

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

<b>Course</b>	<b>MINOR PROPHETS</b> OLDT 0516
<b>Date and Time</b>	JANUARY 13 – APRIL 7, 2022 THURSDAYS 6:45 PM – 9:35 PM
<b>Instructor</b>	<b>JOHN KESSLER, Docteur de l’Université, Sorbonne-Paris IV</b> Telephone/voice mail: (416) 226-6620 Ext. 6724 Email: <a href="mailto:jkessler@tyndale.ca">jkessler@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Thursdays from 6:45 PM – 9:35 PM.  Office Hours: Via Zoom by appointment.  To book an appointment, please contact me, preferably via e-mail at <a href="mailto:jkessler@tyndale.ca">jkessler@tyndale.ca</a> with your preferred day and time, and a possible second choice, and I will confirm with you.  General questions about the course should be addressed to me at <a href="mailto:jkessler@tyndale.ca">jkessler@tyndale.ca</a> . Submit all assignments to <a href="mailto:assignmentsforkessler@yahoo.ca">assignmentsforkessler@yahoo.ca</a> .
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. For security reasons, email forwarding function will no longer be available. It is the student’s responsibility to check MyTyndale.ca e-mail account frequently.  Please note that this is a draft syllabus (minor changes may be made before the end of the first week of class).

## I. COURSE DESCRIPTION

An exegetical and theological study of selected sections from the Book of the Twelve Minor Prophets. Attention will be devoted to the historical, sociological, and cultural contexts of the various books, and their contemporary relevance. Special topics include the use of the Minor Prophets in the NT, and the study of the Twelve as a single corpus.

*Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

This course is intended to provide students with an introduction to the nature, content, interpretation, and contemporary relevance of Israelite prophecy by means of the study of selected passages from the Minor Prophets. Our study will focus primarily on selected sections from the books of Hosea, Joel, Amos, Micah, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi. The texts chosen for detailed study will be paradigmatic in nature, in that they will serve as models for the study of other texts.

The course will build upon the conceptual and methodological framework that students will have already received in earlier courses in Old Testament Theology and History and Biblical Interpretation. As such, this course seeks to integrate various skill sets and a diversity of bodies of knowledge. We will exegete individual texts, then go on to relate them to broader theological issues present in the Old and New Testaments, and then reflect upon their relevance to our own cultural context.

## II. LEARNING OUTCOMES

### A. Cognitive Goals.

At the end of this course, students will be able to articulate a preliminary understanding of:

- ◆ the phenomenon of prophecy in Israel and the Ancient Near East
- ◆ how prophetic books were produced
- ◆ theories regarding the literary production of the 'Book of the Twelve' and their implications for reading the Minor Prophets
- ◆ the role of the prophet in Israelite society
- ◆ the basic processes involved in the interpretation of prophecy
- ◆ the rhetorical and literary dimensions of prophetic speech and literature
- ◆ the notion of covenant and its use in prophetic literature
- ◆ prophetic eschatology
- ◆ the human experience of the prophet in the reception and transmission of prophecy
- ◆ a knowledge of the basic content of the prophetic texts studied
- ◆ a knowledge of the social, economic, and political contexts of the texts studied

- ◆ the concept of messianism in the prophets
- ◆ the use of the Minor Prophets by the NT writers.

### *B. Practical Outcomes*

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

- ◆ engage in a meaningful discussion of the various assigned readings in the context of a discussion group
- ◆ exegete a prophetic text or theme, or present an assessment of a scholarly monograph on the minor prophets
- ◆ articulate the major theological ideas of a prophetic text
- ◆ reflect upon the contents of a prophetic text in relation to the rest of the biblical canon
- ◆ use specific texts from the Minor Prophets for personal and communal spiritual reflection and growth
- ◆ engage in a critical assessment of several sections of an exegetical commentary on the various books of the Minor Prophets

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Nogalski, James. *[The Book of the Twelve: Hosea—Jonah](#)*. Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys, 2011.

Goldingay, John, and Pamela J. Scalise. *[Minor Prophets II](#)*, NIBC 18. Peabody, Mass/Milton Keynes, UK: Hendrickson/Paternoster, 2009.

**Recommended for students coming to this course with no background in academic biblical study, or whose background is limited**

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. Fourth Edition. Louisville, KY: Westminster John Knox, 2011.

Tyndale recommends [www.stepbible.org](http://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. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

The course textbooks and other shorter readings will form part of the basis of several of the discussion groups. These readings will be listed along with the questions for each group session, in the “Discussion Groups” folder on the course page. The readings will be found in the “Scanned Readings” folder on the course page.

### **C. 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

### **D. 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](https://classes.tyndale.ca).

### **E. ASSIGNMENTS**

*Note: See the document “Good Mark” in the Marks and Grading folder on the [classes.tyndale.ca](https://classes.tyndale.ca) course page for a discussion of the grading standards used in this course. Also see Tyndale’s “Grade Level Standards” on the Course Page and in the Marks and Grading folder. That folder also contains other useful helps in understanding the grading system used at Tyndale and in this course.*

**All assignments must be submitted as pdf documents (no other format will be accepted). Submit assignments to [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca).**

**Important Notes:**

**Make sure your name, the course code, and the title of the assignment appear in the e-mail subject line and the title of the pdf (e.g., S. Singh, BIBL 0511, Bible Notations).**

**Attach your assignments directly to the e-mail via the ‘attach’ function. Do not use “cloud” attachments.**

**1. Bible and Commentary Notations (25%).** Due Sat., Feb 19, 2022 (end of week 6), by 11:59 pm. No late assignments will be accepted. Essentially this assignment consists of reading the Minor Prophets, and the course textbooks, and posing interpretive questions and/or making exegetical observations about them. See the document “Commentary Notations\_Examples” on the course page for an illustration of what your work for this assignment should look like. By the due date listed above, your questions and observations, **and the summary sheet entitled “MP 516 com nots sum sheet” found on the course page, must be submitted to me via e-mail.** The cover sheet for these notations may be submitted as a word document, however the annotations must be submitted **in pdf form.** Submit your work to [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca).

Note: there is a definite timeline given for the **reading of the texts and commentaries, and for the notations.** Material can be done later, but certain grade reductions will apply (see cover sheet). Moreover, it is far more time efficient to do the notations at the same time as you read the text biblical text and the commentaries.

## **2. Discussion Groups (25%)**

During the course, there will be four in-class discussion times of approximately forty-five minutes each. These discussions have five purposes:

- 1) To challenge students to develop their critical, thinking skills.
- 2) To enable students to improve their skills in developing and expressing theological arguments in a group context.
- 3) To empower students to foster ability in leading fellow students in discussion.
- 4) To have students take responsibility for their fellow students' education by mutually supporting one another.
- 5) To encourage students to listen respectfully to views not their own.

In the second class session, students will be divided into groups of five (approximately). Each group will designate various members as discussion leaders for the 4 discussion group sessions (rotating leadership).

See the document, “Discussion Groups. Instructions” in the Discussion Groups folder on the course page for essential details regarding guidelines for group participation and marking.

**Missed discussion group sessions count as zero unless otherwise arranged with the professor *in writing.* Students will only be excused from these sessions on the same basis as extensions for assignments (on which see below), *therefore students should verify that they are available for each group session date at the beginning of the semester.***

After each discussion group session, the group leader will submit the grades for the group members to the course professor at [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca) on the template provided on the course page. Submission must be made by the group leader within seven days. Grading criteria are described in detail on the template.

The questions and assigned readings for each session may be found in the “Discussion Groups” folder on the course page. Any additional readings (i.e., not included in the textbooks) for the groups may be found in the “Scanned Readings” folder on the course page.

*It is not necessary to discuss each of the questions, or to dwell on each one in equal detail. Try to balance a general coverage of the material, with careful discussion of important points.*

### **Discussion Group Schedule**

**Note: discussion group questions for the four sessions will be posted in a separate document, in the Discussion Groups folder on the course page.**

***Group Session 1 (Week 3, Jan 27)***

***Group Session 2 (Week 5, Feb 10)***

***Group Session 3 (Week 7, Mar 3) (NOTE: Feb 22-25 are Reading Days, so there is no class)***

***Group Session 4 (Week 11, Mar 31)***

**3. Major Essay (50%). Due: Sat., April 2, 2022 (end of week 11), by 11:59 pm.**

NOTE: The unexpected closure of the Tyndale Library has created special challenges for the preparation of essays. At present we are making every effort to facilitate library access for students. Make use of [Tyndale Library's website](#) and especially its [“ask a librarian” portal](#). Our library staff are more than willing to scan and send the relevant pages of works in our library that are not available as ebooks.

### **IMPORTANT REQUIREMENTS:**

1. Papers must be submitted as pdf documents. Papers submitted in non-pdf formats (e.g. .doc or .docx) may be docked up to a full letter grade.
2. Papers must be submitted in Chicago or SBL style NOT MLA, (aka author date, e.g. Chan, 2016, 45). Papers submitted in MLA (or similar) format may be docked up to a full letter grade.

For SBL style Billie Jean Collins, 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 the [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.

3. Papers must use footnotes not endnotes and include a bibliography. Up to a full letter grade will be deducted from papers submitted with endnotes as opposed to footnotes, and/or without a bibliography. 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.

For other essential and detailed instructions on essay preparation, marking standards, and other important matters, see the document “Essays: Detailed Instructions” in the Folder “Essay Instructions” on the course page. See also the other important files in the “Essay Instructions” folders.

**Late assignments will be penalized at a rate of 2% per day--including weekends.**

The student will prepare a major paper of a maximum of 16 pages (excluding cover and bibliography) on *one* of the options presented below.

**3.1. EXEGETICAL STUDY (Type One)**

The student will select a section (pericope) from the list below, then, prepare a paper based on it. The paper will include the following elements:

- 1) A brief description of the historical-cultural backdrop presupposed in the text, and a brief summary of the book’s literary-redactional history (2-3 paragraphs, at most).
- 2) A verse-by-verse explanation of the meaning of the text (commentary).

- 3) Theological reflections on the text. The student will present the *key theological emphases* of the text. This means the text's distinctive perspective on: (1) what it means to be in relationship to God, to other members of the community of faith, and to the creation; (2) God's relationship to his people, the nations and the creation; (3) the values and virtues (or their opposites) that the text seeks to inculcate. Similarly, these reflections may include thoughts regarding how this text shapes our understanding of such issues as one's individual identity and calling. It may seek to bring the text into dialogue with other biblical texts. It may include the student's personal response, on a variety of levels, to the ideas in the text.
- 4) Suggestions for the re-contextualization of the passage in the contemporary world—especially with reference to the faith community and tradition of which you are a part.

A fuller description of how to do this assignment may be found on in the "Assignment Instructions" folder on the course page, under the title "Exegetical Study—Prophets".

### List of Texts for Exegesis Paper

Hos 6:1-6  
Hos 14:1-7  
Joel 2:12-17  
Amos 5:18-24  
Mic 4:1-5  
Hab 2:1-5  
Zeph 3:14-20  
Hag 2:1-9  
Zech 12:1-13:1  
Mal 3:13-4:3

Other passages with the professor's permission.

### 3.2. THEMATIC or HISTORICAL STUDY (Type Two)

The student will study one of the following themes in the prophets studied, and if desired, in the prophetic corpus as a whole.

- 1) **Attitudes to issues of land tenure and economic practices in the Minor Prophets (or significant portions thereof).** Examine specific texts in the Minor Prophets with a view to examining how the prophets view matters such as wealth, poverty, economic justice, and social responsibility. You may choose which texts or books you wish to focus upon but a minimum of 6 texts must be dealt with. Be sure to include a discussion of the socio-economic circumstances which prompted the prophet's oracles and the laws in the covenant which lie at the root of the prophet's reproach.

- 2) **The Day of Yahweh.** Discuss the various theories regarding the origin and development of the idea of the “day of Yahweh. What are the various expressions used in the Minor Prophets to designate this concept? Include an exegesis of the major passages in the Minor Prophets where the phrase occurs and presentation of the diachronic development of its use.
- 3) **Israelite Messianism.** Discuss the key texts in the Minor Prophets which have been cited as ‘messianic.’ Exegete them in their context and discuss how they fit into the development of messianism. A number of monographs are especially germane to this topic. These include S. Mowinckel, *He That Cometh: the Messiah Concept in the Old Testament and later Judaism*. Biblical Resource Series. Grand Rapids MI: Eerdmans, reprint 2005; J. Becker, *Messianic Expectation in the Old Testament*. Philadelphia PA: Fortress, 1980, and J. Fitzmyer, *The One Who is to Come*. Grand Rapids MI: Eerdmans, 2007. As well, the entries on “Messiah, Messianism” in the major bible dictionaries and encyclopedias (Anchor, Eerdmans, New Interpreters) should be consulted.
- 4) **Metaphors of Gender and Family.** Discuss the prophetic use of metaphors which employ gender (i.e., Israel as an unfaithful wife, in Hosea and Ezekiel, and Yahweh as an aggrieved husband), or age (i.e., Israel as an ungrateful child in Hosea and Malachi) and the problems and issues arising from the presence of such metaphors in the Biblical text. First, provide an exegesis of the texts in question, clarifying exactly what is being said in them regarding these matters. Second, suggest the kind of explanatory data that needs to be supplied when such texts are preached or read? Third, discuss the potential misuses of such texts? Finally, these texts remain part of our canon. Present your opinion regarding the kind of constructive use that should be made of them.
- 5) **Images of Violence, especially gender specific violence, in the Minor Prophets.** Various passages in the minor prophets (and in other prophetic books) contain graphic images of violence, at times such imagery of violence is directed toward female characters. Why is such imagery used? Why is it chosen? What message is it intended to convey? Present an exegesis of some of the key texts involved, explaining their background, meaning, and purpose. How should such texts be used today? What dangers do they pose when read without adequate cautions and explanations? How should they be introduced to congregations?
- 6) **The Concept of the Remnant.** Analyze the Minor Prophets with reference to the concept of the remnant. What are the various terms for ‘remnant’ and where in the Minor Prophets do they appear? Summarize the teaching of each text and note any diachronic progression between these texts. What is the relevance of the concept of the remnant to the church? Does the NT pick up this theme?

- 7) **The Concept of Exile.** Analyze the Minor Prophets with reference to the concept of exile. What are the various terms for exile? Where in the Minor Prophets do the concepts of exile, diaspora, and return appear? Summarize the teaching of each text and note any diachronic progression between the various texts. What is the relevance of the concept of the exile, diaspora and return to the church? Does the NT pick up this theme? This is a large topic, and you may wish to limit your study to certain passages or books. However if you do so, indicate your choice in the introduction to your paper.
- 8) **Twelve Minor Prophets or the Book of the Twelve?** Present a summary of the various redactional theories regarding the formation of the 'Book of the Twelve' as an intentionally redacted whole. Contrast this with alternative approaches which view the books as distinct units. How do these two approaches affect the way we read and exegete the Minor Prophets. Illustrate the differences by specific examples of the exegesis performed by the adherents of the respective approaches on specific texts. Students should be aware of the arguments presented in Ehud Ben Zvi and James Nogalski. *Two Sides of a Coin: Juxtaposing Views on Interpreting the Book of the Twelve/the Twelve Prophetic Books*, Analecta Gorgiana. Piscataway, NJ: Gorgias, 2009 (on reserve in the library)
- 9) **A topic of the student's choice.** Proposals are to be discussed with the professor, and must receive prior approval. The student should prepare a brief written statement of the area of interest.

### 3.3 EXTENDED BOOK ANALYSIS.

In lieu of an essay, students may choose to write an extended analysis of one of the books listed in the document "Minor Prophets--Extended Book Analysis" in the Assignment Instructions and Helps folder on the course page.

Many of these books are available in the library (either in print or e-versions), however they are not placed on reserve. As such they are available on a "first come first served" basis. Students may, however, wish to purchase their own copies. Inexpensive, used copies of many of these books are often available through the Internet.

Students choosing this option will write a 16 page extended analysis of the book they have chosen. I have classified these books by length, complexity, and difficulty, and assigned a grade to them: B-/B/B+, A-/A. To fulfill the requirements and receive the assigned 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 scholarly reviews of the book** (found in peer-reviewed journals), 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 and critical engagement regarding what was learned through the reading of the book and reviews. Papers should be no more than 17 pages

in length. *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 clear understanding of the book under consideration (i.e., if the student engaged in a superficial reading of the book) a mark of C or D will be given for the assignment.

## **F. GRADING STANDARDS**

NOTE: The Seminary requires the Professor to identify students who display difficulties with English language skills in their assignments and refer them for further language assessment in the Tyndale Centre for Academic Excellence. To help them improve in their studies, students may then be required to take the English for Academic Purposes course in conjunction with current courses. Please see *Guidelines for Written Work* on the course page for further information.

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 course page. *It is virtually impossible to write a B-level (or higher) essay without a thorough knowledge of the material in this document.*

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/Turabian style is acceptable, but not MLA/APA). See NOTE 1, below.
2. Number and quality of primary and secondary sources cited.
3. Use of the best commentaries on the relevant biblical texts (see below).
4. Thoroughness of historical, grammatical, syntactical, analysis in exegetical discussions.
5. Logical and methodological accuracy and consistency.
6. Use of such foundational sources and tools including: close analysis of all relevant biblical texts, including relevant issues of word meaning, grammar and syntax; specialized studies in ANE history, archaeology, culture and sociology; interaction with major commentaries.
7. Quality and clarity of written English.

### **NOTE 1: Documentation Style and Form.**

As noted above, papers must be done in either **SBL or Chicago formats**, and contain footnotes (not endnotes) and a bibliography.

**\*\*\*\*\*Special Note Regarding the Citation of Bible Dictionaries and Encyclopaedias.**

In many instances you will find important material contained in individual entries in Bible Dictionaries and Encyclopaedias. Bible Dictionaries and Encyclopaedias have an overall editor (or editors), as well as various individual authors write the specific entries. When you quote from an entry you must attribute the quote to the **author of the entry not to the editor of the Bible Dictionary or Encyclopaedia.**

So for example, D. N. Freedman is the overall editor of the *Anchor Bible Dictionary*, but the author of the entry (or article) on Abraham is Alan R. Millard. The author's name is found at the end of the entry. When you want to refer to that specific entry (or example) you must cite it by *the name of its author*, not by the name of the editor of the dictionary as a whole.

Thus:

**CORRECT METHOD**

*In a footnote:*

A. R. Millard, "Abraham," ABD 1:35-40

*In a bibliography:*

Millard, Alan R. "Abraham." ABD 1:35-40

**INCORRECT METHOD:**

*In a footnote:*

D. N. Freedman, "Abraham," ABD 1:35-40.

*In a bibliography:*

Freedman, D. N. "Abraham," ABD 1:35-40.

*Furthermore, each article you cite must be listed separately in your bibliography.* Thus, if you cite four different articles/entries from the *ABD, IVP Dictionary of the OT, Prophets* (a.k.a. DOTPr), or other such works you must *cite each article/entry separately, under the name of its author.* Do not just cite the Dictionary as a whole, under the name(s) of its editor(s). This is not sufficient.

You need not include the full bibliographic data for the dictionary or encyclopaedia if an abbreviation is supplied for it in the *SBL Handbook of Style*. Simply use the abbreviation, as in the examples above.

**NOTE 2: Do not include extensive word-for-word citations of the biblical text.** Doing so makes it appear that you are seeking to 'pad' your essay and fill up space. Generally speaking, shorter biblical quotations or references (e.g. Exod 3:14) will do.

**NOTE 3: Plagiarism.**

Plagiarism is a major problem in contemporary education. As such Tyndale Seminary academic policy stipulates that a paper may be given an F (zero) should it contain plagiarized content. Remember: if you use someone else’s words, put them in quotation marks and cite the source in a footnote. If you refer to someone’s ideas (i.e. ‘covenant is the centre of OT theology’) or a fact derived from your reading which is not common knowledge (e.g. ‘the territory of Benjamin did not suffer significant destruction during the Babylonian invasions’), you must still cite your source, *even if the words are not put in quotation marks*.

**Plagiarism will be taken extremely seriously and be dealt with according to the Tyndale Student Handbook.** You could receive a zero for the paper, and even fail the course.

## G. 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.

## H. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Discussion Groups	25%
Bible and Commentary Notations	25 %
Major Paper	50%
<b>Total Grade</b>	<b>100 %</b>

Attendance at class is of vital importance for this course. Attendance will be taken electronically, via the course page. In accordance with Tyndale Seminary policy, missing more than two sessions (one day counts as two sessions) without reasonable cause such as illness (a medical attestation is required), crisis, severe illness or death in the family, etc., may result in a receiving an F for the course. If a discussion group session is missed without reasonable cause (as above), the student will receive a zero for the session.

## I. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### 1. Guiding Principle on the Quality of Papers at the Masters Level

Your paper must reflect graduate-level research and writing skills. If your paper could have been written by someone with a basic knowledge of the Bible and without the skills you have learned in this and other courses, *it will not receive a passing grade*. Mere re-statement of the

biblical text or sermonizing on the basis of a superficial reading of it does not constitute acceptable, graduate-level work.

## **2. Academic Honesty**

See above on plagiarism.

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.

## **3. Your essay must be your own work. Do not submit a series of paragraphs written by someone else, that you have subsequently strung together.**

Never cut entire paragraphs out of books or articles and insert them into your text, even if they are footnoted. An essay is *not a series of long quotes strung together*. *Such essays will not receive a passing grade*. You must attempt to read and assimilate various sources, then attempt to collate, compare, contrast and evaluate them. Attempting to do your best, even if it is a feeble first try, is far better than copying and failing the assignment and possibly the course. More importantly failing to do your own work means losing the opportunity to learn new things by doing the assignment. *Remember, essays are about you, as a student learner*. You do not have to provide the last word on complex subjects.

## **4. E-Mail Submissions**

You must submit your papers by e-mail, to [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca). *Assignments must be submitted as a pdf documents*. Submissions must be received by 11:59 PM on the due date. Submissions sent in non-pdf format may be docked up to a full letter grade.

## **5. Language Proficiency**

Tyndale Seminary requires the Professor to identify students who display difficulties with English language skills in their assignments and refer them for further language assessment in the [Tyndale Centre for Academic Excellence](#). To help them improve in their studies, students may then be required to take the English for Academic Purposes course in conjunction with current courses. Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#). Please see the document *Guidelines for Written Work* on the course page for further information.

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.

## 6. 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](mailto:aa@tyndale.ca)) before proceeding.

## J. MARKING STANDARDS, EXTENSIONS, AND LATE GRADING POLICIES.

1. The professor will follow the marking standards as stated in Tyndale's academic policies. These are posted on the course page. Generally speaking, assignments which satisfactorily meet the professor's expectations will receive a B/75%.

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

- Form and presentation (Note: correct bibliographic form must be used. Additional information available on the Tyndale Library's Homepage and the Tyndale Writing Centre's Homepage).
- Number and quality of primary and secondary sources cited. Generally a minimum of 13 good sources is required to write a B level paper.
- Thoroughness of historical, grammatical, syntactical, exegetical and theological investigation. This includes doing your own Bible study work (word studies, background studies etc., and quoting other ANE primary sources where relevant--e.g. Code of Hammurabi, Gilgamesh Epic, etc.)
- Logical and methodological accuracy and consistency.
- The student's own exegetical interaction with the biblical text; specialized scholarly articles and studies, interaction with major commentaries.
- Quality and clarity of written English. Have someone proofread your work before submitting it.

2. Late Grading Policy

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.* Days are calculated from 11:59 pm on the due date (e-mail submissions).

3. Extensions and Due Date Changes

Extensions for assignments 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 extensions must be submitted to the professor in writing.*

Extensions will NOT be granted for: family or mission trips, ministry responsibilities, heavy workload in other courses, slowness of reading, computer or printer problems, etc.

Remember, granting extensions is a matter of fairness to all students—the same standards must apply to all students.

*Try to follow the '24 hour rule' i.e., have a final version of your work ready 24 hours before it is due.*

**Exemptions from discussion groups will be made on the same basis as extensions for assignments.**

## **K. 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 the document available on the course page on [Moodle](#). It will include:

- *Overview of content for class session of each day*
- *Readings due for each class*
- *Specific due dates for course requirements*

## **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](#).)