

Subject: Last class format and requirements: deadlines: Mon, 4/XX, 4 pm; Wed, 4/XX, 2 pm.

[see summary list with due dates at the end of this email]

Dear EPS/ESE 101 global warming scientists/ friends,

We are writing regarding the form of our last class, April XX, 20XX. The theme: Using climate science in setting climate policy.

Read the “Green New Deal” law posted on the course webpage, we are focusing only on the parts that are not highlighted in blue. **Your assignments:**

(1) Write a 1-page (single space, 12pt) recommendation to your representative in Congress, based on your reading of the **entire law** (blue parts excluded again), about how they should deal with the issue of climate change in setting new policies/ laws. Focus on how they should consider actual observations of climate change and specific projections to set specific goals that address these projections. Discuss how they should consider scientific accuracy vs. other factors. This writing assignment is meant to get you to think about the issue before the meeting. There are no wrong answers as long as your response is thoughtful and reasoned. During class, we will discuss this, and hopefully, additional points of view will come up and allow all of us to refine our views.

(2) Each group of coaches will be assigned three short sections from this law for further analysis. Prepare **exactly one** carefully reasoned **slide** for each of your three sections, using a **24pt font or larger, at least one and no more than two relevant images, and no more than 30 words per slide**. See the [example slide](#). Address: Are specific actual observations of climate change or climate change projections used to motivate specific action? Are scientific claims about climate change correct? Are policy goals feasible? Other comments? Make sure your names are noted on each of your slides. During class, we will examine the slides and discuss the best way for policymakers to use climate (and other) science, be prepared to explain your detailed and reasoned opinion of your assigned sections. To research these issues, use the IPCC 2018 global-warming 1.5-degree report and the US 4th National Assessment Science and Mitigation reports posted to the course web page, as well as other sources, as needed. The TFs will email your assigned sections a week before this class. **You need to submit your slides and writing assignment via Gradescope by 4 pm, two days before class**, to allow us to provide feedback on the slides and revise if needed.

Presentation guidelines for Class:

- (A) one person in the group summarizes the first article in 30 seconds(!)
- (B) another person summarizes the second article in 30 seconds.
- (C) each of the three slides is presented by two people from the group, switching mid-way.

Total presentation time per slide: 1 minute.

Please make sure all group members participate in the presentation. Practice your presentation to make sure you can 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:

- Wed 4/XX: Class on XX. The XX notebook is due.
- **Monday, 4/XX, 4 pm: climate policy group slides are due.**
- **Wed 4/XX: Individual writeups on climate policy are due at 2 pm, before class.** Discuss climate policy readings in class.
- Wednesday, May XX: XX notebook is due at 2 pm.

All the best, XX, XX, and Eli