"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	Winter, 2026
Course Title	EDUCATION FOR DISCIPLESHIP AND SPIRITUAL DEVELOPMENT 教導與建立成熟門徒
Course Code	CHED CM11 XP (JOINT WITH BRE CHRI 1013 YP)
Date	From January 13, 2026 to April 7, 2026 **Every Tuesday**
Time	From 2:15 PM to 5:05 PM
Delivery Format	IN-PERSON ONLY
Class information	☒ The classes will be IN-PERSON on Tuesdays
Instructor **Contact Information**	CHI-HUNG SIU, Ph.D. 蕭智雄博士 Email: csiu@tyndale.ca
Office Hours	☒ By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course explores the various factors that affect how believers can become disciples of Jesus Christ. Biblical, theological, historical, and sociological research will be utilized in identifying significant factors related to the nurturing of disciples of Jesus Christ. The goal is to empower learners to experience break-through in their spiritual growth and to develop an appropriate disciple-making strategy in their own church.

本科將探討如何成為耶穌基督的門徒。學員透過從聖經、神學、歷史、社會學等研究中，了解有關栽培基督門徒的重要因素。本課程幫助學員深入理解信徒成長的不同階段，及突破靈命成長障礙的途徑；同時探討如何在多元文化的社會中，幫助教會建立一個健全的栽培門徒策略與架構。

II. LEARNING OUTCOMES

At the end of the course, students will be able to 課程完成後，學員可以獲得的成果:

1. Learning Outcomes in the Cognitive Domain 認知目的 :
   1.1 明白有關門徒訓練的聖經真理教導。Understand the Biblical teaching on Discipleship.
   1.2 能清楚解釋在門徒成長的過程中每一階段的特質。Clearly explain what it means to be a disciple of Jesus Christ at various developmental levels.
   1.3 掌握有關門徒成長的各範疇，並能洞察門徒成長的各種需要。The student will learn various areas of discipleship training and how to discern the needs of others who are growing as disciples.

2. Learning Outcomes in the Affective Domain 感知目的 :
   2.1 肯定個人及群體成為門徒的重要性。The student will gain a greater conviction for personal and corporate discipleship.
   2.2 幫助其他信徒成為門徒的心越發增加。The student will grow in his or her desire to be involved in the lives of other believers and to build relationships with them which will foster their growth in faith.

3. Learning Outcome in the Practical Domain 實踐目的
   3.1 能夠按著個別華人教會的處境來制定合適的建立門徒事工計劃。Able to develop a plan for Discipleship ministry in a Chinese church context.
   3.2 在自己教會中開始一對一門徒訓練。Engage in the initial one-on-one discipleship process at one's own church.

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING 必讀課本

1. 董家驊著，《21 世紀使命門徒：開啟多元又創新的門徒世代》。台灣：校園，2022。
   Doong, David. *Missional Discipleship: Unleashing a Diverse and Innovative Generation of Disciples*. Taipei, CEF Press, 2022.

2. 曾金發著，《某確類》。Singapore, CCL Publications, 2017.
   Chan, Edmund, *A Certain Kind.* Singapore, CCL Publications, 2017.

3. Ogden, Greg. *Transforming Discipleship: Making Disciples a few at a time*. Revised Version. Downers Grove, IL: IVP. 2016.

區格理著，黃雅蓓譯，《合神心意的關係建立：門訓實踐指引》。香港：證主，2020。

4. Putman, Jim, Bobby Harrington, with Robert Coleman. *DiscipleShift: Five Steps that Help Your Church to Make Disciples who Make Disciples*. Grand Rapids: Zondervan, 2013.

卜冀曼，賀伯陞及高爾文著，《教會動力大轉化－五步轉型門徒訓練》。美國加州 El Monte: 台福傳播中心，2015。

5. Stott, John. *The Radical Disciple: Some Neglected Aspects of Our Calling.* Nottingham, UK: IVP, 2010.

斯托得著，黃淑惠譯，《世界在等待的門徒》。台灣：校園，2015.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS
Tyndale recommends **STEPBible** – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. Assignment 1   due January 27   20%
   Curriculum Design for New Believers：Students will work in groups of 2 to design a syllabus of 5-6 sessions for new believers in their church. Each session should have a clear objective and expected outcome, plus a concise outline of the content and the flow of learning activities. （2500-3000 words plus figure and illustrations where necessary）（Learning outcomes 1 & 3）

2. Assignment 2   due February 10   20%
   Report on the Discipleship Strategy of a Local Church: Students will work individually or in groups of 2. They will visit a local Chinese church and collect website information, brochure, display material, etc. on its strategy, plan, and activities of discipleship. Based on the course content, classroom discussion and reading material, students are to analyze the collected material and write an appraisal of the discipleship program in that church. (2500-3000 words plus figures and illustrations when necessary.) (Learning outcome 3)

3. Assignment 3   due March 10   20%

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Two short book reports on (1) *Missional Discipleship: Unleashing a Diverse and Innovative Generation of Disciples,* (2) *DiscipleShift: Five Steps that Help Your Church to Make Disciples who Make Disciples.* (1500-2000 words for each report) (Learning outcomes 1 & 2)

4. Assignment 4   due March 31   20%
   Proposal for a Strategic Discipleship Plan for your Local Church: Individual students are to propose a discipleship strategy for his/her church. Students may consider focusing on a particular age group in that church. The proposal should contain an oversight structure, appropriate approaches, plans and anticipated outcome in 4-5 years. (2500-3000 words, plus figures and illustrations where necessary) (Learning outcomes 1, 2, 3)

作業：

1. 作業 1（二人小組合作）：   繳交一月 27 日   20%
   設計一個從初信到成長的門訓課程：學員合作為初信者設計一個五至六次的成長課程，每節課程必須有清楚的目標和預期的果效，評估的方案，精簡的內容及每節課的流程。（2500-3000 字，附加適當的圖表。）（学习成果 1，3）

2. 作業 2 （個人或二人小組合作）：   繳交二月 10 日   20%
   一家華人教會門訓策略的調查與評估：學員訪問一間有門徒訓練的華人教會，收取該教會的網上資料，相關的印刷品，海報，壁報，展覽物品等，再按照課程內容與閱讀的課本，加以分析與評估該教會的門訓策略與方案。（2500-3000 字，附加適當的圖表照片。）（学习成果 3）

3. 作業 3   繳交三月 10 日   20%
   讀書報告兩篇：（1）21 世紀使命門徒：开启多元又创新的门徒世代，（2）教會動力大轉化－五步轉型門徒訓練，閱讀後，簡單複述書的主要內容，找到一個橫切面，加以對話評論，並你個人的心得與具體應用（每篇 1500- 2000 字）（学习成果 1，2）

4. 作業 4   繳交三月 31 日   20%
   為所屬的教會建議一個門訓的策略與架構：學員可以選擇為作業 2 的教會或是自己現今參與服侍的華人教會提供一個門訓的策略與架構，學員可以選擇將焦點放在該教會一個特定的年齡層，建議書需包括一個監督問責的體制、適切的材料、人力資源、及在三、五年後可以預期的果效。（2500-3000 字，附加適當的圖表照片。）（学习成果 1，2，3）

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D. SUMMARY OF ASSIGNMENTS AND GRADING

The following assignments are to be completed as described below by the dates.

Assignments & Evaluation 評估與作業	Due Date 繳交日期	Percentage of Final Grade 分數
Assignment 1 （groups of 2）: Curriculum Design for New Believers 作業 1（二人小組合作）： 設計一個從初信到成長的門訓課程	January 27，1 月 27 日	20%
Assignment 2 (individual or groups of 2): Report of the Discipleship Strategy of a Local Church 一家華人教會門訓策略的調查與評估	February 10，2 月 10 日	20%
Assignment 3: Two short book reports text books 1 &4 作業三： 兩份閱讀報告，課本 1 & 4	March 3，3 月 10 日	20%
Assignment 4: Proposal for a Strategic Discipleship Plan for your Local Church 作業四： 為所屬的教會建議一個門訓的策略與架構	March 29，3 月 31 日	20%
Quiz (4 times) 四次小測驗 （4 x 5%)	Jan 27, Feb 10, Mar 10, 31 1 月 27; 2 月 10; 3 月 10, 31 日	20%
Total 總分		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date 日期:	Content 內容:	Assigned Readings 閱讀:	Assignments 作業:
Jan 13	General Introduction Meaning of discipleship Calling of a disciple	曾：1-18 章； 董 1-4 章	

	My journey 課程簡介 基督門徒的意義 門徒的召命與信念 我的成長路		
Jan 20	Biblical foundation of disciple making Marks of Jesus' disciple Stages of a disciple's growth Follow-up on new believers 建立門徒的聖經基礎 耶穌門徒的標誌 門徒成長的階段 從初信到成長的跟進	斯托得：前言； 曾 19-23 章；	Assignment 1 作業 1
Jan 27	Quiz 1 Assignment 1: presentation & discussion Disciple training: Learning from Jesus 小測驗 1 作業 1：呈現與討論 門徒培訓：耶穌的榜樣	區：3-5 章； 卜冀曼：1-4 章。	Assignment 1 due 繳交作業 1 Assignment 2 作業 2
Feb 3	Disciple making in the early church 5 steps in disciple training I 初期教會的門徒培訓 五步轉型門徒訓練 I	卜冀曼：5-8 章；	Assignment 2 作業 2
Feb 10	Quiz 2 5 steps in disciple training II Presentation & discussion of Assignment 2 小測驗 2 五步轉型門徒訓練 II 作業 2：呈現與討論	卜冀曼：9-12 章； 董 5-8 章。	Assignment 2 due 繳交作業 2
Feb 17	**Reading Week – No Class**		
Feb 24	Missional church & missional discipleship Obstacles in discipleship Breakthrough in discipleship 使命教會與使命門徒	董 9-12 章	

	門徒成長的的障礙 突破個人成長的障礙		
Mar 3	Methodology in Discipleship training Relational discipleship 門徒培訓的不同策略 以關係導向的門徒訓練	區：6-9 章； 曾：24-31 章。	Assignment 3 作業 3
Mar 10	Quiz 3 Assignment 3：small group discussion Models of discipleship in Chinese churches Resources for discipleship training 作業 3：小組討論 小測驗 3 華人教會門訓的架構與模式 門訓的資源與材料	斯托得：1-4 章	Assignment 3 due 繳交作業 3
Mar 17	Holistic Philosophy of Discipleship 建立門徒的整全理念	斯托得：5-8 章	
Mar 24	Challenges of a 21st century disciple Becoming a disciple maker 二十一世紀的門徒面對的挑戰 成為一位建立門徒者		Assignment 4 作業 4
Mar 31	Quiz 4 Assignment 4 presentations and group discussion I 小測驗 4 作業 4 呈現、評估與討論		Assignment 4 due 繳交作業 4
Apr 7	Assignment 4 presentations and group discussion II Movie: Silence Quiz 4 作業 4 呈現、評估與討論 電影欣賞：沉默		

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](#).)

1. 卡爾．巴特著，王建熙，王甄麗玲合譯，《巴特論基督門徒的兩堂課：召命、禱告》。香港：天道書樓，2021。

    Barth, Karl. *The Call to Discipleship and Prayer*. (Originally published under the title: *Die Kirchliche Dogmatik".*) Zürich: Theologischer Verlag Zürich, 1986.

2. 陳孟賢著，《怎樣推動門徒生活操練》。香港：天道書樓，2018.

3. 曾麥翠蓮，曾金發合著，《生命與傳承》。Singapore, CCL Publications, 2017.

    Chan, Ann and Edmund Chan. *Life and Legacy.* Singapore, CCL Publications, 2017.

4. Scazzero, Peter. *Emotionally Healthy Spirituality, Updated Ed.* Grand Rapids: Zondervan, 2017.

    彼得.史卡吉羅著，劉美津譯，《培養高 **EQ** 的靈命》。美國加州：美國麥種傳道會，2007。

5. Morgan, Alison. *Following Jesus: the Plural of Disciple is Church.* Wells, UK: ReSource, 2015.

6. 鄒永恆著，《活學、活教、建立主門徒 – 基督教教育導論》。香港：華人聖經教導推行會，2014。

7. Scazzero, Peter, Warren Bird. *The Emotionally Healthy Church, Updated and Expanded Edition: A Strategy for Discipleship That Actually Changes Lives.* Grand Rapids: Zondervan, 2013.

    彼得.史卡吉羅、柏華倫著，何劉玲、張晨歌譯，《建立高 EQ 的教會》。美國加州：美國麥種傳道會，2004。

8. Pope, Randy, with Kitti Murray. *Insourcing: Bringing Discipleship Back to the Local Church*. Grand Rapids: Zondervan, 2013

9. 孔祥炯著,《基督教倫理學簡介》。加拿大多倫多：加拿大恩福協會，2012。

10. 玉漢欽著，金秀炯、文華譯,《喚醒平信徒 — 門徒訓練的原理與實際》。台北：道聲 出版社，2011。

11. Coleman, Robert E. *The Master Plan of Evangelism 2d ed*. Grand Rapids: Ravell, 2010.

    高爾文著；《佈道大計》14 版。香港：三元福音倍進佈道有限公司，2014。

12. 黎艾理著,《特質 S.H.A.P.E.：天生我才為主用》。香港：福音證主，2008。

13. 勞根、趙進啊德合著；《展翅上騰：教練入門》。香港：香港教會更新運動，2007。

14. Ogden, Greg. *Discipleship Essentials: A Guide to Building Your Life in Christ*. Downers Grove, IVP, 2007.

    歐格理著，陳凱若、趙珮譯，《合神心意的門徒》。美國德州：美國證主福音協會，2009。

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15. Hull, Bill. *The Complete Book of Discipleship: On Being and Making Followers of Christ.* Colorado Springs: NavPress, 2006.

16. McCallum, Dennis and Jessica Lowery. *Organic Disciplemaking: Mentoring Others Into Spiritual Maturity and Leadership*. Houston: Touch Publications, 2006.

17. Anderson, Keith R. and Randy D. Reese. *Spiritual Mentoring: A Guide for Seeking and Giving*. Downers Grove: IVP, 1999.
    奇夫.安德遜，蘭迪.利斯合著，李興邦譯；《師徒關係：屬靈路上拖與帶》。香港：基道，2004.

18. Coleman, Robert E. *The Master Plan of Discipleship.* Grand Rapids, Baker Book House, 1998.

19. 王明道著，《作主精兵》。香港：晨星，1988.

20. Hanks, Billie Jr., William A. Shell, ed. *Discipleship: The Best Writings.* Grand Rapids: Zondervan, 1981.
    韓高生，蘇威廉 編著，黃忠編譯，《門徒訓練精選》。香港：種籽，1982。

21. Bonhoeffer, Dietrich. *The Cost of Discipleship.* NY: Macmillan, 1980.
    潘霍華著，鄧肇明，古樂人合譯；《追隨基督》。香港：道聲，2000.

22. Wilkins, Michael J. *Following the Master: A Biblical Theology of Discipleship*. Grand Rapids: Zondervan, 1992.

23. Eims, LeRoy. *The Lost Art of Disciple Making.* Grand Rapids: Zondervan, 1978.

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*

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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 polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also

detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

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

Research Ethics

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

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.