

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

<b>Course</b>	<b>COURSE NAME</b> SPIR CM09 XP SPIRITUAL FORMATION 靈命塑造
<b>Date and Time</b>	JAN 11 – APR 4, 2024 THURSDAYS 8:15 AM – 11:05 AM
<b>Instructor</b>	<b>DR. HUCKLE CHOI 蔡偉雄博士, D. Min</b> Telephone/voice mail: (647) 948-9389 Ext. 101 Email: hchoi.ccst@tyndale.ca
<b>Class Information</b>	The classes will be in-person on Thursdays from 8:15 AM – 11:05 AM.  Office Hours: by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

This course provides an integrated approach to the study of Christian spirituality and the development of the Christian life. The course examines the major traditions of spiritual formation, including the spiritual legacy of the Chinese church. In addition to the theological understanding of spiritual formation, practices of personal and corporal spiritual disciplines will be emphasized.

本課程提供學員對基督徒靈命和成長一個整合的研讀，課程內容涵蓋靈命塑造的不同傳統，包括華人教會的屬靈傳承，探討屬靈塑造的神學基礎，同時亦會注重個人與群體的屬靈操練。

## II. LEARNING OUTCOMES

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

## 1. Learning Outcomes in the Cognitive Domain 認知目的

- 1.1 Identify the biblical basis of spirituality formation and Christian growth. 了解靈命塑造和信徒成長的聖經基礎
- 1.2 Analyze and evaluate the doctrinal correctness and merits of various spiritual disciplines. 分析及評價不同屬靈操練的正確教義和優點

## 2. Learning Outcomes in the Affective Domain 感知目的

- 2.1 Recognize that “knowing” and “doing” are essential that leads into a “being” is more important in spiritual life, and that the purpose of spiritual formation is to love God and love people. 認識信徒「所知」和「所為」的基本屬靈生活，以達致「所是」的重要性，乃是靈命塑造愛神愛人的目的
- 2.2 Recognize and experience the working of the Holy Spirit in spiritual life. 認識和經歷聖靈在屬靈生命成長的引導和工作

## 3. Learning Outcome in the Practical Domain 實踐目的

- 3.1 Analyze and utilize the basic protocols of different spiritual disciplines. 分析及運用不同屬靈操練的基本步驟
- 3.2. Construct and continue to practice the different spiritual disciplines in their daily lives and grow toward Christ-likeness. 設計及不斷實踐各種靈命操練在日常生活裡，以致靈命能邁向成熟，滿有基督的身量

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

1. 麥格夫著，趙崇明譯。《基督教靈修學》。香港：基道出版社，2004。
2. 廖炳堂。《靈修神學》。香港：天道書樓，2010。
3. 傅士德，畢比合著。平山譯。《一生渴慕神》。台北：校園書房出版社，2009。
4. 傅士德著，袁達志譯，《屬靈傳統禮讚》。香港：天道，2001。

5. 梅浩林著，林秀梅譯，《成長靈修學》。新北市：校園書房出版社，2011。

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.org](http://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 HYBRID COURSE REQUIREMENTS

- This course is in-person only.

## 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](http://classes.tyndale.ca).

## E. ASSIGNMENTS AND GRADING

### 1. Class Participation 10%

Due to the nature of the course, each student is expected to attend all lectures and to participate fully in the practical dimension. If you miss more than 25% of the classes, you are not eligible for a pass in the course.

#### 出席上課 – 參與討論 10%

由於本課的性質，每位同學都必須出席上課，並參與討論和多方實踐。如果你課堂的學習缺席 25% (三堂)，你就不能獲得本課及格。

### 2. Critical Book Review: 25%, due on February 27

Read at least three books from the required text and write a report on each book. The book report should identify the theme, comment the readability and practicality of the book, and an analysis of the content. The book report should include student’s reflection and influence on spiritual life after reading. (2-3 pages per book)

讀書報告：25% 呈交日期 2月27日

學員可自由選擇三本本科的閱讀書籍，寫出每本書讀後的心得和評語。作業內容包括書本的內容精要和分析、評論其可讀性、應用性、和資料的份量、讀後的心得和對自己的影響，每本書 2-3 頁。

### **3. Reflection on Spiritual Friendship: 25%, due on March 12**

Each student should pair up a spiritual friend, preferably matched up with someone in the class. Each pair will meet at least 5 times for sharing and prayer. Jot notes after each meeting. In this short essay, reflect on your experience with your spiritual friend and how that relationship has influenced your spiritual growth. (Total 5-7 pages)

#### **屬靈夥伴反思短文：25% 呈交日期 3 月 12 日**

每位同學須在班中選定一位屬靈夥伴，最少約會五次，內容包括親切的屬靈分享和一同禱告，記錄下你的個人心得和感受；綜合你的閱讀以及你屬靈友誼對你的影響，呈交一份合共 5-7 頁的反思短文。

### **4. Research Essay: 40%, due on March 26**

Analyze five spiritual disciplines discussed in this course, and attest its biblical teaching and merits of each discipline. The paper should include practical exercises which can be implemented daily live. (15-20 pages)

#### **專題文章：40% 呈交日期：3 月 26 日**

在課程中提及的任何五項屬靈操練，列出有關的經文，加以分析，說明該項屬靈操練合乎聖經的教導，並提供如何在日常靈修生活中運用的具體方法。作業要求 15-20 頁。

Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g., from A to A minus or B to B minus).

If there is “no post” after 11:59 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

**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](http://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](http://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: [*Sample*]

Participation 參與討論	10%
Critical Book Review 讀書報告	25 %
Reflections on Spiritual Friendship 屬靈夥伴的反 思短文	25 %
Research Essay 專題文章	40 %
Total Grade 總分	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

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, “How to Cite 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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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.

學生須詳讀學科日曆 Academic Calendar，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。

### Recording 錄音和錄像

We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class. 為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行。

### 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 ([aaau@tyndale.ca](mailto:aaau@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

**Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.**

日期 Date	內容 Content	閱讀 Reading
Jan 11	靈命塑造與大使命的關連	蔡,〈大使命與靈命塑造的神學教育反思〉,〈靈命塑造的聖經基礎、神學觀點、歷史脈絡〉訪談。
Jan 18	靈修歷史演變過程	侯,《靈修神學發展史》一至三章
Jan 25	知行至聖的靈命塑造	侯,《靈修神學發展史》四至六章
Feb 1	靈命塑造的成長進程	王,《靈命塑造》一至三章
Feb 8	屬靈操練之內修篇一	傅,《屬靈操練禮讚》壹章
Feb 15	屬靈操練之內修篇二	傅,《屬靈操練禮讚》貳章
Feb 22	Reading Week	
Feb 29	屬靈操練之內修篇三	傅,《屬靈操練禮讚》參章
Mar 7	屬靈操練之外練篇一	傅,《屬靈操練禮讚》肆章
Mar 14	屬靈操練之外練篇二	傅,《屬靈操練禮讚》陸章
Mar 21	屬靈操練之外練篇三	傅,《屬靈操練禮讚》柒章
Mar 28	屬靈操練之互動篇一	傅,《屬靈操練禮讚》玖章
Apr 4	屬靈操練之互動篇二	傅,《屬靈操練禮讚》拾叁章

#### V. SELECTED BIBLIOGRAPHY 書籍

1. 霍華德著,李永明、鄭淳怡合譯,《21世紀基督教靈修學》。台灣:校園,2014。
2. 巴默爾著,張玫珊譯,《行動靈修學》。台灣:校園,2013。
3. 唐佑之,《靈修神學》。香港:真理基金會,2012。

4. 譚沛泉，《孤獨、獨處、友情：塑造自重融合的生命》。香港：道風山基督教叢林；2008。
5. 梅浩林著，林秀梅譯，《成長靈修學》。新北市：校園書房出版社，2011。
6. 瓊斯著，李捷寧，陳永財譯，《靈命雕塑師：建立青少年的屬靈操練》。香港：學生福音團契出版社，2007。
7. 約翰·歐特堡著，岳景梅譯，《十個改變生命的屬靈操練》。臺北市：道聲出版社，2006。
8. 魏樂德著，譚晴譯，《心靈的重塑》。香港：天道書樓有限公司，2006。
9. 魏樂德著，文子梁，應仁祥譯，《靈性操練真諦》。新北市：校園書房出版社，2006。
10. 張修齊，《靜修之旅》。台灣：校園，2000。
11. 王欣，《基督教靈修》。橄欖出版有限公司，2021。
12. 侯士庭著，陳恩明譯，《靈修神學發展史》。香港：中福，1995。
13. 侯特著，楊長慧譯，《基督宗教靈修神學簡史》。香港：道風山基督教叢林；2007。
14. 彼得史卡吉羅著，劉美津譯，《培養高EQ的靈命》。加州：美國麥種傳道會，2007。
15. 畢德生著，徐成德，吳震環譯，《翱翔的基督》。台北：校園，2010。
16. 畢德生著，郭秀娟譯，《耶穌的道路》。台北：校園，2009。
17. 傅士德著，袁達志譯，《屬靈傳統禮讚》。香港：天道，2001。
18. 傅士德著，周天和譯，《禱告真諦》。香港：基道，1993。
19. 傅士德著，周天和譯，《屬靈操練禮讚》。香港：基督徒學生福音團契，1996。
20. 王志學，《靈命塑造》。美國加州，Lomita：海外校園，1999。

## 期刊

21. 蔡偉雄，〈大使命與靈命塑造的神學教育反思〉，《加拿大華人神學院季刊》，2018年7月第3期。
22. 蔡偉雄，〈如何建立教牧同工的支援網絡〉，《教牧分享》雙月刊，2018年1月號。



23. 蔡偉雄，〈靈命塑造的聖經基礎、神學觀點、歷史脈絡〉  
訪談，《加國華人教會》，2017年12月第49期。
24.  
蔡偉雄，〈保羅屬靈生命透視〉，《福音遍傳天下—獻予麥希真牧師論文集》加拿大華人神學教育協會，2016。
25. James Bryan Smith, Yi-Ting Tsai 譯，〈對於「靈命塑造運動」，魏樂德 (Dallas Willard) 有三個擔憂: 我們是否有可能努力錯方向了?〉，《Christianity Today》，2022年12月7日。