

# NT 617: Gospel of John

## Gordon-Conwell Theological Seminary—Charlotte

### Spring, 2011

**Instructor:** Dr. Rollin Grams  
**Contact Information:** rgrams@gordonconwell.edu  
**Class Schedule:** 24-25 February, 23-24 March, 27-28 April at 6:30 -9:30 (Fri.) & 8:30 - 4:30 (Sat.)

#### Course Description

This study of John's Gospel is based on the Greek text. Exegetical issues of select passages, the overall structure and narrative of the Gospel, and the theology of John will be in view for lectures, discussion, and class assignments. In this course, students will hone exegetical skills for Gospel studies. Class time will also be given to discussion of the relevance of John for Christian discipleship and ministry today.

#### Gordon-Conwell Mission

The seminary's mission statement involves concerns for Scripture's authority, theological and academic rigor, and an interest in the Church and its mission. This course will support these concerns. Johannine theology will be explored in class lectures and the textbook by Köstenberger, but it will be done in the context of exegetical work based on the Greek text of John: theology must be Biblically and exegetically rooted. The mission of Jesus the Son of God in John's Gospel becomes the mission of the disciples and the Church. Moreover, the Christological focus of theology in John's Gospel provides the proper emphasis in theological studies overall.

#### Relation to Curriculum

New Testament Survey (or equivalent), one year of Greek, plus the course *Interpreting the New Testament* (or equivalent) are prerequisites for this course. The course satisfies the requirement for degrees that stipulate successful completion of an exegesis course in the Gospels, and it is particularly designed to engage two of the tasks of theological enquiry: exegesis and Biblical theology. At several points it also engages the other two theological tasks of establishing Christian convictions (theological, ethical, missiological) and of practicing discipleship (missions, preaching, prayer, community).

Students not using their Greek in the Fall, 2011, need to sit a Greek Competency Quiz. This should be done well before the course so that another course may be taken if the quiz is failed (by the time of the Integrative Seminar at the latest). Contact the Registrar's Office if this qualification is needed.

*Work prior to the first class session* will be discussed below. **NOTE:** There is considerable work to complete before the first class session: reading all of John's Gospel, other reading, translation of set passages (and preparedness for translation in class and a quiz), and consideration of some questions for discussion (see details, below).

#### Course Objectives

\*To become familiar with the scholarly range of views on exegetical and theological issues pertaining to contemporary Johannine studies. This will be acquired through lectures, reading, breadth of research for the exegesis paper, and reading.

\*To hone skills in the use of exegetical tools and methodologies introduced in *Interpreting the New Testament* (NT 502). These skills will be in use throughout the course. They will be needed and developed by reading the required texts, translating (and using Wallace), and researching primary sources and applying exegetical methods for the exegesis paper.

\*To use and develop facility in Koine Greek. This will be accomplished through preparation for class and tested primarily through translation in class. Reading and using Wallace, particularly for Genitives and Participles, will set the student on a path of gaining more use out of Greek. Facility will also be demonstrated within the exegesis paper.

\*To relate the scholarly interpretation of John to Christian ministry and life. This will be accomplished mostly through in-class discussion.

### Course Requirements

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework, both in class and out of class. The following chart indicates how these hours are distributed across the various course assignments. Descriptions of the assignments are listed below.

Course Assignment	Expected Time Commitment (hrs)	Student's actual time on task
Class Attendance	27 hours	
Pre-Class Reading of John	2 hours	
Required Reading	34 hours	
Exegesis Paper Research and Writing	35 hours	
Theology Paper	13 hours	
Greek Translation	24 hours	

Students will keep a record of time spent on each course-related task, and will submit a final report, as above, with their actual hours spent on each task listed in the last column of the table.

### Required Textbooks and Materials

Grams, Rollin. *Exegesis in John's Gospel: Course Workbook*. Available on Sakai.

Keener, John. *The Gospel of John: A Commentary*. Vols. 1 and 2. Grand Rapids, MI: Baker, 2010.

Köstenberger, Andreas. *A Theology of John's Gospel and Letters: The Word the Christ, and the Son of God*. (Biblical Theology of the New Testament Series. Grand Rapids, MI: Zondervan, 2009).

Wallace, Daniel. *Greek Grammar Beyond the Basics*. Grand Rapids, MI: Zondervan, 1997.

The texts by Keener and Köstenberger for this course cover up to date and significant bibliographical material. Students should use these as starting points for research. Key resources in Johannine studies will be identified in class during lectures.

### Web-Enhanced Features

Lecture Powerpoints will be found on Sakai. Students may use these for classroom purposes only.

## Course Assignments

### 1. Pre-Class:

- a. Students who have not taken a course that used Greek in the Fall, 2011, should have passed the Greek Competency Quiz administered through the Registrar's Office (the deadline for this is the date of the Integrative Seminar).
- b. Students are required to read afresh the Gospel of John in a good English translation (recommended: NRSV, ESV, or NIV) before the first weekend.
- c. Students should have read the syllabus before the first class meeting.
- d. Students are to be prepared for translating passages listed for the first weekend. How to be prepared is discussed under 'Greek,' below.
- e. Students are to have read the introduction to Keener's commentary before the first class (this is lengthy and detailed). Notes should be taken on this reading for future use, but they will not be turned in. Other reading for the first day of class is noted in the course schedule, below.
- f. Students are to have read Keener's commentary for the passages translated.
- g. Students are to have read Köstenberger, pp. 35-99 (Part One), and be prepared to discuss the material (so, take notes) in class.
- h. Students are to be prepared to take a Greek quiz on the translations prepared for the first weekend.
- i. No student should intend to take this course who is not properly prepared in these ways for the first weekend.

### 2. Greek:

Passages to prepare for class are listed below ('Preparation for Each Weekend'). *Note: more Greek translation is required for the second weekend of classes.*

*Every exegesis course at Gordon-Conwell has a 'language component' that must be passed in order to pass the entire course, no matter what percentage of the final grade it contributes.*

In this course, testing of Greek language skills and preparation will take place through: (1) facility in translation in class; (2) passing the Greek quizzes each weekend; and (3) use of Greek in the exegetical paper.

(1) To demonstrate facility in Greek translation in class, students should have worked on their *own* translation of the passage, written down any meanings of words they do not know, parsed any words that were not obvious to them, and made grammatical/translation notes based on their reading of the textbooks. In particular, the student should use Wallace's grammar to (1) identify any grammatical points he makes for a verse being translated (use the index to find these) and (2) explain the syntax for all genitives and participles in the passages—you need to learn the syntax of these two areas of Greek grammar from Wallace for this course.

Translation in class must be done from the Greek New Testament. That is, no electronic aids such as *BibleWorks*, *Logos*, or *Accordance* (which are otherwise most valuable resources) may be used. Students may rely on their notes on the meaning of Greek words, but they are not to read their prepared English translations in class. In this way, facility in translation can be practiced and assessed in class. Students will be asked to comment on their translation (meaning of a word, parsing, grammar, and syntax). Any student asked to translate should be able to (1) translate; (2) parse; (3) comment on the syntax, particularly where Wallace has pointed out the syntax or where there are Genitives or participles.

(Check the index to Wallace to see if he comments on verses in the passage that you are translating.)

(2) Brief quizzes each weekend will be used to demonstrate facility in translation. Students will translate a few verses and be asked to parse and comment on the grammar (no notes). *There will be a quiz the first weekend of class.*

(3) Use of Greek in the exegetical paper. The standard issues need to be covered in detail but in balance. The following topics may be relevant (depending on the passage): textual criticism, word studies, Greek grammar and syntax, sentence diagramming, and translation issues.

Marks on quizzes will account for **30%** of the final grade. The use of Greek in the exegesis paper will be part of the grade for the exegesis paper. Failure to be prepared for translation in class will result in a reduction of one full grade on the quiz.

### 3. Exegesis Paper

Students are to write a **3,500 word** (+ or - 10%, excluding reference footnotes) exegetical essay worth **40%** of the final grade that is **due on the 2<sup>nd</sup> May**. Passages of roughly 10 verses should be the focus of the paper. Students may choose a particular passage of interest but should not reproduce work in the paper that has been used elsewhere in their studies overall or in their theology of John's Gospel paper for this course. A passage translated for class may be used for the exegesis paper.

#### Methodology for Exegesis Paper

*Recommended Guide for Exegesis:*

Gordon Fee, *New Testament Exegesis* (available in library).

Also useful:

Rollin Grams, 'Research and Writing for New Testament Studies,' on Sakai.

#### Submission of Exegesis Paper

The paper should be submitted electronically as an e-mail attachment on the 27<sup>th</sup> May (any time) in Microsoft Word, using Greek (and Hebrew) fonts for (go to <http://www.bibleworks.com/fonts.html> to install BibleWorks fonts if necessary; also available on computers in the library).

#### Content and Style for Exegesis Paper

Follow the *SBL Student Handbook of Style* for the paper. This is available online at <http://library.concordia.ab.ca/services/The%20SBL%20Handbook%20of%20style.pdf>. Papers should be turned in on the date they are due. The instructor may grade the paper down if it is late.

The exegesis paper should include a discussion of all the exegetical issues. The following structure is meant as a guide for the paper rather than a requirement:

Introduction

Establishing the Text (your textual criticism; your translation; discussion of various translations, lexical issues, grammar, and syntax using relevant resources; structure of the passage—all discussed with your own work *plus* insights from exegetical resources and scholarship)

Discussion of Major Issues Topically (in any sensible order, some of the following no doubt better placed in the verse by verse exposition)

- \*In-the-Text Issues (place of the passage in John; comparison to other Gospels, if relevant; literary, narrative, or rhetorical observations; discourse analysis)
  - \*Behind-the-Text Issues (any relevant introductory issues (author, audience, date, place, genre, purpose of writing), historical-cultural issues, including citation of primary texts; use of the OT)
  - \*In-Front-of-the-Text Issues (history of interpretation, current scholarship on the passage and any relevant scholarship on John)
- Verse by verse or section by section commentary (possibly coming before the previous section)
- Conclusion

#### 4. Johannine Theology Paper

Write a paper on Johannine theology. Use Köstenberger for this research, supplemented by your own reading of John's Gospel (some references to John's epistles may also be made, but the focus is clearly on John's Gospel in this course), class notes, and Keener's commentary. The paper should pick up one of the topics in part three of Köstenberger's *Theology of John's Gospel and Letters*. Thus your paper may, e.g., focus on ch. 6, 'John's Worldview and Use of Scripture,' or ch. 15, 'John's Trinitarian Mission Theology,' or anything in-between (see the chapter topics for part 3, pp. 8-9). You are not required to use other resources. This essay should be 2,500 words and demonstrate:

- a. Awareness of Köstenberger's view;
- b. Additional insights from your reading in Keener's commentary and class;
- c. Your own insights, based on the (Greek) text of John's Gospel.

See my 'Research and Writing for New Testament Studies' for more detail on how to write a dictionary article and what is expected.

This paper is worth 20% of the final grade. It is due on the last day of class as an e-mail attachment.

#### 5. Reading

A reading report will be required that demonstrates that the student has read:

- \*the Gospel of John in translation
- \*the textbooks of Köstenberger (all) and Keener (required passages)
- \*my *Exegesis of John's Gospel: Course Workbook*

All of Köstenberger will be read. All of Keener's introduction will be read plus his commentary on all passages that are translated for class.

The reading report must be turned in at the time of the exegesis paper. You will receive a grade based on the amount of reading completed. The percentage of pages read from the required pages will constitute the grade for this reading assignment. E.g., if you only read 87% of the material, you will receive a grade of 87%. This part of the course requirements constitutes 10% of the final grade.

The text by Köstenberger will be discussed in class (see course schedule). Be prepared to discuss the material.

#### Grading Scale

In summary (from above), work counts as follows in this course:

3 Quizzes (each 10%)	= 30%
Exegesis Paper	= 40%

Theology Paper	= 20%
Reading Report	= 10%

Students should find helpful guidance on research and writing and on marking criteria in the following:

Rollin G. Grams, 'Research and Writing for New Testament Studies' (on Sakai).

The grading scale for this course is as follows:

A	=	Above Average to Excellent Work
B	=	Average to Good Work
C	=	Sub-average to Adequate Work
D	=	Poor but Passing Work
F	=	Failure

Plusses and minuses will be used, but not an A+: the highest grade will be an 'A.'

Plagiarism, whether intentional or unintentional, will mean an 'F' for the course. A description of plagiarism may be found in 'Research and Writing for New Testament Studies', and regulations are stated in the GCTS Student Handbook.

### **Late Work**

Late work may be graded down a notch, depending on the circumstances. Students should always explain by e-mail why work will not be submitted on time and when it will be. The professor reserves the right to assess this and make a decision about how marking may be affected—typically the reduction of a grade apart from extenuating circumstances.

See Syllabus Addendum for course extension policy.

### **Attendance Policy**

The weekend model of instruction assumes full attendance in classes, and exegesis courses assume full participation in class. All weekend sessions should be attended. If 3 or less hours of class have to be missed for a legitimate reason, the student needs to discuss with the instructor ways to make up missed work (usually by extra reading) so as not to receive a reduced letter grade. If a student misses a weekend, the course should be dropped. If a student needs to miss more than 3 hours of class and less than a weekend for a legitimate reason, he or she will likely be assigned an additional research essay and need to submit work on the assigned passages for translation. The instructor will determine what exactly is necessary based on the number of hours missed and the type of material missed in class. If 3 hours or less of class are missed, students should submit translations that were covered in class and collect and read any notes for the hours missed.

### **Document Formatting and Citation Style Requirements**

See 'Course Assignments,' above, for style. The paper should be double spaced and have 12 point font size. It should use Microsoft Word (or compatible) and Greek (or Hebrew) fonts from *BibleWorks*, *Logos*, or *Accordance*. Resources used in the paper should appear in the footnotes: no bibliography is required.

### **Syllabus Addendum**

For other seminary policies refer to the attached Syllabus Addendum.

## Course Schedule

Chapel will be held from 6:30 – 7:00 on Friday nights. This is considered to be part of the class and therefore is subject to the class attendance policy.

<i>Weekend/ Session</i>	<i>Class Topic</i>	<i>Reading Preparation Due for Class</i>	<i>Translation</i>
1.1	Introduction Johannine Christology: Incarnation	Read the primary sources introduction; Keener's Introduction; the course workbook on introductory issues in John's Gospel and on triangular numbers; Keener on translation passages; Köstenberger, part 1.	Translate Jn. 1.1-18
1.2	Historicity in John's Gospel	Keener on translation passages; Read the workbook on historicity (Lincoln and my response) and on miracles	Translate Jn. 2.1-12
1.3	The Johannine Community Structure & Signs	Course Workbook: 'History, Literature, and the Johannine Community'; Read the workbook on structure (Dodd; Bauckham; Signs)	
1.4	Johannine Christology: Revealing Divine Glory (Glory and Lifting Up; 'I Am')	Keener on translation passages	Translate Jn. 3.1-21
2.1	Johannine Missiology	Course Workbook: : 'History, Literature, and the Johannine Community'; Keener on translation passages; Köstenberger, part 2.	Translate Jn. 4.1-26
2.2	Johannine Christology:	Course Workbook on Christology; Keener on translation passages	Translate Jn. 5.1-18
2.3	Election/Protection and Free Will/ Responsibility in John's Gospel	Keener on translation passages; Workbook & Discussion: 1. 'Election and Free Will in John's Gospel' 2. 'The Use of the OT in Jn. 6' 3. 'John Calvin's Use of John's Gospel in His Doctrine of Election' and examine the passages cited in John's Gospel. Consult a commentary and be prepared for discussion.	Translate Jn. 6.1-21
3.1	Miracles	Keener on translation passages; Köstenberger, part 3.	Jn. 9.1-25
3.2	Johannine Ethics: Friendship, Unity, Service and Love	Keener on translation passages	Jn. 17.1-26
3.3	The Johannine Passion and	Keener on translation passages;	Jn. 19.1-30

	Use of the Old Testament	Workbook (review chart) & Discussion: ‘The Old Testament and the Passion, Resurrection, and Exaltation of Jesus’ Theology of John Paper Due	
4.0 (after last class), 27 May	NO CLASS	Köstenberger, part 4. Research for exegesis paper. Reading Report.	

## Syllabus Addendum

### Academic Standards

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one's writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures [they will for this course]. For more information, please consult the Student Handbook.

### ADA Policy

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

### Cancellation of Class

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancellation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

### Extension Policy

Arrangements for submission of late work at a date on or before the "last day to submit written work", as noted on the seminary's *Academic Calendar*, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the "last day to submit written work." Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

### Grades

Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

### Returned Work

Submitted course work will be returned to the student provided s/he provides a self-addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.

Since the exegesis paper is submitted electronically, only comments and not the paper will be sent to the student once everything is graded.

## Reading Report

Name: \_\_\_\_\_ Date: \_\_\_\_\_ (due 27 May, 2012)

Check off all work read in the middle column or, if not all the pages were read, list the pages that you did read. Then convert this into a percentage in the third column.

<b>Reading</b>	<b>Actual Pages Read</b>	<b>Percentage Read</b>
Keener Introduction Jn. 1.1-18 Jn. 2.1-12 Jn. 3.1-21 Jn. 5.1-18 Jn. 6.1-21 Jn. 9.1-25 Jn. 17.1-26 Jn. 19.1-30		
Köstenberger, 565 pages		
Grams, Gospel of John: Course Workbook, 103 pages: Introductory Issues in John's Gospel  A Literary (and Historical, Genre, and Social) Approach to John's Gospel: Mark Stibbe  The Johannine Hermeneutic of Revelation  A Theology of John's Gospel: D. Moody Smith  Jesus' Nature: Ontology, Function, Literary Identity, and Relationship  The Johannine Community  Historicity in John's Gospel  Election and Free Will in John's Gospel  The Use of the Old Testament in John 6  The Old Testament and the Passion, Resurrection, and Exaltation of Jesus		