



COURSE OUTLINE

MPT0234

Prepared: George Parsons Approved: Corey Meunier

Course Code: Title	MPT0234: HEAVY DUTY DRIVE TRAINS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semester/Term:	18W
Course Description:	<p>You will be introduced to the construction, operation, maintenance, and diagnosis of both highway truck and off road heavy machinery drive trains. The highway truck components will include tandem differentials, inter-axle differentials and twin countershaft transmissions. Off-road equipment drive trains will include, steering clutches and brakes, final drives, torque converters, power shift transmissions and hydrostatic drives.</p> <p>Students will be required to follow proper safety procedures when performing the above tasks according to both Sault College Motive Power Department Standards and Vehicle Manufacturers safety regulations and specifications.</p>
Total Credits:	3
Hours/Week:	6
Total Hours:	42
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#3. Execute mathematical operations accurately.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	Passing Grade: 50%, D



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Other Course Evaluation & Assessment Requirements:

EVALUATION PROCESS/GRADING SYSTEM:

The final grade for this course will be based on the results of classroom, assignments and shop evaluations weighed as indicated:

- Classroom 30% of the final grade is comprised of term tests
- Assignments 20% of the final grade is comprised of a number of technical reports
- Shop 40% of the final grade is comprised of attendance, punctuality, preparedness, student ability, work organization and general attitude
- Employability Skills 10% of final grade is comprised of attendance, class participation, show ability to follow direction and being a team player.

All Assignments must be typed.

Assignments will be graded as follows:

- a) One day after the original due date 70% maximum.
- b) Two or more days after the original due date 50% maximum.

(Student will be given notice of test and assignment dates in advance)

The following semester grades will be assigned to students:

- Grade
- Definition
- A+ 90 - 100%
- A 80 - 89%
- B 70 - 79%
- C 60 - 69%
- D 50 - 59%
- F (Fail) 49% and below

- CR (Credit) Credit for diploma requirements has been awarded.
- S Satisfactory achievement in field /clinical placement or non-graded subject area.
- U Unsatisfactory achievement in field/clinical placement or non-graded subject area.
- X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
- NR Grade not reported to Registrar's office.
- W Student has withdrawn from the course without academic penalty.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Employability Skills	10%
Shop	40%



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Theory Assignments	20%
Theory Tests	30%

Books and Required Resources:

Heavy Duty Truck Systems by Bennett
Publisher: Cengage Learning Edition: 6th

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Explain the construction, operating principles, testing and diagnosis required to repair torque converters, fluid couplings, and hydraulic retarders.

Learning Objectives 1.

Potential Elements of the Performance:

- static and dynamic friction
- torque multiplication
- centrifugal force
- vortex and rotary flow
- kinetic energy
- hydrodynamic drive
- hydrostatic drive
- multiplication phase
- coupling phase
- hydraulic retarders
- pumps
- impeller
- stator, fixed and rotating
- overrunning clutch
- flywheel
- lock-up device

HYDRAULIC RETARDERS

- rotor and housing



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- control valve
- PERFORM A DEMONSTRATION OF TORQUE CONVERTER:
- stall tests
 - relief valve tests
 - performance tests
 - Oil level check
 - Oil condition

Course Outcome 2.

HYDROSTATIC DRIVES

Describe and define the purpose and fundamentals, types, designs and construction features and perform the inspection, testing, and diagnostic procedures following manufacturers' recommendations and perform assigned operations on hydrostatic drives.

Learning Objectives 2.

Potential Elements of the Performance:

APPLICATION:

- traction drives
- non-traction drives

TYPES:

- open loop circuits
- closed loop circuits

FUNDAMENTALS:

- lubricant types
- hydraulic pressures and output force
- coolers and circuits

PERFORM TEST PRESSURES OF HYDROSTATIC DRIVE SYSTEMS

Course Outcome 3.

POWER SHIFT TRANSMISSIONS.

Define the purpose and fundamentals and perform inspection, testing, and diagnostic procedures following manufacturers' recommendations and perform assigned operations for



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power shift transmission systems.

Learning Objectives 3.

Control Systems:

- hydraulic
- pneumatic
- electronic

Planetary Gear Sets:

- simple
- sun gear
- planet pinions and carrier
- ring gear
- compound
- lubrication
- Check and test fluid levels and condition.
- Perform a demonstration of recommended procedures to perform oil and filter changes.

Course Outcome 4.

TANDEM AND INTERAXLE DIFFERENTIALS

Define the purpose, operation and fundamentals of, and describe the functions, construction, composition, types, styles and application and perform disassembly, inspection, testing, diagnostic and reassembly procedures of multiple speed and double reduction drive axle assemblies following manufacturers' procedures.

Learning Objectives 4.

Potential Elements of the Performance:

- Mechanical advantage
- Laws of levers
- Torque
- Input / output rotational speed
- Gear ratios
- Loading characteristics
- Differential action
- Thrust loads



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- Power flow
- Bearing preloads
- Lubrication

Outline procedure for checking lubricant levels

- Outline recommended lubricant change levels
- Verify lubricant type and application
- Carrier removal, disassembly, reassembly and replacement procedure

Failure analysis to identify

- Shock failures
- Fatigue failures
- Torsional failures
- Surface failures
- Spinout failures
- Operational overloading
- Temperature effects

Demonstrate procedure for setting

- Pinion bearing preload
- Pinion depth
- Carrier bearing preload
- Drive gear set backlash

Procedure for checking

- Drive gear set contact patterns
- Drive gear set backlash
- Thrust screw adjustment

Course Outcome 5.

SERVICING TWIN COUNTERSHAFT TRANSMISSIONS

Recommend reconditioning or repairs following manufacturers' procedures and perform assigned operations on multiple countershaft manual transmission and auxiliary sections.

Learning Objectives 5.

Potential Elements of the Performance:



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- Outline procedure for checking lubricant levels
- Outline recommended lubricant change intervals and procedure
- Verify lubricant types and application
- Transmission removal, disassembly, reassembly, timing and replacement procedures
- Auxiliary section removal, disassembly, reassembly, timing and replacement procedures
- Air pressure adjustment
- Pneumatic valve and cylinder replacement procedure
- O-ring replacement
- Air filter replacement
- System contaminant flushing
- Perform failure analysis
- Shock failures
- Fatigue failures
- Torsional failures
- Surface failures

Course Outcome 6.

FINAL DRIVES

Explain the principles of operation, define the purpose and fundamentals and perform inspection, testing, and diagnostic procedures following manufacturers' recommendations and perform assigned operations of final drives.

Learning Objectives 6.

Potential Elements of the Performance:
final drives

- bevel gear
- spiral gear
- helical and hypoid gear
- planetary
- inboard and outboard
- inspect final drives and check for:
 - gear contact patterns
 - gear backlash
 - bearing pre-load
- perform a demonstration of:
 - lubricating oil level checks



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- seal replacement procedures
- mechanical face-type seal
- bearing service
- adjustment procedures

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.



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D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.