawing on data from a global

range of empirical studies The book prompts further reflection on readers own experiences in online settings and the challenges of VELF while also supplying educators in these contexts with the analytical resources to better bridge the gap between formal and informal learning Highlighting the dynamic complexity of online intercultural communication in the twenty first century this book is a valuable resource for students and scholars in applied linguistics language education digital communication and intercultural communication **Handbook of Automated Essay Evaluation** Mark D.

Shermis,Jill Burstein,2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the IntellimetricTM Engine c raterTM and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the IntellimetricTM engine c raterTM and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology Teaching and Learning English in Malaysian Higher Education Zuraidah Mohd Don,2018

Journal of Developmental Education ,2017 **Comparative literature as a critical approach** International Comparative Literature Association. Congress,2017 S lection des actes du vingti me congr s de l Association internationale

de littérature comparée cet ensemble de volumes engage une réflexion sur les bases d'une critique littéraire comparatiste et sur les relations entre le comparatisme en littérature et dans les autres domaines du savoir et des arts Publisher's website

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