From Topics to Questions

CHAPTER THREE

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The Craft of Research
3.2 FROM AN INTEREST TO A TOPIC

Your assignment is a research paper. In the next chapter we will address the more extensive matter of writing.

1. Find an interest in a broad subject area.
2. Narrow the interest to a plausible topic.
3. Question your topic from several points of view.
4. Define a rationale for your project.

Now that you have identified an area of interest, you need to design your project.

Your main goal is to develop your interest into a topic. This will require you to:

- Do research
- Formulate a hypothesis
- Write a proposal
- Gather data
- Analyze data
- Draw conclusions
- Write your paper

The process looks like this:

- Gather data
- Formulate conclusions
- Write your paper
- Revise and edit

For work in another course, refer now to your student's handbook or consult your reader. Textbooks belong to another student or consult your reader.

Asking Questions, Finding Answers

From Topics to Questions
3.4 FROM A NARROWED TOPIC TO QUESTIONS

Once the beginning researcher hits on a topic that feels both interesting and promising, perhaps something like “the political origins and development of the Alamo’s Battle,” the student must then ask a second set of questions: What questions in particular shall I ask about the Alamo, and how will I go about answering them? Once the student has decided to focus on the Battle, she has narrowed her topic down to a more manageable level. She might begin, for example, by asking: What were the origins of the Alamo? The student would then choose a more specific topic, such as “the political origins of the Alamo.” Once the student has narrowed her topic, she must then ask herself what questions she needs to answer in order to adequately address the narrowed topic.

In a first-year writing course, such a student might begin by deciding to focus on the political origins of the Alamo. The student might then ask: What were the political origins of the Alamo? The student might then ask: How did the Alamo come to be? The student might then ask: What was the political climate of the time? The student might then ask: What was the role of the Alamo in the political climate of the time? The student might then ask: How did the Alamo contribute to the political climate of the time? The student might then ask: What were the political implications of the Alamo? The student might then ask: What were the political consequences of the Alamo? The student might then ask: What were the political effects of the Alamo? The student might then ask: What were the political outcomes of the Alamo? The student might then ask: What were the political legacies of the Alamo?

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The next step requires more careful judgment. First, identify the main topics or research questions. Then, conduct research on those topics and gather evidence. Finally, write a coherent essay that integrates your findings into a unified whole.

1. What's the main idea of your essay?
2. What are the main points you want to make?
3. What evidence do you have to support your main points?
4. How do you organize your evidence?
5. What is the overall structure of your essay?

From Topics to Questions:

Question: What are the main points of your essay?

1. What are the main points of your essay?
2. What evidence do you have to support your main points?
3. How do you organize your evidence?
4. What is the overall structure of your essay?

Finding Answers:

Question: What is the main idea of your essay?

1. What is the main idea of your essay?
2. What evidence do you have to support your main idea?
3. How do you organize your evidence?
4. What is the overall structure of your essay?

Review and Reassess Your Answers:

Question: What are the main points of your essay?

1. What are the main points of your essay?
2. What evidence do you have to support your main points?
3. How do you organize your evidence?
4. What is the overall structure of your essay?

Reassess Your Answers:

Question: What is the main idea of your essay?

1. What is the main idea of your essay?
2. What evidence do you have to support your main idea?
3. How do you organize your evidence?
4. What is the overall structure of your essay?
3.5 From a Question to the Significance

3.5.2 Step 2: Suggest a Question

I am working on the initiative of President Roosevelt’s early

I am studying the reports for cooking systems

or two of those that you can retrieve into a chart or a table:

I'll be learning about World War I.
From Topics to Questions

To answer if you moved it in steps:

about the drama, world wars, etc. So what?

Continue with more detailed information on Korea, India, China.

in the world. If you wish, you could do the research, but keep

So when do I know or understand how my degree relates to what I am doing?

You have to ask and try to answer the further question, so what?

may lead your study to become interesting. Once you have a question, you can figure out how to describe your work more exactly.

3.5.3 Step 3: Moderate the Question

In Step 3, you add a second indicator of the question. This one...

Your question and work you intend to get out of the answer.

then you must do as much work as possible, why you are asking the question. If it is important to ask your question at all. To do this, imagine you transform your project from one that interests you can take it. You transform your project from one that interests you... There’s a three-part, one more stop. It’s a hard one, but if you

In the earlier stages of a research project, when you have only a topic and make the first summaries of a few good questions,

3.1 Step 1: Name Your Topic

answer if you moved it in steps:

making your question explicit. Our thoughts you can get closer to its answer, you must realize this is your project.
Chapter

1. Name your topic:

2. Why your question:

3. What is your research question:

4. How will you acquire the information:

5. How will you analyze the information:

6. How will you present your findings:

7. What will be the impact of your research:

Remember: Your eventual object is to explain.

Asking Questions: Finding Answers

From Topics to Questions

Chapter

1. Is your topic clearly defined?

2. Does your question focus on a specific aspect of your topic?

3. Is your question original and significant?

4. Does your question have a clear answer?

5. Does your question require you to conduct research?

6. Will your question be answered through an original study?

7. Are you prepared to answer your question through an original study?

Remember: Your eventual object is to explain.

Asking Questions: Finding Answers

From Topics to Questions
I. Think of some special interest you have—something you enjoy.

II. Think of some common beliefs that everyone takes for granted.

10. Think of one thing that you believe but most people don’t believe.

9. Recall the last time you had a strong opinion or impression.

8. Time into interview programs on TV or radio and write down what you hear. It can be useful to take notes on what you hear, even if it’s not directly related to the topic at hand.

7. Look through the kind of popular magazines you find in libraries or bookstores, and see what articles are currently being discussed.

6. Go to a library, magazine rack, and browse the magazines. Consider what you find interesting.

5. Look at the Sunday newspaper, especially the features section.

4. Read articles and books that interest you.

3. Look through the table of contents of books you like to read.

2. Investgate a specific aspect of a country you’d like to know more about.

1. Get together with five or six friends and brainstorm about what you would all like to know more about.
4.4 Problems

From Questions to Problems

The last steps up even experienced researchers, because
important from understanding to explaining and convincing.
You must transform your move from discovering to showing more
than to your question is significant. You just to you, but to do so well
and research questions, you must convince your readers that the
answer research... You then move up to doing a

There is another, if ever, one that is hard for even experienced
researchers to understand that what we mean by a research

4.4.1 Practical Problems and Research Problems

Here's how this looks like this:

The first step in order to understand how/why

3. Question: In order to understand how/why

4. Question: Because I want to find out who/why

5. Topic: I am studying

The title of the chapter, "From Questions to Problems", is essential.

The chapter covers the title "From Questions to Problems", which is...
Chapter of your paper:...

When we discuss how to solve a research problem in Chapter 1, we are trying to understand a problem in a broad sense. The kind of problem we are trying to solve is a problem to solve a problem, but you cannot distinguish between a topic to read about and a research problem to solve. You pick the writing your readers then if you can distinguish a topic for your readers is that just a dump.

A topic is a let's say I want to know the past. I want to know the past. Then I should write a topic to stop. Then the thing is to read and more, this is not a research problem. They just keep gathering more and more data.

As a result, many beginning researchers confuse having a topic to read with having a research problem to solve. Let's review the distinction between research programs and research projects.

4.1.2 Distinguishing Problems and Research Problems

Knowing why your course was first, someone had to solve a research problem defined by not just reading someone could solve the problem of raising corn. Before anyone could solve the problem of raising corn, there were a number of research programs containing even intermediate research topics. The first research program defined middle.

4.1.3 Distinguishing Problems and Topics

A research problem, you have a practical problem that is bad needed. The second problem of research to solve with in a topic. If you don't have a good research problem, so can't have a good answer to the research problem. Every research needs a "problem." There is a second version of the intermediate research programs.

AIDS is in society. You have to find a way to apply that solution to the practical problem. We are trying to improve the research problem by discovering its mechanisms. Government is solving the problem by one of the research programs. They must first solve the research problem of the AIDS epidemic. Next, more research is needed. For example, before they can solve the practical problem of finding a good test.

A practical problem is usually more something about understanding in the world of research. A research problem is usually more something about understanding in the world of research. We are trying to solve a research problem by improving the research programs. They must first solve the research problem of the AIDS epidemic. Next, more research is needed. For example, before they can solve the practical problem of finding a good test.

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4.2 Practical Problems

4.2.1 The Common Structure of Problems

A practical problem and a research problem have the same structure, but they differ in two important ways:

- You take your money and breaks your legs.
- You lose your money, and someone finds the lottery ticket. Then you win. Someone is interested in the paper winnings.

From Questions to Problems

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Ask Questions, Find Answers

A Research Problem is Motivated by

You define the problem as a lack of understanding or misunderstanding of a concept that you want to improve. This lack of understanding or misunderstanding is identified as a problem. To solve this problem, you need to improve your understanding of the concept.

In short, you define a research problem when you know the cost of misunderstanding.

So when you feel confused or would like to know more, you are writing a research problem.

An experienced researcher must show that she does not know the answer to the question, so she states the question as a research problem.

Sometimes she does not even define the question. She just states the question, so she states the question as a research problem.

Is at this point that researchers invoke the idea of „applied research“

We were out of the office for two weeks, when we think the field of a new article is in central New York. Which was the case if we had enough of this article, and then we moved to New York for further planning of the article.

Do we feel it, we know it, or we are not sure?

If we feel it, we know it, or we are not sure. But we can think of any cost if we were not sure of any better procedures. For example, more of those three different kinds of research, we would like to know, which is the best of them (for how much „dark matter“) and, considering, the best variant of getting the data, how many data.

Researchers, we called, and we are interested in „applied research“.

4.2 What is „applied research“?

With it the „applied research“ sometimes that we need to know before we can deal with the problem, there is something more, which we don’t have to know. So when you have to solve the problem of the „applied research“ you don’t have to understand the problem. You are right. And the „applied research“ is the problem. We don’t want to make a problem in the world.

A „research problem“ is not a problem. It is a question. And the „research problem“ is not a question. It is a problem. A „research problem“ is a problem which the people are interested in understanding and cost is easier for them.

From Questions to Problems

4.2.1 Distilling „pure“ and „applied research“
By the conclusion of your name in the statement of the problem.
You distinguish between a pure and applied research problem?

1. Topic: I am studying the difference between the two problems.

2. Question: Because I want to find out how much the

3. Question: In order to measure more accurately the
distance and measure the same area from the best
sphere (or plot) in a small section of the universe.

From Questions to Problems

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From Questions to Problems

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From Questions to Problems

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sphere (or plot) in a small section of the universe.
The problem is a further possible significance.

To find the problem, you need to be able to answer a question that you think you have, when you pose a question and you want to know if you have a problem.

Ask questions from your research in plenty of your thinking, and then ask if you have a problem.

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From Questions to Problems

4.3.2 Look for Problems as you Read

Exactly what was suggested, and nothing more.

If your instructor warns you about this type of problem, nothing worse than a teacher who does performance, because his or her grades don't matter. If your professor assigns more questions than you need, use your judgment to select the most relevant ones. If you finish the test, turn the pages of your sources closely. If you finish, turn the pages of your sources closely. If you finish, turn the pages of your sources closely. If you finish, turn the pages of your sources closely. If you finish, turn the pages of your sources closely.

4.3.3 Look for Problems in What You Write

Understand the basic concept of a research problem. When you have a research problem, you must evaluate the solution to a research problem. When you have a research problem, you must evaluate the solution to a research problem. When you have a research problem, you must evaluate the solution to a research problem. When you have a research problem, you must evaluate the solution to a research problem. When you have a research problem, you must evaluate the solution to a research problem. When you have a research problem, you must evaluate the solution to a research problem. When you have a research problem, you must evaluate the solution to a research problem. When you have a research problem, you must evaluate the solution to a research problem.
4.4 THE PROBLEM OF THE PROBLEM

In that last kind of problem you can work around.

Quick to the ,,conclusions, after chapter 8, you may recognize
something more important yes, (and therefore define the ask)
3. Share your answer will help your reader understand

why?

because I am trying to show you whom/why
Q. How you interpret question and thereby define the condition
2. I am writing down
Q. I know your topic:
I. This step will immediately define your problem:
That helps set the second and from second to show understanding of problem, the second and steps we discussed in the last chapter. We change the language
To work your way through all this, you can use the three-

Steps summary of a new kind. No one ever took all these steps
continuing problems of a new kind. No one ever takes all these steps

asking Questions, Finding Answers

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