

Researching arguments essay examples

[Experience](#), [Belief](#)



- Explain how to find sources to support your claim in an argument and give some samples of these sources. List web pages of interest to researchers.
- Describe the methods used for locating sources and the use of sources to support your research.

The methods used for locating sources are: to go to the physical and online libraries; visit reputable websites with credible authors; interview experts; conduct surveys; know who the target audiences are of the sources; and, so on (Fahnestock & Secor, 2004, p. 331). They are all systematic or orderly ways of locating primary sources. Whichever authors or authorities are suitable for a research topic, ensure to collate only their expert opinions, ideas, and other contributions. On the other hand, if a researcher is looking for hard facts, only depend on academically reputable evidences / sources. While doing more research, it is much better to use various search engines (e. g., google scholar, yahoo, etc.). Also, a researcher should know the basic and advance keywords when making online searches. A researcher can start with a general initial search and then narrow it down by deepening visibility of online search or can even go beyond the usual searching techniques by visiting specific web pages within a particular site.

The use of sources to support research should follow strictly any one of these citation formatting guides (e. g., American Psychological Association, Bluebook, The New York Times Manual, The Microsoft Manual of Style, The Chicago Manual of Style, etc.). It is important that a researcher should not rely only on one particular reference. When citing materials, make sure to maintain the fidelity of the words, diagrams, data, etc. of the authors. One can use intext citation, footnoting, and/or endnoting. At the latter part, one

should include bibliography, references, or works cited page. The use of citation is critical to avoid plagiarism, which is strictly sanctioned by most institutions. Despite a researcher's use of sources to support his/her research, he/she should rely on his/her best and higher-order thinking abilities when analyzing, synthesizing, summarizing, etc. key points.

- Write a short treatment on the meanings and uses of primary and secondary sources and the methods for avoiding plagiarism.

A primary source or reference is used to refer to materials, person, and/or documents that serve as original evidences for certain claims, opinions, information, data, artworks, etc. A primary source is usually the object used to support, discuss, etc. claims in a paper. On the other hand, a secondary source is oftentimes a document, recording, etc. that discusses or associates information that previously appeared, stated, etc. from an original source elsewhere. Secondary sources are usually used to look for original sources. For instance, the bibliography or works cited pages of most materials contain useful primary links or references; a researcher can use them to make his/her task easier.

There are many methods to avoid plagiarism or stealing the works of others (Fahnestock & Secor, 2004, p. 237). To make the distinction of not committing plagiarism, a researcher borrowing the idea of another author should always cite the source material. Whenever he/she borrows, summarizes, rephrases, or paraphrases someone's ideas, put the details of the reference materials. Some of the strategies that will safeguard a researcher from committing plagiarism is to use his/her own idea in composing his/her papers. However, because there are times that he/she has

to borrow or quote someone else's ideas, he/she should use quotation marks, use in-text citation, and insert a reference page at the end of his/her work. Use online anti-plagiarism programs (e. g., Copyscape) to check the overall content of one's work. If it has plagiarized portions (excluding the reference section), he/she should cite the source materials. This way, he/she will be free from committing serious academic offenses or plagiarized content materials.

- In research, compare and contrast the difference between a Usenet and a Newsgroup. Give your conclusion for which you think you would use more frequently for research and why.

The primary similarity between a Usenet and Newsgroup is that the former is a non-centralized collective term for an entire messageboard system (that is, newsgroups) whereas the latter is a messageboard specifically intended for a single topic of interest. Newsgroups can be accessed using email clients such as Mozilla Thunderbird, Outlook Express, and so on. Usenet functions to offer users in a network the capability to post information freely. The information is disseminated quickly to allow other users in the network to access it easily. Usenet, for the most part, is not within the control of any one source; hence, it is also considered as an uncensored distributed network. For many years, Usenet was used primarily by academicians and university learners to transfer mails and files. It was also used in forums to exchange ideas about an important topic or issue. However, these days, it is like most other popular online message boards or internet forum sites. Usenet and Newsgroup are even used interchangeably by individuals. However, the difference between the two is that the former hosts newsgroups while the latter is used simply to

store information. Many users of newsgroups do not use their real names when posting messages because messages are read or would be read by any other users and prospective users in that group, respectively. Even when newsgroups are uncensored, there are individuals who serve as administrators or moderators. The reason is to make sure that users post contents that are relevant and nonmalicious to other users. The uncensored feature of a newsgroup make it an ideal online message tool worldwide where there is freedom of expression over the internet. As I “ draw [a] conclusion[s] from evidence,” I won’t be able to use either Usenet or Newsgroup more frequently from my research should I am after credible and peer-reviewed online resources (Fahnestock & Secor, 2004, p. 312).

- Describe the techniques for taking effective notes and how much detail is needed to accurately use them later.

There are many techniques on “ how to take notes” effectively and the needed detail to accurately use them (Fahnestock & Secor, 2004, p. 168). One of them is the mapping note-taking technique. An individual can use it to easily understand information which he/she may present using sketches, diagrams, tables, flow charts, and so forth. Whenever a person listens and takes notes, he/she should ensure that he/she has at his/her disposal the materials that he/she needs. At the center of a page, he/she should write the main concept and use an oval shape. He/She then connects the main concepts using arrows and bits of information, as well as, sub-concepts enclosed in boxes. Whether lectures, webcasts, or video presentation, use the mapping note-taking technique. This technique is effective for most visual learners and for those who write essays, too.

Another simple technique for taking effective notes is the use of outlining. This is a much easier way because a person has to jot down key points or details only. The flow of the material is also easier to follow because topics and subtopics accordingly to the relative importance from the introductory down to the concluding parts. Most writers, academicians, etc. use outline in the presentation of their written works before going on details. The details that an outline might contain depends on the ability of the note taker, as well as, the purpose of the outline itself. The limitation, however, of this technique is the difficulty one encounters whenever a notetaker tries to go back to insert more information/details. To avoid this difficulty, it is sometimes good to leave large spaces behind, that is, after a portion of an outline, one should ensure that enough space is provided should he/she goes back to insert extra details or personal notes. Although there other techniques for taking effective notes, the two methods just mentioned are among the most often used ones.

Reference

Fahnestock, J., & Secor, M. (2004). *A Rhetoric of Argument*. New York: McGraw Hill Higher Education.