Due in three phases:

week of Oct 26- plan at minimum, section/ elevation if possible (copies only) of project selected due in recitation
week of Nov 2- diagrams due in recitation
Tues Nov 10- final composed paper with diagrams and text due in lecture

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.

1. St. Stephen’s Church
2. COSI
3. Columbus Convention Center
4. Columbus Cultural Arts Center
5. Orton Hall
6. Wexner Center
7. Scioto Audubon Metro Park
8. (Grange) Audubon Center
9. Drinko Hall
10. Columbus Museum of Art including new addition to open Oct 25

*Students choosing #11-15 will be expected to visit the site while completing research:
11. Contemporary Arts Center, Cincinnati
12. Weatherhead School of Management, Case Western Reserve University, Cleveland
13. Glass Pavilion, Toledo Museum of Art
14. Akron Art Museum
15. Museum of Contemporary Art, Cleveland

*If students choose a building/ landscape not listed, preapprove with copies of orthos to Aimée by Tues Oct 27.

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.

Organize your paper same as the first, 3/4 essay, 1/4 diagrams vertical typed. A bibliography is required. Staple the paper and attach a cover sheet with recitation day, time and instructor. Photos should not be included in the paper and will not count towards minimum length required. The analysis should have a brief introduction and draw a thoughtful conclusion.

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?

You are strongly encouraged 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.

-continued next page-
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*

*Paper must be stapled and attach a cover sheet with recitation day, time and instructor.* The analysis should have a brief introduction and draw a *thoughtful* conclusion. 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
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 also think PLANES- vertical, horizontal and overhead planes)
5. Proportional analysis, discovering a proportional system if any is present
6. Diagrams illustrating the structural system
7. Diagrams that indicate 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. Illustrations of precedents that may have informed the design of the landscape/site/building
10. Diagrams that illustrate 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)
12. Diagrams that illustrate symmetries and/or asymmetry of the landscape/site/building
13. Diagrams that illustrate circulation and entry and the significance of the path of the landscape/site/building
14. Diagram that analyze the section of the site or buildings

*Text should include:*
1. Discussion of the diagrams, you may consider these long expanded captions.
2. Brief introduction of the building being discussed, not much more than a short paragraph.
3. Thoughtful conclusion