

MEC308 System Dynamics and Control

School: School of Science, Technology and Engineering

2024 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course equips you with advanced theoretical and technical knowledge and skills in the area of Mechanical Vibration. The course also provides you with solid foundation in control system engineering alongside study of the effect of non-linearity on the systems dynamic response. You will be facilitated to use the theoretical knowledge in laboratory demonstrations, projects and assignments. This will enhance your level of understanding of the subject as well as allow you to appreciate the application of theory in a Mechanical environment.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous weekly learning material	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus	2hrs	Week 1	10 times
Laboratory 1 – On campus	2hrs	Week 2	5 times
Seminar – On campus	1hr	Week 1	3 times

1.3. Course Topics

Topics may include:

- Introduction and overview of control system.
- Revision of the basic vibration concepts: single degree of freedom.
- Vibration of two degree of freedom systems.
- Dynamics of multi-degree of freedom dynamic systems.
- Vibration elimination in mechanical systems.
- Modelling in frequency domain.
- Modelling in time domain.
- Time response. Reduction of multiple sub-systems.
- Stability.
- Root locus and frequency response techniques.
- Designing, modelling and real time realisation of different control systems using control software.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Competencies from multiple Professional Bodies (see below) *
1 Interpret and apply equations to model the dynamic behaviours of engineering systems	Knowledgeable	1, 1, 1.1.a, 1.1.a, 1.2.a, 1.2.a, 1.3.a, 1.3.a, 1.1, 1.1, 1.2, 1.2, 1.3, 1.3, 3, 3, 3.2.b, 3.2.b
2 Apply the principles of vibration theory, vibration measurements and control to mechanical systems	Knowledgeable Empowered	1, 1, 1.1.a, 1.1.a, 1.6.a, 1.6.a, 1.1, 1.1, 1.6, 1.6, 2, 2, 2.1.a, 2.1.a, 2.1.b, 2.1.b, 2.2.a, 2.2.a, 2.1, 2.1, 2.2, 2.2
3 Design controllers to meet specifications and determine the relative strengths and weaknesses of each technique	Knowledgeable Ethical	1, 1, 1.2.a, 1.2.a, 1.2, 1.2, 2, 2, 2.1.a, 2.1.a, 2.1.b, 2.1.b, 2.3.a, 2.3.a, 2.1, 2.1, 2.3, 2.3
4 Evaluate and integrate feedback to provide robustness to modelling uncertainty and external disturbances	Creative and critical thinker	1, 1, 1.1.a, 1.1.a, 1.1, 1.1, 2, 2, 2.2.a, 2.2.a, 2.2.j, 2.2.j, 2.2, 2.2, 3, 3, 3.2.a, 3.2.a, 3.2.b, 3.2.b, 3.4.b, 3.4.b, 3.2, 3.2, 3.4, 3.4

* Competencies by Professional Body

CODE	COMPETENCY
ENGINEERS AUSTRALIA STAGE 1 ENGINEERING TECHNOLOGIST COMPETENCY STANDARDS	
1	Elements of competency: Knowledge and Skill Base
1.1.a	Knowledge and Skill Base - Systematic, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the technology domain: Engages with the technology domain at a phenomenological level, applying sciences and engineering fundamentals to systematic investigation, interpretation, analysis and innovative solution of broadly-defined problems and engineering technology practice.
1.2.a	Knowledge and Skill Base - Conceptual understanding of the, mathematics, numerical analysis, statistics, and computer and information sciences which underpin the technology domain: Fluently applies relevant investigation, analysis, interpretation, assessment, characterisation, prediction, evaluation, modelling, decision making, measurement, evaluation, knowledge management and communication tools and techniques pertinent to the technology domain.
1.3.a	Knowledge and Skill Base - In-depth understanding of specialist bodies of knowledge within the technology domain: Proficiently applies advanced technical knowledge and skills to deliver engineering outcomes in specialist area(s) of the technology domain and associated industry, commercial and community sectors.
1.6.a	Knowledge and Skill Base - Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the technology domain: Understands the standards and codes of practice, as well as the legislative and statutory requirements associated with specialist practice area(s) of the technology domain.
1.1	Knowledge and Skill Base: Systematic, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the technology domain.
1.2	Knowledge and Skill Base: Conceptual understanding of the, mathematics, numerical analysis, statistics, and computer and information sciences which underpin the technology domain.

CODE	COMPETENCY
1.3	Knowledge and Skill Base: In-depth understanding of specialist bodies of knowledge within the technology domain.
1.6	Knowledge and Skill Base: Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the technology domain.
2	Elements of competency: Engineering Application Ability
2.1.a	Engineering Application Ability - Application of established engineering methods to broadly-defined problem solving within the technology domain: Identifies, discerns and characterises salient issues, determines and analyses causes and effects, justifies and applies appropriate simplifying assumptions, predicts performance and behaviour, synthesises solution strategies and develops substantiated conclusions.
2.1.b	Engineering Application Ability - Application of established engineering methods to broadly-defined problem solving within the technology domain: Ensures that the application of specialist technologies are soundly based on fundamental principles by diagnosing, and taking appropriate action with data, calculations, results, proposals, processes, practices, and documented information that may be ill-founded, illogical, erroneous, unreliable or unrealistic.
2.2.a	Engineering Application Ability - Application of engineering techniques, tools and resources within the technology domain: Proficiently identifies, selects and applies the materials, components, devices, systems, processes, resources, plant and equipment relevant to the technology domain.
2.3.a	Engineering Application Ability - Application of systematic synthesis and design processes within the technology domain: Proficiently applies technological knowledge and problem solving skills as well as established tools and procedures to design components, system elements, plant, facilities and/or processes to meet technical specifications and performance criteria.
2.2.j	Engineering Application Ability - Application of engineering techniques, tools and resources within the technology domain: Understands the role of quality management systems, tools and processes within a culture of continuous improvement.
2.1	Engineering Application Ability: Application of established engineering methods to broadly-defined problem solving within the technology domain.
2.2	Engineering Application Ability: Application of engineering techniques, tools and resources within the technology domain.
2.3	Engineering Application Ability: Application of systematic synthesis and design processes within the technology domain.
3	Elements of competency: Professional and Personal Attributes
3.2.b	Professional and Personal Attributes - Effective oral and written communication in professional and lay domains: Prepares high quality engineering documents such as progress and project reports, reports of investigations and feasibility studies, proposals, specifications, design records, drawings, technical descriptions and presentations pertinent to the technology domain.
3.2.a	Professional and Personal Attributes - Effective oral and written communication in professional and lay domains: Is proficient in listening, speaking, reading and writing English.
3.4.b	Professional and Personal Attributes - Professional use and management of information: Critically assesses the accuracy, reliability and authenticity of information.
3.2	Professional and Personal Attributes: Effective oral and written communication in professional and lay domains.
3.4	Professional and Personal Attributes: Professional use and management of information.
ENGINEERS AUSTRALIA STAGE 1 PROFESSIONAL ENGINEER COMPETENCY STANDARDS	
1	Elements of competency: Knowledge and Skill Base
1.1.a	Knowledge and Skill Base - Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline: Engages with the engineering discipline at a phenomenological level, applying sciences and engineering fundamentals to systematic investigation, interpretation, analysis and innovative solution of complex problems and broader aspects of engineering practice.
1.2.a	Knowledge and Skill Base - Conceptual understanding of the mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline: Develops and fluently applies relevant investigation analysis, interpretation, assessment, characterisation, prediction, evaluation, modelling, decision making, measurement, evaluation, knowledge management and communication tools and techniques pertinent to the engineering discipline.
1.3.a	Knowledge and Skill Base - In-depth understanding of specialist bodies of knowledge within the engineering discipline: Proficiently applies advanced technical knowledge and skills in at least one specialist practice domain of the engineering discipline.

CODE	COMPETENCY
1.6.a	Knowledge and Skill Base - Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline: Appreciates the basis and relevance of standards and codes of practice, as well as legislative and statutory requirements applicable to the engineering discipline.
1.1	Knowledge and Skill Base: Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline.
1.2	Knowledge and Skill Base: Conceptual understanding of the mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline.
1.3	Knowledge and Skill Base: In-depth understanding of specialist bodies of knowledge within the engineering discipline.
1.6	Knowledge and Skill Base: Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline.
2	Elements of competency: Engineering Application Ability
2.1.a	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Identifies, discerns and characterises salient issues, determines and analyses causes and effects, justifies and applies appropriate simplifying assumptions, predicts performance and behaviour, synthesises solution strategies and develops substantiated conclusions.
2.1.b	Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Ensures that all aspects of an engineering activity are soundly based on fundamental principles - by diagnosing, and taking appropriate action with data, calculations, results, proposals, processes, practices, and documented information that may be ill-founded, illogical, erroneous, unreliable or unrealistic.
2.2.a	Engineering Application Ability - Fluent application of engineering techniques, tools and resources: Proficiently identifies, selects and applies the materials, components, devices, systems, processes, resources, plant and equipment relevant to the engineering discipline.
2.3.a	Engineering Application Ability - Application of systematic engineering synthesis and design processes: Proficiently applies technical knowledge and open ended problem solving skills as well as appropriate tools and resources to design components, elements, systems, plant, facilities and/or processes to satisfy user requirements.
2.2.j	Engineering Application Ability - Fluent application of engineering techniques, tools and resources: Understands the role of quality management systems, tools and processes within a culture of continuous improvement.
2.1	Engineering Application Ability: Application of established engineering methods to complex engineering problem solving.
2.2	Engineering Application Ability: Fluent application of engineering techniques, tools and resources.
2.3	Engineering Application Ability: Application of systematic engineering synthesis and design processes.
3	Elements of competency: Professional and Personal Attributes
3.2.b	Professional and Personal Attributes - Effective oral and written communication in professional and lay domains: Prepares high quality engineering documents such as progress and project reports, reports of investigations and feasibility studies, proposals, specifications, design records, drawings, technical descriptions and presentations pertinent to the engineering discipline.
3.2.a	Professional and Personal Attributes - Effective oral and written communication in professional and lay domains: Is proficient in listening, speaking, reading and writing English.
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3.2	Professional and Personal Attributes: Effective oral and written communication in professional and lay domains.
3.4	Professional and Personal Attributes: Professional use and management of information.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

MCH201 or ELC202

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback will be provided through completion of weekly activities in workshops. Furthermore, feedback on each assessment will be provided which will be used to help with the following assessment.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	30%	One hour for each quiz	Refer to Format	Online Test (Quiz)
All	2	Written Piece	Individual	30%	2000 Words	Week 9	Online Submission
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Exam Venue

All - Assessment Task 1: Online activities

GOAL:	The goal of this task is to demonstrate your understanding of the knowledge learned from this course and use this knowledge to solve relative problems.				
PRODUCT:	Quiz/zes				
FORMAT:	Weekly short answer responses to a selection of questions in the form of a quiz. The assignment report is to be submitted via Canvas. Submit: weeks 3, 6, 9				
CRITERIA:	No.				Learning Outcome assessed
	1	Accuracy of the explanation and/or numerical result			1 2
	2	Application of dynamics concepts			2 3
GENERIC SKILLS:	Problem solving, Applying technologies, Information literacy				

All - Assessment Task 2: Assignment

GOAL:	The assignment is designed to evaluate your knowledge of dynamics and control concepts and to demonstrate the use of standard methods to analyse and solve dynamics and control problems.		
PRODUCT:	Written Piece		
FORMAT:	A number of engineering problems involving motions of particles and rigid bodies will be given. You will respond by analysing the problem and providing a solution by applying mathematical methods.		
CRITERIA:	No.	Learning Outcome assessed	
	1 Accuracy of the application of dynamics concepts	1	4
	2 Identification and verification of the system being analysed using sketches and modelling	1	2 4
	3 Appropriate solution strategy	3	4
	4 Communication of results	4	
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

All - Assessment Task 3: Final Examination

GOAL:	The final exam is designed to evaluate your sound knowledge of the theories you learned from this course and for you to demonstrate that you can use standard methods to analyse relative systems		
PRODUCT:	Examination - Centrally Scheduled		
FORMAT:	You will respond to a set of questions representing problems from dynamics systems		
CRITERIA:	No.	Learning Outcome assessed	
	1 Accuracy of the explanations of basic dynamics concepts	1	4
	2 Application of the dynamics concepts	1	2
	3 Appropriate solution strategy	3	4
	4 Communication of results	4	
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

N/A

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate (the rates are cumulative):

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task
- A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

Refer to the Assessment: Courses and Coursework Programs – Procedures

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au