



加拿大華人神學院
Canadian Chinese School of Theology



TYNDALE
• SEMINARY •

**Course Syllabus
FALL 2018**

HUMAN DEVELOPMENT AND CHRISTIAN NURTURING

人性發展與信徒培育

CHED CM05 X1

SEPTEMBER 21ST – NOVEMBER 17TH, 2018

**3 FRIDAYS & SATURDAYS: 6:30PM – 9:20PM (FRIDAY); 9:00AM – 4:50PM (SATURDAY)
(SEPT 21&22, OCT 19&20, NOV 16&17)**

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Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

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.

I. COURSE DESCRIPTION 課程簡介

This course explores and evaluates developmental psychology and analysis of its contributions to the practices of Christian nurturing. Students will study some major developmental theorists and their impact upon human development, teaching and learning and Christian faith. Students will also critique various psychological theories within a theological framework, and where possible, integrate them into a more holistic approach in Christian nurturing.

本科探討及評估發展心理學理論，並分析其對信徒培育的影響。學員將研究主要的發展心理學理論，並了解其與人性發展、教導與學習、並基督教信仰的關係。學員亦會在神學框架中，對這些發展心理學理論作出批判，嘗試建立一套合乎真理的信徒全人培育取向。

II. LEARNING OUTCOMES 課程目的

At the end of the course, students should be able to 讀畢本科，學生可以：

1. Develop a theological perspective toward developmental psychology and discern its place in Christian nurturing.
2. Understand key theorists and concepts in developmental psychology, including
 - Cognitive development (Jean Piaget)
 - Moral development (Lawrence Kohlberg)
 - Psychosocial development (Erik Erikson)
 - Faith development (James Fowler)and critique the stages in the light of Biblical theology of Christian education.
3. Integrate research findings of cognitive, moral, psychosocial, and faith development with the absolutes of theology to develop a more fully informed philosophy of Christian education.

1. 能夠建立個人對發展心理學的神學立場，並能辨別其在信徒培育上的作用。
2. 明白主要的發展心理學家及其理論，包括：
 - 知性成長(皮亞傑)
 - 德性成長(柯柏)
 - 群性心理成長(艾力遜)
 - 信心成長(馮勒)並以基督教教育神學的立場來評介各理論。
3. 透過研究結合知性、德性、群性心理及信心成長等發展心理學理論與聖經神學，來建構出一個較全面的基督教教育哲學。

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING AND TOOLS 必讀課本及工具

1. Cloud, Henry and John Townsend. 2001. How People Grow: What Bible Reveals about personal growth. Grand Rapids, MI: Zondervan.
克勞特、湯森德著，《成長神學》。台北：校園出版社，2004(473 頁)。
2. Selected articles provided by the instructor.
文章選讀，由講師提供。

Tyndale recommends www.stepbible.com – a free and reputable online resource developed by Tyndale House (Cambridge University) – 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](#).

B. SUPPLEMENTARY / RECOMMENDED READING 推薦閱讀書目

(See also selected bibliography 參看附加書目)

Yeh, Zhong Seng. 2011. *Educational Psychology*. Taipei: Psychology Publishing.
葉重新著，《教育心理學》。台北：心理出版社，2011 (392頁)。

C. ASSIGNMENTS AND GRADING 作業及評核

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

Required Assignments Summary – 100%

- | | |
|--|-------------------|
| 1. Reading Report 閱讀報告– 20% | Due: Nov 16, 2018 |
| 2. Personal Faith Development Reflection 個人信心成長反省– 30% | Due: Nov 16, 2018 |
| 3. Research Paper 研究專文– 40% | Due: Dec 14, 2018 |
| 4. Classroom participation 課堂參與– 10% | |

Book Report - 20%

Finish reading all texts and submit personal reflection for each of the materials.

完成所有閱讀要求，並撰個人反省回應。

Personal Faith Development Reflection – 30%

Based on the four major theories and concepts introduced in this course, write a reflection paper (no less than 7 pages) of your personal faith development journey.

按著課堂中講授的四種發展理論及觀念，撰寫一篇不少於7頁的個人信仰成長的反思文章。

Research Paper – 40%

A Research Paper (5000 words in Chinese) is required. A list of topics will be given for students to choose. The paper will be evaluated on the internal consistency, clarity and style of work, the development of actual analysis and the conclusion, and the reference list. The conclusion should come out from analyzing different theories and thoughts about the chosen topic, instead of merely stringing notes together from books found in the library or merely presenting student's own thoughts.

按講師在課堂中派發的題目中選取一個(或按個人興趣自選一個題目，但必須獲講師批准)，撰寫一篇5000字的研究專文。內容以華人教會為研究方向為最理想，但不一定需要。

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING 課程分數總結

Evaluation is based upon the completion of the following:

Book Report 閱讀報告	20%
Personal Faith Development Reflection 個人信心成長反省	30%
Research Paper 研究專文	40%
Classroom participation 課堂參與	10%
Total 總分	100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK 呈交作業的一般性準則

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

Academic Integrity 學術誠信

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

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.

學生有須詳讀學課日曆，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。有關學科日曆在網上可查詢。

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION 課程評估

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 課程進度及內容

1	Introduction: Human Development & Christian Nurturing
2	Cognitive Development: Understanding and Critical evaluation in the light of Biblical Theology
3	Moral Development: Understanding and Critical evaluation in the light of Biblical Theology
4	Psychosocial Development: Understanding and Critical evaluation in the light of Biblical Theology
5	Faith Development: Understanding and Critical evaluation in the light of Biblical Theology
6	Applying Developmentalism to Christian Nurturing

一	導論：人性發展與信徒培育
二	認識知性成長：理論探討與聖經神學批判
三	認識德性成長：理論探討與聖經神學批判
四	認識群性心理成長：理論探討與聖經神學批判
五	認識信心成長：理論探討與聖經神學批判
六	應用發展心理學於信徒培育事工

V. SELECTED BIBLIOGRAPHY 附加書目

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

區應毓等。《教育理念與基督教教育觀》。多倫多：加拿大福音證主協會，2005。

吳梓明編。《邁向九十年代的基督教宗教教育》。香港：華人基督教宗教教育促進會，1990。

黃碩然編。《提升生命素質的培育》。香港：華人基督教宗教教育促進會，2001。

蕭克諧。《基督教宗教教育概論》。二版。香港：道聲出版社，1989。

呂鴻基譯。《學習教導：基督教教育者手冊》，頁 13-29。美國：中華聖經教育協會，1997。

Dirks, Dennis H. 1992. *Foundations of human development*. Edited by Michael J. Anthony. *Foundations of Christian Education Ministry*. Wheaton, IL: Victor Books.

_____. 1992b. *Moral and Faith Development in Christian Education*. Edited by Michael J. Anthony. *Foundations of Christian Education Ministry*. Wheaton, IL: Victor Books.

Eldridge, Daryl. 1995. *The teaching ministry of the church: integrating biblical truth and contemporary application*. Nashville, TN: Broadman and Holman Publishers.

Erikson, Erik H. 1963. *Childhood and society*. New York, NY: W. W. Norton & Company.

Fowler, James W. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. San Francisco: Jossey-Bass Publishers, 2000.

_____. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper and Row, 1981.

Kohlberg, Lawrence. 1966. *Moral education in the schools*. Edited by Eugene S. Gibbs. *A Reader in Christian education foundations and basic perspectives*. Grand Rapids, MI: Baker Book House.

Piaget, Jean, and Barbel Inhelder. 1969. *The Psychology of the Child*. New York, NY: Basic Books.

Wilhoit, James C., and John M. Dettoni. 1995. *Nurture that is Christian: Developmental perspectives on Christian education*. Grand Rapids, MI: Baker Book House.

Yount, William R. 1996. *Created to Learn*. Nashville, TN: Broadman & Holman Publisher.