

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

Semester, Year	WINTER, 2026
Course Title	BIBLICAL INTERPRETATION
Course Code	BIBL 0501 1P
Date	From January 14, 2026 to April 8, 2026 WEDNESDAYS
Time	From 11:15 AM to 2:05 PM
Delivery Format	IN-PERSON ONLY
Class information	The classes will be IN-PERSON on Wednesdays from 11:15 am to 2:05 pm.
Instructor	PETER CHU, MD, ThM Email: pchu@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

A foundational course on biblical interpretation which will provide students with the basic exegetical tools required to interpret and appropriate the biblical text. The student will learn to recognize and work with the different literary genres of the Bible and will gain an overview of various hermeneutical approaches to Scripture. In the process, the student will be introduced to various research tools, methods, resources and practical skills for interpretation in order to appropriate the Bible well in our contemporary context.

II. LEARNING OUTCOMES

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

1. Apply the methodical, step by step exegetical process culminating in the interpretation and appropriation of a Biblical text.
2. Develop the observational skills required to do a close reading of the Biblical text.

3. Recognize the importance of context (literary, historical, cultural, theological) in determining word meanings and the structure and literary features of a Biblical text.
4. Evaluate the validity of an interpretive position or a contemporary application of a Biblical text.
5. Describe the literary genres of the Bible, their respective features, and the rules for their exegesis and interpretation.
6. Critically engage and evaluate commentaries and journal articles.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Fee, Gordon D., and Douglas Stuart. [*How to Read the Bible for all its Worth*](#). Fourth edition. Grand Rapids, MI: Zondervan, 2014.

Klein, William W., Craig L. Blomberg and Robert L. Hubbard, Jr. [*Introduction to Biblical Interpretation*](#). Third Edition. Nashville, TN: Thomas Nelson, 2017.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Bauer, David R. and Robert A. Traina. [*Inductive Bible Study: A Comprehensive Guide to the Practice of Hermeneutics*](#). Grand Rapids, MI: Baker Academic, 2011.

Danker, F. W. [*Multipurpose Tools for Bible Study*](#). Revised ed. Minneapolis, MN: Fortress, 2003.

Fee, Gordon D. [*New Testament Exegesis*](#). Third edition. Louisville, KY: Westminster John Knox Press, 2002.

Köstenberger, Andreas J. and Richard D. Patterson. *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature, and Theology*. Grand Rapids, MI: Kregel Academic, 2011.

Stuart, Douglas. [*Old Testament Exegesis*](#). Fourth edition. Louisville, KY: Westminster Press, 2009.

Tate, W. Randolph. [*Biblical Interpretation: An Integrated Approach*](#). Third edition. Peabody, MA: Hendrickson, 2008.

Tate, W. Randolph. *Interpreting the Bible: A Handbook of Terms and Methods*. Peabody, MA: Hendrickson, 2006.

Wald, Oletta. *The New Joy of Discovery in Bible Study*. Revised ed. Minneapolis, MN: Augsburg Publishing House, 2002.

Hebrew-English and Greek-English Concordance (either computer version or hardcopy [e.g. Kohlenberger]).

Interlinear Hebrew-English OT or Interlinear Greek-English NT (either computer version or hardcopy).

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

The process of examining a Biblical text and moving from exegesis to exposition has many components. The course assignments provide the opportunity to ***practice*** the completion of each component. Each assignment ***builds*** on the preceding ones and adds to the growing understanding of the Biblical text. The results of all the assignments will be ***brought together*** to complete the final assignment which is the writing of an exegetical paper. Please note the following guidelines for the course assignments (see also Section G – General Guidelines):

- Adhere to the limits set out in the syllabus for the length of each assignment. An exception may be made for papers with extensive *content* footnotes.
- Typed, double spaced, 12-point font, 1-inch margins
- All assignments must be written according to SBL or Chicago format for the text, footnotes, and bibliography. Please see G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK for details.
- **All assignments are to be submitted as WORD documents (not PDF) by email** prior to the beginning of class on the respective due dates. The penalty for a late assignment will be 5% (half a letter grade) for any part of each week it is late.
- Title page --- please include a title page for all written work which includes the title of the paper, the name of the course, the name of the professor, and your name.
- **Study Groups:** students are encouraged but not required to form study groups to complete assignments #2-7. The structure and function of a study group will be determined by the group members. Study groups may submit a single assignment on behalf of all members OR individual assignments may be submitted by group members. The exegetical paper can be researched as a study group but must be written and submitted individually.

Assignment #1: Observations on John 3:16 (5% - Due January 21, 2026)

1. Make twenty-five (25) observations on John 3:16.

2. Review your autobiographical details captured in your completed “Who am I?” questionnaire. Consider how the experiences of your life may influence your reading of Scripture. This will be submitted but not graded.
3. Make a photocopy or computer printout of 2 Sam 11-12. Choose a LARGE font with lots of **space** between words, lines, and in the margins. Suggest printing it in landscape format. You will be *extensively* marking up this copy as we will be using this passage in class to practice each step in the exegetical process. **Have it with you for each class.**
4. Choose one of the following two texts which you will study and use to complete the remaining assignments (#2-7) for this course: Gen 22:1-19 **OR** John 11:1-44.
5. If you have formed a study group, have one member send me a list of the group members.
6. [STEPBible](#) Online Resource
 - 6.1. Download this free Bible Study resource from [STEPBible](#)
 - 6.2. Watch all 7 instructional videos
 - 6.2.1. Go to [STEPBible](#), click on the MORE/HELP tab in the top right corner, select “video demonstrations”.
 - 6.3. Indicate on your assignment that you have watched the 7 instructional videos
7. Submit all elements of this assignment in ONE Word document

Assignment #2: Rhetorical Analysis or Structural Overview (10% - Due January 28, 2026)

Rhetorical Analysis or Structural Overview of **either** Gen 22:1-19 **or** John 11:1-44.

1. The purpose of this assignment is to obtain an overview of the actors and action, the setting (time, space, location), temporal dynamics (speed at which events unfold), and the basic structure and flow of the passage.
2. Print out the text of the passage you are studying on 8.5 x 11 paper. Choose a large font with lots of space between words, between lines, and in the margins. Suggest formatting it in “landscape” orientation. You will be *extensively* marking up this copy of the passage (underlining, circling, highlighting, annotating, etc.).
3. Characters
 - 3.1. Put a rectangular box around all the characters that appear in the passage. They may be indicated by their names, personal pronouns, or by a special term of designation (e.g. the righteous, the wicked, the Light of the world, the prophets)
 - 3.2. **On a separate page**, list all the characters, the terms by which they are referred by, and the verse references identifying where they appear in the passage.
4. Repeated words, phrases, or constructions (condition/promise, command/reason or result)
 - 4.1. Circle any repeated words, phrases or constructions. Track each occurrence by adding the same superscript numeral to the top right corner of the circle.
 - 4.2. Repetition reveals the theme/topic of the passage.
 - 4.3. **On a separate page**, list all the repeated words, phrases or constructions and the verse references identifying where they appear in the passage.
5. Identify key statements in the passage

- 5.1. Put a wavy line under all the verbs you think may be significant.
- 5.2. Put a double wavy line under all imperatives (command, counsel, exhortation).
- 5.3. Single underline all questions.
- 5.4. Place a dotted line under all exclamations or rhetorical questions.
6. Identify the key logical relationships in the passage
 - 6.1. Using the same colour, highlight all significant **connectors** (conjunctions, particles, and prepositions)
 - 6.2. Identify the logical relationship between what is on either side of the **connectors**. Use an arrow to connect the two sections on either side of the **connector**. Write the logical relationship on the arrow. Common logical relationships are purpose, result, cause/effect, reason, condition/consequence, contrast.
 - 6.3. Using a different colour, identify **colour** terms which describe people, places, objects or describe what they are doing or being. Draw an arrow connecting the **colour** term to the word it describes.
7. Using your above observations, create an outline of Gen 22:1-19 or John 11:1-44. Divide your text into smaller sections. Assign a title to each section which captures the content of the section. Be creative and memorable with your titles. With each title, include the range of verses in that title's section. In a footnote attached to each title, support your choice of that title's section of verses with features from the Biblical text.
8. Identify transitions within the passage with the aid of the following chart:

Verses	Location	Primary Actors	Primary Activity	Real Time	Narrative Speed

- 8.1. Create a chart with the above headings. A template is provided on the class webpage.
- 8.2. Insert the sections of your outline of Gen 22 or John 11 into the chart under the first column titled "Verses". Complete the chart by filling in the column headings for each section/row of your outline
- 8.3. Label the primary activity that occurs. If action, label the type of action (e.g. battle, journey, worship, etc.). If speech, indicate the type of speech (dialogue, prayer, sermon, debate, teaching, instruction, etc.).
- 8.4. Use the following three categories for narrative speed:
 - 8.4.1. Slow = plot action slows down or stops, "slow motion"
 - 8.4.2. Neutral = plot action unfolds at steady pace
 - 8.4.3. Fast = plot action occurs quickly, long period of real time narrated briefly, "fast forward"

- 8.5. Real time is **real** time = day, week, month, year. First, look to see if there are any indicators of time (temporal markers). It may be obvious such as a date (20th day of the 2nd month in the 2nd year after they left Egypt), a temporal phrase ("on the third day..."), or a measure of time (it rained 40 days and 40 nights). It may be implied from the events --- for example, in 2 Sam 11:2-4, the events occur during the course of an evening. 2 Sam 11:5 likely spans 1-2 months.
- 8.6. Narrative SPEED = speed at which the **action** in the story unfolds. You have three options = normal, slow, or fast. Think of the story as a video you produced. Playing it at normal speed = normal narrative speed. Playing it in slo-mo = slow narrative speed as the author takes a LONG time to describe an event (e.g. 2 Sam 11:6-15). Playing your video fast forward = fast narrative speed as the author covers big chunks of time and events quickly (e.g. 2 Sam 11:5 or 11:27).
9. Students are encouraged to utilize [STEPBible](#) to facilitate identification of recurrences of key terms, characters, etc.
10. Use your margins to record observations, relationships, questions, explanations, cross references. This assignment will prepare you for the Terms Chart and exegetical paper.
11. Please email me your completed analysis consisting of the following:
 - 10.1 scanned PDF or JPEG photo of the marked-up printout of your passage
 - 10.2 list of characters and repeated terms
 - 10.3 chart of transitions and narrative speed

Assignment #3: Synthetic Outline (10% - Due February 4, 2026)

1. Construct a synthetic outline of Genesis 11:27 – 25:11 **or** John 1:1 – 11:57 with three levels of analysis: large sections (see 2.2), sub-sections (see 2.3), and paragraphs (see 2.4).
2. Guidelines:
 - 2.1. Read your text over several times. Ignore the chapter divisions and section headings in your Bible. Note sections in your text which contain the same content elements and when these elements change. Observe how the author uses different types of literary linkages to weave the many sections into a unified story.
 - 2.2. Give an overall title to you chosen text (Gen 11:27-25:11 **or** John 1:1-11:57)
 - 2.3. **Large Sections:** Make an initial division of Genesis 11:27-25:11 or John 1:1-11:57 into several large sections. Each of these large sections will include several chapters. Assign a title to each section along with the chapter and verse references demarcating the section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. You must support your choice of the large section divisions with literary elements from the Biblical text.
 - 2.4. **Sub-Sections:** Divide each large section into smaller sub-sections. Assign a title to each sub-section along with the chapter and verse references demarcating the sub-section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. Support your choice of the sub-section divisions with literary elements from the Biblical text.

- 2.5. **Paragraph Sections:** Divide each of your sub-sections into smaller paragraph sections that are 10-15 verses in length. To keep this assignment manageable, DO NOT FURTHER SUB-DIVIDE YOUR PARAGRAPH SECTIONS. Assign a title to each paragraph section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. Support your choice of paragraph divisions with literary elements from the Biblical text.
- 2.6. **Be creative** with your titles and make them memorable.
- 2.7. Your supporting footnotes are NOT an explanation or commentary on the text.
- 2.8. You may but are not required to consult commentaries and different Bible translations. If you revise your outline as a result of consulting secondary sources, be sure to indicate that in a footnote. Cite secondary sources in a bibliography.
- 2.9. The outline will be single spaced in 12-point font with 1-inch margins. Footnotes will be single spaced in 10-point font.
- 2.10. Maximum length of completed assignment (outline + footnotes) = 8 pages
- 2.11. Synthetic outlines are discussed on pages 351-360 and 505-509 of Klein, William W., Craig L. Blomberg and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Third Edition. Nashville, TN: Thomas Nelson, 2017.
- 2.12. Sample outlines will be posted on the class [Moodle](#) webpage.
- 2.13. The outline will be graded on your choice of section divisions (25%), the creativity of your titles (25%) and the textual support of your outline in your footnotes (50%).
3. For the specific passage you have chosen to study (either Gen 22:1-19 or John 11:1-44), create a more detailed outline by dividing your paragraph sections into smaller sub-paragraph sections of 3-5 verses in length. Assign a title to each section and indicate in a footnote your reasons for dividing the sub-paragraphs where you have. You have already created an outline for Gen 22 or John 11 in assignment 2. This assignment now builds on what you have created to produce a more detailed outline.

Assignment #4: Word Study (10% - Due February 11, 2026)

Word study of 'ahab (to love) for Gen 22:2 or phileo (to love) for John 11:3

1. See pages 332-344 of *Introduction to Biblical Interpretation*.
2. Begin by first searching "love" (**verb**) in an English dictionary and note the range and number of possible nuances of meaning. Observe the categories into which the dictionary organizes and groups all the possible nuances of meaning.
3. Find synonyms for "love" (**verb**) using a hardcopy or online thesaurus. Observe how synonyms convey a particular nuance of meaning for "love".
4. Compare different Bible translations (use [STEPBible](#) or Bible app like **YouVersion**) to see how each decided on the nuance of meaning of your word ('ahab or phileo) and how they translated the word to convey that nuance.
5. Look up 'ahab or phileo in lexicons, concordances, and theological dictionaries. For BIBL 0501, PDF copies of the relevant pages from various dictionaries and lexicons will be posted

on the class webpage. Assemble a list of the various definitions of the word provided by the lexicons, concordances, and theological dictionaries. Note the range and nuance of meanings, different uses of the word, and Bible references where each nuance of meaning is found.

6. Study the Bible references cited for each nuance of meaning of the word. Observe the context in which the word is used. Context is the primary determinant of the specific nuance of meaning intended by the author. Context operates at many levels starting with the surrounding paragraph, then chapter, then book, then Testament, and the entire Bible.
7. Organize the results of your research from points #4-6. Group nuances of meaning that are similar or related into categories and assign a title to each category. Summarize the results of your organization and analysis in a Nuance Chart.
 - 7.1. List major groupings or categories of meaning. Within each major grouping or category, you can list sub-categories of meaning
 - 7.2. With each category and sub-category of meaning, provide a sample of Scriptural references in which the word is used with that particular nuance of meaning. You do not have to provide an exhaustive list of Scriptural references. Cite a few key representative verses for each nuance of meaning.
 - 7.3. Assign a title to each of your major groupings or categories of meaning. The title should describe the category without using the word “love”. Use synonyms to convey the nuance of meaning for that category. Your results from #2-#3 will be helpful here.
8. Write a summary (**2 pages max**) of your word study including:
 - 8.1. the major nuances of meaning of *‘ahab* or *phileo*
 - 8.2. from your list of possible nuances of meaning, select the one you think is intended for Gen 22:2 (*‘ahab*) or John 11:3 (*phileo*). **Using context to guide you, be as specific and focused as possible** about the meaning of the word in the passage.
 - 8.3. support your selection with evidence from the immediate and broader context of Gen 22 and John 11
9. Assess the validity and accuracy of your word study by interacting with secondary sources such as critical Biblical commentaries (these discuss various interpretive options and the strengths and weaknesses of each), journal articles (many word studies are published as full length articles in academic journals), theological dictionaries, Bible encyclopaedias, etc.
10. Submit by email your nuance chart along with the summary of your word study as a single WORD document.

Assignment #5: Terms Chart with Interpretative Questions (20% - Due February 25, 2026)

Terms Chart with Interpretive Questions for Gen 22:1-19 or John 11:1-44.

Term	Verse	Interpretive Question	Interpretive Answer

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1. Instructions for this assignment will be reviewed in class.
2. Assignments 5 & 6 are the HEART of the exegetical process which produces a paper, Bible study or sermon. There are TWO critical steps in exegesis: observation and asking the right questions of what is observed.
3. Create a chart with the same headings as above. Suggest “landscape” page orientation.
4. A “term” can refer to a word, a phrase, an entire sentence, a logical connection (contrast, condition, purpose, etc.) , a literary technique (repetition, panelling, chiasm, inclusion, etc.), a grammatical or syntactical feature, a name, a location, a measure of time, ..., basically **any observation** in the passage that you have questions about.
5. List all the terms in the passage that you would like to investigate and/or you think are important for the understanding of the passage.
6. Then, compile a list of as many questions as you can come up with for each term you wish to examine.
7. There is NO PAGE LIMIT for this assignment. You can list as many terms as you want and as many questions as you want.

Assignment #6: Terms Chart with Interpretative Answers (15% - Due March 11, 2026)

1. Provide answers to the interpretive questions generated for at least 20 of the terms listed in your term chart.
2. You are *not expected* to answer *all* of your interpretive questions. Choose the ones that you think are critical to the understanding and interpretation of the passage. **Please note:** your determination of which are the critical interpretive questions is part of the grading of this assignment.
3. Guidelines to answering the interpretive questions:
 - 3.1. Provide options, propose your answer, give reasons.
 - 3.2. Point form or bullet type answers
 - 3.3. Cite references using (author last name, page reference) format. No footnotes needed.
 - 3.4. Interact with a variety of secondary sources. I will be looking at the quality and quantity of the citations in your bibliography. Students are strongly encouraged to utilize the many features of [STEPBible](#) for this assignment.
 - 3.5. For the interpretive questions that you choose not to answer, indicate the sources you would use to answer the question.

Assignment #7: Exegetical Paper (25% - Due March 25, 2026)

Detailed instructions have been posted on the BIBL 0501 class [Moodle](#) page.

Assignment #8: Scripture Memorization (5% - Due March 4, 2026)

1. Choose a passage or passages of Scripture that is/are at least 15 verses long, which you have **not** previously memorized, and memorize it.
2. Recite the passage to someone (in person or by phone). Your recitation must be word perfect with the allowance of 1 prompt **or** 1 error.
3. You may use any language and any Bible translation.
4. Assignment will be due at the beginning of class on **Wednesday, March 4, 2026**. On that day, please submit on a 3"x5" index card (available next to library computers) the verse reference for the passage(s) of Scripture memorized, the date you recited it, and the name of the individual to whom it was recited. No signature is required from the person who heard your recitation.
5. Between March 4 and April 8, 2026, members of the class will be randomly called upon to recite the passage of Scripture they have memorized.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Assignment 1: 25 Observations on John 3:16 Personal Biases in Reading Scripture Step Bible Videos	Jan 21	5%
Assignment 2: Rhetorical or Structural Analysis	Jan 28	10 %
Assignment 3: Synthetic Outline	Feb 4	10 %
Assignment 4: Word Study	Feb 11	10 %
Assignment 5: Term Chart + Interpretive Questions	Feb 25	20 %
Assignment 6: Term Chart + Interpretive Answers	Mar 11	15%
Assignment 7: Exegetical Paper	Mar 25	25 %
Assignment 8: Scripture Memorization	Mar 4	5 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

January 14

Exegetical Process: OBSERVATION (1)

- : What translation should I use?
- : What do I see?

Class Prep

- : Read the course syllabus
- : Complete the "Who am I?" questionnaire
- : Chapter 1 The Need for Interpretation (pp 39-65)
- : *Preface pp 11-19 (Fee & Stuart = FS)*
- : *Chapter 2 A Good Translation pp 36-56 (FS)*

January 21	Exegetical Process: OBSERVATION (2) : Rhetorical Analysis Pre-Class Textbook Reading : Chapter 5 The Interpreter (pp 201-243) : Chapter 7 Grammatical Structural Relationships (pp 344-360) : <i>Chapter 1 Introduction pp 21-35 (FS)</i>
January 28	Exegetical Process: OBSERVATION (3) : Synthetic Outlines Pre-Class Textbook Reading : Chapter 7 General Rules of Hermeneutics: Prose (pp 293-324) : Chapter 4 Canon & Translation (pp 165-195) : Chapter 9 How to Write a Structural Outline (pp 505-509)
February 4	Exegetical Process: OBSERVATION (4) : Word Study Pre-Class Textbook Reading : Chapter 3 Approaches to Interpretation (pp 117-164) : Chapter 7 Word Study (pp 324-344)
February 11	Exegetical Process: INTERPRETATION (1) : interpretive questions : constructing a Terms Chart : 2 Samuel 11-12 as case study Pre-Class Textbook Reading : Chapter 6 The Goal of Interpretation (pp 244-290) : <i>Evaluation & Use of Commentaries pp 275-290 (FS)</i>
February 18	Reading Week – NO CLASS
February 25	Exegetical Process: INTERPRETATION (2) : interpretative Questions & Terms Chart : 2 Samuel 11-12 as case study Pre-Class Textbook Reading : Chapter 2 History of Interpretation : Chapter 13 Annotated Bibliography
March 4	Exegetical Process : Correlation & Context Pre-Class Textbook Reading

: Chapter 9 Genres of the Old Testament (pp 417-450)
: *OT Narratives pp 93-111 (FS)*

March 11

Literary Genres

: Narrative
: 2 Samuel 11-12

Pre-Class Textbook Reading

: Chapter 9 Genres of the Old Testament (451-505)
: *Chapter 9 Law pp 168-186 (FS)*
: *Chapter 11 Psalms pp 212-232 (FS)*

March 18

Literary Genres

: Lists
: Legal Texts

Pre-Class Textbook Reading

: Chapter 8 Biblical Poetry (pp 361-413)
: *Chapter 12 Wisdom pp 233-257 (FS)*
: *Chapter 13 Revelation pp 258-273 (FS)*

March 25

Exegetical Process

: Application
: Judges 6-7

Pre-Class Textbook Reading

: Chapter 12 Application (pp 602-636)
: *Chapters 3 & 4 Epistles pp 74-92 (FS)*

April 1

Literary Genres

: Psalms
: Gospels
: Epistles

Pre-Class Textbook Reading

: Chapter 10 Genres of the New Testament (510-567)
: *Chapters 6-7 Acts and Gospels pp 112-153 (FS)*

April 8

Exegetical Process

: Genesis 22
: John 11

Pre-Class Textbook Reading

: Chapter 11 Using the Bible Today (pp 571-601)
: *Chapter 8 Parables pp 154-167 (FS)*

V. SELECTED BIBLIOGRAPHY

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

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

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

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

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

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

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

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

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests

and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. 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](#).