

Part 1:

1. Practice dissecting the prompt:

Step of Prompt Dissection	What does the prompt say? (Use this column to record the specific wording of each step from the prompt.)	What does this mean to you? (Use this column to state each part in your own words.)
1. Determine the context or background information	<i>"In response to our society's increasing demand for energy, large-scale wind power has drawn attention from governments and consumers as a potential alternative to traditional materials that fuel our power grids, such as coal, oil, natural gas, water, or even newer sources such as nuclear or solar power. Yet the establishment of large-scale, commercial-grade wind farms is often the subject of controversy for a variety of reasons."</i>	With a need for greater energy, governments/consumers have looked into different alternative source methods of energy, specifically wind power over traditional oil and coal. However, this has brought about great controversy for numerous different reasons.
2. Locate the sources that you will draw from to inform or support your argument	<p>"Source A (photo)</p> <p>Source B (Layton)</p> <p>Source C (Seltenrich)</p> <p>Source D (Brown)</p> <p>Source E (Rule)</p> <p>Source F (Molla)"</p>	Identify the sources in which I will be gathering information and evidence from to support my argument.
3. Identify the broad task of the prompt	<i>"Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay..."</i>	Analyze the six given sources, and utilize information from at least three of them to be used for developing my position in an argument.

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4. Determine the specific task of the prompt	<i>"...well-written essay in which you develop your position on the most important factors that an individual or agency should consider when deciding whether to establish a wind farm."</i>	Argue what the most important factors are when it comes to an individual/agency considering whether or not to establish a wind farm.
5. Determine the EXPLICIT steps that must be taken to complete the task	<p><i>"Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay..."</i></p> <p><i>"Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses."</i></p> <p>***Specific words above are bolded.</p>	<p>Read: To start, read the six provided sources.</p> <p>Synthesize: Choose three of the six sources to gather information from for the response.</p> <p>Incorporate: Select specific evidence from the three chosen sources to include within the argument.</p> <p>Use: A claim needs to be stated within the argument, in addition to the sources needing to be used to support and explain it.</p> <p>Explain: Explaining how the evidence supports the stated claim is very important, and utilizing commentary to explain that evidence is also essential.</p> <p>Indicate: Specifically identify which sources are being used in the argument, through either the use of quotations, paraphrases, summarization, etc.</p> <p>Cite: Recognize and explain where the supporting evidence is coming from.</p>

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6. Consider the implicit directions or expectations	The implicit part of the prompt is not directly stated.	As a whole, I need to apply insightful interpretation to consider many different factors/questions, such as what the author's position is, why they wrote what they wrote, or what historical context surrounds what they wrote.

2. What type of sources are provided?

Six sources in total are provided with the prompt. They include a photograph of wind turbines, and articles that explain how each type of energy source works, their effects, the controversy that exists, and graphs showing the mathematics of them. Ultimately, they all help to provide an insight into the matter to effectively be able to take a position as to the factors that need to be taken into consideration for efficient energy.

3. What position would you take if you were responding to the prompt?

I would take the side that wind power is beneficial and should be used, however that additional factors need to be considered; such as the location of these turbines, and what effects they can have on their surrounding populations and ecosystems.

4. Which sources would you use to support your argument? Explain your rationale for each choice.

Sources B, D, and F would best support my position towards this argument. Source B goes into the benefits of wind power and how it is safe and efficient. Source D elaborates on the advantages wind power has over the other sources, such as oil and coal, and how people can have much greater benefit from it. Source F, detailed in statistical graphs, shows its efficiency over the other energy sources, with data to further prove that.

Part 2:

1. Use the chart and the questions below to complete an evaluation of the following areas for each essay:

- **Claim:** Record the actual claim below and then reflect on the quality of it. Is the claim a clear and arguable response to the prompt? Does the claim reflect simple or complex thinking about the issue?
- **Evidence:** Does the student provide clear and appropriate evidence using the sources provided? Is this evidence organized not by source, but by key point?
- **Commentary:** Does the student engage in a conversation with the sources? Does the student rely on the sources to speak for themselves? Is the essay a synthesis or a summary?
- **Recommendation for Improvement:** What could the student do to improve his or her essay?

Essay/Score	Claim	Evidence	Commentary	Recommendation for Improvement
A / 1-4-1	<i>"Agencies looking to establish wind farms should consider the geographic location of their potential wind farm and its vicinity to resident communities, in order to avoid stirring up more controversy in society's debate on how to settle an increasingly demanding appetite for energy."</i>	The student in their response does a good job of using effective/supporting evidence and sorting it by the key points they use in their argument, not simply by the order in which source they come from.	The student here effectively carries on their argument with not just their evidence as sole support, but their own contributions/commentary as well. Through the use of their own points and ideas, they were able to develop an effective well put together argument.	The student did an overall well job of conveying their stance in their argument and providing evidence to support their claims. Perhaps restating their overall claim at the end would help to enhance it even further, and tie the knot on their argument.
L / 1-3-0	<i>"The most important factors that an individual or agency should consider when deciding whether to establish a wind farm are</i>	The student here in their response does the opposite of Essay A, in which they sort their evidence based on the	The student did a good job of summarizing the sources they used to help support their claims, however they do not utilize much commentary to	The main recommendation for improvement here is to display their evidence in order of key points, which would help the flow of the argument and especially use more commentary to help explain

Essay/Score	Claim	Evidence	Commentary	Recommendation for Improvement
(continued from above)	<i>the noise impacts, the alteration of landscapes, and the cost of the wind farms."</i>	order of the sources themselves, and not in order of the key points used within their argument, which hinders the effectiveness of it. However, they do pick evidence that supports their argument.	explain their evidence and integrate themselves into the argument.	their evidence and add themselves to it; not just letting the evidence do all the talking.
E / 1-2-0	<i>"Some factors you should consider before converting to that source of energy is, wind power is clean and renewable, their appearance, and the cost it will be. These factors can determine whether you establish a wind farm."</i>	Evidence used in this response does not effectively support it, and as well they put it in order of source appearance, and not in order of the key points of their argument.	Summarization is used well throughout the response, however the student states in their commentary already known facts and does not contribute anything new through it.	To improve this response, I would suggest using more effective evidence to better support the student's claims, more effective commentary to support/explain the evidence they use, and as well develop a much more effective claim to carry their position throughout their argument.

- 2. Reflect: Identify at least three concepts you take away from reading these sample essays. What technique struck you as effective and worthy of being emulated? What will you try to do in your next writing opportunity? What will you strive to stop doing in your next writing opportunity?**

Overall, having an effective claim with effective support evidence and commentary is what makes an argument very effective and convincing to the audience. You need to have all three of these components to succeed in this, and without them you will find your argument to be lacking what is needed to go above and beyond. As well, adding your own ideas struck me as effective, as it helps to add yourself to the argument, which is more effective than just simply restating/summarizing points already being stated. In my next writing opportunity, and as well beyond that, I will strive to stop simply just summarizing information; but yet instead integrate my own original ideas, helping to add myself to the argument and breath life into my position and improve the overall feel in the message that I am trying to convey to the audience.