

# 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: \_\_\_\_\_

## Source Analysis

Title: Water Quality and Pollution

Author: Zehnder

Source Date: At least 2015

Source Type: Chapter in a Book

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

The source looks to be as if it's out of a textbook of sorts related to water or the environment. It is Chapter 8 of the textbook, and judging by the starting words, it is an oxymoron in that water is used for our everyday survival, and yet it causes death and sickness to millions across the world because it is so unclean. Its audience is likely students between high school and college level who are learning about the environment, and in chapter 8, it is water.

Summary (what important facts about the source's content should we note for our discussion): As we already know, water is an essential catalyst to all life on earth, particularly its very important for human life, however, all over the world, the quality of water has been greatly diminished, the physical and biological quality of the water has made some water practically unusable, and this has caused clean drinking water to become scarce, water without distinct Pollutions such as Biological (Pathogenic Bacteria), Chemical (Organic Compounds/Elements), or Physical Pollution (Trash).

Analysis (what should we take away to better understand our problem and its stakeholders?): Water in some places is undrinkable and unusable, the stakeholders I believe are the people who drink said water, and how water quality directly affects not only them, but also us as well.