

STUDENT RESEARCH GUIDE

This booklet is designed to guide you through the steps for any research project. It has been created using “The Research Cycle”, an information process to help you:

- Create and follow a plan to organize your research
- Take effective notes
- Collect and evaluate information
- Develop ideas and solve problems

Your teacher will require you to complete some of the pages of this guide; some pages give examples for your use; and some pages are designed to help different types of learners.

THE RESEARCH CYCLE



ANALYZE THE TASK

What is the task? _____

Do I work alone or in a group?

Who is the audience? _____

Has the teacher required a format for the final product? Yes No

What must the final product be? e.g., Report, Speech, etc. _____

When must the product be completed? _____

Has the teacher set up checkpoints throughout the project? Yes No

What are they? _____

What do I have to hand in with the final product?

Research Guide Note Cards Draft Copy Works Cited Page

Working Disk Other _____

What has the teacher required the final product will be? _____

Oral

How long must the presentation be? _____

Must I use graphics, posters, etc. to enhance my presentation? Yes No

Written

What format must I use? _____

Hand written Word processed How long must it be? _____

Visual

What format has the teacher required? _____

If the teacher has not specified a format, see "Criteria for Determining the Form of Presentation" on page _____ and "Forms of Presentation" on page _____.

QUESTIONING

BRAINSTORMING

What do I already know about this topic?

What more do I need to know to understand this topic?

What are some related topics I could research?

QUESTIONING

IDENTIFYING KEYWORDS AND SYNONYMS

Write your research/thesis question:

Go back and circle the keywords in your research/thesis question.

Think about your keywords and synonyms for them that you might use if you do not locate your keyword, then fill in the chart below.

List <i>KEYWORDS</i> Here	List <i>SYNONYMS</i> Here
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.
3.	1. 2. 3. 4. 5.
4.	1. 2. 3. 4. 5.

PLANNING

SELECTING THE RIGHT SOURCES OF INFORMATION

Range of Resources/Sources

Complete these charts by filling in the various categories with potential sources or resources that will help you locate information on your topic.

People	Places	Publications (Print/Electronic)

Visuals (Posters, etc.)	Observation	Artifacts	Technology

Reference Sources you could consider using:

- | | |
|---|---|
| <p>Almanac</p> <p>Atlas</p> <p>Bibliography</p> <p>Biographical Dictionary</p> <p>Book of Quotations</p> <p>Dictionary</p> <p>Encyclopedia</p> <p>Geographical Dictionary</p> | <p>Grolier Online</p> <p>Indexes</p> <p>ProQuest</p> <p>SIRS Discoverer</p> <p>SIRS Researcher</p> <p>Thesaurus</p> <p>World Book Encyclopedia</p> |
|---|---|

PLANNING

GATHERING SOURCE INFORMATION

Primary Sources: Person, Place, Artifact, etc.

Who/What/Where	Date	Place

Secondary Sources: Book

Author	Title	Place	Publisher	Date

Encyclopedia

Title	Article Title	Date	Vol. No.	Page Nos.

CD-ROM

Author	Title	Date	Publisher

Internet

Author	Title of Entry	http	Date Created	Date Visited

GATHERING

USING CARDS TO GATHER INFORMATION

WORKS CITED CARDS

As soon as you begin to use a new information source, you should make a "Works Cited Card" for it. Generally, the card for print materials includes the following information about the source: Author, Title of the Work, Title of an Article, Publisher, Place of Publication, and Date of Publication. Non-print and online sources require additional information. Refer to pages 11 and 12 for the correct MLA format for all types of sources.

SAMPLE:

Teale, Edwin Way. The Golden Throng. New York: Dodd, Mead & Company, 1961.

NOTE CARDS

Use note cards to gather information from sources. Write on one side only of 3" x 5" or 4" x 6" cards. Have only one subject and one source on each card. Include on the card: 1) Name of subject, 2) Identification of source including the author's name and a shortened title, 3) Notes you intend to use, and 4) Page (s) where the material is found.

SAMPLE:

Teale, 45

Bees: Physical structure - general

Three parts of body:

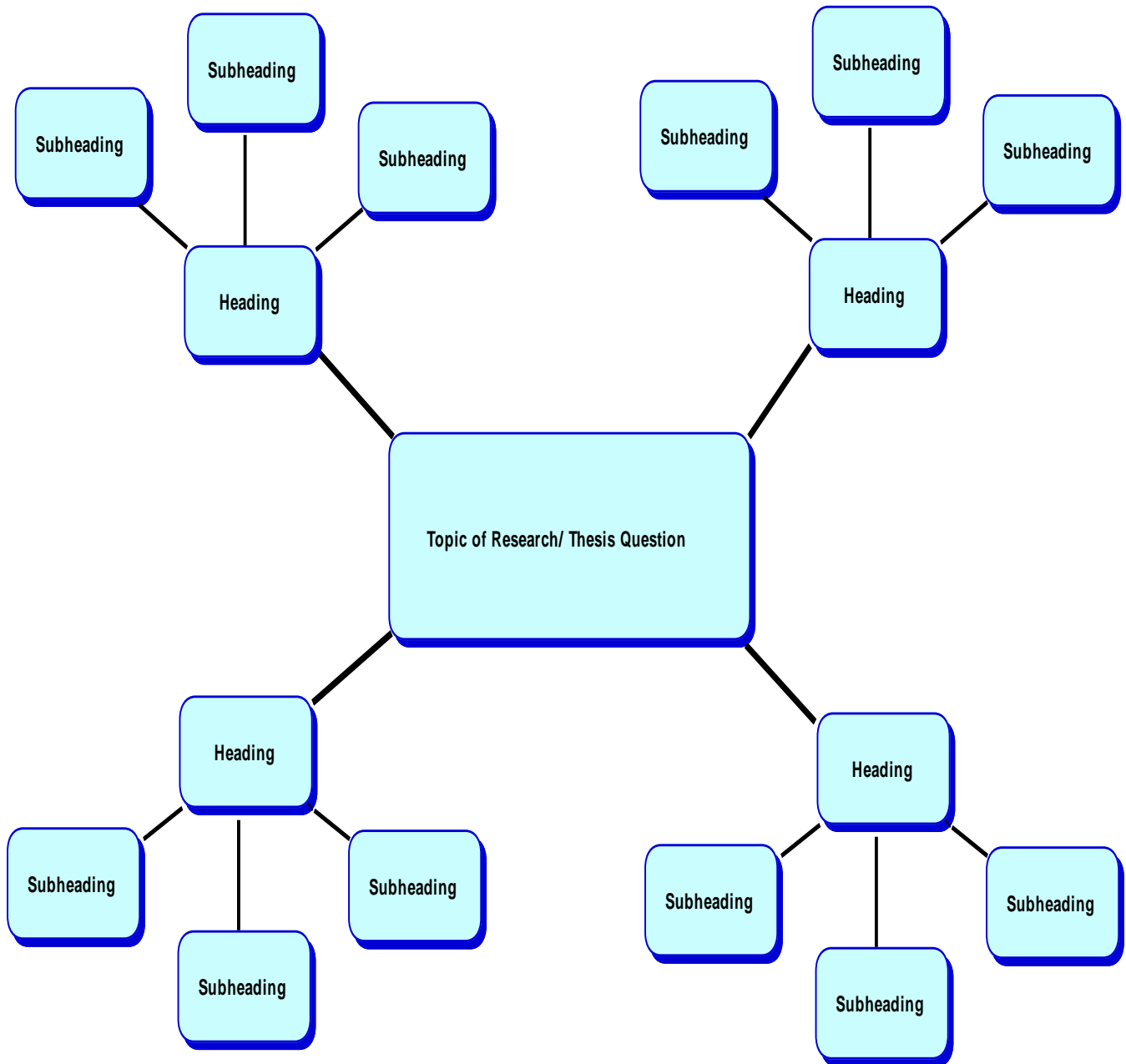
1. Head: antennae, eyes, mouth parts, brain
2. Thorax (middle body): legs & wings attached here
3. Abdomen: reproductive organs, heart, digestive organs, stinger

"...the honeybee is a chemical factory. It is an elaborate tool kit. It is the possessor of remarkable abilities, still but dimly understood.

GATHERING

CONCEPT MAP

Using the information you have gathered about your research/thesis question, begin sorting out your ideas by creating a concept map. At the center of your map will be your research/thesis question. Branching out from the research/thesis question, you will create headings and subheadings to further define your thoughts. Feel free to add headings and subheadings if you need them.



SORTING RESEARCH OVERVIEW

Now, you will begin to put the pieces of your research puzzle together. Using the Concept Map you have just created, determine the order in which you can most logically present your ideas. Complete the chart below by arranging the headings and subheadings you have selected. Take note of whether you have located sufficient information to support the point of each of your headings and subheadings.

Research/Thesis Question: _____

Heading 1 _____
Subheading a) _____
Subheading b) _____
Subheading c) _____

Heading 2 _____
Subheading a) _____
Subheading b) _____
Subheading c) _____

Heading 3 _____
Subheading a) _____
Subheading b) _____
Subheading c) _____

Heading 4 _____
Subheading a) _____
Subheading b) _____
Subheading c) _____

SYNTHESIZING
REFLECTING & REFINING

EVALUATING WHETHER THE INFORMATION GATHERED IS SUFFICIENT

The information I have found is TOO LITTLE or TOO MUCH to answer my research/thesis question.

TOO LITTLE

If I have found too little information, what do I need to do? (Check all that apply.)

- Broaden my research/thesis question.**
- Review my keywords and synonyms to see if I have missed important ways to describe my research/thesis question.**
- Look in more sources of information on my topic to answer my question.**

TOO MUCH

If I have found too much information, what do I need to do? (Check all that apply.)

- Re-scan the information gathered again to weed out less useful sources.**
- Narrow my research/thesis question.**
- Review my keywords and synonyms to see if I have chosen the most important words for my research/thesis question. (See page 4.)**
- Review my search strategy in terms of sources (for example library catalogs, article databases, web search engines, etc. to see if I have chosen the most appropriate ones for my research/thesis question.**

SYNTHESIZING
CITING SOURCES

MLA Format

In-Text References

MLA recommends an in-text reference system directing readers to a “Works Cited” list at the end of the written work. The in-text reference includes an author name and a location in the text being cited. The specific page numbers of a reference are always listed in the citation unless the reference is to the source as a whole. The parenthetical citations are usually placed at the end of the sentence rather than immediately after the information being cited, even when the author’s name is included in the text.

Single author:

The Shining’s reputation increased upon closer inspection of Kubrick’s techniques (Manchel 70).

OR

According to Manchel, The Shining’s reputation increased upon closer inspection of Kubrick’s techniques (70).

Two or three authors:

A few scholars still believe that the world is flat (Jones, Smith and Johnson 453).

Four or more authors:

...the writers as a group seemed to reach for robust, earthy ways of writing (Flower et al 42-46).

Works Cited

JOURNAL ARTICLE

Manchel, Frank. “What About Jack? Another Perspective on Family Relationships in Stanley Kubrick’s *The Shining*.” Literature Film Quarterly 23 (1995): 68-78.

FULL TEXT JOURNAL ARTICLE FROM PROQUEST DIRECT

Klinger, David A. “Policing Spousal Assault.” The Journal of Research in Crime and Delinquency 32 (1995): 427+. UMI-ProQuest Direct. Online Aug. 2, 1999.

MAGAZINE ARTICLE

Saletan, William. “The Dark Side.” Mother Jones Jan.-Feb. 1996:60+
(note: a plus sign is used after the first page number when paging is not continuous.)

NEWSPAPER ARTICLE

Radzinsky, Edvard. “Who Killed the Romanovs?” New York Times 20 Jul. 1991, late ed.: A19.

Continued on next page

PRODUCING
CITING SOURCES cont.

FULL TEXT NEWSPAPER ARTICLE FROM PROQUEST DIRECT

Warmbold, Carolyn Nizzi. "Lore of Titanic Fills Many Books." Atlanta Constitution 14 Apr. 1997: C8. UMI-ProQuest Direct. Online. Aug. 2, 1999.

FULL TEXT NEWSPAPER ARTICLE FROM NEWSBANK NEWSFILE

Herrar, Clara G. "Alien Abductees Gather to Share Talk of Their Experiences." Fort Worth Star-Telegram 9 Aug. 1998, final am ed.: 1. NewsBank NewsFile Collection. Online. 2 Aug. 1999.

AUTHORED BOOK

McNickle, D'Arcy. Runner in the Sun. Albuquerque: U of New Mexico P, 1987.

CHAPTER OR ARTICLE IN AN EDITED BOOK OR ANTHOLOGY

Acoose, Janice. "Halfbreed: A Revisiting of Maria Campbell's Text from an Indigenous Perspective." Looking at the Words of Our People: First Nations Analysis of Literature. Ed. Jennette Armstrong. Penticton, BC: Theytus, 1993. 137-150.

ENTRY FROM A SPECIALIZED ENCYCLOPEDIA OR DICTIONARY

McIntosh, Christopher. "I Ching." Encyclopedia of the Unexplained: Magic, Occultism and Parapsychology. Ed. Richard Cavendish. New York: Arkana, 1989.

ENTRY FROM AN ONLINE ENCYCLOPEDIA OR DICTIONARY

"Millennium." Britannica Online. 15 Jan. 1998 <<http://www.eb.com/>>

GOVERNMENT DOCUMENT

United States. Office of the Secretary of Defense. Proliferation: Threat and Response. Washington: GPO, 1997.

DOCUMENT FROM A MICROFORM COLLECTION (ERIC)

McWhirter, Ellen Hawley. Counseling for Empowerment. Alexandria, VA: American Counseling Association; Springfield, VA: ERIC Document Reproduction Service, 1994. ED403513.

VIDEOCASSETTE

Citizen Kane. Dir. Orson Welles. Perf. Orson Welles, Joseph Cotton, and Dorothy Comingore. 1941. Videocassette. Nostalgia Merchant, 1985.

WEBSITE

McEldowney, Philip. Women in Cinema: A Reference Guide. Dec. 1994. 2 Aug. 1999. <<http://poe.acc.virginia.edu/~pm9k/libsci/womFilm.html>>.

Note: The last date in a website citation is the date of your visit. If you cannot find some of the information used in an electronic citation, cite what is available.

**PRODUCING
CRITERIA FOR DETERMINING FORM
OF PRESENTATION**

Six questions I need to consider in choosing a form of presentation:

- 1. Who is my audience and which form of presentation is best for that audience?**
- 2. What is the purpose of my presentation? Is it intended to inform, persuade, entertain, explain, or a combination of several of these?**
- 3. What are the possible forms of presentation available to me to communicate my information given the answers to the first two questions? Refer to pages 14 and 15 for a list of various forms of written and visual presentations.**
- 4. Of these forms of presentation, which forms would be the most effective to communicate my information?**
- 5. Given my choices above, what logistical considerations do I need to consider for each of these possibilities:**
 - a. What space will I need to display my presentation?**
 - b. How much time will it take to complete the form of presentation I am considering?**
 - c. What materials will I need for the form of presentation and are they available?**
 - d. When and where will I work on this presentation: at home, at school or both?**
 - e. What equipment is needed for this form of presentation? Is it compatible with equipment I use at home?**
- 6. What is my final choice?**

**PRODUCING
WRITTEN FORMS
OF PRESENTATION**

NARRATIVE	EXPOSITORY	PERSONAL	PERSUASIVE	GUIDELINES
Stories	Research Report	Personal Letter	Editorial	Rules
Essays	Magazine Article	Journal	Advertisement	Instructions
Character Portrait	Newspaper Article	Diary	Letter to the Editor	
Script	Book	Log	Proposal	
Story Endings	Biography	Autobiography		
First Person Narrative	Business Letter	Resume		

**PRODUCING
NON-WRITTEN FORMS
OF PRESENTATION**

TECHNOLOGY	DRAMATIC	THREE-DIMENSIONAL	VISUAL	VERBAL	GRAPHIC ORGANIZER

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**Multimedia
Presentation**

Role Play

Sculpture

Drawing

Interview

Concept Map

Slide Show

Tableau

Construction

Cartoon

Speech

Storyboard

Newscast

Play

Display

Diagram

Debate

Outline

**Computer
Graphic**

Dramatization

Diorama

Painting

Discussion

T-chart

Video

Skit

Collage

Poster

**Oral
Presentation**

KWL Chart

Audiotape

Collection

Photograph

**Poetry
Reading**

**Venn
Diagram**

Commercial

Scrapbook

Postcard

**Teach A
Lesson**

Note Taking

Filmstrip

Game

Map

Dialogue

Chart

Model

Design

Song

Timeline

**Reader's
Theater**

Graph

Rap

Data Table

**Grid/
Matrices**

PRODUCING SELF-ASSESSMENT

Questioning:

- I have appropriately analyzed the task.
- I have used brainstorming to form an effective question.

YES NO

Planning:

- I have selected sufficient keywords and synonyms.
- I have identified resources relevant to my question.

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Gathering:

- I have located all bibliographic information for my sources.
- I have recorded bibliographic sources correctly.
- I have used note cards to document facts and data.

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Sorting:

- I have organized note cards in a meaningful way.
- I have generated appropriate headings and subheadings.

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Synthesizing:

- I have assessed the sufficiency of the information I gathered.
- I have logically organized my headings and subheadings.

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Producing:

- I have employed appropriate vocabulary.
- I have used correct grammar and spelling.
- I have cited sources properly.
- I have determined the most effective form of presentation.
- I have shown that I completed the task requirements.
- I have created a presentation that is logical and well organized.
- I have produced a presentation showing originality.

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

EVALUATING