

“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	Spring/Summer, 2026
Course Title	THEOLOGY OF THE HUMAN PERSON
Course Code	THEO 0646 – 1P
MONDAY - Fr	From May 11, 2026 to May 15, 2026 MONDAY - FRIDAY From 9AM to 4PM IN-PERSON ONLY
Class information	The classes will be in-person from Monday to Friday from 9:00 AM – 4:00 PM.
Instructors & Contact Information	VICTOR SHEPHERD, Th.D., S.T.D. Email: vshepherd@tyndale.ca
Office Hours	Available by appointment.
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

Acquaints students with the theology of the human person. It focuses on biblical and doctrinal issues that bear upon such questions as “What does it mean to be a human being?”, “What is meant by the ‘image of God’?” and “How is the Person of God related to the personhood of human beings?”

Prerequisites: THEO 0531 Systematic Theology

II. LEARNING OUTCOMES

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

1. articulate how a proper understanding of God entails a proper understanding of humankind; i.e., that since theology discusses all of life under God, “theology” necessarily includes “theological anthropology”;

2. probe the relation of Christology to anthropology;
3. discern the manner in which the non-objectifiable “Thou” of God and the “thou” of the neighbour are determinants of the human;
4. recognize non-theological anthropologies that students may have absorbed implicitly or that different philosophies, psychologies and psychotherapies endorse explicitly;
5. identify areas of convergence and divergence concerning social, scientific and theological perspectives on the human person;
6. investigate how gender specificity and gender complementarity are related to humanness;
7. examine frequently misunderstood Christian notions (e.g., sin, evil, grace, providence, love, forgiveness) that pertain immediately to our understanding of the human and our attempts at relieving human distress.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Ray S. Anderson. *On Being Human: Essays in Theological Anthropology*. Eugene, OR: Wipf & Stock Pub, 2010. ISBN-10: 1608999742, ISBN-13: 978-1608999743

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends 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

Note: All Written Material May Be Submitted In French

1. Assignment #1: 20% of final grade; Due: May 29.

A written comment (approximately 700 words) on a novel, short story, poem or movie, the comment to reflect the student’s **theological** assessment of the implicit anthropology in the item below.

[Note: The grade on late papers will be reduced by one letter-grade per day.]

COMMENT TOPICS

- a. The understanding of the human in the fiction (novels and/or short stories) of any one of the following: Hugh MacLennan, Roberston Davies, Brian Moore, Margaret Laurence, Margaret Atwood, Rohinton Mistry, Alice Munro (2013 Nobel Laureate for Literature), Iris Murdoch, John Updike, Ian McEwan [or the writer of your choice.]
- b. The understanding of the human in the work of any one major poet; e.g., Seamus Heaney, Margaret Avison, George Bowering, John Steffler, Pierre DesRuisseaux, Ted Hughes, Robert Frost, Andrew Motion, Carol Ann Duffy, Simon Armitage [current Poet Laureate of U.K.], Vassar Miller, Billy Collins, Louise Glueck, Kay Ryan, W.S. Merwin, Tacy K. Smith, Joy Harjo [current Poet Laureate of USA, aboriginal], Simon Armitage, Marie-Célie Agnant [current Poet Laureate of Canada] Amanda Gorman [Youth Poet Laureate, USA, African-American] (Please check with instructor.)
- c. The understanding of the human in the (one) work of one major lyricist; e.g., Bob Dylan, Leonard Cohen, Tom Waits.
- d. The understanding of the human in the film(s) of your choice. (Please check with instructor.)

2. Assignment #2: 40% of final grade; Due: June 29.

A major essay (2500-3000 words).

[Note: The grade on late papers and the examination will be reduced by one letter-grade per day.]

ESSAY TOPICS

Note: topics marked with an asterisk (*) are research topics. Essays on these topics must include a bibliography of not fewer than four academic references.

A

- 1] theological comment on the humanness of severely mentally ill (i.e., psychotic) people, as well as on the humanness of those who react to them, in any **one** of the following:

I Never Promised You a Rose Garden (Hannah Green)
The Professor and the Madman (Simon Winchester) [biography]
Girl, Interrupted (Susanna Kaysen) [autobiography]
The Center Cannot Hold (Elyn Saks) [autobiography]
Twilight (Elie Wiesel)
Is There No Place on Earth for Me? (Susan Sheehan)
The Bell Jar (Sylvia Plath)
I Know This Much is True (Wally Lamb)

- 2] theological comment on the humanness of severely neurologically damaged people, as well as on the humanness of their helpers, in any three patients discussed in *Awakenings* (Oliver Sacks.) [The “prologue” of *Awakenings* should also be read in conjunction with the case histories of the three patients.]
- 3] theological comment on the humanness of those suffering from Alzheimer’s Disease, together with that of their caregivers:
Still Alice (Lisa Genova)
or
Scar Tissue (Michael Ignatieff)
- 4] theological comment on issues pertaining to the understanding of the human in any **one** of the following:
social-environmental stress:
On the Beach (Neville Shute)
Angela’s Ashes (Frank McCourt)
: *Alias Grace* (Margaret Atwood)
stress born of dysfunctional communication: *The Trial* (Franz Kafka)
stress with poor provision:
In Cold Blood (Truman Capote)
The Grapes of Wrath (John Steinbeck)
Trespass (Rose Tremain)
Engleby (Sebastian Faulks)
- 5] theological comment on the understanding of the human presupposed in social responses to stress in any **one** of the following:
Asylums (Erving Goffman)
Lord of the Flies (William Golding)
- 6] theological comment on the understanding of the human with respect to suicide:
Night Falls Fast (Kay Redfield Jamison) [This book is a work in social science.]
or
theological comment on issues surrounding suicide following bi-polar mood disorder: *Swing Low: A Life* (Miriam Toews) [This book is biographical, a depiction of her father’s upbringing, domestic relationships, church and social environment, and psychiatric decline.]
- 7] theological comment on the understanding of the human as exemplified in community/institution/state-sanctioned violence pertaining to prisons: **one** of
The Enchanted (Rene Denfeld [autobiography/fiction])
Dead Man Walking (Helen Rejean) [biography]
Night (Elie Wiesel) [autobiography]

The House of the Dead (Fyodor Dostoyevsky) [autobiography]

- 8] * a discussion of the *imago Dei* in any **one** of Augustine, Luther, Calvin, Melanchthon, Wesley, Barth, Brunner.
- 9] * the relation of the hamartiological to the human through an investigation of any **one** of the traditional “Seven Deadly Sins”: pride, envy, anger, sloth, avarice, gluttony, lust.
- 10] * the relation of the holy to the human through an investigation of any **one** of the traditional ‘saints’: e.g., Augustine, Teresa of Avila, Francis de Sales, Catherine of Siena, John of the Cross, Father Damien, Mother Teresa.
- 11] * a discussion of the theological anthropology of *Life Together* (Dietrich Bonhoeffer).
- 12] * the anthropology embodied in an exegesis of any **one** of:
Genesis 1&2, Genesis 3, Genesis 22, Psalm 25, Psalm 51, Psalm 103, Psalm 139, Ruth.
- 13] the theological anthropology evinced in the Anglican *Book of Common Prayer*.
- 14] * theological discussion of the integration of the human and the sexual: e.g., *The Ethics of Sex* (Helmut Thielicke)
- 15] theological discussion of the anthropology exemplified in an individual’s response to neurological trauma and domestic stress/provision: *Left Neglected* (Lisa Genova)
or
social catastrophe (plague): *Year of Wonders* (Geraldine Brooks)
or
personal catastrophe (paralysis): *Under the Eye of the Clock* (Christopher Nolan)
or
relentless personal/natural evil: *All the Little Live Things* (Wallace Stegner)
- 16] theological discussion of the determination of the human at the hands of institutions, ideologies, images and ‘isms’:
An Ethic for Christians and Other Aliens in a Strange Land (William Stringfellow)
[This book is a thorough examination of the biblical category of ‘principalities and powers’.]
- 17] theological discussion and critical assessment of the anthropology reflected in ‘spiritual direction’ in **one** of *Spiritual Friend* (Tilden Edwards); *Soul Friend* (Kenneth Leech)
- 18] theological assessment of the challenge/threat to the human occasioned by ‘virtual reality’:
e.g. *The Extremes* (Christopher Priest) [fiction]

or

artificial intelligence: *Machines Like Me* (Ian McEwan) [fiction]

19] a comparison of Hellenistic and Hebraic anthropologies:

e.g., *Hebrew Thought Compared with Greek* (Thorleif Boman)

e.g., *Anthropology of the Old Testament* (Hans Walter Wolff)

20] theological comment on the threat to the human posed by disinformation: *Propaganda* (Jacques Ellul.)

21] theological comment on the relation of the imaginative to the human: *The Educated Imagination* (Northrop Frye)

22] theo-anthropology in the context of depression: *Darkness Visible: A Memoir of Madness* (William Styron) **and** *Malignant Sadness: The Anatomy of Depression* (Lewis Wolpert)

23] theo-anthropology in the context of bi-polar affective disorder [manic-depressive illness]
A Brilliant Madness: Living with Manic-Depressive Illness (Patty Duke and Gloria Hochman) [autobiography]

or

An Unquiet Mind (Kay Redfield Jamison) [autobiography]

24] theological reflection on the presence of bi-polar affective disorder among the culturally creative: *Touched with Fire: Manic-Depressive Illness and the Artistic Temperament* (Kay Redfield Jamison)

25] theological comment on the challenge to and triumph of the human amidst totalitarianism:
e.g., *One Day in the Life of Ivan Denisovich* (Aleksandr Solzhenitsyn) [fiction]

or

Ordinary Lives (Josef Skvorecky) [fiction]

26] theological comment on the retention of the human amidst organ transplants and genetic engineering: e.g., *The Human Body Shop: The Engineering and Marketing of Life* (Andrew Kimbrell.)

27] theological comment on the nature and significance of the human in perpetrator and pardoner: e.g., *The Sunflower: On the Possibilities and Limits of Forgiveness* (Simon Wiesenthal)

28] theological comment on the 'ordinary' human face of radical evil:

e.g., *Eichmann in Jerusalem: A Report on the Banality of Evil* (Hannah Arendt)

- 29] theological comment on the latent anthropology in
(a) women's (self-)victimization in love-affairs:
Labyrinth of Desire: Women, Passion and Romantic Obsession (Rosemary Sullivan) [non-fiction]
or
Other Women (Evelyn Lau) [fiction]
or
(b) married women's victimization at the hands of an unfaithful husband:
"The Woman Destroyed" in *The Woman Destroyed* (Simone de Beauvoir) [fiction]
- 30] theological exploration of the dimensions of the human reflected in the microcosm of a rural congregation:
Open Secrets: A Spiritual Journey through a Country Church (Richard Lischer) [biography]
- 31] theological comment on the funeral director's angle-of-vision on death and its aftermath:
The Undertaking: Life Studies from the Dismal Trade (Thomas Lynch) [autobiography]
- 32] theological assessment of war-intensified human cruelty/complexity: e.g.,
Resistance (Anita Shreve) [fiction]
or
Crimes of War (Peter Hogg) [fiction]
or
Wolfsangel: A German City on Trial 1945-1948 (August Nigro) [history]
or
Charlie Johnson in the Flames (Michael Ignatieff) [fiction]
or
March (Geraldine Brooks) [fiction]
- 33] theological comment on psychological resilience amidst betrayal and abandonment:
White Oleander (Janet Fitch) [fiction]
- 34] theological comment on survivors of
(a) sexual violation (rape): *Lucky* (Alice Sebold) [autobiography]
or
(b) marital rape/domestic abuse/sexual complicity/self-complication: *Strange Fits of Passion* (Anita Shreve) [fiction]

35] theological comment on the multidimensionality/complexity of the human being: biological, psychological (including the pathological,) social, political, familial, spiritual:

Good Harbor (Anita Diamant)

or

Border Crossing (Pat Barker)

or

Trespass (Rose Tremain)

or

Bedlam (Greg Hollingshead)

or

South of Broad (Pat Conroy)

or

Prince of Tides (Pat Conroy)

36] theological comment on the psychological and spiritual anguish pertaining to the death of a child:

The Blood of the Lamb (Peter DeVries) [fiction]

37] theological comment on issues pertaining to self-willed human complication; e.g., marital infidelity and criminality:

Adultery (Richard Wright)

or

A Paris Affair (Tatiana de Rosnay) [short stories]

or

The Pilot's Wife (Anita Shreve)

or

Fortune's Rocks (Anita Shreve)

or

Light on Snow (Anita Shreve)

38] theological comment on human complexity complicated by indecisiveness:

A Prayer for the Dying (Steward O'Nan)

39] theological comment on the impoverishment fostered by religious fundamentalism:

A Complicated Kindness (Miriam Toews)

40] theological comment on the complexity of intra-family dynamics and the ambiguities of fortuitous occurrences:

Punishment (Linden MacIntyre)

or

The Children Act (Ian McEwan)

or
Saturday (Ian McEwan)
or
Atonement (Ian McEwan)
or
After This (Alice McDermott)

- 41] theological comment on the “handicapped” person (deafness) and the “handicap” of “normalcy”: *Deafening* (Frances Itani) [fiction]

or

theological comment on the anguish of severe physical/mental deformity and on the anguish of parents/caregivers: *The Boy in the Moon* (Ian Brown) [biography]

- 42] theological comment on the damage wrought by ambition:
All He Ever Wanted to Be (Anita Shreve) [fiction]

- 43] theological comment on the religious issues apparent in the intersection of Jew, Christian and Muslim:
The Terrorist (John Updike) [fiction]

- 44] theological comment on grieving:
A Grief Observed (C.S. Lewis) [autobiography]
or
The Year of Magical Thinking (Joan Didion) [autobiography]
or
Nothing was the Same: A Memoir (Kay Redfield Jamison) [autobiography]

- 45] theological reflection on suffering. (The student should engage theologically Stanley Hauerwas, *God, Medicine, and Suffering*.)

- 46] theological interaction with and comment upon the work of a major existentialist thinker; e.g., *The Fall* or *The Plague* (Albert Camus) [fiction]

- 47] theological interaction with and comment on (African/North American) slavery: e.g., *The Book of Negroes* (Lawrence Hill) [fiction]

or

theological interaction with and comment on mid-20th Century racial segregation in the USA and the psychological and spiritual triumph of its African-American victims:
A Lesson Before Dying (Ernest J. Gaines) [fiction]

- 48] theological reflection on “the commonwealth of Israel...the covenants of promise...the broken wall of hostility...one new person in place of the two” (Eph. 2:14-16)

A Woman In Jerusalem (A.B. Yehoshua) [fiction]

49] theological reflection on the ripple effect of sin:

Testimony (Anita Shreve) [fiction]

50] theological comment on the complexities of sexual abuse in the church:

The Bishop's Man (Linden MacIntyre) [fiction]

51] exploration of theological/vocational/personal issues in ordained ministry:

Abide With Me (Elizabeth Strout) [fiction]

The Diary of a Country Priest (Georges Bernanos) [fiction]

52] theological comment on the suffering perpetrated by the Shoah, with reference to the irrevocability of God's covenant with Israel:

Night (Elie Wiesel) [autobiography]

or

Sarah's Key (Tatiana de Rosnay) [fiction]

or

The Drowned and the Saved (Primo Levi) [autobiography]

53] exposition of the tragedy of amnesia and the cruciality of memory – remembering and forgetting – in personal identity, self-perception, and behaviour consistent with one's nature:

Before I Go to Sleep (S.J. Watson) [fiction]

* In addition the student should probe the biblical significance of remembering and forgetting, both human and divine. (What happens when God remembers? when God forgets?)

54] theological comment on the physicality of the human body, embodiment, and the church as body of Christ:

Let the Bones Dance: Embodiment and the Body of Christ (Marcia Shoop)

55] theological comment on the dystopia occasioned by affluence and the collapse of social restraint:

Cocaine Nights (J.G. Ballard) [fiction]

56] theological comment on degradation and the triumph of grace amidst horrific suffering:

Unbroken (Laura Hillenbrand) [biography]

57] theological comment on issues surrounding eating disorders:

Wasted (Marya Hornbacher) [autobiography]

* In addition the student should probe the biblical significance of eating, drinking, and private and public meals.

58] theological comment on ingrained racial prejudice (anti-Japanese) and its implications for individuals and society in North America:

Snow Falling on Cedars (David Guterson)

[Note: this work of fiction is especially rich in biblical imagery.]

59] theological comment on one's response to one's awareness of one's death; e.g., a physician's response to his terminal illness:

East of the Mountains (David Guterson) [fiction]

60] theological comment on the imprecision, ambiguities and arbitrariness of the criminal justice system:

Border Crossing (Pat Barker) [fiction]

or

A Death in Belmont (Sebastian Junger) [documentary]

61] theological comment on the nature of prostitution: its exploitation, perversity and degradation: *Paid For* (Rachel Moran) [autobiography]

62] theological comment on a psychiatrist's criticism of 'totalistic' psychology:

Admirable Evasions: How Psychology Undermines Morality (Theodore Dalrymple)

[This brief book is crucial for all practitioners of psychology and psychotherapy.]

63] theological comment on the nature and cruelty of social stigma (leprosy):

The Pearl Diver (Jeff Talarigo) [fiction]

64] theological comment on autism, and the stress/suffering it precipitates in child and parents:

Love Anthony (Lisa Genova) [fiction]

65] theological comment on Huntington's disease, and the stress/suffering it precipitates in the victim and the victim's family:

Inside the O'Briens (Lisa Genova) [fiction]

66] theological comment on the evil of tribalism, blood-myth anti-semitism, and one's victimization visited on others:

The Nature of Blood (Caryl Phillips) [fiction]

67] theological comment on the inextricable intertwining of woundedness and sin, pain and perversity, deprivation and depravity, found in all people:

The Italian Girl (Irish Murdoch) [fiction]

- 68] theological comment on the pervasiveness, profundity, perversity and ubiquity of humankind's dark heart.
Heart of Darkness (Joseph Conrad) [fiction]
- 69] theological comment on forgiveness and reconciliation in the context of 'A.L.S.' ('Lou Gehrig's Disease'):
Every Note Played (Lisa Genova) [fiction]
- 70] theological comment on addiction as an instance of sin's enslavement (John 8:34) or 'the bondage of the will' (Protestant Reformers), and psychiatric/spiritual comment thereon:
Addiction and Grace (Gerald May)
- 71] theological comment on the complexity of racial history/social situatedness/prejudice:
The Sacrifice (Joyce Carol Oates) [fiction]
- 72] theological comment on marital wreckage facilitated by a child's incurable illness (cystic fibrosis):
Mother (Hannah Begbie) [fiction]
- 73] theological comment on and congregational response to pathological loneliness and the psycho-social disfigurement of horrific childhood abuse:
Eleanor Oliphant is Completely Fine: (Gail Honeyman) [fiction]
- 74] theological comment on the image's diminishing of the word (or the triumph of percept over the concept) (or television's inherent mindlessness):
Amusing Ourselves to Death (Neil Postman)
or
The Humiliation of the Word (Jacques Ellul)
- 75] theological comment on the lethality of the human heart {"Fallen humankind is a killer. We are never so happy as when we are killing, and that is why we never stop."— Prof. Jakob Jocz, Wycliffe College, University of Toronto}
The Bloodlands (Timothy Snyder) [history]
- 76] theological comment on Kingdom of God as judgement upon and the needed redemption of human distortion evident in one town's multi-dimensional distress: poverty, racial bigotry, economic exploitation, cruelty, life-altering misfortune, institutional injustice, personal frustration, suicide:
The Heart is a Lonely Hunter (Carson McCullers) [fiction]
- 77] review-article on theology of the human and artificial intelligence:

The Artifice of Intelligence: Divine and Human Relationship in a Robotic Age (Noreen Herzfeld) [this book is related specifically to K. Barth's understanding of the human]

or

2084: Artificial Intelligence and the Future of Humanity (John C. Lennox)

B

- 1] * an exposition and critical assessment of **one** crucial aspect of any one psychological anthropology in the light of Christian anthropology:
e.g., Freud, Jung, Adler, James. (Please check with instructor.)
- 2] * exposition and critical assessment of (an aspect of) any **one** philosophical anthropology in the light of Christian anthropology:
e.g., Plato, Stoicism, Aristotle, Plotinus, Aquinas, Occam, Biel, Descartes, Kant, Hegel, Marx, Sartre, Heidegger. (Please check with instructor.)
- 3] * an exposition and critical assessment of the understanding of the human (or aspect thereof) in any **one** of Mediaeval Scholasticism, the Renaissance, the Enlightenment, Existentialism.

C

- 1] a discussion of the anthropology reflected in the "anti-psychiatry" movement (e.g., Thomas Szasz, MD, *The Myth of Mental Illness* -- pp. ix - 110, plus 204-220.)
[Note: there are now many psychiatrist-authored books and journal articles written from the standpoint of 'anti-psychiatry.' Please check with the instructor. This topic is best addressed by students with formal medical training.]
- 2] an examination of the command and claim of God upon humans reflected in *Fear and Trembling* (Soren Kierkegaard.)
[Note: this topic should be attempted only by those who have been exposed to the philosophy of Georg Friedrich Hegel.]
- 3] an exposition of and comment on *Persons In Communion: Trinitarian Description and Human Participation* (Alan J. Torrance)
[Note: this topic is to be attempted only by the advanced student in theology who is acquainted with the theological subtleties of Barth and the Torrance echelon.]
- 4] a discussion of the "dialogical" in *I and Thou* (Martin Buber)
[Note: this topic should be attempted only by those with more than elementary philosophical training.]
- 5] theological comment on Stephen P. Kiernan's *The Hummingbird* [fiction] as an illustration of Karl Barth's 'The light and the lights' in *Church Dogmatics*, IV, 3, part 1, pp.86-165.

[Note: this topic should be attempted only by those with a previous exposure to Barth.]

- 6] theological comment on Parini Shroff: “For me, fiction is when research meets compassion; I believe this is often why facts don’t change people’s minds, but stories do.” Discuss this statement with respect to the narrative parts of the Older Testament, the synoptic gospels, and the parables of Jesus (all of which are fictive.) [Parini Shroff, *The Bandit Queens*, ‘Author’s Note,’ p.399.]

D

{a topic of the student’s choice, provided that the instructor has approved it.}

3. Assignment #3: 40% of final grade; Due: June 29. Approximately 8 pages, double-spaced.

A final, ‘take-home’ examination, to be submitted together with Assignment #2 Major Essay. [Note: the grade on late exams will be reduced by one letter-grade per day.]

Exam Question: Integrating your reading of the textbook for the course, as well as lectures, handouts, classroom discussions and your general theological knowledge, articulate a theological anthropology.

Your answer should reflect your apprehension of the major topics of the course.

Note: no footnoting/referencing/bibliography is required.

The written comment, larger essay, and take-home examination should be emailed to victor.shepherd@sympatico.ca as a WORD document, from your student email account.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

1. Comment	20 %	Due May 29
2. Essay	40 %	Due June 29
3. Exam	40 %	Due June 29
Total Grade	100 %	

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

May 11 AM The Enlightenment and Its Understanding of the Human
(Preface, *On Being Human*)

May 11 PM Humanity under God (chapt. 1, *On Being Human*)

May 12 AM	Humanity as creaturely (chapt. 2)
May 12 PM	Humanity as determined by the Word of God (chapt. 3)
May 13 AM	Humanity as determined by the “other” (chapt. 4)
May 13 PM	Humanity as self-determined (chapt. 5)
May 14 AM	The image of God (chapt. 6)
May 14 PM	Human self-contradiction and eschatological resolution (chapt. 7)
May 15 AM	Gender (specificity and complementarity) and its relation to the human (chapt 8)
May 15 PM	The limits to the human creature: birth, historicity and death (chapt. 9) Apparent denials of the human (chapt. 10)

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)
To be distributed in class.

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.

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 (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 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](#).