

MACROMOLECULAR SOLIDS

MSE 455
SPRING 2025

Instructor:

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Office hours: Tuesdays at 11:00am (after class), or by appointment

Teaching Assistant:

N/A

email:

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Course Website:

Canvas: <http://canvas.illinois.edu>

Text:

Mechanical Properties of Solid Polymers, 3rd ed. (2013)

by I. M. Ward and J. Sweeney

This textbook is available for free (as a PDF) on the Illinois library website (library.illinois.edu).

The text can also be purchased on Amazon. In addition, we will also draw heavily from a second textbook (Lodge and Hiemenz, *Polymer Chemistry*, 3rd ed., 2020), as noted below.

Lectures:

Tuesdays / Thursdays, 9:30am-10:50am (Central time)

2018 Campus Instructional Facility (CIF)

We will have approximately 25 lectures during the semester. The complete schedule is listed in the syllabus.

Problem Sets & Exams:

There will be approximately 5 problems sets. There will be 2 exams and no final exam. The second exam will be given during the final exam timeslot for the course and may include some amount of cumulative material from the entire course.

Grading:

Homework 25%

Exam #1 25%

Exam #2 25%

Final project 25%

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Course Description:

This course is designed to provide students with the fundamental knowledge and tools to solve quantitative problems in macromolecular science with a focus on the solid phase. Broadly, the course focuses on the mechanical behavior of amorphous and semi-crystalline polymers. The course begins with an overview of polymer structure, conformation, and isomerism, followed by a detailed discussion of the glass transition and properties of crystalline polymers. Additional topics include polymer characterization, polymer morphology, and orientation effects; rubber elasticity, polymer linear viscoelasticity using Boltzmann superposition and mechanical models; measurement of viscoelastic properties; polymer relaxation and transitions; polymeric yield phenomena and plastic flow; deformation mechanisms; fracture and craze formation; impact and fatigue.

Course Textbook:

- *Mechanical Properties of Solid Polymers*, I. M. Ward and J. Sweeney, Wiley, 3rd edition (2013). Acronym: **WS**

(Unofficial) Course Textbook:

- *Polymer Chemistry*, T. Lodge and P. C. Hiemenz, 3rd ed., CRC Press (2020). Acronym: **L**

Other textbooks that may be useful:

Polymer physics:

- *An Introduction to Polymer Physics*, D. I. Bower, Cambridge (2002). Acronym: **B** – (this textbook is available for free on the Illinois university library website)
- *Polymer Physics*, M. Rubinstein and R. H. Colby, Oxford (2003). Acronym: **RC**

Mathematics and mathematical principles:

- *Advanced Engineering Mathematics*, M. Greenberg, 2nd ed., Prentice Hall (1998). Acronym: **G**
- *Elementary Differential Equations*, Boyce and DiPrima, 9th ed., Wylie (2008). Acronym: **BD** – (e.g. discussion on Laplace transforms)
- *Incompressible Flow*, R. L. Panton, 3rd edition, Wiley (2005). Acronym: **P** – (e.g. discussion on index or Einstein notation)

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Course Outline (tentative)

Lec	Date	Topic	Reading*
Lec 1	Jan 28	Course introduction; general concepts in polymer structure	WS §1; L §1
Lec 2	Jan 30	Classification of polymers; polymer architecture	L §1
Lec 3	Feb 4	Molecular weight characterization	L §1
Lec 4	Feb 6	Isomerism; polymer conformations	L §6
Lec 5	Feb 11	Polymer conformations: FJC, FRC, HRC	L §6
Lec 6	Feb 13	Conformations: WLC, persistence length, R_g , distributions	L §6
Lec 7	Feb 18	Amorphous polymers & glass transition; thermodynamics	L §12.1-12.4; 12.6
Lec 8	Feb 20	Glass transition: free-volume concepts, VFT, properties	L §12.1-12.4; 12.6
Lec 9	Feb 25	Polymer crystallinity: structure, measurement, unit cells	B §3.4; B §4
Lec 10	Feb 27	Intro to scattering: light, SAXS, WAXS	L §8.1-8.2, 13.1-13.2
Lec 11	Mar 4	Polymer crystallinity: thermodynamics of melting	L §13.3-13.4
Lec 12	Mar 6	Polymer crystallinity: kinetics, nucleation, growth	L §13.5-13.6
Lec 13	Mar 11	Review / summary	
	Mar 13	Exam #1 - in class	
	Mar 18	Spring Break - no class	
	Mar 20	Spring Break - no class	
Lec 14	Mar 25	Deformation, stress, strain, constitutive equations	WS §2; B §6.1-6.2
Lec 15	Mar 27	Linear viscoelasticity & mechanical models	WS §5.1-5.2; L §11.2
Lec 16	Apr 1	Linear viscoelasticity: SLS, dynamic behavior	WS §5.2, 5.3, 5.4
	Apr 3	No Class	
Lec 17	Apr 8	Time-temperature superposition & WLF equation	L §12.5; WS §7.1-7.4
Lec 18	Apr 10	Modeling linear viscoelasticity, Boltzmann superposition	L §11.3; WS §7.1-7.4
Lec 19	Apr 15	Rubber elasticity: networks, Carothers equation, Flory	L §10; WS §4
Lec 20	Apr 17	Rubber elasticity: elastomers, thermodynamics	L §10; WS §4
Lec 21	Apr 22	Rubber elasticity: deformation of Gaussian networks	L §10; WS §4
Lec 22	Apr 24	Mechanical properties of solid polymers: intro	L §12.7
Lec 23	Apr 29	Yielding, instability, and Considère construction	WS §12.1-12.3
Lec 24	May 1	Molecular view of yield & rate dependence	WS §12.4-12.6
Lec 25	May 6	Breaking, brittle fracture, crazing	WS §13.1-13.5
	May 13	Exam #2 - final exam time slot (7-10pm, Tuesday, May 13)	

*Refer to page 2 of the syllabus for textbook acronyms.

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Problem Sets (tentative)

Assignment	Handout Date	Due Date	Grading
HW 1	Jan 28	Feb 11	>80% = 100%
HW 2	Feb 11	Feb 25	>80% = 100%
HW 3	Feb 25	Mar 11	>80% = 100%
HW 4	Mar 25	Apr 8	>80% = 100%
HW 5	Apr 8	Apr 22	Not graded

Important Dates

Exam #1: Thursday, March 13 (in class)

Exam #2: Tuesday, May 13, 7:00pm - 10:00pm (university final exam schedule)

Project Due: Tuesday, May 6 (in class)

Course Project - choose one of two options

Option 1 - Quantitative analysis of polymer data

For this option, you will be asked to quantitatively analyze a set of mechanical characterization data from a polymer sample. This could include dynamic mechanical analysis (DMA) or rheological data such as linear viscoelasticity and dynamic moduli. You will be expected to write a brief paper summarizing your results, including plots and figures showing your analyzed data, with physical interpretations of the results. The summary paper should contain the following sections: abstract (200 word maximum), introduction and discussion of polymeric system, overview of experimental method(s) and quantitative analysis methods, results & discussion, ideas for potential new directions for 'next' experiments, and conclusion. More information for the project will be provided later in the semester. General length: 5 pages, single spaced, not including figures or supplementary sections.

Option 2 - Critical review of literature

For this option, you are asked to search the primary research literature (journal publications) and to write a *critical review* of a publication reporting on polymer design, development, or characterization from the recent literature. Your paper should constitute a *critical review* of a current topic in polymer science, focusing on macromolecular solids. You should focus on recent developments (over the last 5 years), but consideration should also be given to classic papers from the literature where appropriate. The paper should be sufficiently focused so that you can delve into the topic with reasonable depth. The paper should contain the following sections: abstract (200 word maximum), introduction/motivation, brief summary of work, critique of scientific contribution (including possible errors in original scientific contribution), ideas for potential new directions for 'next' experiments, conclusion, and references. More information for the paper will be provided later in the semester. General length: 5 pages, single spaced, not including figures or supplementary sections. **You cannot use ChatGPT or LLMs to write this paper.**

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Course Policies:

- **Submitting assignments.** All assignments are due on the assignment due date at the beginning of the class period, or by 11:59pm on the due date if an electronic submission option is provided, as explained in class and listed in the syllabus.
- **Late policy.** Late assignments are subject to a 25% per day penalty, unless the absence is officially excused. Missed exams without a valid excuse will lead to a zero on the exam.
- **Academic integrity.** The University of Illinois at Urbana-Champaign expects its faculty, staff, students, and guests to conduct themselves in accordance with the community values of civility, respect, and honesty; to maintain the highest level of integrity and exercise critical judgment in all dealings, decisions and encounters; and to maintain and strengthen the public's trust and confidence in our institution. It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Students have been given notice of this Part by virtue of its publication. Regardless of whether a student has actually read this Part, a student is charged with knowledge of it. Ignorance is not a defense. Academic misconduct (cheating, plagiarism, . . .), as a form of fraud, undermines the public trust, both in the institution and in the degree. When you sign your name to work, you are stating that the work is yours, you created it or contributed to it, and you comprehend everything in it. For all individual assignments, the work that you turn in must be your own work. Working in groups to discuss overall approaches to solving problems is fine (and encouraged), but you need to turn in your own work for individual assignments. University and departmental policies will be followed cases of suspected cheating incidents. You are encouraged to read and consider the University of Illinois at Urbana-Champaign Student Code as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Please read the Code here: <http://studentcode.illinois.edu/>. Academic dishonesty may result in a failing grade. Do not hesitate to ask the instructor(s) if you are in doubt about what constitutes plagiarism, cheating, or any breach of academic integrity.
- **Copyright Course Materials.** All materials for this course are considered copyright of the University of Illinois at Urbana-Champaign. It is wholly unacceptable for students to post course materials (homeworks, quizzes, exams, solutions, lecture notes, etc.) in public places, including unauthorized websites, for sale or otherwise. Any act of making course materials available on the WWW, or in any other format, is considered copyright violation.

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Sexual Misconduct Reporting Obligations: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Religious Observances: Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at <https://odos.illinois.edu/community-of-care/resources/students/religious-observances/> to request appropriate accommodations. This should be done in the first two weeks of classes.

Disability-Related Accommodations: To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to: <https://www.disability.illinois.edu>.

Family Educational Rights and Privacy Act (FERPA): Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

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Statement on Anti-Racism:

The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community. The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Office of the Vice Chancellor for Diversity, Equity & Inclusion:

<https://diversity.illinois.edu/diversity-campus-culture/belonging-resources/>

Based on your report, campus staff members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.

Dealing with Stress, Personal Issues:

Counseling services are available to all of our students here on campus. College can be stressful for a variety of reasons. We believe that your mental health is as important as your physical health and intellectual growth. If you are feeling overwhelmed, depressed, or anxious, there are many resources on campus to assist you. The Counseling Center offers same-day first time appointments, time-limited counseling, long-term group therapy, and several skill development workshops. Please call them at 217-333-3704 to make an appointment, or visit their website, www.counselingcenter.illinois.edu, for more information. If you are experiencing a mental health crisis and feel you are in immediate danger, please call 911. The Champaign County Crisis Line (217-359-4141) is also available 24 hours a day, 7 days a week, 365 days a year.

Emergency Situations:

Run, Hide, Fight (what to do in an emergency situation – such as an active shooter) - please see 'run, hide, fight' attachment appended at the end of this syllabus.

Run > Hide > Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with almost any kind of emergency – like severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.



Run

Leaving the area quickly is the best option if it is safe to do so.

- ▶ Take time now to learn the different ways to leave your building.
- ▶ Leave personal items behind.
- ▶ Assist those who need help, but consider whether doing so puts yourself at risk.
- ▶ Alert authorities of the emergency when it is safe to do so.



Hide

When you can't or don't want to run, take shelter indoors.

- ▶ Take time now to learn different ways to seek shelter in your building.
- ▶ If severe weather is imminent, go to the nearest indoor storm refuge area.
- ▶ If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area if possible, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.



Fight

As a last resort, you may need to fight to increase your chances of survival.

- ▶ Think about what kind of common items are in your area which you can use to defend yourself.
- ▶ Team up with others to fight if the situation allows.
- ▶ Mentally prepare yourself – you may be in a fight for your life.

Please be aware of people with disabilities who may need additional assistance in emergency situations.

Other resources

- ▶ police.illinois.edu/safe for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.
- ▶ emergency.illinois.edu to sign up for Illini-Alert text messages.
- ▶ **Follow the University of Illinois Police Department** on Twitter and Facebook to get regular updates about campus safety.