

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**Springfield, MO**  
**June 1–25, 2004**

**BGR 626 STUDIES IN THE JOHANNINE CORPUS:  
THE GOSPEL ACCORDING TO JOHN**

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June 2004

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

An exegetical examination of the Gospel according to John, focusing on the author's goals, rhetorical strategies, portrayal of Jesus, and theological themes.

**COURSE OBJECTIVES**

After successfully completing this course, you will be able to

1. Analyze and describe the behavioral responses desired by the author of the Gospel according to John;
2. Describe the cultural assumptions and patterns of social interaction that lie behind both the situation addressed by the gospel and the argumentation of the author;
3. Analyze the social pressures being experienced by the believers originally addressed;
4. Analyze the rhetorical strategies used by the author to convince his readers to adopt the desired behaviors;
5. Exegete passages in the Greek text of the Gospel;
6. Trace the significant theological themes present in the Gospel;
7. Relate these themes to similar themes present in other NT authors;
8. Apply the above analytical and exegetical skills to other NT books; and
9. Apply the theological insights and objectives, behavioral goals, and rhetorical strategies within your own contemporary context.

**REQUIRED TEXTS**

Brown, Raymond E. *An Introduction to the Gospel of John*. Ed. Francis J. Moloney. New York: Doubleday, 2003.

Culpepper, R. Alan. *The Gospel and Letters of John*. Interpreting Biblical Texts. Nashville, TN: Abingdon Press, 1998

Beasley-Murray, George R. *John*. 2d. ed. Word Biblical Commentary, vol. 36. Nashville, TN: Thomas Nelson Publishers, 1991.

*The Greek New Testament*, either the Nestle-Aland 27<sup>th</sup> edition, or UBS 4<sup>th</sup> edition.

## **RECOMMENDED TEXTS**

Sloyan, Gerard S. *John*. Interpretation: A Commentary for Teaching and Preaching. Louisville, KY: John Knox Press, 1988.

## **BIBLE TRANSLATION**

Two recent English translations of the Bible (post-1950) *in paragraph format*, one of which should be more formally equivalent in philosophy (e.g., RSV/NRSV, ESV, NIV/TNIV) and one of which should be more functionally equivalent (e.g., Philipps, NEB/REB, GNT [aka. TEV], CEV, NLT).

## **COURSE REQUIREMENTS**

1. Read or review the textbook sections for the topics to be covered each day.
2. Be punctual in attending each class session. Bring your textbooks to class.
3. Go over the Greek text scheduled for each day, looking for aspects of the Greek text that are significant for exegesis.
4. Contribute to class discussion, especially with regard to points that you see in the Greek text, or points that the commentators have made concerning aspects of the Greek text.
5. Contribute insights from the Greek text to the course content by preparing two sets of exegetical notes.
  - a. Each set of notes should cover one chapter and should be placed in a separate document.
  - b. So as to allow for maximum coverage, only one person will work on any given chapter for this assignment. You can sign up for chapters on the first day of class.
  - c. In the notes, identify aspects of the Greek text that are
    1. Doctrinally important
    2. Ethically important
    3. Difficult to understand
    4. Thematic in the context or in the book
    5. Crucial to an understanding of the author's intent
    6. Dependent on the literary form(see Liefeld, *New Testament Exposition*, 40–43).
  - d. Turn in each set of notes on the day that your chapter is on the course outline, below.
  - e. Use the material you found to contribute to class discussion on that day, as appropriate.
6. Research and write an exegetical paper on a theologically significant passage of the Greek text of the Gospel of John.
  - a. The paper should be at least 10 pages *of text*, but not more than 15, and it should be formatted in conformity to Turabian's 6<sup>th</sup> edition.
  - b. Figure on a minimum of 10 cited sources.
  - c. Your writing should demonstrate that you can apply the descriptive, analytical, exegetical, and evaluative skills emphasized in the course objectives.
  - d. Include a 2-page single-spaced abstract of your paper, with sufficient copies so that each class member may have one. Write in such a way that you make your methods and conclusions understandable to those who have not taken Greek.
  - e. Turn in the paper and copies of the abstract on Monday, June 21.

- f. In an oral presentation during one of the last 4 class sessions, highlight your major conclusions in terms that will be understandable to those that have not taken Greek, and answer questions generated by your abstract.

**COURSE OUTLINE**

Session	Date	Topics/Assignments due
1	1 June	Course Introduction; Introduction to the Gospel of John
2	2 June	Introduction to the Gospel of John
3	3 June	Introduction to the Gospel of John; Johannine Theology
4	4 June	Johannine Theology Overview
5	7 June	John 1
6	8 June	John 2–4
7	9 June	John 5–6
8	10 June	John 7–8
9	11 June	John 9–10
10	14 June	John 11–12
11	15 June	John 13–14
12	16 June	John 15–16
13	17 June	John 17
14	18 June	John 18–19
15	21 June	John 20-21 / Papers due
16	22 June	Johannine Theology: Papers
17	23 June	Johannine Theology: Papers, continued
18	24 June	Johannine Theology: Papers, continued
19	25 June	Johannine Theology: Papers, continued

**COURSE PROCEDURES**

- The course will use a variety of learning methods including lecture, reading, individual research and writing, and informed discussion.
- You will need to bring the two Bible translations and textbooks to class every day.
- Please turn off cell phones and beepers during class.

- Be prepared to contribute to class:
  - Participate in the group discussions
  - At other times, speak up when you have a relevant point
  - At any time, ask a question for clarification
  - Participate actively

### **ASSIGNMENT POLICIES**

- All outside-of-class assignments are due at class time on the date specified.
- Points earned will be discounted for assignments turned in late.
- Plagiarism—Submitting written work not properly acknowledged or submitting written work that is not your own is not acceptable.
- Assignments completed outside of class should be keyboarded on a computer.
  - Follow Turabian’s 6<sup>th</sup> edition for documentation and text format.
  - Use a standard serif font.
  - Print in black ink. Note that this may require removing hyperlinks from the works cited list if you’ve used internet resources.
  - Use left justification (ragged-right margin) only.
  - Staple your paper in the upper-left corner.
  - Keep a copy of your paper for backup purposes.
  - Back-up your electronic files frequently while writing your paper.
- You will need to complete all assignments to earn a passing grade for the course.

### **GRADING PROCEDURES**

A = 93%+ A- = 90-92%	An “A” written assignment is excellent work. The analysis is insightful, the topic is precise, and the organization is clear and logical. The assignment is accurate, timely, clear, and comprehensive. The writing is excellent—having well-developed paragraphs, graceful and concise sentences, and precise word choices.
B+ = 87-89% B = 83-86% B- = 80-82%	The written assignment is good work and meets the objectives of the assignment but requires minor improvement or reveals easily correctable errors in organization, style, grammar, or mechanics. It may have ineffective paragraphing, awkward sentences, or repeated errors.
C+ = 77-79% C = 73-76% C- = 70-72%	The written assignment is adequate and in general satisfies the requirements of the assignment but omits information or requires significant improvement in organization, style, grammar, or mechanics. It may be formally correct but superficial in its discussion and analysis.
D+ = 67-69% D = 63-66% D- = 60-62%	The written assignment is unsatisfactory and disappointing. Although some aspects of the assignment have been completed, on the whole there are numerous or significant problems with its conception or execution—the discussion and analysis may be inadequately developed; the written assignment may omit important information; or it may display numerous or major errors in organization, style, grammar, and mechanics.

F = 59% or below	The written assignment omits critical information or analysis, does something other than the assignment required, or displays major or excessive errors in organization, style, grammar, or mechanics. It may be extremely difficult to read and is written poorly.
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Based on explanation of grades by Sam Dragga and Mike Markel.

Assignment Weights	% of Final Grade
Sets of exegetical notes, 2 at 10% each	20
Exegetical paper	60
Oral presentation	10
Class participation	10
<b>Total</b>	<b>100</b>

### CONTACT INFORMATION

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### SELECTED BIBLIOGRAPHY

#### Older bibliographical resources

Malatesta, E. 1967. *St. John's Gospel, 1920–1965*. Rome: Pontifical Biblical Institute.

#### New Testament and Biblical Theology, Interpretation

Childs, B. *Biblical Theology in Crisis*. Philadelphia: Westminster Press, 1970.

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Dunn, James D. G. *Unity and Diversity in the New Testament : an Inquiry into the Character of Earliest Christianity*. London: SCM Press; Philadelphia: Trinity Press International, 1990.

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#### Johannine Introduction and Theology

- Anderson, P. N. *The Christology of the Fourth Gospel: Its Unity and Disunity in the Light of John 6*. Tubingen: J. C. B. Mohr, 1997.
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#### **SPECIFIC DATA**

Syllabus prepared by Donald A. Johns, Ph.D., April 2004