

*“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>Course</b>	<b>Christian Ethics 基督教倫理學</b> THEO CM08 XP
<b>Date and Time</b>	Sep 10 –Dec 3, 2024 Tuesday 6:45 PM – 9:35 PM IN-PERSON
<b>Instructor</b>	<b>DANIEL SO, PhD 蘇智聰博士</b> Email: <a href="mailto:danielso@tyndale.ca">danielso@tyndale.ca</a>
<b>Class Information</b>	The classes will start on Tuesdays the evenings at 6:45 and run until 9:35. This course is in-person only. Office Hours: By appointment 個別預約
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</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 課程簡介

This course is an introduction to Christian ethics, including the biblical bases, the historical development, and the application of Christian ethics to different personal and social issues.

After laying some important biblical, theological, and philosophical groundwork, we will learn to tackle some important moral issues of our days in different life areas and evaluate different positions critically with proper Christian reasoning, all without losing sight of the issues’ practical relevance for our personal and church lives.

本課程是基督教倫理學的入門課程。我們將討論基督教倫理學的聖經基礎和歷史發展，及其在個人和社會議題上的應用。

在打好聖經、神學、和哲學的基礎後，我們將學習處理一些當代不同領域中的道德爭議，以正確的基督徒思考方法對不同道德立場作出批判性的思考，及留意其對個人和教會生活的實際影響。

## II. LEARNING OUTCOMES 學習成果

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

1. Learning Outcomes in the Cognitive Domain 認知目的
  - 1.1. Apply basic moral concepts and categories when discussing moral issues  
將倫理學的基本概念應用於道德思考當中
  - 1.2. Articulate and apply fundamental moral principles from the Bible  
陳述及應用聖經中的道德原則
  - 1.3. Describe the backgrounds and substances of some important ethical issues debated in the Church and the society today  
闡述今日在教會和社會中受爭議的道德議題的背景和內涵
  - 1.4. Analyze complex moral issues from a Christian perspective in a critical manner  
用基督徒的角度批判性地分析複雜的道德議題
2. Learning Outcomes in the Affective Domain 感知目的
  - 2.1. Empathize with those who struggle with the moral issues we discuss  
理解在我們討論的道德議題中掙扎的人
3. Learning Outcome in the Practical Domain 實踐目的
  - 3.1. Apply the fruits of their moral reflections to personal and church lives.  
將其道德思考的成果應用到個人和教會生活上

## III. COURSE REQUIREMENTS 課程要求

### A. REQUIRED READING 必讀課本和文章

1. 方鎮明。《情理相依—基督徒倫理學》。增修版。香港：浸信會出版社，2010。
2. Additional reading materials posted on the course page at [classes.tyndale.ca](http://classes.tyndale.ca) (Moodle) 導師在 Moodle 上提供的附加閱讀材料。

### B. SUPPLEMENTARY / RECOMMENDED READING 其他課本和文章

莊祖鯤。《天啟義路：基督教倫理學概論》。美國：真光協會，2021。

林鴻信。《基督教倫理學》。台北：校園書房出版社，2022。

羅秉祥。《黑白分明：基督教倫理縱橫談》。香港：宣道，1992。

羅秉祥。《公理婆理話倫理》。香港：宣道，2002。

羅秉祥。《自由社會的道德底線》。香港：基道，2010。

Geisler, Norman L. *Christian Ethics: Contemporary Issues and Options*. 2nd ed. Grand Rapids, MI: Baker, 2010.

賈詩勒著，李永明譯。《基督教倫理學》。香港：天道，1996。

Grenz, Stanley J. *The Moral Quest: Foundations of Christian Ethics*. Westmont: InterVarsity Press, 1997.

葛倫斯著，江淑敏譯。《基督教倫理學導論》。台北：中華福音神學院，2005。

Gushee, David P., Glen Harold Stassen, and Glen Harold Stassen. *Kingdom Ethics: Following Jesus in Contemporary Context*. 2nd edition. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2016.

司道生、顧希著，紀榮智、吳國雄、梁偉業譯。《國度倫理：在當世處境跟隨耶穌》。香港：基道，2014

Hays, Richard. *The Moral Vision of the New Testament: Community, Cross, New Creation*. San Francisco, CA: HarperCollins, 1996.

海斯著，白陳毓華譯。《基督教新約倫理學：活出群體、十架與新造倫理意境》。台北：校園書房，2011。

Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, Ill: Inter-Varsity Press, 2004.

萊特著，黃龍光譯。《基督教舊約倫理學：建構神學、社會與經濟的倫理三角》。台北：校園，2011。

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. 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).

## D. ASSIGNMENTS AND GRADING 功課與評分

### 1. Participation of discussions in class 上課時參與討論: 10 % of final grade

This assessment is related to Outcome #1.1, 1.4, 2.1, 3.1. 這關連學習成果#1.1, 1.4, 2.1, 3.1

Student participation will be graded on a scale of 5 levels 參與程度按五個層次評估:

E: Absent, disruptive; not responding when called on; no involvement 缺席，打擾課堂，不參與討論

D: Present, not disruptive; responds when called on but does not offer much; infrequent involvement 出席，不打擾課堂，當被提問時能回應但無甚貢獻，不常參與討論

C: Adequate preparation for classes, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon 有準備來上課，能提供簡單資料，但不能詮釋或分析，在被提問時作有限度貢獻。

B: Good preparation, offers interpretation and analysis, contributes well to discussions in an on-going fashion 上課準備充足，能提供詮釋或分析，對討論持續作出良好貢獻。

A: Excellent preparation, offers analysis, synthesis, and evaluation of materials; contributes significantly to ongoing discussion. 上課準備相當充足，能提供分析和對材料作出綜合和評價，對討論持續作出重要貢獻。

### 2. Midterm Examination (1 hour) 中期測驗 15 % of final grade

This assessment is related to Outcome #1.1, 1.2. 這關連學習成果#1.1, 1.2

The midterm examination consists of 中期測驗內容包括：

- 5 short questions 5 短題目：Definitions and concepts 定義與概念 10%
- 1 long questions 1 長題目：Discuss one major model of moral reasoning, its substance, strengths, and weaknesses 討論一個倫理學思考模式的內涵、強處、弱點 5%

The answers to the questions are evaluated by their overall accuracy, comprehensiveness, and clarity, on a scale of 5 levels 答案就其整體的準確性、完整性和清晰度，按五個層次評估:

E: Totally inadequate answer: inaccurate, and incomprehensive

完全不足的答案：不準確，不完整

D: Inadequate answer: only somewhat accurate, and incomprehensive

不足的答案：準確性有限，完整性不足

C : Adequate answer: more or less accurate, but incomprehensive

足夠的答案：準確性可以，但完整性不足

B: Good answer: accurate and comprehensive, but not clearly expressed

良好的答案：準確和完整，但答案不清晰

A: Excellent answer: very accurate and comprehensive, and clearly expressed.

優良的答案：相當準確和完整，答案清晰。

### 3. Review article 評論文章 10 % of final grade

This assessment is related to Outcome #1.3, 1.4, 2.1, 3.1 這關連學習成果#1.3, 1.4, 2.1, 3.1

Choose from a high-quality media a good article that addresses one of the moral issues we discussed in class from a contemporary point of view, and write a 1200-to-2000-word review on it, summarizing the main arguments of the article and offering some critical discussions from a Christian point of view.

選擇一個優質媒體上的一篇高質的文章—其內容必須以現今的觀點討論我們課程中學習的其中一個道德課題，然後寫成一篇 1200-2000 字的評論，撮要文章的論點並以我們信仰的觀點對之作出評論。

The review should demonstrate a good grasp of the discussion in the reviewed article and should engage with its arguments in a fair, careful, critical, and fruitful manner, making use of what you have learned from the course. It will be marked using the CCST Grading Grid below.

此評論必須表現出對被評論文章內容的充分掌握，並對之作出公正、小心、批判性和有建設性的討論。評論按下面的「加神評分標準」評估

### 4. Final Examination 考試 (90 minutes) 25 % of final grade

This assessment is related to Outcome #1.1, 1.2, 1.3, 1.4 這關連學習成果#1.1, 1.2, 1.3, 1.4

The final examination consists of:

- 5 short questions 5 短題目：Definitions and concepts 定義與概念 10%
- 3 long questions 3 長題目：Discuss Christian positions on some moral issues in some critical manner 批判性地討論討論基督徒在一些道德議題上的應有立場 15%

The short questions are evaluated using the same criteria for the mid-term examinations above. 短題目答案按中期測驗評分方法評估

The long questions are evaluated on a scale of 5 levels 長題目按五個層次評估:

**E: Totally inadequate answer: No understanding of the issue. Totally unable to engage with it using Christian moral thinking**

完全不足的答案：對問題不理解，不能對之作出基督徒的倫理思考

**D: Inadequate answer: Limited understanding of the issue. Unable to engage with it using Christian moral thinking**

不足的答案：對問題有限度地理解，不能對之作出基督徒的倫理思考

**C: Adequate answer: Adequate grasp of the issue. Limited ability to engage with it using Christian moral thinking**

足夠的答案：對問題有足夠的理解，有限度地對之作出基督徒的倫理思考

**B: Good answer: Good grasp of the issue. Good engagement with it using Christian moral thinking**

良好的答案：對問題有充分的理解，成功地對之作出基督徒的倫理思考

**A: Excellent answer: Very good grasp of the issue. Excellent engagement with it using Christian moral thinking, with nuances and personal insights.**

優良的答案：對問題有相當充分的理解，非常成功地對之作出基督徒的倫理思考，包括仔細的討論和個人的見解。

5. Final Essay 學期論文 40% of final grade

This assessment is related to Outcome #1.3, 1.4, 2.1, 3.1 這關連學習成果#1.3, 1.4, 2.1, 3.1

Choose one topic from the many moral issues we discussed in class, and write an essay to analyze, discuss, and formulate a position on it. The requirements include:

在一系列道德爭議中，揀選一個作出分析、討論，並提出基督徒的立場。要求包括：

- a. Must include analyses of real-life situations 必須包含對現實處境的分析
- b. Must apply the principles and methods you learned from the course 必須應用一些我們在課堂上學習過的原則和方法
- c. Must use sources or materials outside of the Required Reading 必須包括「必讀課本和文章」以外的參考資料
- d. Must follow Tyndale's policy on Academic Integrity 必須遵從天道神學院的學術誠信守則
- e. Must follow the *CCST Term Paper & Thesis Style Manual* on stylistic requirements 必須依據加神《研究專文及論文寫作守則》的範式要求

The essay should demonstrate a good grasp of the discussed topic and an ability to handle them carefully, critically, and practically, making use of what one has learned from the course. Students should demonstrate adequate skills in essay writing. The essay will be marked using the CCST Grading Grid below.

論文必須表現出對被討論問題的充分掌握，並對之作出小心、批判性、和有實用性的討論。學員必須表現出在寫作論文上有足夠的能力。論文按下面的「加神評分標準」評估

加神評分標準 CCST Grading Grid:

Letter Grade (%)	Grade Point Value	Classification	Explanation
A+ (90-100)	4.0	Excellent (Exceeds expected standards in all respects)	Student displays a comprehensive knowledge of the principles and materials treated in the course, fluency in communicating that knowledge, and originality and independence in applying material and principles. The work provides evidence of a significant awareness of and ability to interact with related scholarly literature that goes beyond the requirements of the course. The work demonstrates proficiency in matters of grammar, spelling, sentence and paragraph structure.
A (85-89)	4.0		
A- (80-84)	3.7		
B+ (77-79)	3.3	Good (Exceeds expected standards in many respects)	Work indicates a thorough grasp of the goals for this assignment within the context of the course. The work exhibits few mechanical and stylistic errors and demonstrates a reasonable organization and development of ideas. Ideas are clearly and logically expressed and are well supported by an obvious awareness of the relevant literature with appropriate documentation of all sources.
B (73-76)	3.0		
B- (70-72)	2.7		
C+ (67-69)	2.3	Satisfactory (Meets expected standards)	Work displays a sufficient and basic understanding of the principles and materials treated in the course. However, the expression of that understanding is impeded by any of the following: lack of conceptual organization, lack of development and flow of ideas, inadequate
C (63-66)	2.0		
C- (60-62)	1.7		

			use of and interaction with relevant scholarly literature, inadequate documentation of sources, significant inaccuracies and errors regarding grammar and spelling, significant mechanical and stylistic errors. Performance at this level meets graduation requirements.
D+ (57-59)	1.3	Pass (A little below expected standards)	Work reveals a lack of understanding or serious misunderstanding in part of the principles and materials treated in the course. The development and flow of ideas throughout the paper are below standard. Sources are not cited appropriately and the work relies mainly on summaries and paraphrases of other people's work. The work contains poor sentence structure and punctuation and generally suffers from a lack of attention to matters of grammar and style. The work is inappropriately shorter or longer than the required length. While a grade of D is not a failure in a particular course (i.e., the professor does not see the need for the student to repeat the course), consistent work at this level would prohibit the student from graduating.
D (53-56)	1.0		
D- (50-52)	0.7		
F (0-49)	0.0	Failure (Below expected standards)	Student displays inadequate or fragmentary knowledge of the principles and materials treated in the course. The student may have failed to complete the course requirements. The work may contain plagiarized materials.

## E. 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.



## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignments & Evaluation	Percentage of Final Grade
Participation of discussions in class 上課時參與討論	10 %
Midterm exam ( 90 minutes ) 中期測驗 ( 九十分鐘 )	15 %
Review article 評論文章	10 %
Final Exam ( 90 minutes ) 考試 ( 九十分鐘 )	25 %
Final Essay 學期論文	40 %

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

For proper writing and citation style, follow the *CCST Term Paper & Thesis Style Manual* (加神《研究專文及論文寫作守則》), and 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.

## H. 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

Date 日期	Lecture 討論題目	Assigned Readings 閱讀	Aassignments/Test/Exam
Sep 10	Introduction: Why Study Ethics? 引言：為何要學習倫理學？  Basic Concepts in Ethics 倫理學基本概念	附加閱讀材料	
Sep 17	Basic Models for Ethical Reasoning 倫理學思考的主要模式  A Brief History of Christian Ethics 基督教倫理學簡史	方：第一章、附錄 及附加閱讀材料	

Sep 24	Major Approaches to Christian Ethics 基督教倫理學的主要進路  Theological Foundations for Christian Ethics 基督教倫理學的神學基礎  Ethical Issues: Truth and Lies 倫理學課題：誠實與虛謊	方：第二、三章 及附加閱讀材料	
Oct 1	Ethical Issues: Gender Issues 倫理學課題：性別問題	附加閱讀材料	
Oct 8	Ethical Issues: Gender Issues, Marriage and Divorce 倫理學課題：性別問題、婚姻、離婚	方：第四章 及附加閱讀材料	
Oct 15	Ethical Issues: Homosexuality 倫理學課題：同性戀	方：第七章 及附加閱讀材料	Midterm exam 中期測驗
Oct 29	Ethical Issues: Politics 倫理學課題：政治	附加閱讀材料	Review article Due 提交評論文章
Nov 5	Ethical Issues : Economics and Business 倫理學課題：經濟與商業	附加閱讀材料	
Nov 12	Ethical Issues : The Environment 倫理學課題：環境	附加閱讀材料	
Nov 19	Ethical Issues: Reproduction, Abortion 倫理學課題：生育、墮胎	附加閱讀材料	
Nov 26	Ethical Issues : Suicide, Euthanasia 倫理學課題：自殺、安樂死	方：第六章 及附加閱讀材料	
Dec 3	Conclusion 結論	方：第八、九章 及附加閱讀材料	
Dec 17	--	--	Final Essay Due 提交論文

## V. SELECTED BIBLIOGRAPHY

See SUPPLEMENTARY /RECOMMENDED READING above

Also, [Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).