



PHTN321

Optical and Photonic Devices and Systems 1

S1 Day 2015

Dept of Physics and Astronomy

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10
<u>Changes from Previous Offering</u>	16
<u>Requirements in order to complete the unit s</u>	
<u>atisfactorily</u>	17
<u>Standards Expectation</u>	17

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General Information

Unit convenor and teaching staff

Laboratory coordinator

Regina Dunford

regina.dunford@mq.edu.au

Contact via regina.dunford@mq.edu.au

E7B252

Co-lecturer and Laboratory supervisor

Deb Kane

deb.kane@mq.edu.au

Contact via deb.kane@mq.edu.au

E6B 2.701

By appointment

Unit Convenor

Michael Steel

michael.steel@mq.edu.au

Contact via michael.steel@mq.edu.au

E6B 2.708

By appointment

Deb Kane

deb.kane@mq.edu.au

Credit points

3

Prerequisites

PHYS201 and PHYS202

Corequisites

Co-badged status

Unit description

Lasers and optical waveguides (including optical fibres) are critical to the operation of most optical technologies. The physical principles of these devices are discussed in detail in this unit, and some applications in optical communications, industry and biophotonics are presented. Related laboratory work in lasers, laser applications and single-mode optical fibres is included.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

You should understand and be able to describe the fundamental physics underpinning laser gain and oscillation, as well as the physical processes that govern a wide range of laser systems.

You should be able to quantitatively predict the output and the behaviour of a laser as a function of relevant system parameters. You should be able to explain how the unique properties of lasers are exploited for different applications, and identify appropriate lasers for different situations.

You should understand and be able to describe mathematically the fundamental physics underpinning optical fields in waveguides. You should be able to explain the role and mathematics of optical waveguide modes and derive and apply dispersion relations for simple waveguide geometries.

You should be able to model quantitatively the propagation of light in various waveguide geometries and have insight into the properties of a range of different waveguides. You should be able to explain how waveguides are used to modify the propagation of light through linear and nonlinear optical effects, especially dispersion and loss, and how these may be exploited in practical applications.

You should be able to explain some of the approaches to optical fibre fabrication and installation and appreciate the unique properties of long-haul single mode fibres and erbium-doped optical fibre amplifiers that have together enabled the optical communications revolution.

You should have an operational capability to use optical detectors, diagnostics and measurement instruments, and an understanding of the physics of various optoelectronic phenomena. You should have confidence and capability to use and operate key optical diagnostic equipment.

Assessment Tasks

Name	Weighting	Due
Assignments	20%	approximately fortnightly

Name	Weighting	Due
Lab reports	30%	one week after each experiment
Final exam	50%	see timetable

Assignments

Due: **approximately fortnightly**

Weighting: **20%**

Six problem sets will be given out spread through the session, three from each half of the course. The assignments are the key opportunity to develop and practice skills in calculation and analysis in preparation for the exam.

On successful completion you will be able to:

- You should understand and be able to describe the fundamental physics underpinning laser gain and oscillation, as well as the physical processes that govern a wide range of laser systems.
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- You should be able to explain some of the approaches to optical fibre fabrication and installation and appreciate the unique properties of long-haul single mode fibres and erbium-doped optical fibre amplifiers that have together enabled the optical communications revolution.

Lab reports

Due: **one week after each experiment**

Weighting: **30%**

You must record your experimental data and deliberations in a laboratory exercise book. A brief laboratory report summarising the aims, results, analysis and discussion of the experiment and prepared in loose leaf form is to be handed in for each experiment within one week of completion of the experiment. Penalties for late submission may be imposed. Your lab book must be available for checking each week and at the end of semester. Attendance at Laboratories is compulsory, and all lab reports **must** be submitted in order to pass the course.

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- You should have an operational capability to use optical detectors, diagnostics and measurement instruments, and an understanding of the physics of various optoelectronic phenomena. You should have confidence and capability to use and operate key optical diagnostic equipment.

Final exam

Due: **see timetable**

Weighting: **50%**

You should have a scientific calculator for use during the final examination. Note that calculators with text retrieval are not permitted for the final examination.

The examination will be in two parts, A and B, and will be of three hours duration plus ten minutes reading time. Parts A and B will consist of three questions each, all of which are compulsory. Part A questions refer to the first half of the unit, and Part B questions refer to the second half of the unit.

Previous year's examinations will be an accurate guide to the format and type of content of this year's exam.

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- You should be able to explain some of the approaches to optical fibre fabrication and installation and appreciate the unique properties of long-haul single mode fibres and erbium-doped optical fibre amplifiers that have together enabled the optical communications revolution.

Delivery and Resources

Required Text

Handouts will regularly be distributed during the lectures and will also be available for downloading from the unit web-page.

Recommended Readings and Reference Material

O Svelto, Principles of Lasers, (NY, Plenum Press, 1998), QC688.S913/1998

AE Siegman, Lasers, (Mill Valley, CA, Oxford, 1986), TA1675.S54/1986

BEA Saleh and MC Teich, Photonics, (New York, Wiley, 1991), TA1520.S24/1991

AW Snyder and JD Love, Optical Waveguide Theory, (London, Chapman and Hall, 1983), TA1800.S69/1983

Other Library Resources

CC Davis, Lasers and Electro-optics, (Cambridge, Cambridge U Press, 1996), TA1675.D38

TTamir, Guided-Wave Optoelectronics, (Berlin, Springer-Verlag, 1990), TA1750.G85/1990

DL.Lee, Electromagnetic Principles of Integrated Optics, (New York, Wiley, 1986), TA1660.L44/1986) AB Buckman, Guided-Wave Photonics, (Fort Worth, Saunders, 1992), TA1660.B83/1992

KJ Ebeling, Integrated Optoelectronics, (New York, Springer-Verlag, 1992), TA1750.E2413/1993

Teaching Strategy

The unit is taught through a combination of lectures and tutorial style classes, with weekly or fortnightly problem- based assignments. Practical and report writing experience is provided through the laboratory sessions.

You are expected to submit assignments and lab reports on separate sheets, weekly, or as required. You are also expected to read reference texts or lab resource material for each experiment, as requested by the lecturer or demonstrator.

Laboratory (Lab) Sessions

The laboratory will operate on Tuesday (2 pm to 5 pm) **commencing week 1**. Access to the laboratory at other times may be possible by arrangement. You must finish one experiment at a time, and each experiment is expected to require one 3-hour laboratory session. Laboratory work is an extremely important part of the unit.

You should have a scientific calculator for use during the laboratory sessions.

It is very important to submit each week's laboratory report at the next scheduled lab session. The report will then be marked and returned to you during the following lab session. That way your skills with writing laboratory reports can rapidly develop.

The following optoelectronics experiments will be available:

- Diode-pumped Nd:YAG laser
- Acousto-optic effect
- Laser Doppler velocimetry
- Scanning confocal interferometer
- Second-Harmonic Generation
- Tunable diode laser spectroscopy
- Single mode optical fibres: Gaussian mode, fibre coupling
- Polarisation maintaining optical fibres
- Single mode fibre sensors and interferometers
- Fibre amplifiers
- Fibre lasers

Prize

Students studying this unit are eligible to be considered for the JC Ward Prize awarded for overall excellence in four 300-level units in Physics.

Technologies used and required

Assignments may require software on the computers in the PC lab E7B.209. The laboratory of course contains a large amount of highly specialised equipment.

Unit Schedule

Lasers and optical waveguides are the most fundamental components of optical and photonic systems. Good examples are optical telecommunication networks where information is encoded on laser pulses that are transmitted via optical fibres. In this unit, practical and theoretical aspects of lasers and of light propagation in waveguide structures are developed.

In the first half of the unit, fundamental aspects of laser-gain materials are discussed. Knowledge about optical transitions and line broadening mechanisms, as well as about properties of passive optical resonators will form the basis for a study of laser performance in terms of threshold, modes and pulsed operation. Laser safety is also discussed.

In the second half of the unit, the principles of electromagnetic theory are applied to dielectric waveguides including optical fibres, 3dB couplers and graded-index structures. Particular emphasis is placed on determining the modes of such systems and the resonance conditions for waveguide modes. The description of linear propagation and the physics of dispersion is explored in detail.

The practical component of the unit provides a valuable preparation for working in the field of optoelectronics, using modern laboratory equipment.

Proficiency in practical work is regarded as important, and laboratory experiments involving modulators, laser modes, detectors and detection systems are offered.

Lecture program

First Half (Prof Deb Kane)

Lasers

- *Week 1:* Fundamental properties of light; Laser safety
- *Week 2:* Light-Matter interaction; Lineshape function; 2-level systems; Saturation of absorption
- *Week 3:* 3-level and 4-level systems; Gain coefficient; Optical amplifiers
- *Week 4:* Resonator losses; Laser characteristics; Slope efficiency; Longitudinal resonator modes

- Week 5: Pulsed lasers, Relaxation oscillations, Q-switching, Mode-locking
- Week 6: Optical Resonators, Transverse resonator modes, Gaussian beams

Second Half (A/Prof Mike Steel)

Optical Waveguides

- Week 7: Review of Maxwell's equations and the wave equation
- Week 8: TE and TM modes of simple waveguides
- Week 9: Transverse resonance condition and universal curves
- Week 10: Graded refractive index and optical fibres
- Week 11: Propagation and nonlinear optics in waveguides
- Week 12: Fabrication and applications of waveguides
- Week 13: Revision

Laboratory program

The laboratory takes place in the third-year photonics labs in E7B.248.

Labs run **Tuesday 2 pm-5 pm** and commence in **Week 1**.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your

student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- You should have an operational capability to use optical detectors, diagnostics and measurement instruments, and an understanding of the physics of various optoelectronic phenomena. You should have confidence and capability to use and operate key optical

diagnostic equipment.

Assessment task

- Lab reports

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Assignments
- Lab reports

- Final exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- You should understand and be able to describe the fundamental physics underpinning laser gain and oscillation, as well as the physical processes that govern a wide range of laser systems.
- You should be able to quantitatively predict the output and the behaviour of a laser as a function of relevant system parameters. You should be able to explain how the unique properties of lasers are exploited for different applications, and identify appropriate lasers for different situations.
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- You should have an operational capability to use optical detectors, diagnostics and measurement instruments, and an understanding of the physics of various optoelectronic phenomena. You should have confidence and capability to use and operate key optical diagnostic equipment.

Assessment tasks

- Assignments
- Lab reports
- Final exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Assignments
- Lab reports
- Final exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- You should understand and be able to describe the fundamental physics underpinning laser gain and oscillation, as well as the physical processes that govern a wide range of laser systems.
- You should understand and be able to describe mathematically the fundamental physics underpinning optical fields in waveguides. You should be able to explain the role and mathematics of optical waveguide modes and derive and apply dispersion relations for simple waveguide geometries.
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Assessment tasks

- Assignments
- Lab reports
- Final exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- You should understand and be able to describe the fundamental physics underpinning laser gain and oscillation, as well as the physical processes that govern a wide range of laser systems.
- You should be able to quantitatively predict the output and the behaviour of a laser as a function of relevant system parameters. You should be able to explain how the unique properties of lasers are exploited for different applications, and identify appropriate lasers for different situations.
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Assessment tasks

- Assignments
- Lab reports

- Final exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- You should have an operational capability to use optical detectors, diagnostics and measurement instruments, and an understanding of the physics of various optoelectronic phenomena. You should have confidence and capability to use and operate key optical diagnostic equipment.

Assessment task

- Lab reports

Changes from Previous Offering

There were no comments received for this unit at the 2014 Student Liaison Committee. The following comments were received at the 2013 Student Liaison Committee. Changes in response are also shown.

- *Assignments: Students would like to know the maximum marks for each assignment.* This would normally have happened and should be expected.
- *Students would like to see marks for each assignment listed on gradebook in ilearn. Class average can be shown so students can see how they are tracking. Lab marks can be added to Gradebook as a component.* It is not clear that this is that helpful in small classes, but we will ask the next cohort if that is desired.
- *Ilearn: Suggested lectures be recorded or notes to be posted on Ilearn. It is difficult to translate & copy all of the information from the board. In general more information on ilearn would be helpful.* The iLearn page will definitely grow from year to year with new resources.
- *Notes: Course notes for the first half were useful. These could be improved by including chapter references & page numbers to textbooks.* This will be done in 2014.
- *For the second half of the course more tutorial questions would be helpful.* In fact, many lectures contained tutorial style questions based on those in exam and assignments. Some students missed this because the classes were not specifically called tutorials.

This will be made clear in future offerings.

- *Recording of lectures would be useful. Discussed the use of smartboards & alternative technology to assist this process.* There is no real solution for this at the moment as the technology available is Lecture Theatre Specific.
- *Workload: Pracs match material in lectures well.*

Requirements in order to complete the unit satisfactorily

To pass the course unit you must:

- achieve a satisfactory standard overall
- achieve a satisfactory standard in each component of the unit, i.e. in assignments, laboratories, and the final examination.
- attend all laboratory sessions and submit a lab report on each experiment.

Examination

You are expected to present yourself for the final examination at the time and place designated in the University examination timetable (<http://www.timetables.mq.edu.au/exam/>). The timetable will be available in draft form approximately eight weeks before the commencement of examinations and in final form approximately four weeks before the commencement of examinations.

The only exception to not sitting the examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to apply for a Disruption to Studies assessment (see 'Disruption to Studies' in this Guide). If a supplementary examination is granted as a result of the special consideration process the examination will be scheduled after the conclusion of the official examination period. You are advised that it is the policy of the University not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, i.e. the final day of the examination period.

Standards Expectation

Grading

An aggregate standard number grade (SNG) corresponding to a pass (P) is required to pass this unit.

High Distinction (HD, 85-100%): provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application.

Distinction (D, 75-84%): provides evidence of integration and evaluation of critical ideas,

principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit (Cr, 66-74%): provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; plus communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass (P, 50-65%): provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail (F, 0-49%): does not provide evidence of attainment of all learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.