

Course ID:	Course Title:	Fall 2022
NT 604	The Johannine Literature	Prerequisite: OT 502 or NT 502
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Jonathan W. Lo, PhD	First Day of Classes:	Jan 9
Days:	Thursday	Email:	Jonathan.Lo@ambrose.edu	Last Day to Add/Drop:	Jan 22
Time:	6:30-9:30 PM	Phone:	(403) 410-2000 ext. 6940	Last Day to Withdraw:	Mar 31
Room:	L2100	Office:	L2064		
Lab/Tutorial:	N/A	Office Hours:	By Appointment	Last Day to Apply for Extension:	Apr 3
Final Exam:	N/A	Join Zoom Meeting https://ambrose.zoom.us/j/98813321732?pwd=Q3pLS0tKMkZWWHY5SjlwWTF0cGo0QT09 Meeting ID: 988 1332 1732 Passcode: 262223			

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.

Expected Learning Outcomes

Upon successful completion of this course, the student will be able to complete the following tasks:

1. *Describe* the contents of the Gospel and Letters of John in terms of its structure, themes, and typologies.
2. *Compare and Contrast* the emphases of the Gospel and Letters of John in relation to the Synoptic Gospels.

3. *Describe* the literary artistry in John's narration of Jesus' story and significance.
4. *Evaluate* the message and theological contributions of John's Gospel and Letters to the NT canon.
5. *Acquire* basic knowledge about the critical approaches to interpreting and contextualizing the Gospel and Letters of John.
6. *Consider* the implications of the message of John's Gospel and Letters for ministry, spiritual formation, mission, and communal and personal growth.

Required Textbooks and Readings

Anderson, Paul N. *The Riddles of the Fourth Gospel: An Introduction to John*. Minneapolis: Fortress Press, 2011.

Koester, Craig R. *The Word of Life: A Theology of John's Gospel*. Grand Rapids: Eerdmans, 2008.

Excerpts from Beth M. Stovell, *Mapping Metaphorical Discourse in the Fourth Gospel: John's Eternal King* (Leiden: Brill, 2012) Richard Bauckham, *Gospel of Glory: Major Themes in Johannine Theology* (Grand Rapids: Baker Academic, 2015), and Constantine R. Campbell, *1, 2 & 3 John*, Story of God Bible Commentary (Grand Rapids: Zondervan, 2017) will be provided via Moodle.

Course Schedule

Date	Topic	Assigned Reading	Assignment
Jan 12	1. The Word of Life: An Introduction to John's Gospel, John and the Synoptics, History of Interpretation	Koester, 1-24; Anderson, 9-24, 95-156; Bauckham 185- 202*	
Jan 19	2. Historical and Literary Considerations	Anderson, 46-94	
Jan 26	<i>NO CLASS: Seminary Retreat</i>		
Feb 2	3. The Prologue, the First Week, and the Temple Incident (1:1-2:13-25)	Koester 25-52, Bauckham 131- 184*	<i>Diagrammatic Summary Due</i>
Feb 9	4. Nicodemus, the Samaritan Woman, the Official's Son (3:1-4:54)	Koester 53-81	
Feb 16	5. Signs of the Messiah in Jerusalem and Galilee (5:1-6:71)	Koester 82-107	
Feb 23	<i>NO CLASS: Reading Week</i>		
Mar 2	6. The Feast of Tabernacles and Jesus the Good Shepherd (7:1-10:42)	Stovell, ch. 6*	

Mar 9	7. The Raising of Lazarus and the End of Jesus' Public Ministry (11:1-12:50)	Bauckham, 63-76*	
Mar 16	8. The Upper Room Discourse 1 (13:1-14:31)	Koester, 187-214	<i>Theological Exploration Due</i>
Mar 23	9. The Upper Room Discourse 2 (15:1-17:26)	Koester, 133-151	
Mar 30	10. Jesus' Passion, Resurrection, and Epilogue (18:1-21:25)	Koester, 108-132,	
Apr 6	11. The Johannine Letters (1 John, 2 John, 3 John): John's Gospel in Action	*Campbell, 1-20, 177-184, 207-212	
Apr 13	12. Contextualizing John's Theology	Anderson, 157-244; Koester, 161-214	
Apr 20			<i>Major Paper Due</i>

* Will be made available on course Moodle platform.

Requirements:

1. Participation (10%) – Throughout the semester

To encourage students' participation in the online discussion forums, 1% will be awarded for every substantial post (showing evidence of effort and thought, containing at least 100 words) that engages with the course material (e.g. lectures, text-book and biblical readings) for that week, whether it is a question, a comment, a reflection, a reply to the instructor or a fellow student, or an attempt to bridge the course material to other theological disciplines, such as pastoral theology, systematic theology, church history, spirituality, or missiology, etc. Students may also choose to relate the course material to ministry, or even a contemporary issue or current event. Only one post per week will be counted for credit, and the post must be germane to the course topic for the week *and* demonstrate evidence of the student's effort.

2. Diagrammatic Summary (25%) – Due Feb 2nd @ 5pm

A Diagrammatic Summary is a tool for visually laying out the contents and arguments of an entire Biblical text so that its structures and themes can be seen at a glance. The student will produce a Diagrammatic Summary of John's Gospel or the First Epistle of John. The summary should consider every verse in the gospel and present the structural and thematic units of the letter on one piece of paper. Assessment will be based on the ability of the student to articulate the structure and themes of the book, showing how the parts contribute to the whole. The student should carefully trace the development of the plot and make note of important themes and recurring motifs. Examples will be circulated in class.

The diagrammatic summary is due at 5pm on Nov 14th and both paper and electronic submissions (PDF) via Moodle are accepted. Please include the name of the Course Code, the Student's Name, and the Assignment *in the name of the PDF document*:

e.g. NT604_JohnDarling_DiagrammaticSummary.pdf

A 5% penalty will be deducted for each working day the assignment is late unless an extension has been arranged and granted prior to the due date.

3. Theological Exploration (25%) – Due Mar 16th @ 5pm

A 2,000-word analytical essay that identifies, traces, and discusses one of the theological themes in John's Gospel. The themes discussed in Craig Koester's *The Word of Life: A Theology of John's Gospel* may be considered (i.e. God, Christ, The World, The Spirit, Discipleship, Faith, Crucifixion/Resurrection), but students may also explore other themes that pique their interest (e.g. Life, Community, Witness, Mission, Temple, etc.) While secondary sources may be utilized, this short assignment is aimed to develop the student's ability to thoroughly identify, trace, and discuss a theme within a particular gospel. In addition to articulating the chosen theme, students are encouraged to engage with the theme as it relates to some area of their life.

The essay is due at 5pm on Nov 14th and only electronic submissions (PDF) via Moodle are accepted. Please include the name of the Course Code, the Student's Name, and the Assignment *in the name of the PDF document*:

e.g. NT604_JohnDarling_TheologicalExploration.pdf

A 5% penalty will be deducted for each working day the assignment is late unless an extension has been arranged and granted prior to the due date.

4. Major Paper (40%) – Due Apr 20th @ 5pm

A 4,000-4,500-word exegesis paper on an approved Johannine text or a 4,000-4,500-word research paper on an approved topic pertaining to John's Gospel or Letters that contains research and argumentation at a postgraduate level, as well as the ability to locate, comprehend, and utilize relevant primary & secondary sources to substantiate one's claims. The successful paper will also demonstrate a strong grasp of the chosen text/topic and be able to situate it within the broader content and themes in Mark discussed in class throughout the semester. The paper should be accompanied by proper footnotes and a bibliography and demonstrate an appropriate level of rigor in terms of the level of research, the accuracy of claims, logic and consistency, and clarity of presentation and thought.

Maximum length: 4,000 to 4,500 words

Required number of sources: 15, including primary texts, periodical literature and monographs (or parts thereof).

The essay is due at 5pm on Dec 20th and only electronic submissions (PDF) via Moodle are accepted. Please include the name of the Course Code, the Student's Name, and the Assignment *in the name of the PDF document*:

e.g. NT604_JohnDarling_MajorPaper.pdf

A 5% penalty will be deducted for each working day the assignment is late unless an extension has been arranged and granted prior to the due date.

Questions about electronic submissions may be directed to the IT department (helpdesk@ambrose.edu).

Grade Summary

1. Participation	10%
2. Diagrammatic Summary	25%
3. Book Review & Analysis (~2000 words)	25%
4. Major Research Paper (~4000 words)	40%
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Total:	100%

Please document using Chicago style. For help with writing and citations, students may contact Ambrose Writing Services (writingservices@ambrose.edu) or consult:

<https://ambrose.edu/learning-services/resources>

<https://owl.english.purdue.edu/owl/resource/717/03/>

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Attendance:

By the act of enrollment, the student is responsible for all coursework and expected to attend regularly and punctually all scheduled classes. Unexcused absences will be considered in calculating the student's final grade.

Grade Summary:

Grade	Point Equivalent	Interpretation	Grade Points
A+	100	Mastery: Complete Understanding of Subject Matter	4.00
A	96-99		4.00
A-	91-95		3.70
B+	86-90	Proficient: Well-Developed Understanding of Subject Matter	3.30
B	81-85		3.00
B-	76-80		2.70
C+	71-75	Basic: Developing Understanding of Subject Matter	2.30
C	66-70		2.00
C-	61-65		1.70
D+	56-60	Minimal Pass: Limited Understanding of Subject	1.30
D	51-55		1.0
D-	50		
F	Below 50	Failure: Failure to Meet Course Requirements	0.00
P		Pass	No Grade Points

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.

Bibliography:

- Anderson, Paul N. *The Christology of the Fourth Gospel: Its Unity and Disunity in the Light of John 6*. WUNT 2. Tübingen: Mohr Siebeck, 1996.
- . *The Riddles of the Fourth Gospel: An Introduction to John*. Minneapolis: Fortress Press, 2011.
- Barclay, William. *The Gospel of John*. 2 vols. Revised and updated. Louisville: Westminster John Knox, 2001.
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- Bultmann, Rudolf. *The Gospel of John: A Commentary*. Trans. from the rev. German edition (1962) by G. R. Beasley-Murray, R. W. N. Hoare, and J. K. Riches. Louisville: Westminster John Knox, 1970.
- Carson, D. A. *The Gospel According to John*. Leicester: Inter-Varsity; Grand Rapids: Eerdmans, 1991.
- Charlesworth, James H. *The Beloved Disciple: Whose Witness Validates the Gospel of John?* Valley Forge, PA: Trinity Press International, 1995.
- Culpepper, R. Alan. *Anatomy of the Fourth Gospel: A Study in Literary Design*. Philadelphia: Fortress Press, 1983.
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- Keener, Craig S. *The Gospel of John: A Commentary*. 2 vols. Peabody, MS: Hendrickson, 2003.
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- . *The Word of Life: A Theology of John's Gospel*. Grand Rapids: Eerdmans, 2008.
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- Lindars, Barnabas. *The Gospel of John*. NCB. Grand Rapids: Eerdmans, 1972.
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- McGrath, James F. *John's Apologetic Christology: Legitimization and Development in Johannine Christology*. SNTSMS 111. Cambridge: Cambridge University Press, 2001.
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- O'Day, Gail R. *Revelation in the Fourth Gospel: Narrative Mode and Theological Claim*. Philadelphia: Fortress Press, 1986.
- . *The Gospel of John*. New Interpreter's Bible. Nashville: Abingdon, 1995.
- Reinhartz, Adele. *Befriending the Beloved Disciple: A Jewish Reading of the Gospel of John*. New York: Bloomsbury, 2002.
- Reynolds, Benjamin E. *The Apocalyptic Son of Man in the Gospel of John*. WUNT 2. Tübingen: Mohr Siebeck, 2008.
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- Segovia, Fernando. *What is John?* 2 vols. Atlanta: SBL, 1996, 1998.
- Smith, D. Moody. *John*. Abingdon New Testament Commentary. Nashville: Abingdon, 1999.
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- Talbert, Charles H. *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles*. New York: Crossroad, 1992.
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- . *The God of the Gospel of John*. Grand Rapids: Eerdmans, 2001.
- von Wahlde, Urban C. *The Gospel and Letters of John* (3 vols). Grand Rapids: Eerdmans, 2010.
- Witherington, Ben III. *John's Wisdom: A Commentary on the Fourth Gospel*. Louisville: Westminster John Knox, 1996.

John's Letters

- Brown, Raymond E. *The Epistles of John*. AB. Garden City, NY: Doubleday, 1982.
- Campbell, Constantine R. *1, 2 & 3 John*. The Story of God Bible Commentary. Grand Rapids: Zondervan, 2017.
- Kruse, Colin G. *The Letters of John*. PNTC. Grand Rapids: Eerdmans, 2000.
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- Smalley, Stephen. *1, 2, 3 John*. Revised. WBC. Nashville: Thomas Nelson, 2007.

Ambrose University Important Policies & Procedures:

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.

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

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

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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.

Off Campus:

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