

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Course	MTS MODULAR PROGRAM INTEGRATIVE SEMINAR INTD M516
Date and Time	NOV. 9, 2020; FEB. 8; MAR. 22 & 29, 2021 MONDAYS, 6:00 – 10:00 PM
Instructor	NARRY F. SANTOS, PhD Email: nsantos@tyndale.ca
Class Information	Consultation with Students: available by appointment Office Hours: Mondays, 4:00 – 6:00 PM
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

As the final course in the MTS modular sequence, this seminar allows students to develop and present to their group an individualized project that draws upon their academic learning, spiritual growth and preparation for ministry during the previous two years. The student project will be summative in nature, in which biblical, theological, historical and cultural perspectives, methods and resources will be used.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. “pull together” the various academic strands of their seminary education in a comprehensive missional-theological framework;

2. integrate their academic work with their sense of spiritual growth and calling to ministry by focusing on a self-designed project.
3. research (biblically, theologically, historically or culturally), reflect and present on a specific topic which can serve the student's ministry context or advance the student's personal or professional goals.

III. COURSE REQUIREMENTS

- A. Completion of the "**Project Proposal Sheet**" (form below). Due: Monday, Jan. 18, 2021 (firm).
- B. Class **Virtual Presentation of "Project Proposal."** Due: Feb. 8, 2021 (10% of Final Grade).
- C. Completion of a guided **independent study project** involving approx. 90 hours of work (see below). Marking template attached. Due: for presentation beginning Mar. 22 and 29, 2021. (70% of Final Grade)
- D. **Virtual Project Presentation** within the cohort group with online handouts (see below). All students must be prepared to present by first presentation date. Presentations will occur on Mar. 22 and 29, 2021. Marking template is attached. (20% of Final Grade)

Examples of possible projects

1. **Integration Paper:** Address a topic of importance to the life and thought of the Christian community in an essay of approximately 25-30 pages. The student will employ biblical, theological, historical and cultural perspectives, methods and resources in a connected way as these skills were learned in the MTS coursework (at least three of the disciplines should be represented, although one or two will dominate). The paper will employ a missional framework.
2. **Literature Survey:** Identify, discuss, and relate significant books, articles, essays or electronic resources on a specific topic, organized according to a guiding concept with an annotated bibliography assessing the source's strengths and weaknesses. The review will be relevant, appropriate to the missional framework of the MTS Modular program, and useful.
3. **Field-based project:** Description and analysis of a missional-ministry situation which is reflected upon from theological, biblical, historical and pastoral perspectives, including a strategic plan for the future health and growth of this ministry. Carefully designed surveys, interviews or focus groups will be used.

4. **Extended Research Paper:** Effective use of primary and secondary sources on a chosen topic, demonstrating familiarity with significant issues, differences in interpretation, scholarly argumentation and independent judgment (approx. 25-30 pp.). The paper will relate to a missional theology.
5. **Ministry Project and Reflection:** A Sunday School curriculum; a series of sermons or newspaper columns with an apologetic slant; a piece of drama, visual art, etc. The project will be supplemented by a 12-15 pp. biblical, theological, historical and/or cultural reflective commentary or rationale (e.g., for the learning outcomes and biblical texts chosen for the Sunday School curriculum) showing clear links and learning from the program's missional theology.

Procedures

1. **Syllabus:** Students will receive the syllabus approximately four months in advance from the Director of the MTS Modular Program. This gives the student time to develop a viable topic for in-depth study.
2. **Project Proposal Form**, including a 1-page bibliography,¹ must be completed and submitted by the student to the MTS Director / designate by **Jan. 18, 2021**. Students must follow the [Chicago-Style Quick Guide](#) (Tyndale e-resource)/ [Chicago Manual of Style Online](#) exactly (especially [ch. 14](#); for citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).
3. **Proposal Approval:** The Program Director or designate will review the proposal and make suggestions. The student will edit his/her draft. The Director / designate will serve as supervisor of his or her project. The student will solicit feedback from the supervisor before presenting the proposal to the class.
4. **Virtual Presentation of Proposal (Feb. 8, 2021):** Students will present their draft proposal to their cohort (15 minutes maximum) and receive feedback from classmates.
5. **Completed Projects:** Please submit 2 paper copies and 1 copy electronically. (See Tyndale's policy for the "Submission and Grading of Late Assignments" on the MTS Modular webpage).
6. **Schedule:** The cohort will meet in a series of sessions at the end of the module to allow students opportunity to present their projects.

¹ Minimally you will be expected to have searched for and identified key books in Tyndale's library as well as journal articles from the library's *e-Journal Database*. With the database you can identify and also download many refereed theological articles from the ATLA Religion Database.

E. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Project Proposal	10 %
Written Project	70 %
Project Presentation	20 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants require ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

1. **Nov. 9, 2020:** Virtual Introduction / Methodology
2. **Jan. 18, 2021:** Due: Project Proposal Sheet" (form below).
3. **Feb. 8, 2021:** Virtual Presentation of Project Proposals
4. **Mar. 22 and 29, 2021:** Virtual Presentations of Projects

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PROJECT PROPOSAL SHEET (Due: Jan. 18, 2021)

(To be presented Feb. 8, 2021; 15 mins.)

Student Name:

Proposed Title:

Supervisor:

Type of Project (e.g., research essay, literature survey, sermon series, case studies, curriculum, strategic plan):

Need Statement / Background to Study: (What has led you to decide to do this particular project? Why this particular project?)

Research Problem / Questions/ Topic to be Addressed?

Specific Terminology / Concepts

Aims and Objectives of the Project (What do you wish to achieve?)

Scope of Research and Topics to be Covered

Methodology: (What steps are you going to follow to achieve your intentions? How will you examine your topic?)

Significance of Topic (Justification for the Study)

Research Plan/ Timetable

Indicative Bibliography: (ca. 15-25 primary and secondary sources, including journal articles and books)

Availability of resources needed to successfully undertake this project:

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INTEGRATION PROJECT PRESENTATION

The integration project *presentation* is worth 20% of the final mark.

Structure of time for presentation:

- the presentation of the material should take 30 minutes (max).
- the presentation will be followed by 15 minutes of questions and discussion.
- there will then be a 10-minute break before the next presentation.

The limited amount of time makes it impossible to present a summary of all your work, so you will need to focus.

- Present some of the key points and highlights of your project elaborating on the ideas and exploring their implications.
- The presentations should be creative, using several media if possible.
- Avoid lecturing. You are one of four who will present that evening. An evening of lecturing will create serious fatigue – regardless of how amazing your project is.

Marking will be based on your ability to develop and communicate an idea.

- your ability to engage your fellow students in the learning process.
- your ability to engage the students at more than one level. Do not be strictly cognitive in your presentation of the idea.
- your ability to show the integration of more than one area will be important. For example, a research paper on a topic will need to exhibit awareness as to how the ideas explored actually change our behaviour. A curriculum project will need to demonstrate awareness of the theoretical issues at stake.

Please follow the following structure for your presentation (note: this structure reflects the structure of your proposal)

Part 1 (25-30 minutes)

Structure and Method (2 page max. handout)

- **Title** of Paper / Presentation
- **Topic:** What did you examine?
- **Perspective:** What is the particular perspective from which you examined this topic?

- **Goal:** What did you set out to achieve?
- **Method:** How did you examine your topic (i.e., what path did you chose to reach this goal and why?)
- **Sources / Basic Bibliography:** What resources were used / read?

Thesis paper (1 page)

The thesis paper should reflect the structure of the paper /presentation. It may include definitions, quotes, key statements and some bibliographic references.

Part 2 (15 – 20 minutes)

- **Questions and feedback** from professor and fellow students

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Mark Sheet for Oral Presentations

Student Presenter:

Course: MTS Integrative Seminar (**M35**)

Professor: Dr. Narry Santos

Very Poor = 0 ...	Excellent = 10	SCORE AWARDED
PREPARATION Disorganised, poor timing	PREPARATION Well organised; starts and ends on time	
STRUCTURE Unstructured, no clear aims; poor introduction, development of argument and conclusion to topic	STRUCTURE Well structured: clear overview and well signalled transitions between introduction, development and summary	
TECHNICAL CONTENT Poor standard of knowledge and understanding of basic facts and source material; too much or too little material at wrong level	TECHNICAL CONTENT Accurate and correct amount of material pitched at appropriate level	
VERBAL DELIVERY Unclear, too quiet, mumbled, monotonous & uninteresting	VERBAL DELIVERY Clear; audible, varied engaging tone, well explained in content	
NON-VERBAL DELIVERY Lacking confidence and enthusiasm; ignoring audience	NON VERBAL DELIVERY Energy and enthusiasm; good eye contact; no distracting mannerisms	
VISUAL AIDS Illegible, cluttered; uncoordinated with verbal delivery	VISUAL AIDS Legible and interesting; enhancing presentation	
RESPONSE TO QUESTIONS Unable to answer; floundering and prepared to waffle.	RESPONSE TO QUESTIONS Understands question rephrases; gives answer to satisfy questioner; no waffle; honesty	
	TOTAL (70 ÷ 7)	

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MTS Modular Integrative Seminar (INTD M516)

Integrative Project - Evaluation Form

Student	
Cohort	M35
Title	
Type of Project	
Supervisor	
Course Director	
Date	

Evaluation

Understanding of the Issue/Problem: Relevant questions are perceived and addressed in the project
Context: Context and connections to related themes and issues are recognized; student shows awareness of other approaches
Focus: Research question, thesis topic or project is sufficiently and meaningfully focussed
Sources: Relevant texts from the MTS program are employed; relevant primary and secondary sources (beyond MTS program texts) are identified and critically employed in appropriate breadth and depth (incl. e.g., monographs, biblical and theological dictionaries, relevant journal articles)
Independent Thought: Questions, arguments and issues raised are understood, and fairly, independently, creatively and critically engaged.
Content: Thorough and nuanced evaluation and synthesis of source materials; accurate with no major errors or omissions
Method: Has an awareness of methodological concerns and conceptual frameworks (note: discipline specific!); relates theory to practice;

Development of Thought: Ideas, arguments (or e.g., curriculum units) are clearly structured; each section contributes clearly to the development main idea/theme/argument
Integration Skills and insights from at least two theological disciplines (eg., Bible, Theology, Ethics, History, Spirituality, Culture) are employed at appropriate level of sophistication.
Subjective Involvement & Objectivity: Personal involvement and distanced objectivity are in good balance.
Conclusion and Significance: The thesis/project comes to a conclusion; its significance is demonstrated.
Formal Presentation: Proper spelling, grammar, formatting and referencing ("Chicago" style).
Grade:
Further comments: