

Course ID:	Course Title:	Winter 2018
NT 604	Johannine Literature	Prerequisite: NT 501 or 502 or OT 502
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Fridays	Instructor:	Beth Stovell, Ph.D.	First day of classes:	Thu, Jan. 4
Time:	8:15am-11am	Email:	bstovell@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 14
Room:	L2100	Phone:	403-410-2000 ext. 3995	Last day to request revised exam:	Mon, Mar. 5
Lab/Tutorial:	n/a	Office:	L0276	Last day to withdraw from course:	Fri, Mar. 16
		Office Hours:	By appointment via email	Last day to apply for coursework extension:	Mon, Mar. 26
Final Exam:	There is no final exam. The final paper is due March 29 by midnight via Moodle.			Last day of classes:	Wed, Apr. 11

Course Description

A reading of and reflection upon the Gospel and Letters of John, noting their literary form, historical context, and theological content. Particular attention is given to those topics and themes that constitute a unique and profound contribution to the New Testament and to the Christian faith.

Expected Learning Outcomes

It is the aim of the course that students acquire the following skills:

1. Examine the historical, social-cultural and religious world providing the backgrounds to John's Gospel and Letters.
2. Identify the major literary and theological aspects of John's Gospel and Letters.
3. Evaluate the impact of the content and themes of John's Gospel and Letters on the student's own spiritual journey, the Church, and the world and propose approaches that lead toward redemptive action.

Textbooks

Required reading: One of the goals of this course is learning how to use commentaries effectively for Scripture learning.

1. Each student will choose a commentary on John's Gospel and a commentary on the Johannine Epistles to read throughout the course and use as a resource for their final papers (see list below. Student may request an alternative with approval from instructor)
2. In addition, they will read a book for their book review or sermon critique assignment. (See description below).
3. Finally, as this course is a biblical studies course, students will be expected to read John's Gospel and John's Letters in their entirety. Further details on translations, etc. below.

John's Gospel: Choose a commentary from the following:

Michaels, J. Ramsey. *The Gospel According to John*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2010 (ISBN-13: 978-0-8028-2302-1)

Carson, D. A. *The Gospel According to John*. The Pillar New Testament Series. Grand Rapids: Eerdmans, 1991.

Keener, Craig S. *The Gospel of John: A Commentary Vol 1 and 2*. Grand Rapids: Baker Academic, 2003.

Köstenberger, Andreas J. *John*. Baker Exegetical Commentary on the New Testament. Ada, MI: Baker Academic, 2004.

Johannine Epistles: Choose a commentary from the following:

Von Wahlde, Urban C. *Commentary on the Three Johannine Epistles*. Vol. 3 of *The Gospel and Letters of John*. Grand Rapids: Eerdmans, 2010.

Thompson, Marianne Meye. *1-3 John*. The IVP New Testament Series. Edited by Grant Osborne. Downers Grove, IL: InterVarsity Press, 1992.

Jobes, Karen. *1-3 John*. Zondervan Exegetical Commentaries Series. Grand Rapids, MI: Zondervan, 2014.

Yarbrough, Robert. *1-3 John*. Baker Exegetical Commentary on the New Testament. Ada, MI: Baker Academic, 2008.

Additional Required Reading:

Book Review/Sermon Critique: For Book Review option: Students can choose from books on the bibliography list or they can read an alternative book choice with permission from the professor. For Sermon Critique: Flee, David and Dave Bland, eds. *Preaching John's Gospel: The World It Imagines*. St. Louis: Chalice Press, 2008. (ISBN-13:978-0827230071)

A modern English translation of the Bible is required reading.

Students will be reading all of John’s Gospel and the Johannine epistles for this course. It is important to start this reading as soon as possible and be timely in meeting deadlines. For this reading, a modern translation is encouraged such as NRSV, NASB, NIV, CEB. Students may read the NLT or Message as helpful paraphrases, but not as their primary source. Students may not quote from the KJV or NKJV for assignments and should use gender neutral language when speaking of all human beings.

Some students have found it helpful to read Scriptures aloud with others, creating a more enjoyable learning experience that mimics the experience of the earliest hearers of the New Testament. This is encouraged, but not required.

Course Schedule

In this course, we will be moving thematically as well as canonically through John’s Gospel and Johannine letters. The readings for the “Reading for Session” should be read prior to class for the designated day. References to parts of Scripture indicate sections from the New Testament to be read (e.g., John 1, 1 John, etc.). Commentaries should be read to match the designated biblical passage (e.g., reading John 1 in Scripture and reading the commentary on John 1). When “John” and then a chapter is listed (e.g., John 1), this refers to a chapter in the Gospel of John. When 1-3 comes before John, this refers to John’s epistles. In the case of our introductory material at the start of class, please read the introduction to your selected commentary (see description below). Please bring your Bible and commentary to class each week to reference when necessary.

Section	Date	Topic	Reading for Session	Assignments Due
Part I: Introduction to Johannine Literature	Jan 5	-Introduction to the Syllabus -Introduction to the course -Introduction to Johannine Literature: John’s Gospel	No reading in preparation for the first class session (I would encourage reading ahead whenever possible)	Discussion question: What program are you in? Why are you in the program? What interests you about the Johannine Literature?
	Jan 12	-Introduction to the Johannine Literature: Johannine Epistles	Required: John 1 Commentary introductions (If reading Keener, this may be skimmed).	Small group discussion: What part of the discussion of the Johannine Literature surprised you or interested you? Why?
	Jan 19	Creation, Logos, and the Incarnation: John 1 and Johannine Letters	Required: Read 1-3 John Commentary on John 1	Small group discussion: What do John 1 and the Johannine letters tell us about the concept of God among us? Why does this matter today?

Part 2: Spiritual Rebirth and God's Family	Jan 26	Spiritual Rebirth and the Family of God: John 3	Read John 2-4 Commentary on John 3	Small group discussion: How has being "born again" been understood in your previous contexts? Has your readings changed this? If so how? What are the implications of being part of the family of God for today? Sermon Critique or Book Review due Jan 26, midnight, Turn in via Moodle
	Feb 2	Johannine Letters and the Family of God	Read commentary on 1 John 1-5	Small group discussion: How do the Johannine letters add to what it means to part of God's family? How is this like John's Gospel?
	Feb 9	Worshipping in Spirit and in Truth: The Story of the Samaritan Woman in John 4	Read John 5-7 Commentary on John 5-7	Small group discussion: What have been your experiences of being alienated or marginalized? How has our relationship with Jesus connected with this experience?
	Feb 16	Eternal Life and the Resurrection: The Story of Lazarus in John 11	Read John 8-12 Commentary on John 11	Small group discussion: In your contexts, how has eternal life been described? What is the relationship between eternal life and resurrection? Draft of Final Paper Due by midnight, Feb 16, Turn in via Moodle
	No Class-Feb 23-Modular/Reading Week			

	March 2 Class Online	The Father, the Son, and the Disciples: The Story of Jesus' Farewell in John 17 Trinity and Perichoresis in John's Letters	Read John 13-17 Commentary on John 17 Read commentary on 2 John	Small Group discussion: What does it mean to be the disciples of Jesus based on John's Gospel and the Johannine letters? How does this relate to today? Reflection Paper due March 2, by midnight, Turn in via Moodle
Part 4: Christ the King and the Hope for the Christian Community	March 9 Class Online	The Cross as Exaltation of the True King: The Story of the Crucifixion in John 18-19	Read John 18-21 Commentary on John 18-19	Small group discussion: What do you think it means for Jesus to be exalted and crucified at the same time in John 18-19? What is the impact of this idea on our lives today?
	March 16	The Holy Spirit and Love in Christian Community and in the Johannine Corpus	Read commentary on 3 John	Small group discussion: How does the Johannine corpus talk about love? What value does that have for today?
	March 23	Conclusions and Presentation Preparation	No class reading, complete final paper	Final paper due by midnight via Moodle
	No Class-March 30-Good Friday			
Final Presentations	April 5	Class Presentations	Final presentation in class	Final Presentation in class, turn in presentation materials in advance (preferably the night before)

Requirements:

1. **Small Group Participation (10%):** Each week students will be given a question to discuss in small groups. These questions are available on the syllabus and may be prepared in advance. Participation in this small group discussion is part of how students are evaluated on whether they are reading their textbooks for the course in a timely fashion.
2. **Sermon Critique or Book Review (20%) Due Date: due Jan 26 at midnight . Length: For all assignments:** Between 1000-1500 words (4-6 pages). **Style:** in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting. **Submission:** This assignments must be turned in using Moodle.

Over the course of the semester, students will be required to write 1 sermon critique or 1 book review. **Besides reading the book for the assignment, Students will be required to use the commentaries they have been reading in class to add to their knowledge in these papers.**

Option 1: *Sermon Critique*

- Students will read the book David Fler and Dave Bland, eds. *Preaching John's Gospel: The World It Imagines*. St. Louis: Chalice Press, 2008. (ISBN-13:978-0827230071) in its entirety. Students will then choose a particular sermon to focus on for their sermon critique.
- In their sermon critique, students will begin with an overview of the book and the goals of the editors of the book. They should then choose a particular sermon from the book and discuss how well they think the author of the sermon handled the biblical text of in light of the research presented in course readings and course discussions—not on homiletic prowess of the author, length of the sermon, etc. Students should summarize the main points of the sermon in brief and give constructive criticism including the strengths and weaknesses of the sermon.
- Students should include comparison to the commentary on John they have been reading for the course and other course materials (in class discussion, PowerPoints, etc.) as part of their critique of the sermon. Students may choose to enhance their knowledge by doing additional research, but this is not required for passing the assignment.
- Sermon critiques must be 1000-1500 words (4-6) pages in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting.
- To see how this assignment will be graded, see the rubric for “Sermon Critiques” in the “Resources and Rubrics” section in the Course Overview section on Moodle.

Or

Option 2: *Book Review*

In their book review, students should summarize the thesis and main points of the book in brief and give constructive criticism including the strengths and weaknesses of the book. They must include at least 2 weaknesses and 2 strengths. They should also discuss who they believe the target audience is for this book. You are required to engage with your course materials (e.g., course notes, lectures, textbooks/commentaries, etc.) in answering these questions.

The following questions may help you to write your review:

- (1) What is the author's primary thesis and how well it was explained (provide specific examples from the article)?^{[[SEP]]}
- (2) What degree of difficulty did you have in reading it (use of jargon, writing style, etc.)?^{[[SEP]]}
- (3) What did you find particularly interesting and would like to know more about (be very specific)?^{[[SEP]]}
- (4) Did you agree with the author and are there any ways the book could be improved or made more understandable?^{[[SEP]]}
- (5) Were there any visual and/or explanatory aids and what are your suggestions for additional student aids?^{[[SEP]]}

(6) In what ways did this book aid your fuller understanding of the OT? (be specific).

These critiques/reviews should be between 1000-1500 words (4-6 pages) in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting. (For an example of an academic book review, see <http://ejournals.library.ualberta.ca/index.php/jhs/article/view/7368/6069> or <http://www.jgrchj.net/reviews/6.R39-R42-Stovell%20on%20Hill.pdf>.)

- To see how this assignment will be graded, see the rubric “Book Review Rubric” in the “Resources and Rubrics” section in the Course Overview section on Moodle.
3. **Reflection Paper (20%): Due date: March 2.** Students will write a 3-5 page reflection paper (roughly 900-1500 words) by choosing one of the discussion questions from the class syllabus and writing a reflection on this question. This reflection should explore the impact of the answer of this question on three spheres: 1. The student’s own spiritual journey, 2 their ministry (current or future), and 3. The modern world. **Students are required to engage with the course notes and readings as they answer this question (e.g., PowerPoints, course discussion, commentaries, Scripture, etc.).** The question should be one that we have already discussed in class. The rubric for this assignment will be included in the folder “Rubrics for Course Assignments” in the “General” section of Moodle.

4. **Final Paper (25%) + Draft of final paper (10%)=Total (35%):**

- Writing your final paper is a two-stage process-**Draft of final paper due Feb 16 by midnight; Final paper due March 23 by midnight. Both stages are required for an optimal grade in this course.**
- Bibliography and Draft of Final Paper (10%): Students will turn in a draft of their final paper on Feb 16 by midnight to gauge their progress. This draft may be a full paper, an outline with a clear thesis, or whatever stage of notes the paper is currently in. More comprehensive drafts will be easier to gauge progress and likely provide higher overall grades compared to less comprehensive drafts. This draft will receive an initial grade, which will be 10% of their overall grade for the course. However, if the student’s overall grade on the final paper exceeds this draft paper grade, the draft paper grade will be replaced with their final paper grade.
 - Based on the feedback from the draft of their final paper, students will revise their draft and complete their final paper.
- Final paper (25%): **Due March 23 by midnight. Students may choose either an Interpretive Essay or a Sermon or Ministry Presentation Paper**
 - **Option 1: Interpretive Essay:** The “interpretive essay” is 12-15 pages in length (3600-4500 words) in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting. This paper will examine either a specific passage in either John’s Gospel or one of the Johannine letters or focus on a particular theme in Johannine literature . A knowledge of Greek is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Greek language courses, they are encouraged to use these skills on their papers. **The text or topic must be approved by the instructor.**
 - Whether focusing on a specific text or theme, these papers should set their discussion of the biblical passage or theme in terms of its original historical, social and cultural background and literary themes and literary genre(s). Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure this engagement with other scholars, the paper

should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total).

- Each paper must include an “application” or “significance for the church and society today” section. This section needs to explore the significance of their biblical passage or biblical theme for their ministry context, their own spiritual journey, and for the broader world.
- Students will be provided with a rubric identifying the major components of the paper and how they will be graded. The rubric and checklist for this assignment will be included in the folder “Resources and Rubrics” in the “Course Overview” section of Moodle.

OR

- **Option 2: Sermon or Ministry Presentation Paper:** The sermon or ministry presentation paper is 12-15 pages in length (3600-4500 words) in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting. This paper will examine either a specific passage in either John’s Gospel or one of the Johannine letters or focus on a particular theme in Johannine literature. A knowledge of Greek is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Greek language courses, they are encouraged to use these skills on their papers. **The text or topic must be approved by the instructor.**
 - The analysis of the passage or theme should explore the historical, social, and cultural background of the passage/theme and its literary themes and genre to set the stage for its connection to the modern world.
 - **Examples of types of presentations/sermons:** The paper may be a sermon or a ministry presentation which may include a teaching session for a Bible study, a small group study, a Sunday School course, or a ministry conference/gathering/retreat, etc.. **When student discusses the topic/theme with instructor, the format for this delivery should be discussed as well.**
 - **Short Context Abstract:** Students must specify in a short abstract at the top of the document who the real or imagined target audience is for this project (e. g., urban church, multi-cultural, low-income, para-church organization such as InterVarsity, a service organization, etc.) as well as any other pertinent information (e. g., a sermon for a special occasion such as a communion service, or a Bible study for a three day women’s retreat, etc.) This counts towards the total word count/page count for the paper.
 - This course is not a homiletics course, but rather a Scripture course. The purpose of this assignment is to assess each student's ability to move from “doing theology” in an academic setting to “applying theology” in a pastoral setting. While I will *not* be assessing this assignment for homiletic prowess, I still expect each student to practice sound homiletic and teaching principles.
 - **All papers include application** and this is particularly true in the sermon/ministry presentation paper: Application should include **these three areas:** 1. the student’s own spiritual journey, 2. their ministry (current or future), and 3. the modern world. This application should propose ways that their theme or passage could move towards redemptive action. (See instructor if clarification is needed).
 - Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure engagement with other scholars, **the paper should include at least 10 solid academic sources** (course materials, when used, should exist in the bibliography, but will not count to this total).

- **These papers will follow the guidelines listed above and below for all final papers.** Students may use a more colloquial style of discourse in their writing for this paper, but rules of grammar, syntax, and other general writing principles will still be required. If there are any questions, please contact your instructor.
- **This assignment shares the same rubric and checklist with the Interpretive Essay.** The chief difference is one box in the rubric only for the short abstract of the sermon/ministry presentation option.
- **For all final papers:** Students will be provided with a rubric identifying the major components of these two paper types and how they will be graded. The rubric and checklist for this assignment will be included in the “Resources and Rubrics” in the “Course Overview” section of Moodle. All assignments can be submitted under “Assignments” in Moodle or in the link for submission for the week they are due.

5. Final Presentation (15%): Due April 5. Presentations must be submitted by via Moodle in the “General” section under “Final Presentation” before the start of class on April 5.

- Students will present a summary of the main points of their final paper.
- This presentation may be in the form of a homily (“sermonette”), a teaching session, or simply an explanation of the main parts of the paper. In all cases, this presentation should **include a PowerPoint/Keynote/Prezi presentation and last no longer than 10 minutes. Other forms of presentation may be permitted, but must be approved with the instructor in advance.** Creativity is encouraged!
- The goal of this presentation is for students to clearly share the major points of their papers with their classmates in a memorable way. A rubric for this assignment is included in the folder “Rubrics for Course Assignments” in the “General” section of Moodle.
- Presentations will be given during class on April 5 (See Google Doc sign up sheet in Moodle under Course Overview section) as there will be no final for the course.
- **Presentations must be submitted by via Moodle in the “Assignments” section under “Final Presentation” before the start of class on April 5 (If Prezi, the link may be sent via e-mail to the instructor).**

Submission of Assignments: All assignments will be turned in via Moodle. See discussion of individual assignments above for more details.

Grade Chart:

Course Participation	10%	Weekly
Book Review or Sermon Critique	20%	Jan 26
Reflection Paper	20%	March 2
Draft of Final Paper	10%	Feb 16
Final Paper	25%	March 23
Final Presentation	15%	April 5
TOTAL:	100%	

Attendance:

1. Course sessions will begin in a timely fashion. To receive full points for course participation, you are expected to arrive by the time class begins and stay until class ends. If for some valid reason you will be unable to attend class or will be late, please notify me by phone or email in advance of the class session.
2. **Students with three unexcused absences will be dropped a full letter grade from their final grade.** In addition, students will be dropped an additional third of a letter grade for every unexcused absence after the third. This means an A+ student can only receive a B+ after three unexcused absences, a B after four, a B- after five, etc. To excuse an absence, you need to contact me by e-mail in advance and in some cases a note will be required.
3. Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. Late work drops one letter grade (10 pts) per day late unless other arrangements are made in advance. Please stay on top of your assignments and do not procrastinate. If you realize that you will be late in turning in an assignment for a legitimate reason, please see the "Extensions" policy below.

If you feel that you are falling behind or getting into trouble, please come see me early. There are things that can be done early on to get things back on track before it is too late.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	

C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Bibliography

The goal of this list is to provide options for your book review and a starting place for additional reading and for your final research paper. Many, but not all of these books, may be available at Ambrose Library.

a. General Books on the Gospel of John

- Bauckham, Richard. *The Testimony of the Beloved Disciple: Narrative, History, and Theology in the Gospel of John*. Ada, MI: Baker Academic, 2007.
- Beasley-Murray, George Raymond. *John*. Word Biblical Commentary. Dallas: Thomas Nelson, 1999.
- Carson, D. A. *The Gospel According to John*. The Pillar New Testament Series. Grand Rapids: Eerdmans, 1991.
- Keener, Craig S. *The Gospel of John: A Commentary*. Peabody, MA: Hendrickson Publishers, 2003.
- Köstenberger, Andreas J. *John*. Baker Exegetical Commentary on the New Testament. Ada, MI: Baker Academic, 2004.
- Morris, Leon. *The Gospel According to John*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.
- Neyrey, Jerome H. *The Gospel of John*. The New Cambridge Bible Series. New York: Cambridge University Press, 2007.
- Smalley, Stephen S. *John: Evangelist & Interpreter*. Downers Grove, IL: InterVarsity Press, 1998.
- Smith, D. Moody. *The Fourth Gospel in Four Dimensions: Judaism and Jesus, the Gospels and Scripture*. Columbia, SC: University of South Carolina Press, 2008.
- Stovell, Beth M. *Mapping Metaphorical Discourse in the Fourth Gospel: John's Eternal King*. Linguistic Biblical Studies 6. Leiden: Brill, 2012.
- Talbert, Charles H. *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles*. New York: Crossroad, 1992.
- Thatcher, Tom and Stephen D Moore. *Anatomies of Narrative Criticism: The Past, Present, and Futures of the Fourth Gospel As Literature*. Boston: Brill, 2008.
- Whitacre, Rodney. A. *John*. The IVP New Testament Series. Edited by Grant Osborne. Downers Grove, IL: InterVarsity Press, 1999.

b. *Preaching and Specific Topics in the Gospel of John*

- Allison, Dale C, Jr. "The Living Water (John 4:10-14, 6:35C, 7:37-39)." *St Vladimir's Theological Quarterly* 30, 2 (1986): 143-157.
- Anderson, Paul N. *The Christology of the Fourth Gospel: Its Unity and Disunity in the Light of John 6*. Tübingen: Mohr, 1996.
- Anderson, Paul N. *The Fourth Gospel and the Quest for Jesus: Modern Foundations Reconsidered*. New York: T & T Clark, 2006.
- Ball, David Mark. "*I Am*" in *John's Gospel: Literary Function, Background and Theological Implications*. Sheffield, England: Sheffield Academic Press, 1996.
- Blomberg, Craig. *The Historical Reliability of John's Gospel: Issues & Commentary*. Downers Grove, IL: InterVarsity Press, 2002.
- Bystrom, Raymond O. *God Among Us: Studies in the Gospel of John*. Hillsboro, KS: Kindred Productions, 2003.
- Choi, P Richard. "I Am the Vine: An Investigation of the Relations Between John 15:1-6 and Some Parables of the Synoptic Gospels." *Biblical Research* 45 (2000): 51-75.
- Coloe, Mary L. *God Dwells with Us: Temple Symbolism in the Fourth Gospel*. Collegeville, MN: Liturgical Press, 2001.
- Cotterell, Peter. "The Nicodemus Conversation: A Fresh Appraisal." *Expository Times* 96, 8 (1985): 237-242.
- Deeley, Mary Katharine. "Ezekiel's shepherd and John's Jesus : a case study in the appropriation of biblical texts." In *Early Christian Interpretation of the Scriptures of Israel*, 252-264. Ithaca, NY: Sheffield Academic Pr, 1997.
- Fleer, David and Dave Bland, eds. *Preaching John's Gospel: The World It Imagines*. St. Louis: Chalice Press, 2008.
- Freed, Edwin D. "Ego Eimi in John 1:20 and 4:25." *Catholic Biblical Quarterly* 41, 2 (1979): 288-291.
- Hysten, Susan. *Allusion and Meaning in John 6*. New York: W. de Gruyter, 2005.
- Janzen, J Gerald. "'I Am the Light of the World' (John 8:12): Connotation and Context." *Encounter* 67, 2 (2006): 115-135.
- Koester, Craig R. *Symbolism in the Fourth Gospel: Meaning, Mystery, Community*. Minneapolis: Fortress Press, 2003.
- Köstenberger, Andreas J. "Jesus the Good Shepherd Who Will Also Bring Other Sheep (John 10:16): The Old Testament Background of a Familiar Metaphor." *Bulletin for Biblical Research* 12, 1 (2002): 67-96.
- Leyrer, Daniel P. "Exegetical brief: John 19:28—'I Am Thirsty' and the Fulfillment of Scripture." *Wisconsin Lutheran Quarterly* 103, 2 (2006): 119-121.
- Neyrey, Jerome H. "'I Am the Door' (John 10:7, 9): Jesus the Broker in the Fourth Gospel." *Catholic Biblical Quarterly* 69, 2 (2007): 271-291.
- O'Day, Gail R. *The Word Disclosed: Preaching the Gospel of John*. Atlanta, GA: Chalice Press, 2002.
- Okorie, A M. "The Self-Revelation of Jesus in the 'I Am' Sayings of John's Gospel." *Currents in Theology and Mission* 28, 5 (2001): 486-490.
- Williamson, Lamar. *Preaching the Gospel of John: Proclaiming the Living Word*. Louisville, KY: Westminster John Knox Press, 2004.

c. *Books on the Johannine Epistles*

- Bray, Gerald Lewis, and Thomas C Oden. *James, 1-2 Peter, 1-3 John, Jude*. Ancient Christian Commentary on Scripture. Grand Rapids: InterVarsity Press, 2000.
- Brown, Raymond Edward. *The Gospel of St. John and the Johannine Epistles*. New Testament Reading Guide. Collegeville, MN: The Liturgical Press, 1965.
- Bultmann, Rudolf Karl. *The Johannine Epistles: A Commentary on the Johannine Epistles*. Hermeneia. Minneapolis: Fortress Press, 1973.
- Callahan, Allen Dwight. *A Love Supreme: A History of Johannine Tradition*. Minneapolis: Fortress Press, 2005.
- Dodd, C. H. *The Johannine Epistles* Moffatt New Testament Commentary. London,: Hodder and Stoughton, 1946.

- Forster, Greg. *The Ethics of the Johannine Epistles*. Grove Ethics Series. Cambridge, England: Grove Books, 2003.
- Grayston, Kenneth. *The Johannine Epistles: Based on the Revised Standard Version New Century Bible Commentary*. Grand Rapids: Eerdmans, 1984.
- Houlden, J. L. *A Commentary on the Johannine Epistles*. Rev. ed. Black's New Testament Commentaries. London: A & C Black, 1994.
- Levine, Amy-Jill, and Marianne Blickenstaff. *A Feminist Companion to John*. New York: Sheffield Academic Press, 2003.
- Lieu, Judith. *The Theology of the Johannine Epistles*. New Testament Theology. New York: Cambridge University Press, 1991.
- Richards, William Larry. *The Classification of the Greek Manuscripts of the Johannine Epistles*. Atlanta, GA: Scholars Press, 1977.
- Schnackenburg, Rudolf. *The Johannine Epistles: Introduction and Commentary*. New York: Crossroad, 1992.
- Sherman, Grace E., and John C. Tuggy. *A Semantic and Structural Analysis of the Johannine Epistles*. Dallas, TX: Summer Institute of Linguistics, 1994.

d. Theology in the Johannine Corpus

I. General Theology

- Bauckham, Richard. *The Testimony of the Beloved Disciple: Narrative, History, and Theology in the Gospel of John*. Ada, IN: Baker Academic, 2007.
- Carter, Warren. *John and Empire: Initial Explorations*. New York: T & T Clark, 2008.
- Court, John M. *The Book of Revelation and the Johannine Apocalyptic Tradition*. Sheffield: Sheffield Academic Press, 2000.
- Flanagan, Neal M. *The Gospel According to John and the Johannine Epistles*. Collegeville Bible Commentary 4. Collegeville, Minn.: Liturgical Press, 1983.
- Fleer, David and Dave Bland, eds. *Preaching John's Gospel: The World It Imagines*. St. Louis, Missouri: Chalice Press, 2008.
- Fortna, Robert Tomson, and Beverly Roberts Gaventa. *The Conversation Continues: Studies in Paul & John in Honor of J. Louis Martyn*. Nashville: Abingdon Pr, 1990.
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Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.