

# CEE 3430 Engineering Hydrology

## Spring 2011

### General Information

CEE 3430 Engineering Hydrology  
Mon, Wed, Fri 1.30-2.20 pm  
ENGR 302

### Instructor

David Tarboton  
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Email: [dtarb@usu.edu](mailto:dtarb@usu.edu)

Office Hours: Tues 3-4 pm, Fri 2.30-3.30 pm in ENGR 225. Also most days immediately following lecture. You may send me email any time to ask a question or request a meeting outside these times. You may also access my calendar online

(<http://www.google.com/calendar/embed?src=david.tarboton@gmail.com>) to see my availability.

**Grader:** Vinod Mahat. Questions by appointment. [vinod.mahat@aggiemail.usu.edu](mailto:vinod.mahat@aggiemail.usu.edu)

**Class web page:** <http://www.engineering.usu.edu/dtarb/cee3430/> (This will be updated regularly during the course)

### Catalog Information

Provides a basic understanding of engineering hydrology through the hydrologic cycle, watershed characteristics, atmospheric water, rainfall-runoff processes, infiltration and evaporation, stream flow analysis, groundwater flow, and related designs. 3 Credits, Spring Semester

**Prerequisite:** CEE 3500 Fluid Mechanics.

### Texts

Bedient, P. B., W. C. Huber and B. E. Vieux, (2008), Hydrology and Floodplain Analysis, 4th Edition, Prentice Hall, 795 p.

Tarboton, D. G., (2003), Rainfall Runoff Processes, Online module and workbook prepared for the National Weather Service COMET outreach program,

<http://www.engineering.usu.edu/dtarb/rrp.html>. (You should print out your own copy of this from the web)

### Topics:

1. Hydrologic Principles. Bedient et al., Ch 1.
2. Hydrologic Analysis. Bedient et al., Ch 2.
3. Hydrologic Simulation Models (HEC\_HMS). Bedient et al., Ch 5.
4. Flood Routing. Bedient et al., Ch 4.
5. Rainfall Runoff Processes. Tarboton (2003) Rainfall Runoff Processes Module. <http://hydrology.usu.edu/rrp>.
6. Groundwater Hydrology. Bedient et al., Ch 8.
7. Design Applications in Hydrology. Bedient et al., Ch 9.

## Learning Objectives

Upon successful completion of the course you should be able to **apply the principles of hydrology to solve engineering hydrology design problems involving hydrologic modeling and analysis**. This means that specifically you should be able to:

- A. Identify and describe the processes and quantities involved in the hydrologic cycle. (Bedient Ch 1)
- B. Quantify the components of the water balance of a watershed. (Bedient, Ch 1)
- C. Calculate hydrologic losses due to evaporation and infiltration. (Bedient, Ch 1)
- D. Calculate hydrographs based on streamflow and precipitation measurements, watershed attributes and unit hydrograph theory. (Bedient, Ch 2)
- E. Assemble the data and parameters specific to a given problem and location. Demonstrate skill in the selection of appropriate parameters and the ability to evaluate the sensitivity and uncertainty in parameters and the implication for selection of design alternatives. (Bedient, Ch 5)
- F. Formulate problems and prepare inputs to use hydrologic engineering software (computer models) for analysis and design. Summarize and synthesize outputs from these computer models. (Bedient, Ch 5)
- G. Quantify the probability associated with extreme hydrologic events and the magnitude of hydrologic events of specified recurrence interval and frequency. (Bedient, Ch 3)
- H. Identify and describe the physical factors, mechanisms and processes involved in the transformation from rainfall to runoff. (Tarboton module Ch 1-3)
- I. Quantify the hydrologic properties of water in soils (Tarboton module Ch 4)
- J. Calculate infiltration and surface runoff from precipitation on a watershed soil surface. (Tarboton module Ch 5-6)
- K. Quantify the flow of groundwater and evaluate the impacts of well pumping on groundwater flow and properties. (Bedient, Ch 8)
- L. Design hydrologic solutions to drainage, culvert and flooding problems. (Bedient, Ch 9)

## Assessment of ABET Outcomes Addressed in this course

Outcome	Learning Objective
(a) an ability to apply knowledge of mathematics, science, and engineering principles to civil engineering problems.	B,C,D,F,G,I,J,K,L
(b) an ability to design and conduct experiments, as well as to analyze and interpret data.	E,G
(c) an ability to design a system, component, or process to meet desired goals in civil engineering applications.	E,F,L
(d) an ability to function on multi-disciplinary teams.	
(e) an ability to identify, formulate, and solve engineering problems.	E,F
(f) an understanding of professional and ethical responsibility.	
(g) an ability to communicate effectively.	
(h) a broad education necessary to understand the impact of engineering solutions in a global and societal context.	E,K
(i) a recognition of the need for, and an ability to engage in life-long learning.	
(j) a knowledge of contemporary issues in civil engineering.	
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	E,F,G,J,K,L

(l) the understanding and application of engineering knowledge of specialized areas in Civil Engineering.	A,B,C,D,E,F,G,H,I,J,K,L
(m) the understanding of basic project management techniques and leadership.	
(n) the understanding of basic professional practices including work procurement, and legal issues.	

### Tests

There will be two in class tests and a final exam on the dates indicated in the schedule. Tests and the Final Exam will be a combination of a closed book portion testing knowledge of definitions and basic principles that I expect you to remember and an open book portion where reference to the text and other material will be necessary for solution of the problems. The use of programmable calculators is permitted. (I recognize that there is a gray area between what is a calculator, smart phone, computer, iPad etc. For tests you may not use a notebook or laptop computer, but may use one of the other devices as a calculator as long as its use is limited to calculation, not information retrieval from the internet or saved documents and not for communication).

The final exam will be comprehensive and cover all aspects of the class. This is because I believe that there is pedagogical value in the learning that comes from reviewing all material at the end of the semester and it allows assessment of synthesis and evaluation levels of learning through questions that require drawing knowledge from different sections of the course.

### Homework

There will be homework assignments due every week except test and spring break weeks. Homework up to 1 week late, or the time a solution set is provided, whichever is sooner, will be accepted with 20% grade deduction. There will be a 50% deduction for homework received more than 1 week late or after a solution set has been provided. Homework is due at close of business on the due date. You may hand it in at class (preferable), or drop off/slip under my campus office door (ENGR 225) and as long as it is there when I arrive the next day it will be deemed on time.

You should submit homework solutions as neatly handwritten or computer printed paper as appropriate for the problem. Homework should be neatly assembled, stapled and presented in an orderly fashion. Computer output (text, code or graphics) that is handed in does not need to be high print quality, but should be concise and carefully and fully labeled (by hand if easiest). There must be explanatory text accompanying computer printouts or graphs. Hand in enough (**and only enough**) to document precisely and concisely what you have done and how you obtained your solutions. Graphical output is favored over reams of printed numbers. You should use computers that you have access to (ENGR PC lab or your own computer) and programmable calculators, as appropriate to complete homework assignments.

Homework should be each student's individual work. I recognize and support the learning value of working together to figure things out, and cross checking of solutions, but this should not extend to copying.

### Grading

1. Grades will be based on a weighted average of results as follows:

Homework. 20%  
Test 1: 25%  
Test 2: 25%  
Final: 30%.

2. Letter grades will be assigned as follows:

A = 95 – 100%  
A- = 90 – 95%  
B+ = 87 – 90%  
B = 83 – 87%  
B- = 80 – 83%  
C+ = 77 – 80%  
C = 73 – 77%  
C- = 70 – 73%  
C- = 60 – 70%  
D+ = 65 – 70%  
D = 60 – 65%  
F < 60%

These thresholds may be adjusted downwards (in the students favor) at my discretion, but will not be adjusted upwards. I may also adjust a student's letter grade upward if there are indications that such adjustment is warranted (e.g. an improving trend in grades following a poor start).

3. Incomplete grades will not be given except under extenuating circumstances as allowed for by University policy. Incomplete grades will not be given for poor performance.
4. Make up exams will only be given in cases of severe personal hardship or illness.

### **Expectations of Students**

- Be prepared for class. Read text material in advance.
- Be on-time to class and ready to learn / participate when class starts.
- Turn off or keep silent all electronic devices (phones, pagers, PDAs, music players, etc.) that may make a noise or otherwise distract other students or me.
- Participate and contribute to class discussions.
- Be respectful of and listen to other's points of view during discussions.
- Turn in all work on time in the required formats
- Uphold academic integrity. See <http://www.usu.edu/policies/PDF/Acad-Integrity.pdf>.
- Bring questions and concerns forward either during class, office hours, or by email.

### **Expectations of the Instructor**

- Be on-time to class and prepared to give lectures and/or facilitate discussions.
- Respect the value of student's time.
- Strive to optimize the learning experience value of all assignments and activities.
- Facilitate an environment of inclusivity and non-discrimination.
- Determine grades impartially based on the substance and content of the work submitted.
- Respond to student email within 1 business day.
- Return graded work back to students within 1 week from when submitted.

- Address student concerns promptly. (I appreciate all forms of feedback and will not hold negative feedback against you. I prefer to know about a problem and attempt to fix it, than let it fester).

### **Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

If you are a veteran or have a disability that requires accommodation, please contact the DRC using the contact information above or the instructor so that the necessary arrangements can be made.