B363 Johannine Literature (3 credits)
Prerequisites: none

Term C, Winter Semester  
January 12–Feb 27, 2015  
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Course Description

During this course, the student will examine the Gospel of John as well as the epistles entitled 1st, 2nd and 3rd John. The course will expose students to a wide variety of scholarly opinions and equip them to explain subjects such as dates of composition, authorship, cultural contexts as well as the philosophical and theological underpinnings of both the Gospel and epistles. Students will also learn why John’s Gospel differs considerably from the Synoptic Gospels and be encouraged to think critically about its historicity, theological claims, and devotional/ministry value.

Learning Outcomes

Upon completion of this course the student should be able to:

1. Describe the basic content of the Gospel of John as well as the Johannine Epistles.
2. Recognize the differences between the Gospel of John and the Synoptic Gospels.
3. Explain various theological and philosophical schools of thought that pertain to the Gospel of John and to the Johannine Epistles.
4. Apply the pastoral example in Johannine literature to contemporary situations involving conflict and opposition, spiritualism, testing of genuine faith, and wrestling with how to express Christian love and tolerance.
5. Practice the writing of sermons, Bible studies and academic papers with special attention to modern scholarship.

Required Readings:


Course Assignments and Evaluation

Guidelines:
All written assignments should:

• Follow the “Chicago Style” of formatting.
• Be typed, double-spaced and follow appropriate formatting guidelines (e.g. 1 inch margins).
• Use Times New Roman font only, italics rather than underlining (including in the footnotes and bibliography), and footnotes only, not endnotes.
• Not exceed the maximum length; papers will receive a grade reduction and may not be graded at all.
• Employ gender-inclusive language wherever possible and appropriate.

Failure to follow these simple guidelines warrants a grade reduction. All assignments may be submitted to the professor’s email address (preferred) or by hard copy. I will accept submissions in either MSWord format (doc or docx is fine), Rich Text format (rtf), or as PDF files. If you are not able to do this, please submit a hard copy of your paper. When you submit electronic files, please name them as follows:

Last name, First name – Course Abbreviation - Title of assignment (as given on this syllabus)

Example: Brown, Tim - Hebrews – Research Paper

Assignments:

1. Online Discussions: The purpose of this exercise is to allow you opportunity to reflect on the selected bibliography (above), and to engage with it in a critical, yet respectful way. You will be graded on how clearly you can express your opinions, as well as the variety of the topics you have chosen.

   a. Use the Discussion section of Populi to enter a response to the assigned course readings. To post on Populi, select “Lessons”, select the appropriate discussion topic, then select “Discussion” on the top right corner. You will not receive credit for late posts. Read the required texts and make 5 posts with regards to what you have read. As you read through the selected bibliography, take note of any points of interest you have and prepare a 300 word response to that point of interest. Make sure to include proper page references, as well as a clear indication of which book you are interacting with.

Value: Each entry is worth 7% for a total of 35% of your final grade.
2. **Reflection Paper**: Prepare a reflection of your thoughts and answer one of the following questions in a reflection paper **equaling 1000 words**: What is your interpretation of John’s prologue? How might you counsel the Samaritan woman in chapter 4—what advice would you give or how might you integrate her into the life of your church? Why do you think John places the temple clearing at the beginning of Jesus’ ministry instead of at the end like the Synoptic Gospels do?

   a. Make sure to clearly reference the verses you use while writing your reflection. Also make sure to reference the course bibliography with regards to the answers you give. Allow the works in the bibliography to shape your understanding of the text, but also remain critical of the claims made in these works. The purpose of this exercise is to help you work through and answer some of the questions that each of you will encounter during your ministry.

**Value:** 20%  
**Date due:** To be discussed on the first day of class

3. **Bible Study**: Select a passage of scripture from either the Gospel of John or Johannine Epistles and prepare a Bible study that you can use in your ministry. You can choose from—**but are not restricted to**—the following topics: The nature of miracles in Jesus’ ministry; the Holy Spirit as Paraclete; overcoming doubt like that of Thomas; Peter’s responsibility as the feeder of sheep; Jesus’ discussion with Pilate. Reference the age group you are ministering to, and state clearly which passage of scripture you will be studying.

   a. Work through the passage by providing a clearly written exegesis of the passage, as well as referring to **3 secondary sources**. You are allowed to use the course bibliography, but you must choose **3 secondary sources that are not included in the course bibliography**. In addition to your exegesis, **provide a number of study questions** that will allow your study group to interact with your lesson. As you write, begin to anticipate the questions you will receive from your group, and try to fashion your exegesis and questions to address those anticipated questions. Your Bible study should take approximately 30 minutes for your group to work through, so this assignment should be 8 pages in length. You have the option of including a PowerPoint presentation when you submit your assignment to me, though you will receive no extra credit for doing so.

**Value:** 20%  
**Date due:** To be discussed on the first day of class

4. **Research Paper**: Write a research paper that contains a properly written thesis statement as well as a number of arguments that support this statement. Topics can include—**but are not restricted to**—What is the role of the “I Am” statements in the Gospel of John? What is the purpose of 1st John? Why doesn’t anyone recognize Jesus throughout the
Gospel? Construct a plan of action that will either help or encourage one of the churches listed in the book of Revelation. This paper must be 8 pages in length and consult 8–10 secondary sources. You will be graded on clarity of argument, clarity of thesis statement, paper length, number of sources used, and formatting. Value: 25% Date due: To be discussed on the first day of class

Late Policy
Assignments are due before midnight on their due-date. Overdue assignments incur the following penalties:

- 1-3 days late: 10% penalty
- 4-6 days late: 20% penalty
- After 6 days: an automatic “F”

Sundays and statutory holidays are not counted in assessing penalties for late submission.

Academic Honesty
Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn.

Horizon College/University of Saskatchewan Grading System
The College employs the percentage system for marking tests and final examinations. Letter grade equivalents, according to the following scale, may be used in grading assignments. The student’s final grades are given in percentages. A mark of less than 50% is a failing grade.

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90-100% [Exceptional] – a superior performance with consistent strong evidence of:
• a comprehensive, incisive grasp of the subject matter;
• an ability to make insightful critical evaluation of the material given;
• an exceptional capacity for original, creative and/or logical thinking;
• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89% [Excellent] – an excellent performance with strong evidence of:
• a comprehensive grasp of the subject matter;
• an ability to make sound critical evaluation of the material given;
• a very good capacity for original, creative and/or logical thinking;
• an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

70-79% [Good] – a good performance with evidence of:
• a substantial knowledge of the subject matter;
• a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;
• some capacity for original, creative and/or logical thinking;
• a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69% [Satisfactory] – a generally satisfactory and intellectually adequate performance with evidence of:
• an acceptable basic grasp of the subject material;
• a fair understanding of the relevant issues;
• a general familiarity with the relevant literature and techniques;
• an ability to develop solutions to moderately difficult problems related to the subject material;
  • a moderate ability to examine the material in a critical and analytical manner.

50-59% [Minimal Pass] – a barely acceptable performance with evidence of:
• a familiarity with the subject material;
• some evidence that analytical skills have been developed;
• some understanding of relevant issues;
• some familiarity with the relevant literature and techniques;
• attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

Bibliography

Books:


Commentaries:


Kysar, Robert. 1, 2, 3 John. ACNT. Minneapolis: Augsburg, 1986.


