**Student Resources**

***A Case-Based Approach to Argumentative Writing***

**By Sonja Launspach and Laura Aull**

*Prepared by Melvin Beavers, University of Arkansas-Little Rock*

**Chapter Five: Conducting Research and Evaluating Sources**

**Key Concepts:**

|  |
| --- |
| **Triangulating Sources-** Collecting information from multiple sources to get a more holistic and well-rounded view of a topic.**P.I.E (Point, Illustration, Explanation)-** a mnemonic device used to help integrate direction quotes; quotes should always be framed. Introduce the point, follow with the quote or illustration of the point, and finally provide commentary or an explanation of the quote for readers. |

**Learning Objectives:**

* Understand ways of identifying evaluating and representing research sources.
* Identify differences between primary and secondary sources in different fields.
* Recognize ways to evaluate the credibility of an academic source.
* Recognize aspects of research articles.
* Differentiate common documentation styles in academic writing.

**Quiz: Conducting Research and Evaluating Sources**

**Directions: Choose your answer to the following questions.**

1. According to the authors of your textbook, all research begins with what?
2. A Claim
3. A Thesis Statement
4. A Proposition
5. A Question
6. According to the authors of your textbook, what does research provide for readers?
7. Background information on an issue, supporting evidence, and counterarguments
8. Logical fallacies
9. Only analysis of an issue
10. Only information about causation
11. According to the authors of your textbook, which is a critical approach to research?
12. Collecting sources that support your opinions
13. Evaluating sources
14. Using biased information
15. Starting the night before an assignment is due
16. According to the authors of your textbook, which of the following is *not* a way to evaluate a source for its credibility?
17. Popularity
18. Authority
19. Currency
20. Objectivity
21. According to the authors of your textbook, what are some helpful techniques to generate research questions?
22. Keep a broad focus
23. Use questions that are not debatable
24. Repeat what’s already been said
25. Ask ‘how’ and ‘why’ questions