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."

Semester, Year	WINTER, 2027
Course Title	**INTRODUCTION TO PREACHING**
Course Code	PAST 0641 1P
Date **Time** **Delivery Format**	From January 14 to April 15, 2027 **THURSDAYS** From 2:15PM to 5:15PM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on THURSDAYS from 2:15 to 5:15pm.
Instructor	**REV. DR. CHARLES LEE, DPT** Email: charleslee@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

Tyndale Undergraduate students may enroll in this course under the following course code:

CHRI 3433

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

I. COURSE DESCRIPTION

Introduces preaching as a theological and pastoral practice of the church in service to the gospel. Topics include exegeting the biblical text and our contemporary context; principles of sermon design and delivery; and the character of the preacher. Two sermons are preached in class. Prerequisite: BIBL 0501.

II. LEARNING OUTCOMES

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

1. Articulate their own emerging theology of preaching and identity as a preacher
2. Explain the basic elements of sermon design and delivery
3. Demonstrate the conviction that the biblical text is the proper foundation for preaching, as God speaks good news through the preacher by the power of the Holy Spirit
4. Address the needs of listeners in ways that are relevant and engaging
5. Show confidence that God is dynamically present in the preaching event
6. Interpret a biblical text and craft sermons that are coherent and compelling to hearers
7. Develop greater proficiency in public speaking, Scripture reading and storytelling
8. Analyze sermons in order to help them assess their own preaching and offer constructive feedback to peers
9. Begin to form healthy weekly rhythm for longevity and health as a preacher

III. COURSE REQUIREMENTS

A. REQUIRED READING

Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon.* Third Edition. Grand Rapids: Baker Academic, 2018.

Johnson, Darrell W. *The Glory of Preaching: Participating in God's Transformation of the World*. Downers Grove: IVP, 2009.

Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Viking, 2015.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Alcántara, Jared E. *The Practices of Christian Preaching: Essentials for Effective Proclamation*. Grand Rapids: Baker Academic, 2019.

Bullmore, Mike. *The Heart of Preaching: The Functional Centrality of the Gospel in the Life and Work of the Preacher.* Wheaton: Crossway, 2026.

Helm David R. *Expository Preaching*. Wheaton: Crossway, 2014.

Helm David R. *Persuasive Preaching.* Wheaton: Crossway, 2026.

Kim, Matthew D. *Ready to Preach: An Introduction to Homiletics.* Grand Rapids: Baker Academic, 2026.

Piper, John. *Expository Exultation: Christian Preaching as Worship.* Wheaton: Crossway, 2018.

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages.* Grand Rapids: Baker Academic, 2008.

Stott, John. *Between Two Worlds: The Challenge of Preaching Today.* Grand Rapids: Eerdmans, 1982.

Tyndale recommends **STEPBible** – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

Primary assignments for this course include required readings and participation in weekly group discussions in class; active participation in a weekly rhythm with daily journal writing; a paper on theology of preaching; preaching two sermons, including the submission of written exegetical notes, a sermon manuscript and brief self-evaluation. These assignments are designed to guide your formation as a preacher and to also practice the art of crafting sermons.

1. **Class Participation: Every week, self-grading to be combined with instructor's grading, due on last class; 10% of final grade.**

Student participation in group discussions based on readings during class will be graded on a scale of 1 to 4. Students will give themselves a suggested grade and the final grade will be determined by the instructor. 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. **Preacher's Rhythm Journal:**

Tuesday-Saturday from Tuesday February 16 to Saturday, March 20 (One week off for reading break from Oct 22-25); 15% of final grade (5 weeks X 3% per week = 15% of final grade).

You will keep a daily journal from Tuesday-Saturday for 5 weeks as you act and reflect upon the following weekly rhythm for sermon preparation and formation as a preacher.

Tuesday: Reflect on the text
Wednesday: Experience the text

Thursday: Study the text
Friday: Craft the sermon
Saturday: Practice the sermon

During class you will be placed in a preaching rhythm support group to share your experiences. This group will be your accountability in checking your journal each week and you will get marks for completing the rhythm each week.

3. Preaching of sermons: 50% of final grade (20% + 30%)

Sermon 1: Due week 7; ***20% of grade***

You will choose a story from the Old or New Testament and do an exegetical study of the biblical text. You will take what is gleaned from your study and reflection and craft a one-point sermon that illustrates the gospel message that you have discerned and share the story in a compelling manner. Grades will be based on sermon manuscripts, exegetical notes, and presentation. Sermon must be a minimum 5 minutes and maximum 7 minutes. An extra half-minute grace will be given, anything beyond that a 1/3 grade reduction will be imposed (i.e., A to A-). You will submit exegetical notes, sermon manuscript and self-evaluation by uploading them to the Class page in the appropriate location. We will preach our sermons in small groups at dates to be determined by the groups.

Sermon 2: Due week 11; 30% of grade:

You will choose one passage from the preaching reflection journal and prepare an exegetical summary of the text you are preaching, based on the exegetical guideline presented in class. Identify and make use of at least two scholarly commentaries. The length of sermon will be 12-15 minutes. When you preach, you may use your manuscript, an outline or no notes, but you must submit a full sermon manuscript for evaluation; point form or outline is not acceptable. Sermon must be a minimum of 12 minutes and a maximum of 15 minutes, an extra minute grace will be given, anything beyond that a 1/3 grade reduction will be imposed (i.e. A to A-). You will submit exegetical notes, sermon manuscript and self-evaluation by uploading them to the Class page in the appropriate location. We will preach our sermons in small groups at dates to be determined by the groups.

4. Integrative Reflection Paper on Theology of Preaching:

Write a paper on theology of preaching (2000 words, excluding footnotes and bibliography; 25% of final grade)

The purpose of this assignment is to develop a biblically grounded, theologically coherent and personally integrated theology of Chrisitan preaching. Drawing on Scripture, class lectures and discussions, required readings, and your own reflection and experience, you will articulate what preaching is, why it matters, how it should be practiced and what kind of preacher you aspire to

become. Your paper should demonstrate thoughtful engagement with the course material rather than merely summarize the assigned readings. Develop a coherent theological vision that forms both your practice of preaching and your ongoing formation as a preacher.

The paper should integrate the following three dimensions:

1) Theological Conviction: What is preaching, and why is it important for the church and the world? What is at the heart of preaching ministry? What does it mean to preach Christ faithfully from all of Scripture?
2) Homiletical Practice: How should a preacher prepare and deliver a sermon? How should a preacher engage the congregation's context and communicate God's Word to the heart? What roles do prayer and the work of the Holy Spirit play in sermon preparation and proclamation?
3) Personal Formation: What kind of a preacher do I aspire to become, and how will I grow as a preacher? What practices, relationships and commitments will help me grow in faithfulness, competence, character and dependence on God?

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation	10%
Preacher's Rhythm Journal	15%
Preaching of Two Sermons (20% + 30%)	50%
Integrative Reflection Paper on Theology of Preaching	25%
Total Grade	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: Jan 14	**The Wonder and Call of Preaching**

Read before class:

- ☐ Johnson, Prologue: Something Always Happens
- ☐ Johnson, Chapter 1: Why Does It Happen?
- ☐ Johnson, Chapter 2: Does it Really Always Happen?
- ☐ Keller, Introduction: Three Levels of the Ministry of the Word
- ☐ Keller, Prologue: What is Good Preaching?

Week 2: Jan 21	Definitions and Types of Preaching

Read before class:

- ☐ Chapell, Introduction
- ☐ Chapell, Chapter 1: Word and Witness
- ☐ Chapell, App.1: Other Homiletic Forms
- ☐ Keller, Chapter 1: Preaching the Word

Week 3: January 28	Expository Preaching

Read before class:

- ☐ Chapell, Chapter 2: Obligations of the Sermon
- ☐ Chapell, Chapter 3: The Priority of the Text
- ☐ Johnson, Chapter 3: Where does it happen?
- ☐ Johnson, Chapter 4: How does it Happen?
- ☐ Johnson, Chapter 5: Moving from Text to Sermon

Week 4: Feb 4	Communication Theory: Logos, Pathos, Ethos

Read before class:

- ☐ Chapell, Chapter 4: Components of Exposition
- ☐ Keller, Chapter 6: Preaching Christ to the Heart

Week 5: Feb 11	Mechanics of Sermon Craft

Read before class:

- ☐ Chapell, Chapter 5: The Process of Explanation
- ☐ Chapell, Chapter 7: The Pattern of Illustration
- ☐ Chapell, Chapter 8: The Practice of Application
- ☐ Keller, Appendix: Writing an Expository Message

Tuesday, Feb 18	READING WEEK (NO CLASS)

Week 6: Feb 25	Structure and Flow of the Sermon

Read before class:

- ☐ Chapell, Chapter 6: Outlining and Structure
- ☐ Chapell, Chapter 9: Introductions, Conclusions and Transitions
- ☐ Chapell, App. 6: Divisions and Proportions
- ☐ Johnson, Chapter 6: Moving into the Sermon

Complete before class:

- ☐ Preachers Rhythm Journal #1

Week 7: Mar 4	**Preach SERMON ONE in class** **Evaluating Sermons**

Read before class:

- ☐ Chapell, App. 12: Sample Sermon Evaluation Form
- ☐ Chapell, App. 2: A Philosophy of Delivery and Dress
- ☐ Chapell, App. 3: A Philosophy of Style
- ☐ Chapell, App. 5: Methods of Presentation

Complete the Assignment

- ☐ Preachers Rhythm Journal #2

Week 8: Mar 11	**Preaching Christ-Centered Sermons**

Read before class:

- ☐ Chapell, Chapter 10: A Redemptive Approach to Preaching
- ☐ Chapell, Chapter 11: Developing Redemptive Sermons
- ☐ Keller, Chapter 2: Preaching the Gospel Every Time
- ☐ Keller, Chapter 3: Preaching Christ from All of Scripture

Complete the Assignment

- ☐ Preachers Rhythm Journal #3

Week 9: Mar 18	**Preaching Contextually**

Read before class:

- ☐ Keller, Chapter 4: Preaching Christ to the Culture
- ☐ Keller, Chapter 5: Preaching and the (Late) Modern Mind
- ☐ Johnson, Chapter 7: Walking the Sermon into Everyday Life
- ☐ Chapell, App. 10: Understanding and Reaching

Complete the Assignment

- ☐ Preachers Rhythm Journal #4

Week 10: Mar 25	**Sermon in the Context of Worship**

Read before class:

- ☐ Chapell, App. 11: Reading Scripture
- ☐ Piper, Chapter 1: The Essence of Corporate Worship
- ☐ Piper, Chapter 2: Corporate Worship: Biblical and Beautifully Fitting

Complete the Assignment

- ☐ Preachers Rhythm Journal #5

Week 11: April 1	**Preach SERMON TWO in class** **Preparation of the Preacher**

Read before class:

- ☐ Johnson, Chapter 8: The Person of the Preacher
- ☐ Johnson, Chapter 9: The Life of the Preacher

Week 12: April 8	**Preaching, Prayer and the Spirit**

Read before class:

- ☐ Keller, Chapter 7: Preaching and the Spirit
- ☐ Johnson, Chapter 10: Standing in the Mystery

Complete Integrative Reflection Paper on Theology of Preaching by April 11, 11:59PM

V. SELECTED BIBLIOGRAPHY

Adam, Peter. *Speaking God's Words: A Practical Theology of Expository Preaching.* Downers Grove: IVP, 1996.

Adams, Jay E. *Preaching with Purpose: The Urgent Task of Homiletics.* Grand Rapids: Zondervan, 1982.

Alcántara, Jared E. *The Practices of Christian Preaching: Essentials for Effective Proclamation.* Grand Rapids: Baker Academic, 2019.

Bullmore, Mike. *The Heart of Preaching: The Functional Centrality of the Gospel in the Life and Work of the Preacher.* Wheaton: Crossway, 2026.

Capill, Murray. *The Heart is the Target: Praching Practical Application from Every Text.* Phillipsburg: P&R, 2014.

Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon. 3nd ed*. Grand Rapids, MI: Baker Academic, 2018.

_____. *Using Illustrations to Preach with Power.* Wheaton: Crossway, 2001.

_____. *Christ-Centered Sermons: Models of Redemptive Preaching.* Grand Rapids: Baker Academic, 2013.

Charles, H. B. *On Preaching.* Chicago, IL: Moody Publishers, 2014.
Craddock, Fred. *Preaching*. Nashville: Abingdon Press, 2010.
Edwards, J. Kent. *Deep Preaching: Creating Sermons that Go Beyond the Superficial.* Nashville, B&H, 2009.
Gibson, Scott M., ed. *Preaching the Old Testament*. Grand Rapids, MI: Baker Books, 2006.
_____, ed. *The Worlds of the Preacher: Navigating Biblical, Cultural, and Personal Contexts*. Grand Rapids, Michigan: Baker Academic, 2018.
Gibson, Scott M., and Matthew D. Kim, eds. *Homiletics and Hermeneutics: Four Views on Preaching Today.* Grand Rapids, MI: Baker Academic, 2018.
Giver-Johnston, Donna. *Writing For the Ear, Preaching From the Heart.* Minneapolis: Fortress Press, 2021.
Goldsworthy, Graeme. *Preaching the Whole Bible as the Christian Scripture.* Grand Rapids, MI: Eerdmans, 2000.
Griffiths, Jonathan. *Preaching in the New Testament: An Exegetical and Biblical-Theological Study.* Downers Grove: InterVarsity Press, 2017.
Gordon, T. David. *Why Johny Can't Preach: The Media Have Shaped the Messengers.* Phillipsburg: P&R Publishing, 2009.
Hannan, Shauna K. *The People's Sermon: Preaching as a Ministry of the Whole Congregation.* Minneapolis: Fortress Press, 2021.
Helm David R. *Expository Preaching*. Wheaton: Crossway, 2014.
Helm David R. *Persuasive Preaching.* Wheaton: Crossway, 2026.
Johnson, Darrell W. *The Glory of Preaching: Participating in God's Transformation of the World*. Downers Grove, IL: IVP Academic, 2009.
Kim, Julius. *Preaching the Whole Counsel of god: Design and Deliver Gospel-Centered Sermons.* Grand Rapids: Zondervan, 2015.
Kim, Matthew D. *A Little Book for New Preachers. Little Books Series*. Downers Grove, IL: IVP Academic, an imprint of InterVarsity Press, 2020.
_____. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons.* Grand Rapids: Baker Academic, 2017.
_____. *Ready to Preach: An Introduction to Homiletics.* Grand Rapids: Baker Academic, 2026.
Koller, Charles W. *How to Preach Without Notes.* Grand Rapids: Baker Books, 2007.
Kuruvilla, Abraham. *A Manual for Preaching: The Journey from Text to Sermon.* Grand Rapids, MI: Baker Academic, 2019.
_____. *A Vision for Preaching: Understanding the Heart of Pastoral Ministry*. Grand Rapids, Michigan: Baker Academic, 2015.
_____. *Privilege the Text! A Theological Hermeneutic for Preaching*. Chicago: Moody Publishers, 2013.
Lloyd-Jones, Martyn D. *Preaching and Preachers.* Hodder & Stoughton, 1971.
Long, Thomas G. *The Witness of Preaching, Third Edition*. Louisville: Westminster John Knox Press, 2016.
Meyer, Jason. *Preaching: A Biblical Theology.* Wheaton: Crossway, 2013.

Moody, Josh & Robin Weeks. *Burning Hearts: Preaching to the Affections.* Fearn: Christian Focus, 2014.
Motyer, Alec. *Preaching: Simple Teaching on Simply Preaching.* Christian Focus, 2013.
Perkins, William. *The Art of Prophesying and the Calling of the Ministry.* Edinburgh: The Banner of Truth Trust, 1996.
Piper, John. *Expository Exultation: Christian Preaching as Worship.* Wheaton: Crossway, 2018.
_____. *The Supremacy of God in Preaching.* Grand Rapids: Baker Books, 2004.
Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages. 2nd ed.* Grand Rapids, MI: Baker Academic, 2001.
Robinson, Haddon W., and Scott M. Gibson. *Making a Difference in Preaching: Haddon Robinson on Biblical Preaching.* Grand Rapids, MI: Baker Books, 1999.
Robinson, Haddon W., and Torrey W. Robinson*. It's All in How You Tell It: Preaching First-Person Expository Messages.* Grand Rapids, MI: Baker Books, 2003.
Spurgeon, Charles. *Lectures to My Students.* Caroll Stream, IL: *Tyndale House Publishing, 2010.*
Stott, John. *Between Two Worlds*. Grand Rapids, MI: Eerdmans Publishing Co., 1982.
Stott, John R. W. *I Believe in Preaching*. London: Hodder & Stoughton, 1998.
Stott, John R. W., and Greg Scharf. *The Challenge of Preaching*. Grand Rapids: Eerdmans, 2015.
Willimon, William H. *Leading with the Sermon: Preaching as Leadership.* Minneapolis: Fortress Press, 2020.
Wilson, Paul Scott. *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Nashville: Abingdon Press, 1999.
Wright, Christopher, J. H. *How to Preach & Teach the Old Testament for All Its Worth.* Grand Rapids: Zondervan, 2016.

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. Students must review the policies and procedures regarding **Artificial Intelligence (AI)** outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

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.