

*“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>	WINTER 2026
<b>Course Title</b>	<b>ARMENIAN APOSTOLIC CHURCH HISTORY</b>
<b>Course Code</b>	<b>HIST 0613 1A</b>
<b>Date</b>	JANUARY 15 – APRIL 9, 2026
<b>Delivery Format</b>	ASYNCHRONOUS ONLINE
<b>Class information</b>	The course is web-based asynchronous course with no fixed class time.
<b>Instructor &amp; Contact Information</b>	<p><b>JAMES PEDLAR, PhD (Professor of Record)</b> Email: <a href="mailto:jpedlar@tyndale.ca">jpedlar@tyndale.ca</a></p> <p><b>FATHER KEGHART KOSBAKIAN, DPT (Candidate)</b> Email: <a href="mailto:kkosbakian@tyndale.ca">kkosbakian@tyndale.ca</a></p> <p><b>DEACON DARON HALAJIAN, DMin (Candidate)</b> Email: <a href="mailto:dhalajian@tyndale.ca">dhalajian@tyndale.ca</a></p>
<b>Office Hours</b>	By appointment.
<b>Course Materials</b>	<p>Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a>.</p> <p>Course emails will be sent to your @MyTyndale.ca e-mail account only.</p>

## I. COURSE DESCRIPTION

This course offers an in-depth examination of the history of the Armenian Apostolic Church, exploring its origins, development, key figures, doctrinal evolution, and impact on identity, art and culture. Through primary sources, historical texts, and scholarly analysis, students will engage with the rich tapestry of Armenian Orthodox heritage.

## II. LEARNING OUTCOMES

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

1. Critically analyze primary and secondary historical texts related to Armenian Apostolic Church history, assessing the reliability of sources and identifying biases in historical accounts.
2. Compare and evaluate the evolution of the Armenian Apostolic Church in relation to other regional Christian traditions, classifying key events, theological developments, and ecclesiastical structures.
3. Apply relevant theological concepts to historical events in the Armenian Apostolic Church's history, constructing arguments that relate doctrine to historical context.
4. Engage in ethical discussions surrounding key historical controversies in Armenian ecclesiastical history, displaying an appreciation for diverse viewpoints.
5. Integrate historical knowledge of the Armenian Apostolic Church into contemporary contexts.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

*Students are required to read **excerpts** from the following textbooks, articles or journals according to the directions given in the **weekly outlines** or as specified on the course page.*

*A complete bibliography containing supplementary materials has been appended below in Section V of this syllabus.*

Bournoutian, George A. *A Concise History of the Armenian People: From Ancient Times to the Present*. Costa Mesa, CA: Mazda Publishers, 2012.

Hovannisian, Richard G. *Foreign Dominion to Statehood: The Fifteenth Century to the Twentieth Century*. Vol. 1. New York: St. Martin's Press, 1997.

Hovannisian, Richard G. *Foreign Dominion to Statehood: The Fifteenth Century to the Twentieth Century*. Vol. 2. New York: St. Martin's Press, 1997.

Hovannisian, Richard G., and Simon Payaslian. *Armenian Cilicia*. Costa Mesa, CA: Mazda Publishers, 2008.

Nersoyan, Tiran, and Vrej Nersessian. *Armenian Church Historical Studies: Matters of Doctrine and Administration*. New York: St. Vartan Press, 1996.

Ormanian, Maghakia. *The Church of Armenia and Her History, Doctrine, Administration, Inside Structure, Liturgy, Literature, Present*. Yerevan: Ankyunacar Publishing, 2015.

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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. Forum Participation – 20%

Throughout the course, students are expected to actively participate in online course forum on the course resources page at [classes.tyndale.ca](#), engaging with weekly readings and class discussions on the topic from that week. This forum will serve as a space for students to share insights, ask questions, and respond to their peers' posts in a constructive and thoughtful manner. Active participation in these discussions is crucial for deepening your understanding of the course material and fostering a collaborative learning environment. There will be **9 forums in total**, and each forum will have one or two questions. **Questions will be posted the week before.**

“Attendance” in this course is demonstrated by regular logins and up-to-date participation in forums.

#### Participation Requirements:

**Original Post:** After completing the assigned weekly readings, students must post a substantive reflection or question based on the readings. This post should demonstrate clear engagement with the concepts presented and include personal analysis or application of the material. Students will post their reflections by 11:59 PM EST Monday, and comment on the posts of other students in their group by 11:59 PM Friday of the same week. Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrating critical thinking (e.g. further questions or issues raised, application to your context).

**Length:** Approximately 200 words.

**Due Date:** Your original post is due on Monday by 11:59 PM EST.

**Responses to Peers:** Students must respond to at least one post from another student each week and should respond to a different student each week. Responses should go beyond mere agreement or disagreement and should offer thoughtful interaction with your peer's ideas, adding to the depth of the discussion by offering further insights, asking follow-up questions, or providing a different perspective. Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to the “late post” of any member.

**Length:** Approximately 100-150 words per response.

**Due Date:** Responses to peers must be posted by 11:59 PM Friday of the same week.

FORUM DISCUSSION GRADING RUBRIC: Please see the Course Resource Page at [classes.tyndale.ca](http://classes.tyndale.ca).

**Penalty for late work:**

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. The penalty for late posts would be a reduction of 1/3 of a grade per every day late (e.g. from A to A minus or B to B minus). If there is “no post” after 11:59 pm Friday for that week, the student will receive a “zero” for that forum. If there are specific reasons for late posts the student is to email the instructor directly before the deadline.

**2. Individual Presentation 20% (Due at the beginning of Week 6)**

Students will choose a historical figure important to the development of the Armenian Apostolic Church, research that person and upload your presentation to the class portal so that peers may view and respond. Figures must be approved by the instructor in advance. The presentations should be between 7 and 9 minutes (1000 words) long or a video presentation and allow time for questions. PowerPoint, multi-Media production, video or 1000-word paper formats are acceptable.

**3. Responses to Peers’ Presentations 10% (Due at the beginning of Week 10)**

Students will submit responses to individual at least three individual presentations (200-250 words each).

**4. Mid-Term Paper: 20% (Due March 9, 2026)**

Students are required to research one of the following topics and write an essay as described under each topic. The intention of this assignment is for the student to demonstrate his/her ability to conduct research and analysis. The student is to focus on a specific topic. If the student would like to write about a topic that is not listed below, consent/approval must be established with the instructor beforehand.

1. The Role of St. Gregory the Illuminator in the Establishment of Christianity in Armenia. Analyze the contributions of St. Gregory the Illuminator to the Christianization of Armenia and the establishment of the Armenian Apostolic Church, considering socio-political factors of the time.
2. The Armenian Genocide: Historical Context and Legacies. Explore the historical context leading to the Armenian Genocide of 1915, its impact on Armenian identity, diaspora, and contemporary discussions on recognition and remembrance.

3. The Influence of Byzantine and Persian Empires on Armenian Culture and Religion. Examine how the political and cultural influences of the Byzantine and Persian Empires shaped the development of Armenian Christianity and its ecclesiastical structures.
4. Armenian Architecture and Art: Expressions of Faith and Identity. Investigate the evolution of Armenian architectural styles and artistic expressions, particularly in churches and manuscripts, and their significance in representing Armenian national identity.
5. The Role of the Armenian Apostolic Church in the Nationalism Movement of the 19th Century. Discuss how the Armenian Apostolic Church contributed to the rise of nationalism in the 19th century, focusing on key figures, movements, and the interplay between faith and national identity.

**Instructions for Mid-Term Paper:**

**Length:** 6-8 pages (excluding title page, bibliography, and appendices).

**Formatting:** Use 12-point Times New Roman font, double-spaced, with 1-inch margins. Include page numbers.

**Structure:**

- Title Page: Include your name, course title, date, and paper title.
- Introduction: Present your thesis statement and outline the main points to be discussed.
- Body: Organize your paper into clear sections with headings. Support your arguments with primary and secondary sources.
- Conclusion: Summarize your findings and reflect on their significance.
- Citations: Use Chicago- citation style. Include a bibliography with at least 5-7 scholarly sources.
- Submission: Submit a digital copy via the course portal by the due date.

**5. Final Paper: 30% (Due April 10, 2026)**

Write a 10-12-page essay (in Chicago style) focusing on a specific theme related to the history or development of the Armenian Apostolic Church. Your paper should demonstrate a deep engagement with theological texts, offer critical analysis, and reflect on how the selected theme contributes to our understanding of the Armenian Apostolic Church in historical or contemporary contexts. You are encouraged to incorporate voices from diverse traditions, periods, and geographical regions to enrich your study. This paper is intended to be integrative; therefore you are to integrate your learnings to today's context and your own ministry.

**Requirements:**

**Thorough Research:** Engage with a wide range of primary and secondary sources (e.g., patristic writings, theological treatises, scholarly articles, contemporary theological works).

**Critical Analysis:** The paper should not merely summarize the views of others but should offer a critical theological analysis of the selected theme.

Global Perspective: Consider perspectives from different theological traditions, including voices from the majority world (Africa, Asia, Latin America, etc.).

**Proper Citation:** Use Chicago style for citations and bibliography.

**Possible Themes:**

You may choose one of the following suggested themes, or propose your own in consultation with the instructor of record:

1. The Armenian Apostolic Church's Response to Modernity: Challenges and Adaptations. Analyze how the Armenian Apostolic Church has navigated modernity, including the impact of secularism, globalization, and technological advancements on its practices and beliefs.
2. Armenians in the Ottoman Empire: Social Structures and Religious Dynamics. Explore the social, economic, and religious dynamics of the Armenian community within the Ottoman Empire, including their interactions with other religious and ethnic groups.
3. The Evolution of Armenian Liturgical Practices: From Ancient Times to Today. Investigate the development of Armenian liturgical practices, examining how historical events influenced these practices and their relevance in contemporary worship.
4. Women in Armenian Apostolic Church History: Roles and Contributions. Examine the roles and contributions of women in the history of the Armenian Apostolic Church, focusing on their influence in religious, cultural, and social contexts throughout different historical periods.
5. The Impact of the Artsakh Conflict on Armenian Identity and the Diaspora. Analyze how the Artsakh conflict has shaped contemporary Armenian identity, both in Armenia and among the diaspora, and the role of the church in this context.

**Instructions for Final Paper**

- Title Page: Include your name, course title, date, and paper title. Abstract: Provide a summary (150-200 words) of your paper.
- Introduction: Clearly state your thesis and outline the scope of your paper.
- Body: Organize into clearly defined sections and subsections, supporting your arguments with well-researched evidence.
- Conclusion: Reflect on your findings and their implications for Armenian history or contemporary issues
- Citations: Use Chicago citation style. Ensure a bibliography with at least 10-15 scholarly sources, including books, journal articles, and primary sources where applicable.
- Formatting: Use 12-point Times New Roman font, double-spaced, with 1-inch margins. Include page numbers.
- Submission: Submit a digital copy via the course portal by the due date.
- Length: 10-12 pages (excluding title page, bibliography, and appendices).

## D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignments	Due Date	%
1. Forum Participation		20%
2. Individual Presentation (Week 6)	Feb. 23	20%
3. Responses to Peers' Presentations (Week 10)	Feb. 27	10%
4. Mid-Term Paper	March 9	20%
5. Research Essay	April 10	30%
Total Grade		100%

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

### Week 1: Introduction to Armenian Christianity

Overview of Armenia's pre-Christian landscape, early Christianity in Armenia, The Apostolic Roots of the Armenian Church; Thaddeus and Bartholomew

Discussion Question: No discussion question for Week 1

Reading:

- Ormanian, The Church of Armenia, (Origin of the Armenian Church), pp. 25-33  
Khorenatsi, The History of the Armenians, pp. 5-65
- Bournoutian, A Concise History of the Armenian People, Preface – p. 44

### Week 2: St. Gregory the Illuminator and the Conversion of Armenia

Discussion Question: How did St. Gregory's personal experiences and background influence his mission to convert Armenia to Christianity? Provide examples from primary sources to support your argument.

Reading:

- Bournoutian, A Concise History of the Armenian People, pp. 45-53
- Armenian Church Historical Studies: Matters of Doctrine and Administration, Archbishop Tiran Nersoyan, pp. 49-62
- Excerpt from Aghathangelo's History (St Gregory the Enlightener and the Conversion of Armenia) pp. 6-56

### **Week 3: Development of the Armenian Church Structure**

Discussion Question: In what ways did the governance structures established during the early Christian councils (Nicaea, Ephesus, and Constantinople) shape the Armenian Apostolic Church's later organizational practices? Discuss specific governance models and their implications.

Reading:

- Nersoyan, Tiran, and Vrej Nersessian. Armenian Church Historical Studies, pp. 63-90
- Ormanian, The Church of Armenia, pp. 38-49
- Aram I, The Armenian Church, pp. 54-75

### **Week 4: The Armenian Church and the Council of Chalcedon**

Discussion Question: Considering the events surrounding the Council of Chalcedon, what were the primary theological disagreements between the Armenian Church and the Chalcedonian churches? How did the Battle of Vartanantz reflect these tensions?

Reading:

- Sarkissian, Karekin, The Council of Chalcedon and the Armenian Church, Intro to p. 69
- Ormanian, The Church of Armenia, Chapter 8
- Yeghishe, The History of the Vartanantz Saints, Preface – p. 85 (only about 40 pages; bilingual edition)
- Aram I, The Armenian Church, pp. 76-95

### **Week 5: The Golden Age of Armenian Literature and Theology**

Discussion Question: Analyze the significance of St. Mesrop Mashtots' development of the Armenian alphabet in fostering a unique Armenian theological and literary identity. How did this influence later Armenian literature?

Reading:

- Goryun, The Life of Mashdotz (whole book)  
<http://armenianhouse.org/koryun/mashtots-en.html>
- Archbishop Hrant Khatchadourian, Historiography of Fifth Century Armenia, Intro to p. 67

***FEBRUARY 17-20: READING DAYS – NO CLASS***

### **Week 6: The Role of the Armenian Church During the Medieval Period (Cilician Period/Silver Age)**

INDIVIDUAL PRESENTATION: See Assignment details on page 4. Discuss how the Armenian Apostolic Church influenced the cultural and political landscape during the Cilician Kingdom.



Choose a key figure (e.g., St. Nerses of Lampron, Leo I of Cilicia, Hetoum I, II, Toros Roslin, Queen Isabella, Grigor III Pahlavouni) and evaluate their contributions to Armenian identity and church development.

Reading:

- Hovannisian, Richard G. and Simon Payaslian. Armenian Cilicia, Chapters 6,7,9,10,11)
- Bozoyan, Ter-Ghevondyan, Shukurov, Danielyan. Cilician Armenia in the Perceptions of Adjacent Political Entities, pp. 1-33.
- Archbishop Mesrob Ashjian, Nerses of Lambron, pp. 36-42.

### **Individual Presentations:**

Select a figure and have it approved by the professor. List to be provided on the course resource page on Moodle. 5–7- minute presentations on figures answering discussion question above. Pre- record and allow for peer interaction.

### **Week 7: The Armenian Church and the Persian Empire**

Discussion Question: Discuss how the interaction between the Armenians and the Persian Empire shape Armenian identity, culture, and religious practices during this period.

Reading:

- Arakel of Tabriz, chapters 1-5, 13, 14, 16-19, 29-32
- The Keys of Arax, by Karekin II, translation by Thomas Toghramadjian, <https://armenianweekly.com/2023/12/05/the-keys-of-mother-arax/>

### **Week 8: The Armenian Church in the Ottoman Empire**

Discussion Question: Examine the role of the Armenian Apostolic Church within the Ottoman millet system. How did this status both empower and challenge the church in maintaining its identity and authority?

Reading:

- Hovannisian, Richard G. Foreign Dominion to Statehood: The Fifteenth Century to the Twentieth Century, Vol. 2, Chapter 7.
- Hovannisian, Richard G. Armenian Constantinople, Chapter 6.

### **Week 9: The Armenian Church and Imperial Russia**

Discussion Question: Analyze the implications of the Polozhenie Statute on the Armenian Apostolic Church's autonomy and properties. In what ways did Khrimian Hayrig embody the struggles and aspirations of the Armenian clergy during this period?

Reading:

- Önoł, The Tsar's Armenians: A Minority in Late Imperial Russia, Chapters 1-3.

- Herzig and Kurkchiyan, *The Armenians: Past and present in the making of national identity*, Chapter 4.

### **Week 10: The Armenian Genocide and Its Impact on the Church**

Discussion Question: Reflect on the role of the Armenian Apostolic Church during the Armenian Genocide. How did the church's actions (or inactions) affect the community's survival and post-genocide identity?

Reading:

- Balakian, *Armenian Golgotha*, Chapters 4-5, 8-9, 11-16.
- Hovannisian, *Armenian Communities of Asia Minor*, Chapter 10.
- (Optional) Balakian, Grigoris, *Armenian Golgotha* via Jocko Podcast: <https://www.youtube.com/watch?v=P6TqQM5M-8Y>

### **Week 11: The Diaspora and the Global Armenian Church**

Discussion Question: What challenges do you think the Armenian Apostolic Church faced in adapting to diaspora communities? Discuss specific successes and failures of the church in maintaining Armenian identity abroad.

Reading:

- Bournoutian, George A. *A Concise History of the Armenian People*. (Focus on the formation and adaptation of the Armenian diaspora), Chapter 22.

### **Week 12: The Four Patriarchal Sees of the Armenian Apostolic Church**

Discussion Question: Compare and contrast the current challenges faced by the four patriarchal sees of the Armenian Apostolic Church. How do historical contexts shape their missions today?

Reading:

- Hovannisian, Richard G., and Payaslian, Simon. *Armenian Cilicia*, Chapter 21. (Discuss the history and current challenges of the four patriarchal sees)
- Dadoyan, *The Armenian Catholicosate of Cilicia*, Chapters 8-9.

## **V. SELECTED BIBLIOGRAPHY**

Arzoumanian, Zaven. *Theology of the Armenian Apostolic Orthodox Church: Introduction*. Burbank, CA: Western Diocese of the Armenian Church of North America, 2008.

Ashjian, Archbishop Mesrob. *St. Nerses of Lambron: Champion of the Universal Church*. New York: Armenian Apostolic Church of America, 1993.

- Balakian, Grigoris. *Armenian Golgotha: A Memoir of the Armenian Genocide, 1915–1918*. Translated by Peter Balakian with Aris Sevag. New York: Vintage Books, 2010.
- Bournoutian, George A. *A Concise History of the Armenian People: (From Ancient Times to the Present)*. Costa Mesa, CA: Mazda Publishers, 2012.
- Buzand, Pawstos. *History of the Armenians*. Translated by Robert Bedrosian. Vol. 1. Dandenong: Sophene, 2021.
- . *History of the Armenians*. Translated by Robert Bedrosian. Vol. 2. Dandenong: Sophene, 2021.
- Dadoyan, Seta B. *The Armenian Catholicosate From Cilicia to Antelias: An Introduction*. Antelias, Lebanon: The Armenian Catholicosate of Cilicia, 2003.
- Gandzaketsi, Kirakos. *History of the Armenians*. Vol. 1. Dandenong: Sophene, 2022.
- Herzig, Edmund, and Marina Kurkchiyan, eds. *The Armenians: Past and Present in the Making of National Identity*. New York: Routledge, 2014.
- Hovannisian, Richard G. *Foreign Dominion to Statehood: The Fifteenth Century to the Twentieth Century*. Vol. 1. New York: St. Martin's Press, 1997.
- . *Foreign Dominion to Statehood: The Fifteenth Century to the Twentieth Century*. Vol. 2. New York: St. Martin's Press, 1997.
- Hovannisian, Richard G., and Simon Payaslian, eds. *Armenian Cilicia*. Costa Mesa, CA: Mazda Publishers, 2008.
- . *Armenian Communities of Asia Minor*. Costa Mesa, CA: Mazda Publishers, 2014.
- . *Armenian Constantinople*. Costa Mesa, CA: Mazda Publishers, 2010.
- Karekin I. *The Council of Chalcedon and the Armenian Church*. Karekin I Theological and Armenological Studies Series, 2006.
- Khatchadourian, Hrant. *Historiography of Fifth Century Armenia*. New York: SIS Publications, Armenian Apostolic Church of America, 2006.
- Khosrovik Targmanich. *Treasures of the Armenian Theological Thought: Khosrovik Targmanich Dogmatic Writings*. Translated by Kh. Grigoryan. Yerevan: Ankyunacar, 2015.
- Koryun. "The Life of Mashtots." *Koryun – The Life of Mashtots*. Accessed December 22, 2024. <http://armenianhouse.org/koryun/mashtots-en.html> ([http://armenianhouse.org/koryun/mashtots-en.html?utm\\_source=chatgpt.com](http://armenianhouse.org/koryun/mashtots-en.html?utm_source=chatgpt.com)).

- Maranci, Christina. *The Art of Armenia: An Introduction*. New York, NY: Oxford University Press, 2018.
- Nersoyan, Tiran, and Vrej Nersessian. *Armenian Church Historical Studies: Matters of Doctrine and Administration*. New York: St. Vartan Press, 1996.
- Önül, Onur. *The Tsar's Armenians: A Minority in Late Imperial Russia*. London: I.B. Tauris & Co. Ltd, 2017.
- Ormanian, Maghakia. *The Church of Armenia and Her History, Doctrine, Administration, Inside Structure, Liturgy, Literature, Present*. Yerevan: Ankyunacar Publishing, 2015.
- P'arpec'i, Ghazar. *History of the Armenians*. Translated by Robert Bedrosian. Vol. 1. Dandenong: Sophehne, 2021.
- . *History of the Armenians*. Translated by Robert Bedrosian. Vol. 2. Dandenong: Sophehne, 2021.
- Ter-Ghevondyan, V. A., A. A. Bozoyan, P. Shukhov, G. G. Tanielyan, and Anahit Martirosyan. *Cilician Armenia in the Perceptions of Adjacent Political Entities: Historical-Philological Essays*. Yerevan: "Gitutyun" Publishing House of the NAS RA, 2019.

## 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](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.

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