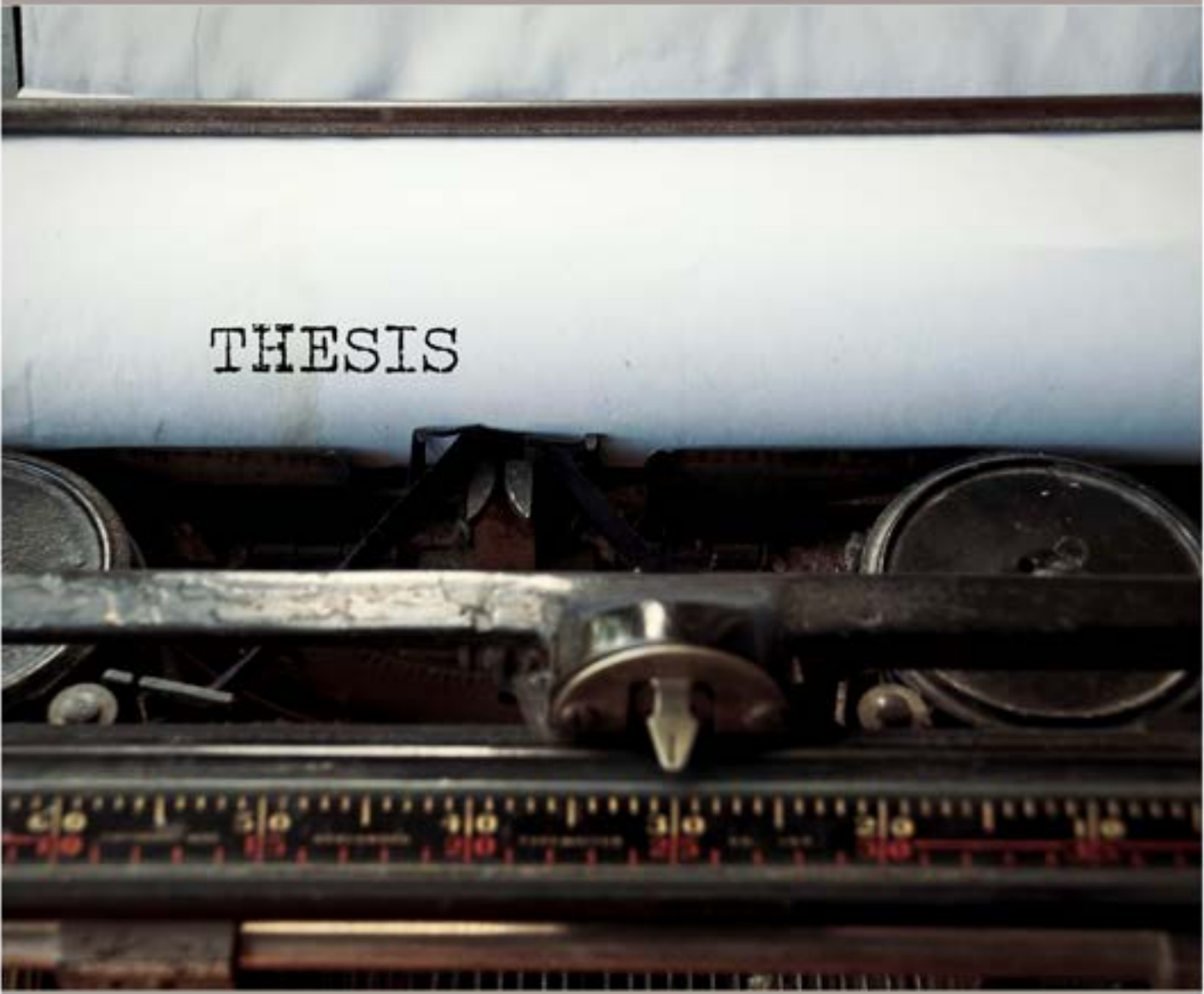


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REFORMED  THEOLOGICAL SEMINARY  
GLOBAL

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THESIS

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INTEGRATIVE THESIS  
DR. JAMES N. ANDERSON

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# Course Overview

## *Table of Contents:*

Course Overview  
Required Textbooks

Meet the Professor  
Grades

Student Learning Objectives

## *Course Description:*

00PT5940 Integrative Thesis, 3 hours

Professor of Record:

Dr. James N. Anderson

The written thesis provides the student with a means to demonstrate academic skill in interdisciplinary theological studies and to contribute to that body of knowledge. In the thesis, a 75-page monograph, the student will show mastery of the skills of comprehension and evaluation. The thesis is a demonstration that the student is able to analyze, synthesize and apply interdisciplinary theological research, including chapters on relevant church history, systematic theology and biblical studies. In addition, the student's thesis should show how his research makes a contribution to theological literature and the ministry of the church

## *Course Objectives:*

Upon completing the course, students will know the following:

- How to craft a thesis topic as a propositional statement
- How to write a preliminary annotated bibliography
- How to use a theological library
- How to apply theological disciplines to the research topic
- How to collaborate on theological research with a professor
- How to apply Turabian style of research formatting

## *Required Textbooks:*

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 2d ed. Chicago: University of Chicago Press, 2015.

Frame, John M. *The Doctrine of the Knowledge of God*. 1989. Phillipsburg: P and R Publishing.

Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press.

Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology*. Grand Rapids: Zondervan, 2001.

[These books may also be available in ebook format through various retailers]

### *Online Student Handbook:*

The Online Student Handbook (can be [downloaded here](#)) has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual.

### *Summary of Requirements:*

- Submit [Big Four](#) (40%)
  - One-Sentence [Thesis Statement](#) (10%)
  - One-paragraph [Summary](#) (10%)
  - Two-Page [Thesis Outline](#) (10%)
  - [Annotated Bibliography](#) (10%)
- Submit [Thesis Draft](#) (40%)
- Submit [Revised Draft](#) (10%)
- Complete [Mentor Report](#) (10%)

# Meet the Professor

## *Professor of Record:*



**Dr. James N. Anderson** is an ordained minister in the Associate Reformed Presbyterian Church. Dr. Anderson came to RTS from Edinburgh, Scotland, and specializes in philosophical theology, religious epistemology, and Christian apologetics. His doctoral thesis at the University of Edinburgh explored the paradoxical nature of certain Christian doctrines and the implications for the rationality of Christian faith. His research and writing has also focused on the presuppositionalism of Cornelius Van Til, particularly his advocacy of the transcendental argument. Dr. Anderson has a longstanding concern to bring the Reformed theological tradition into greater dialogue with contemporary analytic philosophy. Before studying philosophy, Dr. Anderson also earned a Ph.D. in Computer Simulation

from the University of Edinburgh. He is a member of the Society of Christian Philosophers, the British Society for the Philosophy of Religion, and the Evangelical Philosophical Society. Prior to joining RTS Charlotte, Dr. Anderson served as an assistant pastor at the historic Charlotte Chapel in Edinburgh where he engaged in regular preaching, teaching, and pastoral ministry. He is active now in service at Ballantyne Presbyterian Church in Charlotte. He is married to Catriona and they have three children. You can follow his blog at [www.proginosko.com](http://www.proginosko.com) or on Twitter [@proginosko](https://twitter.com/proginosko)

## *Selected Publications by Dr. Anderson*

*Paradox in Christian Theology: An Analysis of Its Presence, Character, and Epistemic Status*. Paternoster Theological Monographs. Eugene, OR: Wipf and Stock, 2007.

*What's Your Worldview?: An Interactive Approach to Life's Big Questions*. Wheaton, IL: Crossway, 2014.

"The Lord of Noncontradiction: An Argument for God from Logic" co-authored with Greg Welty, *Philosophia Christi* 13:2. 2011.

Review of *Analytic Theology: New Essays in the Philosophy of Theology* edited by Oliver Crisp and Michael Rea, *Ars Disputandi* 11. 2011.

"No Dilemma for the Proponent of the Transcendental Argument: A Response to David Reiter," *Philosophia Christi* 13:1 2011.

Review of *The Reformed Objection to Natural Theology* by Michael Sudduth, *Themelios* 35:2 2010.



# Grades

## *Mentor Report (10%):*

You are required to submit a mentor report at the end of the course. Every portion of the form (goals, summaries, assessments, and signatures) should be completely filled out by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom.

## *Assignments:*

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

## *Contact Information:*

Reformed Theological Seminary, Distance Education

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Web site: [www.rts.edu/global](http://www.rts.edu/global)

# Course Outline

Integrative Thesis is a four-month course that is driven by a rather tight schedule. Please remember that it's *your* responsibility to follow the timetable. The order of steps we've presented for this course are recommended steps, based on what has worked well for other students in the past. However, every student's thesis and the developmental steps for creating the thesis are different. If at any time, you need additional help, please contact RTS Distance Education Student Services at [dess@rts.edu](mailto:dess@rts.edu).

During the first month, you will participate in what we call a “stumbling block” simulation. It's designed to answer any questions or concerns you might have regarding the development of your thesis. It will also provide helpful advice and tips for identifying and overcoming potential stumbling blocks you might encounter. Between reading assignments and quizzes, you'll start working on composing the Big Four--that's the thesis statement, paragraph, outline, and bibliography. Here is a more detailed breakdown of the activities you'll complete in.

## Month One:

Week(s)	Day(s)	Activities
Week 1	Day 1	View Introduction Simulation
Week 1	Day 1	View Confidence Simulation 1
Week 1	Day 1	View Stumbling Blocks Simulation
Week 1	Days 2-3	View Big Four Part 1 Simulation
Week 1	Days 4-5	View Big Four Part 1 Simulation and Complete Frame Reading and Quiz
Week 2	Day 6	View Big Four Part 1 Simulation and Complete Vyhmeister Reading and Quiz
Week 2	Days 6-10	View Big Four Part 2 Simulation and Work on Thesis Statement and Paragraph
Week 3	Day 11	View Big Four Part 2 Simulation and Complete Booth Reading and Quiz
Week 3	Days 11-15	View Big Four Part 2 Simulation and Work on Thesis Outline
Week 4	Day 16	View Big Four Part 2 Simulation and Complete Turabian Reading and Quiz
Week 4	Days 16-20	View Big Four Part 2 Simulation and Work on Annotated Bibliography
Week 4	Day 20	View Big Four Part 3 Simulation and Submit Big Four for Faculty Review
Week 4	Day 20	View Confidence Simulation 2



During the second month, you'll refine the work you've done on the Big Four. It's also during this time that a Faculty Advisor will be assigned to you. The two of you will be able to discuss in great detail the direction of your thesis. This is a great time to learn from the knowledge and experience of your Faculty Advisor. Here is a more detailed breakdown of the activities you'll complete in Month Two.

### Month Two:

Week(s)	Day(s)	Activities
Week 1	Days 21-25	Check Big Four Forum for Posts and Receive Faculty Advisor Assignment
Week 1	Day 25	Schedule Phone Call 1 with Faculty Advisor
Week 2	Days 26-30	Discuss Big Four Revisions with Faculty Advisor During Phone Call 1
Week 2	Day 30	Log Phone Conversation in Forum
Week 3	Days 31-35	Make Further Revisions to Big Four
Week 3	Day 35	Schedule Phone Call 2 with Faculty Advisor
Week 4	Days 36-40	Discuss Big Four Revisions with Faculty Advisor During Phone Call 2
Week 4	Day 40	Log Phone Conversation in Forum
Week 4	Day 40	View Confidence Simulation 3

By the time you complete the third month, you will be well on your way toward finishing a rough draft of your thesis. During this time, again between reading assignments, activities, and quizzes, you'll participate in phone calls and forum posts with your Faculty Advisor to make sure that your writing and research is on par with the level of work we expect from all our students. During the third month, you'll also get to experience another simulation to help you craft the right tone and tenor for your paper. Here is a more detailed breakdown of the activities you'll complete in Month Three.

### Month Three:

Week(s)	Day(s)	Activities
Week 1	Days 41	View Tone and Tenor Simulation
Week 1-3	Day 41-55	View Rough Draft Simulation and Work on Creating Thesis Rough Draft
Week 3	Days 55	View Confidence Simulation 4
Week 3	Day 55	Schedule Phone Call 3 with Faculty Advisor/Submit Thesis Rough Draft for Review
Week 4	Days 56-60	Discuss Thesis Rough Draft Revisions with Faculty Advisor During Phone Call 3
Week 4	Day 60	Log Phone Conversation in Forum

Your fourth month will be busy. You'll work with your Faculty Advisor to refine any areas of your thesis that need refining. You'll most likely have your ideas well outlined, your arguments properly researched, and a good portion of your wording down pat. Much of this time will be spent putting the final touches on your paper and focusing on formatting it. Here is a more detailed breakdown of the activities you'll complete in Month Four.

#### Month Four:

Week(s)	Day(s)	Activities
Week 1-2	Days 61-70	Work on Revisions to Thesis Paper
Week 3	Day 71	Schedule Phone Call 4 with Faculty Advisor and Submit Thesis Final Draft for Review
Week 3-4	Days 71-80	Discuss Thesis Final Draft with Faculty Advisor During Phone Call 4 to Wrap Up Course
Week 4	Day 80	Log Phone Conversation in Forum
Week 4	Days 75-80	Student and Mentor Fill Out Mentor Report Form
Week 4	Day 80	Student Views Conclusion Simulation
Week 4	Day 80	Student Fills Out and Submits Course Evaluation Form
Week 4	Day 80	Submit Revised Thesis Rough Draft to Distance Librarian for Final Format Check
Week 4	Day 80	Make Changes Suggested by Distance Librarian
Week 4	Day 80	Submit Final Draft



## Course Objectives Related to MAR Student Learning Outcomes

Course: Integrative Thesis, OCE751

Professor: James Anderson

<b>MAR Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<i>In order to measure the success of the MAR curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAR outcomes.</i>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	-Required chapters are historical, theological, biblical and practical -Literature review gives academic context of proposition statement
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	-Thesis includes chapter on biblical exegesis as guided by faculty advisor -Textual and library research at the graduate-level
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	-Reference to standards and tradition in consideration of need and next steps for progress -Highlights of Reformed theology included in that chapter
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	-Important exercise in God's truth at a very detailed level
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	-Establishment of the pillars of truth for larger and applied issues
<b>Winsomely Reformed/ Evangelistic</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	-Tone and tenor is positive in theological writing -Tutorial for "How to Write a Thesis" moves through instruction and examples by Professor John Frame
<b>Teach</b>	Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	-Thesis proposition statement must be clear and concise -Annotated bibliography is part of "Big Four" to recruit faculty advisor
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	-Official work with the global community of theological scholars -Chapter on practical theology makes an explicit application to civic issues
<b>MAR Specific SLO</b>	An ability to integrate such knowledge and understanding into one's own calling in society	Strong	-Interdisciplinary capstone for the degree -Application explored start to finish