

**Course Outline**  
**THEO 6941 Jan 2024**

**Introduction**

**Course Code: THEO6941**

**Title in English: Transforming Discipleship- Recovering the Kingdom-driven Disciple Making**

**Title in Chinese: 做門徒的轉化- 恢復天國驅動的門徒塑造**

**Course description:**

教會牧養面臨多重挑戰：宗派制度，人際關係，社會風潮，政治經濟。對多數牧者來講，核心的挑戰乃是希望信徒的信念成長和靈命的轉化。轉化的關鍵概念在乎聖經中對作門徒理念的了解。因此是這課程的題目：作門徒的轉化。

**Learning outcomes:**

傳統的‘門徒培訓’以教導和活動為要，使用者並不一定掌握到‘作門徒’的要素。透過這課程的學習，同學們對‘作門徒’的牧養會得到一個整體的取向。除了個人學習以外，同學們更可以成為教會更新的渠道管子。可以預判的成果如下：

1. 明白教會牧養阻攔的緣由。
2. 重溫/重建‘天國’神學的基礎和對‘作門徒’的影響。
3. 解決教會小組事工停滯不進的問題。
4. 如何把門徒培訓轉化為作門徒的生命塑造。

**Course syllabus**

Topic (Class may approach the order differently) 2	Contents/ fundamental concepts
1. 名不符實現況；作門徒的混淆	
2. 兩個誤解的元素：領導學和福音信息	
3. 四個對門徒學的歷史神學論	
4. 作門徒在神國度觀點的考慮	
5. 耶穌八福對作門徒的要求	
6. 從歷史神學論重建作門徒的定義	
7. 靈命密友的門徒關係	
8. 靈命導向的設立	
9. 靈命導師為牧養的途徑	
10. 三維敘述	
11. 導師式四維接觸關係	
12. 以納爵禱告	
13. 外遊實踐靈命之旅	

## Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	Percentage of time
<i>Lectures</i>	85
<i>Interactive tutorial</i>	7
Out-of-classroom	
<i>field trip</i>	8

### Assessment type, percentage and rubrics

Assessment type	Percentage
出席與討論參與。	20%
短文 1000字。	25%
期終作業。	55%

### Assessment rubrics

出席率：牧養上的學習離不開牧者與信徒的相處。牧養課程也是以此為學習的標準。學生的出席率不是為了討好老師，乃是尊重其他出席的同學。如果一個學期中缺席3次（除了認同的請假）課程將作廢。

短文：一位牧者的牧養能力來自生命成長的經歷，而不是口頭的教導。這課程會運用依納爵靈修操練，幫助同學們心靈成長的指導方針。透過文字，同學們可以系統性的把這學期的經歷整理出來，描述信仰旅程中的高峰和低谷時刻。短文的焦點要以「依納爵靈修之旅」為主。

期終作業：案例分析格式來整合課程內容，包括聖經和神學、變革的必要和變革的方針。藉著分析和過濾後的反思，給出一個合乎天國論中門徒觀的牧養模式。討論的焦點要反映課程的重點討論，這也是這作業的評分方式。實際的個案研究將在學期末的課堂上發出。

### Required and recommended readings

#### Required readings:

課堂書籍介紹有 \* 的書

#### Recommended readings:

圖書館保留書籍

### Feedback for evaluation

#### Feedback for evaluation:

歡迎反饋：各位同學可以（1）個人約談；（2）電郵，（3）Whatsapp 或者其他短信平台。

## Course schedule

Class/ week	Date	Topic	Requirements/Preparation
1st	Jan 8	01 課程介紹，課程理論實踐的框架，書目介紹，牧養的心場篇	
2nd	Jan 15	02 作門徒的因素自我理解工作；靈修操練「與主同渡假-依納爵靈修」	「教會增長乏力」講座文稿 「尋求美好人生的自我理解」
3rd	Jan 22	03 作門徒混淆名不符實	複習課堂筆記和習作 曾錫華：「從歷史發展看教會增長運動」文稿
4th	Jan 29	04 課程流程，混淆領導力福音信息，4重修框架	閱讀：做門徒的混淆
5th	Feb 5	05 個人為本福音，馬斯洛金字塔，大使命解讀，Camp Lee 教會歷史	「小組事工」視頻
	Feb 12	春節快樂	
6th	Feb 19	06 教會歷史，Camp Lee 基督教國，教會國形成，Willard 福音道德	「Lecture Unit 4 Introducing the G12」
7th	Feb 26	07 Willard 福音派救贖救恩，Capon 神國比喻，彼得神國鑰匙論，教會紀律誤導	
8th	Mar 4	閱讀週；課程輔導預約	
9th	Mar 11	08 課題小結，Ladd 神國論，撒種的比喻，神國四特徵	賴德：認識上帝的國
10th	Mar 18	09 Capon 神國恩典審判的比喻，馬太 13.51 解讀，塑造和呼召修理看守神學，得人得漁解讀，潘霍華登山寶訓，Willard 八福	
11th	Mar 25	10 傳福音三部曲，登山寶訓無助神學，潘霍華作門徒代價觀，誰是我的鄰居比喻解讀，背自己十字架跟隨解讀	
	Apr 1	清明	
12th	Apr 8	11 福音核心，福音信息福音源頭，保羅哥林多前 15 解讀，彼得福音，使徒 2 章，耕耘看守恢復神的秩序，背十字架跟隨門徒觀。 12 耶穌與門徒三年三段路程門徒觀是旅程朝聖之路靈命密友	
13th	Apr 15	外遊：模仿朝聖之旅。地點待定。	健步走路鞋

## Academic honesty and plagiarism

### Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

### **Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment**

Generative Artificial Intelligence (AI) tools have their pros and cons in teaching, learning and assessment. Teachers and students are encouraged to explore and take advantage of the benefits of adopting appropriate AI tools to enhance teaching and learning.

Four approaches regarding the use of AI tools have been identified depending on the learning outcomes, pedagogical design and assessment scheme of different courses. According to the University's Guidelines on the Use of Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment, teachers are expected to include a section in their course outlines on the AI approaches that are adopted in the courses concerned. Examples of information for each of the four AI use

approaches to be included in the course outline are attached in **Appendix 2**. Teachers may include the information relevant to the AI use approach in the course outline.

Teachers may refer to the CUHK Library website on AI in Education

<https://libguides.lib.cuhk.edu.hk/c.php?g=917899&p=6975970>

**Use of generative AI tools**

*(Teachers should include information relevant to the approach to be adopted in the course here)*

Approach 1 - All use of AI tools is prohibited in assignments and assessment tasks or

Approach 2 - Use of some AI tools is allowed or

Approach 3 - Use of AI tools is allowed with explicit acknowledgement and proper citation or

Approach 4 - Use of some AI tools is allowed with no acknowledgement