

“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, 2025
Course Title	OLD TESTAMENT THEOLOGY AND HISTORY
Course Code	OLDT 0511 1S
Date	From May 12, 2025 to May 16, 2025 MONDAY-FRIDAY
Time	From 9:00AM – 4:00PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on MONDAY-FRIDAY 9:00AM – 4:00PM.
Instructor	DR. GRACE KO
Contact Information	Email: gko@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 6791
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course is designed to provide the student with a general introduction to the following: the historical, sociological and religious world in which the Old Testament was produced; the discipline of Old Testament theology and the major theological emphases of the Old Testament. Special attention is given to the identity and vocation of Israel as God’s people living amidst their cultural environment.

II. LEARNING OUTCOMES

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

1. Identify various major Old Testament theologies
2. Describe key elements and issues in Old Testament history
3. Explain the social, political and religious world of ancient Israel derived from both biblical texts and extra-biblical sources
4. List the contents of the three major canonical units of the Old Testament: Law, Prophets and Writings
5. Appraise the theology of the Old testament for understanding the New Testament
6. Apply the message of the Old Testament for contemporary Christian living

III. COURSE REQUIREMENTS

A. REQUIRED READING

Hill, Andrew E., and John H. Walton. [*A Survey of the Old Testament*](#). 3rd ed. Grand Rapids, MI: Zondervan, 2009. (ISBN 0310590663)

Dyrness, W. *Themes in Old Testament Theology*. Downers Grove, IL: InterVarsity, 1979. (ISBN 0877847266)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

House, Paul R. [*Old Testament Theology*](#). Downers Grove: InterVarsity, 1998.

Provan, I., V. P. Long, and T. Longman, III. [*A Biblical History of Israel*](#). Louisville: Westminster John Knox, 2003.

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

Wright, C. J. H. [*Old Testament Ethics for the People of God*](#). Downers Grove: InterVarsity, 2004.

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

1. Reading Assignments: 10% of final grade; Due June 20, 2025

One of the main assignments in this course is the reading assignments. You will be assigned readings from the selected portion of the Old Testament. You will be required to submit a

completed chart listed at the end of this syllabus, indicating the extent of your completion of the assigned biblical readings, as well as a brief description of the theme of each book or a reflection on your reading.

Reading Completion Chart Sample

Tyndale Seminary

Old Testament History and Theology (OLDT 0511)

Reading Completion Chart

Submitted to: Dr. Grace Ko

Student's name _____

READING	Date Completed & % Completed	Comments (themes for each book, reflection, etc.)
Genesis-Exodus		
Leviticus, Numbers, Deuteronomy		
Joshua, Judges, Ruth		
I and II Samuel		
I and II Kings		
Psalms 1-2, 30, 72, 73, 89, 90-92 and 145-150		
Proverbs 1-9; 31:10-31		
Ecclesiastes, Song of Songs		
Isaiah 1-12, 40-66		
Jeremiah 1-20, 31-33		
Ezekiel 1-24, 33-48		
Ezra, Nehemiah		
The Twelve Minor Prophets (Hosea to Malachi)		

2. Response to Reading Assignments (2): 10% each; Due May 23; May 30, 2025

- **Read** chapters 1-2, 26 (pp. 21-52; 481-497) of *Survey of the Old Testament (SOT)* and write a response to them. When writing a response, first, give a précis of the reading (2/3 of your paper), then write one thing that impresses you most or one critique that you would like to make against the reading, and state your reason. Word limits: 1000 words. **Due date: May 23, 2025**
- **Read** chs 3, 10, 20, 27 (pp. 57-72; 205-212; 375-396; 503-515) of *SOT* and write a response to these chapters. Word limits: 1000 words. **Due date: May 30, 2025**

Note: Penalty will be applied for words over the word limits.

3. Group Discussions: Total: 10% of final grade (5% each)

During the course, there will be two in-class discussion times of approximately 45 minutes each. These discussions have five purposes:

- To challenge students to develop their critical thinking skills
- To enable students to improve their skills in developing and expressing theological arguments in a group context
- To empower students to foster ability in leading fellow students in discussion
- To have students take responsibility for their fellow students' education by mutually supporting one another
- To encourage students to listen respectfully to views not their own
- Details and sample questions will be given in Moodle

Responsibilities of the student as group participant

Students should come to each class having read the assigned materials and discussion questions (below) carefully. In addition, students should come with their own questions and comments based on the readings.

After the discussion, each student will assign a participation mark for each member of the group and submit the marks to the professor by emailing them to her. Base the mark on the following criteria:

- If the student's comments during the discussion reflected a highly informed and reflective reading of assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4 to 4.5 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 4 if the individual has contributed capably with respect to the above two criteria.

- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade. Students who have clearly not read the text should receive 2.5 or lower, those who have read it superficially should receive a mark in the 3-3.4 range.
- The average grade should be between 3.5-4.3. If the student has excelled, give 4.4-4.5. If the student's contribution is less than adequate, give a grade 3.4 or below.

All grades are confidential. (Fraction grades up to one decimal point may be given, e.g. 3.7)

Group Discussion Schedule and Questions

First Group Discussion: May 13, 2025 (Tuesday); 5%

- Read *Themes in Old Testament Theology* chapters 6-7, and be prepared to discuss **Covenant and Law**
- **Suggested Questions¹**
 - What is a covenant? Describe the basic elements of a “suzerainty” covenant.
 - What are the similarities and differences between the “Sinai-Covenant” and the ANE suzerainty covenant?
 - According to Dyrness, what are the main covenants that God made in the Old Testament? List the development of covenant in the OT.
 - What is the relationship between covenant and law? What are the functions of law?
 - How does law reflect God’s attributions? What are the contents of law?
 - What is the relationship between law and worship? What is the most important element?
 - How should we view law?

Second Group Discussion: May 16, 2025 (Friday); 5%

- Read *Old Testament Ethics for the People of God* chapters 1-3 and *Themes in Old Testament Theology* chapters 9-10, and be prepared to discuss **Ethics in the Old Testament and Today’s Application**
- **Suggested Questions**

¹ Note: it is not necessary to discuss each of these questions, nor to dwell on each one in equal detail. Try to balance a general coverage of the material, with careful discussion of important points. You are free to add any other questions to this list.

- According to both authors (Wright and Dyrness), what is the basis for the Old Testament ethics? How do their opinions differ?
- Whose opinion is more convincing and why?
- What is your view on Wright's suggestion of using the framework of God, Israel and land to discuss the Old Testament ethics?
- Do you agree with Wright's view of Israel's roles?
- According to Wright how could we appropriate OT ethics for today's use?
- List the theological character of piety according to Dyrness. How does this understanding of piety affect you?
- What are the characteristic expressions of piety in OT worship? Is there anything we can learn from them?

4. Inductive Study on Esther: 30% of final grade; Due June 6, 2025

The purpose of this exercise is to help you develop a method of Bible study which can be used in studying any other biblical books. Avoid the use of annotated Bibles, commentaries and other reference works or secondary materials. This is an independent study using inductive method. Use the handout "**Narrative Analysis of Biblical Texts: A Close Reading Strategy**" in Moodle as a guide, do an inductive study on Esther.

- Inductive Study Method Guidelines:

As a suggestion, read the following sections in Oletta Wald's *New Joy of Discovery in Bible Study* (Minneapolis: Augsburg, 2002), pp. 4-6, 10-33, 46-48 and 56-57. Pay particular attention to the chart on pp. 17-18. Of particular importance is the point about repetition and progression of ideas since the theme of a book is often related through repetition.

a. Read through the book of Esther at least three times, noting patterns, emphases, development, recurring theological concerns and structural devices. Try to read through the book in one setting.

b. Write your inductive study using the observations that you have made. It should contain the following **five sections**:

- Chapter captions/titles

Prepare your own table of contents by giving appropriate, concise and creative captions to each chapter of the biblical text of Esther.

- Analysis of the book's structure

What are the major sections of the book? How are these sections subdivided? What markers in the text indicate a move is being made from one section to another section of the book?

- General observations regarding the book's major characters and geographical setting

Are there any patterns in how the characters are portrayed? Do the character portrayal and the geographical setting have an impact on the story? What significance do they have for the plot?

- Theme of the book

What is *the* gist of the book (you should be able to state the theme in one sentence)? How is this theme developed in various parts of the book? Be sure you don't confuse *the* theme of the book with sub-themes or motifs. You are encouraged to outline the sub-theme as well, but only insofar as this aids your outline of the theme.

- Theological insights and application

What are some of the more prominent theological emphases of the book? How are they developed? How do these emphases relate to other books in the Bible? (Make sure to show where in the book your emphasis is grounded before exploring links with other biblical books). In what ways can you practically apply these truths in your life and in the life of the Church? (Give specific suggestions). What ideas for preaching and teaching in the Church emerge from your study?

Word limit: 3000words; Due June 6, 2025

5. Write your own OT Theology: 30% of final grade; Due: June 20, 2025

Scholars debate over how one should write an Old Testament theology. Based on what you have learned from this course, if you have to write your own Old Testament theology, how would you do it? Would you argue for one main theological theme or center of the Old Testament or several theological streams or themes? What would it/they be and why? You should support your argument by citing appropriate biblical passages. **Word limit: 4000 words. Due date: June 20, 2025**

As a suggestion: Read chapter 1 (pp.11-57) and appendix (pp.548-59) in Paul House, *Old Testament Theology* (Downers Grove: InterVarsity, 1998). This reading will inform you of the challenges in doing Old Testament theology and the various approaches used by scholars to compile an Old Testament theology. Also this paper should include at least 6-8 bibliographic entries.

Note: Please make sure to have someone proof read your paper and read it over yourself a couple of times before handing it in, so that your paper is written with good grammar, clear writing style, and clean of spelling mistakes.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reading Completion Chart	Due: June 20	10 %
2 Reading Responses	Due: May 23 & 30	20 %
2 Group Discussions (5% each)	May 13 & 16	10 %
Inductive Study on Esther	Due: June 6	30 %
Final Paper: OT Theology	Due: June 20	30 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

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

Day 1 (May 12)

Session 1: Introduction to the Old Testament

- Why study the Old Testament?
- What is the Old Testament?
- How to compile a theology of the Old Testament?
- Is the Old Testament reliable and is it still relevant to us today?

Session 2: The Pentateuch (I)

- Some critical issues of the Pentateuch: Source criticism, historicity of the patriarchs and the exodus.
- The structure of the Pentateuch
- The theology of the Pentateuch
- What does the biblical text tell us about God?

Day Two (May 13)

Session 1: The Pentateuch (II)

- The Mosaic Covenant: Law and worship
- Differing ways of grouping laws
- The uniqueness of the Decalogue (The Ten Commandments)
- Discussion on the ethical authority of the Old Testament

Session 2: Historical Books: Former Prophets I

- The writing of history in the Old Testament
- Kingship in ancient Israel

Group Discussion 1: Covenant and Law

(Please email me the marks for your group members as soon as possible)

Day Three (May 14)

Session 1: Historical Books: Former Prophets II

- The Davidic Covenant
- The theology of the former prophets (Joshua-Kings)

Session 2: Prophetic Literature: Latter Prophets I

- The Major and Minor Prophets
- The role of the prophets
- The Suffering Servant in Isaiah
- Jeremiah's Confession
- Outline of Ezekiel

Day Four (May 15)

Session 1: Prophetic Literature: Latter Prophets II

- The Ordering of the Minor Prophets
- The Relevancy of the Old Testament Prophecy

Session 2: Psalms

- The Editing of the Book of Psalms
- Types of Psalms
- "Davidic Psalms" and the Historical Narrative
- Christological Reading of the Psalms

Day Five (May 16)

Session 1: Wisdom Literature

- What Constitute Wisdom Literature
- Theology of Wisdom Literature
 - Creation Theology
 - Fear of the Lord

Session 2:

- Retribution Theology
- Human Experience and Questioning
- Application and integration

**Group Discussion 2: Ethics in the Old Testament and Today's Application
(Please email me the marks as soon as possible)**

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](#).

Interpretation and Reading Strategy

- Alter, R. *The Art of Biblical Narrative*. New York: Basic Books, 1981.
- _____. *The Art of Biblical Poetry*. New York: Basic Books, 1985.
- Bar-Efrat, S. *Narrative Art in the Bible*. JSOTSS 70. Sheffield: Almond Press, 1989.
- Berlin, A. *Poetics and Interpretation of Biblical Narrative*. Sheffield: Almond, 1983.
Reprint, Winona Lake: Eisenbrauns, 1994.
- Boda, Mark J. *The Heartbeat of Old Testament Theology: Three Creedal Expressions*. Grand Rapids: Baker, 2017.
- Duvall, J. Scott, and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 3d ed. Grand Rapids: Zondervan, 2012.
- Dyck, E., ed. *The Act of Bible Reading: A Multidisciplinary Approach to Biblical Interpretation*. Downers Grove: IVP, 1996.
- Fee, G. D. "History as Context for Interpretation." In *The Act of Bible Reading: A Multidisciplinary Approach to Biblical Interpretation*. Edited by Elmer Dyck. Downers Grove: IVP, 1996.
- Fee, G. D., and D. Stuart. *How to Read the Bible for All Its Worth*. 2d ed. Grand Rapids: Zondervan, 1993.
- Gabel, J. B., and C. B. Wheeler. *The Bible as Literature: An Introduction*. New York: Oxford University Press, 1986.
- Longman, T. III. *How to Read the Psalms*. Downers Grove: IVP, 1988.
- Mays, J.L., D. L. Petersen, and K. H. Richards, eds. *Old Testament Interpretation: Past, Present, And Future*. Nashville: Abingdon, 1995.
- Ryken, L. *Words of Delight: A Literary Introduction to the Bible*. 2d ed. Grand Rapids: Baker, 1993.
- Ryken, L. and T. Longman, III., eds. *A Complete Literary Guide to the Bible*. Grand Rapids: Zondervan, 1993.
- Stuart, D. K. *Old Testament Exegesis*. 3d ed. Louisville: Westminster John Knox, 2001.
- VanGemeren, W. A. *Interpreting the Prophetic Word*. Grand Rapids: Zondervan, 1990.

General Old Testament Studies

- Alexander, T. D. "Authorship of the Pentateuch." In *Dictionary of the Old Testament: Pentateuch*. Edited by T. D. Alexander and D. W. Baker. Downers Grove: IVP, 2003.
- Baker, D. W., and B. T. Arnold, eds. *The Face of Old Testament Studies*. Grand Rapids: Baker, 1999.
- Bright, J. *A History of Israel*. 4th ed. Louisville: Westminster John Knox, 2000.
- Childs, B. S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress, 1979.
- Dillard, R. B., and T. Longman, III., *An Introduction to the Old Testament*. Grand Rapids: Zondervan, 1994.
- King, P. J., and L. E. Stager. *Life in Biblical Israel*. Louisville: Westminster John Knox, 2001.
- Kaiser, W. C., Jr. *The Old Testament Documents: Are They Reliable and Relevant?* Downers Grove: IVP, 2001.

Kitchen, K. A. *Ancient Orient and Old Testament*. Chicago: IVP, 1966.

_____. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.

LaSor, W., F. Bush, and D. A. Hubbard. *Old Testament Survey*. 2d. ed. Grand Rapids: Eerdmans, 1996.

Longman, T. III. *Making Sense of the Old Testament*. Three Crucial Questions. Grand Rapids: Baker, 1998.

Provan, I., V. P. Long, and T. Longman, III. *A Biblical History of Israel*. Louisville: Westminster John Knox, 2003.

Vaux, Roland de. *Ancient Israel: Its Life and Institutions*. Grand Rapids: Eerdmans, 1997.

Wenham, Gordon. *Exploring the Old Testament: A Guide to the Pentateuch*. Downers Grove: IVP, 2003.

Old Testament Theology

Alexander, T. D. *From Paradise to the Promised Land: An Introduction to the Pentateuch*. 2d ed. Grand Rapids: Baker, 2002.

Boda, Mark. *The Heartbeat of the Old Testament Theology: Three Creedal Expressions*. Grand Rapids: Baker, 2017.

Brueggemann, W. *Theology of the Old Testament: Testimony, Dispute, Advocacy*. Minneapolis: Fortress, 1997.

_____. *The Message of the Psalms: A Theological Commentary*. Minneapolis: Augsburg, 1984.

_____. "The Costly Loss of Lament," *JSOT* 36(1986): 57-71.

Childs, B. S. *Biblical Theology of the Old and New Testaments*. Minneapolis: Fortress, 1992.

_____. *Old Testament Theology in a Canonical Context*. Minneapolis: Fortress, 1986.

Dumbrell, W. J. *Covenant and Creation*. Nashville: Nelson, 1984.

Dyrness, W., Jr. *Themes in the Old Testament Theology*. Downers Grove: InterVarsity, 1980.

Gowan, D. E. *Theology of the Prophetic Books: The Death and Resurrection of Israel*. Louisville: Westminster John Knox, 1998.

Hasel, G. *Old Testament Theology: Basic Issues in the Current Debate*. 4th ed. Grand Rapids: Eerdmans, 1995.

Hayes, J. and F. Prussner. *Old Testament Theology: Its History and Development*. Atlanta: John Knox, 1985.

House, P. R. *Old Testament Theology*. Downers Grove: IVP, 1998.

Kaiser, W. C., Jr. *Towards an Old Testament Theology*. Grand Rapids: Zondervan, 1991.

Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco: Baylor University Press, 2013.

_____. *Between Hearing and Silence: A Study in Old Testament Theology*. Waco: Baylor University Press, 2021.

Leggett, D. A. *Loving God and Disturbing Men: Preaching from the Prophets*. Grand Rapids: Baker, 1990.

Longman, Tremper, III. *The Fear of the Lord is Wisdom: A Theological Introduction to Wisdom in*

Israel. Grand Rapids: Baker, 2017.

Martens, E. *God's Design*. Grand Rapids: Baker, 1981.

Ollenberger, B. C., E. A. Martens, and G. F. Hasel, eds. *The Flowering of Old Testament Theology*. Sources for Biblical and Theological Study 1. Winona Lake: Eisenbrauns, 1992.

Robertson, O. P. *The Christ of the Covenants*. Phillipsburg: Presbyterian and Reformed Publishing Co., 1980.

Waltke, Bruce K. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan, 2007.

Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove: IVP, 2006.

_____. *Old Testament Ethics for the People of God*. Downers Grove: IVP, 2004.

Note: Minor changes may be made before the final syllabus at the start of the course

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 assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an

assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic 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 (aa@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](#).