Source Analysis

**Discussion Expectations**

This course will have regular source discussions throughout the semester. In these lab discussion sessions, you will be asked to analyze texts, films, maps, or podcasts. Using specific techniques, you will analyze these sources to think about them from multiple perspectives and interpret their meaning. You will fill out an analysis sheet each time we discuss a source in class. You will turn in a paper copy on the date it is due. For students to get credit for the source analysis sheets as a part of their ePortfolio, they must be in class for the discussion.

**Analysis**

For many of you, the process of analysis may be something new and intimidating. Here are some questions/thoughts to help you think analytically. At different times, I may ask you to prioritize certain questions in the list. What is the creator’s main claim, thesis, or argument?

* Is the creator trying to prove anything?
* Why was the source created?
* What was the purpose of the source?
* Who was the audience for the source?
* What does this source teach us?
* How does the source help us understand something about our problem?
* When was the source created and what did it mean to the people during that time?
* Consider the creator and what perspective/bias that might bring to the source.
* Consider what in the source doesn’t fit or might surprise you.
* Does the source remind you of anything?
* Why is this source important?

Adapted from Lab Worksheet created by Prof. Spencer and Dr. Jill Anderson

Due Date: Name: Justin Richerson

Source Analysis

Title: Linking Urban Water Management, Wastewater Recycling, and Environmental Education: A Case Study on Engaging Youth in Sustainable Water Resource Management in a Public School in Casablanca City, Morocco

Author: Hajar Nourredine 1,\* , Matthias Barjenbruch 1 , Angela Million 1 , Btissam El Amrani 2 , Nihad Chakri 2 and Fouad Amraoui

Source Date: 11 August 2023

Source Type: Article

Context (what is important to note about the creator, when it was created, its audience, or its format?):

I believe the authors had studied yuth and how they were educated in relation to water management in a public school setting, and its audience could be students (like CODES) trying to do something similar in a particular project

Summary (what important facts about the source’s content should we note for our discussion):

It was a detailing of a project regarding youth education and how to teach about water management, it was talking about the interconnected forces such as expertise in the field, relaying that info to the teachers regarding environmental education, combining that knowledge with pre-established knowledge, (such as the water cycle), and converting that information in a way common Youth would understand, while also educating them in ways that will help them in the real world

Analysis (what should we take away to better understand our problem and its stakeholders?): The stakeholders I believe in this context are the youth themselves, and their water usage. Another stakeholder are the teachers who relay this information to the students