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NT 635 Gospel of John

Joseph R. Dongell

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I. **General Description:** This course aims, through the study of John, to foster Bible study which is:

- **methodical:** following orderly procedure that is methodologically and hermeneutically self-aware,
- **inductive:** promoting direct personal study of the text prior to use of secondary sources,
- **interactive:** engaging the interpretations of others across history, tradition, and culture,
- **structural:** observing conceptual connections between units of text as a key component of meaning,
- **literary:** recognizing the literary character of Scripture and the significance of literary context,
- **historical:** honoring the location of Biblical texts in their particular historical and cultural settings,
- **confessional:** understanding the entire enterprise of encountering Scripture as housed within the faith and life of the Church of Jesus Christ; and especially within a Wesleyan perspective,
- **theological:** reading passages in the context of the whole canon of Holy Scripture and Christian doctrine; and honoring the unity of the canon of Scripture,
- **appropriational:** insisting that studying Scripture must issue in obedient and faithful speech and action throughout the whole spectrum of one’s life and ministry,
- **reverent:** pursuing Biblical study humbly, prayerfully, and within a deliberate and conscious surrender to the Holy Spirit.

II. **Course Objectives:**

A. **Method:** As a result of fulfilling the requirements, a student should be able to:
   1. analyze, interpret, evaluate, and apply biblical passages with reasonable skill;
   2. describe with clarity the fundamental principles of effective Bible study.
   3. incorporate knowledge of Greek language and grammar into one’s inductive study;
   4. come to a greater skill in analyzing and interpreting books as wholes;
   5. develop greater sensitivity for and practice in appropriating Scripture for life and ministry.

B. **Content:** As a result of fulfilling the requirements, a student should be able to:
   1. present a clear and thoughtful interpretation of each biblical passage examined by the class during the course of the semester;
   2. identify and explicate the major themes and theological concerns of the Gospel of John;
   3. place major theological claims of John’s Gospel within the larger thought of the Bible.

C. **Attitude:** It is our desire that through this instructional process a student will be:
   1. more deeply committed to the practice and refinement of sound Bible study as a lifelong personal and ministerial pursuit;
   2. more deeply committed to understanding, living, and proclaiming the truth taught within this Gospel and within Scripture as a whole;
   3. more deeply convinced of God's desire to address and transform the Church and redeem the World by the power of God’s Spirit working through God’s Word.

III. **Course Texts:**

A. **Required Materials** Note: Regular access to these materials will be necessary for the completion of most lessons. Each of these tools represents a valuable asset for
interpreting the Biblical text well, and any purchases can be rewarded by regular use in years to come.

• **English Bibles**: Any assortment of three modern English translations (not paraphrases).


• **Commentary**
  

**B. Other Tools and Resources**

1. **Commentaries** (recommended for use as needed, but not required; see BRM above for a wider listing of resources for Biblical study.)


2. **Various Resources**


IV. Requirements: Assignments must be:
A. On Time: Lessons must be finished by class time, on the dates given in this Syllabus.
B. Legible: Lessons may be typed or handwritten. If written, writing must be legible.
C. Stapled: Please do not turn in loose sheets, or sheets fastened "creatively".
D. With Cover Sheet: Fill out and use the provided Cover Sheet for each assignment.

V. Grading Policies:
A. Assignments
1. Letter Grade Conversion Values.
The letter grades given to the six (6) graded assignments will be converted into numerical values below for the purpose of calculating the final grade:
   A:100; A-:96; B+:92; B:88; B-:84; C+:80; C:76; C-:72; D+:68; D:64; D-:60;
   F:55 (if an assignment is completed, but at a failing quality); F: 0 (if no work is submitted).
2. The Nature of Exceptionally Good Work:
   • precision, accuracy, specificity, depth, insight, clarity, freshness, thoroughness, and balance. It
     must me remembered that merely “good and accurate” work does not necessarily merit an “A”.
3. Independence: Assignments must reflect the independent, inductive work of each student.
   Therefore, no resources of any kind (whether books, notes of others, conversations, etc.) may be
   consulted for the inductive portion of each assignment. Study groups (which are encouraged)
   must exercise special care to preserve the independence of each member. Group members may
   encourage each other and provide accountability, but may not produce group projects. Violation
   of "Independence" constitutes cheating, and may result in loss of credit for the entire course.
B. Attendance and Participation
Prompt attendance of all class sessions is expected. Instruction, clarification, encouragement, and
group interaction are all supplied in significant amounts during class sessions. Any absence creates
gaps in these aspects of class life, and significant losses in the learning experience.
C. Final Grade Calculation:
6/7ths The six graded assignments (equally weighted)
1/7th Class participation
[This component of the grade will be largely determined by each student’s personal
self-assessment, according to rubric to be provided by the professor.]
Penalties: A late (graded) lesson will be penalized one full letter grade before being averaged. A lesson not turned in at all will be calculated as a zero.

VI. The Calendar

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Sept. 15</td>
<td>credit/no credit</td>
</tr>
<tr>
<td>B</td>
<td>Sept. 22</td>
<td>credit/no credit</td>
</tr>
<tr>
<td>C</td>
<td>Sept. 29</td>
<td>graded</td>
</tr>
<tr>
<td>D</td>
<td>Oct. 6</td>
<td>credit/no credit</td>
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<tr>
<td>E</td>
<td>Oct. 13</td>
<td>graded</td>
</tr>
<tr>
<td>F</td>
<td>Oct. 20</td>
<td>graded</td>
</tr>
<tr>
<td>G</td>
<td>Nov. 3</td>
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</tr>
<tr>
<td>H</td>
<td>Nov. 10</td>
<td>graded</td>
</tr>
<tr>
<td>I</td>
<td>Nov. 17</td>
<td>graded</td>
</tr>
<tr>
<td>J</td>
<td>Nov. 24</td>
<td>credit/no credit</td>
</tr>
<tr>
<td>I</td>
<td>Dec. 3 (Friday)</td>
<td>credit/no credit</td>
</tr>
<tr>
<td>J</td>
<td>Dec. 10 (Friday)</td>
<td>graded</td>
</tr>
</tbody>
</table>

NOTE: There will be no class sessions and no assignment due during exam week. December 10 will be our last time together. On that date bring the following:

• Lesson J
• class participation grading rubric (filled out)
• self-addressed envelop for return of Lesson J

VII. About Doing The Lessons

Advice Gathered from Many Students

*Don't do a whole lesson in a single sitting. Ten straight hours even of Gilligan's Island can be fatal.  
Do work in several blocks of time.

*Don't do your work during the worst hours of your day. When would you want your doctor operating?  
Do your work during your peak production hours, if possible.

*Don't do your work around proven distractions. Most minds are not like multi-task computer chips.  
Do find a place conducive to reflective study.

*Don't postpone work until the day before. Don't join the April 15th 11:59 PM crowd. It's depressing!  
Do begin your work earlier in the week, allowing your thoughts to "percolate".

*Don't wander through the week, just hoping you'll find an ideal time to do the assignment. You won't!  
Do plan ahead in order to set aside good study time.

*Don't forget to read the text carefully, first. How could you know much about a person without "dating"?  
Do invest up-front time in careful reading of the text.

*Don't treat these assignments as "just assignments".  
Do pray for illumination, and expect to learn something life-transforming!

The Time Factor in Doing Lessons

Each of the Lessons is designed to take about ten (10) hours to complete. When multiplied over the ten (10) Lessons of the semester, that translates into about one hundred (100)
hours of student investment for this course. These figures lie in the lower range of hours recommended in the catalogue for a three-hour course [97.5-117 hours, calculated as 7.5-9.0 hours of investment each week for a three-hour course].

No one should interpret the 10-hour target for each Lesson as a “time limit,” or think that there would be a penalty for being a little short or going a bit beyond. I have no interest in penalizing anyone who has the time and desire to invest more than 10 hours on a lesson. However, no one should feel any pressure to do more than the expected. Grading is not based on a simple measure of hours invested. Do your best to complete the phases of each Lesson by the 10-hour target. If you have trouble getting to each phase of the Lessons, reflect on how you are spending your time. You may need to set the depth of your plow a little shallower at places in order to move through the lesson and arrive at a completion of it.

A nice correlation between the (almost) weekly investment of 10 hours in this course and in the life of ministry is to be found in Haddon Robinson’s suggestion regarding the preparation of sermons. In his view, 8 or 9 hours may be spent in working with the full interpretation of the Biblical text to be preached, with 4 or 5 hours devoted afterwards to crafting the text of the sermon itself. The weekly investment in IBS Lessons, then, may help us develop the monthly rhythm that Robinson submits as a healthy pattern for sermon preparation.
Student Name___________________________________________________

Group Name___________________________________________________

Lesson #________________________

Time Invested____________________

Course_________________________

Time of Class____________________

******* Lesson handed in on time?******

Yes_______                                    No________

****If late, have these items below filled in:

Date actually turned in:____________________

Professor’s signature_______________________