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	**OLD TESTAMENT THEOLOGY AND HISTORY**
Course Code	**OLDT 0511 1A**
Date **Delivery Format**	From JANUARY 11 to APRIL 9, 2027 ASYNCHRONOUS ONLINE
Class information	This course is designed to be *asynchronous*. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.
Instructor Contact Information	**GORDON OESTE, PhD.** Email: goeste@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.

I. COURSE DESCRIPTION

This course is designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament Theology and the major theological emphases of the Old Testament.

A study of the pivotal methods and interpretive principles involved in discerning the meaning of the biblical text. Topics covered include essential steps in interpreting the Bible, the variety of methods and approaches available to the contemporary student of Scripture, historical and theological issues arising out of the interpretive task, the relationship between the testaments, word studies and literary genre. Students learn to use the standard tools of advanced biblical research.

Recommended prerequisite: BIBL 0501.

II. LEARNING OUTCOMES

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

1) Describe major theological emphases within the Old Testament books;
2) Evaluate topics related to Old Testament theology or history and present their relevance for the life of the church;
3) Evaluate key approaches to the discipline of Old Testament theology;
4) Integrate OT theological themes with lived 21st century approaches to ministry;
5) Demonstrate the ability to research a specific area of historical or theological interest relevant to the OT and present a coherent essay reflecting that research;
6) Practice the discipline of applying the OT to their own life and ministry situation.

III. COURSE REQUIREMENTS

A. REQUIRED READING

A modern translation of the Bible (e.g. NIV, NRSV, NLT, NASB, ESV)

Richter, Sandra L. *The Epic of Eden: A Christian Entry into the Old Testament*. Downers Grove, IL: InterVarsity, 2008.

Longman, Tremper. *Confronting Old Testament Controversies: Pressing Questions about Evolution, Sexuality, History, and Violence*. Baker Books, 2019.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

"Attendance" Policy

While there are no formal class times for this internet-based class, attendance in form of logging on to the class website and fully participating in the class is essential. Just as class attendance for on-campus classes is essential to pass a class, so too full participation in an online class is also critical. Consistent failure to log on or to listen to the lectures may result in a

student's failure of the course. Students must listen to at least 9 of the 12 lectures to be considered "attending" the class.

1. Online Bi-Weekly Discussions (20%)

This assignment addresses Outcomes # 2, 3, 6.

Over each 2-week period of the class, students will engage in a threaded discussion on a key point or issue related to OT theology, or a question based upon readings/lectures from those two weeks.

In the first week of a class discussion, students will submit a response to the posted question on the class website (250-300 words maximum).

In the second week of the discussion, students will interact with at least 2 other students' posts by graciously adding additional perspectives, asking questions that probe a classmate's response with additional information for consideration, or giving additional reasons why one might agree with a classmate's post.

A student's success will be based upon the quality of participation (see the rubric uploaded to classes.tyndale.ca).

As a guideline, students should plan their activities according to the following schedule:

- Week 1 (Monday-Sunday) - Review the discussion question and post an initial response
- Week 2 (Monday-Sunday) - Post at least 2 interactions to the initial posts of classmates
- NOTE: The deadline for posting each week is Sunday at 11:59 pm.

See the rubric on the class Moodle page for how your participation in the B-Weekly Discussions will be graded (OTTH Discussion Forum Rubric).

2. Longman OT Controversies Assignment (25 %)— Due: Friday, February 5, 2027.

This assignment addresses Outcomes # 2, 3, 4, 6.

This assignment must be typed, double spaced, and in 12-point font (either Times Roman or Arial) with 1-inch margins. In this 6-page assignment, students will read all of Tremper Longman's book *Confronting Old Testament Controversies*. Students will then choose 3 of the book's 4 main chapters dealing with OT controversies (Creation & Evolution, History, Divine Violence, Sexuality) and apply those chapters 1) to their own lives, 2) to our world, and 3) to this course.

Text-and-My Self — In the first 2-page application, students will choose an image (e.g., a painting, photograph, comic panel, etc.) to show how the insights from one of Longman's

chapters apply to their own personal walk with God (add the image as an attached appendix to the assignment). Students will summarize on 1 page Longman's thesis and key points (including page/location references), then on their 2nd page, explain how their chosen image illustrates an application of Longman's points to their own walk with God.

Text-and-My World — In a second 2-page application, students will choose a different chapter (i.e., not the same chapter used in their personal image-application), explaining 3 key insights gained from Longman (include page #s on which each insight is found), why they are helpful, and then how those insights connect with a modern event (students should include a link to a news story or website on that topic/event). Students will explain how those contributions either bring greater clarity to a modern issue or challenge that situation from a Christian point of view. Most importantly, make sure to explain *why* the event is supported by or contradicted by Longman's points.

Text-and-My Course — In a third 2-page section, students will choose a 3rd chapter from Longman and use points from that chapter to either further support or raise challenging questions about an aspect of a lecture from this course (OLDT 0511). On one page, students will summarize Longman's thesis from the chapter they choose and then explain the evidence Longman adds to support that thesis (again, add page #s to show where this evidence may be found). Finally, students will show how Longman's thesis further supports an aspect of a class lecture or challenges a point made in that lecture (making sure to cite the time-stamp reference where that aspect of the course lecture occurs).

See the rubric on the class Moodle page for how this assignment will be graded (Longman OT Controversies Assignment)

3. Bible/Textbook Reading (15%) – Due: Friday, April 9, 2027.
This assignment addresses Outcomes # 1, 6

As noted in the course schedule (see p. 10-11 of this syllabus), students are expected to read the assigned Bible readings in a modern translation (Not the KJV or a paraphrase like the Living Bible). Students must indicate the date of completion and the thoroughness of each reading: students MUST USE the following format for EACH WEEK'S reading**,**

1) The date of completion,
2) The percentage of assigned Bible reading completed,
3) Whether the text was read (choose one):
    a. very carefully and thoughtfully,
    b. carefully,
    c. focusing on the main ideas,
    d. skimming the text or
    e. the pages turning in the fan (really not at all)

4) A brief (75-word max) reflection on how one key theme found in the week's reading relates to another part of the Old Testament OR life in the 21st century church.
5) A second, additional (75-word max) reflection on one key insight from the week's reading of Richter's *The Epic of Eden*.

The easiest way to do this is by opening a word processor file (like Microsoft Word or Pages), recording all the relevant information for each individual week, and saving it. Then at the end of the semester, submit the entire, completed file via Moodle.

Sample Format

Date of Completion	**Percentage of Completion**	**Reading Thoroughness**
Jan. 15, 2027	85%	Very Carefully and Thoughtfully
Reflection on Bible Reading	75-word reflection	
Reflection on *Epic of Eden*	75-word reflection	

See the rubric on the class Moodle page for how your Bible Reading assignment will be graded (OTTH Bible Readings Rubric).

4. Continuing Exile Assignment: (15%). Due: Friday, February 26, 2027

This assignment addresses Outcomes # 2, 4, 6.

In this 2-part assignment (4 pages total), the papers must be typed, double spaced, in 12-point font (either Times Roman or Arial) with 1-inch margins students. Students will:

1. Continuing Exile – Students will read the Introduction (pp. 3-16) and Lead Essay (pp. 19-80) from the volume edited by James M. Scott entitled *Exile: A Conversation with N.T. Wright* (PDF available as a download in Week 1) and in 2-pages evaluate Wright's central thesis, focusing particularly on how his descriptions of OT passages related to exile set the stage for continuing exile in the NT (as always, supply page numbers for all references to Wright's essay). Where do you agree? Where do you disagree? Most importantly, *why* do you agree/disagree? (Make sure to balance your assessment equally with *both* points of agreement and disagreement)
2. Exile and the Church – In a second 2-page section, students will set out their understanding of how continuing exile can best be integrated with and applied to the preaching, teaching, and ministry of the local church.

See the rubric on the class Moodle page for how the Continuing Exile assignment will be graded (Continuing Exile Paper Rubric).

5. Research Paper OR Guided Essay (25%). Due: Friday, March 26, 2027

This assignment addresses Outcome # 4.

These papers must be typed and prepared in good research form with footnotes and bibliography. The paper should be about 12 pages, double spaced, in 12-point font (either Times Roman or Arial) with 1-inch margins (and involve a minimum of 10 quality research level sources for students choosing the research paper option, such as academic journals, exegetical commentaries, scholarly OT essays).

- Note**:** See "Matters of Style" below; all sources used must be cited. Plagiarism will be dealt with according to the Tyndale *Academic Calendar*, "Academic Policies."

Students are strongly encouraged to:

1. Use a local theological library for the preparation of this assignment, especially the reference collection. *Any one of the suggested topics can be completed at a B+/A- level using only materials that NEVER leave the library.* Such materials include periodicals, encyclopaedias, Bible Dictionaries, and reference copies of commentaries.
2. While some students may not have immediate access to a theological library near them, there is a massive amount of material is available on-line in downloadable PDF files via the library's online resources (especially EBSCO/ATLA and JSTOR). *There is a gigantic difference in the quality of the resources available through the library's e-resources and the internet in general. Remember—only quote qualified experts in the subject you are studying*. See also the Tyndale Modular online Reading Room for Old Testament, as well as the following websites: *GoogleBooks, www.archive.org.*
3. Use the SBL Manual of Style for citations of footnotes and bibliographic entries. See either this short summary *(Tyndale Summary - SBL Manual of Style)* or the full citation manual (SBL Manual of Style)
4. Begin early. The student will choose *either* (a) the Research Paper, or (b) the Guided Essay.

(a) Research Paper (Due: Friday, March 26, 2027)

The student will choose one of the following topics:

i. Gen 1:1-2:4. Discuss the structure and key theological ideas of this text. How is this text similar to and different from other Ancient Near Eastern creation accounts? Your essay should address the following questions:
   a. What accounts for the similarities between these texts?
   b. What theological values lie behind the areas in which the biblical text differs from the ANE texts?
   c. What can we learn about how to interpret the Bible from a comparison like this?

ii. A Discussion of the relationship between the laws of Hammurabi's Code and the laws in Exodus 20-22. Your essay should address the following questions:
   a. What accounts for the similarities between these texts?
   b. What theological values lie behind the areas in which the biblical text differs from the ANE texts?
   c. What can we learn about how to interpret the Bible from a comparison like this?

iii. Sacrifice in the book of Leviticus and the Ancient Near East:
    a. List and describe various theories of sacrifice as proposed by anthropologists. Evaluate these theories considering how they might inform a better understanding of the sacrifices mentioned in Leviticus.
    b. Which OT sacrifices in the book of Leviticus have parallels in the ANE? How are they similar and how are they different from their function in the ANE?
    c. Offer theological reflections on the relevance of OT sacrifices to the Christian community.
iv. Discuss the relationship between the Garden of Eden, the Tabernacle, and the Temple.
    a. What is the theological relationship between the Garden, the Tabernacle, and the Temple?
    b. What do we learn about the presence of God through the OT descriptions of the Garden, the Tabernacle, and the Temple?
    c. How is this theme developed in the NT?
v. The Messiah in the OT
    a. How do you define a Messianic passage? What factors should be weighed when determining if a given passage is messianic (or not)?
    b. Trace the origins of the idea of the Messiah – what shape did the idea of a messiah initially take in the historical books of the OT (especially in Samuel and Kings – make sure to give examples)?
    c. How do the texts written in the exile and after the exile develop and expand upon the idea of a messiah and messianic expectations?
vi. Job and the Theology of Suffering
    a. How do the Introduction (Job 1-2), the main section (Job 3-37), and the ending of Job (Job 38-42) contribute to the book of Job's teaching on suffering?
    b. What are the conclusions of the book of Job on suffering?
    c. How do these conclusions relate to the rationale for suffering found elsewhere in the OT wisdom books, particularly Ecclesiastes and Proverbs?
vii. Holy War in the OT
    a. Survey the OT teachings on holy war in Deut, Josh, and Judges. Should the OT holy war texts be read literally or figuratively? How does the practice of holy war develop in the OT prophets? How should Christians read these texts in light of both the OT and NT emphases on love and grace?
viii. The Day of Atonement.
    a. Discuss the various aspects of the ritual for the Day of Atonement in Lev 16, including the details of the purification of the community, and the 'scapegoat'.
    b. How were sins forgiven on this day?
    c. How does an understanding of the OT day of Atonement better inform a Christian understanding of the work of Christ?
ix. Covenant Curses and God's Wrath.
    a. Discuss how some of the covenant curses listed in Lev 26 and Deut 28 relate to the prophetic critiques of Israel

b. What is the role of a curse in an ancient covenant?
c. How is God's wrath related to the life of the church?

Other essay topics may be undertaken only with the instructor's permission.

The critical areas to focus on for this assignment are:

1. Careful study of the Primary Sources: (a) studying the relevant biblical texts (b) other primary sources (ANE texts and archaeological studies) should also be consulted where relevant.
2. Depth of thought and reflection.
3. Finding and reading good quality secondary sources and presenting a reflected interpretation and evaluation of them.
4. Logic and clarity in presentation.
5. Good form and presentation (including spelling, grammar, and syntax). *Check your paper carefully before handing it in. Don't think that your spell-checker will get it all!*

Your paper must reflect your personal reading and analysis of the issues involved in the topic, based on the primary sources (the Bible and relevant ANT texts) and the secondary literature related to it (commentaries, articles in Bible Dictionaries, articles in scholarly journals and edited volumes)

See the rubric on the class Moodle page for how the Research Paper assignment will be graded (OTTH Research Paper Rubric).

(b) Guided Essay (Due: Friday, March 26, 2027)

Guided essays assignments are assignments in which the structure is already provided for the student. These assignments are eligible for a *maximum* mark of B+, since the structure and bibliography have been provided. Students writing their first paper in Humanities/Biblical Studies are strongly urged to consider this option. The paper should be about 10-12 pages long, double spaced, in 12-point font (either Times Roman or Arial) with 1-inch margins.
The call of Abram in Genesis 12:1-7 is pivotal passage for the theology of the OT. Your paper will trace the development of this important theological theme and contain the following sections:

1) In the first section discuss Genesis 12:1-7 and clearly enumerate the Lord's promises to Abram.
2) In the second section discuss how each promise from Genesis 12:1-7 is both prefigured/anticipated in Genesis 1-11 *and* how each promise is developed in Genesis 12:8-50:26.
3) In the third section, discuss how each promise from Genesis 12:1-7 is further developed and expanded in Exodus-Deuteronomy.
4) In the fourth section, discuss how each promise from Genesis 12:1-7 is further developed in Joshua-2 Kings.

5) In the fifth section, discuss how each promise from Genesis 12:1-7 is further developed in the books of Ezra, Nehemiah, Esther, Haggai, Zechariah, or Malachi.
6) In the sixth section, discuss how each promise from Genesis 12:1-7 relates to the NT
7) In a concluding section, explain why an understanding of the promises of Genesis 12:1-7 are important for understanding the theology of the OT. Make sure to also discuss how they are important to the life of a Christian in the 21st century.
8) For #'s 2-6 above, make sure to give an example of how each promise from Genesis 12:1-7 is exhibited in that section of biblical books (i.e. you do not have to show how each promise is developed in each book, but how each promise is developed in that section or cluster of books).

This paper follows the theological development of an OT theme. Thus, for each of the sections above, make sure to show how the promises of Genesis 12:1-7 are developed. The development of the promises may be seen by answering questions like:

- Are the promises applied in the same way in every section of the bible?
- Are the promises reinterpreted or reapplied to new contexts not foreseen in the original passage?
- What sorts of changes may be seen in how these promises are applied in subsequent biblical passages?

The primary purpose of this guided essay is for you to independently synthesize and trace the development of this theme throughout the OT corpus. You may use your course textbooks as resources but make sure to footnote all instances when you either quote from or use ideas that come from these books. Make sure to give concrete examples from the various biblical books you refer to illustrate your point.

See the rubric on the class Moodle page for how the Guided Essay assignment will be graded (Guided Essay Rubric).

GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. General Characteristics

In general, your work should exhibit the following characteristics:
Clarity – your work should be well organized and should make sense
Accuracy – your work should follow the instructions given and accurately represent the works consulted
Thoughtfulness – your work should reflect the mature fruit of your critical reflection upon the assigned topics/issues
Thoroughness – your work should reflect proper grammar, spelling and style
Conciseness – your work should be presented in a clear and succinct manner, following the guidelines given for the length of the assignment

2. Assignment Submissions and Late Policy

Assignments should be submitted no later than 11:59 PM on the due date. Paper should be submitted as a **docx (or doc) file** (please do not submit your assignment as a PDF file).

The assumption is, of course, that all written work will be submitted on or before the corresponding due dates. An assignment will be considered late if it has not been received by the professor by 11:59 PM on the due date. Should this fail to occur, the following policy will govern the evaluation of your work:

For each day late (or part thereof), the assignment grade will be reduced by 2 %.

Extensions are not readily available. Requests must be submitted and arranged beforehand with the instructor (at least **72 hours in advance**). Please note that extensions will only be granted for situations out of the student's control, and which could not knowingly be planned for in advance. As a result, extensions will NOT be granted for things like: church ministry responsibilities, mission trips, heavy workload, computer or server problems. Extensions will only be granted for exceptional circumstances (e.g. a family death, hospitalization, etc.). Thus, it is best to have your work completed and ready to submit 24 hours before it is due.

3. Marking Standards: General Principles

Marking standards follow the stated Tyndale academic policies. Assignments which satisfactorily meet the professor's expectations will receive a B/75% (i.e. a B is a good grade – students have completed the assigned work well).

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

1) Form and Presentation – thus, correct bibliographic form must be used
2) Number and quality of primary and secondary sources cited. A good general rule for a research paper is that the number of sources should at least equal the number of assigned pages for the paper (unless otherwise stated).
3) Thoroughness of historical, grammatical, syntactical, exegetical, and theological investigation. This could include, though not be limited to things like: doing your own word studies, research into background materials, examination of archaeological data, synthesizing your own research on a theological theme, etc.
4) Logical and methodological accuracy and consistency.
5) Use of foundational tools like: ANE texts and inscriptions; Hebrew grammar and syntax; specialized studies in ANE history, archaeology, culture, and sociology; specialized scholarly articles and monographs; interaction with major commentaries.
6) Quality and Clarity of written English.
7) Ability to carefully follow the assignment instructions.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Bi-Weekly Online Discussions	Bi-Weekly	20 %
2. Longman Assignment	Feb 5	25 %
3. Continuing Exile Paper	Feb 26	15 %
4. Research Paper/Guided Essay	Mar 26	25 %
5. Bible Reading	Apr 9	15 %
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Session	*Epic of Eden* Reading	Topic	Bible Reading	Assignments
Jan 11-17	Introduction	Introduction & History of OT Theology	Genesis 1-11, 12, 22, 32	
Jan 18-24	Ch 1 - The Bible as the Story of Redemption	History of OT Theology	Exodus 1-14, 32-34	
Jan 25-31	Ch 2 – The Bible in Real Time and Space	Theology of Genesis	Leviticus 1-10, 16	
Feb 1-7	Ch 3 – The Concept of Covenant	Theology of Exodus, Leviticus & Numbers	Numbers 10-14, 21-25	Longman Assessment **(Feb 5)**
Feb 8-14	Ch 4 – God's Original Intent	Theology of Deuteronomy, Joshua & Ruth	Deuteronomy 5-6, 12, 28; Joshua 1-8, 24; Judges 1-2, 3-4, 17-21	
Feb 15-21	**Reading Week Break**			
Feb 22-28	Ch 5 – God's Final Intent: The New Jerusalem	Theology of Judges, Samuel & Kings	1 Sam 15-17, 24-26; 2 Sam 7; I Kings 6-10 2 Kings 17, 25	Continuing Exile Paper **(Feb 26)**
Mar 1-7	Ch 6 – Noah and Abraham	Theology of Wisdom Literature	Job 1-2, 38-42, Song of Songs	
Mar 8-14	Ch 7 – Moses and the Tabernacle	Theology of the Psalms	Psalms 1-8, 22-23, 93-99, 136-139	
Mar 15-21	Ch 8 – David and the Monarchy	8th century Prophets (Isaiah, Hosea, Amos, Jonah, Micah)	Isaiah 6-11, 40-42, 52-53, 66 Hosea 1-2, Amos	

Mar 22-28	Ch 9 – The New Covenant and the Return of the King	Pre-exilic Prophets (Nahum, Habakkuk, Zephaniah, Joel, Jeremiah)	Jeremiah 1-7, 28-34; Habakkuk, Joel	Research Paper/ Guided Essay **(Mar 26)**
Mar 29 – Apr 4		Exilic Prophets (Ezekiel, Obadiah, Daniel, Lamentations)	Ezekiel 1-8, 33-39; Daniel 7-12; Lamentations	
Apr 5-9		Post-Exilic Theology	Ezra 1-6, Nehemiah 1-6, 8-9, 13, Esther	Bible/Textbook Reading **(April 9)**

V. SELECTED BIBLIOGRAPHY

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Williamson, Paul R. *Sealed with an Oath: Covenant in God's Unfolding Purpose*. NSBT. Downers Grove, IL: InterVarsity, 2007.

Wright, Christopher J.H. *Old Testament Ethics for the People of God*. Downers Grove, IL: Intervarsity, 2004.

Vanhoozer, Kevin J., et al. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids, MI: Baker Academic/SPCK, 2005.

Von Rad, Gerhard. *Old Testament Theology*. Vols 1 & 2. Trans. D. M. G. Stalker. New York, NY: Harper & Row, 1962, 1965.

Zimmerli, Walther. *Old Testament Theology in Outline*. Atlanta, GA: John Knox Press, 1978.

Helpful OT Websites

Make sure to check out the resources that can be accessed through the Tyndale website, in particular through the EBSCO and J-STOR sites.

Online Periodical Database
Old Testament Reading Room

General Theological Websites
Old Testament Theology
Theology on the Web
Yale Biblical Studies Guide

Biblical Archaeology
Research at the Oriental Institute
Biblical Archaeological Society
Biblical Archaeology – Useful Links
Archaeology and the Bible

Ancient Near Eastern Resources
Mesopotamian Texts Archive

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

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

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

Artificial Intelligence (AI)

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

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

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

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

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

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

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

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

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

Turnitin Text-Matching Software

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

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

Research Ethics

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

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. See the statement on page 9 above for the course late policy. 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.