

Formal Analysis Paper 2, 50 points Columbus/Ohio Sites

Due in three phases:

Mon June 11- plan at minimum, section/ elevation if possible (copies only) of project selected due in class

Thurs June 14- diagrams due in recitation

Mon June 25 due in class- final composed paper with diagrams and text

The student is asked to closely examine the suggested list of buildings or landscapes below, or propose an acceptable approved alternative*, and to discuss its organization using text and appropriate diagrams.

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| 1. St. Stephen's Church | 9. Drinko Hall, Gunnar Birkerts |
| 2. COSI, Arata Isosaki | 10. Columbus Museum of Art including recently opened new addition (by Design Group) |
| 3. Columbus Convention Center, Peter Eisenman | 11. Hopkins Hall, Braun & Steidl renovation designers |
| 4. Columbus Cultural Arts Center | |
| 5. Sullivant Hall | <u>Students choosing #12-16 will be expected to visit the site while completing research:</u> |
| 6. Scioto Greenways (previously Scioto Mile) | 12. Contemporary Arts Center, Cincinnati |
| 7. Scioto Audubon Metro Park | 13. Weatherhead School of Management, Case Western Reserve University, Cleveland |
| 8. (Grange Insurance) Audubon Center, Design Group | 14. Glass Pavilion, Toledo Museum of Art |
| | 15. Akron Art Museum |
| | 16. Museum of Contemporary Art, Cleveland |

**If students select a topic not listed, preapprove with orthos noted above to Aimée by June 11. Students previously completing paper 2 for the course are required to select a new topic from previous term completed.*

The second paper is an exercise in formal analysis with a project the student is able to visit. The task of this assignment is not to recapitulate material found in texts; rather the student should formulate criticism and insights from first hand observation. While the focus of the first paper was diagramming, this paper should also develop diagram analysis, but also incorporate the experience of visiting the sites, such as diagrams of the elevations, circulation sequence, and site context. **The paper should not be a tour of the project**, (no first person writing) rather an insightful formal analysis.

Be sure to indicate how these landscapes, sites, and buildings lock into the larger campus plan, or plan of the city. How do the buildings/landscapes fulfill a role in establishing a *genius loci* and connection with the larger university or Columbus context?

Students are **required** to visit the sites and buildings, make sketches and diagrams on site of exteriors and interiors to document your findings. Make sure to respect the landscapes and buildings, and their functions. Make sure that the building is available to the public during your site visit. Exercise caution and safety when visiting the sites. All Columbus sites are accessible with the COTA bus (perhaps with a short walk), free for OSU students with your OSU BuckID card.

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Students should also take the following goals and learning outcomes in consideration for this assignment:

GE Goals: *Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.*

GE Expected Learning Outcomes:

1. *Students analyze and interpret major forms of human thought, culture, and expression.*
2. *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Minimum required length: 6 pages, 11 or 12 point font, double spaced, including diagrams and text. Paper must be stapled and attach a cover sheet with name and paper topic. Photos should NOT be included in the paper, and will not count towards the minimum pages required. The paper is to be organized with $\frac{3}{4}$ text, and $\frac{1}{4}$ diagrams (vertically) that illustrate the text running alongside accordingly. Each diagram should be clearly labelled, both beside the diagram and in the text. The analysis should have a brief introduction and draw a *thoughtful* conclusion.

Required to use an established format for bibliography, preferably as MLA (APA or Chicago Style are also fine) for example (copy and pasting a URL will not be accepted). At least one academic or peer reviewed source is required. Popular sources (museum website, Arch Daily) can also be used to supplement information, but should not be the primary source of research material. Because the assignment is not requiring footnotes or in notes citation, it is expected the bibliography is complete and properly, thoroughly formatted.

Graders are expecting analysis to include diagrams noted below, not necessarily in this order:

1. Diagrams illustrating how the building/landscape relates to its context (look at the placement within the city and or campus, streets, geographical features, etc.)
2. Figure/ground diagrams of the landscape/site/building identifying figural objects and figural voids within the interior floor plan
3. Diagrams illustrating axial relationships of the landscape/site/building, and their connections
4. Massing diagrams: brief axonometric sketches in which the student reduces the landscape/site/building to the simplest platonic solids (this can relate to volumes, but for landscapes especially also think PLANES- vertical, horizontal and overhead planes)
5. Proportional analysis, discovering the proportional system present (structure can be helpful clue to find proportion)
6. Diagrams illustrating the structural system and materiality OR if analyzing a landscape can alternate this item for analysis of water organization at the site if present
7. Diagrams illustrating how hierarchy is developed in the landscape/site/building
8. A series of abstract, transformational diagrams that attempt to reduce the landscape/site/building back to a simpler, more ideal condition or parti
9. Diagrams illustrating precedents informing the design of the landscape/site/building
10. Diagrams illustrating the relationship of public versus private in the landscape/site/building (consider semi-public or semi-private as well)
11. Elevation / Façade diagrams, this includes all of the vertical planes that create the spaces directly relating to a volume (building and/or landscape) and the context that it directly relates to (landscape and site) OR if analyzing a landscape can alternate this item for analysis of water organization at the site if present
12. Diagrams illustrating asymmetries and/or symmetry of the landscape/site/building
13. Diagrams illustrating circulation and entry, analyzing primary and secondary, horizontal & vertical circulation and entries
14. Diagram that analyze the section of the landscape and/or buildings
15. Diagrams illustrating the relationship of served versus service space

Text should include:

1. Discussion of the diagrams, these are an extended discussion of your development and understanding of the diagrams. Label the diagrams beside the image (figure 1, 2, 3, etc. **with** also brief caption) and also label diagrams in the text (figure 1, 2 etc.). It is recommended to draw diagrams as the entire building or landscape, not take small sections or part of the design without understanding the relationship to the whole.
2. Brief introduction of the topic, not much more than a short paragraph of 4-6 sentences.
3. Thoughtful conclusion articulating new understandings.

Below is an example of part of the rubric, showing the markers for an exceptional paper:

Exceptional	
Organization and Technical Details	
<p>Requirements: Format: 6 pages minimum, Organized with diagrams running along text vertically, coversheet with credentials, stapled Correctly formatted and (an established format) cited bibliography</p>	<p>A A- 5</p> <p>Paper arranges material in a clear, persuasive way that a reader can follow. Connections between points are evident and strengthen the overall intention of the work. Student clearly documents sources according to expected conventions and acknowledging intellectual debts.</p>
Diagram analysis and interpretation, 23 points	
<p>1. <input type="checkbox"/> Site Relation: Diagrams illustrating how the project relates to its context 2. <input type="checkbox"/> Figure Ground: Diagrams of the building, landscape, and/or site 3. <input type="checkbox"/> Elevation/Façade Diagrams OR water analysis if landscape 4. <input type="checkbox"/> Circulation and Entry Diagrams: analyzing primary and secondary, horizontal & vertical circulation and entries 5. <input type="checkbox"/> Massing: axonometric =3D platonic solid diagrams 6. <input type="checkbox"/> Sectional Diagrams: analyzing relationships in building and/or landscape 7. <input type="checkbox"/> Hierarchy Diagrams 8. <input type="checkbox"/> Transformation: series of diagrams relating to a parti 9. <input type="checkbox"/> Precedent Diagrams 10. <input type="checkbox"/> Public/Private Diagrams 11. <input type="checkbox"/> Proportional analysis 12. <input type="checkbox"/> Axial Relationship Diagrams 13. <input type="checkbox"/> Symmetry/Asymmetry Diagrams 14. <input type="checkbox"/> Structural System Diagrams OR water analysis if landscape 15. <input type="checkbox"/> Served/Service Diagrams</p>	<p>A A- 23</p> <p>Paper provides a clear and insightful analysis and draws thoughtful conclusions through text and diagrams.</p> <p>Paper connects, analyzes, interprets and extends information and theories presented in class lectures, readings as well as outside information.</p>
Written content analysis and interpretation, 23 points	
<p>01. Discussion of Diagrams, you may wish to consider these long captions. 02. Brief introduction of the topic being discussed. 03. Thoughtful conclusion</p>	<p>A A- 23</p> <p>Paper articulates a sophisticated understanding of the diagrams providing a complex understanding supplementing or extending arguments of written analysis.</p> <p>Paper connects, analyzes, interprets and extends information and theories presented in class lectures, readings as well as outside information.</p>