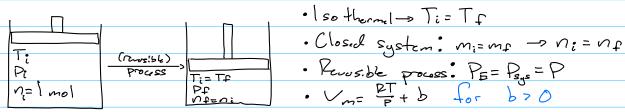
ECHE363 Homework 2 - Due 1/31/25

Trevor Swan (tcs94)

1. Find the work of a reversible, isothermal compression of 1 mole of gas, from pressure P_i to P_f , in a piston if $v_m = \frac{RT}{P} + b$, where b is a positive constant.



- · I so therm I > Ti = Tr

PV work:
$$W = -\int_{V_0}^{V_f} P_E dV$$
 respection for P

 $V_{m} = \frac{PT}{P} + b = 7 P = \frac{PT}{V_0 - b}$

2. Describe V bisch on moles given

3. Set up interel and solve (substill to P= PT)

$$= - LL l^{2} \left(\frac{\Lambda^{i-p}}{\Lambda^{2-p}} \right)$$

Work bos die or Sps

$$= -RT \ln \left(\frac{V f - b}{V_i - b} \right)$$

$$= -RT \ln \left(\frac{P f}{V_i - b} \right)$$

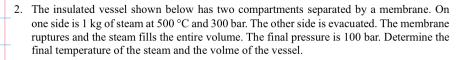
$$= -RT \ln \left(\frac{P f}{P p} + b - b \right)$$

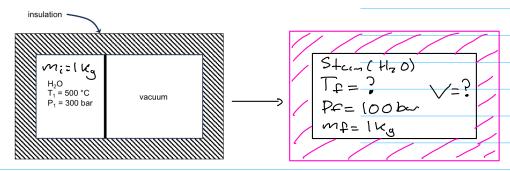
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- · Issisted: A disbate
- · Closed System. Mi=mf=1kg
- · No wer k done on/ by surround: 755

$$P_{p} = 100 \text{ br} = 10 \text{ MPa} \quad 2 + 350 \quad \Rightarrow \hat{u}_{1} = 2699.2 \quad \frac{\text{MS}}{\text{Mg}}, \quad \hat{v}_{1} = 0.02242 \frac{\text{m}^{3}}{\text{Mg}}$$

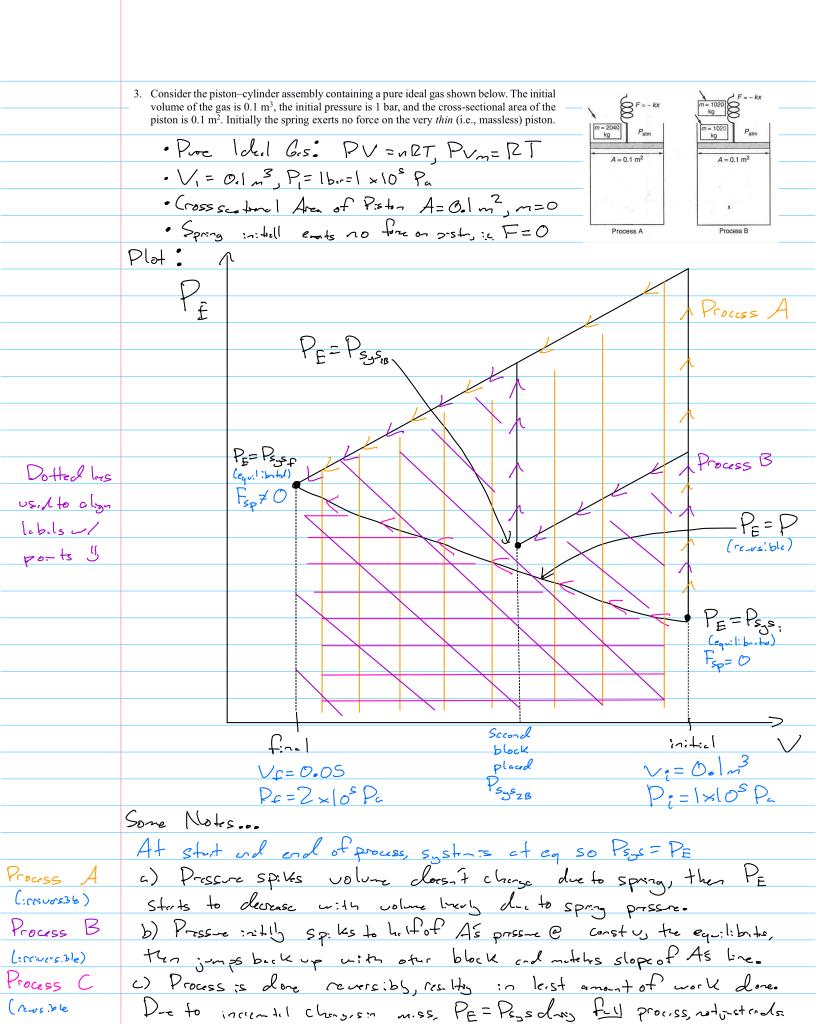
$$\hat{u}_{1} = 2820.7 \quad \frac{\text{MS}}{\text{Mg}} \qquad 2 + 28324 \quad \frac{\text{MS}}{\text{Mg}}, \quad \hat{v}_{2} = 0.02641 \frac{\text{m}^{3}}{\text{Mg}}$$

$$T_{f} = (2820.7 - 2699.2)(400 - 350) + 350 = 395.61 °C$$

$$\begin{array}{c}
1f = (2820.4 - 2014.2)(900 - 330) \\
2637.4 - 2699.2
\end{array}$$

$$\begin{array}{c}
0.0261 - 0.02242 \\
400 - 350
\end{array}$$

$$\begin{array}{c}
(395.61 - 350) + 0.02242 = 0.02578 \\
 \begin{array}{c}
0.0261 - 0.02578
\end{array}$$



a) Find V, use
$$F_{sp} = 0$$
 in this bet not at P_{p} (lood applied by $P_{E_{p}} = P_{3sp} - force blue $P_{E_{p}} = P_{3sp} - force blue $P_{E_{p}} = AP_{sp} - AP_{sp} = AP_{sp} - AP$$$

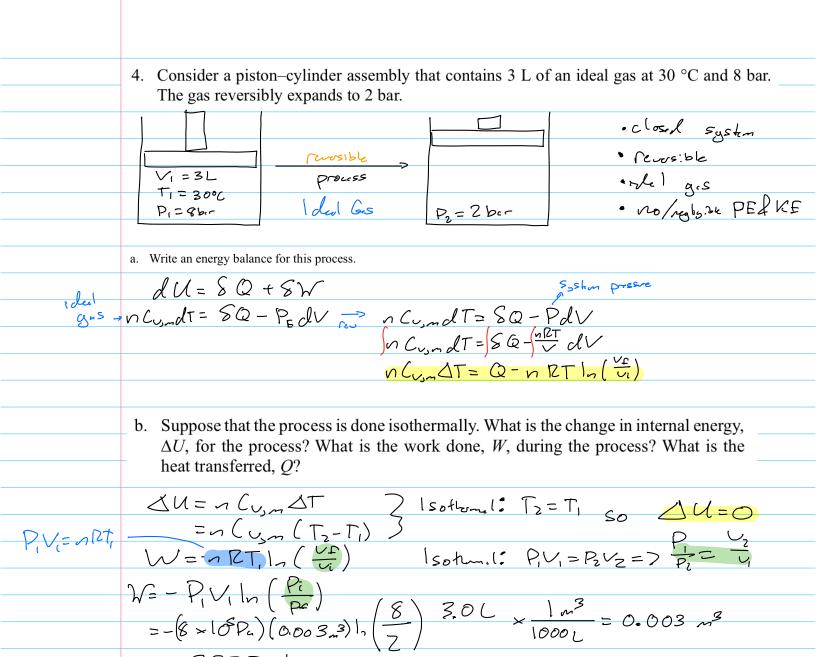
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b) Told to assure PV = constnt & some constnt C. Find c

PiVi = PzB VzB = Pa Vç = constnt
           Pe=2b=3
Pf=2Pi so, PiVi = 2PiVfc solve for C
                 \frac{V_{i}^{c}}{V_{f}^{c}} = \frac{P_{i}}{P_{i}} \qquad c \ln\left(\frac{V_{i}}{V_{f}}\right) = \ln Z
        \left(\frac{V_i}{V_F}\right)^c = 2 \qquad C = \frac{\ln 2}{\ln \left(\frac{V_i}{V_F}\right)} = \frac{\ln 2}{\ln \left(\frac{0.1}{0.05}\right)} = 1
         Deture PZB and VZB
         P_{2B} = 1 \times 10^{5} + \frac{1020.9.81}{0.1} + 20024.8 \left( \frac{\frac{10000}{P_{2B}} - 0.1}{0.1^{2}} \right)

\begin{array}{lll}
P_{ZB} &= 200062 + 200244 \left( \frac{00000}{P_{ZB}} - 1 \right) \\
\frac{P_{ZB}^2}{P_{ZB}} &= -186 + 2 \times 10^{10} \cdot \frac{1}{R_{ZB}} \\
\frac{P_{ZB}^2 - 2 \times 10^{10}}{P_{ZB}} &= -186 = 7 \cdot \frac{P_{ZB}^2 + 186}{P_{ZB}^2 - 2 \times 10^{10}}
\end{array}

                                                                                                                                                                                                   V_{2B} = \frac{1}{1-41} \cdot \frac{7}{2} \cdot \frac{9}{2} \cdot \frac{
                    V=20,024.8 N Same Spring
              Vi-> VzB Two tous. the 1020 kg brock ploud bith the Whot= Wight WzB
              P_{E_{1}B} = P_{c+m} + \frac{mg}{A} + \mathcal{K}\left(\frac{V-V_{i}}{A^{2}}\right) = P_{a+m} + \frac{v_{n}g}{A} - \frac{\mathcal{K}_{i}}{A^{2}} + \frac{\mathcal{K}_{i}}{A^{2}} \mathcal{K}_{com} \quad \mathcal{V}_{i} \quad \text{from} \quad \mathcal{V}_{i} \quad \text{for} \quad \mathcal{V
    WiB=- (V28) PE18 dV= (V28) Patr + mg - KVi + K A2 V dV=- (Patr + mg - KVi) V28 K 7A2 V2 V28
               = \left( \left| 0^{5} + \frac{1020 \cdot 481}{0.1} - \frac{20,0248 \cdot 0.1}{0.1^{2}} \right) \left( 0.1 - 0.0709 \right) - \frac{20,0248}{2(0.1)^{2}} \left( 0.0709^{2} - 0.1^{2} \right) = 497395
Wis= Perd V= Patrick 2mg - Kvi + K / V = - (Patrick 2mg - Kvi) V = - (
   = \left( \left| 0^{S} + \frac{z(1020) \cdot 4.91}{0.1} - \frac{20.024.8 \cdot 0.1}{0.1^{2}} \right| \left( 0.0709 - 0.05 \right) - \frac{20.024.8}{2(0.1)^{2}} \left( 0.05^{2} - 0.0709^{2} \right) = 46(7.35)
       W= 49739+4617.35= 9591.25J
                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 25 7591.25 T
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C) Leust amont of work: stat with informal ohogos on wight. This is
C) Leust amont of work: stut with informatil ohogoson veight. This is a recessible proces, Noch results in least work for closed system
Con prss: 07.
n=1 -> PiV=PoVp -> Ideal ges Low (150 thornal)
$\mathcal{L}(\mathcal{L})$
$\mathcal{L} = -n R T_i \ln \left(\frac{V_f}{V_i} \right)$ $\mathcal{L} = 6.93 J$
$= P_i \bigvee_i \ln \left(\frac{\bigvee_i}{\bigvee_F} \right)$
$ \begin{aligned} & = P_i V_i \ln \left(\frac{V_i}{V_F} \right) \\ &= \left(\frac{V_i}{V_F} \right) \ln \left(\frac{V_i}{V_F} \right) \\ &= \left(\frac{V_i}{V_F} \right) \ln \left(\frac{V_i}{V_F} \right) \ln \left(\frac{V_i}{V_F} \right) \ln \left(\frac{V_i}{V_F} \right) \\ &= \left(\frac{V_i}{V_F} \right) \ln \left(\frac{V_i}{V_F} \right) $



c. If the process is done adiabatically (instead of isothermally), will the final temperature be greater than, equal to, or less than 30 °C? Explain.

W =-3.327 KJ regete be of expreson O= Q+W-> Q=3.327 KJ

= - 3327.11

Assuming exparsion and Du=W de to Q=0, Du <0 as W <0.

Du=nCy,m(Tz-T,). Sine T,=30°C, Tz mest be less

then this for Du to be negetier Less then 30°C

as u is only a factor of T fridal gess se

5. Answer the following reflection questions (5 points):
a. What about the way this class is taught is helping your learning?
b. What about the way this class is taught is inhibiting your learning?
A. I think the conceptual discussions regarding multiple-choice style questions in class is helpful to my learning. It allows us to engage in conversation and also address common misconceptions as a class. I also like the emphasis on building
things from the ground up, not just throwing equations at the class. This helps my understanding and promotes a deeper knowledge of the material. Finally, the use
of examples in class is useful to see applications of the content being covered while also seeing the standard/expectations for the assignments and assessments.
B. I think the only thing inhibiting my learning is the difficultly spike between the in class examples and the homework. This week specifically, I felt the problems were
a good survey of the <i>content</i> covering in the past week, but was not a good survey of that contents difficultly level. While I do firmly believe homework should
be challenging, I found myself feeling lost on topics that I thought I should've know/were similar to the ones in class. The subtle nuances in the problems and
their difficultly are great for homework, but I just feel my learning would be even more supported with more reflective in class examples (in terms of difficulty).