

USC Iovine and Young Academy

ACAD-176 Rapid Visualization

CATALOGUE DESCRIPTION

Basic concepts, techniques, methods, materials, and tools that are used to quickly communicate ideas and concepts in a visual manner. No pre-requisites. Some Adobe Creative Software experience is recommended.

COURSE DESCRIPTION

Rapid Visualization (RV) is key to effective design thinking. Used as a means to quickly and effectively communicate in a visually. Also known as concept development, story boarding, brainstorming, thumbnail drawing, rough sketching, comprehensives and model making. RV is used by artists, designers, filmmakers, architects, engineers, scientists and the like. Rapid visualization allows us to explore a wide range of possible solutions and scenarios without leaving a sketchbook or tablet. It offers incredible possibilities to creative problem solve a variety of common problems and opens up the scope of what is possible. This course would introduce students to basic techniques, methods, concepts, tools, and materials used to quickly communicate in a visual way. Assignments include sketching (traditional and digital); collage, creating visual narrative; prototyping; and other techniques for purposes of ideation and presentation.

Instructor Information:

Instructor:
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IT Systems Supervisor:

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Arts Laboratory Technician

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COURSE INFORMATION:

T/Th 2:00pm - 4:50pm (SKS) 404

Important Dates

Thanksgiving	Nov. 23-27
Classes end	Dec. 2
Exam Week	Dec. 7-14

MATERIALS LIST

Sketchbook. At least 8.5" x 11"

Should be appropriate paper weight for markers/ink. This is a visual journal of your ideas— a process book. I will check Midterm and Final to see what your visual ideation of projects. Counts toward your participation grade.

Drawing and Writing Implements

Ranging from hard to soft (6H, 2H, HB, 2B, 4B, 6B) 2B is your basic pencil.

Ink pens (Markers)

Black and assorted colors for labeling)
Avoid Sharpies- caustic fumes and bleed through

Pencil Sharpener

Erasers. Kneaded rubber or white plastic

Folder for handouts

DIGITAL Tools

Laptop with Creative Software
External USB drive

*Students may need additional materials and tools depending on individual needs for projects.

COURSE LEARNING OBJECTIVES

The student will develop the ability to present concepts both visually and verbally by providing them with the capabilities for the delivery of conclusive material in support of their ideas and theories. The students will demonstrate these abilities by the following:

Drawing: Basic knowledge of line, shape, value, space (perspective).

- 1.) Ability to use fundamental elements of drawing.
- 2.) Ability to analyze visual information, and recognize it in a drawing.
- 3.) Ability to render structure and space to convey content.
- 4.) Ability to articulate personal ideas and convey them through sketching.
- 5.) Ability to use different drawing materials both traditional and digital.

Image Making and Collage

- 1.) Ability to research, collect and catalogue found images for use.
- 2.) Ability to combine images together and organize them in a picture.
- 3.) Ability to use both drawing and collage together.

Brainstorming: Techniques and strategies used for the generation of ideas.

- 1.) Ability to use the design brief to define goals and outcomes.
- 2.) Ability to put information or ideas on to paper using word lists etc.
- 3.) Ability to translate words into images using thumbnail sketches.
- 4.) Ability to use a visual lexicon both personal and historical.

Story Boarding: The creation of a sequence to tell a story.

- 1.) Ability to create narrative using images, words, environment, etc.
- 2.) Ability to make images communicate with each other and collectively.
- 3.) Ability to use mind mapping to create diagrams that outline information.

Model Making: The creation of ideas in the three-dimensional realm.

- 1.) Ability to translate two-dimensional ideas into three-dimensional ones.
- 2.) Ability to assess and choose the appropriate materials.
- 3.) Ability to use both hand-made materials and digital processes.

Presentation: The direct communication of an idea to an audience.

- 1.) Ability to assess and choose the appropriate media to use.
- 2.) Ability to consider the audience and conditions.
- 3.) Ability to express a high level of craftsmanship in presentation.

CLASS OBJECTIVES

Assignments: This is a hands on, project based class. We will be learning through the context of working on assignments and projects.

Group Critiques: Group critiques and class discussions are a vital part of this course. They allow students to practice the formal vocabulary necessary to communicate visual ideas, as well as provide feedback on the work. Participation in group critiques factors into the final participation grade.

Class Discussions: Slide presentations, readings, workshops and field trips will help enhance verbal communication skills, provide resources for research on specific projects, as well as add some basic knowledge of contemporary art & design.

Readings: Will be assigned throughout the semester to enhance your understanding of the subject matter and to prompt discussions.

Homework: On average, you will need to spend a minimum of six hours a week completing projects outside of class time.

EVALUATION AND GRADING

Quality of work will be the most important criterion. This includes resolution and presentation of ideas, attention to detail, level of craftsmanship, and overall presentation. Commitment to the work and the creative process as shown by materials located and processes completed outside of class. The level of experimentation and risk taking demonstrated by this commitment. Participation in class discussion, group critiques and presentation of preliminary sketches. Understanding of terms and issues relating to the specific project.

A Grade – Work of exceptional quality. Craftsmanship, concept and scope are exemplary.

B Grade – Good Work. Improvements could be made but overall strong project.

C Grade – Average/Satisfactory. Modest effort made. Completed the basics of assignment.

D Grade – Poor Work.

F Grade – Incomplete or exceptionally poor quality

Projects/Assignments 70%

Attendance/Participation/Work Ethic 30%

ATTENDANCE

- 1.) After missing the rough equivalent of 10% of regular class meetings (3 classes if the course meets twice per week and 2 classes if the course meets once per week) the student's grade and ability to complete the course will be negatively impacted.
- 2.) For each subsequent absence (excused or otherwise), the student's letter grade will be lowered by the following increment: 1 absence over 3 = the lowering of the final course grade by one full grade.
- 3.) Being absent on the day a project, quiz, paper, exam, or critique is due can lead to an "F" for that project, quiz, paper, exam, or critique.
- 4.) It is always the student's responsibility to seek means (if possible) to make up work missed due to absences, not the instructor's, although such recourse is not always an option due to the nature of the material covered.
- 5.) It should be understood that 100% attendance does not positively affect a final grade.
- 6.) Any falsification of attendance may be considered grounds for a violation of ethics before the University Office of Student Judicial Affairs.
- 7.) Tardies can accumulate and become equivalent to an absence.
- 8.) Attendance will be taken at the beginning of each class.
- 9.) Any student not in class after the first 10 minutes is considered tardy.
- 10.) After a first warning, students who persist in the following disruptive activities: sleeping, texting, emailing or online browsing for purposes other than class research, will result in a tardy for that class session.
- 11.) Students will be considered absent if they leave without the instructor's approval before the class has ended or if they take unapproved breaks that last longer than 45 min.

INTEGRITY POLICY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Campus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

STUDENTS WITH DISABILITIES AND ACADEMIC ACCOMMODATION

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the professor as early in the term as possible. DSP is open Monday through Friday, 8:30-5:00. The office is located in the Student Union room 301 and their phone number is (213) 740-0776.