Course Syllabus
Summer 2019

Global Christianity 普世基督教
CHRI 3613 Y1

Instructor: Rev. Dr. Peter Chan 陳榮基牧師博士
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Office Hours: By appointment

Class Days: June 19th – July 17th, 2019 (Wednesdays)
Class Hours: 12:45pm-6:35pm
Room: To be advised

COURSE INFORMATION

COURSE DESCRIPTION 課程簡介
This is an introductory course on the Christian Church at both the global and Canadian contexts. In the course, there will be a review of the doctrine of the church, and an overview of the state of the Church at global scale and national level.

本科範圍是概覽普世性基督教，內容包括普世教會及加拿大的現況，包括溫習教會論、概覽基督教在普世中現況、和回顧教會實況。

Prerequisites: None

LEARNING OUTCOMES 學習成果

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

1. To review the doctrine of the church and examine the biblical/theological basis of global Christianity;
2. To have an overview of the state of the Church at global scale and national level.
3. To recognize the phenomenon of the centre of gravity of Christianity being shifted at a global scale from the west to the rest, from global north south;
4. To grapple with issues and strategy related to the shift delineated above, e.g. the paradigm shift re: “church” and “mission,” demographic shift, globalization, pluralism, post-modernism, syncretism, and contextualization, etc.

一. 溫習「教會論」的教義及探究普世性基督教的聖經/神學基礎。
二. 概覽基督教普世性及加拿大的現況。
三. 查察基督教的重心從「西方」外移他方、自北半球南移的現象。

April 11, 2019
四. 探討與上述現象有關的重要課題及差傳策略，諸如教會及差傳的典範轉移、人口流動、全球化、多元化主義、後現代主義、綜攝主義、處境化…等。

REQUIRED TEXTS & MATERIALS 必讀課本

1. 温德、賀思德編著，《宣教心視野》(第1冊至第4冊)(聖經視野)（歷史視野）（文化視野）（策略視野）。新北市：橄欖, 初版 2015.04
   Ralph Winter, Steven Hawthorne edit., Perspectives Study Program. (vol. 1-4). Taiwan, 1st ed. 2015.04

2. 温以諾等編《普世宣教課程》學生本（1）,大使命中心.

Book #1 available from Christian Communications(Canada)福音證主協會
Book#2 available from CCST

SUPPLEMENTARY TEXTS 推薦閱讀書目

- 走進伊斯蘭世界 - 第一課 - 伊斯蘭的創立; 第三課 - 伊斯蘭信仰
  http://www.answering-islam.org/Chinese/project/big5_topic21/12/big5_21_12_1.htm
  http://www.answering-islam.org/Chinese/project/big5_topic21/12/big5_21_12_3.htm
- 伊斯蘭會是我們的未來嗎？聖經末世論和伊斯蘭末世論的研究 15. 伊斯蘭和統治世界的目標
  http://www.answering-islam.org/Chinese/project/big5_topic21/8/big5_21_8_s.htm
- 穆斯林福音工作的實用性和戰術性方法 5. 文化及其在穆斯林福音工作中的角色
  http://www.answering-islam.org/Chinese/project/big5_index.htm
- 印度教民族主义的兴起与社会影响
http://www.hanminzu.com/Article/ssyw/200906/710.html

- 《普世宣教手冊》 (Operation World 中文繁、簡字版) (available @ http://www.gcciusa.org/Publication_CH.html)

- David B. Barrett & Todd M. Johnson WORLD TRENDS 30-AD 2200: The Annual Christian Megacensus

- David B. Barrett (Editor), George T. Kurian (Editor), Todd M. Johnson (Editor) World Christian Encyclopedia: A Comparative Survey of Churches and Religions in the Modern World 2 Volume Set [Hardcover]

EVALUATION & ASSIGNMENTS: 評核及作業

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(Class attendance is strictly required 學生必須勤到)

1. Reading report 讀書報告 ................................................................. 5% Week 2 to Week 4

   選讀導師提供之電子版參考資料，用大綱方式表列三點：
   全文要點、評估強弱項、與本科相關處
   Reading reports should be one-page or more at length with 3 major points: (a) summary, (b) weak/strong points, and (c) how the respective piece is related to the focus of the course.

2. Class discussion and participation 帶領討論及課堂參與 .................. 10% In Class

   以上列讀書報告為基礎，主持同學討論(30 分鐘為限)，
   並參與課堂內討論
   Use the report stated above as the basis and lead class discussion of 30 min. & participate in all class discussions.

3. Reflection paper #1 論文#1 ................................................................. 35% Jul 10, 2019

   整理筆記及讀書報告，按導師班上提供細項撰寫論文，字數限為 2000-2500 字。
   Write a reflection paper of 2000-2500 words by utilizing information from class notes, reading reports and follow instructions provided in class.

4. Research paper #2 論文#2 ................................................................. 50% Jul 24, 2019

   論文的內容重點，實用地列出佈道辨法、或講章、或教案，字數限為 4000-5000 字。
   Write a research paper in 4000-5000 words which includes strategy for evangelism, exegetical sermon and teaching notes. Topics will be discussed on the first day of class.

Students are responsible to keep a backup print copy of all assignments

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.

**COURSE & INSTRUCTOR POLICIES**

**ATTENDANCE**

Faithful attendance at classes is an important indicator of student maturity and involvement. Class attendance and participation are part of the evaluation of the student and may have a bearing on the final grade for the course.

When a student misses a significant number of classes because of illness, he or she should notify the Dean of Student Life in person or by phone. The student will need to submit a doctor’s certificate upon return. The Dean of Student Life will notify the student’s professors of the reason for the absence and suggest that they take this reason into consideration when grading assignments.

The University College faculty have adopted the following guidelines to define student responsibilities in this matter and to assist the student in developing a disciplined life:

April 11, 2019
Attendance Policy:
Absence from 1-week intensive courses (five days per week) and weekend courses (five consecutive Wednesdays):
As a result of the intensive nature of the 1-week and weekend courses, attendance in each class is a requirement for these types of courses.
Any unexcused absence from an intensive course indicates that a student has chosen not to complete the course, and a grade of “F” will be assigned.
1 absence: Students may be granted one excused absence for legitimate reasons, including personal illness, injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences.
2 absences or more: Students who are absent because of extended illness or injury (verified by a doctor’s certificate) are eligible to apply through the Academic Standards Committee for permission to complete the subject.

The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester. Instructors have the prerogative of instituting their own attendance policies for individual courses.

COMMUNICATION & COURSE WEBPAGE

Email
Students must use their myTyndale email accounts for all course-related email correspondence.

Classes.Tyndale.ca (Moodle)
Students are required to check the Classes.Tyndale.ca course page on a regular basis for updates regarding classes as well as any materials required for participating in lectures and completing assignments. Readings may be posted on the course page at classes.tyndale.ca.
Students are also required to respect the university’s copyright policy and not post works that infringe copyright on the course webpage. For more information on the “Fair Dealing Policy”, see http://libguides.tyndale.ca/fair.

Commuter Hotline
Class cancellations due to inclement weather or illness will be announced/posted on the commuter hotline at 416-226-6620 ext. 2187.

COURSEWORK

Submitting Assignments & Late Policy

Assignments
Major assignments will be specified at the beginning of a semester in the course syllabus, so that students can organize their time effectively. All essays and other written assignments shall be written at the university level as far as grammar, style and structure are concerned. When this is not the case, instructors shall:

1. Comment in writing on the deficient parts of the essay or other written assignment;
2. Recommend that the student get help from the Centre for Academic Excellence; and
3. Lower the grade in proportion to the seriousness of the deficiency.
Research papers for University College courses should conform to the style requested by the professor. A summary of the three standard forms is found on The Centre for Academic Excellence webpage: www.tyndale.ca/academic-excellence.

Students are required to keep backup copies of all assignments submitted.

**Electronic Submission**

1. For courses where electronic submission of assignments is required, it is the responsibility of the student to ensure that the instructor has received the assignment by the established due date and to ensure that the assignment submitted is the complete and correct version.
2. Any student may be requested to submit papers in electronic form to facilitate the professor’s routine checks for academic fraud.

**Late Assignments**

Assignments should be submitted on the due date in order to receive full credit. The penalty for unexcused late assignments will be determined by the following scale:

1. For each day or part thereof late, the instructor will reduce the assigned grade by one-third of a letter; e.g., “A” to “A−,” “B+” to “B.” Saturdays, Sundays and holidays are excluded from the reckoning.
2. The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester in the syllabus. Instructors have the prerogative of implementing their own late assignment policies for individual courses.
3. Excessively late assignments may receive no credit and result in failure. In some subjects, no late assignments will be accepted for credit, and this will be communicated to the students at the beginning of the course.

**Extensions on Assignments**

No instructor may grant extensions on any assignments, nor accept assignments after the final day of exams in the fall or winter semesters. Students requiring extension must follow the procedures outlined below. Penalties for late assignments and attendance expectations will be stipulated in each course syllabus. The following procedure will be followed for students requesting extensions:

1. If a student is not able to complete all assignments within a course by the last day of exams, the student may appeal to the Registrar for an extension. Such an appeal should be made in writing using a form available from the Office of the Registrar or online at www.tyndale.ca/registrar/forms.
2. Extensions will be granted by the Registrar only in cases where the student was clearly prevented from completing the assignments by circumstances beyond his or her control (e.g., hospitalization, illness documented by a note from a doctor, etc.). Extensions are not granted for what best could be described as “poor time management” or “over involvement” in an extracurricular activity.
3. If a student is unsure if he or she has a valid reason to appeal, the student may wish to discuss the matter with the Registrar.
4. If an extension or grade of “incomplete” is granted by the Registrar, all work for the course will be due with a new deadline. Once an “incomplete” is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work.
5. Failure to submit assignments by the deadline will result in failing grades (a grade of “F”) on those assignments, and the final grades on courses will be calculated accordingly.
6. The decision of the Registrar may be appealed in writing to the Academic Standards Committee. The Academic Standards Committee will respond in writing to the student and provide a copy of the decision to the various parties. The decision of the Academic Standards Committee is final.

**CLASSROOM CONDUCT**

April 11, 2019
Laptops/Electronics

Electronics Policy:
Professors have the right to prohibit the use in class of some or all electronic communication devices. Students who require electronic devices (such as laptop computers) because of officially documented disabilities will be exempted from such prohibitions.

Recording
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。

TYNDALE POLICIES & RESOURCES FOR STUDENTS

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 apply consequences for academic dishonesty. Students are advised to consult the Academic Calendar http://www.tyndale.ca/registrar/calendar for more information on this policy and its application to their work in this course.

學生須詳讀學科日曆，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。

The Centre for Academic Excellence

Tyndale’s Centre for Academic Excellence has been established to help students achieve their full potential as learners. The Centre consists of Writing and Tutoring Services, Accessibility Services, and Academic Advising. These areas have been designed to work in tandem, guiding students toward academic success through an integrative, supportive network of skilled advisors. The Centre for Academic Excellence is committed to the success, support, and academic flourishing of its students. Students at all levels of ability can profit from the Centre’s free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre.

Academic Tutoring
Friendly, knowledgeable tutors are available to help UC students in free one-on-one sessions in multiple areas of study. Tutors can assist students with any of the following:

- Mastering course material
- Sharpening note-taking and research skills
- Refining study and test-taking skills
According to student need, tutors will also host group study sessions for selected courses. For further details visit the Centre for Academic Excellence website or contact academictutoring@tyndale.ca.

Writing Consultation
The Centre offers a comprehensive program of writing support to students regardless of skill level or area of study. Writing Consultants can assist at any stage of the writing process, including the following:

- Starting an assignment
- Organizing and outlining ideas
- Learning to edit
- Refreshing grammar skills
- Documenting sources
- Refining style

Students may also bring essays that have been graded to identify patterns and improve their skills.
For more information, please contact Writing and Tutoring Services by email at writing@tyndale.ca or academictutoring@tyndale.ca, or by phone at 416.226.6620 ext. 2179.

Accessibility Services
The Accessibility Services Office supports students who have permanent and temporary disabilities. Services such as academic accommodations, learning strategies, and assistive technology training are provided to support students in meeting their academic demands while managing their disabilities functional limitations.

Accessibility Services strives to create a safe and comfortable environment for students by providing services that respect their dignity, encourage independence and promote full participation throughout their academic career at Tyndale.

Students experiencing difficulties in their learning and academic performance due to the functional limitations of their disability are encouraged to book a confidential appointment with the Accessibility Specialist.

- **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.

For more information, please contact the Accessibility Services Office at accessibilityservices@tyndale.ca, 416.226.6620 ext. 2189.

Advising Services
Advising Services is available to students at any stage of their academic program. Students can approach Advising Services with questions related to their program of choice, advice on selecting the correct program or courses, guidance on how to balance their workload, or suggestions on how to implement an academic plan. Students can also speak to Advising Services to understand their learning style and how it can best serve their academic experience. At any point in the semester, Advising Services may contact students for progress meetings. The purpose of these meetings is to understand how a student is progressing during the semester, identify any challenges that might be affecting their performance, and refer students to support services at Tyndale. Advising Services has a close relationship with faculty and may intervene and provide assistance to students on a faculty member’s recommendation.

Midterm progress reports are administered at the halfway point in the fall and winter semesters. Faculty will release midterm grades to Advising Services and in conjunction with the Office of the Registrar, students will
be informed of their progress, if appropriate. It is understood that midterm progress meetings are mandatory for any students who are contacted.

For more information on Advising Services or to arrange an appointment, contact schuah@tyndale.ca, 416.226.6620 ext 6745.

**Tyndale Grading System & Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
<th>Grade Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0</td>
<td>Excellent, Good</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
<td>These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
<td>This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class.</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>1.0</td>
<td>This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Performance at this level is considered inadequate for graduation.</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Failing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade.</td>
</tr>
</tbody>
</table>

**Course Bibliography 附加書目**


