

Submit original with signatures + 1 copy + electronic copy to UAF Governance.  
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Atmospheric Sciences	College/School	CNSM
Prepared by	Barbara Day	Phone	7368
Email Contact	<a href="mailto:bdday@alaska.edu">bdday@alaska.edu</a>	Faculty Contact	Nicole Mölders, x7910, <a href="mailto:molders@gi.alaska.edu">molders@gi.alaska.edu</a>

1. ACTION DESIRED (CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept ATM Course # F678 No. of Credits 3

Justify upper/lower division status & number of credits:

This is a graduate course directed at MS and PhD students in atmospheric sciences.

3. PROPOSED COURSE TITLE: Mesoscale Dynamics

4. CROSS LISTED? YES/NO No If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED? YES/NO No If yes, Dept. Course #

6. FREQUENCY OF OFFERING: as demand warrants  
(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Spring 2012

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check one) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) lecture

9. CONTACT HOURS PER WEEK: 3 LECTURE hours/weeks 0 LAB hours/week 0 PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify)



type)

**10. COMPLETE CATALOG DESCRIPTION** including dept., number, title and credits (50 words or less, if possible):

ATM F678, Mesoscale Dynamics, 3 credits

A comprehensive explanation of mesoscale air motions – their phenology, basic physics and mechanisms, why they build and how mesoscale motions interact with the micro and large scale. Classical and non-classical mesoscale circulations, super cell, single and multiple cell thunderstorm dynamics and tornado formation.

**11. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐ N = Natural Science ☐ S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core? ☐ YES ☐ NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 ☐ W = Writing Intensive, Format 7 ☐ Natural Science, Format 8 ☐

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit? ☐ YES ☒ NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

**13. GRADING SYSTEM:**

LETTER: ☒ PASS/FAIL: ☐

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES** ATM401/ATM 601 of permission of instructor.

These will be *required* before the student is allowed to enroll in the course.

**RECOMMENDED** 400 level physics, calculus I to III

Classes, etc. that student is strongly encouraged to complete prior to this course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

No

**16. PROPOSED COURSE FEES** \$-0-

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? ☐  
Yes/No



**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No

Yes

If yes, give semester, year, course #, etc.:

Spring 2010; Spring 2008

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Professor has talked to the librarian and all the requested materials will be available at the Keith Mather Library.

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

**21. POSITIVE AND NEGATIVE IMPACTS**Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Many of the atmospheric sciences students have thesis projects that require knowledge on and/or understanding of mesoscale processes and dynamics.

**APPROVALS:**

Nicole Mölders

Nicole Mölders

Date

5-21-10

Signature, Chair, Program/Department of:

Atmospheric Sciences



Date

6/7/10

Signature, Chair, College/School Curriculum Council  
for: CNSM

Paul W. Layer

Paul W. Layer

Date

6/14/10

Signature, Dean, College/School of:

CNSM

Date

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

***ADDITIONAL SIGNATURES: (If required)***

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		



## **ATM678, Mesoscale Dynamics Spring 2012**

**Class time:** TR 11:30am to 1pm

**Classroom:** IARC 407

**Instructor:** Nicole Mölders

**Email:** [molders@gi.alaska.edu](mailto:molders@gi.alaska.edu), [cnmoelders@alaska.edu](mailto:cnmoelders@alaska.edu)

**Office:** IARC 309

**Office hours:** Tuesday 1-2 pm, Thursday 1-2 pm

**Course Description:** The class provides a comprehensive explanation of mesoscale air motions – their phenology, basic physics and mechanisms, why they build and how mesoscale motions interact with the micro and large scale. Classical and non-classical mesoscale circulations, supercell, single and multiple cell thunderstorm dynamics and tornado formation will be discussed. Impact of mesoscale circulations on air quality will be discussed if the majority of the class indicates an interest in this subject.

**Course objective:** By the end of the semester, you should be able to understand and explore the mesoscale dynamical processes, and put them into equations. You should be able to solve fundamental problems related to the basics of mesoscale dynamics how they typically occur in mesoscale applications (e.g. forecasts of fire weather, land-sea breezes, hazards, air quality). You should be able to analyze and interpret observational data, satellite images, and mesoscale model data in terms of typical mesoscale dynamics. Fundamental goals are that you develop skills to analyze mesoscale meteorological data and identify mesoscale dynamical processes. This includes application of learned material to totally different problems or putting learned material together in a new context to solve a problem. Moreover, you are to gain presentation and writing experiences and learn about the scientific publication process.

### **Student Learning Outcomes:**

- Understand mesoscale dynamics and interaction of mesoscale processes with micro- and large scale
- Learn to discuss science in an effective manner
- Develop skills to read papers critically
- Improve the quality of your presentations
- Understand the scientific review process
- Know how to write a research paper

### **Suggested readings/textbook:**

Lin, Y.-L., 2007. Mesoscale Dynamics, Cambridge University Press, pp. 630.

I recommend that you have a look at other books frequently. You should also read other printed material, as assigned.

**Other course resources:** I will put some relevant material on **Blackboard**. I expect you to download and read the material. It is your responsibility to apply for an UAF gmail account because Blackboard access is only available with that account. You will be hooked up automatically for access to Blackboard when you register for this class. However, if problems occur with this automatic procedure and you cannot log in, send me an email so that I can verify the email address, enroll you into Blackboard manually, and set up your Blackboard account for this class.

**Attendance:** You should attend class regularly and use the recommended book and a book of your choice related to mesoscale dynamics. Class attendance and participation in the in-class exercises/discussions are required and will be a part of your grade. Missing 50% of the classes will result in an F. Unexcused absence leads to deduction of the attendance points and lessens your chances to accumulate points for presentation of your homework that would have been discussed the day of your absence. Excused absences are approved in advance or absences due to a documented emergency. Such documentation must be made immediately upon the student's return to class. Please understand that this is a college course - you are expected to be on time for class and have all the required material unpacked.

**Homework:** is typically a reading assignment and due at the start of class except for the reviews that are in writing and due in the third week after spring break. Each student is expected to be able to present the homework in front of the class. The contributions should be thorough and complete, reflecting the thought that you have put into your tasks. You are expected to present your homework at the board when you are called to do so. This presentation will be graded for completeness, correctness, understanding, and the way of presentation. You will be randomly picked several times per semester for presenting the homework. If you cannot present or do not have the homework, when you are chosen to be the presenter, you will get an F. If homework is assigned as a group task, every group member must be able to answer questions related to the presentation or do the presentation. The group homework will be graded for completeness, correctness, understanding, presentation, discussion (50%) and how the group worked as a team (50%). This grading on group work is to learn efficient teamwork, because future research questions will more and more often require teamwork.

Since the homework is typically reading, no late homework will be accepted (except in excused absences). Late homework should be submitted in readable style. "Readable style" means typed, double-spaced, using at least a 12-point font, one-inch margins, and in hard copy format. It is simply too tricky to edit and make comments in single-spaced type. If you have not met these stipulations, I will return it to you ungraded. Late homework will not be accepted via e-mail or fax unless you make prior arrangements with me.

It is your responsibility to prepare homework on time. I strongly suggest that you plan and schedule your work. I recommend having backup systems in place so you can have all work completed on schedule. Getting work done on time is a key to early success in your future business, consultant or scientific career. A major complaint of employers is that faculty do not instill a sense of responsibility in students.

It is part of your homework - even when not said explicitly - to read parts of books on the subject of the class, the readings and the material provided. This means that at the beginning of the class I will ask questions and you can offer to answer them, but I also reserve the right to randomly ask students who do not volunteer. The answers are also part of your homework grade. There may be "popup quizzes" to examine your knowledge. Note that if you have an unexcused absence when a popup quiz occurs, you will lose points both on attendance and the quiz.

**Project:** In the first two weeks of the semesters, you will have to sign up for a mesoscale dynamics project of your interest. You will do some literature research on the subject and prepare a research review paper on the project. I will explain how to write a research paper. We will use AGU style for formatting, layout and citations. After spring break, you will provide a first draft in threefold hardcopies and an electronic version. I will not grade the draft. Instead, two students and I will review these hardcopies anonymously. I will explain how to write a review and what I expect a reviewer to do/look for. The reviewers will submit their review in writing double-spaced in the third week after spring break. I will grade your reviews to ensure that you give your classmates a thorough review and to see whether you understood what is important for a paper. Based on the comments/suggestions and requests of the three reviews you will revise your paper and write responses to the reviewers. On the last day of our class in this semester, you will submit your project paper and the list of responses that I will grade.

**In-class exercises:** These will often involve group work and are an important learning element to develop your ability to solve scientific questions, and to improve your understanding by applying the material you learned in class. They are also preparation for the comprehensive exam (if you choose Mesoscale Dynamics as one of your electives) and your future education at UAF and professional life.

**In-class presentations:** You must always be able to present the tasks that you provided as homework in front of the class. This means that you will not be told in advance when you will be the person who presents the homework in class. Should you not be able to explain and reproduce the homework you provided or the homework is incomplete or incorrect points will be deducted. If you co-work in groups, everybody of the group must be able to calculate the homework at the board in class. It is your responsibility to be aware of and to be prepared for each assigned task when it is due. Give the person who is speaking your undivided attention. It is not only common courtesy, but whispering or talking can distract, annoy, and even intimidate students around you as well as myself. Essentially, you should treat classmates as you would like, and expect, to be treated yourself.

**Examinations:** There are no mid-term or final examinations.

**Final presentations:** take place in finals week during the time allocated for this class' final exam and during the last class of this semester. It is your responsibility to find out when and where the final presentations will take place and to be there in time. You have to attend all final presentations. Only in case of emergency (e.g. field trip, conference attendance), I will allow you to give your presentation at an earlier time. Such emergencies have to be brought to my attention as soon as you find out about them so I can accommodate your absence and earlier presentation. There is usually another activity scheduled in this classroom right after our presentations so the room has to be free in time. This means that I cannot give you extra time if you arrive late/do not stick to the time allocated for your presentation. The presentations will be graded.

**Additional policies:**

1. No weapons allowed in class.
2. Due dates are firm, with the exceptions mentioned above as well as documented emergencies.
3. If you have a disability and require any auxiliary aids, services or accommodations under the Americans with Disabilities Act, please contact me after class, see me in the my office, or call me during the first week of the semester to be able to define specific accommodation needs and have enough time for any necessary preparation. If you have any kind of a physical or learning disability you must tell me about it. All disabilities are documented by UAF's Center for Health & Counseling and instructors receive a formal letter requesting that accommodation are made for any student with disabilities.
4. Any student who is an UAF sponsored athletic or who has other personal or situational difficulty that might affect class performance is invited to contact me in the first week of the semester (or as soon as such matters emerge) so that ways of accommodating the difficulty may be anticipated.
5. Please also let me know if you have condition that could require direct medical attention (e.g. pregnancy, allergies, diabetes, other chronic diseases).
6. If you are to attend a conference and/or participate in a field trip, please let me know in the first week of class so that arrangements can be made to make up for the classes missed and how to submit homework assignments.

**Academic integrity, honor code and plagiarism:** I expect students to submit own original work and reference all other work and intellectual ideas with appropriate reference and citation. You are subject to the code of conduct  
[http://www.uaf.edu/catalog/catalog\\_09-10/academics/regs3.html#student\\_Conduct](http://www.uaf.edu/catalog/catalog_09-10/academics/regs3.html#student_Conduct).



**Other important information:** It is essential that you (1) keep up with the assigned readings, (2) budget your time wisely to complete all of your assignments, and (3) seek clarification on any material, which you do not understand, during business or class hours. If I am not covering subjects adequately, or the in-class exercises are confusing or difficult, or if you do not understand the questions/tasks/expectations, please let me know. I want you to understand the material.

**Grading Policy:** This is a success-oriented course. My aim is for all students to meet their individual learning and grade goals. Of course, this does not mean that you can avoid working hard. Instead it means that (1) all students who do well in the in-class exercises, homework presentation, review writing, popup quizzes, paper project and presentations will be rewarded accordingly and (2) the grade distribution will not be adjusted to make sure it fits a bell-shaped curve. I expect that (1) you aim to give your personal best in the course, and (2) use in-class exercises, homework presentation, review writing, popup quizzes, paper project and presentations as an opportunity to demonstrate your understanding of the material. Each of you enters the course as an average student, i.e. with a "C" grade and proceeds to work from there. To obtain an "A" grade you will need to produce work that far exceeds my normal expectations. My normal expectations are regularly attending the classes, hard work evidence of time spent with the material and an ability to demonstrate understanding of all concepts.

Grading for this class will follow the UAF guidelines included in the following table:

A	An honor grade indicates originality and independent work, a thorough mastery of the subject, and more than is regularly required
B	Indicates outstanding ability above the average level of performance
C	Indicates a satisfactory or average level of performance
D	The lowest passing grade indicates work of below average quality and performance
F	Indicates failure to meet lowest standards

There will be no final or mid-term examination. Instead you will be given a project that you present orally (15% of the grade) and in writing. This paper will first be an anonymous peer-reviewed by your classmates and me. I will grade the peer-reviews (15% of the grade), your write-up on the responses and reactions to the reviewers (10% of the grade) and your final paper (30% of the grade). Furthermore, the grade will be 10% attendance, 10% quizzes, and 10% homework presentations and in-class participation. There will be frequent quizzes to test your homework reading assignments. To get a "C" grade, 50% of the points in each category have to be earned. This means, for instance, that you must pass all categories with at least 50% of the points. The grade distribution is as follows: A percentage of 90% or better will guarantee the student an A grade; a percentage of 70% or better will guarantee the student a B grade; a percentage of 50% or better will guarantee the student a C grade; a percentage of 30% will guarantee the student a D grade; any percentage less than 30% will lead to an F grade. Grades of "incomplete" will be given only in cases where an extraordinary, exceptional reason, submitted in writing by the student and judged valid by me. See UAF policies for details.

I will use +/- grade with the following UAF rules A 4.0, A- 3.7, B+ 3.3, B 3.0, B- 2.7, C+ 2.3, C 2.0, C- 1.7, D+ 1.3, D 1.0, D- 0.7, and F 0.0, respectively. Thus, 85-89% is A-, 77-84% is B+, 70-76% is B, 64-69% is B-, 57-63% is C+, 50-56% is C, 44-49% is C-, 40-43% is D+, 35-39% is D, 30-34% is D-, and <30 is F.

Learning is an interactive process and each class is individual. Although I have put a lot of thought into the sequence of topics, this schedule is tentative by purpose and subject to change as necessary due to availability of support materials, adaptation to specific needs of the class, etc. The schedule for this class will remain an on-going construction in light of what is accomplished in each class meeting. To get a better understanding for mesoscale dynamics it will be required to pick up subjects that are caused by actual mesoscale events. Departures from the schedule, such as additional readings, assignments, deadline changes, and activities, may be announced in class. These changes will take priority over the printed schedule. It is your responsibility to be in class and to keep up-to-date on whatever changes I make, or the class negotiates.

### **Tentative Spring 2012 Schedule:**

**week 1: Introduction to mesoscale dynamics**

**week 2-3: Basic concepts, statistical analysis of data**

**week 3-5: Classical mesoscale circulations; how to write a research paper**

**week 6-8: Non-classical mesoscale circulations; how to write a review of a research paper**

**week 9-10: Cloud dynamics**

**week 11-12: Super-cells, single thunderstorms, multi-cell thunderstorms and tornados**

**week 13-14: Tropical storms and polar lows; presentations**

**finals week: presentations**