

“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	HEBREWS
Course Code	NEWT CM32 XP
Date	From January 16, 2026 to April 10, 2026 Every Friday
Time	From 8:15AM to 11:05AM
Delivery Format	IN-PERSON ONLY
Class information	☒ The classes will be IN-PERSON on Friday
Instructor	DR. YAN MA, PhD
Contact Information	Email: yma.ccst@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2182
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

As one of the least known books in the New Testament, the Book of Hebrews carves a path straight into the presence of God and acts as a guide to spirituality in a time of crisis. This course will focus on the exegetical and interpretative study of the Book of Hebrews from the perspectives of history, literature, theology, and spirituality. All Students will benefit from the exploration of Hebrews’ message for today in discipleship, community, and ministry.

Prerequisite: None

Recommended: Biblical Interpretation, New Testament Theology and History

II. LEARNING OUTCOMES

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

1. Examine a coherent overview of Hebrews' content.
2. Inspect Hebrews in light of its historical, literary, and theological contexts.
3. Articulate significant features of major theological themes in the book of Hebrews and reflect on their contemporary relevance.
4. Explain the significance of Hebrews' message for contemporary Christian thought and practice.

III. COURSE REQUIREMENTS

A. REQUIRED READING

馮蔭坤著。《希伯來書》卷上，下。天道聖經注釋系列。香港：天道書樓，1997。

George H. Guthrie. *Hebrews: The NIV Application Commentary from Biblical Text ... to Contemporary Life*. Grand Rapids: Zondervan, 1998. 喬治·格思里著；陳永財譯。《希伯來書》。香港：漢語聖經協會有限公司, 2006。

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

See BIBLIOGRAPHY

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

A penalty of 1% per day will be applied to all late assignments

1. Readings and Discussion (10%):

- Students are required to complete the weekly reading according to the class content and to prepare for the discussion questions before each class.
- Students are expected to attend the group discussion for 20 minutes in each class and to make contributions to the understanding of the topics. Students' comments and questions should reflect a thorough and thoughtful reading of the materials.
- Learning outcomes 1, 2, 3, 4

2. Role Playing Video (20%):

- Each group, consisting of three students, will select a theological topic of Hebrews and demonstrate how to teach the topic in an adult Sunday school class through a 30 minutes role-play scenario.
- All three group members are expected to contribute equally and actively participate in the role-play presentation.
- The theological topic is to be selected on **Jan 23**. Role-play will be presented on **Feb 6, 13**.
- Learning outcomes 2, 3, 4

3. Book Report (20%):

- Each student will choose one textbook to write a book report for approximately 3,000 words. The book report should both summarize and assess the argument of the author.
- The book report is due in .pdf form at **11:59 p.m., Mar 20**.
- Learning outcomes 1, 2, 3

4. Proposal Presentation (10%):

- Students will present their proposals of the exegetical paper for 10 minutes in class and lead the class discussion for another 10 minutes.
- The proposals will be presented on **Apr 3, 10**.
- Learning outcomes 1, 2, 3, 4

5. Exegetical Paper (40%):

- Each student will write an exegetical paper of a passage in the book of Hebrews for approximately 5,000 words. The exegetical paper should focus on both the ancient text and its contemporary relevance. As an academic paper, it should have a clear and well-defined thesis statement that is defended throughout the paper.
- The passage of the exegetical paper is to be agreed upon with the instructor by **Jan 23**. The exegetical paper is due in .pdf form at **11:59 p.m., Apr 17**.
- Learning outcomes 1, 2, 3, 4

D. SUMMARY OF ASSIGNMENTS AND GRADING

Readings and Group Discussion	10 %
Role-Play Presentation	20 %
Book Report	20 %
Proposal Presentation	10 %
Exegetical Paper	40 %
Total	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Reading Before Class	Content	Assignment
1/16	Hebrews Introduction in the textbook	Course Introduction Introduction to Hebrews	
1/23	Hebrews 1:1–4 in the textbook	Prologue 前言	Theological Topic Passage of Exegetical Paper
1/30	Hebrews 1:5–2:18 in the textbook	The Son is Superior to the Angels 聖子高於天使	
2/6	Hebrews 3:1–5:10 in the textbook	The Faithful and Merciful High Priest 信實憐憫的大祭司	Role-Play
2/13	Hebrews 3:1–5:10 in the textbook	The Faithful and Merciful High Priest 信實憐憫的大祭司	Role-Play
2/20	Reading Days		
2/27	Hebrews 5:11–10:39 in the textbook	Aspects of Christ's Priesthood 基督祭司職分的各層面	
3/6	Hebrews 5:11–10:39 in the textbook	Aspects of Christ's Priesthood	

		基督祭司職分的各層面	
3/13	Hebrews 5:11–10:39 in the textbook	Aspects of Christ's Priesthood 基督祭司職分的各層面	
3/20	Hebrews 5:11–10:39 in the textbook	Aspects of Christ's Priesthood 基督祭司職分的各層面	Book Report due
3/27	Hebrews 11:1–12:13 in the textbook	Faith 信	
4/3	Hebrews 11:1–12:13 in the textbook	Faith 信	Proposal
4/10	Hebrews 12:14–13:25 in the textbook	Straight Paths 正道	Proposal
4/17			Exegetical Paper due

V. SELECTED BIBLIOGRAPHY

Selected Bibliography will be provided in the first class.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

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

B. 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.

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 (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](#).