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Ways to narrow your research topic

Most students will have to narrow the subject at least a little. The first clue is that your paper needs to be narrowed down is simply the length your professor wants to have. You can't discuss war properly in 1000 words, nor talk about orange peel for 12 pages. Steps to narrow the topic first begin with a general theme. Take this thread and break it into categories by subtracting the Five W and H. Who? What? (Manned space missions) where? (Exploring the moon) when? (Space exploration in the 1960s) why? (Seeking to leave earth) How? (Rocket to Moon: Space Exploration) now consider the following question areas to generate specific ideas to narrow your subject. The problems you're having? (Sustainability of life in space: problems of space exploration) problems that are overcome? (The effects of zero gravity on astronauts) motives? (Hitting the Russians: Planning the Moon Mission) Effects on the group? (Renewing faith in science: an aftershock from the moon mission) member group? (Lunar Lander Design: NASA Engineers Behind Apollo 11) Affected Group? (From Test Pilots to Astronauts: New Heroes of the Air Force) The group benefited? (Companies that made money from the American Space Program) group responsible for/paid for _____.C_S = similarities (similar issues to overcome between the 1969 lunar mission and the Mars mission planned for 2009) O = opposites (Pro And con opinions about the first mission to the moon) C = contradictions (protest or national: different opinions on cost versus the benefit of the moon mission) R = relationships (family) NASA: From scientists on Earth to astronauts in the sky) A = Anthropol shapes [interpreting reality in terms of human values] (space: final boundaries) P = embodiment [giving objects or descriptions of human qualities] (eagle has landed: animal symbols and metaphors in the space program) R = repetition (more missions to the moon U.S. pro-and-universe attitudes to the landing of more astronauts on the moon) a common challenge when starting to write a research paper is to determine how to narrow the subject. Even if your professor gives you a specific subject for study, you'll never be so nearly certain that you won't have to narrow it down at least [besides, it's pretty boring to estimate fifty papers all for the exact same thing!]. The topic is too wide to be controlled when you find that you have a lot of different ideas, often conflicting or related only remotely, about how to investigate the search problem. Although you will want to start the writing process by considering a variety of different methods to study the research problem, you will need to narrow your focus at some point early in the writing process. This way, don't try to do too much in one sheet. Here are some strategies to help narrow your subject: side - choose one lens through which to view the research problem, or consider just one face of it [for example, instead of studying the role of food in religious rituals in South Asia, studying the role of food in Hindu ceremonies, or, the role of one particular type of food among many religions]. Ingredients - Determining whether your primary variable or analysis unit can be divided into smaller parts, which can then be analyzed more accurately [for example, a study on tobacco use among adolescents can focus on just chewing tobacco instead of all forms of use or, rather than adolescents in general, focusing on adolescent girls in a given age group who choose to use tobacco]. Methodology - The way information is collected can reduce the area of interpretive analysis needed to address the search problem [for example, a single case study can be designed to generate data that does not require broad explanation such as the use of multiple cases]. Location - In general, the smaller the geographical analysis unit, the narrower the focus [for example, rather than studying trade relations in West Africa, and examining trade relations between Niger and Cameroon as a case study that helps explain problems in the region]. Relationship - Ask yourself how two or more different perspectives or variables relate to each other. The design of a study on relationships between specific variables can help to narrow the scope of the analysis [e.g. cause/impact, comparison/contrast, contemporary/historical, group/individual, male/female, opinion/cause, problem/solution]. Time - The shorter the study time period, the tighter the focus [such as the study of trade relations between Niger and Cameroon during 2010-2018]. Type - The topic is focused in terms of a particular type or category of people, places, or phenomena [for example, a study to develop safer traffic patterns near schools can focus on SUVs, or just student drivers, or the timing of traffic lights in the area]. Combine - use two or more of the above strategies to focus your very tight subject. Note: Apply one of the above strategies first in the design of your study to determine whether this gives you a manageable research problem to investigate. You'll know if the problem can be controlled by reviewing the literature on this more specific problem and assessing whether previous research on the narrower topic is enough to advance your study [not much, not very little]. Be careful, however, because combining multiple strategies risks creating an opposite problem -- your problem becomes too narrowly defined and you can't identify enough research or data to support your studies. Booth, Wayne C. Search craft. Fourth edition. Chicago, IL: From Chicago Press, 2016; Institute of Oratory Writing. Dartmouth College; Narrow the subject. Writing Center. University of Kansas; Narrow the threads. Writing@CSU Colorado State University; strategies to narrow the subject. University libraries. Information skills modules. Virginia Tech; writing of a research paper. History section. Trent University; ways to narrow the subject. Contributing authors. Utah Open Course Ware. For many students, having to start a research question is the biggest difference between how to do research in high school and how they are asked to carry out their university research projects. It's a process of work from the outside in: start with the world of all possible topics (or custom topic) and narrow down until you've focused your attention enough to be able to figure out exactly what you want to know, rather than just what you want to write about. The process of narrowing the subject's perception narrows a topic as a start with all possible topics and selects narrower and narrower subgroups so you have a topic specific enough to form a search question. All possible topics - you'll need to narrow the subject in order to conduct an effective search. Without specific areas of focus, it would be difficult even to know where to start. Specific topics - ideas can come about a narrower topic than anywhere. Often, a narrower topic boils down to determining what is interesting to you. One way to get ideas is to read basic information in a source like Wikipedia. A narrow topic by initial exploration - it is wise to do some more read on the subject narrower to a) learn more about it and b) learn the specialized terms used by professionals and scientists who study it. A narrow topic to question (s) search - a search question determines exactly what you're trying to find out. It will affect most of the steps you take to conduct the research. Open the activity in a web browser. Why is the subject tight? Once you have a need to search - to say, important - you may want to wander around a little online to explore the topic and find out what you actually want to know and write about. For example, perhaps your task is to develop a poster for spring for the introductory horticultural course. The trainer expects you to narrow the subject to something you are interested in and this is related to your chapter. Another way to view a narrow theme is as an apartment of the entire subject. Ideas can come on a topic narrower than anywhere. In this case, a narrower topic boils down to determining what is interesting for you about spring that is related to what you learn in your gardening class and small enough to manage at the time you have. One way to get ideas is to read about spring in Wikipedia, looking for things that interesting and relevant to your class, and then let one thing lead to another as you keep reading and thinking about the possibilities likely to be more narrow than the massive spring theme. (Be sure to pay attention to references at the bottom of most Wikipedia pages and follow any that looks interesting. Or, alternatively, if spring at a time when you can start by looking around, admire the blooming trees on campus, and decide that you want your poster to be about bud development on your favorite, crabapple trees. Anna narrows her subject and works on a question status research: Anna, a university student has been appointed, a research paper on Antarctica. Her teacher expects students (1) to narrow the subject to something more specific about Antarctica because they will not have time to cover the whole subject. Then they come up with a research question that their paper will answer. The professor explained that the search question should be something interesting to answer and that it should be more complex than they can answer with a quick google search. He also said that research questions often start with either the word how or why. What you should do: Read what Anna thinks below as she tries to do the assignment. After reading, answer the questions at the end of the monologue in your mind. Check your answers with our answers at the end of Anna's inner monologue. Keep this offer in mind the next time you are in Anna's place, you can imitate her actions and think about your subject. I'm an internal monologue well, I'm going to write something - a research paper - about Antarctica. I don't know anything about that place, I think it's a continent. I can't think of one thing I wanted to know about Antarctica. Calls for Wikipedia, I think. Desert? In only skimming. Very boring things. Oh, look - Antarctica desert! I think the desert has nothing to do with the heat. Maybe a lack of precipitation? But there's a lot of snow and ice out there. We must think about it - what makes the desert desert. She says that 1 to 5,000 people live there in research stations all year round. Certainly the last thing I was doing at all is there is no evidence that it was seen by humans until the 19th century. I never thought about whether anyone lived in

Antarctica first, before scientists and things. Lots of names – Explorer, Explorer... Boring. You're saying Amondson got to the South Pole first. But wait. He says, one month later, Scott's stricken expedition reached the pole. Doomed? Where's more about Scott's mission? I'm going to use this F control method and type in Scott to see if I can find more about it on this page. Nothing after one sentence appears. Why do they have only one sentence? I'm going to have to click on the Scott Expedition Terra Nova link... But he gives me a page called Terra Nova Expedition. And who was Scott? And why was his journey controlled? There he is pictured before going to Antarctica. I think he was English and other pictures show him and his team in the snow. Oh, the mission was named Terra Nova after the ship they sailed this time - in 1911. Scott was there earlier on another ship. A lot of stuff about preparing for the trip. Then things about mission trips once they were in Antarctica. Not so exciting – nothing about being doomed to failure. I don't want to write about these things. The last paragraph of Section I says many years after his death, Scott's status as an undisputed tragic hero, but then says that in the 20th century people looked closely at the mission's management and whether Scott and some of his team could be personally blamed for the disaster. This is still controversial, he says. Disaster? Personally blamed? Hmmm. Back to skimming. Everything sounds terrible to me. They planned to kill their pies for meat, so when they did, it was no surprise. Everything was very difficult. Then when they reached the South Pole, they found that the explorer Amundsen had beaten them. It must have been a big disappointment and the march inside was even worse. The weather became the worst dog sled that was supposed to meet them periodically with supplies not showing up. Or maybe scott's group lost and didn't go to the right meeting places. Maybe that's what that previous statement means about whether the decisions that have been made are good. Scott's diary said the crystallized snow made it look like they were pushing and pulling sleds across the dry sand rocks?! She says that before things turned really bad (really bad? you already had to eat your horses!), Scott allowed his men to put 30 pounds of rock with fossils on the sleds they were pushing and doing. Was that reasonable now? The men had to push or pull those skis themselves. What if those rocks killed these men? But here he says that those rocks are evidence of continental drift. So how did they know those rocks were so important? Was that knowledge worth their lives? Can they know? Wow - there's drama on this page! Scott's diary was quoted about their troubles on the uncompromising cold-cold, frostbite, and death Dogs. Enter one tells about a man on Scott's team now with his hands as well as well-useless feet voluntarily leaving a tent and walking until his death. The diary says that the team member's last words were just going abroad and there might be some time. Ha! They all seemed misguided and desperate but still had those sleds. Why do you keep pulling and pushing those skis that contain an extra 30 pounds of rock when you're so desperate and every step is life or death? Diary... Then there is Scott's last memoir, on March 29, 1912. ... It sounds unfortunate but I don't think I can write any more. All right. Those notepad apparently gave a lot of sites where they thought they were but maybe they were lost. She says they ended up only 11 miles from one of their supply stations. I wonder if anyone knows how close he was to where Scott thought he was. I'd like to see that diary. Online? I googled it. Yes! At the British Museum. Look at that! I can see Scott entering past in his own handwriting! A digital copy? In fact, if you decide to write about something that requires reading diaries, it will be easier not to have to untie his handwriting. I wonder if there's a copy of its kind online somewhere? Perhaps you should pay attention to the early paragraph on terra nova expedition page on Wikipedia about being controversial whether Scott and his team make so bad decisions that they brought most of their trouble sour on themselves. Can I narrow my subject to just the controversy over whether the bad decisions of Scott and his crew are doomed? Maybe it's a very big topic if you consider the decisions of all team members. Maybe I should just take into account Scott's decisions. Perhaps: How did Scott's decisions contribute to his team's death in Antarctica? But am I talking about his decisions before or after they leave for Antarctica? Or all the time they were a team? Maybe a lot of the decisions involved. More focused: How does Scott's decisions after reaching the South Pole help or hurt his team's chances of returning safely? That's not bad. If people had written about it. There are many of his decisions discussed on the Wikipedia page, and I know there are sources at the bottom of that page. Really, desert? Let me think – what else did you see that was interesting or puzzling about all this? I remember being surprised that Antarctica was a desert. So maybe I can make Antarctica an objective desert. A research question can be something like: Why is Antarctica a desert? But there must be a definition of deserts somewhere online, so it doesn't seem complicated enough. Once you know the definition of desert, you'll know the answer to the question. Professor Sanders says research questions are more of ordinary questions. What subject can I be interested in? A question I'm really wondering? Maybe those rocks that dig out it's just too hard to imagine desperate explorers continuing to push those sleds with an extra 30 pounds of rock on them. Did they somehow know how important it would be? Or were they curious about them? Why didn't they give them up? Or maybe they didn't realize how close they were to death, maybe I could narrow my subject in Antarctica to those rocks. Why rocks? Perhaps my subject could be something like: the rocks that Scott and his crew found in Antarctica that prove continental drift. Perhaps it could be a research question: How did Scott's explorers choose the rocks they kept? Well, now all I have are questions about my questions like, will my teacher think that the question about rocks is still about Antarctica? Or is it all about continental drift, geology or even psychology of desperate people? And what did he write about finding those rocks? Will I be able to find enough resources? I also wonder if my question about Scott's decisions is too big -- do I have enough time for that? I have to ask, I think my teacher is the only one who can tell me whether my question about rocks has anything to do with Antarctica. Since he's going to sort out my paper, but the librarian can help me figure out other things if Dr. Sanders and the librarian are the next questions, was Anna's choice to start with Wikipedia a good one? Why or why not? Have you ever used Control-F? At what point do Anna think where to look for information? At the end of this session, Anna has not yet settled on a research question. So what did you accomplish? What's the use of all this research and thinking? Here are our answers below. Our answers: Was Anna's choice to start Withkepedia a good one? Why or why not? Wikipedia is a great place to start a research project. Just make sure you move from there, because it's not a good place to end up with your project. One place to go is the sources at the bottom of most Wikipedia pages. Have you ever used Control-F? If you haven't used Control-F technology, we hope you do. It can save you a lot of time and effort in reading articles online. At what point do Anna think where to look for information? When she started, it was her when she wanted to know more about Scott's mission, but when she wondered if she could read Scott's diary online, but when she thought about what people could answer her questions. At the end of this session, Anna has not yet settled on a research question. So what did you accomplish? What's the use of all this reading and thinking? There may be many answers to this question. Our includes that Anna learned more about Antarctica, the subject of her research She focused her thinking (even if she didn't end up using potential research questions that she was thinking about) and practiced critical thinking skills, such as when she thought about what she could care about, when she worked on making potential research questions more specific, and when she discovered the questions she still needed to answer in the end. She also practiced her skills in making sense of what she read, investigated a story she didn't expect to be there and didn't know she had the ability to be the one she cared about. She now knows what questions need to be answered and who to ask. These thinking skills are what college is all about. Anna was way out of her place when she started.

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