

“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	Fall, 2026
Course Title	INTRODUCTION TO PENTECOSTALISM
Course Code	PENT 0501 1A
Date	September 14 to December 11, 2026
Delivery Format	ASYNCHRONOUS ONLINE
Class information	Web-based asynchronous (online) with no fixed class time.
Instructor Contact Information	DR. VAN JOHNSON, ThD Email: vjohnson@tyndale.ca
Office Hours	Zoom meeting 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

Analyze the nature and the impact of the Pentecostal/Charismatic movement. The lectures, while including a section on the Pentecostal Assemblies of Canada (and other Canadian Pentecostal denominations), examine the global impact of this worldwide movement. The movement is traced as to its scope and variety in both Pentecostal and non-Pentecostal circles and analyzed in terms of the factors related to its widespread acceptance.

Two primary objectives underlie this course: first, to combat widespread ignorance of the origins and nature of Pentecostalism, train students to understand Pentecostalism well enough to be able to explain it clearly to others. Second, engage the learner in a process that fosters openness to the work of the Spirit—whatever one’s denominational background—toward an expanded participation in the Spirit’s work in the kingdom of God. For the Pentecostal student, there is a third objective: encourage renewal through a consideration of the roots of the tradition and a reconsideration about what the tradition says about life and ministry in the Spirit.

For Winter 2026, there will be a particular emphasis on Canadian beginnings of Pentecostalism, which is facilitated by newly published primary source material on the pre-denominational phase.

FORMAT: ASYNCHRONOUS ONLINE

Along with the regular features of an asynchronous online course, with weekly assignments and forum discussions, this ten-week course will include pre-recorded video content. The structure is five 2-week blocks: in each block, during week 1, students do readings and interact with each other about them, and during week 2, they interact with video content.

II. LEARNING OUTCOMES

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

1. Identify in discussions and written work the central figures and catalytic events involved in the emergence and spread of the Pentecostal movement.
2. Characterize the Pentecostal movement as a cluster of beliefs and practices—with an eschatological core and a missional praxis—by summarizing early Pentecostal newsletters.
3. Demonstrate knowledge of early Pentecostalism and its implications for renewal and revival in the global church by preparing a set of teaching notes.
4. Assess in discussion sessions the possibilities for renewal for both the Pentecostal tradition as well as the global church if renewed attention is given to the Spirit's role in the Kingdom.

III. COURSE REQUIREMENTS

A. REQUIRED READING

a) Required Books (3 Books)

1. Mittelstadt, M., and C. Courtney. *Canadian Pentecostal Reader: The First Generation of Pentecostal Voices in Canada (1907-1925)*. Cleveland, TN: CPT Press, 2021. **(Kindle version available, which is searchable.)**
2. Constantineanu, C. and C. Scobie, eds. [*Pentecostals in the 21st Century: Identity, Beliefs, Praxis*](#). Eugene, OR: Cascade Books, 2018.
3. **One** of the following on Pentecostal denominational history: Select the book that best coincides with your denominational background. Suggestions are listed below. (For those who have done a previous course in Pentecostalism that required reading a denominational history, please see 3.2 below.)

3.1. For students preparing for ministry in PAOC there are two options:

Option 1: History of the PAOC (recommended):

Miller, T. Edited by W. Griffin. *Canadian Pentecostals - A History of the Pentecostal Assemblies of Canada*. Toronto, ON: Full Gospel Publishing House, 1994. ISBN: 189516835X **This book may be ordered from Wordcom (PAOC).**
<https://wordcom.paoc.org/>

Option 2: Sociological/Cultural Analysis:

Wilkinson, M., and L. Ambrose. [*After the Revival: Pentecostalism and the Making of a Canadian Church*](#). Montreal & Kingston: McGill-Queen's University Press, 2020.

PAONL:

Janes, B. *The Lady Who Came*. St. John's, NF: Good Tidings Press, 1982.
_____. *The Lady Who Stayed*. St. John's, NF: Good Tidings Press, 1982.

COG/Cleveland:

Conn, C.W. *Like a Mighty Army, Moves the Church of God, 1886-1955*. Cleveland, TN: Church of God Publishing House, 1977 (revised edition).

COGIC:

Clemmons, I., C. Bishop. *C.H. Mason and the Roots of the Church of God in Christ*. Bakersfield, CA: Pneuma Life Publishing, 1996.

3.2. For students from a non-Pentecostal background [or those who have read a denominational history]: Select one from the following:

Option 1: Theology and history of Spirit Baptism

McGee, G. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Eugene, OR: Wipf and Stock, 2007. ISBN: 13: 9781556357350

Option 2: History of global Pentecostalism

Anderson, A. [*An Introduction to Pentecostalism: Global Charismatic Christianity*](#). Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809.

Option 3: Sociological/cultural analysis

Wilkinson, M., and L. Ambrose. [*After the Revival: Pentecostalism and the Making of a Canadian Church*](#). Montreal & Kingston: McGill-Queen's University Press, 2020.

b) Required Reading Articles / Chapters for Forum A (5 Readings)

1. Sloos, W. "The Story of James and Ellen Hebden: The First Family of Pentecost in Canada." *Pneuma* 32 (2010), 181-202. (posted on class page)
Ambrose, L. "Pentecostal Historiography in Canada." In Wilkinson, M., and L. Ambrose, eds. [*The Canadian Pentecostal Experience*](#). Leiden: Brill, 2024. Pgs. 27-45
2. Wilkinson, M. "Charles W. Chawner and the Missionary Impulse of the Hebden Mission." In M. Wilkinson and P. Althouse, eds. [*Winds from the North: Canadian Contributions to the Pentecostal Movement*](#). Leiden, Netherlands: Brill Academic Publishers, 2010. Pgs. 39-54
3. Robeck, C. and Yong, A., eds. [*The Cambridge Companion to Pentecostalism*](#). New York: Cambridge University Press, 2014. Chapters 4-8 (global histories).
4. Robeck, C. and Yong, A., eds. [*The Cambridge Companion to Pentecostalism*](#). New York: Cambridge University Press, 2014. Chapters 12 (Spirituality), and 15 (Mission).

5. Robeck, C. and Yong, A., eds, [*The Cambridge Companion to Pentecostalism*](#), New York: Cambridge University Press, 2014. Chapters 1 (Origins), Chapter 2 (Charismatic Renewal).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

- Anderson, A. *An Introduction to Pentecostalism: Global Charismatic Christianity*. Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809.
- Constantineanu, C. and C. Scobie, eds. [*Pentecostals in the 21st Century: Identity, Beliefs, Praxis*](#). Eugene, OR: Cascade Books, 2018.
- Cox, H. [*Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-first Century*](#). Boston, MA: Da Capo Press, 2001.
- McGee, G. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Eugene, OR: Wipf and Stock, 2007.
- Miller, D., and T. Yamamori. [*Global Pentecostalism: The New Face of Christian Social Engagement*](#). Berkeley, CA: University of California Press, 2007.
- Mittelstadt, M. "Scripture in the Pentecostal Tradition: A Contemporary View of Luke Acts." In Wilkinson, M., ed. [*Canadian Pentecostalism: Transition and Transformation*](#). Montreal, PQ: McGill-Queen's University Press, 2009, p. 123-141.
- Robeck, C.M. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville, TN: Thomas Nelson, 2006.
- Smith, K.A. *Thinking in Tongues: Pentecostal Contributions to Christian Philosophy*. Grand Rapids, MI: Eerdmans, 2010.
- Wacker, G. [*Heaven Below: Early Pentecostals and American Culture*](#). Cambridge, MA: Harvard University Press, 2001.
- Wilkinson, M., ed. [*Canadian Pentecostalism: Transition and Transformation*](#). Montreal, PQ: McGill-Queen's University Press, 2009.
- Wilkinson, M., and L. Ambrose, eds. [*The Canadian Pentecostal Experience*](#). Leiden: Brill, 2024.
- _____, and P. Althouse, eds. [*Winds from the North: Canadian Contributions to the Pentecostal Movement*](#). Leiden, Netherlands: Brill Academic Publishers, 2010.
- _____, and P. Althouse. [*Catch The Fire: Soaking Prayer and Charismatic Renewal*](#). DeKalb, IL: Northern Illinois University Press, 2014. 9780875807058 (available on Kindle as e-book [not currently in print])

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

Teacher's Note: Please note for this class the following resources **are not to be used for any assignments**: ChatGPT, AI Book Summaries or AI Overviews, AI Writing or AI Grammar tools, Wikipedia, CoPilot tools or other AI tools. Grammar checkers that rewrite sentences are not to be used.

All completed assignments are to be uploaded to the course page. If you need help submitting assignments on the class page please contact Samantha at sjagan@mpseminary.com

1. FORUMS

IN GENERAL: In the Forums, the student interacts with other students in the online section and with the video content. Consequently, there are two types of forum discussions: Forum A, online interaction; Forum B, video interaction. Typically, on odd weeks (1, 3, 5, etc.) post blog for discussion with other on-liners in Forum A, and on even weeks (2, 4, 6, etc.), watch video and post reactions in Forum B.

Participation in forums

Rules of engagement:

Forums are collegial rather than competitive – together we are learning and growing together. A critique of your opinions is what you are paying for, since you already know what you think; you are paying for interaction to expand your thinking.

The due date for all initial forum postings in Forum A is **Tuesday / 9pm est.** Please respond to other members in your group by **Thursday / 9pm est.**

The due date for postings in Forum B is **Thursday / 9pm est.**

IN SPECIFIC

a) Forums overview (25 + 10% = 35%)

Participation in class forums is a central element of the course, and the 35% awarded for effective participation in the forums is indicative of its importance. Unlike traditional assignments in a classroom-oriented course, where the student has anywhere from a few weeks to a few months to complete an assignment, the forums demand concentrated effort in a short span of time.

b) Forum A: interaction with online students (25%)

Forum A interactions are based on responses to the articles listed in section **A2** above, with questions/topics announced the week before they are to be discussed. Each week that a forum is called the student will submit a response to the forum topic, and then within two days write a reply to every initial posting from the others in your group. The initial posting must be posted by 9pm on the **Tuesday** of the week a forum topic is assigned. The response to all postings in your group is due by 9pm **Thursday**. Although the discussion may continue beyond two postings, the grader is evaluating the first two. There is no particular advantage in writing at

length. A precise, carefully worded post is appreciated by everyone, especially the one who grades. **Note: the best 5/6 forums will count toward the student's grade (5 x 5 points) = 25%.**

2.1 Re. length of postings

Initial posting: a short paragraph of 100-150 words. A lot can be said in a paragraph of that length.

Responses: the response to another's initial posting, or a response to someone else's response, should be in the 50-100 word range, but no more than a 100 words please.

c) Forum B: interaction with video content (10%)

The student will be expected to watch the biweekly video content, and then respond with a two-part post in Forum B on designated Thursday nights. Part 1: what comment do you want to make about the lecture or discussion? (i.e., what would you have said if you were in the room?). Part 2: what question do you want to ask about what you heard? Grading here is simple: for part 1, make a thoughtful comment that shows you were listening, and receive 1 point; for part 2, ask a question that shows you were listening, and receive 1 point (**5x2 points = 10%**).

3.1. Re. length of postings

For part 1: 100–150 words

For part 2: one sentence

d) Grading

- i. Judgment: Lateness in posting affects the quality of the forum discussion, so any late posts are penalized quite strictly:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. A late submission in the first hour, for instance, means that the student will be graded out of 2 instead of 3. That doesn't mean that the student receives 2/3, but that 2 becomes the highest grade available.

If there is no post before 11:59 pm on the due day, the student will receive a “zero” for that forum. If there are specific reasons for late posts that you think might merit consideration by the professor, please bear in mind the following: 1) only 5/6 posts are graded, so one late post may be absorbed without penalty to the final grade, 2) there is a “Late Papers and Extension Policy” in Seminary Academic Calendar to be considered, 3) I will **not** consider any appeal that falls under the category of “busyness,” and 4) only after prayer and fasting, you may email the instructor directly.

NB: generally speaking, this assignment does not fall under the provisions of Learning Accommodations, because no extra reading is required, and the writing is minimal.

- ii. Mercy: There are 6 graded forums in total; the best 5 grades will be counted.

Detailed grading rubric is posted on classes.tyndale.ca.

2. TWO SHORT BOOK REPORTS (10 POINTS EACH, 20%)

Book Report 1: denominational history

(Upload to course page **by Monday Sept 28** before midnight)

Book Report 2: *Pentecostals in the 21st Century*

(Upload to course page **by Monday November 9** before midnight)

Details: To demonstrate you have read thoughtfully, write a report in two parts.

In part 1, summarize the content in 1.5-2 pages (including a 1-2 sentence biography of the author/editors). Include the purpose of the book and the methodology used to accomplish it. The description should be written with someone unfamiliar with the book in mind.

In part 2 (2-3 pages), describe some aspects of the work you find particularly engaging, and whether you find the arguments and evidence convincing, and/or how the reading is applicable to your present/future ministry.

Late penalty: Each reading report is worth **10** marks, but only *out of 7* if the reading report is late, but handed in within a two-week period after the due date. After two weeks late, the maximum grade will be set to 5%.

Detailed grading rubric is posted on classes.tyndale.ca.

3. ANALYSIS: EARLY PENTECOSTAL NEWSLETTERS (10%) Newsletter Reports are due Monday October 19, by 11:59pm est.

Read and write a summary of 2 early Pentecostal newsletters (*Apostolic Faith*, Vol.1, No.1; & *The Promise*, No.1)

Read

1) *The Apostolic Faith* Vol.1, No. 1 - available on the class page.

2) *The Promise*, No.1 - available on the class page.

Write a 3-page response, *in point form, single-spaced*:

- Page 1: summary of content and layout of *The Apostolic Faith*, Vol.1, No.1;
- Page 2: summary of content and layout of *The Promise*, No.1;
- Page 3: comparison of the two newsletters.

Analyze the newsletters by categorizing their content. The 3 primary categories are: 1) News, 2) Testimony, and 3) Teaching. You are welcome to expand these 3 categories or add others. How much space is given to each category (one indicator of significance), and what are the topics in each category? Placement (where do different types of material appear?) and space allocation (how much space is allotted to a category?) tends to indicate what was particularly significant

for the editor(s). What appears on the masthead, in other words, what does the top section of the newsletter tell you about how the editors understood their movement? Are certain Scriptural texts given prominence, whether in the masthead and in the rest of the newsletter? Other observations about the newsletters are encouraged.

Evaluation based on a) clarity of content, b) amount of detail given, and c) the perceptivity of the student's comparison of the newsletters.

Late Penalty: see below for standard Tyndale late policy
Detailed grading rubric is posted on classes.tyndale.ca.

4. TEACHING NOTES (35%) ON EARLIEST PENTECOSTAL VOICES IN CANADA, due December 11, Friday 2026 by 11:59pm est.

This newsletter-based assignment is analysis of the earliest Pentecostal voices in Canada.

The assignment is to prepare a lecture that would be given in an adult Sunday school class.

Lecture notes are to be submitted in point form, but with full footnotes and bibliography (7-10 pages, double-spaced). The primary source is Canadian Pentecostal Reader; other secondary sources may be used. All sources to be cited in Turabian/Chicago style.

The recently published Canadian Pentecostal Reader covers all known Pentecostal newsletters/periodicals published between 1906-1925. The Kindle version is searchable, which will facilitate research into how certain biblical texts or theological words were used.

The student is to choose a topic and then select the number of newsletters to be analyzed, with a minimum of 5 newsletters. In your lecture notes state clearly the newsletters chosen including the city of publication, dates, and title, which in some cases may be significant for your analysis. Please note that some of the newsletters are from a Oneness Pentecostal perspective, and if used, this should be indicated in the lecture notes along with some explanation.

To do this assignment well, you must first **comprehend the topic as presented in the newsletters**, paying attention to the varied terminology and perspectives in them, and then decide how to convey this material effectively with appropriate categories and with consideration as to what might be of particular interest to your audience. The use of occasional short quotes from the newsletters is encouraged to bring the early Canadian voices to life.

Note: Please review the comments from your Newsletter Report before you begin this assignment.

Late? Between Dec 12-Dec 18, 2/3 letter grade penalty. After Dec 18, a further extension must be pursued with the Registrar's Office.

Sample topics:

- 1) Baptism of the Holy Spirit (beliefs and practices)
- 2) Women and inclusivity
- 3) Gifts of the Spirit (beliefs and practices)
- 4) Comparison of Trinitarian and Oneness newsletters
- 5) Use of Scripture to articulate beliefs and justify behaviours
- 6) Healing (beliefs and practices)
- 7) Testimonies (form, content, and function)
- 8) Eschatology (beliefs and practices)
- 9) Holiness
- 10) Missions and Missionaries
- 11) Experience with God (types of experiences, emotions/affections, behavioural responses)

Detailed grading rubric is posted on classes.tyndale.ca.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Book reports (2 x 10 points)	Sept 28 Nov 9	20%
Forum A Participation (5 x 5 points) Forum B Participation (5 x 2 point)	Various	35%
Analysis of early Pentecostal newsletters	Oct 19	10%
Teaching Outline	Dec 11	35 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A. CONTENT: LECTURE OUTLINE

PREPARATION WEEK: Sept 14-18

Forum: Introductions

Video: *About this course*

BLOCK ONE: MATRIX OF PENTECOSTALISM

WEEK 1: Sep 21-25

Forum A: Read the articles by W. Sloos and L. Ambrose, and respond to question in Forum A.

Initial Post due Tuesday at 9pm and **Responses** due Thurs at 9pm.

WEEK 2: Sep 28-Oct 2

Watch Lecture Video Block 1—

Prologue

1. Matrix of C20th Pentecostal Movement: part 1

- A. Post-NT era: The Charismata through the Centuries
- B. Evangelical Movement and the Great Awakening
- C. C19th Holiness Movement
- D. Black Spirituality and Pentecostalism
- E. Irvingites: Proto-Pentecostalism in the 1830's

Forum B: response to video content. **Post** due Thursday at 9pm.

Assignment: Book Report #1: Denominational History, due Sept 28

BLOCK TWO: BEGINNINGS OF PENTECOSTALISM

WEEK 3: Oct 5-9

Forum A: Read M. Wilkinson article and respond to question in Forum A. **Initial Post** due Tuesday at 9pm and **Responses** due Thurs at 9pm.

WEEK 4: Oct 12-16

Watch Lecture Video Block 2—

2. Beginnings of Pentecostalism in Canada and US: Tale of 4 cities

- 2.1 Origins debate; glocalization; Charles Parham
- 2.2 Pentecostalism as urban phenomenon
 - A. Los Angeles
 - B. Toronto
 - C. Chicago
 - D. Winnipeg

Forum B: response to video content. Post due Thursday at 9pm.

BLOCK THREE: CHARACTERISTICS OF PENTECOSTALISM

WEEK 5: Oct 19-23

Forum A: Read Robeck and Yong, Chapters 4-8 (regional histories) and respond to question in Forum A. **Initial Post** due Tuesday at 9pm and **Responses** due Thurs at 9pm.

Assignment: Newsletter Reports, due October 19

Reading Days: October 27- Nov 1

WEEK 6: Nov 2-6

Watch Lecture Video Block 3—

3. *Characteristics of the Early Pentecostal Movement: “The Wheel”*

- A. Oral culture
- B. Description and Integration of early Pentecostal characteristics

4. *From Movement to Denomination*

- A. United States
- B. Canada

Forum B: response to video content. **Post** due Thursday at 9pm.

Optional Video: *Pentecostal Wheel*, Dr. Van Johnson @ Braeside Camp, sermon version

BLOCK FOUR: DISCIPLINARY APPROACHES TO PENTECOSTALISM

WEEK 7: Nov 9-13

Forum A: Read Robeck and Yong, Chapters 12 (Spirituality) and 15 (Mission) and respond to question in Forum A. **Initial Post** due Tuesday at 9pm and **Responses** due Thurs at 9pm.

Assignment: Book Report #2: Pentecostals in the 21st Century: due **November 9**

WEEK 8: Nov 16-20

Watch Lecture Video Block 4—

5. *Disciplinary approaches to Pentecostalism*

- A. Theology: Discerning
- B. Ecclesiology: Worshipping
- C. Spirituality: Living

Forum B: response to video content. **Post** due Thursday at 9pm.

BLOCK FIVE: VARIATIONS WITHIN PENTECOSTALISM

WEEK 9: Nov 23-Nov 27

Forum A: Read Robeck and Yong, Chapter 1 (Origins), Chapter 2 (Charismatic Renewal) and answer the question in Forum A. **Initial Post** due Tuesday at 9pm and **Responses** due Thurs at 9pm.

WEEK 10: Nov 30- Dec 4

Watch Lecture Video Block 5—

6. *The Charismatic Renewal & Third Wave*

- A. Pentecostal Influences on Charismatic Renewal
- B. Charismatic Renewal--The Second Wave
- C. The Third Wave--Vineyard Movement

7. Assessment of Pentecostal Influence

Forum B: response to video content. **Post** due Thursday at 9pm.

COURSE WRAP-UP: Dec 7-11

Forum A: final questions; final comments. **Initial Post** due Tuesday at 9pm and **Responses** due Thurs at 9pm.

Assignment: Teaching notes Due Friday December 11

V. SELECTED BIBLIOGRAPHY

Selected Bibliography will be released during the first week of class.

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.

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 academic policies on 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](#).