

“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.”

Course	LOCAL PILGRIMAGE AS SPIRITUAL FORMATION STUDY TOUR SPIR 0670 1B
Date, Time, and Delivery Format	MAY 05 – 30, 2025 BLENDED PILGRIMAGE DATES MAY 25 – MAY 30, 2025
Instructor	URIAH POND, EdD Email: upond@tyndale.ca ELIZABETH MILLAR, DPT Email: emillar@tyndale.ca
Class Information	Synchronous session May 05 @ 07:00 – 09:00 PM EST Asynchronous sessions May 12 – 16, May 19 – 23 Pilgrimage May 25 – 30
Course Material	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

This course is an introduction to Christian pilgrimage. It will explore the role of pilgrimage in Christian tradition by engaging in a local walking pilgrimage as a spiritual discipline. The course includes a 5-day walking pilgrimage on Prince Edward Island, where participants will complete the 93.5 km pilgrimage from Montague to Greenwich National Park. In addition to the course readings and online discussions, we will share daily devotions and hold regular debrief sessions. In addition to the theology of pilgrimage, the course will also explore related topics, such as pilgrimage as spiritual formation, theology in local context, and theology of place. The estimated cost per student is \$1200 plus travel to PEI and course tuition. (See Appendix A at the end of syllabus for more detailed information of locations and schedule).

Caution: The walking pilgrimage portion of this study tour (6 days) includes walking up to 22 km per day through varied topography, including rolling hills. A reasonable level of fitness is required.

II. LEARNING OUTCOMES

At the end of the course, students will:

1. Analyze the experience of participating in a local pilgrimage in terms of its contribution to spiritual formation and discipleship.
2. Identify how pilgrimage as a spiritual discipline may reframe personal practice/spiritual formation, and how it aligns with the discipling mission of the church
3. Analyze how ministry in a local rural context may reframe personal practice/spiritual formation, and how it aligns with the discipling mission of the church
4. Examine the theology of pilgrimage, including the significance/theology of place, and how it informs the discipling mission of the church

III. COURSE REQUIREMENTS

A. REQUIRED READING

Bartholomew, Craig, and Fred Hughes. eds. *Explorations in a Christian Theology of Pilgrimage*. Farham: Ashgate, 2004.

Coleman, Simon. *Powers of Pilgrimage: Religion in a World of Movement*. New York: New York University Press, 2021.

Fennell, Rob. *Camino Close to Home: How to Plan and Thrive on Local Pilgrimage*. Toronto: Novalis, 2023.

Reader, Ian. *Pilgrimage: A Very Short Introduction*. Oxford: Oxford University Press, 2015.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – 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. 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

D. 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.

E. ASSIGNMENTS AND GRADING

1. Pre-tour Reading and Discussions: 30%

This requirement is relevant to Outcomes #2 and #4.

Participate in the online discussions of the course materials. Each student is expected to post one comment (maximum 100 words) and one reply (maximum 50 words) to each discussion topic. Discussions will explore and debate course topics.

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. “Attendance” in this course is demonstrated by regular logins and up-to-date participation in forums.

Basis of grade: This mark will reflect attendance, in-class engagement, completion of the assigned readings, and discussion posts. Absence and lateness will lower this grade. See the Academic Calendar for the excused absence policy.

Due: Per weekly schedule on course page. Online pre-tour coursework will begin May 05, 2025.)

2. Pilgrimage and *The Pilgrims' Diary*: 30%

This assignment is related to all Outcomes.

Participate in each day of the pilgrimage. Contribute journal entries (maximum 200 words per entry; maximum 400 words for summative final entry) about spiritual and practical insights into an online blog. The blog will function as a personal journal recording the journey and reflections on the pilgrimage experience. The first entry is required during the week before the pilgrimage begins, daily entries are required during the walking pilgrimage, and a summary reflection is required during the week following the tour. At the end of the course, the students will have collectively written "*The Pilgrims' Diary*", the story of our pilgrimage.

Basis of grade: 50% of this grade will reflect attendance, engagement, and contribution to community and community tasks. The other 50% will reflect your contributions to *The Pilgrims' Diary*. Journal entries should demonstrate self-awareness and personal growth in the understanding of pilgrimage, spiritual formation, and contextual ministry. It should also evidence of how learning will be applied going forward. Absence and lateness will lower this grade.

Due: Pilgrimage: May 25 – 30th. Pilgrims' Diary: An entry is required during the week prior to tour (due May 23rd), each day during the walking pilgrimage, and a final entry post-tour. (All entries are due by June 7th)

3. Research Paper: 40%

This assignment is related to all outcomes.

In a final paper, analyze one of the following:

- A significant aspect of pilgrimage, utilizing scholarly literature on the subject. Examine pilgrimage as a spiritual discipline, how it may be incorporated into personal practice/spiritual formation, and how it aligns with the discipling mission of the church.
- A significant aspect of ministry in local context, utilizing scholarly literature on the subject. Examine how context may reframe personal practice/spiritual formation, and how it aligns with the discipling mission of the church.
- A significant aspect of the theology of pilgrimage, including the significance/theology of place, and how it informs the discipling mission of the church

The paper should be a substantial piece of theological analysis in response one of the topic areas. (The specific topic is to be approved by a professor.) The essay should not simply report, summarize, or review class materials, or other resources, but analyze the value of such scholarly writings and resources with respect to the discipling mission of the church. It should demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored in fairness and at length. The paper should be 4000 words $\pm 10\%$, not including cover sheet and references..

Basis of grade: This grade will reflect engagement with course materials and other scholarly literature to debate the approved topic. The paper should demonstrate understanding of the topic. It should argue a position clearly using supporting evidence. Absence and lateness will lower this grade.

Due: June 27, 2025

GRADING RUBRIC for interactive activities

Criteria	Excellent (A+ to A)	Very Good (A- to B)	Acceptable (B- to C+)	Fair (C or below)
Content	<ul style="list-style-type: none"> • Displayed a broad range of content with detailed articulation • Able to remember online/in-person content and readings • Answered the questions with relevance and focus 	<ul style="list-style-type: none"> • Included broad range of content • Made connections to online/in-person content and readings that had some relevance 	<ul style="list-style-type: none"> • Included some content and made general connections online/in-person content and readings 	<ul style="list-style-type: none"> • Wasn't very familiar with or misunderstood course content or was too general or vague when describing course concepts • Rambled or drifted off topic • Needed frequent prompting to respond to questions
Integration	<ul style="list-style-type: none"> • Able to describe how concepts fit together and could be applied to various contexts • Could show how knowledge learned in class and content from readings was relevant to 	<ul style="list-style-type: none"> • Described how concepts fit together and illustrated some application • Sought to reveal integration 	<ul style="list-style-type: none"> • Shared some connections • Minimal applications and integration 	<ul style="list-style-type: none"> • Made unclear or incorrect connections between concepts addressed in in-person/online content and readings • Was unable to see how concepts or principles might

	personal or organizational change			apply in different circumstances.
Reflection	<ul style="list-style-type: none"> • Able to see beyond the surface and describe how the content related to context • Able to explain how to apply concepts to ministry context 	<ul style="list-style-type: none"> • Some awareness revealed in explanations of how concepts apply to ministry context 	<ul style="list-style-type: none"> • Limited awareness revealed of how concepts apply to ministry context 	<ul style="list-style-type: none"> • Inability to articulate how concepts apply to ministry context
Engagement	<ul style="list-style-type: none"> • Was engaged both online and in-person • Provided clear responses • Understood the flow of the conversation • Listened to the questions • Well-prepared 	<ul style="list-style-type: none"> • Good level of engagement • Showed preparation and willingness to listen 	<ul style="list-style-type: none"> • Somewhat engaged • Limited preparation • Interrupted questions or appeared somewhat distracted 	<ul style="list-style-type: none"> • Seemed distracted or disinterested in the conversations • Didn't pay attention • Frequently drifted off topic or poorly prepared

GRADING RUBRIC for written work

Criteria	Excellent (A+ to A)	Very Good (A- to B)	Acceptable (B- to C+)	Fair (C or below)
Completeness	<ul style="list-style-type: none"> • Addresses the topic clearly and directly • Comprehensive response • Submitted on time 	<ul style="list-style-type: none"> • Addresses the topic clearly and directly • Somewhat comprehensive • Submitted on time 	<ul style="list-style-type: none"> • Addresses some parts of the topic • Incomplete in some manner • Lateness 	<ul style="list-style-type: none"> • Misunderstands the topic • Incomplete or irrelevant to course material and supporting resources
Clarity and Specificity	<ul style="list-style-type: none"> • Clear and concise • Grammatically correct • Rare grammatical or spelling errors • Includes introduction and conclusion 	<ul style="list-style-type: none"> • Clear, but can be more concise or precise • A few grammatical or spelling errors • Generally follows a logical sequence from paragraph to paragraph, but 	<ul style="list-style-type: none"> • Somewhat clear, but with significant number of errors in spelling and grammar • Too general • Lacks logical cohesion 	<ul style="list-style-type: none"> • Unclear • Poor spelling and grammar • Makes over-generalized assumptions

	<ul style="list-style-type: none"> • Presents a logical sequence of thought • Moves beyond generalities to specific arguments and illustrations 	<p>may be lacking in detail or specificity</p>		
Critical engagement with class material and scholarly resources; shows integration with lectures, readings and life	<ul style="list-style-type: none"> • Thoughtful • Opinions and ideas are substantiated with class material and other scholarly resources • Active reflection • Helpful questioning • Obvious integration with one's ministry context 	<ul style="list-style-type: none"> • Thoughtful • Opinions and ideas are occasionally substantiated with class material and other scholarly resources • Some reflection • Some integration with one's ministry context 	<ul style="list-style-type: none"> • Less thoughtful • Opinions and ideas are sometimes substantiated with class material, but lacks use of other scholarly resources • Insufficient reflection • Less integration with one's ministry context 	<ul style="list-style-type: none"> • Opinions and ideas are not substantiated with class material or other scholarly resources • No reflection • No integration with one's ministry context
Style and quality of responses	<ul style="list-style-type: none"> • Written in an engaging, scholarly manner • Appropriate and accurate style in footnotes and bibliography 	<ul style="list-style-type: none"> • Written in an interesting manner • Some mistakes or omissions in footnotes and bibliography 	<ul style="list-style-type: none"> • Harder to follow writing that is less engaging • Many mistakes and/or omissions in footnotes and bibliography 	<ul style="list-style-type: none"> • Difficult to read and follow the train of thought • Lacking in scholarship • Footnotes or bibliography are lacking

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Forum Discussions	30 %
Pilgrimage and Pilgrims' Diary	30 %
Research Paper	40 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

- Academic quality writing, including spelling, grammar, and consistent formatting throughout.
- Papers and posts are dense, focused discussions without unnecessary filler or padding to achieve the required length.
- Reflections and analyses are prayerful, theological, mindful of one's spiritual growth and journey, the local context, one's ministry context, etc. as appropriate.
- Accurate citations of all quoted material using Chicago style.

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, "Citing Sources in Theology"](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

I. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A detailed course schedule will be available in Moodle when the course opens to participants (May 5th). The tentative course schedule is:

Block 1: May 5th – May 11th

Online Session:	May 5th @07 :00 – 09:00 PM EST
Topics:	Pilgrimage Preparation
Discussion:	Pilgrimage versus tourism (posts due by May 24th)

Block 2: May 12th – May 18th

Topics:	Pilgrimage and spiritual formation
Discussion:	Theology of pilgrimage (posts due by June 7th)

Block 3: May 19th – May 25th

Topics:	Spirituality and place
Discussion:	Spirituality and place (posts due by June 21st)

May 25th – June 6th

Pilgrims' Diary:	First entry due by May 23rd, daily entries during pilgrimage, post-pilgrimage entry by June 7th.
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Pilgrimage: May 25th – May 30th

In Prince Edward Island, typically, each morning we will have a brief devotional and discuss any logistics for the day before we begin our walk. At midday we will break for lunch and a second reflection, such as *lectio divina*. We end our day with an examen, reflecting on our pilgrimage experience.

(The tour itinerary is included in Appendix A. We will endeavor to adhere to this itinerary, but travel can introduce circumstances that require attention. We reserve the right to adjust the itinerary, if required, for your comfort and safety.)

Post-tour: June 1st – June 28th

Pilgrims' Diary:	All entries due by June 6th
Research paper:	Due June 27th

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

- Adnams, E. Louise. "Pilgrimage: A Paradigm for Spiritual Formation." *McMaster Journal of Theology and Ministry* 12 (2010–2011) 133–66.
- Benner, David G. *Sacred Companions: The Gift of Spiritual Friendship & Direction*. Downers Grove, IL: InterVarsity Press, 2002.
- Bergmann, Sigurd. *God in Context: A Survey of Contextual Theology*. New York: Routledge, 2003.
- Boers, Arthur P. *The Way Is Made by Walking: A Pilgrimage along the Camino de Santiago*. Downers Grove: InterVarsity Press, 2007.
- Bradley, Ian. *Pilgrimage: A Spiritual and Cultural Journey*. Oxford: Lion Hudson, 2009.
- Bush, Joseph E. *Practical Theology in Church and Society*. Eugene, OR: Cascade Books, 2016.
- Butler, Barbara, and White, Jo. *To Be a Pilgrim: A Comprehensive Guide, Information, Instruction and Inspiration for Pilgrims*. Buxhall: Kevin Mayhew, 2002.
- Chandler, Diane J. *Christian Spiritual Formation: An Integrated Approach for Personal and Relational Wholeness*. Downers Grove, IL: IVP Academic, 2014.
- Cousineau, Phil. *The Art of Pilgrimage: The Seeker's Guide to Making Travel Sacred*. York Beach: Conari Press, 1998.
- Di Giovine, Michael A. "Pilgrimage: Communitas and Contestation, Unity and Difference – An Introduction." *Tourism Review* 59 (2011) 247–269.
- Eade, John, and Sallnow, Michael. J. *Contesting the sacred: The anthropology of Christian pilgrimage*. Eugene: Wipf & Stock, 1991.
- Estep, James R., and Jonathan H. Kim. *Christian Formation: Integrating Theology and Human Development*. Nashville: B&H Academic, 2010.
- Forest, Jim. *The Road to Emmaus: Pilgrimage as a Way of Life*. Maryknoll: Orbis Books, 2007.
- Foster, Richard J. *Celebration of Discipline: The Path to Spiritual Growth*. New York, NY: HarperCollins, 1998.
- Frey, Nancy L. *Pilgrim Stories: On and Off the Road to Santiago*. Berkeley: University of California Press, 1998.
- George, Christian. *Sacred Travels: Recovering the Ancient Practice of Pilgrimage*. Downers Grove: InterVarsity Press, 2006.

- Harpur, James. *The Pilgrim Journey: A History of Pilgrimage in the Western World*. Katonah: BlueBridge, 2016.
- Inge, John. *A Christian Theology of Place*. Farnham, UK: Ashgate Publishing, 2003.
- Morinis, Alan. *Sacred Journeys: The Anthropology of Pilgrimage*. Westport, CT: Greenwood Press, 1992.
- Mulholland, M. Robert, and Ruth H. Barton. *Invitation to a Journey: A Road Map for Spiritual Disciplines*. Downers Grove, IL: InterVarsity, 2016.
- Norman, Alex. *Spiritual Tourism: Travel and Religious Practice in Western Society*. London: Bloomsbury, 2011.
- Ott, Craig. *Teaching and Learning Across Cultures: A Guide to Theory and Practice*. Grand Rapids: MI: Baker Academic, 2021.
- Perrin, David B. *Studying Christian Spirituality*. New York, NY: Routledge, 2007.
- Reader, Ian. *Pilgrimage in the Marketplace*. London: Routledge, 2014.
- Schreiter, Robert J. *Constructing Local Theologies*, 30th anniversary ed. Maryknoll, NY: Orbis Books, 2015.
- Severn, Paul. "A History of Christian Pilgrimage." *International Journal for the Study of the Christian Church*, 19 (2019) 323–339.
- Sumption, Jonathan. *The Age of Pilgrimage: The Medieval Journey to God*. Mahwah: HiddenSpring, 2003.
- Taylor, Joan E. *Christians and the Holy Places: The Myth of Jewish-Christian Origins*. Oxford, UK: Clarendon Press, 1993.
- Turner, Victor, and Turner, Edith L. B. *Image and Pilgrimage in Christian Culture: Anthropological Perspectives*. New York: Columbia University Press, 1978.

VI. APPENDIX A: ADDITIONAL PILGRIMAGE INFORMATION

Tentative Pilgrimage Itinerary

Sunday, May 25

Arrival, dinner and orientation at Cornerstone Baptist Church. (D)

Monday, May 26

Montague to Georgetown – 18 km. (BD)

Tuesday, May 27

Cardigan Junction to Peakes – 20 km. (BD)

Wednesday, May 28

Peakes to Douglas Station Rd – 17 km. (BD)

Thursday, May 29

Douglas Station Rd to St. Peters – 21 km. (BD)

Friday, May 30

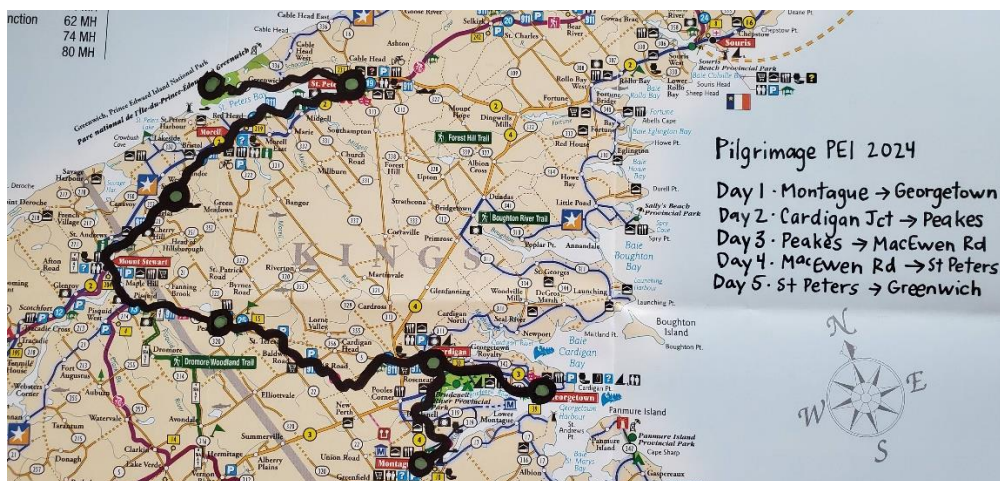
St. Peters to Greenwich National Park – 17 km. (BD)

Saturday, May 31

Departure

Route:

The tentative pilgrimage route is Montague to Greenwich National Park, totaling 93.5 kilometres in five segments. The route is primarily rail trails, so generally easy to moderate walking.



Accommodation:

[Lanes Riverhouse Inn and Cottages](#), Montague

Each student will have their own bedroom in a 3-bedroom cottage, with 4 double or queen beds, two bathrooms, and a full kitchen. They will share common space at their cottage.

Meals:

Breakfasts and dinners are included.

Students will prepare and share communal meals for breakfast and dinner at Cornerstone Baptist Church (located a block from the cottages).

Students are responsible for their own lunches. (There are grocery shops within walking distance.)

Transportation:

Students are responsible for their own transportation to/from PEI.

Ground transportation will be provided to shuttle pilgrims to and from the start and end point daily. We will recruit local volunteer drivers. That will also afford students the opportunity for a brief interaction with local residents.

(We can also arrange volunteers to provide airport and ferry shuttle service for arrival and departure for an additional fee, since public transportation options are limited.)

'Pilgrimage Plus':

We need to finalize details, but we will include guest presenters on related topics during the evenings. One option is a panel discussion with local denominational leaders about the history of the church in PEI. Another possibility is a conversation with a farmer or fisher about ministry in a rural context.

Note: We reserve the right to change the pilgrimage route and agenda based on circumstances at the time, such as inclement weather, trail repairs, speaker availability, etc.