

*“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>SYSTEMATIC THEOLOGY I 系統神學 I</b> THEO CM13 XP
<b>Date and Time</b>	JANUARY 17 – APRIL 11, 2025 FRIDAYS, 8:15 AM – 11:05 AM
<b>Instructor</b>	<b>Dr. Jean Lee (PhD) 李適清博士</b> Email: <a href="mailto:jlee.ccst@tyndale.ca">jlee.ccst@tyndale.ca</a> <b>Rev. Dr. John Chan (ThD) 陳欣懿博士</b> Email: <a href="mailto:john.chan3@gmail.com">john.chan3@gmail.com</a>
<b>Class Information</b>	The classes will be in-person on Fridays from <b>8:15 AM – 11:05 AM</b> Office Hours: By appointment
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://Tyndale One">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

A systematic study of Christian doctrines according to the evangelical tradition. Topics covered include prolegomena, revelation and Holy Scripture, the doctrines of God, creation, humanity and sin. Special emphases are placed upon the application of these doctrines in evangelism, apologetics, pastoral ministries, missiological considerations and theological contextualization.

本課程基於福音信仰傳統，系統性地闡釋基督教教義；探討的課題包括：方法論、啓示與聖經論、神論、創造論、人觀和罪等主要教義；其重點在於這些教義能應用於福音使命、護教、教牧事奉、宣教考量和神學本土化上。

## II. LEARNING OUTCOMES 學習成果

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

1. Learning Outcomes in the Cognitive Domain 認知目的

- 1.1 Develop a comprehensive, in-depth understanding and appreciation of the systematic theology topics: prolegomena, Scripture, Doctrine of God, Creationism and Theological Anthropology.  
全面深入地認識和理解基督教的方法論、聖經論、神論、創造論和人論等教義。
- 1.2 Engage in the process of theological contextualization and indigenization. Students are expected to develop their theology in the Chinese context.  
參與神學本土和本色化的進程，對應華人處境發展自己的神學觀。
2. Learning Outcomes in the Affective Domain 感知目的
  - 2.1 Express their love for God and their worship of God through deeper and more integrated knowledge of God.  
通過更深入和全面地認識上帝，更適切地表達他們對上帝的愛和敬拜。
  - 2.2 Evaluate intelligently, graciously and critically the theological ideas and writings of others.  
以智慧、親和及批判的態度，回應別人的神學思想和著作。
3. Learning Outcomes in the Practical Domain 實踐目的
  - 3.1 Analyze and integrate the knowledge of these doctrines, and apply their implications to Christian life, mission and pastoral concerns.  
分析和整合這些教義的知識，並將其應用到基督徒生活、宣教使命和教牧事奉中。
  - 3.2 Develop and articulate their own informed theological stance, and engage in appropriate and meaningful dialogue.  
建立及闡述自己的神學據點，並作出適切和有意義的對話。

### III. COURSE REQUIREMENTS 課程要求

#### A. REQUIRED READING 必讀課本

林鴻信。《系統神學》。上册。新北市：校園，2017。

麥葛福編。《基督教神學原典菁華》。楊長慧譯。台北市：校園，1998。  
(Translated from: McGrath, Alister E., ed. *Theology: The Basic Readings*. Oxford: Blackwell, 1995.)

余達心。《極端仁慈的上帝》(The God of Extreme Mercy)。香港：中神/證主，2015。

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

艾利克森。《基督教神學》。三冊。郭俊豪、李清義譯。台北市：華神，2000。  
(Translated from: Erickson, Millard J. *Christian Theology*. 3 vols. 2<sup>nd</sup> ed. Grand Rapids: Baker, 1985.)

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 作業及評核

#### 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. Reading Report (10%)

Read through the assigned reading materials and write a critical reflection, 1000 words, on the specific theme. This assignment introduces students to original theological writing (Chinese translation) and develops their ability to think critically on a theological issue. It is related to Learning Outcomes 1.1, 2 and 3.2.

閱讀報告: 完成指定閱讀, 針對指定閱讀內容的特定主題作神學思考及撰寫反思報告, 約1000字。此作業培育學員閱讀神學原典(中譯本)並作出神學思考的能力, 達到課程目的1.1, 2和3.2。

**Due 呈交: Jan 31, 9:00 pm**

#### 3. Book Report (word limit: 3000 words) (30%)

Provide a careful and thorough examination of the required reading, *God of Extreme Mercy*. Do not merely summarize, but rather seek to express the dominant issues and argument of the work. The work will display in-depth understanding and the ability to critically reflect on the topics of revelation and the Doctrine of God. This assignment is related to Learning Outcomes 1, 2 and 3.

讀書報告: 細閱《極端仁慈的上帝》, 針對內容作神學思考及撰寫反思報告。報告不要僅僅總結內容, 而是要展現作品的論點和理據。這報告將展示學員對啓示和上帝論的深入理解和批判性思考能力, 達到課程目的1, 2和3。

**Due 呈交: Mar 7, 9:00 pm**

#### 4. Paper Proposal (word limit: 500 words) (5%)

Students will identify a specific theological issue covered in this course (except in the area covered by the book report), based on a major theologian or a theological concern within their context. They will propose a topic with a short description, and identify 8 or more good quality academic sources on the proposed topic. This assignment will prepare students for the final paper and provide an opportunity for the instructor to give students feedback and direction. It is related to Learning Outcome 1.

專文大綱：學員將根據主要神學家的思想或個人處境中思考的神學課題，從課程所涉及教義內容中自選一個具體的神學問題(請不要選擇與讀書報告相同的課題)。他們將呈交這個專文主題，附上簡短的描述，並就該主題列出最少 8 個學術資料。這作業讓學員為期末專文做好準備，並讓老師提供初步回饋和指導，達到課程目的1。

**Due 呈交: Mar 21, 9:00 pm**

5. Research Paper on an issue of a selected doctrine (word limit: 5000 words) **(40%)**

Students will write a research paper based on the topic proposed in assignment 4. The paper should demonstrate thoughtful reflection, critical analysis, and applications of the concepts in relevant Chinese contexts. It should include at least 8 good quality academic sources, and written in scholarly format with proper footnotes and bibliography. This assignment is related to Learning Outcomes 1, 2 and 3.

研究專文：撰寫一篇神學文章，討論教義相關問題(字數限制：5000字)

學員將根據作業 4 中提出的主題撰寫研究專文。專文應展現出反思及分析能力，並在華人基督徒群體處境中的應用。文章應包含至少 8 頁學術資料，以學術格式撰寫，並附有適當的註腳和參考書目。此作業讓學員達到課程目的1, 2和3。

**Due 呈交: Apr 18, 5:00 pm**

### *Turnitin Text-Matching Software*

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](https://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](https://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

## 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 作業評分

Evaluation is based upon the completion of the following:

Participation 課堂參與	10 %
Reading Report 閱讀報告	10 %
Book Report 讀書報告	30%
Paper Proposal 專文大綱	5 %
Research Paper 研究專文	45 %
Total Grade	100 %

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

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, “Citing 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 (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.

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.

學術誠信

學員應詳閱學課日曆，了解有關學術誠信守則，恰當地於學術文章使用性別包容用詞，遵守延期或遲交作業的規定，並了解學科評分及作業交還的須知。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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

#### 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。

### H. 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

<p><b>I. Prolegomena 方法論</b> A. What Theology Is 神學的本質 B. What Theology Does 神學的任務</p>	<p>Jan 17</p> <p>Assigned Reading 指定閱讀： 林鴻信。〈第一部導論〉，《系統神學》，第1章，頁23-65。 麥葛福編，楊長慧譯。〈前言〉，《基督教神學原典菁華》，第1章。頁13-58。</p>	<p>J. Lee</p>
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<p><b>II. The Scripture 聖經論</b></p> <p>A. Revelation 啓示</p> <p>B. Inspiration 默示</p> <p>C. Authority 聖經的權威</p> <p>D. Inerrancy 聖經無誤論</p> <p>E. Theological Hermeneutics 神學詮釋學</p>	<p>Jan 24 Jan 31 Feb 7</p> <p>Assigned Reading 指定閱讀： 林鴻信。〈啓示〉，《系統神學》，第22章，頁735-775。</p> <p><b>Reading Report 閱讀報告：</b> 麥葛福編，楊長慧譯。〈神學的根源〉，《基督教神學原典菁華》，第2章。頁59-117。 [參照第60頁，選取「研討類別4：聖經的權威」的段落，細閱不同神學家的論述，反思及對比不同觀點，選取其中內容作分析和討論。]</p> <p><b>Report Due呈交：Jan 31</b></p>	<p>J. Lee</p>
<p><b>III. Doctrine of God 神論</b></p> <p>A. The Attributes of God 神的屬性</p> <p>B. The Triune God 三一本體</p> <p>C. The Plan of God 神的計劃</p> <p>D. The Work of God 神的工作</p>	<p>Feb 14 Feb 28 Mar 7</p> <p>Assigned Reading 指定閱讀： 林鴻信。〈第三部導論、三一論、近代三一神學〉，《系統神學》，第15-17章，頁527-615。</p> <p><b>Book Report 讀書報告：</b> 余達心。《極端仁慈的上帝》(The God of Extreme Mercy)。香港：中神/證主，2015。(262頁)</p> <p><b>Report Due呈交：Mar 7</b></p>	<p>J. Lee</p>
<p><b>IV. Creationism 創造論</b></p> <p>A. Theories of Creationism 創造觀念</p> <p>B. Scientific Creationism 科學創造論</p> <p>C. Ecological Theology 生態神學</p>	<p>Mar 14 Mar 21</p> <p>Assigned Reading 指定閱讀： 林鴻信。〈創造、天地人、護佑〉，《系統神學》，第19至21章，頁649-733。</p>	<p>J. Chan</p>
<p><b>Paper Proposal Due</b></p>	<p><b>Mar 21</b></p>	

<b>V. Theological Anthropology 人觀</b> A. Identity and Person 人的本源 B. Image of God 神的形象 C. Nature of Humanity 人的本質 D. Sin 罪	Mar 28 Apr 4 Apr 11  Assigned Reading 指定閱讀： 林鴻信。〈第二部：認識人〉，《系統神學》，第5至14章，頁187-522。	J. Lee
<b>Research Paper Due</b>	<b>Apr 18</b>	

## V. SELECTED BIBLIOGRAPHY

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

Anderson, Ray. *On Being Human: Essays in Theological Anthropology*. Eugene, OR: Wipf & Stock, 2010.

Bloesch, Donald G. *God the Almighty*. Illinois: IVP, 1995.

Buber, Martin. *I and Thou*. London: Bloomsbury, 2013.

Helm, Paul. *The Providence of God*. Illinois: IVP, 1993.

Macmurray, John. *Persons in Relation*. London: Faber, 1961.

Macmurray, John. *The Self as Agent*. London: Faber, 1953.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*, 4<sup>th</sup> ed. Chicago: Eerdmans, 2023.

Oden, Thomas C. *The Living God*. San Francisco: Harper.

Spaemann, Robert. *Persons: The Difference between 'Someone' and 'Something'*. Oxford: Oxford University Press, 2006.

Taylor, Charles. *Sources of the Self: The Making of the Modern Identity*. Cambridge: Harvard University Press, 1989.

Webster, John. *Holy Scripture: A Dogmatic Sketch*. Cambridge: Cambridge University Press, 2003.

Zizioulas, John D. *Being as Communion*. New York: St. Vladimir's Seminary Press, 1985.

余達心。《聆聽：上帝愛的言說》。香港：中神/基道，2012。

李麗娟。《神學的發生：方法論，神論，人論》。新北：校園書房，2014。