

Associated Canadian Theological Schools of Trinity Western University

BNT 640A/DS/LS: Exposition of John's Gospel

Dr. Brian M. Rapske

Fall, 2017

2/3 Credit Hours*

Prerequisite: BIB 505

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Term Dates: 09/06/17 – 11/27/17

Day & Time: Wednesdays, 2:00–5:10 pm

**PLEASE NOTE that this course serves multiple credit weightings. All students are expected to attend and actively contribute in all class sessions, but course requirements will vary depending on the number of credit hours being taken. Assignment instructions specific to credit weightings are carefully laid out and tables are provided to clarify.*

Note: this course will be delivered with a live-stream option. Students may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For those who attend on campus, the class experience will be essentially like that of any other course. For those who plan to join by live-streaming, please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

I. COURSE DESCRIPTION

The student will survey the content and unique emphases of John's Gospel, studying it in detail and in full context, and apply sound hermeneutical procedures to discern the essential theological contribution that it makes to the Bible's total message. Application of the results of exegesis to contemporary issues will be considered. Interaction with commentary and theological literature is included.

PLEASE NOTE: This course does not assume that students will have facility in the original biblical languages. Those who are so versed and/or whose programs require it should use this facility to fullest capacity in the completion of their assignments.

II. COURSE OBJECTIVES

This course aims to help the student to:

- A. Become increasingly familiar with the content of the Gospel of John in its first century context and the witness that it bears to the Lord Jesus Christ;

- B. Discuss knowledgeably such introductory issues as genre, history of interpretation, authorship, date, place, of writing, purpose and structure;
- C. Delineate the theological themes that run through the John's Gospel;
- D. Move from sound exposition to application to the world today in preaching and teaching; and
- E. Personally respond to John's witness for the challenge that it gives to faith in and obedient service to the Lord Jesus Christ.

III. TEXTBOOKS

You will be expected to have to hand a reliable English translation of the Bible (not a paraphrase) such as *NIV*, *NRSV*, *NASV*, or *TEV*. Beyond this, the required textbooks for the course are:

D.A. Carson. *The Gospel According to John*. Grand Rapids: Eerdmans/Leicester: IVP, 1991. [666 pages; hereafter DAC]¹

Craig R. Koester. *The Word of Life: A Theology of John's Gospel*. Grand Rapids: Eerdmans, 2008. [231 pages]; hereafter CRK]

IV. COURSE REQUIREMENTS

Work Load and Grading: Typically, approximately 40 hours is required to complete the work necessary to earn 1 semester hour of credit—hence, 120 hours for a 3 credit course (BNT 640A) and 80 for a 2 credit course (BNT 640DS). Assignments must be completed and submitted on or before the deadlines noted in the syllabus in order to receive credit for this course. Should you experience a *significant* health/family crisis during the course, be sure to notify both the Registrar and the professor immediately. The professor marks to the following standard:

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

¹ First time students receiving Logos software as part of their ACTS enrollment in the 2017 Fall term are advised that D.A. Carson's volume is available as part of the electronic library.

A. Reading & Participation

1. Assigned Reading (See Table below for credit weightings)

By the end of the course 3 credit students should have read *DAC* and *CRK* in their entirety plus an additional 200 pages which amounts to a total of 1097 pages of reading. 2 credit students should have read *DAC* plus 115 additional pages for a total of 781 pages of reading. To obtain the percentage of reading you have done for the course, calculate thus: (Total pages read ÷ total required pages = %. Your reading report will require you to indicate, "I have completed ___% of the assigned reading."
Due: Dec 06/17

READING	3 Credits	2 Credits
Carson	666	666
Koester	231	-
Additional pages	200	115
TOTAL PAGES	1097	781

Before each week's class, the appropriate sections of the *DAC* textbook and relevant notes will be posted to the *Moodle* website.²

2. Participation (10 points)

Consistent attendance, personal preparation and intelligent participation in informal and organized group discussion in class ensures that you obtain the greatest benefit from this course. These requirements will be graded by the professor with your assistance.
Due: Nov 29/17

B. Written Work

The grades for written work will be determined on the basis of strict compliance with the syllabus instructions, how logically your work is organized and how convincingly presented. Write with care to proper format, style and clarity of expression (see "Important Academic Notes from ACTS" attachment to this syllabus).

It is strongly advised that you keep copies of all submitted work. The preference is that you submit all assignments electronically. Upload your work into the appropriate file folder on the course page at the TWU *Moodle* website (<https://learn.twu.ca/my/>). Only in the case of an emergency (e.g., if the *Moodle* website is down) should you post your work as an email attachment to the professor. *Insure that all electronically*

² Course lectures and notes, PowerPoints, and forum materials loaded to the Moodle website are the property of the professor and are available for your personal use only. Full lecture notes and PowerPoints marked "Read Only" are not to be reproduced or disseminated for other use. Lecture outlines marked "Single copy/electronic use only" may be single-copy printed and/or electronically retained for personal use only.

submitted work has been created in a .doc or .docx format and carries on its title page your preferred email address for assignment returns.

1. Required of all Students:

a. Exegetical Paper (30 points)

Produce a well-researched and appropriately footnoted exegetical paper on a portion of the Gospel of John of your choosing. The paper is certainly expected to survey the various positions in the contemporary literature on the passage and its details. As it is an exegetical paper, your work should engage and test the findings of others against the text of the Gospel itself. You must also include a clear indication of your own position(s) and the text-based arguments supporting it (them). The paper should have an outline/table of contents (with headings also appearing in the body of the work) and fit to the following recommended general proportions: introduction (20%), exegesis (70%), and conclusion with applications (10%).

Due: Nov 01/17

PAPER DETAILS	3 Credits	2 Credits
Passage Length	approx. 15 verses	approx. 10 verses ³
Length of Paper Body	12-15 pages	8-10 pages
No. of Commentaries⁴	at least 5	at least 4
No. of Journal Articles⁵	at least 5	at least 3
No. of Other Sources⁶	at least 5	at least 3
Total Sources⁷	at least 15	at least 10

b. Personal Journal

Keep a course-based daily journal of focused thoughts and reflections on *the ministry implications of the Gospel of John* related to your program and vocational aspirations. Journal entries for 3 credit students should be no more than a third (1/3) of a single-spaced page; 2 credit students should not exceed one half (1/2) of a single-spaced page per journal entry.⁸

Due: Dec 06/17

³ Marriage and Family Therapy (MFT) students should do their paper on John 8:1-11. Otherwise, they must propose an alternate passage and obtain approval from the professor.

⁴ Students should use intermediate scholarly commentaries first published no earlier than 1950, and preferably more recently.

⁵ Students should use the online search capacities of the TWU Library using ATLA/EBSCO host. Consult with the librarian if you are unfamiliar with the process. Live Streaming students who are not near campus will need to contact a TWU librarian by email.

⁶ This might include Bible Dictionaries, Theological Dictionaries, Monographs, Concordances, Lexicons.

⁷ Do not include study Bibles, Versions, or Sunday School Curricula in your count as this will result in a penalty.

⁸ Marriage and Family Therapy (MFT) students should give particular attention to the ways in which the Gospel of John might inform the counseling task.

2. ***Required for Those Taking the Course for 3 Credits:***

a. **Book Review & Critique (20 points)**

Review and critique Craig R. Koester's, *The Word of Life: A Theology of John's Gospel*. The *review* portion, in which you will summarize the content and argument(s) of the book, should constitute no more than 2/3 of the project. The *critique* portion, in which you assess the book's substantive strengths and weaknesses, should comprise 1/3 of the project. A sampler will be uploaded to the *Moodle* website to assist you. The book review and critique should be approximately six (6) typewritten and double-spaced pages total. While Koester's *Word of Life* text has been assigned for the course, this does *not* constitute an endorsement of its contents; the assignment is intended as an opportunity to engage the text, affirming it where this can be done and critiquing it where it is wanting.

Due: Sept 27/17

b. **4 Session Series Outline on the Gospel of John (20 points)**

Prepare a plan for a four (4) session sermon, home Bible study or counseling-oriented teaching series on ***a manageable portion*** from the Gospel of John. Follow this procedure:

Introduction. First, choose and then indicate what you will cover from John, providing an explanation for your choices. The passages should naturally cohere (organically-progressing or thematically-related sequence). Next, create an *engaging* general title based upon your choice of texts that captures the essence of the series with explanation. Third, describe the type of setting (e.g., Home Bible Study) of the series and indicate the audience (e.g., 12 young people mostly non-Christians) to whom it will be delivered. Describe how context and audience will influence your approach, structure and delivery (Introduction = 1-2 pages).

Annotated Sermon/Study Outlines. Following on the introduction, provide sermon/study notes for the four sessions (each no more than 1½ pages in length, single-spaced). Each sermon/study should follow this format:

SERMON/STUDY TITLE: Should be focused to the preaching/teaching point of the individual passage.

TEXT: Indicate the text in the Gospel to be covered.

OBJECTIVE: Give a short description of the "big idea" of the passage, specified in terms of a teaching/preaching objective. The objective should overtly note how, the Spirit of God blessing your labors, the hearers will think, feel and act differently (i.e., cognitive, behavioral and affective impact)⁹ because of the message.

ANNOTATED OUTLINE: Provide an outline with identifiable main points that elaborate the text in service of the "big idea." (*Note the verses*

⁹ IMPORTANT: Defaulting to a description of the objective that is exclusively *cognitive* (know, understand, grasp) with no *behavioral* (actional) or *affective* (emotional) aspects does not fulfill the requirement of this part of the assignment.

that each main point covers.) Under each main point, provide brief notes explaining the main point and how you will preach/teach it.

Critical Issue. Each session *must* stick to the chosen passage in question. Don't launch into "topical flights" dealing with other passages of the Bible. Also, the whole project should be a total of no more than 8 pages in length. **Due: Nov 29/17**

Assignments	Due Date	3 Credit	2 Credit
Book Review & Critique	Sept 27	Yes (20)	Not applicable
Exegetical Paper	Nov 01	Yes (30)	Yes (30)
4 Session Series	Nov 29	Yes (20)	Not applicable
Attendance & Participation	Nov 29	Yes (10)	Yes (10)
Personal Journal	Dec 06	Yes (10)	Yes (15)
Reading Report	Dec 06	Yes (10)	Yes (10)
TOTALS	–	100	65

V. SCHEDULE

The professor has set readings and other assignments with the student's successful completion of the course in view. Earlier completion is the ideal.

<i>Date</i>	<i>Material Covered</i>	<i>Readings</i>	<i>Assignment Due</i>
Sept 06	<i>Syllabus, Reading Introduction</i>	<i>DAC: 21-108</i>	
Sept 13	<i>John 1</i>	<i>DAC: 111-165</i>	
Sept 20	<i>John 2—3</i>	<i>DAC: 166-213</i>	
Sept 27	<i>John 4—5</i>	<i>DAC: 214-266</i>	<i>Review & Critique</i>
Oct 04	<i>John 6—7:52</i>	<i>DAC: 267-332</i>	
Oct 11	<i>John 7:53—9</i>	<i>DAC: 333-378</i>	
Oct 18	<i>John 10—11</i>	<i>DAC: 379-424</i>	
<i>October 23rd – 27th: Reading Week & Modular Courses</i>			
Nov 01	<i>John 12—13</i>	<i>DAC: 425-486</i>	<i>Exegetical Paper</i>

Nov 08 *John 14—15* *DAC: 487-531*

Nov 15 *John 16—17* *DAC: 532-570*

Nov 22 *John 18—19* *DAC: 571-630*

Nov 29 *John 20—21* *DAC: 631-685*

***Participation Mark &
4 Session Series***

Dec 06
(No class)

***Personal Journal &
Reading Report***

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://www1.twu.ca/services>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations: CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (<http://www.twu.ca> – also see <http://www.twu.ca/campus/campus-notification.html> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5:00 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page www.twu.ca/library - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website:

<http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, they should go to <http://www.calvin.edu/library/knightcite/> ("Chicago" stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>. CANIL students can locate this on the CANIL intranet, under the "student" side. More information is given to incoming students in the fall.

Please check with your professor to find out which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Director's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for our seminary students. Though some features in the handbook are focused on the university's undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at <http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.
- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able may attend class in person when possible if he/she wishes.)

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming **requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone**. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, **be sure you are fully ready for each class session before the class begins**. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.
- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:
 - Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
 - Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a Skype or phone link if the *Zoom* link fails.)
 - Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.