

“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	THE BOOK OF GENESIS OLDT 0615
Date and Time	JANUARY 13 – APRIL 7, 2021 WEDNESDAYS 6:45 – 9:35 PM
Instructor	JOHN KESSLER, Docteur de l’Université Telephone number: 416-226-6620 ext. 6724 Email: jkessler@tyndale.ca
Class Information	The classes will be livestreamed on Wednesdays 6:45 PM–9:35 PM. NOTE: Minor changes may be made to this syllabus after the first class. Office Hours: I will be available for Zoom meetings each week. Please e-mail me with several potential times so that we can set up an appointment. Please contact me via e-mail: jkessler@tyndale.ca . If e-mail is unavailable, please call 416-226-6620, ext. 6724. General questions about the course can also be sent to me at this address.
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. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

A study of the Book of Genesis with special emphasis on the narrative of Hebrew literature, the unfolding of the divine promise of redemption, as well as a chapter-by-chapter examination of the text and its key exegetical issues. Attention will be given to the theological emphases of the book and its relevance in the contemporary world.

PRE-REQUISITE:

Required: Biblical Interpretation (BIBL 0501)

Recommended: Old Testament History and Theology (OLDT 0511)

II. LEARNING OUTCOMES

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

- Demonstrate knowledge of the structure of the book of Genesis and locate key events within it.
- Identify God's redemptive promises and covenants and trace them through the book.
- Demonstrate a basic knowledge of the poetics and stylistic conventions of Hebrew narrative, and their implications for biblical exegesis.
- Present a paper demonstrating the student's ability to conduct an academically credible study of the text of Genesis or a related ANE issue relevant to it. The paper will demonstrate competence at exegeting the biblical text, reading and evaluating the secondary literature related to it, and expressing the results of this exegesis logically and coherently, according to accepted formal conventions in the biblical sciences. Alternatively, the student will demonstrate the ability to understand and interact with a sophisticated monograph of OT scholarship regarding Genesis.
- Engage in an informed and creative discussion of the thought patterns of the Ancient Near East regarding the cosmos, creation, the dwelling place of God and the nature and role of the human person, and relate these concepts to the content of Genesis.

III. COURSE REQUIREMENTS

A. REQUIRED READING

The following books are to be read in their entirety and will form a significant part of the discussion group sessions, class discussion and assignment #3:

Arnold, Bill T. [Genesis](#). NCBC. Cambridge: Cambridge University Press, 2009.

Walton, John H., [The Lost World of Genesis One](#). Downers Grove, IL: IVP Academic, 2009. (ISBN9780801027505 or 0801027500).

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](#).

B. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance 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

C. ASSIGNMENTS AND GRADING

1. Discussion Groups (20%).

Discussion groups will take place four times during the semester. See below for dates. Since attendance at these sessions is mandatory and counts toward your final grade, please make sure that you do not have any personal plans (weddings, events etc.) that may conflict with the discussion group dates. Exemptions from groups are only granted on the same basis as late papers (see point 5, below).

Discussion Group Dates

Group #1; Jan 27 (week 3)

Group #2; Feb 10 (week 6)

Group #3; Mar 10 (week 8)

Group #4; Mar 31 (week 11)

Additional information regarding the details and the functioning of discussion groups may be found at the end of the syllabus. The questions for the discussion groups will be posted in the 'Discussion Groups' folder on the course page.

2. Response to J. Walton, *The Lost World of Genesis One* (15%). Due Sat Feb 13 by 11:59 pm. Papers must be submitted in pdf format to me at assignmentsforkessler@yahoo.ca.

In a *maximum* of 8 pages, present your response to Walton's *The Lost World of Genesis One*. The following questions may serve as a springboard for your reflections. However, you need not follow them slavishly, nor does your paper need to be structured around them.

To begin with, in one paragraph, state Walton's basic thesis.

Then go on to analyze the validity of his argumentation. How well does he defend his central thesis? Does the evidence he marshals in support of it really make his point? What aspects of his book did you find convincing or unconvincing? Which aspects were new or troublesome to you? Which aspects were helpful to you? If Walton is correct, how would this change the way you approach, interpret and teach Genesis 1?

Papers will be evaluated on the depth of their engagement and interaction with the core ideas of Walton's text. *DO NOT SIMPLY RE-STATE THE CONTENT OF WALTON'S BOOK.* Your paper should focus on your own responses to his ideas. This assignment may be done without recourse to any other sources. However, if desired, the student may refer to reviews of Walton's work from peer-reviewed, scholarly journals. Look up Walton's book in our Worldcat Catalogue, or in the ATLA database, and you can access scholarly reviews from there.

3. Commentary Notations and Interaction. 20%. Due Monday April 12 (first day of exam week), 11:59 pm. See Commentary Notations Folder on Course page. Note: no late assignments will be accepted after this date.

This assignment consists of reading a section in Genesis, and the corresponding section in Arnold's assigned for our weekly readings. These are listed in the document "Weekly Reading Schedule: VERY IMPORTANT" on the course page. Students will read the biblical passage indicated on the reading schedule, then the corresponding pages in the textbook, then write a paragraph comparing the treatment of the section in textbook, stating the major points that stood out to you, where you agreed with Arnold, and where you held a different opinion, and why.

This assignment will be graded according to the "contract marking" method—the more sections that are completed, the higher the grade attained. Students will fill out the form found in the document "Gen615.Comn Notations 2021" in the Commentary Notation Instructions folder of the [Moodle](#) course page and submit it, along with their notations and interactions, to me at assignmentsforkessler@yahoo.ca by 11:59 p.m. *on the date indicated above. No late submissions will be accepted for this assignment.*

A fuller explanation of the methodology for this assignment may be found in the document "Gen615.Commentary Notations 2021" in the "Commentary Notations" folder on the course page.

The Cover Sheet may be submitted as a Word document. The Notations should be submitted as pdf files.

4. Research Paper (45%): Due: Saturday, March 27. Papers must be submitted electronically, in pdf format only to me (yes, I mark them!) at assignmentsforkessler@yahoo.ca before 11:59 pm on the due date. Students will prepare either an exegetical essay, a topical essay, or an extended book analysis.

For general requirements and standards applicable to all 3 options see the document "Exegetical and Topical Essays. General Instructions. VERY IMPORTANT" on the course page.

Additional, more specific instructions for topical essays, exegetical essays, and extended book analyses may be found in the specific folders pertaining to these types of essays on the course page.

Papers must be **double-spaced and include footnotes and bibliography**, and pages must be numbered. The papers must be a **maximum of 16 pages in length** (excluding title page, table of contents, and bibliography).

THREE ESSAY OPTIONS.

1. An exegetical essay. The student will present a full exegetical analysis (16 pages maximum, excluding bibliography) of a one of the pericopes in Genesis listed below. Alternatively, the student may select a passage of his or her choice, in consultation with the professor.

The paper must include:

- a) an exegetical analysis of the passage. This exegetical analysis must demonstrate an awareness of the major text-critical and exegetical questions/problems in the passage. Students must weigh the various scholarly opinions expressed on these issues and present their own conclusions
- b) theological analysis. The student must identify the key theological themes and motifs present in the passage. Students are encouraged to identify other passages within the OT and NT where similar themes and motifs occur.
- c) contemporary appropriation. How can the contemporary Christian community be instructed by this text? In what areas of life can these theological themes and motifs be appropriated by believers today?

This option is a good choice for students who have some Hebrew and who wish to develop their Hebrew skills, although Hebrew is not necessary for the preparation of this essay option.

A fuller description of the expected methodology and for of this paper may be found in the Exegetical Essay Extra Instructions Folder on the Course Page.

Students may choose one of the following pericopes:

- Gen 4:1-16
- Gen 6:1-8
- Gen 11:1-9
- Gen 15:1-6

- Gen 17:1-14
- Gen 18:16-33
- Gen 19:1-16
- Gen 28:10-22

2. A Topical Essay. A research paper (16 pages maximum, excluding bibliography) may be presented on one of the following topics:

- a) The meaning of the 'desire' of the woman and the 'ruling' of the man in Gen 3:16.
- b) The Serpent of Genesis 3, and the origin of evil. The serpent of Gen 3 has proven to be a complex and elusive figure. *Without alluding to the interpretation of the serpent in later Judaism and the NT* (but see below) the student will assess the identity of the serpent within the world of Genesis 3, and the OT. Discuss the description of the serpent as 'crafty' and a creature of 'Yahweh' given in Gen 3:1. Discuss serpent imagery in the ANE. Compare and contrast the serpent of Gen 3 with Satan in the rest of the OT. In a concluding section, the student will state how s/he feels the serpent character of Gen 3 is to be understood. How was the motif of the serpent developed in later Judaism and the NT?
- c) A survey of the major approaches to the concept of the 'image of God' in Gen 1:26-27. The essay must include a survey of the various approaches taken to this question, and an evaluation of their strengths and weaknesses. In a concluding section, the student will state which position s/he feels has the most merit, and why.
- d) The Biblical Flood. Biblical scholars have argued in favor of a local flood, a universal flood, or a primarily literary/theological interpretations of the flood. The essay must evaluate the strengths and weaknesses of the various approaches. In a concluding section, the student will state which position s/he feels has the most merit, and why.
- e) The Flood Narrative: Literary Unity or Parallel Sources. Traditionally, the flood narrative has been seen as the combination of two earlier sources (J and P). This fusion is seen in the presence of a series of 'doublets' in Gen 6-9. These doublets present the flood story, but each uses its own distinctive language, theological conceptions, and historical assumptions. This approach was challenged by scholars who argued for the literary unity of the flood narrative (Wenham) or of Gen 1-11 as a whole (Quinn and Kikawada). However, such a hypothesis and approach also generated vigorous opposition (J. Emerton). The student's paper will present the evidence adduced in support of both positions, and evaluate each. In a concluding section, the student will state which position s/he feels has the most merit, and why.

- f) The 'ages' of the individuals in the genealogies of Gen 1-11. Biblical scholars have presented numerous explanations for the advanced ages of the individuals in the genealogies of Gen 1-11. The essay must evaluate the strengths and weaknesses of the various approaches. In a concluding section, the student will state which position s/he feels has the most merit, and why.
- g) Abraham in his world. For the last 50 years biblical scholars have engaged in a vigorous debate as to whether or not Abraham is truly an historical figure. This paper will survey and evaluate the proposed dates for Abraham's life, and the arguments for and against the historicity of Abraham.
- h) The origin, function and meaning of circumcision. In Gen 17 Abraham is commanded to circumcise his entire household as a sign of Yahweh's covenant with him. Was circumcision a common practice in the ancient world? What is a 'sign' in the OT, and why was it chosen as a sign of Yahweh's covenant? The paper should include a survey of the practice of circumcision in the Ancient World, its significance and function in Gen 17.
- i) In Genesis, God is frequently referred to via divine epithets using the name El. Discuss the following issues: (1) what does El mean? What are the characteristics of the god El in West Semitic religions? (2) Survey the various divine epithets using El in Genesis (e.g. Shaddai, [Gen 17:1; 28:3; 35:11 etc.] and El Elyon [Gen 14:18-20]). What does each name mean? (3) What is the significance of the various "El" names for the God of Israel that are found in Genesis, but rarely elsewhere in the Bible? What does each one mean? What explains their presence here? Did the founding families of Israel know and use the name Yahweh, or was this name only revealed much later (cf. Exod 3 and 6)?
- j) Discuss Abraham's intercession for Sodom and Gomorrah in Genesis 18. Address the following issues (and any other you deem relevant): Why does Yahweh tell Abraham his plans? Why does Abraham intercede for Sodom and Gomorrah? What is the significance of Yahweh's visit to Sodom and Gomorrah? Why does Abraham stop when he does in his intercession? What are the key theological issues regarding divine justice and judgment that are raised in the passage? What does this passage tell us about the grace and mercy of God?
- k) Discuss the famous pericope regarding Jacob's wrestling with the angel (Gen 32:22-32). Present a brief verse-by-verse exegesis of the passage with special attention to the questions of the identity of Jacob's opponent, and who won the contest. Discuss the theological significance of the text in its present context and evaluate suggestions regarding extra-biblical uses of the night-wrestling motif.

- l) The “Abrahamic Covenant.” Theologians frequently speak of an entity called “the Abrahamic Covenant.” Such a designation, however, glosses over the complexity of the ideas of promise and covenant in the Abraham narrative. In this essay, the student will examine Gen 12:1-3; 15:1-6; 15:7-21; chs. 17 and 22. The focus is on the unique aspects and characteristics of each text, and the relationship of the texts to one another. The student will indicate proceed text by text and indicate, that which is promised or given in covenant in each text, to who is it given, any conditions or requirements attached to the promise or covenant, and whether the promise or covenant is breakable or unbreakable (conditional or unconditional). Finally, the student will attempt an explanation to how these various texts “fit” together. Note: in addition to the careful reading of these texts, the student must consult secondary sources (commentaries, Bible Dictionaries, specialized articles).
- m) A topic proposed by the student (with the professor’s permission).

Essays in this course may be submitted for the Donald A. Leggett essay award. If you have received a superior grade, consider submitting your essay for the prize.

3. An Extended Book Analysis.

In lieu of an essay, students may choose to write an extended analysis (16 pages maximum, excluding bibliography) of one of the books listed in in the document “615.Gen.Ext.book.anly.list” in the Extended Book Analysis folder on the Course Page. Specialized instructions for this assignment may be found in the document “Extended Book Analysis. Detailed Instructions” in the Extended Book Analysis folder on the course page.

Most of these books are held in the Tyndale library. However, they are not placed on reserve but are available in the stacks on a “first come first served” basis. Students may, however, wish to purchase their own copies. Inexpensive, used copies of these books are often available through their Internet.

Due to the present COVID situation, it may be possible to arrange to have books sent to you through the mail. Similarly, books may be requested online, then picked up in person.

The books are classified by length, complexity and difficulty: A/A-/B+/B/B- etc. To fulfill the requirements and receive the eligible grade the student must do the following: (1) Present a chapter-by-chapter synthesis of the content of the book; (2) read at least 4 reviews of the book in *peer-reviewed scholarly journals* (e.g. JSOT, VT, JBL, JTS, JHS, CBQ,

Biblica, ZAW, RB, TB, JHS etc.);¹ summarize their critiques and make an assessment of the critiques (note: the sources of the reviews must be footnoted) and (3) present a personal reflection on what was learned through the reading of the book and reviews.

Each of the above-mentioned elements should be about 1/3 of the length of the paper.

If the student's work does not reflect a competent understanding of the book under consideration the grade levels listed above may be slightly reduced. If the student's work is grossly deficient (i.e. if the student engaged in only a superficial reading of the book) a mark of C or D may be given for the assignment.

See the document "Extended Book Analysis" in the "Instructions for Assignments" folder on the course page for a fuller explanation of how this assignment is to be done.

Essays must be submitted as pdf documents to me at assignmentsforkessler@yahoo.ca.

IMPORTANT REQUIREMENTS:

1. **Papers must be submitted as pdf documents.** Papers submitted in non-pdf formats (e.g. .doc or .docx) will be returned to the student. Papers must then be re-submitted in proper pdf format, within 2 days, to assignmentsforkessler@yahoo.ca. Pdfs must be an exact replica of the originally submitted paper. A full letter grade will be deducted for such initial non-pdf submissions.
2. **Papers must be submitted in Chicago or SBL style NOT MLA, (aka author date, e.g. Chan, 2016, 45).** Papers submitted in MLA format will be returned to the student. Papers must then be re-submitted in proper Chicago/SBL format, within 2 days, to assignmentsforkessler@yahoo.ca. Apart from the corrections of style (MLA to Chicago/SBL), papers must be an exact replica of the originally submitted paper. A full letter grade will be deducted from such papers.

For SBL style Collins, Billie Jean, Bob Buller, and John F. Kutsko, comps. *The SBL Handbook of Style*. Second Edition. Atlanta, GA: SBL, 2014 or the document "SBL Manual of Style" on the course page for this course. Please note especially pages 3-5.

For fuller details on correct citation formatting see also <http://libguides.tyndale.ca/citations>. Alternatively, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#). See the fuller examples and discussion in the "Instructions for Essays" folder.

¹ If you are in doubt as to whether a journal is scholarly and peer-reviewed, ask a librarian!

3. **Papers must use footnotes not endnotes, and include a bibliography.** Papers submitted with endnotes as opposed to footnotes, and/or without a bibliography will be returned to the student. Papers must then be re-submitted with footnotes and bibliography, within 2 days, to assignmentsforkessler@yahoo.ca. Apart from the correction of endnotes to footnotes, and inclusion of the bibliography, papers must be an exact replica of the originally submitted paper. A full letter grade will be deducted from such papers. See the further, important instructions in the document “Essays: Detailed Instructions” in the “Topical Essay Instructions” and/or “Exegetical Essay Instructions” folders on the course page.
4. **Extended Book Analysis reports must use full Chicago/SBL format for the first reference to the book being studied, but subsequent references to specific pages may be embedded in the text.** E.g. “As Meyers states (p. 56), life I the hill country of Judea was extremely challenging.” References to various reviews, books, and articles must be given in proper SBL or Chicago style.

ESSAY MARKING STANDARDS

Assignments will be marked according to the following general principle: papers which satisfactorily meet the professor’s expectations will receive a B/75%. Grades above or below B will reflect the degree to which the student’s work manifests strengths or deficiencies relative to the satisfactory level. A step-by-step description of the essay-writing process can be found in the document “Tyndale Seminary Research and Writing Manual” on the mytyndale or [Moodle](#) page for this course. *It is virtually impossible to write a B-level (or higher) essay without a thorough knowledge of the material in this document.*

See the documents “Tyndale Grade Levels” and “Good Mark” in the “Grading: General Information” folder on the Course Page.

Excellence or deficiency in the following areas will increase or decrease the mark assigned:

1. form and presentation (Note: correct footnote and bibliographic form *must* be used. Either SBL or Chicago style is acceptable, but not MLA/APA). See “[Important Requirements](#)” above.
2. number and quality of primary and secondary sources cited.
3. thoroughness of historical, grammatical, syntactical, exegetical and theological investigation.
4. logical and methodological accuracy and consistency.
5. use of such foundational tools including (where applicable): ANE texts and inscriptions; Hebrew grammar and syntax; specialized studies in ANE history, archaeology, culture

and sociology; student's own exegetical interaction with the Hebrew text; specialized scholarly articles and studies, interaction with major commentaries.

6. quality and clarity of written English.

Choosing and Using the Best Commentaries

In your papers, you must be able to find and work with commentaries on the biblical passages you are discussing, whether in an exegetical study or a topical/thematic paper. Thus choosing the best commentaries, as opposed to popular-level non-academic ones, is essential.

1. The single most useful tool available for evaluating commentaries, and understanding the differing approaches of each one is:

John F. Evans, *A Guide to Biblical Commentaries and Reference Works*. 10th edition. Grand Rapids, MI: Zondervan, 2016.

2. Check out the various Major Commentary Series

- Anchor Bible (AB), moderate orientation, excellent scholarship, broad spectrum
- New International Commentary on the Old Testament (NICOT), excellent scholarship, primarily evangelical
- Word Biblical Commentary (WBC), excellent scholarship broad spectrum-evangelical
- International Critical Commentary (ICC), highly detailed, critical
- New Century Biblical Commentary (NCBC), detailed, critical, broad spectrum
- New International Biblical Commentary (NIBC), evangelical, more popular level
- Hermeneia, broad spectrum, excellent scholarship
- Tyndale Old Testament Commentaries (TOTC), brief, evangelical, excellent scholarship
- New International Version Application Commentary (NIVAC), evangelical, more popular, written by excellent scholars
- Old Testament Library (OTL), broad spectrum, excellent scholarship
- New American Commentary, (NAC) evangelical
- Jewish Publication Society Torah Commentary (JPS), excellent scholarship, faith-based
- Westminster Bible Companion (WBC), popular but still scholarly
- Interpretation (Int), popular but still scholarly
- Continental Commentaries, scholarly, broad spectrum
- Torch Bible Commentaries

- Eerdmans Critical Commentaries (ECC), excellent scholarship, broad spectrum

3. The following multi-volume tool may also be used:

- *The New Interpreter's Bible: General Articles and Introduction, Commentary and Reflections for each book of the Bible, including the Apocryphal/Deuterocanonical Books.*

NOTE: do NOT use the Ancient Christian Commentary series for this section of the assignment. Its primary value is for the history of interpretation. While the writers quoted in it do offer valuable insights, much understanding of the ancient interpretive context of these writers is required for understanding their words.

Do not use Matthew Henry or Matthew Poole.

FAILURE TO USE THE BEST COMMENTARIES ON THE PASSAGES RELEVANT TO YOUR TOPIC WILL RESULT IN A SIGNIFICANT REDUCTION OF YOUR MARK. IN GENERAL, A MINIMUM OF THREE COMMENTARIES FROM THE SERIES MENTIONED IN THE FOLLOWING SECTION ARE NECESSARY TO ATTAIN A GRADE OF B-.

4. The following books (available in either the reference collection or on reserve) can also be helpful in finding and evaluating commentaries:

D. A. Carson. *New Testament Commentary Survey*, Grand Rapids, Mich.: Baker Academic, 2007.

John Glynn. *Commentary & Reference Survey: A Comprehensive Guide to Biblical and Theological Resources*, Grand Rapids, MI: Kregel Academic & Professional, 2007.

John Goldingay, Mark Lau, and Robert L. Hubbard. *Old Testament Commentary Survey*, Madison, WI.: Theological Students Fellowship, 1981.

Tremper Longman III. *Old Testament Commentary Survey*, Grand Rapids, Mich.: Baker Academic, 2007.

Douglas K. Stuart. *A Guide to Selecting and Using Bible Commentaries*, Dallas: Word, 1990.

Also check: (1) the introductory sections to major commentaries on the book you are studying and (2) the bibliographies for your subject in Oxford Bibliographies Online: go to (<http://www.tyndale.ca/library/eresources?title=o>) and choose "o"). These excellent bibliographies will give you an orientation to the subject, and a place to start. Similarly check out the Oxford Biblical Studies Online portlet (just above the Oxford Bibliographies Online portlet).

LATE PAPERS, EXTENSIONS AND DATE CHANGES

Late Grading Policy; Absence from Discussion Groups.

Late assignments are assessed at **2.0% per day**. It is far better to submit your work on time than to take a late penalty.

No late papers may be submitted after the end of exam week (Fri April 16). Extensions beyond this date **may only be given by the registrar**. See below.

Days are calculated from the 11:59 pm on the due date, including Sundays.

Extensions without penalty are granted **only** in exceptional circumstances. These include illness (a medical attestation is required), crisis, severe illness or death in the family, etc. Requests for such extensions must be addressed to the professor in writing.

Extensions will NOT be granted for: personal or mission trips, ministry responsibilities, heavy workload in other courses, slowness of reading (except in cases of disability, registered with Rachel Vonk (rvonk@tyndale.ca) in Tyndale's [Accessibility Services](#), computer or printer problems (*make absolutely sure you back up your work on a daily basis!!!*).

Should you feel extenuating circumstances of a more personal nature apply in your case, please contact George Sweetman, Dean of Students (gsweetman@tyndale.ca).

Students seeking extensions or accommodations due special needs (such as learning disabilities, accommodations) should contact [Tyndale's Accessibility Services](#).

Absence from Discussion Groups results in a zero for the session. Students may be excused from Discussion Groups for illness (a medical attestation is required), crisis, severe illness or death in the family, etc. Excused absences will not be granted for mission trips, ministry responsibilities, personal travel, etc.

Dead Date Policy: According to the Tyndale Academic policy, no papers may be submitted later than the last day of exam week. **Any requests for extensions or submissions beyond this time must be made directly to the Registrar, Brenda Ho (bho@tyndale.ca).** The professor cannot accept any material after this date without special approval.

ATTENDANCE

Attendance at class is of vital importance for this course. In accordance with Tyndale Seminary policy, missing more than two classes without reasonable cause such as illness (a medical attestation is required), crisis, severe illness or death in the family, etc., may result in a reduction of the student's course grade. If a discussion group session is missed without excuse,

the student will receive a zero for the session.

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Major Paper	45 %
Discussion Groups	20 %
Book Response: The Lost World of Gen 1	15 %
Commentary Notations and Interaction	20%
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

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 (aa@tyndale.ca) before proceeding.

G. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Please see document, "Genesis 615. Course Schedule" on the Course Page.

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)