

# [Part identification of the right source is](https://assignbuster.com/part-identification-of-the-right-source-is/)

Part 1: Summary1.

What writing assignments have you received from your various professors? How many of them involve working with sources? What kinds of sources do your professorsask you to use? Over the course of my collegeacademic life, I have been required to write and submit different types ofassignments. My professors have in thepast, required writing differentassignments using different styles and approaches. Majority of the assignmentsthat I have had to write requiredidentifying and using relevant sources. However, there are some creative writing that required narrating series of factual or fictitious events that do notrequire empirical scholarly support or sources.

The rest of the assignments changefrom book reviews, article critiques, research papers, among the rest allrequire sourcing information from reliable sources.  2. What difficulties have you encountered in finding good sources forwriting assignments? How have you overcome those difficulties? Identifying and getting the right source that offers the informationthat supports the research topic of athesis has series of challenges and drawbacks. The first challenge is usuallyidentifying the right topic of discussion. That is, defining precisely what is to be the topic of my discussion or the problem rationale of thestudy. Nonetheless, after taking timeidentifying my topic and scope of thestudy, another challenge arises. The second setback in the identification ofthe right source is the inability to pinpointthe perfect article, journal or book that provides information defining orsupporting the identified discussion. Thirdly, is the tedious work required inthe scanning through the identified sources to get the relevant point andapplying them in the right point and place in the discussion? To overcome thesechallenges in my study and researchforemost, I have had to ensure I have identified a researchable topic ofdiscussion, which seeks definitive information.

With a precise topic, it paves the way and directs theresearcher to the right sources. 3. How helpful is the “ recipe analysis” technique for understanding how togo about your assignments? What other analysis techniques have you used tounderstand writing assignments? The recipe analysis is an eye-openerto many students because it describes a clear pathway to overcoming thechallenge of identifying the right source and applying it effectively in theassignment. The recipe analysis has in an elaborativeway described the various stages of identifying and using sources. Beforelearning about the recipe analysis, Iused just to study and understand therequirements of the assignment and begin a randomsearch of the information relevant. I woulduse the thematic expressions and words in myassignment to look up for the information onthe internet and the books. I would linkthe ideas learned from the variousidentified sources in a meaningful and coherent way.

After learning the recipeanalysis, I have been able to streamlineand become procedural when I am sourcinginformation for my assignment.  4. The metaphors in this dialogue explain some aspects of using sources, but not others. What other metaphors can you think of for working with sources? How would those other metaphors add to an understanding of writing withsources? The metaphors used inthis source to describe the aspects of identifying and using sources areprecisely illustrative. Given a chance to rethink of other metaphors I would gofor a look, like, bargain and buy.

Afterone has identified a need for an item, they will embark the purchase process by looking around for the item of theirdesire. Similarly, after identifying the research topic, the student will beginlooking for relevant sources. The second stage states that the same way ashopper like an item they deem to fit they desire research will also come across a source matching the topic. Thirdly is bargaining to avoid overspending on an item, the buyer tends tonegotiate on the price; similarly, the researcher will narrow down to therelevant ideas in the identified source.

Part 2: ReflectionThe whole concept of the walk, talk, cook and eat is fascinating. The idea of using the metaphorical approach in explaining the processof using academic sources is not only captivating, but it gives insight and enlightenment. There are two interestingpoints in the reading. Foremost is the metaphor of walking that implies that aresearcher is required to do the physicalwalking to get to where the sources exist. The metaphor intends to illustratethe aspect of getting up and walking to the library shelves, to the interviews, data collection field trips among others. The second and the most exciting part is the idea of Google and websitemaking use of the Boolean operator that enablesone to filter their search to the most relevant sources.

It is from the readingthat I came to learn the exciting fact that through a combination of the words with certain symbolsenables one to control what the information one prompts the search engine tolook for. The use of and, or and theminus sign in the Google search box to control the search engine and direct itto search the information is the most interestingdiscovery in the reading.      Part 3: Scavenger HuntSmallwood, C. (2015). The Complete Guide to Using Google in Libraries: Research, User Applications, and Networking. Lanham, Maryland: Rowman & LittlefieldPublishers. This book from thedatabase is an illustrative book that indicates the fact that Sources forresearch papers have gone beyond the textsearch. This book in addition to the indicationof multiple ways through which Google has made it easy to share and discussideas, it also illustrates the various user and research applications.

Thisbook has thirty chapters explaining the various aspects of academic contentsearching and networking in case the researchers intend to achieve real-timeand timely information. The book is intended to offer the advice to students, technologyprofessional, academic and special librarians on how to source for secondarycontent and to achieve real-time orprimary information.