"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	**1 & 2 SAMUEL**
Course Code	**OLDT 0616 1P**
Date **Time** **Delivery Format**	From January 15, 2027 to April 9, 2027 **Every Friday except March 26, 2027 (Good Friday – no class)** From 9:00 AM to 12:15 PM IN-PERSON ONLY
Class information	The classes will be IN-PERSON on Wednesdays from 9am to 12:15pm.
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

A literary and theological study of the books of 1 & 2 Samuel accomplished through a close reading of the text with examination of key exegetical issues. Samuel not only provides a historical record of the transition from the time of the Judges to the establishment of the monarchy, it also displays the breadth and depth of the creativity and artistry of Hebrew Biblical narrative as a literary genre. Through the lives of Samuel, Saul, and David, theology concerning our relationships with God and others will be examined. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

II. LEARNING OUTCOMES

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

1. describe the structure of 1 & 2 Samuel, the main characters, and the major plot scenes
2. identify and describe the major theological themes and arguments
3. recognize the literary features and stylistic techniques of Biblical Hebrew narrative and their implications for Biblical exegesis

4. apply the reading strategy of narrative criticism
5. describe the place and contribution of 1 & 2 Samuel in the Deuteronomistic History (DH)
6. identify key interpretive issues and evaluate the various proposed solutions
7. compare God's expectations and evaluation of leadership versus secular expectations
8. apply the message of 1 & 2 Samuel to their personal lives, their ministry, and to a contemporary audience

*** In the following sections of the syllabus, 1 & 2 Samuel will be referred to as "Samuel" ***

III. COURSE REQUIREMENTS

A. REQUIRED READING

Bar-Efrat, Shimon. *Narrative Art in the Bible*. Sheffield, England: Sheffield Academic Press, 1997. [Available as Ebook or paperback from Bloomsbury Publishing or Ebook from GooglePlay.]

Peterson, Eugene H. *First and Second Samuel*. Westminster Bible Companion. Louisville, KY: Westminster John Knox Press, 1999.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

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

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

Assignment #1: Reading of Samuel and List of People and Places (10% of total grade)

1. Students will complete three readings of Samuel. The first two readings of Samuel will be due on **Friday, January 29, 2027.**
2. The third reading of Samuel will be completed during the course following a reading schedule that will correspond with each week's class.
3. From the first two readings, compile the following lists. Lists will be due on **Friday, January 29, 2027**.

3.1 characters that are **named** and appear **more than once**
3.2 places that appear **more than once**
3.3 Psalms and events in David's life
    3.3.1 Identify the Psalms with superscriptions which correlate them to events or periods of time in David's life.
    3.3.2 Cross reference each Psalm with the corresponding Biblical text reference in Samuel. For example, Psalm 51 = 2 Samuel 11 & 12.

Assignment #2: Reading of Required Texts (10%)

On or before **April 9, 2027** students will submit by email the % completion of the textbook reading (Section A – Required Reading).

Assignment #3: Synthetic Outline (15% of total grade)

1. Construct a synthetic outline of 1&2 Samuel with three levels of analysis: large sections (see 2.2), sub-sections (see 2.3), and paragraphs (see 2.4).
2. Guidelines:
    2.1. Ignore the chapter divisions and section headings in your Bible.
    2.2. **Large Sections:** Make an initial division of Genesis into several large sections. Each of these large sections will include several chapters. Assign a title to each section along with the chapter and verse references demarcating the section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. You must support your choice of the large section divisions with literary elements from the Biblical text.
    2.3. **Sub-Sections:** Divide each large section into smaller sub-sections. Assign a title to each sub-section along with the chapter and verse references demarcating the sub-section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. Support your choice of the sub-section divisions with literary elements from the Biblical text.
    2.4. **Paragraph Sections:** Divide each of your sub-sections into smaller paragraph sections that are 10-15 verses in length. To keep this assignment manageable, DO NOT FURTHER SUB-DIVIDE YOUR PARAGRAPH SECTIONS. Assign a title to each paragraph section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. Support your choice of paragraph divisions with literary elements from the Biblical text.
    2.5. Be creative with your titles and make them memorable.
    2.6. Your supporting footnotes are NOT an explanation or commentary on the text.
    2.7. You may but are not required to consult commentaries and different Bible translations. If you revise your outline as a result of consulting secondary sources, be sure to indicate that in a footnote. Cite the secondary sources in a bibliography.
    2.8. The outline will be single spaced in 12 point font. Footnotes will be in 10 point font.

2.9. Maximum length of completed assignment (outline + footnotes) = 10 pages
2.10. Synthetic outlines are discussed on pages 351-360 and 505-509 of Klein, William W., Craig L. Blomberg and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Third Edition. Nashville, TN: Thomas Nelson, 2017. Sample outlines will be posted on the class webpage.
2.11. The outline will be graded on your choice of section divisions (25%), the creativity of your titles (25%), and textual support of your outline in your footnotes (50%).

3. **Due: Friday, February 12, 2027**

Assignment #4: The Weekly Three (10% of total grade)

1. A course schedule will be posted on the class Moodle webpage. It will contain the Scripture passages to be covered for each class.
2. Be familiar with the Biblical text for each class.
3. Come to class with at least three questions/observations you have of the text.
4. Be prepared to share your questions/observations for discussion in class.
5. "Weekly Three's" will be graded on a Pass (completed) or Fail (incompleted) basis.
6. **Submit your cumulative list of "Weekly Three's" on Friday, April 9, 2027**

Assignment #5: Scripture Memorization (10% of total grade)

1. Choose a passage of Scripture or a collection of passages in Samuel that is at least 15 verses long, which you have not previously memorized, and memorize it.
2. You will recite the passage to someone. Your recitation must be word perfect with the allowance of 1 prompt and 1 error.
3. You may use any language and any Bible translation.
4. This assignment will be due at the beginning of class on **Friday, February 26, 2027.** On that day, please submit by email the passage(s) of Scripture memorized, the date you recited it, and the name of the individual to whom it was recited.
5. Between **February 26 – April 9, 2027**, members of the class will be randomly selected and called upon to recite the passage of Scripture they memorized.

Assignment #6: Research Paper or Exegetical Study (25% of total grade)

1. General guidelines:
   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.
   1.2. Doubled spaced, 12 point font, 1 inch margins
   1.3. Minimum of 10 bibliographic citations
   1.4. Paper must be written according to SBL format or Chicago Manual of Style. Please see Section G – General Guidelines for the Submission of Written Work.

1.5. Research can be undertaken within the context of a study group. HOWEVER, the paper or exegetical study must be individually written.
1.6. For the exegetical study, see Department of Biblical Studies "Guidelines for Exegetical Papers." which will be posted on the class webpage.

2. Options:
   2.1. Research topics
      2.1.1. Discuss the role of female characters in 1 & 2 Samuel.
      2.1.2. Compare Saul and Samson
      2.1.3. Discuss the role of Joab in 1 & 2 Samuel
      2.1.4. Topic selected by student – to be approved by professor
   2.2. Exegetical study texts
      2.2.1. Hannah's Song (1 Sam 2:1-10)
      2.2.2. David's Lament for Saul (2 Sam 1:17-27)
      2.2.3. David's Prayer in response to God's covenant promise (2 Sam 7:18-29)
      2.2.4. David's Song in 2 Samuel 22
      2.2.5. Text selected by student – to be approved by professor
   2.3. Integrative Multi-disciplinary Counselling Paper
      2.3.1. Prerequisite: completion of pre-internship counselling skills labs 1 & 2
      2.3.2. You are a counsellor and King Saul is your client. Complete a psychological assessment and devise a treatment plan for King Saul following the documentation template from the pre-internship counselling skills labs.
      2.3.3. Be thoughtful in your selection of the point in time in Saul's life when he presents to you for assessment and treatment.
3. **Due: Friday, March 12, 2027**

Assignment #7: Creative Synthetic Project (20% of total grade)

1. Goal
   1.1. To provide you with an opportunity to synthesize what you have learned during our time of study together.
   1.2. To encourage the exercise and development of your creative and communication gifts
   1.3. Assignment: Answer a 13 year old student's question: "What is 1 & 2 Samuel about?".

2. Some options for completing this assignment:
   2.1. traditional essay/paper
   2.2. poem
   2.3. song
   2.4. spoken word, rap, slam poetry
   2.5. art
   2.6. video
   2.7. oral presentation: story, analogy, illustration,

2.8. theatre, drama, screenplay
2.9. dance
2.10. board game
2.11. other --- please discuss with me prior to developing your idea

3. Guidelines:
   3.1. You will be graded on the **comprehensiveness, clarity, and creativity** of your answer to the student's question.
   3.2. <u>For the traditional paper/essay</u>
      3.2.1. **Maximum** word count of 2500 words (DS, 12 point font, 1 inch margins, approx. 10 pages), excluding the title page and bibliography
      3.2.2. You can insert as many footnotes as you wish, footnotes will not be included in the word count
   3.3. <u>For the song (hymn, praise & worship, rap), poem, video, spoken word, drama, or dance</u>
      3.3.1. Submit a copy of the lyrics/screenplay/script and audio/video of a performance along with a written explanation of the lyrics
      3.3.2. 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 song, cite sources, and cite supporting scriptural references
      3.3.3. There is no limit on the number or extent of footnotes
   3.4. <u>Art</u>
      3.4.1. Provide a written explanation of how your art answers the student's question. Include in your explanation your choice of title, choice of medium, and the creative process.
      3.4.2. The written explanation will have a **maximum** word count of 2500 words (DS, 12 point font, 1 inch margins, approx. 10 pages), excluding the title page and bibliography
      3.4.3. No limit on the number or extent of footnotes
      3.4.4. Remember to cite sources and supporting scriptural references in footnotes
      3.4.5. Submit a JPEG photo of your art or a video along with the explanation
   3.5. <u>For all assignment options:</u>
      3.5.1. Use footnotes and not endnotes
      3.5.2. Insert as many footnotes as you want to expand an idea, discuss a point, cite scriptural references, acknowledge sources, etc.
      3.5.3. You MUST provide scriptural references to support your arguments, assertions, claims, or position
4. **Due Date:** At the beginning of class**, Friday, April 2, 2027**
5. Students will have the opportunity to present their project to the class on **Friday, April 9, 2027**

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Textbook Reading		10%
Reading of Samuel and List of People and Places		10%
Synthetic Outline		15%
"Weekly 3"		10%
Scripture Memorization		10%
Research Paper or Exegetical Study		25%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A schedule will be posted on the class webpage containing the following information:

- Scripture to be read and discussed for each class
- Due dates for course requirements

January 15 **Devotional: Psalm 136**
Introductions
: class
: syllabus
Background and context of Samuel

January 22 **Devotional: Psalm 13 or Genesis 16**
Hannah: The First Prophet
1 Samuel 1:1 – 2:10,18-21
Luke 1:46-55

January 29 **Devotional: Psalm 86:11-13**
Rise of Samuel & Fall of Eli
1 Samuel 2:12 – 7:1
Due: ***Two Readings of Samuel***
Lists of characters, places, Psalms

February 5 **Devotional: Psalm 119:38**
Samuel in Charge
Saul: Looking for donkeys and finding a kingdom
1 Samuel 7:2 – 15:35

February 12	**Devotional: 1 Chron 28:9 or Psalm 34** David: servant, son in law, or seditionist? 1 Samuel 16:1 – 22:23 ***Due: Synthetic Outline***
February 19	***Reading Week – No Class***
February 26	**Devotional: 2 Cor 12:7-10** David: On the Run 1 Samuel 23:1 – 26:25 ***Due: Scripture Memorization***
March 5	**Devotional: 1 Chron 29:17-19** Desperate Duo 1 Samuel 27:1 – 2 Sam 1:16 Psalm 78:70-72 Securing Thrones 2 Samuel 2:1 – 10:19
March 12	**Devotional: 1 Kings 11:1-13** Crossing Boundaries 2 Samuel 11:1 – 12:31 ***Due: Research/Exegetical/Integrative Counselling Paper***
March 19	**Devotional: Psalm 3** David: On the Run (again) 2 Samuel 13:1 – 20:26
March 26	***Good Friday – No Class***
April 2	**Devotional: 1 Chron 11:26-47 or Psalm 108:1-13** Staggering to the End – 2 Samuel 21:1 – 24:25, Psalm 18 Succession – 1 Kings 1:1 – 2:46 ***Due: Creative Project***
April 9	**Creative Projects** Debrief & Review ***Due: % Completion of Textbooks Reading*** ***Cumulative List of Weekly Three's***

V. SELECTED BIBLIOGRAPHY

Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 2011.

_____. *The David Story: A Translation with Commentary of 1 and 2 Samuel*. New York: W. W. Norton, 1999.

Anderson, A.A. *2 Samuel*. Word Biblical Commentary 11. Grand Rapids, MI: Zondervan, 2000.

Arnold, Bill T. *1 and 2 Samuel*. The NIV Application Commentary. Grand Rapids, MI: Zondervan, 2003.

Auld, A. Graeme. *I & II Samuel : A Commentary*. The Old Testament Library. Louisville, KY: Westminster John Knox Press, 2011.

Bar-Efrat, Shimon. *Narrative Art in the Bible*. Sheffield, England: Sheffield Academic Press, 1997.

Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Winona Lake, IN: Eisenbrauns, 1994.

Bodner, Keith. *David Observed: A King in the Eyes of His Court*. Hebrew Bible Monographs 5. Sheffield: Sheffield Phoenix Press, 2005.

Brenner, Athalya., ed. *Samuel and Kings*. A Feminist Companion to the Bible. Second Series 7. Sheffield: Sheffield Academic Press, 2000.

Brueggemann, Walter. *First and Second Samuel*. Interpretation. Louisville, KY: Westminster John Knox Press, 1990.

Campbell, Anthony F. *1 Samuel*. The Forms of the Old Testament Literature 7. Grand Rapids, MI: W.B. Eerdmans, 2003.

_____. *2 Samuel*. The Forms of the Old Testament Literature 8. Grand Rapids, MI: W.B. Eerdmans, 2005.

Chisholm Jr., Robert B. *1 and 2 Samuel*. Teach the Text Commentary Series. Grand Rapids, MI: Baker, 2013.

Clines, David J. A. (ed.). *The Dictionary of Classical Hebrew*. Sheffield, England: Sheffield Academic Press, 1993-2011.

Edwards, Gene. *A Tale of Three Kings: A Study in Brokenness*. Carol Stream, IL: Tyndale House, 1992.

Exum, J. Cheryl. *Tragedy and Biblical Narrative: Arrows of the Almighty*. Cambridge, UK: Cambridge University Press, 1992.

Firth, David. *1 & 2 Samuel*. Apollos Old Testament Commentary 8. Downers Grove, IL: InterVarsity Press, 2009.

Flanagan, James W. "Samuel, Book of 1–2: Text, Composition, and Content." In *The Anchor Yale Bible Dictionary* (AYBD), edited by David Noel Freedman, 957-65. New York: Doubleday, 1992.

Fokkelman, J.P. *Narrative Art and Poetry in the Books of Samuel Volume 1: King David*. Studia Semitica Neerlandica 20. Assen, The Netherlands: Van Gorcum, 1981.

_____. *Narrative Art and Poetry in the Books of Samuel Volume 2: Crossing Fates*. Studia Semitica Neerlandica 23. Assen, The Netherlands: Van Gorcum, 1986.

_____. *Narrative Art and Poetry in the Books of Samuel Volume 3: Throne and City*. Studia Semitica Neerlandica 27. Assen, The Netherlands: Van Gorcum, 1990.

_____. *Narrative Art and Poetry in the Books of Samuel Volume 4: Vow and Desire*. Studia Semitica Neerlandica 31. Assen, The Netherlands: Van Gorcum, 1993.

Gunn, David M. *The Story of King David: Genre and Interpretation*. Journal for the Study of the Old Testament Supplement Series 6. Sheffield: University of Sheffield, 1978.

Keys, Gillian. *The Wages of Sin: A Reappraisal of the 'Succession Narrative'*. Journal for the Study of the Old Testament Supplement Series 221. Sheffield: Sheffield Academic Press, 1996.

Klein, Ralph W. *1 Samuel*, Vol. 10, Word Biblical Commentary (WBC). Waco, TX : Word Books, 1983.

Koenig, Sara M. *Isn't This Bathsheba?: A Study in Characterization*. Princeton Theological Monograph Series 177. Eugene, OR: Wipf and Stock, 2011.

Long, V. Philips. *The Reign and Rejection of King Saul: A Case for Literary and Theological Coherence*. Society of Biblical Literature Dissertation Series 118. Atlanta: Scholars Press, 1989.

McCarter, Jr., P. Kyle. *1 Samuel : A New Translation with Introduction, Notes and Commentary*. The Anchor Bible 8. Garden City, New York: Doubleday, 1980.

_____. *2 Samuel : A New Translation with Introduction, Notes and Commentary*. The Anchor Bible 9. Garden City, New York: Doubleday, 1984.

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Polzin, Robert. *Moses and the Deuteronomist: A Literary Study of the Deuteronomistic History, Part One*. New York: Seabury Press, 1980.

_____. *Samuel and the Deuteronomist: A Literary Study of the Deuteronomistic History, Part Two.* San Francisco: Harper & Row, 1989.

_____. *David and the Deuteronomist: A Literary Study of the Deuteronomistic History, Part Three*. Bloomington, IN: Indiana University Press, 1993.

Sternberg, Meir. *The Poetics of Biblical Narrative: Ideological Literature and the Drama of Reading*. Bloomington, IN: Indiana University Press, 1985.

Tsumura, David Toshio. *The First Book of Samuel*. The New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 2007.

_____. *The Second Book of Samuel*. The New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 2019.

Whybray, R. N. *The Succession Narrative: A Study of 2 Samuel 9-20 and 1 Kings 1 and 2*. Studies in Biblical Theology. Second Series 9. London: SCM Press, 1968.

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.