



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

NT5318 Johannine Literature: Gospel and Epistles

3 credits.

👤 On Campus 'A' Live-Stream 📺 Video on Demand

November 27 – December 1
Module F4
Monday – Friday, 9am – 4pm

Riku P. Tuppurainen, DTh
rtuppurainen@summitpacific.ca

Please note:

This course includes substantial reading and preparation work before and during the module.

Course Goals

Course Description

This course will explore the historical, literary, socio-rhetorical, and theological dimensions of the Gospel of John and the Johannine Epistles. The study also considers how these texts speak to the needs of the contemporary church and its witness. Accordingly, specific attention is given on Johannine presentation of Jesus, the Spirit, and the believing community. Practical lessons and applications are drawn from the study along the course.

Relationship to Horizon's Mission

This course helps students understand Gospel of John and Johannine Epistles in broad and holistic terms preparing them to be competent users of Johannine corpus in their life and ministry. In addition, detailed exegetical studies on selected passages prepare students apply these biblical texts with confidence to their leadership and teaching roles in ministry settings.

Course Competencies and Learning Outcomes

To demonstrate competency in biblical and theological literacy, students will

1. Approach Johannine literature with confidence to do further independent study.
 - *Assessment:* Reading, Essay, Debate
2. Recognize motifs in the Gospel of John and Johannine Epistles and understands how those motifs are argued.
 - *Assessment:* Essay, Debate, Reading

3. Identify key historical and cultural elements that are necessary to understand Johannine literature better and to draw applications for today's life and ministry.

- *Assessment:* Essay, Debate, Reflection Paper, Reading

To demonstrate competency in contextual awareness, students will

4. Recognize and present a message that is based on student's learning of the content of Johannine literature.

- *Assessment:* Debate, Reflection Paper, Application Paper

Course Work

Required Readings

The Bible: Gospel of John, 1-3 Letters of John.

Brant, Jo-Ann A. *John*. Paideia Commentaries of the New Testament. Grand Rapids: Baker Academic, 2011. ISBN: 9780801034541.

Parsenios, George L. *First, Second, and Third John*. Paideia Commentaries of the New Testament. Grand Rapids: Baker Academic, 2014. ISBN: 9780801033421.

Tuppurainen, Riku P. *A Prologue to Studies in the Fourth Gospel: Its Independency, Issues, and Interpretations*. Eugene, OR: Wipf and Stock, 2021. ISBN: 9781725273092.

**While students have the benefit of many 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. Pre-Module Reading.

- Read Gospel of John and Johannine epistles once prior the module.
- Also, listen to an Audio Bible, the Gospel of John and Johannine epistles once prior the module.
- Read Introductions from both Jo-Ann A. Brant and George L. Parsenios commentaries.
- **Due date:** November 27 at 9am.

2. Reading (see the "Required Readings" section above)

Submit your reading report by the due date telling the percentage (e.g., 50%, 75%, 100%) of how much of the required reading material you read by the due date. This evaluation is based on the honor system.

For example: "I have read 100% of the required reading by December 31." [Student Name]

Write your statement on a document and save it in .docx or .pdf format and submit to Populi.

- Related learning outcome(s): #1-3.
- **Due date:** December 31, 2023.

3. *Debate.*

Starting with Johannine text and the required reading material, and then extending research to other source material as needed, write a short (one or two pages) presentation on the assigned topic and be prepared to argue for or against the view that is presented in Johannine literature on that topic. The students will be paired to perform a debate in the class. One student is assigned to argue for the Johannine view of the given topic, whereas the other student is assigned to oppose that view. Pairs and the task in the debate are decided just prior to the presentation.

Students written works will be collected but students are assessed by the debate presentation.

The topics are as follows:

- Jesus didn't say that he is God.
 - Love is what matters – Jesus doesn't have anything to add to that.
 - Jews are meant to be Jews – Jesus is for Gentiles.
 - There are many ways to get to the mountain top – there are many pathways for salvation – Jesus may have shown just one.
 - Jesus wasn't human like we, because divine cannot be a human.
 - Jesus was like any other Jewish man of his time – his divinity was later invention of the Christian church.
 - Jesus is a good model for us – we should imitate him by using our full human capacity like Jesus did.
 - Today's church does not have access to the historical events of Jesus – we have only the story of Jesus that may help some.
- Related learning outcome(s): #1-4.
 - **Assignment length:** 1-2 pages in writing and oral debate.
 - **Due date:** November 30-December 1, 2023 (in class).

4. *Essay.*

You may start with required and recommended reading material and then extend your research to various journal articles and monographs valid for your research area.

Structure of the Essay:

- | | |
|----------------|---|
| Introduction – | State the issue you are planning to solve and how you are going to do that (i.e., your methodology) [1/2 – 1 page]. |
| Body – | Present systematic exegetical argumentation and deal with some counter arguments (if any). |
| Conclusion – | Write a 1 – 1 ½ page conclusion that restates the issue and how that was dealt with. Then present the conclusion that is solely based on your argumentation. Do NOT bring in any new material to support your |

conclusion. Your conclusion can be a synthesis or summary of your findings.

Choose **one** of the following four topics:

- Develop theology of *Missio Dei* based on the Johannine literature.
 - Present the concept of Holy Trinity based on Gospel of John.
 - Examine Johannine Monotheism in relation to Hebrew Scriptures and the Second Temple Judaism.
 - Analyze the concept of “truth” in Johannine literature.
-
- Related learning outcome(s): #1-3.
 - **Assignment length:** 2500 words (+/- 250 words).
 - **Due date:** December 31, 2023.

5. Application Paper.

This assignment does not require you to do research as you have completed your research while writing your essay.

Based on the chosen topic for your essay, apply what you have learned from writing that paper and apply that to the preaching, teaching, or other message sharing situation in your context of ministry (e.g., Sunday service, Sunday school class, Bible study group, presentation at your workplace, informal conversation with someone without significant knowledge of the Bible, etc.)

The aim here is to help your hearers see how the Gospel of John speaks to them today. Whereas your exegetical essay helped you understand what Gospel of John (and the Epistles) intended for his original audience, your application paper is concerned with how that original meaning speaks to your hearers in their world.

Your presentation should not be a rehash of your exegetical essay. That is, while the sermon/Bible-study should explain what the passage means, it should reflect more the results of your exegesis—only address difficulties if they are critical to the meaning of your text and your intended audience. Things to consider might include: what does Johannine literature reveal God’s character and how might that speak to our situation today; how the role of Jesus and his works are meaningful today; what might it say about discipleship in ways that speak to our lives and our culture; what encouragement, rebuke, exhortation, etc. might arise; and what might we consider doing in order to respond? In addressing these issues, avoid vague generalizations. Since the text speaks specifically to a particular historical situation, try to be equally specific and particular. Remember too that it is the Word of God that effects change, not our personal opinions, anecdotes, or stories. It should be Jesus who is lifted up, not the speaker’s own wisdom, wittiness, or experiences.

Finally, it should be remembered that a good sermon/Bible-study involves as much hard work and thought as any exegetical or research essay. It would be good then to start making notes for your sermon as ideas occur to you while writing your exegesis paper.

- Related learning outcome(s): # 4.
- **Assignment length:** 1500 words (+/- 150 words).
- **Due date:** January 15, 2024.

6. Reflection Paper.

At the end of the course, as the very last assignment, write a 2-page reflection paper on how your study on Johannine literature:

- (1) has changed your understanding of its message,
- (2) challenged your previous reading of Gospel of John and his epistles,
- (3) informs your Christian witness.

- Related learning outcome(s): #3-4.
- **Assignment length:** 1-2 pages.
- **Due date:** January 15, 2024 (midnight).

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students. However, VOD students do not participate in debates, but their written work “for a debate” is due on December 1. VOD students will be assessed based on their written work.
- For each day of the module, VOD students will submit a written report to Populi Discussion Boards that 1) affirms they have watched the required recording for the course, 2) summarizes one thing they learned from each section (i.e., each day’s class activities – see the course outline) of the course that will help them reach the course learning outcomes, and 3) explains at least one question they had after watching the class recording.
 - Day 1 Lectures and Report due December 1
 - Day 2 Lectures and Report due December 5
 - Day 3 Lectures and Report due December 10
 - Day 4 Lectures and Report due December 15
 - Day 5 Lectures and Report due December 19
- In order to pass the course, VOD students must submit all of their VOD submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Weighting
1. Pre-Module Reading		Nov. 27 at 9am	
2. Reading	30 hrs	Dec. 31	10%
3. Debate	10 hrs	Nov. 30-Dec. 1	20%
4. Essay	33 hrs	Dec. 31	40%
5. Application Paper	15 hrs	Jan. 15	20%

6. Reflection Paper	2 hrs	Jan. 15	10%
Total =	~120 hrs		100%

Course Outline

- **Monday, Nov. 27**
 - Introductions to the Course and Johannine Literature
 - Introduction to Gospel of John
 - The Prologue
 - **Tuesday, Nov. 28**
 - The Prologue (cont.)
 - The Book of Signs (chapters 2-4)
 - **Wednesday, Nov. 29**
 - The Book of Signs (chapters 5-12)
 - The Book of Passion
 - **Thursday, Nov 30**
 - Chapel in the morning, time TBD
 - The Epilogue
 - Introduction to 1-3 John
 - 1 John
 - (Class presentations: debates)
 - **Friday, Dec. 1**
 - 2-3 John
 - Class presentations: debates
 - Concluding Remarks
- *TBA: If needed, a 45-minute session in library instruction from our library tech.*
- Assignments will not be accepted after January 22, 2024.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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 Seminary [Student Handbook](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon’s Library Technician, at library@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. 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.

A List of Selected Recommended Reading

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

Bauckham, Richard. *God Crucified: Monotheism and Christology in the New Testament*. Grand Rapids: Eerdmans, 1998.

Bauckham, Richard and Carl Mosser (eds). *The Gospel of John and Christian Theology*. Grand Rapids: Eerdmans, 2008. Pp 168—182, 265—295.

Bennema, Cornelis. *Encountering Jesus: Character Studies in the Gospel of John*. Colorado Springs: Paternoster, 2009.

Blomberg, Craig L. *The Historical Reliability of John's Gospel: Issues and Commentary*. Downers Grove: InterVarsity Press, 2001.

Burge, Gary M. *The Anointed Community: The Holy Spirit in the Johannine Tradition*. Grand Rapids: Eerdmans, 1987.

Culpepper, R. Allan and Paul N. Anderson (eds). *John and Judaism: A Contested Relationship in Context*. Atlanta: SBL Press, 2017. Esp. pp. 135-154, 165-174, 189 – 220.

Hernando, James D. “Episodes of Personal Encounter: Inquiry into John's Christology.” In *But These Are Written...: Essays on Johannine Literature in Honor of Professor Benny C. Aker*, edited by Craig S. Keener et al. 80—100. Eugene: Pickwick, 2014.

Jobes, Karen H. *1, 2, & 3 John*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2014.

Koester, Craig R. *Symbolism in the Fourth Gospel: Meaning, Mystery, Community*. 2nd ed. Minneapolis: Fortress Press, 2003.

Klink III, Edward W. *John*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2016.

Smalley, Stephen. *1, 2, 3 John* (rev. ed.). WBC 51. Nashville: Thomas Nelson, 2007.

Smith, D. Moody. *Theology of the Gospel of John*. Cambridge: Cambridge University Press, 1995.

For more comprehensive list of source material, consult bibliographies of the required reading texts or, for example, Craig S. Keener's commentary on the Gospel of John (ISBN: 1-56563-378-4).