



The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.

I. Faculty Information



Name: Dr. Clement Wen

Office hours: Room 210, M 11:00–12:50pm & T 16:00–17:50 or by appointment (Zoom appointments are also available by request)

Email: wenc20@mcmaster.ca

II. Course Description

Evangelical Theology as a recognized movement arising within the English-speaking world and expanding throughout the globe has its own particular history and ideational nuances. This course seeks to survey Evangelicalism’s historical roots and development as well as its general but also diverse trajectories of thought, all the while also critically and constructively engaging both towards renewal and reappropriation of the tradition for the 21st century (and beyond). Course delivery will be through in-person lectures and discussions that are synchronously live-streamed.

III. Course Objectives

With respect to MDC’s transformational paradigm of “Knowing...Being...Doing,” by the end of the course, students will:

Knowing (K)

- Demonstrate a working knowledge of essential figures, themes, concepts, ongoing debates and discussions, and practical life and ministry implications regarding Evangelical Theology as a lived Christian tradition with particular historical roots.

Being (B)

- Cultivate further awareness of the limits of one’s own theological positions, so as to be self-aware of the continual need for humility and a pastoral dialogical posture with regard to theological engagement, even while having the courage to maintain theological convictions.
- Appropriate such developing convictions about Evangelical Theology to oneself so as to “be transformed by the renewing of your mind” (cf. Romans 12:2).

Doing (D)

- Use their own words to explain relevant concepts and their significance concerning Evangelical Theology in its various expressions.
- Engage critically and constructively with the essential discussions and themes which have to do with the aforementioned theological loci towards the renewal and reappropriation of Evangelical Theology for the 21st century (and beyond).

IV. Course Resources

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, students may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

While students are strongly encouraged to purchase the required books for the course, I have made every effort to ensure that all of the required readings chosen are available full text through McMaster Divinity College's different online databases (or by way of other free resources that are available online). A select bibliography of recommended resources can also be found below.

Required Readings

Boyd, Gregory A. and Paul Rhodes Eddy, *Across the Spectrum: Understanding Issues in Evangelical Theology*. 3rd ed. Grand Rapids, MI: Baker, 2022. [[DTL](#)]

Lewis, Donald M. and Richard V. Pierard, eds. *Global Evangelicalism: Theology, History and Culture in Regional Perspective*. Downers Grove, IL: InterVarsity Press, 2014. [[DTL](#)]

Naseli, Andrew David and Collin Hansen, eds. *Four Views on the Spectrum of Evangelicalism*. Counterpoints: Bible and Theology. Grand Rapids, MI: Zondervan Academic, 2011. Includes contributions and responses from Kevin T. Bauder on Fundamentalism, R. Albert Mohler on Conservative/Confessional Evangelicalism, John G. Stackhouse, Jr. on so-called Generic Evangelicalism, and Roger E. Olson on Postconservative Evangelicalism. [[DTL](#)]

Noll, Mark A., David W. Bebbington, and George M. Marsden, eds. *Evangelicals: Who They Have Been, Are Now, and Could Be*. Grand Rapids, MI: Eerdmans, 2019. [[DTL](#)]

*At the discretion of the instructor, other shorter journal- or chapter(s)-length readings might be assigned for specific weeks as the semester progresses.

Recommended Resources

Atherstone, Andrew and David Ceri Jones, eds. *The Routledge Research Companion of the History of Evangelicalism*. London: Routledge, 2019.

- Bebbington, David W. *Evangelicalism in Modern Britain: A History from the 1730s to the 1980s*. London: Unwin Hyman, 1989.
- Bebbington, David W. *The Evangelical Quadrilateral: Characterizing the British Gospel Movement*. Waco, TX: Baylor University Press, 2021.
- Bebbington, David W. and Mark A. Noll, eds. *History of Evangelicalism Series: People, Movements and Ideas in the English-Speaking World*. 5 vols. Downers Grove, IL: IVP Academic, 2004-2017.
- Vol. 1: Mark A. Noll, *The Rise of Evangelicalism: The Age of Edwards, Whitefield, and the Wesleys*.
 - Vol. 2: John Wolffe, *The Expansion of Evangelicalism: The Age of Wilberforce, More, Chalmers, and Finney*.
 - Vol. 3: David W. Bebbington, *The Dominance of Evangelicalism: The Age of Spurgeon and Moody*.
 - Vol. 4: Geoffrey R. Treloar, *The Disruption of Evangelicalism: The Age of Torrey, Mott, McPherson and Hammond*.
 - Vol. 5: Brian Stanley, *The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott*.
- Carter, Heath W. and Laura Rominger Porter, eds. *Turning Points in the History of American Evangelicalism*. Grand Rapids, MI: Eerdmans, 2017.
- Coleman, Simon and Rosalind I. J. Hackett, eds. *The Anthropology of Global Pentecostalism and Evangelicalism*. New York: New York University Press, 2015.
- Green, Gene L., Stephen T. Pardue, and K. K. Yeo, eds. *Majority World Theology: Christian Doctrine in Global Context*. Downers Grove, IL: InterVarsity Press, 2020.
- Grenz, Stanley J. *Renewing the Center: Evangelical Theology in a Post-Theological Era*. 2nd edition. Grand Rapids, MI: Baker Academic, 2006.
- Grenz, Stanley J. *Revisioning Evangelical Theology: A Fresh Agenda for the 21st Century*. Downers Grove, IL: InterVarsity Press, 1993.
- Hindmarsh, D. Bruce. *The Spirit of Early Evangelicalism: True Religion in a Modern World*. Oxford: Oxford University Press, 2018.
- Hutchinson, Mark and John Wolffe. *A Short History of Global Evangelicalism*. Cambridge: Cambridge University Press, 2012.
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. 3rd edition. Oxford: Oxford University Press, 2011.
- Larsen, Timothy, ed. *Biographical Dictionary of Evangelicals*. Downers Grove, IL: InterVarsity Press, 2003.
- Larsen, Timothy and Daniel J. Treier, eds. *The Cambridge Companion to Evangelical Theology*. Cambridge: Cambridge University Press, 2007.

- Lewis, Donald M., ed. *The Blackwell Dictionary of Evangelical Biography*. 2 vols. Oxford: Basil Blackwell, 1995.
- Marsden, George M. *Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism 1870-1925*. Oxford: Oxford University Press, 1980.
- Marsden, George M. *Understanding Fundamentalism and Evangelicalism*. Grand Rapids, MI: Eerdmans, 1991.
- Martin, David. *Pentecostalism: The World Their Parish*. Oxford: Blackwell, 2002.
- McDermott, Gerald R., ed. *The Oxford Handbook of Evangelical Theology*. Oxford: Oxford University Press, 2013.
- Miller, Steven P. *The Age of Evangelicalism: America's Born-Again Years*. New York: Oxford University Press, 2014.
- Noll, Mark A. *The Scandal of the Evangelical Mind*. Grand Rapids, MI: Eerdmans, 1994.
- Noll, Mark A. *Jesus Christ and the Life of the Mind*. Grand Rapids, MI: Eerdmans, 2011; sequel to *The Scandal of the Evangelical Mind*.
- Pardue, Stephen T. *Why Evangelical Theology Needs the Global Church*. Grand Rapids, MI: Baker Academic, 2023.
- Porter, Stanley E. and Steven M. Studebaker, eds. *Evangelical Theological Method: Five Views*. Spectrum Multiview Books. Downers Grove, IL: IVP Academic, 2018.
- Rah, Soong-Chan. *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*. Downers Grove, IL: InterVarsity Press, 2009.
- Robert, Dana L. *Christian Mission: How Christianity Became a World Religion*. Hoboken, NJ: Wiley-Blackwell, 2009.
- Sanneh, Lamin O. *Translating the Message: The Missionary Impact on Culture*. 2nd edition. Maryknoll, NY: Orbis, 2009.
- Stackhouse, John G., Jr. *Evangelical Futures: A Conversation on Theological Method*. Grand Rapids, MI: Baker, 2000.
- Stackhouse, John G., Jr. *Evangelicalism: A Very Short Introduction*. Oxford: Oxford University Press, 2022.
- Stanley, Brian. *Christianity in the Twentieth Century: A World History*. Princeton, NJ: Princeton University Press, 2018.
- Stanley, Brian, ed. *Missions, Nationalism, and the End of Empire*. Grand Rapids, MI: Eerdmans, 2004.
- Stiller, Brian C., Todd M. Johnson, Karen Stiller, and Mark Hutchinson, eds. *Evangelicals around the World: A Global Handbook for the 21st Century*. Nashville, TN: Thomas Nelson, 2015.
- Sutton, Matthew Avery. *American Apocalypse: A History of Modern Evangelicalism*. Cambridge, MA: Belknap-Harvard University Press, 2014.

Swallow Prior, Karen. *The Evangelical Imagination: How Stories, Images & Metaphors Created a Culture in Crisis*. Grand Rapids, MI: Brazos Press, 2023.

Walls, Andrew. *The Missionary Movement in Christian History: Studies in the Transmission of Faith*. Maryknoll, NT: Orbis, 1996.

Ward, W. R. *The Protestant Evangelical Awakening*. Cambridge: Cambridge University Press, 1992.

Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World*. Grand Rapids, MI: Baker, 1999.

Yong, Amos. *The Future of Evangelical Theology: Soundings from the Asian American Diaspora*. Downers Grove, IL: IVP Academic, 2014.

V. Course Grading Scale and Activity/Assignment Weights

Grading Scale

Percent Grade	*Letter Grade	Grade Point (12pt scale)	Grade Point (4pt scale)	Grading Guidelines
90–100	A+	12	4.0	for work displaying mastery of the subject matter, creativity, and individualized integration of insights and their relationship(s)
85–89	A	11	4.0	
80–84	A-	10	3.7	
77–79	B+	9	3.3	for work displaying a good level of competence and comprehension
73–76	B	8	3.0	
70–72	B-	7	2.7	
67–69	C+	6	2.3	for work which meets basic course requirements but demonstrates a low level of comprehension
63–66	C	5	2.0	
60–62	C-	4	1.7	
57–59	D+	3	1.3	for work that falls below minimum standards
53–56	D	2	1.0	
50–52	D-	1	0.7	
0–49	F	0	0	unsatisfactory work and/or failure to meet course requirements

*Note that in order to earn credit for this course, you must pass with a grade higher than a D+ (i.e., C- or better). Please see the appropriate handbook for more information about the grading scale, esp. if you are an Advanced Elective (e.g., DPT) student.

Assignment Category Weights

Category	Weight
Class Attendance and Participation	10%
Reading Log	10%
Reading Presentation and Discussion Facilitation (1)	15%
Reading Presentation and Discussion Facilitation (2) OR Final Reflection Paper (if high course enrollment)*	15%
Oral Presentation of Research	10%
Critical-Constructive Research Paper	40%
	100%

VI. Course Requirements and Expectations

Advanced Elective Students: Students taking this course for Advanced Elective credit (e.g., DPT) will be provided with a syllabus supplement outlining additional requirements that they must meet to receive credit towards their degree program. Advanced Elective students can expect their course requirements to include doctoral levels of reading and research-supported writing, as well as a presentation of their research in a format appropriate to the course. For any questions about what to expect for Advanced Elective requirements in this particular course, please contact the course instructor. **Note:** The syllabus supplement will be made available no sooner than ten days after enrollment in the course. Advanced Elective students are encouraged to register for this course as early as possible so as to ensure that they are made aware of their course requirements well in advance of the course start date.

Expectations and Requirements for ALL STUDENTS Regardless of Program or Specialization

– Class Attendance and Participation (10% of Final Grade)

As graduate-level students, you will be expected to attend all classes in person and actively participate in the interactive portions of the course. By way of in-class lectures and discussion, this component of the course incorporates all three categories of our course objectives as knowledge is built upon (K), the transformational cultivation of both humility and courage of conviction is exemplified in our interactions (B), and as the use of one's own words to express theological ideas and their significance as well as to critically and constructively engage in theological discussion is practiced (D). Due to the give-and-take nature of theological discussions, it is inevitable that there will be differing opinions that are held and expressed. While students (and instructor) are allowed to sincerely express their honest views, it is expected that such will be done respectfully, especially amidst instances of controversy and/or disagreement. As the course instructor, it is my responsibility to manage the classroom environment so that the classroom is a safe place for respectful theological conversation. In instances where an individual is dominating the discussion, I also reserve the right to ask them to take a step back for the purpose of allowing others ample opportunity to participate. Students who violate our classroom guidelines may be dismissed from class.

– Reading Log (10% of Final Grade)

To meet the objective of developing the desired working knowledge of essential figures, themes, concepts, and ongoing debates and discussions regarding theological anthropology (K), students are required to read the "Required Readings" that have been assigned above. On their honor, they will fill out a "Reading Log" form (essentially, a check-list provided by the instructor via the course's [A2L](#) site) prior to **this assignment's deadline (10:00pm on Friday, April 9, 2027)**. The "Reading Log" can be submitted in any desired format (e.g., MS Word .doc or .docx, PDF, JPEG, etc.) using the course's [A2L](#) site.

- *Reading Presentation and Discussion Facilitation (1) (15% of Final Grade)*
- *Reading Presentation and Discussion Facilitation (2) (15% of Final Grade)**

Due to the intended seminar format of this course, students will take turns leading portions of our in-class group discussion through a brief 10–15-minute summary presentation of selected assigned reading material from the Boyd/Eddy book (more on this during the first day of class) followed by facilitation of the ensuing conversation through at least three or four questions for discussion *that are academic in nature (rather than, for example, devotional)*. A one-to-two-page handout which serves as the presentation’s outline and in-class discussion guide is also to be prepared for the entire group. The handout should be written single-spaced (font no larger than 10 and margins no smaller than 1cm) on a maximum of two sides of 8.5” x 11” paper and should use parenthetical referencing in the format of (Author Last Name, Page Number) for any assigned readings that are referenced. Outside research beyond the assigned readings is encouraged if such will help students to understand the theological figure or perspective that they are presenting about.

This type of presentation and discussion facilitation fulfills our class objectives of helping students to absorb and consolidate knowledge (K), cultivate a humble theological tone as well as courage of conviction, both of which are transformational in nature (B), and use one’s own words to explain theological content and their significance while also critically and constructively engaging that content (D). Assessment will be based upon overall preparedness whose quality of presentation style and theological content, both orally and as written on the class handout/discussion guide, reflects the course objectives of (K), (B), and (D) while staying within allocated time limits.

***Depending on final enrolment numbers, students should expect to play this role twice during the semester, each time counting for 15% of their final grade. Date and theological figure assignments will be allocated during the first or second week of the course. Please note that if class enrollment exceeds ideal conditions for this type of seminar-style of instruction, an adjustment to the syllabus will be made to accommodate a larger class size (e.g., replacing the second turn for this type of assignment with a final reflection paper as described below).**

- *Final Reflection Paper (15% of Final Grade)**

If there are too many students enrolled to have each student lead a Reading Presentation and Discussion Facilitation two times, then each student will only lead once and in place of the second turn: Towards the end of the course, students will write a final reflection paper that seeks to showcase how the readings and in-class discussions have spurred on further critical, constructive, and integrative thought regarding the essentials of theology. The final reflection paper assignment fulfills the course objectives of demonstrating key knowledge (K), allowing transformational opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one’s own words to explain theological content and its significance while also entering into critical and constructive engagement with that content (D). The paper should be written single-spaced (font no larger than 10 and margins no smaller than 1cm) on a maximum of two sides of 8.5” x 11” paper and should use parenthetical referencing in the format of (Author Last Name, Page Number) for any assigned readings that are referenced. Since the paper should only reference

our assigned readings for the course, a bibliography for this assignment is not necessary. **This assignment is due on Friday, April 9, 2027 at 10:00pm via the course's [A2L](#) site.**

- *Oral Presentation of Research (10% of Final Grade)*
- *Critical-Constructive Research Paper (40% of Final Grade)*

A critical-constructive research paper of 3,750-5,750 words which meticulously follows the [MDC style guide](#) can be on anything that is of interest to the student so long as it has something to do with the course content (i.e., a theological loci having to do with Evangelical Theology, either historically, theologically, or ministerially) and so long as it clearly argues a main thesis from beginning to end (with a proper “thesis statement” explicitly included in the introduction section of the paper). Unless otherwise approved by the instructor, students should choose one or two main theological figures or perspectives to engage with in this paper regarding their respective theological thought and its implications.

The research paper assignment fulfills the course objectives of demonstrating key knowledge (K), allowing transformational opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one’s own words to explain theological content and its significance while also entering into critical and constructive engagement with that content (D).

While a more comprehensive list of suggested topics for this research paper will be provided via [A2L](#), *students who wish to write about something else should ask me for permission prior to writing the paper or its proposal.* Along such lines, research questions should be framed in a way that leads to argumentation (e.g., “What theological influences led to Billy Graham’s practice of evangelism at his crusade events, in what ways is his legacy still theologically and ministerial influential, and how are we to evaluate all of this?”) rather than merely description (e.g., “What did Billy Graham do at his crusade events?”).

In terms of program specializations, the following are examples of historically-oriented research questions which can be written about:

- CC: From a historical standpoint, critically and/or constructively discuss the Evangelical tradition’s influence upon culture (e.g., North American) when it comes to some aspect of its development and/or thought.
- CW: From a historical standpoint, critically and/or constructively analyze the worldview of a particular Evangelical figure or movement in a way that highlights their positive and/or negative implications for Christian faith and practice in our contemporary world.
- PS: Choose a historical figure from within the Evangelical tradition and critically and/or constructively engage with that figure in a way that highlights how their

contribution(s) are worthy of further being emulated and built upon when it comes to ministerial practice today.

In terms of program specializations, the following are examples of theologically- or ministerially-oriented research questions which can be written about:

- CC: Critically and constructively engage with some aspect of contemporary culture or Evangelical sub-culture from a theologically informed perspective.
- CW: Critically and constructively evaluate how differing views of the Millennium within Evangelicalism have shaped Christian worldview for better and for worse. Which way forward is best and why?
- PS: Critically and constructively evaluate the different proposals regarding an Evangelical doctrine of Scripture and revelation. How does having a healthy doctrine of Scripture effect or inform ministerial practice, and vice-versa?

For professional masters-level students, a *minimum* of 8-10 academic sources should be consulted (e.g., peer-reviewed books, chapters from edited volumes, journal articles, etc., and not devotional books, blog posts, Wikipedia, etc.) and along with footnotes, a full bibliography is to be included at the end of the paper which is inclusive of every source cited within the paper while *not including* sources which were not cited in the paper.

A “Research Paper Checklist” will be made available via the course’s [A2L](#) site and more information about this assignment will be given on the first day of class. In the meantime, please keep in mind the following key dates:

- **10:00pm on Friday, February 5, 2027:** a research paper proposal of at least one paragraph that speaks to your proposed research question, tentative thesis statement, and motivation for research is to be submitted via the course’s [A2L](#) site along with a tentative bibliography at the end of the same document.
- **10:00pm on Friday, March 19, 2027:** a full first draft of the research paper is due via the course’s [A2L](#) site so that I have the opportunity to give you formative feedback along with an initial grade for the assignment.
- **Wednesdays during class time on March 31, April 7, and April 14, 2027:** students will be assigned one of these three dates to orally present about their research papers to others in the class. The grade given for the oral presentations will be based upon overall preparedness whose quality of presentation style and theological content reflects the course objectives of (K), (B), and (D) while staying within the allocated time limit.
- **10:00pm on Friday, April 9, 2027:** the final draft of the research paper is due via the course’s [A2L](#) site for those interested in making revisions to their earlier submitted first draft, as per the formative feedback received.

VII. Tentative Course Schedule (subject to change)

Week	Dates	Topic	Readings and Assignments
1	Jan 13, 2027	Course Introduction	Noll/Bebbington/Marsden: Intro & Part I (Chs. 1-2)
2	Jan 20, 2027	A: History of Evangelical Theology (1): 18 th Century, Part 1 B: Evangelical Theological Debates (1): Method, Scripture, Revelation	Noll/Bebbington/Marsden: Part I (Chs. 3-6) Boyd/Eddy: Intro, Ch. 1; Appendix Issue 1
3	Jan 27, 2027	A: History of Evangelical Theology (2): 18 th Century, Part 2 B: Evangelical Theological Debates (2): Doctrine of God, Part 1	Noll/Bebbington/Marsden: Parts I & II (Chs. 7-11) Boyd/Eddy: Chs. 2-3; Appendix Issue 2
4	Feb 3, 2027	A: History of Evangelical Theology (3): 19 th Century, Part 1 B: Evangelical Theological Debates (3): Doctrine of God, Part 2	Noll/Bebbington/Marsden: Part III (Chs. 12-16) Boyd/Eddy: Ch. 4; Appendix Issues 3-4 Research Paper Proposal due on Friday, Feb 5th at 10:00pm
5	Feb 10, 2027	A: History of Evangelical Theology (4): 19 th Century, Part 2 B: Evangelical Theological Debates (4): Theological Anthropology	Noll/Bebbington/Marsden: Part IV (Chs. 17-19) Boyd/Eddy: Ch. 5; Appendix Issue 5
6	Feb 17, 2027	No Class – Reading Week (Feb 15–19)	
7	Feb 24, 2027	A: History of Evangelical Theology (5): 20 th Century, Part 1 B: Evangelical Theological Debates (5): Christology and Salvation	Lewis/Pierard: Part II (Chs. 4-5) Boyd/Eddy: Chs. 6-8; Appendix Issue 6
8	Mar 3, 2027	A: History of Evangelical Theology (6): 20 th Century, Part 2 B: Evangelical Theological Debates (6): Holy Spirit	Lewis/Pierard: Part II (Chs. 6-8) Boyd/Eddy: Chs. 9, 14; Appendix Issues 9-12
9	Mar 10, 2027	A: Contemporary Trajectories (1): 21 st Century, Part 1 B: Evangelical Theological Debates (7): Ecclesiology and Ministry	Naseli/Hansen: Introduction + Ch. 1 Boyd/Eddy: Chs. 12-13, 15 Appendix Issues 7-8
10	Mar 17, 2027	A: Contemporary Trajectories (2): 21 st Century, Part 2 B: Evangelical Theological Debates (8): Eschatology	Naseli/Hansen: Chs. 2-3 Boyd/Eddy: Chs. 10-11, 16-17 Appendix Issues 13-15 Research Paper First Draft due Friday, Mar 19th at 10:00pm

11	Mar 24, 2027	Proposed Revisions for Evangelical Theology (21 st century and beyond)	Naseli/Hansen: Ch. 4 + Conclusion
12	Mar 31, 2027	Student Paper Presentations (1)	
13	Apr 7, 2027	Student Paper Presentations (2)	Reading Log, Research Paper Final Draft due Friday, April 9th at 10:00pm
14	Apr 14, 2027	Student Paper Presentations (3) Course Conclusion	

VIII. Course Policies.

It is the responsibility of the student to consult the student handbook(s)/catalogue for additional institutional policies.

Submission of Assignments – Unless otherwise indicated, all assignments are to be submitted via the [A2L](#) platform in MS Word (.docx) format so that I am more easily able to provide comments and feedback. Assignments submitted in PDF format may receive less comment and feedback. All written assignments will be run through TurnItIn (a plagiarism checking software).

Late Assignments – “Late” is defined as any time after the above stated deadlines (e.g., if the stated deadline is 10:00pm, 10:01pm on the same day counts as “one day late”; 10:01pm on the next day counts as “two days late,” etc.). Assignments will be penalized 5 points per day late.

College Style for Submission of Written Work

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the **McMaster Divinity College Press Style Guide** <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>

Failure to observe appropriate form will result in grade reductions.

Illness Policy – If you need to miss any part of the course due to illness, please contact me as soon as possible so as to ensure that you do not get behind with regard to the course content (and, where applicable, especially when assignments are due).

Online Synchronous Course Policy

Technology Requirements

- A reliable internet connection (tested before class time),
- A device with audio and video capability
- The correct video conferencing platform installed (e.g., Zoom, Teams).

Webcam & Environment

- Students must keep their microphones muted except when speaking to minimize background noise.
- Students must keep their webcams on throughout the class session.
- Students must dress appropriately.
- Students must ensure their surroundings are free from unnecessary distractions. Professional virtual backgrounds are permitted.

Academic Honesty

Academic dishonesty consists of misrepresenting the authorship or ownership of written work through deception or other fraudulent means. In an academic setting this may include copying or using unauthorized aids during tests or examinations; plagiarism, that is, presenting another person’s (or generative AI’s) words, ideas, data, or creative work as one’s own without appropriate acknowledgement and citation; or submitting work for credit in more than one course without instructor permission.

A special note about Generative AI: Students are expected to do their own thinking and write their own papers and assignments. Generative AI is not to be used to do this work. The use of AI

to produce content that is then submitted as though it were the student's own work constitutes plagiarism and is a violation of the Academic Honesty Policy. While AI tools may be used to correct errors in English grammar, usage, and mechanics, Generative AI must not be used to translate assignments from a student's native language into English. All degree programs at MDC are taught in the English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term in which they are enrolled. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC):** sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that student will use inclusive language in all MDC assignments. When referencing biblical texts, students should preserve the integrity of the original expressions and the names of God while using gender-inclusive language when referring to human beings. Biblical quotations should be taken from a gender-inclusive translation such as: NRSVue (2022), NIV (2011), CEB (2011), NLT (1996), or CEV (1995).

Disclaimer – © 2026–2027 by Clement Yung Wen and MDC. This syllabus for this course is for information only and remains the property of the respective professor. This syllabus is prepared with the best information available, but the professor reserves the right to change the content and format of the course at any time. Students will be kept apprised of any changes.