

“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	FALL, 2025
Course Title	TOOLS FOR READING SOCIAL CONTEXT: ETHNOGRAPHY FOR MINISTRY
Course Code	CHED / PAST 0662 1P
Date	From September 8, 2025 to December 5, 2025 Every Monday
Time	From 11:15 AM to 2:05 PM
Delivery Format	IN-PERSON ONLY
Class information	The classes will be IN-PERSON on Mondays from 11:15 am to 2:05 pm.
Instructor	YAU MAN SIEW, PhD
Contact Information	Email: ysiew@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 6750
Office Hours	Mondays, 3:15 to 4:00 PM or 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

Ethnographic research aims to equip students to “read” people in their contexts reliably and accurately. If contextualized ministry is being accountable to the hermeneutical obligations of the gospel, contextual analysis is fundamental to all Christian work. Skills of observation, in-depth interviewing, data analysis and the preparation of instruments for testing generalizations in larger or contrasting settings will be developed. Facilitates the ability to carry out field research in the style, form and discipline of anthropological inquiry.

Ethnography is a tool that anthropologists use to better understand people groups. Ethnographers learn to attend to what people do by being a participant observer, embedded in a community of practice. Pastors and ministry leaders are “shepherds” of the people. As we look at who is coming and going, the important questions are not just where they come from, but the cultural liturgies (formative practices) that shape them, and the contested spaces they

occupied before they enter sacred space. Other important questions ministry leaders need to ask include how people are engaging with the various Christian ministries, and what the Holy Spirit is doing in the faith community.¹

The course seeks to meet one of the Master of Divinity learning outcomes stipulated in the ATS Commission Standards of Accreditation, approved June 2020: (b) “*cultural context*, including attention to cultural and social issues, to global awareness and engagement, and to the multifaith and multicultural nature of the societies in which students may serve” (emphasis author’s).

II. LEARNING OUTCOMES

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

1. Identify the fundamentals of ethnographic-qualitative research and its applications to ministry contexts.
2. Carry out accurate cultural description and evaluate sociological phenomenon as a preliminary step in strategic ministry planning and for effective assessment.
3. Write, read, and evaluate ethnographic-qualitative studies with greater depth and understanding.
4. Outline the basic components of a simple Likert-scale survey instrument.
5. Present findings of one’s research with clarity.

III. COURSE REQUIREMENTS

A. REQUIRED READING

McCurdy, David W., James P. Spradley and Dianna Shandy. *The Cultural Experience: Ethnography in Complex Society*. Second edition. Long Grove, IL: Waveland Press, Inc., 2004.

Moschella, Mary Clark. [*Ethnography as Pastoral Practice: An Introduction*](#). 2nd. Edition. Cleveland, OH: The Pilgrim Press, 2023.

¹ James K. A. Smith, *You are What You Love* (Brazos, 2016) note that “pastors need to be ethnographers of the everyday, helping parishioners see their own environment as one that is formative, and all too often *deformative*.” (p. 40). Some of the ideas for this course description are adapted from a wonderful interview with James K.A. Smith and Rev. Jay Greener, “[Pastor as Ethnographer](#),” Carl Henry Center, Trinity Evangelical Divinity School, Oct. 31, 2013.

Selection of articles and book chapters for class discussion (about 250 pages from articles, on [the course page](#)). Completion of assigned readings prior to breakout group discussions is expected. Your completion of readings, participation, and contributions would be “graded” by your peers (grading rubric provided; see assignment #3).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Wong, Mary Liu. [On Becoming Wise Together: Learning and Leading in the City](#). Grand Rapids, MI.: Eerdmans, 2024.

Using autoethnography (experience as a British-Chinese immigrant to Long Island, missionary kid, wife, mother, and provost of City Seminary of New York), the author reflects upon how theological education functions in the city, both formally and informally.

Ward, Pete, and Knut Tveitereid, eds. [The Wiley Blackwell Companion to Theology and Ethnographic Research](#). Oxford: Wiley Blackwell, 2022.

Many excellent articles integrating theology with ethnography from established and emerging scholars.

Wong, Enoch. *How Am I Going to Grow Up? Congregational Transition among Second-Generation Chinese Canadian Evangelicals and Servant-Leadership*. Carlisle, PA: Langham Creative Projects, 2021.

Study involved four cases: (a) group of Second-Generation Chinese Canadian Evangelicals (SGCCE) who opted to attend an independent second-generation ethnic Chinese English-speaking church; (b) group of SGCCE who decided to worship at Pan-Asian congregations; (c) group of SGCCE who chose to become members of multiethnic churches; (d) group of SGCCE who attend mainstream Caucasian churches. Total: 13 participants.

Van den Hoonaard, Debra K. *Qualitative Research in Action: A Canadian Primer*, 3rd edition. Oxford, UK: Oxford University Press, 2018.

A good introduction in qualitative research used in Canadian universities with many Canadian examples.

Moschella, Mary Clark. and Susan Willhauck. [Qualitative Research in Theological Education: Pedagogy in Practice](#). SCM Press, 2018.

Interesting insights on qualitative research in theological education by various contributors.

Denzin, Norman K. and Yvonna S. Lincoln. Eds. *The Sage Handbook of Qualitative Research*, 5th Edition. Newbury Park, CA: Sage Publications, 2018.

This handbook is a collection of important articles by renowned scholars in the field.

Patton, Michael Q. *Qualitative Research & Evaluation Methods*. 4th Edition. Newbury Park, CA: Sage Publications, 2015.

Patton is a lucid, creative, and a dynamic scholar. We will discuss one chapter from this book.

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. Breakout Group Discussions (15 % of grade)

This assignment fulfills learning outcomes #1 & #3.

Each week you would complete assigned readings and come prepared for discussion (peer graded).

The discussions have five purposes:

- A. To challenge students to develop their critical, thinking skills.
- B. To enable students to improve their skills in understanding, expressing and engaging with the key ideas in the readings.
- C. To empower students to foster ability in leading fellow students in discussion.
- D. To have students take responsibility for their fellow students' education by mutually supporting one another.
- E. To encourage students to listen respectfully, and to engage with views not their own.

Responsibilities of the student as discussion group member:

Each student in the group should come prepared to discuss the suggested questions.

Some possible questions to ponder are:

What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with the authors' views and arguments? Why or why not? Having reflected on the readings, what have you learned about the specific topic in the discussion? The student can come up with his or her own questions, as well as other thoughtful reflections on the material.

Before each discussion, each student needs to report to the group whether they have read all or only some of the assigned readings for that day. Their answer needs to be taken into consideration when assigning a grade.

After the group discussion, EACH student will assign a participation grade for EVERY member of the group (exclude self) and submit the grade by email to the professor (grade criteria below). All students will take turns to lead and be timekeeper each week.

Grade on the following criteria:

- If the student's comments during the discussion reflected an informed reading of the assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4.5-4.7 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 3.7-4.0 if the individual has contributed capably with respect to the above two criteria.
- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.
- Has the discussion led to a better understanding of the topic and readings and to a critical interaction with it? If not, reduce the grade.
- If the student has not completed all the readings, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below. All grades are confidential (you may give fraction grades: e.g., 3.7).²

2. An Exercise in Getting to Know Ethnographic-Qualitative Research (15 % of grade)

This assignment fulfills learning outcomes #1 & #2

Front Burner (CBC Podcast), "Guns, gangs and racism in a Prairie city" (Jan. 3, 2020), link on the course page.

Listen together in class (20 mins.) in Week #3

Take notes on how the reporter, Duncan McCue, went about collecting data for his report on why there was such a high gun crime rate in North-Central Regina.

Note: Duncan McCue is Anishinaabe, from Ontario, a member of the Chippewas of Georgina Island First Nation, was trained in law and journalism. This report in no way stereotypes this community in North-Central Regina, and I am using it to better understand qualitative research and bases of findings about this issue.

Discuss in small groups:

Who did the reporter talk to?

What events did he visit? What did he see?

What follow up events did he attend? How did this add to his data?

What was his conclusion (hypothesis) and do you agree? Why?

² Adapted from Rebecca Idestrom, with permission.

Write a one-page report, using these headings:

a) "Clear the Mind"

What were some ideas and feelings that you had about the situation associated with the "title" of this report (before you began this exercise)? What did you need to put aside so as not to "color" what you see/hear?

b) "Patterns"

Who did McCue talk to? What "events" did he observe? What "patterns" did he notice (recurring behavior; repeated phenomena, themes)? What "artifacts" (things people use in daily life) were highlighted?

c) "Interpretation"

What possible meanings ("hypothesis/es") did McCue draw about why there is such high incidence of gun violence here? Do you agree/disagree? What other people (or records) may add important information to this report?

Length: one-page, single space.

Due: Sept. 29, 2025

Evaluation: clear and concise report, detailing the three headings.

3. Critique of One Ethnography (20 % of grade)

This assignment fulfills learning outcome #3

You will select and read three ethnographies in Part II of McCurdy et al. (2004). Select ONE of these ethnographies and write a critique in which the purpose, method, findings, and quality of the work are evaluated.

The criteria for this evaluation come from major topics covered in this course. In addition, the "ethnographic sequence" provided by Prof. Ward (Syllabus, pp. 6-7) would be supplement criteria.

Length: 2-3 pages, single-spaced.

Due: Nov. 3, 2025

Evaluation: Your critique should demonstrate a clear outline of the author's purpose, method (data collection, analysis, triangulation) and findings. The main question is whether these findings were supported by the data, and where the work could be improved. Ted Ward's six "ethnographic sequences" could be one assessment grid to guide analysis.

4. Major Project & Presentation (50 % of grade)

This assignment fulfills learning outcomes #1, #2 & #3

Major Project (40 %)

The major project would involve about 12-15 hours of fieldwork (three interviews, transcription, data analysis). Your written project should demonstrate the following components:

- a) Introduction and field work: brief description of group; major research question; gaining entry and working with participants; list of interview questions; field notes.
- b) Data analysis and triangulation: strategy for organizing and coding data for analysis; triangulation for accuracy. You need to provide one page of sample fieldnotes and one page of interviews (with markings/codes).
- c) Conclusion: findings, implications, and issues for further study.

Throughout this paper, you should make references to the required readings (with direct reference quotations) and lectures in this course. This demonstrates your major project is well-grounded theoretically.

Length: 8-10 pages, single-spaced (excluding sample pages of field notes and interviews).

Due: Dec. 6, 2025

Evaluation: Criteria posted on the course page.

Grading Rubric (Major Project, 40%). This would be uploaded on Moodle.

Note on Ethics

All research involving human subjects is governed by the Tyndale University's Research Ethics Policy Manual. Course-based research does not need a full review of individual assignments by the Research Ethics Board (REB), provided the course assignment meets these criteria.³

- research must be no more than minimal risk
- participants must be members of the general population capable of providing free and informed consent themselves
- there should be a small number of participants
- projects must be non-controversial (e.g., they should not collect personal, sensitive or incriminating data)
- methods of data collection must be non-invasive
- projects cannot include deception

Your course assignment (major project) meets these criteria. You would be learning about these criteria in one of the class sessions before you begin field work and data collection. See also "Research Ethics" later.

³ Course-based research policy is listed in this link, pp. 12-13. <https://www.tyndale.ca/sites/default/files/2022-08/Tyndale-University-Research-Ethics-Policy-Manual-November-2019.pdf>

Presentation (10 %)

Students will share their research project with the whole class on the last day of class (Apr. 1). Use of MS PowerPoint, with a clear outline of the main research question, data collection, analysis and findings are expected. You would likely not have completed writing up the whole project, but you should have completed substantial data analysis for this presentation (max. 15 mins).

Due: Dec. 1, 2025

Note about all written assignments: I use the “review and track changes” feature in MS Word to grade all papers and find it easier when assignments are in single-spaced documents. Tyndale has an institutional license for MS Office 365, and all students can have a complimentary copy (contact IT). Please submit all your work in MS Word, with 12 font size (Word is preferred; PDF acceptable), and single-spaced.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Breakout Group Discussions		15
2. “An Exercise”	Sept. 29	15
3. Critique of one Ethnography	Nov. 3	20
4. Major Project (40%) Presentation (10%)	Dec. 6 Dec. 1	50
Total Grade		100

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Reading	Assignment Due
Sept. 8	Course overview & assignments Covenant, community & a culture of learning Discuss: Baker & Belzer (2018)	McCurdy et al. (2004), 1-3 ⁴ Baker & Belzer (2018), article ⁵ Video: “Pastor as ethnographer,” Carl Henry Center, TEDS, 2013	

⁴ Numbers after author refer to chapters.

⁵ Articles to be read are provided in the class Moodle page.

Sept. 15	Psalm 19 Ethnography: nature & applications Discuss: Moschella (2023) & Ketelaars (2018)	Moschella (2023), Introduction & 1 Ketelaars (2018) article	
Sept. 22	An exercise in getting to know ethnographic-qualitative research Discuss: Patton (2015), 1	McCurdy et al. (2004), 4-6 Patton (2015), 1	
Sept. 29	Joshua 1-2 Qualitative research design: What's your question? Discuss: Moschella (2023) 2-3; Siew (2022 or 2025)	Moschella (2023), 2-3 Siew (2022), chapter or Siew (2025, to be published)	Assignment #2 (Sept. 29)
Oct. 6	Phil. 2:5-11 Doing fieldwork: ground rules for observation Research ethics Discuss: Moschella (2023), 4; Perrin (2022)	Moschella (2023), 4 Perrin (2022), chapter in Ward & Tveitereid, Eds. (2022)	Guidelines for research plan (use Fig. 1, Moschella, p. 99, as guide). Not graded, but research plan must be approved by instructor before fieldwork begins
Oct. 13	Thanksgiving (no class)		
Oct. 20	Phil 2:1-11 Doing fieldwork: ethnographic interview Researcher role/relationships Discuss: Moschella (2023), 6; Singh & Southcott (2019)	Moschella (2023), 6 Singh & Southcott (2019), article	
Oct. 21-24	Reading Days	Read two ethnographies from McCurdy et al. (2004)	

Oct. 27	Acts 17:16-34 Doing field work: Rudiments of field notes Discuss: Moschella (2023), 5; Tagwirei (2022)	Moschella (2023), 5 Tagwirei (2022), article	
Nov. 3	Field work ⁶		Assignment #3 (Nov. 3)
Nov. 10	Field work	McCurdy et al. (2004), read one ethnography	
Nov. 17	Data analysis (bring one transcript, field notes), Guest lecturer Research-ministry balance Discuss: Moschella (2023), 7	Moschella (2023), 7	
Nov. 24	Joshua 3-8 Writing the report Likert-type instrumentation & generalizability of findings Discuss: Moschella (2023), 8	Moschella (2023), 8	
Dec. 1	Project presentations (10 mins. each) Review of learning journey		Assignment #4: Project presentation Major project (due: Dec. 6)

V. SELECTED BIBLIOGRAPHY

Books

Atkinson, Paul. *Handbook of Ethnography*. Newbury Park, CA: Sage Publications, 2001.

⁶ Learning the basic skills of ethnographic-qualitative research is most effectively acquired when one is engaged in field work, applying theoretical principles acquired in lectures and readings. About 25% of class time would be devoted to field work, which means significant class learning happens in the field. Field work can only begin when all ethics requirements are fulfilled. Note these two weeks for field work and preschedule your interviews early. Interviews, about 45 mins to 1 hours, can be done via MS Teams.

- Baker, Dori Grinenko, ed. *Greenhouses of Hope*. Herndon, VA: The Alban Institute, 2010.
- Caroll, Jackson W. *God's Potters: Pastoral Leadership and the Shaping of Congregations*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2006.
- Csinos, David M. *Little Theologians: Children, Culture, and the Making of Theological Meaning*. Montreal: McGill-Queen's University Press, 2020.
- Denzin, Norman K., and Yvonna S. Lincoln, eds. [*Handbook of Qualitative Research*](#). 5th ed. Newbury Park, CA: Sage Publications, 2018.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago: University of Chicago Press, 2011.
- Fetterman, David M. [*Ethnography Step by Step*](#). 4th ed. Thousand Oaks, CA: Sage Publications, Inc., 2019.
- Francis, Leslie J., and David W. Lankshear, eds. [*The Science of Congregational Studies: Searching for Signs of Growth*](#). Cham: Springer International Publishing AG, 2021.
- Hammersley, Martyn, and Paul Atkinson. *Ethnography: Principles in Practice*. 3rd ed. New York: Routledge, 2007.
- Hoge, Dean R., and Jacqueline E. Wenger. [*Pastors in Transition: Why Clergy Leave Local Church Ministry*](#). Grand Rapids, MI: William B. Eerdmans, 2005.
- Ideström, J., and T. S. Kaufman, eds. *What Really Matters: Scandinavian Perspectives on Ecclesiology and Ethnography*. Eugene, OR: Pickwick Publications, 2018.
- Leavy, Patricia, ed. *The Oxford Handbook of Qualitative Research*. Oxford: Oxford University Press, 2020.
- Merriam, Sharan B., and Elizabeth J. Tisdell. *Qualitative Research: A Guide to Design and Implementation*. Hoboken, NJ: John Wiley & Sons, 2015.
- Moschella, Mary Clark, and Susan Willhauck, eds. *Qualitative Research in Theological Education: Pedagogy in Practice*. London: SCM Press, 2018.
- Moschella, Mary Clark. *Living Devotions: Reflections on Immigration, Identity, and Religious Imagination*. Princeton Theological Monograph Series 78. Eugene, OR: Pickwick Publications, 2008.

- _____. *Ethnography as Pastoral Practice: An Introduction*. 2nd ed. Cleveland, OH: The Pilgrim Press, 2023.
- Murchison, Julian M. *Ethnography Essentials: Designing, Conducting, and Presenting Your Research*. San Francisco, CA: Jossey-Bass, 2010.
- Patton, Michael P. *Qualitative Research & Evaluation Methods*. 4th ed. Newbury Park, CA: Sage Publications, 2015.
- Roberts, Omar M. *Streets of Glory: Church and Community in a Black Urban Neighborhood*. Rev. ed. Chicago: University of Chicago Press, 2005.
- Scharen, Christian B., and Anna Marie Vigen, eds. *Ethnography as Christian Theology & Ethics*. London: Continuum International Publishing Group, 2011.
- Scharen, Christian B. *Explorations in Ecclesiology & Ethnography*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2012.
- _____. *Fieldwork in Theology: Exploring the Social Context of God's Work in the World*. Grand Rapids, MI: Baker Academic, 2015.
- Spradley, James P., David W. McCurdy, and Dianna Shandy. *The Cultural Experience: Ethnography in Complex Society*. 2nd ed. Long Grove, IL: Waveland Press, 2005.
- Spradley, James P. *Participant Observation*. 1st Kindle ed. Long Grove, IL: Waveland Press, 2016.
- _____. *The Ethnographic Interview*. 1st Kindle ed. Long Grove, IL: Waveland Press, 2016.
- Van den Hoonaard, Debra K. *Qualitative Research in Action: A Canadian Primer*. 3rd ed. Oxford: Oxford University Press, 2018.
- Ward, Pete, ed. *Perspectives on Ecclesiology & Ethnography*. Grand Rapids, MI: Eerdmans Publishing, 2012.
- Ward, Pete, and Knut Tveitereid, eds. *The Wiley Blackwell Companion to Theology and Ethnographic Research*. Oxford: Wiley Blackwell, 2022.
- Wong, Enoch. *How Am I Going to Grow Up? Congregational Transition among Second-Generation Chinese Canadian Evangelicals and Servant-Leadership*. Carlisle, PA: Langham Creative Projects, 2022.

Wong, Mary Liu. [*On Becoming Wise Together: Learning and Leading in the City*](#). Grand Rapids, MI.: Eerdmans, 2024.

Articles /Book chapters

Bonini, Nathalie. "The Pencil and the Shepherd's Crook: Ethnography of Masai Education." *Ethnography and Education* 1, no. 3 (2006): 379–82.

Botross, Peter. ["How do Churches Equip their Disciple-Makers? A Case Stud of Four Baptist Churches in Victoria, Australia."](#) *Christian Education Journal* (2022, online version): 1-16.

Brown, Megan G. "Youth Ministry and Crisis." *Christian Education Journal* 18, no. 3 (2021): 444–57.

Campbell-Reed, Eileen, and Christian B. Scaren. "Holy Cow! This Stuff Is Real! From Imagining Ministry to Pastoral Imagination." *Teaching Theology & Religion* 14, no. 4 (2011): 323–42.

Campbell-Reid, Eileen R. "The Power and Danger of a Single Case Study in Practical Theological Research." In *Conundrums in Practical Theology*, edited by Joyce Ann Mercer and Bonnie J. Miller-McLemore, chapter 3. Boston, MA: Brill, 2016.

Chu, Calida. ["Theology of the Pain of God in the Era of COVID-19: The Reflections on Sufferings by Three Hong Kong Churches through Online Services."](#) *Practical Theology* 14, no. 1–2 (2021): 22–34.

Chan, Christie. "Estrangement, Resettlement, and Community: A Qualitative Study of Post-2019 Hong Kong Diaspora Young Adults at a Chinese Canadian Church." MDiv thesis, Tyndale Seminary. Digital Collections, Tyndale Library, 2023.

Draper, Marilyn, Yau Man Siew, Lisa Pak & Michael Krause. "Vocational discernment and the nurture of pastoral imagination among female interns at Tyndale Seminary." *Reflective Practice: Formation & Supervision in Ministry* 43, no. 43 (2023): 189-201.

Dunlow, Jacob. "Digital Discipleship: A Study of Churches in New York Used Technology for Adult Discipleship during the COVID-19 Pandemic." *Christian Education Journal* (2021): 1–15.

Firmin, Michael. "Draws and Drawbacks of an Oxford Study Abroad Experience." *Journal of Interdisciplinary Studies in Education* 5, no. 1 (2016): 8–43.

_____. "Qualitative Perspectives of Homeschool Parents Regarding Perceived Educational Success." *Journal of Higher Education Theory & Practice* 19, no. 1 (2019): 44–55.

- Ketelaars, B. "Qualitative Research: The Invaluable Tool in Pastoral Ministry." In *Qualitative Research in Theological Education: Pedagogy in Practice*, edited by Mary Moschella Clark and Susan Willhauck, chapter 12. London: SCM Press, 2018.
- Lee, Hyun Ae. "[The Effects of Intergenerational Ministry on the Transmission of Christian Faith in Korean Immigrant Churches in the US](#)." *Christian Education Journal: Research on Educational Ministry* 20, no. 2 (2023): 215–44.
- Li, Jing, Daniele Moore, and Suzanne Smyth. "Voices from the 'Heart': Understanding Community-Engaged Festival in Vancouver's Downtown Eastside." *Journal of Contemporary Ethnography* 47, no. 4 (2018): 399–425.
- Nell, Ian A., and Rudolph Grobler. "An Exploration of Fresh Expressions as Missional Church: Some Practical-Theological Perspectives." *NGTT Deel* 55, no. 3 & 4 (2014). <http://nggt.co.za>.
- Nuttgens, S., E. Doyle, and J. Chang. "[Work-Related Paternal Absence among Petroleum Workers in Canada](#)." *The Qualitative Report* 24, no. 12 (2019): 3025–46.
- Roberson, K. L., and K. L. Alexander. "[An Autoethnographic Approach to Developing Human Connections: A Prison Educator's Lived Experiences](#)." *The Qualitative Report* 27, no. 11 (2022): 2501–8.
- Scharen, Christian B. "'Judicious Narratives,' or Ethnography as Ecclesiology." *Scottish Journal of Theology* 58 (2005): 125–42.
- _____. "Theological Ethnography and World Christianity: A Response." *Journal of World Christianity* 10, no. 1 (2020): 109–19.
- Siew, Y. M., and G. Perluso-Verdend. "Character and Assessment of Learning for Religious Vocation: Interpreting Protestant Students' Voices." *Theological Education* 40, no. 2 (2005): 1–17.
- Siew, Y. M. "A Case Study in Adult Discipleship: Implications for Pastoral Leadership and Imagination." In *Faithful in Ministry; Faithful in Mission: Essays in Honor of Rev. Dr. Daniel Chua*, edited by David F. W. Wong and Boon Leong Oh. Singapore: Graceworks Private Limited, 2022.
- _____. "[A Case Study in Adult Discipleship: Stories of Apprenticeship to Jesus at an Anglican \(Episcopal\) Church](#)." *Christian Education Journal: Research on Educational Ministry* 18, no. 2 (2021): 189–211.

- _____. ["Pastor as Shepherd-Teacher: Insiders' Stories of Pastoral and Educational Imagination."](#) *Christian Education Journal* 10, no. 1 (2013): 48–70.
- _____. "Persian Diaspora Christian Communities in Toronto: Challenges, Opportunities, and Invitation to 'God's Special Grace.'" In *Festschrift for Nam Soon Song, Prof. Emerita of Christian Education and Youth, Knox Seminary*. Edited by Ernest van Eck, Sarah Han, and Eser Kim. Eugene, OR: Wipf & Stock, forthcoming 2025.
- Singh, K., and J. Southcott. ["A Sikh Boy's Exclusion in Australian School: A Phenomenological Study of Parent's Response."](#) *The Qualitative Report* 24, no. 8 (2019): 2028–47.
- Tagwirei, K. ["Sustaining Pastoral Work and Welfare in Zimbabwe: Case Study of Pastors in Masvingo Urban."](#) *Verbum et Ecclesia* 43, no. 1 (2022): a2359.
- Tierney, W. G. ["Using Ethnography to Understand 21st Century College Life."](#) *Human Affairs* (2014).
- Wigg-Stevenson, Natalie. ["From Proclamation to Conversation: Ethnographic Disruptions to Theological Normativity."](#) *Palgrave Communications* 1 (2015): 15024.
- _____. "You Don't Look Like a Baptist Minister: An Autoethnographic Retrieval of 'Women's Experience' as an Analytic Category for Feminist Theology." *Feminist Theology* 25, no. 2 (2017): 182–97.
- _____. "What's Really Going On: Ethnographic Theology and the Production of Theological Knowledge." *Cultural Studies ↔ Critical Methodologies* 18, no. 6 (2017): 423–29.

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 (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. For general grading guidelines, refer to Seminary [Grading System & Scale](#).