Reformed Theological Seminary  
Spring 2012  

NT514  Johannine Literature  2 Hrs.  
Wednesday  1:00 – 2:55 P.M.  

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Description (as per RTS Catalogue)  
“This course is devoted to John’s Gospel and three Epistles. The distinctive portrait of Christ in the Gospel is emphasized, especially as it relates to and supplements the Synoptics. Attention is given to John’s literary art, theological teaching, and pastoral purpose.” (p.68).  

Course Objectives  
(1) To understand and critically to evaluate academic research in the Gospel and Letters of John  
(2) To understand issues of special introduction pertaining to the Gospel and Letters of John  
(3) To understand the relationship between the Gospel of John and the Synoptic Gospels  
(4) To understand and to articulate the person and work of Christ as presented in the Gospel and Letters of John  
(5) To understand and to articulate the characteristic themes and concerns of the Gospel and Letters of John  

Required Texts (see below for page assts.)  
(1) The Greek New Testament (UBS4 or NA27). Students who are not competent in Hellenistic Greek should use a recent translation such as the New American Standard or the English Standard Version. Please bring your GNT or English Bible to each class session.  
(2) D. A. Carson, Douglas Moo, An Introduction to the New Testament (2d ed.; Zondervan) [CM]  
(3) Andreas Köstenberger, A Theology of John’s Gospel and Letters (Baker) [K]  

Assignments & Requirements  
(1) A mid-term, worth 25% of your final grade. The mid-term exam will be a take home exam. It will be made available to you the week of 15 March, and will be due at 1:00 P.M., 21 March. No Late Mid-Term Exams Will Be Accepted.  

(2) Memorization of John 1:1-18. You must recite John 1:1-18 (in any translation) to a fellow student in the course. That student must indicate to the instructor in writing that you have successfully completed the assignment (i.e. that you have recited John 1:1-18, from memory, without error). This assignment is due at the beginning of the midterm exam. It will be 10% of your midterm grade [i.e. 2.5% of your course grade].  

(3) A final exam will be taken during final exam week and will be cumulative. The final exam will cover both lectures and assigned readings. The final exam must be taken on the date posted by the seminary. Please arrange your schedule accordingly. 35% of your final grade.  

(4) Reading in translation the Gospel and Letters of John. I will ask you on your final exam how much of this reading you have completed. It will be 5% of your final exam grade [i.e. 1.5 % of your course grade].
(5) **Weekly quizzes** on the assigned reading. These quizzes will be held at the beginning of class. Each quiz will cover all the assigned reading for that particular week. On each quiz you will be asked to report the extent of your reading for that week. The quizzes are worth **30%** of your final grade. **Please note that the first reading quiz will be Friday, Feb 17.**

(6) **Exegetical working assignment on one (1) of the following:** John 7:37-42, John 16:7-11, John 20:19-23, or 1 John 3:6-10.

See guidelines below. Complete the assignment according to the category in which you fall:

(a) **For those who have had Greek**, the assignment will be to translate the passage (without using an English translation) and to parse all verbs and verbal forms (without using parsing helps of any kind). Then list five (5) exegetical observations **per verse** based on the Greek text.

(b) **For those non – M.Div. students or M.Div. students who have not had Greek**, the assignment is to outline the passage & list ten (10) exegetical, theological, or practical observations **per verse**.

Students should consult the commentaries on reserve in the library.

This assignment is worth **10%** of your final grade (10% each). It is due at the beginning of class, **March 28**. This assignment will be accepted late, but will be subject to a penalty of one letter grade per day (or fraction thereof) after the due date.

**Attendance**

Class attendance is required for NT 514. If a student anticipates an unavoidable absence, he should notify the instructor in advance. Each hour of unexcused absence subjects the student reduction of his final grade by one-half of a letter grade.

**Course Format**

The primary format of NT 514 is lecture. Students are encouraged to raise questions and comments for purposes of clarification and discussion. In class, students should be prepared to discuss and to answer questions concerning the assigned readings for that week.

**Grading Scale**

The grading scale for this course is the seminary’s grading scale. You may find it listed at the **RTS Catalog, p.44.**

**Plagiarism**

Please review the seminary’s policy on plagiarism. Plagiarized work will subject the student to failure in the course and possible disciplinary action.

**In-Class Computer Use**

Students may use computers in class for acceptable course-related activity only (i.e. taking notes). Non-course related activity, including work for other courses, Internet use, or games, is strictly prohibited. The first offense will result in the loss of a letter grade. The second offense will result in course failure.

**Approximate Course Schedule**

Please note that this schedule is approximate and subject to change at any time.

The instructor’s announced changes in class will be the final word on the nature and date of assignments. They are the student’s sole responsibility to note and to implement.

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<td>Introduction to John</td>
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Exegetical Assignments

Your exegetical assignment is an opportunity for you to work closely with a particular passage in the Johannine Literature.

For those who have had Greek, the assignment should follow the following format:

- Typewritten (no handwritten assignments accepted)
- Verse-by-verse translation
- Parsing given, in order, after each verse. Parsing should follow the format you learned in Mounce.
Exegetical observations in a separate section following your translation and parsings.

What follows are some guidelines to help you prepare a strong exegetical assignment.

- Avoid making observations that simply restate the passage in different words; or that are pedestrian. *Instead,* make observations that draw out the passage’s meaning and significance.

- Avoid pointing out obvious grammatical or syntactical facts, i.e., “this noun is a genitive;” “this verb is in the aorist;” “this statement is a conditional clause.” *Instead,* explain the significance of your grammatical and syntactical observations.

- Avoid making arguments based on the aspect of the verb or verbal. *Instead,* make arguments that can be supported by other considerations.

- Avoid drawing observations without reference to the statements or paragraphs immediately preceding or following the verse in question. This does not mean that every observation should make such references. Rather, make sure that you do not overlook this important element of exegesis. *Instead,* try, as much as possible, to incorporate the immediate context of the passage and the context of the letter as a whole into your observations. If a word or concept finds meaningful parallel elsewhere in the letter or the Pauline corpus, reference it.

- Avoid making unsubstantiated assertions. *Instead,* take time to defend the claims that you make from the text.

- Avoid submitting an assignment with incomplete parsing (for those to whom this applies). *Instead,* for those of you parsing, be sure to parse ALL verbs and verbals in the way that you were instructed; and to include the verb(al)’s lexical form.
Course Objectives Related to MDiv* Student Learning Outcomes

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<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<td><em>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</em></td>
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<td><em>As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</em></td>
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| Articulation (oral & written)                                                                   | Strong       | 1. Theology of the JL  
2. Exegetical written assignment on a theology topic in the JL |
| Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. |              |                                                                                  |
| Scripture                                                                                       | Strong       | 1. Major part of class is exegeting the JL  
2. Original languages are used in class and encouraged in writing assignment  
3. It’s a BIBLE Class! |
| Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) |              |                                                                                  |
| Reformed Theology                                                                               | Moderate     | Traditional Reformed categories are used for explaining many categories of the JL |
| Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. |              |                                                                                  |
| Sanctification                                                                                  | Moderate     | Personal application is made in class from many texts of the JL                   |
| Demonstrates a love for the Triune God that aids the student’s sanctification.                  |              |                                                                                  |
| Desire for Worldview                                                                            | Moderate     | Multi-faceted applications are made from texts of the JL, e.g. church & politics |
| Burning desire to conform all of life to the Word of God.                                        |              |                                                                                  |
| Winsomely Reformed                                                                             | Moderate     | Historical-critical scholarship is discussed and engaged in class and readings.   |
| Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) |              |                                                                                  |
| Preach                                                                                          | Moderate     | Many times, preaching applications are made from the texts of the JL               |
| Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. |              |                                                                                  |
| Worship                                                                                        | Minimal      | Lectures discuss New Covenant worship from the JL                                 |
| Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. |              |                                                                                  |
| Shepherd                                                                                       | Minimal      | Jesus’ establishment of the church; appointment of church officers discussed.     |
| Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. |              |                                                                                  |
| Church/World                                                                                    | Moderate     | Global character of the people of God is emphasized                              |
| Ability to interact within a denominational context, within the broader worldwide church, and with |              |                                                                                  |
significant public issues.