



THE **wesleyan** CHURCH

Education & Clergy Development

Updated: 8/10/2017

Course: The Gospel & Epistles of John (NT Elective)

Zoom Online

Saturdays 9am-1:00 PM EST

September 9, 16, 23, 30, October 7, 14

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Syllabus Overview

What you will find in this syllabus

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Course Description

John's gospel and epistles analyzed from a literary and theological perspective, with

attention also to historical questions and the nature of Johannine community.

Course Objectives & Learning Outcomes

During this class, the student will...

- 1) **Recognize** the importance of John's gospel as both theological literature as well as a reliable historical source for the study of Jesus.
- 2) **Outline** the key events of Jesus' life according to the gospel of John in the context of time and space (i.e. students need to demonstrate some awareness of chronology, geography and the social setting).
- 3) **Recognize** the importance of literary and historical context for reading and interpretation of the gospel and epistles of John.
- 4) **Make** detailed observations from the text: envision and listen to the text, involve one's own imagination into the process of reading John.
- 5) **Access, consult** and **apply** standard Bible study tools (such as Bible dictionaries, concordances, commentaries, and online resources) to improve understanding of a text.
- 6) **List** Jesus' seven signs as presented in the first part of John's gospel and **explain** their respective significance.
- 7) **List** Jesus' seven "I Am" statements and explain their respective significance.
- 8) **Analyze** why Jesus' teachings sparked controversy in the religious context of the beliefs and practices of the first century Judaism and the political context of the Roman Empire.
- 9) **Formulate** the reasons why Jesus was crucified. Be able to **distinguish** between the political, religious and theological reasons for Jesus' death and plurality of viewpoints within the context of the first century Palestine.
- 10) **Examine** the outlines of Johannine Christology (with the focus on incarnation and resurrection), and **reflect on** its continued significance for the Christian faith.
- 11) **Show** awareness of some technical terminology, various views on authorship, and John's relationship to the synoptic gospels.

Required Textbooks

Students are responsible for ordering their textbooks and may choose where to purchase them. Some students purchase their textbooks from Wesleyan Publishing House at www.wphonline.com (as available) and from Amazon.com.

Andreas J. Köstenberger, *Encountering John: The Gospel in Historical, Literary, and Theological Perspective* (Grand Rapids: Baker Academic, 1999).

Pre-Course Assignments

1. Pray for the Holy Spirit's guidance.
2. Read the Gospel of John in NRSV, RSV, NASB, ESV, NKJV or KJV in one sitting. (This will take the average reader two hours.) If you don't own one of these translations, you may use the following, though you will have to read a chapter at a time:
<https://www.biblegateway.com/passage/?search=John+1&version=NRSV>

3. Note your thoughts and questions as you read. Then, answer the following questions in at least 500 words:
 - a. What do you think is the message that the author wants to communicate to readers through this story? [hint: there may be more than one message; try to put it in whole sentences if possible] What themes are prominent?
 - b. How do you know what it is that the Author wants us to know? (In other words, how do you as a reader know that the author is communicating a particular point to you? What is it in the story that gets that message across.
 - c. Insights and questions must be substantive, meaningful, and connected to the text of Scripture itself. I don't want you to use other resources. What does the book of John itself say to you? Generic thoughts about spirituality, loving people, being a good example, liking John, etc. are not acceptable and will not count as substantial work.

4. On a different day, read the Gospel of John in NIV or NLT in one sitting. (Translators decide to work in a word-for-word translation (those in 2 above) or a "for meaning" translation (those listed here). It is good to study from each to get a more thorough view of the author's intent.) Once again, note your thoughts and questions as you read. In at least 300 more words, add to your previous work the additional thoughts and questions gained from the second reading of John.

5. Read Parts 1 & 2 in the textbook to prepare for participation in class discussion.

Live Class

Students are required to attend all Zoom class sessions.

Each week's homework will include:

- a. Reviewing the next section of Scripture (20-30 minutes)
- b. Reading the next section of the textbook (60-90 minutes)
- c. Completing a weekly 500 -750 word Reflection Paper (1.5-2 hours)
- d. Completing a weekly 1000 -1250 word Research Paper (4 hours)

Times are approximate. Students read and write at different speeds.

Reflection papers

Reflection papers are based on the Bible reading only. They will allow students to put in writing the questions, thoughts and feelings that arise from reading the Gospel of John, and give honest responses to the questions that I pose. In these papers, I am concerned to see your involvement in reading. I want to see detailed observations from the biblical text, reflecting on

its meaning on a “deeper than superficial” level, addressing all parts of the question(s), internalizing the challenges that the text poses, and making an attempt to relate the story to your own life. I am not concerned with you providing theoretically correct answers or telling me what you think that I want to hear. While I may make general comments to the class that emerge from the reflection papers, they will always remain a private mode of communication.

Research assignments

Research papers will focus on a section in a biblical text, call for detailed observation and use of online Bible study tools. Unlike reflection papers, these assignments require you to provide facts and evidence, not opinion or feelings. Each assignment comes with precise step-by-step guidelines. Please feel free to ask for assistance if you struggle with an assignment. You will not be bothering me, and I will be happy to explain. Also, you are welcome, but not required, to contact your classmates and form study groups.

Participation

Each Zoom session will include a discussion, requiring that you have completed your assigned Bible and textbook readings. Other activities may include quizzes that cover the lectures or readings, allowing each student to make sure she is learning the most pertinent material. (Study guides will precede quizzes.)

Post Course Assignments

The post-course assignments are:

- a. Final Reflection Paper
- b. Final Research Paper
- c. Final Quiz

ALL POST-COURSE ASSIGNMENTS ARE DUE [Oct 21]

Grades

Pre-course work -10%

Participation – 20%

Reflection papers – 20%

Research assignments – 40%

Final Quiz – 10%

Policies & Requirements

Attendance

Students are required to attend all class sessions. Failure to attend at least 80% (16 hours) of the minimum required seat time (20 hours) will result in automatic failure of the course. Any and all absences within that 20% window must be approved by the professor prior to the course in writing (e.g. email). Do not ask for permission to be excused during the class or after the absence has already occurred.

Grading Scale

100-97 A

96-94 A-

93-91 B+

90-88 B

87-85 B-

84-81 C+

80-76 C

75-71 C-

70-68 D

67 or below F

Students must get a "C" or above to pass the course and receive credit for ordination.

Books

Students are responsible for ordering their textbooks and may choose where to purchase them. Some students purchase their textbooks from Wesleyan Publishing House at www.wphonline.com (as available) and from Amazon.com.

Due Date

All assignments are due on the date indicated in the syllabus or verbally communicated by the instructor. Professors are required to submit grades to Education and Clergy Development at a maximum of 4 weeks after the last day of class. Assignments may not be submitted to the professor any later than 2 weeks after the last day of class. Assignments not submitted by the due date will result in an automatic "0" for the assignment.

Extensions

Extensions may be (but are not guaranteed) granted for sickness, serious injury, or death in the student's immediate family or for similar extenuating circumstances. *When in doubt, please contact the professor.* Also, no assigned work will be accepted after the final due date, unless an extension has been granted in writing (e.g. email) from the professor. Communication is the key! Professors may reduce a student's grade by 20% for each week past the due date (even in the event of approved extensions). Education and Clergy Development reserves the right to refuse extension and override the professor as it deems necessary.

Papers

All written papers must be typed. Papers should be double spaced on 8.5x11 paper using 12 point font in a normal, easy to read type style (Arial, Cambria, Times New Roman, etc.). Margins should be 1" on all sides. Each paper should include at least: student's full name, course title, and date. It is advisable to include your name on each page of the paper.

Ordination Deadline

If the student is a candidate for ordination in a given year, coursework must be completed as follows: the final grade submission deadline (12 weeks after the last day of class) must be at least 40 days before the student's district conference. Professors are not required to fulfill any requests for grade submission prior to this deadline.

Plagiarism

Ministerial students in The Wesleyan Church are expected to exhibit honesty and integrity in their personal, professional and academic life and work. As Christians, we are called to a high standard of honesty. As such, students in our ministerial training courses are required to adhere to strict academic guidelines.

The following is borrowed from a college catalog.

Plagiarism — This is defined as offering the work of another as one's own. It is an attempt to deceive by implying that one has done work that was actually done by another. Faculty and students are honor bound to show that ideas and words match with the sources used and thus demonstrate that honest research has been done. Examples of plagiarism include (but are not limited to) the following:

1. Copying all or part of a theme, examination, paper, library reading report, or other written work from another person's production
2. Submitting as one's own work that which was wholly or partially done by another so as to appear to one's professor to be more accurate or skilled in one's work than one actually is
3. Quoting material from any source without proper documentation
4. Summarizing or paraphrasing from any source without proper documentation
5. Misrepresentation of documentation or resources
6. Using in collateral reports or book reviews the opinion of a professional literary critic or of a campus friend as though it were one's own original thought
7. Submitting workbook answers copied from another person or working in a group and submitting an identical set of answers for each member of the group without explicit permission from the professor

Cheating — Examples of cheating include (but are not limited to) the following:

1. Use of unauthorized prepared materials (cheat sheets) for answering test questions
2. Giving aid to another student during a test or quiz
3. Gaining answers to test questions from others during testing periods
4. Signing another person's name to the attendance record
5. Claiming to have done laboratory work or outside reading that was not done

6. Submitting the same work for more than one course without the prior approval of the professors involved

Education and Clergy Development policy for all students receiving credit through non-accredited ministry training programs (e.g. FLAME, FLAMA, Correspondence Courses, Cross Training, District Extension Classes, Equipping for Ministry, etc.):

- 1) Any instance of plagiarism (whether intentional or not) will result in an automatic “F” for the particular assignment and may also result in an automatic failing of the course.
- 2) A repeat offense will result in an automatic failing of the course.
- 3) A third offense will result in an automatic withdrawal from a credentialing track in The Wesleyan Church.

Bibliography

Living in the Time of Jesus Videos

Part 1: <https://www.youtube.com/watch?v=9sZSNvYxV0s>

Part 2: <https://www.youtube.com/watch?v=h5YLjTJitLs>

Part 3: <https://www.youtube.com/watch?v=T-PkYd7puv4>

Bible Study Tools. An online repository of time-proven and trusted reference tools for use in Bible study: <http://www.biblestudytools.com/library/>

Commentaries. A hyperlink page to 18 respected commentaries: <http://www.biblestudytools.com/commentaries/>

Baker’s Evangelical Dictionary of the Bible (BEDB). “One of the most useful and practical theological reference books in print. With bibliographies for most entries, further study is quite practical. Combined with the power of the Online Study Bible verse search readers can locate theological concepts related to the scripture they are studying.” <http://www.biblestudytools.com/dictionaries/bakers-evangelical-dictionary/>

International Standard Bible Encyclopedia (ISBE). “An exhaustive Biblical encyclopedia that details every significant word in the Bible. Contains articles by nearly 200 scholars about every aspect of the culture, language, people, and literature of the Bible.” <http://www.biblestudytools.com/encyclopedias/isbe/>

Compact Oxford English Dictionary (COED). Provides definitions for most English words. http://www.askoxford.com/dictionaries/compact_oed/?view=uk

Encyclopedia.com (EC). – Allows you to search over 100 encyclopedias and dictionaries. <http://www.encyclopedia.com>

Oxford Biblical Studies (OBS). “Provides a comprehensive resource for the study of the Bible and biblical history. The integration of authoritative scholarly texts and reference works with tools that provide ease of research into the background, context, and issues related to the Bible make *Oxford Biblical Studies Online* a valuable resource not only for college students, scholars, and clergy, but also anyone in need of an authoritative, ecumenical, and up-to-date resource.” www.oxfordbiblicalstudies.com