TYNDALE UNIVERSITY

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	**NEW TESTAMENT THEOLOGY AND HISTORY**
Course Code	**NEWT 0522 1P**
Date **Time** **Delivery Format**	From January 11 to April 9, 2026 **Every Monday** From 11:15 AM to 2:05 PM IN-PERSON ONLY
Class information	The classes will be IN-PERSON on Mondays from 11:15 to 2:05 PM.
Instructor	**JOHN MOON, PhD** Email: johnmoon@tyndale.ca (a response can be expected within 1-3 business days.)
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.

I. COURSE DESCRIPTION

A study of the New Testament focusing on its overarching vision of God's mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus on its distinctive contribution to the New Testament. Along the way, students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God.

Recommended prerequisite: BIBL 0501.

II. LEARNING OUTCOMES

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

1. explain the evidence for Jesus's resurrection, as well as the significance of this event for unifying the diverse witness of the New Testament;

2. discuss the significance of Jesus for the composition, canonization, and translation of the New Testament as Scripture, maintaining a Christ-centred faith commitment while engaging critical and historical questions;
3. demonstrate the importance of the first-century Mediterranean Greco-Roman and Jewish historical contexts for interpreting the New Testament;
4. explain the development of early Christianity from the earthly ministry of Jesus, to the life and letters of Paul, to the composition of the gospels, and then to the end of the first century CE;
5. distinguish between and analyze individual New Testament documents in relation to their historical background, literary features, and themes;
6. critically analyze and interpret disputed passages in the New Testament;
7. discuss the practical relevance of the New Testament for the contemporary life and mission of the Church.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Carter, Warren. *Seven Events that Shaped the New Testament World*. Grand Rapids, MI: Baker Academic, 2013.

Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. 2d ed. Grand Rapids: Baker Academic, 2018.

Additional readings posted on Moodle (classes.tyndale.ca)

An English translation of the Bible (e.g., NRSV, NIV, ESV), not a paraphrase.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.

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

1. **Summary of Evidence for the Resurrection: due Week 3 (Jan 27) (10%)**
   This assignment is related to Learning Outcomes #1, #2, #4. The resurrection is the foundational event for Christian faith (1 Cor. 15:17), which caused the earliest Jesus-followers to rethink everything they once knew and generate the diverse witness of the New Testament. In this assignment, students will distill the main lines of evidence for belief in the resurrection, which will help serve as an "anchor" as they explore the unified yet diverse voices of the New Testament. Using the assigned readings from William Lane Craig and N. T. Wright (listed under Week 1), students will write a **2-page summary** (12-point font; Times New Roman; double-spaced; 1-inch margins; name on top; no title page) of the evidence for the resurrection. To conserve space, use author-date citations within the body of the text (e.g., "(Craig 2008, 350)"). See Moodle (classes.tyndale.ca) for the grading rubric. **Submit as a pdf through Moodle (classes.tyndale.ca)** (cf. section D. General Guidelines for the Submission of Written Work, esp. on Turnitin). (Note: this assignment is due early in the course, and students are encouraged to prioritize the readings by Craig and Wright.)

2. **Short Exegesis/Interpretation Paper: due Week 6 (Feb 24) (25%)**
   This assignment is related to Learning Outcomes #3, #5, #6, #7. In no more than **4-5 pages** (12-point font; Times New Roman; double-spaced; 1-inch margins), students will write a short, compact exegesis/interpretation paper on Romans 3:21-26, a passage that Martin Luther considered "the chief point, and the very center of the Epistle, and of the whole Bible." Romans 3:21-26 is particularly rich in interpretive issues, and the purpose of this assignment is to give students an opportunity to develop their skills in analysis, interpretation, and the use of scholarly resources. Students will complete this assignment by completing the following steps.

   (1) *Context.* Briefly introduce Romans 3:21-26 by indicating Paul's purpose in writing Romans and summarizing the literary argument leading up to the passage. (Approx. 0.5 pages)

   (2) *Content.* Provide a verse-by-verse interpretation of Romans 3:21-26, explaining (i) the flow and meaning of Paul's argument, (ii) the relevant interpretive issues, (iii) your positions on these issues, and (iv) your reason(s) for holding your positions. (Approx. 3-4 pages)

   (3) *Contribution.* Explain the significance of 3:21-26 by explaining (i) how it prepares for Paul's argument in 3:27—4:25; (ii) how it relates to Paul's purpose in writing Romans; and (iii) how this passage might be significant (e.g., relevant, problematic) for understanding (choose one of the following) Pauline theology / the New Testament / the Bible / Christian theology / some ancient or modern issue of interest to you (social, pastoral, philosophical, etc.). (Approx. 0.5 pages)

For further instructions on how to complete these three steps, see ***Instructions for Short Exegesis/Interpretation Paper*** on the course website under Week 6. These instructions will include a list of readings (excerpts from two commentaries and a book), as well as instructions on how to search for journal articles through Tyndale's library. Given the page limit and the number of interpretive issues involved, student will need to write compactly and avoid unnecessary verbiage. To conserve space, use author-date citations within the body of the text (e.g., "(Craig 2008, 350)"). See Moodle (classes.tyndale.ca) for the grading rubric. **Submit as a pdf through Moodle (classes.tyndale.ca)** (cf. section D. General Guidelines for the Submission of Written Work, esp. on Turnitin).

3. **Gospels Comparison and Critical Evaluation: due Week 10 (Mar 24) (20%)**
   This assignment is related to Learning Outcomes #2, #4, #5, #6, and #7. The story of the Centurion's Servant (Matthew 8:5-13; Luke 7:1-10; see also John 4:46-54) provides a good example of the complex issues surrounding the debate around the literary relationship of the Gospels. In no more than **4 pages** (12-point font; Times New Roman; double-spaced; 1-inch margins), students will (1) carefully compare Matthew 8:5-13 and Luke 7:1-10 and list their similarities and differences (up to 1 page); (2) evaluate diverse scholarly perspectives on harmonization and the character of the Gospels as eyewitness testimony (2 pages); and (3) reflect on how we should read the Gospels as both history and Scripture (1 page). **Further instructions** and readings related to the assignment will be posted on the course website **under Week 10**. See Moodle (classes.tyndale.ca) for the grading rubric. **Submit as a pdf through Moodle (classes.tyndale.ca)** (cf. section D. General Guidelines for the Submission of Written Work, esp. on Turnitin).

4. **Research Essay: due Week 12 (April 9) (45%)**
   This assignment is related potentially to all the Learning Outcomes. Students will write a research essay that critically investigates a topic of interest related to the New Testament. A research essay is an academic paper that seeks to answer a specific question through careful examination of relevant biblical texts, critical engagement with scholarly literature, and the development of a reasoned argument supported by evidence. Students should begin by choosing a broad topic of interest (e.g., the historical Jesus, the kingdom of God, Paul and the Law, women in the New Testament, etc.). They will then narrow this topic into a specific, manageable research question that their essay will seek to answer. For detailed instructions on how to select a topic, develop a research question, conduct research, and structure and write the essay, see the resource, ***How to Write Your Research Essay***, on the course website. Students are encouraged, but not required, to submit their proposed research question to the instructor for feedback.

   Essays must be **8-10 pages** in length (excluding bibliography and title page; 12-point font, Times New Roman, 1-inch margins, double-spaced). The conclusion of your essay should include a brief pastoral reflection on the significance of your study. For footnotes and bibliography, use the Chicago or SBL Style Guide. An "A" grade paper will integrate a

minimum of eight academic sources (e.g., commentaries, monographs, journal articles, Bible dictionaries and handbooks), although inclusion of this minimum number does not guarantee an "A" grade. See Moodle (classes.tyndale.ca) for a more detailed grading rubric. **Submit as a pdf through Moodle (classes.tyndale.ca)** (cf. section D. General Guidelines for the Submission of Written Work, esp. on Turnitin).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due Date**	**Grade**
Summary of Evidence for the Resurrection	Wk 3: Jan 27	10%
Short Exegesis/Interpretation Paper	Wk 6: Feb 24	25%
Gospels Comparison and Critical Evaluation	Wk 10: Mar 24	20%
Research Essay	Wk 12: Apr 9	45%
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	**Lecture**	**Assigned Readings**	**Assignments**
Week 1: Jan 11	Approaching the New Testament	• Powell, pp. 59-76 (ch. 3) • Carter, pp. 107-154 (chs. 6-7) <u>Read Over Weeks 1-2 (for assignment due in Week 3)</u> • William Lane Craig, *Reasonable Faith: Christian Truth and Apologetics* (3d ed; Wheaton: Crossway, 2008), pp. 349-404 (on Moodle) • N. T. Wright, *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church* (New York: HarperOne, 2008), pp. 31-78 (on Moodle)	
Week 2: Jan 18	The Greco-Roman and Jewish Contexts of the New Testament	• Powell, pp. 17-58 (chs. 1-2) • Carter, pp. 1-64 (chs. 1-3) <u>Texts</u>: • 1 Maccabees 1-2 (on Moodle) • Psalms of Solomon 17 (on Moodle)	

Week 3: Jan 25	From the "Historical Jesus" to the Early Church	• Powell, pp. 77-94 (ch. 4) • Carter, pp. 65-106 (chs. 4-5) (read for Week 3 OR Week 9) Texts: • Josephus, *Antiquities of the Jews* 8.46-48 (on Moodle) • Mark 5:1-20; 6:45-52; 8:1-10 • Acts 10-11	Due Jan. 27: Summary of Evidence for the Resurrection (10%)
Week 4: Feb 1	Introducing Paul	Powell, pp. 231-70 (chs. 11-12) Texts: • Galatians 1:13-14; Philippians 3:1-9; 1 Corinthians 1:18-25 • Acts 6:1—8:3; 9:1-31; 13:1—18:28	
Week 5: Feb 8	Paul the Missionary-Pastor: Thessalonians & Corinthians	Powell, pp. 387-412 (chs. 20-21), 289-322 (chs. 14-15) Texts: • 1 Thessalonians • 2 Thessalonians 2 • 1 Corinthians • 2 Corinthians 10-13	
Reading Days (Feb 16-19) – No Class			
Week 6: Feb 22	Paul the Battling Theologian: Galatians & Romans	• Powell, pp. 323-338 (ch. 16), 271-288 (ch. 13) • For Assignment #2 (Short Exegesis/Interpretation Paper): Moo 2018, 73-78; Matera 2010, 89-104; Moo 2000 (on Rom. 3:21-26); Wright 2009, 200-204 (see assignment instructions under Week 6) Texts: • Galatians • Romans	Due Feb. 24: Short Exegesis/ Interpretation Paper (25%)

Week 7: Mar 1	Paul in Prison & the "Household Paul"	Powell, pp. 357-370 (ch. 18), 431-442 (ch. 23), 371-386 (ch. 19), 339-356 (ch. 17), 413-430 (ch. 22) Texts: • Philippians • Philemon • Colossians • Ephesians • 1-2 Timothy • Titus	
Week 8: Mar 8	Hebrews & the General Epistles	Powell, pp. 443-506 (chs. 24-27) Texts: • Hebrews • James • 1-2 Peter • Jude	
Week 9: Mar 15	Introducing the Synoptic Gospels; Mark and Matthew	Powell, pp. 95-118 (ch. 5), 141-160 (ch. 7), 119-140 (ch. 6) Texts: • Gospel of Mark • Gospel of Matthew 1-7; 10; 13; 18; 24-25	
Week 10: Mar 22	Luke-Acts	• Powell, pp. 161-182 (ch. 8), 205-230 (ch. 10) • For assignment #3 (Gospel Comparison & Critical Evaluation): Shaffer 2006, 35-50; Deppe 2000, 315-22; Catchpole 2008, 169-81; Marshall 2008, 182-93 (see assignment instructions under Week 10). Texts: • Gospel of Luke 1-4; 6:17-49; 9:51—19:27 • Acts 1-12	Due Mar. 24: Gospel Comparison & Critical Evaluation (20%)

Week 11: Mar 29	Johannine Literature & Revelation	Powell, pp. 183-204 (ch. 9), 507-522 (ch. 28), 531-552 (ch. 30) Texts: • Gospel of John • 1-3 John • Revelation 1-5, 21-22	
Week 12: Apr 5	New Testament Theology & Legacy		Due Apr. 9: Research Essay (45%)

V. SELECTED BIBLIOGRAPHY

In addition to the following general works, the library has multiple commentaries on each book of the New Testament. Commentaries will provide valuable background information on specific books. All these resources (along with the course text) contain a wealth of additional bibliography to aid research on more specific topics.

Dictionaries

Beale, G. K., D. A. Carson, Benjamin L. Gladd, and Andrew David Naselli. *Dictionary of the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2023.

Collins, John J. and Daniel C. Harlow, eds. *The Eerdmans Dictionary of Early Judaism*. Grand Rapids: Eerdmans, 2010.

Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Backgrounds*. Downers Grove, IL: InterVarsity Press, 2000.

Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*. 2d ed. Downers Grove: InterVarsity Press, 2013.

Martin, Ralph P., and Peter H. Davids, eds. *Dictionary of the Later New Testament and its Development*. Downers Grove, IL: InterVarsity Press, 1997.

McKnight, Scot, Lynn H. Cohick, and Nijay K. Gupta, eds. *Dictionary of Paul and his Letters*. 2d ed. Downers Grove: InterVarsity Press, 2023.

New Testament Introductions:

Boring, M. Eugene. *An Introduction to the New Testament: History, Literature, Theology*. Louisville: Westminster John Knox Press, 2012.

Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997.

Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 2005.

DeSilva, David A., *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. 2d ed. Downers Grove: IVP Academic, 2018.

Ehrman, Bart D and Hugo Mendez. *The New Testament: A Historical Introduction to the Early Christian Writings*. New York: Oxford University Press, 2024.
Guthrie, Donald. *New Testament Introduction*. 4th ed. Downers Grove: Intervarsity Press, 2015.
Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3d ed. Minneapolis: Fortress Press, 2010.
Kümmel, W. G. *Introduction to the New Testament*. Translated by H. C. Kee. London: Abingdon Press, 1975.
Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. 3rd ed. Nashville, TN: Abingdon Press, 2003.
Schnelle, Udo. *The History and Theology of the New Testament Writings*. Translated by M. Eugene Boring. Minneapolis: Fortress Press, 1998.

New Testament Theology:

Balla, Peter. *Challenges to New Testament Theology: An Attempt to Justify the Enterprise*. Tübingen: Mohr Siebeck, 1997.
Bultmann, Rudolf. *Theology of the New Testament.* 2 Vols. Translated by Kendrick Grobel. New York: Charles Scribner's Sons, 1951 and 1955.
Caird, G. B. *New Testament Theology*. Completed and edited by Donlad A. Hagner. Oxford: Clarendon Press, 1994.
Esler, Philip F. *New Testament Theology: Communion and Community*. Minneapolis: Fortress, 2005.
Funk, Robert W. *Language, Hermeneutic and the Word of God: The Problem of Language in the New Testament and Contemporary Theology*. New York: Harper and Row, 1966.
Jeremias, Joachim. *New Testament Theology, Volume 1*. Translated by John Bowden. London: S.C.M. Press, 1971.
Käsemann, Ernst. "The Problem of New Testament Theology." *NTS* 19 (1972–1903): 235–45.
Keck, Leander E. "Problems of New Testament Theology." *NovT* 7 (1964): 217–41.
Ladd, George Eldon. *A Theology of the New Testament*. Rev. ed. Grand Rapids, MI: Eerdmans, 1994 (1974).
Lemcio, Eugene E. "The Unifying Kerygma of the New Testament." *JSNT* 33 (1988): 3–17.
Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, IL: IVP, 2004.
_____. *Concise New Testament Theology*. Downers Grove, IL: IVP, 2008.
Martin, Ralph P. "New Testament Theology: Impasse and Exit." *ExpTim* 69 (1980): 264–69.
Matera, Frank J. "New Testament Theology: History, Method and Identity." *CBQ* 67 (2005): 1–21.
_____. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.
Perrin, Norman. "Jesus and the Theology of the New Testament." *JR* 64 (1984): 413–31.
Räisänen, Heikki. *Beyond New Testament Theology*. London; Philadelphia: SCM Press; Trinity Press International, 1990.
Rowe, C. Kavin. "New Testament Theology: The Revival of a Discipline: A Review of Recent Contributions to the Field." *JBL* 125, no. 2 (2006): 393–410.

Sandys-Wunsch, John, and Laurence Eldredge. "J.P. Gabler and the Distinction between Biblical and Dogmatic Theology: Translation, Commentary, and Discussion of His Originality." *SJT* 33 (1980): 133–58.

Schmithals, Walter. 1997. *The Theology of the First Christians*. Translated by O.C. Dean. Louisville, KY: Westminster John Knox Press, 1997.

Schnelle, Udo. *Theology of the New Testament*. Translated by M. Eugene Boring. Grand Rapids: Baker Academic, 2009.

Schreiner, Thomas R. *New Testament Theology: Magnifying God in Christ*. Grand Rapids, MI: Baker, 2008.

Strecker, Georg. *Theology of the New Testament*. German ed. Edited and completed by Friedrich Wilhelm Horn. Translated by M. Eugene Boring. Louisville, KY: Westminster John Knox Press, 2000.

Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids, MI: Zondervan, 2005.

Witherington, Ben. *The Indelible Image: The Theological and Ethical Thought World of the New Testament. Volume 1: The Individual Witnesses.* Downers Grove, IL: IVP Academic, 2009.

_____. *The Indelible Image: The Theological and Ethical Thought World of the New Testament. Volume 2: The Collective Witnesses.* Downers Grove, IL: IVP Academic, 2010.

Jesus and the Gospels:

Allison, D.C. *Constructing Jesus: Memory, Imagination, and History*. Grand Rapids, MI: Baker Academic, 2010.

Allison, D.C. *The Historical Christ and the Theological Jesus*. Grand Rapids, MI: Eerdmans, 2009.

Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. 2d ed. Grand Rapids, MI; Cambridge: W. B. Eerdmans, 2017.

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Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. Nashville, TN: Broadman and Holman, 1997.

Bock, Darrell L. *Who is Jesus? Linking the Historical Jesus with the Christ of Faith*. New York; Nashville, TN; London: Howard Books, 2012.

Borg, Marcus J. *Jesus: Uncovering the Life, Teachings, and Relevance of a Religious Revolutionary*. New York: HarperSanFrancisco, 2006.

_____. *Meeting Jesus Again for the First Time: The Historical Jesus & the Heart of Contemporary Faith*. San Francisco: HarperSanFrancisco, 1984.

Borg, Marcus J., and N. T. Wright. *The Meaning of Jesus: Two Visions*. New York: HarperCollins, 2007.

Burridge, R. A. *Four Gospels, One Jesus? A Symbolic Reading*. Grand Rapids, MI; Cambridge, U.K.: Eerdmans, 2005.

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Eve, Eric. *Behind the Gospels: Understanding the Oral Tradition*. Minneapolis: Fortress Press, 2014.
Hutchinson, Robert J. *Searching for Jesus: New Discoveries in the Quest for Jesus of Nazareth and How They Confirm the Gospel Accounts*. Nashville: Nelson Books, 2015.
Jipp, Joshua W. *Reading the Gospels as Christian Scripture: A Literary, Canonical, and Theological Introduction*. Grand Rapids: Baker Academic, 2024.
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Paul:

Barclay, John M. G. "Mirror-Reading a Polemical Letter: Galatians as a Test Case." *JSNT* 31

(1987): 73–93.
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Horsley, Richard A., ed. *Paul and Empire: Religion and Power in Roman Imperial Society*. Harrisburg, PA: Trinity Press International, 1997.
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Jipp, Joshua W. *Pauline Theology As a Way of Life: A Vision of Human Flourishing in Christ.* Grand Rapids: Baker Academic, 2023.
Hodge, Caroline Johnson. *If Sons, Then Heirs: A Study of Kinship and Ethnicity in the Letters of Paul*. New York: Oxford University Press, 2007.
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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.

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.

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.

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.