

**Syllabus      Colloquium Landscape Architecture 16:550:572      Spring 2026**

Wednesday 12:10 PM - 3:10 PM      Blake Hall 149

This is a required class of the Landscape Architecture Graduate Program

Prerequisites: None

Professor:      Dr. Wolfram Hoefler  
Professor, Department for Landscape Architecture, Rutgers University,  
216 Blake Hall, 93, Lipman Drive, New Brunswick  
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**Course Description**

The “Colloquium Landscape Architecture” serves Master’s students in their last semester to successfully complete their written papers and design projects and deliver them accordingly to the formal requirements of the Rutgers Graduate School-New Brunswick.

Through lectures, reading assignments, presentations, guest crits and class discussions the Master’s students shall receive final inputs to improve their projects intellectually and gain mutual inspiration from presenting their works to the class.



## **Learning Goals and Learning Objectives**

### *Learning Goal 1:*

Students shall succeed in the timely and formally correct delivery of their Master's Thesis and their design projects, accompanied by smaller papers. They gain valid input to intellectually improve their projects. Students who are not doing a Master's Thesis but a Praxis Studio shall be able to improve their design solutions.

Learning objectives associated with this learning goal:

1a. Students that opted to deliver a Master's Thesis can write a scientifically and formally correct paper that meets the formal standards of the Rutgers Graduate School. All students reflect on the standards of their final design project both in the requirements to its form (necessary number and detailing of presentation plans in different scales, accompanying sections, perspectives and models) and content (ability to present and defend a design solution). Special attention will be put on representation (modes of representation and graphic design).

1b. Students shall understand that we have entered the Age of the Anthropocene where most of our environment is man-made. As designers and thinkers, they should be able to tie into the history of human interaction with the environment and understand which forms and meanings were impressed to landscape by which societal influences.

*Learning Goal 2:* Students will learn about the aesthetic dimension of place making, especially in the urban and suburban context. They will investigate the role of subjective human experience and the impact different forms of knowledge have on the shaping and interpreting of landscapes.

Learning objectives associated with this learning goal:

2a. Students will explore place making, landscape design and garden art as creations that appeal to all human senses. They will investigate what makes a designed landscape successful and accepted by its users. In addition, they shall understand what role the subjective human experience plays in this process. Students will also explore the inherent correlation between landscape aesthetics and landscape ethics.

2b. Students will be introduced to the connection and interaction between landscape design, architecture, art and literature. They will develop skills to describe, analyze and interpret landscape architecture as a true cultural, vital and important discipline oscillating between art and science. This ability should foster the successful completion of their studies with a Master's Thesis or a Praxis Studio. All students shall improve their analytical and verbal skills to present their design solutions to a final jury.

## **Canvas**

Please make sure to check the class Canvas website regularly. All assigned reading material and all necessary information will be uploaded and regularly updated.



### **Reading Assignments**

You are expected to complete assigned readings and exercises before the start of class and give your personal reflection on the text. This course is about helping you to improve your Master's Thesis or Project. Thus, it is essential that you commit to coming to class prepared and that you fully participate in class discussions and assignments.

All necessary texts and will be uploaded to Canvas by the instructor or fellow students. The assignments might change according to upcoming proposals from students throughout the development of the course.

### **Accommodations for Students with Disabilities**

Please follow the procedures outlined at [Home | Office of Disability Services \(rutgers.edu\)](https://www.rutgers.edu/disability-services)

### **Absence Policies**

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website [Student Self-Reporting Absence Application | Rutgers University](https://www.rutgers.edu/student-self-reporting-absence-application) to indicate the date and reason of your absence. An email is automatically sent to me.

**SEBS DEI Statement:**

It is our intention that students of all backgrounds will be well served by this course. We will work to create an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. We are lucky to have a diverse university. Diverse voices and life experiences enhance the learning process and we welcome students to share their personal experiences. We will not tolerate disrespectful language or behavior against any individual or group. If you feel as though you have been disrespected or treated unfairly by the instructors or any other individual please let us know. You may speak with the instructors in person, over email or report anonymously via the Office of Academic Programs. In addition, you may also report bias to the Rutgers Diversity and Inclusion initiative using this link:

<http://inclusion.rutgers.edu/report-bias-incident/>.

For further reference, please visit: <https://sebscourseapproval.rutgers.edu/policies/syllabus-dei-statements-policy/>

**Academic Integrity**

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

Please review the Rutgers University Academic Integrity Policy:

: <http://academicintegrity.rutgers.edu/>

**Course Work**

Keynote presentations of lectures are usually not provided online or in print. You are encouraged to take notes during the lecture.

**Course Evaluation**

Final Grades include: A (90-100%), B+ (86-89%), B (80-85%), C+ (76-79%), C (70-75%), D (60-69%), F (less than 60%)

Assignment 1 Share your intellectual innovation	20%
Assignment 2 Share your format	20%
Assignment 3 Reading questions and class participation	40%
Assignment 4 Final Boards for Exhibition	20%

**Assignment1: Share your intellectual innovation**

Identify the one thought or hypothesis that is guiding your work, this is much narrower than your overall research question.

Find a text that has inspired you, angered you, or made you rethink your approach.

Please upload your chosen additional literature in to the Canvas class discussion. at least one week prior to your presentation.

You will prepare the class discussion of the topic acknowledging the reading questions of your peers.

You may introduce your thoughts with a presentation, using media as appropriate.

Please note: That submission replaces the assignment submission, thus Canvas says no submission here.

**Assignment2: Share your format**

Final format of the report and of the RU thesis format

**Assignment 2 Reading questions and class participation**

Just like in the Theory of Landscape Seminar, you are expected to provide reading responses to the class discussion.

Prepare at least on reading question per text. Feel free to elaborate a little on that question. Please make sure that you provide citations or indicate page numbers of the author's train of thought which your question is in reference to.

Please note: That submission replaces the assignment submission, thus Canvas says no submission here.

**Assignment 3 Final Boards for Grad Celebration**

This class assignment goes beyond the MLA graduation requirements because those will be completed by uploading your final thesis. Details about content and format will be discussed in class.

Mount you project at scheduled time!!!

Please upload reduced PDFs to Canvas in addition to the pinned-up work.

Include photos of your installation.

## Schedule of Classes

<b>Class</b>	<b>Topic</b>	<b>In Class</b>
Wed 1/21	<b>Elevator talk about your thesis</b> What is the topic? Who is your committee? Why is that topic important for you? How does your topic advance landscape architecture at large? Where are you within work plan?	<b>Candidate here</b>  Update graduate topic list. Timeline (Lecture approaches to research) Assign student readers
Wed 1/28	Student 1, 2, 3	<b>Candidate here</b> Students provide reading or design examples and lead class discussion. Provide one text that has been important for you. How does the text relate to your topic?
Wed 2/4	Student, 4, 5, 6	<b>Candidate here</b>
Wed 2/11	Student 7, 8, 9	
Wed 2/18	Golden rules of PPT presentations and board designs	Submit Diploma application Submit candidacy forms
Wed 2/25	Review presentations Draft of complete project/thesis to committee by 3/1.	
Wed 3/04		
Wed 3/11	Exam Presentations	Candidate here
Wed 3/18	Spring Break	
Wed 3/25	Discuss final exhibition and Visit exhibition site 12:30 at library	April 1st: Diploma and Degree Application
Wed 4/01	Final board production	
Wed 4/08	Pin up of final board layout	
Wed 4/15	discussion between students to talk about the thesis process. Digital board pin up	
Wed 4/22	Earth Day Trip	
Monday 4/27	Pin up exhibition	
Wed 4/29	3:30 – 5:00 pm Grad Celebration	