College Writing and Research

Chapter 4 Readers Guide

“Finding Resources through Secondary Research”

*What do you know? What do you need to know? What is your plan?*

Research in Action: Group Discussion page 68 – additional question: How can Ricardo move from “having to do a research project” to connecting with the idea to make it relevant and interesting to himself or to others?

CONDUCTING RESEARCH

Google Search – Computers and iPads –filtering, narrowing, finding…

What do you already know about your topic?

Read page 70 about Primary and Secondary Research. Define each, discuss what is different between the two, and discuss how a researcher decides whether to use primary research or secondary research or both.

Preliminary analysis of primary v secondary research:

|  |  |  |
| --- | --- | --- |
|  | PRIMARY | SECONDARY |
| PURPOSE: What types of resources will help you achieve your purpose and/or motivate your audience to action or thought? |  |  |
| AUDIENCE: What types of resources/data does your audience value—numbers and statistics? anecdotes and stories? case studies and ethnographies? expert testimonies? What will be most convincing? |  |  |
| TOPIC/QUESTION: What type of information can help you answer your question thoroughly? |  |  |
| AUTHOR: What types of resources do you have access to? Who can help you locate and gather information? What and who do you have access to for gathering information? (Be sure to consider the project’s time frame as you ask yourself these questions.) |  |  |

**LOCATING RESOURCES**

What research resources are you familiar with and know how to navigate?

What should you do before you approach a librarian for help on your research topic? What would this look and sound like?

**Specific Search Terms**

Rewrite a focused research question and then CIRCLE the key words that could lead to information about your topic.

\*\*Discuss the situation on page 73\*\*

With a computer (not iPad) track the “narrowing of your topic”:

Google General Term Search - # of articles:

Google Scholar General Term Search - # of articles:

Google Narrowed Term Search - # of articles:

Google Scholar Narrowed Term Search - # of articles:

Google Focused Term Search - # of articles:

Google Scholar Focused Term Search – # of articles:

Which of the following academic databases have you used? Check each one that you have navigated.

\_\_\_\_\_CultureGrams \_\_\_\_\_Congressional Digest \_\_\_\_\_Gale Literature Resource Center

\_\_\_\_\_Gale Opposing Viewpoints in Context \_\_\_\_\_Gale Science in Context

\_\_\_\_\_Gale Student Resources in Context \_\_\_\_\_Government Documents

\_\_\_\_\_Nebraska Access \_\_\_\_\_Salem Press Biographies

\_\_\_\_\_SIRS \_\_\_\_\_CQ Researcher \_\_\_\_\_World Book Online

How can you access these databases if you are not on campus or in the media center? Where do you get the passwords?

Use your own words to define and explain the differences between the following terms:

* Internet
* World Wide Web
* Browsers
* Search Engines
* Databases

**EXPANDING AND FOCUSING SEARCH TERMS**

What are the three primary methods to help identify, evaluate, and further focus key words?

Brainstorm a list of key words you can use for researching your topic. Ask three other people if they can help you with extra terms that you may not have considered for your topic or focus.

What is a metasearch engine? Try using one of the ones listed on page 76 to see if it produces any information on your topic. Summarize what you discover.

On your iPad or on the computer, look at Google Search or Google Scholar and see what the filtering options are and list several commands YOU could try using in your search efforts. List the command and what it does. (i.e. “marks” - quotation marks treat the title as a specific phrase instead of searching for the words separately)

**TYPES OF RESOURCES**

Explain the following types of resources: static, syndicated, and dynamic

Explain the following characteristics of resources: edited, peer reviewed, self-published

Push your thinking…how might understanding how resources change (or don’t change) over time and understanding how texts are reviewed help a person who is finding research?

Why do researchers need to discern and scrutinize the sources they find on the internet? Explain completely.

Page 80: Read the section titled “Review the History of a Wikipedia Page.” After reading the information, go into Wikipedia and search for some aspect of your topic. See if you can review its history. When was the last time it was changed or revised? What else do you discover from this?

How can a researcher find a reliable perspective on a specific topic?

Explain the positive and negative aspects of using a book source for research.

What items do you scan in a book to see if it is a useful resource?

Explain the positive and negative aspects of using web sites for research.

What items do you scan on a web site to see if it is a useful resource?

Explain the positive and negative aspects of using audio and video files (which could include YouTube)?

Explain the positive and negative aspects of using periodicals in your research.

What items are considered “periodicals”? Why is it important to understand the differences between periodicals?

\*\*\*Class Time: Page 84 – Search for Resources in Periodicals\*\*\*

What are the differences between databases, microfilm, and microfiche?

What is the difference between a podcast and an audio file?

What are the positive and negative aspects of using blogs or blog sites in your research?

What is an RSS feed?

List the specific dynamic resources listed on pages 86-87. What are the positive and negative aspects of using dynamic resources in your research?

Are performances and broadcasts static or dynamic? When is a performance is considered static and when is it considered dynamic? Can you think of personal examples you have watched?

Page 88: Answer questions 1-3.

1.

2.

3.

Read and study the information on pages 89- top of 90 on “Developing a Research Plan”

As you find resources on your topic, place the titles in the appropriate box to see if you are getting a balance of sources.

|  |  |  |  |
| --- | --- | --- | --- |
|  | STATIC  Published once and does not generally change | SYNDICATED  Released over time under the same general title (e.g. magazines, newspapers, journals) | DYNAMIC  Continuously changeable through repeat performances or revisions |
| EDITED: Reviewed before publication by someone with authority of certification |  |  |  |
| PEER REVIEWED: Reviewed by others in the same profession |  |  |  |
| SELF-PUBLISHED: Published and revised by the author |  |  |  |

Formal piece for the chapter: use the information on page 91 to create a Research Plan. Insert a TABLE and fill out the parts that you can. For deadlines, consider how much time you have between now and the final paper. When do YOU think would be a good time to set a deadline?