TYNDALE SEMINARY
COURSE SYLLABUS

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Course **Course Codes**	**LUKE'S CHARISMATIC THEOLOGY** NEWT 0733 / PENT 0503 1B/1S
Date, Time, and Delivery Format	**5 FRIDAYS: Jan 15, 29; Feb 12; Mar 5, 19 / 2027** 9:00 AM – 4:00 PM BLENDED WITH SYNCHRONOUS ONLINE OPTION
Instructor **Master's Pentecostal Seminary @ Tyndale Seminary**	**DR. VAN JOHNSON** Dean, Master's Pentecostal Seminary Director, MTS in Pentecostal Studies Adjunct NT, Tyndale Seminary Office: C308 Tyndale phone: 416-226-6620, ext. 2137 Email: vjohnson@tyndale.ca; vjohnson@mpseminary.com **Office Hours: Please contact Samantha to arrange Zoom meeting** TA: Samantha Jagan, M.T.S. Email: sjagan@mpseminary.com
Class Information	**BLENDED (1B): Jan 15 (Zoom), Jan 29 (In-Person), Feb 12 (Zoom), Mar 5 (In-Person), and Mar 19 (Zoom).** Please note that there will be a mix of in-person and online delivery for students who select in-person. Students within a 1-hour drive of Tyndale are encouraged to be on campus for the 2 in-person sessions. **SYNCHRONOUS ONLINE (1S): 5 Fridays (Zoom)**. *Livestream via Zoom only* for students at a distance.
Course Material	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.

Revised: November 18, 2026

I. COURSE DESCRIPTION

The work of the Holy Spirit has long been recognized to be fundamental to the interests of the author of the Third Gospel and the Acts of the Apostles, as well as to the life of the early church. But how does the work of the Spirit relate to Christology, Luke's primary subject? And how does Luke's pneumatology relate to the doctrine of the Trinity, prophecy, speaking in tongues, the spread of the good news, the growth of the church, church leadership, signs and wonders, unity and diversity, and the like? Attempts to answer these questions will be made. *Prerequisite: BIBL 0501 Biblical Interpretation*

Hybrid In-Person Model:

Attendance: For this hybrid in-person model, 2 of 5 Friday classes are conducted on campus, and 3 as livestream (Zoom) only. All students within an hour's drive of Tyndale are encouraged to attend the two Fridays conducted on campus (Section 1B). For all others, all 5 classes may be attended through Zoom (Section 1S).

Daily rhythm: Morning lectures; afternoon class discussions and small group work. A premium is placed on learning from one another in a collegial atmosphere.

II. LEARNING OUTCOMES

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

1. Describe Luke's charismatic theology by writing a comparative essay on several books that discuss the pneumatology of Luke and Acts.
2. Articulate the broad role of the Holy Spirit in the corporate life of the contemporary church through participation in afternoon discussions in small groups.
3. Demonstrate an ability to think critically about the historical, textual, hermeneutical and theological issues relating to the Holy Spirit in Luke–Acts by writing a research paper.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church*. Grand Rapids, MI: Eerdmans, 2011. ISBN: 9780802803900/0802803903 (200 pages)

Stronstad, Roger. *The Charismatic Theology of St. Luke. Second edition.* Grand Rapids, MI: Baker Academic, 2012. ISBN: 978-0-8010-4858 (100 pgs.)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Bock, Darrell L. *A Theology of Luke and Acts*. Grand Rapids, MI: Zondervan, 2012. (500 pgs.)

Buchholz, Meiken Antje. "Considerations About the Theological Meaning of Migration in the Book of Acts." *European Journal of Theology* 30, no. 1 (2021): 87–117. https://doi.org/10.5117/EJT2021.1.006.BUCH.

Brand, Chad, ed. *Perspectives on Spirit Baptism: Five Views.* Nashville, TN: B & H, 2004. (350)

Dunn, James. *Baptism in the Holy Spirit: A Re-examination of the New Testament Teaching on the Gift of the Spirit in Relation to Pentecostalism Today. 2nd Edition.* London: SCM Press, 2010.

Ervin, H.M. *Conversion-Initiation and the Baptism in the Holy Spirit: An Engaging Critique of James D. G. Dunn, "Baptism in the Holy Spirit."* Peabody, MA: Hendrickson, 1990. (172)

Haya-Prats, Gonzalo. *Empowered Believers: The Holy Spirit in the Book of Acts*. Edited by Paul Elbert. Translated by Scott A. Ellington. [English ed.]. Eugene, Or.: Cascade Books, 2011.

Keener, Craig S. *The Spirit in the Gospel and Acts: Divine Purity and Power.* Peabody, MA: Hendrickson, 1997. (300)

Kurz, William S. *Reading Luke-Acts.* Louisville, KY: W/JKP, 1993. (270)

Levison, John. *Filled with the Spirit*. Grand Rapids: Eerdmans, 2009. (463)

Menzies, William W. and Robert P. *Spirit and Power: Foundations of Pentecostal Experience*. Grand Rapids, MI: Zondervan, 2000. (240)

Mittelstadt, Martin. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010. (230)

Penney, John Michael. *The Missionary Emphasis of Lukan Pneumatology.* JPTS 12. Sheffield: Sheffield Academic Press, 1997. (140)

Tyra, Gary. *The Holy Spirit in Mission: Prophetic Speech and Action in Christian Witness*. Downers Grove, IL: IVP, 2011. (200)

Warrington, Keith. *The Message of the Holy Spirit.* Downers Grove, IL: IVP, 2009. (260)

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

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 Grammar tools, Wikipedia, CoPilot tools or other AI tools. Grammar checkers that rewrite sentences are not to be used. **Please see the updated Tyndale AI policy in the student Academic Calendar.**
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

All assignments are to be submitted by uploading through the course page for the appropriate week. If you need help submitting assignments on the class page, please contact Samantha at sjagan@mpseminary.com

PRE-READING IS EXPECTED PRIOR TO START OF CLASS. LATE REGISTRANTS ARE RESPONSIBLE FOR THE CONSEQUENCES OF PARTIAL PREPARATION.

1. **Reading of Luke and Acts before the first day of class: Due Jan 14 by 11:59pm (10%).**
Read Luke and Acts in any English version (non-paraphrase, e.g., not The Message). The student should look for patterns and repeated themes in the two books, which reveal Lukan emphases. The student will demonstrate that the reading has been completed by contributing to the afternoon small group interactions and class discussions. **For grading, 5% for reading Luke/Acts before the first class, 5% for small group participation during the first class. (2 x 5% = 10%).**

Deadline for reading Luke and Acts: Due Jan 14, before midnight. Because we are discussing this first assignment on day one, any late reading will be penalized differently from Tyndale policy—after midnight on Jan 14, a 50% deduction will be applied to the reading component, and the participation grade will be reduced to zero. **If completed after midnight on Jan 28, this assignment will be graded as zero.**

2. **Written report and discussion of textbooks: Stronstad and Johnson: Due Feb 11, by 11:59pm (10% and 5% = 15%).**
   - **a)** Read the two course textbooks and write a five-page (double-spaced) analysis that compares their treatment of Luke-Acts in terms of methodology and content.(10%).
   - **b)** Participate in small group discussion about the books on **Feb 12** (5%).

Late penalty: if submitted after Feb 11, then graded out of 7, and zero for small group participation. If submitted after March 4, zero grade for written component.

3. Integrative paper: Due Mar 4, by 11:59pm (30%).
Read a minimum of 500 pages (from at least two books) about Lukan pneumatology, and then write an integrative paper with comments about the main issues discussed in them. The integrative paper should include consideration of Stronstad and Johnson in the summary, but these books do not count toward 500-page limit. Students will be evaluated on their summary of each book's contribution to the subject of Lukan pneumatology, and on their analysis of how the various views compare and contrast. The shape of the paper will vary depending on the sources chosen. That is, a more comprehensive summary will be expected for readings focused on one primary thesis or subject than for books with a wider range of subject matter.

The Integrative paper should be 8-10 pages, double-spaced, footnotes or endnotes.
Due Mar 4, before midnight (30%). *Tyndale late penalty applies after March 4.*

Submissions will be evaluated on the following criteria:

1) clarity [grammar and organization];
2) comprehension [does the student illustrate a clear understanding of the issues surveyed?]
3) perception [does the student appreciate the outcomes for church life that are associated with the issues?]

4. Major Paper: Due Apr 7, by 11:59pm (45%).
Write a major paper on one of the following options (or, submit in writing a proposal for an alternate topic):

4.1 A critical evaluation of a commentary on Acts 2:1-41 written by a non-Pentecostal. Analyze the commentator's approach to this passage: what is emphasized, what is de-emphasized or ignored?
Suggested:
Barrett, C. K. *The Acts of the Apostles :A Shorter Commentary*. London: T. & T. Clark, 2002.
Bruce, F. F. *The Book of the Acts.* Revised edition. Grand Rapids, Mich.: William B. Eerdmans Publishing Co., 1988.

Fitzmyer, Joseph A., trans. *The Acts of the Apostles : A New Translation with Introduction and Commentary.* New Haven &, London: Yale University Press ; Bloomsbury Publishing, 2021.
Marshall, I.H. *The Acts of the Apostles.* TNTC. Grand Rapids: Eerdmans, 1980.
Walton, Steve. *Acts 1-9:42*. Edited by Nancy L. DeClaissé-Walford and David B. Capes. Grand Rapids, Michigan: Zondervan Academic, 2024.

4.2 A narrative analysis of the Holy Spirit in Luke-Acts. Describe the Holy Spirit as a character in the narratives of Luke and Acts, focusing on his actions. Does the role of the Spirit upon Jesus differ from the Spirit upon his followers?

4.3 A sermon series on Luke/Acts about what Luke/Acts teaches us about church life in the Spirit. Construct 2 sermon outlines, which are related by theme. Choose 2 primary texts from Luke and Acts, constructing sermons based on exegesis of each passage within its narrative context. Details to be provided on first day of class. See appendix on pages 15-16.

For 4.1 and 4.2, essay style of 15-20 pages double-spaced in length and written in accordance with the Chicago Manual of Style. For 4.3 See Appendix below.
Use of either footnotes or endnotes is acceptable.

Late? After Apr 7, 2/3 letter grade penalty per week. After Apr 19, a further extension must be pursued with the Registrar's Office.

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

Assignments	**Due**	**%**
1. Reading of Luke and Acts	Jan 14	10%
2. Written report and discussion of Stronstad & Johnson	Feb 11	15%
3. Integrative Paper	Mar 4	30%
4. Major Paper	Apr 7	45%
Total Grade		**100 %**

IV. COURSE SCHEDULE AND LECTURE OUTLINE

Class Date	**Morning**	**Afternoon**
January 15, 2027	Introduction: hermeneutical issues for reading Luke-Acts; Luke's perspective on the Holy Spirit; programmatic beginnings: Luke's infancy and inauguration narratives (Lk 1-4).	Syllabus review; Discussion, patterns in Luke-Acts
January 29	Jesus' Spirit-anointed prophetic ministry (Lk 5-24).	The Spirit in the narrative of Luke—inductive;

February 12	The origin and acts of the post-Easter Spirit-baptized prophetic community (Acts 1.1-6.7).	The Spirit in the narrative of Acts—inductive Discussion of Stronstad and Johnson
March 5	The acts of the charismatic prophets (Stephen, Philip, Barnabas, Agabus, Peter and Paul).	Discussion of integrative papers
March 19	Theological synthesis of Luke's charismatic theology.	The Spirit and the mission of the Church

V. SELECTED BIBLIOGRAPHY

COMMENTARIES

Arndt, William. *The Gospel According to St. Luke.* St. Louis, MO: Concordia, 1956.

Arrington, F. *The Acts of the Apostles.* Peabody, MA: Hendrickson, 1988.

Barrett, C.K. *The Acts of the Apostles.* Vols I, II. ICC. Edinburgh: T&T Clark, 1994, 98.

Bock, Darrell. *Acts.* ECNT. Grand Rapids: Baker Academic, 2007.

_____. *Luke 1.1-9.50.* ECNT. Grand Rapids: Baker Academic, 1994.

Bovon, Francois. *Luke 1.* Hermenia. Minneapolis: Fortress, 2002.

Bruce, F.F. *The Book of Acts, NICNT. 2nd Edition,* Grand Rapids: Eerdmans, 1988.

_____. *The Acts of the Apostles.* Greek Text, Grand Rapids: Eerdmans. 1990.

Carroll, John T. *Luke: A Commentary*. NTL. Louisville, KY: WJK, 2012.

Craddock, Fred B. *Luke*. Interpretation. Louisville, KY: John Knox, 1990.

Evans, C.E. *St. Luke.* NTC. Philadelphia: Trinity Press International, 1990.

Evans, Craig. *Luke.* NIBC. Peabody< MA: Hendrickson, 1990.

Fitzmeyer, J. *The Gospel According to St. Luke.* Ann Arbour: Doubleday, 1985.

Garland, David E. *Luke*. ECNT. Grand Rapids, MI: Zondervan, 2011.

Gonzales, Justo L. *Luke*. Belief. Louisville, KY: WJK Press, 2010.

Green, Joel B. *The Gospel of Luke.* NICNT. Grand Rapids: Eerdmans, 1997.

Hargreaves, John. *A Guide to Acts.* London: SPCK, 1990.

Horton, Stanley M. *The Book of Acts.* RCNT. Springfield, MO: Gospel Publishing House, 1981.

Johnson, Luke Timothy. *The Acts of the Apostles.* Sacra Pagina. Collegeville, MN: The Liturgical Press, 1991.

_____. *The Gospel of Luke.* Sacra Pagina. Collegeville, MN: The Liturgical Press, 1991.

Just, Arthur A., Jr. *Luke*. ACCS. Downer's Grove: InterVarsity, 2003.

Keener, Craig, *Acts: An Exegetical Commentary: Introduction and Acts 1.1-2.47.* Grand Rapids, MI: Baker Academic, 2012.

Krodel, Gerhard. *Acts.* Philadelphia: Fortress, 1981.
Longenecker, Richard N. *Acts.* EBC. Grand Rapids: Zondervan, 1981.
Marshall, I.H. *The Acts of the Apostles.* TNTC. Grand Rapids: Eerdmans, 1980.
_____. *The Gospel of Luke.* NIGTC. Grand Rapids: Eerdmans, 1978.
Martin, Francis, ed. *Acts.* ACCS. Downers Grove: Intervarsity, 2006.
Morris, Leon. *Luke.* TNTC. Leicester: Inter-Varsity Press, 1988.
Neil, William. *The Acts of The Apostles.* NCB. London: Oliphants, 1973.
Nolland, John. *Luke.* WBC. Dallas: Word, 1989.
Pervo, Richard I. *Acts.* Hermenia. Minneapolis: Fortress, 2009.
Peterson, David G. *The Acts of the Apostles.* PNTC. Grand Rapids: Eerdmans, 2009.
Polhill, John B. *Acts.* NAC. Nashville: Broadman Press, 1992.
Schnabel, Eckhard J. *Acts*. ECNT. Grand Rapids, MI: Zondervan, 2012.
Schweizer, Eduard. *The Good News According to Luke.* Atlanta: Knox Press, 1984.
Stein, Robert. *Luke*. NAC. Nashville: Broadman Press, 1992.
Walton, Steve. *Acts 1-9:42*. Grand Rapids, Michigan: Zondervan Academic, 2024.
Williams, C.S.S. *The Acts of the Apostles*. HNTC, Peabody, MA: Hendrickson, 1964.
Williams, D. *Acts.* NIBC. Peabody, MA: Hendrickson, 1985.
Willimon, William H. *Acts.* Interpretation. Louisville, KY: John Knox, 1988.

MONOGRAPHS

Adams, Sean A. and Michael Paul, eds. *Issues in Luke-Acts*. Gorgias Handbooks. Piscataway, NJ: 2012.
Adamson, Thomas. *The Spirit of Power.* Edinburgh: T & T Clark, 1985.
Atkinson, William P. *Baptism in the Holy Spirit*. Eugene, OR: Pickwick, 2011.
Aune, David E. *The New Testament in its Literary Environment.* Philadelphia: Westminster Press, 1987.
_____. *Prophecy in Early Christian and the Ancient World.* Grand Rapids, MI: Eerdmans, 1983.
Barrett, C.K. *The Holy Spirit and the Gospel Tradition.* London: SPCK, 1947.
Bock, Darrell L. *A Theology of Luke and Acts*. Grand Rapids, MI: Zondervan, 2012.
Brand, Chad Owen, *Perspectives on Spirit Baptism.* Nashville, TN: Broadman, 2004.
Bruce, R. *Secondary Prophecy as an Aspect of Luke's Charismatic Theology.* Portland, OR: Grace Publishers, 1990.
Bruner, Frederick Dale. *A Theology of the Holy Spirit.* Grand Rapids: Eerdmans, 1970.
Burgess, S. and E. Van der Maas, eds. *The New International Dictionary of Pentecostal and Charismatic Movements,* Revised Edition. Grand Rapids, MI: Zondervan, 2002.
Conzelmann, Hans. *The Theology of St. Luke.* New York: Harper-Row Publishers, 1960.
Deere, Jack. *Surprised by the Power of the Spirit.* Peabody, MA: Hendrickson, 1993.

Dunn, James, D.G. *Baptism in the Holy Spirit.* London: SCM Press, 1970.
_____. *Jesus and the Spirit.* London: SCM Press, 1975.
Elowsky, Joel, ed. *We Believe in the Holy Spirit*. ACD. Downers Grove: IVP, 2009.
Ervin, Howard. *Conversion-Initiation and the Baptism in The Holy Spirit.* Peabody, MA: Hendrickson, 1984.
_____. *Spirit-Baptism:* A *Biblical Investigation.* Peabody, MA: Hendrickson, 1987.
Ewert, David. *The Holy Spirit.* Minneapolis: Augsburg, 1970.
Green, Joel B. *The Theology of the Gospel of Luke*. Cambridge: CUP, 1995.
Greene, Glenn. *The Portrayal of Jesus as Prophet in Luke-Acts.* Ann Arbour: Southern Baptist Theological Seminary, 1975.
Grudem, Wayne. *The Gift of Prophecy in the New Testament and Today.* Westchester: Crossway, 2000.
Haya-Prats, G. *Empowered Believers.* Eugene, OR: Cascade, 2011.
Hengel, Martin. *Acts and the History of Earliest Christianity.* Philadelphia: Fortress, 1979.
Hill, David. *New Testament Prophecy.* London: Marshall, 1979.
Horton, Stanley M. *What the Bible Says About the Holy Spirit.* Springfield, MO: Gospel Publishing House, 1979.
Houston, Graham. *Prophecy: A Gift for Today?* Downers Grover: InterVarsity, 1989.
Hummel, Charles E. *Fire in the Fireplace.* Downers Grove: InterVarsity, 1978.
Hunter, Harold. *Spirit-Baptism: A Pentecostal Alternative.* Eugene, OR: Wipf & Stock, 2009.
Jervell, Jacob. *The Theology of the Acts of the Apostles.* Cambridge. CUP, 1996.
Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church*. Grand Rapids, MI: Wm B. Eerdmans, 2011.
Keener, Craig S. *The Spirit in the Gospel and Acts.* Peabody< MA: Hendrickson, 1997.
Kurz, William S. *Reading Luke-Acts.* Louisville, KY: W/JKP, 1993.
Lampe, G.W.H. *The Seal of the Spirit.* London: SPCK, 1967.
Ma, Wonsuk and Robert P. Menzies. *The Spirit and Spirituality.* JPTS24. T&T Clark, 2004.
Maddox, Robert. *The Purpose of Luke-Acts.* Edinburgh: T & T Clark, 1982.
Marshall, I. Howard. *Luke: Historian and Theologian.* Grand Rapids: Zondervan, 1970.
McGee, Gary. *Initial Evidence.* Peabody: Hendrickson, 1991.
Menzies, Robert. *The Development of Early Christian Pneumatology with Special Reference to Luke-Acts.* JSNTSup54. Sheffield: Sheffield Academic Press, 1991.
_____. *Empowered for Witness.* JPTS 6. Sheffield: Sheffield Academic Press, 1994.
Minear, Paul S. *To Heal and to Reveal.* New York: Seabury, 1976.
Mittelstadt, Martin William. *The Spirit and Suffering in Luke-Acts.* JPTS 26. T&T Clark, 2004.
_____. *Reading Luke-Acts in the Pentecostal Tradition.* Cleveland, TN: CPT Press, 2010.
Montague, George. *The Holy Spirit.* Paulist, 1976.

Moody, Dale. *Spirit of the Living God.* Philadelphia: Fortress, 1968.
Morris, Leon. *Spirit of the Living God.* London: Inter-Varsity, 1960.
Oliverio, L. William. *Theological Hermeneutics in the Classical Pentecostal Tradition*. Leiden, The Netherlands: Brill, 2012.
O'Neill, J. *The Theology of Acts in its Historical Setting.* London: SPCK, 1970.
Palma, Anthony D. *Baptism in the Holy Spirit.* Springfield, MO: GPH, 1999.
Palmer, Edwin H. *The Person and the Ministry of the Holy Spirit.* Grand Rapids: Baker, 1958.
Parsons, Mikeal. *Luke: Storyteller, Interpreter, Evangelist.* Peabody, MA: Hendrickson, 2007.
Penney, John Michael. *The Missionary Emphasis of Lukan Pneumatology.* JPTS 12. Sheffield: Sheffield Academic Press, 1997.
Powell, Mark Allan. *What Are They Saying About Acts?* New York: Paulist Press. 1991.
Schweizer, Eduard. *The Holy Spirit.* London: SCM, 1980.
Shelton, James B. *Mighty in Word and Deed.* Peabody: Hendrickson, 1991.
Spawn, Kevin L. and Archie T. Wright. *Spirit and Scripture*. London: T&T Clark, 2012.
Spittler, Russell. *Perspectives on the New Pentecostalism.* Grand Rapids, MI: Baker Book House, 1976.
Stott, John R.W. *Baptism and Fullness.* London: Inter-Varsity, 1975.
Stronstad, Roger. *The Prophethood of All Believers*. Cleveland, TN: CPT Press, 2010.
_____ & Van Kleek, L. *The Holy Spirit in the Scriptures and The Church.* Clayburn: WPBC, 1987.
Talbert, Charles H. *Literary Patterns, Theological Themes and the Genre of Luke-Acts.* Missoula, MT: Scholars Press, 1974.
Tannehill, Robert. *The Narrative Unity of Luke-Acts.* Philadelphia: Fortress, 1986.
Tiede, David. *Prophecy and History* in *Luke-Acts.* Philadelphia: Fortress, 1980.
Tyra, Gary. *The Holy Spirit in Mission*. Downers Grove, IL: InterVaristy, 2011.
Walton, Steve, Thomas Phillips, Lloyd Pietersen, F. Scott Spencer, eds. *Reading Acts Today*. LNTS 427. London: T&T Clark, 2011.
Warrington, Keith. *The Message of the Holy Spirit.* Downers Grove, IL: IVP, 2009.
_____. *Pentecostal Theology.* London: T&T Clark, 2008.
Welker, Michael. *The Work of the Spirit.* Grand Rapids: Eerdmans, 2006.

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 polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

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

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

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

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

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

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

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

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

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

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

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

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

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

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

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

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

APPENDIX:

On doing Assignment 4.3 / Sermon Preparation

Aim: exegete 2 passages from Luke/Acts, within their narrative context, on a particular theme (sermon series theme), in order to prepare 2 sermons on Luke/Acts.

Format: exegetical sections in essay style; sermon/teaching outline in point form.

Passages: choose 2 primary texts, one from Luke and one from Acts.

> each 15-30 verses, a self-contained unit (e.g., parable, miracle story, unit of teaching, action scene)

Length: 15 pages

Sources: notes from class; your analyses of Luke/Acts plot and character development; class texts, 2-3 good commentaries, and any other relevant sources.

Sections:

Section 1. Background: Broad context of the two-part narrative of Luke/Acts

> Identify narrative themes that inform your selected passages by commenting on the development of these themes elsewhere in Luke/Acts. Here you are attempting to locate your text within the Luke/Acts narrative. (1-1.5 pages)

Section 2. For both selected passages, do the following

1. Set narrow context—the pericopes that immediately precede and follow

> What do you find in the surrounding passages that inform your passage? What do the surrounding passages bring to the interpretation of your text? (1.5-2 pages)

2. Short exegesis of the pericope

> With the help of commentaries, write a short commentary on your passage (style: similar to the Tyndale commentaries). (4-6 pages)

3. One paragraph summary and application

In one paragraph, summarize your exegesis; in another paragraph, what it means for us today

4. Sermon/teaching outline

Create an outline for presentation to an adult audience

- Write out your first sentence (or paragraph)
- Write out your last sentence (or paragraph)
- Take the main points from the main points in the text
- Cite any illustrations you would use

Evaluation Criteria:

1. **clarity** (1.1. spelling and grammar; 1.2. clarity of expression)
2. **comprehensiveness** (all the major ideas in the passage are treated)
3. **sources** (3.1. a range of good sources; 3.2 sources are used well, with pertinent information and with a variety of expressions [mixture of quotes and student summaries of what the author contributes to the topic)
4. **consistency** (the teaching outline of section 5 is derived from exegetical work in sections 1-4)
5. **teaching outline** (logical development, use of illustrations)