1. COURSE DESCRIPTION

An exegetical study of the three Johannine epistles in their relationship to each other and to the gospel of John. Emphasis will be placed on I John.

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.

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 and NT 502 Interpreting the New Testament.

NT 642 is a required Greek exegesis course (NT Epistles) 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 Johannine Epistles. (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 Johannine epistles. This objective also includes discerning the overall structure of these epistles, their 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 Johannine Epistles, 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 these books. (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 Johannine epistles. (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—especially Wright, 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 better yet, the new 28th edition. (Note the 28th edition is slightly different from the 27th in the Johannine epistles, but not significantly so.) 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 may be helpful for general reading of the text, but is either worthless or of limited value for textual criticism (depending upon exactly which printing you have), 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 are any number of other commentaries on the Johannine Epistles 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 more currently available ones includes the following:


Calvin, John [1 John] / Matthew Henry [2 & 3 John—as Calvin never wrote commentaries on these]. 1 2 and 3 John (Crossway Classic Commentaries). Crossway, 1998 (reprint).


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 following: both introductory issues (authorship, dating, place of writing, original audience, etc.) as well as the major themes and structure of each of the three Johannine epistles. This is not a formal academic research paper so much as it is a project to help ensure that everyone in the class is generally up to speed on these issues as we begin the term.

   In preparing this overview, it will be assumed that you will undoubtedly be dependent upon the work of others for the introductory issues of authorship, date of writing, place of writing, original audience. For these items you will want to consult your class text books, information in study Bibles, Bible dictionaries, and any other resources available to you, as well as your own personal reading of the books of the NT. You will want to check more than one source in determining your own working hypotheses for these items. Include a list of works consulted. If you heavily dependent upon specific sources or have made direct quotes of other material, include footnotes wherever appropriate.

   For the major themes and structure sections I am looking more for your own initial impressions than a summary of what others have seen. I want to encourage you to read through each of these books 2 or 3 times, preferably in an unmarked English translation (other languages may be substituted if English is not your first language) with the goal of focusing on the major themes, purposes, and concerns of this book as well as how these are structured. There are no right or wrong answers here. I am simply looking for evidence of your own involvement with the text of these epistles. Allow God’s Word to speak to you as you read it.

   Papers should be typed, double-spaced in something like Times New Roman font size 12 with one-inch margins. This paper will be due on the second week of the term on February 4.

4. Weekly class preparation. This course will work its way through the entire Greek text of each of the three Johannine epistles using each of the assigned class text books as supplementary material. In preparation for each class period the student should:

   (a) Re-read the relevant Johannine epistle for that week either in its entirety or at least from the beginning up to the point to which the exegesis has advanced for that week (in Greek or English) in order to gain an ever greater sense of the whole and of the relationships between the parts. There is no substitute for careful reading of the text of the epistle itself.

   (b) Weekly translation of the Greek text of the Johannine epistles. This course will work its way through the entire text of each of these three epistles, 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 Baugh, Kruse, and Marshall 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 one or two 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. Use the last page of this syllabus to record your progress and turn this page in on the final class day on April 29 (or scan it and email me an electronic copy).

5. A 3 page paper on Spiritual Formation according to the Johannine epistles: 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 Johannine epistles. Reflect on how spiritual growth and formation takes place, and how it can be promoted in our own lives and in our ministries. 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 Johannine epistles, 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 March 11.

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

(1) This exegesis paper should systematically analyze a passage in one of the Johannine epistles 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. The final paper must demonstrate the use of the tools/steps/methods taught in this course. 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.

(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 in advance by the professor.
(3) The completed paper should be turned in before the text is dealt with in class discussions, or represent significant work beyond what we did in class 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) For each commentary or reference tool you consult include a brief annotation in your bibliography regarding how you would describe this tool, comment on its distinctive approach, or evaluate its usefulness. These annotations may be as brief as a phrase or as long as a single sentence. (Note: dictionary articles in your bibliography should be listed under the name of the author of the article (where given), not under the name of the editor of the dictionary.)

(6) Papers should be typed, double-spaced in something like Times New Roman font size 12 (except extended quotes single-spaced in block quotes, and footnotes single-spaced in font size 10), with pagination, one-inch margins, and with 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.

(7) 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].

(8) Include your box number on any work submitted you want returned to you through the campus mail. Papers without box numbers will be retained by me for a reasonable period of time, and you will have to make other arrangements for picking them up. Please staple the paper together, and refrain from using paper clips or special covers, etc.

(9) 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 April 29. See the section on Academic Policies of this syllabus (below) for grace periods and late penalties.

(10) Note: 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:
Classroom preparedness and participation 10%
Reading and Translation Report 20%
Paper on Introductory Issues, Themes & Structure 15%
Spiritual Formation paper 15%
Exegesis paper 40%

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 May 5, 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>
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<tr>
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<td>Note: You may find it helpful to begin work ahead of time for some of these assignments.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Tasks</td>
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<tr>
<td>Jan 28</td>
<td>Introduction to the course&lt;br&gt;Introductory Issues for 1 John&lt;br&gt;Greek Competency Quiz&lt;br&gt;“The Word of Life”</td>
<td>Prepare for Greek Competency Quiz&lt;br&gt;Read Kruse, pp 1-49 and Marshall, pp. 1-55&lt;br&gt;Translate 1 John 1:1-4 using Baugh, Kruse, &amp; Marshall&lt;br&gt;Read the material on plagiarism found at <a href="http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml">http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml</a></td>
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<td>Feb 4</td>
<td>“God is Light”</td>
<td>Complete any leftover work from last week&lt;br&gt;Translate 1 John 1:5-10 using Baugh, Kruse, &amp; Marshall&lt;br&gt;Paper on Themes &amp; Structure due&lt;br&gt;Choose passage for exegetical paper.</td>
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<td>Feb 18</td>
<td>Reading Week</td>
<td>Work on exegesis paper</td>
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<td>Feb 25</td>
<td>“Spiritual Opposition”</td>
<td>Translate 1 John 2:15-27 using Baugh, Kruse, &amp; Marshall</td>
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<tr>
<td>Mar 18</td>
<td>Reading Week</td>
<td>Work on exegesis paper</td>
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<td>Apr 1</td>
<td>“God is Love”</td>
<td>Translate 1 John 4:7-21 using Baugh, Kruse, &amp; Marshall</td>
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<td>Apr 8</td>
<td>“Faith in the Son”</td>
<td>Translate 1 John 5:1-12 using Baugh, Kruse, &amp; Marshall</td>
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<td>Apr 29</td>
<td>3 John: “Cooperation and Opposition”</td>
<td>Translate 3 John using Kruse &amp; Marshall</td>
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<td>Exegesis Paper due</td>
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<td>Reading and Translation Report due</td>
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<tr>
<td>May 5</td>
<td>Last day for receiving student work at GCTS (even though it will still be late)</td>
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Reading and Translation Report for NT 642: Exegesis of the Johannine Epistles

Student: ________________________________ Date ____________________

For each assignment indicate Yes—I read/translated it all, No—I didn’t, or if you read/translated only part of the assignment, give the approximate percentage of the material you read.

Jan 28  Read Kruse, pp 1-49
Read Marshall, pp. 1-55
Translate 1 John 1:1-4 using Baugh, Kruse, & Marshall
Read the material on plagiarism found at http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
Yes___ No___ %________

Feb 4  Translate 1 John 1:5-10 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Feb 11 Translate 1 John 2:1-14 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Feb 25 Translate 1 John 2:15-27 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Mar 4 Translate 1 John 2:28-3:10 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Mar 11 Translate 1 John 3:11-18 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Yes___ No___ %________

Apr 1 Translate 1 John 4:7-21 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Apr 8 Translate 1 John 5:1-12 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Apr 15 Translate 1 John 5:13-21 using Baugh, Kruse, & Marshall
Yes___ No___ %________

Apr 22 Translate 2 John using Kruse & Marshall
Yes___ No___ %________

Apr 29 Translate 3 John using Kruse & Marshall
Yes___ No___ %________

Remember A = 90-100% completed, B = 80-89%, C = 70-79%, D = 60-69%, F = < 59%. 