

BSCM3351-01 NT INTERPRETATION: JOHN

New Orleans Baptist Theological Seminary
Center for the Americas
Dr. David Raul Lema, Jr.
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Leavell College

E-mail: dlema@nobts.edu
Phone: 305-431-4030

Course Description

The purpose of the NT interpretation courses is to acquaint the student with pertinent background information for the books being studied. After an examination of the introductory materials, an exegesis of selected passages serves as the core of the class. Special attention is given to the development of themes within the books.

Student Objectives

By the end of the semester, the student will:

1. Understand introductory matters concerning the Gospel of John.
2. Be able to interpret selected passages from the Gospel of John.
3. Be able to formulate current applications for the truths found in the Gospel of John.
4. Be challenged to internalize the truths found in the study of the Gospel of John in each person's life.
5. Be able to make application of the Gospel of John to current issues for teaching and/or preaching.

Textbooks

The following textbooks are required:

Borchert, Gerald L. *John 1-11*. The New American Commentary. Vol. 25A. Nashville: Broadman and Holman Publishers, 1996.

_____. *John 12-21*. The New American Commentary. Vol. 25B. Nashville: Broadman and Holman Publishers, 2002.

Methodology

The principle means of instruction for this course will be lecture and practical application. Handouts and visual aids will be utilized to supplement classroom presentations and discussion. An integral part of the learning environment will be group assignments and outside work by the student. Group discussions in small groups or online will also be an important part of course.

Course Requirements

1. The student will attend and participate in the class sessions. The class will adhere to the attendance policy stated in the catalogue. Any student missing more than nine hours will receive an automatic grade of "F" for the course, unless excused by the Dean of the College of Undergraduate Studies. Three tardies will count as one absence.

2. The student will be required to read the entire text of John and the assigned commentaries. The student will complete the attached reading log to demonstrate this reading. The student should complete the assigned reading before the day the passage is discussed in class.
3. The student will take a mid-term and a final exam.
4. The student will write an exegetical paper and present it in class. The exegetical paper will consist of a critical introduction (dealing with Authorship, Date, Occasion and Purpose, and Audience), an introduction setting the passage in context, an exegesis section, and a sermon or teaching outline. The bibliography will contain at least eight sources consisting of at least five commentaries and three journal articles. The student may substitute one internet source for one of the journal articles. The exegesis paper should be typed according to Turabian guidelines using a computer.
5. The student will be required to complete a notebook containing the following information on the passages discussed in class:
 - i. Class notes
 - ii. Notes from the required two commentaries
 - iii. Truths/modern day application from each chapterThe notebooks must be typed and presented in an orderly and neat fashion. This notebook is due on the day of the final—December 10, 2012.

Please Note: The student is responsible for scheduling make-up exams. **No make-up exams will be given unless a valid excuse is provided. The student must contact the professor before the exam unless circumstances prohibit it.** The professor reserves the right to include any material from the textbook or lecture on the make-up exam. **All make-up exams must be scheduled within two weeks from the scheduled date.**

The final grade for the course will be determined as follows:

15%-Reading Log
15%-Notebook
20%-Mid-term Exam
20%-Final Exam
30%-Exegetical Paper

Course Assignments

Aug.	20	Introduction to Course
Aug.	27	Prologue 1:1-18 First Contact with the Disciples 1:19-51 Cana and the Temple 2:1-25 Nicodemus and salvation 3:1-36 (Passage for Exegesis Chosen-Presentation Day Chosen)
Sept.	3	Labor Day – NO CLASSES
Sept.	10	Samaritan Woman 4:1-42 Second sign 4:43-54 Healing at Bethesda, Sabbath Conflict 5:1-47
Sept.	17	Feeding of Five Thousand 6:1-15 Walking on the Sea, Bread of Life 6:16-40 Rejection 6:41-71 (Critical Intro Check)
Sept.	24	Feast of Tabernacles 7:1-24 Living Waters 7:25-52 Woman Seized in Adultery, Light of the World 7:53-8
Oct.	1	Mid-Term Exam Healing of the Blind Man 9:1-41 Good Shepherd 10
Oct.	8	_____, _____, _____ _____, _____, _____ _____, _____, _____
Oct.	15	Fall Break
Oct.	22	Lazarus, Plot to kill Jesus 11 Movement toward the cross 11:55-12:36 Jewish Disbelief 12:37-50
Oct.	29	Washing of feet 13:1-17 Predictions of Betrayal 13:18-35 Comfort and the Holy Spirit 13:36-14
Nov.	5	The Vine and the Branches 15:1-17

The world hates the disciples 15:18-16:4
The work of the Spirit and future joy 16:5-33

Nov. 12 Jesus's prayer 17
_____, _____, _____
_____, _____, _____

Nov. 19 **Thanksgiving Break**

Nov. 26 Arrest, trials, and denials 18:1-40
Sentenced to crucifixion and crucifixion 19:1-27
Death and Burial 19:28-42

Dec. 3 Resurrection and Appearances 20
Epilogue 21

Dec. 10 **FINAL EXAM**

Reading Log

Name: _____

Please put the date you completed the reading assignments.

	<i>Indicate in the space below the translation read</i>	<i>Indicate in the space below the commentary read</i>
John 1		
John 2		
John 3		
John 4		
John 5		
John 6		
John 7		
John 8		
John 9		
John 10		
John 11		
John 12		
John 13		
John 14		
John 15		
John 16		
John 17		
John 18		
John 19		
John 20		
John 21		

Sermon Plan Page Instructions

Text: Provide the identified text of the sermon.

Title: Provide the public name you have selected for the sermon.

Central Idea of the Text (C.I.T.): Write a one sentence summary statement of the text in past tense.

Central Idea of the Sermon (C.I.S.): Write a one sentence summary of the sermon in present tense and directed toward the listeners.

Major Objective: Identify the main goal of the sermon through suggested categories:

- | | | |
|-----------------|-----------------|---------------|
| 1) Evangelistic | 4) Ethical | 7) Devotional |
| 2) Doctrinal | 5) Actional | |
| 3) Supportive | 6) Confessional | |

Specific Objective: This is a one sentence statement indicating the desired response of the listeners based on the sermon. This sentence should be your idea of what you want the listeners to do as a result of hearing.

Provide a brief outline of the message consisting of main points that are stated in present tense, directed toward the listener, and use action verbs. Place the verses of the text that correlate to each point at the end of the point.

Students who have not taken "Introduction to Preaching" may refer to the following resource for additional assistance:

H. C. Brown Jr., H. Gordon Clinard, Jesse J. Northcutt, and Al Fasol, *Revised Steps to the Sermon*, Nashville: Broadman and Holman Publishers, 1996.

Example: Sermon Plan Page

Text: 1 Samuel 8-10

Title: God Answers in Perilous Times

C.I.T.: God had the remedy for a perilous time.

C.I.S.: God has the remedy for our perilous times.

Major objective: Supportive

Specific objective: The listener will dedicate themselves to trusting God in perilous times.

- I. God answers his people (8:22)
- II. God uses his faithful servants (9:19)
- III. God anoints certain people to lead (10:4)

Lesson Planning Worksheet

(Please note: Each lesson plan should include all the items emphasized below.)

Target Group: (Determine a group for whom you will be preparing this lesson; for example, College Students)

Passage:

Cross References:

Exegetical Idea: (Summarize the passage in 1-3 sentences based upon a solid exegesis)

Pedagogical Idea: (What is the point of the lesson for today)

Lesson Aims: (Every lesson should include all three aims or goals – see the following sheet; what do you intend to accomplish in the lesson)

Cognitive (Head):

Affective (Heart):

Behavioral (Hands):

Hook: (List the means by which you are planning on drawing the attention of the students to the lesson; this is the introduction to the lesson; be certain that you keep in mind your target audience; you may list more than one hook because each lesson has several hooks such as questions, videos, role plays, etc.)

Transition statement: (how you will move from the introduction into the lesson itself)

AN EXAMPLE
LESSON PLANNING WORKSHEET

Target Group:

High school students in an urban church

All students are under pressure as they try to stand for Christ at their high school. With a very small number of believers at school, students need constant encouragement to remain faithful to Christ. Some are facing significant temptations and doubts. Acceptance by a group is a great need among the students.

Passage: Hebrews 10:19-25

Cross References: Ex. 25-31; Lev. 1-27

Exegetical Idea:

The priesthood of the believer was accomplished by the sacrificial work of Christ. This believer's priesthood, along with Christ's high priestly ministry, calls every Christian to draw near to God, hold fast to his faith, and spur on other believers. In doing so, each believer might persevere through difficult times and difficult situations.

Pedagogical idea:

In times of persecution, students who follow Jesus must learn to draw on their most powerful resources – God and one another.

Lesson Aims:

Cognitive:

Students will discover the three primary life implications that grow out of the priestly work of Christ by doing an inductive study of Hebrews 10:19-25.

Affective:

Students will commit themselves to the practice of encouraging one another in times of persecution by agreeing to meet together for prayer before school twice each week.

Behavioral:

Students will draw upon three vital means of survival in the midst of persecution and difficulty – prayer, perseverance, and people – by meeting together each week to “spur each other on.”

Hook:

1. Video clip – use clip from “The Hiding Place” to show the persecution of Christians who hid Jews from Hitler's troops.
2. Question – Do you think you would have hidden the Jews? What risk was there in doing so?
3. Question – Does persecution of Christians still happen today?
4. Question – Have you or anyone you know ever been persecuted for being a Christian?

Transition Statement:

Our study today deals with a group of Christians who were persecuted for following Christ. Our passage provides some advice for persecuted Christians.

Defining Lesson Aims:

When attempting to write lesson aims/goals, use the following verbs to help you define each type of aim. Remember, these are what you hope the student will leave with after the teaching time (the things you hope they can do and know as a result of the teaching):

Cognitive	Affective	Behavioral
list, state, enumerate, recite, recall, write, identify, memorize, know, trace, delineate, become aware of, define, describe, recognize, compare, contrast, select, evaluate, examine, think through, understand, discover	determine to, develop, have confidence in, appreciate, be convinced of, be sensitive to, be enthusiastic about, desire to, sympathize with, view, plan, feel satisfied about, commit to	interpret, apply, internalize, produce, use, practice, study, solve, experience, explain, communicate, assist in, pray about

Selected Bibliography

Barrett, C. K. ed. *The New Testament Background*. Rev. ed. San Francisco: Harper Collins Publishers, 1987.

Blomberg, Craig L. *The Historical Reliability of John's Gospel*. Downer's Grove, IL: InterVarsity Press, 2001.

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Brown, R.E. *An Introduction to the New Testament*. New York: Paulist Press, 1998.

Burge, Gary M. *John*. NIV Application Commentary. Grand Rapids: Zondervan, 2000.

Carson, D. A., Douglas J. Moo, and Leon Morris. *An Introduction to the New Testament*. Grand Rapids: Zondervan Publishing, 1992.

Carson, D.A. *New Testament Commentary Survey*. 4th ed. Grand Rapids: Baker, 1993.

Davids, P.H. eds. *Dictionary of the Later New Testament and Its Developments*. Downers Grove: InterVarsity, 1998.

Duke, Paul. *Irony in the Fourth Gospel*. Atlanta: John Knox Press, 1985.

Elwell, Walter A. and Robert W. Yarbrough, eds. *Readings from the First-Century World*. Primary Sources for New Testament Studies. Grand Rapids: Baker Books, 1998.

Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 2d ed. Grand Rapids: Zondervan Publishing House, 1993.

Ferguson, Everett. *Backgrounds of Early Christianity*. 2d ed. Grand Rapids: William B. Eerdmans Publishing Company, 1993.

Lea, Thomas D. *The New Testament: Its Background and Message*. Nashville: Broadman and Holman, 1996.

Malina, Bruce J. and Richard L. Rohrbaugh. *Social Science Commentary on the Gospel of John*. Minneapolis: Fortress Press, 1998.

Moloney, Francis J. *Signs and Shadows: Reading John 5-12*. Minneapolis: Fortress Press, 1996.

Morris, Leon. *The Gospel according to John*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.

Smith, D. Moody Jr. *John*. Abingdon New Testament Commentaries. Nashville: Abingdon Press, 1999.

Tasker, R. V. G. *John*. 2d ed. Tyndale New Testament Commentaries. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1999.

For other suggested resources see the professor.