**B.E.A.M. System: How am I going to use this information?**

**Steps for using this worksheet:**

1. Make a list of the main sources and evidence you have collected in your research. This list might include academic books and journals as well as “primary” data that you have collected, such as interview data, literary texts, or results of lab experiments.
2. For each piece of information, ask yourself “*How am I going to use this information*?” Keep in mind:
   * Some sources might fit in more than one category. It might be helpful to break up a source into the main pieces of relevant information that it provides for your project, and then categorize those pieces.
     + For example, you could break up a journal article into separate pieces of relevant information, such as: 1. Background piece: the section of the article that provides some generally accepted facts or background knowledge for your topic; 2. Argument piece: the section of the article that summarizes the academic conversation related to your topic; 3. Methods piece: the section of the article that talks about the approach to research, etc.
3. Take your pieces of information and put them into the chart below (add rows as necessary). Ask yourself:
   * Do I have sources in each of the categories? Do I need to? This is going to vary based on the assignment/ project you are working on and your discipline. For example, many humanities fields would not necessarily have any Methods sources. The important thing for you to do at this point is to evaluate what types of information you have at this point in your research and what future research you might need to do.
4. Move from the chart to an outline for your paper. Though it will vary somewhat by discipline, these sources usually go in the following sections:
   * Background sources: introduction
   * Evidence sources: usually go in a “results” section, or are woven throughout the body of the text
   * Arguments sources: sometimes are presented in the introduction or literature review sections, or are woven throughout the text. Academic conversation is often revisited in the conclusion so the author can point out how the main argument of the paper contributes to the academic conversation.
   * Methods sources: “methods” section.

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| B. | E. | A. | M. |
| Background | **Evidence** | **Arguments** | **Methods** |
| Does it give generally accepted facts or foundational concepts in my discipline? | Is it evidence that I can use to support the arguments in my paper? | Does it provide an argument about my topic that my research can be in conversation with? | Is the source about my method or approach to doing research? |
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