After developing my questions, I tried to create a thesis statement in mind, as a type of guide to go off of. If I know what I want to say then it will be easier for me to find the type of information to look for. By doing this I can either rework my thesis statement or make it stronger, as more than likely this "rough" thesis statement isn't exactly the most firm kind of thesis statement. Once you know what information is necessary it is easier to cut the fluff. The way I research usually is to gain as much useful information whether or not it is part of the thesis statement or not, but it could be used for other parts of the information.

Once I have a more polished thesis statement, you can easily cut out what isn't necessary. A good example of this would be, for the sake of the example, say you were talking about Abraham Lincolns view on slavery, you'd have a thesis statement in a way as "Abraham Lincoln was only supportive of freeing African-Americans from enslavement solely for the Union to stay together and not based on any moral Abolitionist reasoning except just to keep the country together. Abraham only fought for change when it benefited himself and/or his political goals and didn't actually care about enacting change. Abraham didn't see African Americans as equal to Whites regardless if they were free or not. If not for the war Abraham would be willing to maintain the status quo." Those are the main points of research we should focus on. There wouldn't be a need to bring up how Lincoln used to fight hecklers or how Lincoln supposedly chased a customer down to return change. There wouldn't be a reason to do this, that is why you need to focus on the important pieces of information, which is the thesis. I used that example because I am bad at explaining. I focused all my attention in research on the thesis statement rather than the lesser important sections of the subject. If it doesn't move the point of the paper or help strengthen the thesis then it isn't necessary. The only time it should be used as an exception is when the audience has no prior knowledge so context is needed to be able to provide that said information. The three main questions to ask yourself about using a said piece of information will be as follows:1."Is this needed for context or needed to provide a clearer understanding to the audience if they don't have a prior understanding of said subject?" 2. "Does it move the paper?" 3."Does it strengthen the thesis?", if you mark no on all the boxes then obviously the information can be omitted from the paper.

I developed a list of academic resources to use. I have a list of popular sources to use. I do have biases as it depends on the level of competence I have on the subject and how factually correct the sources I used are. I try to see what kind of way the source usually lean, like if I use "The Young Turks" I'll be very wary of using them when writing about Armenian Genocide, as that is an important critique of that media source. I try to keep in mind of other sources' criticism and if it affects the paper I'll use another source or if it turns out to be accurate, after checking other sources, then I'll use that source while addressing the possible bias in that source.

When developing my paper I usually go about it in an inductive reasoning kind of way, where I have a question and use the information gained to develop a type of conclusion. I am still trying to develop the research question as of now but that will soon be over