1. COURSE DESCRIPTION

Exegesis of the Greek text of the Gospel of John, with special focus on John’s portrayal of Jesus, the divine family, and the formation of the new family of believers.

The Greek of the Gospel of John is fairly easy, but the message is not. We will work on both understanding the Greek text and discerning John’s message. Students will hone exegetical skills for Gospel studies. Exegetical issues of select passages, the overall structure and narrative of the Gospel, and the theology of John will be in view during lectures, discussion, and class assignments. Class time will also be given to discussing the relevance of John for Christian discipleship and ministry today.

A Greek Competency Quiz is required in every Greek exegesis course. (See Catalog for further details.). A student must pass this quiz to continue in the course. (More details will be emailed.)

A Greek exegesis paper satisfactorily demonstrating competence in original language exegesis must be submitted for a passing grade.

2. COURSE RELATIONSHIP TO THE CURRICULUM

This course builds on and advances work already done in GL 501 & GL 502 Basic Greek I and II, and NT 502 Interpreting the New Testament.

NT 617 is a required Greek exegesis course (as a NT Narrative) for students who are pursuing the M.Div. degree.

3. COURSE OBJECTIVES

In keeping with the introduction to the GCTS Mission Statement, this course provides an integrated approach to “learning, resources and training through which men and women may acquire knowledge, gain skills and develop attitudes needed in Christ's ministry.” When students have completed this course they will have demonstrated:

1. An understanding of the key critical and introductory issues in the Gospel of John. (This learning outcome is a regular focus of class discussions, readings, and supports the values from
Article 1 of the GCTS Mission Statement on seeking to “encourage students to become knowledgeable of God's inerrant Word, competent in its interpretation, proclamation and application in the contemporary world,” and Article 2 on seeking to “maintain academic excellence in the highest tradition of Christian scholarship,” and to do so with “rigor and academic integrity.”

2. An ability to read, translate, analyze, and interpret the major passages in the Greek text of the Gospel of John. This objective also includes discerning the overall structure of this Gospel, its major themes, historical occasion, and purpose of writing. (This learning outcome is the primary focus of the vast majority of the class discussions, readings, and other course assignments, including translation work and a major exegetical paper, and supports the values from Articles 1 and 2 listed above, and in addition, the value of seeking to “to teach exegetical skills by which they will be able to apply Scripture effectively” from Article 1.)

3. An understanding of the historical milieu of the Gospel of John, composed of the emerging New Testament Christian faith, their background in Second Temple Judaism, and the Greco-Roman nature of the Hellenistic world, as the proper context for interpreting this Gospel. (This learning outcome is a regular focus of class discussions, readings, and other assignments, and supports the values from Articles 1 and 2 listed above.)

4. A familiarity with and an ability to think critically and biblically about the transforming theological, spiritual, and pastoral issues that are found in the Gospel of John. (This learning outcome is a regular focus of the many of the class discussions, readings, and one written assignment on spiritual formation, and supports the values from Articles 1 and 2 listed above, as well as the values of seeking to “encourage in its students a love for Scripture” from Article 1, of promoting the kind of integration necessary for skill in ministry in Article 3, of nurturing the students’ own spiritual maturity in Article 4, and of providing an understanding of “God's redemptive work” through the “biblical gospel” necessary to “make disciples from all peoples” from Article 6.)

5. An understanding of how John contextualized the biblical gospel in his own day and historical context as a guide for how the gospel should be contextualized in a culturally-informed and spiritually-sensitive manner in the various ministry contexts in our current changing and diverse world. (This learning outcome is a regular focus of class discussions and readings, and supports the values from Articles 1, 2, 4 and 6 listed above.)

4. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Required Resources


Greek New Testament, such as the Nestle-Aland Novum Testamentum Graece, 27th edition, or 28th edition. (These two editions are the same for the Gospel of John.) You may also use the United Bible Societies Greek New Testament, 4th edition. Editions with a built-in
Dictionary are preferable. *A Reader’s Edition* of the Greek NT is often helpful for general reading of the text, but is either useless or of limited value for textual criticism (depending upon the printing), and can’t be used as the sole Greek text for this course.

It is also assumed that students either own or have access to both of the following: *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (BDAG) by W. Bauer, et al., (3d ed.; University of Chicago Press, 2000) and *A Textual Commentary on the Greek New Testament* by B. M. Metzger, (2d ed.; United Bible Societies, 1994).

**B. Recommended Resources**


There is any number of other commentaries on the Gospel of John that may be consulted with profit and you will need to use as many of these as possible for your exegetical paper. A selected list of some of the better ones, that are also more readily available, includes the following:


C. Course Requirements

1. **Attendance:** Students are expected to be present in class. Unexcused tardiness or absences from class may be reflected in the final grade for the course (especially if your grade is on the borderline).

2. **A Greek Competency Quiz:** This quiz is required in every Greek exegesis class at GCTS. (See Catalog for further details.). This quiz is prepared by the director of the GCTS Greek language program and will be given the first class day of this course. It may include translation, parsing, identification of syntactical functions, and other grammatical questions. One helpful way to review your Greek is to visit www.analytikon.org. The quiz will be marked pass/fail and will not affect your final grade, but it is a course requirement, and you must pass this quiz to continue in the course.

3. **A 2 page paper overview paper:** This paper should summarize the major themes and structure of the Gospel of John. This is not a formal academic research paper but simply a project to help get everyone in the class up to speed on the themes and structure of this Gospel.

   Read over the entire Gospel of John once or twice, preferably in a single sitting, and try to discern major themes and structure of the book. Try to read it in a Bible that has as few section headings and other markings and as possible. If English is not your first language, you may read the text in your own first language, but the paper you write still needs to be in English. Simply allow the text to speak to you. There are no right or wrong answers here. I am simply looking for evidence of your own involvement with the Gospel of John. Allow God’s Word to speak to you as you read it.

   Papers should be typed using reasonable fonts and margins. Papers may be written as regular prose, an expanded outline, or a combination of the two. This paper will be due on the second week of the term on September 18.

4. **Weekly class preparation.** This course will work its way through the entire Greek text of the Gospel of John using the Carson commentary as supplementary material. In preparation for each class period the student should:

   (a) Review the previously studied portion(s) of the Gospel of John to remind yourself of the flow and structure of the text. There is no substitute for careful reading of the text of the Gospel itself.

   (b) Weekly translation of the assigned Greek text from the Gospel of John. This course will work its way through the entire text of the Gospel, dealing with issues of lexical meaning, syntax, semantic structure, historical issues, rhetoric, theology and application as they arise. In preparation for each class period the student should analyze and translate the assigned Greek text, using whatever tools you need.

   You may consult basic Greek grammars as well as any of the following: *A Reader's Greek-English Lexicon of the New Testament* by Sakae Kubo (Zondervan, 1975); *A Grammatical Analysis of the Greek New Testament* by Max Zerwick and Mary Grosvenor (Pontificio Istituto Biblico, various editions); *The Linguistic Key to the New Testament* by Fritz Rienecker and Cleon L. Rogers (Zondervan, various editions), *The New Linguistic and Exegetical Key to the Greek New Testament* by Cleon L. Rogers, Jr. and Cleon L. Rogers III (Zondervan, 1998) or
Bible software program designed for Greek language study (e.g. Accordance, Gramcord, BibleWorks, Logos, etc.), or any other tools that are available to you.

(c) Read the relevant sections of Carson’s commentary each week according to the class schedule.

Students are always expected to come to class prepared and ready to demonstrate engagement with the primary and secondary material so that they can be an informed participant in discussions regarding the issues raised by the passage under discussion. Students may be asked to translate several verses at every class meeting from the portion of the text assigned for translation for that day, and to answer questions about parsing, syntax and grammar relevant to their translations. You should have a written translation of the assigned translation text for each week so you will be ready to share in class discussion. You should also be ready and prepared to defend and answer questions on your translation. (This translation should be the result of your own inductive work with the Greek text, and certainly not a compilation of other already existing translations.) These translations will not be turned in or graded.

These weekly assignments will be assessed by a Reading and Translation Report indicating what percentage of this work you did for this course. Indicate what percentage of the Gospel of John you translated from Greek into English and what percentage of Carson’s commentary you read. I am looking for 2 different percentages submitted on this Reading and Translation Report (one on your translation work, and the other on your reading in Carson). You may submit this Reading and Translation Report either by email or by a written note. This is due at the end of the term on December 18.

5. A 3 page paper on Spiritual Formation according to the Gospel of John: Write a paper summarizing some of the lessons you have learned regarding your own understanding of the spiritual life from any section of any of the Gospel of John. Reflect on how spiritual growth and formation takes place, and how it can be promoted in our own lives and in our ministries through a specific passage of Scripture from John’s Gospel. Include at least one action step that could be taken in light of your conclusions. Papers should be typed, double-spaced in a standard font and margins. Since this paper should be based on your own study of the Gospel of John, and it is not a research paper as such, you would not necessarily need to use footnotes or bibliography for this assignment, although you may include a possible quote or two from some of the commentaries or other resources you have used for this course (and thus use footnotes and a bibliography). This paper will be due on November 6.

6. A 12-15 page exegetical paper and annotated bibliography on a passage of your own choice from the Gospel of John. Please note each of the following guidelines and principles:

(1) This exegesis paper should systematically analyze a passage in one of the Gospel of John in the light of its literary and theological context, its grammatical and semantic structure, its use of important words and concepts, its main idea and key themes, and its relevance in the original context and in your own ministry context. This paper should reflect the training provided in NT502 Interpreting the New Testament and include both inductive study of the text and knowledge of a wide variety of secondary literature (lexicons and other reference works, academic commentaries and journal articles). This balance between your own inductive study and consulting the insights of others is important—both must be present for the paper to be acceptable. A paper that only reflects the insights of commentaries or other secondary sources
will not be acceptable. You need to wrestle with the meaning of the text yourself. The final paper must demonstrate the use of the tools/steps/methods taught in this course.

(2) The selection of this passage should be a complete unit (normally a “paragraph” and probably something in the range of 6-12 verses), and be approved by the professor.

(3) The completed paper should represent significant work beyond what we did in any class discussion on that text.

(4) Your research should include such a mixture of older classic commentaries and more recent scholarly ones, as well as journal articles, lexicons, theological dictionaries, monographs, and advanced Greek grammars.

(5) Papers should be typed, double-spaced in a standard font and margins. Use footnotes and bibliography to give proper recognition to all sources of words or ideas found in the body of the paper. Read the material on plagiarism found at http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml to make sure that you are giving proper credit to all of the ideas and words you use in your paper. An appendix may be included for charts, diagrams, illustrations, etc.

(6) Formatting of footnotes and bibliography as well as abbreviations and other stylistic matters should conform to The SBL Handbook of Style, edited by Patrick H. Alexander et al. (Hendrickson, 1999). [PN147.S26 1999].

(7) Since these papers will be due on the last day of the term, you have the choice of submitting electronic copies as email attachments (using a Word or a PDF file) or submitting a hard copy of your paper along with a stamped, self-addressed envelope.

(8) Papers may be turned in at any point during the term, but are considered due at the beginning of the last class meeting of the term on December 18. See the section on Academic Policies of this syllabus (below) for grace periods and late penalties.

(9) Remember a Greek exegesis paper satisfactorily demonstrating competence in original language exegesis must be submitted for a passing grade for this course.

4. GRADING:

A. Grading standards for written assignments:

Each written assignment will be evaluated in terms of: (1) the quality of the ideas presented (their originality, creativity, completeness and logic), (2) integration with course materials and concepts (demonstrating an awareness of readings and class discussions), (3) overall clarity and logic in organization, as well as (4) general writing skills.

The following grades will be used for written assignments:
A Outstanding quality, unusual diligence and/or creativity (You went the "second mile.")
B Good solid work, above average in diligence and creativity (You made some extra effort.)
C Satisfactory graduate-level performance (You met the basic requirements.)
D Minimal performance, passing, but marginal in quality (You cut too many corners.)
F Inadequate work, not acceptable (You didn't follow directions.)

Note: Late written work may be given a reduced grade. (See Late Work Policy below)

B. Grading standards for the Reading and Translation Report:
A = 90-100% completed, B = 80-89%, C = 70-79%, D = 60-69%, F = < 59%.
C. Final Course Grade:

The final grade for the course will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Classroom preparedness and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reading and Translation Report</td>
<td>25%</td>
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<tr>
<td>Paper on Themes &amp; Structure</td>
<td>10%</td>
</tr>
<tr>
<td>Spiritual Formation paper</td>
<td>15%</td>
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<tr>
<td>Exegesis paper</td>
<td>40%</td>
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Pluses and minuses may be used in the final course grade. Also, no passing grade will be given if either the exegesis paper is not turned in or is not essentially complete.

6. ACADEMIC POLICIES

A. Late work:

In unusual circumstances, you may ask for grace for additional time for any of these assignments, provided you do so in writing (primarily so that I will have a record of it). This means you will need to contact me either by email or a written note that you hand me before or after class. Unless other arrangements have been made with the course professor, work not submitted by the due date indicated on the course schedule will be considered late and may be given a reduced grade up to a full grade point. The absolute final due date for all assignments is set by the seminary deadline for the submission of written work as December 19, 2014. Only the Registration Office can give an extension beyond that date.

B. Plagiarism

All use of sources must be properly indicated. Read the document on GCTS’s policy on plagiarism see [http://www.gordonconwell.edu/sites/default/files/hamreg_plagiarism.pdf](http://www.gordonconwell.edu/sites/default/files/hamreg_plagiarism.pdf). carefully and remember that use of authors’ words is indicated with quotation marks and a footnote and the use of their ideas, but not their words, is indicated with a footnote. For further information see [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml).

5. COURSE SCHEDULE, TOPICS, ASSIGNMENTS, AND ASSESSMENTS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion Topics</th>
<th>Assignments to Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Note: You may find it helpful to</td>
<td>You may find it helpful to begin work ahead of time</td>
</tr>
<tr>
<td></td>
<td>begin work ahead of time for some of these assignments, especially reviewing for the Greek Quiz.</td>
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<tr>
<td>Sept 11</td>
<td>Greek Competency Quiz</td>
<td>Prepare for Greek Competency Quiz</td>
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<tr>
<td></td>
<td>Introduction to the course</td>
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</table>
Introductory Issues for Gospel of John
Chapter 1:1-18

Sept 18  Chapters 1-2  Translate John 1-2 using Carson
          Also read Carson’s Introduction ASAP
          Read the material on plagiarism found at
          http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
          Paper on Themes & Structure due
          Be thinking about a passage for exegetical paper

Sept 25  Chapters 3-4  Translate John 3-4 using Carson
          Submit choice of passage for exegetical paper

Oct  2   Chapters 5-6  Translate John 5-6 using Carson

Oct  9   Chapters 7-8  Translate John 7-8 using Carson

Oct 16  Reading Week—no class—work on exegetical paper

Oct 23  Chapters 9-10  Translate John 9-10 using Carson

Oct 30  Chapters 11-12  Translate John 11-12 using Carson

Nov  6   Chapters 13-14  Translate John 13-14 using Carson
          Spiritual Formation Paper due

Nov 13  Reading Week—no class—work on exegetical paper

Nov 20  Chapter 15-16  Translate John 15-16 using Carson

Nov 27  Thanksgiving Break—no class—enjoy

Dec  4   Chapters 17-18  Translate John 17-18 using Carson

Dec 11  Chapters 19-20  Translate John 19-20 using Carson

Dec 18  Chapter 21    Translate John 21 using Carson
          Exegesis Paper due
          Reading and Translation Report due

Dec 19 (4PM)  Last day for receiving student work without an extension approved by the
              Registration Office at GCTS (even though it will still be late)