



This course is available onsite and live stream.



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

B463 Johannine Literature (Gospel and Letters)

3 credits

Prerequisites: B119 Bible Study Methods; B115 Introduction to the New Testament

Pre-Course Work: Students must read and complete assigned questions for chapter 5 of the Brown and Moloney textbook. **Due: May 26**

May 25-29, 2021

Module: G

Tuesday-Saturday, 9am-4pm

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Course Goals

Course Description

This course introduces students to the literature, composition, historicity, and distinct theological voice(s) of John's Gospel and Epistles. Through closely reading primary biblical and secondary texts, students will consider various historical, exegetical, textual, theological, and ethical concerns raised by Johannine literature and draw applications for Christian life and ministry.

Relationship to Horizon's Mission

This course helps students carefully read and appropriately apply Scripture for their own Christian living and for wider ministry application.

Course Competencies and Learning Outcomes

To demonstrate competency in **Biblical and Theological Literacy** students will achieve the following learning outcomes:

1. Interpret a passage or theme from the Johannine literature (Gospel or Letters) in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
 - *Assessment:* Major Project
2. Describe the key interpretive issues that are critical for understanding Johannine literature.
 - *Assessment:* Major Project
 - *Assessment:* Gospels Comparison
 - *Assessment:* Brown and Moloney Questions

3. Identify and explain key emphases and their significance within John's Gospel or/and Epistle(s).
 - *Assessment:* Major Project
 - *Assessment:* Gospels Comparison
 - *Assessment:* Brown and Moloney Questions
4. Explain how the theological witness of Johannine Literature speaks to the way we think, live, and minister today.
 - *Assessment:* Major Project
 - *Assessment:* Wright Video Responses

Course Work

Required Readings

Bible.

Brown, Sherri and Francis J. Moloney, S.J. *Interpreting the Gospel and Letters of John: An Introduction*. Grand Rapids: Eerdmans, 2017. ISBN: 978-0802873385. ([Available on DTL.](#))

Wright, N.T. *Broken Signposts: How Christianity Makes Sense of the World*. New York: HarperOne, 2020. ISBN: 978-0062564092. ****Not available on the DTL.**

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. Major Project

- a) Choose an 8-10 verse **pericope** – a self-contained passage – from John's Gospel or Letters.
- b) Research the passage using a minimum of **SIX (6)** *relevant* secondary sources. Sources **must** include
 - commentaries (at least **three**),
 - journal article (at least **one**), and
 - specialized study (Bible dictionary, monograph, New or Old Testament introduction, etc. at least **one**)
- c) Submit your project in **written** form, such as
 - a 6-page formal paper – follow proper procedures and conventions for paper-writing. Use full and proper referencing of all sources.
 - a fully scripted sermon – use full sentences – no point-form. Include also full and proper referencing of all sources. Even if you won't communicate those references orally to a "congregation," they must appear visibly in your written sermon. You may include a video of yourself preaching the sermon.

- a clearly structured Bible study – use full sentences to flesh-out your outline. Design leading questions for group discussion to lead the group along the points of your argument. Include full and proper references to your sources that support your points, even if you would not share these references directly with your Bible study group.
- a blog post or series – use full sentences and include footnotes.
- a creative expression – a song, poem, video, visual art; whatever. Submit a **written report** that explains your creative work, including an **explanatory argument** of how your creative expression accurately reflects the passage, and properly formatted **footnote references** that documents your research.

Whatever the form your project finally takes, I will **not** assess the creative aspects of your presentation. I **will** assess **the quality of your research** and **how well you demonstrate your argument** as shown by how well you

- 1) select and faithfully interpret a Johannine text or theme;
- 2) accurately select and use appropriate secondary sources (6, including 3 commentaries, 1 journal, 1 specialty) to identify literary and socio-historical contexts, and distinct theological perspective of the Johannine text or theme;
- 3) identify and explain key emphases and their significance;
- 4) show how the passage or theme speaks to the way we think, live, and minister today.

- Related learning outcome #s 1, 2, 3 and 4.
- Assignment Length: 6 pages **Due date: July 9.**

2. Gospels Comparison

Using between 200-300 words (c. 1 page), respond to the email enquiry below.

YOU@horizon.edu

Reading the Gospels - CONFUSED!

Hey - how's it going? Hope you're enjoying your studies at Horizon.
So...I have a question.
I finally decided I'd give reading the Bible a try so I started with the New Testament.
I read through those first four sections that are all stories about Jesus
(Matthew, Mark, Luke and John).
The first three seemed to have a bunch that were similar but also some stuff that was different.
But the last one - John - was totally different.
So I'm a bit confused and I thought you might help.
Why are there 4 different sections telling the story of Jesus?
And why are some similar and the other one so different?
What's up with all this???

In your response, you must

- 1) explain the relationship between the Synoptic Gospels (Matthew, Mark, and Luke);
- 2) identify at least seven (7) elements **unique** to John that are not in the Synoptic Gospels;
- 3) identify at least three (3) elements **in common** between John and the Synoptic Gospels.

To help inform your response, see ch. 5 of **Brown and Moloney** and resources such as

Gooder, Paula, StJohnsTimeline.co.uk: “The Gospel of John,” <https://youtu.be/ZBD1dRXBWk4> (note especially from 15:31 <https://youtu.be/ZBD1dRXBWk4?t=931>).

Burge, Gary M., Gene L. Green, Lynn H. Cohick, and Inc Recorded Books. *The New Testament in Antiquity : A Survey of the New Testament within Its Cultural Context*. Grand Rapids, Mich.: Zondervan, 2010. Chapter 11. ([Available on DTL.](#))

Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. 2nd ed. Grand Rapids, MI: Zondervan, 2009. Chapter 6. ([Available on DTL.](#))

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd ed. Minneapolis, MN: Fortress Press, 2010. Chapter 23.

Powell, Mark Allan. *Fortress Introduction to the Gospels*. 2nd ed. Minneapolis, MN: Fortress Press, 2019. Chapter 5. ([Available on DTL.](#))

Wright, N.T., and Michael F. Bird. *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. Grand Rapids, MI: Zondervan Academic, 2019. Chapter 27.

- Related learning outcome #s 2 and 3.
- **Assignment Length:** 1 page **Due date:** May 30.

3. Brown and Moloney Textbook Question Responses

This assignment aims to help you learn how to locate pertinent information in secondary literature that will aid your interpretation of a biblical text and acquaint you with a text’s key interpretive issues and emphases. Read the assigned chapters from the **Brown and Moloney** textbook and respond on Populi to the assigned questions at the end of each assigned chapter,

- 1) using complete sentences,
- 2) thoroughly and thoughtfully addressing the questions, and
- 3) engaging concepts or direct citations from the chapter.

Brown, Sherri and Francis J. Moloney, S.J. *Interpreting the Gospel and Letters of John: An Introduction*. Grand Rapids: Eerdmans, 2017.

DATE: May 26	Chapter 5	Questions 2, 3, 5
DATE: May 28	Chapter 6	Questions 2 [identify 3 literary characteristics] 3, 4 [identify 3 key themes]
DATE: May 31	Chapter 7	Questions 1, 2, 3, 4, 5
DATE: June 4	Chapter 8	Questions 1, 2, 4
DATE: June 7	Chapter 9	Questions 1, 2, 6
DATE: June 11	Chapter 10	Questions 2, 3, 4
DATE: June 14	Chapter 11	Questions 2, 4, 6
DATE: June 17	Chapter 12	Questions 1, 2, 3, 6, 7
DATE: June 21	Chapter 13	Questions 2, 3, 5, 7
DATE: June 24	Chapter 14	Questions 3, 5, 7

DATE: June 28	Chapter 15	Questions 1, 2, 3, 4
DATE: July 1	Chapter 16	Questions 1, 4, 6, 7

- Related learning outcome #s 2 and 3.
- **Assignment Length:** 6-7 pages (c. ½ page per entry) **Due dates:** May 26, 28, 31; June 4, 7, 11, 14, 17, 21, 24, 28; July 1.

4. Wright Video Responses

Read and record a 2-3 min video response to each chapter of the Wright textbook and upload to **Flipgrid**. In the video, share areas of **agreement, disagreement, key takeaways, applications for teaching, preaching, and personal Christian living** for each of Wright's seven "signposts."

Wright, N.T. *Broken Signposts: How Christianity Makes Sense of the World*. New York: HarperOne, 2020.

DATE: May 27	Introduction + Ch. 1 Justice + <i>Interlude</i>	pp. 1-34
DATE: May 31	Ch. 2 Love + <i>Interlude</i>	pp. 35-60
DATE: June 2	Ch. 3 Spirituality + <i>Interlude</i>	pp. 61-90
DATE: June 9	Ch. 4 Beauty + <i>Interlude</i>	pp. 91-116
DATE: June 16	Ch. 5 Freedom + <i>Interlude</i>	pp. 117-136
DATE: June 23	Ch. 6 Truth + <i>Interlude</i>	pp. 137-158
DATE: June 30	Ch. 7 Power + Conclusion	pp. 159-192

- Related learning outcome #4.
- **Assignment Length:** 14-21 min (2-3 min x 7) **Due:** May 27, 31, June 2, 9, 16, 23, 30.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	May 25-29
1. Major project	25 hrs	July 9
2. Gospel Comparison	7 hrs	May 30
3. Brown and Moloney Questions	20 hrs	Various
4. Wright Responses	20 hrs	Various
Total =	103 hrs	

Assessment Rubrics

Assessment rubrics are available on the course Syllabus and Rubrics tab on Populi.

Course Outline (This is a **loose schedule**, subject to change)

Tuesday, May 25	Introducing Johannine Literature (Course and Literature) Overview and Structure of John's Gospel Prologue – John 1.1-18 Introducing Book I – John 2 Issues in Johannine Literature Audience, Authorship, Composition, Date, Dependence, Intertextuality, Themes
Wednesday, May 26	Book I (con't) John 3-12.50
Thursday, May 27	Book II John 13-17
Friday, May 28	Book II (con't) – John 18-20 Epilogue – John 21
Saturday, May 29	Johannine Epistles Concluding Johannine Literature

- Assignments will not be accepted after **July 2**.
- No resubmission of assignments will be accepted after **July 9**.

Academic Policies**General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard

human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

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. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Van Roesel, Associate Dean of Students, at jvanroessel@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography



THE DTL

Unless specially indicated, the following resources are all accessible online through Horizon's Digital Theological Library collection:

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