

XX9900P  
Capstone Integrative Project

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

### Description

This unit enables postgraduate students to fulfil the capstone requirements related to their award and is intended to be taken in the student's final year. It directs supports and encourages 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; actively address the graduate outcomes of the award in which the student is enrolled; and show awareness of the issues related to creative and effective communication of theological ideas. Seminars will provide an overall framework for integrative learning while 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 and their relationship to the outcomes of the award in which they are enrolled;
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
Seminar	10%
Oral Presentation (10 mins presentation and 15 minutes class discussion)	30%
Essay (8000 words)	60% (or 90% if the mark is higher than that attained for assignment 2)

**Pre-requisite:** Requires completion of the postgraduate foundational units and at least 50% of elective units relevant to the award. The capstone unit will usually be taken during the last two semesters of the coursework.

**Lecturer:** Kerrie Handasyde in collaboration with other Pilgrim Theological College Faculty with relevant expertise.

### Recommended reading

\* = set texts recommended for purchase

Bass, Dorothy C., and Craig Dykstra, Craig, eds. *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids, MI: Eerdmans, 2008.

Berry, Ralph. *The Research Project: How to Write It*. 4<sup>th</sup> edition. London: Routledge, 2000.

\*Booth, Wayne, et al. *The Craft of Research*, 4th edition. Chicago: University of Chicago Press, 2016. It's available as an e-book (3rd edition) or hard copy in the DML.

Farley, Edward. *Theologia: The Fragmentation and Unity of Theological Education*. Eugene, OR: Wipf & 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, MI: Eerdmans, 1962.

Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York / London: Continuum, 2006.