

REFORMED THEOLOGICAL SEMINARY

GLOBAL



Integration Seminar Dr. Greg R. Lanier

Course Overview

Table of Contents:

Course Overview
Recommended Textbooks
Meet the Professor

Grades
Course Outline
Instructional Design for Thesis Topic

Student Learning Objectives

Course Description:

PT5945 Integration Seminar, 3 hours Professor of Record: Dr. Greg R. Lanier

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. Greg Lanier joined the faculty of RTS Orlando in 2016 and teaches courses related to New Testament exegesis and interpretation, Greek, and preaching. He is also an Associate Pastor (part-time) at River Oaks Church and is ordained in the PCA. He lives in Oviedo with his wife, Kate, who is an optometrist, and their three daughters. Before moving to Florida, the Laniers lived in Cambridge, England, where Greg finished his doctorate; while in England, they were actively involved in an evangelical Anglican church.

Prior to their overseas sojourn, Greg and his family lived in Charlotte, NC, where he attended RTS Charlotte, served as teaching assistant to Dr. John Oliver (now retired), and served as a pastoral intern at Uptown Church PCA under Dr. Michael Kruger (campus president at RTS Charlotte). Before discerning the Lord's calling into pastoral and academic ministry, Greg worked in various professional roles in Charlotte, Birmingham, and Atlanta, ranging from management consulting to private equity investing.

His research interests include the Synoptic Gospels, canon and textual criticism, the use of the OT in the NT, the Pauline epistles, and the Septuagint. He also serves on the editorial board of the Journal of Biblical and Theological Studies, and he maintains a blog.

Publications:

Old Made New: A Guide to the New Testament Use of the Old Testament. Wheaton: Crossway, 2022.

The Septuagint: What It Is, and Why It Matters (with William A. Ross). Wheaton: Crossway, 2021.

Corpus Christologicum: Texts and Translations for the Study of Jewish Messianism and Early Christology. Peabody, MA: Hendrickson, 2021.

Studies on the Intersection of Text, Paratext, and Reception: A Festschrift in Honor of Charles E. Hill (with Nicholas Reid). Texts and Editions for New Testament Studies 15. Leiden: Brill, 2021.

Is Jesus Truly God? How the Bible Teaches the Divinity of Christ. Wheaton: Crossway, 2020.

A Book-by-Book Guide to Septuagint Vocabulary (with William A. Ross). Peabody, MA: Hendrickson, 2019.

How We Got the Bible: Old and New Testament Canon and Text. Christian Pocket Guides. Fearn, Ross-shire: Christian Focus, 2018.

Septuaginta: A Reader's Edition (with William A. Ross). Peabody, MA: Hendrickson, 2018.

Old Testament Conceptual Metaphors and the Christology of Luke's Gospel. Library of New Testament Studies 591. London: T&T Clark, 2018.

Grades

Mentor Report (10%):

If you are enrolled in an **RTS Global** degree or certificate program submit a mentor report. Every portion of the form (goals, summaries, assessments, and signatures) should be filled out completely by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom. See specific instructions for this assignment in Canvas.

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, Global Education

2101 Carmel Road

Charlotte, NC 28226

Campus: (704) 366-4853 Toll Free: (800) 227-2013

E-mail: dess@rts.edu

Web site: rts.edu/campuses/online/

Course Outline

Pre-Seminar

Draft of thesis is approved by faculty advisor and graded for 0CE751 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

MAR Student Learning Outcomes 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.		Rubric Strong Moderate Minimal None	Mini-Justification
Articulation (oral & written)	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
Scripture	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"
Reformed Theology	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
Sanctification	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
Desire for Worldview	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
Winsomely Reformed/ Evangelistic	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
Teach	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
Church/World	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
MAR Specific SLO	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