



New Testament Exegesis: John (NTGK9434)
New Orleans Baptist Theological Seminary
Division of Biblical Studies
2020 Spring Semester

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are as follows: 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.

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:

By the end of the semester the student should

- be able to explain the critical issues related to the background of and current research in the Gospel of John

- understand the central message of John by translating the text of the Gospel and reading commentaries, monographs, and articles on John in the process of interpreting the text for himself or herself
- value the process of historical, literary, and intertextual studies as tools for interpreting the text
- apply information gained to the development of a research project that can be presented at a professional society

Course Teaching Methods:

This course will involve students reading assigned books and journals, preparing assigned reports, participating in scholarly discussion, and writing and presenting assigned papers. The professor will guide the students in completing this process.

Required Texts:

Anderson, Paul. *The Riddles of the Fourth Gospel: An Introduction to John*. Philadelphia: Fortress, 2011.

Bauckham, Richard. *The Testimony of the Beloved Disciple: Narrative, History, and Theology in the Gospel of John*. Grand Rapids: Baker Academic, 2007.

Porter, Stanley and Ron Fay. *The Gospel of John in Modern Interpretation*. Milestones in New Testament Scholarship. Grand Rapids: Kregel Academic, 2018.

Thatcher, Tom, ed. *What We Have Heard From the Beginning: The Past, Present, and Future of Johannine Studies*. Waco, Tex.: Baylor University Press, 2007.

Keener, Craig S. *The Gospel of John: A Commentary*, 2 vols. Peabody, Mass.: Hendrickson, 2003.

Evaluation

Reading Report	15%
Exegesis	20%
Research Paper	40%
Paper Responses	20%
Dissertation Review	5%

Seminar Requirements:

1. Attendance at the weekly seminar meeting. There are no unexcused absences. All absences must be cleared with the professor in advance. In the case of emergencies, the professor may be informed of the absence by email, text, or phone call. Any student who is absent more than once must schedule a meeting with the professor to determine whether he or she will be allowed to continue in the seminar.
2. Reading Report. The purpose of the reading is to introduce the seminar participants to the content of the book and to situate the content in the field of Johannine research. If the

background of a particular section in the reading is unclear, students may need to consult additional resources, including scholarly reviews of the book, to help understand the author's point. All students are expected to read all four books and to lead the class discussion of their assigned sections. A written summary (4-8 pages, single-spaced) of the section should be posted to the appropriate Dropbox folder by the day the book will be discussed in seminar.

3. Exegesis. Each student will be in charge of leading class discussion on the translation/exegesis for one passage. About 40 minutes will be allotted for each section. The written assignment will be an outline of the passage and a bullet outline for the exegetical issues. The student is responsible for choosing the exegetical issues to be discussed during the seminar meeting. The written assignment will be distributed to all students on the day the passage is discussed. All students will also be responsible for the translation and commentary readings of the assigned portion of John each day. Students will read the assigned commentary plus one of their choosing from the bibliography.
4. Major Paper. Each student will prepare and present a major research paper on a topic approved by the professor. A written problem statement and sub-problems, if applicable, must be turned in before a topic can be approved. An exegesis of a section of John will not be approved. Topics should be selected and papers written with a focus toward presentation in a scholarly society meeting. As such, papers should be in the range of 15-20 pages double-spaced. The paper will be posted to Dropbox one week before the paper is to be presented for the seminar.
5. Paper Responses. Every student will turn in a response to each paper presented, as well as a formal response to one paper, which will be assigned by the professor. The informal responses will be placed in the appropriate Drop Box folder and will be used by the student to guide discussion of the paper. This response will include a point of appreciation, a point of disagreement or concern, a content question (What did you mean?), and a discussion question (What about . . .?).

The formal response will be read to the seminar after the paper presentation. The response will not contain a summary of the content of the paper but will be divided into five sections: what worked in the paper; what didn't work in the paper; what is unclear; what else could have been included; and a comprehensive errata section. At the end of the response the respondent should list two to four questions for further discussion. The response should be between 4-8 pages, single-spaced.

Both the shorter responses and the formal response should be professional, polite, and critical. The purpose of the response is to sharpen research and writing skills, so students should expect to give and receive frank, specific critiques of the paper. We learn more from people pointing out our weaknesses than we learn from people telling us how nice we are. However, the dialogue will always be conducted in a spirit of Christian love and

humility. Both types of responses must be posted to Dropbox before the beginning of the seminar at which the paper will be discussed.

6. Dissertation Review. Each student will download from ProQuest a dissertation related to John. The student should select dissertations written within the last seven years at non-SBC institutions. Each student will write an 8-10 page, single-spaced abstract and a critique of the dissertation. The dissertation should be critiqued with a view to the elements of good research, emphasizing the research problem, state of research, methodology, conclusions reached, and contributions to the study of John. Copies of the review will be posted by to Dropbox by the last day of the semester.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Writing Style Guide

Writing assignments graduate courses should follow the **NOBTS/Leavell College Manual of Form and Style** (*revised August 2019*). To access this manual on the seminary website, please use the following link: https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf. PhD courses are still using Turabian and the SBL Handbook of Style, but you may find this website helpful.

Schedule

1/23 Introduction
1/30 Porter

2/6 Anderson
 2/13 Thatcher
 2/20 Bauckham
 2/27 John 1-2; 3-4
 3/5 John 5-7; 8-10
 3/12 John 11-12; 13-14
 3/19 Spring Break
 3/26 John 15-17; 18-19
 4/2 John 20-21
 4/9 Paper 1, Respondent 6
 Paper 2, Respondent 7
 4/16 Paper 3, Respondent 8
 Paper 4, Respondent 9
 4/23 Paper 5, Respondent 1
 Paper 6, Respondent 2
 4/30 Paper 7, Respondent 3
 Paper 8, Respondent 4
 5/7 Paper 9, Respondent 5
 Summarize dissertations

Reading Selections:	Student	Reading Selections	Student
Porter			
Intro & Conclusion	Borland	Anderson, Part 1	Borland
Westcott	Smith	Anderson, Part 2	Smith
Schlatter	Grunblatt	Anderson, Part 3	Grunblatt
Dodd	Hughes	Thatcher, Chapters 1-6	Hughes
Bultmann	Braswell	Thatcher, Chapters 7-12	Braswell
Robinson	Nance	Thatcher, Chapters 13-18	Nance
Brown	Sanders	Bauckham, Chapters 1-3	Sanders
Morris	Baek	Bauckham, Chapters 4-8	Baek
Culpepper	Kim	Bauckham, Chapters 9-13	Kim

Selected Bibliography

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- Beasley-Murray, George R. *John*. 2d ed. Word Biblical Commentary 36. Nashville: Thomas Nelson, 1999.
- Beutler, Johannes. *A Commentary on the Gospel of John*. Grand Rapids: Eerdmans, 2017.
- Brown, Raymond E. *The Gospel according to John*, 2 vols. Yale University Press, 1970, 1995.
- Bruce, F. F. *The Gospel of John: Introduction, Exposition, Notes*. Grand Rapids: Eerdmans, 1994.
- Bruner, Frederick Dale. *The Gospel of John: A Commentary*. Grand Rapids: Eerdmans, 2012.
- Bultmann, Rudolf, and Paul N. Anderson. *The Gospel of John: A Commentary*. The Johannine Monograph Series. Eugene, Ore.: Wipf & Stock, 2014.
- Burge, Gary M. *John: The NIV Application Commentary*. Grand Rapids: Zondervan, 2000.
- Card, Michael. *John: The Gospel of Wisdom*. Biblical Imagination Series. Downers Grove, Ill.: IVP, 2014.
- Carson, D. A. *The Gospel according to John*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 1990.
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