

Syllabus for
GBIB 625—Gospel and Letters of John
3 Credit Hours
Fall 2009

I. COURSE DESCRIPTION

Exegesis of the Gospel and letters of John with explication of the major theological themes and contemporary application.

Prerequisites: None

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Understand the proposed religious and cultural influences on the author in the composition of the Gospel and Epistles in their contexts.
- B. Understand various interpretations of the texts and formulate a sound, coherent personal interpretation.
- C. Know the major theological issues and themes treated in the texts.
- D. Appreciate the depth of spiritual insight and literary skill contained in the texts.
- E. Study spiritual truths of the Gospel and Epistles of John in the life of the individual, church, and diverse social/cultural contexts of the world.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Terminal Objectives
 - 1. List and explain the background factors pertinent to the study of the Gospel and Epistles of John.
 - 2. Exegete any passage in the Gospel and Epistles in light of various interpretations and scholars cited and with awareness of the role of the Spirit in sound interpretation.
 - 3. Explain major theological themes developed in the texts.
 - 4. Compare and contrast, either orally or in writing, theological themes in the Gospel and the Epistles.
 - 5. Explain the correlation between the themes and issues in the biblical texts and similar themes and issues in the diverse social/cultural contexts in the church and world today.
- B. Unit Objectives
 - 1. Unit A: State the requirements and objectives of the course.
 - 2. Unit B:
 - a. Describe the origin and composition of the Gospel and Epistles.
 - b. Explain the relationship between the Synoptic Gospels and the Fourth Gospel.

- c. State the influence of the Hellenistic Culture upon the author and his concepts.
 - d. Identify the purpose of the author in each book.
- 3. Unit C:
 - a. Exegete the Gospel of John.
 - b. Define key theological terms.
 - c. State the central meaning of each section.
 - d. Relate passages treating identical or similar topics.
 - e. Explain the unifying themes of the books.
- 4. Unit D: Exegete the Epistles of John
- 5. Unit E:
 - a. Identify and explain the central theological motifs in the Gospel and Epistles.
 - b. Trace and correlate the theological concepts and themes.
 - c. Evaluate the significance of these theological themes for the contemporary context of the student, church, and world.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
 - Burge, G. M. *The Letters of John*. Grand Rapids: Zondervan, 1996.
 - Mansfield, M. R. *GBIB 625: Class Supplement Guide*. Tulsa: ORU, 2003.
 - Morris, Leon. *The Gospel According to John*, rev. ed. Grand Rapids: Eerdmans, 1994.
- 2. Other
 - None

B. Optional Materials

- 1. Textbooks
 - None
- 2. Other
 - None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the

student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and is penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Missions. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions results in a grade reduction of **two letter** grades. Missing **12** class sessions automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.
- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

C. Course Policies and Procedures

1. Evaluation Procedures

Reading Report	10%
Theological Paper	30%
Midterm Exam	25%
Final Exam	35%

Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b. WPA requirements for this course:
The research paper for GBIB 625 Gospel and Letters of John may be used as an ePortfolio artifact demonstrating sound scholarship and critical thinking or theological reflection.

3. Other Policies and/or Procedures

- a. Prepare the daily class assignments.
- b. Theological paper: On a central theme in the Gospels and/or letters of John Limit: 14 pages, excluding notes and bibliography.

- (1) Select one major theological theme for research, development, and clarification. (6-7 pages).
- (2) Identify and interpret key passages that pertain to personal understanding of the theme.
- (3) Support personal understanding of the theme in view of other perspectives from individual research.
- (4) Relate the theological theme to a contemporary issue or concept, showing how a sound view provides guidance (1 page).
- (5) Notes and bibliography (minimum of 12 sources, including at least two journal articles).

VI. COURSE CALENDAR

Week	Topic
Unit A	
1:	Introduction to the Course
Unit B	
2	Introduction to the Fourth Gospel: Author, Date, Sources Mansfield, CSG Morris, Introduction Background of the Fourth Gospel: Jewish and Greek Structure, Purposes, Theology Morris, Introduction Mansfield, CSG
Unit C	
	In the following assignments read the exegesis sections in Morris (NICNT) and Mansfield (CSG) that correspond to each class passage:
2	Prologue: 1:1-18
3	Testimony: 1:19-51
	First Sign: The New Beginning: 2:1-4:42
4	Second Sign: The Life-Giving Word: 4:43-5:47
	Third Sign: The Bread of Life: 6:1-71
5	Fourth Sign: Light and Life; Revelation and Rejection: 7:1-8:59
6	Fifth Sign: a) Judgment by the Light: 9:1-41 b) The Good Shepherd: 10:1-39
	Sixth Sign: The Resurrection and the Life: 10:40-11:53
7	Seventh Sign: Life through Death—The Way to the Cross: 11:54-12:50
8	Midterm Exam Farewell: Departure and Return: 13:1-14:31 Nature and Work of the Paraclete
9	Farewell: Christ and Disciples (Church): 15:1-16:33
10	Farewell: High Priestly Prayer: 17:1-26
	Passion Narrative: The Crucifixion: 18:1-19:42
11	Resurrection Narrative: 20:1-13
	Epilogue: Resurrection Appearances: 21:1-25
Unit D	
	Read the exegesis sections in Burge (NIV application commentary) that correspond to each class passage
12	I John: Introduction and Background, Burge, 17-49

Week	Topic
	The Word of Life: 1:1-4, Burge, 51-62
	Life in Light and Darkness, Burge, 63-79
13	Walking in the Light: 1:8-3:10
	Theological Paper Due November 24, 2009
	Love One Another: 3:11-24
14	Beware of False Prophets: 4:1-6
	Walk in God's Light and Love: 4:7-5:21
15-16	II John; III John—Read Burge, pp. 228-254
Unit E	Theological Themes: Summary and Review
16	Christology
	Eschatology and Salvation
	Signs, Miracles, and Faith
	Holy Spirit and Community (Church)
	Final Exam (University Schedule)

Course Inventory for ORU's Student Learning Outcomes
GBIB 625—Gospel and Letters of John **Dr. Robert Mansfield, Instructor**
Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spirit-filled Living				
1A	Entry-level competency —Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors	X			
1B	Mid-level competency —Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry		X		
1C	Candidacy-level competency —Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry			X	
2	Outcome #2 – Academic Excellence				
2A	Entry-level competency —Demonstrates an aptitude for graduate theological education	X			
2B	Mid-level competency —Practices theological reflection and sound scholarship in acquiring knowledge through learning and research	X			
2C	Candidacy-level competency —Evidences critical thinking, problem solving, and decision making		X		
3	Outcome #3 – Professional Competence				
3A	Entry-level competency —Demonstrates awareness of professional requirements	X			
3B	Mid-level competency —Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling	X			
3C	Candidacy-level competency —Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry		X		
4	Outcome #4 – Cultural Relevance				
4A	Entry-level competency —Demonstrates knowledge about cultural diversity	X			
4B	Mid-level competency —Pursues participation in diverse social/cultural contexts		X		
4C	Candidacy-level competency —Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts			X	