



There will be a few activities related to your participation in this course (corresponding to the participation portion of your grade). The first two of these activities are described in this document.

Activity 1: Relating to the course goals of increasing science literacy and interest/understanding in science related items in the media, every student will present on a science news article. These articles should be a newspaper article from a reputable national newspaper (New York Times, Minneapolis Star Tribune, U.S.A. Today, etc). In designated class periods, two students will take ~5 minutes to summarize and discuss their articles. You must provide me a copy of the article.

Class Periods: Tuesdays: Feb 17, 24; March 3, 10, 17, 31; April 7, 14, 21, 28; May 5; Thursdays: March 5; April 9, 30

Activity 2

Overview: Each student will be assigned a U.S. city and will monitor the air quality of the city. A portion of each class period will be spent on the update of the air quality in these cities.

Details:

1. Visit the Airnow.gov website (image below), and sign up for the e-mail air quality notices. Although we are in Minnesota, for this activity, you will choose a city from around the country. To ensure a selection of rural towns and big cities in areas with a variety of geographies, you will choose a city from the list below (only 1 student per city).

A cross-agency U.S. Government Web site. [List of AIRNow partner agencies](#) [About AIRNow](#) | [Contact Us](#) | [FAQs](#) | Search: [GO](#)

The screenshot shows the AIRNOW website interface. At the top, there's a blue banner with the AIRNOW logo and the slogan "Quality of Air Means Quality of Life". Below this, the "National Overview" section features a map of the United States with various air quality indicators and a "National Outlook for January 8-9" section. To the right, there's an "Air Quality News" section with a headline "Air quality information at the touch of a button / Southern Nevada joins EnviroFlash". Below the news, there's a "Partners" section, "Air Quality Basics", "The AQI for:" section, and "Key Topics". On the far right, there's an "Email Notification" section with a sign-up button for "EnviroFlash" air quality notices, which is circled in red. Below that is "Historical Information" with a link to "Air Compare" and "Announcements" including "2009 National Air Quality Conferences". At the bottom, there's an AQI color-coded scale from Good to Hazardous.

2. After typing in your personal information and choosing your city, scroll to the bottom of the screen to choose the notification level. You want to choose: AQI levels... Good (Receive daily forecast).
3. Take note of the daily forecast before coming to class. You will record the AQI level in that city on a board each day of class.
4. Research the geography and air quality background of your city. What are the traits of the area that cause it to be more (or less) likely to experience a high AQI level? Is the area known to have high AQI levels? What time of year in that area is less likely to have high AQI levels? Why? **Organize this information into a 2-3 minute summary for the class.**

Cities:

Boston, MA; Cleveland-Akron-Lorain, OH; Hartford, CT; Washington, DC; Houston-Galveston-Brazoria, TX; Madison, WI; Minneapolis, MN; Denver, CO; La Grande, OR; Omaha, NE; New Orleans, LA; Miami, FL; Tampa, FL; Lakeland, FL; Evansville, IN; New York City, NY; Presque Isle, ME; Detroit, MI; Flint, MI; Atlanta, GA; Chicago, IL; Nashville, TN; Davis, CA; San Luis Obispo, CA; San Diego Coast, CA; San Bernardino Co. Metro, CA; San Diego Mesa and Inland Valley, CA; Los Angeles Metro and Inland Orange County, CA; Los Angeles and Orange County Coastal, CA