

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	FALL, 2025
Course Title	JOHN 约翰福音
Course Code	NEWT CM16 XP
Date	From September 12, 2025 to <i>December 5, 2025</i> Every Friday
Time	From 8:15AM to 11:05AM
Delivery Format	IN-PERSON ONLY
Class information	<input checked="" type="checkbox"/> The classes will be IN-PERSON on Fridays.
Instructor	DR. YAN MA, PhD
Contact Information	Email: yma.ccst@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2182
Office Hours	<input checked="" type="checkbox"/> By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

In this course, we will examine the Gospel of John from the perspectives of history, literature, theology, and spirituality. Special emphasis will be given to trace John's argument and to identify theological themes. Through close examination of the text, we will also reflect on how John's message can be instructive for teaching, preaching, and action in the Church today.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Interpret the Gospel of John in light of its historical, literary, and theological contexts.
2. Critically examine and evaluate commentaries on John by comparing their goals and methods of New Testament exegesis.
3. Articulate significant features of major theological themes in the Gospel of John and reflect on their contemporary relevance.
4. Explain the significance of John's message for contemporary Christian thought and practice.
5. Become more passionate in pursuing a deeper and life-long relationship with God.

III. COURSE REQUIREMENTS

A. REQUIRED READING

請選下列其一：

Carson, D. A. *The Gospel according to John*. Grand Rapids: Eerdmans, 1991. 卡森著。潘秋松譯。《約翰福音註釋》。South Pasadena: 美國麥種，2007。

或

鐘志邦著。《約翰福音注釋》卷上，下。天道聖經注釋系列。上海：三聯書店，2010。
Chong, Chi Bong. *The Gospel of John*. Vols. 1 & 2. Shanghai: Sanlian, 2010.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Burge, Gary M. *John: From Biblical Text ... to Contemporary Life*. NIV Application Commentary. Grand Rapids: Zondervan, 2000.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

A penalty of 1% per day will be applied to all late assignments

1. Readings and Group Discussion (10%):

- Students are required to complete the weekly reading according to the class content and to prepare for the discussion questions before each class.

- Students are expected to attend the group discussion for 20 minutes in each class and to make contributions to the understanding of the topics. Students' comments and questions should reflect a thorough and thoughtful reading of the materials.
- Learning outcomes 1, 2, 3, 4, 5

2. Role-Play Presentation (20%):

- Each group, consisting of three students, will select a theological topic of John and demonstrate how to teach the topic in an adult Sunday school class through a 30 minutes role-play scenario.
- All three group members are expected to contribute equally and actively participate in the role-play presentation.
- The theological topic is to be selected on **Sept 19**. Role-play will be presented on **Oct 3, 10, 17**.
- Learning outcomes 1, 2, 3, 4, 5

3. Book Report (20%):

- Each student will choose one textbook or a book of interest that is appropriate for the course to write a book report for approximately 3,000 words. The book report should both summarize and assess the argument of the author.
- The book report is due in .pdf form at **11:59 p.m., Nov 14**.
- Learning outcomes 1, 2, 3, 4, 5

4. Proposal Presentation (10%):

- Students will present their proposals of the exegetical paper for 10 minutes in class and lead the class discussion for another 10 minutes.
- The proposals will be presented on **Nov 21, 28, Dec 5**.
- Learning outcomes 1, 2, 3, 4, 5

5. Exegetical Paper (40%):

- Each student will write an exegetical paper of a passage in the Gospel of John for approximately 5,000 words. The exegetical paper should focus on both the ancient text and its contemporary relevance. As an academic paper, it should have a clear and well-defined thesis statement that is defended throughout the paper.
- The passage of the exegetical paper is to be agreed upon with the instructor by **Sept 19**. The exegetical paper is due in .pdf form at **11:59 p.m., Dec 12**.
- Learning outcomes 1, 2, 3, 4, 5

D. SUMMARY OF ASSIGNMENTS AND GRADING

Readings and Group Discussion	10 %
Role-Play Presentation	20 %
Book Report	20 %
Proposal Presentation	10%
Exegetical Paper	40%
Total	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Date	Reading Before Class	Content	Assignment
9/12	John Introduction in the textbook	Course Introduction Introduction to John	
9/19	John 1:1–18, 1:19–4:54 in the textbook	Incarnation Jesus' Ministry in its Early Stage	Theological Topic Passage of Exegetical Paper
9/26	John 1:19–4:54 in the textbook	Jesus' Ministry in its Early Stage	
10/3	John 5:1–7:52 in the textbook	Rising Opposition to Jesus' Ministry	Role-Play
10/10	John 8:12–10:42 in the textbook	Radical Contradiction Between Jesus and "the Jews"	Role-Play

10/17	John 11:1–12:11 in the textbook	Jesus' Last Journey to Jerusalem	Role-Play
10/24	Reading Day		
10/31	John 12:12–50 in the textbook	Jesus' Triumphal Entry into Jerusalem	
11/7	John 13:1–17:26 in the textbook	Jesus' Farewell Teaching and Prayer	
11/14	John 13:1–17:26 in the textbook	Jesus' Farewell Teaching and Prayer	Book Report due
11/21*	John 18:1–20:31 in the textbook	Jesus' Crucifixion and Resurrection	Proposal
11/28	John 18:1–20:31 in the textbook	Jesus' Crucifixion and Resurrection	Proposal
12/5	John 21:1–25 in the textbook	Jesus' Appearing to His Disciples Again	Proposal
12/12			Exegetical Paper due

***(SBL conference) alternative arrangement will be provided for this class**

V. SELECTED BIBLIOGRAPHY

Selected Bibliography will be provided in the first class.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).