

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

<b>Semester, Year</b>	SPRING/SUMMER, 2025
<b>Course Title</b>	<b>THE GENERAL EPISTLES</b>
<b>Course Code</b>	<b>NEWT 0632– 1S</b>
<b>Date</b>	From June 9, 2025 to June 13, 2025 Monday to Friday
<b>Time</b>	From 9:00 A.M. to 4:00 P.M.
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be LIVESTREAMED from Monday to Friday, from 9:00 A.M. to 4:00 P.M.
<b>Instructor</b>	<b>JOHN MOON, Ph.D.</b>
<b>Contact Information</b>	Email: <a href="mailto:johnmoon@tyndale.ca">johnmoon@tyndale.ca</a>  Email correspondence: a response can be expected within 1-3 business days.
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

A close reading of James, 1 & 2 Peter and Jude, with special attention given to literary, sociohistorical and theological understandings of the epistles. *Prerequisite: BIBL 0501.*

## II. LEARNING OUTCOMES

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

1. discuss the theological argument of each of the General Epistles;

2. analyze key theological and ethical themes in the General Epistles by conducting detailed exegesis of selected passages;
3. compare and debate scholarly perspectives on the authorship, audience, historical context, and literary sources of the General Epistles, forming and defending their own reasoned positions;
4. evaluate and apply the theological and ethical teaching of the General Epistles (regarding suffering, wealth, false teaching, the delay of Jesus's second coming, etc.) for a contemporary context.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Davids, Peter H. [\*A Theology of James, Peter, and Jude: Living in the Light of the Coming King\*](#). Biblical Theology of the New Testament. Grand Rapids: Zondervan Academic, 2014.

Choose ONE of the following two commentaries:

Moo, Douglas J. [\*The Letter of James\*](#). 2d ed. The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2021.

Jobes, Karen H. *1 Peter*. 2d ed. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2022.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Gray, Patrick. [\*The Oxford Handbook of Hebrews and the Catholic Epistles\*](#). New York: Oxford University Press, 2024.

Martin, Ralph P., and Peter H. Davids, eds. [\*Dictionary of the Later New Testament & Its Development\*](#). Downers Grove: InterVarsity Press, 1997.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## C. ASSIGNMENTS AND GRADING

### 1. Participation (10%)

*Class participation is related to all the Learning Outcomes.* Class discussion will be a regular part of the course, and its purpose is to foster our ability to think critically about issues, engage charitably with others, and stretch our thinking. Discussions will arise from the lecture material and some of the required readings. These **required readings** are **marked with an asterisk (\*)**, and students are expected to come to class able to summarize the argument (e.g., in a short paragraph) and provide one point of appreciation and one point of disagreement. This summary and evaluation will not be submitted but is intended as an aid for class discussion. Students will get the most out of this course—and from one another—if they participate. Students will thus be graded on attendance, as well as the frequency and relevance of their contributions.

### 2. Class Presentation: due June 9-13, 2025 (15%)

*This assignment is related to Learning Outcomes #1-2.* **Prior to the beginning of class, students will sign up for a presentation on a text in the General Epistles** (see “General Epistle Passages for Presentation” on the class website, under “General Course Information”; sign-up will be on a first-come-first-serve basis). Each passage is significant and contains some interpretive issue(s). Each student will prepare a **10-minute presentation** on the selected passage with a visual aid (e.g., handout, slides, images; for the benefit of your classmates, **submit an electronic copy of your visual aid a day before your presentation onto the class website** [“Class Presentation Handouts,” under “General Course Information”). During the 10-minute presentation, students are to (1) place the passage in its literary context; (2) explain the interpretive issue(s) and alternative scholarly interpretations; and (3) give reasons for what the student considers to be the best reading. Students will then field any questions from the class. See the Recommended Reading (section III.B) and Selected Bibliography (section V) for helpful resources.

### 3. Theological Interaction Paper: due June 27, 2025 (30%)

*This assignment is related to Learning Outcomes #1, #2, and #4.* Students will write a theological interaction paper that evaluates the contemporary significance of ONE of the following themes: (a) wealth and poverty in James; (b) prayer and healing in James; (c) suffering in Peter; (d) eschatological hope in Peter; (e) moral exhortation in Peter; (f) false teachers in 2 Peter and Jude; (g) another topic in consultation with the instructor. The written papers must include three elements: (1) a discussion of the chosen theme, including careful interaction with the relevant biblical passages; (2) a comparison of the ancient context with our 21st-century context, with a special focus on cultural dynamics that complicate a contemporary appropriation of the biblical teaching (e.g., changing economic systems, a scientific worldview, the passing of 2,000 years, changing morals, church growth and denominationalism, etc.); and (3) a discussion of how 21st-century Christians can appropriate and embody the chosen theme,

including concrete examples. In total, this paper should be **9-11 pages** in length (excluding bibliography and title page), 12-point font, Times New Roman, 1-inch margins, double-spaced. The paper must incorporate appropriate scholarly resources. **Submit through Moodle (classes.tyndale.ca) (cf. section H. General Guidelines for the Submission of Written Work, esp. on Turnitin).**

**4. Research Essay: due July 25, 2025 (45%)**

*This assignment is related to potentially all the Learning Outcomes.* Students will have an opportunity to critically investigate a question of interest related to the General Epistles, thereby developing their skills in research and exegesis. Papers should be about **10-12 pages** in length (excluding bibliography and title page), 12-point font, Times New Roman, 1-inch margins, double-spaced. See the class website on Moodle (classes.tyndale.ca) for instructions on how to formulate a research question. **Submit through Moodle (classes.tyndale.ca) (cf. section H. 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
Class Participation		10%
Class Presentation	June 9-13	15%
Theological Interaction Paper	June 27	30%
Research Paper	July 25	45%
<b>Total Grade</b>		<b>100%</b>

**IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

<b>PRIOR TO START OF CLASS</b>
<ul style="list-style-type: none"> <li>• Pre-reading:               <ul style="list-style-type: none"> <li>○ <b>Readings below marked with an asterisk (*)</b>: read and take notes (short paragraph summary, one point in agreement/disagreement) prior to the start of class.</li> <li>○ <b>Dauids + ONE of Moo/Jobes</b>: as much as possible, read prior to the start of class EITHER Moo (James) + Dauids (1-2 Peter, Jude) OR Jobes (1 Peter) + Dauids (James, 2 Peter, Jude). Any unfinished readings may be completed after the one-week intensive.</li> </ul> </li> <li>• Sign up on the class website (Moodle) for a presentation on a text in the General Epistles and prepare your presentation.</li> </ul>

- *Recommended:* for your research essay, narrow down from a research topic to a research question, and build a preliminary bibliography.
- Late registrants are responsible for the consequences of partial preparation.

### DAY ONE – June 9, 2025

Session	Lecture	Assigned Readings	Assignments
#1	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Introducing James</li> <li>• James 1:1-11</li> </ul>		Student Presentations from Days 1-5 (15%)
#2	<ul style="list-style-type: none"> <li>• James 1:12 – 2:26</li> </ul>	<ul style="list-style-type: none"> <li>• <b>*Martin Hengel</b>, “The Epistle of James as Anti-Pauline Polemic: The Aporias of the Epistle,” in <i>The Catholic Epistles: Critical Readings</i> (ed. Darian Lockett; New York: T&amp;T Clark, 2021), pp. 273-303.</li> <li>• <b>*Margaret M. Mitchell</b>, “The Letter of James as a Document of Paulinism?” in <i>The Catholic Epistles: Critical Readings</i> (ed. Darian Lockett; New York: T&amp;T Clark, 2021), pp. 303-323.</li> </ul>	

### DAY TWO – June 10, 2025

#1	<ul style="list-style-type: none"> <li>• James 3:1 – 4:17</li> </ul>		
#2	<ul style="list-style-type: none"> <li>• James 5:1-20</li> <li>• Theology and Significance of James</li> <li>• Introducing 1 Peter</li> </ul>		

### DAY THREE – June 11, 2025

#1	<ul style="list-style-type: none"> <li>• 1 Peter 1:1 – 2:10</li> </ul>		
#2	<ul style="list-style-type: none"> <li>• 1 Peter 2:11 – 3:22</li> </ul>	<ul style="list-style-type: none"> <li>• <b>*Betsy J. Bauman-Martin</b>, “Women on the Edge: New Perspectives on Women in the Petrine <i>Haustafel</i>,” <i>JBL</i> 123/2 (2004): pp. 253-279.</li> <li>• <b>*David G. Horrell</b>, “Between Conformity and Resistance: Beyond the Balch-Elliot Debate Towards a Postcolonial Reading of 1 Peter,” in <i>Becoming Christian: Essays on 1 Peter and the Making</i></li> </ul>	

		<i>of Christian Identity</i> (New York: T&T Clark, 2013), pp. 211-238.	
<b>DAY FOUR – June 12, 2025</b>			
#1	<ul style="list-style-type: none"> <li>• 1 Peter 4:1 – 5:14</li> <li>• Theology and Significance of 1 Peter</li> </ul>		
#2	<ul style="list-style-type: none"> <li>• Jude</li> </ul>	<ul style="list-style-type: none"> <li>• <b>*Jeremy Hultin</b>, “Jude’s Citation of 1 Enoch,” in <i>The Catholic Epistles: Critical Readings</i> (ed. Darian Lockett; New York: T&amp;T Clark, 2021), pp. 227-238.</li> </ul>	
<b>DAY FIVE – June 13, 2025</b>			
#1	<ul style="list-style-type: none"> <li>• Introducing 2 Peter</li> <li>• 2 Peter 1:1 – 2:22</li> </ul>		
#2	<ul style="list-style-type: none"> <li>• 2 Peter 3:1-18</li> <li>• Theology and Significance of 2 Peter</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• <b>*Peter Davids</b>, “Are the Others Too Other? The Issue of ‘Others’ in Jude and 2 Peter,” in <i>Reading 1-2 Peter and Jude: A Resource for Students</i> (ed. Eric F. Mason and Troy W. Martin; Atlanta: Society of Biblical Literature, 2014), pp. 201-213.</li> </ul>	
<b>POST-CLASS</b>			
<ul style="list-style-type: none"> <li>• Assignment due June 27, 2025: Theological Interaction Paper (30%)</li> <li>• Assignment due July 25, 2025: Research Essay (45%)</li> </ul>			

## V. SELECTED BIBLIOGRAPHY

### JAMES

#### Commentaries

Allison, Dale C., Jr. *A Critical and Exegetical Commentary on the Epistle to James*. ICC. London: Bloomsbury, 2013.

Gowler, David B. *James through the Centuries*. Wiley Blackwell Commentaries. Chichester: John Wiley & Sons, 2014.

Johnson, Luke Timothy. *The Letter of James: A New Translation with Introduction and Commentary*. AB 37A. New York: Doubleday, 1995.

Laws, Sophie. *The Epistle of James*. BNTC. London: A&C Black, 1980.

McKnight, Scot. *The Letter of James*. NICNT. Grand Rapids: Eerdmans, 2011.

### General Resources

Adamson, James B. *James: The Man and His Message*. Grand Rapids: Eerdmans, 1989.

Bauckham, Richard. *James: Wisdom of James, Disciple of Jesus the Sage*. New Testament Readings. London: Routledge, 1999.

Chester, Stephen J. (2019). "Salvation, the Church, and Social Teaching: The Epistle of James in Exegesis of the Reformation Era." Pages 273-289 in *Reading the Epistle of James: A Resource for Students*. Edited by Eric F. Mason and Darian R. Lockett. SBLRBS 94. Atlanta: SBL, 2019.

Elliott, John H. "The Epistle of James in Rhetorical and Social Scientific Perspective: Holiness-Wholeness and Patterns of Replication." BTB 23 (1993): 71–81.

Hartin, Patrick J. *James and the Q Sayings of Jesus*. JSNTSup 47. Sheffield: JSOT Press, 1991.

Jackson- McCabe, Matt. "The Letter of James and Hellenistic Philosophy." Pages 45-71 in *Reading the Epistle of James: A Resource for Students*. Edited by Eric F. Mason and Darian R. Lockett. SBLRBS 94. Atlanta: SBL, 2019.

Kloppenborg, John S. "The Emulation of Jesus Tradition in the Letter of James." Pages 121-150 in *Reading James with New Eyes: Methodological Reassessments of the Letter of James*. Edited by Robert L. Webb and John S. Kloppenborg. LNTS 342. London: T&T Clark, 2007.

Kloppenborg, John S. (2008). "Poverty and Piety in Matthew, James, and the Didache." Pages 201-232 in *Matthew, James, and Didache: Three Related Documents in Their Jewish and Christian Settings*. Edited by Huub van de Sandt and Jürgen K. Zangenberg. SymS 45. Atlanta: SBL, 2008.

Konradt, Matthias. "The Historical Context of the Letter of James in Light of Its Traditio-Historical Relations with First Peter." Pages 101-125 in *The Catholic Epistles and Apostolic Tradition*. Edited by Karl-Wilhelm Niebuhr and Robert W. Wall. Waco: Baylor University Press, 2009.

Lane, Jason D. *Luther's Epistle of Straw: The Voice of St. James in Reformation Preaching*. Historia Hermeneutica Series 16. Berlin: de Gruyter, 2018.

Lockett, Darian R. (2019). "Use, Authority, and Canonical Status of James in the Earliest Church." Pages 253-271 in *Reading the Epistle of James: A Resource for Students*. Edited by Eric F. Mason and Darian R. Lockett. SBLRBS 94. Atlanta: SBL, 2019.

Neinhuis, David R. *Not by Paul Alone: The Formation of the Catholic Epistle Collection and the Christian Canon*. Waco: Baylor University Press, 2007.

Painter, John. *Just James: The Brother of Jesus in History and Tradition*. Minneapolis: Fortress, 1999.

Wachob, Wesley Hiram. *The Voice of Jesus in the Social Rhetoric of James*. SNTSMS 106. Cambridge: Cambridge University Press, 2000.

Watson, Duane F. "The Rhetorical Composition of the Epistle of James." Pages 99-115 in *Reading the Epistle of James: A Resource for Students*. Edited by Eric F. Mason and Darian R. Lockett. SBLRBS 94. Atlanta: SBL, 2019.

## 1 PETER

### Commentaries

- Achtemeier, Paul J. *1 Peter*. Hermeneia. Minneapolis: Fortress, 1996.
- Elliott, John H. *1 Peter*. AB 37B. New York: Doubleday, 2000.
- Green, Joel B. *1 Peter*. Two Horizons New Testament Commentary. Grand Rapids: Eerdmans, 2007.
- Michaels, J. Ramsey. *1 Peter*. WBC 49. Grand Rapids: Zondervan, 2015.
- Reese, Ruth Anne. *1 Peter*. NCBC. Cambridge: Cambridge University Press, 2022.

### General Resources

- Balch, David L. *Let Wives Be Submissive: The Domestic Code in 1 Peter*. SBLMS 26. Chico: Scholars Press, 1981.
- Bauckham, Richard J. "The Martyrdom of Peter in Early Christian Literature." ANRW 2/26.1 (1992): 539–95.
- Bechtler, Stephen R. *Following in His Steps: Suffering, Community, and Christology in 1 Peter*. SBLDS 162. Atlanta: Scholars Press, 1998.
- Best, Ernest. "1 Peter and the Gospel Tradition." NTS 16 (1970): 95–113.
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- Elliott, John H. *A Home for the Homeless: A Social- Scientific Criticism of 1 Peter, Its Situation and Strategy*. 2d ed. Minneapolis: Fortress, 1990.
- Horrell, David G. "The Product of a Petrine Circle? A Reassessment of the Origin and Character of 1 Peter." JSNT 86 (2002): 29–60, 2002.
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- Liebengood, Kelly D. "Confronting Roman Imperial Claims: Following the Footsteps (and the Narrative) of 1 Peter's Eschatological Davidic Shepherd." Pages 255-272 in *An Introduction to Empire in the New Testament*. Edited by Adam Winn. SBLRBS 84. Atlanta: SBL, 2016.
- Martin, Troy W. *Metaphor and Composition in 1 Peter*. SBLDS 131. Atlanta: Scholars Press, 1992.
- Richard, Earl. "Honorable Conduct among the Gentiles: A Study of the Social Thought of 1 Peter." WW 24 (2004): 412–20.



- Sargent, Benjamin. *Written to Serve: The Use of Scripture in 1 Peter*. LNTS 547. London: Bloomsbury, 2015.
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- Thurén, Lauri. *Argument and Theology in 1 Peter: The Origins of Christian Paraenesis*. JSNTSup 114. Sheffield: Sheffield Academic, 1995.
- Van Rensburg, Fika J. "Metaphors in the Soteriology in 1 Peter: Identifying and Interpreting the Salvific Imageries." Pages 409-435 in *Salvation in the New Testament*. Edited by J. G. Van der Watt. Leiden: Brill, 2005.
- Van Renseburg, Janse. "Constructing the Economic- Historical Context of 1 Peter: Exploring a Methodology." HTS Theologiese Studies/Theological Studies 67 (2011): 1–11.

## 2 PETER AND JUDE

### Commentaries

- Bauckham, Richard J. *Jude, 2 Peter*. WBC 50. Waco: Word, 1983.
- Donelson, Lewis R. *I and II Peter and Jude: A Commentary*. NTL. Louisville: Westminster John Knox, 2010.
- Frey, Jörg. *The Letter of Jude and the Second Letter of Peter: A Theological Commentary*. Translated by Kathleen Ess. Waco: Baylor University Press, 2018.
- Green, Gene L. *Jude and 2 Peter*. BECNT. Grand Rapids: Baker Academic, 2008.
- Kraftchick, Steven J. *Jude, 2 Peter*. ANTC. Nashville, TN: Abingdon, 2002.
- Moo, Douglas J. *2 Peter, Jude*. NIVAC. Grand Rapids, MI: Zondervan, 1996.
- Reese, Ruth Anne. *2 Peter, Jude*. THNTC. Grand Rapids: Eerdmans, 2007.

### General Resources

- Adams, Edward. "Creation 'Out' of and 'Through' Water in 2 Peter 3:4." Pages 195-210 in *The Creation of Heaven and Earth. Re-interpretations of Genesis 1 in the Context of Judaism, Ancient Philosophy, Christianity, and Modern Physics*. Edited by George H. V. Van Kooten. TBN 8. Leiden: Brill, 2005.
- Adams, Edward. "'Where is the Promise of His Coming?' The Complaint of the Scoffers in 2 Peter 3.4." NTS 51 (2005): 106–22.
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- Caulley, Thomas S. "'They Promise Them Freedom': Once Again, the Pseudodidaskaloi in 2 Peter." *ZNW* 99 (2008): 128–38.
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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. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- 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](https://classes.tyndale.ca).

### D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

#### **Grading Rubric**

Please consult the rubric provided for each individual assignment.

#### **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 policies on 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 ([aau@tyndale.ca](mailto:aau@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. 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:

<b>For each business day late (or part thereof), the assignment grade will be reduced by 2%.</b>
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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. It is best to have your work completed and ready to submit 24 hours before it is due.

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 this course 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](#).