

ATM678, Mesoscale Dynamics Spring 2012

Class time: TR 11:30am to 1pm

Classroom: IARC 407

Instructor: Nicole Mölders

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Office: IARC 309

Office hours: Tuesday 1-2 pm, Thursday 1-2 pm

Course Description: The class provides a comprehensive explanation of mesoscale air motions – their phenology, basic physics and mechanisms, why they build and how mesoscale motions interact with the micro and large scale. Classical and non-classical mesoscale circulations, supercell, single and multiple cell thunderstorm dynamics and tornado formation will be discussed. Impact of mesoscale circulations on air quality will be discussed if the majority of the class indicates an interest in this subject.

Course objective: By the end of the semester, you should be able to understand and explore the mesoscale dynamical processes, and put them into equations. You should be able to solve fundamental problems related to the basics of mesoscale dynamics how they typically occur in mesoscale applications (e.g. forecasts of fire weather, land-sea breezes, hazards, air quality). You should be able to analyze and interpret observational data, satellite images, and mesoscale model data in terms of typical mesoscale dynamics. Fundamental goals are that you develop skills to analyze mesoscale meteorological data and identify mesoscale dynamical processes. This includes application of learned material to totally different problems or putting learned material together in a new context to solve a problem. Moreover, you are to gain presentation and writing experiences and learn about the scientific publication process.

Student Learning Outcomes:

- Understand mesoscale dynamics and interaction of mesoscale processes with micro- and large scale
- Learn to discuss science in an effective manner
- Develop skills to read papers critically
- Improve the quality of your presentations
- Understand the scientific review process
- Know how to write a research paper

Suggested readings/textbook:

Lin, Y.-L., 2007. Mesoscale Dynamics, Cambridge University Press, pp. 630.

I recommend that you have a look at other books frequently. You should also read other printed material, as assigned.

Other course resources: I will put some relevant material on **Blackboard**. I expect you to download and read the material. It is your responsibility to apply for an UAF gmail account because Blackboard access is only available with that account. You will be hooked up automatically for access to Blackboard when you register for this class. However, if problems occur with this automatic procedure and you cannot log in, send me an email so that I can verify the email address, enroll you into Blackboard manually, and set up your Blackboard account for this class.

Attendance: You should attend class regularly and use the recommended book and a book of your choice related to mesoscale dynamics. Class attendance and participation in the in-class exercises/discussions are required and will be a part of your grade. Missing 50% of the classes will result in an F of the class. Unexcused absence leads to deduction of the attendance points and lessens your chances to accumulate points for presentation of your homework that would have been discussed the day of your absence. Excused absences are approved in advance or absences due to a documented emergency. Such documentation must be made immediately upon the student's return to class. Please understand that this is a college course - you are expected to be on time for class and have all the required material unpacked.

Homework: is typically a reading assignment and due at the start of class except for the reviews that are in writing and due in the third week after spring break. Each student is expected to be able to present the homework in front of the class. The contributions should be thorough and complete, reflecting the thought that you have put into your tasks. You are expected to present your homework at the board when you are called to do so. This presentation will be graded for completeness, correctness, understanding, and the way of presentation. You will be randomly picked several times per semester for presenting the homework. If you cannot present or do not have the homework, when you are chosen to be the presenter, you will get an F on the respective homework assignment. If homework is assigned as a group task, every group member must be able to answer questions related to the presentation or do the presentation. The group homework will be graded for completeness, correctness, understanding, presentation, discussion (50%) and how the group worked as a team (50%). This grading on group work is to learn efficient teamwork, because future research questions will more and more often require teamwork.

Since the homework is typically reading, no late homework will be accepted (except in excused absences). Late homework should be submitted in readable style. "Readable style" means typed, double-spaced, using at least a 12-point font, one-inch margins, and in hard copy format. It is simply too tricky to edit and make comments in single-spaced type. If you have not met these stipulations, I will return it to you ungraded. Late homework will not be accepted via e-mail or fax unless you make prior arrangements with me.

It is your responsibility to prepare homework on time. I strongly suggest that you plan and schedule your work. I recommend having backup systems in place so you can have all work completed on schedule. Getting work done on time is a key to early success in your future business, consultant or scientific career. A major complaint of employers is that faculty do not instill a sense of responsibility in students.

It is part of your homework - even when not said explicitly - to read parts of books on the subject of the class, the readings and the material provided. This means that at the beginning of the class I will ask questions and you can offer to answer them, but I also reserve the right to randomly ask students who do not volunteer. The answers are also part of your homework grade. There may be "popup quizzes" to examine your knowledge. Note that if you have an unexcused absence when a popup quiz occurs, you will lose points both on attendance and the quiz.

Project: In the first two weeks of the semesters, you will have to sign up for a mesoscale dynamics project of your interest. You will do some literature research on the subject and prepare a research review paper on the project. I will explain how to write a research paper. We will use AGU style for formatting, layout and citations. After spring break, you will provide a first draft in threefold hardcopies and an electronic version. I will not grade the draft. Instead, two students and I will review these hardcopies anonymously. I will explain how to write a review and what I expect a reviewer to do/look for. The reviewers will submit their review in writing double-spaced in the third week after spring break. I will grade your reviews to ensure that you give your classmates a thorough review and to see whether you understood what is important for a paper. Based on the comments/suggestions and requests of the three reviews you will revise your paper and write responses to the reviewers. On the last day of our class in this semester, you will submit your project paper and the list of responses that I will grade.

In-class exercises: These will often involve group work and are an important learning element to develop your ability to solve scientific questions, and to improve your understanding by applying the material you learned in class. They are also preparation for the comprehensive exam (if you choose Mesoscale Dynamics as one of your electives) and your future education at UAF and professional life.

In-class presentations: You must always be able to present the tasks that you provided as homework in front of the class. This means that you will not be told in advance when you will be the person who presents the homework in class. Should you not be able to explain and reproduce the homework you provided or the homework is incomplete or incorrect points will be deducted. If you co-work in groups, everybody of the group must be able to calculate the homework at the board in class. It is your responsibility to be aware of and to be prepared for each assigned task when it is due. Give the person who is speaking your undivided attention. It is not only common courtesy, but whispering or talking can distract, annoy, and even intimidate students around you as well as myself. Essentially, you should treat classmates as you would like, and expect, to be treated yourself.

Examinations: There are no mid-term or final examinations.

Final presentations: take place in finals week during the time allocated for this class' final exam and during the last class of this semester. It is your responsibility to find out when and where the final presentations will take place and to be there in time. You have to attend all final presentations. Only in case of emergency (e.g. field trip, conference attendance), I will allow you to give your presentation at an earlier time. Such emergencies have to be brought to my attention as soon as you find out about them so I can accommodate your absence and earlier presentation. There is usually another activity scheduled in this classroom right after our presentations so the room has to be free in time. This means that I cannot give you extra time if you arrive late/do not stick to the time allocated for your presentation. The presentations will be graded.

Additional policies:

1. No weapons allowed in class.
2. Due dates are firm, with the exceptions mentioned above as well as documented emergencies.
3. If you have a disability and require any auxiliary aids, services or accommodations under the Americans with Disabilities Act, please contact me after class, see me in the my office, or call me during the first week of the semester to be able to define specific accommodation needs and have enough time for any necessary preparation. If you have any kind of a physical or learning disability you must tell me about it. All disabilities are documented by UAF's Center for Health & Counseling and instructors receive a formal letter requesting that accommodation are made for any student with disabilities. I will work with the office of disability services to provide reasonable accommodation for students with disabilities.
4. Any student who is an UAF sponsored athletic or who has other personal or situational difficulty that might affect class performance is invited to contact me in the first week of the semester (or as soon as such matters emerge) so that ways of accommodating the difficulty may be anticipated.
5. If you are to attend a conference and/or participate in a field trip, please let me know in the first week of class so that arrangements can be made to make up for the classes missed and how to submit homework assignments.

Academic integrity, honor code and plagiarism: I expect students to submit own original work and reference all other work and intellectual ideas with appropriate reference and citation. You are subject to the code of conduct http://www.uaf.edu/catalog/catalog_09-10/academics/regs3.html#student_Conduct. I will check your project write-up with UAF's plagiarism software.

Other important information: It is essential that you (1) keep up with the assigned readings, (2) budget your time wisely to complete all of your assignments, and (3) seek clarification on any material, which you do not understand, during business or class hours. If I am not covering subjects adequately, or the in-class exercises are confusing or difficult, or if you do not understand the questions/tasks/expectations, please let me know. I want you to understand the material.

Grading Policy: This is a success-oriented course. My aim is for all students to meet their individual learning and grade goals. Of course, this does not mean that you can avoid working hard. Instead, it means that (1) all students who do well in the in-class exercises, homework presentation, review writing, popup quizzes, paper project and presentations will be rewarded accordingly and (2) the grade distribution will not be adjusted to make sure it fits a bell-shaped curve. I expect that (1) you aim to give your personal best in the course, and (2) use in-class exercises, homework presentation, review writing, popup quizzes, paper project and presentations as an opportunity to demonstrate your understanding of the material. To obtain an "A" grade you will need to produce work that far exceeds my normal expectations. My normal expectations are regularly attending the classes, hard work evidence of time spent with the material and an ability to demonstrate understanding of all concepts.

Grading for this class will follow the UAF guidelines.

Percentage	Weighting factor	Category
15%	0.15	Oral presentation
15%	0.15	Peer-review
10%	0.1	Response to the reviews
30%	0.3	Final paper
10%	0.1	Homework presentation and class participation
10%	0.1	quizzes
10%	0.1	attendance

To get a "C" grade, 50% in each category of the above table have to be earned.

There will be no final or mid-term examination. In stead, you will be given a project that you present orally (15% of the grade) and in writing. This project will be on a numerical modeling and parameterization subject. In the first week of class, I will provide a signup sheet with various themes that you can chose from. You pick five themes that you rank. I will assign one subject to you on a first-come-first-get basis taking the ranking of your favorites into accord. You also may also suggest a theme of your own (write in). If you suggest a theme of your own, we will discuss whether it fulfills the learning requirements and expectations or is too hard/easy. In the latter case, we will modify the framework if possible. Every student will be assigned several papers to start with on their assigned project. Students will write a review paper on the papers and papers that they search for themselves and on the task related to the project paper. This project paper will first be anonymously peer-reviewed by your classmates and me. Each student gets at least two other students' project paper to review and has to write a review to each of these papers.

In assigning the peer-review, I will consider your ranking of interest in the subjects if possible. I will grade the peer-reviews (15% of the grade). I also will grade your write-up on the responses and reactions to the reviewers (10% of the grade) and your revised final project paper (30% of the grade). Furthermore, the grade will be 10% attendance (unexcused attendance leads to an F on attendance for that day), 10% quizzes, and 10% homework presentations and in-class participation. I will use available software to check your paper for plagiarism. If I unexpectedly find plagiarism I will follow UAF policies and your paper will get an F.

In class-participation refers to answering questions that I ask, summarizing last weeks class, contributing to discussions let by me, and volunteering to present homework reading assignments. There will be frequent quizzes to test your homework reading assignments. The reading assignments are the chapter of the book related to the week's theme. The project paper must be in correct English, follow AGU citation and preparation guidelines, and be scientifically correct. It must have a reasonable title that reflects the main idea of your paper, an abstract summarizing the main findings, ideas, 5 keywords, an introduction, motivation, methodology description, experimental design, results and conclusion section as well as acknowledgements and all cited text must be in the reference list. It also must include a figure caption section. Figures are to attach and are not to be incorporated into the text. The reviews must include a clear separation between major review points related to for instance, clarification, scientific reasoning, argumentation, train of thought, asking for more evidence, missing aspects of a manuscript, and minor points like grammar errors, spelling, restructuring, citations missing in the reference list, non-compliance with the AGU format. The responses to the reviewers must address all items brought up, even if the reviewer's comment is wrong. In this case, you have to defend your point of view without embarrassing the reviewer. The presentation must be 10 minutes plus 5 minutes discussion. In the discussion, the class and I will ask questions related to your presentation that you are to answer. The presentation must be in powerpoint. It has to have at least a title slide with your name and title of the presentation, and acknowledgements, a motivation slide, a slide presenting your methodology/experimental design, slides discussing the major points and a slide providing the conclusions. The conclusions must be supported by i.e. base upon the material presented in the main section of your presentation.

The grade distribution is as follows: A percentage of 90% or better will guarantee the student an A grade in that category; a percentage of 70% or better will guarantee the student a B grade; a percentage of 50% or better will guarantee the student a C grade; a percentage of 30% will guarantee the student a D grade; any percentage less than 30% will lead to an F grade. Grades of "incomplete" will be given only in cases where an extraordinary, exceptional reason, submitted in writing by the student and judged valid by me. See UAF policies for details. I will use +/- grade with the following UAF rules A 4.0, A- 3.7, B+ 3.3, B 3.0, B- 2.7, C+ 2.3, C 2.0, C- 1.7, D+ 1.3, D 1.0, D- 0.7, and F 0.0, respectively. Thus, 85-89% is A-, 77-84% is B+, 70-76% is B, 64-69% is B-, 57-63% is C+, 50-56% is C, 44-49% is C-, 40-43% is D+, 35-39% is D, 30-34% is D-, and <30 is F. Note that this is a graduate class. This means that if you want to take this class as a choice in your comps you will have to pass it at least with a B. Lower grades may jeopardize

your graduate standing. The final (overall) will be determined by the weighting the grades you earned in the respective categories with the weights given in the above table and summing this up

$$\text{Final grade} = \sum_{\text{over all categories}} \text{weighting factor (category)} \times \text{grade(category)}$$

Learning is an interactive process and each class is individual. Although I have put a lot of thought into the sequence of topics, this schedule is tentative by purpose and subject to change as necessary due to availability of support materials, adaptation to specific needs of the class, etc. The schedule for this class will remain an on-going construction in light of what is accomplished in each class meeting. To get a better understanding for mesoscale dynamics it will be required to pick up subjects that are caused by actual mesoscale events. Departures from the schedule, such as additional readings, assignments, deadline changes, and activities, may be announced in class. These changes will take priority over the printed schedule. It is your responsibility to be in class and to keep up-to-date on whatever changes I make, or the class negotiates.

Tentative Spring 2012 Schedule and reading assignments in the book:

week 1: Introduction to mesoscale dynamics

week 2-3: Basic concepts, statistical analysis of data

week 3-6: Classical mesoscale circulations (land-sea breeze, mountain-valley circulation, monsoon); how to write a research paper

week 7-8: Non-classical mesoscale circulations (vegetation breeze, fire scar breezes); how to write a review of a research paper

week 9-10: Cloud dynamics, squall-lines (interaction microphysical dynamics including impacts of aerosols on dynamics, updraft and downdraft formation)

end of week 10: draft project paper due in 3 copies for peer-review

week 11-12: Super-cells, single thunderstorms, multi-cell thunderstorms and tornados

end of week 11: reviews due

week 13-14: Tropical storms and polar lows; student project presentations

beginning of week 14 before start of class: final project paper due

finals week: student project presentations