

Syllabus Colloquium Landscape Architecture 16:550:572 Spring 2024

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
Office hours: Thursday 2:00 – 3:00 pm or by appointment Blake Hall 216
whoefer@rutgers.edu

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. 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 \(rutgers.edu\)](#)

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](#) to indicate the date and reason of your absence. An email is automatically sent to me.

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 Core Thought	30%
Assignment 2 Class Discussion/Readings	30%
Assignment 3 Final Boards	40%

Downgrading will be effective if students use cell phones during classes, surf in the Internet or doing other work not related to the actual class. As this course is designated to help master's students succeed in the delivery of their thesis or improve their final designs in the praxis studio, they will strongly benefit in engaging into the course.

Schedule of Classes: Dates, Topics and Assignments

Class	Topic	In Class
Wed 1/17	Elevator talk about your thesis 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?	Update graduate topic list. Timeline (Lecture approaches to research) Assign student readers
Wed 1/24	Student 1 & 2 & 3	Students provide reading and lead class discussion How does the text relate to your topic?
Wed 1/31	Student 4 & 5 & 6	
Wed 2/7	Student 7 & 9 & 10	
Wed 2/14	Student 11 & 12 & 13	
Wed 2/21	Golden rules of PPT presentations and board designs	
Wed 2/28	Oral Exam Presentations	
Wed 3/6	Oral Exam Presentations	
	Spring Break	
Wed 3/20	Field Trip	
Wed 3/27	Exam Presentations	
Wed 4/3	Pin up of final board layout	
Wed 4/10	Works Session	
Wed 4/17	Works Session	
Wed 4/24	Grad Celebration	

Regular Classes End on Monday, May 1, 2024

All master's and doctoral degree candidates.

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.

The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.
- Adherence to these principles is necessary in order to ensure that everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. See also: <http://academicintegrity.rutgers.edu/>