

*“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.”*

<b>Semester, Year</b>	WINTER, 2026
<b>Course Title</b>	<b>VOCATION AS NARRATIVES 職場敘事與表述</b>
<b>Course Code</b>	<b>INTD CM15 XP/XS/VP/VS</b>
<b>Date</b>	From January 14, 2026 to April 8, 2026 <b>Every Wednesday</b>
<b>Time</b>	From 6:45pm to 9:35pm
<b>Delivery Format</b>	IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
<b>Class information</b>	<input checked="" type="checkbox"/> The classes will be IN-PERSON & ONLINE on Wednesdays
<b>Instructor</b>	<b>JEAN LEE, PhD</b>
<b>Contact Information</b>	Email: jlee.ccst@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2192
<b>Office Hours</b>	<input checked="" type="checkbox"/> By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

Marketplace Christians and leaders influence the world by expressing and proclaiming the truth with their lives. Through examining our career and workplace experiences, this course helps students to reflect on how God has called them, be with them, and led them through difficulties, so that they can continue to grow spiritually. After reflecting and analyzing how these unique career experiences shaped and mold our being, students will learn to effectively narrate and express them as life testimonies that will impact and inspire others.

職場信徒和教會領袖當以生命言行表述和宣講真理，與別人溝通連結。本科透過檢視職場

生涯和經歷，反思上帝在當中如何呼召我們，與我們同在並帶領我們面對困難和持續成長。我們將學習讓這些獨特的職場經歷經過整理和詮釋後，可以有效地敘述和表達出來，成為生命見證感染和激勵別人。

## II. LEARNING OUTCOMES

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

1. Develop a theological framework for reflecting upon past experiences and their career in the workplace based on the acquired knowledge of Christian epistemology and the narrative approach.  
認識敘事進路及基督教知識論，建立詮釋職場生涯和經歷的神學框架。
2. Develop a Christian life perspective that is consistent with biblical truths and the realities of the workplace by listening to and discerning with one another the difficulties, struggles, and ways out in the workplace.  
彼此聆聽和辨別在職場的困難、掙扎和出路，建立合乎聖經真理和職場實況的信徒生活視野。
3. Examine theologically one's life experience in the workplace, discerning and discovering God's intention and guidance in it.  
針對信徒於職場處境中的生命經歷作神學思考，發現及整理上帝在當中的心意和帶領。
4. Develop and effectively articulate personal work-life sharing based on theological reflections.  
學習表述及演講格式，撰寫以神學思辨為基礎的分享內容，並在課堂上練習實踐。
5. Listen to and dialogue with others, analyse and respond to narrative assertions articulated by others.  
學習聆聽和對話，分析及回應敘事和表述的內容。

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

楊錫鏘：《召命：以生命回應神的召喚》(Answering His Call)。香港：證主，2017。

保羅·史蒂文斯：《工作真重要：向聖經人物學工作》，黃凱津譯。香港：校園，2018。(Translated from: Stevens, R Paul. *Work Matters: Lessons from Scripture*. Grand Rapids: Eerdmans, 2012.)

李適清、楊家強：《職場敘事》(Vocation as Narratives)，香港：中神及證主，2019。\*

\* Students will not be required to critique or review this publication authored by the instructor in a graded assignment. 學員不會被要求在評分作業中對老師的著作進行批判或評論。

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

史蒂文斯、班克斯編。《市井信徒通識手冊》，陳錦榮譯。香港：天道，2012。

(Translated from: Stevens, R. Paul & Robert Banks, ed. *The Marketplace Ministry Handbook: A Manual for Work, Money and Business*. Vancouver: Regent College, 2005.)

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. Class Participation: Attendance, Discussion, Assigned Readings (10%)

Students are required to read the assigned texts and class notes according to the class schedule and prepare to interact in class with other students.

教室內的參與: 出席、討論、作業。

按時閱讀課本和講義，並預備好在教室內與其他同學分享討論。

### 2. Short Talk and Script (within 20 minutes, word limit: 3000 words; 40%)

Students will prepare a short talk according to the framework and approach discussed in class. The proposed topic, short description and framework will be handed in for comments. Based on feedback on this proposal, each student will proceed to prepare a script, present the talk in class, and dialogue with other classmates. This assignment is related to Learning Outcomes #1-4.

指定形式短講及講稿 (短講限20分鐘內、字數限制：3000字)：

按課堂上的指定短講形式及示範，反思個人職場經歷，選取主題作短講分享，並與同學互動及對話。此作業讓學員達到課程目的1-4。

**Due** 呈交講題簡介及短講大綱初稿：4/2, 5pm

**Due** 呈交講稿及最後大綱：短講日3天前

### 3. Two Responses to Talks (word limit: 1000 words each; 20%)

Analyse two of the talks in class and provide personal reflections and responses. This assignment is related to Learning Outcomes #2, 3, 5.

回應短文兩篇 (字數限制：每篇1000字)：針對課堂上其中兩次的同學短講作分析，並提供個人反思及回應，達到課程目的2、3和5。

**Due 呈交：**短講後一周內

### 4. Article on Faith and Work (word limit: 2000 words; 30%)

After reading the assigned textbook *Answering the Call*, students will select a topic around “faith and work” to write an article suitable to be published in the public media. The article should be an expression of faith with the aim of communicating certain messages about the relationship between work and faith. This assignment is related to Learning Outcomes #1, 3, and 4.

主題短文 (字數限制：2000字)：閱讀指定課本《召命：以生命回應神的召喚》，以表述及反思工作與信仰的關係為目標，選取主題撰寫可於公共媒體發表之短文。此作業讓學員達到課程目的1, 3和4。

**Due 呈交:** 10/4, 5pm

## D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following:

Participation 課堂參與	10 %
Short Talk and Script 短講及講稿	40 %
Two Responses to Talks 回應短文兩篇	20 %
Article on Faith and Work 主題短文	30 %
Total Grade	100 %

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

14/1 1. The Narrative Approach and Interpretation  
敘事進路及詮釋

21//1 2. Worldview and Ethical Thinking  
職場生涯中的信仰認知

28/1 3. Theological Reflection  
神學反省練習

4/2 4. Work-Life Integration and Narration  
職場整合與敘事整理  
呈交：講題簡介及短講大綱初稿

- 11/2 5. Reflections on Faith and Career  
職場生涯與信仰反思

READING WEEK – no class

- 25/2 6. Calling, Career and Work Experience  
召命尋索與工作經歷
- 4/3 7. Biblical Narratives and Life Experiences  
聖經故事與生命歷程
- 11/3 8. The Leader's Life and Narrative Skills  
領袖生命與表述技巧  
呈交講稿及最後大綱：短講日 3 天前  
呈交回應文章兩篇：短講後一周內
- 18/3 9. Presentations and Dialogue  
同學表述及研討
- 25/3 10. Presentations and Dialogue  
同學表述及研討
- 1/4 11. Presentations and Dialogue  
同學表述及研討
- 8/4 12. Presentations and Dialogue  
同學表述及研討
- 10/4 呈交主題短文

## V. SELECTED BIBLIOGRAPHY

### I. Integration of Faith and Work 職場生涯的整合

Hardy, Lee. *The Fabric of This World: Inquiries into Calling, Career Choice, and the Design of Human Work*. Grand Rapids: William B. Eerdmans, 1990.

Keller, Timothy. *Every Good Endeavor: Connecting Your Work to God's Work*. New York: Dutton, 2012.

Miller, David W. *God at Work: The History and Promise of the Faith at Work Movement*. Oxford: Oxford University Press, 2007.

Nash, Laura & Scotty McLennan. *Church on Sunday, Work on Monday: The Challenge of Fusing Christian Values with Business Life*. San Francisco: Jossey-Bass, 2001.

董家驊編。《使命門徒的職場生活》。台北：校園，2024。

李適清。《職場繁星》。香港：中神、證主，2014。

## **II. Theological Reflection and Topics Selection 神學反省及選題**

Hauerwas, Stanley & L. Gregory Jones, Eds. *Why Narrative? Readings in Narrative Theology*. Eugene: Wipf and Stock, 1997.

O'Connell Killen, Patricia and John de Beer. *The Art of Theological Reflection*. New York: Crossroad, 2002.

Stackhouse, John G. *Need to Know: Vocation as the Heart of Christian Epistemology*. New York: Oxford University Press, 2014.

Stevens, R. Paul & Robert Banks, ed. *The Marketplace Ministry Handbook: A Manual for Work, Money and Business*. Vancouver: Regent College, 2005. [中譯本：史蒂文斯、班克斯編。《市井信徒通識手冊》，陳錦榮譯。香港：天道，2012。]

## **III. Communication Skills 表述及演講技巧**

Berkun, Scott. *Confessions of a Public Speaker*. Sebastopol: O'Reilly, 2010.

Donovan, Jeremy. *How to Deliver a TED Talk: Secrets of the World's Most Inspiring Presentations*. New York: McGraw Hill, 2014.

Maxwell, John C. *Everyone Communicates, Few Connect: What the Most Effective People Do Differently*. Nashville: Thomas Nelson, 2010.

## 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](https://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](https://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 ([aau@tyndale.ca](mailto: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](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).