Subject: Special class: critical reading of popular press on climate change, March 20.

Dear EPS/ESE 101 climate change scientists,

The class of March 20 will be a special course meeting on critically reading popular press articles about climate change. **This involves a different assignment format, due before that class**.

Before this class, you need to carefully read and analyze your assigned popular press readings to be sent separately shortly. **Your two assignments:**

(1) Individual assignment: Write a 1-page recommendation (12pt, single spacing) to the chief editors of the Wall Street Journal and the New York Times, based on your **entire reading assignment**, regarding how they should deal with articles about global warming. Focus on how they should consider scientific accuracy vs factors such as politics & activism. Use examples from the assigned readings when making your points. Due: Wednesday, 3/20 2 pm before class, by Gradescope.

(2) Group assignment (groups of 2–4 students to be assigned shortly):

(a) Analyze your assigned reading based on the rules of critical reading below. Follow links in your assigned reading and search Google Scholar for relevant scientific literature, carefully evaluating what you find.

(b) Each group will also be assigned one writer of popular-press climate articles. Find several pieces they wrote. What is their position on climate *science*? Follow the rules below to analyze their credentials; are they climate scientists?

➡ Based on (2a,b), prepare **three** carefully reasoned **PDF slides**, using relevant graphics and in **clear, large font** (see example slide), with your names on the first slide: ***one*** summarizing points you agree with, a ***second*** slide summarizing those that you feel are not supported by the science, and a ***third*** slide discussing your assigned author. Due: Monday, 3/18, 4 pm, 2 days before class, by Gradescope.

The four rules of critical reading:

1. Do not accept any factual statement without verifying it using a Google Scholar search or based on IPCC reports.
2. Check the credentials of all authors using Wikipedia and especially Google Scholar. Have they published climate science (as opposed to climate policy/energy) papers in a peer-reviewed scientific journal?
3. Identify non-falsifiable statements: these cannot be part of the scientific debate.
4. When a scientific paper is cited as evidence: check where it was published, who the authors were, and whether the paper's findings support the claims made.

During class, you will be presenting your slides, & we will discuss how the popular press should cover climate change. The TFs will email your assigned groups & papers shortly.

The essay and notebook for the class just before Spring break are due the week after the class on critical reading.

Best, your teaching staff