

---

---

REFORMED  THEOLOGICAL SEMINARY  
GLOBAL

---



---

---

INTEGRATION SEMINAR  
DR. JAMES N. ANDERSON

---

---



# Course Overview

## *Table of Contents:*

<a href="#">Course Overview</a>	<a href="#">Grades</a>
<a href="#">Recommended Textbooks</a>	<a href="#">Course Outline</a>
<a href="#">Meet the Professor</a>	<a href="#">Instructional Design for Thesis Topic</a>
<a href="#">Student Learning Objectives</a>	

## *Course Description:*

00PT5945 Integration Seminar, 3 hours  
Professor of Record:  
Dr. James N. Anderson

The Integrative Seminar is the capstone of the MA/Distance degree and a forum for the discussion of the thesis. The student has the opportunity to defend his thesis before peers and faculty. The thesis will be completed in accord with the criteria laid out in the aims of OCE751 and in response to the evaluation by peers and faculty. Additionally, an instructional design is presented for teaching in the church or community related to the thesis topic.

## *Course Objectives:*

Upon completing the course, students will know the following:

- How to present a summary of the thesis with visual support
- How to defend a formal thesis in an interview with questions from the faculty advisor
- How to complete an instructional design presentation of needs assessment, situation analysis, team organization, objectives specification, media selection, prototype construction, and program evaluation

## *Recommended Textbooks:*

Smaldino, Sharon E., Deborah L. Lowther and James D. Russell. *Instructional Media and Technologies for Learning*. (10th Edition) Pearson Education, Inc., Publishing as Allyn & Bacon, 501 Boylston St., Boston, MA 02116. (2012).

[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:*

- **Presentation #1: Thesis Defense Presentation**
  - Present 30 minute summary of thesis
  - Responds to 25-30 minute Q&A' from thesis advisor
  -
- **Presentation #2: Instructional Design Project Presentation**
  - Instructional design for teaching material for the local church related to the thesis topic.
  
- Submit short essay on some current even related to thesis topic

# 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

2101 Carmel Road

Charlotte, NC 28226

(704) 900-1257

1-855-854-6920

FAX: (704) 366-9295

E-mail: [dess@rts.edu](mailto:dess@rts.edu)

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



# Course Outline

## Pre-Seminar

Draft of thesis is approved by faculty advisor and graded for OCE751 at least one month before date of seminar.

## Seminar

Student presents 30 minute summary of thesis to seminar participants and via web conferencing with a PowerPoint series of ten slides or so.

Student responds to 25-30 minute Q&A from thesis advisor.

Student presents Instructional Design Project for teaching material for the local church related to the thesis topic.

Student writes a short essay on some current event related to their thesis topic.

## Post-Seminar

Final Revisions are made to written document and approved.

# Instructional Design for Thesis Topic

The instructional project for the Integration Seminar is to make a plan for doing the instructional design of an educational product or typical teaching series for the student's local church. A finished product is not necessary, just two or three paragraphs per step below on the plan to do this instructional design. Complete a simple PowerPoint series of ten slides or so for this exercise. The steps for instructional design and development are as follows:

## 1. Needs Assessment

What are the benefits to be sought for your learner? Find the gap between the ideal and the status quo. What is the "job" that your learner will choose you or your educational product to do? Surveys, interviews, records, etc. are sources of data for a needs assessment. You do not have to complete the study, but write a plan of how you might do the data collection and analysis and what you expect to find in your study.

## 2. Situation Analysis

This phase leads to knowing the features of the education needed for your learner to reach the learning outcomes and for your company to earn positive net revenue (income minus expenses)? What are the constraints and opportunities with your time, money, resources, people, etc.? What is revealed by a "SWOT analysis" of the setting (Strengths, Weaknesses, Opportunities, Threats)?

## 3. Team Organization

What are the roles and goals for each member of the team responsible for design, development and evaluation of education delivery? What professional skills and disciplines will be needed on the team for delivery? List abilities and interests necessary for project success. What is the character and competence needed to be observed for trust in each member of the team?

## 4. Objectives Specification

What will the learner know, feel and do upon completion of the instruction? How is this set of outcomes consistent with the Purpose, Vision, Mission and important Directions of the church?

## 5. Media and Software Selection

Given the above "front-end analysis", what are the recommended formats or medium/media for the project? Oral, text, ... and/or audio, video, animation, etc.?

## 6. Evaluation

What is the match of the objectives and needs to the learner outcomes observed by both internal and external reviewers? How would you set up formative and summative evaluation processes? How would your findings be recycled for future improvements in this example of Christian education?

**Course Objectives Related to MAR Student Learning Outcomes**

Course: Integrative Seminar

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	-Thesis defense -Instructional design presentation
<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.)	Moderate	-Presentation and examination by faculty thesis advisor on biblical studies chapter -Application of Scripture to needs of an audience, cf. "exegete your audience"
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	-Exam on Westminster Shorter Catechism, including smart app -History of Westminster divines and the catechism
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	-Knowing God via deep theological study on thesis topic -Loving God and neighbor with preparation for teaching on the topic
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	-Defense of thesis, including application to church and world -Reaction essay to current event in light of thesis results
<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.)	Strong	-Graduate-level research with best practices -Understanding non-Christian literature -Theological disagreement in proper dialogue and attitude
<b>Teach</b>	Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	-Instruction design project for thesis topic including needs, SWOT, team, objectives, prototype and evaluation
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	-Preparation to teach thesis material to church groups -Civic engagement in practical theology chapter
<b>MAR Specific SLO</b>	An ability to integrate such knowledge and understanding into one's own calling in society	Strong	-Instructional design considers how to apply and teach thesis topic -Teaching skills for career and church