

The Research Paper: Research Process Types

Inductive Research Process 	Researched Report Process 	Deductive Persuasive or Argumentative Essay Process 	Report leading to Inductive Question leading to Deductive Conclusion 
Commonly assigned in the sciences and social sciences	Common to all fields (Literature reviews, summary reports)	Common to history and the humanities	Common to all theses and dissertations
<p>To discover (inductive)</p> <p>Conjecture-based</p> <p>Uses data and ideas as evidence to support the conjecture</p> <p>Analyzes and interprets data and ideas</p> <p>Reaches a result</p> <p>Creates new knowledge</p>	<p>To inform</p> <p>Question or wonder-based</p> <p>Topic-based</p> <p>Gathers and Summarizes data and ideas</p> <p>Presents analysis and interpretation of others.</p>	<p>To inform and convince (deductive)</p> <p>Take a stance in the form of a thesis</p> <p>Has an audience in mind</p> <p>Uses logic as primary but not only rhetorical appeal</p> <p>Includes unique perspective and conclusion of arguer</p> <p>Applies known knowledge to reach a conclusion</p>	<p>To report on current literature, to establish (inductive) and convince (deductive)</p> <p>Originally conjecture-based but takes a stance in the form of a thesis once the hypothesis is proven or disproven (the new knowledge)</p> <p>Uses data and ideas as evidence to support the claim that the knowledge is new</p> <p>Analyzes and interprets data and ideas</p> <p>Draws conclusion</p> <p>Has an audience in mind</p> <p>Includes unique perspective and conclusion of arguer</p>

 <p>Starts with a conjecture</p> <p>Uses data and ideas as evidence to support the conjecture</p> <p>Analyzes and interprets data and ideas from experiment and/or sources</p> <p>Reaches a result that creates new knowledge</p> <p>Presents the new knowledge in the form of a thesis</p> <p>Uses logic as primary but perhaps not the only rhetorical appeal</p> <p>Applies knowledge to reach a conclusion</p>	 <p>Starts with a conjecture</p> <p>Uses data and ideas as evidence to support the conjecture</p> <p>Analyzes and interprets data and ideas from experiment and/or sources</p> <p>Reaches a result that creates new knowledge</p> <p>Informs the reader of that knowledge by summarizing data and ideas that led to the conclusion.</p>	 <p>Starts with a question or a wonderment about the topic.</p> <p>Informs reader of knowledge on a topic by summarizing data and ideas from experiment and/or sources</p> <p>Information gathered leads to research conjecture formulation.</p> <p>Uses data and ideas as evidence to show how the conclusion to the conjecture is arrived upon</p>	 <p>Presents knowledge in the form of a thesis</p> <p>Uses logic as primary but not only rhetorical appeal</p> <p>Applies known knowledge to reach a conclusion</p> <p>Conclusion leads to formulation of a new question</p> <p>Uses data and ideas as evidence to answer the question</p> <p>Analyzes and interprets data and ideas from experience and/or sources</p> <p>Reaches a result that creates new knowledge</p>	 <p>Informs reader of knowledge on a topic</p> <p>Summarizes data and ideas from experiment and /or sources</p> <p>Presents the knowledge in the form of a thesis</p> <p>Uses logic as primary but not only rhetorical appeal</p> <p>Includes unique perspective and conclusion of arguer</p> <p>Applies knowledge to reach a conclusion</p>	 <p>Presents knowledge in the form of a thesis</p> <p>Uses logic as primary but not only rhetorical appeal</p> <p>Applies knowledge to reach a conclusion</p> <p>Expands general conclusion to address other contexts</p>
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Two “Less Than Stellar” Examples

Example 1: Women in Leadership Assignment

For this assignment, write a **summary** of a female political leader.

While this is a **summary** of the individual, you are expected to follow the essay format: an introduction with a **thesis**, a body, and conclusion.

Use class sources to formulate your thesis.

For example, if you find that the individual in leadership made important decisions for women, such as voting for issues that improve women’s rights and representations, this voting behavior may suggest that women in office represent women better than men.

Example 2: Suggested Learning Strategies: Quickwrite, Think-Pair-Share, Graphic Organizer, Discussion Groups, Drafting

Assignment: Your assignment is to write a multi-genre research project on a person, event, movement, or topic of interest to you as it relates to the American Dream.

Steps:

Choose a **prewriting** strategy to generate ideas that provide a focus for your topic (person, event, movement, concept, etc.) as it relates to the American Dream. Quickwrite an exploration of your thinking on the topic and identify areas that require further insight—this quickwrite could be used to focus your research.

1. **Work in a team to share** your findings to help you consider your ideas, narrow your focus, and generate a research question. Next, draft a working thesis that answers your focus question and that can be used as a guiding factor to guide your research and multi-genre research project.
2. Conduct **research** (7-8 primary and secondary sources) to explore all aspects of your thesis. Use the notetaking guide from Activity 5.20 to help collect information and plan your ideas. Use resources to assist with documenting your sources correctly in an annotated bibliography.
3. **Consider** which ideas from your research you will include in your paper, and choose an appropriate genre to creatively express the connection between your research and your interpretation. Remember, you will need a minimum of six different genres in your collection.
4. **Reflect** on research and ideas and brainstorm a list of creative ways to connect the genres via a metaphor or motif (e.g., chapters, seasons, time, movie script, song lyric, recipes, months of the year, colors in a rainbow, cartoons, visual art images, statistics, expository text, sports rules, etc.). Select an appropriate metaphor and consider how it connects to your thesis, research, genres, and ideas.
5. **Assemble** your writing pieces in a coherent order using the transitions (e.g., metaphor or motif) you select to guide your reader from one genre to the next.

** Highlighted sections show the attempt to conflate, confuse, hurry, and/or complicate the stages of an already complex process.