

## XX9900P Capstone Integrative Project

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**Semester 2:** Four seminars held throughout the semester

### Description

This unit is offered in order to enable postgraduate students to fulfil the capstone requirements related to their award and is intended to be taken in the student's final year. It aims to direct, support and encourage the integration of student learning across the theological disciplines by means of participation in an integrative seminar and completion of a project that draws on the student's prior learning and directs it towards an integrative treatment of a chosen topic. Topics may be related to a particular theme identified in advance by Faculty. Projects must include explicit engagement with methodologies, concepts, and content from more than one Field and show awareness of the issues related to creative and effective communication of theological ideas. Seminars will provide an overall framework for integrative learning, but specific content will be largely determined by the participants' own interests and experience. Students will be expected to present their ideas to their peers and members of Faculty and to engage in critical interaction and feedback within the seminar process and at a Colloquium before a wider group.

### Learning outcomes

Upon successful completion of this unit, it is expected that students will be able to:

1. Demonstrate a critical and sophisticated understanding of the methodologies, concepts and key issues from at least two fields of study explored in their prior learning.
2. Articulate points of synthesis and integration between different fields of theological study (biblical, historical, systematic, philosophical, practical).
3. Direct their understanding towards the generation of new questions and insight in relation to a chosen project that relates to at least two fields of theological study.
4. Present integrated theological ideas coherently, creatively and effectively, taking into account critical feedback from peers.
5. Plan and execute a substantial integrative project, drawing on advanced skills in research, writing and presentation.

### Assessment

Assessment Type	Weighting
Attendance at and documented engagement in four seminars comprising intentional, reflective and critical interaction with tutors and peers (1000 words equivalent)	10%
20 minute seminar presentation of chosen project with due weight given to the critical integration of ideas and peer feedback	30%
Integrative project (6,000 words or equivalent)	60% or 90%*

\*NB If the mark is higher than that attained for assignment 2

**Pre-requisite:** Required postgraduate foundational units and at least 50 per cent of elective units relevant to the award. The capstone unit will usually be taken during the last two semesters of a Coursework Master's Degree.

**Lecturer:** Selected from Pilgrim Theological College Faculty with relevant expertise.

### Recommended reading

\* = set texts recommended for purchase

- Bass, Dorothy C., Dykstra, Craig, (eds.), *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids: Eerdmans, 2008.
- Berry, Ralph., *The Research Project: How to Write It*. 4th edition; London: Routledge, 2000.
- Farley, Edward, *Theologia: The Fragmentation and Unity of Theological Education*. Eugene: Wipf and Stock, 2001.
- Ghiloni, Aaron J., 'On Writing Interdisciplinary Theology', *Practical Theology* 6 (2013), 9–33
- Gorringe, Timothy, *Furthering Humanity: A Theology of Culture*. Basingstoke: Ashgate, 2004.
- Markham, Ian S., *A Theology of Engagement*. Oxford: Blackwell, 2003.
- Thielicke, Helmut, *A Little Exercise for Young Theologians* trans. Charles Taylor. Grand Rapids: Eerdmans, 1962.
- Yaghjian, Lucretia B., *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York / London: Continuum, 2006.