ARCH 439 – Landscape Architecture Media Workshop
Fall 2016_1 unit_4 days of workshop and 1 day of Los Angeles area field trip

Location: Watt Hall
Dates: Saturday, August 13 – Saturday, August 20, 2016

Instructor: Sarah Cowles, Astrid Sykes, and Kelly Shannon
Office: Watt Hall 337
Office Hours: by appointment

This is a required course for all incoming +3 Landscape Architecture students. Must be taken the week before the first day of the fall semester.

Course Catalog Description

Introductory media workshop specifically for new landscape students in the 3-year program. Topics include: hand drawing, measuring, architectural drawings, computer software tutorials, field trip

This summer intensive workshop is intended for a student population that does not have previous design education or experience. This is the first of three required courses in a robust media sequence for landscape architecture. (Students are also required to take Arch 539 Media for Landscape Architecture and Arch 548 3D Media.)

Topics of Study

1. **Practices of Looking: Capturing Essence / Phenomena / Materiality**
2. **Getting Started: Plan and Section: Solid and Void**
3. **Methods of Measure: Space / Relation / Scale / Depth**
4. **Getting Started: Introduction to Digital Tools and Occasion for Use**
5. **Processes of Translation: Digital Interface Techniques**
6. **LA Landscape Transects: Los Angeles from Above and Below**

Learning Objectives
At the completion of the course, students will be able to meet the expectation of Landscape Architecture Design (Arch 541a) and competently begin the fall semester. Students will gain a means to understand and create architectural drawings, a basic knowledge of relevant computer software, and a familiarity with the city of Los Angeles.

Evaluation and grading
Final grade evaluations will be based on the following breakdown:

15% Progress, preparation and participation
15% Assignment 1
15% Assignment 2
15% Assignment 3
15% Assignment 4
25% Sketchbook

University guidelines on plagiarism pertain to original design work. Students are expected to do all of their own design and presentation work. Substantial assistance in the form of model construction and drawing preparation, or deliberate appropriation of the design work of others will be considered non-original work and will be treated as plagiarism. See "Academic Integrity" section below for more information.

Assignments
A series of in-class exercises will be completed each day. Specific instructions will be conveyed in class.

Sketchbook
Students are required to maintain a sketchbook. It is meant to be a thorough and well-organized record of and instrument for critical inquiry and design process. The sketchbook is to include (freehand and/or digitally produced) all material relevant to design exploration in this course. Date and label all entries clearly and in a consistent manner.

Supplies and Equipment
TBD

Readings
Relevant readings will be assigned and discussed in class throughout the workshop. Readings will be handed out in class or posted to USC Blackboard (https://blackboard.usc.edu/).

Recommended Texts
- Ching F D K (2007) *Form, Space and Order* (Third Edition). New York, John Wiley
- Ching F D K (2009) *Architectural Graphics* (Fifth Edition). New York, John Wiley
- Laseau Paul (2001) *Graphic Thinking for Architects & Designers* (Third Edition). New York, John Wiley
- Laseau Paul (2012) *Visual Notes for Architects and Designers* (Second Edition). New York, John Wiley

Workshop Schedule (tentative)

DAY 1

Welcome Breakfast and Reception:
Landscape Architecture Education, Careers, Profession

Getting Started: Introduction to Landscape Media, Tools + Materials

Practices of Looking: Capturing Essence / Phenomena / Materiality

Topics to be covered/discussed | Freehand drawing exercises:

> Seeing Landscape | Blind Contour Drawings
> Landscape Materiality + Texture | Mark Making Exercises
> Landscape Phenomena | Light and Shadow Drawings
> Duration + Movement | Sequential Sketches
> Structuring Landscape | Field Drawing

DAY 2

Getting Started: Plan and Section: Solid and Void

Topics to be covered/discussed:
> Plan: Descriptive contour drawing and value drawing
> Section: Descriptive contour drawing and value drawing
> Contour: Descriptive contour drawing and value drawing

Methods of Measure: Space / Relation / Scale / Depth

Topics to be covered/discussed | Drawing exercises:

> Scale + Relation | Body Measure + Triangulation Exercises
> Time + Rhythm | Notation + Diagramming
> Space + Depth | Plan, Section, Perspective Drawings

DAY 3 & 4

Getting Started: Introduction to Digital Tools and Occasion for Use

> Scanning
> AutoCAD
> Adobe PhotoShop
> Adobe Illustrator
> Adobe InDesign
> Rhino

Processes of Translation: Digital Drawing and Modeling Tools + Techniques

Topics to be covered/discussed | Digital exercises:

> Base Drawing + Drafting | AutoCAD: Import, Trace, Scale, Export
> Vector Imaging | Illustrator: Open, Add/Modify Line Work, Export
> Raster Imaging | PhotoShop: Open, Add People/Plants/Texture
> Layout, Structure + Composition | InDesign: Place, Organize, Print
> 3D Modeling Basics

DAY 5

Los Angeles from Above and Below
> **Transect 1** Baldwin Hills – Jefferson Boulevard
> **Transect 2** Griffith Observatory – Los Feliz Boulevard at Riverside Drive
> **Transect 3** Elysian Park – LA River

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* *http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Religious Holidays

The University of Southern California recognizes the diversity of our community and the potential for conflicts involving academic activities and personal religious observation. The University provides a guide to such observances for reference and suggests that any concerns about lack of attendance or inability to participate fully in the course activity be fully aired at the start of the term. As a general principle, students should be excused from class for these events if properly documented and if provisions can be made to accommodate the absence and make up the lost work. Constraints on participation that conflict with adequate participation in the course and cannot be resolved to the satisfaction of the faculty and the student need to be identified prior to the add/drop date for registration. After the add/drop date the University and the School of Architecture shall be the sole arbiter of what constitutes appropriate attendance and participation in a given course.