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CE 341A-101: Soil Mechanics Lab

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NEW JERSEY INSTITUTE OF TECHNOLOGY

CIVIL AND ENVIRONMENTAL ENGINEERING DEPARTMENT

CE 341A - Soil Mechanics Laboratory (Online course)

Fall 2020

Text: Das, Braja, Soil Mechanics Laboratory Manual, 9th Edition, Oxford University Press, ISBN: 9780190209667

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Corequisite: CE 341. Students perform basic experiments in soil mechanics

Course Objectives

1. Learn index properties of soils and laboratory methods of soil classification,
2. Learn Compaction and hydraulic conductivity tests
3. Learn principles of Consolidation and shear strength and
4. Learn to design and analyze a custom experiment

Course Outline

Class (week of)	Lab Experiment*	Chapter #
1 (August 31)	Orientation	Notes
2 (September 7)	Sieve Analysis	4
2 (September 14)	Hydrometer Analysis (combined report with sieve analysis)	5
2 (September 21)	Atterberg Limits (combined report with sieve analysis and hydrometer)	6,8
3 (September 28)	Field Compaction (Sand Cone Method)	11
3 (October 5)	Standard Proctor Compaction	10
4 (October 12)	Constant Head Permeability Test	13
5 (October 19)	Custom Design Experiment	Handout
6 (October 26)	Consolidation Test	17
6 (November 2)	Consolidation Calculations	17
6 (November 9)	Consolidation Write Up	17
7 (November 16)	Unconfined Compression Test	16
7 (November 16)	Direct Shear Test – No introduction and no report	15
To be scheduled	Make up <u>missed</u> experiment	

* Some modifications to schedule may be required to ensure that the laboratory sessions follow the lectures.

Indicates the experiment number in the laboratory manual (9th Edition).

Policies and Instructions

1. The course is designed to be delivered online in synchronous mode and the class meetings will be held by using WebEx software.
2. Attendance is mandatory and students must be in the “room” on time (The TA or Professor will call by each name of the students during the online session).
3. Official documents regarding missing classes must be submitted to the Dean of Students and Campus Life Office to be subjected of approval.
4. If the instructor sees any wrong behavior, all involved students will be asked to leave the online class and the report will be graded as zero.
5. Please read the laboratory manual and the handouts, if provided (NJIT online system), before coming to class.
6. Individual Reports. Each member will hand in an individual laboratory report that reflects their individual analysis and commentaries. Group reports are not allowed.
7. The reports are always uploaded on the system used by NJIT by the students. If online system is not working, an email must be sent to the TA regarding this issue; however, the report must be sent by email on time. If not delivered on time, a late penalty will be applied.
8. Emails must include in the subject: [CE 341A] – “main purpose of the email”.
9. The online classes can be recorded by the TA or Professor and can be shared with the students at the NJIT online system.
10. If any modifications or deviations from the syllabus throughout the semester are made, the students will be notified through online system.

Format and Basis of Grading of Laboratory Reports

Introduction ¹	10%
Attendance ²	15%
Cover Page ³	5%
Sample Calculations ⁴	10%
Results including graphs and tables ⁵	20%
Discussion ⁶	20%
Summary and Conclusions ⁷	10%
References ⁸	2%
Quality of Presentation, graphs, tables etc.	8%
Total	100%

The Assignments must be typed. No double space, font Arial or similar and size 10, justified. Please follow the order of the chapters given in the previous table

Each “Lab Experiment” will have a maximum grade of 100 points (Orientation class and Direct Shear test do not count for final grade). The course grading is based on: Introduction assignment (10% of the grade), Attendance (15% of the grade) and Written document (75% of the grade). Assignments named as report include 15% of attendance and 75% of written document. The grades are formatted with 2 decimals.

overall	min	max
F	0.00	49.99
D	50.00	59.99
C	60.00	64.99
C+	65.00	69.99
B	70.00	79.99
B+	80.00	84.99
A	85.00	100.00

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6. In the “Discussion chapter” comment on the accuracy of your results and compare your results with those of others, in identifying your sample of soil and its properties (do **not** compare your results with other students – you **must** compare your results with scientific articles, journals, books, websites, class notes, etc.). Comment on deviations from the prescribed procedure (do not write the procedure), limitations of equipment, and explanation of sources of error, and how all of these affect (or not) the results. (1 to 2 pages). Specific questions might be asked during the classes that need to be answered accordingly in this chapter. When commenting and/or discussing, the final results must be explained why and how they were achieved.
7. In “Conclusion chapter”, the students must write a brief summary the laboratory exercise (1 paragraph). The students need to include all final conclusions (values and points of interest that were analyzed in the discussion chapter, type of soil, etc.) (1 paragraph).
8. References if any shall be provided in standard ASCE format (see ASCE citation style guide¹). In the “References chapter”, the detailed information of each reference used must be included: if information is used from any website/book/lecture notes/etc., but the credits are not given to the author (in the Report and Introduction assignments), points will be deducted from the report’s final grade. There are two types of copying:
 - Direct copying – when information is directly copied without changing author’s words. Quoting symbols (“XXX”) and references must be used
 - Indirect copying – when information is rewritten in students’ own words. References must be used: e.g. - According to Bareither et al. (2008), it is believed...
9. Students are not allowed to copy and paste information that it was not developed by them. Students cannot, as well, share their reports to other students, allowing other students to copy from them. Students can change ideas between them in order to write their reports and to improve their social skills and knowledge. However, the students are not allowed to share information that was developed by them, namely reports, excel documents, graphs, tables, equations, formulas, etc.

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu”

In Short:

- Online submission of reports to obtain a grade.
- Individual reports.
- Reports must be written in proper English and with the scientific names learned in classes. If not, points can be deducted.
- Assignments will be due at the date mentioned by Professor (please see the online submission tab at the online system to know the exact hour and date).
- The reports must be uploaded on the online system of NJIT. The TA will note the date and the time of submission. Reports by email are not acceptable, except if the online system is not working properly (keep in mind that the reports sent by email still need to be send on time for students to not lose any points).
- Late Assignments will be subjected to a late penalty. If students do not deliver on time the assignment named “Introduction”, no partial credits are given. If students do not deliver on time the assignments named “Report”, a penalty of 25% is applied per each late day to the written document only: 1 day late – 25% penalty, 2 days late – 50% penalty, 3 days late – 75% penalty, 4 days late – 100% penalty (the report will be scored zero).

¹ <https://www.canterbury.ac.nz/library/support/citations-and-referencing/asce-citation-style/>

- **(In)direct copied** reports will be score **as zero**. First occurrence: the students will get a warning, second and next occurrences: the reports will be scored zero and an email will be sent to the Dean of Students.

Outcomes Course Matrix – CE 341A Soil Mechanics Laboratory

Strategies, Actions and Assignments	ABET Student Outcomes (1-7)	Program Educational Objectives	Assessment Measures
Student Learning Outcome 1: Test and analyze the properties of soil.			
Show different test equipment used to measure engineering properties of soils.	1	1	Attendance, class participation.
Measure engineering properties of soils using different test equipment.	1	1	Attendance, class participation.
Interpret the test data to obtain engineering properties of soils.	1	1	Attendance, class participation.
Present the test results in the form of a laboratory report.	3	1, 2	Final report
Student Learning Outcome 2: Determine ranges of numerical values expected from soil tests.			
Interpret the test data to obtain engineering properties of soil.	6	1	Attendance, class participation.
Compare the calculated results with typical soil data.	6	1	Final report
Present the test results in the form of a lab report	3	1, 2	Final report
Student Learning Outcome 3: Recognize how to use those properties in geotechnical designs.			
Compare the calculated results with typical soil data.	1	1	Final report.
Present the test results in the form of a laboratory report.	3	1, 2	Final report.
Student Learning Outcome 4: Design and complete a custom experiment, analyze data and draw conclusions.			
Based on the experience gained, plan a set of tests that will yield answers to the problem at hand.	3, 6	1	Verbally presenting their approach and solution to the instructor and final report.

CEE Mission, Program Educational Objectives and Student Outcomes

The mission of the Department of Civil and Environmental Engineering is:

1. to educate a diverse student body to be employed in the engineering profession
2. to encourage research and scholarship among our faculty and students
3. to promote service to the engineering profession and society

Our program educational objectives are reflected in the achievements of our recent alumni:

1 – Engineering Practice: Alumni will successfully engage in the practice of civil engineering within industry, government, and private practice, working toward sustainable solutions in a wide array of technical specialties including construction, environmental, geotechnical, structural, transportation, and water resources.

2 – Professional Growth: Alumni will advance their skills through professional growth and development activities such as graduate study in engineering, research and development, professional registration and continuing education; some graduates will transition into other professional fields such as business and law through further education.

3 – Service: Alumni will perform service to society and the engineering profession through membership and participation in professional societies, government, educational institutions, civic organizations, charitable giving and other humanitarian endeavors.

Our Student Outcomes are what students are expected to know and be able to do by the time of their graduation:

1. an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Revised: 2/13/18