

School of Mechanical Engineering

Mechatronic Engineering Program

Student Information Manual

2005

TABLE OF CONTENTS

General Advice	
Welcome	4
Attitude	4
Seeking Help	4
Terminology	4
Attendance at lectures	4
Study Hints	4
Student Feedback and Mentoring Opportunities	5
Free membership to IE Aust	5
General Student Enquires	6
Academic Information	
Program Objectives and Graduate Attributes	7
Honours Criteria	8
Grading scheme	8
Student Prizes	9
English as a Second Language (ESL) and International Students	11
Coursework and Reports – Submission and Penalties	11
Laboratory Classes	12
Exclusion from the examination	12
Students who did not do Specialist Maths at Year 12	12
Your rights	12
Failures	12
Supplementary Examinations	13
Conceded Pass	14
Plagiarism and related forms of cheating	14
Grievance procedure	15
Practical Work Experience	15
MyUni	17
Purchasing of lecture notes	17
School office hours	17
Timetable	18
Map – North Terrace Campus	19
Map – Thebarton Campus	20
Engineering Emergency Procedures	21
Laboratory Safety	22
Program Summary	24
Courses	
Level 1	
MECH ENG 1001 Design Graphics	31
MECH ENG 1000 Dynamics	33
ELEC ENG 1008 Electrical Engineering IM.....	35
MECH ENG 3006 Engineering Communication (ESL)	38

CHEM ENG 1002 Engineering Computing 1	42
MECH ENG 1005 Engineering Planning, Design & Communication	44
CHEM ENG 1003 Materials I	47
MATHS 1007 Mathematics IA & IB	50
PHYSICS 1003 Physics IHE	53
C&ENV ENG 1001 Statics	55

Level 2

MECH ENG 2018 Design Practice	59
APP MTH 2000 Differential Equations and Fourier Series	62
MECH ENG 2019 Dynamics and Control I	64
MECH ENG 2015 Electronics IIM	66
MECH ENG 3006 Engineering Communication (ESL)	70
MECH ENG 2011 Mechatronics IM	74
APP MTH 2009 Numerical Analysis and Probability and Statistics	76
MECH ENG 2002 Stress Analysis and Design	78
MECH ENG 2021 Thermo-Fluids I	82
APP MTH 2002 Vector Analysis and Complex Analysis	87

Level 3

MECH ENG 3027 Design and Communication	90
MECH ENG 3028 Dynamics and Control II	92
ELEC ENG 3020 Embedded Computer Systems	95
MECH ENG 3017 Engineering and the Environment	98
MECH ENG 3006 Engineering Communication (ESL)	100
APP MTH 3009 Engineering Mathematics III	104
MECH ENG 3020 Heat Transfer	107
MECH ENG 3029 Manufacturing Engineering	109
MECH ENG 3014 Mechatronics II	111
MECH ENG 3032 MicroController Programming	113
ELEC ENG 4042 Power Electronics and Drive Systems	116

Level 4

MECH ENG 4011 Advanced Automatic Control	119
MECH ENG 3006 Engineering Communication (ESL)	122
MECH ENG 4038 Engineering Management and Professional Practice	126
MECH ENG 4033 Mechanical Signature Analysis	129
MECH ENG 4028 Mechatronics IIIM	131
MECH ENG 4027 Robotics M	134
MECH ENG 4019A/B Mechatronics Project (Level IV)	137

Elective Courses

MECH ENG 4020 Advanced Vibrations	155
APP MTH 4007 Computational Fluid Dynamics	157
MECH ENG 4004 Engineering Acoustics	159

MECH ENG 4026 Environmental and Architectural Acoustics	162
MECH ENG 4003 Finance for Engineers	164
MECH ENG 4042 Fire Engineering	166
MECH ENG 4000 Fundamentals of Non-Linear Computational Mechanics.....	169
MECH ENG 4024 Materials Selection and Failure Analysis.....	171
MECH ENG 4025 Topics in Welded Structures	173
APP MATHS 4043 Trans Method and Signal Processing	175

Welcome

If this is your first year with us at The University of Adelaide, welcome to the School of Mechanical Engineering. If this is your second or subsequent year, welcome back and congratulations on your success in getting this far.

The courses that you study in each semester will include lectures, tutorials and practical work and some will include films, videos and site visits. Lectures provide a great opportunity to acquire understanding as well as information and tutorials provide an opportunity to further develop your understanding and test it. As early as possible, you should develop the habit of learning new material, doing assignments, practicals, and the required reading when the work is presented. Hopefully this year you will continue to develop good time management skills, which will serve you well throughout your career. Don't leave all your revision until swot vac – ask your lecturers to clarify points you don't understand as soon as you can.

Attitude

A major difference between the level of enjoyment and success you obtain from the program will be your 'attitude'. Choose to be involved and enjoy the program; turn it into a journey of discovery and give it everything you have.

Seeking help

If you have a problem which is interfering with your studies seek advice/help as early as possible. If the problem concerns a particular course it may be best to see the lecturer in charge. If, however, the problem is of a more general nature talk to one of the year coordinators. If you cannot resolve your problem in this way you may see the Head of School or make an appointment with the student counselling service, if the problem is non-academic in nature.

It is usually easier to correct problems as they arise - act sooner rather than later.

Terminology

You are enrolled in a "Program" ie BE.(Mech) is called a Program. The individual components that make up the program are called "Courses" i.e. Design Practice, Dynamics and Control 1, Thermo-Fluids 1, etc are all called Courses.

Attendance at lectures

Attendance at lectures is highly recommended although not compulsory. Unruly behaviour (including talking) can be grounds for being excluded from the remaining lectures for a particular course. We believe that you as students can benefit greatly from material presented in lectures and it is highly recommended that you attend.

Study Hints

Problems can arise if you fail to attend lectures on a regular basis. It is important that you keep up to date with your studies; it is hard to catch up once you fall behind. Problems can also arise if you do not have the right approach to your studies. In the earlier stages of your program, you should transition from the high school way of doing things to the university way of

studying. At high school, the teacher takes a lot of responsibility for your learning and “spoon feeds” you to a large extent. At university, you are responsible for your learning and we try to avoid too much “spoon feeding”. At high school, much of your learning may be described as “surface learning” where you try to pick out what is important in a course, then memorise it and regurgitate it in an exam after which you forget it. This type of learning is not adequate for university study where you need to develop problem solving skills and you need to be able to reach a personal understanding of material so you can examine the validity of concepts rather than just accept them. You need to actively involve yourself in the material you are learning, ask questions in class, keep up to date with assignments (do not leave everything until the last minute), read beyond the course notes and make links between the material in one course and that in others. It is important that you do all the assignments either by yourself or as part of a group, but not by copying someone else’s work. Copying someone else’s work and handing it up as your own is not only unethical, it is very short sighted and damaging to your own personal development.

To be successful as an engineer, you need to use the program as a means of teaching yourself how to learn, how to find information and grasp its meaning quickly and accurately and then use it to solve problems. If you do not develop these skills at university, then you will most likely be an ineffective engineer at best. It is important to realise that your future employers will value your ability to solve problems and be innovative as much as or more than they value your degree certificate. You need to realise that it is crucial to use your time at university to develop in this area by practising these skills at every opportunity (for example, when given sample problems to try or assignments to hand up).

Student Feedback and Mentoring Opportunities

A student staff committee consisting of one representative from each year level, year coordinators, the international student coordinator, the Head of School and the Deputy Head of School meets several times per year and is your opportunity to provide feedback to the staff about your program with the idea of improving our programs and our service to you. If you perceive any problems at all, please make sure your year coordinator or student representative is informed.

All students in their first year in any one of the programs in the School of Mechanical Engineering will be assigned a member of the Academic Staff as a personal mentor. Your mentor will arrange a meeting in the first semester of your first year and we strongly urge you to attend. After that first meeting, we hope that you will feel comfortable in contacting your mentor for advice about anything or to discuss anything that you feel unsure about. Your mentor will remain available to you throughout your entire time as a student in the School of Mechanical Engineering.

Free membership to IE Aust

IE Aust offers free membership to all undergraduate students. For more information please phone the South Australian Branch on (08) 8267 1783.

GENERAL STUDENT ENQUIRES

Enquires about the operation of the School may be directed to the appropriate person on the list below. In an emergency, dial 0000.

POSITION	STAFF MEMBER	ROOM*	PHONE NUMBER
Head of School	Professor Colin Hansen	S116a	8303 5698
Deputy Head	Dr Bassam Dally	S120	8303 5397
Business Manager	Ms Rae Tyler	S119	8303 4125 (Part time)
Business Manager	Ms Lynette Kelly	S118	8303 3658 (Part time)
Office Staff	Ms Wendy Brown	S116	8303 5460
	Ms Yvette Knapp	S116	8303 5460
	Ms Vicky Samra	S116	8303 4124
Postgraduate Co-ordinator	Dr Anthony Zander	S308	8303 5469
Laboratory Organisation	Mr Alan Mittler	SM04	8303 3151
Senior Technical Officers	Mr Ron Jager <i>(Mechanical Workshop)</i>	SG22	8303 5870
	Mr Alan Mittler <i>(Laboratories)</i>	SM04	8303 3151
	Mr Silvio De Ieso <i>(Electronics)</i>	SG05	8303 5443
	Mr George Osborne <i>(Instrumentation)</i>	SG05	8303 5443
Computing Support	Mr Billy Constantine	S215	8303 3092
CATS (Engineering)	Mr Johnathan May	S315b	8303 5873
	Ms Vera Mellisaratos	S329	8303 3149
School Safety Officer	Dr Colin Kestell	S230	8303 5946
Career and Course Advice Centre	Wills Building, Level 4		8303 4204

- Room numbers: prefix S = Engineering South Building

PROGRAM OBJECTIVES AND GRADUATE ATTRIBUTES

The main objective of the Mechatronic Engineering program is to develop in you the necessary skills, knowledge and problem solving ability that will allow you to work effectively as a Mechatronic Engineer. In order for you to function effectively in any of the traditional Mechatronic Engineering roles after graduation, you will need to ensure, with our help, that you have developed the following attributes, which we believe capture the qualities that all competent engineers should possess.

The graduate attributes to be developed as a result of undertaking one of the above programs are specified by our accrediting body, Engineers Australia and are listed below.

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in Mechatronic Engineering;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

The above graduate attributes map into the University of Adelaide generic graduate attributes as follows. The University of Adelaide attribute is shown first and the Engineers Australia attribute or attributes that map to it are shown in italics immediately underneath.

1. Knowledge and understanding of the content and techniques of a chosen discipline at advanced levels that are internationally recognised.
Ability to apply knowledge of basic science and engineering fundamentals.
In-depth technical competence in the specific discipline (Mechatronic Engineering).
2. The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.
Ability to apply knowledge of basic science and engineering fundamentals.
Ability to undertake problem identification, formulation and solution.
Ability to utilise a systems approach to design and operational performance.
3. An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.
Ability to undertake problem identification, formulation and solution.
Ability to utilise a systems approach to design and operational performance.
4. Skills of a high order in interpersonal understanding, teamwork and communication.
Ability to communicate effectively, not only with engineers but also with the community at large.

5. A proficiency in the appropriate use of contemporary technologies.
In-depth technical competence in the specific discipline (Mechatronic Engineering).
6. A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.
Expectation of the need to undertake lifelong learning, and the capacity to do so.
7. A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.
Ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member.
8. An awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.
Understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development.
Understanding of the principles of sustainable design and development.
Understanding of the professional and ethical responsibilities and commitment to them.

HONOURS CRITERIA

How do we work out what class of degree you will get when you graduate??

For the award of honours it is necessary to achieve a prescribed level in the weighted average mark for levels II, III and IV courses. The weightings are 2, 3 and 5 respectively for levels II, III and IV courses.

All courses are weighted by their number of units, except for the level IV project, which is only weighted as a 4 unit course rather than eight unit course.

- For First Class Honours, the weighted average mark must be 75% or above.
- For Second Class Honours, Division A, the weighted average mark must be between 70% and 75%.
- For Second Class Honours, Division B, the weighted average mark must be between 65% and 70%.

For students granted status in one or more courses due to work undertaken at another institution, only those courses undertaken at University of Adelaide will be used to assess their honours grade.

For the purpose of honours calculations, repeated courses will be allowed a maximum mark of 50%, even if a higher mark is actually gained when the course is repeated.

Grading Scheme

The grading scheme used for all courses in the School is:

High Distinction:	85-100%
Distinction:	75-84%
Credit:	65-74%
Pass:	50-64%
Conceded Pass:	45-49%
Fail	0-44%

Details of the level of achievement corresponding to each grade are listed below.

	High Distinction	Distinction	Credit	Pass	Conceded Pass*	Fail
General description	Outstanding or exceptional work in terms of understanding, interpretation and presentation	A very high standard of work which demonstrates originality and insight	Demonstrates a high level of understanding and presentation and a degree of originality and insight	Satisfies the minimum requirements	Just fails to satisfy the minimum requirements	Fails to satisfy the minimum requirements
Reading	Strong evidence of independent reading beyond core texts and materials	Evidence of reading beyond core texts and materials	Thorough understanding of core texts and materials	Evidence of having read core texts and materials	Some evidence of having read core texts and materials	Very little evidence of having read any of the core texts and materials
Knowledge of topic	Demonstrates insight, awareness and understanding of deeper and more subtle aspects of the topic. Ability to consider topic in the broader context of the discipline	Evidence of an awareness and understanding of deeper and more subtle aspects of the topic	Sound knowledge of principles and concepts	Knowledge of principles and concepts at least adequate to communicate intelligently in the topic and to serve as a basis for further study	Some knowledge of principles and concepts but insufficient to communicate intelligently in the topic or to serve as a basis for further study	Scant knowledge of principles and concepts
Articulation of argument	Demonstrates imagination or flair. Demonstrates originality and independent thought	Evidence of imagination or flair. Evidence of originality and independent thought	Well-reasoned argument based on broad evidence	Sound argument based on evidence	Some ability to argue coherently	Very little evidence of ability to construct coherent argument
Analytical and evaluative skills	Highly developed analytical and evaluative skills	Clear evidence of analytical and evaluative skills	Evidence of analytical and evaluative skills	Some evidence of analytical and evaluative skills	Little evidence of analytical and evaluative skills	Very little evidence of analytical and evaluative skills
Problem solving	Ability to solve very challenging problems	Ability to solve non-routine problems	Ability to use and apply fundamental concepts and skills	Adequate problem-solving skills	Some evidence of problem-solving skills but skills inadequate	Very little evidence of problem-solving skills
Expression and presentation appropriate to the discipline	Highly developed skills in expression and presentation.	Well developed skills in expression and presentation.	Good skills in expression and presentation. Accurate and consistent acknowledgement of sources.	Adequate skills in expression and presentation	Some skills in expression and presentation. Inaccurate or inconsistent acknowledgement of sources.	Rudimentary skills in expression and presentation. Inaccurate and inconsistent acknowledgement of sources.

Student Prizes

Esso/Mobil week 1, Design and build competition, 1st Prize, \$1000, 2nd prize \$250, Innovation Prize, \$250.

Level 2

Weir-Warman and Engineers Australia Design and Build Competition (National Competition). Winners of our event receive a, expenses paid trip to Sydney to compete in the national event.

Level 3

Esso/Mobil Engineering Communication and Management Award for the best performance in the communications component of the Level 3 course, Design and Communication, \$500.

School of Mechanical Engineering Award for the best Level 3 project, \$200.

Level 4

Esso/Mobil Academic Excellence Award for the best performance in the level 4 project, \$500
The Cooperative Research Centre (CRC) for Welded Structures Award for the best performance in a level 4 project of relevance to welded structures, \$500.

The R.J. Jennings Memorial Award for Mechanical Engineering Design for the person who most distinguishes him or herself in the Level 4 project, \$500.

The Society of Automotive Engineers (Australasia) Award for the highest achieving student who completed a project on vehicle transport (land, sea or air), \$150 worth of publications (books, papers etc) from the SAE publications office.

The IMechE (UK) project prize (Australian region) for the best performance in a final year project in the preceding year, £100.

The IMechE (UK) Frederick Barnes Waldron Prize (Australian region) for academic excellence in the preceding year, £100.

Level 4 Project Exhibition Prizes

Schefenacker Award for the best Level 4 project as judged by the judging panel at the Level 4 project exhibition, \$500.

Schefenacker Award for the second best Level 4 project as judged by the judging panel at the Level 4 project exhibition, \$300.

Vipac Award for the best Level 4 acoustics – vibration related project as judged by the judging panel at the Level 4 project exhibition, \$500.

ASC Innovation in Engineering Award for the most innovative Level 4 project as judged by the judging panel at the Level 4 project exhibition, \$500.

ASC Encouragement Award for the Level 4 project which is the second most innovative as judged by the judging panel at the Level 4 project exhibition, \$250.

Vipac Prize for the best Level 4 acoustics – vibration related project as judged by the judging panel at the Level 4 project exhibition, \$500.

The Cooperative Research Centre (CRC) for Welded Structures Award for the best welding related project, as judged by the judging panel at the Level 4 project exhibition, \$500.

Sir Ross and Sir Keith Smith Fund Award for the best aerospace related project, as judged by the judging panel at the Level 4 project exhibition, \$500.

Amdel Award for the best materials related project, as judged by the judging panel at the Level 4 project exhibition, \$500.

MechTest Award for the project with the best commercial potential as judged by the judging panel at the Level 4 project exhibition, \$500.

Tenix Innovation in Engineering Award for the most innovative project in an area of interest to Tenix, \$500.

Holden Award for the best mechatronics related project, as judged by the judging panel at the Level 4 project exhibition, \$500.

Schefenacker student poster prize for the best project poster as judged by the judging panel at the Level 4 project exhibition, \$200.

English as a Second Language (ESL) and International Students

ESL is compulsory in the first semester of study for all international students. Students articulating from another institution with prescribed status are not eligible for any additional status in lieu of ESL. Students in single degree programs may be excused from one final year elective to compensate for doing ESL. Students in double degree programs must do ESL as an overload.

Coursework and Reports – Submission and Penalties

Work required for assessment for each course will be one of three general forms:

Coursework

Weekly problems, tutorials etc handed in at the lecture (to the lecturer) will be classed as coursework.

For coursework, the lecturer will be responsible for setting, collection and marking, and if applicable penalties for late submission (outlined below) will apply.

Assignments

Work requiring longer preparation time (eg due in two weeks) such as essays, laboratory reports, set assignments etc will be regarded as assignments.

Those marking your assignments will endeavour to return them to you within 2 weeks after the due date. Laboratory reports will not be handed back until all students in the class have completed that particular lab class. This could be the end of the semester for most classes. However, within 2 weeks of the report deadline, marks will be posted on the noticeboard. These should be checked by students for possible errors or omissions.

For assignments and reports a **School Submission Sheet** must be attached to the front of the work and completed in full. These submission sheets are available at the window of the School Office. The assignments and reports **MUST** be submitted into the appropriate submission box near the School Office or other arrangements as notified. The boxes will be emptied each day at 4:30pm and the work stamped with the current date.

The submission dates for assignments and reports will be strictly adhered to for each course. For work that is not submitted on time the following penalties will apply.

- 10% per day late – coursework (or applied by lecturer)
- 10% per day late – assignments and reports (or applied by lecturer)

Thus if the assignment is 1 day (or part thereof) late and it is worth 20 marks, 2 marks will be deducted from the mark that you would otherwise have received.

Reports

Work lasting for a full semester, such as project reports will be regarded as reports.

The percentage that assignments and coursework contribute to the overall result for a course is usually about 30%, but it does vary depending on the particular course.

Laboratory Classes

Most courses include laboratory classes. Students should attend only the lab sessions for the courses in which they are enrolled (labs and corresponding courses are listed in the timetables included in Laboratory book and they are posted on the School's Undergraduate Notice Board).

Laboratory classes are compulsory (if you are enrolled in a corresponding course). If unable to attend any specific lab class, permission must be sought from a lab demonstrator to attend the next available lab session. If a class is missed or a lab report not handed in, then that is grounds for failure of the entire course.

Unless specified otherwise by a course supervisor, the laboratories account for a total of 10% of the course assessment, irrespective of how many labs are included in the course.

Exclusion from the examination

We regard assignments as a very important part of the assessment process.

Students may be precluded from sitting the examination in a particular course if the total mark received for their coursework and assignments is less than 50%. If this is the case, students so affected will be required to repeat the course when it is next offered.

Students who did not do Specialist Maths at Year 12

If you are a Level 1 student and did not do Specialist Maths at Year 12 and are doing Maths 1MA and Maths 1MB in 2005, you must do Maths IIM in Summer Semester to be eligible to do level 2 mathematics courses in 2006.

Your rights

If you believe that you have been awarded an incorrect mark for any work, you must see the lecturer in charge of the course in the first instance. In the case of an examination, you have a right to see your exam paper but you cannot remove it from the lecturer's office without his/her consent. If you are still unsatisfied with the response of the lecturer, you may write a letter to the Head of the School requesting that your paper be remarked by another staff member. In this case the new mark will apply, whether it be lower or higher than the original.

Note that if you pass a course, you are not permitted to repeat it to obtain a better grade, unless you have been awarded a conceded pass. If you undertake more than the specified number of elective courses in your final year, we will use only the specified number and use the best ones in our calculation of your Honours grade.

Failures

If a student fails 33% or more of the units in which he/she is enrolled, he/she will be required to attend a counselling session with a Senior member of the Academic staff. If 33% or more of the units in which a student is enrolled is failed a second time, the student's enrolment will be restricted. In some cases, the student may be precluded from the program altogether. If 33% or more of the units in which a student is enrolled is failed a third time, it is highly likely that the student will be precluded from the program permanently.

Policy on Supplementary Examinations for Courses taught by Schools in the Faculty of Engineering, Computer & Mathematical Sciences (please note, the policy for courses taught by other Faculties may differ from this).

Medical Supplementary Examinations

Applications must be lodged within seven (7) days of the illness.

It will be to your advantage to see a doctor on the day of the illness, so an accurate assessment of your condition can be made. Retrospective certificates are not accepted.

The category of “unfit to sit an examination” is reserved for major illness that prevents attendance at the examinations. As a general rule, minor ailments, such as colds and mild respiratory infections, are not considered sufficient grounds for being certified unfit to sit an exam.

There is no restriction on the maximum grade awarded for a Medical Supplementary.

Any student applying for and sitting a medical supplementary examination will have the existing primary examination mark cancelled and replaced by the supplementary examination mark whether it is higher or lower than the primary mark. Note, attendance at a supplementary examination granted on medical grounds constitutes acceptance of the offer of the supplementary examination.

Compassionate Supplementary Examinations

Supplementary examinations may be awarded where special circumstances beyond the student's control significantly affect their preparation for, or performance in, an exam. Applications must be lodged prior to the exam or within seven (7) days after the exam. All students applying for compassionate supplementary examinations are required to see the Executive Dean or his nominee in the Faculty Office. There is no restriction on the maximum grade awarded for a Compassionate Supplementary.

Any student applying for and sitting a compassionate supplementary examination will have the existing primary examination mark cancelled and replaced by the supplementary examination mark whether it is higher or lower than the primary mark. Note, attendance at a supplementary examination granted on compassionate grounds constitutes acceptance of the offer of the supplementary examination.

Academic Supplementary Examinations

Supplementary examinations on academic grounds are normally offered to students obtaining a mark of 40-49 (provided they meet all other requirements of the course) and to students in their final year of study who have completed all the requirements for the degree with the exception of up to four units.

Students do not apply for academic supplementary examinations. The maximum final grade that can be awarded for a course in which students have an Academic Supplementary is 50 Pass, except where a higher division pass (55 P1) is required to proceed to the next level of the course.

Students granted a Medical or Compassionate Supplementary Examination who are also eligible for an Academic Supplementary Examination

For courses taught by Schools in the Faculty of Engineering, Computer & Mathematical Sciences, students granted a medical or compassionate supplementary examination who are also eligible for an academic supplementary examination should consider their options and before sitting the examination, advise the Faculty Student Office (email: schooloff@eng.adelaide.edu.au) whether they wish to accept the medical/compassionate supplementary examination or whether they wish to take the academic supplementary examination. If no notification is received it will be assumed that the student wishes to take the academic supplementary examination and thus allow the possibility of retaining the primary examination mark.

Applications and Acknowledgement of supplementary exams

All applications for a medical or compassionate supplementary examination from students enrolled in program offered by Engineering, Computer & Mathematical Sciences should be submitted to the Faculty Student Office Room S134 Engineering South Building. Students will be given a copy of their application, date stamped as a receipt.

Notification of Supplementary Examinations Granted

To find out if they have been granted a supplementary examination, students will need to check Access Adelaide in the week beginning 2 weeks after the end of the examination period. Some Schools also place examination results on School Notice Boards or email students. Note, it is not possible in the time between the primary examinations and the supplementary examinations for all students to be notified personally. It is the student's responsibility to check if they have been awarded a supplementary examination and to check the Examinations Website for the official supplementary examinations timetable.

For any queries please contact the Faculty Student Office Room S134 Engineering South (Phone: 8303 4148)

Conceded Pass

A candidate may present for the degree, courses for which a conceded pass (CP) grade has been awarded, with the following limits:

- You are allowed to present 4 units of Level I courses.
- You are allowed to present CPs for courses at Level II or above with an aggregate units value not exceeding 6 units, and no more than 4 units at Level IV.

Plagiarism and Related forms of Cheating

From time to time work which is not original is presented by students as part of their coursework. This represents a lack of professional attitude and lack of ethics. It will not be tolerated by the School of Mechanical Engineering (or within the wider University community in general). Your attention is drawn to the section on *plagiarism and related forms of cheating*, in the student information manual (which you received when you enrolled) and to chapters XVII and XII in the statutes of the University.

Grievance Procedures

If you have an academic problem with one of the courses you are taking, you should first consult the lecturer teaching the component that you are having trouble with. If that doesn't satisfy you, then you should consult with the co-ordinator for that course (if different to the lecturer). If you are still not satisfied, you should then consult your year coordinator (Names can be found at the Mechanical Engineering School Office), and/or your student feedback group coordinator. Your final option is to make an appointment with the Head of School, Professor Hansen.

If you have a general problem with your course or need course advice, please consult your year coordinator. If, after following the above procedure, you still need help, then you may make an appointment to see the Head of School at the School Office.

If you have a conflict with one of your lecturers or another student, then your first port of call is your year co-ordinator. Depending on the nature of the problem, he/she may resolve it for you, he may ask that you see the Head of the School or he may suggest that you see a student counsellor who may be able to help you with further action..

If you wish to consult with a student counsellor initially they can be found at:

Counselling Centre, Ground Floor, Horace Lamb Building, North Terrace Campus

Telephone: +61 8 8303 5663

Professional counsellors are available to assist and help you explore options towards resolving your difficulties. The service is free and confidential.

If you have any other type of personal problem, it is best to make an appointment with the student counselling service. Academic Staff are not qualified to offer help in this area.

Practical Work Experience

Practical Work Experience is an aspect of the program which the School of Engineering rates very highly. It enables you to appreciate the nature of the work environment and the view of a range of employees – their attitudes towards work and working conditions, unions, engineers and management. You will be able to learn about company structure and operation, to appreciate the responsibilities of engineers at various levels, and be exposed to a far greater diversity and scale of plant and equipment than we can provide at the University.

As set out in the University Handbook, students MUST complete 12 weeks of approved experience. Several categories of work experience have been identified and it is important that you gain the most that you can from each area. In order to obtain acceptance, the work must be full-time and extend over a minimum continuous period of three weeks. Up to six weeks of general work may be included.

The Institution of Engineers Australia produces a booklet annually containing suggestions relating to practical work experience (this booklet is available free to student members of the IEAust). Students must apply for and obtain practical work for themselves. Twelve weeks is a minimum requirement and you should attempt to gain more if possible. A suggested program follows: In your first period of employment, when you are still relatively unskilled in engineering at the end of first year, look for general process or labouring work, with the aim of acquainting yourself with basic labour relations. At the end of the second year, familiarisation with general trade or construction activities, eg as a tradesperson's assistant, would be appropriate. Prior to entering final year you should attempt to obtain work corresponding to a technical or

engineering assistant level, eg assembly, manufacture, maintenance, testing of equipment or simple design work.

The School of Mechanical Engineering has contacted a large number of local engineering companies and obtained commitments from many of them to take on work experience students. The contact details for these companies are available from our data base which is accessible from the School of Mechanical Engineering's web site, <http://www.mecheng.adelaide.edu.au/courses/undergrad/workexp>.

Engineering Work

This work must be undertaken in an engineering environment, under the supervision of an engineer, and may comprise activities such as:

analysis; design; drafting; construction; manufacture; installation; operation; maintenance; testing or repair of engineering works; facilities; equipment or software.

General Work Experience

The following areas of work are not appropriate for engineering experience, but may be used for general work experience: shop assistant with supervisory role; process worker on an assembly line; installation of garden watering systems; non-engineering computer software development; tradesperson's assistant (eg plumber's, electrician's, mechanic's mate); youth camp leader; data processing.

Unsuitable Work Experience

The following areas of work are not generally appropriate for either engineering or general work experience: shop assistant (non supervisory); bar, hotel or restaurant work; fruit picking or general gardening; part-time work; shelf stacker in a supermarket; delivery person/courier; painting and decorating.

Reports

Reports submitted to the School of Engineering for acceptance of work experience must be typed or written neatly in an acceptable form of English prose. Forms claiming engineering work experience approval should be certified by a **qualified engineer**, NOT a personnel manager or accountant, etc, as they may not be accepted. The name and qualifications of the engineer must also be legibly written on the application.

Insurance

Unpaid Work Experience

If work experience is to be unpaid, information letters for employers are available from the School Office. In such cases, the student represents the University of Adelaide and as such is covered for worker's compensation and public liability by the University insurer. The work experience must be approved by the Head of School or School Work Experience Coordinator before the work experience commences.

Paid Work Experience

When the student is doing paid work experience, he/she is covered by the employer's insurer. The employer is advised to remind their insurer that a student is working on the premises.

School of Mechanical Engineering Work Experience Coordinator

Dr Colin Kestell

Room S227

Phone: 8303 5946

Further Information

Claims for recognition of work experience must be lodged with the School Office by 31 March each year, or if anticipating participation in the December graduation, four weeks before the commemoration ceremony is scheduled.

For further information, students may consult the University Handbook, see the School Office staff, or consult the website www.mecheng.adelaide.edu.au/courses/workexp/ to obtain work experience forms.

MyUni (Blackboard 6)

USERNAME

Your username is in the format "axxxxxxx" where xxxxxxx is the 7 digits that form your student number.

MyUni has been established to provide a framework for online education at the University of Adelaide. MyUni is jointly managed by the Learning and Teaching Development Unit and Information Technology Services.

The key features of the MyUni service are:

- A web-based software platform that holds an entry for every academic course in addition to other staff development initiatives and provides personalised access for all students and staff at the University of Adelaide.
- Support services that include an Online Education Helpdesk and an integrated support site for MyUni instructors and students
- An educational and quality program that includes training for instructors and students

As a student at Adelaide, you will have access to quick links into all of your courses, see University announcements, personal tools such as a calendar and address book, and links to important institutional services from the one webpage. A student-friendly helpdesk is only a phone call or email away to sort out any problems you might be having in accessing material online.

You can connect through any computer with:

- an internet connection Windows 95 or higher, or an Apple Macintosh running Mac OS 8.6 or higher
- a web browser (Netscape Navigator or Microsoft Internet Explorer, version 4.0 or higher, Java script enabled)

Need help? Contact the Help Desk at 8303 3335 or send an e-mail to myuni.help@adelaide.edu.au

Purchasing of Lecture Notes

Lecture notes are available for sale from the Mechanical Engineering School Office during orientation week and the first two weeks of each semester from 9am until 4pm. After this they will only be available on Wednesday between the hours of 1pm and 4pm. Notes are sold to students at cost which is well below what it would cost you to print or photocopy them.

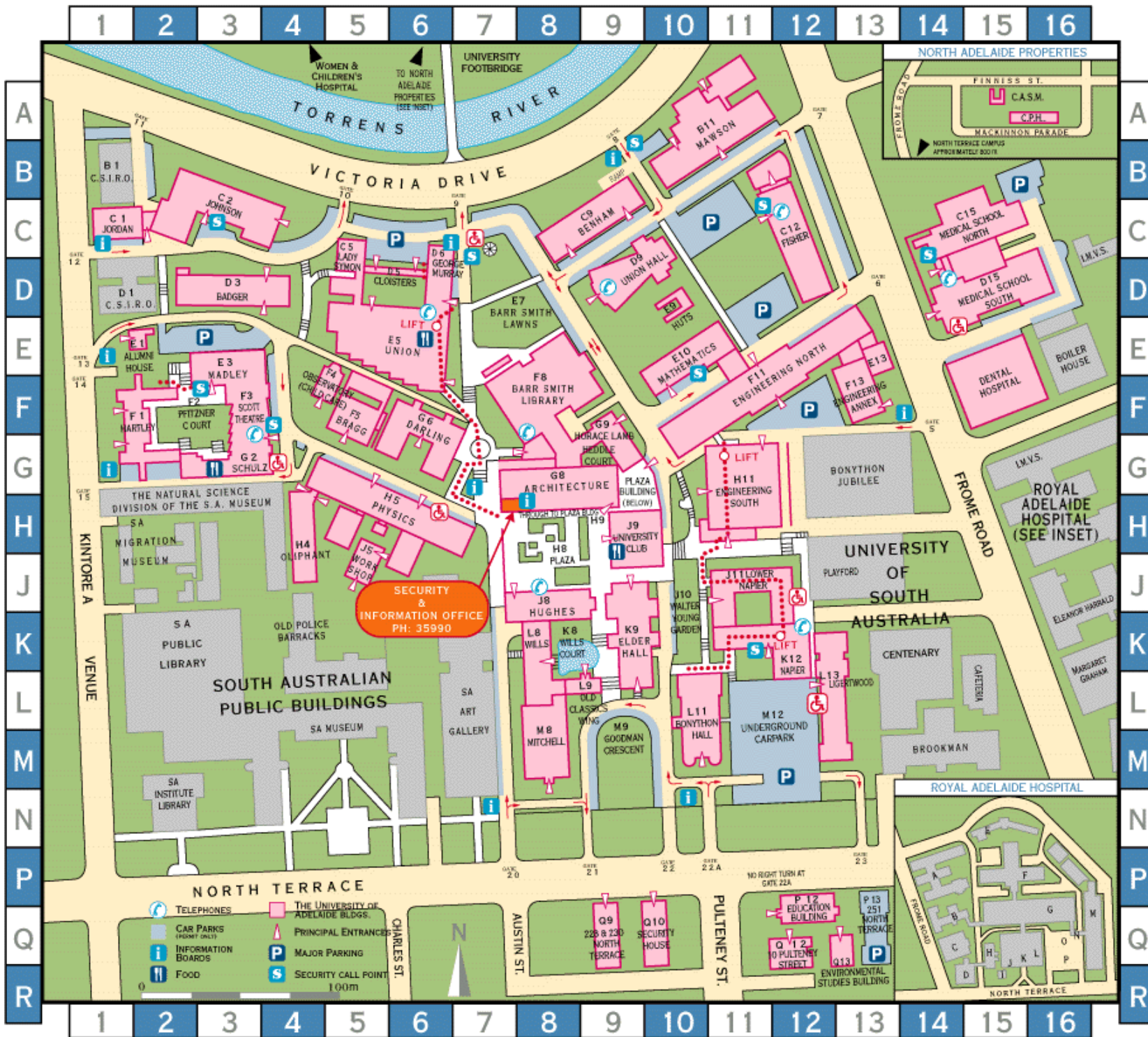
School Office Hours

The Mechanical Engineering School office hours are 10am to 4pm Monday to Friday.

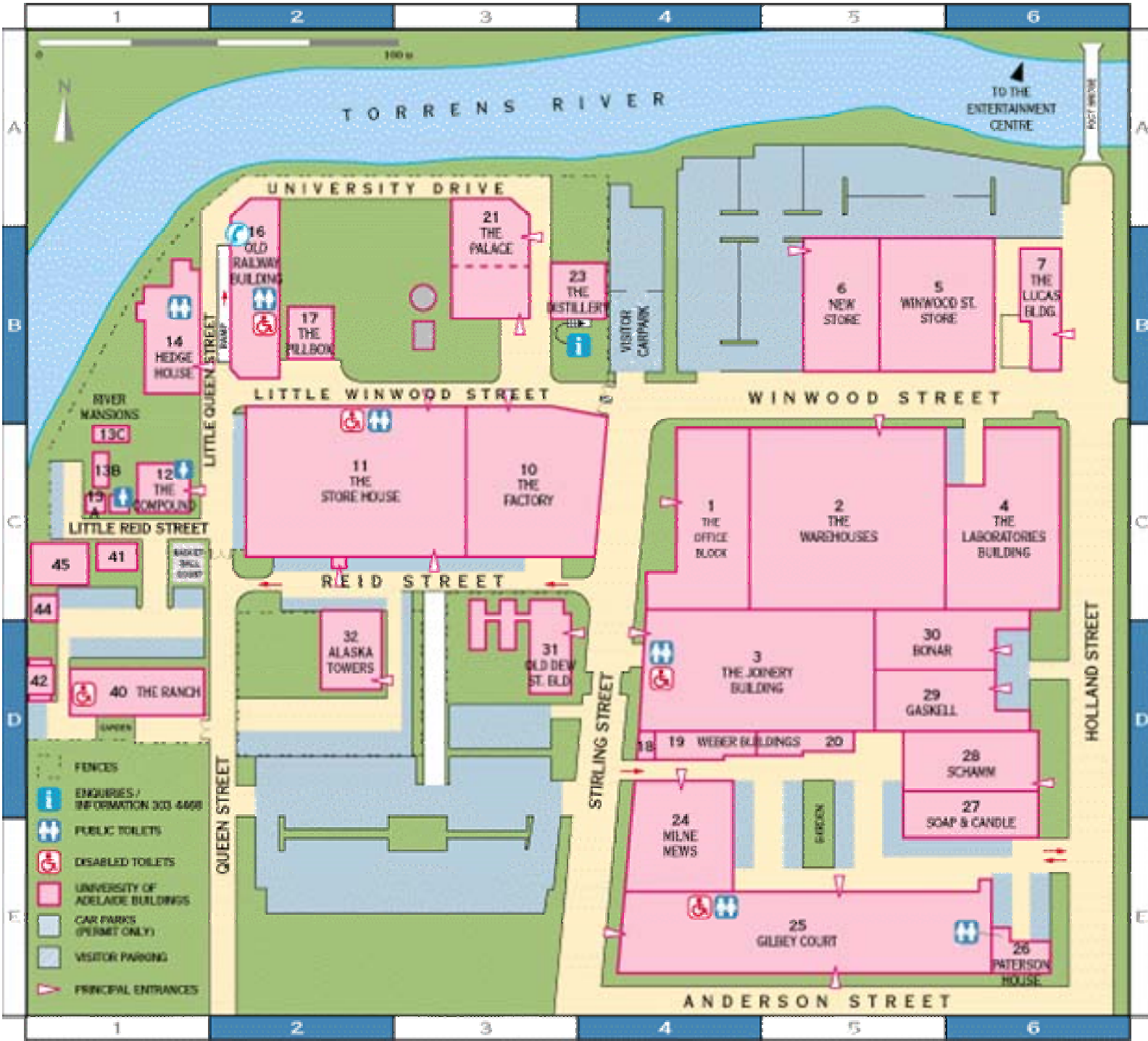
Timetable

You can obtain your personal timetable from the Access Adelaide website
www.access.adelaide.edu.au

You should check this site regularly to ensure you have the most up to date information regarding your class times and locations.



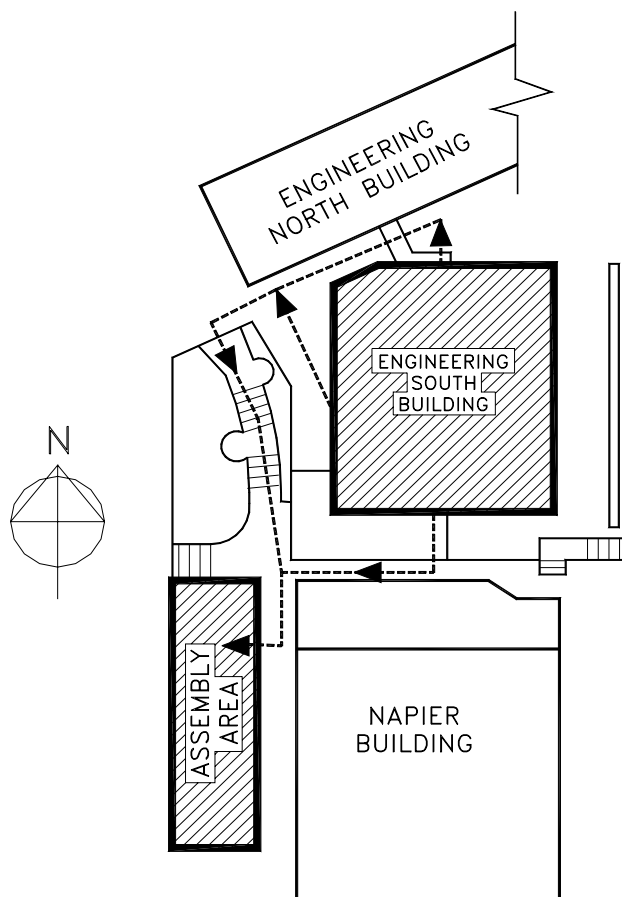
North Adelaide Campus



Campanus Thebarton

ENGINEERING EMERGENCY PROCEDURES

1. **SOUND ALARM.** If the situation is out of control, notify a FLOOR WARDEN or activate a BREAKGLASS ALARM located in the corridors. The alarm activates the EMERGENCY WARNING SYSTEM and notifies the Fire Brigade.
ALERT TONE (Beep - Beep) sound:- This means standby – await further instructions. It is not a signal to evacuate.
2. **EVACUATE TONE (Whoop – Whoop) sound:-** This means evacuate the building immediately.
TELEPHONE SECURITY :- Dial 35444. Explain the nature of the emergency.
After hours a telephone is available by the western ground floor entrance, on the second floor near the lift and in the CATS suite.
3. **EVACUATE :-** When the Whoop – Whoop alarm sounds all occupants of the building must evacuate by the nearest exit or follow the directions of the Floor Wardens (Red Hats). Leave doors unlocked and lights on. Take personal valuables with you. Mobility impaired occupants should proceed to the most convenient exit point and seek the assistance of a floor warden. **DO NOT USE THE LIFTS. DO NOT RE- ENTER THE BUILDING.**
Proceed to the ASSEMBLY AREA on the lawns outside the Napier Building. (see map below)
4. Wait for the all clear from the Chief Warden.



Persons who fail to comply with these procedures will not be permitted to undertake the assigned tasks.

These procedures have been developed from information supplied by the SA Department of Labour, the University OH&S Unit and the Standards Association of Australia.

The University of Adelaide recognizes its obligations to take all reasonable precautions to safeguard the Health, Safety and Welfare of its staff and students while they are working in the environs of the University.

General Safety Rules:

- Eating, drinking or application of cosmetics are not permitted in laboratories.
- Working under the influence of drugs or alcohol is prohibited.
- Horseplay or running are not tolerated.

Personal:

- Suitable clothing which provides adequate protection must be worn. Button loose clothing, tie back long hair, remove jewellery if the possibility exists for it to get caught in moving parts.
- Close toe shoes must be worn in the laboratories, workshops and on all site visits.
- Approved safety equipment is provided and must be used whenever indicated.
- Never undertake any work unless the known and possible hazards of the operation are known as precisely as possible and the appropriate safety precautions adopted.
- Approved safety glasses must be worn when working with any type of equipment that could cause material to become airborne.
- Approved safety glasses must be worn when working with any chemicals, including solvents and epoxy resins.
- Only use equipment when authorised to do so and after you have familiarised yourself with its correct operating procedures.
- Avoid lifting heavy objects – use mechanical aids whenever possible.

Chemical:

- Chemical waste must not be disposed of via sinks, drains or stormwater channels.
- Before using any chemical know of its hazards and dangers (if in doubt!)
- All spills to be cleaned up immediately.

Housekeeping:

- All bench surfaces are to be kept clean and tidy and free of chemicals and apparatus that is not being used.
- When operating equipment or carrying out an experiment in the laboratory ensure that the area is safe for any personnel who may enter.
- Observe safety signs at all times.
- Walkways must be kept clean and accessible at all times.
- Extension leads, air lines etc are not to be placed across designated walkways or when finished with, left lying on the ground.
- In areas where there is a risk of water spillage, no electrical cords may be placed on or near the floor.

Electrical:

- All hand held electrical devices and extension leads must be protected with earth leakage devices.
- Switch off all electrical equipment when not in use.

Fire:

- Fire escape routes are to be kept clear at all times.
- Be familiar with FIRE AND EVACUATION PROCEDURES within your working area.
- Know where the fire extinguishers and fire alarm buttons are located for the area in which you are working and know how to use them.

After hours:

- Work outside of core hours 8:00am – 6:00pm, or on weekends is regarded as after hours.
- Personnel of school who wish to work outside normal hours are required to fill in the after hours book outside the School office.
- Work by undergraduate students can only be performed when supervised by an academic staff member (or nominee) during or outside core hours.

PROGRAM SUMMARY

LEVEL 1					
COURSE CODE	COURSE NAME	SEMESTER	UNITS	LECTURER	ROOM
MECH ENG 1001	Design Graphics	2	2	Dr Colin Kestell	S227
MECH ENG 1000	Dynamics	2	2	Mr Gareth Bridges	S317
ELEC ENG 1008	Electrical Engineering IM	1	2	Dr Bruce Davis	EM306
MECH ENG 3006	Engineering Communication ESL	1 & 2	2	Ms Kristin Munday Ms Karen Adams Ms Dorothy Missingham	S237c N107 S237a
CHEM ENG 1002	Engineering Computing I	1	2	Dr Zeyad Alwahabi	N113b
MECH ENG 1005	Engineering Planning, Design & Communication M	1	3	Ms Elizabeth Yong Ms Dorothy Missingham	S237a S237a
CHEM ENG 1003	Materials I	2	2	Mr Ian Brown Dr Yung Ngothai	S106 N212B
MATHS 1007	Mathematics IA & IB	1 & 2	6	Dr David Parrott	Maths 105a
PHYSICS 1003	Physics IHE	2	3	Dr Rod Crewther	Physics 108
C&ENV ENG 1001	Statics	1	2	Dr Rudi Seracino	N141

LEVEL 2					
COURSE CODE	COURSE NAME	SEMESTER	UNITS	LECTURER	ROOM
MECH ENG 2018	Design Practice	1	4	Mr Antoni Blazewicz	S310
APP MTH 2000	Differential Equations and Fourier Series	1	2	Dr Jim Denier	EM123
MECH ENG 2019	Dynamics and Control I	2	3	Dr Anthony Zander Dr Ley Chen	S209 S308
MECH ENG 2015	Electronics IIM	1	3	Dr Tien-Fu Lu	S208
MECH ENG 3006	Engineering Communication ESL	1 & 2	2	Ms Kristin Munday Ms Karen Adams Ms Dorothy Missingham	S237c N107 S237a
MECH ENG 2011	Mechatronics IM	2	2	Dr Ley Chen	S308
APP MTH 2009	Numerical Analysis and Probability and Statistics	2	2	Dr Stephen Cox Dr Andrew Metcalfe	MTHS 224 MTHS 223
MECH ENG 2002	Stress Analysis and Design	2	3	Dr Andrei Kotousov	S207
MECH ENG 2021	Thermo-Fluids I	1	3	Mr Gareth Bridges Mr Antoni Blazewicz	S317 S310
APP MTH 2002	Vector Analysis and Probability and Statistics	1	2	Dr Peter Gill	MTHS 106

LEVEL 3					
COURSE CODE	COURSE NAME	SEMESTER	UNITS	LECTURER	ROOM
MECH ENG 3027	Design and Communication	2	3	Dr Colin Kestell Ms Elizabeth Yong Ms Dorothy Missingham	S227 S237b S237b
MECH ENG 3028	Dynamics and Control II	2	3	Dr Anthony Zander Dr Ben Cazzolato	S209 S204
ELEC ENG 3020	Embedded Computer Systems	2	3	Dr Mike Liebelt	N105
MECH ENG 3017	Engineering and the Environment	1	2	Professor Colin Hansen A/Prof Graham Nathan	S116 S305
MECH ENG 3006	Engineering Communication ESL	1 & 2	2	Ms Kristin Munday Ms Karen Adams Ms Dorothy Missingham	S237c N107 S237a
APP MTH 3009	Engineering Mathematics III	1	2	Dr Michael Teubner	MATHS 214
MECH ENG 3020	Heat Transfer	1	2	Dr Bassam Dally	S120
MECH ENG 3029	Manufacturing Engineering	2	2	Mr John Thompson	A112
MECH ENG 3014	Mechatronics II	1	2	Dr Lei Chen	S308
MECH ENG 3032	Microcontroller Programming	1	3	Dr Frank Wornle	S204
ELEC ENG 4042	Power Electronics and Drive Systems	1	2	Dr Wen Soong	N124

LEVEL 4					
COURSE CODE	COURSE NAME	SEMESTER	UNITS	LECTURER	ROOM
MECH ENG 4011	Advanced Automatic Control	1	2	Dr Ben Cazzolato	S229
MECH ENG 3006	Engineering Communication ESL	1 & 2	2	Ms Kristin Munday Ms Karen Adams Ms Dorothy Missingham	S237c N107 S237a
MECH ENG 4038	Engineering Management and Professional Practice	1	2	Mr Jim Dunlop Ms Krystyna Sawon Mr Roger Inverarity Dr John Brydon	External
MECH ENG 4033	Mechanical Signature Analysis	1	2	Mr Byron Martin	S105
MECH ENG 4028	Mechatronics IIIM	2	2	Dr Frank Wornle	S204
MECH ENG 4027	Robotics M	1	2	Dr Tien-Fu Lu	S208
MECH ENG 4019 A&B	Mechatronics Project (Lv 4)	1 & 2	8 in total	Dr Ben Cazzolato	S227

ELECTIVES	A TOTAL OF 3 ELECTIVES MUST BE CHOSEN. MAXIMUM OF 1 EXTERNAL TO MECH ENG.				
COURSE CODE	COURSE NAME	SEMESTER	UNITS	LECTURER	ROOM
MECH ENG 4020	Advanced Vibrations	1	2	Dr Anthony Zander	S209
APP MTH 4007	Computational Fluid Dynamics	1	2	Dr Michael Teubner	MATHS 214
MECH ENG 4004	Engineering Acoustics	1	2	Professor Colin Hansen	S116
MECH ENG 4026	Environmental & Architectural Acoustics	2	2	Mr Byron Martin	S105
MECH ENG 4039	Finance for Engineers	2	2	Ms Jean Canil	Security House 224
MECH ENG 4026	Fire Engineering	2	2	Mr Roger Marchant	AFSRU
MECH ENG 4000	Fundamentals of Non-Linear Computational Mechanics	2	2	Professor Carlo Sansour	External
MECH ENG 4024	Materials Selection and Failure Analysis	Not offered 2005	2	Professor Valerie Linton	S104
MECH ENG 4025	Topics in Welded Structures	1	2	Professor Valerie Linton	S104
APP MTH 4043	Transform Methods and Signal Processing	2	2	Dr Matt Roughan	MATHS G18

DOUBLE AND COMBINED DEGREE PROGRAM SUMMARIES

For these programs, some courses have been omitted from the single degree program and have been replaced with courses from the Combined or Double degree programs. The omitted courses are listed below together with the additional courses that must be taken to satisfy the requirements of the Combined or Double degree programs.

Combined or Double degree program	Length of prog. (years)	Courses omitted from single degree program	Units	Courses added in addition to single degree program	Units
BE/BA (double)	5	Engineering Planning, Design and Communication M	3	12 units Level 1 Arts courses 8 units Level 2 Arts courses 12 units Level 3 Arts courses	12 8 12
BE/BEc (Comb.)	5	Engineering Planning, Design and Communication M Engineering Maths III Engineering Management & Professional Practice 1 Elective course	3 2 2 2	Principles of Microeconomics 1 Principles of Macroeconomics 1 Macroeconomics: Theory Policy II Consumers, Firms & Markets II Organisational Behaviour II Economic & Financial Data Analysis II 16 units of Level III B Economics courses	3 3 4 4 4 4 16
BE/B Ma & Comp Sci (Computer Sci focus) (Comb.)	5	Engineering Computing 1	2	Computer Science 1 Data Structures & Algorithms Computer Systems 20 units Lv 3 Maths /Comp. Sci.	6 2 2 16
BE/B Ma & Comp Sci (Maths focus) (Comb.)	5	None		24 units Lv 3 Maths /Comp. Sci.	24

LEVEL 1

COURSE

OUTLINES

Design Graphics

Course Code: MECH ENG 1001

Course Type: Core

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: None

Teaching Method: 12 hours lectures and 27 hours practical classes in the design suite

Assessment: Course work 40%, final exam 60%

Course Objectives: In this course students shall be shown how to:

- Interpret Engineering drawings,
- Effectively communicate through drawing,
- Visualise 3D objects from 2D images,
- Acquire a basic freehand drawing skill,
- Acquire a skill in using drawing instruments,
- Learn the basics of a CAD package,
- Prepare drawings suitable for manufacture and documentation and will be introduced to the design process

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- understanding of the principles of sustainable design and development; and
- understanding of the professional and ethical responsibilities and commitment to them.

Course Synopsis: Design methods and the influence of design and computers in manufacturing; the language of drawing including sketching; instrument drawing; orthogonal and axonometric projection; visualisation; dimensioning; tolerancing; manufacturing methods and an introduction to CAD.

Content:

▪ Introduction	2%
▪ Orthographic projection	6%
▪ Line type application	2%
▪ Freehand drawing	5%
▪ Pictorial projection	5%
▪ Auxiliary projection	5%
▪ Dimensioning	5%
▪ Tolerancing - size and form	5%
▪ Abbreviations & symbols	5%
▪ Working drawings	5%
▪ The design process	5%
▪ Computer Aided Design	50%

Text book: Litchfield, 1998, *The technical drawing handbook*, 2nd Edition, Flinders Press; *Design Graphics course notes*, available from the Mech. Eng. Office; Basic Engineering Drawing Equipment. This is best purchased as a package from the Student Union Book Store.

Recommended Reading: The afore mentioned text

Experiments: None

Dynamics

Course Code: MECH ENG 1000

Course Type: Core

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: SACE Stage 2 Mathematics 1 and 2, Physics

Teaching Method: 36 hours lectures and tutorials

Assessment: Assignments 10%, mid-semester exam 25%, final exam 65%

Course Objectives:

- Be able to adequately describe planar motion in a range of appropriate co-ordinate systems.
- Know and understand the physical laws that underpin the dynamics of bodies in motion. These include Newton's Laws of Motion, the Work-Energy principle and impulse-momentum relation. Classical physics only is employed at this level.
- Draw free body diagrams for bodies in dynamical systems.
- Solve problems – determine various physical quantities employing the range of analytical techniques taught in this course.

Graduate Attributes to be Developed:

- Confidence to apply mathematical concepts (vector representations, integral and differential calculus) to engineering problems;
- Able to define problems in appropriate form and develop strategies to determine solutions;
- Know fundamental physics governing mechanical systems;
- Able to apply a range of techniques to solve dynamics problems, and determine which are the most suitable;
- Be able to communicate problem solving strategies effectively, in written form;
- Possess problem solving skills with broader applicability; and
- Have some appreciation of the value of Dynamics in a broader engineering context.

Course Synopsis: Kinematics of particles and rigid bodies; rectilinear, and curvilinear motion; motion relative to moving axis. Kinetics of particles and rigid bodies: application of Newton's Laws, and the principles of work, energy, power, and momentum in mechanical systems. Conservation of energy and momentum.

Content:

RECTILINEAR MOTION (2 lectures)

- a) Relationships between displacement, velocity and acceleration.
- b) Relative motion in one dimension.

COUPLED/DEPENDENT MOTION (2 lectures)

- a) Pulley systems and constrained motion

CURVILINEAR MOTION (4 lectures)

- a) Definition of parameters describing general motion in a plane.
- b) Relative motion in two dimensions.
- c) Cartesian co-ordinate system.
- d) Polar co-ordinate system.
- e) Tangential-normal co-ordinate system.
- f) Central force motion

NEWTON'S LAWS OF MOTION (4 lectures)

- a) Newton's Laws of Motion.
- b) Free-body diagrams and Newton's 2nd Law.
- c) Friction force

WORK and ENERGY (4 lectures)

- a) Work-Energy principle.
- b) Conservative forces.
- c) Potential Energy functions for conservative forces.
- d) Efficiency
- e) Power

IMPULSE and MOMENTUM (4 lectures)

- a) Impulse-Momentum relationship.
- b) Impulsive forces.
- c) Conservation of momentum
- d) Coefficient of Restitution

RIGID BODY KINEMATICS (4 lectures)

- a) Description of general motion of a rigid body.
- b) Use of relative motion formulae in rigid body problems.

Text book: Extensive notes are provided to students.

Recommended Reading: Beer and Johnston, *Dynamics*, 3rd metric SI Edition.

Experiments: None

Electrical Engineering IM

Course Code: ELEC ENG 1008

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: A knowledge of mathematical techniques and physical and electrical phenomena such as can be obtained by studying SACE Stage 2 Mathematics 1 and 2 and Physics will be assumed.

Teaching Method: 36 hours lectures and 6 tutorials, plus interactive learning

Assessment: Assignments 10%, Examination (2 hours) 90%.

Course Objectives: After successfully completing this course students will understand basic electrical quantities and be able to model the behaviour of simple electrical circuit elements. They will be able to perform steady state analysis of networks of resistors, independent sources and dependent sources with direct current excitation. They will also be able to analyse circuits consisting of resistors, inductors, capacitors, independent sources and dependent sources with steady state sinusoidal excitation. They will have an appreciation of the usefulness of linear models in analysing circuits containing non-linear devices. They will be able to analyse simple electronic circuits including diode circuits and basic amplifier circuits. They will have an appreciation of some of the design criteria for such circuits. Students should also be able to perform analysis and synthesis of simple digital logic circuits, and be familiar with binary numbers and operations on these numbers.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them; and

- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis:

Circuit analysis: Electrical circuit concepts: definitions, basic quantities and units. Models for simple circuit elements. Network topology and simple methods of analysis. Steady state alternating current circuits and phasor methods. Analog electronics: Principles of electronic circuits. Models for diodes and field effect transistors. Rectifier circuits, the zener diode. Simple amplifier circuits. Operational amplifiers. Digital electronics: Boolean variables and Boolean algebra. Combinational logic circuits and minimization techniques. Number representation and arithmetic operations. Introduction to the principles underlying the operation of DC and AC motors and generators.

Content:

This course introduces basic electrical circuit elements and quantities and methods for analysing and modelling analog and digital electrical and electronic circuits. There is also a brief introduction to electrical machines. The following topics will be addressed:

Electric Circuits (17%)

- Definitions, basic quantities and units
- Models for simple electrical circuit elements
- Capacitors & Inductors
- Kirchhoff's Laws
- Superposition
- Power

Introduction to Electronics (15%)

- Semiconductor devices
- Diodes
- Rectifier circuits
- Field Effect Transistor models
- Simple amplifier circuits
- Operational amplifier circuits

Steady State Sinusoidal Analysis (20%)

- Representation of sinusoidal signals by phasors
- Impedance and admittance
- Complex numbers and graphical representations (review)
- Phasors and phasor diagrams
- Power in AC circuits

Digital Electronics (25%)

- Binary numbers
- Boolean algebra
- Combinational logic circuits

Introduction to Electrical Machines (23%)

DC Motors & Generators

Ideal Transformers

AC Motors & Generators

Text book: Course notes are provided – textbook purchase is not required

Recommended Reading:

- A.R. Hambley: *Electrical Engineering - Principles and Applications*, 2nd Edition, (Prentice Hall, 2000).
- Giorgio Rizzoni: *Principles and Applications of Electrical Engineering*, 3rd Edition (McGraw-Hill, 2000).
- J.R. Cogdell: *Foundations of Electrical Engineering*, 2nd Edition, (Prentice Hall, 1996).
- Gajski, Daniel D: *Principles of Digital Design*, Prentice Hall (Highly recommended).
- Katz, *Contemporary Logic Design*, Benjamin/Cummins (Reference)

Experiments: There are no laboratory sessions in this course.

Engineering Communication (ESL)

Course Code: MECH ENG 3006

Course Type: Available to students whose native language is not English, may be presented in lieu of one elective at Level IV. Compulsory for international students from language backgrounds other than English, who presented an English language score for admission or who entered via a Foundation Studies Program.

Note: *Students are expected to undertake this course during the first six months of your study at this university. The course may be taken at any level during your degree so students arriving in their second, third or fourth year of their program may undertake the course. The course need only be passed once.*

Credit: 2 Units

Offered in Semester: One and Two

Pre-requisites / Assumed Knowledge: English language levels accepted for entrance to the University of Adelaide.

Teaching Method: : 24 hours lecture-workshops

Assessment: Assignments 90%, attendance 10%. Pass mark 50%. No supplementary exams or assessments are given for this course.

Assignments:

- Grammar, (online modules) 10%
- Oral, 5%
- Written 20%
- Oral, 25%
- Written, 30% ,
- Attendance, 10%

Course Objectives: On completion of the course, students should:

- grasp some of the ways in which social context shapes language features and communication
- develop and present evidence based propositions
- identify and begin to apply the language features of academic writing and speaking
- locate appropriate sources of information toward your assignments
- critically read and interpret information in the development of your own point of view
- write appropriate texts which communicate the logical development of proposition(s) and analysis of issues
- present your understanding and analysis of issues in a formal seminar presentation
- participate in class and group discussions, and present decisions made to class colleagues in informal presentations.
- increase your awareness of social, cultural and ethical issues and be able to discuss these in relation to professional and social responsibilities.

Graduate Attributes to be Developed:

The University of Adelaide provides an environment where students are encouraged to take responsibility for developing the following attributes:

- the ability to communicate effectively in formal and informal situations, in writing and speaking as is assessed in written and oral assignments
- the ability to communicate effectively with engineers, other professionals and the community generally as is emphasised throughout the course and indirectly assessed through assignments
- independent and critical thinking: the ability to locate, analyse, critically evaluate and synthesise information from a wide variety of sources in a planned and timely manner, as must be demonstrated in students and oral assessments
- skills of a high order in interpersonal understanding, teamwork and communication as is emphasised throughout the course and must be demonstrated through interactive class tasks
- proficiency in the appropriate use of contemporary technologies as is assured through student interaction with the MyUni environment, database and catalogue searching, email and use of Turnitin
- a commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life as is emphasised throughout the course
- an awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities as is assessed through assignment topics which explore these issues.

Course Synopsis: This course provides language development in English as a second language for the purposes of oral and written communication in the context of the study of Engineering. It introduces linguistic principles as tools to assist communication in English as a second language and in cross-cultural settings. Class work is designed to develop the capacity of students for communication (in speaking, listening, writing and reading) and critical thinking relevant to their current studies and intended careers in the fields of engineering and computing. Language development is task-based. Tasks and assignments are focussed on academic writing, research and preparing evidence-based papers, reading, informal academic discussion and formal oral presentation.

Content:

The lecture-workshops are interactive to assist students to develop skills in discussion, research skills, practice writing texts, develop their oral presentation skills and analyse and discuss their ideas about issues in Engineering.

Register (2L)

concept of register

identification of different registers language features of academic communication

Paragraphs - basic overview of features, structure and functions (2L)

topic sentences(s)/proposition/outline

evidence, examples, citing sources closing statement

Using evidence (1L)

evaluating evidence & reliability
strategies for

Discussion session (1L)

critical examination of evidence for topic
oral discussion oral presentation of propositions

Plagiarism & Referencing (2L)

university policy
referencing guide, in-text citations, & language features

Self-editing of paragraphs (1L)

strategies

Oral Presentations Intro. (1L)

identifying features of good academic seminars /practice

Oral Presentations 3 mins Assessment (2T)

Library orientation, (2L)

referencing database searching

Propositions, claims & facts. (1L)

definitions, examples, tasks

General to specific movement (1L)

functions of as support for proposition

Logical cohesion (2L)

concepts
language features
strategies for analysis & increasing cohesion
recognizing cohesion, lack of cohesion

Interpretation, analysis & summary (2L)

concepts
identifying the differences

Structure of a short discussion paper (discourse organization/sequencing)

identifying and applying language features appropriate in a short paper

Passive & Active voice (2L)

concepts, functions, identifying and swapping voice

Oral Presentations strategies (4T)

guidelines
analysis of features of model student presentations (video)
practice applying features

Text book: A detailed description of the course and course notes, will be distributed to the students at the first lecture.

Recommended Reading: None

Experiments: None

Engineering Computing I

Course Code: CHEM ENG 1002

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: SACE Stage 2 Mathematics 1 and 2, Physics

Teaching Method: 32 hours lectures and practical/tutorial classes

Assessment: Assignments 40%, final exam 60%

Course Objectives: In this course students shall be shown how to:

- ❖ Understand the role of an operating system in managing computer resources;
- ❖ Understand the way data is stored inside a computer;
- ❖ Develop algorithms to solve engineering-related problems;
- ❖ Implement algorithms using the C++ programming language;
- ❖ Design and implement simple object oriented programs; and
- ❖ Understand how a graphical user interface functions.

Graduate Attributes to be Developed:

Capability to apply knowledge of basic computing and engineering fundamentals through written examination and programming assignments.

Course Synopsis: Introductory computing: Introductory Programming (ANSI'C); introduction to engineering applications-oriented software.

Content:

Part 1 – Procedural Programming (40%)

Computer basics (history etc); getting data in and out of programs; decision making in programs; repeating a series of instructions; packaging up actions to perform a specific task; grouping information.

Part 2 – Write moderate sized programs in the ANSI "C" computer language (60%)

- Variables, expressions and assignments. (9%)
- Introduction to initialisation, data input, data output, and the pre-processor. (9%)
- Introduction to flow control, data input and ASCII character streams. (10%)
- Assignment. (6%)
- Blocks and compound statements. (5%)
- General flow and loop control. (10%)

- Functions and structured programming. (10%)
- The fundamental data types (sizes and ranges), arithmetic conversions and pointers. (6%)
- Functions and call-by-reference, scope rules and storage classes. (8%)
- pointers. (7%)
- Two dimensional arrays. (7%)
- Character processing, strings and pointers. (7%)
- Standard library string functions. (6%)

Text book: Kelley, A. and Pohl, I., *'C' by Dissection: The Essentials of 'C' Programming*, Benjamin/Cummings: 4th Edition

Recommended Reading:

O'Leary, T. and O'Leary, L., *Computing Essentials: Complete Edition 2000 – 2001*, McGraw-Hill

Experiments: None

Engineering Planning, Design and Communication M

Course Code: MECH ENG 1005

Course Type: Core

Credit: 3 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: None

Teaching Method: 24 hours lectures, 18 hours seminars/workshops and 20 hours project work

Assessment: Planning & Design 67%, Communication 33%.

Within the Planning & Design component assessment comprises project 50%, exam 40%, coursework 10%. Within the Communication component, assessment comprises participation 20%, written assignments 50%, oral presentations 30%.

Course Objectives:

- introduce students to the field of engineering
- introduce the planning and design process
- develop some skills for solving engineering problems
- develop effective written and oral communication skills

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to locate, analyse evaluate and synthesize information from a wide variety of sources in a planned and timely manner;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them;
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: The course combines aspects of engineering planning and design, as well as aspects of communication. Students are introduced to the field of engineering, and provided

with some tools for tackling real engineering problems – especially those centred on the preliminary stages of the planning and design process. Effective written and oral communication skills are an integral part of the course.

Content:

Within the Communication component (33% of the total), content comprises

- Features of Academic and Professional Language 24.5% - active and passive voice, foregrounding information, function and language structure of an Introduction, function and language structure of Discussion paragraphs, function and language structure of Conclusions,
- Language Styles 8.5% - language register, descriptive, synoptic, analytical styles
- Logical Cohesion 8.5% - linking information in and between sentences, paragraphs and entire documents through repetition, related and referred meaning, and structuring
- Integrating Evidence and Referencing 8.5% - expository writing, critical thinking, supporting academic arguments
- The Function of a Report 17% - research and analysis, applying academic writing techniques to report writing
- Presenting a Seminar 33% - structure of an oral presentation, oral presentation techniques, delivery style

Within the Planning and Design component (67% of total), content comprises a number of topics selected from the following:

- Engineers and Engineering as a Profession 10% - engineers and their work, engineering education, engineering problems
- The Design Process 10% - problem formulation, feasibility study, preliminary and detailed planning and design, implementation
- Creativity 10% - processing and storing information in the brain, types of thinking, stages of and methods to enhance creativity
- Economic Concepts 10% - time value of money, cost benefit analysis, criteria for economic evaluation of engineering projects
- Decision Theory 10%
- Environmental Assessment 10%
- Project Scheduling 10% - project planning, researching, design and evaluation, effective meetings
- Environmental Economics 10%
- Working in Groups 10% - group development, roles, managing conflict and diversity
- Engineering Report Writing 10% - formatting and structuring reports

Text book: Manual and notes are provided – no textbook needed

Recommended Reading:

- Dandy, G C & Warner, R F 2000, *Planning and Design of Engineering Systems*, E & FN Spon, London.
- Lovell, David 2001, *Student Writer's Friend*, The Macquarie Library, Macquarie University, Australia.
- Winckel, A & Hart, B 2002, *Report writing style guide for Engineering students*, 4th edn., rev. M Behrend, University of South Australia,

<http://www.unisanet.unisa.edu.au/learningconnection/students/Lguides/report-writing-engineering.pdf>

Experiments: None

Materials I

Course Code: MECH ENG 1003

Course Type: Core

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: SACE Stage 2 Mathematics 1 and 2, Physics

Teaching Method: 20 hours lectures and 10 hours tutorials

Assessment: Written exam 70%, assignments and tutorials 30%

Course Objectives: At the end of the course the students should have gained a basic understanding of:

- The relationship between the structures and the properties of materials.
- The test methods used for determining the mechanical properties of materials.
- The effect of chemical composition and processing on the properties of materials.
- The process of materials selection.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- understanding of the principles of sustainable design and development; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: The mechanical properties of materials, the distinction between elastic and plastic deformation of crystalline solids, the theoretical strength of crystalline solids, effect of dislocations and types of failure mechanisms. Rheological properties of materials, models of viscoelastic behaviour. The formation of crystalline solids. Direct observation of the microstructure of materials. The failure of materials in engineering service. Polymers and composites.

Content:

SYLLABUS PART A (50%)

STRUCTURES AND PROPERTIES OF METALS

- Introduction: Classification of materials by structure, by properties, effect of structure and processing on properties.(1 lecture)
- Atomic Bonding: Periodic table, electronegativity, ionic, covalent, metallic and secondary bonding, relationship between properties and bonding. (1 lecture/1 tutorial)

- Atomic Structure: Energy and packing, crystal structures, structure-property relationships. (1 lecture)
- Imperfections in Solids: Types of imperfections, effect of defects on properties. (1 lecture/1 tutorial)
- Diffusion in Solids: Types of diffusion, processing using diffusion, Fick's first and second laws, structure and diffusion. (1 lecture)
- Mechanical Properties: Principles of elastic and plastic deformation, states of stress and strain, test methods for determining mechanical properties. (1 lecture/1 tutorial)
- Dislocations and Strengthening: Movement of dislocations, strategies for strengthening – grain size, work hardening, solid solution and precipitation hardening. (2 lectures/1 tutorial)
- Fracture: Ductile versus brittle failure modes, introduction to fracture mechanics, effect of temperature, strain rate and cyclic stress on failure. (2 lectures/1 tutorial)

SYLLABUS PART B (50%)

STRUCTURES AND PROPERTIES OF CERAMICS (3 lectures, 2 tutorials)

- Crystal structures: Ceramic crystal structures, Density computations, Silicate Ceramics, Carbon;
- Point defects: Point defects in ceramics, Impurities in ceramics;
- Mechanical properties: Flexural strength, Elastic behaviour, Hardness;
- Deformation mechanisms for ceramic materials: Crystalline ceramics, Noncrystalline ceramics;
- Failure: Brittle fracture of ceramics; Creep in ceramic materials;
- Type of ceramics: Glasses, Glass-ceramics, Clay products, refractories, abrasives and cements;

STRUCTURE AND PROPERTIES OF POLYMER (4 lectures/2 tutorial)

- Polymer structures: Hydrocarbon molecules, Polymer molecules, Molecular weight, Molecular shape, Molecular structure, Thermoplastic and thermosetting polymers, Copolymer, Polymer crystallinity, Polymer crystals;
- Point defects: Point defects in polymers;
- Mechanical properties: Stress-strain behaviour, Macroscopic deformation, Tear strength and Hardness of polymers;
- Mechanisms of deformation and for strengthening of polymers: Deformation of semicrystalline polymers, Factors that influence the mechanical properties of semicrystalline polymers, Deformation of elastomers;
- Failure: Fracture of polymers, Fatigue in polymeric materials, Creep in polymeric materials;
- Type of polymers: Plastics, Elastomers, Fibers;
- Synthesis and fabrication of polymers: Polymerization and polymer additives;

COMPOSITES (3 lectures/1 tutorials)

- Particles-reinforced composites: Large-particle composites, Dispersion-strengthened composites;
- Fibre-reinforced composites: Influence of fiber length, Influence of fiber orientation and concentration, The fiber phase, The matrix phase, Polymer-Matrix composites,

Metal-matrix composites, Ceramic-matrix composites, Carbon-carbon composites, Hybrid composites, processing of fiber-reinforced composites;

- Structural composites: Laminar composites, Sandwich Panels

Text book: Callister, W.D., *Materials Science and Engineering an Introduction*, 6th Edition, Wiley.

In addition, students may obtain copies of the course materials (such as overhead notes, tutorial answers) from the University of Adelaide's INTRANET home page at <http://www.adelaide.edu.au/myuni/>

Recommended Reading: None

Experiments: None

Mathematics IA & Mathematics IB

Course Code: MATHS 1007

Course Type: Core

Credit: 6 Units

Offered in Semester: One and two

The Mathematics I course is held over two semesters - students must enrol in both MATHS IA & IB to complete course requirements

Pre-requisites / Assumed Knowledge: SACE Stage 2 Mathematical Studies & Specialist Mathematics. Students must obtain a Division 1 pass (P1) in MATHS 1011 Mathematics IA in order to proceed to MATHS 1012 Mathematics IB.

Teaching Method: 4 lectures, 1 tutorial each week plus a number of computer practicals using the mathematical package Matlab.

Assessment: Assignments 10%, tests 10%, final exam 80%

Course Objectives: To provide an introduction to the basic concepts and techniques of calculus and linear algebra, emphasising their inter-relationships and applications to engineering, the sciences and financial areas.

To introduce students to the use of computers in mathematics and to develop problem solving skills with both practical and theoretical problems.

To consolidate the mathematics already learned at school and to introduce students to calculus of two variables, Taylor series and their use in approximating functions, the solution of differential equations and the computation and uses of eigenvalues and eigenvectors.

To discuss and explain certain theoretical concepts which underpin the topics introduced in calculus and linear algebra.

Graduate Attributes to be Developed:

- Ability to apply basic mathematical knowledge assured through written examination and assignments;
- Ability to communicate effectively, developed through tutorial participation and submission of assignments, but not assured;
- In-depth technical competence in basic mathematics assured through written examination and assignments;
- Ability to undertake problem definition, formulation and solution assured through written examination and assignments; and

- Expectation of the need to undertake lifelong learning and the capacity to do so assured through the requirement to undertake additional reading to complete some assignments.

Course Synopsis: The two courses together provide an introduction to the basic concepts and techniques of calculus and linear algebra, emphasising their inter-relationships and applications to engineering, the sciences and financial areas; introduces students to the use of computers in mathematics; and develops problem solving skills with both theoretical and practical problems. Calculus: functions of one and two variables, differentiation and integration. Taylor series and differential equations. Algebra: Linear equations, matrices, the real vector space, determinants, optimisation, eigenvalues and eigenvectors, linear transformations.

Content:

Calculus

Functions (9%)

- Trigonometric functions
- Logarithms and exponential functions

The definite integral (7%)

- Areas under curves
- Fundamental Theorem of Calculus
- Revision of differentiation

Techniques of integration (9%)

- Methods of evaluating indefinite integrals
- Numerical integration.

Differential equations (6%)

The derivative (12%)

- Limits, and continuity
- The Mean Value Theorem
- Applications of the derivative

Taylor Series (7%)

Calculus of two variables (9%)

Algebra

Matrices and linear equations (10%)

- Solution of systems of linear equations
- Inverse matrix
- Determinants

Optimisation problems (4%)

- Optimisation of linear functions subject to linear constraints

The real vector space R^n (11%)

- Subspaces
- Linear independence
- linear combinations of vectors
- bases and orthonormal bases

Eigenvalues (12%)

- Eigenvalues and eigenvectors
- Diagonalization of symmetric matrices
- Applications of eigenvalues

Linear transformations (4%)

Text book: Lay, D., *Linear Algebra and its applications*, 3rd edition, Addison-Wesley-Longman
Stewart, J., *Calculus*, 5th (or 4th) edition, Brooks-Cole

Recommended Reading: Mathematics 1 student notes

Experiments: None

Physics IHE

Course Code: PHYSICS 1003

Course Type: Core

Credit: 3 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: C&ENVENG 1001 Statics, MATHS 1011 Mathematics IA or MATHS 1013 Mathematics IMA (on application to Head of Discipline)
Corequisite: MATHS 1012 Mathematics IB or MATHS 1014 Mathematics IMB (on application to Head of Discipline)
Restriction: PHYSICS 1000A/B Physics I, PHYSICS 1200 Physics IB

Teaching Method: 3 lectures, 1 tutorial per week, 5 x three-hour practicals

Assessment: Practical work 20%, final exam 80%

Course Objectives:

In this course students shall:

- Develop their understanding of the concepts and laws of physics and the models of the physical world based on them;
- Have experience in making careful observations and measurements of physical phenomena, and interpreting the results;
- Use the ideas of physics to understand and explain common physical phenomena;
- Enhance their skills in critical thinking, problem solving, independent learning and communication.

Graduate Attributes to be Developed:

- Ability to apply knowledge of basic science and engineering fundamentals assured through written examination and tutorials.
- Ability to communicate effectively, not only with engineers but with the community at large developed through tutorial discussion but not assured.
- In-depth technical competence in at least one engineering discipline not assured.
- Ability to undertake problem definition, formulation and solution assured through written examination, practical reports and tutorials.
- Ability to utilise a systems approach to design and operational performance not assured.
- Ability to function effectively as an individual in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member not assured.
- Understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development not assured.

- Understanding of the principles of sustainable design and development not assured.
- Understanding of professional and ethical responsibilities and commitment to them not assured.
- Expectation of the need to undertake lifelong learning and the capacity to do so assured through the requirement to undertake independent reading and preparation for practical work and tutorials.

Course Synopsis: The course consists of an introduction to and discussion of various topics in rigid body mechanics, waves, optics, relativity and quantum mechanics.

Content:

RIGID BODY MECHANICS

Rigid body mechanics: centre of mass, rotational motion, torque, angular momentum, equilibrium, oscillations.

WAVES AND OPTICS

Transverse and longitudinal waves, superposition interference, standing waves, Fourier decomposition, Fermat's principle, geometric optics, physical optics, interference, Michelson interferometers, thin film interference, diffraction, resolution of telescopes.

RELATIVITY & QUANTUM PHYSICS

Kinematics, time dilation, length contraction, Lorentz transformations, transformation of velocities, relativistic momentum and energy, X-rays as waves and photons, photoelectric and Compton effects, pair production, de Broglie waves, uncertainty principle, the quantum mechanical wave function.

Text book: Giancoli, D. C., *Physics for Scientists and Engineers with Modern Physics*, 3rd edition, Prentice Hall

Recommended Reading: Nil

Experiments:

- Measurement
- Diffraction Grating
- Conservation of Energy
- Voltage Divider
- Thin Lenses

Statics

Course Code: C&ENVENG 1001

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge:

Physics, Mathematical Studies and Specialist Mathematics

Teaching Method:

- 24 total contact hours (minimum) comprising lectures
- 3 x 1 hr per week (weeks 2 – 13 inclusive) statics drop-in centre (voluntary)
- Statics Study Pack and Study Guide Website (included with textbook)

Assessment: 20% on-line quizzes (MyUni), 80% exam

Course Objectives:

- Familiarisation with the general principles of static equilibrium;
- Application of Newton's laws of motion to solve engineering problems;
- Development of ability to use *free-body diagrams* and *self-checking strategies* as a standard part of the engineering problem solving process.

Graduate Attributes to be Developed:

- Competence in engineering fundamentals.
- Competence in using computers and information technology effectively.
- Ability to apply an integrative or systems approach to solving engineering problems.
- Awareness of uncertainty and recognising limitations of engineering approaches and systems.
- Competence in problem identification, formulation and solution.
- Competence in critical and independent thinking.
- Competence in creative and innovative thinking.
- Ability to effectively synthesize information and ideas.
- Competence to adapt to a changing society (lifelong learning skills).
- Ability to act in a professional manner.
- Ability to communicate effectively with others in the engineering profession and the community – written, oral and listening skills.
- Ability to manage effectively the allocation of time in performing tasks.

Course Synopsis:

Development of ability to use free-body diagrams and self-checking strategies to solve static equilibrium engineering problems using Newton's laws of motion. Real-life example problems

are taken from the following topics: equilibrium of a particle; force system resultants; equilibrium of rigid bodies; centre of gravity and centroids; distributed loading; fluid pressure; analysis of structures; internal forces; and friction.

Content:

Introduction (2 hrs)

- General principles
- Force (scalar formulation)

Equilibrium of a Particle 2-D and 3-D (2 hrs)

- Conditions of equilibrium
- Introduction of free body diagrams

Force System Resultants (2 hrs)

- Principle of moments
- Equivalent force systems
- Reduction of force and couple systems

Equilibrium of Rigid Bodies 2-D and 3-D (4 hrs)

- Conditions of equilibrium
- Free body diagrams
- Equations of equilibrium
- Constraints for a rigid body

Centre of Gravity and Centroids (2 hrs)

- Centre of gravity (and mass) for a system of particles
- Centre of gravity (and mass) and centroid for a body
- Composite bodies

Distributed Loading (2 hrs)

- Reduction of a distributed loading
- Fluid pressure

Structural Analysis (4 hrs)

- Simple trusses
- Method of Joints
- Method of Sections
- Frames and Machines

Internal Forces (2 hrs)

- Internal forces developed in members
- Shear and moment equations and diagrams
- Relationships between load, shear and moment

Friction (2 hrs)

- Characteristics of dry friction
- Problems involving dry friction

Review (2hrs)

Text book:

Engineering Mechanics: Statics by R.C. Hibbeler
3rd SI Edition, Prentice Hall Publishers
(includes Statics Study Pack and web access code)

Recommended Reading:

Powerpoint lecture slides provided on-line (MyUni).

Experiments:

None

LEVEL 2

COURSE

OUTLINES

Design Practice

Course Code: MECH ENG 2018

Course Type: Core

Credit Points: 4 units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MATHS 1007 A/B Mathematics I; C&ENVENG 1001 Statics; MECH ENG 1000 Dynamics

Teaching Method: 20 hours lectures, 56 hours tutorials, 6 hours laboratory classes and 40 hours workshop practice

Assessment:	Individual assignments	20%
	Group assignments	5%
	Design project	15%
	Laboratories	10%
	Final examination	50%
	Workshop practice	satisfactory attendance

NOTE: Laboratories and Design project all compulsory and need to be passed.

Course Objectives: On the completion of this course students are expected to be able to:

- Systematically approach design problems
- Identify and analyse a number of sub-systems commonly used in mechanical design;
- Design such sub-systems using both first principles and according to standard processes;
- Understand basic workshop practices, including basic machining and the use of hand tools;
- Understand the principles of OH&S in a potentially hazardous environment;
- Interpret design requirements from a manufacturing perspective;
- Understand the limitations that manufacturing methods can impose on design;
- Understand the problems that overly simplified or complex designs can impose upon manufacturing.
- Work in a team environment
- Prepare a technical report

Graduate Attributes to be developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;

- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the professional and ethical responsibilities and commitment to them;
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: In general the course is an introduction to engineering design. It covers basic stages of the design process and fundamentals of good design practice. It also discusses the design of some specific mechanical sub-systems and introduces students to some basic manufacturing processes. Students also learn effective communication skills by means of individual and group engineering reports. The course is divided into three major components:

In *Design Project* students work in teams on a design/build/test competition project (Warman competition run by Engineers Australia) while completing a number of group assignments. In this part students will learn effective team work practices and project management while going through basic stages of the design process such as conceptual, embodiment and detail design.

In *Design for Function* a number of power transmitting sub-systems, commonly used in mechanical design, are discussed. In individual assignments students design such sub-systems using both first principles and according to standard processes. Students learn such fundamental aspects of design as using sources of design information; accuracy of engineering quantities; material selection; fabrication methods, and tolerances and fits.

In the *Workshop Practice* component, organized during the semester break at Panorama TAFE, students become familiar with basic workshop practices, including machining and the use of hand tools.

Content:

Design for Function:

- Design Process and basic calculations – 1 hr lecture + 3 hrs tutorial
 - design calculations - report format precision and rounding of quantities
 - free-body diagrams
 - equations for linear and angular motion.
- Friction Clutch Design – 1 hr lecture + 3 hrs tutorial
 - function, classification
 - plate clutch design - design parameters and equations
 - friction materials.
- Brake Design – 1 hr lecture + 3 hrs tutorial
 - function, classification
 - band brake design - design parameters and equations.
- Flat Belt Drives – 1 hr lecture + 3 hrs tutorial

- geometry and belt construction
 - design parameters and equations
- V Belt & Chain Drives – 1 hr lecture + 3 hrs tutorial
 - geometry and construction
 - nomenclature
 - design parameters and catalogue selection.
- Gear Drive Systems – 1 hr lecture + 3 hrs tutorial
 - Nomenclature
 - types and construction of gears
 - design parameters and equations
 - shaft loads
- Rubbing Bearings – 1 hr lecture + 3 hrs tutorial
 - operation principles
 - material properties
 - bearing selection
- Oil Film Bearings – 1 hr lecture + 3 hrs tutorial
 - operation principles
 - design criteria and bearing selection
- Rolling Element Bearings – 2 hrs lectures + 2 x 3 hrs tutorial
 - Classification
 - types and characteristics
 - selection procedure
 - lubrication, seals, installation
 - case study of bearing selection

Design Project:

- Design Process – 3 hrs lectures + 3 x 2 hrs tutorial
 - Design specification
 - Conceptual design
 - Function analysis
 - Embodiment design
- Organising a Group Project – 1 hr lecture + 2 hrs tutorial
 - design planning
 - Team Work - how to organise design effort
 - Report writing
- Work on competition project - 21 hrs
 - building and testing
 - school finals
 - preparation of a project report

Text book: Notes are provided

Recommended Reading: *Mechanical Engineering Design* (1st metric edition) by Shigley J.E., McGraw Hill, 1986; *Engineering Design* by Dieter G.E., McGraw Hill 1987

Experiments: MatLab-I – 2 x 2 hrs; Introduction to Measurement – 2 hrs

Differential Equations and Fourier Series

Course Code: APP MTH 2000

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MATHS 1012 Mathematics IB (Pass Div I) or MATHS 2004 Mathematics IIM (Pass Div I) or co-requisite MATHS 2004 Mathematics IIM
restriction: may not be presented with APP MTH 2007 Differential Equations II or APP MTH 2010 Differential Equations & Statistical Methods (Civil)

Teaching Method: 30 hours lectures and tutorials

Assessment: Written and computing assignments 15%, final exam 85%.

Course Objectives: The objective of this unit is to equip students with the analytical techniques required to solve a broad range of ordinary differential equations and the classical linear partial differential equations of second order.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them; and expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Ordinary differential equations: First order, second order, series solutions. Fourier series for functions of arbitrary period, half range expansions, even and odd functions, complex form of Fourier series. Partial differential equations: heat equation, separation of variables, wave equation, Laplace's equation. Applications in boundary value problems.

Content:

Ordinary Differential Equations (ODEs) (50%)

- Separable, linear and exact first-order ODEs, reduction of order, Picard iteration
- Second-order linear ODEs and solving and interpreting models of forced and unforced oscillations in physical systems
- Series solutions of second-order variable coefficient linear ODEs, including Legendre's and Bessel's equations

Fourier Analysis (15%)

- Orthogonal functions, generalised Fourier series, odd and even functions, periodic functions, trigonometric series, Euler formulae, convergence of Fourier series, functions of arbitrary period (ω), half-range expansion, complex form of the Fourier series (3 lectures)

Partial Differential Equations (PDEs) (35%)

- Basic concepts and examples
- The vibrating string – derivation of the wave equation.
- Boundary and initial conditions
- The wave equation – D'Alembert's solution, separation of variables, eigenfunctions.
- Satisfying the initial and boundary conditions – the use of Fourier Series in solving PDEs
- Classical linear PDEs of second order important in applications – the heat equation, the wave equation and Laplace's equation, steady-state 2-D heat flow.

Text book: Kreyszig, E., *Advanced Engineering Mathematics*, 8th edition, Wiley. Extensive lectures notes are made available to students.

Recommended Reading: Nil

Experiments: None

Dynamics and Control 1

Course Code: MECH ENG 2019

Course Type: Core

Credit Points: 3 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: APP MTH 2000 Differential Equations and Fourier Series, MECH ENG 1000 Dynamics, ELEC ENG 1006 Electrical Engineering 1.

Teaching Method: 48 hours lectures and tutorials and 9 hours of laboratory classes

Assessment:

- Assignments, 20%, addressing attributes 1, 2, 3, and 4.
- Laboratory experiments, 10%, addressing attributes 1, 2, 3, and 4.
- Final exam, 70%, addressing attributes 1, 2, and 3.
- Note that the laboratory experiments are compulsory and it is a requirement to pass the laboratory experiments to pass the course.

Course Objectives:

On completion of the course, students should:

- Have a good understanding of the principles of machine dynamics.
- Be able to determine the mobility of planar mechanisms.
- Be able to apply vector analysis to planar mechanisms to quantify the displacement, velocity and acceleration of the mechanism components.
- Understand and be able to apply the concept of velocity and acceleration images.
- Be competent in applying kinematic design fundamentals for cam and follower mechanisms.
- Be competent in the kinematic analysis and design of gears and simple, compound, reverted and epicyclic gear trains.
- Understand the concept of inertia forces and its application to kinematic analysis of mechanisms.
- Understand and be able to apply the principles of static and dynamic balancing for rotating and reciprocating systems.
- Have a good understanding of the feedback control theory.
- Be able to model, analyse, design and simulate automatic control systems in the time domain and the frequency domain.
- Be able to apply the methods of block diagram, root locus, Bode plot, Ruth array, and Nyquist diagram to analyse and design automatic control systems.

Graduate Attributes to be Developed: This course is intended to develop in students the following generic attributes:

1. Ability to apply knowledge of basic science and engineering fundamentals;
2. In-depth technical competence in at least one engineering discipline;
3. Ability to undertake problem identification, formulation and solution;
4. Expectation of the need to undertake lifelong learning, and capacity to do so.

Course Synopsis:

Students will be introduced to various applications of feedback control systems and develop fundamentals associated with modelling, analysis, design and simulation of automatic control systems. This course also aims to introduce the basic concepts of machine dynamics and their engineering applications, and deals with the analysis, design and application of a variety of mechanisms.

Content:

- Velocity and acceleration in mechanisms/linkages (7 lectures + 1.5 tutorials)
- Cam and follower motion (4 lectures + 0.5 tutorial)
- Kinematics and dynamics of gears (2 lectures + 0.5 tutorial)
- Gear trains (2 lectures + 0.5 tutorial)
- Force analysis of plane mechanisms (2 lectures)
- Balancing of rotating masses (2 lectures)
- Balancing of reciprocating masses (2 lectures)
- Modelling in the Frequency Domain (2 lectures)
- Laplace Transform (2 lectures)
- Transfer Function and Block Diagram (2 lectures + 1 tutorial)
- Time Response (2 lectures)
- Time Domain Specifications (2 lectures)
- Feedback Control System Characteristics(1 lecture + 1 tutorial)
- System Stability (2 lectures)
- Root locus Techniques (2 lectures)
- Compensator Design via Root Locus (1 lecture + 1 tutorial)
- Frequency Response Methods (2 lectures)
- Stability in the Frequency Domain (2 lectures + 1 tutorial)

Text book:

- Nise, N., *Control Systems Engineering*, John Wiley; or
- Dorf, R.C. and Bishop, R.H., *Modern Control Systems*, Prentice Hall.

Recommended Reading:

1. Mabie, H.H. and Reinholtz, C.F., 1987, *Mechanisms and Dynamics of Machinery*, Fourth Edition, Wiley and Sons.

Experiments: Auto Control (6 hours) and Linkage Analysis (3 hours).

Electronics IIM

Course Code: MECH ENG 2015

Course Type: Core

Credit: 3 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: ELEC ENG 1005 Electrical Systems AM or ELEC ENG 1006 Electrical Engineering I

Teaching Method: 36 hours lectures and tutorials and 12 hours of laboratory work

Assessment: Practical work 10%, assignments and tests 20%, final exam 70%

Course Objectives: To provide student with a good understanding of some important electronic components, their circuit behaviours, and applications in the analog processing of electronic signals and to show how these circuits have been used in various real-life applications. On completion of the course, students should:

- Have a good understanding of those electronic components and their circuits covered in this course
- Have a good understanding of relevant circuit analysis techniques and equivalent circuit models.
- Be able to analyze and apply amplifiers, diodes, BJTs and FETs in certain circuit designs by using relevant circuit analysis techniques and models.
- Understand and be able to use PSPICE to simulate simple circuits.
- Have a good understanding and be able to use some common instruments for circuit analysis and design.
- Have gained much about electronics practical skills
- Have a deep understanding of the responsibility of engineers to the community for the safety issues associated with the use of electronic components and circuits.

Understand the need to undertake lifelong learning.

Graduate Attributes to be Developed :

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Amplifier models and imperfections. Operational amplifiers and their applications. Diodes, rectifier circuits, wave-shaping circuits, diode logic circuits and voltage regulator circuits. Characteristics of Transistors (BJTs and FETs), modelling transistors and circuits. Circuits analysis. Active filters, PSPICE, and Timer 555.

Content:

Ideal amplifiers (10%)

- ideal amplifier models
- cascaded amplifiers
- voltage and current gains in decibels
- amplifier frequency response
- differential amplifiers
- common mode rejection ratio

Operational amplifiers (20%)

- ideal operational amplifier
- summing-point constraint
- inverting amplifier – negative feedback
- inverting amplifier – positive feedback
- schmitt trigger circuit
- non-inverting amplifier
- voltage follower
- amplifier design using op amps
- op amp imperfections
- large signal operation
- understanding specifications

Diodes and diode circuits (16%)

- diode characteristics
- load-line analysis
- ideal diode model
- assumed state analysis
- rectifier circuits
- wave-shaping circuits
- clamp circuits
- linear small-signal equivalent circuits
- DC circuit equivalent
- small AC signals

Bipolar junction transistors (17%)

- common emitters
- secondary effects
- load-line analysis

- quiescent operating point
- inverting amplifier
- distortion and three regions
- models for three regions
- forward and inverted modes
- large signal DC circuit model
- BJT small-signal equivalent circuits
- BJT circuit analysis
- circuit bias and analysis
- common emitter amplifier and circuit analysis
- the emitter follower
- BJT as digital logic switch

Field-effect transistors (17%)

- FET characteristics
- regions and boundary for operation
- channel-length modulation
- FETs load-line analysis
- FET quiescent operating point
- drain to source voltage and current
- distortion
- FET circuit analysis
- fixed plus self bias circuit
- gate loop
- FET bias circuits
- graphical solution for Q point
- fixed plus self bias circuit design
- FET small-signal equivalent analysis
- Q point in three regions
- complex equivalent circuits
- four example FET amplifier circuits and analysis

PSPICE (10%)

- basics of PSPICE
- simple circuit design and analysis
- op amp circuit simulation
- diode circuit simulation
- BJT circuit simulation
- FET circuit simulation

Analog filters and resonant circuits (7%)

- ideal active filter
- active filters
- butterworth filters
- filter circuit design and analysis

- resonant circuit analysis

Timer (3%)

- 555 timer circuit analysis and design

Text book: Hambley, A.R., *Electronics*, 2nd edition (International edition), Prentice Hall, 2000

Recommended Reading: Wesley, A., *Electronics – A System Approach*, 2nd edition, 1998

Experiments: None

Engineering Communication (ESL)

Course Code: MECH ENG 3006

Course Type: Available to students whose native language is not English, may be presented in lieu of one elective at Level IV. Compulsory for international students from language backgrounds other than English, who presented an English language score for admission or who entered via a Foundation Studies Program.

Note: *Students are expected to undertake this course during the first six months of your study at this university. The course may be taken at any level during your degree so students arriving in their second, third or fourth year of their program may undertake the course. The course need only be passed once.*

Credit: 2 Units

Offered in Semester: One and Two

Pre-requisites / Assumed Knowledge: English language levels accepted for entrance to the University of Adelaide.

Teaching Method: : 24 hours lecture-workshops

Assessment: Assignments 90%, attendance 10%. Pass mark 50%. No supplementary exams or assessments are given for this course.

Assignments:

- Grammar, (online modules) 10%
- Oral, 5%
- Written 20%
- Oral, 25%
- Written, 30% ,
- Attendance, 10%

Course Objectives: On completion of the course, students should:

- grasp some of the ways in which social context shapes language features and communication
- develop and present evidence based propositions
- identify and begin to apply the language features of academic writing and speaking
- locate appropriate sources of information toward your assignments
- critically read and interpret information in the development of your own point of view
- write appropriate texts which communicate the logical development of proposition(s) and analysis of issues
- present your understanding and analysis of issues in a formal seminar presentation
- participate in class and group discussions, and present decisions made to class colleagues in informal presentations.
- increase your awareness of social, cultural and ethical issues and be able to discuss these in relation to professional and social responsibilities.

Graduate Attributes to be Developed:

The University of Adelaide provides an environment where students are encouraged to take responsibility for developing the following attributes:

- the ability to communicate effectively in formal and informal situations, in writing and speaking as is assessed in written and oral assignments
- the ability to communicate effectively with engineers, other professionals and the community generally as is emphasised throughout the course and indirectly assessed through assignments
- independent and critical thinking: the ability to locate, analyse, critically evaluate and synthesise information from a wide variety of sources in a planned and timely manner, as must be demonstrated in students and oral assessments
- skills of a high order in interpersonal understanding, teamwork and communication as is emphasised throughout the course and must be demonstrated through interactive class tasks
- proficiency in the appropriate use of contemporary technologies as is assured through student interaction with the MyUni environment, database and catalogue searching, email and use of Turnitin
- a commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life as is emphasised throughout the course
- an awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities as is assessed through assignment topics which explore these issues.

Course Synopsis: This course provides language development in English as a second language for the purposes of oral and written communication in the context of the study of Engineering. It introduces linguistic principles as tools to assist communication in English as a second language and in cross-cultural settings. Class work is designed to develop the capacity of students for communication (in speaking, listening, writing and reading) and critical thinking relevant to their current studies and intended careers in the fields of engineering and computing. Language development is task-based. Tasks and assignments are focussed on academic writing, research and preparing evidence-based papers, reading, informal academic discussion and formal oral presentation.

Content:

The lecture-workshops are interactive to assist students to develop skills in discussion, research skills, practice writing texts, develop their oral presentation skills and analyse and discuss their ideas about issues in Engineering.

Register (2L)

concept of register

identification of different registers language features of academic communication

Paragraphs - basic overview of features, structure and functions (2L)

topic sentences(s)/proposition/outline

evidence, examples, citing sources closing statement

Using evidence (1L)

evaluating evidence & reliability
strategies for

Discussion session (1L)

critical examination of evidence for topic
oral discussion oral presentation of propositions

Plagiarism & Referencing (2L)

university policy
referencing guide, in-text citations, & language features

Self-editing of paragraphs (1L)

strategies

Oral Presentations Intro. (1L)

identifying features of good academic seminars /practice

Oral Presentations 3 mins Assessment (2T)

Library orientation, (2L)

referencing database searching

Propositions, claims & facts. (1L)

definitions, examples, tasks

General to specific movement (1L)

functions of as support for proposition

Logical cohesion (2L)

concepts
language features
strategies for analysis & increasing cohesion
recognizing cohesion, lack of cohesion

Interpretation, analysis & summary (2L)

concepts
identifying the differences

Structure of a short discussion paper (discourse organization/sequencing)

identifying and applying language features appropriate in a short paper

Passive & Active voice (2L)

concepts, functions, identifying and swapping voice

Oral Presentations strategies (4T)

guidelines
analysis of features of model student presentations (video)
practice applying features

Text book: A detailed description of the course and course notes, will be distributed to the students at the first lecture.

Recommended Reading: None

Experiments: None

Mechatronics 1M

Course Code: MECH ENG 2011

Course Type: Core

Credit Points: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: ELEC ENG 1005 Electrical Systems AM or ELEC ENG 1006 Electrical Engineering, MECH ENG 1000 Dynamics, MECH ENG 2021 Thermo-Fluids 1.

Teaching Method: 36 hours lectures and tutorials and 4 hours of laboratory classes

Assessment:

- Assignments, 20%, addressing attributes 1, 2, 3, and 4.
- Laboratory experiments, 10%, addressing attributes 1, 2, 3, and 4.
- Final exam, 70%, addressing attributes 1, 2, and 3.

Course Objectives:

On completion of the course, students should:

- Have a good understanding of the architecture of mechatronic systems;
- Be able to design some simple measurement systems;
- Have the ability to design basic control systems;
- Demonstrate an understanding of PLC programming;
- Demonstrate an understanding of analogue and digital interfacing.

Graduate Attributes to be Developed:

1. ability to apply knowledge of basic science and engineering fundamentals;
2. ability to undertake problem identification, formulation and solution;
3. ability to utilise a systems approach to design and operational performance; and
4. expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis:

To provide an introduction to the application of electronic control systems in mechanical and electrical engineering. To give framework of knowledge that allows students to develop an interdisciplinary understanding and integrated approach to mechatronic engineering.

Content:

- Introduction to mechatronic systems (2L)
- Principles of measurement systems (2L)
- Measurement of solid-mechanical quantities (4L+2T)
- Measuring temperature (4L+2T)

- Measuring fluid flow rate (4L+2T)
- Electro-pneumatics (2L+T)
- Stepping motors (4L+2T)
- Analogue and digital interfacing (2L+T)
- Programmable logic controllers (L+T)

Text book:

- Introduction to engineering experimentation (2nd Ed.) Anthony J. Wheeler and Ahmad R. Ganji, Prentice-Hall, 2004.

Recommended Reading:

- *Principles of Measurement Systems*, (3rd edition), Bentley;
- *SIMATIC 87 – 2000 Programmable Controller System Manual*

Experiments: Electro-Pneumatic Control (2 hours) and PLC (2 hours).

Numerical Analysis and Probability and Statistics

Course Code: APP MTH 2009

Course Type: Core

Credit: 2 Units

Offered in Semester: Two

Pre-requisites/Assumed Knowledge: MATHS 1012 Mathematics IB (Pass Div I) or MATHS 2004 Mathematics IIM (Pass Div I)

Restriction: may not be presented together with STATS 2004 Laplace Transforms and Probability and Statistical Methods, STATS 2001 Statistical Methods (Civil), APP MTH 2004 Numerical Methods in Engineering (Chemical)

Teaching Method: 35 hours lectures and tutorials

Assessment: Written and computing assignments 15%, final exam 85%.

Course Objectives:

At the end of this course, students should be able to:

- find numerical solutions to any ordinary differential equation they meet in their engineering studies;
- develop numerical solutions for a number of simple partial differential equations;
- integrate numerically;
- understand the concept and calculus of probability and probability distributions;
- recognise when and how a simple elementary method is appropriate and when a more sophisticated technique is necessary. As a corollary students should be able to appreciate the structure of a statistical or probabilistic argument and to distinguish cogent from doubtful.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;

- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Numerical analysis: numerical solution of ordinary and partial differential equations. Probability calculus. Statistical methods: estimation of means and variances; inferences on means; simple analysis of variance; simple linear regression; inferences on probabilities; contingency tables.

Content:

Numerical Analysis (43%)

- Numerical solutions of ordinary differential equations (both initial and boundary value problems)
- Numerical solutions of partial differential equations
- Matrix inversion techniques

Probability and Statistical Methods (57%)

- Simple graphical methods: stemplots, histograms and boxplots. Exploratory data analysis and summary statistics for location and spread.
- Principles of experimental design: replication, randomization and control. Sampling and surveys.
- Probability and important distributions for discrete and continuous random variables. Expectation, moments and other properties of distributions. Q-Q plots; linear combinations of random variables.
- Estimation, confidence intervals and hypothesis testing for proportions and means. Linear regression analysis and the method of least squares; model checking and diagnostics.

Text book: Kreyszig, E., *Advanced Engineering Mathematics*, 8th edition, Wiley

Recommended Reading: Nil

Experiments: Computer Laboratory based experiments (through hands-on project work) designed to explore the application of the numerical methods introduced in this course.

Stress Analysis and Design

Course: Stress Analysis and Design

Course Code: MECH ENG 2002

Course Type: Core

Credit: 3 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: MECH ENG 1000 Dynamics, C&ENVENG 1001 Statics

Teaching Method: 24 hours lectures, 30 hours tutorials and 8 hours laboratory classes

Assessment: Assignments 20%, laboratory classes 10%, final exam 70%

Course Objectives: The primary goal of the course is to provide students with the skills required to analyse stress, strain and failure in machine parts and to use simple design procedure to ensure adequate strength of mechanical components subjected to static and dynamic loading.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Concepts of stress, transformation of stress and strain, theories of elastic failure, stress concentration and fatigue failure, pure bending, deflection of beams, torsion, buckling of columns, springs, shafts, keys, splints, pins, bolted joints and welded joints.

Content:

PART I

INTRODUCTION (1 lecture and tutorial)

- (a) Overview of the objectives and methods of Stress Analysis and Design
- (b) Review of concepts from introductory static and dynamics courses
- (c) Notation for vector components
- (d) Free-body diagrams
- (e) Static Equilibrium
- (f) Course organization and policies

AXIALLY LOADED MEMBERS (1 lecture and 2 tutorials)

- (a) Stress
- (b) Strain
- (c) Material Behavior:
- (d) Hooke's Law: Young's Modulus and Poisson's ratio
- (e) Nonlinear behaviour
- (f) Stress and strain in truss

TORSION OF CYLINDRICAL RODS (1 lecture and tutorial)

- (a) Kinematics
- (b) Stress distributions
- (c) Typical failure of torsion

MULTIAXIAL STATE OF STRESS (1 lecture and 2 tutorials)

- (a) Surface traction vector; tractions acting on planes within a solid
- (b) State of stress at a point
- (c) Plane stress
- (d) Traction-stress relation
- (e) Change-of-basis formula
- (f) Principal stresses
- (g) Mohr's Circle

MULTIAXIAL STATES OF STRAIN (1 lecture and tutorial)

- (a) Extensional strain
- (b) Shear strain
- (c) Volume changes
- (d) Change of basis for strains
- (e) Principal strains

STRESS-STRAIN RELATIONS; LINEAR ELASTICITY (1 lecture and tutorial)

- (a) Overview of general types of material behavior
- (b) Overview of elastic materials
- (c) Isotropic linear elastic materials

INTERNAL FORCES AND MOMENTS IN BEAMS (1 lecture and 2 tutorials)

- (a) Definitions

(b) Shear and moment diagrams

BEAM BENDING (1 lecture and tutorial)

(a) Background and assumptions

(b) Area moment of inertia for beam cross sections

(c) Normal and shear stress distributions

(d) Analysis of beam deflections

(e) Beam buckling

CURVED BEAMS (1 LECTURE AND TUTORIAL)

ENERGY METHODS (1 lecture and tutorial)

(a) Strain energy

(b) Work and energy for a loaded structure

(c) Castigliano's theorem

OTHER ELASTIC STRUCTURES (1 lecture and tutorial)

(a) Pressure vessels

(b) Deflections in trusses

(c) Simple frame analysis

INTRO TO PLASTICITY (2 lecture and 2 tutorials)

(a) Overview

(b) Elastic-plastic truss analysis

(c) Elastic-plastic torsion

(d) Bending of elastic-perfectly plastic beams

PART II

MATERIALS FOR MACHINE PARTS (1 lecture and tutorial)

DESIGN FOR STATIC LOADING (1 lecture and tutorial)

(a) Combined stress

(b) Stress concentration factors

(c) Design and permissible stress

(d) Outline procedure for the design of machine parts for static loading

FATIGUE (1 lecture and 2 tutorials)

(a) Endurance strength and modifying factors

(b) Design for limited life

(c) Intro to fatigue damage function

SHAFT DESIGN (2 lectures and 2 tutorials)

(a) Design criteria (strength, deflection and resonance)

(b) Bearing requirements

(c) Requirements of functional members

(d) Outline design procedure, design guidelines and standards

BUCKLING OF COMPRESSION MEMBERS (1 lecture and tutorial)

- (a) Euler and Johnson theories for columns
- (b) Effect of eccentric loading

KEYS AND PINS (1 lecture and tutorial)

- (a) Types
- (b) Design of keys and pins

BOLTED JOINTS (1 lecture and tutorial)

- (a) Types of bolted joints
- (b) Bolt design stress
- (c) Outline design procedure, design guidelines and standards

WELDED JOINTS (2 lectures and 2 tutorials)

- (a) Intro to welded joints
- (b) Weld types
- (c) Stresses in welded joints
- (d) Outline design procedure, design guidelines and standards

SPRINGS (1 LECTURE AND TUTORIAL)

- (a) Helical spring analysis
- (b) Belleville springs
- (c) Torsion springs

Text book: Gere, J.M., *Mechanics of Materials*, Fifth SI edition, Nelson Thornes Ltd, 2002

Recommended Reading:

Beer, F.P. and Johnston, F.R., *Mechanics of Materials*, Second SI edition; Samuel, A., and Weir, J., *Introduction to Engineering Design*, Butterworth-Heinemann, 1999; Gere, J.M., and Timoshenko, S.P., *Mechanics of Materials*, Second SI Edition, Van Nostrand Reinhold, UK; Juvinall, R.C. and Marshek, K.M., *Fundamentals of Machine Component Design*, Second Edition, Wiley, 1991; SAA HB6-1985 *Design Standards for Mechanical Engineering Students*, Standard Association of Australia, Sydney, 1985; Dieter, C.E., *Engineering Design: a materials and processing approach*, First Metric Edition, McGraw-Hill, New York, 1986.

Experiments: FEA – I, Stress Analysis

Thermo-Fluids 1

Course Code: MECH ENG 2021

Course Type: Core

Credit: 3 units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MATHS 1007A/B Mathematics I, PHYSICS 1003 Physics IHE

Teaching Method: 48 hours lectures and tutorials and 4 hours of laboratory classes

Assessment: Laboratory classes 10%, assignments 20%, final exam 70%

Course Objectives: On the completion of this course students are expected to be able to:

- Be conversant with the concepts and definitions used in fluid mechanics;
- Understand and be able to apply fundamental concepts and equations to practical fluid mechanics problems;
- Have a good understanding of basic thermodynamics and its importance in thermal systems;
- Have a good understanding of basic gas laws and phase change processes;
- Have a deep understanding of the different forms of energy, its transfer and the laws that controls this transfer;
- Have a good understanding of basic ideal thermal cycles and their application to daily life
- Be equipped with the knowledge of environmentally responsible and current best practice for the design of efficient thermal system and cycles;
- Have developed analytical cognitive skills and problem solving skills in thermodynamics and fluid mechanics

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- understanding of the principles of sustainable design and development; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: An introduction to mechanical engineering *thermodynamics* dealing with the application of the first and second laws of thermodynamics to the thermodynamic design and

performance analysis of typical thermo-mechanical plant using condensable vapours and gases as the working fluid. Basic *fluid mechanics* including: kinematics and dynamics of fluid flows; conservation laws applied to fluid flow; Euler, Bernoulli, Navier-Stokes equations; dimensional analysis; differential and integral flow analysis; flow visualisation.

Content:

Thermodynamics:

- Introductory Thermodynamic Concepts (2 hrs lectures)
 - Energy Model
 - Definitions
 - Problem Solving Methodology
 - Engineering Design
- Energy (1 hr lectures)
 - Mechanical Concepts of Energy: KE, PE, Work
 - Energy of a System
- Energy Transfer and the First Law of Thermodynamics (1 hrs lectures, 1 hr tutorial)
 - Energy Transfer by Heat
 - Heat Transfer Modes
 - Energy Balance of Closed Systems
 - Energy Analysis of Cycles
- Properties of a Pure, Simple Compressible Substance (3 hrs lectures, 1 hr tutorial)
 - State Principle
 - p-v-T Relation
 - Thermodynamic Property Data
 - p-v-T Relation for Gases
 - Ideal Gas Model
- Control Volume Analysis (2 hrs lectures, 1 hr tutorial)
 - Conservation of Mass for a Control Volume
 - Conservation of Energy for a Control Volume
 - Analysis of Control Volumes at Steady State
 - Examples of Several Important Devices
 - Nozzles and Diffusers
 - Turbines
 - Compressors and Pumps
 - Heat Exchangers
 - Throttling Devices - Throttling Calorimeter
 - Transient Analysis
- Second Law of Thermodynamics (1 hr lectures)
 - Work and Processes
 - Statements of the Second Law
 - Reversible and Irreversible Processes
- Second Law Corollaries for Thermodynamic Cycles (1 hr lectures)
 - Energy Analysis of Thermodynamic Cycles
 - Limitations on Power Cycles
 - Limitations on Refrigeration and Heat Pump Cycles
 - Kelvin Temperature Scale
- Cycle Performance Measures and the Carnot Cycle (1 hr lectures, 1 hr tutorial)
 - Maximum Performance of Power Cycles

- Maximum Performance of Refrigeration and Heat Pump Cycles
- The Carnot Cycle
- Entropy (4 hrs lectures, 1 hr tutorial)
 - Clausius Inequality
 - Definition of Entropy Change
 - Entropy of Pure, Simple Substances
 - Entropy Change in Internally Reversible Processes
 - Entropy Balance for Closed Systems
 - Entropy Rate Balance for Control Volumes
 - Isentropic Processes
 - Isentropic Efficiency
 - Heat Transfer and Work in Internally
 - Reversible Steady Flow Processes
- Exergy (Availability) (2 hrs lectures, 1 hr tutorial)
 - Introduction to Exergy
 - Evaluation (Derivation)
 - Exergy Balances for Closed Systems
 - Flow Exergy
 - Exergy Rate Balance for Control Volumes
 - Second Law Efficiency

Fluid Mechanics:

- Introduction & Basics – 1 hr lecture
 - Definitions
 - Fluid Properties
 - Units
 - Problem Solving Methodology
- Hydrostatics – 2 hrs lectures + 1 hr tutorial
 - Introduction and Pascal's Law
 - Pressure - A Scalar Term
 - Pascal's Law for Pressure at a Point
 - Pressure Variation with Depth
 - Gauge Vs Absolute Pressure
 - Manometry
 - Forces on Plane Submerged Surfaces
 - Subjected to Uniform Pressure
 - Forces on Plane Submerged Surfaces
 - Definitions of Centroid & Centre of Pressure
 - Forces on Curved Surfaces
 - Buoyancy
- Kinematics, Continuity & C.V. Analysis – 3 hrs lectures + 1 hr tutorial
 - Flow Regimes: Laminar & Turbulent Flow in Pipes
 - Describing Fluid Flow: Lagrangian Description, Eulerian Description
 - Steady & Unsteady Flow
 - Reference Frame and the Galilean Transformation
 - Flow Lines
 - Streamline Coordinate System

- Flow Dimensionality and Directionality
- Intensive and Extensive Parameters
- Material (Total/Lagrangian/Substantive) Derivative – Acceleration
- The Helmholtz Theorem
- Rotation, Angular Velocity and Vorticity
- Rate of Shear Deformation
- Rate of Volumetric Strain
- Control Volumes and Systems
- Reynolds Transport Theorem
- Conservation of Mass: Integral & Differential Continuity
- Flow Rate and Average Velocity
- Energy & Bernoulli Equations, Equations of Motion – 3 hrs lecture + 1 hr tutorial
 - The General Energy Equation
 - Average Properties and Velocities
 - The General Energy Equation for a Streamline
 - The Mechanical Energy Equation
 - Bernoulli's Equation
 - Pressure Coefficient or Euler Number
 - Stagnation Pressure
 - Pitot-Static Tubes
 - Yaw Meters
 - Venturi Flow Meters
 - Equations of Motion:• Euler's, Cauchy & Navier-Stokes Equations
- Dimensional Analysis, Similitude & Modelling – 2 hrs lecture + 1 hr tutorial
 - Dimensional Homogeneity
 - Buckingham's Π -Theorem
 - Standard Π - Groups
 - Dimensional Reasoning
 - Dimensional Analysis by Inspection
 - Physical Similarity: Geometric ,Kinematic & Dynamic
 - Complete & Incomplete Physical Similarity
- Linear Momentum, Angular Momentum – 2 hrs lecture + 1 hr tutorial
 - Derivation of the Linear Momentum Equation
 - Terms in the Linear Momentum Equation
 - Problem Solving
 - Moving and Deforming Control Volumes
 - Relative Velocity
 - Derivation of the Angular Momentum Equation
- Turbomachinery and Turbomachine Performance – 2 hrs lecture + 1 hr tutorial
 - Classes of Turbomachines
 - Derivation of Euler's Pump and Turbine Equation
 - Centrifugal Pumps and Fans-Simplifications
 - Axial Flow Fans, Pumps and Turbines
 - Departures from Euler's theory
 - Three-dimensionalities
 - Losses
 - Energy Balance for Turbomachines

- Performance Curves of Turbomachines
- Performance Characteristics of Turbomachines
- Summary - 1 hr lecture

Text book: Moran, M.J., and Shapiro, H.N., *Fundamentals of Engineering Thermodynamics*, John Wiley and Sons Inc, 5th Edition 2004 Wiley, 1999; Munson, B.R., Young, D.F., Okiishi, T.H., *Fundamentals of Fluid Mechanics*, John Wiley and Sons Inc, 4th Edition 2002

Recommended Reading: The Barr Smith library has many books which are concerned with Thermodynamics and Fluid Mechanics. Students are encouraged to consult these books to enrich their knowledge in both topics.

Experiments: Flow Visualisation – 2 hrs; Engine Disassembly – 2hrs

Vector Analysis & Complex Analysis

Course Code: APP MTH 2002

Course Type: Core

Credit: 2 Units

Offered in Semester: One and two

Pre-requisites / Assumed Knowledge: MATHS 1012 Mathematics IB (Pass Div I) or MATHS 2004 Mathematics IIM (Pass Div I) or co requisite MATHS 2004 Mathematics IIM. Concurrent (or prior) enrolment in APP MTH 2000 Differential Equations and Fourier Series.

Teaching Method: 30 hours lectures and tutorials

Assessment: Written and computing assignments 15%, final exam 85%.

Course Objectives: The objective of this unit is to equip students with a good understanding of multi-variable calculus as applied to physical problems, and sufficient understanding of complex analysis to handle most applications.

On completion of this subject students should be able to:

- Use parametric representations for curves and surfaces in 3D
- Use the vector differential operators grad, div and curl
- Evaluate and transform line, surface and volume integrals
- Understand physical Conservation Laws written in vector notation
- Competently handle operations using basic complex functions
- Understand the significance of Taylor Series of complex functions
- Evaluate complex integrals using residue techniques

Graduate Attributes:

- ability to apply knowledge of basic science and engineering fundamentals; and
- ability to undertake problem identification, formulation and solution.

Course Synopsis: Vector calculus: vector fields, gradient, divergence and curl. Line, surface and volume integrals, integral theorems of Green, Gauss and Stokes, with applications. Orthogonal curvilinear coordinates. Complex analysis: elementary functions of a complex variable, complex analytic functions, complex integrals, Taylor Series, Laurent Series, Residue Theorem.

Content:

Vector Analysis (67%):

- Vector and scalar functions and fields
- Parameterisation of curves and its use for tangents and arc lengths
- Calculus of several variables
- Gradient of a scalar field and the directional derivative
- Divergence of a vector field
- Curl of a vector field
- Line integrals
- Independence of path in line integrals
- Potential and work done
- Double integrals - area, volume, mean and centroid
- Green's theorem in the plane
- Parameterisation of surfaces
- Volume or triple integrals
- Gauss' divergence theorem
- Stokes' theorem
- Introduction to curvilinear (non-Cartesian) coordinates.

Complex Analysis (33%) :

- Complex numbers - polar form, powers and roots
- Curves and regions in the complex plane
- Limits, derivatives, analytic functions
- Cauchy-Riemann equations and Laplace's equation
- Complex exponential, trigonometric and logarithmic functions
- Complex line integrals, Cauchy's Integral Theorem and Formula
- Taylor and Laurent series, poles and singularities
- The Residue Theorem and evaluation of complex integrals

Text book: Kreyszig, E., *Advanced Engineering Mathematics*, 8th Edition, Wiley

Recommended Reading: None

Experiments: None

LEVEL 3

COURSE

OUTLINES

Design and Communication

Course Code: MECH ENG 3027

Course Type: Core

Credit: 3 units

Offered in Semester: 2

Pre-requisites / Assumed Knowledge: Nil

Teaching Method: 66 hours of design and communication lectures and tutorials.

Assessment: Written and oral assignments and a group project (with individualised marks).

Course Objectives: Students will develop innovative and creative problem solving skills and gain a better understanding of the engineering design process. A project will provide an opportunity for students to improve their team and project management skills. Professional communication is an essential part of the engineering design process. Therefore on completion of the course, students should be able to write appropriate academic and professional engineering texts, as well as demonstrate skills of effective communication in writing and seminar presentations relevant to their Engineering program and professional careers.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals assured through continuous assessment;
- ability to communicate effectively, not only with engineers but also with the community at large assured through written and oral assessments;
- in-depth technical competence in at least one engineering discipline as must be demonstrated in their design project;
- ability to undertake problem identification, formulation and solution assured through continuous assessment;
- ability to utilise a systems approach to design and operational performance as must be demonstrated in their design project;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member as must be demonstrated in their design project;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development as must be demonstrated in their design project through continuous assessment;
- understanding of the professional and ethical responsibilities and commitment to them emphasised in lectures and assessment;
- expectation of the need to undertake lifelong learning, and the capacity to do so

assured through the requirement to undertake additional research and reading to complete assignments.

Course Synopsis:

The course will cover all of the elements of the design process that are relevant to engineering projects. The various stages of the design process will be discussed including problem identification, concept generation, concept selection and design embodiment. Fundamentals of good design practice will also be covered including aesthetics, ergonomics and safety.

The course also includes effective team work practices and project management. An essential aspect of engineering design is effective communication. Therefore the course provides written and spoken language development in the context of academic and professional engineering.

Class work is designed to develop the capacity of students for effective communication relevant to their current studies and intended professional careers. Areas covered include logical cohesion, writing a research paper, integrating evidence and the effective presentation of individual and group seminars. Particular attention is given to explicit engineering report writing skills.

Content:

Design component 60%

- 12 x 1 hour design lecture per week
- 12 x 2 hour design tutorials per week

Communication component 40%

- 12 x 2 hour communication lecture / workshops
- Plus individual and group consultations

Text book: Course notes are available from Mechanical Engineering for a small fee.

Recommended Reading: Recommended reading will be advised in the lectures.

Experiments: None

Dynamics and Control II

Course Code: MECH ENG 3028

Course Type: Core

Credit: 3 units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: Level II Applied Mathematics courses with an aggregate value of 6 units, MECH ENG 2003 Automatic Control I and MECH ENG 2005 Machine Dynamics, or MECH ENG 2019 Dynamics and Control I

Teaching Method: 46 hours lectures and tutorials and 6 hours laboratory classes

Assessment: Assignments and tutorials 20%, laboratories 10%, final exam 70%. Note that the laboratory experiments are compulsory and it is a requirement to pass the laboratory experiments to pass the course. Graduate attributes 1, 2, 3 and 4 are addressed in all components of the assessment.

Course Objectives:

On completion of the course, students should:

- Have a good understanding of the principles of vibrations;
- Understand the concepts of vibration modes and natural frequencies;
- Be able to calculate estimates for the lowest natural frequencies for single and multiple degree-of-freedom, continuous, and combined systems for both rectilinear and rotational motion;
- Understand the influence of damping on the motion of vibratory systems;
- Have a good understanding of how to measure the damping of simple vibratory systems;
- Understand the principles controlling the response of forced vibratory systems;
- Understand principles of vibration isolation, and be capable of specifying vibration isolators for a range of applications;
- Be capable of designing single degree-of-freedom tuned vibration absorbers;
- Have an understanding of basic control concepts such as controllability, observability, poles and zeros, stability;
- Be able to construct state space models of a given dynamic system;
- Be able to design a full-state control system;
- Be able to design an optimal control system;
- Have had experience with designing real control systems.

Graduate Attributes to be Developed:

1. Ability to apply knowledge of basic science and engineering fundamentals;

2. In-depth technical competence in at least one engineering discipline;
3. Ability to undertake problem identification, formulation and solution; and
4. Ability to utilise a systems approach to design and operational performance.

Course Synopsis: This course introduces the fundamental concepts of vibrating dynamical systems, from single degree of freedom systems through to continuous and multi-degree of freedom systems. Design of vibration control devices, such as vibration isolators and vibration absorbers, is also considered. This course also introduces the concepts of modern state-space control. This involves time domain descriptions of dynamic systems using state-space system models. The characteristics responsible for the dynamic response (poles, zeros, eigenvalues) are presented. Control laws using state-space are introduced, including specification of controller characteristics, controller design using pole placement and optimal (LQR) control (introduction). State observers are presented, including observer design using both pole placement and optimal (Kalman) observers (introduction). Finally, a computer aided control system design methodology is applied to a MIMO Aerospace platform.

Content:

- Free vibration of single degree-of-freedom systems (2 lectures)
- Forced vibrations (3 lectures)
- Damped vibrations (2 lectures)
- Vibration isolation (3 lectures)
- Multi-degree of freedom systems (4 lectures)
- Vibration of continuous systems (2 lectures)
- Determination of natural frequencies and mode shapes (5 lectures)
- Introduction to State Space (1 lecture)
- States, state vectors (1 lecture)
- Construction of State Space Models (1 lecture)
- Control Canonical, Observer Canonical, Jordan Form (1 lecture)
- Conversion from State Space to Frequency Domain Transfer Functions (1/2 lecture)
- Conversion from Frequency Domain Transfer Functions to State Space models (1/2 lecture)
- Controllability, Observability, Poles, Zeros (1 lecture)
- Stability (1 lecture)
- Full State Feedback Control Design (1 lecture)
- Pole placement, Optimal control (2 lectures)
- Observers (1 lecture)
- Compensator Design (1 lecture)
- Controller + Observer (1 lecture)
- Regulators (1 lecture)
- Robust Tracking using State Augmentation (1 lecture)
- Tutorials using MATLAB (5 Tutorials)

Text book: Extensive notes are provided – no textbook is needed

Recommended Reading:

Inman, D.J., *Engineering Vibration*, Prentice Hall, Second Edition, 2001; or Thompson W.T.,

1993, *Theory of Vibration with Applications*, Fourth Edition, Stanley-Thornes.
Dorf and Bishop "Modern Control Systems", Chapter 3; Franklin, Powell and Emami-Naeini
Feedback Control of Dynamic Systems", Chapter 2.2, Chapter 7.1-7.2; Nise "Control Systems
Engineering", Chapter 3

Experiments: Balancing Machinery, Vibrating Beam, State Control of a MIMO Aerospace
System

Embedded Computer Systems

Course Code: ELEC ENG 3020

Course Type: Core

Credit: 3 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: ELEC ENG 1006 Electrical Engineering I or ELEC ENG 1004 Logic Design

Teaching Method: 24 hours of lectures, tutorials and problem based learning project

Assessment: Assessment will be based on four marked worksheets 15%, a small group project 30% and an examination 55%.

Course Objectives:

After completing this subject a student will be able to:

- Design microprocessor-based systems for real time embedded applications
- Make informed decisions about when to use hardware and software to implement specific functions
- Apply interrupts and direct memory access techniques as appropriate
- Select general or special purpose processors appropriate to the application
- Understand principles of analog to digital and digital to analog conversion, and the key parameters of conversion devices
- Understand the difficulties of commissioning and debugging custom designed embedded systems.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis:

Organisation of microprocessor systems; memory types; input/output. Motorola 68000

instruction set architecture and hardware interface. Address decoding and memory mapping techniques. Timing analysis. Interrupts and exceptions. Direct memory access. Microcontrollers and digital signal processors. Analog to digital and digital to analog conversion. Real time techniques. Development tools.

Content:

BASIC COMPUTER ARCHITECTURE (20%)

- Organisation of microprocessor systems
- Memory types
- Instruction encoding and execution
- Assembly language
- Input/output

MOTOROLA 68000 INSTRUCTION SET ARCHITECTURE AND HARDWARE INTERFACE (20%)

- 68000 instruction set architecture
- 68000 hardware interface
- Address decoding and memory mapping techniques
- Timing analysis

INTERRUPTS AND EXCEPTIONS (20%)

- Interrupt principles
- Interrupt requests, acknowledgement and service routines
- Prioritised interrupts
- Implementation on the Motorola 68000
- Exceptions

DIRECT MEMORY ACCESS (5%)

Microcontrollers and digital signal processors (10%)

- Differences between special and general purpose processors
- PIC microcontrollers
- Sharc DSPs

ANALOG TO DIGITAL AND DIGITAL TO ANALOG CONVERSION (5%)

- The need for conversion between analog and digital representations
- ADCs and DACs
- Quantisation

REAL TIME TECHNIQUES (15%)

- Concepts of deadlines, hard and soft
- Latency
- Concurrency
- Implementation using interrupts
- Hardware/software tradeoffs and codesign

COMMISSIONING, DEBUGGING AND TESTING (5%)

- Controllability and observability problems
- Test instruments
- Commissioning strategies

Text book: None required.

Recommended Reading:

Clements, Alan: *Microprocessor Systems Design: 68000 Hardware, Software and Interfacing*. 3rd ed. (ITP, 1997)

Extensive notes for this subject will be available from the School of Electrical and Electronic Engineering.

Experiments: None

Engineering and the Environment

Course Code: MECH ENG 3017

Course Type: Core

Credit: 2 units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: Level 1 Mechanical Engineering

Teaching Method: 36 hours lectures and tutorials

Assessment: Assignments 25%, final exam 75%

Course Objectives: On completion of the course, students should:

- Understand the issues concerning ethical behaviour.
- Assess occupational and environmental noise and vibration problems.
- Understand some basic noise and vibration control design work.
- Assess air and water pollution problems.
- Undertake basic steps to ameliorate air and water pollution problems.
- Understand how to prepare an Environmental Impact Statement.
- Understand issues associated with sustainable development.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them;
- and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Engineering ethics, noise assessment and control, vibration assessment and control, air pollution assessment and control, water pollution assessment and control, Environmental impact statements, legislative requirements.

Content:

ENGINEERING ETHICS (4 lectures – 12%)

NOISE (7 lectures/tutorials – 20%)

- (a) Fundamentals of sound (4 lectures/tutorials)
- (b) Noise criteria and instrumentation (1 lecture)
- (d) Noise and the law (1 lecture)
- (e) Noise control strategies (1 lectures/tutorials)

VIBRATION (3 lectures/tutorials – 9%)

- (a) Fundamentals and measurement
- (b) Human body vibration (mobile equipment & buildings)

WATER POLLUTION AND CONTROL (3 lectures, 1 tutorial – 12%)

- (a) types of industry and water pollutants
- (b) environmental impacts of contaminants
- (c) typical treatment approaches

SUSTAINABILITY (3 lectures – 9%)

SUSTAINABLE DESIGN AND MANUFACTURE (5 lectures/tutorials – 14%)

AIR POLLUTION (4 Lectures/tutorials – 12%)

- (a) Legislative requirements
- (b) Effects on health and property
- (c) Principles of measurement of industrial pollution
- (d) Basic control equipment
- (e) cleaner production/pollution prevention
- (f) gaseous and particulate pollution and control

SUSTAINABLE BUILDINGS (2 lectures – 6%)

ENVIRONMENTAL IMPACT STATEMENTS (2 lectures – 6%)

Text book: Extensive notes are provided – no textbook is needed

Recommended Reading: Bies, D.A. and Hansen, C.H., *Engineering Noise Control*, 2nd. edition, Spon Press, London

Experiments: None

Engineering Communication (ESL)

Course Code: MECH ENG 3006

Course Type: Available to students whose native language is not English, may be presented in lieu of one elective at Level IV. Compulsory for international students from language backgrounds other than English, who presented an English language score for admission or who entered via a Foundation Studies Program.

Note: *Students are expected to undertake this course during the first six months of your study at this university. The course may be taken at any level during your degree so students arriving in their second, third or fourth year of their program may undertake the course. The course need only be passed once.*

Credit: 2 Units

Offered in Semester: One and Two

Pre-requisites / Assumed Knowledge: English language levels accepted for entrance to the University of Adelaide.

Teaching Method: : 24 hours lecture-workshops

Assessment: Assignments 90%, attendance 10%. Pass mark 50%. No supplementary exams or assessments are given for this course.

Assignments:

- Grammar, (online modules) 10%
- Oral, 5%
- Written 20%
- Oral, 25%
- Written, 30% ,
- Attendance, 10%

Course Objectives: On completion of the course, students should:

- grasp some of the ways in which social context shapes language features and communication
- develop and present evidence based propositions
- identify and begin to apply the language features of academic writing and speaking
- locate appropriate sources of information toward your assignments
- critically read and interpret information in the development of your own point of view
- write appropriate texts which communicate the logical development of proposition(s) and analysis of issues
- present your understanding and analysis of issues in a formal seminar presentation
- participate in class and group discussions, and present decisions made to class colleagues in informal presentations.
- increase your awareness of social, cultural and ethical issues and be able to discuss these in relation to professional and social responsibilities.

Graduate Attributes to be Developed:

The University of Adelaide provides an environment where students are encouraged to take responsibility for developing the following attributes:

- the ability to communicate effectively in formal and informal situations, in writing and speaking as is assessed in written and oral assignments
- the ability to communicate effectively with engineers, other professionals and the community generally as is emphasised throughout the course and indirectly assessed through assignments
- independent and critical thinking: the ability to locate, analyse, critically evaluate and synthesise information from a wide variety of sources in a planned and timely manner, as must be demonstrated in students and oral assessments
- skills of a high order in interpersonal understanding, teamwork and communication as is emphasised throughout the course and must be demonstrated through interactive class tasks
- proficiency in the appropriate use of contemporary technologies as is assured through student interaction with the MyUni environment, database and catalogue searching, email and use of Turnitin
- a commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life as is emphasised throughout the course
- an awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities as is assessed through assignment topics which explore these issues.

Course Synopsis: This course provides language development in English as a second language for the purposes of oral and written communication in the context of the study of Engineering. It introduces linguistic principles as tools to assist communication in English as a second language and in cross-cultural settings. Class work is designed to develop the capacity of students for communication (in speaking, listening, writing and reading) and critical thinking relevant to their current studies and intended careers in the fields of engineering and computing. Language development is task-based. Tasks and assignments are focussed on academic writing, research and preparing evidence-based papers, reading, informal academic discussion and formal oral presentation.

Content:

The lecture-workshops are interactive to assist students to develop skills in discussion, research skills, practice writing texts, develop their oral presentation skills and analyse and discuss their ideas about issues in Engineering.

Register (2L)

concept of register

identification of different registers language features of academic communication

Paragraphs - basic overview of features, structure and functions (2L)

topic sentences(s)/proposition/outline

evidence, examples, citing sources closing statement

Using evidence (1L)

evaluating evidence & reliability
strategies for

Discussion session (1L)

critical examination of evidence for topic
oral discussion oral presentation of propositions

Plagiarism & Referencing (2L)

university policy
referencing guide, in-text citations, & language features

Self-editing of paragraphs (1L)

strategies

Oral Presentations Intro. (1L)

identifying features of good academic seminars /practice

Oral Presentations 3 mins Assessment (2T)

Library orientation, (2L)

referencing database searching

Propositions, claims & facts. (1L)

definitions, examples, tasks

General to specific movement (1L)

functions of as support for proposition

Logical cohesion (2L)

concepts
language features
strategies for analysis & increasing cohesion
recognizing cohesion, lack of cohesion

Interpretation, analysis & summary (2L)

concepts
identifying the differences

Structure of a short discussion paper (discourse organization/sequencing)

identifying and applying language features appropriate in a short paper

Passive & Active voice (2L)

concepts, functions, identifying and swapping voice

Oral Presentations strategies (4T)

guidelines
analysis of features of model student presentations (video)
practice applying features

Text book: A detailed description of the course and course notes, will be distributed to the students at the first lecture.

Recommended Reading: None

Experiments: None

Engineering Mathematics III

Course Code: APP MTH 3009

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: Differential Equations and Fourier Series; Vector Analysis and Complex Analysis; Numerical Analysis

Teaching Method: 30 hours lectures and tutorials

Assessment: Written and computing assignments 15%, final exam 85%.

Course Objectives: This course is intended to develop in students the following attributes:

- ability to apply analytical techniques to the solution of ordinary and partial differential equations that arise in engineering applications;
- ability to use transform methods to analyse and solve selected engineering problems;
- ability to apply simple numerical techniques to solve nonlinear engineering problems;
- ability to simplify complex engineering problems in order to develop analytical solutions that allow an understanding of the overall problem solution.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Mathematical formulation of some engineering problems and reduction to linear and non-linear boundary value problems. Analytical solutions to the heat equation, the wave equation, and vibrations of membranes. Integral transform methods: Laplace transform, Fourier transforms and their application to boundary value problems and transfer functions. Signal processing: energy spectrum, Rayleigh's theory, frequency domain description, signal averaging, time frequency solution, discrete and fast Fourier transforms. Conformal mapping and applications to aerodynamics. Numerical solution of differential equations using the finite difference and finite element methods.

Content:

Introduction (12%)

- ordinary and partial differential equations
- classification of PDEs
- characteristics

Analytical Solutions to PDEs (17%)

- Fourier series solutions of the heat equation
- Dirichlet's problem in a circle
- vibrations of a rectangular membrane
- vibrations of a circular membrane

Laplace Transforms (12%)

- solutions to ordinary and partial differential equations
- unit step function
- transfer functions

Fourier Transforms (21%)

- solutions to ordinary and partial differential equations
- Fourier spectra
- Gibbs phenomenon
- signal analysis
- Fourier transform formulae
- Rayleigh's energy theorem
- discrete Fourier transform
- fast Fourier transform

Complex Potential and Conformal Mapping (8%)

- solutions to Laplace's equation
- functions of a complex variable
- conformal mapping and aerodynamics applications

Finite Difference Methods (9%)

- application to 1-D cooling equation
- application to Laplace's equation

Finite Element Method (21%)

- interpolation functions
- application to 1-D cooling equation
- 2-D triangular interpolating functions
- application to Laplace's equation

Text book: Kreyszig, E., *Advanced Engineering Mathematics*, 8th Edition, Wiley, 1999 or 7th Edition, Wiley, 1993.

Recommended Reading: O'Neil, P.V., *Advanced Engineering Mathematics*, 5th Edition, 2003.
Harman, T.L., Dabney, J., Richert, N., *Advanced Engineering Mathematics with Matlab*, 5th Edition, 2000.

Experiments: None

Heat Transfer

Course Code: MECH ENG 3020

Course Type: Core

Credit: 2 units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MECH ENG 2001 Thermodynamics I

Teaching Method: 36 hours lectures and tutorials and 2 hours of laboratory classes

Assessment: Assignments 20%, laboratory 10%, final exam 70%

Course Objectives: On completion of the course, students should:

- Have a good understanding of heat transfer, its modes and significance in thermal engineering
- Have a deep understanding of the different controlling parameters that influence each mode of heat transfer, such as material properties, dimensionality and time dependence
- Be equipped with analytical and numerical methods to solve heat transfer problems
- Be equipped with environmentally responsible and current best practice for the design of heat transfer processes including heat exchangers
- Have developed analytical cognitive skills and improved problem solving skills in heat transfer.

Graduate Attributes to be Developed:

1. ability to apply knowledge of basic science and engineering fundamentals;
2. ability to communicate effectively, not only with engineers but also with the community at large;
3. in-depth technical competence in at least one engineering discipline;
4. ability to undertake problem identification, formulation and solution;
5. ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
6. understanding of the principles of sustainable design and development; and
7. expectation of the need to undertake lifelong learning, and the capacity to do so.

Assessment for the Graduate Attributes:

- Individual Assignments addressing attributes: 1, 3, 4, 6 and 7;
- Open Book Exam addressing attributes: 1, 3, 4, 6 and 7;
- Laboratory Report addressing attributes: 2 and 5

Content:

Lecture 1:	Introduction to Heat Transfer
Lecture 2:	Steady One-Dimensional Heat Conduction
Lecture 3:	Fins
Tutorial I:	Steady One-Dimensional Heat Conduction and Fins
Lecture 4:	Multidimensional and Unsteady Conduction- Introduction
Lecture 5:	Unsteady Conduction I
Lecture 6:	Unsteady Conduction II
Lecture 7:	Numerical Solution Methods
Tutorial II:	Unsteady Conduction and Numerical Methods
Lecture 8:	Convection - Introduction
Lecture 9:	Convection II – Natural Convection
Lecture 10:	Convection from Tube Banks and Packed Beds
Tutorial III:	Convection
Lecture 11:	Radiation - Introduction
Lecture 12:	Radiation II – Radiation Exchange between Surfaces
Lecture 13:	Radiation III – Solar Radiation
Lecture 14:	Radiation IV – Spectral Characteristics and Gas Radiation
Tutorial IV:	Radiation
Lecture 15:	Condensation, Evaporation and Boiling I
Lecture 16:	Condensation, Evaporation and Boiling II
Lecture 17:	Condensation, Evaporation and Boiling III
Lecture 18:	Condensation, Evaporation and Boiling IV
Tutorial V:	Condensation , Evaporation and Boiling
Lecture 19:	Heat Exchangers - Introduction
Lecture 20:	Heat Exchangers II
Tutorial VI:	Heat Exchangers
Lecture 21:	Practical Application of Heat Transfer (no notes)

Text book: Mills, Anthony F., *Heat Transfer*, Second Edition, Prentice Hall 1999; Lecture Notes will be available from the School Office.

Recommended Reading: The Barr Smith Library has many textbooks, which are concerned with Heat Transfer. Students are encouraged to consult these books to enrich their knowledge in Heat Transfer.

Experiments: BBQ Experiment

Manufacturing Engineering

Course Code: MECH ENG 3029

Course Type: Core

Credit: 2 units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: TBA

Teaching Method: 36 hours lectures and tutorials and site visits

Assessment: Assignments, site visit reports and final exam

Graduate Attributes to be Developed:

- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- expectation of the need to undertake lifelong learning, and capacity to do so.

Course Objectives: The aim of the course is to introduce the management of manufacturing systems for success in today's global competitive environment. Emphasis will be placed on the inter-dependent methodologies and technologies required for the design and operations of a world-class modern manufacturing business and how they relate to manufacturing success.

Course Synopsis: The design and control of advanced manufacturing systems. Techniques for the analysis and operation of manufacturing systems. Design for assembly, design for manufacture techniques. Quality management; design for quality statistical process control; quality techniques including quality function deployment and failure mode and effect analysis.

Content: Global competition, competitiveness and developing manufacturing strategy. Process selection and the product process matrix and their different demands, systems and layouts. Forecasting demand, types of forecasting and forecasting errors. Facility location, capacity and layout. The role of suppliers and supply chain management. Just-in-time philosophy and systems. Manufacturing planning and control, aggregate planning, materials management MRP, and inventory systems and management. Scheduling of work orders and project management.

The product development cycle, the role of customers and suppliers, the strategic and business context. Concurrent engineering, lightweight and heavyweight teams, managing cross functional integration. Material and process selection, for functionality and cost. QFD for customer driven design, design for manufacture and assembly Boothroyd & Dewhurst. Taguchi

methodology for robust technology and design. SPC, process capabilities, continuous improvement, FMEA.

Text book: Extensive notes are provided – no textbook is needed

Recommended Reading: There are many texts under the general title of Operations Management in the library

Experiments: Plastic Injection Moulding

Mechatronics II

Course Code: MECH ENG 3014

Course Type: Core

Credit Points: 2 units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MECH ENG 2011 Mechatronics IM, MECH ENG 2019 Dynamics & Control I

Teaching Method: 12 hours lectures and tutorials and 24 hours laboratory classes

Assessment:

- Assignments, 30%, addressing attributes 1, 2, 3, and 4.
- Final exam, 70%, addressing attributes 1, 2, and 3.
- Note that the laboratory experiments are compulsory and it is a requirement to pass the laboratory experiments to pass the course.

Course Objectives: On completion of the subject, students should be able to

- Develop a basic programming skills with PLCs;
- Demonstrate an understanding of data types, CPU memory, I/O;
- Demonstrate the ability to program PID controllers using PLCs;
- Have the ability to control simple devices such as motors using PLCs.
- Have a good understanding of the architecture of Micro-controller systems;
- Be able to design a simple real-time Micro-controller system.

Graduate Attributes: This course is intended to develop in students the following generic attributes:

1. Ability to apply knowledge of basic science and engineering fundamentals;
2. In-depth technical competence in at least one engineering discipline;
3. Ability to undertake problem identification, formulation and solution; and
4. Expectation of the need to undertake lifelong learning, and capacity to do so.

Course Synopsis: Advanced PLC programming and implementation, memory and data types, program structure, mathematic functions and PID control, Micro-controller system.

Content:

- Structure of PLC (2L)
- Basic Concepts for PLC Programming (2L)
- Data Types (2L)

- CPU Memory (2L)
- Input/Output Control (2L)
- TI Micro-controller system (1L)
- Building and Running Projects(1L)

Text book: There is no recommended text for this subject. Lecture notes & lab materials will be provided.

Recommended Reading:

1. SIMATIC S7-200 Programmable Controller System Manual.
2. TI eXpressDSP for Dummies. Steve Blonstein, Willey, 2003.

Experiments:.

1. Mixing tank control;
2. Washer control;
3. Look-up table;
4. Floating-point conversion;
5. X-Y plotter;
6. PI controller design;
7. Ping-Pong Ball levitator.

Microcontroller Programming

Course Code: MECH ENG 3032

Course Type: Core

Credit: 3 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: CHEM ENG 1002 Engineering Computing 1, MECH ENG 2011 Mechatronics IM

Teaching Method: 36 hours lectures and tutorials

Assessment: 2 assignments 15% (each), final exam 70%

Course Objectives: On completion of the course, students should:

- Be able to analyze the needs and design simple microcontroller based systems appropriately and accordingly
- Have a good understanding of the hardware units within a modern microcontroller
- Have a good understanding of the software tools available for the design and the testing of micro-controller based applications
- Have a good understanding of the software development process to be used in designing micro-controller based applications
- Have a deep understanding of the building blocks of modern embedded applications, e.g. A/D conversion, D/A conversion, digital I/O, timers, serial communication through RS-232 and I²C
- Understand the need to undertake lifelong learning

Graduate Attributes to be Developed:

- Ability to apply knowledge of basic science and engineering fundamentals
- Ability to communicate effectively, not only with engineers but also with the community at large
- In-depth technical competence in at least one engineering discipline
- Ability to undertake problem identification, formulation and solution
- Ability to utilise a systems approach to design and operational performance
- Expectation of the need to undertake lifelong learning, and the capacity to do so

Course Synopsis: The focus of this course is on the programming and use of microcontrollers in mechatronics applications. Assuming basic knowledge of the C programming language, the material is presented in a combination of lectures, tutorials and hands-on laboratory sessions.

The build process of microcontroller software is examined in great detail thereby providing the language for understanding compiler handbooks, on-line publications and micro-controller datasheets. The new skills are then applied in a number of practical case studies covering typical mechatronics applications including servo-mechanisms, sensor interfacing, real-time issues and inter-platform communications. Emphasis will be laid on the confident use of the C programming language using a variety of programming environments. Fault finding techniques will be introduced, ranging from low-level in-circuit debugging to source-level debugging on simulators and evaluation boards. Small-group projects and case studies will be used to provide important hands-on experience with micro-controller based projects.

Content:

Introduction [8 % = 1 week]

- Definition of embedded systems
- Application examples
- Common microcontroller tasks
- Typical hardware units within a microcontroller
- Software development cycle
- Programming languages for microcontrollers (C, C++, Java)
- Target Platform: Wytec Dragon12
- Software IDE: Keil C166, Metrowerks CodeWarrior, GNU gcc

The build process, fundamentals [8 % = 1 week]

- Compiler, assembler, linker
- Compiler and linker options
- Keil C166 projects
- Source level debugging using a microcontroller simulator
- Download into RAM
- (Source level) debugging using a target monitor

System startup, detailed [8 % = 1 week]

- The system startup file (example: KEIL):
Macro definitions, configuration registers and stack frames
- Memory models and memory maps
- Memory type specifiers
- Object classes and storage class
- Segmented / non-segmented addressing
- Reset vector
- Initialization of Block Segment Sections (BSS) and of variables which have been initialised at file level
- Step-by-step startup (KEIL debugger)

The build process, advanced concepts [8 % = 1 week]

- Sections, modules, programs
- The linker
- Interpreting the assembler listing

- Interpreting the linker map file
- Near data and far data
- Library files
- Development utilities
- Objects file formats: ELF, COFF, DWARF-1/2, S-Records, Intel HEX

Building blocks of embedded software [50 % = 6 weeks]

- Digital I/O
- A/D converter
- Simple serial communication (RS-232, polling)
- General purpose timers
- Capture and compare unit
- PWM unit
- Buffered serial communication (ring buffers, interrupt driven communications)
- Other communication protocols: SPI, I2C, CAN, Ethernet

Embedded control applications [18 % = 2 weeks]

- Servo-motor control
- Stepper motor control
- Real-time data logger (menu driven, RS-232, communications, adjustable sample rate)

Text book: Lecture notes will be provided

Recommended Reading:

- Lecture notes;
- Qing Li, Caroline Yao, *Real-Time Concepts for Embedded Systems*, CMP Books, New York, 2003, ISBN 1-57820-124-1
- Thomas Bräunl, *Embedded Robotics, Mobile Robot Design and Applications with Embedded Systems*, Springer, Berlin, 2003, ISBN 3-540-03436-6
- Franklin G. F., Powell J. D., Workman M., *Digital Control of Dynamic Systems*, 3rd ed., Prentice Hall, 1997, ISBN 0201820544

Experiments: A series of laboratory exercises will accompany the lectures, focussing on the practical use of microcontrollers in mechatronics applications.

Power Electronics and Drive Systems

Course Code: ELEC ENG 4042

Course Type: Core

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: ELEC ENG 1006 Electrical Engineering I or Electrical Systems AM, ELEC ENG 2008 Electronics II or equivalent.

Teaching Method: 20 hours of lectures and 4 tutorials

Assessment: Quizzes during semester and written final exam

Graduate Attributes:

- ability to apply knowledge of basic science and engineering fundamentals;
- in-depth technical competence
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- understanding of the principles of sustainable design and development;
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Power electronics: characteristics of power electronic devices and classes of power converters. Power supplies (uninterruptible, switch-mode). Hard and soft-switching, resonant circuits. Losses and thermal design.

Advanced energy-efficient motor drives: review of motor theory, power electronic control principles, vector and servo drives (stepper, DC, induction, brushless PM and switched-reluctance). Motor and drive selection and application. System design, implementation and control.

Content:

INTRODUCTION : 5%

Power electronics definition, coverage, history and applications

POWER ELECTRONIC DEVICES : 30%

Characteristics, performance, circuits

Diodes, thyristors (standard, GTO, TRIAC), transistors (BJT, IGBT, MOSFET)

Losses : conduction, switching.

Thermal Design

Protection : over-current, over-voltage, snubbers

Sensors and isolation devices (pulse transformers, opto-couplers, isolation amplifiers, Hall-effect current sensors)

POWER ELECTRONIC CONVERTER TOPOLOGIES : 35%

Rectifiers : single-phase, three-phase, phase inductance effects, operating modes

AC/AC converters : AC choppers, cycloconverters

DC/DC converters : buck and boost converters, two and four quadrant operation

Inverters : single-phase, three-phase

Switched-mode power supplies

Resonant converters

Uninterruptible power supplies

MOTOR CONTROL PRINCIPLES AND SERVO DRIVES : 30%

Open and closed-loop control

Speed and position feedback devices : encoders, resolvers, Hall-effect, tachometers

DC motor control : dynamics, four quadrant operation

Stepper motors : variable reluctance, permanent magnet, hybrid, linear

Brushless permanent magnet motors

Induction motors : characteristics, soft-starting, vector control

Switched reluctance motors : characteristics, power electronic circuits

Text book: None

Recommended Reading:

Power Electronics: Converters, Applications and Design, Mohan, Undeland, Robins, John Wiley and Sons.

Experiments: None

LEVEL 4

COURSE

OUTLINES

Advanced Automatic Control

Course Code: MECH ENG 4011

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MECH ENG 2003 Automatic Control 1, MECH ENG 3009 Automatic Control II

Teaching Method: 36 hours lectures and tutorials

Assessment: Written Examination 50%; Matlab Examination 20%; Assignments 16%; Tutorials 4%; Practical Project 10%

Course Objectives: On completion of the course, students should:

- Have a good understanding of the principles of automatic control;
- Be able to model a given plant using both time domain and frequency methods;
- Have the skills to tune a PID controller;
- Be able to simulate a given plant and control system;
- Be able to assess a controller for stability and robustness;
- Have the skills to design a stable control system for real plant equipment;
- Have a good understanding of the affect the controller frequency response function has on the plant response;
- Understand the need to undertake lifelong learning.

Graduate Attributes to be Developed:

- Ability to apply knowledge of basic science and engineering fundamentals assured through written examination and assignments
- Ability to communicate effectively, not only with engineers but with the community at large developed through in-class discussion but not assured
- In-depth technical competence in at least one engineering discipline assured through written examination and assignments
- Ability to undertake problem definition, formulation and solution assured through written examination and assignments
- Ability to utilise a systems approach to design and operational performance not assured
- Ability to function effectively as an individual in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member not assured
- Understanding of professional and ethical responsibilities and commitment to them

- emphasized in lectures but not assured
- Expectation of the need to undertake lifelong learning and the capacity to do so assured through the requirement to undertake additional reading and literature searches to complete some assignments.

Course Synopsis: Advanced topics in automatic control system design. Emphasis will be placed on techniques used to accommodate uncertainty in practical systems.

Content:

Frequency Domain Analysis (20%)

- Bode Plots : Magnitude & Phase vs Frequency
- Nyquist - Complex Plane for $G(j\omega)H(j\omega)$
- Nichols - $|M|$ versus Phase Angle
- M and N circles

Stability (10%)

- Review including Routh-Hurwitz, Root Locus
- Cauchy Criterion
- Nyquist Stability Criterion
- Gain and phase margins

Plant Modelling (10%)

- Step response methods
- Frequency response methods

PID Control (20%)

- Review of Proportional-Integral-Derivative (PID) control
- Set point weighting
- Actuator saturation and anti-windup Tuning methods (Zeigler-Nichols; Chien, Hrones and Reswick; Cohen-Coon; Pole placement)

Sensitivity, Robustness and Controller Design (20%)

- Sensitivity and complementary sensitivity
- Loop shaping
- Bandwidth
- Robustness
- Bode's Integral Theorem
- Design for sensitivity

Matlab / Simulink modeling (20%)

- Design of a control system for a real physical system
- Hands-on implementation using Simulink and dSpace Control Desk

Design of a control system for a real physical system

Text book: Nil

Recommended Reading: Dorf and Bishop, *Modern Control Systems*, Chapters 5, 6, 7, 8, 9, 10, 12; Astrom and Hagglund, *PID Controllers: Theory, Design and Tuning*, Chapters 4 & 5
Maciejowski, *Multivariable Feedback Design*, Chapter 1; Xue, Chen and Atherton, *Analysis and Design of Feedback Control Systems with Matlab*, Chapter 7

Experiments: None

Engineering Communication (ESL)

Course Code: MECH ENG 3006

Course Type: Available to students whose native language is not English, may be presented in lieu of one elective at Level IV. Compulsory for international students from language backgrounds other than English, who presented an English language score for admission or who entered via a Foundation Studies Program.

Note: *Students are expected to undertake this course during the first six months of your study at this university. The course may be taken at any level during your degree so students arriving in their second, third or fourth year of their program may undertake the course. The course need only be passed once.*

Credit: 2 Units

Offered in Semester: One and Two

Pre-requisites / Assumed Knowledge: English language levels accepted for entrance to the University of Adelaide.

Teaching Method: : 24 hours lecture-workshops

Assessment: Assignments 90%, attendance 10%. Pass mark 50%. No supplementary exams or assessments are given for this course.

Assignments:

- Grammar, (online modules) 10%
- Oral, 5%
- Written 20%
- Oral, 25%
- Written, 30% ,
- Attendance, 10%

Course Objectives: On completion of the course, students should:

- grasp some of the ways in which social context shapes language features and communication
- develop and present evidence based propositions
- identify and begin to apply the language features of academic writing and speaking
- locate appropriate sources of information toward your assignments
- critically read and interpret information in the development of your own point of view
- write appropriate texts which communicate the logical development of proposition(s) and analysis of issues
- present your understanding and analysis of issues in a formal seminar presentation
- participate in class and group discussions, and present decisions made to class colleagues in informal presentations.
- increase your awareness of social, cultural and ethical issues and be able to discuss these in relation to professional and social responsibilities.

Graduate Attributes to be Developed:

The University of Adelaide provides an environment where students are encouraged to take responsibility for developing the following attributes:

- the ability to communicate effectively in formal and informal situations, in writing and speaking as is assessed in written and oral assignments
- the ability to communicate effectively with engineers, other professionals and the community generally as is emphasised throughout the course and indirectly assessed through assignments
- independent and critical thinking: the ability to locate, analyse, critically evaluate and synthesise information from a wide variety of sources in a planned and timely manner, as must be demonstrated in students and oral assessments
- skills of a high order in interpersonal understanding, teamwork and communication as is emphasised throughout the course and must be demonstrated through interactive class tasks
- proficiency in the appropriate use of contemporary technologies as is assured through student interaction with the MyUni environment, database and catalogue searching, email and use of Turnitin
- a commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life as is emphasised throughout the course
- an awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities as is assessed through assignment topics which explore these issues.

Course Synopsis: This course provides language development in English as a second language for the purposes of oral and written communication in the context of the study of Engineering. It introduces linguistic principles as tools to assist communication in English as a second language and in cross-cultural settings. Class work is designed to develop the capacity of students for communication (in speaking, listening, writing and reading) and critical thinking relevant to their current studies and intended careers in the fields of engineering and computing. Language development is task-based. Tasks and assignments are focussed on academic writing, research and preparing evidence-based papers, reading, informal academic discussion and formal oral presentation.

Content:

The lecture-workshops are interactive to assist students to develop skills in discussion, research skills, practice writing texts, develop their oral presentation skills and analyse and discuss their ideas about issues in Engineering.

Register (2L)

concept of register

identification of different registers language features of academic communication

Paragraphs - basic overview of features, structure and functions (2L)

topic sentences(s)/proposition/outline

evidence, examples, citing sources closing statement

Using evidence (1L)

evaluating evidence & reliability
strategies for

Discussion session (1L)

critical examination of evidence for topic
oral discussion oral presentation of propositions

Plagiarism & Referencing (2L)

university policy
referencing guide, in-text citations, & language features

Self-editing of paragraphs (1L)

strategies

Oral Presentations Intro. (1L)

identifying features of good academic seminars /practice

Oral Presentations 3 mins Assessment (2T)

Library orientation, (2L)

referencing database searching

Propositions, claims & facts. (1L)

definitions, examples, tasks

General to specific movement (1L)

functions of as support for proposition

Logical cohesion (2L)

concepts
language features
strategies for analysis & increasing cohesion
recognizing cohesion, lack of cohesion

Interpretation, analysis & summary (2L)

concepts
identifying the differences

Structure of a short discussion paper (discourse organization/sequencing)

identifying and applying language features appropriate in a short paper

Passive & Active voice (2L)

concepts, functions, identifying and swapping voice

Oral Presentations strategies (4T)

guidelines
analysis of features of model student presentations (video)
practice applying features

Text book: A detailed description of the course and course notes, will be distributed to the students at the first lecture.

Recommended Reading: None

Experiments: None

Engineering Management & Professional Practice

Course Code: MECH ENG 4038

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: None.

Teaching Method: 40 hours lectures and tutorials in 2 sessions per week of 2 hours each

Assessment: Assignments 25%, final exam 75%

Course Objectives:

- Demonstrate an understanding of the nature and significance of the human resource management function within organisations.
- Demonstrate an understanding of marketing and business engineering
- Demonstrate an understanding of the management of technical, safety, environmental and financial risk.
- Be able to manage engineering projects and have a good understanding of the software necessary to do so.
- Demonstrate an understanding of the principles of contract law and how it is used to assume legal obligations in a variety of commercial settings.
- Demonstrate an understanding of common law and statutory duties of care and legal consequences of negligence.
- Demonstrate an understanding of the law relating to intellectual property and the forms of legal protection relevant to business and industry.
- Demonstrate an understanding of the principles of employment relationship and procedures for the resolution of industrial disputes.

Course Synopsis: Management of people, management of technical risk, management of safety and environmental risk, management of economic and financial risk, marketing, business engineering, legal issues and responsibilities, ethics and project management.

Content and Lecturing Staff:

5% = 2 hours of lectures

Interpersonal behaviour (5%) (Dr John Brydon)

- types of relationship
- types of personality

Management structures (5%) (Dr John Brydon)

- company values
- company organisation

Management (10%) (Dr John Brydon)

- managing and being managed
- responsibility and authority
- teams and teamwork
- agreement and disagreement
- decision making
- performance measurement

Introduction to risk management (5%) (James Dunlop)

- risk definition
- estimation of probability
- estimation of consequence
- risk management plans and the risk matrix

Safety and environmental risk management (7.5%) (James Dunlop)

- review of catastrophic events
- hazard identification and assessment
- safety and environmental risk management systems

Technical risk management (5%) (James Dunlop)

- new and unproven technology
- equipment performance and function
- reliability

Economic and financial risk management (7.5%) (James Dunlop)

- project costing and economic assessment
- case study
- project finance

Marketing (7.5%) (Roger Inverarity)

- basic concepts
- consumers
- competition
- promotion
- patents
- social responsibility

Business engineering (7.5%) (Roger Inverarity)

- entrepreneurship and innovation
- business management
- company structure
- insurance
- suppliers

- union interaction
- impact of government regulations

The Australian legal system (5%) (Krystyna Sawon)

- formation
- interpretation
- discharge of contracts

Criteria for the Tort of negligence and consequences of breach (5%) (Krystyna Sawon)

- part VA Trade Practices Act
- Whistle blowing

Criteria for application of copyright, patent, design and trade marks (5%) (Krystyna Sawon)

Rights and obligations of the employment relationship (5%) (Krystyna Sawon)

Project Management (20%) (Dr John Brydon)

- what is it and why is it important?
- how is it done?
- software tools

Text book: "Getting To Yes" - Roger Fisher, William Ury & Bruce Patton. - Arrow Business Books (Random House) ISBN 0 09 92484 5. Extensive notes are also available.

Recommended Reading: See list provided with the course notes

Experiments: None

Mechanical Signature Analysis

Course Code: MECH ENG 4033

Course Type: Elective

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MECH ENG 2011 Mechatronics IM, APP MTH 2000 Differential Equations and Fourier Series

Teaching Method: 36 hours lectures and tutorials

Assessment: Assignments (30%) and final exam (70%), both of which must be passed

Course Objectives:

- Understand the behaviour of the mechanical system, by analyzing the vibration signature
- Predict the performance of a machine, from a knowledge of the history of the vibration signature
- Diagnose faults in the machine, from a knowledge of the “fault” vibration signatures

Course Synopsis: This course will provide an introduction to mechanical signature analysis; vibration measurement and instrumentation; signal processing and analysis; filtering; frequency domain analysis; vibration monitoring; introduction to condition monitoring and fault diagnosis; rotor balancing.

Content:

- Signal processing and analysis (8L + 5T)
 - Signal types
 - Digitization
 - Time domain windows
 - Aliasing
- Frequency domain analysis (4L + 1T)
 - DFT
 - Averaging
 - Frequency analysis functions
- Vibration measurement and Instrumentation (2L)
 - Transducers
 - Portable and on-line analysis & monitoring instrumentation
- Machine Condition Monitoring (10L + 6T)
 - Maintenance philosophies
 - Machine selection

- Machine faults
- Fault analysis & diagnosis

Text book: No textbook is required as extensive notes will be available from the School Office

Recommended Reading: Nil

Experiments: None

Mechatronics IIIM

Course Code: MECH ENG 4028

Course Type: Core

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: MECH ENG 2015 Electronics IIM, MECH ENG 2011 Mechatronics IM, MECH ENG 3028 Dynamics & Control II

Teaching Method: 36 hours lectures and tutorials

Assessment: 2 assignments 15% (each), final exam 70%

Course Objectives: On completion of the course, students should:

- Be able to analyze the needs and design simple mechatronic systems appropriately and accordingly;
- Be able to find faults in simple circuits and mechatronic systems, and rectify them;
- Have a good understanding of artificial intelligence techniques, their applications and how they may be implemented;
- Have a good understanding of fuzzy logic and be able to apply fuzzy logic for resolving some engineering problems;
- Have a good understanding of digital filters and be able to apply them for attenuating noise;
- Have a good understanding of digital control and the state-space design of microcontroller based applications;
- Have a deep understanding of the responsibility of engineers to the community for the safety issues associated with the use of mechatronic systems;
- Understand the need to undertake lifelong learning.

Graduate Attributes to be Developed:

- Ability to apply knowledge of basic science and engineering fundamentals;
- Ability to communicate effectively, not only with engineers but also with the community at large;
- In-depth technical competence in at least one engineering discipline;
- Ability to undertake problem identification, formulation and solution;
- Ability to utilise a systems approach to design and operational performance; and
- Expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Project-based course; design and analysis of mechatronic systems; micro-controllers and high end digital signal processors (DSP) for mechatronic systems; artificial

intelligence (AI) algorithms and AI applications; digital state-space control design.

Content:

Artificial intelligence (AI) [15 % = 2 weeks]

- Introduction to artificial intelligence, scope, history, applications
- Artificial intelligence in mechatronics applications
- Research based exploration of a variety of AI techniques and problem solving methodologies
- Presentation of researched topics by students

Digital signal processing (DSP) [35 % = 4 weeks]

- Fast Fourier Transform and signal spectrum
- Aliasing, over-sampling and decimation
- Signal-to-Noise ratio (SNR)
- Fixed-point and floating point arithmetic
- Digital filters: low pass, high pass, band pass and band stop filters
- Median filters and other simple filters
- Introduction to FIR filter design
- Introduction to IIR filter design
- Micro-controller based implementation of FIR and IIR filters

Fuzzy logic, fuzzy control [15 % = 2 weeks]

- Introduction to fuzzy logic, fuzzy statements, fuzzy sets, and fuzzy control
- Fuzzification
- Fuzzy Inference
- Defuzzification
- Fuzzy logic simulation packages
- Neuro-Fuzzy technology
- Fuzzy logic applications
- Design and build of a micro-controller based fuzzy controlled ball balancing system

Digital state-space control [35% = 4 weeks]

- Design by emulation of continuous-time systems
- z-Transformation and its application
- ZOH discretization of continuous-time systems
- Discrete state-space models
- Canonical forms (controller, observer, modal, Jordan)
- Direct digital control design
- Pole placement
- Prediction estimators (full order, reduced order)
- Tracking systems

Text book: Lecture notes will be provided

Recommended Reading:

- Lecture notes;
- Emmanuel C. Ifeakor, Barrie W. Jervis, *Digital Signal Processing – A Practical Approach*, 2nd Edition, Prentice Hall, 2002, ISBN 0201-59619-9
- Stuart J. Russell, Peter Norvig, *Artificial Intelligence: A Modern Approach*, 2nd Edition, Prentice Hall, 2002, ISBN 0137903952
- Franklin G. F., Powell J. D., Emami-Naeini A., *Feedback Control of Dynamic Systems*, 4th ed., Prentice Hall, 2002, ISBN 0-13-032393-4
- Franklin G. F., Powell J. D., Workman M., *Digital Control of Dynamic Systems*, 3rd ed., Prentice Hall, 1997, ISBN 0201820544

Experiments: A series of laboratory exercises will accompany the lectures. These will include practical applications of digital control on microcontrollers, fuzzy logic and artificial intelligence.

Robotics M

Course Code: MECH ENG 4027

Course Type: Core

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: MATHS 1007A/B Mathematics 1, MECH ENG 2001 Mechatronics IM, MECH ENG 2005 Machine Dynamics, MECH ENG 3009 Automatic Control II

Teaching Method: 24 hours lectures and 12 tutorials

Assessment: Project 10%, assignments 20%, final exam 70%

Course Objectives: On completion of the course, students should:

- Have a good understanding of the basics of robotic systems.
- Be able to define the needs, acquire necessary information and select appropriate robots for various industrial applications.
- Have a good understanding of robot design and development processes.
- Be able to operate and program industrial robot for simple applications.
- Be able to apply the knowledge learned for the design and development of simple robots.
- Have a good understanding and be able to explain the principles of robot kinematics, dynamics, motion planning, trajectory generation and control.
- Understand the basics of image processing techniques for robotic applications.
- Have a deep understanding of the responsibility of engineers for the safety issues and the importance associated with the use of robots for various applications.
- Understand the need to undertake lifelong learning.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Classification of robotic systems; transformation of coordinates; kinematics and inverse kinematics; Jacobians and robot dynamics; trajectory generation; robotic modelling; control loops for robots; machine vision basics.

Content:

Introduction to robotic systems (5%)

- definitions for various robotic terms
- industrial robots and applications
- mobile robots and applications
- parallel robots and applications
- New development and trends of robotics

Spatial descriptions (8%)

- coordinate frames
- coordinate translation and rotation
- homogeneous transformation
- compound transformation
- raw-pitch-yaw and euler angles
- inversed rotation matrix

Kinematics (17%)

- forward kinematics
- denavit-hartenberg notation
- joint space and cartesian space
- inverse kinematics
- solvability of the inverse kinematics problems
- algebraic solution and geometric solution
- pieper's solution
- kinematics of parallel robots

Jacobians (17%)

- linear and rotational velocity of rigid bodies
- motion of the links of a robot
- velocity propagation from link to link
- angular and linear velocities of robot links
- Jacobians
- singularities
- static forces propagate from link to link
- Jacobians in force domain

Dynamics (20%)

- Lagrangian formulation
- Kinetic and potential energy
- Euler dynamic formulation

- the force and torque acting on a link

Trajectory generation (13%)

- introduction
- joint space schemes
- cartesian schemes

Position and force control (8%)

- control of manipulators
- control law partitioning
- trajectory following control
- nonlinear and varying systems
- model-based control for manipulators
- current industrial robot control systems

Image processing and analysis (12%)

- histogram, edges, and other basics
- applying filters and noise reduction
- convolution mask
- sampling and quantization
- thresholding and connectivity
- binary image
- thresholding and hough transform
- segmentation
- binary morphology operations
- image analysis
- object recognition
- stereo imaging

Text book: Craig, J. J., *Introduction to Robotics, Mechanics and Control*, 2nd Edition, Addison Wesley, 1989

Recommended Reading:

- LOW, K.H., "Robotics, principles and systems modeling," 2nd edition, Prentice Hall, 2004
- Schilling, R. J., *Fundamentals of Robotics - Analysis & Control*, Prentice Hall, 1991;
- Lewis, F. L., Abdallah, C. T., Dawson, D. M., *Control of robot manipulators*, Macmillan Publishing Company, 1993;
- Web sites, such as: www-sop.inria.fr/saga/personnel/merlet/merlet_eng.html.

Experiments: None

Mechatronic Project

Course Code: MECH ENG 4019 A & B

Course Type: Core

Credit: 8 Units (4 Units per semester)

Offered in Semester: One and two

Pre-requisites / Assumed Knowledge: Levels 1-3 Mechanical / Mechatronic / Aerospace / Automotive Engineering

Teaching Method: Weekly meeting with supervisors, preparation of oral and written presentations. Workshops throughout the year to assist in the management of the project and its deliverables.

Assessment: Preliminary report, seminar for presentation of results, exhibition, student achievements, project outcomes, workbooks and final report

Course Objectives: On completion of the course, students should have sufficient knowledge to:

- Develop a research or project plan
- Determine appropriate milestones and their associated time frames
- Manage a small group undertaking research or a project
- Orally present their findings to a large group with widely varying degrees of technical knowledge
- Prepare a well written technical report detailing their project.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: The aim of the project is to provide solutions to engineering problems related to industry or to scientific research, with emphasis on project management and effective communication.

Content: Please see the following pages

Text book: None

Recommended Reading: The following book contains useful advice on planning and carrying out a student project:

- The Management of a Student Research Project, Howard, K. & Sharp, J.A. (1983), Aldershot: Gower. (Copies are available in the School Library and in the Barr Smith Library.)
- A guide to report writing is also available to all students on MyUni.

Experiments: None

SCHEDULE OF DELIVERABLES

PHASE	DEADLINE	MARK	✓
Project Preferences	25 th Feb	N/A	<input type="checkbox"/>
Project & Group Allocation	4 th March	N/A	<input type="checkbox"/>
Project Definition & Specification, Project Contract (submitted to Supervisor)*	18 th March	N/A	<input type="checkbox"/>
Attendance of Literature Review Workshop*	Weeks 2-4	N/A	<input type="checkbox"/>
Preliminary Report (submitted to School Office)	20 th May	10%	<input type="checkbox"/>
Drawings (submitted to appropriate workshop once approved)*	3 rd June	N/A	<input type="checkbox"/>
Student Achievements in semester 1	N/A	5%	<input type="checkbox"/>
Workbook for semester 1	N/A	2%	<input type="checkbox"/>
Seminar Abstract (submitted to School Office)*	19 th August	N/A	<input type="checkbox"/>
Seminar Powerpoint Presentation Submission (to School Office)*	9 th September	N/A	<input type="checkbox"/>
Exhibition Abstract Submission (to School Office)*	16 th September	N/A	<input type="checkbox"/>
Seminar Presentation	19 th September	10%	<input type="checkbox"/>
Draft of Final Report (submitted to Supervisor)	14 th October	N/A	<input type="checkbox"/>
Exhibition	21 st October	10%	<input type="checkbox"/>
Final Report (submitted to School Office)	28 th October	40%	<input type="checkbox"/>
Equipment Return Form*	28 th October	N/A	<input type="checkbox"/>
Student Achievements in semester 2	N/A	5%	<input type="checkbox"/>
Workbook for semester 2	N/A	3%	<input type="checkbox"/>
Project Outcomes	N/A	15%	<input type="checkbox"/>

NOTE 1:

The above deadlines will be strictly enforced with the appropriate penalties.

NOTE 2:

All final reports must be handed in via the School Office to the Project Co-ordinator. The written documents will incur a 2% penalty for each day late.

NOTE 3:

Items marked with an asterisk will be penalised by 1% if late. No exceptions will be made under any circumstances. Deductions will be made against Student Achievements. If the deadline for submission of the abstract is missed, then your abstract will not appear in the book of abstracts. If you miss the deadline for the submission of the electronic copy of the PowerPoint presentation, then you forfeit the chance to use a computer projector during the seminar, in which case you will need to use an OHP or whiteboard.

NOTE 4:

At least **TWO COPIES** of the Final Report must be submitted (one copy for each supervisor and second copy for the School). These only need to be in colour unless the supervisor recommends otherwise.

NOTE 5:

Technical drawings must be supplied to the appropriate technical staff member by this date in order to provide adequate time for construction.

NOTE 6:

Self-Assessment Forms can be used by students to assess their peers and possibly themselves. These forms can be used as guidelines by a supervisor while marking all assessed components except the seminar presentations and the exhibition.

Assessment Criteria

Listed below are some of the factors which will be considered in the assessment

1. Report Presentation
1.1 Organisation and structure
1.2 Layout
1.3 Clarity
1.4 Completeness
1.5 English expression; grammar; punctuation
1.6 Drawings, diagrams and graphs
1.7 Errors and proof reading
1.8 Reference format
1.9 Workbook
2. Approach to Project
2.1 Systematic approach
2.2 Information search
2.3 Identification of problem
2.4 Quantification of problem
2.5 Attitude to supervision
3. Design Approach (where applicable)
3.1 Literature survey
3.2 Innovation
3.3 Detail design
3.4 Design synthesis
4. Research Approach (where applicable)
4.1 Literature survey
4.2 Theoretical basis
4.3 Experiment design
4.4 Experimental technique
5. Deductive Ability
5.1 Interpretation of results
5.2 Correlation with theory
5.3 Conclusions
5.4 Significance and validity of findings
5.5 Suggestions for future work
6. Exhibition
6.1 Brochure
6.2 Quality of stand
6.3 Clarity of information on stand
6.4 Clarity of verbal explanations
7. Seminar
7.1 Presentation of seminar

- 7.2 Content of presentation
- 7.3 Discussion

Final Year Project Workshops

There will be a series of workshops organised throughout the year to assist the students in managing their project and meeting the deliverables. Topics of the workshops include:

1. Project expectations and organisation
2. Reference search and literature review tutorial (organized by the Library)
3. OH&S
4. Intellectual Property and Good Practice Workbooks
5. Report writing
6. Seminar presentation
7. Organisation of exhibition
8. Poster presentation

Literature Search

An essential part of the Preliminary Report is a critical survey of existing published material relating to your project investigation. This involves locating, reading and analysing the relevant material.

To help you locate such material a Literature Search Tutorial will be arranged with the Engineering Course Librarian, Barr Smith Library, at a time and date to be advised. See the Notice Board for session allocations. You will be required to assemble at the Barr Smith Library Information Desk at the appointed time.

When writing your reports you need to use a standard and consistent referencing system. You can use the SA Uni guide "Referencing using the Harvard system (author-date system)" which is available online at

<http://www.unisanet.unisa.edu.au/learningconnection/students/Lguides/lmgdes.asp#ref>

Procedure for Projects With External Clients

1. Meet with client in week one to discuss the project, view the plant/facilities and meet and get to know your contact person.
2. Think about the problem and refine the task specification with the client's and supervisor's help. The specification is extremely important as it clarifies and quantifies what has to be achieved and within what boundaries. Also draw up a schedule of the activities for the project, with deadlines.
3. When you have a clear understanding of the problem use literature search and lateral thinking to formulate a number of possible solutions. Evaluate each solution in terms of pros and cons, remembering function, cost, ease of manufacture, reliability, safety and the environment. These solutions form part of the preliminary report and you will present them, with your recommendations, to the client.

4. After discussion with client and supervisor, one or two solutions are then chosen for more detailed analysis and testing during the remainder of the project. Regular consultations should be arranged with the client.

In sponsored projects the supply of any hardware is the client's responsibility

Time Management

Design and research always take longer than you first imagine. It cannot be rushed, so don't leave it all until the week before the submission deadlines. What you get out of the project will be directly related to the effort you put into it. Each of you is expected to put in a minimum of 300 (effective) hours on the project, that's over a day/week including holidays; the proportions of time and effort spent on other parts of the course should reflect their relative importance.

Clearly you will need to manage your time efficiently - and will have to learn to juggle several activities simultaneously. Do not use projects as an excuse for not getting on with some other parts of the course. If there are serious clashes see your supervisor as soon as possible.

Supervisors

The supervisor's role is to provide advice and guidance, and to ensure that the project proceeds in a fruitful direction. You should not expect your supervisor to do your thinking for you, or to tell you exactly what to do. You are expected to generate your own ideas, to seek out information for yourself, and to make your own decisions about what to do and how to do it. You should make arrangements with your supervisor for **WEEKLY CONSULTATIONS** at which progress may be reported, discussed and assessed. All workshop drawings must be countersigned by your supervisor before submission to the workshop.

Technical Support

During the planning stage of your project you can seek advice on system manufacture or equipment availability from the Senior Technical Officers listed on page 2 of this booklet. They may direct you to other members of the technical staff for more detailed discussion. However your supervisor should be your first port of call for all questions and he/she will direct you to the appropriate source of information.

Once you have submitted your technical drawings, the Department's Workshop Committee will allocate workshop time to your job. Students are encouraged to submit their jobs to the workshop as early as possible. You should address queries about the progress of your job to the Senior Technical Officers.

**** PLEASE NOTE:** That if you fail to submit the technical drawings by the specified date you may find that there is insufficient time for your rig/apparatus to be made and then commissioned. Should this situation arise, it will impact on your final mark.

Project Software

- a. **Microsoft Project**
You will be required to make use of the project planning software Microsoft Project in the planning stages of your project. Your Preliminary Report must contain at least a Gantt Chart prepared using this software.
- b. **Cambridge Materials Selector**
This program is invaluable in design work for selecting materials which maximise some aspect of a component's performance, for example minimum price for a given strength,

- minimum mass for a particular stiffness, maximum safety or working temperature, and so on. The selection is done graphically in a Windows environment.
- c. **Australian Engineering Information Package**
This software provides an easy way of searching for the names and addresses of Australian suppliers of particular components, materials and equipment items you may wish to use in your project work.
 - d. **Microsoft Publisher**
This package is recommended to prepare your exhibition poster. Details about poster preparation and printing are given on: <http://www.cats.adelaide.edu.au/Printing/plotter/>

Photocopying

The Department is **UNABLE** to provide photocopying facilities for students. Photocopying may be done in the Barr Smith Library.

**FINAL YEAR DESIGN & RESEARCH PROJECT
MARKING SCHEME**

Marking for Preliminary Report
Assessed By: Supervisor(s)
Total Marks : 10

1 mark each
✓

- Aims and significance of the project

- Initial literature review detailing the need
of the design and research into the project including
Research into the availability of the information/
Library search/technical papers etc

- Detail of the several design alternative

- Justification of the final chosen design

- Appropriate CAD drawings

- Initial study on the theoretical basis of the project

- Initial numerical / computational work showing
feasibility of the project

- Planning of the project showing time framed activities

- Costing of the fabrication / materials

- Conclusion from the preliminary research

Assessment Form for Seminar Presentation

Room: _____ Project Number : _____

Project Title : _____

Name of Assessor: _____

Surname	Mark	<u>Marks (Max)</u>			
		<u>Presenters (Insert Names)</u>			
		1	2	3	4
1. _____ /100 2. _____ /100 3. _____ /100 4. _____ /100					
Structure and Scientific Content of Presentation – Group Mark					
Introduction					
1. Topic was clearly stated <ul style="list-style-type: none"> • Speaker/s gave brief background to the topic • Speaker/s presented a clear point of view • Speaker/s presented a clear outline of key issues to be discussed 		10			
Middle of presentation					
<ul style="list-style-type: none"> • Speaker/s presented each issue in a logical sequence • Speaker's analysis/interpretation of issues was clear • Speaker/s referred to relevant sources throughout the presentation 		15			
Conclusion					
<ul style="list-style-type: none"> • Speaker/s summarised main points • Presentation was well timed and within required length of time 		5			
Overhead transparencies (OHT)/Power Point Slides					
<ul style="list-style-type: none"> • Format was clear and easy to read • Font on OHTs was 20+ • Figures and drawings were clear and easy to follow • Information was succinct, not too detailed • Grammar and spelling were accurate • Citation of sourced material 		20			
<u>Sub-Total Group Mark (out of 50) (A)</u>					
Style of presentation – Individual Speaker Mark					
During Presentation Speaker:					
<ul style="list-style-type: none"> • Used appropriate semi-formal spoken language (eg speaker avoided use of slang, colloquialisms) • Used appropriate body language • Maintained eye contact with audience (didn't read from notes) • Spoke at reasonable volume, not too soft or too loud • Spoke at reasonable pace, not too rushed or too slow 		40			
Discussion and handling of questions					
<ul style="list-style-type: none"> • Speaker understood the questions and handled them well • Speaker showed deep understanding of the material 		10			
<u>Sub-Total Individual Marks (out of 50) (Bx)</u>					
<u>Total Individual Mark (out of 100) (A+Bx)</u>					

JUDGING CRITERIA FOR LEVEL IV PROJECT EXHIBITION



SCHOOL OF MECHANICAL
ENGINEERING

ENGINEERING SOUTH
ADELAIDE UNIVERSITY SA 5005

TELEPHONE: 61 8 8303 5460
FACSIMILE: 61 8 8303 4367

Please allocate a mark for each of the four criteria listed below:

1. Quality of stand
(Visual impact, layout, clarity of material)

2. Poster
(Visual impact, layout, clarity)

3. Clarity of problem
(Problem, methods, solutions)

4. Degree of difficulty of project

5. Level of initiative

TOTAL

/30

ASSESSED BY: (i) SUPERVISOR, (ii) MODERATOR
Decided By: Final Year Coordinator

Please use this form for assessing your Final Year Project and for moderating other people's projects.

PROJECT ASSESSMENT

Project Title _____

Students: _____

Supervisor / Assessor _____

A. STUDENT PERFORMANCE (Assessed by the Supervisor(s) only)

Principle supervisor must coordinate with second supervisor, if any, for final marks.

1. STUDENT ACHIEVEMENTS (Semester 2 only)	Not relevant	Low	High
Commitment Prepares for meetings, regular attendance, provides agenda for discussion, contributes productively to discussion, makes considered decisions.	_____	_____	
Resourcefulness Seeks multiple sources of information, acts on and develops new sources, shows initiative	_____	_____	
Enthusiasm Identified and owns the problem	_____	_____	
Persistence Prepared to overcome difficulties, shows determination in engaging with problem.	_____	_____	
Effort Prepared to work hard over the whole period of the project	_____	_____	

--

/5

2. WORKBOOK
(Assessed by Supervisor(s). Semester 2)

Not relevant Low High

Constructive Self Criticism	_____	_____	
Regular entries, including meeting agendas	_____	_____	
Reviews progress and change	_____	_____	
Record of time spent	_____	_____	
Results of experiments/simulations	_____	_____	
			/3

3. PROJECT OUTCOMES
(Assessed by Supervisor(s) & Moderators)

Not relevant Low High

Met all core project goals	_____	_____	
Met "stretch" goals	_____	_____	
			/15

B. FINAL REPORT ASSESSMENT (Assessed by Supervisor and Moderator)

1. AIMS AND SIGNIFICANCE

Not relevant Low High

Exposition of problem What does the student understand to be the objective of the project ? What does the client understand to be the objective of the project?	_____	_____	
Identification of key issues	_____	_____	
Statement of scope and constraints	_____	_____	

Relationship to other work and possible applications _____

Significance of the project, relevance to research and industrial contribution _____

/5

2. APPROACH TO PROJECT Not _____ Low _____ High relevant

Literature Survey _____
Familiar with latest research on project and general historical background/context of the topic.

Systematic Approach _____
Review work, check progress, critical analysis, revise approach where necessary.

Theoretical Bases _____
Show understanding of relevant theory and its application to project.

Approach to experimentation and/or design experimentation _____
Shows what needs to be measured and/or inferred, uses appropriate procedures, shows awareness of experimental limitations.

Design & Innovation _____
Examines a variety of options for problem Solution (divergence, lateral thinking), compares Solution and problem, revises if necessary. Apply existing philosophies in a novel way

/20

3. INTERPRETIVE ABILITIES Not _____ Low _____ High relevant

Interpretation of results _____

Critical Comparison _____
Has result been compared with current theory/practice?

Conclusion _____

Assessment of outcome in terms of stated aims	_____	_____
Suggestions for future work	_____	_____
		<input type="text"/> /15

4. PRESENTATION Not _____ Low _____ High
relevant

Organisation of report	_____	_____
Layout	_____	_____
Logical and consistent sub-headings and section headings.	_____	_____
Labels/Captions	_____	_____
Header/Footer	_____	_____

Completeness	_____	_____
Provides all information for acceptable Understanding of the problem and its solution.		

English Expression	_____	_____
Clarity and conciseness of expression		

Drawings, diagrams & graphs	_____	_____
Clear and tidy, to conventional (Australian) standards.		

Errors and proof reading	_____	_____
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Cross Referencing	_____	_____
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Citations/Bibliography	_____	_____
		<input type="text"/> /10

SUMMARY

FINAL PROJECT REPORT

A. Student Performance

Achievements (Supervisor)	<input type="text"/>	/5
Workbook (Supervisor)	<input type="text"/>	/3
Project Outcomes (Supervisor & Moderator)	<input type="text"/>	/15

B. Report Of Assessment (Assessed by Supervisor and Moderator)

Aims	<input type="text"/>	/5
Approach to Project	<input type="text"/>	/20
Interpretative Ability	<input type="text"/>	/15
Presentation	<input type="text"/>	/10
T O T A L	<input type="text"/>	/50

ELECTIVE COURSE OUTLINES

Advanced Vibrations

Course Code: MECH ENG 4020

Course Type: Elective

Credit Points: 2 Units

Offered in Semester: One

Assumed Knowledge: MECH ENG 3012 Vibrations or MECH ENG 3028 Dynamics and Control II

Teaching Method: 36 hours lectures and tutorials, 6 hours laboratory experiments

Assessment: Assignments 20%, laboratory experiments 10%, and final exam 70%. Note that the laboratory experiment is compulsory and it is a requirement to pass the experiment to pass the course.

Course Objectives: This course aims to introduce advanced concepts of vibration and their engineering applications.

On completion of the course, students should:

- Have an in-depth understanding of the principles of vibrations.
- Understand the concepts of vibration modes and natural frequencies and their measurement and estimation for multi-degree-of-freedom systems.
- Have an in-depth understanding of Statistical Energy Analysis and its application to complex vibroacoustic systems.
- Have an understanding of vibration analysis concepts and experimental techniques including mobility, reciprocity, and modal analysis.
- Be familiar with the use of Finite Element Analysis and its application to vibration design.

Graduate Attributes to be Developed: This course is intended to develop in students the following generic attributes:

1. Ability to apply knowledge of advanced vibrations topics to engineering analysis and design for vibration.
2. Expectation of the need to undertake lifelong learning, and capacity to do so.

Graduate Attribute 1 is addressed in all components of the assessment, and Graduate Attribute 2 is the focus of the feasibility study assignment.

Course Synopsis: Students will be introduced to advanced multi-degree of freedom system analysis techniques for vibroacoustic systems, including modal analysis, statistical energy analysis and finite element analysis.

Content:

- modal analysis (5 lectures + 1 tutorial)
- statistical energy analysis (9 lectures + 1 tutorial)
- use of vibration and principles of design of vibration equipment (1 lecture)
- reciprocity (2 lectures)
- finite element analysis (5 lectures)
- a self-directed feasibility study assignment examining application of a technology relating to Advanced Vibrations (equivalent to 12 lectures)

Text book: Extensive notes are provided – no textbook needed

Recommended Reading: Inman, Daniel J., Engineering Vibration, Prentice Hall, Second Edition, 2001.

Lyon, R.H. and DeJong, R.G., Theory and Application of Statistical Energy Analysis, Second Edition, Butterworth-Heinemann, 1995.

Beranek, L.L and Ver, I.L, Noise and Vibration Control Engineering Principles and Applications, Wiley-Interscience, 1992.

Bies, D.A., and Hansen, C.H., Engineering Noise Control, Second Edition, E&FN SPON, 1996.

Ewins, D.J., Modal Testing: Theory, Practice and Application, Second Edition, Research Studies Press, 2000.

Experiments: Modal Analysis

Computational Fluid Dynamics (Engineering)

Course Code: APP MTH 4007

Course Type: Elective

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: Numerical Analysis or Numerical Methods and Fluid Mechanics

Teaching Method: 30 hours lectures and tutorials

Assessment: Assignments 20%, project 20%, final exam 60%

Course Objectives: On completion of the course, students should:

- Be able to understand the theory behind Computational Fluid Dynamics (CFD).
- Understand the strengths and limitations of CFD packages.
- Have familiarity with at least one commercial CFD package.
- Have limited hands-on experience with one CFD package.
- Be able to write a simple code in Matlab, Fortran, or C to examine aspects of CFD.
- Be able to understand the process of developing and applying a numerical model of an engineering problem.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: Review of classical fluid dynamics, the Navier Stokes equations for fluid flow, methods of computational grid generation, solution of systems of equations, modelling of turbulence and the finite volume, finite difference and finite element forms of solutions.

Content:

Classical Fluid Dynamics (21%)

- flow descriptions
- potential flow theory

- material derivative
- nondimensionalisation
- Reynolds, Froude, Prandtl numbers

Navier Stokes Equations (8%)

- derivation of equations for mass, momentum, and energy conservation

Classification of PDEs (4%)

- method of characteristics

Finite Difference Techniques (21%)

- explicit, implicit, Crank-Nicolson techniques for 1-D heat equation
- upwind schemes for advection equation
- iterative solution techniques for Laplace's equation
- alternating direction implicit technique

Finite Volume Technique (4%)

- applications to parabolic and elliptic PDEs

Finite Element Technique (21%)

- method of weighted residuals and Galerkin technique
- applications to parabolic and elliptic PDEs
- 1-D linear and 2-D triangular and quadrilateral elements
- applications to Navier Stokes equations

Grid Generation (8%)

- transformation from irregular to rectangular grid schemes
- metrics, inverse metrics
- adaptive grid schemes

Turbulence (8%)

- time averaging
- transformation of Navier Stokes Equations
- turbulence models

Process of Modelling (5%)

- 9-step process for developing a numerical model

Text book: No textbook is required

Recommended Reading: There are a significant number of references in the library; search under the topic of 'Computational Fluid Dynamics'.

Experiments: Computer Laboratory based experiments (through hands-on project work) designed to explore the application of the numerical methods introduced in this course.

Engineering Acoustics

Course Code: MECH ENG 4004

Course Type: Elective

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: Level II Applied Mathematics courses with an aggregate value of 6 units, MECH ENG 3012 Vibrations, MECH ENG 3017 Engineering and the Environment.

Teaching Method: 36 hours lectures and tutorials, including one CATS session

Assessment: Assignments 20%, laboratory experiment 10% and final exam 70%

Course Objectives: On completion of the course, students should:

- Have a good understanding of the principles of acoustics.
- Be able to assess complex occupational and environmental noise problems using acceptable assessment criteria.
- Have a good understanding of the importance of protecting the community from excessive noise and how it damages the hearing mechanism.
- Be able to use instrumentation for noise measurement and understand the type of measurements appropriate for various situations.
- Have a good understanding of noise source types and of how sound propagates outdoors.
- Have a good understanding of sound fields in rooms and how they may be controlled.
- Have a good understanding of the principles of muffler design and noise issues associated with duct breakout and exhausts.
- Be able to design noise control fixtures and develop strategies to reduce occupational and environmental noise to acceptable levels.
- Have a deep understanding of the responsibility of engineers to the community in terms of providing a safe healthy environment.
- Understand the need to undertake lifelong learning.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;

- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the professional and ethical responsibilities and commitment to them;
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: The fundamentals of sound wave description and propagation, the hearing mechanism, acoustic instrumentation, noise criteria, sound source types and radiated sound fields, outdoor sound propagation, sound power measurement techniques, sound in enclosed spaces, sound transmission loss, acoustic enclosures, mufflers, vibration reduction for noise control.

Content:

FUNDAMENTALS OF ACOUSTICS (20%)

- wave equation and its application
- sound power, sound pressure and sound intensity
- plane and spherical waves

THE HUMAN HEARING MECHANISM (5%)

- physical properties and insights into how it works
- subjective response to sound pressure
- pitch
- masking.

INSTRUMENTATION REVIEW (2%)

NOISE CRITERIA REVIEW (3%)

SOUND SOURCES (20%)

- monopoles, dipoles and quadrupoles
- line sources
- coherent and incoherent plane sources
- directivity
- sound propagation outdoors; ground effects, air absorption, atmospheric turbulence and temperature gradient effects.

SOUND POWER (5%)

- radiation impedance and the radiation field of a sound source
- sound power measurements
- sound pressure measurements in the laboratory and in the field
- sound intensity measurements
- surface vibration measurements.

SOUND IN ENCLOSED SPACES (15%)

- low frequency analysis
- high frequency analysis
- reverberation time, reverberant and direct sound fields
- sound absorbers

- prediction of sound levels generated by interior sound sources.

ACOUSTIC ENCLOSURES AND BARRIERS (15%)

- sound transmission loss, STC rating, single and double walls
- acoustic enclosure design
- acoustic barrier design
- pipe wrappings.

MUFFLERS (15%)

- dissipative and reactive silencer design
- acoustic plenums
- exhaust stack directivity
- duct breakout noise

Text book: "Engineering Noise Control" 3rd. Edn., by DA Bies and CH Hansen. Spon Press, London (2003). Extensive notes are also available.

Recommended Reading: See list provided with the course notes

Experiments: Advanced Measurement

Environmental & Architectural Acoustics

Course Code: MECH ENG 4026

Course Type: Elective

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: MECH ENG 4004 Engineering Acoustics

Teaching Method: 34 hours lectures and tutorials

Assessment: Assignments (30%) and final exam (70%) with 2 hours written and 1 hour computer modelling; both of which must be passed

Course Objectives:

- Environmental Acoustics
 - Identify and quantify noise sources for environmental assessment
 - Use the outdoor noise propagation modelling program Sound Plan to predict noise levels, produce noise level contours and rank sources
 - Compare the predicted model with the appropriate legislation and standards
- Architectural Acoustics
 - Understand and quantify noise parameters to satisfy criteria for room usage
 - Use the ray-trace computer modelling package EASE to predict indoor room acoustics
 - Apply absorptive and reflective surfaces to a room to achieve the desired acoustic environment
- Numerical Acoustics
 - Understand the application of Finite Element Analysis to acoustic modelling

Course Synopsis: This course will provide an introduction to the use of computer modelling in environmental, architectural and the general noise level and acoustic performance prediction.

Content:

- Environmental Acoustics (10L + 4T)
 - Outdoor sound propagation
 - Review of relevant state, national and international standards
 - Application to transport noise
- Architectural Acoustics (10L + 4T)
 - Room acoustic descriptors
 - Room to room sound transmission
 - Ray-tracing techniques to predict indoor acoustics

- Numerical Acoustics (3L + 3T)
 - Equations for acoustic FEA modelling

Text book: No textbook is required as extensive notes will be available from the School Office

Recommended Reading: "Engineering Noise Control" 3rd. Edn., by DA Bies and CH Hansen. Spon Press, London (2003)

Experiments: None

Finance for Engineers

Course Code: MECH ENG 4039

Course Type: Elective

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: Available to students in specified programs only, please check Academic Rules of the program in which you are enrolling.

Teaching Method: 36 hours lectures and tutorials

Assessment: Assignments 60% Test 40%

Course Objectives: On completion of the course, students should:

- Understanding cost behaviour
- Understand the basic elements of costing systems
- Be familiar with basic financial statements and capital budgeting
- Apply these understandings to project management

Graduate Attributes to be Developed:

- ability to communicate effectively, not only with engineers but also with the community at large;
- ability to undertake problem identification, formulation and solution;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: This course aims to provide Engineers with an introduction to the fundamentals of business decision-making common to all forms of organisation. The course focuses on the requirements of project management, including the need to communicate complex financial arguments effectively. It is designed to provide students with a basic understanding of financial statements, capital budgeting, cost behaviour and costing systems.

Content:

Focus on decision making (25%)

- (a) Business organisation
- (b) Introduction to cost behaviour
- (c) Activity-based costing

Accounting for planning and control (20%)

- (a) Master budget
- (b) Flexible budgets and variance analysis
- (c) Responsibility accounting

Financial management (25%)

- (a) Time value of money and risk
- (b) Capital budgeting

Product costing (10%)

- (a) Cost allocations

Basic financial accounting (20%)

- (a) Basic concepts and techniques
- (b) Cash flow *versus* accounting income
- (c) Understanding financial statements

Text book: Introduction to Management Accounting, 13th Edition, Horngren, Sundem and Stratton, Prentice Hall International, 2004.

Recommended Reading: None

Experiments: None

Fire Engineering

Course Code: MECH ENG 4042

Course Type: Elective

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: Successful completion of 3rd year Mechanical Engineering

Teaching Method:

Lectures/Workshops/Tutorials 36 hours. Students will attend a three-hour lecture/workshop/tutorial each week. External experts from industry will present the lectures in order to maintain a current and up to date perspective of the subject matter.

Assessment: Assignment 10%, Lab Work/Report 20%, Fire Modeling Project 70%

The project marks will awarded according to its content and quality.

All marks will be weighted according to each student's attitude towards the course (measured by attendance).

Assignment Students will be required to undertake a fire safety survey of an existing building, report on any fire safety facilities and management systems found and recommend remedial solutions to any observed deficiencies.

Project Students will research and learn how to basically apply public domain CFD fire behaviour software to a hypothetical building and compare its output with hand calculations based upon empirical equations.

Course Objectives:

Students interested in a career in building fire safety engineering are introduced to the basic concept of this relatively new engineering discipline. This course will address design objectives, philosophies, engineering practices and design tools. This course provides a stepping-stone into this engineering field for further development in practice and/or postgraduate studies.

Graduate Attributes to be Developed:

This course is intended to develop in students the following generic attributes,

- Ability to apply knowledge of basic science and engineering fundamentals,
- Ability to communicate effectively in a multi discipline environment and promote the fundamental issues, necessary for an effective and economical solution.
- Ability to undertake problem identification, formulation and solution,
- Understanding of professional and ethical responsibilities and commitment to them,
- Ability to utilize a systems approach to design and operational performance;
- Ability to function effectively as an individual and in multi-disciplinary and multi-cultural

- teams, with the capacity to be an effective team member.
- Understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development.

Course Synopsis:

The lectures will cover the following topics: building fire safety fundamentals, basic concepts of fire and explosion, zone and field fire modelling, the history and philosophy of fire related building legislation, the Building Code of Australia, legal issues, fire load, fire development and design calculations, smoke management systems and design calculations, occupant egress and fire brigade access, fire suppression systems, fire brigade intervention, fire induced building collapse, human behaviour at time of fire and performance based fire engineering design solutions.

Content:

BUILDING FIRE SAFETY FUNDAMENTALS (15%)

- Building fire safety components/subsystems
- Overview of fire safety systems
- Fire safety surveys of existing risks

BASIC CONCEPTS OF FIRE & EXPLOSION (5%)

- The nature of fire
- Fire growth and spread within buildings
- Deflagration and detonation

FIRE MODELLING (20%)

- Zone and field fire models
- The concept of available safe evacuation time (ASET).

FIRE RELATED BUILDING LEGISLATION (15%)

- History and philosophy of fire related legislation
- The Building Code of Australia
- Australian Standards

BASIC HAND CALCULATIONS (15%)

- Fire size, duration and time to flashover
- Smoke temperature and volume
- Standards Australia AS 1668.3

SMOKE MANAGEMENT SYSTEMS (10%)

- Sandwich pressurisation
- Purging systems
- Stairwell pressurisation systems
- Smoke exhaust and relief above the hot layer.

OCCUPANT BEHAVIOUR (5%)

- Characteristics of building occupants
- The concept of requires safe evacuation time (RSET)

FIRE BRIGADE OPERATIONS (5%)

- Fundamentals of fire brigade intervention

FUNDAMENTALS OF FIRE ENGINEERED DESIGNS (10%)

- ASET v RSET
- The concept of incorporating fire brigade intervention into a fire engineered design

Text book: Extensive notes are provided to students.

Recommended Reading:

1. Quintiere, James G., Principles of Fire Behavior, ISBN 0-8273-7732-0, Thomson Nelson Australia, 102 Dodds Street, South Melbourne, VIC 3205,
2. Standards Australia AS 1668.3- 2001: Smoke Control Systems for Large Single Compartments or Smoke Reservoirs.

Experiments: A practical session (circumstances permitting) will involve a site visit to the Brukunga fire training establishment in SA to witness live fire training as provided for fire fighters in the metropolitan and country fire services, and to measure some aspects of fire impact as a laboratory activity.

Fundamentals in Non-Linear Computational Mechanics

Course Code: MECH ENG 4000

Course Type: Elective

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: Level II Applied Mathematics courses, especially APP MTH 2002 Vector Analysis and Complex Analysis

Teaching Method: 36 hours lectures and tutorials

Assessment: Continuous assessment 30%, final exam 70%

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of the professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: The course introduces the basic concepts of continuum mechanics which are understood to be prerequisites for modern computational formulations such as the finite element method. While the course provides the language for understanding the handbook of any modern commercial finite element package, of interest for those merely interested in applications, the material covered is nevertheless fundamental for research in many fields of engineering. The course covers: the basic mathematics of tensor algebra, non-linear concepts of strain and stress, classification of constitutive laws, weak and strong forms of field equations, introduction to finite element formulations.

Content:

Introduction to tensor algebra and tensor analysis;
kinematics of deformation;
stress tensors;

fundamental laws and balance equations;
constitutive laws;
fundamentals of the finite element method.

Text book: None

Recommended Reading:

Finite Element Method: Volume 1, The Basis, O. C. Zienkiewicz et. al; Butterworth-Heinemann 5th Edition 2000; Introduction to the Mechanics of a Continuous Medium, Lawrence E. Malvern, Prentice Hall, 1977; Introduction to Tensor Calculus and Continuum Mechanics, J.H. Heinbockel, Trafford, 2001

Experiments: None

Materials Selection and Failure Analysis (not offered in 2005)

Course Code: MECH ENG 4024

Course Type: Elective

Credit: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: Level 1 Materials

Teaching Method: 36 hours lectures and tutorials

Assessment: Assignments 30%; three-hour written examination 70%

Course Objectives:

On completion of the course, students should:

- Understand the process of materials selection and be able to use available tools for making decisions on materials selection for engineering applications.
- Understand and be able to identify the common modes of failure of engineering components.
- Have, and be able to use, a framework for assessing engineering failures including determining the mode of failure and making recommendations on failure prevention/materials selection.

Graduate Attributes:

- Ability to apply knowledge of basic science and engineering fundamentals assured through written examination and assignments
- Ability to communicate effectively, not only with engineers but with the community at large developed through in-class discussion, case studies and presentations
- In-depth technical competence in at least one engineering discipline assured through written examination and assignments
- Ability to undertake problem definition, formulation and solution assured through written examination and assignments
- Ability to utilise a systems approach to design and operational performance developed but not assured
- Ability to function effectively as an individual in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member practiced in case studies but not assured
- Understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development emphasized in lectures and assured through written examination and assignments

- Understanding of the principles of sustainable design and development emphasized in lectures and practiced in assignments
- Understanding of professional and ethical responsibilities and commitment to them assured through class discussion written examination and assignments
- Expectation of the need to undertake lifelong learning and the capacity to do so assured through the requirement to undertake additional reading and literature searches to complete assignments.

Course Synopsis: To introduce students to various tools that can be used to select the appropriate material for a given application. Examination of various failure modes to allow students to identify these modes in real samples and apply material selection and failure analysis techniques to failure prevention.

Content:

MATERIALS AND THE DESIGN PROCESS (2 lectures, 1 tutorial - 8%)

MATERIALS SELECTION (5 lectures, 7 tutorial - 34%)

- (a) Material selection (1 lectures, 2 tutorial)
- (b) Shape factors (2 lectures, 1 tutorial)
- (c) Process selection (1 lecture, 1 tutorial)
- (d) Other factors affecting materials selection (1 lecture, 3 tutorials)

FAILURE INVESTIGATION INTRODUCTION (2 lectures - 5%)

FAILURE MODES (11 lectures, 6 tutorials - 48%)

- (a) Overload (2 lectures, 1 tutorial)
- (b) Fatigue (2 lectures, 1 tutorial)
- (c) Creep (2 lectures, 1 tutorial)
- (d) Corrosion (4 lectures, 2 tutorials)
- (e) Wear (1 lecture, 1 tutorial)

CASE STUDIES IN FAILURE INVESTIGATION (2 tutorials - 5%)

Text book: Extensive notes are provided – no textbook needed

Recommended Reading: 'Materials Selection in Mechanical Design', Second Edition, MF Ashby, Butterworth Heinemann Publishing

Experiments: None

Topics in Welded Structures

Course Code: MECH ENG 4025

Course Type: Elective

Credit: 2 Units

Offered in Semester: One

Pre-requisites / Assumed Knowledge: CHEM ENG 1003 Materials

Teaching Method: 36 hours lectures and tutorials

Assessment: Laboratory classes 10%, assignments 20%, final exam 70%

Course Objectives: On completion of the course, students should:

- Understand the options for materials joining;
- Understand the issues surrounding joining of common engineering materials and the influence of the joining process on the materials' properties;
- Understand the role of defects in failure and be able to assess the criticality of defects in simple situations;
- Assess the health and safety risks associated with a welding operation;
- Be able to prepare a basis welding procedure, being aware of the role of standards.

Graduate Attributes to be Developed:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and the capacity to do so.

Course Synopsis: This course presents the concepts behind welding and joining technology. These include welding and joining techniques, equipment and consumables, weldability of engineering materials, economics, standards, health and safety, testing and repair. The concepts are then applied to the design and fabrication of engineering components, process plant and structures. Repair and reclamation of components will also be covered. The

importance of selecting the correct welding process and parameters for a particular application will be demonstrated by investigating several case studies. Since a weld/joint can have a profound effect on the performance of a component depending on the in-service conditions it experiences, the influence of service environment will be investigated. At the end of the course students should have the concepts to assist in the selection of processes and parameters to make appropriately designed, sound joints, fit for service in the operating environment.

Content:

WELDING PROCESSES (4 lectures, 1 tutorial - 14%)

- (a) Welding processes (3 lectures)
- (b) Weldability, thermal models and residual stress (1 lecture, 1 tutorial)

PHYSICS OF ARC WELDING (2 lectures, 1 tutorial - 8%)

MATERIALS (3 lectures, 1 tutorial - 12%)

JOINING OF ENGINEERING MATERIALS (7 lectures, 2 tutorials - 25%)

- (f) Carbon steels (3 lectures, 1 tutorial)
- (g) Stainless steels (2 lectures, 1 tutorial)
- (h) Non ferrous metals (1 lecture)
- (i) Plastics (1 lecture)

WELDING DEFECTS (1 lecture – 3%)

FAILURE AND FRACTURE (1 lecture, 1 tutorial - 5%)

STANDARDS (2 lectures, 1 tutorial - 8%)

WELDING ECONOMICS (1 lecture – 3%)

HEALTH AND SAFETY (1 lecture – 3%)

CASE STUDIES IN WELDING FAILURE INVESTIGATION (5 tutorials - 14%)

WELDING DEBATE (2 tutorials – 5%)

Text book: No text book is needed – extensive notes are provided

Recommended Reading: Lancaster, J. F., *Metallurgy of Welding*, 6th Edition, Abington Publishing, UK

Experiments: Welding and joining

Transform Methods and Signal Processing

Course Code: APP MTH 4043

Course Type: Elective

Credit Points: 2 Units

Offered in Semester: Two

Pre-requisites / Assumed Knowledge: Level II Applied Mathematics courses with an aggregate value of 6 units

Teaching Method: 30 hours lectures and tutorials

Assessment: 10% assignments, 30% project, final exam 60%

Course Objectives: Students should gain a good understanding of transform methods such as the Fourier and Wavelet transforms, and how they are used in real applications, in particular in signal processing.

Graduate Attributes:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline; and
- ability to undertake problem identification, formulation and solution.

Course Synopsis: Introduces various transform techniques including DFT and FFT as well as wavelet transforms, and introduces the basic principles of signal processing to provide an understanding of the fundamentals, implementation and applications of signal processing. At the end of the course students should have good concepts of various transform techniques used in communication theory and information theory, discrete-time signals in both time and frequency domains use of wavelet transforms for signal analysis.

Content:

Introduction (8%)

- integral transforms (e.g. Fourier, Radon, ...)
- basis functions (transforms as a change of basis)

Continuous time Fourier Transform (8%)

- basic waves, and power terminology
- Fourier series recap
- transform properties

- examples
- direct measurement of spectra

Discrete time Fourier Transform (DFT) (17%)

- sampling (time, and quantization effects, aliasing, Nyquist)
- DFT and its properties
- Fast Fourier Transform (FFT)
- 2D signals and transforms
- applications: compression, and steganography (digital watermarks)

Filters and linear systems (17%)

- terminology (FIR, IIR, high-pass, low-pass)
- filters and the Convolution Theorem
- z-transforms
- Gibbs's phenomena
- ARMA filters
- application: noise reduction, anomaly detection
- block diagrams and linear systems
- 2D filters and image processing
- FT and its relationship to linear systems

Radon transform (4%)

- application to tomography

Random process (8%)

- white and filtered noise
- spectral density and autocovariance

Parseval, Rayleigh and Plancherel theorems (4%)

- generalized Fourier transform

Windowing (17%)

- transient signals
- leakage and windows
- uncertainty principle
- short time Fourier Transform (and spectrogram)
- regularity, compactness and decay
- Gabor functions and transform

Wavelets and multiresolution analysis (17%)

- wavelets as sub-band filters
- multiresolution approximation
- pyramidal decomposition algorithm
- 2D wavelets:
- Applications:
 - fingerprint compression
 - 1/f noise and self-similarity

Text book: No textbook is required

Experiments: None