Geosciences 560: Fluvial Geomorphology Spring 2017

Course Information
- Instructor Name: Andrew Wilcox
- Office: CHCB 357
- Email: andrew.wilcox@umontana.edu
- Class meetings: MW 3:30-4:50, CHCB 333
  - CLASS WILL NOT MEET AT THE REGULAR TIME THE FIRST WEEK. INSTEAD WE WILL MEET FRIDAY, JAN. 27 FROM 3:30-5 PM IN CHCB 333
- Office Hours: T 3-4pm, or by appointment
- Website: Moodle umonline.umt.edu

Overview
*Fluvial Geomorphology* provides an investigation of the processes that determine the form and evolution of rivers and streams. The course combines lectures, discussions, field data collection, and modeling activities. Active learning and student participation are an essential component.

Our inquiries this semester will be guided by several related questions / themes:

- What processes determine the form and evolution of rivers and streams?
- How can we infer process from form and vice versa?
- How do river form and process vary spatially and temporally?
- How can we apply knowledge about fluvial geomorphic processes to river restoration and management?

Course Objectives
To provide students with:

- a strong understanding of river channel processes and of the linkages between river channel form and process
- fundamental knowledge about fluvial geomorphic processes needed to manage and restore rivers
- experience collecting and analyzing field data
- opportunities for developing scientific writing skills
- experience in interpreting and analyzing literature about fluvial geomorphology from both secondary and primary sources
- practice in using models, data, and logical reasoning to critically evaluate and connect information about river processes
- experience communicating an understanding of the interrelationships among fluvial geomorphic concepts and theories to peers and others
- experience working as members of productive, collaborative teams

Assessment
- 35% Homework assignments and labs
- 25% Field project report
- 10% Midterm
- 10% Final exam
20% Class participation: 1) in-class activities testing and applying material from readings and lectures; 2) leadership of a paper discussion; 3) active participation in paper discussions, 4) questions and other participation during class activities.

Exams: Exams will be open book / note. Consistent productivity is essential to your grade. Don't miss any assignments; keep up with the lectures, the labs, and the reading; complete all in-class work; and ask questions.

Course Information, Guidelines and Policies

Field Trips

There is one required field trip. The date is Saturday, March 11. We need to do the trip relatively early, despite the challenges of spring semester weather, because data collected on this trip will be used in the main class field project. Our field data will be used for various geomorphic calculations, modeling, and analyses. We may do a 2nd field trip later in the semester (but not a 2nd field project).

Prerequisites

Graduate standing or the consent of the instructor are prerequisites. Some background in calculus, physics, and river processes is expected. In lectures, the textbook, and journal papers, you will see derivatives, integrals, and physics concepts such as force, stress, and Newton’s Laws. What I would consider extensive manipulation of equations will not be required. A degree of computer literacy is also required. Assignments will be given involving the use of spreadsheets, retrieval of data over the internet, and basic computer tools. If you are not proficient in these types of tasks, assignments will take longer to complete (but you’ll become more proficient!).

Readings

There is no required textbook. We will draw heavily on:


Other useful references that I encourage you to draw on (and in some cases will assign readings from):

Dingman, S.L. (2009) Fluvial Hydraulics. (In the past I’ve used this as a textbook, but no longer required)

Parker, G. 1D Sediment Transport Morphodynamics with Application to Rivers and Turbidity Currents (free download: http://vtchl.uiuc.edu/people/parkerg/morphodynamics_e-book.htm)


Paper readings and discussion: Most weeks, we will read 1-2 journal papers each week and spend a portion of one class section discussing them. Discussion leadership will rotate among students; please read the “Guidelines for discussion leadership” posted on Moodle. These discussions will be designed to encourage critical thinking about primary literature and broad participation. A partial list of discussion papers is on the last page of the syllabus; we will develop a more specific discussion schedule early in the semester.
Course website
Please check the course website (Moodle) regularly, especially before class, for announcements, notes, readings, assignments, and schedule updates. Some of the class lecture notes will be posted.

Email
Feel free to communicate with me by email. Keep in mind: 1) I’m likely to read your email fairly soon after I receive it but I may not respond immediately; 2) if you have questions that others are also likely to have, please save them for class; 3) if you need to miss class for any reason, please let me know in advance by email. Assignments submitted electronically (whether by email or via Moodle) must be well organized, consolidated into at most 2 files, and contain your last name in the file name.

Late Policy
No credit allowed for assignments handed in > 1 week after due date or after answer key / grading rubric posted, whichever comes first.

Student Conduct Code
The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. Full student conduct code, http://www.umt.edu/vpsa/policies/student_conduct.php

Course Withdrawal
Students may use Cyberbear to drop courses through the first 15 instructional days of the semester. Beginning the 16th instructional day of the semester through the 45th instructional day, students use paper forms to drop, add and make changes of section, grading option or credit. GEO560 may not be taken as credit/no-credit.

Disability Modifications
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. https://www.umt.edu/dss/default.php
If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Schedule (next page)
• Class meeting topics are subject to change
• Readings will be announced each week and must be completed before the following class.
• Updates to the syllabus will be announced in class and posted on Moodle
Topics covered (updates will be announced in class and posted on Moodle)

1. Introduction: Overview of river processes, dichotomies in approaches (Week 1; 1/27)
2. River hydraulics / Flow mechanics (Weeks 2-4; 1/30-2/15)
   a. Overview of open-channel flow
   b. Conservation equations (mass, momentum, energy)
   c. Types of flow (Steady uniform flow, super vs subcritical, turbulent vs laminar)
   d. Flow resistance and shear stress partitioning
   e. Velocity profiles
3. Sediment transport (Weeks 5-8; 2/20-3/15)
   a. Forces on particles
   b. Incipient motion & critical shear stress
   c. Estimating transport rates
   d. Armoring, supply effects
   e. Sediment transport and channel change
   f. Conservation of mass
4. Channel morphology (Weeks 9-12; 3/27-4/19)
   a. The bankfull channel
      i. Hydraulic geometry
      ii. Flow regimes and dominant discharge
   b. Bars and meandering
   c. Multi-thread channels, avulsions
   d. Floodplains
   e. River long profiles: Graded streams, base level, downstream fining
   f. Channel classification
   g. Interpreting channel conditions
   h. Bedrock rivers
      i. Morphology, erosion processes, role in landscape evolution
5. Ecogeomorphology; River management and restoration (Weeks 13-14; 4/24-5/3)
   a. Riparian vegetation, large woody debris, beaver
   b. Dams and dam removal
   c. Linking process knowledge to restoration

Other topics that may be covered as time permits:
- River basin morphology (drainage networks, runoff processes)
- Climate change and river processes
- Modeling tools (computational, physical, remote sensing)
- Topics of particular student interest

Labs
We will spend portions of several class sessions doing labs to gain experience with various forms of hands-on, computational, fluvial geomorphic inquiry. These will include:
- HEC-RAS 1-D modeling
- HEC-GeoRAS
- BAGS sediment transport
- IRIC 2-D modeling
- Other tools as time permits
Journal papers for readings and discussion (in approximate order of when they may be discussed, rather than alphabetically; we will modify this list depending on student interest)


Comments by Wilcock, Millar and Rennie, and Reply to comments by authors


