## SEMESTER LEARNING ACTIVITY PLANS (SLAP) SEMESTER ODD 2022/2023



Physics Undergraduate Study Program Physics Department Nuclear and Particle Physics II MFF 3206/ 2 Credits

Lecturer Coordinator:

## UNIVERSITAS GADJAH MADA FACULTY OF MATHEMATICS AND NATURAL SCIENCE 2022



**Universitas Gadjah Mada** Faculty of Mathematics and Natural Science Physics Department / Physics Undergraduate Study Program Semester ODD 2022/2023

**Document Number :** 

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## SEMESTER LEARNING ACTIVITY PLANS (SLAP)

| Code                           | Course Name  | Credits<br>(Credits)  | Semester  | Status   | Prerequisite                                    |  |  |  |  |
|--------------------------------|--|---|---|--|---|--|--|--|--|
| MFF 3206                       | Nuclear and<br>Particle<br>Physics II  | <i>T</i> : 2 <i>P</i> :   | ODD   | Compulsory   | Nuclear and Particle Physics<br>(MFF2205)       |  |  |  |  |
| Short<br>Description           | This course studies the dynamic properties of the nucleus, namely nuclear decay and reactions. Nuclear and Particle Decay: study decay, including general decay properties, alpha, beta, and gamma decay. Alpha decay includes Gamow Teller's theory, Decay conditions, energies and spectra, and nuclear states related to alpha emission. Beta decay includes Weak interactions, beta energy, spectrum, Decay conditions, classification of beta-rays, and nuclear states related to beta emission. Gamma decay includes Gamma energy and spectrum, Decay conditions, and classification of gamma rays. They study the interaction of radiation with matter: Gamma interaction with matter: absorption, photoelectric effect, Compton scattering, pair production, Bremsstrahlung, and electron conversion. Beta interactions (direct nuclear reactions, compound reactions, cross-section nuclear reactions), Fission and Fusion Reactions; and High energy reactions(particle scattering reactions). Weak interaction according to the concept of Fermi theory, Strong interaction according to the old concept: Weak interaction according to the concept of Fermi theory, Strong interaction according to the quark model and QCD theory. Lagrangian Formalism, Symmetry, and Interaction: Lagrangian Formalism for elementary particle physics (PCT): Parity symmetry in Lagrangian. Discrete Symmetry in Elementary Particle Physics (PCT): Parity Symmetry, Charge Conjugation Symmetry. Time reversal symmetry. Standard model: Tera symmetry standard model, Matter particles and interacting carrier particles and their properties, Higgs mechanism for unceler spatial model. Standard model. Matter particles and interacting carrier particles and their properties, Higgs mechanism for mass formation. Feynman diagram: Feynman diagram is a diagram of the continuity of various currents. Use of Feynman diagram: to understand elementary particle reactions (PCT): |   |   |  |   |  |  |  |  |
| Program<br>Learning            | PLO 2  | Knowledge. Able<br>modern physics<br>mathematical me  | e to explain theoret<br>and able to apply b<br>ethods in finding so | retical concepts and principles of classical and<br>y basic concepts of physics and related<br>g solutions to physical problems. |   |  |  |  |  |
| (PLO) Imposed<br>on the Course | PLO 5  | Long Life Learni<br>problems and co<br>new problems.  | ng. Able to analyz nclude them for ap                               | nalyze various alternative solutions to physical for appropriate decision-making, both in familiar and                           |   |  |  |  |  |
|                                | After completing   | ng this course, stu   | dents are expected  | l to be able to:   |   |  |  |  |  |
| Course                         | <i>CO1</i>   | Describes the intended in the intended in the intended is the intended in the intended is the intended in the intended is the | eraction of radiation   | with matter and u  | ises it as a method for detecting               |  |  |  |  |
| Outcomes (CO)                  | CO2  | Describe radioac  | ivity   |  |   |  |  |  |  |
|                                | СО3  | Explain the gener   | al properties of dec  | ay and alpha, beta   | and gamma decay.                                |  |  |  |  |
|                                | <i>CO4</i>   | Explain the mech<br>meson model for   | anism of weak and solid interactions a                              | strong interaction<br>nd Fermi's weak in   | based on old models: Yukawa's nteraction model. |  |  |  |  |

|  | <b>CO5</b> Explain the mechanism of weak and strong interactions based on new models: t quark and QCD models for solid interactions and the Weinberg-Salam electrow model for interactions. |  |                             |                 |  |  |  |  |  |  |  |
|--|---|--|-----------------------------|-----------------|--|--|--|--|--|--|--|
|  | <b>CO6</b> Explaining Lagrangan's formalism in elementary particle physics  |  |                             |                 |  |  |  |  |  |  |  |
|  | <b>CO7</b> Describe the various continuous symmetries in Lagrangian and their rel   |  |                             |                 |  |  |  |  |  |  |  |
|  | the continuous flow (Noether's theorem).  |  |                             |                 |  |  |  |  |  |  |  |
|  | CO8Qualitatively explain discrete symmetry in elementary particle physics, parity<br>symmetry, charge conjugation, and time reversal (PCT).   |  |                             |                 |  |  |  |  |  |  |  |
|  |   |  |                             |                 |  |  |  |  |  |  |  |
|  | <i>CO</i> 9   | Using Feynman diagrams qualitatively to analyze various kinds of elementary particle reactions.            |                             |                 |  |  |  |  |  |  |  |
|  | <i>CO10</i>   | Explain in outline the content of the particles and the properties of the particles in the standard model. |                             |                 |  |  |  |  |  |  |  |
|  | <i>CO11</i>   | Describe the process of mass formation in the Higgs mechanism qualitatively.                               |                             |                 |  |  |  |  |  |  |  |
|  |   | Learning Materials   | Learning Methods            | Time Allocation |  |  |  |  |  |  |  |
|  | C01   | Interaction of Radiation with  | TCL-SCL mixed               | 2X50 minutes    |  |  |  |  |  |  |  |
|  | <i>C</i> (2)  | matter<br>De die estimite  | TCL SCL mixed               | <b>AVCA</b>     |  |  |  |  |  |  |  |
|  | <u> </u>  | Radioactivity  | TCL-SCL mixed               | 2X50 minutes    |  |  |  |  |  |  |  |
|  | <i>C03</i>  | Alpha decay  | TCL-SCL mixed               | 2X50 minutes    |  |  |  |  |  |  |  |
|  | <i>CO3</i>  | Gamma decay  | TCL-SCL mixed               | 4X50 minutes    |  |  |  |  |  |  |  |
|  | СОЗ   | Beta decay   | 4X50 minutes                |                 |  |  |  |  |  |  |  |
| The  | Midterm exam/Project Task Results/Case Analysis Results   |  |                             |                 |  |  |  |  |  |  |  |
| Correlation of<br>CO to Learning<br>Materials and<br>Methods, and<br>Time Allocation | <i>CO4</i>  | Weak interaction and strong  | TCL-SCL mixed               |                 |  |  |  |  |  |  |  |
|  |   | interaction according to old   |                             | 2X50 minutes    |  |  |  |  |  |  |  |
|  |   | theory.  |                             |                 |  |  |  |  |  |  |  |
|  | CO5, CO7  | Weak interaction and strong  | TCL-SCL mixed               | 2X50 minutes    |  |  |  |  |  |  |  |
|  |   | interaction according to the   |                             |                 |  |  |  |  |  |  |  |
|  |   | strong theory.   |                             |                 |  |  |  |  |  |  |  |
|  | <i>CO6</i>  | Lagrangian formalization for   | TCL-SCL mixed               | 2X50 minutes    |  |  |  |  |  |  |  |
|  |   | elementary particle physics.   |                             |                 |  |  |  |  |  |  |  |
|  | CO8   | Discrete Symmetry in   | ICL-SCL mixed               | 2X50 minutes    |  |  |  |  |  |  |  |
|  | CO10 CO11   | Elementary Particle Physics.   | TCL SCL mixed               | 2¥50            |  |  |  |  |  |  |  |
|  |   |  | TCL-SCL mixed               | 2X50 minutes    |  |  |  |  |  |  |  |
|  | 09  | Final argrams  | rel-see Inixed              | 2X50 minutes    |  |  |  |  |  |  |  |
| <b>.</b> .   | Final exams/ Project Task Kesults/Case Analysis Kesults   |  |                             |                 |  |  |  |  |  |  |  |
| Learning<br>Methods  | SCL (Student)   | Centered Learning): Project-based loother SCL methods  | earning (Team-based Project | t)/Case-based   |  |  |  |  |  |  |  |
| Student  | <u> </u>  |  |                             |                 |  |  |  |  |  |  |  |
| Learning   | Learn to examine and study physical systems as well as examples of problem-solving proce  |  |                             |                 |  |  |  |  |  |  |  |
| Experience   |   |  |                             |                 |  |  |  |  |  |  |  |
| Access to  |   |  |                             |                 |  |  |  |  |  |  |  |
| Learning   | AS offline (LCD, PPT Slide, Whiteboard, Laptop) and Online (Zoom Meeting, Google Meet, Google Classroom)  |  |                             |                 |  |  |  |  |  |  |  |
| and Offline and  |   |  |                             |                 |  |  |  |  |  |  |  |
| Online   |   |  |                             |                 |  |  |  |  |  |  |  |
| Percentage   |   |  |                             |                 |  |  |  |  |  |  |  |

| Assessment<br>Methods and<br>Synchronizatio<br>n with CO | Assessment Ass<br>Methods Per  | Assessment                     | Assessment Criteria/<br>Percentage Indicators | СО           |              |                        |               |  |              |              |              |              |              |              |
|--|--|--------------------------------|---|--------------|--------------|------------------------|---------------|--|--------------|--------------|--------------|--------------|--------------|--------------|
|  |  | Percentage                     |   | 1            | 2            | 3                      | 4             | 5  | 6            | 7            | 8            | 9            | 1<br>0       | 1<br>1       |
|  | Participatory<br>Activity*   | 10                             |   | $\checkmark$ | √            | $\checkmark$           | $\checkmark$  | $\checkmark$                                 | $\checkmark$ | 1            | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Project<br>Results/ Case<br>Study Results/<br>PBL Results*   |                                |   |              |              |                        |               |  |              |              |              |              |              |              |
|  | Cognitive  |                                |   |              |              |                        |               |  |              |              |              |              |              |              |
|  | Assignment   | 15                             |   | $\checkmark$ | $\checkmark$ | $\checkmark$           | $\checkmark$  | $\checkmark$                                 | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Midterm<br>Exam  | 35                             |   | √            | √            | √                      |               |  |              |              |              |              |              |              |
|  | Final Exam   | 35                             |   |              |              |                        | $\checkmark$  | $\checkmark$                                 | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Total  | 100                            |   |              |              |                        |               |  |              |              |              |              |              |              |
|  | <sup>*)</sup> can also be obtained from the Midterm or Final Exam as the result of participatory activities or project/<br>case study results. According to IKU 7, the percentage of project results/ case study/ PBL results is at<br>least 50%.  |                                |   |              |              |                        |               |  |              |              |              |              |              |              |
| References   | <ul> <li>Main References;</li> <li>1. Arya, Atam H.,1966, Fundamental of Nuclear Physics, Allen and Bacon Inc.</li> <li>2. Martin, R Brian, 2006, Nuclear and particle Physics, An Introduction, John Wiley &amp; Sons, Ltd, England.</li> <li>3. Krane, KS, 1988, Introductory Nuclear Physics, John Wiley &amp; Sons.</li> <li>4. Meyerhoff, W.E.,1989, Elemen of Nuclear Physics, McGraw Hill Book Co.</li> <li>5. David Griffiths, 2004: Introduction to elementary particles, Wiley-VCH.</li> </ul> |                                |   |              |              |                        |               |  |              |              |              |              |              |              |
| Lecturers<br>(Team<br>Teaching)                          | <ol> <li>Dra. Eko Tri Sulistyani, M.Sc.</li> <li>Dr. Mirza Satriawan</li> </ol>  |                                |   |              |              |                        |               |  |              |              |              |              |              |              |
| Authorization  | Date of<br>Drafting  | Lecturer                       | Lecturer Coordinator                          |              |              | ad of<br>iculu<br>mitt | f<br>1m<br>ee | Head of Study Program                        |              |              |              |              |              |              |
|  |  | Dra. Eko Tri Sulistyani, M.Sc. |   |              |              |                        |               | Dr. Eng. Ahmad<br>Kusumaatmaja, S.Si., M.Sc. |              |              |              |              |              |              |