

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2023</b>
<b>NT 604</b>	<b>The Johannine Literature</b>	<b>Prerequisite: OT 502/NT 502</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Blended (hybrid)	<b>Instructor:</b>	Rev. Ric D. Strangway, DMin	<b>First Day of Class:</b>	May 29, 2023
<b>Days:</b>	May 29—June 2	<b>Email:</b>	ricstrangway@ambrose.edu	<b>Last Day to Add/Drop:</b>	
<b>Time:</b>	9:00am—4:00pm	<b>Phone:</b>	(403) 689.3221	<b>Last Day to Withdraw:</b>	
<b>Room:</b>	At Beulah TBD	<b>Office:</b>	L2064	<b>Last Day to Apply for Coursework Extension:</b>	
<b>Final Exam:</b>	N/A	<b>Office Hours:</b>	By Appointment	<b>Last Day of Class:</b>	June 2, 2023

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### 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.

The Gospel and Letters of John inhabit a narrative world that resonated with the early Johannine community. The aim of this course is to unpack that narrative world and grapple with the implications of John's redemptive message for the believing community, in both the first and twenty-first centuries.

### Expected Learning Outcomes

Upon successful completion of the course, students will be able to acquire the following:

1. *Examine* the historical, social-cultural and religious context to the Gospel and Letters of John.
2. *Describe* the contents of the Gospel and Letters of John in terms of structure, themes, and symbolism.
3. *Evaluate* the implications of the message of the Gospel and Letters of John for spiritual formation, ministry, mission, community, and personal growth.
4. *Demonstrate* skills in communicating the theology of John for the church today.

### Required Textbooks and Readings

Bauckham, Richard. *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids: Baker, 2015.  
 Edwards, Ruth B. *Discovering John: Content, Interpretation, Reception*. Grand Rapids: Eerdmans, 2015.

## Course Schedule

Date	Class Topic	Reading/Assignment
<b>Part 1: The Gospel of John: Prologue</b>		
May 29	Introduction to the Gospel & Letters of John	
	In The Beginning: Prologue to the Gospel (John 1:1-18)	John 1
<b>Part 2: The Gospel of John: The Revelation of Jesus Christ (Book of Signs)</b>		
May 30	An Invitation to the Way, New Birth & New Community: Cana Cycle (John 2:1-4:54)	John 2-4
	Signs of New Life & Abundance: Festival Cycle (John 5:1-6:71)	John 5-6
May 31	Conflict & Confessions Along the Way: Feast of Tabernacles & the Good Shepherd (John 7:1-10:42)	John 7-10
	The Way of Life: Death, the Raising of Lazarus & Jesus' Final Hour (John 11:1-12:50)	John 11-12
<b>Part 3: The Gospel of John: The Death &amp; Resurrection of Jesus Christ (Book of Glory)</b>		
June 1	The New Community & the Way of Love: Upper Room Discourse (13:1-14:31)	John 13-14
	The New Community & the Way of Unity: Upper Room Discourse (15:1-17:26)	John 15-17
June 2	Jesus' Passion, Resurrection, and Epilogue (John 18:1-21:25)	John 18-21
	The New Community In Progress: The Letters of John (1,2&3 John)	1 John 1,2&3
<b>Part 4: The Gospel &amp; Letters of John For Today</b>		
	Living the Good News of John's Gospel & Letters	
<b>Post-Course Assignments</b>		
June 15		Due: Book Review
June 15		Due: Reflection Paper
June 21		Approval: Major Paper/Project
July 30		Due: Theological Exploration Paper
July 30		Due: Major Paper/Project

## Course Requirements:

### 1. Book Review (20%)

*Learning Outcome 1&2.*

Each student is to write a reflection paper on Richard Bauckham's, *Gospel of Glory*. The first half of the paper needs to articulate the critical ideas of the book, including the authors key ideas and development of thought, while the second half of the paper needs to interact with and evaluate the strengths and weaknesses of the book, ie. what you found interesting, did you agree with the author, why or why not, and in what ways did this text help you personally? The student needs to clearly indicate that they are interacting with the author's ideas and not just digressing into their own ideas. The paper needs to be written with good prose, double-spaced with one-inch margins, utilizing readable font (preferably 12 pt Times New Roman). Papers must have a title page, with footnoting where appropriate, using standard academic format, including a strong thesis statement, good structure, and clear development of thought. Submit (PDF) via Moodle. Please include your student name and the assignment in the *name of the PDF document*: eg. JohnSmith\_BookReview.pdf

Length: 1000-1200 words.

Due: June 15, 2023.

### 2. Reflection Paper (20%)

*Learning Outcome 1&2.*

Students will read through the whole of the Gospel of John three times—once by the end of the first week of class, once during the week of June 4-10, and once during the week of June 11-16. The third reading will also include the Letters of John. The second reading is to be completed ideally *in one sitting*. The student is encouraged to make observations and take notes with each reading of the Gospel, paying attention to the rhythm of the narrative, themes, literary devices, and development of thought. After reading through the Gospel of John three times, the student is to write a reflection paper on their observations, including their own personal encounter with the Living Word in the text. The reflection paper is to be written with good prose, double-spaced, with one-inch margins, utilizing readable font. Submit (PDF) via Moodle. Please include your student name and the assignment in the *name of the PDF document*: eg. JohnSmith\_BookReview.pdf

Length: 800-1000 words.

Due: June 15, 2023.

### 3. Theological Exploration Paper (30%)

*Learning Outcome 2&3.*

Students will identify, outline the development, and discuss one of the theological themes in the Gospel of John. The themes discussed in Richard Bauckham's *Gospel of Glory* may be considered (ie. glory, community, cross-resurrection-exaltation, etc), as well as other themes of interest, (eg. temple, mission, unity, witness). ...

While secondary sources may be used, the intent of this assignment is to develop the students ability to identify, outline the development of thought, and discuss a theme within the Gospel of John. In addition to articulating the chosen theme, the student is encouraged to reflect with the theme as it relates to their own life. The paper needs to be written with good prose, double-spaced with one-inch margins, utilizing readable font (preferably 12 pt Times New Roman). Papers must have a title page, with footnoting where appropriate, using standard academic format, including a strong thesis statement, good structure, and clear development of thought. Submit (PDF) via Moodle. Please include your student name and the assignment in the *name of the PDF document*: eg. JohnSmith\_BookReview.pdf

Length: 1700-2000 words.

Due: July 30, 2023.

### 4. Major Paper/Project (30%)

*Learning Outcome 3&4.*

*Option A: Major Research Paper*

Students will write a research paper on an approved topic related to the Gospel or Letters of John. The paper will reflect the students ability to research, work with primary and secondary sources, and demonstrate an ability to articulate critical ideas and claims at a postgraduate level. A successful paper will not only reflect the students ability to understand and articulate

the topic but demonstrate how it impacts the work and ministry of the church today. The research will demonstrate good prose, clear development of thought, engagement with the Gospel or Letters of John, as well as secondary sources (at least 12 sources should be consulted), with proper footness and bibliography. Submit the final paper (PDF) via Moodle. Include student name and the assignment in the *name of the PDF document*: eg. JohnSmith\_BookReview.pdf

*Option B: Major Project*

Students will research an approved topic in the Gospel or Letters of John, articulate the critical theological ideas, and then develop a project that applies to the redemptive work of the church today, eg. a series of sermons, a discipleship workbook for a particular group of people, or a weekend workshop on leadership and the way of Jesus. The first half of the project, approximately 7-8 pages, will reflect a thorough understanding and ability to articulate the key theological themes developed from the Gospel of John or Letters at a postgraduate level, as well as in the second half of the project, apply that understanding to a specific area of ministry in the church today. The research will demonstrate good prose, clear development of thought, engagement with the Gospel or Letters of John, as well as secondary sources (at least 7 secondary sources should be consulted), with proper footnotes and bibliography. The second half of the project will allow more room for creativity, though content needs to be clearly thought through and presented well. Submit the final project (PDF) via Moodle. Include your student name and the assignment in the *name of the PDF document*: eg. JohnSmith\_BookReview.pdf

Approval for Paper/Project: Students will be in conversation with the instructor and gain approval for their paper/project topic no later than Wednesday, June 21, 2023.

Major Paper/Project Length: 3000-3500 words.

Due: July 30, 2023.

**Assessment:**

Book Review	20%
Reflection Paper	20%
Theological Exploration Paper	30%
Major Paper/Project	30%

**Attendance:**

Students are responsible to complete all coursework and attend all scheduled classes. Unexcused absences will be considered in calculating the students final grade.

**Grade Summary:**

The available letters for course grades are as follows:

Grade Point	Letter Grade	Numerical Equivalent	Description
4.0	A+	97-100	Excellent: Exceptional work.
4.0	A	92-96	Performance showing comprehensive understanding of subject matter.
3.7	A-	86-91	
3.3	B+	80-85	Good: Good work. Clearly above average.
3.0	B	74-79	Performance with a complete knowledge of subject matter.
2.7	B-	70-73	
2.3	C+	66-69	Satisfactory: Basic understanding of subject matter.
2.0	C	63-65	
1.7	C-	60-62	
1.3	D+	55-59	Minimal Pass: Marginal performance.
1.0	D	50-54	
0	F	0-49	Failure to meet course or assignment requirements

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:**

1. **Moodle.** Questions about Moodle and electronic submissions may be directed to the IT department ([helpdesk@ambrose.edu](mailto:helpdesk@ambrose.edu)).
2. **Due Dates.** All due dates in this class are firm. They are set up for the overall success of the class, both for the student and instructor. Late assignments will receive a deduction of 10% the first day, and 5% every day after that. Only in extenuating circumstances will there be consideration for an extension.
3. **Rubric.** A rubric for assessment of assignments will be posted in Moodle.

## Ambrose University Important Information:

### 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.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### 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. 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.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

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](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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