

Class Syllabus: CLIM 991 Climate Dynamics Seminar

Spring 2020,

Instructor: Barry A. Klinger,

(bklinger@gmu.edu, <http://mason.gmu.edu/~bklinger>)

Wed 1:30, Research Hall 121

Regular AOES Seminars

The class does not meet regularly as such. Most AOES Climate Dynamics seminars meet at scheduled class time, Wed 1:30, but in a larger room than the class has scheduled. The AOES seminar schedule is posted at <https://cos.gmu.edu/aoes/aoes-seminars/>.

Class Requirements

1. Seminar Reports

Students must attend 12 seminars on topics related to climate dynamics and submit the name, date, location, and presenter of each seminar. To get an A, a student should include a brief (1/2 to 1 page single space) summary of each seminar and fulfill #2 below. Report does not need to be a comprehensive description: I would prefer an understandable description of a few points from the seminar to a dense rephrasing of the abstract. Seminars are generally aimed at professionals and therefore a student may not understand everything in the seminar, but the description should show that you learned something from the speaker.

2. Presentations

Students must also **give at least part of one presentation** at the Climate Dynamics **Current Climate Conversations** which are expected to meet approximately once a month. Each presentation can be used to substitute for seminar reports for CLIM 991 credit. Presentations can be 15-60 minutes long, with credit assigned as approximately 15 minutes = 1 seminar report. Presentation/report credit conversion is subject to my judgement: if

a student put a lot of work into a report I may increase the number of report credits it equals. Many useful links for the climate discussions can be found at <http://colaweb.gmu.edu/dev/clim.html>. I will coordinate with students and faculty about scheduling student segments of the discussions. Collaboration among students is also welcome; credit will be divided among presenters.

Department seminars include student presentations in which several students present their research. These count as two CCC presentations.

Appropriate Seminars

Valid seminar topics for CLIM 991 include atmospheric science, hydrology, physical or chemical oceanography, paleoclimate and of course climate dynamics. All students are expected to attend the regular AOES Climate Dynamics seminars, but up to 4 of the 12 reports may be from other seminars at GMU, other institutions (such as U Maryland), or conferences. Discussions such as journal club, student seminars, or Current Climate Conversations can be used. Short presentations, such as at conferences, can be used as follows: 45-60 minutes of presentations (e.g., 3 fifteen-minute seminars) counts as "one seminar". One of the 12 reports can be on a webinar rather than in-person talk. Up to 2 seminars may be from between end of previous semester and start of current semester.

Report Format and Due Dates [note changes this semester]

Reports are due in 3 bundles of 4 reports

- **due dates:** Fridays (spring 1,5,8), Mar 20, Apr 17, May 8.
- email me PDF (preferred), .docx, or .txt
- One seminar/page with where/when/who/seminar-title and description
- Example of preferred file naming convention: student Mindy Storm's reports # 5 to 8: storm5-8.pdf.

Some Important Mason Policies

Updated Spring 2016

Electronic Communications

Students must use their MasonLive email account to receive important University information, including communications related to this class.

Disability Accommodations

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with **Office of Disability Services** to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Office of Disability Services: <http://ods.gmu.edu>

Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

Office of Academic Integrity: <http://oai.gmu.edu/>

Honor Code: <http://oai.gmu.edu/the-mason-honor-code-2/>

Mason Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.