

**Syllabus CCE 520 – Advanced Pavement Materials (3 credits)
Winter 2016**

LECTURES: MW 1400-1520, Kearney 124

INSTRUCTOR

Dr. Erdem Coleri

Office: Owen Hall - 308

E-mail: erdem.coleri@oregonstate.edu**Office Hours:****Coleri** MW 1300-1400*Owen 308 Also by appointment***COURSE SPECIFICS**

3 Credits

Pre-requisites: CCE 321 (or equivalent); or instructor's consent

SYLLABUS OVERVIEW

This syllabus serves as a guideline for the course. It describes the planned course content and schedule, learning objectives, criteria for completing class assignments, information regarding examinations (final exam and term project), and grading information. Listed course topics will be covered to the extent allowed by the schedule. The topics covered and the course schedule may change due to learning abilities, time conflicts and limitations, and other unforeseen circumstances.

EMAIL

When you send an email to the instructor please include “*CCE 520-APM*” in the subject line. This allows for easy searching to avoid missed emails pertinent to the class. If “*CCE 520-APM*” is NOT in the subject line, I cannot guarantee that I will respond to your email in a timely manner.

COURSE DESCRIPTION

This new class will explore and discuss:

- 1) Asphalt and asphalt-aggregate mix types to meet performance requirements.
- 2) Properties of asphalt binder and aggregate that determine mix properties.
- 3) Engineering of mixes to meet design requirements.
- 4) Effects of construction on material properties to meet construction requirements.
- 5) Recycling of asphalt mixes.
- 6) Review of current laboratory testing technology for binders and mixes.
- 7) Characterization of asphalt and concrete materials for pavement design.
- 8) Concrete mix types for pavements
- 9) Characteristics of concrete pavement structures
- 10) Concrete pavement construction and durability
- 11) Comparison of concrete and asphalt pavements' environmental impacts
- 12) Recent developments in asphalt and concrete technology, including results of SHRP, Superpave, accelerated pavement testing, and other recent research.

COURSE OBJECTIVES

At the end of the class, the student should understand:

- 1) Desired properties of asphalt aggregate paving mixtures for different applications.
- 2) Asphalt binders, including production, engineering properties, modification, testing, classification, specification, economics and design.
- 3) Aggregates used for asphalt and concrete mixes, including production, engineering properties, modification, testing, specification, interaction with asphalt and concrete, and design.
- 4) Asphalt and concrete mixes, including their uses, production, engineering properties, testing, performance, distress mechanisms, specification, and design.
- 5) Construction of asphalt and concrete mixes, including equipment, procedures, influence on properties, constraints, specifications, and quality control.
- 6) Recycling of previously used materials, including Recycled Asphalt Pavement, in asphalt mix technology.
- 7) How to use CalBack to do FWD backcalculation.
- 8) How to use CalME for pavement design.
- 9) Environmental considerations in the selection, design, construction and reuse of asphalt and concrete mixes.
- 10) Current state-of-the-practice, state-of-the-art and research in asphalt and concrete pavement technology.

COURSE RESOURCES**Required**

- A. Scanned papers, reports, and software user's manuals uploaded to Canvas.
- B. Pavement Guide Interactive: <http://www.pavementinteractive.org/>
- C. LTPPBind, CalBack and CalME software will be given to students (will be upload to Canvas).

Additional

- Y. Huang, *Pavement Analysis and Design*, 1993, Prentice-Hall

COURSE INFORMATION

The primary method for dissemination of course information will be through **Canvas**. Additional handouts may be given during lecture. Every effort will be made to post these additional materials to Canvas as well. Occasionally, course-related information may be disseminated through the class e-mail list, which requires an ONID account; thus, it is advised that you check your ONID e-mail account daily.

SCHEDULE - The topics covered in the course are listed in the following schedule. Also listed are the minimum reading requirements for each topic.

Lecture	Topic	Reading in Pavement Interactive	Other Reading on Canvas	Homework and reading assignments
1: 01/04	Course Overview, Distresses and introduction to asphalt and concrete material types and properties	Pavement/Pavement types;	Wright and Santucci	Reading assign.#1
2: 01/06	Distresses and introduction to asphalt and concrete material types and properties (cont.)	Pavement/Pavement types;		
3: 01/11	TRB	TRB	TRB	TRB
4: 01/13	TRB	TRB	TRB	TRB
5: 01/18	Martin Luther King Jr. Day	Martin Luther King Jr. Day	Martin Luther King Jr. Day	Martin Luther King Jr. Day
6: 01/20	Asphalt binder rheology – Superpave binder experiments	Under Testing/Binder Testing	LTPPBind software	
7: 01/25	Asphalt binder rheology – Superpave binder experiments	Under Testing/Binder Testing	Petersen et al. – SHRP A367 Deacon et al.	HW1 (Binders and aggregates) Reading assign.#2 and #3
8: 01/27	Aggregate selection and blending - Superpave	Under Materials/Aggregate/ Under Testing/Aggregate Testing		
9: 02/01	Aggregate selection and blending – Superpave & Term project discussion	Under Materials/Aggregate/ Under Testing/Aggregate Testing		Term project subject approval deadline
10: 02/03	Superpave asphalt mix design	Under Design/Mix design/Flexible pavement mix design/Superpave mix design	Mallick et al. (1999), Harvey et al. (2001), Bell et al., Terrel et al.	Reading assign. #4, #5, and #6

11: 02/08	Superpave asphalt mix design	Under Design/Mix design/Flexible pavement mix design/Superpave mix design	CalME software	HW2 (Mix design and characterization)
12: 02/10	Concrete and asphalt mix characterization - Lab	Under Testing/Asphalt Tests/ Under Testing/Cement Tests/	Coleri and Harvey (2011)-RVE Coleri and Harvey (2011)-APT	Reading assign.#7
13: 02/15	Concrete and asphalt mix characterization - Field	Under Testing/Pavement tests/	FWD, DCP, GPR and wireless sensor networks handouts Coleri et al (2013)-strain gauge Khazanovich – FWD concrete Roesler - Concrete	Reading assign.#8 and #9
14: 02/17	Concrete and asphalt mix characterization - Field	Under Testing/Pavement tests/	FWD, DCP, GPR and wireless sensor networks handouts Bajwa et al (2013) CalBack software	HW3 (wireless sensor ideas)
15: 02/22	Concrete mixture proportioning and mix preparation		PCA book handouts	HW4 (Concrete mixture proportioning)
16: 02/24	Asphalt mix production, construction, and recycling			
17: 02/29	Asphalt mix production, construction, and recycling		NCHRP 752 - RAP	Reading assign.#10
18: 03/02	Concrete pavement construction – Viscoelasticity related fuel consumption (asphalt vs concrete)		Coleri et al. (2016) Harvey et al. (2016)	Reading assign.#11
19: 03/07	Wrap up - Summary			
20: 03/09	Presentation of term projects			
Reading assignments: Monday 03/09/2016 at 14:00 Term project report: Monday 03/09/2016 at 14:00 Final Exam: Monday 03/14/2016 at 18:00 (subject to change)				

ASSIGNMENTS AND GRADING

Homework assignments are due in class at the beginning of the period (14:00).

Assignments submitted AFTER THE DUE DATE AND TIME AND UP TO ONLY THREE (3) DAYS LATE will receive a 25% penalty, once graded. This means a regular score of 80 will receive a score 60 if it is turned in up to 3 days late. Absolutely NO assignments will be accepted after the 3-day late (25% reduction) policy. These assignments will receive a score of 0 “zero”.

Homework

Homework assignments will be issued throughout the course. These are intended to help you grasp fundamental concepts and expose you to techniques and skills for applying these principles to real-life situations. Understanding how to do the homework problems will go a long way toward understanding how to do well on the final exam. You may discuss homework problems with your classmates and work together. However, the submitted solution should be only your own work written up independently.

Use the following guidelines for assignment preparation (see also Course Grades below):

- Engineering paper is preferred; neatness is important and **required**. Work that is difficult to follow may not be graded, or will receive a reduced score. Typewritten work is also acceptable and must have the same headings as that shown below.
- Write on only one side of the paper, and start a new problem on a new sheet of paper (unless a problem only requires a short answer).
- Write the following in the upper part of each page: assignment number (e.g., HW #1) and due date, *CCE 520-APM*, your name, and page number/total pages as follows:

	HW#1 Feb 6, 2015	CCE 520-APM	DOE, JOHN	1/5

- Provide a problem number before each problem. Provide sketches or screenshots whenever appropriate. Show all of your work (i.e., calculations). For graphical solutions, label the axes of your graph and include units. Double underline or box your final answer(s).
- Securely staple all pages; **do not fold the corner or use a paper clip**.
- Homework will be graded according to a set grading rubric. Grading discrepancies should be discussed with the Instructor.

In-Class Assignments

There may be in-class assignments throughout the term covering subject matter presented during lectures. In-class assignments will be due during the class period assigned and will count toward class participation.

Term Project

Term project report must be original work primarily based on the existing literature, particularly the most current available for the subject matter. The paper must include a summary of the literature on the subject, your conclusions drawn from the existing research, and should include your original ideas for improvement of asphalt or concrete technology or selection of best practices based on your investigation.

The paper may be a detailed evaluation of a narrow subject, or a less in-depth review of a broader subject. Potential paper topics may be selected from the lecture subjects, or cover asphalt or concrete technology topics outside of those covered in the course. Papers may also consist of critical reviews of several papers on the same subject in the literature. All paper topic must be discussed with the instructor and approved by February 1st. Papers are due at the last lecture on March 9th.

A 15-minute presentation on the paper subject should be prepared for the last lecture.

The paper must include full citation of all references used. The paper must be 10 to 15 pages not counting figures, double spaced, 12 point font, machine printed, 25 mm margins all around. The paper will be graded primarily on content, secondarily on conciseness, and thirdly on grammar and presentation.

Reading Assignments

Required reading will be regularly assigned (papers will be uploaded to Canvas and pavement interactive links are given in the schedule). Questions in reading assignments will be answered based on the material in the required readings. All reading assignments are due at the last lecture on March 9th.

Final Exam

The course will include a final exam. These will cover material presented in the lectures, assigned reading, and homework problems. Final exam will be closed book/closed notes, unless otherwise noted, and are to be done individually. Help sheets will be provided if warranted.

If you must miss the final exam for an emergency, please let the instructor **know as soon as possible**. If you skip the final exam, you will **not** have an opportunity to make it up and you will receive a score of **0 (zero)**. If you have a valid (according to the instructor) time conflict and you let the instructor know in advance, there is the possibility of taking the final exam at an alternate time.

COURSE GRADING

Grades will be based upon examination of course work. A breakdown is as follows:

- Homework/In-class assignments 25%
- Reading assignments 20%
- Term project 30%
- Final exam 25%

CLASS PARTICIPATION

Each student is expected to participate in the class. Participation includes coming to class **on time**, being prepared for class, participating in class discussions, responding to PolleEV questions, and interacting in a courteous, respectful, and professional manner in accordance with the policies prescribed by the University. If you do miss class, it is your responsibility to find out what was covered and any administrative information presented.

STUDENT CONDUCT

It is expected that you will know and abide by the Oregon State University Student Code: <http://oregonstate.edu/studentconduct/>

It is expected that you know and will abide by the CCE Honor Code posted at: <http://cce.oregonstate.edu/node/258>

Two other documents are posted at the website above: CCE as a Professional Community and the Student Code of Conduct. You are also expected to know and abide by these conducting yourself in an according manner.

CCE Honor Code

While representing himself or herself as a member of the CCE community, the CCE student will maintain the highest standards of honesty and integrity. The student will strive for these standards in his or her representations, academic pursuits, research and scholarly activity, and respect for the property and individual rights of others; will uphold the specific principles described in the Code; and will actively support the Code.

In addition to this Honor Code, all CCE students are expected to know fully the OSU Student Conduct Regulations. Likewise, the CE student is expected to read and understand the [American Society of Civil Engineers \(ASCE\) Code of Ethics](#), and the [Oregon State Board of Examiners for Engineering and Land Surveying \(OSBEELS\) Rules of Professional Conduct](#). The CEM student is expected to read and understand the AIC, American Institute of Constructors, <http://www.professionalconstructor.org/code-of-ethics> and the [Construction Management Association of America \(CMAA\) Ethics Policy](#)

Disruptive Behavior

While the university is a place where the free exchange of ideas allows for debate and disagreement, all classroom behavior and discourse should reflect the values of respect and civility. Behaviors that are disruptive to the learning environment will not be tolerated. OSU's policy on disruptive behavior may be found at: <http://oregonstate.edu/studentconduct/disruptive-behavior>

Academic or Scholarly Dishonesty

You are expected to be honest and ethical in your academic work. OAR 576-015-0005(2) (see <http://oregonstate.edu/studentconduct/>) states that, "The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive." This document describes academic and scholarly dishonesty as follows:

- a) *Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.*
- b) *It includes:*
- (i) *CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.*
 - (ii) *FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.*
 - (iii) *ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).*
 - (iv) *TAMPERING - altering or interfering with evaluation instruments or documents.*
 - (v) *PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.*

The administration of the classroom rests with the instructor. When evidence of academic dishonesty comes to the instructor's attention, the instructor will (a) document the incident, (b) permit the accused Student to provide an explanation, (c) advise the Student of possible penalties, and (d) take action. The instructor may impose any academic penalty up to and including an "F" grade in the course after consulting with his school head and informing the Student of the action taken. Using the standard form, the instructor will report the incident and the action taken to his school head, who, in turn, shall forward the report to his dean.

For Students not enrolled in the College of Engineering, the Dean of the College of Engineering shall forward the report to the dean of the college or school in which the student is enrolled for possible disciplinary action.

STUDENTS WITH DISABILITIES

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](http://ds.oregonstate.edu/gettingstarted) (<http://ds.oregonstate.edu/gettingstarted>) page.