

<b>Discipline</b>	Journalism (example)	
<b>Key question:</b> The question that drives the search for evidence (inquiry); the engine.	Why are students who park in the student lot without permits not being penalized, and what is the effect of their actions on others?	
<b>Subordinate questions:</b> Questions that surround and support the primary question. Often, these must be addressed before you can fully address the key question.	<ul style="list-style-type: none"> <li>▪ Who is responsible for checking the permits?</li> <li>▪ How frequently are they checked?</li> <li>▪ What happens to kids who have permits but arrive when no spots are left in the lot?</li> </ul>	
<b>Key sources:</b> Who can <i>best</i> answer the questions above. This includes: The Expert, The Other Side, The Testifier (or The Face), The Authority.	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Permit-holding students (especially those w/o first period who can't find spaces)</li> <li>▪ Local sheriff</li> </ul>	
<b>Lingering questions:</b> After consulting the sources above, these questions still remain. Sometimes the sources above may speak to these questions but fail to answer them concretely.	<ul style="list-style-type: none"> <li>▪ How much time do students lose who have to park elsewhere?</li> <li>▪ How much money could be made off of permitless parkers?</li> <li>▪ Just how widespread is the problem?</li> </ul>	
<b>Investigation:</b> These are the means by which The Inquirer (that's you, the writer) goes about answering those lingering questions. This is the most fun part because you have to be creative about how you discover the answers you seek. This is where you, The Inquirer, get to add ORIGINAL RESEARCH to the existing body of work. Be brave.	<ul style="list-style-type: none"> <li>▪ Find official permit and parking policy on record</li> <li>▪ Search for records of permit violations over past several years</li> <li>▪ Wait in parking lot for offenders to return to their cars and ask them questions</li> <li>▪ On a typical morning, count the number of permitless cars and multiply that number by the cost of a citation, discovering the potential loss of revenue</li> </ul>	
<b>Evaluation:</b> Now, you organize and evaluate the strength of your evidence. Then, if you discover more lingering questions, go back and repeat the process until all questions are answered because that's what it's all about.	Combine first and secondhand research to explain the how and why of the situation while making the issue relevant to the reader by giving it a human face.	