# ENGG250

## Materials

S1 Day 2015

*Dept of Engineering*

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## Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Candace Lang
candace.lang@mq.edu.au
Contact via candace.lang@mq.edu.au
E6A 239

Head tutor
Nicholas Tse
nicholas.tse@mq.edu.au
Contact via nicholas.tse@mq.edu.au

Credit points
3

Prerequisites
(ENGG170 or ELEC170 or ENGG150) and (MATH132 or MATH135)

Corequisites

Co-badged status

Unit description
This unit provides an introduction to engineering materials and the relationship of mechanical, electrical and chemical properties to the structure of materials in an engineering context. Mechanical and electrical properties will be of particular focus and be the subject of lectures and practical giving an underpinning to an appreciation of engineering materials, at present and in their future development.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Students will understand the bases upon which materials are categorised as metals, ceramics, polymers or composites; electrical insulators, semiconductors or conductors; brittle or ductile materials.

2. Students will be able to account for the observed difference in conductivity between insulators, conductors and semiconductors. Students will understand the concept of
majority charge carriers in semiconductors, and will thus be able to explain the difference between p-type and n-type semiconductors.

3. Students will have a good understanding of the behaviour of semiconductor diodes; and will hence be able to explain electron flow in a PNP or NPN transistor.

4. Students will be able to account for the observed features of a stress-strain curve, for ductile materials. Students will have knowledge of methods of increasing yield strength, including work hardening, solute strengthening and precipitation hardening. Steels will be used as a case study for each of these, leading to a familiarity with a dominant group of engineering materials.

5. Students will understand the role of different types of material in a composite. Students will be able to explain the function of a material dispersion in a matrix of a second material; and will be able to explain how this increases strength and also increases resistance to cracking.

**General Assessment Information**

Students must attend a minimum of 75% of workshops (tutorials/pracs) to be eligible for the final exam.

Any student who misses 15 mins of a workshop will be deemed absent for that workshop.

Late assignments will incur at least a 50% mark penalty.

Only in-class assessments should be handwritten, in blue or black ink; all other assessments should be typed.

Diagrams should be drawn neatly and be presented in a legible manner. Any work that is deemed untidy may not be marked or marks may be deducted.

All numerical answers must have correct units and an appropriate number of trailing digits. A mark deduction will be made for answers without appropriate units and trailing digits.

All citations should be referenced appropriately.

Do not exceed the maximum length requirement. Any work that exceeds the specified word or page limit may not be marked or marks may be deducted.

Your name, your student number, your tutor’s name and your workshop class time should be clearly indicated on your assignment. Assignments without this information may not be marked or marks may be deducted.

All submitted assignments should have the Faculty coversheet attached. Assignments without coversheets will not be marked. (http://web.science.mq.edu.au/intranet/lt/barcode/ coversheet.php)

All submitted assignments should be submitted on iLearn via Turnitin.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Assignment 1</td>
<td>10%</td>
<td>End week 4</td>
</tr>
<tr>
<td>Test 1</td>
<td>15%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Materials Assignment 2</td>
<td>10%</td>
<td>End week 8</td>
</tr>
<tr>
<td>Test 2</td>
<td>15%</td>
<td>Week 10</td>
</tr>
<tr>
<td>Materials Assignment 3</td>
<td>10%</td>
<td>End week 12</td>
</tr>
<tr>
<td>Examination</td>
<td>40%</td>
<td>See examination timetable</td>
</tr>
</tbody>
</table>

Materials Assignment 1
Due: End week 4
Weighting: 10%

This Assessment Task relates to the following Learning Outcomes:
- Students will understand the bases upon which materials are categorised as metals, ceramics, polymers or composites; electrical insulators, semiconductors or conductors; brittle or ductile materials.

Test 1
Due: Week 5
Weighting: 15%

This Assessment Task relates to the following Learning Outcomes:
- Students will understand the bases upon which materials are categorised as metals, ceramics, polymers or composites; electrical insulators, semiconductors or conductors; brittle or ductile materials.
- Students will be able to account for the observed difference in conductivity between insulators, conductors and semiconductors. Students will understand the concept of majority charge carriers in semiconductors, and will thus be able to explain the difference between p-type and n-type semiconductors.
Materials Assignment 2
Due: End week 8
Weighting: 10%

This Assessment Task relates to the following Learning Outcomes:
• Students will be able to account for the observed difference in conductivity between insulators, conductors and semiconductors. Students will understand the concept of majority charge carriers in semiconductors, and will thus be able to explain the difference between p-type and n-type semiconductors.
• Students will have a good understanding of the behaviour of semiconductor diodes; and will hence be able to explain electron flow in a PNP or NPN transistor.

Test 2
Due: Week 10
Weighting: 15%

This Assessment Task relates to the following Learning Outcomes:
• Students will have a good understanding of the behaviour of semiconductor diodes; and will hence be able to explain electron flow in a PNP or NPN transistor.
• Students will be able to account for the observed features of a stress-strain curve, for ductile materials. Students will have knowledge of methods of increasing yield strength, including work hardening, solute strengthening and precipitation hardening. Steels will be used as a case study for each of these, leading to a familiarity with a dominant group of engineering materials.

Materials Assignment 3
Due: End week 12
Weighting: 10%

This Assessment Task relates to the following Learning Outcomes:
• Students will be able to account for the observed features of a stress-strain curve, for ductile materials. Students will have knowledge of methods of increasing yield strength, including work hardening, solute strengthening and precipitation hardening. Steels will be used as a case study for each of these, leading to a familiarity with a dominant group of engineering materials.
Students will understand the role of different types of material in a composite. Students will be able to explain the function of a material dispersion in a matrix of a second material; and will be able to explain how this increases strength and also increases resistance to cracking.

**Examination**

Due: **See examination timetable**  
Weighting: **40%**

This Assessment Task relates to the following Learning Outcomes:

- Students will understand the bases upon which materials are categorised as metals, ceramics, polymers or composites; electrical insulators, semiconductors or conductors; brittle or ductile materials.
- Students will be able to account for the observed difference in conductivity between insulators, conductors and semiconductors. Students will understand the concept of majority charge carriers in semiconductors, and will thus be able to explain the difference between p-type and n-type semiconductors.
- Students will have a good understanding of the behaviour of semiconductor diodes; and will hence be able to explain electron flow in a PNP or NPN transistor.
- Students will be able to account for the observed features of a stress-strain curve, for ductile materials. Students will have knowledge of methods of increasing yield strength, including work hardening, solute strengthening and precipitation hardening. Steels will be used as a case study for each of these, leading to a familiarity with a dominant group of engineering materials.
- Students will understand the role of different types of material in a composite. Students will be able to explain the function of a material dispersion in a matrix of a second material; and will be able to explain how this increases strength and also increases resistance to cracking.

**Delivery and Resources**

Unit details can be found on iLearn, [https://ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/)

Useful reading and websites will be posted to iLearn.

**Useful urls**

www.engineersaustralia.org.au

**Google Scholar**
This video provides a quick introduction to Google Scholar and how to search it effectively. It also shows how to access it to ensure you link to full text material Macquarie University Library already subscribe to.

[https://www.youtube.com/watch?v=jI5ixQmCXDU&feature=youtu.be](https://www.youtube.com/watch?v=jI5ixQmCXDU&feature=youtu.be)

**How to find a government report**

This short video provides you with tips and tricks for finding government reports easily using Google

[https://www.youtube.com/watch?v=2vqS4P_Q2z8](https://www.youtube.com/watch?v=2vqS4P_Q2z8)

**Acknowledging the words and ideas of others**

This video introduces Referencing the ideas and works of others, copyright and creative commons licencing.

[https://www.youtube.com/watch?v=QXlo98z_yFs](https://www.youtube.com/watch?v=QXlo98z_yFs)

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**Unit Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 23 February 2015</td>
<td>Lecture 1 Introduction - classes of materials, crystal structures</td>
</tr>
<tr>
<td>Monday, 2 March 2015</td>
<td>Lecture 2 Free electron theory</td>
</tr>
<tr>
<td>Week of 2 March</td>
<td>Workshop 1 Material types</td>
</tr>
<tr>
<td>Monday, 9 March 2015</td>
<td>Lecture 3 Band theory: conductors, semiconductors, insulators</td>
</tr>
<tr>
<td>Week of 9 March</td>
<td>Workshop 2 Electrical properties</td>
</tr>
<tr>
<td>Date</td>
<td>Lecture</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>Monday, 16 March 2015</td>
<td>Lecture 4</td>
</tr>
<tr>
<td>Week of 16 March</td>
<td>Workshop 3</td>
</tr>
<tr>
<td>ASSIGNMENT DUE</td>
<td></td>
</tr>
<tr>
<td>Monday 23 March 2015</td>
<td>Lecture 5</td>
</tr>
<tr>
<td>Week of 23 March</td>
<td>Workshop 4</td>
</tr>
<tr>
<td>Monday, 30 March 2015</td>
<td>Lecture 6</td>
</tr>
<tr>
<td>Week of 30 March</td>
<td>Workshop 5</td>
</tr>
<tr>
<td>MID-SEMESTER BREAK</td>
<td></td>
</tr>
<tr>
<td>Monday, 20 April 2015</td>
<td>Lecture 7</td>
</tr>
<tr>
<td>Week of 20 April</td>
<td>Workshop 6</td>
</tr>
<tr>
<td>Monday, 27 April 2015</td>
<td>Lecture 8</td>
</tr>
<tr>
<td>Week of 27 April</td>
<td>Workshop 7</td>
</tr>
<tr>
<td>ASSIGNMENT DUE</td>
<td></td>
</tr>
</tbody>
</table>

http://unitguides.mq.edu.au/unit_offerings/49734/unit_guide/print
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Wk</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>Monday, 4 May 2015</td>
<td>Lecture 9</td>
<td>Polymer and ceramic materials</td>
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<tr>
<td>Week of 4 May</td>
<td>Workshop 8</td>
<td>Tensile testing of polymers and ceramics</td>
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<tr>
<td>Monday, 11 May 2015</td>
<td>Lecture 10</td>
<td>Composite materials</td>
</tr>
<tr>
<td>Week of 11 May</td>
<td>Workshop 9</td>
<td>Concrete testing</td>
</tr>
<tr>
<td>Monday, 18 May 2015</td>
<td>Lecture 11</td>
<td>Composite materials</td>
</tr>
<tr>
<td>Week of 18 May</td>
<td>Workshop 10</td>
<td>Fibre composite materials</td>
</tr>
<tr>
<td>Monday, 25 May 2015</td>
<td>Lecture 12</td>
<td>Composite materials</td>
</tr>
<tr>
<td>Week of 25 May</td>
<td>Workshop 11</td>
<td>Structural composite materials</td>
</tr>
<tr>
<td><strong>ASSIGNMENT DUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 1 June 2015</td>
<td>Lecture 13</td>
<td>Composite materials</td>
</tr>
<tr>
<td>Week of 1 June</td>
<td>Workshop 12</td>
<td>Hot seat</td>
</tr>
</tbody>
</table>

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:


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

Equity 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.
Graduate Capabilities

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

- Students will understand the bases upon which materials are categorised as metals, ceramics, polymers or composites; electrical insulators, semiconductors or conductors; brittle or ductile materials.
- Students will be able to account for the observed difference in conductivity between insulators, conductors and semiconductors. Students will understand the concept of majority charge carriers in semiconductors, and will thus be able to explain the difference between p-type and n-type semiconductors.
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- Students will understand the role of different types of material in a composite. Students will be able to explain the function of a material dispersion in a matrix of a second material; and will be able to explain how this increases strength and also increases resistance to cracking.
Assessment tasks

- Materials Assignment 1
- Test 1
- Materials Assignment 2
- Test 2
- Materials Assignment 3
- Examination

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

- Students will have a good understanding of the behaviour of semiconductor diodes; and will hence be able to explain electron flow in a PNP or NPN transistor.
- Students will be able to account for the observed features of a stress-strain curve, for ductile materials. Students will have knowledge of methods of increasing yield strength, including work hardening, solute strengthening and precipitation hardening. Steels will be used as a case study for each of these, leading to a familiarity with a dominant group of engineering materials.
- Students will understand the role of different types of material in a composite. Students will be able to explain the function of a material dispersion in a matrix of a second material; and will be able to explain how this increases strength and also increases resistance to cracking.

Assessment tasks

- Materials Assignment 2
- Test 2
- Materials Assignment 3
- Examination

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**

- Students will have a good understanding of the behaviour of semiconductor diodes; and will hence be able to explain electron flow in a PNP or NPN transistor.
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**Assessment tasks**

- Materials Assignment 1
- Test 1
- Materials Assignment 2
- Test 2
- Materials Assignment 3
- Examination