

“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.”

Instructions: Please check the applicable box. If not applicable, leave the inserts blank. The Administrative Staff will remove any extra information.

Semester, Year	FALL, 2026
Course Title	OLD TESTAMENT THEOLOGY AND HISTORY 舊約神學及歷史
Course Code	OLDT CM02 XS
Date	From September 17, 2026 to <i>December 10, 2026</i> Every Thursday
Time	From 18:45 to 21:35
Delivery Format	SYNCHRONOUS ONLINE
Class information	<input checked="" type="checkbox"/> The classes will be LIVESTREAMED on Thursday <input type="checkbox"/> The course is web-based asynchronous with no fixed class time.
Instructor	EDWARD HO, Ph.D.
Contact Information	Email: eho@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. <i>Insert yours here, if any.</i>
Office Hours	<input type="checkbox"/> <i>Insert your office hours here.</i> <input checked="" type="checkbox"/> 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.

[If you have information which cannot fit the above options, please leave your notes here. The administration staff will help you edit it.]

I. COURSE DESCRIPTION

Notes: The Administrative Team will help you insert Course Description since it **MUST MATCH** the content outlined in the current [Academic Calendar](#).

- If you would like to have any revisions, please contact [Alfred Au](#) to submit a request to the Academic Planning Committee (APC).
- If you are teaching a **NEW COURSE**, please include the description below, which is also subject to the approval of the APC, to be done at least a few months before the course starts. Please indicate any Prerequisites.

[NEW COURSE ONLY] Insert the course description here.

II. LEARNING OUTCOMES

Notes: Provide 4 or 5 measurable skills or behaviours which students will master upon course completion. List results of learning, not teaching objectives.

- Please try your best to use the **measurable verbs** here: [Bloom's Taxonomy of Measurable Verbs](#)
- **Avoid vague terms** such as: aware, know, understand, learn, be familiar with, be exposed to, be acquainted with). Outcomes will be supported by appropriate learning and teaching strategies, and measurable by methods of evaluation (e.g. assignments). Course outcomes should be related to the broader program learning outcomes of the MDiv or MTS degree.
- Useful references: [Writing and Using Learning Outcomes: a Practical Guide](#) ; [How to Write Course Learning Outcomes](#)

PLEASE NOTE: All courses should be aligned with the mission of the Seminary stated above. In addition, the Seminary is committed to developing intercultural awareness and competence. Instructors should include diverse voices and perspectives in the outcomes, readings, assignments, and bibliographies.

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

1. Explain the major historical events, people, and periods that shaped the history of Israel as presented in the Old Testament.

解釋舊約所記載塑造以色列歷史的重要事件、人物及歷史時期。

2. Describe the structure, contents, and theological themes of the three major canonical divisions of the Old Testament: the Law, the Prophets, and the Writings.

描述舊約三大正典部分——律法書、先知書及著作——的結構、內容及神學主題。

3. Analyze key issues, approaches, and methodologies in the discipline of Old Testament theology.

分析舊約神學學科中的重要議題、研究取向及方法論。

4. Interpret Old Testament texts using appropriate historical, literary, theological, and canonical methods of exegesis.

運用合適的歷史、文學、神學及正典詮釋方法解讀舊約經文。

5. Evaluate the theological message of individual Old Testament books and their contribution to the overall witness of Scripture.

評估舊約各卷書的神學信息及其對整體聖經啟示的貢獻。

6. Articulate the significance of Old Testament theology for understanding the New Testament and the Christian faith.

闡明舊約神學對理解新約聖經及基督教信仰的重要性。

7. Apply the teachings and theological themes of the Old Testament to contemporary Christian life, ministry, and the mission of the Church.

將舊約的教導及神學主題應用於當代基督徒生活、教會事奉及教會使命。

8. Demonstrate increased confidence in reading, interpreting, and teaching the Old Testament within academic and ministry contexts.

在學術研究及教會事奉處境中，展現閱讀、詮釋及教導舊約的能力與信心。

III. COURSE REQUIREMENTS

A. REQUIRED READING

Notes:

- *List texts that students are required to purchase and read—normally ca. 1,000 pp.*
- *Model proper citation style. Include the ISBN numbers for book orders.*
- *If you assign materials **you have authored**, state clearly that students will not be required to critique or review these in a graded assignment.*
- *For excerpts/chapters posted on your course resource page for your students, you must include proper citations to avoid copyright infringements. One way is to include the front cover of the book along with the chapter.*
- *Insert a hyperlink to the Tyndale library collection if an electronic version is available.*

Bruce K. Waltke, with Charles Yu. *Old Testament Theology: an Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan Academic, 2004.

(中譯：華爾基、俞明義。華爾基舊約神學 (上、下冊)。香港：天道書樓，2013。)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Note: If applicable, list recommended reading for optional purchase or download on classes.tyndale.ca course resource page (must include proper citations).

黃天相。《希伯來聖經導論》。香港：明道社，2010。

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

Notes: Provide a paragraph outlining the approach, purpose and goals for each assignment. How do these assignments foster the acquisition and assessment of outcomes outlined above? Provide an explanation of the evaluation criteria, e.g., for style, content, length, quality, citation style, late penalties, etc. Consider using rubrics with criteria for assessment. Follow the Grading System in the [Academic Calendar](#).

Tips: A course at Tyndale represents **approximately 110 hours of work**, including lectures, seminars, reading, writing, reflection, forums and exam preparation. As a rough guideline, a major paper of 15 to 20 pages (without bibliography or title page--double-spaced, font size 12) represents about 30 to 50 hours of work. For a variety of assessment tools (test, essay, book review, case study, portfolio, debate, sermon, peer review, journal, team project, focus group, etc.) and their respective strengths and weaknesses as a measure outcomes, see [Assessment Tools](#). **See the sample assignments below:**

1. Livestream Class Participation: X % of final grade

This assignment is related to **Outcome #X**.

[Sample]

Student participation will be graded on a scale of 1 to 4: 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.

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of

collaboration, openness and encouragement. "Attendance" in this course is demonstrated by regular log-ins and up-to-date participation in forums or wait for further instructions.

2. Forum Discussions: X % of final grade [Sample: 10 X 3% = 30% of final grade]

This assignment is related to **Outcome #X**.

[Sample]

Individual Posts & Responses: There will be 10 forums in total (one for each day) and each forum will have two questions. Students will post their responses by 4 PM each day, and comment on the posts of other students in their group by 11:55 PM of the same day. Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a "late post" of any member.

3. Critical Book Review: Due on [date] ; X % of final grade [**Note:** It is not permissible to assign a book review that is due on the first days of class.]

This assignment is related to **Outcome #X**.

[Sample]

Provide a careful and thorough examination of the basic issues(s) at stake in one of the books provided below. Evaluate critically the relative strengths and weaknesses of the author's case. Do not merely summarize, but rather seek to express the dominant issues and argument of the work. The review should be 6-7 pages in length, double-spaced. The work will display ... [link activity and assessment criteria to outcomes above].

4. Final Research Essay/Ministry Project/Case Study Paper: Due on [date] ; X % of final grade [**Note:** Normally no single assignment should exceed 50% of the final grade]

This assignment is related to **Outcome #X**.

[Sample]

The paper should be a substantial piece of theological analysis in response to The essay should not simply report, summarize, or review class materials, but concentrate upon It should demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored in fairness and at length. The paper should be in the range of 15-20 pages in length, double-spaced. The work will display [link activity and assessment criteria to outcomes above].

Grading Rubric:

NOTES: The APC strongly recommends you prepare a grading rubric for EACH assignment aligning with the expected learning outcomes and citation style and upload them as separate

documents on Classes.tyndale.ca. Rubrics for each assignment should be posted on the course page.

[Sample rubric for a major research paper]

	A	B	C	D
Accuracy	Demonstrates a clear and deep understanding of the exegetical, ethical, and hermeneutical difficulties or tensions inherent in the topic; accurately and fairly represents the various viewpoints of all the positions examined; does not omit key elements of the positions.	Demonstrates a good understanding of the exegetical, ethical, and hermeneutical issues related to the topic; represents the various positions accurately with some small inaccuracies or omissions.	Demonstrates an unclear understanding of the exegetical, ethical, or hermeneutical issues related to the topic; misrepresents the various positions with some inaccuracies or some unfair characterizations; omits key aspects of a position.	Does not demonstrate an understanding of the exegetical, ethical or hermeneutical issues related to the topic; badly misrepresents a position; omits significant aspects of a position.
Strength of Argument	Uses strongly persuasive, logical, contextually supported arguments to support his/her position; provides ample supporting evidence; uses high quality sources.	Uses persuasive, logical arguments to support his/her position; provides some supporting evidence; the original context is accounted for; uses quality sources.	Uses few logical arguments to support his/her position; the original context is not well incorporated; provides only some supporting evidence; uses low quality sources.	Does not use persuasive, logical arguments to support his/her position; the original context is not incorporated; provides little supporting evidence; uses low quality sources.
Writing Quality	Ability to write clearly and cogently using proper style (SBL Format/Turabian); provides support for positions from the biblical text; writing is well organized and builds to a definite conclusion; exhibits excellent spelling, grammar and syntax.	Ability to write clearly and cogently using proper style (SBL Format/Turabian); provides some support for positions from the biblical text; writing is generally organized and builds to a conclusion; exhibits good spelling, grammar and syntax with a few errors.	Ability to write coherently using proper style (some use of SBL Format/Turabian); provides some support for positions from the biblical text; writing not well organized but has a conclusion; exhibits adequate spelling, grammar and syntax.	Exhibits an inability to write clearly; does not provide support for positions from the biblical text; writing not well organized and has no definite conclusion; exhibits poor spelling, grammar and syntax.
Bibliography & Footnotes	Uses more than the minimum number of sources; uses excellent quality of scholarly sources; correctly footnotes source materials using correct APA/Chicago form; accurately constructs bibliography	Uses slightly more than the minimum number of sources; uses excellent quality of scholarly sources; generally correct footnoting of source materials using SBL/Turabian form; bibliography has some mistakes	Uses the minimum number of sources; uses some good quality scholarly sources; spotty footnoting of source materials using SBL/Turabian form; bibliography has some mistakes	Uses less than the minimum number of sources; does not use quality scholarly sources; incorrect footnoting of source materials; does not use proper SBL/Turabian form; bibliography has many mistakes

Deductive reasoning / evaluation of sources	Shows clear evidence of deductive reasoning; clear definition of issue and reasoning clearly grounded in the biblical text; critically evaluates sources, always giving rationale for pros/cons	Shows evidence of deductive reasoning; definition of problem and response linked to the biblical text; evaluates sources, usually giving rationale for pros/cons	Shows some evidence of deductive reasoning; reverts to inductive thinking unrelated to the topic; rarely evaluates sources; makes value judgments without supplying rationale	Shows little evidence of deductive reasoning; indicates incoherent link with the biblical text; resorts mostly to inductive thinking unrelated to the topic; does not evaluate sources; makes value judgments without supplying rationale
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Penalty for late submission:

*The Seminary-wide instructions for the Late Papers and Extensions Policy from the Academic Calendar can be found in the **final section (Part VI)**. APC encourages instructors to create their own late submission policies for each course, if preferred.*

[Sample]

*For every **week** late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated **weekly**, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.*

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the instructor explaining the reason why the extension is needed. Such requests need to be submitted at least 72 hours prior to the due date.

All assignments must be handed in by the last day of exams. No assignments will be accepted after that date, unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar and not to the professor.

1. Research Paper: The Central Theme of the Pentateuch (Due November 5) — 30%
研究專文：摩西五經的核心主題（11月5日繳交）— 30%

This paper is designed to identify, argue for, and explain what you believe to be the central theological theme of the Pentateuch (Genesis through Deuteronomy). While scholars have proposed various themes to account for the theological unity of the Pentateuch, you are required to formulate and defend a thesis that demonstrates which

theme best explains the overall message and structure of the Pentateuch.

本專文旨在辨識、論證並闡述你認為摩西五經（創世記至申命記）的核心神學主題。雖然學者們提出了不同的主題來解釋摩西五經的神學統一性，但你需要提出並捍衛一個論題，說明哪一個主題最能解釋摩西五經整體的信息與結構。

The paper must include:

專文必須包括：

1. A clear and focused thesis statement identifying the central theme of the Pentateuch and explaining why this theme should be regarded as its theological center.

清晰且集中的論題陳述，指出摩西五經的核心主題，並解釋為何該主題應被視為其神學中心。

2. Careful exegetical analysis of relevant Pentateuchal texts. Your argument should be grounded primarily in the biblical text and demonstrate how the proposed theme runs through and develops across Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

對摩西五經相關經文進行細緻的釋經分析。你的論證應主要建立在聖經文本之上，並展示所提出的主題如何貫穿並發展於創世記、出埃及記、利未記、民數記和申命記之中。

3. Discussion of the major content of each book of the Pentateuch and an explanation of how each book contributes to the development of the proposed central theme.

討論摩西五經各卷書的主要內容，並說明每卷書如何促進所提出核心主題的發展。

4. Interaction with course materials, including lectures and the textbook.

與課程材料進行互動，包括課堂講授內容及指定教材。

5. Critical engagement with scholarly literature, including at least eight academic sources beyond the course textbook. Appropriate sources include scholarly monographs, peer-reviewed journal articles, and major commentaries. Students should demonstrate awareness of alternative proposals regarding the theological center of the Pentateuch and explain why their thesis provides the most convincing interpretation of the evidence.

批判性地使用學術文獻，包括課本以外至少八項學術來源。適當的資料包括學術專著、同儕審查期刊文章以及重要註釋書。學生應展示對有關摩西五經神學中心之不同觀點的認識，並說明為何自己的論題最能令人信服地解釋相關證據。

6. Theological synthesis demonstrating how the proposed theme contributes to an understanding of the unity, message, and theological significance of the Pentateuch.

進行神學綜合，說明所提出的主題如何有助於理解摩西五經的統一性、信息及其神學意義。

7. Proper academic formatting, including footnotes and a bibliography.

採用規範的學術格式，包括腳註及參考書目。

Length: Approximately 3,000 words (excluding footnotes and bibliography)

字數：約 3,000 字（不包括腳註及參考書目）

This assignment is related to all Learning Outcomes.

本作業與所有學習成果相關。

2. Student-Led Lecture (November 19) — 30%

學生主導教學（11月19日）— 30%

Each student will prepare and deliver a 30–45 minute lecture on an Old Testament book or a topic related to the Old Testament that is not covered in the instructor's lectures. The topic or biblical book will be selected by the student and must receive prior approval from the instructor. Possible topics may include an Old Testament book not discussed in class, a major theological theme, an important historical issue, a literary feature, an archaeological topic, an aspect of Israelite religion, or another topic relevant to Old Testament studies. The lecture should demonstrate careful research, engagement with relevant scholarly literature, and interaction with the biblical text. Students are expected to present information in a clear, organized, and engaging manner suitable for an academic audience. Visual aids such as PowerPoint presentations are encouraged. Students are required to submit a presentation outline and bibliography on the day of their presentation. The bibliography should include at least five academic sources beyond the course textbook. The presentation will be evaluated on the quality of research, engagement with Scripture and scholarly literature, depth of analysis, organization, clarity of presentation, effective communication, and ability to answer questions and facilitate discussion.

每位學生需準備並發表一場 30–45 分鐘的教學，主題為舊約中的一卷書，或與舊約相關但未在教師課堂講授中涵蓋的議題。學生可自行選擇主題或經卷，但須事先獲得教師批准。主題範圍可包括課堂未討論的舊約書卷、重要神學主題、歷史議題、文學特色、考古學課題、以色列宗教相關議題，或其他與舊約研究有關的主題。教學內容應展現嚴謹的研究、對相關學術文獻的掌握，以及對聖經文本的深入互動。學生應以清晰、有條理且具吸引力的方式呈現內容，以符合學術場合的要求。鼓勵使用 PowerPoint 等視覺輔助工具。學生須於發表當日提交教學大綱及參考書目。參考書目應包含至少五項課本以外的學術資

料。評分將根據研究品質、對聖經與學術文獻的運用、分析深度、內容組織、表達清晰度、溝通能力，以及回答問題與帶領討論的能力進行評估。

This assignment is related to Learning Outcomes 1, 3, 4, 5, 6, 7, and 8.
本作業對應課程學習成果 1、3、4、5、6、7 及 8。

3. Reading Assignments (Due December 10) — 10%

閱讀作業 (12 月 10 日繳交) — 10%

Students are required to read the following biblical books: Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, Ezra, and Nehemiah. In addition, students are required to read the entire assigned textbook, Bruce K. Waltke, *Old Testament Theology*. Students must submit a reading log indicating the portions read and the dates on which the readings were completed. Submission of the reading log constitutes the student's affirmation that all assigned readings have been completed.

學生必須閱讀以下聖經書卷：創世記、出埃及記、利未記、民數記、申命記、約書亞記、士師記、撒母耳記上、撒母耳記下、列王紀上、列王紀下、以斯拉記及尼希米記。此外，學生必須閱讀指定課本華爾基所著的《舊約神學》全書。學生須提交閱讀紀錄表，註明已閱讀的內容及完成閱讀的日期。提交閱讀紀錄表即表示學生確認已完成所有指定閱讀。

This assignment is related to all Learning Outcomes.
本作業與所有學習成果相關。

4. Reading Reflections (Due December 10) — 30%

閱讀反思 (12 月 10 日繳交) — 30%

Part A: Reflection on the Historical Books (Approximately 1,600 words)

From your reading of Joshua, Judges, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, Ezra, and Nehemiah, select eight biblical passages, one from each book, that you encountered in a new or significant way, and write a reflection of approximately 200 words on each passage. In each reflection, identify the passage you selected, explain the insight, theme, or aspect of the text that particularly struck you, discuss why you found it significant, and describe how it deepened, challenged, or reshaped your understanding of the Old Testament.

第一部分：歷史書反思 (約 1,600 字)

請從約書亞記、士師記、撒母耳記上、撒母耳記下、列王紀上、列王紀下、以斯拉記及尼希米記的閱讀中，各選擇一段對你而言具有新發現或重要意義的經文，共八段，並為每段經文撰寫約 200 字的反思。在每篇反思中，請註明所選經文，說明其中令你印象深刻的洞見、主題或內容，討論其重要性，以及這段經文如何深化、挑戰或重塑你對舊約的理解。

Part B: Reflection on Waltke's Old Testament Theology (Approximately 1,400 words)
Write a critical reflection on Waltke's *Old Testament Theology* by selecting two chapters for detailed discussion. Explain the primary arguments and theological contributions of each chapter, identify the insights you found particularly helpful, challenging, or thought-provoking, and discuss the ways in which the author's arguments deepened or reshaped your understanding of the Old Testament. You should also evaluate any aspects of the author's approach that you found unconvincing or problematic and explain the reasons for your assessment. After discussing the two chapters, evaluate the textbook as a whole by considering its major strengths and weaknesses, the effectiveness of Waltke's approach to Old Testament theology, the most significant insights you gained from the book, and the ways in which it has influenced your understanding of the theology and message of the Old Testament. You may also discuss topics or perspectives that you believe deserved fuller treatment. Support your discussion with specific references to the textbook, including page numbers where appropriate.

第二部分：華爾基的《舊約神學》閱讀反思（約 1,400 字）

請就華爾基的《舊約神學》撰寫一篇批判性閱讀反思，並選擇其中兩章作深入討論。請說明各章的主要論點及其神學貢獻，指出哪些觀點對你特別有幫助、具有挑戰性或引發深入思考，並討論作者的論述如何深化或重塑你對舊約的理解。同時，請評估作者方法中任何你認為缺乏說服力或存在問題之處，並說明你的理由。在討論完兩章內容後，請對整本教材作出整體評估，包括其主要優點與缺點、華爾基進行舊約神學研究的方法是否有效、你從本書獲得的最重要洞見，以及本書如何影響你對舊約神學與信息的理解。你也可以討論哪些主題或觀點值得作者作更充分的探討。請引用教材中的具體內容支持你的論述，並在適當情況下註明頁碼。

Total Length: Approximately 3,000 words.

總字數：約 3,000 字。

This assignment is related to all Learning Outcomes.

本作業對應所有課程學習成果。

D. SUMMARY OF ASSIGNMENTS AND GRADING

Note: Insert a **table** here to list your assignments with a total % of the whole course.

[Sample] Evaluation is based upon the completion of the following assignments:

1. Forums	30 %
2. Critical Book Review	20 %
3. Case Study/Reflection Paper	20 %
4. Research Essay	30 %
Total Grade	100 %

Research Paper 研究專文	30%
Student-Led Lecture 學生主導教學	30%
Reading Assignments 閱讀作業	10%
Reading Reflections 閱讀反思	30%
TOTAL GRADE 總分	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

SPECIAL NOTE: For intensive courses, if pre-reading is expected prior to the start of class, the following statement must be included.

“Pre-reading is expected prior to the start of class. Late registrants are responsible for the consequences of partial preparation.”

- Overview of content for class session of each day (e.g. Day 1, Day 2, etc.)
- Readings due for each class
- Specific due dates for course requirements

[Sample]

Date	Topic	Reading	Assignment Due

Reading Week – No Class			

日期	主題	閱讀	繳交作業
9月17日	導論		
9月24日	創造	《舊約神學》第7–11章； 創世記1–11章	
10月1日	應許	《舊約神學》第12章； 創世記12–50章	
10月8日	拯救與禮儀	《舊約神學》第13–14、16章； 出埃及記、利未記	
10月15日	聖約	《舊約神學》第15、17章； 民數記、申命記	
10月22日	土地	《舊約神學》第18–21章； 約書亞記、士師記	
閱讀週 (Reading Week) — 停課			
11月5日	王權	《舊約神學》第22–26章； 撒母耳記上、下·列王紀 上、下	研究專文
11月12日	歸回	《舊約神學》第27–28章； 以斯拉記、尼希米記	
11月19日	學生主導教學		教學大綱及參考書目
11月26日	先知	《舊約神學》第29–30章	
12月3日	禱告	《舊約神學》第32章	

12月10日	智慧	《舊約神學》第33–35章	閱讀作業；閱讀反思
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V. SELECTED BIBLIOGRAPHY

NOTE: In addition to the reading list above, a general reference bibliography in the subject area is a normal expectation. Please model correct bibliographic style (e.g., Chicago, Turabian, SBL, APA, etc.) in all citations.

- Readings should reflect ATS standards for global awareness, intercultural competency, and the inclusion of marginalized voices.
- Please consider inserting hyperlinks in the bibliography for e-books or [e-articles](#) available through the Tyndale Library, or online through [GoogleBooks](#), [www.archive.org](#), etc. See [instructions on the creation of hyperlinks to Tyndale Library e-resources](#).

Arnold, Bill T. and Bryan Beyer. *Encountering the Old Testament: A Christian Survey*. 3rd ed. Encountering Biblical Studies. Grand Rapids: Baker Academic, 2018.

比爾·阿諾德·布萊恩·拜爾著。文子梁與李愛明譯。聖經透析--全方位研讀。香港：漢語聖經協會，2014。

Brueggemann, Walter, and Tod Linafelt. *An Introduction to the Old Testament: The Canon and Christian Imagination*. 3rd ed. Louisville: Westminster John Knox, 2020.

布魯格曼·許子韻譯。布氏舊約導論：正典與基督教的想像。香港：天道，2012。

Collins, John J. *A Short Introduction to the Hebrew Bible*. 3rd ed. Minneapolis: Fortress, 2018.

柯林斯·伍美詩譯。希伯來聖經導論。香港：道聲，2013。

La Sor, William Sanford, David Allan Hubbard, Frederic William Bush, and Leslie C Allen. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2nd ed. Grand Rapids: W.B. Eerdmans, 1996.

賴桑·赫伯特·畢斯著。何傑·蔡式平·羅慶才譯。新編舊約綜覽：研究舊約聖經的中心思想體裁和背景。香港：種籽出版社，2006。

梁潔瓊。《恩約永續—舊約神學解讀》。香港：天道，2019。

Longman, Tremper III, and Raymond B. Dillard. *An Introduction to the Old Testament*. Grand Rapids: Zondervan, 2009.

狄拉德及朗文著。劉良淑等譯。21世紀舊約導論。新北市：校園出版社，2012。

Lucas, Ernest. *Exploring the Old Testament, Volume 3: A Guide to the Psalms & Wisdom Literature*. Exploring the Bible Series. Downers Grove: IVP Academic, 2003.
盧卡斯著。紀榮神譯。《舊約文學與神學：詩篇與智慧文學》。文學釋經系列。香港：天道，2010。

McConville, J. Gordon. *Exploring the Old Testament, Volume 4: A Guide to the Prophets*. Exploring the Bible Series. Downers Grove: InterVarsity Press, 2002.
麥康維爾著。紀榮神譯。《舊約文學與神學：先知書》。文學釋經系列。香港：天道，2008。

Provan, Iain William, V. Philips Long, and Tremper Longman. *A Biblical History of Israel*. Louisville: Westminster John Knox, 2003.
普羅文、朗、朗文著。劉智信等譯。《聖經以色列史》。香港：天道書樓，2010。

Satterthwaite, P. E., and J. Gordon McConville. *Exploring the Old Testament, Volume 2: A Guide to the Historical Books*. Exploring the Bible Series. Downers Grove: IVP Academic, 2007.
薩特思韋特、麥康維爾著。李雋譯。《舊約文學與神學：歷史書》。文學釋經系列。香港：天道，2009。

Wenham, Gordon J. *Exploring the Old Testament, Volume 1: A Guide to the Pentateuch*. Exploring the Bible Series. Downers Grove: IVP Academic, 2003.
溫漢著。尹妙珍譯。《舊約文學與神學：五經》。文學釋經系列。香港：天道，2008。

黃儀章著。《舊約神學：從創造到新創造》。香港：天道，2003。

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 policies 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](#).