

When  $k_1 = k_2$  the (Counterintuitive?) result is that the same size of MFR and PFR will maximize the concentration of R (the intermediate product):  $C_{R, \max}$  is higher in the PFR, but the volumes are the same!

My solution (partly graphical) showed that  $V_{PFR} \approx 153 \text{ L}$  while  $V_{MFR} \approx 167 \text{ L}$ . In fact, they should be identical! <sup>(?)</sup>

Here is the justification (after Kelly Caputo pointed it out to me... Thanks, Kelly!!!):

$$\tau_{MFR, \text{opt}} = \frac{1}{\sqrt{k_1 k_2}} = \underline{10 \text{ min (OK)}} \quad \frac{V_{PFR} = V_{MFR} = 167 \text{ L}}{\uparrow}$$

(eq. 8.15)

For the PFR, we use L'Hôpital's theorem

$$\tau_{PFR, \text{opt}} = \lim_{k_2/k_1 \rightarrow 1} \frac{\ln\left(\frac{k_2}{k_1}\right)}{k_2 - k_1} = \frac{\lim\left(1 + \ln\frac{k_2}{k_1}\right)}{\lim(k_2)} = \frac{1}{k_2} = \underline{10 \text{ min}}$$

So, the important comment here, in agreement with Levenspiel's statement on p.176, is NOT ONLY that the MFR is "not much worse than" the PFR, but that in terms of activity - even though conversion is lower - the MFR does not have the typical size disadvantage as well. (vs. selectivity)

Please add this page to your <sup>[HW #6]</sup> solution package!

# Prentice Hall Chemistry 18 Practice Problem Answers

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**The Monthly Literary Advertiser**, 1848

**Active Learning in College Science** Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman's 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman's challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book's final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For

most students that knowledge base is riddled with a host of naive notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

**Corrosion Engineering** Branko N. Popov, 2024-11-19 Corrosion Engineering Principles and Solved Problems Second Edition gives a comprehensive overview and introduction to the field through an extensive theoretical description of the principles of corrosion theory passivity and corrosion prevention strategies and design of corrosion protection systems The second edition has been thoroughly updated with new knowledge and includes solved corrosion case studies corrosion analysis and solved corrosion problems to help the reader to understand the corrosion fundamental principles from thermodynamics and electrochemical kinetics the mechanism that triggers the corrosion processes at the metal interface and how to control or inhibit the corrosion rates A key goal of the updated book is to help the next generation of engineers and scientists i understand the theory of hydrogen embrittlement and stress corrosion cracking as well as hydrogen damage prevention strategies ii design models for developing hydrogen damage resistant alloys and iii prevent damage of different industrial components due to the presence and localization of hydrogen in metals To accomplish these objectives the book offers case studies of hydrogen permeation hydrogen embrittlement mechanical properties of alloys and hydrogen damage control Addresses corrosion theory passivity material selections and designs Includes extensive coverage of corrosion engineering protection strategies Contains over 500 solved problems diagrams case studies and end of chapter exercises Suitable for advanced graduate corrosion courses and as a self study reference for corrosion engineers

*Cumulated Index to the Books*, 1965 [Journal of Research of the National Bureau of Standards](#) United States. National Bureau of Standards, 1979 **Books and Pamphlets, Including Serials and Contributions to Periodicals** Library of Congress. Copyright Office, 1971 *The British Library General Catalogue of Printed Books 1976 to 1982* British Library, 1983 *Bent's Literary Advertiser and Register of Engravings, Works on the Fine Arts*, 1848

*Microencapsulation*, 2015-11-13 Microencapsulation has become a promising technology for new applications in fields like drug delivery biosensing biomaterials catalysis intelligent microstructures and microsystems as well as in the field of consumer goods This book is written by authors from academia and industry and aims to present industrial adoption of microcapsules as an innovative solution for problems concerning environmentally friendly production methods health protection and increase of citizen daily life standard and decrease of its costs

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