METR 1014-910:
Introduction to Weather and Climate

Spring 2013 (Take that Mayan conspiracy theorists!)
Location: SEC A235  Day: Monday, Wednesday  Time: 600-720 PM

Instructor:
Kevin Haghi
Office Hours: To be discussed the first day of class
Office Location: SEC 410A or NWC 5104 by appointment only
Email: kevin.r.haghi-1@ou.edu

Course Description:
For non-science majors. A descriptive study of both short-term and long-term atmospheric phenomena, evenly divided between: (1) the structure and processes in the atmosphere that affect our every-day weather; and (2) climate and causes of climate change. This course does not count for major credit in the School of Meteorology. Laboratory (F, Sp) [II-LAB]

0.000 OR 4.000 Credit hours
0.000 OR 4.000 Lecture hours

Grading Breakdown
2 Mid-terms (each 20 %) 40%
Final 20 %
Laboratory 25 %
Long-term project 10 %
Participation/Daily Quiz 5 %

Grade Scale
A: 90-100 %
B: 80-89.9 %
C: 70-79.9 %
D: 60-69.9 %
F: 0 – 59.9 %

Class Topics
1. The Earth’s Atmosphere
2. Radiation/Heat Transfer
3. Air Temperature
4. Humidity, Condensation, Clouds
5. Stability and Precipitation
6. Air Pressure and Winds
7. Atmospheric Circulations
8. Mid-Latitude Cyclones
9. Weather Forecasting
10. Thunderstorms and Tornadoes
11. Global Climate/Climate Change
12. Air Pollution
Midterms/Final: (Each worth 20%, 60% in total)

Will consist of multiple choice, true or false, matching and short answers. The questions will come from lectures, textbook, and laboratory work. The final may also include questions from the long-term project. Tests will be administered by the professor and graded by an assistant.

All students are expected to be familiar with and abide by the OU Academic Misconduct Code. Information on this code and other student policies is located at: http://studentconduct.ou.edu.

Cheating is cheating yourself. Not only does it have to be reported and monitored, but it will mar your reputation and character. In short: spend the time on your mind.

Laboratory: (25%)

Labs are a compliment to the lecture part of this course. It is both mandatory and essential to getting a well-rounded experience. Your lab instructors will provide you with more information on the specifics of the lab requirements.

As a note: unless you are given permission by your lab instructors, do not play lab carousel. It places stress on your lab instructors for not knowing how many students they will or will not have and it makes it difficult to keep track of grades from teacher to teacher.

Participation/Daily Quiz: (5%)

Before the start of every class, there will be a short quiz available to complete online through D2L. It will only be open until the beginning of class and will close at the start of the class. The quizzes are not intended to create extra work, but demonstrate to the professor that students are reading the chapters. They will be multiple choice and not entirely challenging.

Reading assignments will be either given in class or presented on the schedule. Simply read the chapters and you will do fine.

Texts:
This is where your creativity will come into play. The final project will be a debate!

How it will go:

1.) Each team will have 4 members.
2.) A team will be designated an Affirmative or Negative team.
3.) Affirmative teams will propose a plan for the given resolution.
4.) Negative teams will defend the status quo.
5.) Each member will give a speech.
6.) The speeches will go as follows: (Should look familiar if you debated in high-school)
   1AC (5 min speech): presents the pre-written affirmative plan.
   1NC (5 min speech): will be the first to dismiss affirmative plan.
   2AC (5 min speech): will respond to the 1NC attacks and extend plan if warranted.
   2NC (5 min speech): will respond to the 1AC and 2AC, present more disadvantages.
   1NR (3 min speech): will rebut the 1AC and 2AC constructions.
   1AR (3 min speech): will rebut the 1NC and 2NC constructions and answer 1NR.
   2NR (3 min speech): will make final closing statements for Negative team.
   2AR (3 min speech): will make final closing statements for Affirmative team.

7.) No new arguments are allowed can be presented during the rebuttal speeches. This does not mean that new evidence can not be presented, just only as an extension of a previously presented argument.
8.) Debates will be held in my office at times that are decided during the month of February, once all add/drops have been completed.
9.) Students who strive to perform well will be rewarded:
   The best affirmative team/negative team combination will be chosen by the professor to perform their debate again in front of the class. The class will vote on whether the affirmative or negative team won the debate. The winning team will be rewarded with 5 % extra credit. That means if you have a 55 % in the class at the end of the year, you will have a 60 %. Pretty valuable ☺ The losing team will get 3 % extra credit. So strive to make your long-term projects the best they can be.
10.) the 1AC must have these 4 parts:
   **Significance:** evidence must be provided (ones that usually provide numbers or statistics) that prove there is a problem.
   **Inherency:** evidence that the status quo has not provided a solution to the problem. This can come in the form of: There simply is not anything being done about it, there is some law or regulation that prevents a resolution from occurring, or there is some opinion that prevents action from occurring. Obviously the law or regulation provides the strongest inherency, then opinion and the weakest inherency is there is simply nothing being done about it.
   **Plan:** A step by step discussion on what action can be taken to resolve the issue.
   **Solution:** Evidence that supports the plan in its ability to solve the issues of the status quo.
11.) The negative team should present disadvantages that link the affirmative case to problems, such as deaths, monetary issues, war, unemployment, etc. They should also attempt to attack the affirmative plan by undermining the significance, providing evidence for there to be no inherent block stopping the plan from going forward, or providing evidence that the affirmative plan wont solve the problems.
Accommodation of Students with Disabilities:
The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course are requested to speak with the instructor as early in the semester as possible. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center, Suite 166, phone 405-325-3852 or fax only 405-325-4173.

Religious Holidays:
It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays. Any student who has a religious holiday fall on one of the exam days, please see me no later than one week before the exam so that we can make other arrangements for you.

Exams:
If you know that you will be absent on an exam day, please let me know asap. I require that you let me know at least one week in advance (i.e. a vacation, religious holiday, etc.) in order to make necessary arrangements for make-up work; however, I understand that this is not always possible. If an unexpected circumstance arises (i.e. illness, a family emergency, etc.), please let me know as soon as possible before class begins.

If you miss an exam due to an absence, you have one week to make it up. Afterwards, it becomes a 0. No exceptions.

A missed exam from an unexcused absence is a 0. No exceptions.

Finally, you are in college. Be respectful to those seeking an education if you do not show as much concern for your own. If I have to stop my lecture to tell you to be quiet, I will not ask you more than once. The next time I will instruct you to leave the class. You will still be responsible for all the material. **Bottom line, come to class to ask questions and learn.** I will show as much mercy for your grades as you show me for your etiquette and work.
### Tentative Schedule (Subject to Change)

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<th>Topic</th>
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