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15 Effective Gun Control Research Paper Topics

- 1) Which countries are safe enough to do without guns and which nations need self-defensive instruments?
- 2) The comparison of countries which provide gun control with the ones which are against it.
- 3) The effects of the right to bear guns in USA. How would the crime rate change with the strict gun control?
- 4) Is USA a dangerous place because of the amount of guns per capita?
- 5) Why guns are forbidden in the United Kingdom?

Self-Directed Learning Readiness and Life Satisfaction Among Older Adults
A Sample Quantitative Research Proposal Written in the APA 6th Style

[Note: This sample proposal is based on a composite of past proposals, simulated information and references, and material I've included for illustration purposes -- it is based roughly on a fairly standard research proposal; I say roughly because there is no one set way of creating a quantitative research proposal. Much of its design is based on the nature of the research, your preferences, and your decisions regarding how to describe or portray what it is you plan to accomplish. The material in this document was adopted from a dissertation proposal created by Dr. Ralph Brockett. A biography is not included in this sample proposal. To examine ways of creating references in the APA format and other suggestions for using the APA stylistic guide, see <http://www-distance.syr.edu/apaf6th.html> or <http://www-distance.syr.edu/apaf6th.pdf>. Roger Hiemstra]

Introduction

An important area of emphasis in gerontological research over the past several decades has been the issue of life satisfaction. Questions about the physical, psychological, social, and economic status of older adults have served, either directly or indirectly, as the predominant focus of the aging research (e. g., Maddox and Wiley, 1996). It is these kinds of questions that have increased understanding of the processes and problems of aging and have led to the development of strategies designed to maximize the potential of the later years.

At the same time, self-directed learning has generated considerable interest in the adult education literature. This has been fueled by the development of the SDLRS (Guglielmino, 1997), a scale designed to measure a person's readiness for self-directed learning. Unfortunately, very few have looked at self-directed learning and older adults. Hiemstra (1975) studied older adult's learning projects and found a strong relationship between a preference for assuming personal control over learning and age. This was supported by Hassan (1991) and McCoy (1992). Hassan also looked at the self-directed learning readiness scores of older adults and found a corresponding positive relationship between age and scores on the SDLRS. However, apparently no published reports of subsequent research with the older adult exist.

In addition, no one has published accounts of any comparisons between SDLRS and Life Satisfaction among older adults. If life satisfaction can be improved by learning efforts as shown by Dowden (2008), it is important to determine if a propensity and readiness for self-directed learning among older adults has a relationship to measures of life satisfaction. Therefore, the intent of this proposed research will be to examine such relationships.

Problem Statement

Based on the above discussion, it is possible to identify a two-fold problem that will serve as a point of departure for the present investigation. As has been noted above and is clarified in the later review of literature section, one problem area is the fact that many older adults face various

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/9  Interviewer  Ye:h
30              (1.8)
31  Interviewer  Yeh it's (0.5) it is (0.3) quite a big risk when you
32              consider that divorce rate's (0.3) >sort of< (.) fifty
33              percent of marr(h) iag(h)es now nearly (.) end in
34              divorce,
35              (1.0)
36  Respondent  .pt (0.5) u:m (.) y:eh. (0.2) But I think (.) as I
37              said (0.3) u:h I think >I mean< (1.0) modern ti:mes (.)
38              where people: (1.5) feel that (.) it's just (0.8)
39              y'know happy >sort of< to go from >sort of< one
40              relationship [to another.]
41  Interviewer  [ Hm:: . ]
42              (0.4)
43  Respondent  U:m (0.3) I (0.3) just believe that (0.2) once you're
44              married its (0.2) it's it's not for li:fe. (0.3) U:m
45              (1.9) but I think (0.3) y'know (0.3) most things can
46              be worked out.
47              (0.3)
49  Interviewer  Ye:h (0.2) y- you fonly do it once.E
100             (0.3)
101 Respondent  Yeh.
102             (1.1)
103 Interviewer  [When y]
104 Respondent  [That's] m- that's my view. You [only do it once.]
105 Interviewer  [When you say something
106             goes (0.3) seriously wro:ng (.) um (0.3) and you might
107             get divorced.= What (0.8) wha- how would you define:
108             seriously wro:ng, whats good enough reason for divorce
109             (1.0)
110 Respondent  U:m: (0.8) if either party are really unhappy.
111             (0.4)
112 Interviewer  Mhm
113             (0.3)
114 Respondent  If: either party's >sort of< fallen out of love that
115             may (0.4) just don't want to be in that relationship any
116             mo[re
117 Interviewer  [Yeh.
    
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Writing a Thesis Paper About a Poem—Unit 3 Paper, Writing 2, Gerald Egan

Every paper that you write has a thesis. In a summary paper, your thesis is a statement of the meaning of the essay(s) that you are summarizing. In a critique paper, your thesis is your own view or position, which you put forward in response to the essay that you are critiquing. In a thesis paper, however, your main purpose is not to summarize or respond to other essays, but to develop an idea of your own in greater depth and detail as your essay proceeds from beginning to end.

For your Unit 3 paper, your thesis will be your own interpretation and statement of what the poem *To Autumn* means. You can use the readings of *To Autumn* that we've discussed in class to get ideas for your essay, but the idea itself should be original and unique, the product of your own emotional and/or intellectual response to the poem. (Although the tips that follow are specific to your Unit 3 assignment, the concepts presented can be applied generally to any thesis paper.)

To come up with a thesis, answer two related sets of questions:

1. What is this poem really about?
2. Why did Keats write the poem as he did? Why did he use the words, the rhythm, the images, the metaphors that he uses in the poem?

Figure out your answer to these questions, and then set out to prove that you are right. For example, you might think that *To Autumn* says something about Keats's attitude towards death. This is a good start, but is not specific enough. You need to read the poem closely and figure out exactly what Keats is saying about death (or about life, or youth, or age, or maturity, etc.). To prove your thesis, you need to find several ways in which the poem—the words on the page—supports your thesis. These instances of your thesis will be the supporting points that you develop in the body of your paper. Describe how, in these examples of your thesis, the words, the rhythm, the images, the metaphors, and the other literary devices that Keats uses support your view of the poem.

As you describe these examples in your paper you are developing your thesis. In the process, you may find that your thinking about the poem—and thus your thesis—changes. This is a good result, indicating that your understanding of the poem is deepening as you write. It also means that you need to revise your thesis, which of course involves some rewriting of the paper.

Your paper needs to have the following sections:

Introduction
Review of the literature
Argument
Conclusion

The following pages discuss these sections.

1



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