TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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."

Semester, Year	WINTER, 2027
Course Title	**OLD TESTAMENT THEOLOGY & HISTORY**
Course Code	**OLDT 0511 1P**
Date **Time** **Delivery Format**	From January 13 to April 7, 2027 **Every Wednesday** From 11:15 AM to 2:05 PM IN-PERSON ONLY
Class information	The classes will be IN-PERSON on Wednesdays from 11:15am to 2:05pm.
Instructor	**PETER CHU, MD, THM**, Email: pchu@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament theology and the major theological emphases of the Old Testament. Recommended prerequisite: BIBL 0501.

II. LEARNING OUTCOMES

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

1. describe the structure of the Old Testament and the content of its three major canonical units;
2. construct a chronological outline for the major historical events of the Old Testament;
3. identify and describe the major theological streams within the Old Testament;
4. describe the history of interpretation of the Old Testament, the various approaches and reading strategies employed in Old Testament studies, and key historical and contemporary issues in Old Testament theology;

5. research a specific area of historical or theological interest relevant to the Old Testament and present their findings in a coherent and thoughtfully reasoned essay;
6. develop a strategy for the contemporary appropriation of the Old Testament;
7. recognize the importance of knowing the Old Testament in order to understand the New Testament
8. value the determinative place of God's faithful love in His relationship with us and demonstrate greater trust in and obedience to Him in response.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco, TX: Baylor University Press, 2013.

Richter, Sandra L. *The Epic of Eden: A Christian Entry into the Old Testament*. **2nd ed**. Downers Grove, IL: IVP Academic, **2026**.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago, IL: Moody, 2009.

House, Paul R. *Old Testament Theology*. Downers Grove, IL: InterVarsity Press, 1998.

Routledge, Robin. *Old Testament Theology: A Thematic Approach*. Downers Grove, IL: InterVarsity Press, 2008.

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. Fourth Edition ed. Louisville, KY: Westminster John Knox, 2011.

Tozer, A. W. *The Knowledge of the Holy: The Attributes of God, Their Meaning in the Christian Life*. Cambridge: The Lutterworth Press, 2022.

Wald, Oletta. *The New Joy of Discovery in Bible Study*. Revised Edition. Minneapolis, MN: Augsburg, 2002.

Wright, J. H. Christopher. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP Academic, 2006.

Tyndale recommends **STEPBible** – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. Old Testament Reading with Reflective Annotation (20%)

1.1. Genesis, Exodus (1-35, 40), Leviticus (1-10), Numbers (8-36), Deuteronomy, Joshua, Judges, Ruth, 1 & 2 Samuel, 1 & 2 Kings, Ezra, Nehemiah, Esther, Ecclesiastes, Daniel (1-6), Isaiah (1-21, 40-55, 60-66), Hosea, Amos, Jonah, Micah, Haggai, Malachi. [**445 chapters**]
  1.1.1. Above OT books may be read in ***any*** order

1.2. Reflective Annotation:
  1.2.1. After reading each of the above Old Testament books, write one paragraph describing something new that you learned. How did God speak to you? What did you learn about God? About yourself? How did the book challenge you?
  1.2.2. List at least 3 questions or topics that you would like to research further. You may include sub-questions or detailed ideas of directions for future study.
  1.2.3. **Reflective paragraph + questions = 1 page MAXIMUM, double spaced.**

1.3. Reflective annotations will be graded as either satisfactory (pass) or unsatisfactory (fail).

1.4. Reflective annotations are due at the beginning of class on the following dates:
  1.4.1. **Wednesday, February 3, 2027** (first 150 chapters)
  1.4.2. **Wednesday, February 24, 2027** (second 150 chapters)
  1.4.3. **Wednesday, April 7, 2027** (final 145 chapters)

1.5. Please submit all assignments electronically as a **single WORD document** (not PDF) to the instructor's email address.

2. Textbook Reading with Interactive Annotations (10% for each textbook = 20%)

2.1. Your Weekly Class Schedule posted on the class webpage contains a textbook reading schedule for each week that corresponds to subjects and Biblical texts that will be discussed in that week's class. **Note: there is reading assigned for the first class.**

2.2. Interactive Annotations
  2.2.1. After completing the weekly textbook reading, interact with the author(s).
  2.2.2. Interactions can include but are not limited to:
    - Points of agreement with reasons
    - Points of disagreement with reasons
    - Points of new learning and why they were significant
    - Questions you would like to ask the author
  2.2.3. Three (3) questions or topics you would like to research further.
  2.2.4. Maximum length = 1 page, double spaced

2.3. Interactive annotations will be graded as pass / fail.

2.4. **Interactive annotations are due at the beginning of each class**.

2.5. Students are required to submit **only ten (10)** interactive reading annotations.

2.6. Please submit all assignments electronically as **WORD** documents (not PDF) to the instructor's email address.

3. SCRIPTURE MEMORIZATION (10%)

3.1. Choose a single passage or a collection of passages in the Old Testament that is at least 15 verses long, which you have **not** previously memorized, and memorize it.

3.2. You will recite the passage to someone. Your recitation must be word perfect with the allowance of 1 prompt and 1 error.

3.3. You may use any language and any Bible translation.

3.4. This assignment will be due at the beginning of class on **Wednesday, February 10 2027.** On that day, please submit on a 3x5 index card: your name, the passage of Scripture memorized, the date you recited it, and the name of the individual to whom it was recited.

3.5. Between **February 10 – April 7, 2027**, members of the class will be randomly chosen and called upon to recite the passage of Scripture they have memorized.

4. RESEARCH PAPER (30%)

4.1 General requirements

4.1.1 The paper will be 12-15 pages in length (excluding title page and bibliography). Papers **must not** exceed 15 pages. An exception may be made for papers with extensive *content* footnotes.

4.1.2 Doubled spaced, 12 point font, 1 inch margins.

4.1.3 Minimum of 10 peer reviewed sources – journal articles or monographs (books)

4.1.4 Paper must be written according to SBL format. Please see *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*, 2nd ed. (Atlanta, GA: SBL Press, 2014).

4.1.5 Research for the paper can be completed in collaboration with other students as part of a study group (see below). HOWEVER, **the paper must be individually written**.

4.2 Due Dates

4.2.1 Students must choose and submit the topic for their research paper by **Wednesday, January 27, 2027**.

4.2.2 Research papers will be submitted at the beginning of class on **Wednesday, March 3, 2027**.

4.2.3 **Please submit all assignments electronically as WORD documents (not PDF)**

4.3 Study Groups

4.3.1 Student can form study groups to research and discuss the topic for their paper.

4.3.2 To facilitate the formation of groups, a list of the research topics chosen by the class will be circulated after **Wednesday, January 27, 2027.**

4.3.3 Study groups can work together to research and discuss their chosen topic but the **paper must be written individually**.

4.4 Options for Research Topics

4.4.1 The Creation account of Genesis 1:1–2:4. Discuss the structure and key theological ideas of this text. Compare this text with other Ancient Near Eastern (ANE) creation accounts. What are the similarities and differences? What could account for the

similarities? What is the theological significance of the narrative elements in which the Biblical text differs from the ANE texts?

4.4.2 Sabbath. Discuss the origins, prescriptions/prohibitions, purpose and practice of the Sabbath in Ancient Israel. Evaluate Israel's success/failure in observing the Sabbath. What is the theological relevance and significance of the Sabbath for the contemporary Christian community?

4.4.3 Circumcision. Discuss the origin, purpose/function and significance of circumcision in the Old Testament. Survey OT texts in which circumcision is mentioned. What is the meaning and significance of each of these texts? What were the practice and purpose of circumcision in other ANE cultures and people groups?

4.4.4 The Messiah in the Old Testament. Trace the development of the concept of the Messiah in the Old Testament. How does the concept evolve and expand as the history and theology of the OT unfolds and develops? How did Messianic expectations change throughout the OT?

5. CREATIVE SYNTHETIC PROJECT (20%)

5.1. Goal:

5.1.1 To provide you with an opportunity to synthesize the ideas, concepts, and facts that you have learned during our time of study together.

5.1.2 To encourage the exercise and development of your creative and communication gifts

5.2. Assignment: Answer a 13-year-old student's question: "What is the Old Testament about?"

5.3. Options for completing this assignment:

5.3.1 Construct a synthetic Timeline of the Old Testament. Your Timeline must include but is not limited to the following elements:

5.3.1.1 Timeline from Abraham (≈2000 BCE) to Alexander the Great (336 BCE)
- Timeline can be dynamic and discontinuous depending on the degree of activity in a particular time period

5.3.1.2 World around Israel (dominant peoples or city states, key leaders, major events)

5.3.1.3 World within Israel (events, places, key individuals)

5.3.1.4 Place each book of OT along the Timeline
- For narrative books, place the book according to the dating of events
- described in the book and not the date of authorship
- For poetic and prophetic books, place according to date of authorship

5.3.1.5 Trace the introduction and development of key theological themes

5.3.1.6 Respond to the question: "What did you learn from constructing the Synthetic Timeline?". Maximum: 2 pages, double-spaced, 12 pt font

5.3.2 poem
5.3.3 song
5.3.4 spoken word, rap, slam poetry
5.3.5 art
5.3.6 video
5.3.7 oral presentation: story, analogy, illustration,
5.3.8 theatre or drama
5.3.9 dance
5.3.10 other --- please discuss with me prior to developing your idea

5.4. Guidelines:

5.4.1 You will be graded on the **comprehensiveness, clarity, and creativity** of your answer to the student's question.

5.4.2 For the song (hymn, praise & worship, rap), poem, video, spoken word, drama, or dance

5.4.2.1 Submit a copy of the lyrics/screenplay/script along with a written explanation of the lyrics

5.4.2.2 The written explanation may be in the form of a paper/essay or the submitted copy of the lyrics/poem/screenplay/script can be annotated through the use of footnotes to explain the structure and content of the poem/song, cite sources, and cite supporting scriptural references

5.4.2.3 there is no limit on the number or extent of footnotes

5.4.2.4 submit the audio/video of your performance on USB or provide link to YouTube

5.4.3 Art

5.4.3.1 provide a written explanation of how your art answers the Sunday School student's question. Include the title of your art and explain your choice of the title.

5.4.3.2 the written explanation will be a maximum of 10 pages (double spaced, 12 point font, 1 inch margins), excluding the title page and bibliography

5.4.3.3 remember to cite sources and supporting scriptural references in footnotes

5.4.3.4 please bring the art to class on the date the assignment is due. If it is too big to be transported, please speak to me about alternatives.

5.4.4 For all assignment options:

5.4.4.1 use footnotes and not endnotes

5.4.4.2 insert as many footnotes as you want to expand an idea, discuss a point, cite scriptural references, acknowledge sources, etc.

5.4.4.3 you MUST provide scriptural references to support your arguments, assertions, claims, or position

5.5. Due Date: Wednesday, March 24, 2027.

5.6. In class presentation: students will have the opportunity to present their projects on **Wednesday, April 7, 2027**.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	%	Due Date
1. OT Reading & Reflective Annotations	20 %	Various
2. Textbook Reading with Interactive Annotations	20 %	Various
3. Scripture Memorization	10 %	Feb 10
4. Research Paper	30 %	Jan 27; Mar 3
5. Creative Synthetic Project	20 %	Mar 24; Apr 7
Total Grade	**100 %**	

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A detailed weekly course schedule will be posted on the course webpage with:

- Overview of class content
- Readings due for each class – **Note: There is reading assigned for the first class**
- Specific due dates for course requirements

January 13 **Devotional: Psalm 136**
Introductions
- our learning community
- course syllabus
- Old Testament
- Who is God? (Part 1/2)

January 20 **Devotional: Gen 16:1 - 17:1**
Who is God? (Part 2/2)
Introduction to the Old Testament (1)

January 27 **Devotional: Psalm 19**
Creation (Part 1/2)
- Creator and Creation
- Creation of Man and Man in Creation

February 3 **Devotional: Psalm 13**
Creation (Part 2/2)

Fall: Choices and Consequences

February 10 **Devotional: Psalm 40**
Promise Theology
- Abraham, Jacob, Joseph, David

February 17 ***Reading Week – No Class***

February 24 **Devotional: Exodus 14**
Redemption Theology
- Covenants in Israel and the Ancient Near East
- Goshen to Sinai

March 3 **Devotional: Psalm 46**
Theology of Covenants (Sinai, Deuteronomic)
- The Law
- The Covenant

March 10 **Devotional: Psalm 23**
Divine Presence and Accessibility
- Holiness
- Divine Presence

March 17 **Devotional: Psalm 34**
Prayer: Dialogue with God

March 24 **Devotional: Psalm 51**
Sin, Sacrifice, Repentance, Forgiveness

March 31 **Devotional: Psalm 100**
Sabbaths, Feasts and Festivals

April 7 **Devotional: Psalm 67**
Future Fulfilled Hope
- The New Covenant
- The Messiah

Creative Projects

V. SELECTED BIBLIOGRAPHY

Anderson, Bernhard W. *Contours of Old Testament Theology*. Minneapolis: Fortress, 1999.

Arnold, Bill T. and David W. Baker, eds. *The Face of Old Testament Studies: A Survey of Contemporary Approaches.* Grand Rapids: Baker, 1999.

Baltzer, Klaus. *The Covenant Formulary in Old Testament, Jewish, and Early Christian Writings*. Philadelphia: Fortress, 1970.

Beale, Gregory K. *The Temple and the Church's Mission*: *A Biblical Theology of the Dwelling Place of God*. NSBT. Downers Grove: InterVarsity Press, 2004.

_____. *We Become What We Worship*: *A Biblical Theology of Idolatry.* Downers Grove: InterVarsity Press, 2008.

Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago, IL: Moody, 2009.

Bright, John. *A History of Israel*. 4th ed. Louisville: Westminster John Knox, 2000.

Brueggemann, Walter. *Theology of the Old Testament*. Minneapolis: Fortress Press, 1997.

_____. *The Land: Place as Gift, Promise, and Challenge in Biblical Faith*. 2nd ed. OBT. Minneapolis: Fortress Press, 2002.

Childs, Brevard. *Biblical Theology in Crisis*. Philadelphia: The Westminster Press, 1970.

_____. *Biblical Theology of the Old and New Testaments*. Minneapolis: Fortress Press, 1992.

_____. *Old Testament Theology in a Canonical Context*. Philadelphia: Fortress Press, 1989.

De Vaux, Roland. *Ancient Israel: Its Life and Institutions*. Translated by John McHugh. Grand Rapids: Eerdmans, 1997.

Dumbrell, William J. *The Faith of Israel: Its Expression in the Books of the Old Testament*. Grand Rapids: Baker, 1988.

Eichrodt, Walter. *Theology of the Old Testament*. Translated by J. A. Baker. 2 vols. Philadelphia: Westminster Press, 1961.

Goldingay, John. *Israel's Gospel*. Downers Grove: InterVarsity Press, 2003.

Hahn, Scott W. *Kinship by Covenant: A Canonical Approach to the Fulfillment of God's Saving Promises*. New Haven: Yale University Press, 2009.

Hasel, Gerhard. *Old Testament Theology: Basic Issues in the Current Debate*. 4th ed. Grand Rapids: William B. Eerdmans Publishing Company, 1991.

Hayes, John H. and Frederick Prussner. *Old Testament Theology: Its History and Development*. Atlanta: John Knox Press, 1985.

House, Paul. *Old Testament Theology*. Downers Grove: InterVarsity Press, 1998.

Kaiser, Walter C. Jr. *Toward an Old Testament Theology*. Grand Rapids: Zondervan, 1978.

Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco: Baylor University Press, 2013.

Martens, Elmer A. *God's Design: A Focus on Old Testament Theology*. Grand Rapids: Baker, 1981.

Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel*. Grand Rapids: Baker, 1987.

Noth, Martin. *The History of Israel*. English translation revised by P. R. Ackroyd. London: Adam & Charles Black, 1960.

Ollenburger, Ben C. ed. *Old Testament Theology: Flowering and Future*. Winona Lake, IN: Eisenbrauns, 2004.
Preuss, Hosrt Dietrich. *Old Testament Theology*. Translated by Leo G. Perdue. 2 vols. OTL. Louisville, KY: Westminster John Knox Press, 1995-1996.
Rendtorff, Rolf. *The Old Testament: An Introduction*. Translated by John Bowden. Philadelphia: Fortress Press, 1991.
_____. *Canon and Theology: Overtures to an Old Testament Theology*. Translated by Margaret Kohl. Edinburgh: T&T Clark, 1994.
Reventow, Henning Graf. "The 'Centre' of the Old Testament." *Problems of Old Testament Theology in the Twentieth Century.* Trans. John Bowden. London: SCM Press, 1985, pp. 125-133.
Sasson, Jack M., John Baines, Gary Beckman, and Karen S. Rubinson, eds. *Civilizations of the Ancient Near East*. 4 vols. New York: Charles Scribner's Sons, 1995.
Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress Press, 1978.
Waltke, Bruce K. with Charles Yu. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan, 2007.
Williamson, Paul. R. *Sealed with an Oath: Covenant in God's Unfolding Purpose*. NSBT. Downers Grove: InterVarsity Press, 2007.
Westermann, Claus. *Elements of Old Testament Theology*. Trans. D. W. Scott. Atlanta: John Knox Press, 1982.
Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove: IVP Academic, 2006.
Vanhoozer, Kevin J., et al. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids: Baker Academic/SPCK, 2005.
von Rad, Gerhard. *Old Testament Theology*. Translated by D. M. G. Stalker. 2 vols. Louisville, KY: Westminster John Knox Press, 1962-1965.
Younger, K. Lawson, Jr., William W. Hallo, and Bernard F. Batto, eds. *The Biblical Canon in Comparative Perspective.* Ancient Near Eastern Texts and Studies 11. Lewiston, NY: Edwin Mellen Press, 1991.
Zimmerli, Walther. *Old Testament Theology in Outline*. Atlanta: John Knox Press, 1978.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details. Students must review the policies and procedures regarding **Artificial Intelligence (AI)** outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that 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. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI

policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+").

Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application 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 are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.