

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

<b>Semester, Year</b>	SPRING/SUMMER, 2026
<b>Course Title</b>	<b>1-2 CORINTHIANS</b>
<b>Course Code</b>	<b>NEWT 0734 1S</b>
<b>Date Time</b>	May 5th – June 11th, 2026 Tuesdays and Thursdays, 6:30 PM – 9:20 PM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The course will be livestreamed on Tuesdays and Thursdays from 6:30 to 9:20pm.
<b>Instructor</b>	<b>Fady Mekhael, Ph.D.</b> Email: <a href="mailto:fmekhael@tyndale.ca">fmekhael@tyndale.ca</a>
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course critically examines Paul's first and second epistles to the Corinthians in the context of the early Christian community and Paul's life and ministry. We will delve into the historical, political, and philosophical climate prevalent in Corinth during Paul's ministry, with an emphasis on how these factors may have influenced the presentation of Paul's theology. We will learn about Paul's mission in Corinth, the counter mission he faced, and the major theological themes in both letters. We will also cover the continuing relevance and significance of the Letters to the Corinthians for the Christian life and contemporary church.

*Prerequisites: BIBL 0501; Recommended: NEWT 0522*

## II. LEARNING OUTCOMES

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

1. Describe the content of Paul's letters to the Corinthians and its theological relevance to Christian ministry today.

2. Identify the literary relationship between 1st and 2nd Corinthians within their first-century cultural, religious, and political context.
3. Practice epistolary exegetical skills and integrate them within their preaching, writings, and research.
4. Reflect creatively upon the pastoral and ministry significance of 1-2 Corinthians in the contemporary context.
5. Read Paul's letters from a global church and Middle-Eastern perspectives.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

1. Read through the relevant sections of 1-2 Corinthians as per the lectures table below. NRSV (updated edition) is the translation we will use throughout the semester, available [online here](#).
2. Shira Lander, "1 Corinthians" and Alan J. Avery-Peck, "2 Corinthians" in *The Jewish Annotated New Testament*, eds. Amy-Jill Levine and Marc Zvi Brettler (Oxford: Oxford University Press, 2011), 288-314; 315-31 (Both sections will be provided as PDF files at [classes.tyndale.ca](http://classes.tyndale.ca)). *Read the notes of the relevant section as you go through the assigned readings from the letters according to the lectures table below.*
3. Choose one commentary of the following and read the applicable section(s) before the class. Come prepared with ideas to share, questions, and to engage your colleagues.
  - a. Keener, Craig S. [1-2 Corinthians](#). The New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2005.
  - b. Talbert, Charles H. [Reading Corinthians: A Literary and Theological Commentary](#). Macon, GA: Smyth & Helwys, 2002.

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

We will use the following materials several times during the course. The instructor will provide PDF portions as required in compliance with copyrights. You may want to purchase copies for yourself:

- Bailey, Kenneth E. [Paul Through Mediterranean Eyes: Cultural Studies in 1 Corinthians](#). Downers Grove, IL: IVP, 2011.
- Barnett, Paul. [The Message of 2 Corinthians: Power in Weakness](#). Downers Grove, IL: IVP, 2020.
- Brown, Amelia R. [Corinth in Late Antiquity: A Greek, Roman and Christian City](#). London: Bloomsbury Academic, 2018.

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. Regular Class Engagement (10%)

Students are required to come prepared to the class, ready to engage in **active participation** with the instructor and other fellow students. Participation includes, but is not limited to, sharing ideas, thoughts about the theme/passage covered, engaging with questions from the instructor and peers, and asking questions when needed. **Attending Zoom weekly lectures is mandatory, and attendance will be taken during the first 10 minutes of class. Regular class engagement is worth 10 % of your total grade.**

### 2. Exegetical Summary Paper (20%)

Each student is required to write an exegetical summary paper, in which they will be assigned a passage from 1-2 Corinthians to study and write an exegetical summary that includes answers to a set of specific questions that pertains to the literary, historical, and rhetorical context of the assigned passage. Instructor will provide a template that includes all sections required for the exegetical summary. Each week 2-3 students will present their papers at the beginning of the class. Students will choose the dates they prefer and must fill in their names on a sheet that the instructor will distribute. Paper length is 3-4 pages, single-spaced, font type: Times New Roman, font size: 12 pt. Papers to be submitted on the class page on [www.classes.tyndale.ca](http://www.classes.tyndale.ca) **four full days before the class** (96 hours before the class time) For example, if the class is on Tuesday 6:30 PM, papers must be posted maximum by Thursday 6:30 PM. Your paper will be based on the commentary you read in addition to the notes of Shira Lander and Alan J. Avery-Peck in the Jewish Annotated New Testament. The assignment is worth 20 % of your total grade.

### 3. Ministry Relevance Project (20 %)

Students will be divided into groups of 2-3 where each group will work on a project that reflects one of the major themes covered in the class. Each group will be assigned a topic/theme to cover in their project. Group members are expected to work together on the project. The project is an innovative opportunity to communicate the topic in a ministry setting of your choice. Possible projects include: Short recorded Sunday sermon (15-20 mins), Bible study written guide, online recorded podcast (15-20 mins), artistic expression of the topic (drawing? Poem?), interpretive/expanded paraphrase of the section... etc. Other possible projects could be discussed with the instructor. Along with the project, provide a 2-page (double-spaced, Times New Roman, 12 pt) description of your targeted audience from your ministry context, the theme you cover from 1-2 Corinthians, and how that topic is relevant to your target audience

within your ministry context. The assignment is worth 20 % of your total grade. **Due date: May 24<sup>th</sup>, 2026, 11:59 PM.**

#### 4. Final Research Paper (50%)

Students will write a final exegetical paper of 13-15 pages (double-spaced, Times New Roman, 12 pt) in length providing and defending an interpretation of one passage from 1-2 Corinthians in light of what we have learned over the semester. A grading rubric and full instructions for the essay are provided on the class webpage. The assignment is worth 50 % of your total grade.

**Due date: June 10<sup>th</sup>, 2026, 11:59 PM.**

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Weekly lectures attendance	Weekly	10 %
2. Exegetical Summary Assignment	Various	20 %
3. Ministry Relevance Project	May 24	20 %
4. Final research paper	Jun 10.	50 %
Total		100 %

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

Date	Theme	Readings (before class)
Tuesday, May 5 <sup>th</sup> , 2026	Introduction: Paul, Corinth, and the Corinthians	-Read through all of 1 Cor in one shot, no interruptions. - Keener, 1-10, 143-151 OR Talbert, 1-11 - Lander, 288-290.
Thursday, May 7 <sup>th</sup> , 2026	1-2 Corinthians as Literature: History of Scholarship	-Read through all of 2 Cor in one shot, no interruptions. - Matera, <i>2 Corinthians</i> , 1-32. - Avery-Peck, 315-317.
Tuesday, May 12 <sup>th</sup> , 2026	The Cross and Church Unity	-1 Cor. 1:10-4:16
Thursday, May 14 <sup>th</sup> , 2026	Men, Women, and Family	-1 Cor. 4:17-7:40
Tuesday, May 19 <sup>th</sup> , 2026	Christians and non-Christians	-1 Cor. 8:1-11:1
Thursday, May 21 <sup>st</sup> , 2026	Worship, Gifts, and Church Life	-1 Cor. 11:2-14:1
Tuesday, May 26 <sup>th</sup> , 2026	Women in Ministry	1 Cor 14
Thursday, May 28 <sup>th</sup> , 2026	Death, Jesus, and the Resurrection Hope	-1 Cor. 15:1-58

Tuesday, June 2 <sup>nd</sup> , 2026	The New and Old Covenant	-2 Cor. 2:14-7:4
Thursday, June 4 <sup>th</sup> , 2026	Wounds in Ministry	-2 Cor 7:5-16
Tuesday, June 9 <sup>th</sup> , 2026	Money Administration in Ministry	-2 Cor 8:1-9:15
Thursday, June 11 <sup>th</sup> , 2026	Mission and Counter Mission	-2 Cor. 10:1-11:33

## V. SELECTED BIBLIOGRAPHY

### General references on 1 Corinthians:

- Amador, J. D. H. "Revisiting 2 Corinthians: Rhetoric and the Case for Unity." *New Testament Studies* 46 (2000): 92–111.
- Belleville, L. L. "Continuity or Discontinuity: A Fresh Look at 1 Corinthians in the Light of First-Century Epistolary Forms and Conventions." *Evangelical Quarterly* 59 (1987): 15–37.
- Bray, Gerald, ed. *1–2 Corinthians*. Ancient Christian Commentary on Scripture, NT 7. Downers Grove, IL: InterVarsity, 1999.
- Chow, J. K. *Patronage and Power: A Study of Social Networks in Corinth*. JSNTSup 75. Sheffield: JSOT, 1992.
- Furnish, V. P. *The Theology of the First Letter to the Corinthians*. Cambridge: Cambridge University Press, 1999.
- Grant, R. M. *Paul in the Roman World: The Conflict at Corinth*. Louisville, KY: Westminster John Knox, 2001.
- Litfin, D. *St. Paul's Theology of Proclamation: 1 Corinthians 1–4 and Greco-Roman rhetoric*. SNTSMS 83. Cambridge: Cambridge University Press, 1994.
- Marshall, P. *Enmity in Corinth: Social Conventions in Paul's Relations with the Corinthians*. WUNT II/23. Tübingen: Mohr Siebeck, 1987.
- Martin, Dale B. *Slavery as Salvation: The Metaphor of Slavery in Pauline Christianity*. New Haven, CT: Yale University Press, 1990.
- Meeks, Wayne A. *The First Urban Christians: The Social World of the Apostle Paul*. New Haven, CT: Yale University Press, 1983.
- Mitchell, M. M. *Paul and the Rhetoric of Reconciliation: An Exegetical Investigation of the Language and Composition of 1 Corinthians*. Louisville, KY: Westminster John Knox, 1991.
- Murphy-O'Connor, J. *St. Paul's Corinth: Texts and Archaeology*. Wilmington, DE: Glazier, 1983.
- Pogoloff, S. M. *Logos and Sophia: The Rhetorical Structure of 1 Corinthians*. SBLDS 134. Atlanta: Scholars, 1992.
- Theissen, Gerd. *The Social Setting of Pauline Christianity: Essays on Corinth*. Translated by J. H. Schutz. Philadelphia: Fortress, 1982.
- Winter, B. W. *Philo and Paul among the Sophists*. SNTSMS 96. Cambridge: Cambridge University Press, 1997.

### **Commentaries on 1st Corinthians:**

- Barnett, Paul. *The Second Epistle to the Corinthians*. Grand Rapids, MI: Eerdmans, 1997.
- Barrett, C. K. *A Commentary on the First Epistle to the Corinthians*. New York: Harper & Row, 1968.
- \_\_\_\_\_. *A Commentary on the Second Epistle to the Corinthians*. New York: Harper & Row, 1973.
- Belleville, L. L. *Reflections of Glory: Paul's Polemical Use of the Moses-Doxa Tradition in 2 Corinthians 3.1–18*. JSNTS 52. Sheffield: Sheffield Academic Press, 1991.
- Betz, H. D. *2 Corinthians 8 and 9: A commentary on Two Administrative Letters of the Apostle Paul*. Hermeneia. Philadelphia: Fortress, 1985.
- Blomberg, Craig L. *1 Corinthians*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 1994.
- Bruce, F. F. *1 & 2 Corinthians*. NCB 38. London: Marshall, Morgan & Scott, 1971.
- Collins, R. F. *First Corinthians*. Sacra Pagina 7. Collegeville, MN: Liturgical Press, Glazier, 1999.
- Conzelmann, Hans. *1 Corinthians: A Commentary on the First Epistle to the Corinthians*. Translated by J. W. Leitch. Edited by G. W. MacRae. Philadelphia: Fortress, 1975.
- Danker, F. W. *II Corinthians*. Minneapolis: Augsburg, 1989.
- deSilva, David A. "Measuring Penultimate against Ultimate Reality: An Investigation of the Integrity and Argumentation of 2 Corinthians." *Journal for the Study of the New Testament* 52 (1993): 41–70.
- Dunn, James D. G. *1 Corinthians*. Sheffield: Sheffield Academic Press, 1995.
- Fee, Gordon D. *The First Epistle to the Corinthians*. NICNT. Grand Rapids, MI: Eerdmans, 1987.
- Fitzgerald, J. T. "Paul, the Ancient Epistolary Theorists, and 2 Corinthians 10–13." Pages 190–200 in *Greeks, Romans, and Christians: Essays in Honor of Abraham J. Malherbe*. Edited by D. L. Balch et al. Minneapolis: Fortress, 1990.
- Furnish, V. P. *II Corinthians*. AB 32A. Garden City, NY: Doubleday, 1984.
- Garland, D. *1 Corinthians*. Grand Rapids, MI: Baker, 2003.
- Hafemann, S. "'Self-Commendation' and Apostolic Legitimacy in 2 Corinthians: A Pauline Dialectic?" *New Testament Studies* 36 (1990): 66–88.
- \_\_\_\_\_. *Suffering and Ministry in the Spirit: Paul's Defense of His Apostolic Ministry in II Corinthians 2:14–3:3*. Grand Rapids, MI: Eerdmans, 1990.
- Harris, M. J. *The Second Epistle to the Corinthians*. NIGTC. Grand Rapids, MI: Eerdmans; Carlisle: Paternoster, 2004.
- Hays, Richard B. *1 Corinthians*. Louisville, KY: Westminster John Knox, 1997.
- Horsley, Richard A. *1 Corinthians*. ANTC. Nashville: Abingdon, 1998.
- Lambrecht, J. *Second Corinthians*. Collegeville, MN: Liturgical, 1999.
- Martin, R. P. *2 Corinthians*. Waco, TX: Word, 1986.
- Matera, Frank J. *II Corinthians: A Commentary*. NTL. Louisville, KY: Westminster John Knox, 2003.
- Murphy-O'Connor, J. *The Theology of the Second Letter to the Corinthians*. Cambridge: Cambridge University Press, 1991.

- Savage, T. B. *Power through Weakness: Paul's Understanding of the Christian Ministry in 2 Corinthians*. SNTSM 86. Cambridge: Cambridge University Press, 1996.
- Soards, Marion L. *1 Corinthians*. Peabody, MA: Hendrickson, 1999.
- Stewart-Sykes, A. "Ancient Editors and Copyists and Modern Partition Theories: The Case of the Corinthian Correspondence." *Journal for the Study of the New Testament* 61 (1996): 53–64.
- Sumney, J. L. *Identifying Paul's Opponents: The Question of Method in 2 Corinthians*. JSNTS 40. Sheffield: Sheffield Academic Press, 1990.
- Thiselton, Anthony C. *The First Epistle to the Corinthians: A Commentary on the Greek Text*. NIGTC. Cambridge, Grand Rapids, MI: Eerdmans, 2000.
- Thrall, M. E. *A Critical and Exegetical Commentary on the Second Epistle to the Corinthians*. 2 vols. Edinburgh: Clark, 1994–2000.
- Witherington III, Ben. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids, MI: Eerdmans; Carlisle: Paternoster, 1995.

#### **General references on 2 Corinthians:**

- Belleville, L. L. *Reflections of Glory: Paul's Polemical Use of the Moses-Doxa Tradition in 2 Corinthians 3.1–18*. JSNTS 52. Sheffield: Sheffield Academic Press, 1991.
- deSilva, David A. "Measuring Penultimate against Ultimate Reality: An Investigation of the Integrity and Argumentation of 2 Corinthians." *Journal for the Study of the New Testament* 52 (1993): 41–70.
- Fitzgerald, J. T. "Paul, the Ancient Epistolary Theorists, and 2 Corinthians 10–13." Pages 190–200 in *Greeks, Romans, and Christians: Essays in Honor of Abraham J. Malherbe*. Edited by D. L. Balch et al. Minneapolis: Fortress, 1990.
- Hafemann, S. "'Self-Commendation' and Apostolic Legitimacy in 2 Corinthians: A Pauline Dialectic?" *New Testament Studies* 36 (1990): 66–88.
- \_\_\_\_\_. *Suffering and Ministry in the Spirit: Paul's Defense of His Apostolic Ministry in II Corinthians 2:14–3:3*. Grand Rapids, MI: Eerdmans, 1990.
- Murphy-O'Connor, J. *The Theology of the Second Letter to the Corinthians*. Cambridge: Cambridge University Press, 1991.
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- Sumney, J. L. *Identifying Paul's Opponents: The Question of Method in 2 Corinthians*. JSNTS 40. Sheffield: Sheffield Academic Press, 1990.

#### **Commentaries on 2<sup>nd</sup> Corinthians:**

- Barnett, Paul. *The Second Epistle to the Corinthians*. Grand Rapids, MI: Eerdmans, 1997.
- Barrett, C. K. *A Commentary on the Second Epistle to the Corinthians*. New York: Harper & Row, 1973.



Betz, H. D. *2 Corinthians 8 and 9: A commentary on Two Administrative Letters of the Apostle Paul*. Hermeneia. Philadelphia: Fortress, 1985.

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Martin, R. P. *2 Corinthians*. Waco, TX: Word, 1986.

Matera, Frank J. *II Corinthians: A Commentary*. NTL. Louisville, KY: Westminster John Knox, 2003.

Thrall, M. E. *A Critical and Exegetical Commentary on the Second Epistle to the Corinthians*. 2 vols. Edinburgh: Clark, 1994–2000.

## 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](https://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](https://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](https://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](https://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](mailto: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](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).