



On-Campus Course Syllabus

NTS 310

NT INTENSIVE: THE GOSPEL OF JOHN

FALL 2019

Class Information

Day and Time: Tuesday, 1:30–4:00

Room Number: E 206

Contact Information

Instructor Name: R. Alan Streett, PhD

Instructor Email: astreett@criswell.edu

Instructor Phone: 214-818-1343

Instructor Office Hours: Monday 11:00-1:00; Tuesday 10:30-11:00 am, 12:00-1:00 pm

Course Description and Prerequisites

An advanced examination of selected books in the English Bible. (Course may be repeated for credit when the Bible book differs; Prerequisite: NTS 301 or equivalent; Prerequisite may be taken concurrently: NTS 401 or equivalent)

Course Objectives

1. Be able to discover the scope (theme) and the design (outline) of the Gospel of John
2. Become knowledgeable of the socio-political context in which the Gospel was written,
3. Grasp the issues facing the original congregations that necessitated the writing of the Gospel,
4. Recognize the importance of the Gospel of John on the following issues: Jesus' identity, light versus darkness, persecution of believers, ethical behavior, Pharisaic Judaism, Temple and Passover.
5. Know the various interpretative issues in order to teach and/or preach the books in a church setting.

Required Textbooks

Michaels, J. Ramsey. *The Gospel of John (NICNT)*. Grand Rapids: Eerdmans, 2010.

Course Requirements and Assignments

1. Reading. The student will read weekly assigned pages out of the texts and take a weekly quiz on the materials. Counts 20% of semester grade.
2. Papers. Using the J. Ramsey Michael, plus two starred (*) commentaries from the bibliography, plus three others approved by the professor the student will prepare TWO 10 page exegesis paper on a passage in The Gospel of John and present them to class. Counts 40% of semester grade.
3. Attendance. Students are expected to attend all class sessions, both arriving on time and not leaving until the session is over. A grade will be given for attendance. One absence per semester will be allowed without penalty. Two absences, 91; three absences 81; four absences, 71; five absences 61; six absences, 51; etc. Counts 20% of semester grade.

4. Discussion and class participation. The student will participate in class discussions and ask probing questions of the presenters. Counts 20% of semester grade.

Course/Classroom Policies and Information

No computers or cell phone may be used in class. Students may record the class upon professor’s approval.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech

support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	1	Introduction and Syllabus of The Gospel of John
	2	John 1:1–18; 19–34
	3	John 1:35–51; 2:1–12
	4	John 2:13–25; 3:1–21
	5	John 3:22–36; 4
	6	John 5–6
	7	John 7
	8	John 8–9
	9	John 10
	10	John 11
	11	John 12_
	12	John 13
	13	John 14
	14	John 15-17
	15	John 18–19
	16	John 20–21

Selected Bibliography for use in Exegetical Papers

*Barrett, C. K. *The Gospel According to John*. 2nd ed. Philadelphia: Westminster, 1978.

*Beasley-Murray, George R. *John* (Word Biblical Commentary 36). Waco: Word, 1987.

*Brown, Raymond. The Gospel According to John. 2 vols (Anchor Bible 29 and 29A: Garden City, NY: Doubleday, 1966, 1970.

Bruce, F. F. The Gospel of John: Introduction, Exposition, and Notes (Eerdmans Classic Biblical Commentaries), Grand Rapids: Eerdmans, 2018.

*Bruner, Frederick Dale. The Gospel of John: A Commentary. Grand Rapids: Eerdmans, 2012.

Bultmann, Rudolf. The Gospel of John: A Commentary. Philadelphia: Westminster, 1971.

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

*Carson, Donald A. The Gospel According to John. Grand Rapids: Eerdmans, 1991.

Carter, Warren. John: Storyteller, Interpreter, Evangelist. Grand Rapids: Baker, 2006.

_____. John and Empire: Initial Explorations. London: T & T. Clark, 2008.

Cassidy, John's Gospel in New Perspective: Christology and the Realities of Roman Power (Johannine Monograph 3): Eugene, OR: Wipf and Stock, 2015.

Culpepper, Alan. Anatomy of the Fourth Gospel. Philadelphia: Fortress, 1983.

*Klink, Edward. John (Zondervan Exegetical Commentary on the New Testament). Grand Rapids: Zondervan, 2016.

Kostenberger, Andreas. A Theology of John's Gospel and Letters: The Word, the Christ, the Son of God. Grand Rapids: Zondervan, 2009.

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

Maloney, Francis. The Gospel of John (Sacra Pagina). Collegeville, MN: Michael Glazier, 2005.

*Morris, Leon. The Gospel According to John (NICNT). Grand Rapids: Eerdmans, 1998.

Schnackenburg, Rudolf. The Gospel According to St. John. 3 vols. New York: Crossroads, 1982.

Streett, Andrew D. The Vine and the Son of Man: Eschatological Interpretation of Psalm 80 in Early Judaism. Minneapolis: Fortress, 2014. (See chapter 7 on John 15 dealing with Son of Man as the Vine).

Streett, Daniel R. They Went Out from Us. Beihefte Zur Zeitschrift Fur Die Neutestamentliche Wissenschaft (Book 177). Berlin: De Gruyter, 2011.

*Witherington, Ben III. John's Wisdom: A Commentary on the Fourth Gospel. Louisville: Westminster John Knox, 1995.