

**Subject:** Special class: critical reading of popular press on climate change, Wednesday, April 1.

Dear EPS/ESE 101 climate change scientists,

The class on Wednesday, April 1, 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 the assigned popular press readings:

1. 1a-Koonin-2014-Climate-Science-Is-Not-Settled-WSJ.pdf
2. 2a-When-Will-Climate-Change-Make-the-Earth-Too-Hot-For-Humans.html

All available under:

[https://courses.seas.harvard.edu/climate/eli/Courses/EPS101/Sources/Critical-reading/option-5-Koonin\\_vs\\_Wallace-Wells/](https://courses.seas.harvard.edu/climate/eli/Courses/EPS101/Sources/Critical-reading/option-5-Koonin_vs_Wallace-Wells/)

### Your two assignments:

**(1) Individual assignment:** Write a 1-page recommendation (12 pt, single spacing) to the chief editors of the Wall Street Journal and the New York Times, **based on the entire above 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, April 1, 2 pm, just before class, by Gradescope.**

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

**(a)** Analyze your assigned group 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 in your reading assignment 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, March 30, noon, 2 days before class, by Gradescope.**

### The rules of critical reading:

1. Do not accept any factual statement without verifying it using a Google Scholar search or based on the [latest IPCC report](#).
2. Check the credentials of all authors using Wikipedia and especially Google Scholar. Have they published climate science (as opposed to climate policy/energy/other science) papers in peer-reviewed scientific journals?
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.

#### Presentation guidelines for Class:

- **Each of the three slides should be presented by two people from the group, switching midway.** The total presentation time per slide is 1 minute.
- All group members should participate in the presentation. Practice your presentation to ensure you deliver your slides according to these time limits, so we have sufficient time for discussion after each presentation.
- We will ask each group to stand in front of the classroom during the presentation, and Eli will switch between the slides on his computer.

#### To recap:

- **Monday, March 30, at noon: group slides for critical reading are due.**
- **Wednesday, April 1: Class on critical reading. Two assignments are due before class:**
  - **The Floods notebook and essay.**
  - **Critical reading individual assignment.**
- **Wednesday, April 8: no assignment due before class.**

Best, your teaching staff

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Example email to the students with individual reading assignments,

Subject: Your individual reading assignment for the critical reading class, Wednesday, April 1.

Dear EPS/ESE 101 global warming scientists,

Here is your group assignment. **Note that it is due two days BEFORE class, on Monday, March 30.**

Your group's assignments from

[https://courses.seas.harvard.edu/climate/eli/Courses/EPS101/Sources/Critical-reading/option-5-Koonin\\_vs\\_Wallace-Wells/](https://courses.seas.harvard.edu/climate/eli/Courses/EPS101/Sources/Critical-reading/option-5-Koonin_vs_Wallace-Wells/)

are:

Assignments 1a and 1b (we recommend that you watch 1c)

Before you work on your slides and individual writing assignment (1a, 1b, 2a, 2b), please be sure to first read all assigned individual readings. This will provide you with the needed wider perspective.

Please note the deadlines in Eli's email (below).

Have a great spring break, your teaching staff.