

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 professors ask you to use? Over the course of my college academic life, I have been required to write and submit different types of assignments. My professors have in the past, required writing different assignments using different styles and approaches. Majority of the assignments that I have had to write required identifying and using relevant sources. However, there are some creative writing that required narrating series of factual or fictitious events that do not require empirical scholarly support or sources.

The rest of the assignments change from book reviews, article critiques, research papers, among the rest all require sourcing information from reliable sources. 2. What difficulties have you encountered in finding good sources for writing assignments? How have you overcome those difficulties? Identifying and getting the right source that offers the information that supports the research topic of a thesis has series of challenges and drawbacks. The first challenge is usually identifying the right topic of discussion. That is, defining precisely what is to be the topic of my discussion or the problem rationale of the study. Nonetheless, after taking time identifying my topic and scope of the study, another challenge arises. The second setback in the identification of the right source is the inability to pinpoint the perfect article, journal or book that provides information defining or supporting the identified discussion. Thirdly, is the tedious work required in the scanning through the identified sources to get the relevant point and applying them in the right point and place in the discussion? To

overcome these challenges in my study and research foremost, I have had to ensure I have identified a researchable topic of discussion, which seeks definitive information.

With a precise topic, it paves the way and directs the researcher to the right sources. 3. How helpful is the “recipe analysis” technique for understanding how to go about your assignments? What other analysis techniques have you used to understand writing assignments? The recipe analysis is an eye-opener to many students because it describes a clear pathway to overcoming the challenge of identifying the right source and applying it effectively in the assignment. The recipe analysis has in an elaborative way described the various stages of identifying and using sources. Before learning about the recipe analysis, I used just to study and understand the requirements of the assignment and begin a random search of the information relevant. I would use the thematic expressions and words in my assignment to look up for the information on the internet and the books. I would link the ideas learned from the various identified sources in a meaningful and coherent way.

After learning the recipe analysis, I have been able to streamline and become procedural when I am sourcing information 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 with sources? The metaphors used in this source to describe the aspects of identifying and using sources are precisely illustrative. Given a chance to rethink of other metaphors I would go for a look, like, bargain and buy.

<https://assignbuster.com/part-identification-of-the-right-source-is/>

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

Part 2: Reflection The whole concept of the walk, talk, cook and eat is fascinating. The idea of using the metaphorical approach in explaining the process of using academic sources is not only captivating, but it gives insight and enlightenment. There are two interesting points in the reading. Foremost is the metaphor of walking that implies that a researcher is required to do the physical walking to get to where the sources exist. The metaphor intends to illustrate the 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 website making use of the Boolean operator that enables one to filter their search to the most relevant sources.

It is from the reading that I came to learn the exciting fact that through a combination of the words with certain symbols enables one to control what the information one prompts the search engine to look for. The use of and, or and the minus sign in the Google search box to control the search engine and direct it to search the information is the most interesting discovery in the reading.

Part 3: Scavenger Hunt Smallwood, C. (2015). The Complete Guide to Using Google in Libraries: Research, User Applications, and

<https://assignbuster.com/part-identification-of-the-right-source-is/>

Networking. Lanham, Maryland: Rowman & Littlefield Publishers. This book from the database is an illustrative book that indicates the fact that Sources for research papers have gone beyond the text search. This book in addition to the indication of multiple ways through which Google has made it easy to share and discuss ideas, it also illustrates the various user and research applications.

This book has thirty chapters explaining the various aspects of academic content searching and networking in case the researchers intend to achieve real-time and timely information. The book is intended to offer the advice to students, technology professional, academic and special librarians on how to source for secondary content and to achieve real-time or primary information.