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## BSTH 3333 NP: The Gospel of John

<b>Instructor:</b>	Dr. Benjamin Reynolds
<b>Class Days:</b>	Jan 2-6, 2024 (Tues-Sat) [Intersession] <b>IN-PERSON</b>
<b>Class Hours:</b>	9:00am-4:00pm
<b>Website:</b>	Classes.tyndale.ca
<b>Email:</b>	breynolds@tyndale.ca
<b>Office Hours:</b>	By appointment
<b>Classroom:</b>	<i>Please refer to registrar's list available before the semester begins.</i>

Tyndale Seminary students may enroll in this course under the following course code:

### NEWT 0726 NP: The Gospel of John

**NOTE:** This course is joint-listed between Undergraduate Studies and Seminary. It operates on the Undergraduate Studies schedule related to reading days, start and end of semester, exam schedule and according to the Undergraduate Studies Academic Calendar.

## I. COURSE INFORMATION

### COURSE DESCRIPTION

**NEWT 0726 (3)** Gospel of John: Light in the Darkness — A study focusing on the Gospel of John on the basis of the English text. After reviewing the background to the Gospel, emphasis is placed on tracing the author's thought and identifying theological motifs. Prerequisite: BIBL 0501. Recommended: NEWT 0522

### LEARNING OUTCOMES

Students who complete this course will be able to:

- Explain the purpose of the Gospel of John and its literary structure and provide an outline of that structure.
- Articulate the major themes and ideas in the Gospel of John's narrative of Jesus's life.
- Discuss the exegetical details of Johannine passages and how they relate to the entire narrative.
- Respond thoughtfully and sensitively to some of the more difficult issues in John, such as John's depiction of the *Ioudaioi* and the Gospel's place in Second Temple Judaism.
- Answer questions about the authorship of John, John's differences from the Synoptic Gospels, John's use of the Israel's Scriptures, and John's relationship with Second Temple Judaism.
- Describe the Gospel of John's contributions to Christian theology.

## SEMINARY REQUIRED TEXTS & MATERIALS

Print Bible: Greek New Testament; ESV; NASB; NIV; or NRSV. I will often refer to one of the latter three English translations in class. Avoid using Study Bibles. You are learning how to prepare your own study notes. You may find the [STEP Bible](#) or [BibleGateway](#) useful for online translation comparison.

Edwards, Ruth B. *Discovering John: Content, Interpretation, Reception*. 2nd ed. Discovering Biblical Texts. Grand Rapids: Eerdmans, 2015.

Koester, Craig R. *The Word of Life: A Theology of John's Gospel*. Grand Rapids: Eerdmans, 2008.

Law, Timothy Michael, and Charles Halton, eds. *Jew and Judean: A MARGINALIA Forum on Politics and Historiography in the Translation of Ancient Texts*. Los Angeles: Marginalia Review of Books, 2014. **ONLINE source available** in [epub](#) format or [mobi](#) (Kindle format) or online with links [here](#).

Thompson, Marianne Meye. *John: A Commentary*. NTL. Louisville: Westminster John Knox Press, 2015.

And additional articles and essays made available by the instructor on the course website.

## RECOMMENDED TEXTS (Not required)

Casson, Leslie E. *A Writer's Handbook: Developing Writing Skills for University Students*, 4<sup>th</sup> ed.

Peterborough, ON: Broadview Press, 2018. <https://tyndale.on.worldcat.org/oclc/1057739733>

Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*. 2nd ed.

Grand Rapids: IVP Academic, 2013. <https://tyndale.on.worldcat.org/oclc/857878991>

Lieu, Judith, and Martinus C. de Boer, eds. *The Oxford Handbook of Johannine Studies*. Oxford: Oxford

University Press, 2018. <https://tyndale.on.worldcat.org/oclc/1054396857>

Reinhartz, Adele. *Befriending the Beloved Disciple: A Jewish Reading of the Gospel of John*. New York:

Continuum, 2001. (**AVAILABLE** as an [ebook](#) through Tyndale Library)

## COURSE OUTLINE

### Course Outline Key:

- Readings: Edwards = Edwards, Ruth B. *Discovering John*; Thompson = Thompson, *John: A Commentary* [Koester = Koester, *Word of Life*]. Any other names will refer to Law, *Jew and Judean* or articles and essays available on the course site.
- Consider reading Edwards [and Koester] before class begins.

**Course Schedule-Daily:** (The schedule will be flexible depending on how the class progresses. We will, however, attempt to stay as close to this schedule as possible.)

- **Session A:** 9:00am-10:30am (Lectures on the text of John)
- Break: 10:30-10:45am
- **Session B:** 10:45-12:00pm (Lecture on a Johannine theme)
- Lunch 12:00pm-1:00pm
- **Session C:** 1:00pm-2:15pm (Readings [1:00-1:30pm] and Discussion [1:30-2:15pm or Presentations]). When we have "Reading and Discussion," students can take an extended lunch and read the article. We will reconvene at 1:30 and discussion the reading.
- Break
- **Session D:** 2:30pm-4:00pm (Lectures on the text of John)
- Evening – reading, posting to Discussion Forums in response to readings/lecture questions (on Moodle), preparing presentations
- By 11pm, complete posts and/or responses on Discussion Forums.

Date:		Lecture:	Assigned Readings:	Assignments:
Day	Session			
			Read John twice before class begins. Read Keener article "John, Gospel of" in Green, Brown, Perrin, eds., <a href="#">Dictionary of Jesus and the Gospels</a>	
1	A	An Introduction to John	Edwards, ch. 1-5; Thompson, intro	
	B	Text Lecture: John 1	John 1; Thompson; Edwards, chs. 7, 9; Reynolds <a href="#">'Logos' 523-526</a>	
	C	Reading and Discussion: John and Early Judaism	<a href="#">Leonhardt-Balzer, "The Johannine Literature and Contemporary Jewish Literature," Oxford Handbook</a>	One-Page Response Paper due.
	D	Text Lecture: John 2	John 2; Thompson	Discussion Forum Post
2	A	Text Lecture: John 3-4	John 3-4; Thompson	
	B	Theme Lecture: God as Father	See Thompson, pp??	
	C	Reading and Discussion: John and the <i>Ioudaioi</i>	<a href="#">Marginalia</a> (Read [at least] Reinhartz, Mason, Schwartz, and Yoshiko Reed); Edwards, ch. 11-12; Thompson, 199-203	
	D	Text Lecture: John 5	John 5; Thompson	Discussion Forum Response
3	A	Text Lecture: John 6	John 6; Thompson	
	B	Theme Lecture: Names of Jesus in John	Edwards, ch. 7; Thompson, 54-57; see Koester, ch. 4	
	C	Presentations (5 min. each)		Presentations Day 1
	D	Text Lecture: John 7-10:21	John 7-10:21; Thompson; Edwards, ch. 10	Discussion Forum Post
4	A	Text Lecture: 10:22-12:50	John 10:22-12:50; Thompson	
	B	Theme Lecture: Holy Spirit	Wenk, "Holy Spirit" in Green, Brown, Perrin, eds., <a href="#">Dictionary of Jesus and the Gospels (pp. 387-89, 392-94)</a> ; Thompson, 318-321. See Koester, ch. 6.	
	C	Presentations		Presentations Day 2
	D	Text Lecture: John 13-16	John 13-16; Thompson	Discussion Forum Response
5	A	Text Lecture: John 17-19	John 17-19; Thompson; Edwards, ch. 8	
	B	Theme Lecture: Signs	Edwards, ch. 6; Thompson, 65-67	

	C	Presentations		Presentations Day 3
	D	Text Lecture: John 20-21	John 20-21; Thompson; Edwards, ch. 13	Discussion Forum Post
Jan 7				Discussion Forum Response
Jan 10				Summative Post
				See assignment due dates for remaining assignments

### **SEMINARY EVALUATION & ASSIGNMENTS**

<b>Assignments &amp; Evaluation</b>	<b>Due Date</b>	<b>Percentage of Final Grade</b>
Discussion Forums	Post: Jan 2, 4, 6 Responses: Jan 3, 5, 7 Summative Post: Jan 10	25 %
Presentation	Jan 4, 5, or 6	10 %
Book Review	Jan 13	10 %
Exegetical Paper on a Johannine Passage (+ Sermon Outline)	Jan 27	30 %
Research Paper on a Johannine Theme	February 10	25 %
		100 %

**\*Course policies (e.g., attendance, late policies, etc.) may be found in the Syllabus Appendix below.**

- **Participation and Attendance.** Participation will be an expected part of this course; thus, attendance at each class is necessary and also expected (whether in-person or not).
  - Part of participation includes reading for each class and being prepared to discuss the texts and reading.
  - Students will be expected to have read the relevant text and be prepared to answer and ask questions about the text.
  - Please inform the professor if you anticipate an absence. Unexcused absences will affect final marks. See Attendance policy below.
- **Presentation (10%):** 4-5 minute presentation on a passage in John with visual aids (e.g. handout, slides, images, etc.) Submit by 11pm of Day 3. The earlier the better. Only one per student!
  - Each student will prepare a 4-5 minute presentation on a text in John listed on the separate sheet on course website (“John Passages for Presentations”). Many of these texts have interpretive issues that will need to be explained in the presentation.
  - Provide the literary context of the passage and describe the various exegetical explanations that have been given by scholars and interpreters.
  - Note if certain Bible translations have sided with a specific interpretation.
  - Provide your reasoning for what you think is the best explanation of the passage’s meaning with reference to John’s Gospel.

- Presentations should include visual aids such as slides, handouts, images, **or** other similar items to make your presentation as clear as possible. Be creative in the presentation of your research.
- Students should make use of **course textbooks and at least three other commentaries** in researching their passage. I recommend different types of sources with differing perspectives.
  - Textbooks: Edwards and Thompson (Sem: Koester, if applicable)
  - Choose two from the modern category and one single volume historical or minority category.
  - See the course bibliography and the document “Recommended Sources” for other sources.
- Book Review of Craig Koester, *The Word of Life: A Theology of John’s Gospel* (214pp + Preface)
  - Write a review of the book in 1000-2000 words
  - 50% of the review should be a description of the book or what Koester has to say.
  - 50% of the review should be your interaction with the strengths and weaknesses of the book, including your interaction with the theological issues in the Gospel of John.
- Exegetical Paper on a Johannine Passage – 2000-2500 words including footnotes
  - See the document on “How to Write an Exegetical Paper” on the course page.
  - If you have taken Greek, please include evidence of exegesis in Greek (e.g., vocabulary, syntax, discourse analysis).
  - Choose a section of the Gospel of John that is a complete passage (or coherent section).
  - Read the Gospel and pay attention to the part your chosen passage plays in John’s narrative.
  - Research your section considering exegetical questions (using Stuart’s 12 steps of exegesis) and prepare your paper outline.
  - Make use of commentaries, books on John, journal articles, encyclopedia articles, and dictionary articles, etc.
    - See the course bibliography and “Recommended Sources” for suggested sources.
    - *You should make use of course textbooks plus 10 other sources.*
  - Footnotes and bibliography should use the [Chicago Manual of Style](#) (CMS) (full note). Review the “Citation Guidelines” and “Citing Bible Passages” documents on the course page.. For any issues not listed in CMS or the guidelines, see the [SBL Handbook of Style, 2<sup>nd</sup> ed.](#)
    - Also, see the Tyndale Writing Centre’s [“Tip Sheets.”](#)
  - *Examples of possible passages include:* John 2:1–11; 3:1–21; 4:1–26; 5:1–18; 5:19–30; 5:31–47; 6:1–21; 6:25–71; etc. (Please contact the professor if you have any questions about your choice.)
  - **Sermon Outline:** In addition to the above requirements, include a 2-3 page Sermon outline based on the exegetical paper.
    - Review any preaching resource you have previously used.
- Research Paper on a Johannine Theme – 2500-2750 words, including footnotes.
  - Before beginning I recommend reading Casson, Leslie E. *A Writer’s Handbook: Developing Writing Skills for University Students*, 4<sup>th</sup> ed. Peterborough, ON: Broadview Press, 2018 (especially chapters 1-4).
  - See the document “How to Write a Research Paper” on the course page.
  - In this paper, research and write about a specific theme or topic in the Gospel of John. This paper should answer questions about the role of the theme in the Gospel. Answering this question may involve engaging with Second Temple motifs and ideas as well as the Old Testament.
  - *Be sure to discuss the theme in specific passages in the Gospel* and to engage with your course textbooks and other sources.
  - Sample topics and themes include the following, although you will likely need to narrow your topic:

- Logos/word, glory, creation, light, Moses, ascent, Son of Man, Messiah/kingship, signs, Abraham, Father, sent, world, ruler of this world, lifted up, sight, etc.
- First steps will include finding and reading Gospel passages that discuss your topic, reading about the theme and cultural aspects of your topic in first century Israel, formulating a question about the relationship of your theme and John's narrative of Jesus, and then answering that question.
- Sources: *You should make use of course textbooks plus 10 other sources*, but this does not include the Bible. Dictionary articles, peer-reviewed articles, monographs and commentaries will be the most useful.
  - Depending on your topic, you should be using 3-5 commentaries, 1-3 books, and 1-3 articles and essays.
  - The amounts will depend on your topic and the sources on your specific topic.
- Please use the [Chicago Manual of Style](#) for footnote and bibliography citation. Review the "Citation Guidelines" and "Citing Bible Passages" documents on the course page.
  - Also, see the Tyndale Writing Centre's "[Tip Sheets.](#)"

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## Course Bibliography

### *Introductory Studies on the Gospel of John*

- Brown, Raymond E. *An Introduction to the Gospel of John*. Edited by Francis J. Moloney. ABRL. New York: Doubleday, 2003.
- Brown, Sherri, and Francis J. Moloney. *Interpreting the Gospel and the Letters of John: An Introduction*. Grand Rapids: Eerdmans, 2017.
- Edwards, Ruth B. *Discovering John: Content, Interpretation, Reception*. 2nd ed. Discovering Biblical Texts. Grand Rapids: Eerdmans, 2015.
- Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*. 2nd ed. Grand Rapids: IVP Academic, 2013. <https://tyndale.on.worldcat.org/oclc/857878991>
- Lieu, Judith, and Martinus C. de Boer, eds. *The Oxford Handbook of Johannine Studies*. Oxford: Oxford University Press, 2018. <https://tyndale.on.worldcat.org/oclc/1054396857>
- Smalley, Stephen S. *John: Evangelist and Interpreter*. London: Paternoster, 1978.
- Van der Watt, J. G. *An Introduction to the Johannine Gospel and Letters*. T&T Clark Approaches to Biblical Studies. London: T&T Clark, 2007.

### *Single Volume Commentaries*

Make sure to check for the author of the particular book you are researching. The editor(s) of the volume is(are) not the authors of each article!

- Aymer, Margaret P., Cynthia Briggs Kittredge, and David A. Sánchez, eds. *Fortress Commentary on the Bible. The New Testament*. Minneapolis: Fortress Press, 2014. <http://books.google.com/books?isbn=0800699173>.
- Barton, John, and John Muddiman, eds. *The Oxford Bible Commentary*. Oxford: Oxford University Press, 2007. <https://tyndale.on.worldcat.org/oclc/316412640>
- Durken, Daniel. *The New Collegeville Bible Commentary, New Testament*. Collegeville, Minn.: Liturgical Press, 2009. <https://tyndale.on.worldcat.org/oclc/982452607>
- Gundry, Robert H. *Commentary on the New Testament: Verse-by-Verse Explanations with a Literal Translation*. Peabody: Hendrickson, 2010. <https://tyndale.on.worldcat.org/oclc/460935404>
- Keener, Craig S, and InterVarsity Press. *The IVP Bible Background Commentary: New Testament*. Downers Grove, Ill.: InterVarsity Press, 1993. <https://tyndale.on.worldcat.org/oclc/29313370>

### *Single Volume NT Commentaries from specifically Women and Minority Perspectives*

- Adeyemo, Tokunboh, ed. *Africa Bible Commentary*. Nairobi, Kenya: WordAlive Publishers, 2006.  
<https://tyndale.on.worldcat.org/v2/oclc/64427315>.
- Blount, Brian K., Cain Hope Felder, Clarice Jannette Martin, and Emerson B. Powery, eds. *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress Press, 2007. No ebook. Stacks only: **BS 2341 .52 .T78 2007**
- Newsom, Carol A., Sharon H. Ringe, and Jacqueline E. Lapsley, eds. *Women's Bible Commentary*. 3rd ed. Louisville, KY: Westminster John Knox Press, 2012.  
<https://tyndale.on.worldcat.org/v2/oclc/836848923>.
- Patte, Daniel, and Teresa Okure, eds. *Global Bible Commentary*. Nashville: Abingdon Press, 2004. No ebook. Stacks only: **BS 491 .3 .G57 2004**
- Wintle, Brian C., ed. *South Asia Bible Commentary*. Grand Rapids, MI: Zondervan, 2015. Ebook access:  
<https://tyndale.on.worldcat.org/v2/oclc/907181335>.

### *John Only Commentaries – Modern*

- Barrett, C. K. *The Gospel According to St. John: An Introduction with Commentary and Notes on the Greek Text*. 2nd ed. Philadelphia: Westminster Press, 1978.
- Beasley-Murray, George R. *John*. 2nd edition. Word Biblical Commentary 36. Nashville: Thomas Nelson, 1999.
- Beutler, Johannes. *A Commentary on the Gospel of John*. Translated by Michael Tait. Grand Rapids: Eerdmans, 2017.
- Brant, Jo-Ann A. *John*. Paideia. Grand Rapids: Baker Academic, 2011.  
<https://tyndale.on.worldcat.org/oclc/662401632>.
- Brown, Raymond E. *The Gospel According to John (I-XII): Introduction, Translation, and Notes*. AB 29. Garden City, NY: Doubleday, 1966. [Theology and Religion Online - The Gospel According to John \(I-XII\), Volume 29: Introduction, Translation, and Notes](https://www.theologyandreligion.com/online-the-gospel-according-to-john-i-xii-volume-29-introduction-translation-and-notes)
- Brown, Raymond E. *The Gospel According to John (XIII-XXI): Introduction, Translation, and Notes*. AB 29A. Garden City, NY: Doubleday, 1970. <https://tyndale.on.worldcat.org/oclc/27001920>.
- Burge, Gary M. *John. NIV Application*. Grand Rapids: Zondervan, 2000.
- Carson, D. A. *The Gospel According to John*. Pillar New Testament Commentary. Leicester, England; Grand Rapids: Eerdmans, 1990.
- Dodd, C. H. *The Interpretation of the Fourth Gospel*. Cambridge: Cambridge University Press, 1953.
- Jobes, Karen H. *John Through Old Testament Eyes. A Background and Application Commentary*. Grand Rapids, MI: Kregel Academic, 2021.
- Kanagaraj, Jey J. *John: A New Covenant Commentary*. New Covenant Commentary Series. Cambridge: Lutterworth Press, 2013. <https://tyndale.on.worldcat.org/oclc/861536270>.
- Keener, Craig S. *The Gospel of John: A Commentary*. 2 vols. Grand Rapids: Baker Academic, 2003.  
<https://tyndale.on.worldcat.org/oclc/52750146>
- Lincoln, Andrew T. *The Gospel According to Saint John*. BNTC. London; New York: Continuum, 2005.  
<https://tyndale.on.worldcat.org/oclc/44046813>
- Martin, Francis and William M. Wright, IV. *The Gospel of John*. CCSS. Grand Rapids: Baker Academic, 2015. <https://tyndale.on.worldcat.org/oclc/907950611>
- Michaels, J. Ramsey. *John*. NIBC 4. Peabody, MA: Hendrickson, 1989.
- Michaels, J. Ramsey. *The Gospel of John*. Grand Rapids, Mich.: Eerdmans, 2010.
- Moloney, Francis J. *The Gospel of John*. Sacra Pagina 4. Collegeville, MN: Liturgical Press, 1998.  
<https://tyndale.on.worldcat.org/oclc/38047946>.

- Neyrey, Jerome H. *The Gospel of John*. New Cambridge Bible Commentary. New York: Cambridge University Press, 2007. <https://tyndale.on.worldcat.org/oclc/63297780>.
- Ridderbos, Herman. *The Gospel of John: A Theological Commentary*. Translated by John Vriend. Grand Rapids: Eerdmans, 1997.
- Schnackenburg, Rudolf. *The Gospel According to St. John*. 3 vols. Tunbridge Wells: Burns & Oates, 1967.
- Thompson, Marianne Meye. *John: A Commentary*. NTL. Louisville: Westminster John Knox Press, 2015. <https://tyndale.on.worldcat.org/oclc/908332719>

### *John Only Commentaries – Historical*

- Augustine of Hippo, Saint. *Homilies on the Gospel of John*. Edited by Edmund Hill, Allan D. Fitzgerald, and Boniface Ramsey. *The Works of Saint Augustine : A Translation for the 21st Century, Part III: Homilies, volume 12-13*. Hyde Park, N.Y.: New City Press, 2009.
- Aquinas, Thomas. *Commentary on the Gospel of John. Books 1-5*. Translated by Fabian R. Larcher and James A. Weisheipl. *Thomas Aquinas in Translation Series*. Washington, D.C.; London: Catholic University of America Press, 2010. <https://tyndale.on.worldcat.org/oclc/820353171>.
- Aquinas, Thomas. *Commentary on the Gospel of John. Books 6-12*. Translated by Fabian R. Larcher and James A. Weisheipl. *Thomas Aquinas in Translation Series*. Washington, D.C.; London: Catholic University of America Press, 2010. <https://tyndale.on.worldcat.org/oclc/820353161>.
- Aquinas, Thomas. *Commentary on the Gospel of John. Books 13-21*. Translated by Fabian R. Larcher and James A. Weisheipl. *Thomas Aquinas in Translation Series*. Washington, D.C.; London: Catholic University of America Press, 2010. <https://tyndale.on.worldcat.org/oclc/820353144>.
- Calvin, Jean. *John*. *Crossway Classic Commentaries*. Wheaton: Crossway Books, 1994. <https://tyndale.on.worldcat.org/oclc/818819451>.
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- Chrysostom, John. *Commentary on Saint John the Apostle and Evangelist. Homilies 48-88*. Translated by Sister Thomas Aquinas Goggin. *The Fathers of the Church: A New Translation 41*. Washington, D.C.: Catholic University of America Press, 2000. <https://tyndale.on.worldcat.org/oclc/647919787>.
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### *Studies on the Gospel of John*

- Ashton, John. *The Gospel of John and Christian Origins*. Minneapolis: Fortress Press, 2014.
- Ashton, John. *Understanding the Fourth Gospel*. 2nd ed. Oxford: Oxford University Press, 2007.
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- Bauckham, Richard. "Messianism According to the Gospel of John." In *Challenging Perspectives on the Gospel of John*, edited by John Lierman, 34–68. WUNT, II/219. Tübingen: Mohr Siebeck, 2006.



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- Belle, Gilbert van, J. G. Van der Watt, and P. J. Maritz. *Theology and Christology in the Fourth Gospel: Essays by the Members of the SNTS Johannine Writings Seminar*. Bibliotheca Ephemeridum Theologicarum Lovaniensium. Leuven: Peeters, 2005.
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- Brown, Raymond E. *The Community of the Beloved Disciple: The Life, Loves, and Hates of an Individual Church in New Testament Times*. New York: Paulist Press, 1979.
- Carter, Warren. *John and Empire: Initial Explorations*. New York: T&T Clark, 2008.
- Charlesworth, James H., and Raymond E. Brown, eds. *John and the Dead Sea Scrolls*. New York: Crossroad, 1990.
- Coloe, Mary L. *God Dwells with Us: Temple Symbolism in the Fourth Gospel*. Collegeville, MN: The Liturgical Press, 2001.
- Coloe, Mary L., and Tom Thatcher, eds. *John, Qumran, and the Dead Sea Scrolls Sixty Years of Discovery and Debate*. EJL 32. Atlanta: SBL, 2011.
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- Culpepper, R. Alan. *John, the Son of Zebedee: The Life of a Legend*. Minneapolis: Fortress, 2000.
- Culpepper, R. Alan., and Paul N. Anderson, eds. *John and Judaism: A Contested Relationship in Context*. RBS 87. Atlanta: SBL, 2017.
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- Frey, Jörg. *The Glory of the Crucified One: Christology and Theology in the Gospel of John*. Translated by Wayne Coppins and Christoph Heilig. BMSEC. Waco: Baylor University Press, 2018.
- Frey, Jörg, Ruben Zimmermann, J. G. van der Watt, and Gabriele Kern, eds. *Imagery in the Gospel of John: Terms, Forms, Themes, and Theology of Johannine Figurative Language*. Wissenschaftliche Untersuchungen Zum Neuen Testament 200. Tübingen: Mohr Siebeck, 2006.
- Gundry, Robert H. *Jesus the Word According to John the Sectarian: A Paleofundamentalist Manifesto for Contemporary Evangelicalism, Especially Its Elites, in North America*. Grand Rapids: Eerdmans, 2002.
- Jonge, Marinus de. *Jesus: Stranger from Heaven and Son of God: Jesus Christ and the Christians in Johannine Perspective*. Translated by John E. Steely. SBLBS. Missoula, MT: Scholars, 1977.
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- Koester, Craig R. *Symbolism in the Fourth Gospel: Meaning, Mystery, Community*. 2nd ed. Fortress Press, 2003.
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**\*SEE Syllabus Appendix below for attendance, late policies, etc.**

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## II. COURSE & INSTRUCTOR POLICIES

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### A. ATTENDANCE

<https://www.tyndale.ca/university/policy/attendance-policy>

The policy found at the link above should be considered as being in effect, unless the instructor indicates otherwise at the beginning of the semester.

The policy states that more than four absences in a twice-a-week course (1/6 of the course) will result in a full letter grade reduction. More than eight absences (1/3 of the course) will result in failure of the course.

Absences are not “skips.” Being absent means that you are absent from class for a legitimate reason

### B. ACADEMIC INTEGRITY

Artificial intelligence programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor.

Instructors may use artificial intelligence detection programs as part of their anti-plagiarism policy in Tyndale courses. For fuller information about Tyndale’s Academic Integrity policies please visit:

<https://www.tyndale.ca/university/policy/academic-integrity-policy>

### C. COMMUNICATION & COURSE WEBPAGE

#### Email

Students **must use** their myTyndale email accounts for all course-related email correspondence. Work being submitted to the professor by email or through Moodle, must be sent from the myTyndale email account.

I prefer that if you have a question for me, that you first refer to the syllabus, ask in class, or ask me in person. Education, and especially Christian education, is about relationship. If you can, please speak to me rather than emailing. Set up a meeting during my office hours or by appointment. I don’t bite. However, I do not regularly check email over the weekend. Thus, an email sent Friday afternoon is likely to receive a response late Monday at the earliest.

For emailing etiquette and advice, read “Some Notes on Email” in Casson, *A Writer’s Handbook*, 148.

#### Classes.Tyndale.ca (Moodle)

Students are required to check the Classes.Tyndale.ca course page on a regular basis for updates regarding classes as well as any materials required for participating in lectures and completing assignments. Readings may be posted on the course page at classes.tyndale.ca.

Students are also required to respect the university's copyright policy and not post works that infringe copyright on the course webpage. For more information on the "Fair Dealing Policy", see <http://libguides.tyndale.ca/fair>.

Course materials, readings, and links will be posted on course pages. I will also maintain a gradebook with assignments and current marks.

## D. COURSEWORK

### Submitting Assignments & Late Policy

<https://www.tyndale.ca/university/policy/submitting-assignments-late-policy>

**All assignments are due at 11pm on the date assigned, unless stated otherwise.** Please submit all assignments online through the assignment link on the course website. Please also bring a hard copy to the first class after the deadline.

- **After 11:00pm on the due date** (and including weekends), a late assignment will receive a 1/3 letter grade deduction per day late (i.e., an A- becomes a B+, C becomes a C-), per Tyndale University's late policy.
- **I happily accept assignments before the due date.**
- *All late assignments will only receive a mark and no comments and feedback.*
- If there is a personal or family **emergency** which you think will keep you from being able to complete the assignment on time, please communicate this to me as soon as possible. Also, communicate with Dean Sweetman and/or the Centre for Academic Excellence, and we should be able to arrange a reasonable extension in which you will be able to complete the assignment. **Other excuses for submitting your assignment past due, including pressure of work on- or off-campus, that you are busy, or had a cold, will not be entertained.** *You are aware of the due dates in the syllabus. Plan your semester accordingly.*
- If you have an accommodation, see Accessibility Services and Tyndale's accommodation policy.

I view my comments on your written work as part of my responsibility to you as your professor to help and encourage you to grow in your articulation, learning, and thinking. As such, I put considerable time and effort in these comments, and my goal is to help each of you to improve through the assignments in my class. I will do my best to return all assignments within two weeks with comments on your written work. The number of students in the course will have implications for my ability to meet this goal.

### Policies on Extra Credit, Re-writing Assignments, etc.

There is no extra credit, unless noted at a later date. Re-writing of assignments is not part of the course.

### Group Work

My courses usually do not include group work. Make sure you are working on your assignments on your own. If there is a group work assignment, marks will be assessed individually and not as a group.

## E. FINAL EXAMS

If this course has a final exam, it will take place during the exam period as scheduled by the Registrar. Students are responsible for noting the date, time and location of their final exam. Students are also responsible for familiarizing themselves with the Registrar's Policies on taking final exams, found at the link below.

<https://www.tyndale.ca/university/policy/final-exam-policy>

## F. CLASSROOM CONDUCT

### Professionalism

- **Late Policy:** Students are expected to arrive on time for classes and to maintain an appropriately professional attitude once there. Students who habitually disturb the class by arriving late, talking out of turn, etc., may expect to have their grade in the course reduced.
- **Classroom Etiquette:**
  - Students are required to dress appropriately and otherwise to behave with respect toward their peers and their instructor.
  - Electronic devices, if permitted, must be silenced during all lectures and must not be used for any purpose not directly related to the coursework at hand, so as not to distract from the important work of teaching and learning.
  - Don't watch shows or do other work in class.
  - Students not observing classroom etiquette will be asked to leave class and will be counted absent.
- **I reserve the right to deduct points from students who come and go during the class period without a legitimate reason.**

### Laptops/Electronics

<https://www.tyndale.ca/university/policy/laptop-electronics-policy>

Laptops are known to be distracting for learning. Some students prefer to type notes. In my experience, students with laptops are the most likely to not pay attention and to be doing other things in class. The problem is that they also distract others. Ever looked at someone else's screen? I allow laptops and other note-taking devices, but please only use them for taking notes. You cheat yourself and your education if you do things in class that you could do elsewhere.

## III. TYNDALE POLICIES & RESOURCES FOR STUDENTS

Tyndale University has developed various policies and resources for students. Students are responsible to be aware of and guided by these policies, and encouraged to use these resources. They can be found in their entirety here:

<https://www.tyndale.ca/university/policy>

### Academic Integrity

<https://www.tyndale.ca/university/policy/academic-integrity-policy>

### The Centre for Academic Excellence

<https://www.tyndale.ca/academic-excellence>

### Accessibility Services

<https://www.tyndale.ca/accessibility-services>

For more information, please contact the Accessibility Services Office at [accessibilityservices@tyndale.ca](mailto:accessibilityservices@tyndale.ca) or 416-226-3320 ext.2189

**Advising Services**

<https://www.tyndale.ca/academic-advising>

For more information on Advising Services or to arrange an appointment, contact [advising@tyndale.ca](mailto:advising@tyndale.ca), 416.226.6620 ext. 2160.

**Tyndale Grading System & Scale**

<https://www.tyndale.ca/university/policy/grading-system-scale>

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