



AN INQUIRY PLANNER

The “inquiry planner” can be a useful step identifying your intent as a writer/researcher, since early on both are regarded as exploratory/discovery activities. Essentially, this tool helps reveal your “planning” and “shaping” of your research and writing. This way, you’re being explicit about the intent of the research as you enter into the exploration. This is a two-part activity: planning and proposing. The first is to support you as you enter the researching/ reading/ writing process; the other is to share with your reader the value of the research. Let’s begin with the Inquiry Planner.

1. Identify your topic and purpose for writing:
 - a. Topic:
 - b. Purpose:
 - i. How you will achieve this purpose?
 - ii. What topics you will tell (define/state):
 - iii. What topics you will show (explain/describe):
 - c. Your interest in the topic:
 - i. What experience/knowledge do you bring to the topic?
 - ii. Why are you interested in the topic?
 - iii. How is it “personally meaningful”?



2. Identify your audience:
 - a. Needs of your audience:
 - b. Questions your reader may have:
 - c. Expectations of your reader:

3. Identify any motivating questions (here are a couple to stimulate thought):
 - a. What is your interest in this topic?
 - b. Is this topic timely?

4. Planning your investigation:
 - a. Identify the particular field of research:
 - b. Identify the salient issues of the topic:
 - c. Identify professional journals in the field:
 - d. Compile a list of key words for researching:

5. Identify your tone/attitude:
 - a. vocabulary to help you achieve this tone:
 - b. Identify synonyms for varied word choice:
 - c. Begin to compose title for the paper:



6. Begin developing your thesis (or your “prevailing assertion”) by listing aspects of your topic using the 5 w’s + h:

- ◆ Who:
- ◆ What:
- ◆ Where:
- ◆ When:
- ◆ Why:
- ◆ How:

Take a look at what you’ve brainstormed and try composing a “working” thesis:

7. Develop your “direction” statement/assertion: This paper will/ I expect to . . .

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