"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	**BIBLICAL STUDIES SEMINAR: THE GLORY OF GOD IN THE BIBLE**
Course Code	BIBL 0718 1S
Date **Time** **Delivery Format**	From January 14, 2027 to April 8, 2027 **Every Thursday** From 8:15 to 11:05 AM SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Thursdays 8:15–11:05 AM.
Instructor **Contact Information**	**DR. REBECCA G. S. IDESTROM** Telephone/voice mail: (416) 226-6620 Ext. 6771 Email: ridestrom@tyndale.ca
Office Hours	The students may participate in live streamed office hours: Thursdays, 11:15 AM–12:00 PM or at a separate time by appointment.
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

The term "glory" is ubiquitous in Scripture, but its precise meaning is not always clear. What is the glory of the Lord? How does Scripture define it? This seminar will examine the biblical theme of God's glory in Scripture with the goal of understanding its meaning and theological significance. This will entail exploring key terms, images, and related themes to divine glory, as well as examining various scriptural passages about the glory of the Lord in their larger narrative, historical, and canonical contexts. The theme of God's glory will be traced in both the Old and New Testaments, culminating with its ultimate revelation in Jesus Christ. How the topic of God's glory and presence in Scripture is significant and relevant to the Christian life and the Church community will also be examined.

Prerequisites: *Biblical Interpretation (BIBL 0501), New Testament Theology and History (NEWT 0522), and Old Testament Theology and History (OLDT 0511).*

The Biblical Studies Seminar is a required course for MDiv students majoring in Biblical Studies. Please note that for students not majoring in Biblical Studies, this Biblical Studies Seminar counts as a Bible (OT or NT) Elective.

II. LEARNING OUTCOMES

At the end of this course, the student will be able to:

1. Trace the theme of God's glory throughout the canon of Scripture.
2. Describe and explain the meaning and significance of the different terms, images, and portrayals of God's glory in Scripture.
3. Identify the importance of examining a biblical theme in its narrative, historical, and canonical contexts.
4. Recognize and appreciate both theological diversity and continuity in tracing a biblical theme in the Old and New Testaments.
5. Give practical examples of why and how the theme of God's glory and presence is significant and relevant to the Christian life.
6. Develop and foster skills in doing exegesis, critical thinking, research, writing, and leading a seminar presentation.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Berry, Donnie. *The Earth Will Be Filled: A Biblical Theology of the Glory of God.* Downers Grove: IVP Academic, 2025. ISBN # 978-1-5140-1077-8

Idestrom, Rebecca G. S. *Show Me Your Glory: The Glory of God in the Old Testament.* Eugene, OR: Pickwick Publications, 2023. ISBN # 978-1-4982-1795-8

Morgan, Christopher W. and Robert A. Peterson, eds. *The Glory of God.* Theology in Community Series. Wheaton, IL: Crossway, 2010 (hardcover)/2018 (paperback). ISBN # 978-1-4335-5726-2

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Akala, Adesola Joan, ed. *Exploring the Glory of God: New Horizons for a Theology of Glory.* Lanham, MD: Lexington/Fortress, 2021. ISBN #: 978-1-9787-0891-4

Morgan, Christopher W. and Robert A. Peterson. *The Glory of God and Paul: Texts, Themes and Theology.* NSBT New Studies in Biblical Theology. London: Apollos/Downers Grove: IVP Academic, 2022. USA ISBN #: 978-1-5140-0447-0

The assigned readings are from the textbooks as well as other sources listed below. Besides the course textbooks, all other readings are posted on the Moodle course page or are linked to an e-book from the Tyndale library.

Collins, C. John. "כבד." In *NIDOTTE* 2:577–87.

Silva, Moisés, "Δοξα," in *NIDNTTE* 1:761–767.

Christopher Morgan and Robert Peterson, Chapter 1, "The panorama of God's glory" in *The Glory of God and Paul: Texts, Themes and Theology*. London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.

Longman III, Tremper. "The Glory of God in the Old Testament." In *The Glory of God*, edited by Christopher W. Morgan and Robert A. Peterson, 47–78. Theology in Community Series. Wheaton: Crossway, 2010.

Philpot, Joshua M. "Exodus 34:29–35 and Moses' Shining Face." *Bulletin for Biblical Research* 23 (2013) 1–11.

Davies, G. I. "The Presence of God in the Second Temple and Rabbinic Doctrine." In *Templum Amicitiae: Essays on the Second Temple Presented to Ernst Bammel*, edited by William Horbury, 32–36. Journal for the Study of the New Testament Supplement Series 48. Sheffield: Sheffield Academic, 1991.

Greene, Joseph. "Did God Dwell in the Second Temple? Clarifying the Relationship between Theophany and Temple Dwelling." *Journal of the Evangelical Theological Society* 61 (2018) 767–784.

Richard Melick, "The Glory of God in the Synoptic Gospels, Acts and the General Epistles," pp. 79–106 in *The Glory of God*.

Aalen, Sverre. "δοξα." In *DNTT* 2:44–48.

Gaffin Jr., R. B. "Glory." In *New Dictionary of Biblical Theology,* edited by T. Desmond Alexander et al., 507–511. Downers Grove, IL: InterVarsity, 2000.

David M. Miller, "Seeing the Glory, Hearing the Son: The Function of the Wilderness Theophany Narratives in Luke 9:28–36," *Catholic Biblical Quarterly* 72 (2010), 498–517.

Bauckham, Richard. "Glory," 43–62 in *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids, MI: Baker Academic, 2015.

Andreas Köstenberger, "Glory of God in John's Gospel and Revelation," pp. 107–126 in *The Glory of God*, edited by Christopher W. Morgan and Robert A. Peterson, 47–78. Theology in Community Series. Wheaton: Crossway, 2010.

Shin, Sookgoo. "The Rhetorical Function of the Glory Motif in John's Gospel." *Canon & Culture* 16 (2022), 133–65.

Christopher Morgan and Robert Peterson, *The Glory of God and Paul*, Chapter 3: "The glory of God and salvation: Romans." In Morgan, Christopher W., and Robert A Peterson. *The Glory of God and Paul: Texts, Themes, and Theology*. London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.

Richard Gaffin Jr., Chapter 5: "The Glory of God in Paul's Epistles," pp. 127–152 in *The Glory of God*. Theology in Community Series. Edited by Morgan, Christopher W., and Robert A Peterson. Wheaton: Crossway, 2010.

Morgan, Christopher and Robert Peterson. Chapter 5: "The glory of God and the new covenant: 2 Corinthians 3–4," 91–113 in Morgan, Christopher W., and Robert A Peterson. *The Glory of God and Paul: Texts, Themes, and Theology*. London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.

Fout, Jason A. "The Glory of God in 2 Corinthians." 159–166 in *Fully Alive: The Glory of God and the Human Creature in Karl Barth, Hans Urs von Balthasar, and Theological Exegesis of Scripture.* London/Oxford: Bloomsbury T & T Clark, 2015.

Christopher Morgan and Robert Peterson, Chapter 6, "The glory of God and the church: Ephesians," 114–148, in Morgan, Christopher W., and Robert A Peterson. *The Glory of God and Paul: Texts, Themes, and Theology*. London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.

Christopher Morgan, Chapter 6: "Toward a Theology of the Glory of God," 153–187, in *The Glory of God*, edited by Christopher W. Morgan and Robert A. Peterson. Theology in Community Series. Wheaton: Crossway, 2010.

Morgan, Christopher, and Robert Peterson, Chapter 9, "The glory of God and the Christian Life," 197–213 in Morgan, Christopher W., and Robert A Peterson. *The Glory of God and Paul: Texts, Themes, and Theology*. London, UK: Apollos/Downers Grove, IL: InterVarsity, 2022.

Bryan Chapell, Chapter 7: "A Pastoral Theology of the Glory of God,", 189–208 in *The Glory of God*, edited by Christopher W. Morgan and Robert A. Peterson. Theology in Community Series. Wheaton: Crossway, 2010.

Helland, Roger. "The Discipline of Awareness: Practicing the Presence of God," 67–83 in *Pursuing God's Presence: A Practical Guide to Daily Renewal and Joy*. Minneapolis, Minnesota: Chosen Books, 2023.

Lewis, C. S. "The Weight of Glory," 25–46 in *The Weight of Glory and Other Addresses.* New York: HarperOne, 2001.

Wright, N. T. "Romans 8:18–25," and "John 17:20–26," 66–69, 144–146 in *Reflecting the Glory: Meditations for Living Christ's Life in the World*. Minneapolis: Augsburg, 1998.

Tyndale recommends www.stepbible.org – 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

The following assignments will be used to facilitate your full engagement with the course material and accomplish the learning outcomes listed above.

1. **Weekly Completion of Required Readings and Reading Notes: Due before each class, 30% of final grade.**

This assignment is related to all the outcomes.

Every class will involve a class discussion of the assigned readings for each week. Since this is a Seminar type course, it is essential that each student come prepared to class, having done all the readings and reading notes so that we can have a fruitful discussion time in class. The list of required readings for each week is given below in the course schedule. For each reading, please prepare a number of written questions as well as some observations and reflections on the readings. Did something stand out to you, and if so, why? What did you learn that was new to you? How does it impact your understanding of the concept of God's glory? What questions did the readings raise for you? Please note, the student is not asked to evaluate or critique the assigned articles or chapters from the textbooks. Instead, the readings serve as prompts for observations and questions. Before each class, the student will submit 2 pages (double-spaced) summary of their reflections notes and questions arising from their reading to the professor. This summary will be uploaded on the Moodle course page before the class begins (before 8:15 AM). The student will also report whether or not they completed all the assigned reading for that week.

2. **Research Paper: 50% of final grade.**

This assignment is related to outcomes # 1, 3, 5, 6.

The research paper will be due on the day the student chooses to present the result of their research to the class. Therefore, the paper will be due either on March 18, March 25, April 1, or April 8, 2027. The student can choose a topic that relates to the various subjects and themes covered in the course. Further instructions and a list of potential essay topics will be given in class. The approximate paper length is expected to be 15–20 pages (approx. 4500–6000 words) double spaced (Font size 12 point, Times New Roman). A bibliography with a minimum of ten academic sources is required.

3. **Class Presentation on Research Topic: 10% of final grade.**

This assignment is related to outcome # 1, 3, 5, 6.

Class presentations will be held on March 18, March 25, April 1, and April 8, 2027. Each student will present the results of their research on their particular topic for the research paper. Each

presentation will be approximately 25–30 minutes. The students in the class will have an opportunity to ask questions of the presenter and give feedback on the presentation. The student presenter should provide an outline of the major points and arguments of their paper, including a summary of the findings/results of their paper to the students in the class either as a handout or in a PowerPoint presentation. If they prefer, they can give each member of the seminar a copy of their research paper instead of an outline. After the class, the student presenter will submit their research paper to the professor by uploading it to the course page.

4. Final Reflection Paper: Due Monday April 12, 2027, due 11:59 PM, 10% of final grade.
This assignment is related to all the outcomes.

Each student will write a 3–4 page (approx. 1000–1400 words) double-spaced reflection paper where they list the new learnings and insights that they have gained from participating in the course (readings, class discussions, working on the term paper). How has your understanding of the concept of God's glory changed or been enhanced through this course? What are some practical implications coming out of your learning? What are some practical and relevant ways you can appropriate what you have learned about God's glory in your life and in your church community moving forward?

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?

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.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**%**
Completed Readings and Notes on Readings	30%
Research Paper	50%
Class Presentation on Research Topic	10%
Final Reflection Paper	10%
Total Grade	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-Course Preparation: Come to the first class having done the readings and prepared questions and reflections on the readings to be discussed in the first class (the readings listed for January 14). Be prepared to submit your 1–2 page summary before the class by uploading it to the Moodle course page. Readings to be completed before each class are listed below.

Jan 14 **Introduction to the topic: Challenges and Limitations**
Semantics of Glory**:** Glory Language, Semantic Domain, Imagery

Read Rebecca Idestrom, *Show Me Your Glory*, Preface, ix–x, Chapters 1–2, pp. 1–20.
Read Donnie Berry, *The Earth Will Be Filled*, "Introduction: The Bedrock of Glory," pp. 1–10.
Read John Collins, "כבד," in *NIDOTTE* 2:577–587.
Read Moisés Silva, "Δοξα," in *NIDNTTE* 1:761–767.
Christopher Morgan and Robert Peterson, Chapter 1, "The panorama of God's glory" in *The Glory of God and Paul*, pp. 17–38 e-book (pp. 1–29 in hardcopy).

Jan 21 **Theme: God's glory in the Pentateuch**
Read Tremper Longman, "Glory of God in the Old Testament," pp. 47–78 in *The Glory of God.*
Read Idestrom, *Show Me Your Glory*, Chapters 3–4, pp. 21–77.
Read Donnie Berry, *The Earth Will Be Filled*, Chapter 1–2, "God's Glory Shared in Creation," "Glory Lost in the Fall," pp. 11–46.
Read Joshua Philpot, "Exodus 34:29–35 and Moses' Shining Face," pp. 1–11.

Jan 28 **Theme: God's Glory in the Historical Books and the Psalms: God's Glory and Worship**
Read Idestrom, *Show Me Your Glory*, Chapters 5–6, pp. 78–151.
Read Donnie Berry, *The Earth Will Be Filled*, Chapter 3–4, "Glory to and Through Israel," Parts One and Two, pp. 47–79.

Feb 4 **Theme: God's Glory in Isaiah**
Read Idestrom, *Show Me Your Glory*, Chapter 7, pp. 152–214.
Read Donnie Berry, *The Earth Will Be Filled*, Chapter 5, "Isaiah," pp. 80–94.

Feb 11 **Theme: God's glory in Ezekiel and the Minor Prophets**
Read Idestrom, *Show Me Your Glory*, Chapters 8–10, pp. 215–282.
Read Donnie Berry, *The Earth Will Be Filled*, Chapter 6, "Ezekiel," pp. 95–105.
Read Graham Davies, "The Presence of God in the Second Temple and Rabbinic Doctrine," 32–36.
Read Joseph Greene, "Did God Dwell in the Second Temple?" pp. 767–784.

Feb 18 ***READING WEEK: NO CLASS***

Feb 25 **Theme: God's Glory in the Synoptic Gospels, Acts, and the General Epistles**
Read Richard Melick, "The Glory of God in the Synoptic Gospels, Acts and the General Epistles, pp. 79–106 in *The Glory of God*.
Read R. B. Gaffin, Jr. "Glory," in *NDBT*, pp. 507–511.
Read Sverre Aalen, "δοξα" in *DNTT* 2:44–48.

Read David Miller, “Seeing the Glory, Hearing the Son: The Function of the Wilderness Theophany Narratives in Luke 9:28–36,” pp. 498–517.

Mar 4 **Theme: God’s Glory in the Gospel of John**

Read Richard Bauckham, Chapter 3 “Glory,” pp. 43–62 in *Gospel of Glory*.
Read Andreas Köstenberger, “Glory of God in John’s Gospel and Revelation,” pp. 107–126 in *The Glory of God*.
Read Sookgoo Shin, “The Rhetorical Function of the Glory Motif in John’s Gospel,” pp. 133–165.
Read Donnie Berry, *The Earth Will Be Filled*, Chapter 7, “The Gospel of John,” pp. 106–124.

Mar 11 **Theme: God’s Glory in Romans**

Read Donnie Berry, *The Earth Will Be Filled*, Chapter 8, “Romans,” pp. 125–141.
Read Christopher Morgan and Robert Peterson, *The Glory of God and Paul*, Chapter 3: “The glory of God and salvation: Romans.”

Mar 18 **Class Presentations**

Theme: God’s Glory in Paul’s Writings
Read R. B. Gaffin Jr., Chapter 5: “The Glory of God in Paul’s Epistles,” pp. 127–152 in *The Glory of God.*
Read Christopher Morgan and Robert Peterson, Chapter 5: “The glory of God and the new covenant: 2 Corinthians 3–4,” in *The Glory of God and Paul*, pp. 91–113 e-book (pp. 97–125 in hardcopy).
Read Jason Fout, “The Glory of God in 2 Corinthians,” pp. 159–166 in *Fully Alive*.

Mar 25 **Class Presentations**

Read Christopher Morgan and Robert Peterson, Chapter 6, “The glory of God and the church: Ephesians,” in *The Glory of God and Paul*, pp. 114–148 e-book (pp.127–171 in hard copy).
Read Christopher Morgan, Chapter 6: “Toward a Theology of the Glory of God” in *The Glory of God*, pp. 153–187.
Read Donnie Berry, *The Earth Will Be Filled*, Chapter 9, “Revelation,” pp. 142–151.

Apr 1 **Class Presentations**

Theme: Practical Implications
Read Christopher Morgan and Robert Peterson, Chapter 9, “The glory of God and the Christian Life,” pp. 197–213 e-book (pp. 237–257 in hardcopy).
Read Bryan Chapell, Chapter 7: “A Pastoral Theology of the Glory of God,” in *The Glory of God*, pp. 189–208.

Apr 8 **Class Presentations**

Theme: Practical Implications
Read Donnie Berry, *The Earth Will Be Filled*, "Conclusion: Beholding and Becoming," pp. 153–156.
Read Roger Helland, "The Discipline of Awareness: Practicing the Presence of God," pp. 67–83 in *Pursuing God's Presence*.
Read C. S. Lewis, "The Weight of Glory," pp. 25–46.
Read N. T. Wright, "Romans 8:18–25," and "John 17:20–26," pp. 66–69, 144–146 in *Reflecting the Glory*.

V. SELECTED BIBLIOGRAPHY

Aalen, Sverre. "δοξα." In *Dictionary of New Testament Theology* 2., 44-48. Colin Brown, ed., Grand Rapids: Zondervan, 1979.

Abrahams, I. *The Glory of God: Three Lectures*. Oxford: Oxford University Press, 1925.

Aitken, James K. "The Semantics of 'Glory' in Ben Sira—Traces of a Development in Post-Biblical Hebrew?" In *Sirach, Scrolls, and Sages: Proceedings of a Second International Symposium on the Hebrew of the Dead Sea Scrolls, Ben Sira, and the Mishnah, held at Leiden University, 15–17 December 1997*, edited by T. Muraoka and J. F. Elwolde, 1–24. Boston: Brill, 1999.

Akala, Adesola Joan, ed. *Exploring the Glory of God: New Horizons for a Theology of Glory*. Lanham, MD: Lexington/Fortress, 2021

Aster, Shawn Zelig. "Ezekiel's Adaptation of Mesopotamian *Melammu*." *Die Welt des Orients* 45 (2015), 10–21.

———. *The Unbeatable Light: Melammu and Its Biblical Parallels.* Alter Orient und Altes Testament 384. Münster: Ugarit-Verlag, 2012.

Balthasar, Hans Urs von. *The Glory of the Lord: A Theological Aesthetics*. Vol. 6, *Theology: The Old Covenant*. Edinburgh: T. & T. Clark, 1991.

———. *The Glory of the Lord: A Theological Aesthetics*. Vol. 7, *Theology: The New Covenant*. Edinburgh: T. & T. Clark, 1989.

Bauckham, Richard. *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids, MI: Baker Academic, 2015.

Beale, G. K. *The Temple and the Church's Mission: A Biblical Theology of the Dwelling Place of God.* New Studies in Biblical Theology 17. Downers Grove: InterVarsity, 2004.

Belleville, Linda L. *Reflections of Glory: Paul's Polemical Use of the Moses-Doxa Tradition in 2 Corinthians 3.1–18*. JSNTSS 52. Sheffield: JSOT Press, 1991.

Belleville, Linda L. “Tradition or Creation? Paul’s Use of the Exodus 34 Tradition in 2 Corinthians 3.7–18.” In Craig A. Evans and James A. Sanders, eds., *Paul and the Scriptures of Israel*, 165–185. JSNTSS 83; SSEJC 1. Sheffield: JSOT Press, 1993.

Berry, Donald L. *Glory in Romans and the Unified Purpose of God in Redemptive History*. Eugene, OR: Pickwick Publications, 2016.

Berry, Donnie. “Groaning for Glory: Another Look at the Spirit’s Intercession in Romans 8:26-27.” *Journal of the Evangelical Theological Society* 63.2 (2020), 281–96.

———. *The Earth Will Be Filled: A Biblical Theology of the Glory of God.* Downers Grove: IVP Academic, 2025.

Block, Daniel I. *For the Glory of God: Recovering A Biblical Theology of Worship.* Grand Rapids: Baker Academic, 2014.

Brendsel, Daniel J. *“Isaiah Saw His Glory”: The Use of Isaiah 52–53 in John 12.* Beihefte zur Zeitschrift für die neutestamentliche Wissenschaft 208. Berlin: De Gruyter, 2014.

Brockington, L. H. “The Greek Translation of Isaiah and His Interest in ΔΟΞΑ.” *Vetus Testamentum* 1 (1951), 23–32.

Brueggemann, Walter. *Ichabod Toward Home: The Journey of God’s Glory*. Grand Rapids: Eerdmans, 2002.

Burton, Marilyn E. *The Semantics of Glory: A Cognitive, Corpus-Based Approach to Hebrew Word Meaning*. Studia Semitica Neerlandica. Leiden: Brill, 2017.

Caird, G. B. “The Glory of God in the Fourth Gospel: An Exercise in Biblical Semantics.” *New Testament Studies* 15 (1969), 265–77.

Coggan, F. Donald. *The Glory of God: Four Studies in a Ruling Biblical Concept*. London: Church Missionary Society, 1950.

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Cook, W. Robert. “The Glory Motif in the Johannine Corpus.” *Journal of the Evangelical Theological Society* 27/3 (1984), 291–297.

Davies, G. I. “The Presence of God in the Second Temple and Rabbinic Doctrine.” In *Templum Amicitiae: Essays on the Second Temple Presented to Ernst Bammel*, edited by William Horbury, 32–36. Journal for the Study of the New Testament Supplement Series 48. Sheffield: Sheffield Academic, 1991.

De Vries, Pieter. “Ezekiel: Prophet of the Name and Glory of YHWH—The Character of His Book and Several of Its Main Themes.” *Journal of Biblical and Pentecostal Research* 4 (2012), 94–108.

———. “The Glory of YHWH in the Old Testament with Special Attention to the Book of Ezekiel.” *Tyndale Bulletin* 62 (2011), 151–54.

———. *The Kābôd of YHWH in the Old Testament: With Particular Reference to the Book of Ezekiel.* Studia Semitica Neerlandica 65. Leiden: Brill, 2016.

———. “The Relationship between the Glory of YHWH and the Spirit of YHWH in Ezekiel 33–48.” *Old Testament Essays* 28 (2015), 326–50.

Duvall, J. Scott, and J. Daniel Hays. *God’s Relational Presence: A Cohesive Center of Biblical Theology.* Grand Rapids: Baker Academic, 2019.

Edwards, Jonathan. “The End for Which God Created the World.” In *God’s Passion for His Glory: Living the Vision of Jonathan Edward*s by John Piper, 125–51. Wheaton: Crossway, 1998.

Efros, Israel. “Holiness and Glory in the Bible: An Approach to the History of Jewish Thought.” *Jewish Quarterly Review* 41 (1950–51), 363–77.

Emerson, Matthew Y. and Christopher W. Morgan. “The Glory of God in 2 Corinthians.” *Southern Baptist Journal of Theology* 19.3 (2015), 21–39.

Fletcher-Louis, Crispin H. T. *All the Glory of Adam: Liturgical Anthropology in the Dead Sea Scrolls*. STD 42. Leiden: Brill, 2002.

Ford, David F. “To See My Glory: Jesus and the Dynamics of Glory in John’s Gospel,” pp. 15–26 in *Exploring the Glory of God: New Horizons for a Theology of Glory*, edited by Akala, Adesola Joan. Lanham, MD: Lexington/Fortress, 2021.

Fout, Jason A. *Fully Alive: The Glory of God and the Human Creature in Karl Barth, Hans Urs von Balthasar, and Theological Exegesis of Scripture.* London/Oxford: Bloomsbury T & T Clark, 2015.

Frey, Jörg. *The Glory of the Crucified One: Christology and Theology in the Gospel of John*. Waco, TX: Baylor University Press, 2018.

Friedeman, Caleb T. “Moses, Elijah, and Jesus’ Divine Glory (Mark 9.2–8).” *New Testament Studies* 70 (2024), 61–71.

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Gentry, Peter J. “‘The Glory of God’—The Character of God’s Being and Way in the World: Some Reflections on a Key Biblical Theology Theme.” *Southern Baptist Journal of Theology* 20.1 (2016), 149–161.

Greene, Joseph. “Did God Dwell in the Second Temple? Clarifying the Relationship between Theophany and Temple Dwelling.” *Journal of the Evangelical Theological Society* 61 (2018), 767–84.

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Guthrie, George H. “Καταργέω and the People of the Shining Face (2 Corinthians 3:7–18).” *Southern Baptist Journal of Theology* 19.3 (2015), 41–60.

Hamilton Jr., James M. “The Glory of God in Salvation through Judgment: The Centre of Biblical Theology?” *Tyndale Bulletin* 57 (2006), 57–84.

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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/
https://dailydoseofscripture.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.

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.

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.

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.

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.