

“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	PAULINE THEOLOGY
Course Code	NEWT 0670 1S
Date	From January 12, 2026 to April 13, 2026 Every Monday
Time	From 2:15 to 5:05PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Mondays from 2:15 to 5:05pm.
Instructor	JOHN MOON, PhD Email: johnmoon@tyndale.ca (a response can be expected within 1-3 business days)
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

Paul, deeply shaken yet captivated by his encounter with the crucified Messiah and God's unexpected inclusion of non-Jews, was driven to radically rethink his understanding of God, Scripture, history, identity, and ethics. Unlike any other New Testament author, Paul's writings offer an unparalleled window into his life and thought, presenting a rich theological framework that shaped transformative communities across the Roman Empire and inspired generations of thinkers. In this course, we will explore Paul's theology both chronologically through his letters and systematically through key theological themes, uncovering an alternative worldview that continues to challenge and inspire contemporary perspectives.

Prerequisites: BIBL 0501. Recommended: NEWT 0522.

II. LEARNING OUTCOMES

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

1. summarize the theology of Paul's letters in their historical context;
2. create a systematic Pauline theology for future use in ministry;
3. critically analyze and assess key terms, passages, and issues in Pauline theology;
4. compare and contrast Paul's theology with other worldviews;
5. apply Paul's theology to contemporary issues.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Moo, Douglas J. [*A Theology of Paul and His Letters: The Gift of the New Realm in Christ*](#). Grand Rapids: Zondervan Academic, 2021.

Various readings posted on Moodle (classes.tyndale.ca)

An English translation of the Bible (e.g., NRSV, NIV, ESV), not a paraphrase. To maximize the benefit from the readings and lectures, students are encouraged to read Paul's letters beforehand.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Barclay, John M. G. [*Paul and the Power of Grace*](#). Grand Rapids: Eerdmans, 2020.

Jipp, Joshua W. [*Pauline Theology as a Way of Life: A Vision of Human Flourishing in Christ*](#). Grand Rapids: Baker Academic, 2023.

McKnight, Scot, Lynn H. Cohick, and Nijay K. Gupta, eds. [*Dictionary of Paul and His Letters: A Compendium of Contemporary Biblical Scholarship*](#). Downers Grove: InterVarsity Press, 2023.

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. Class Participation (10%)

Class participation is related to all the Learning Outcomes. Class discussion will be a regular part of the course, and its purpose is to foster our ability to think critically about issues, engage charitably with others, and stretch our thinking. Discussions will arise from the lecture material and some of the required readings. These required readings are marked with an asterisk (*); for secondary literature with an asterisk (articles, chapters), students should be able to summarize the argument (in a few lines) and provide one point of appreciation and critical evaluation. Students will get the most out of this course—and from one another—if they participate. Students will thus be graded on attendance, as well as the frequency and relevance of their contributions. A grading rubric will be provided on Moodle (classes.tyndale.ca).

2. Construct a Pauline Theology (+ Comparison/Application): due Feb 13 – Apr 11 (40%)

This assignment is related to Learning Outcomes #2, #3, #4, and #5 and will consist of two parts.

Part I: “Construct a Pauline Theology” (35%), due Feb 13 – Apr 11. After evaluating each of the lectures and readings for Part II of the Lectures on the “Theology of Paul” (see Course Schedule below), each student will succinctly and carefully summarize their conclusions (and the main reasons for their conclusions) on seven topics in 500-600 words per topic (= 3500-4200 words total); moreover, these summaries must be submitted as a pdf through Moodle on the Saturday after the completion of the lecture(s) on that topic (classes.tyndale.ca; cf. section D. Guidelines for the Submission of Written Work, esp. on Turnitin). Accordingly, these are the seven topics and their due dates: (1) basic structures (Feb. 14); (2) theology (Feb 21, due an extra Saturday after the lecture on this topic); (3) Christology (Feb 28); (4) soteriology/pneumatology (Mar 7); (5) ecclesiology/Scripture (Mar 14); (6) law/anthropology (Mar 28); (7) ethics/final state (Apr 11). Part I of the assignment will allow students, by the end of the course, to construct an understanding of Paul’s worldview for future reference in ministry.

Part II: Comparison/Application (5%), due Apr 11. Students will apply Part I of the assignment by writing 500-600 words on one of two topics. Through the lens of Pauline theology, students will evaluate *either* (1) a contemporary social or ministry issue (e.g., social media, artificial intelligence, systemic injustice, Christian denominationalism, Christian nationalism, etc.), *or* (2) an element of an alternative worldview (e.g., “the good” in secular humanism, salvation in Islam, duty in Confucianism, etc.). On either option, students should spend about half their words explaining the issue/worldview element (students should engage with at least one scholarly or culturally influential resource to explain the issue/worldview element), and the other half in evaluation through a Pauline lens. Part II must be submitted as a Word document (.doc) through Moodle; these

documents will then be compiled and *anonymously* re-distributed to the class (i.e., students will not know who wrote what). The purpose of this redistribution is to learn from one another how Pauline theology might be applied.

3. Research Project (proposal, presentation, essay): due Feb 21 (proposal), Mar 23 – Apr 6 (presentation), Apr 15 (essay)

This assignment is related to potentially all the Learning Outcomes, but especially Learning Outcome #3.

(a) Research Proposal (5%), due Feb 21. In no more than one page, indicate the following: (1) a research topic related to Pauline theology based on your area of interest (e.g., “faith” language in Paul; Paul’s use of the Old Testament; Paul and the Roman Empire; women in ministry; the reception history of Paul; African-American interpretation of Paul; etc.; see the *Dictionary of Paul and His Letters* under “Recommended Reading” for more potential topics); (2) a research question (e.g., “How does Paul’s use of Habakkuk 2:4 in Romans 1:17 set the theological agenda for the letter?”; “Does Paul’s use of imperial terms like ‘gospel’, ‘Lord’, and ‘peace’ intentionally subvert Roman imperial ideology?”; “How and why have interpreters understood Paul’s teaching about women in 1 Timothy 2:11-14 so differently?”; etc.); (3) a preliminary bibliography (at least three academic sources, like monographs, peer-reviewed journal articles or dictionary/encyclopedia entries; note, more sources are required for your final essay). For tips on how to narrow down from a research topic to a research question, see the handout, “Tips For Your Research Essay,” on the course website. Students are encouraged to begin the exploration process early, as a research question often arises with greater familiarity with a topic.

(b) Research Presentation (10%), due Mar 23 – Apr 6. Present the preliminary findings of your research in a 10-minute presentation to the class. This will be followed by up to 5 minutes of discussion, as fellow classmates will be expected to listen carefully and ask questions. Students will choose a date to present through a sign-up sheet on the course website. A recommendation for structuring your presentation is as follows: discuss (1) your research question and its significance (i.e., why does your question matter for Pauline theology, for the church, or for you personally?); (2) the scholarly context (i.e., how have other scholars approached this question?); (3) a key Pauline text or other primary/secondary source in your investigation; (4) your findings thus far. Prepare a visual aid for your presentation (e.g., a handout, slides, images; for the benefit of your classmates, submit an electronic copy of your visual aid before the start of class on the class website [“Class Presentation Handouts,” under “General Course Information”]).

(c) Research Essay (35%), due Apr 15. Final papers should be 9-11 pages in length (excluding bibliography and title page), 12-point font, Times New Roman, 1-inch margins, double-spaced. A grading rubric and further instructions (e.g., on how to formulate a research question) will be provided on Moodle (classes.tyndale.ca). An “A” paper will have a

minimum of ten academic sources (a mix of commentaries, monographs, journal articles, Bible dictionaries/encyclopedias, etc.). Submit through Moodle (classes.tyndale.ca) (cf. section D. Guidelines for the Submission of Written Work, esp. on Turnitin).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date	Grade
Class Participation		10%
Construct a Pauline Theology (+ Application/Comparison)	Feb 14 – Apr 11	40%
Research Project:		
• Research Proposal	Feb 21	5%
• Research Presentation	Mar 23 – Apr 6	10%
• Research Essay	Apr 15	35%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Lecture	Assigned Readings	Assignments
Week 1: Jan 12	- Course Introduction - The Promise of Pauline Theology - How to Approach Pauline Theology - Chronology - Sources <u>PART I: PAUL'S LIFE & THE THEOLOGY OF HIS LETTERS</u> Paul's Upbringing, Persecution, and Call	- Moo, pp. 3-27, 43-53 (36pp.) *Bible: Read, in a single sitting, the Pauline letters whose authorship is "undisputed" (Rom, 1-2 Cor, Gal, 1 Thess, Phil, and Phlm). <i>Which element(s) of Paul's theology might seem unsustainable or uninteresting by the end of the first century?</i> *Bible: Read Paul's "disputed" letters (Col, Eph, 2 Thess, 1 Tim, 2 Tim, Titus). <i>How are these similar and different from the undisputed letters?</i>	
Week 2: Jan 19	- Paul the Missionary 1-2 Thessalonians 1 Corinthians	- Moo, pp. 88-101 (1 Thess), 111-158 (1 Cor) (62pp.) *Bible: note the similarities and differences between 1 Thess. 4:13—5:11 and 2 Thess 2:1-12.	

		<i>Recommended:</i> • Moo, pp. 102-110 (2 Thess)	
Week 3: Jan 26	• 2 Corinthians • Galatians • Romans	• Moo, pp. 54-87 (Gal), 192-243 (Rom) (86pp.) • *Bible: compare Galatians 3:1—4:7 and Romans 3:27—4:25, especially on how Paul talks about Abraham’s children and the Law. • *J. L. Martyn, <i>Galatians</i> (AYB 33A; New Haven: Yale University Press, 1997), pp. 343-52 (“Covenant, Christ, Church and Israel”) (on Moodle). (Skim over the material on “covenantal nomism” and “covenant”; focus on “redemptive history” and “Abraham’s seed.”) (10pp.) • *N. T. Wright, <i>Pauline Perspectives: Essays on Paul, 1978-2013</i> (Minneapolis: Fortress Press, 2013), pp. 571-78 (“Paul and the Patriarch: The Role(s) of Abraham in Galatians and Romans”) (on Moodle) (8pp.) <i>Recommended:</i> • Moo, pp. 159-91 (2 Cor)	
Week 4: Feb 2	• Philemon/Philippians • Colossians/Ephesians • Pastorals/Martyrdom	• Moo, pp. 244-67 (Col/Phlm), 296-334 (Phil/1 Tim) (63pp.) • *Bible: read Philippians and ask, <i>how does 2:6-11 relate to the whole letter?</i> <i>Recommended:</i> • Moo, pp. 268-95 (Eph), 335-48 (Titus; 2 Tim)	

Week 5: Feb 9	<u>PART II: THE THEOLOGY OF PAUL</u> • Basic Structures • Theology (1): God the Creator • Theology (2): God and the Gospel	• Moo, pp. 27-42 (Conceptual Categories), 508-31 (Entering the New Realm) (40pp.) • *Douglas J. Moo, <i>The Letter to the Romans</i> (2d ed; Grand Rapids: Eerdmans, 2018), pp. 73-78 (on Moodle) (6pp.) • *Douglas J. Moo, <i>Romans</i> (NIVAC; Grand Rapids: Zondervan), on Romans 3:21-26. • *N. T. Wright, <i>Justification: God's Plan and Paul's Vision</i> (Downers Grove: IVP Academic, 2009), 200-204. (5 pp.)	Construct a Pauline Theology (CPT): Basic Structures (Feb 14) (5%)
Feb 16 (Family Day + Reading Week—No Class)			CPT: Theology (Feb 21) (5%)
Week 6: Feb 23	• Christology (1): Resurrection and Death • Christology (2): Identities • Soteriology/ Pneumatology (1): Proclamation and Faith	• Moo, pp. 349-404 (Center of the New Realm; Inauguration of the New Realm) (56pp.) • *Bart D. Ehrman, <i>How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee</i> (San Francisco: HarperOne, 2014), pp. 211-25 (on Moodle) (15pp.) • *Simon Gathercole, "What Did the First Christians Think About Jesus?", in <i>How God Became Jesus: The Real Origins of Belief in Jesus' Divine Nature – A Response to Bart Ehrman</i> (ed. Michael F. Bird et al.; Grand Rapids: Zondervan, 2014), 103-6 (on Moodle) (4pp.) <u>Recommended</u> • Nijay Gupta, "Paul and <i>Pistis Christou</i>," in <i>The Oxford Handbook of Pauline Studies</i> (ed. Matthew V. Novenson and R. Barry Matlock; New York: Oxford University Press, 2022), 470-87 (on Moodle)	CPT: Christology (Feb 28) (5%)

Week 7: Mar 2	• Soteriology/ Pneumatology (2): Union with Christ • Soteriology/ Pneumatology (3): Benefits from our Union with Christ • Ecclesiology (1): The New People of God	• Moo, pp. 459-507 (Blessings of the New Realm), 568-86 (People of the New Realm) (review *pp. 229-37 [Rom. 9-11]) (60pp.) • *John M. G. Barclay, <i>Paul and the Power of Grace</i> (Grand Rapids: Eerdmans, pp. 101-12 (12pp.) • *Bible: read Romans 9-11 and evaluate Moo (pp. 229-37) and Barclay (pp. 101-12).	CPT: Soteriology/ Pneumatology (Mar 7) (5%)
Week 8: Mar 9	• Paul and Scripture • Ecclesiology (2): Sacraments, Structures, and Responsibilities • Law (1): Recent Approaches to Paul, Pt. 1	• *Jobes, Karen. "Jerusalem, Our Mother: Metalepsis and Intertextuality in Galatians 4:21- 31." <i>WTJ</i> 55 (1993): 299-320. (22pp.) • Moo, 587-602 (Life of the Church) (16pp.) • *Bible: Read Galatians 2:1-21. For Aquinas and Calvin (below)—and then for Dunn and Gager (next week)—<i>why is a person unable to be justified by the "works of the Law" (Gal. 2:16)?</i> • <u>Roman Catholic</u>: *Thomas Aquinas, <i>Commentary on Saint Paul's Epistle to the Galatians</i> (trans. F.R. Larcher; Albany: Magi Books, 1966), pp. 52-55 (on Moodle) (4pp.) • <u>Protestant</u>: *John Calvin, <i>The Epistles of Paul the Apostle to the Galatians, Ephesians, Philippians, and Colossians</i> (Edinburgh: Oliver and Boyd, 1965), pp. 37-40 (on Moodle) (4pp.) <i>Recommended</i> • Ciampa, R. E. "Old Testament in Paul," <i>DPL</i>, 1016-44 (on Moodle)	CPT: Ecclesiology/ Scripture (Mar 14) (5%)

Week 9: Mar 16	• Law (2): Recent Approaches to Paul, Pt. 2	• Moo, 415-450 (Story of the Old Realm) (35pp.) • <u>The New Perspective on Judaism:</u> *E. P. Sanders, <i>Paul and Palestinian Judaism: A Comparison of Patterns of Religion</i> (Philadelphia: Fortress Press, 1977), pp. 422-23 (on Moodle) (2pp.) • <u>The New Perspective on Paul:</u> *James D. G. Dunn, <i>The Epistle to the Galatians</i> (BNTC; London: A&C Black, 1993), pp. 131-41 (on Moodle) (11pp.) • <u>Paul Within Judaism:</u> *John Gager, <i>Reinventing Paul</i> (New York: Oxford, 2000), pp. 80, 84-87 (on Moodle) (5pp.) Recommended • John M. G. Barclay, <i>Paul and the Power of Grace</i> (Grand Rapids: Eerdmans, 2020)	
Week 10: Mar 23	• Law (3): tensions and redefinition • Anthropology	• *Joshua W. Jipp, <i>Christ Is King: Paul's Royal Ideology</i> (Minneapolis: Fortress Press, 2015), pp. 43-76 ("King and Law: Christ the King as Living Law") (on Moodle) (34pp.) • Moo, 405-14 (Fundamental Nature of the Old Realm), 450-58 (Nature of Human Being) (19pp.)	Research presentations (Mar 23) (10%) CPT: Law/ Anthropology (Mar 28) (5%)
Week 11: Mar 30	• Ethics (1): Overview • Ethics (2): Special Topics	• Moo, 603-50 (Living in the New Realm) (48pp.) • *John M. G. Barclay, <i>Pauline Churches and Diaspora Jews</i> (Grand Rapids: Eerdmans, 2016), pp. 363-87 ("Why the Roman Empire Was Insignificant to Paul") (on Moodle) (25pp.)	Research presentations (Mar 30) (10%)

		• *Dale B. Martin, <i>Sex and the Single Savior: Gender and Sexuality in Biblical Interpretation</i> (Louisville: Westminster John Knox Press, 2006), 77-90 ("The Queer History of Galatians 3:28: 'No Male and Female'") (on Moodle) (14pp.) <u>Recommended</u> • P. M. Sprinkle, "Homosexuality," DPL 624-32 (on Moodle)	
Week 12: Apr 6	• Final State • Conclusion	• Moo, 532-67 (Consummation of the New Realm) (36pp.)	Research presentations (Apr 6) (10%) CPT: Ethics/ Final State, Comparison/ Application (Apr 11) (5% + 5%)
Exam week: Apr 13			Research Essay (Apr 15) (35%)

V. SELECTED BIBLIOGRAPHY

General

Barclay, John M. G. *Paul and the Gift*. Grand Rapids: Eerdmans, 2015.

Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress Press, 1980.

Bird, Michael F., and Preston M. Sprinkle. *The Faith of Jesus Christ: Exegetical, Biblical, and Theological Studies*. Peabody: Hendrickson Publishers, 2009.

Bruce, F. F. *Paul: Apostle of the Heart Set Free*. Grand Rapids, Mich.: Eerdmans, 1977.

Bultmann, R. *Theology of the New Testament*. Vols. 1 & 2. New York: Charles Scribner, 1951 & 1955.

Campbell, Douglas A. *The Deliverance of God: An Apocalyptic Rereading of Justification in Paul*. Grand Rapids: Eerdmans, 2009.

Dunn, James D. G. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans, 2006.

Engberg-Pedersen, Troels. *Paul and the Stoics*. Louisville: Westminster John Knox Press, 2000.

- Gaventa, Beverly R. *Our Mother Saint Paul*. Louisville: Westminster John Knox Press, 2007.
- Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1989.
- Käsemann, Ernst. " 'The Righteousness of God' in Paul." Pages 168-82 in *New Testament Questions of Today* (Philadelphia: Fortress Press, 1969). A classic treatment of God's righteousness as both gift and saving power. Cf. Williams, 1980 below.
- Martyn, J. L. *Theological Issues in the Letters of Paul*. Nashville: Abingdon, 1997.
- Meeks, Wayne A. *The First Urban Christians: The Social World of the Apostle Paul*. 2nd ed. New Haven: Yale University Press, 2003.
- Nanos, Mark D., and Magnus Zetterholm, eds. *Paul within Judaism : Restoring the First-Century Context to the Apostle*. Minneapolis, Minnesota: Fortress Press, 2015.
- Ridderbos, H. *Paul: An Outline of His Theology*. Grand Rapids: Eerdmans, 1975.
- Sanders, E. P. *Paul and Palestinian Judaism: A Comparison of Patterns of Religion*. Philadelphia: Fortress, 1977.
- Schnelle, Udo. *Apostle Paul: His Life and Theology*. Grand Rapids: Baker Academic, 2005.
- Schweitzer, Albert. *The Mysticism of Paul the Apostle*. London: A. & C. Black, 1931.
- Stanley, Christopher D. *Paul and the Language of Scripture: Citation Technique in the Pauline Epistles and Contemporary Literature*. Cambridge: Cambridge University Press, 1992.
- Stowers, Stanley K. *A Rereading of Romans: Justice, Jews, and Gentiles*. New Haven: Yale University Press, 1994.
- Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics*. Grand Rapids: Eerdmans, 2004.
- Williams, Sam K. "The 'Righteousness of God' in Romans." *Journal of Biblical Literature* 99/2 (1980): 241-90. A classic treatment of God's righteousness as God's faithfulness. Cf. Kasemann, 1969 above.
- Wright, N. T. *Paul: In Fresh Perspective*. Minneapolis: Fortress Press, 2005.
- _____. *Paul and the Faithfulness of God*. Book 2/Part 4. Minneapolis: Fortress, 2013.

Commentaries on Romans

- Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. 2 vols. Edinburgh: T. & T. Clark, 1975-1979. [Excellent handling of the Greek text.]
- Dunn, James D. G. *Romans*. 2 vols. Word Biblical Commentary 38A. Dallas: Word Books, 1988.
- Moo, Douglas J. *The Letter to the Romans*. 2d ed. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2018.

Commentaries on 1 Corinthians

- Fee, Gordon D. *The First Epistle to the Corinthians*. Revised edition. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2014.
- Thiselton, Anthony C. *The First Epistle to the Corinthians: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2000.
- Garland, David E. *1 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2003.

Commentaries on 2 Corinthians

Harris, Murray J. *The Second Epistle to the Corinthians: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2005.

Thrall, Margaret E. *A Critical and Exegetical Commentary on the Second Epistle to the Corinthians*. International Critical Commentary. Edinburgh: T. & T. Clark, 2000.

Barnett, Paul. *The Second Epistle to the Corinthians*. The New International Commentary on the New Testament. Grand Rapids, Mich.: W.B. Eerdmans Pub., 1997.

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Moo, Douglas J. *Galatians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2013.

Dunn, James D. G. *The Epistle to the Galatians*. Black's New Testament Commentary. Peabody: Hendrickson, 1993.

Martyn, J. Louis. *Galatians: A New Translation with Introduction and Commentary*. The Anchor Yale Bible 33A. New Haven: Yale University Press, 1997.

Commentaries on Ephesians

Cohick, Lynn H. *The Letter to the Ephesians*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2020.

Lincoln, Andrew T. *Ephesians*. Word Biblical Commentary. Grand Rapids: Zondervan, 1990.

Campbell, Constantine R. *The Letter to the Ephesians*. The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2023.

Commentaries on Philippians

Fee, Gordon D. *Paul's Letter to the Philippians*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.

Silva, Moisés. *Philippians*. 2nd ed. Baker Exegetical Commentary on the New Testament. Grand Rapids, MI: Baker Academic, 2005.

Bockmuehl, Markus N. A. *A Commentary on the Epistle to the Philippians*. 4th ed. Black's New Testament Commentary. London: A & C Black, 1997.

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Beale, G. K. *Colossians and Philemon*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2019.

Dunn, James D. G. *The Epistles to the Colossians and to Philemon: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1996.

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Commentaries on 1-2 Thessalonians

Kim, Seyoon, and F. F. Bruce. *1 & 2 Thessalonians*. Second edition. Word Biblical Commentary. Grand Rapids, Michigan: Zondervan, 2023.

Fee, Gordon D. *The First and Second Letters to the Thessalonians*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2009.

Wanamaker, Charles A. *The Epistles to the Thessalonians: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1990.

Commentaries on Pastoral Epistles

Marshall, I. Howard. *A Critical and Exegetical Commentary on the Pastoral Epistles*. International Critical Commentary. Edinburgh: T & T Clark, 1999.

Towner, Philip H. *The Letters to Timothy and Titus*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2006.

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 (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. 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](#).