

NEW TESTAMENT EXEGESIS: JOHN (English) NTEN5304
Fall Semester 2018

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Course Purpose, Core Value Focus, and Curriculum Competencies

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value focus for the academic year 2018-2019 is Doctrinal Integrity.

Course Description:

This course gives consideration to text-critical, grammatical, syntactical, literary, and historical issues through text analysis of the Gospel of John. The course will emphasize sound hermeneutical principles for discovering the meaning of the text and for applying that meaning in teaching and preaching.

Student Learning Outcomes:

Upon completion of this course, the student will:

- Know the structure of the letter and the background and critical issues connected with the Gospel of John
- Understand the central message of John by reading the text of the Gospel in at least two English translations and by reading at least two commentaries on John in the process of interpreting the text for himself or herself
- Develop and hone exegetical skills that can be applied to the study of other New Testament books by completing a research project drawn from John
- Recognize the importance of proper interpretation in proclamation of the Bible by developing an oral presentation based on the research project

Course Teaching Methodology

The course will involve the following methodologies:

- The material for each lesson will be introduced in a lecture format
- Students will read material in the textbooks and journal articles related to the background of the letter and related to the exegesis of the contents
- Students will participate in class discussion and group exercises during class sessions

- Students will practice the skills and reinforce the content discussed in class through classroom exercises and by completing the assigned research project

TEXT BOOKS

- At least two English translations of the New Testament
- Colin Kruse, *John*, Tyndale New Testament Commentaries (Eerdmans, 2004).
- A second commentary chosen from the bolded commentaries in the bibliography.

Course Requirements/Evaluation:

1. Outline of the Gospel of John. See explanation below. (10%)
2. Journal Articles. See explanation below. (15%)
3. Commentary Reading. The final exam will provide a place to indicate the percentage of commentary reading that you completed. (10%)
4. Research Paper. See explanation below. (25%)
5. Oral Presentation. See explanation below (15%)
6. Final Exam. A final exam will be given covering background material and the commentary material and classroom discussion on the related passages. The questions for the final exam will be handed out no later than the last day of class. (25%)

CLASS SCHEDULE

Week 1 August 23

Introduction of the Course
Background (Intro in Morris)

Week 2 August 30

Background (Intro in Kruse)
Narrative Criticism
Outline due

Week 3 September 6

Structure: 1-4
Chapter 1
Article #1 due

Week 4 September 13

Chapters 2-3

Week 5 September 20

Chapter 4
Structure: 5-10
Chapter 5
Article #2 due

Week 6 September 27

Chapters 6-7

Week 7 October 4

Chapters 8-9

Week 8 October 11

Chapter 10
Structure: 11-17
Chapter 11

Article #3 due

Fall Break **October 15-19**

Week 9 October 25

Chapters 12-13

Week 10 November 1

Chapters 14-15

Article #4 due

Week 11 November 8

Chapters 16-17

Week 12 November 15

Structure: 18-21

Chapters 18-19

Thanksgiving 19-23

Week 13 November 29

Chapters 20-21

Article #5 due

Week 14 December 6

Presentations

Week 15 December 13

Final Exam 9:00-11:00

ABSENCES

Since this is a two credit hour course, each student is allowed a maximum of 6 classroom hours absent. Being more than 15 minutes late or leaving more than 15 minutes early will result in one classroom hour absence.

DESCRIPTION OF COURSE REQUIREMENTS

Reading and Outline

Read John in two different translations, each time at one sitting. Choose one translation from Group 1 and one from Group 2. As you are reading, note what the gospel reveals about the author, the readers, and the situation. Based on these readings, summarize the content of the gospel. Compare the paragraph divisions in the two translations you read. Decide where you believe the natural breaks in the text occur. Write a sentence or two summary of each paragraph. Use the summary to build a detailed outline of the gospel. Do not consult study Bibles, commentaries, or other tools in constructing these summaries and outlines; the summary and outline should be the student's original work. Include a statement of the translations read at the beginning of the outline. **Outline due August 30 at the beginning of class.**

Group 1

King James Version
New King James Version
New American Standard Bible
Revised Standard Version
Holman Christian Standard Bible
Christian Standard Bible
English Standard Version
Revised English Bible

Group 2

New International Version
Contemporary English Version
Today's English Version
Living Bible
New Living Translation
New Century Version
New Revised Standard Version
New English Translation

Journal Articles

The student will read and write a one-page, single-spaced abstract of five journal articles, turned in on a single sheet of paper. The articles must be from scholarly journals, that is those indexed in ATLA or a similar scholarly database (check with the library on how to access EBSCO Host, if you don't know how to access these databases). The student will select one article related to each section of John for a total of five articles. Alternatively, the student may choose some or all of the articles based on the selected research topic.

The articles will be due at the beginning of class on 9/6, 9/20, 10/11, 11/1, and 11/29.

An abstract should include the bibliographic information about the article, a sentence or two about the author, a paragraph explaining the thesis and arrangement of the article, a short summary of the major sections, and finally a summary of the author's conclusions.

Research Paper Due December 6 at the beginning of class

The paper should be 15-20 pages double-spaced. Use the *SBL Handbook of Style* (the *Student Supplement for the SBL Handbook of Style* is available as a free PDF at sbl-site.org/publications/publishingwithsbl.aspx) or Turabian for footnotes and style or formatting issues. Include a table of contents and a selected bibliography (all works cited, plus selected additional works that are found to be helpful). The content of the paper should be as follows:

1. Describe the problem that you are addressing

Chose a problem that relates to the Gospel of John. It can either be an exegetical problem within John or a problem within the seminary, church, or larger society the solution to which can be found in John (or at least an understanding of John will advance a solution to the problem). State the problem clearly.

Be specific rather than general: Ephes 5: 21-22 is a hard text to understand (not good); how does “mutual submission” in Ephes 5: 21 affect the wife’s submission to her husband in 5:22 (better); what issues does Ephes 5:21-33 raise for leadership roles in contemporary churches (better).

2. Outline the existing research

Summarize how other writers have deal with your problem or a similar problem. Be sure to include commentaries, but also include journal articles and other books. Include assigned readings and class lecture/discussion, but do not limit yourself to these sources. Organize the sources using a logical structure. Discuss similarities and differences for each section.

3. Propose a solution

The solution must be your own, though you can show how other writers influenced you. Be specific: everyone should try harder to get along (not good); practicing Paul’s teaching about one new person in chapter two by being intentional about forming cross-cultural friendships will help the church grow in unity (better).

Oral Presentation

Develop a fifteen-minute oral presentation that explains your problem, what you did to solve it, and summarizes your findings. Be creative. You may use media. Be sure to stay within your time limit.

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