



**TYNDALE**  
Seminary

**Course Syllabus  
Fall Semester 2011**

**LEADERSHIP DEVELOPMENT  
LEAD 0510**

**WEEKEND COURSE**

**SEPTEMBER 23-24; OCTOBER 21-22; NOVEMBER 18-19; DECEMBER 3, 2011**  
**—FRIDAYS 6:30-9:20; SATURDAYS 9:00 A.M.-3:50 P.M.**

**PROFESSOR ARTHUR BOERS, DMIN**

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Office Hours: Tuesdays 10:00 to 11:20 a.m.; Wednesdays 11:00 a.m. to 12 noon.

To access your course materials at the start of the course, please go to  
<http://class.tyndale.ca>

## **I. COURSE DESCRIPTION**

This foundational and introductory course seeks to develop biblical-theological, historical and cultural understandings of leadership in church, ministry organizations, workplace, and marketplace. Students will gain insight into their own leadership potential, gifts, values, preferences, style, and skill levels. They will grow in their ability to think and respond as leaders in whatever settings they serve.

## **II. LEARNING OUTCOMES**

Upon successful completion of the course the student will demonstrate:

1. biblical, theological, and imaginative reflection on Christian leadership.
2. self-awareness of personal leadership style – strengths, shadows, challenges.
3. collaboration with others in a team setting.
4. growing ability and confidence in essential leadership skills and identity, including communication and personal management.

## **III. COURSE REQUIREMENTS**

### **A. REQUIRED TEXTBOOKS**

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior*.  
Herndon, VA: Alban, 1999. ISBN 1-56699-218-4

Hallie, Philip. *Lest Innocent Blood Be Shed: The Story of the Village of Le Chambon and How Goodness Happened There*. New York: Harper, 1994. ISBN 978-0060925178

Heifetz, Ronald A. and Marty Linsky. [Leadership on the Line: Staying Alive through the Dangers of Leading](#). Boston, MA: Harvard Business School Press, 2002. ISBN 1-57851-437-1

Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing, 1989. ISBN 0-8245-1259-6

*Myers-Briggs* self-scorable instrument. (Available in bookstore; ask cashier.)

## **B. SUPPLEMENTARY/RECOMMENDED/RESERVED READING**

Various readings distributed in class, in library reserve or on Moodle ([class.tyndale.ca](http://class.tyndale.ca)).

Boers, Arthur Paul, "The Pastor as Spiritual Orienteer: A Pastoral Theology Approach," in *The Heart of the Matter: Pastoral Ministry in Anabaptist Perspective*. Edited by Erick Sawatzky. Telford, PA: Cascadia, 2004.

Heifetz, Ronald A. [Leadership Without Easy Answers](#). Cambridge, MA: Belknap Press of Harvard University Press, 1994.

Mouw, Richard J. and Eric O. Jacobsen. *Traditions in Leadership: How Faith Traditions Shape the Way We Lead*. Pasadena, CA: DePree Leadership Center, 2006. This book may help you understand *your* tradition's theology of leadership.

DVD. *Weapons of the Spirit*. Call number: D 804.3.W4 2007

## **C. ASSIGNMENTS AND GRADING**

### **1. Class Participation:** 10% of final grade.

Students prepare carefully for each class session as outlined below. Preparation is reflected in intentional and quality class engagement.

Participation is graded on a scale; (D): present, not disruptive; responds when called on but not offering much; infrequent involvement; (C): adequate preparation, but no evidence of interpretation or analysis; straightforward information; contributes moderately when invited; (B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; (A): excellent preparation, offers analysis, synthesis, evaluation; contributes significantly to ongoing discussion.

Do not enter class after the devotional has begun; wait until the devotional is finished. Three tardies/lates equals an absence; tardies adversely affect participation grade.

Basis of grade: Class interaction and on-line with your learning team.

This requirement is relevant to all outcomes.

### **2. Heifetz Application:** Due on week assigned; 10% of final grade.

Each week a team of students presents an assigned chapter from Heifetz and Linsky *Leadership on the Line*. Students have up to 45 minutes:

- (i) 5 minutes presenting and describing a leadership scenario – either one that involved you, one that you witnessed, or one that you know of through

reading, history, scriptures, fiction, or film. The best learning scenarios are often ones of *failure*, possibly your own. Or you might consider scenarios where you felt puzzled, confused, or frustrated.

- (ii) 5 minutes succinctly summarizing the key points of the chapter.
- (iii) Remaining time analyzing and interpreting the presented situation by means especially of the latest chapter of Heifetz/Linsky. (You may incorporate previous H/L learnings as well.) Leave at least 5 minutes for group discussion. Your peers will test your analysis and application.

This requirement is particularly relevant to outcomes 1, 3, 4.

**3. Leadership Integration Portfolio:** Submit pieces outlined below. *The better you link subsequent pieces to earlier work, the better your grades will be.*

This requirement is particularly relevant to outcomes 1, 2 and 4.

- (i) **Reflection papers:** Due 19 Sep (theological biblical reflection on leadership); 18 Nov (reflection on Myers-Briggs); 5% each for total of 10% of final grade. These brief reflections are due at the beginning of class. Extensions are not an option; assignments are key to the morning's work. Professor's responses on these small papers will be instructive in understanding expectations around style, grammar, critical thinking.

Basis of grade: Demonstrated ability to integrate understanding of one's own experience with understanding of engaged materials.

- (ii) **Leadership Analysis Essay:** Due 21 Oct; 25% of final grade. Write an analytical, eight page paper on a major leadership book, for example: Warren Bennis and leadership, James Burns, Peter Drucker, Max Depree, Robert Greenleaf, John Kotter, James Kouzes and Barry Pozner, Jean Lipman-Blumen, Reggie McNeal, Eugene Peterson, Daniel Quinn, Joseph Rost, Peter Senge, Margaret Wheatley. Other authors may be suggested but must meet professor's approval. (Suggestions can be found in the accompanying bibliography.) Students sign up to write about a certain author on a first-come-first-serve basis. (Only one student may write on each author.) This assignment requires carefully reading a central work of the author. Your paper will include the following elements: up to one fourth will be a careful and objective explanation of the theory (you must show by your analysis that you read and understood the literature); up to one fourth will delineate strengths and weaknesses of this theory; up to one fourth will be analysis from theological and biblical perspectives and *your own* conclusion about how you regard this body of thought; up to one fourth will spell out how you would like what you have learned to inform your own developing leadership and your unfolding theories and theology of leadership. (Note: In your biblical and theological rationale, go deeper than the "easy out" answer of naming Jesus as "perfect leader.")

Basis of grade: Demonstrated understanding of theory, acuity of analysis, and relevance to your leadership experience and perspective.

- (iii) **Fundamentals of Christian Leadership Paper:** Due on 3 Dec; 25% of final grade. Each student prepares a ten to twelve page, biblically-based,

theologically articulated, research paper on leadership and explain how this understanding will influence leadership practice in one's anticipated contexts. The paper should include reflection on one's own Christian tradition's understanding of leadership (e.g. denominational understandings). Show what makes Christian leadership unique. And demonstrate how your understanding of leadership has unfolded.

Think of this question: "What do I see and understand now about Christian leadership and about my leadership that I was not able to see before taking this course?" Your paper should demonstrate self-understanding. (Who am I now in terms of leadership and how did I get here? Who would I like to be? How can I progress toward that goal? What resources and partners do I need for such movement and growth?)

Weave connections with previous portfolio pieces. Employ suggested reflection questions in syllabus; they provide good fodder for final paper.

**Alternative Option:** Write a ten to twelve page reflective analysis on a leadership narrative, either fictional (e.g. a novel) or factual (see suggestions for either in syllabus bibliography) or a film (e.g. *The Apostle, Country, Dead Man Walking, Frost/Nixon, Gandhi, Gran Torino, Invictus, Long Walk Home, The Mission, Norma Rae, Pray the Devil Back to Hell, To Kill a Mockingbird, Twelve Angry Men*). Your choice of focus must be approved by the professor. A primary goal here is to show that you are thinking not just about leadership but beginning to think as a leader. In your analysis of the story you must reflect insights from both Heifetz/Linsky and the subject of your Reflective Leadership essay.

Basis of grade for either: Quality of research and presentation. *Note: Failing this major assignment automatically entails failure of the course.*

**4. Bonus Project—Missional Leadership in Post-Christendom:** Due on 18 Nov 2011; potential 10% bonus.

Students are encouraged to participate in the "Worship and Mission After Christendom" conference at Tyndale on Friday 4 Nov. Write a reflective 8 page paper on the implications of what you learned from your participation for your own missional leadership in our post-Christendom culture and earn a potential bonus of 10%.

#### **D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Papers should meet graduate level academic research standards of Tyndale. *Use Turabian for formatting, title page, footnotes, bibliography.* Consult the current Academic Calendar for policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. Consequences of plagiarism can range from failing an assignment to failing the entire course. The Academic Calendar is posted at [tyndale.ca/registrar/calendar](http://tyndale.ca/registrar/calendar). An excerpt is attached with this syllabus for ease of reference.

As well as submitting papers on hard copy, submit papers as Word.doc attachments to the professor by email ([aboers@tyndale.ca](mailto:aboers@tyndale.ca)). This facilitates checking for plagiarism.

Students are encouraged to print papers double-sided.

Grades for papers submitted late without advance permission are lowered at the rate of one grade per week or fraction thereof (i.e. 7 days late moves grade from A- to B-).

### **E. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation	10 %
Heifetz Application	15 %
Reflection Papers	10 %
Leadership Analysis Essay	25 %
Fundamentals of Christian Leadership Paper	40 %
Total Grade	100 %

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# Memo

**Date: Summer 2011**

**To: Leadership Development (0510)**

**Re: Myers Briggs Type Indicator (MBTI) Step II**

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The Myers Briggs Type Indicator (MBTI) is the most frequently used personality preference assessment tool of its type in the world. Even if you have completed a similar tool in the past you are encouraged to complete the one indicated at this time. Step II is a newer version which provides more detailed results.

About a month before the scheduled MBTI class, (held on either Saturday, Oct. 22<sup>nd</sup>/ Monday, Oct. 31<sup>st</sup>) you will be notified by a CareerID email alert (*sent to your mytyndale.ca email account*) that the assessment is ready to be taken. This email will include a username and password for you to use when logging in to the CareerID website.

The instrument includes instructions, but the following information may further assist you in completing it:

- When answering the questions you should answer in terms of your comfortable self (i.e. the “real me”). You should not answer the questions in terms of what you think you should be, wish to be, or based on what others think. The best choices however are those that appeal to you, upon first reading, when you are in a relaxed state of mind, in a non-distractive environment.
- It is important that you not ask anyone else’s opinion while you complete the instrument. The instrument is meant to measure preferences so only your opinion is important at this stage. There are no “right” or “wrong” answers.
- Usually it takes under an hour to complete the form.
- Once the instrument has been completed, a PDF copy of your scoring report will be sent to you within 2-3 days via email. You will receive a colour print-out of this scoring report at the interpretation class.

Please note the cost of the MBTI Step II is \$56.50 (including tax). Payment will be due on or before Friday, September 30<sup>th</sup> and should be submitted to Rebecca Chase, Counselling Services Coordinator ([rchase@tyndale.ca](mailto:rchase@tyndale.ca) / ext. 2123).

## IV. COURSE OUTLINE, SCHEDULE, CONTENT AND REQUIRED READINGS

(Schedule and topics may be subject to some slight modifications)

(Pursue Readings, Assignments, Reflection Suggestions in week/s after the date under which they fall.)

**Pre-Class Work:** Before class, read Introduction and chapter 1 of Heifetz/Linsky.

Read Nouwen, *In the Name of Jesus* and be prepared to discuss in next class. How does he *define* leadership? What are strengths and limitations of his definition?

Read Boers, "Pastor as Spiritual Orienteer." What do you affirm about this metaphor? Question? Dispute? Which metaphor do you find more fitting for leadership?

**Assignment:** Write a three-page paper interweaving these themes: succinct definition of leadership ("succinct" means stated in a sentence and then explained in a paragraph or two), one Biblical text that informs this understanding and explain how it informs your definition, and a reflection on a personal experience or observation of leadership (i.e. your experience as a leader or your observation about someone else's leadership) tested against your definition. **Due:** 9:00 a.m. on 24 September.

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### Weekend I – 23-24 Sept

#### **Class #1 (23 Sep, 11)**

#### **Introductions: Course, Issues, Each Other**

What is leadership? Why do we study it?  
Contemporary challenges to leadership

**Reflection Suggestions:** Where have you observed or practiced leadership? Whom do you admire as a good leader? How would you define poor leadership?

#### **Classes #2 & 3 (19 Sep, 11)**

#### **Biblical and Theological Understandings**

Key leadership themes in the scriptures  
Adaptive leadership  
Leadership and Spiritual Orientation  
Discuss Nouwen  
Boers presents ch. 1 of Heifetz Linsky

**Due Today at 9 a.m.:** Leadership definition paper.

**Reading for Next Class:** Read Hallie, *Lest Innocent Blood Be Shed*. Pay attention to Trocmé's leadership. Complete book by 21 October. (You may supplement reading by viewing the DVD documentary, *Weapons of the Spirit*, library course reserve.)

Read chs. 2-5 in [Leadership on the Line](#)

**Assignments:** Complete and score self-scorable MBTI. Be prepared to discuss results in 21 Oct class.

Complete leadership analysis essay. 21 Oct.

**Preparation for Next Class:** What made Trocmé a good leader? Where did he exercise poor leadership? What are the shadows of his leadership? How well or poorly does he fit the definition of leadership discussed last week? Was he transformative, adaptive or missional? How well does he fit *your* preferred definition of leadership?

**Reflection Suggestions:** What other key Biblical texts and/or themes should be considered when attempting to theologize about leadership? How does your particular Christian tradition (e.g. denomination) shape your interpretation of these texts and your understanding of Christian leadership?



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## Weekend II – 21-22 Oct

### Class #4 (21 Oct, 11)

### Defining Leadership

Various approaches to defining leadership  
Transformational, adaptive, missional  
Student presentation on Heifetz Linsky ch. 2-3

### Class #5 (22 Oct p.m., 11)

### Myers-Briggs Analysis

Sheila Stevens—Director of Counselling Services, Tyndale

Please Note: To maximize our learnings about Myers-Briggs, this morning session will run from 9 a.m to 1 p.m., with two breaks along the way. Lunch will be from 1 to 2 p.m.

### Class #6 (22 Oct a.m., 11)

### Surveying Leadership Theory

Discussing Trocmé  
Historical development of leadership theory  
Why the current interest?  
Student presentation on Heifetz Linsky chs. 4-5

**Reading for Next Class:** Read chs. 6-10 in [Leadership on the Line](#).  
Read Boers, *Never Call Them Jerks*.

**Assignments:** Write a three page paper on how the MBTI helps you understand yourself better. What are the particular challenges that your capacities pose for leadership? What are some of your assets? **Due:** 18 Nov at 7 p.m.

**Reflection Suggestions:** Given our survey of development of leadership theory, what do you now see and understand better than before you began the course?

Where does your understanding of MBTI help you better appreciate some issues involved with your close relationships – friends, parents, siblings, children, or spouse? What more would you like to understand about this theory? How and where would you like to continue to grow as a leader? What might you do to honour this goal?

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## Weekend III – 18-19 Nov

### Class #7 (18 Nov, 11)

### Emotional and Relational Intelligence

MBTI Debriefing  
Why emotional intelligence matters  
Paying attention to emotional hijacking  
Schooling the emotions  
Student presentation on Heifetz Linsky chs. 6-7

### Class #8 (19 Nov a.m., 11)

### Learning and Leadership Styles



Importance of understanding one's learning and leadership styles  
Different approaches to initiating and dealing with change  
Being called to growth and life-long learning  
Student presentation on Heifetz Linsky chs. 8-9

**Class #9 (19 Nov p.m., 11)**

**Systems Thinking**

Temptations of labeling and blaming  
Crucial understandings of systems theory  
Systems theory shedding light on family and the Bible  
Student presentation on Heifetz Linsky ch. 10

**Reading for Next Class:** Read chs. 11 in [Leadership on the Line](#).

**Assignment:** Fundamentals of Christian Leadership Paper. **Due:** 3 Dec 11.

**Reflection Suggestions:** Where would you like to grow in your own emotional intelligence? What are some of your blindspots and "buttons"? What can you do to address these blindered areas?

Think about a recent conflict where you may have been involved more calmly if you had been aware of different styles regarding learning, leadership, and change? How might this knowledge have made a difference?

Where does systems theory surprise you? Where does it make sudden sense? What are some of your unresolved questions? What would you like others to know – in your family, church, workplace – about systems theory? What do you see in a new way in any of those locations?

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**Weekend IV – 3 Dec**

**Class #10 (3 Dec a.m., 11)**

**Conclusions and Evaluations**

Student presentation on Heifetz Linsky ch. 11

**Assignment:** Fundamentals of Christian Leadership Paper. **Due:** 10 Dec 11.

## V. SELECTED BIBLIOGRAPHY

### ADAPTIVE LEADERSHIP

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- Hawkins, Thomas R. [\*The Learning Congregation: A New Vision of Leadership\*](#). Louisville KY: Westminster John Knox, 1997.
- Heifetz, Ronald A., Alexander Grashow and Marty Linsky. [\*The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World\*](#). Boston MA: Harvard Business Press, 2009.
- Heifetz, Ronald A. and Marty Linsky. [\*Leadership on the Line: Staying Alive through the Dangers of Leading\*](#). Boston, MA: Harvard Business School Press, 2002.
- Heifetz, Ronald A. [\*Leadership without Easy Answers\*](#). Cambridge, MA: Belknap Press of Harvard University Press, 1994.
- Parks, Sharon D. [\*Leadership Can be Taught: A Bold Approach for a Complex World\*](#). Boston, MA: Harvard Business School Press, 2005.
- Williams, Dean. [\*Real Leadership: Helping People and Organizations Face Their Toughest Challenges\*](#). San Francisco, CA: Berrett-Koehler, 2005.

### CHANGE, TRANSFORMATION, AND INFLUENCE

- Adams, Marilee G. [\*Change Your Questions, Change Your Life: 7 Powerful Tools for Life and Work\*](#). San Francisco, CA: Berrett-Koehler, 2004.
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- Leas, Speed B. *Leadership and Conflict*. Nashville, TN: Abingdon, 1982.
- Long, Jimmy. *Generating Hope: A Strategy for Reaching the Postmodern Generation*. Downer's Grove, IL: InterVarsity Press, 1997.
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## CROSS-CULTURAL AND MULTICULTURAL LEADERSHIP

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## EMOTIONAL, SOCIAL, RELATIONAL INTELLIGENCE AND RESONANT LEADERSHIP

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## ETHICAL THEMES

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## GENERAL LEADERSHIP THEMES

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## Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: [www.tyndale.ca/seminary/calendar](http://www.tyndale.ca/seminary/calendar). Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
2. Policy on Gender Inclusive Language
3. Policy on Academic Honesty
4. Guidelines for Written Work
5. Academic Grading System
6. Policy on Late Papers and Extensions
7. Application for an Extension Due to Extreme Circumstances

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### Attendance Policy

- 1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.
- 4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.
- 5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

### Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

### Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering the full policy on academic honesty as found in the Seminary Academic Calendar.**

- 1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.
- 2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- 3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.
- 4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.



## Consequences of Academic Dishonesty

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

## Guidelines for Written Work

- 1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
- 2) All papers should be characterized by the following:
  - *Accuracy* (Is what I say correct? Is it true to the case?)
  - *Comprehensiveness* (Have I covered all the points that need to be covered?)
  - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
  - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
  - *Specificity* (Have I moved beyond generalities and made specific statements?)
  - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
- 3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., *The Chicago Manual of Style*, the *Turabian Manual for Writers of Term Papers, Theses, and Dissertations*, *The SBL Handbook of Style*, *The Publication Manual of the American Psychological Association*). The course instructor will advise students as to the preferred academic style format for the course.
- 4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
- 5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
- 6) All students are required to keep a back-up copy of their papers.
- 7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed and may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- 8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

## Academic Grading System

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

## Policy on Late Papers and Extensions

All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays and technology related difficulties or malfunctions are all insufficient grounds for requesting an extension.

## Application for an Extension Due to Extreme Circumstances

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar)

## Student Medical Certificate

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar)