



Queensland  
Theological College



# NT789-4i & NT789-6i Reading and Preaching John Unit Outline

## About this Unit Outline

This unit outline contains information essential to finding your way around the New Testament Seminar Unit **Reading and Preaching John**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 INTENSIVE OCTOBER 2018

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at the ACT website: [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

## Information about this unit

### Unit description

This unit will study at an advanced level the text and major themes of The Gospel according to John. This will occur through reading, lectures and class discussions. This unit will also consider the task and challenges of preaching John's Gospel.

### Learning Outcomes

On successful completion of this unit, students will:

Know and understand:

1. Specialised problems and issues in studies in the Gospel of John, including varied approaches to contested issues in key eras of the past two millennia
2. Research principles and methods used in studying the background, text, themes, theology and contemporary application of the teachings of the Gospel of John

Be able to:

1. Investigate specialised problems and issues in studies in the Gospel of John
2. Present specialised knowledge, ideas and principles to professional and (as appropriate) non-professional audiences, including exegetical studies for academic contexts and expository teaching to Christian congregations

Be in a position to:

1. Apply specialised understanding to situations and issues in Christian life, ministry settings and the contemporary world

### This Unit & the MA Course

This unit is taught at the MA (700) level, and if successfully completed, is worth 4 or 6 credit points towards the Australian College of Theology Master of Arts (Theology) and Master of Arts (Ministry) courses.

QTC offers a regular series of MA units which provide the opportunity to complete the MA (Theology), as well as selected units towards the MA (Ministry). Further details regarding the MA in Theology at QTC are available at: <https://www.qtc.edu.au/course/master-of-theology/> It may be possible for students to apply the credit gained from completing this unit to MA-level qualifications beyond the Australian College of Theology (ACT). Students should contact the relevant non-ACT provider for details.

## Pre-requisites and Co-requisites

Students need to have previously completed the equivalent of at least three years of full-time theological study, such as a BTh, MDiv, BD, BMin or equivalent, from the Australian College of Theology, Moore Theological College, or another recognized provider. Students who are enrolled in the MDiv and have completed 64 credit points may enrol in this unit with the permission of QTC.

The unit is delivered as an ACT MA-level course, coded **NT789-4i** and **NT789-6i**.

### ELIGIBILITY FOR EACH STRAND OF THE UNIT

Students who have an ACT MDiv or ACT BTh (Hons) (or equivalent AQF Level 8 or 9 qualification) take NT789-4i - worth 4 credit points towards a 32 credit point MA.

Students who have an ACT BTh (or equivalent AQF Level 7 qualification) take NT789-6i – worth 6 credit points towards a 48 credit point MA.

If you are already enrolled for an MA under the previous ACT rules, then your course will need to be converted to one of these awards. Please contact us beforehand about this.

Please contact the QTC Registrar if you have any questions about which course or unit is appropriate for you. registrar@qtc.edu.au

The teaching will be the same for both units, but there is more pre-reading and there are longer assessment pieces for NT789-6i than for NT789-4i. Further details are listed in this unit outline.

## How this unit is organized & what we expect of you

Students will be expected to attend all lectures, with the lectures being held in Intensive mode: **Monday 08 October – Friday 12 October 2018**.

The unit will be taught through 25 teaching hours, with three teaching periods per day for each day of the intensive week. Each teaching day will commence at **9:30am** and conclude at **4.00pm**. Please arrive in good time each day for the commencement of lectures.

To complete the unit, students need to attend the Intensive classes with Dr Bill Salier, complete the set pre-reading, and submit all three assignments at a satisfactory level. The due dates for submission of the assessment items are listed in this unit outline. Full details regarding study at QTC and on matters such as using the QTC Library and applying for extensions on assessment due dates can be found in the QTC Student Handbook, available on the QTC Moodle site.

## Teaching staff

### LECTURER (Unit Coordinator)

Rev Dr W H Salier MTh (ACT), MEd (Sydney), PhD (Cambridge)

Principal, Youthworks College, Sydney.

Formerly Vice-Principal, Moore Theological College, Sydney, where he taught for 18 years.

Dr Bill Salier completed a PhD at Cambridge University in 2003. He is the author of *The Rhetorical Impact of Sēmeia in the Gospel of John*. WUNT 186 Tübingen: Mohr Siebeck, 2004. He has taught, preached and written about the Gospel of John in many contexts over a long period of time.

Prior to the Intensive, any general questions about the unit should be addressed in the first instance to QTC Registrar, Ted Brennan, at: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, to request a chapter of a book or article emailed to you, to request a book posted to you, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

P 07 3062 6939, extension 3

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

Session	Time	Topic
<b>MONDAY</b> Morning 08 October	9:30-10:30	Introducing John
	10:30-11:00	Morning Tea
	11:00-1:00	Working with texts: John 1:1-18; John 20:30-31 Thinking about purpose
Monday Afternoon	2:00-4:00	Theology: Revelation in John Teaching John: Exegesis to Exposition
<b>TUESDAY</b> Morning 09 October	9:30-10:30	Introducing Jesus: John 1-4
	10:30-11:00	Morning Tea
	11:00-1:00	Texts: John 1:43-51; John 2:1-11; 3:31-36; John 4: 46-54
Tuesday Afternoon	2:00-4:00	Theology: Christology: My Three Sons Reading John: Historically
<b>WEDNESDAY</b> Morning 10 October	9:30-10:30	Challenging Jesus: John 5-12
	10:30-11:00	Morning Tea
	11:00-1:00	Texts: 5:16-30; John 6: 52-59; John 8:31-38; 10:7-21;12:37-43
Wednesday Afternoon	2:00-4:00	Theology: Belief and Life in John Reading John: As Literature
<b>THURSDAY</b> Morning 11 October	9:30-10:30	Return to Sender: John 13-17
	10:30-11:00	Morning Tea
	11:00-1:00	Texts: 14:1-11; 15:1-8; 16:5-15; 17:20-24
Thursday Afternoon	2:00-4:00	Theology: The Spirit in John Reading John: Theologically
<b>FRIDAY</b> Morning 12 October	9:30-10:30	Died and Risen: John 18-21
	10:30-11:00	Morning Tea
	11:00-1:00	Texts: 18:1-11; 18:33-38; 19:31-37; 20:11-18
Friday Afternoon	2:00-4:00	Theology: Salvation in John Truth on Trial

# Assessments

## Pre-Intensive Reading

**The Pre-Reading is to be completed by Sunday 07 October 2018.**

Students will be required to sign a declaration that the Pre-Reading has been completed.

**The first piece of assessment is based on the pre-reading**, and is due for submission on the Saturday after the Intensive week, **Saturday 13 October** 2018.

### **PRE-READING FOR STUDENTS OF NT789-4i:**

For NT789-4i, the required pre-reading is **300** pages:

This set of readings concentrates on providing overviews of the Gospel and issues in interpretation, in order to help students either be initiated into, or refreshed in their understanding of the content, themes and theology of the Gospel broadly and also the range of scholarly interests and approaches that have emerged as the Gospel has been researched.

Anderson, Paul N. *The Riddles of the Fourth Gospel: An Introduction to John*. Minneapolis, MN: Fortress, 2011, 1-124 ('Introduction') [124 pp.] (This reading provides a contemporary overview of a multitude of scholarly issues that have arisen in dialogue with the text.) Available as an E Book through QTC Library.

Bauckham, R. *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids, MI : Baker, 2015, 43-62 ('Glory') [20 pp.] (This reading provides a brief model of conducting a thematic analysis as well as an interesting take on a difficult theme to really engage with.) Available on QTC Moodle.

Carson, D. A. *The Gospel According to John*. Leicester: IVP, 1991, 21-104 ('Introduction') [85 pp.] (This is a classic evangelical introduction to the 'usual questions' that preface a biblical text, as well as an interesting comment on the value of narrative criticism.) Available on QTC Moodle.

Carter, W. *John: Storyteller, Interpreter, Evangelist*. Peabody, MA: Hendrickson, 2006, 197-217 ('The Good News according to John') [22 pp.] (This is a concise overview of numerous theological themes in the Fourth Gospel.) Available on QTC Moodle.

Resseguie, J. L. *The Strange Gospel: Narrative Design and Point of View in John*. Leiden: Brill, 2001, 1-26 ('Introduction') [26 pp.] (This is an overview of the process and benefits of a narrative approach to the fourth Gospel.) Available on QTC Moodle.

Vanhoozer, K. J. "The Hermeneutics of I-Witness Testimony: John 21: 20-24 and the Death of the Author" Pages 257-274 in *First Theology: God, Scripture, and Hermeneutics*. ed. K. J. Vanhoozer. Downers Grove, IL: InterVarsity, 2002. [23 pp.] (This article picks up an important issue regarding authorship and the significance of an eyewitness claim in the Gospel.) Available on QTC Moodle.

Total of the above readings: 300 pages.

**PRE-READING FOR STUDENTS OF NT789-6i:**

For NT789-6i, the required pre-reading is **400** pages:

The first set of readings concentrates on providing overviews of the Gospel and issues in interpretation, in order to help students either be initiated into, or refreshed in their understanding of the content, themes and theology of the Gospel broadly and also the range of scholarly interests and approaches that have emerged as the Gospel has been researched.

The second set of readings delves a little more specifically into issues of interpretation concerning Christology, historicity and what it means to say that John's Gospel is true. These are intended to stimulate thinking, and not every position outlined will be approved or endorsed in the course as it progresses. It is hoped that these will provide further stimulation to reflect on the Gospel.

Anderson, Paul N. *The Riddles of the Fourth Gospel: An Introduction to John*. Minneapolis, MN: Fortress, 2011, 1-124 ('Introduction') [124 pp.] (This reading provides a contemporary overview of a multitude of scholarly issues that have arisen in dialogue with the text.) Available as an E Book through QTC Library.

Bauckham, R. *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids, MI : Baker, 2015, 43-62 ('Glory') [20 pp.] (This reading provides a brief model of conducting a thematic analysis as well as an interesting take on a difficult theme to really engage with.) Available on QTC Moodle.

Carson, D. A. *The Gospel According to John*. Leicester: IVP, 1991, 21-104 ('Introduction') [85 pp.] (This is a classic evangelical introduction to the 'usual questions' that preface a biblical text, as well as an interesting comment on the value of narrative criticism.) Available on QTC Moodle.

Carter, W. *John: Storyteller, Interpreter, Evangelist*. Peabody, MA: Hendrickson, 2006, 197-217 ('The Good News according to John') [22 pp.] (This is a concise overview of numerous theological themes in the Fourth Gospel.) Available on QTC Moodle.

Resseguie, J. L. *The Strange Gospel: Narrative Design and Point of View in John*. Leiden: Brill, 2001, 1-26 ('Introduction') [26 pp.] (This is an overview of the process and benefits of a narrative approach to the fourth Gospel.) Available on QTC Moodle.

Vanhoozer, K. J. "The Hermeneutics of I-Witness Testimony: John 21: 20-24 and the Death of the Author" Pages 257-274 in *First Theology: God, Scripture, and Hermeneutics*. ed. K. J. Vanhoozer. Downers Grove, IL: InterVarsity, 2002. [23 pp.] (This article picks up an important issue regarding authorship and the significance of an eyewitness claim in the Gospel.) Available on QTC Moodle.

Total of the above readings: 300 pages.

**Further Pre-reading for NT789-6i is listed on the next page.**



**FURTHER PRE-INTENSIVE READING FOR STUDENTS OF NT789-6i:**

For OT789-6i, the required pre-reading is 400 pages. This includes the 300 pages of reading listed above, plus the following:

Barrett, C.K. "Christocentric or Theocentric? Observations on the Theological Method of the Fourth Gospel." Pages 1-18 in *Essays on John*. London: SPCK, 1982. [18 pp.] (This is a classic article that provides an interesting perspective on the Christology of the fourth Gospel.) Available on QTC Moodle.

Bauckham, R. "Jewish Messianism according to the Gospel of John" Pages 207-238 in *The Testimony of the Beloved Disciple: Narrative, History and Theology in the Gospel of John*. Grand Rapids, MI: Baker, 2007. [32 pp.] (This is an article that traverses Christological and historical issues.) Available on QTC Moodle.

Lincoln, A. T. "Appropriating the Fourth Gospel's lawsuit: Four Objections" Pages 354-418 in *Truth on Trial: The Lawsuit Motif in the Fourth Gospel*. Peabody, MA: Hendrickson, 2000. [64 pp.] (This is a lengthy piece that occurs halfway through Lincoln's presentation on the lawsuit theme he sees as integral to the fourth Gospel's narrative. You do not have to be totally 'on board' with the detail of the lawsuit narrative to appreciate some comments on important matters of interpretation, such as the nature of truth with respect to the theme of witness; the historical nature of John; supposed anti-semitism in John.) Available on QTC Moodle.

Total of the above readings in this second section: 114 pages.

## NT789-4i (4 Credit Point Unit) Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. Essays which are longer than 10% over than the word limit will incur a Word Limit Penalty of 10% of the total possible marks for the assessment piece, and may be returned to the student for revision.

ASSESSMENT TASKS	DESCRIPTION
<p><b>Essay 1 (Pre-Intensive)</b>  <b>1200 words</b>  <b>Worth 15% of the total marks.</b>  <b>DUE Saturday 13 October 2018</b></p>	<p><b>Pre-Intensive Essay:</b> (Due at end of the Intensive week)</p> <p>Interacting with at least 2 commentators, comment on the relative importance of the decisions concerning the dating, genre, and purpose for interpreting the Fourth Gospel.</p>
<p><b>Essay 2</b>  <b>2500 words</b>  <b>Worth 35% of the total marks.</b>  <b>DUE Saturday 24 November 2018</b></p>	<p><b>Topical Essay:</b></p> <p>Write a <b>2500</b> word Essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. What is the function of John 13-17 in the narrative of the Gospel?</li> <li>2. What is the relationship between 'signs' and 'faith' in the Fourth Gospel?</li> <li>3. To what extent is it accurate to say that the Fourth Gospel displays little interest in the 'Kingdom of God'?</li> </ol>
<p><b>Essay 3</b>  <b>3300 words</b>  <b>Worth 50% of the total marks.</b>  <b>DUE Saturday 23 February 2019</b></p>	<p><b>Exegetical Essay:</b></p> <p>Write a <b>3300</b> word exegetical essay on a passage from John's Gospel.</p> <p>You can choose your own passage of between 6-10 verses and dovetail the choice to fit in with the concerns of your essay. If you have no particular choice of passage in mind then the exercise ought to be completed on John 7:37-44.</p>

	<p>Your task is to justify the choice of the passage, explain the meaning of the passage, and outline its theological contribution to the book as a whole. Exegetical comments should give special attention to any relevant Old Testament, historical or cultural background matters, the structure of the passage, the meaning of words and themes, significant grammatical and syntactical instructions, and any narrative or rhetorical devices present. You should also comment on theological themes that are present, showing how they emerge from the text.</p> <p>The last 1000 words of the assignment ought to outline an exposition that would be presented on the text. Your outline ought to discuss how the insights of your exegesis would inform the exposition, outline the main teaching point of the exposition, detail the broad structure, and suggest application to the contemporary world, explaining why you have chosen this particular application.</p> <p>See the Guide to Assessments for further details.</p>
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## NT789-6i (6 Credit Point Unit) Assessments

Assessments are submitted online via Moodle

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. Essays which are longer than 10% over than the word limit will incur a Word Limit Penalty of 10% of the total possible marks for the assessment piece, and may be returned to the student for revision.

ASSESSMENT TASKS	DESCRIPTION
<p><b>Essay 1 (Pre-Intensive)</b>  <b>1500 words</b>  <b>Worth 15% of the total marks.</b>  <b>DUE Saturday 13 October 2018</b></p>	<p><b>Pre-Intensive Essay:</b> (Due at end of the Intensive week)</p> <p>Interacting with at least 3 commentators, comment on the relative importance of the decisions concerning the provenance, dating, structure and audience for interpreting the Fourth Gospel.</p>
<p><b>Essay 2</b>  <b>3000 words</b>  <b>Worth 35% of the total marks.</b>  <b>DUE Saturday 24 November 2018</b></p>	<p><b>Topical Essay:</b></p> <p>Write a <b>3000</b> word Essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. How do the references to 'the hour' function in the Fourth Gospel?</li> <li>2. Critically evaluate the 'elusive Christ' motif as outlined by Mark Stibbe, and comment on the relevance of your findings for the Gospel's theology of revelation.</li> <li>3. How important is the presentation of Jesus in terms of the temple to the Christology of the Fourth Gospel?</li> </ol>
<p><b>Essay 3</b>  <b>3500 words</b>  <b>Worth 50% of the total marks.</b>  <b>DUE Saturday 23 February 2019</b></p>	<p><b>Exegetical Essay:</b></p> <p>Write a <b>3500</b> word exegetical essay on a passage from John's Gospel.</p> <p>You can choose your own passage of between 6-12 verses and dovetail the choice to fit in with the concerns of your essay. If you have no particular choice of passage in mind then the exercise ought to be completed on John 11:33-44.</p>

	<p>Your task is to justify the choice of the passage, explain the meaning of the passage, and outline its theological contribution to the book as a whole. Exegetical comments should give special attention to any relevant Old Testament, historical or cultural background matters, the structure of the passage, the meaning of words and themes, significant grammatical and syntactical instructions, and any narrative or rhetorical devices present. You should also comment on theological themes that are present, showing how they emerge from the text.</p> <p>If working from the English text, your essay ought to make comparisons between at least two translations.</p> <p>The last 1000 words of the assignment ought to outline an exposition that would be presented on the text. Your outline ought to discuss how the insights of your exegesis would inform the exposition, outline the main teaching point of the exposition, detail the broad structure, and suggest application to the contemporary world, explaining why you have chosen this particular application.</p> <p>See the Guide to Assessments for further details.</p>
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# Guide to Assessments

## *What are we looking for?*

### General Remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook (beginning on page 31).

All written work for this course should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: [http://sbl-site.org/educational/BiblicalFonts\\_SBLBibLit.aspx](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

The appended bibliography is offered as a beginning point for research in completing assessments for this course; students are expected to engage the works listed there, but not limit themselves to these resources.

Do note carefully the **number of words required** for each assessment item, depending on whether you are enrolled for NT789-4i or NT789-6i.

In order to pass this unit, you must gain a mark of at least 50% for the unit as a whole. All assignments should be submitted via the QTC Moodle website: <http://www.qtc.edu.au/moodle/>. Students will be provided with a Moodle account and details of how to access and use this account before the Intensive commences.

### Essay 1 – Pre-Intensive Background Assignment

The **background matters** on which you are to comment are listed in the Assessments section of this unit outline. Please make sure you deal with all the matters indicated for your unit.

Also note carefully the **number of commentaries** with which you are to engage: At least **two** commentaries for NT789-4i, or at least **three** commentaries for NT789-6i.

### Essay 2 – Topical Essay

This essay should be written in standard essay format. You should show that you have read widely and deeply on the scholarship concerning the relevant parts of the text of the Gospel of John. Make sure your essay covers all aspects of the question posed, including: noting the range of views in scholarship, critically interacting with the arguments of others, engaging with the full range of pertinent texts in John's Gospel related to your question, and making a well-ordered and substantiated argument for the position you take.

This task should be undertaken with reference to relevant and up to date scholarship. Your essay should reflect serious consideration of the views of scholars from traditions other than your own, not just those whose interpretations you already prefer. Your essay should include

journal references which demonstrate that you are aware of recent scholarship and have taken it into account when writing your essay.

You should cite your sources as you develop your argument. But your essay should not be simply an amalgamation of views from a limited number of authors with whom you agree. In dealing with sources, it is very important to engage with scholarly works (commentaries, books and journals), not popular level works which, though helpful to the general public, are not written at the level required for an MA unit.

Your essay will be marked primarily on how well you have understood and analysed relevant materials, and on how well you have used these to answer the question asked.

### Essay 3 – Exegetical Essay

First read carefully the instructions given in the Assessment details in this unit outline concerning your **choice of passage**, the **exegetical task**, and your **outline of an exposition** of the passage.

Then note the following:

This exegetical essay should be written with reference to relevant and up to date scholarship and commentaries. Your essay should reflect serious consideration of the views of scholars from traditions other than your own, not just those whose interpretations you already prefer. Your essay should include journal references which demonstrate that you are aware of recent scholarship and have taken it into account when writing your essay.

You should cite your sources as you write your exegesis of the passage. In dealing with the secondary sources, it is very important to engage with scholarly works (commentaries, books and journals), not popular level works which, though helpful to the general public, are not written at the level required for an MA unit.

There are *potentially* two parts to this task:

- A. Introduction, Setting and Structure; and
- B. Translation (for those working on the Greek Text) or Comparison of English texts, Analysis and Synthesis

You need include material from A only if it makes a significant contribution to your interpretation of the passage. The only necessary aspect of A required is to situate the chosen text within John's Gospel and its immediate context.

#### **A Introduction, Setting and Structure:**

- *Introduction*: a brief statement of intent or purpose.
- Mention the *authorship*, and defend it if controverted.
- Discuss the *historical setting* of the passage (time, place, occasion of writing and audience).

- Discuss the *canonical setting* of the passage (where it fits into John, and perhaps where it fits in the wider framework of the New Testament).
- Describe the *immediate context* of your passage, and explain and defend its *boundaries* as a self-contained unit of Scripture.
- You may need to discuss *critical questions* about which is the best *text* of the passage, especially if you are studying John's Gospel in Greek.
- Describe the *structure* of the passage and its *literary features*, including its literary genre (narrative, parable, discourse, poetry, etc.).

**B Translation, Analysis and Synthesis:** This is the heart of your task.

### **Translation and Grammatical Remarks:**

- *Translate* the passage, taking textual variants into account. Or *discuss textual variants* if you are working from the English text.
- Study carefully *key words or phrases*, historically and within the present context.
- Provide a detailed *grammatical discussion of significant issues* (though NOT simply the parsing of individual words).
- Attempt to *give a solution* for any grammatical and exegetical problems.
- Remember that your *structural outline* should provide the basic outline of your approach to the passage.
- The conclusions that you have drawn from your discussion of *critical questions* should be incorporated here.

### **Analysis of the Passage:**

- Give a faithful *exposition of the meaning of the passage*, on the basis of all the preceding work.
- *Compare or contrast* this passage with other passages that cover the same or similar topics.

### **Synthesis and Conclusion:**

- Summarise *the message* of the passage.
- Outline any major *Biblical themes* that emerge from the passage.
- The synthesis will often involve the discussion of matters that first emerged in the *structural outline*.

**Exposition of the passage: The last 1000 words** of the exegetical essay are to outline an exposition that would be presented on the text. Your outline ought to discuss how the insights of your exegesis would inform the exposition, outline the main teaching point(s) of the exposition, detail the broad structure, and suggest application to the contemporary world, explaining why you have chosen this particular application.



## Learning Resources

### COMMENTARY READING:

**Expectations of Commentary Reading** for the MA Intensive on John's Gospel: 8-12 Oct 2018:

This commentary work is **not** counted in the above word counts for Pre-Reading. The expectation is that each participant would be working with a substantial commentary on John. This should be either borrowed or perhaps considered for purchase as the student's library is being built.

The following is a list of some suggested commentaries.

Bruner, F.D. *The Gospel according to John: a commentary*. Grand Rapids, MI: Eerdmans, 2012.

Carson, D.A. *The Gospel According to John*. Pillar. Grand Rapids, MI: Eerdmans, 1991.

Keener, C. *The Gospel of John: a commentary*. Grand Rapids MI: Eerdmans, 2003.

Klink, E.W. *John*. ZECNT. Grand Rapids, MI: Zondervan, 2016.

Michaels, J.R. *The Gospel of John*. NICNT. Grand Rapids, MI: Eerdmans, 2010.

Ridderbos, H. *The Gospel according to John: a theological commentary*. Grand Rapids, MI: Eerdmans, 1997.

### COMMENTS on Commentaries:

These commentaries bring different strengths and weaknesses.

Bruner's is a well-researched commentary that incorporates the perspectives of earlier commentators (patristic and reformation as well as more contemporary). It is also a commentary developed in conjunction with a bible class in the USA.

Carson is a classic evangelical commentary that ranges across close observation of the text with theological reflection.

The strength of Keener is his attention to extra-biblical material to illuminate the text, though the detail can sometimes be overwhelming.

Klink's is the most recent in a new commentary series from Zondervan. It is a lengthy commentary that has as one of its interesting features the production of an English text flowchart for the passages as they are treated.

Michaels is a classic Greek text based commentary in the NICNT series, often with interpretations that go in slightly different directions.

Ridderbos is self-described as a theological commentary, and so this gives an idea of where it will go.

All of these are sizeable.

If students have access to older commentaries by Catholic commentators such as Brown or Schnackenburg etc, these will also be helpful and classic in their own way.

Students ought to look through a selection and choose one or two to consult in conjunction with the text.

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## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4