

*“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.”*

<b>Semester, Year</b>	FALL, 2026
<b>Course Title</b>	<b>ISAIAH</b>
<b>Course Code</b>	OLDT 0614 1S
<b>Date</b>	From September 17, 2026 to December 9, 2026 <b>Every Thursday</b>
<b>Time</b>	From 8:15 to 11:05 AM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be livestreamed on Thursdays 8:15–11:05 AM.
<b>Instructor</b>	<b>DR. REBECCA G. S. IDESTROM</b>
<b>Contact Information</b>	Telephone/voice mail: (416) 226-6620 Ext. 6771 Email: <a href="mailto:ridestrom@tyndale.ca">ridestrom@tyndale.ca</a>
<b>Office Hours</b>	The students may participate in live streamed office hours: Thursdays, 11:15 AM–12:00 PM or at a separate time by appointment.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course will give an overview of the message of Isaiah in light of the historical and literary setting of the book and the experience of Israel. Special emphasis will be placed on the call of the prophet, the messianic passages, the concept of the remnant, the servant songs, and the prophet’s teaching on social justice. The message of the book will be studied with the goal to make the teachings of Isaiah applicable to the life of the church today.

*Prerequisites:*

*Required: Biblical Interpretation (BIBL 0501)*

*Recommended: Old Testament Theology and History (OLDT 0511)*

## II. LEARNING OUTCOMES

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

1. describe the content, message and theology of the book of Isaiah.
2. identify the missional emphasis in the book of Isaiah.
3. explain the interpretative issues and questions raised by scholars regarding the book of Isaiah.
4. discuss the history of interpretation of the book of Isaiah in Jewish and Christian writings.
5. analyze and exegete the biblical text of Isaiah.
6. assess and evaluate various approaches taken to interpret the book of Isaiah.
7. critically evaluate commentaries and articles written on Isaiah.
8. demonstrate how the message of Isaiah is still relevant to the Church today by giving practical examples of application.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

McConville, J. Gordon. [\*Isaiah\*](#). Baker Commentary on the Old Testament Prophetic Books. Grand Rapids: Baker Academic, 2023. ISBN: 978-0-8010-3094-9

Webb, Barry G. [\*The Message of Isaiah\*](#). Revised Edition. The Bible Speaks Today. Downers Grove: IVP Academic, 2023. ISBN: 978-1-5140-0635-1

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](#).

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Childs, Brevard S. [\*Isaiah\*](#). The Old Testament Library. Louisville: Westminster John Knox Press, 2001.

Goldingay, John. [\*Isaiah\*](#). New International Biblical Commentary. Peabody: Hendrickson, 2001.

Goldingay, John. [\*The Theology of the Book of Isaiah\*](#). Downers Grove: IVP Academic, 2014.

Motyer, J. Alec. [\*The Prophecy of Isaiah\*](#). Downers Grove, IL: InterVarsity Press, 1993.

Oswalt, John N. [\*The Book of Isaiah: Chapters 1-39\*](#). New International Commentary of the Old Testament. Grand Rapids: Eerdmans, 1986.

Oswalt John N. [\*The Book of Isaiah: Chapters 40-66\*](#). New International Commentary of the Old Testament. Grand Rapids: Eerdmans, 1998.

Oswalt, John N. [\*The NIV Application Commentary: Isaiah\*](#). Grand Rapids: Zondervan, 2003.

Webb, Barry G. [\*The Message of Isaiah\*](#). The Bible Speaks Today. Downers Grove, IL: InterVarsity Press, 1996.

Wegner, Paul D. [\*Isaiah\*](#). Tyndale Old Testament Commentaries. Downers Grove: IVP Academic, 2021.

### **C. ASSIGNMENTS AND GRADING**

The following written assignments and seminar discussion groups will help foster the skills of critical analysis and exegesis, the ability to evaluate various approaches and perspectives taken to Isaiah, and deepen the student's knowledge of the overall message of the book of Isaiah.

#### **1. Two Readings of the whole book of Isaiah: Due date: Oct 8, 2026 (worth 5%).**

The student is required to read through the whole book of Isaiah twice. The first time read the book either aloud or silently to yourself. (You are allowed to read it in a language of your choice). The second time you need to listen to a recording of the book of Isaiah being read, either using a Bible CD or online (e.g. the Streetlights app is a free Bible listening resource for mobile devices), or you can have a family or friend read the book to you instead of listening to a recording. (This time the reading should be in English). Once you have completed this task, then you need to write one paragraph sharing what impact reading and/or hearing the whole book of Isaiah had on you. On the due date you will submit a document stating that you have completed reading and hearing the book of Isaiah twice by Oct 8, 2026, and include the one paragraph response to doing this exercise. This assignment is related to learning outcome # 1.

#### **2. Inductive Study: Due date: Oct 15, 2026 (worth 30 % of the final grade).**

Do an inductive study on the whole book of Isaiah. See instructions below entitled "Inductive Study Guidelines." This assignment is related to learning outcomes # 1, 2, 5, 8.

#### **Inductive Study Guidelines:**

The purpose of inductive studies is to draw you into intensive, direct study of the biblical texts to suggest a method of Bible study which can be used in any book. Inductive studies also provide background for detailed studies of individual passages and texts within the books which you examine. Avoid the use of annotated Bibles, commentaries and other reference works. However, you may use an atlas or Bible dictionary for place names or puzzling terms.

Read quickly through the biblical book noting references to places, dates, and people. What patterns (or even lack of patterns) emerge from your study? A printout or digital version of the book can help you in the process, so that you can mark the things that strike you as particularly important or unusual. You might even want to mark things on the photocopy with different colour pencils.

Then read the book again (or several times) in order to become thoroughly acquainted with the book. I also strongly encourage that you listen to the book read aloud, by a Bible CD or online (the Streetlights app is a free Bible listening resource for mobile devices). Note differences in literary style, e.g. poetry, biographical material (if any), sermonic material, etc. Note changes in person, whether in first or third person, speeches by the prophet, the Lord, or other persons, etc.

Your study should be organized along the following sections:

1. **Chapter Titles:** Prepare your own table of contents by giving appropriate, concise and creative captions to each chapter (do not give titles to smaller sections of each chapter). Do the captions as newspaper headlines. Aim to make them memorable.
2. **Structure and Genre:** What major divisions can you discern in the book? How is the book structured? Look for paragraphs which belong together and therefore suggest the structure of the work. What markers in the text indicate a move is being made from one section to another section of the book? What types of material do you find in the book (genre)? Support your answers with references to the text.
3. **Themes:** What are the major themes or topics of the book? What sub-themes are found in the text? Pay particular attention to repetitions of literary motifs and language. Ask yourself why these texts were preserved. What is the message of the book? What are the author's most pressing concerns? What is the book's dominant tone? Any exceptions? Support your answers with references to the text.
4. **Questions and Future Projects:** What questions emerge from your study? Take note of particularly intriguing, challenging or enigmatic passages that you may want to investigate further at a later date. What projects or topics related to Isaiah would you like to explore in the future?
5. **Theological Insights and Appropriation:** Formulate one or more generalizations arising from your study. What theological insights can be gleaned from the book? What are some of the more prominent theological emphases in the book? In what ways can you practically apply these theological insights and emphases in your life and in the life of the Church? Give specific suggestions. Please note that your examples of application need to be based on the theological insights and main themes that you discovered in the book. Conclude by listing some ideas for preaching and teaching in the Church that emerge from your study. Support your answers with references to the text.

### *What to hand in:*

You may use maps, diagrams or charts in presenting the results of your study. However, about 3500–4200 words double-spaced of written analysis is also expected, including answers to the questions posed above. Please note that this study should not be a detailed commentary on every chapter in the biblical book (then the study would be too long). Please summarize your results under different headings, like main themes, sub-themes, etc.

Please double-space, using Times New Roman, font size 12 point for all your written assignments.

### **3. Seminar Discussion Groups: Due dates: Oct 1, Oct 22, Nov 5, Nov 12, and Nov 26, 2026.**

Altogether the five seminar group discussions are worth 30 % of the final course grade. During the course there will be assigned readings to prepare for the seminar discussion groups which will be in class. The students will be divided into small discussion groups where they will discuss an assigned topic and evaluate the readings. After having completed the discussion group, each student will evaluate the others in the group for how they did and submit the grade to the professor. Further instructions on doing the evaluation are given below. Please see the course outline below for the specific reading assignments and schedule. Please read and make notes on the assigned readings from the required books and selected articles and come prepared to discuss the readings at the seminar group. This assignment is related to learning outcomes # 1, 3, 5, 6, 7.

#### Outline of the Seminar Discussions during the Course:

##### Thursday, Oct 1, 2026

The Theology and Message of Isaiah (worth 5 marks)

Read William Dumbrell, “The Purpose of the Book of Isaiah,” *Tyndale Bulletin* 36 (1985): 111–128; and the “Introductions” of both required textbooks: McConville, *Isaiah*, pp. 1–17 and Webb, *Isaiah*, pp. 1–23 in the 2023 revised edition (pp. 19–40 in 1996 edition). According to the above three authors, what main theological themes emerge in the book of Isaiah? Which theme stood out to you and why? Why do you think that Isaiah was preserved in the biblical canon? In what ways did the introductions to Isaiah by McConville and Webb help you get an overview of things to consider when studying the book of Isaiah?

##### Thursday, Oct 22, 2026

The Messiah and the Eschatological Hope of the Book of Isaiah (worth 5 marks)

Read chapter 5 by Daniel Schibler, “Messianism and Messianic Prophecy in Isaiah 1–12 and 28–33,” pp. 87–104 in *The Lord’s Anointed: Interpretation of Old Testament Messianic Texts* (eds. P. E. Satterthwaite, R. S. Hess, and G. J. Wenham; Carlisle: Paternoster Press, 1995), and chapter 6 by Andrew T. Abernethy and Gregory Goswell, “Royal Messianic Expectations in Isaiah,” pp. 85–

99 in *God's Messiah in the Old Testament: Expectations of a Coming King* (Grand Rapids: Baker Academic, 2020).

Then read Isaiah 2:2-4; 9:1-7; 11:1-16; 16:3-5; 32:1-8. Come prepared to discuss these texts and the two chapters in class. What stood out to you about the Messianic expectations in the book of Isaiah from the required readings? How is the Messiah depicted in the Scripture passages? What kind of eschatological hope is Israel looking forward to? Try to read these texts without reading the New Testament's view of the Messiah into them.

#### Thursday, Nov 5, 2026

The Glory of God in the Book of Isaiah (worth 5 marks)

Read Rebecca Idestrom's chapter 7, "God's Glory in Zion: Isaiah," pages 152-214 in *Show Me Your Glory: The Glory of God in the Old Testament* (Eugene, OR: Pickwick Publications, 2023). Come prepared to discuss the chapter and the various insights you received about God's glory in the book of Isaiah. What did you learn about God's glory that was new or significant? What stood out to you and why? What questions did it raise for you? Why do you think the theme of God's glory occurs much more in prophecies of salvation, restoration and transformation than in prophecies about judgment in Isaiah? How is this significant? What are some practical implications that arise from what you have learned about God's glory?

#### Thursday, Nov 12, 2026

The Servant Songs of Isaiah (worth 5 marks)

Look at the four "Servant Songs," Isaiah 42:1-9; 49:1-13; 50:4-11; 52:13-53:12, and compare them. How are the texts similar or different from each other? How is the servant depicted in these songs? Is there more than one servant? What is the servant's role and mission? Read both commentaries by McConville and by Webb on these texts. Come ready to discuss the readings and these Scripture passages in class.

#### Thursday, Nov 26, 2026

Required Reading and Group Discussion on the Textbooks by Webb and McConville (worth 10 marks).

Although the students will have read and discussed certain sections of Barry Webb and Gordon McConville's commentaries in earlier seminars, the student is required to read *The Message of Isaiah* by Webb in its entirety and McConville's commentary on *Isaiah* on any twenty chapters from Isaiah, and come prepared to discuss these in the seminar discussion group. Each student needs to inform the others in the group whether they have read Webb's commentary in its entirety and the twenty chapters from Isaiah in McConville, and their response to this question should be reflected in the grade assigned. If they have not completed the required readings, then this should lead to a reduction in grade.

The group should discuss some of the following questions: What are some of the strengths and weaknesses of each commentary and what have you learned that is new from either of them? How do the two commentaries compare to one another? How have Webb's commentary and McConville's commentary shaped your understanding of the book of Isaiah? Was one of them

more significant or helpful for you than the other? Explain why. Why is reading a commentary along with a biblical book a useful exercise in general? In your answers, support your evaluation by citing specific examples from each text (note worth 10 marks instead of 5).

The seminar discussion groups will be approximately 30–40 minutes long. The discussion group has five purposes:

- A. to challenge students to develop their critical, thinking skills.
- B. to enable students to improve their skills in developing and expressing theological arguments in a group context.
- C. to empower students to foster ability in leading fellow students in discussion.
- D. to have students take responsibility for their fellow students' education by mutually supporting one another.
- E. to encourage students to listen respectfully to views not their own.

*Responsibilities of the student as group participant:*

Having read the assigned readings, each student in the group should come prepared with some questions arising from their reading as well as some thoughtful reflections on the material. Some possible questions to ponder are: What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with the authors' views and arguments, why or why not? Having reflected on the readings and your own study of Isaiah, what are you learning about the specific topic in the discussion? Has your pre-understanding of the topic or biblical texts changed as a result? If so, in what ways have they changed? The student can come up with his or her own questions as well. Each student also needs to report to the group whether they have read all or only some of the assigned readings for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, each student will assign a participation grade for each member of the group and submit the grade by email to the professor (grade from zero to five, with five being highest). Based the grade on the following criteria:

If the student's comments during the discussion reflected an informed reading of the assigned material, allocate a higher grade.

If the student has contributed their fair share (not too much, not too little), allocate a higher grade.

Consider a grade of 4.5-4.7 if the individual has excelled with respect to the above two criteria.

Consider giving a grade of 3.7-4 if the individual has contributed capably with respect to the above two criteria.

If the student has dominated discussion in inappropriate ways, reduce their grade.

If the student has not contributed or contributed only minimally, reduce their grade.

If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.

Has the discussion led to a better understanding of the topic and readings and to a critical interaction with it? If not, reduce the grade.

If the student has not completed all the readings, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below.

All grades are confidential (you may give fraction grades: e.g., 3.7).

#### **4. Exegesis Paper/Research Paper: Due date: Dec 10, 2026 (worth 35 % of the final grade).**

Write an exegesis paper on a passage from Isaiah or a research paper on any topic related to the book of Isaiah (12–15 pages double-spaced, approx. 4200–5250 words). If the student chooses to do an exegesis paper, please follow the [exegesis paper guidelines](#) posted on the course page. The paper needs to include a bibliography with a minimum of ten academic sources. The bibliography needs to follow proper bibliographic citation. A list of suggested research paper topics will be given in class. This assignment is related to all the learning outcomes.

The assignments should be uploaded on the course page as a pdf document.

#### **General Guidelines for the Submission of Written Work:**

1. Your work should demonstrate the following characteristics:

**Accuracy** (a fair and accurate presentation of scholarly judgment on the issues) – Is what I say correct? Is it valid? Have I understood the topic or question?

**Critical Analysis** – Have I understood the main issues? Have I done sufficient research on the topic? Does my paper show critical reflection, interaction and dialogue with the biblical text and with authors writing on the subject?

**Organization** – Does my paper follow a clear outline? Does my paper have a thesis statement? Is there a clear progression and development of an idea or an argument in the paper? Does my argument have a meaningful order?

**Clarity** – Does what I say make sense? Will others clearly understand what I am seeking to express?

**Good Grammar and Writing** – Is my paper clean of spelling mistakes? Is the text punctuated correctly? Does the sentence structure consistently adhere to basic rules of good grammar? Do I use inclusive language?

**Well Documented** (thorough) – Is my work complete? Does my bibliography reflect sufficient research? Have I fully and accurately documented where I have relied upon the work of others? Have I provided complete information about my research sources? Will others be able to locate

these sources on the strength of my documentation? Do my footnotes and bibliography follow the proper citation style required?

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Two Readings of the Book of Isaiah	Oct 8	5 %
Inductive Study	Oct 15	30 %
Seminar Discussion Groups	Oct 1, 22, Nov 5, 12, 26	30 %
Exegesis/Research Paper	Dec 10	35 %
<b>Total Grade</b>		<b>100%</b>

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

Sept 17	General Introduction
Sept 24	Historical background to the book of Isaiah
Oct 1	<b>First Seminar Discussion Group in Class</b> The history of interpretation of the book of Isaiah
Oct 8	<b>Two Completed Readings of the whole book of Isaiah due</b> Isaiah the prophet General structure and genre of the book
Oct 15	<b>Inductive Study due</b> Exegetical study of selected texts from Isaiah 1–12
Oct 22	<b>Second Seminar Discussion Group in Class</b> Exegetical study of selected texts Isaiah 1–12 continued
Oct 29	<b>READING DAYS: NO CLASS</b>
Nov 5	<b>Third Seminar Discussion Group in Class</b> Exegetical study of selected texts from Isaiah 13–23
Nov 12	<b>Fourth Seminar Discussion Group in Class</b> Exegetical study of selected texts from Isaiah 24–27 Exegetical study of selected texts from Isaiah 28–39

- Nov 19 Exegetical study of selected texts from Isaiah 40–66
- Nov 26 **Fifth Seminar Discussion Group in Class**  
Exegetical study of selected texts from Isaiah 40–66
- Dec 3 Exegetical study of selected texts from Isaiah 40–66
- Dec 10 **Exegesis/Research Paper on Isaiah due**  
Exegetical study of selected texts from Isaiah 40–66

**NOTE:** There are no classes during the Reading Days, October 27–30, 2026

The Policy for Late Assignments in this Course:

The assumption is, of course, that all written work will be submitted on and before the corresponding due dates. Should this not occur, the following policy shall govern the evaluation of your work. For every week late, the grade will be reduced by 5 %, a half a letter grade (e.g. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions (without grade penalty) will be considered in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, medical emergencies, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the professor explaining the reason why the extension is needed. Such requests need to be submitted prior to the due date unless an unforeseen crisis occurred on the same day as the assignment is due. Then the student needs to contact the professor immediately.

## V. SELECTED BIBLIOGRAPHY

### 1. Commentaries and Books

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- Baltzer, Klaus. *Deutero-Isaiah: A Commentary*. Hermeneia. Philadelphia: Fortress Press, 2001.
- Beuken, Willem A. M. *Isaiah II*. Volume 2: Isaiah Chapters 28–39. Historical Commentary on the Old Testament. Leuven: Peeters, 2000.
- Beyer, Bryan E. *Encountering the Book of Isaiah: A Historical and Theological Survey*. EBS. Grand Rapids: Baker Academic, 2007.
- Blenkinsopp, Joseph. *Isaiah 1–39: A New Translation with Introduction and Commentary*. The Anchor Bible. New York: Doubleday, 2000.
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- Blocher, Henri. *Songs of the Servant*. London: Inter-Varsity, 1975.
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- [Brueggemann, Walter. \*Isaiah 1-39\*. Westminster Bible Companion. Louisville: Westminster John Knox Press, 1998.](#)
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- \_\_\_\_\_. *Isaiah*. The Old Testament Library. Louisville: Westminster John Knox Press, 2001.
- \_\_\_\_\_. *The Struggle to Understand Isaiah as Christian Scripture*. Grand Rapids: Eerdmans, 2004.
- Chisholm, Robert B. Jr., and Michael Hontz. *Isaiah Volume 1–39*. A Commentary for Biblical Preaching and Teaching. Kerux Commentaries. Grand Rapids: Kregel, 2025.
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- Clines, David J. A. *I, He, We, and They: A Literary Approach to Isaiah 53*. Journal for the Study of the Old Testament Supplement Series 1. Sheffield: JSOT Press, 1976.
- Conrad, Edgar W. *Reading Isaiah*. Overtures in Biblical Theology; Minneapolis: Fortress, 1991.
- Evans, Craig A. *To See and Not Perceive: Isaiah 6:9-10 in Early Jewish and Christian Interpretation*. JSOTS 64. Sheffield: Sheffield Academic Press, 1989.
- Firth, G. David and H. G. M. Williamson, eds. *Interpreting Isaiah*. Downers Grove: IVP Academic, 2009.
- Fruchtenbaum, Arnold G. *The Book of Isaiah: Exposition from a Messianic Jewish Perspective*. Ariel's Bible Commentary. San Antonio, TX: Ariel Ministries, 2018.

[Goldingay, John. \*Isaiah\*. New International Biblical Commentary. Peabody: Hendrickson, 2001.](#)

\_\_\_\_\_. *The Message of Isaiah 40–55*. London: T & T Clark, 2005.

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For additional resources, a good starting point is the Biblical Studies website at <http://tyndale.ca/seminary/biblical-studies>.

Helpful websites:

<https://www.bestcommentaries.com/>

<https://www.stepbible.org/>

<http://dailydoseofhebrew.com/>

<http://dailydoseofgreek.com/>

## 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](http://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](http://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 policies 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.

### **The Use of AI:**

In this course the student is **NOT** allowed to use artificial intelligence programs to research and write their papers. This will be considered plagiarism. Please turn off any AI tools like Co-Pilot in Microsoft Word or AI in Grammarly or in any other editing/grammar checking tool. Students may not use AI copyediting programs.

Some of the reasons why you should not use AI in this course are the following: By doing your own work and engaging in the material directly, you develop important life skills like critical thinking, analytical skills, and problem-solving. Learning how to research, write, and synthesize material are all part of the educational process of learning, and are essential and transferable life skills. If you use AI to write your paper and submit it as if you wrote it, it is not only a question of academic integrity and ethics, but you are also short-changing your learning experience. Learning how to communicate well in writing and completing various assignments is very rewarding. You will build confidence and develop a sense of achievement which brings joy and satisfaction.

### **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](mailto: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](http://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).