

## I. INSTRUCTOR

Dr. Jon Korkidakis

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Preferred mode of communication is email. My policy is to respond to a student within 24 hours.

All course syllabi, notes, PowerPoints, and other resources will be available on the school website myHeritage ([heritage.populi.web.com](http://heritage.populi.web.com)). They will also be available on my personal website, [jkorkidakis.com](http://jkorkidakis.com). If you go to my website to the Academics tab you will find the resources under Gospel of John.

## II. COURSE DESCRIPTION

This course is a detailed exposition of John's Gospel. Attention will be given to the unique purpose of John's Gospel, as well as the background against which he is writing. The book will be examined from a biblical-theological perspective, using John's literary and vocabulary clues to understand his particular perspective on the life and significance of Jesus Christ. Some comparison with the Synoptic Gospels will also be undertaken. Finally, the course will demonstrate the timeless message of the book and its relevance to our present culture and circumstances.

## III. COURSE TEXTS

Kostenberger, Andreas J. Encountering John. In "Encountering Biblical Studies", 2d ed. Walter A. Elwell (Gen. Ed. & NT Ed.) & Eugene H. Merrill (OT Ed.). Grand Rapids: Baker Books, 1999.

Carson, D.A. The Gospel According to John. In The Pillar New Testament Commentary. D. A. Carson (Gen. Ed.), Grand Rapids: Eerdmans, 1991.

## IV. CORRESPONDING LECTURE NOTES

The lectures feature accompanying notes in PDF format for the students use. These are not full outlines but feature exegetical highlights and other explanatory observations. Many of these are expanded upon in the lectures and are the primary resource for the PowerPoints. Each of the lecture notes concludes with a summary section based on two primary questions. They are:

1. Relationship to Old Testament,
2. Contemporary Application.

## V. COURSE OBJECTIVES

In support of the general educational objectives of Heritage, this course will specifically address the following objectives:

| Outcome   | Assessment Methods   |
|---|--|
| <b>Character and Attitude-Based Outcomes: The student will . . .</b>  |  |
| <ol style="list-style-type: none"> <li>1. Comprehend the importance of the book in terms of its cultural relevance and urgency for today.</li> <li>2. Come face to face with the Jesus depicted in John, and the importance of following him in faithful discipleship.</li> </ol>   | <ol style="list-style-type: none"> <li>1. The lectures and reading material will be used to shape the student's understanding of the historical similarities that exist between John's time and ours, which should evidence itself in the classroom prayers, interactions, and weekly assignments.</li> <li>2. All assignments and research projects specifically focus on an aspect of discipleship, which is a graded part of the course.</li> </ol>   |
| <b>Skills-Based Outcomes: The student will . . .</b>  |  |
| <ol style="list-style-type: none"> <li>1. Grasp the basic outline, themes, content, literary techniques and theological argument of the Gospel of John.</li> <li>2. Apply basic techniques of biblical-theological methodology to key Johannine terms and develop defensible explanations of Johannine themes.</li> <li>3. Present a summary of Johannine theology, especially Christology, in oral and written form.</li> <li>4. Be equipped to make relevant and contemporary application of the Gospel of John.</li> </ol> | <ol style="list-style-type: none"> <li>1. The corresponding lecture notes and weekly assignments will grade the student on their ability to grasp these key concepts.</li> <li>2. Each of the 3 research projects will test the students understanding of John's themes.</li> <li>3. The student will develop research skills and construct a paper on the "I Am" statements that will test them on John's Christology.</li> <li>4. The "Life" paper in particular, along with the corresponding lecture notes will be a test of a student's ability to see the applicational and relevant nature of John's Gospel.</li> </ol> |
| <b>Knowledge-Based Outcomes: The student will . . .</b>   |  |
| <ol style="list-style-type: none"> <li>1. Understand the Gospel of John within its historical-canonical setting.</li> <li>2. Understand the book from its heavy reliance of Old Testament theology and themes.</li> </ol>   | <ol style="list-style-type: none"> <li>1. The weekly assignments and lecture notes will be used as a way of measuring a student's comprehension of John's historical-canonical setting.</li> <li>2. The lecture notes allow for recording OT usages in John, which subsequently informs the assignments and papers that follow.</li> </ol>   |

## VI. WRITING STYLE AND MARKING SCHEME

1. Spelling, syntax and grammar may account for up to 10% of the grade for any written assignment.
2. All Heritage guidelines regarding plagiarism and other forms of academic misconduct will be followed. Please familiarize yourself with the Heritage pamphlet on Academic Misconduct for more information. Note that papers may be submitted to a plagiarism review service.

3. Papers must be formatted in accord with Turabian writing style. Heritage guidelines in the publication “Survivor’s Secrets” are to be followed as an initial guide. The Heritage library has a reference section that will provide you with additional information about style requirements. Improper use of the required style may result in a grade reduction of up to 10%.
4. Papers are to be double-spaced, in 12-point font such as Times New Roman or Arial, with Footnotes set in a font smaller than the main body of the paper but no smaller than 10 point. If submitting a hard copy, the paper must be printed on plain paper.

## VII. CONFIDENTIALITY AND RECORDS

1. At times students may elect to speak of personal matters of a confidential nature within the context of a class session. All students within that class are to maintain the confidentiality of such information. Breach of this condition may result in dismissal from the class with resultant failure.
2. Copies of selected samples of student work may be retained for the purposes of institutional assessment. The use of such material will be restricted to documented institutional assessment processes.
3. Any recordings (audio, visual, distance ed.) taken or distributed in the class or course are for the sole purpose of the student enrolled in the course and are not to be distributed or shared in a public or private forum without the express consent of the school.

## VIII. CLASS ATTENDANCE

### 1. MONITORING

Attendance will be recorded whenever the class meets. It is the responsibility of the student to ensure that his/her name is recorded accurately. Attendance can be monitored on MyHeritage.

### 2. ABSENCES

- i. Attendance will be monitored according to College policies which indicate, for this class, a maximum of 3 absences for the term. Although class attendance will be taken, you are responsible for keeping track of your total absences. More than 3 absences will normally result in a failing grade for the course.
- ii. Instructors may assign additional work in order to cover lost time and content.
- iii. Instructors may designate special attendance requirements surrounding specific classes within the schedule or outside-of-class activities that form part of an assignment for the course.
- iv. Students must be aware that they may be subject to additional requirements set by any government assistance plan (such as OSAP) in which they participate.

### 3. COMING LATE AND LEAVING EARLY

- i. Arriving late to class will count as a 1/3 of an absence. This includes late returns from breaks. Any student not returning from breaks or leaving early without permission will be counted as a 1/2 absence. As a general rule I begin lecturing at the time the class was scheduled to resume.

#### 4. ASSIGNMENT SUBMISSIONS

- i. Due Dates: Assignments are due by midnight of the assigned day. Late written assignments will be penalized at the rate of 10% per 24-hour period. The penalty begins from the time the paper is originally due. Late papers will be accepted up to 7 days from when originally due. Papers may be date and time stamped by the General Office or through electronic submission to the instructor.
- ii. Electronic Submission: Electronic submissions are allowed and preferred. They can be posted to myHeritage or emailed directly.
- iii. All electronic submissions must be in PDF format.

### IX. COURSE REQUIREMENTS AND ASSIGNMENTS

#### 1. READING

DESCRIPTION: The student is required to read the Gospel of John and assigned commentary readings in conjunction with the course schedule. All reading will be documented in the Reading Log and submitted on the final day of classes on Monday, December 9, 2019.

DUE DATE: Dec 9, 2019

PERCENTAGE OF OVERALL MARK: 5%

#### 2. WRITTEN ASSIGNMENTS BASED ON THE READING

DESCRIPTION: Students will complete written assignments based on questions connected to the material in Kostenberger's commentary. The goal should be to succinctly answer the questions in a well-written format. Answers should demonstrate good comprehension of the issues and an ability to lay out various options, synthesize evidence and draw some conclusions.

Each chapter's assignment should be 1-2 pages single spaced and typewritten. Marks will be deducted for failing to meet any of the above standards. These assignments will be due each week according to the schedule below. The assignments consist of 30% of the final mark.

DUE DATE: Assignment Group #1 September 23, 2019

Assignment Group #2 November 4, 2019

Assignment Group #3 December 2, 2019

PERCENTAGE OF OVERALL MARK: 30% (3 x 10% each)

#### 3. MISUNDERSTANDING CRITIQUE

DESCRIPTION: Each student will complete a 3-5-page critique of Kostenberger's summary of the misunderstanding motif in John, found on pages 238-239 of his commentary (Excursus 5). The student must answer the following question, "Is his definition and description a faithful representation of the actual text of John?"

DUE DATE: October 28, 2019

PERCENTAGE OF OVERALL MARK: 10%

#### 4. EXEGETICAL/THEOLOGICAL RESEARCH PROJECTS

DESCRIPTION: Each student will complete 3 Research Projects. These projects will give the student exposure to methodology for solving interpretive problems, developing theological themes, and integrating Old and New Testament vocabulary and themes. These projects are to be typewritten and double-spaced and consistent with Turabian formatting. See Appendix A below for the description of each project.

|                             |                                       |                   |
|-----------------------------|---------------------------------------|-------------------|
| DUE DATE:                   | Life Research Paper                   | November 18, 2019 |
|                             | I AM Research Paper                   | December 2, 2019  |
|                             | Misunderstanding Motif Research Paper | December 9, 2019  |
| PERCENTAGE OF OVERALL MARK: |                                       | Life – 15%        |
|                             |                                       | I AM – 20%        |
|                             |                                       | M.M. – 20%        |

#### X. ANTICIPATED WORKLOAD

The expected workload for a course is approximately 2 hrs. for every in-class assigned hour. That means that for a student to anticipate a normal grade in a course which presents no unusual difficulties then he or she should prepare to spend approximately 70-80 hrs. in additional work outside of the classroom per course in order to achieve an average grade.

| <i>Note: The following times listed are approximate and will vary by student.</i>                         |  |  |   |  |
|---|--|--|---|--|
| Reading   | Assignments  | MM Critique  | Life Research Paper   | Research Papers (I AM, MM)   |
| <ul style="list-style-type: none"> <li>Gospel of John – 2 hours</li> <li>Commentary – 20 hours</li> </ul> | <ul style="list-style-type: none"> <li>Studying and completing answers – 20 hours</li> </ul> | <ul style="list-style-type: none"> <li>Research and Writing – 3 hours</li> </ul> | <ul style="list-style-type: none"> <li>Research and Compiling – 6 hours</li> <li>Writing – 3 hours</li> <li>Editing – 1 hour</li> </ul> | <ul style="list-style-type: none"> <li>Research and Compiling – 15 hours</li> <li>Writing – 5 hours</li> <li>Editing – 1 hour</li> </ul> |

#### XI. FINAL GRADING SCHEME

|  |     |
|--|-----|
| Commentary Reading & Readings in John    | 5%  |
| Lectures and Written Assignments         | 30% |
| Misunderstanding Critique                | 10% |
| Research Projects                        |     |
| #1 – The Concept of Life in John         | 15% |
| #2 – The Theology of the I AM Statements | 20% |
| #3 – The Misunderstanding Motif          | 20% |

## XII. COURSE SCHEDULE

| Lecture | Date    | Class Lecture  | Reading  | Assignments  | Due                               |
|---------|---------|--|--|--|-----------------------------------|
| 1       | Sept 9  | Course Requirements and Procedures<br>Introduction to John<br>Prologue: 1:1-18 |  |  |                                   |
| 2       | Sept 16 | 1:19 - 3   | John 1:19-3<br>KOST, pp. 35 - 72<br>CA, pp. 111 - 208    | p. 30 - #2<br>p. 48 - #1-3<br>p. 65 - #1-4<br>P. 76 - #1 |                                   |
| 3       | Sept 23 | 4 - 5  | John 4 - 5<br>KOST, pp. 72 - 82<br>CA, pp. 208 - 267     | p. 76 - #2-3<br>p. 88 - #1                               | Assignment Group #1               |
| 4       | Sept 30 | 6 - 7  | John 6 - 7<br>KOST, pp. 82 - 96<br>CA, pp. 267- 333      | p. 88 - #2-3   |                                   |
| 5       | Oct 7   | 8 - 9  | John 8 - 9<br>KOST, pp. 96 - 106<br>CA, pp. 333 - 379    | p. 99 - #1<br>p. 111 - #1                                |                                   |
|         | Oct 14  | Thanksgiving - No Class  | CA, pp. 21-104<br>KOST, pp. 3 - 31,<br>227-250           |  |                                   |
|         | Oct 21  | Reading Week   |  |  |                                   |
| 6       | Oct 28  | 10 - 11  | John 10 - 11<br>KOST, pp. 106 - 117<br>CA, pp. 379 - 425 | p. 111 - #2<br>p. 125 - #1                               | MM Critique                       |
| 7       | Nov 4   | 12 - 13  | John 12 - 13<br>KOST, pp. 117 - 137<br>CA, pp. 425 - 487 | p. 125 - #2-4<br>p. 136 - #1-3                           | Assignment Group #2               |
| 8       | Nov 11  | 14 - 15  | John 14 - 15<br>KOST, pp. 139 - 153<br>CA, pp. 487 - 530 | p. 154 - #1-2  |                                   |
| 9       | Nov 18  | 16 - 17  | John 16 - 17<br>KOST, pp. 153 - 164<br>CA, pp. 530 - 571 | p. 154 - #3-4<br>p. 163 - #1-3                           | Life Paper                        |
| 10      | Nov 25  | 18 - 19  | John 18 - 19<br>KOST, pp. 165 - 170<br>CA, pp. 571 - 631 | p. 177 - #1-2  |                                   |
| 11      | Dec 2   | 20 - 21  | John 20 - 21<br>KOST, pp. 170 - 186<br>CA, pp. 631 - 686 | p. 177 - #3<br>p. 185 - #1-3                             | Assignment Group #3<br>I AM Paper |
| 12      | Dec 9   | Implications of John for Today   |  |  | MM Paper<br>Reading Log           |

## XIII. APPENDIX A

### THEOLOGICAL RESEARCH PAPERS

This section explains the 3 research projects and the details for each topic.

The guidelines for marking are based on the following components:

|          |                                      |
|----------|--------------------------------------|
| Grading: | Quality of introduction              |
|          | Comprehensiveness of outline         |
|          | Content                              |
|          | Referencing (footnotes/bibliography) |
|          | Conclusions                          |
|          | Spelling and form                    |

The more sources you cite the more comprehensive your paper will be.

#### RESEARCH PROJECT #1

##### THE CONCEPT OF “LIFE” IN JOHN

The purpose of this assignment is to analyze and evaluate the usage of the term “life” in John’s Gospel in order to develop a definition and an understanding of the term as well as its theology, and its relation to the Synoptic Gospels. Because “life” is such an important term in John this study should offer much in advancing our understanding of the Gospel.

This paper is to be 6-8 pages and must succinctly define the usage of “Life” in the Gospel of John. The paper is worth 15% and is due on Monday November 18, 2019.

- Chart all uses of the term in John’s Gospel.
- Look up significant uses of the term life in the Gospels to note helpful similarities or differences.
- Reflect, meditate, observe, and reflect some more. Ask yourself questions as to stress, implications, theology, etc.
- Go to the sources: Commentaries, Theological dictionaries, etc. And make sure you have covered all the potential options.
- Put together what you have found. Develop a theology of the concept. Relate it to the Synoptic Gospels then list your observations and conclusions.

#### RESEARCH PROJECT #2

##### A THEOLOGY OF THE “I AM” STATEMENTS

The purpose of this project is to trace the usage of the phrase “I Am” on the lips of Jesus throughout John’s Gospel, giving special attention to those with a predicate (seven of them – for example, “I Am the way, the truth, and the life; I Am the bread of life): in order to develop categories and theology of the term. (Kostenberger lists the seven on page 87 of his commentary).

This will be combined with a foundational study on the phrase from its uses in the Old Testament. The two will be related to demonstrate the dependence or independence of John’s use on the Old Testament. The

conclusions to this question will then be applied to a final understanding of the use of the phrase in the Gospel in order to understand the Biblical-theological use of the term. This paper is to be 12-20 pages. The paper is worth 25% and is due on Monday December 2, 2019.

- Look up and chart all uses of EGO EIMI (I AM), in John using an analytical concordance or computer program. For each use determine the predicate. If no predicate is used determine if the predicate is understood, or if the usage is absolute, that is, purposely without a predicate.
- For each use in John decide from the context what the inference of the “I Am” statement is. Categorize all the statements into however many basic categories you find. For example, “I am the bread of life” could be categorized as “provider of eternal life.”
- Now develop the Old Testament usage. List the number of usages in the Old Testament taking note of context, related themes and theological categories.
- Now put it all together. From the contexts in which we find the “I Am” statements in the Old Testament, and the implications for their meaning, along with the basic use in John, what is the theological impact of John’s selection of these statements? What is John trying to tell us through these?

### RESEARCH PROJECT #3 JOHN’S MISUNDERSTANDING MOTIF

The purpose of this project is to survey, analyze, and interpret a rhetorical/literary device used by Jesus/John in this Gospel. It is a recurring motif found in all the Gospels, but most extensively in the dialogues found in John. Through a careful study it is hoped the student will be able to identify the motif, understand how and why it is used, and then with this information better understand the particular passages, and the thrust of the entire book. This paper is to be 12-20 pages. The paper is worth 25% and is due on Monday December 9, 2019.

- Survey the book looking for instances of the misunderstanding motif. It usually occurs in the following manner. In a dialogue Jesus will make a statement that may be taken in two ways, or on two levels. His listener(s) take it on the wrong level, leading to the misunderstanding in the majority of cases.
- For each instance chart the main elements. This can include the participants, the context, the content of the dialogue, the flow of the dialogue, etc. Be as thorough as possible in your observations, for you are trying to discern patterns.
- After you have completed your survey and observations, reflect on what you have found. Try to discern similarities, patterns, etc. in the various accounts. What do they share? Ask yourself as many questions as you can think of regarding the texts. Draw some tentative hypotheses concerning the function/value/role of the misunderstanding motif in light of the stated purpose of the Gospel.
- Test/validate your hypothesis by taking it back to the text. Does it fit in each of the misunderstandings that you found? Go to the commentaries and find any validation in them? What evidence can you give for your position?
- Write up your results and your paper should summarize somewhere between 5-7 of these misunderstandings in order to satisfy the intent of this project.

## XIV. APPENDIX B

### Level of Achievement

|                                | <b>Knowledge</b>  | <b>Thinking/Understanding</b>   | <b>Communication</b>  | <b>Application</b>  |
|--------------------------------|---|---|---|---|
| <b>A level</b><br>Excellent    | Thorough information, Proper sourcing of information, Clear, Concise, Accurate                          | Logical and Effective Order, Sophisticated or Original development; Sophisticated and/or logical original analytical framework; Honest and clear self-presentation where applicable | Introduction clean & engaging, Conclusion summarized main points & points to additional possibilities; Organization & transitions sophisticated | Correct use of footnotes & bibliography; Use of language virtually free from error (spelling, grammar); level/style of language appropriate |
| <b>B level</b><br>Very Good    | Sufficient Information; Appropriate sourcing, Clear, concise, accurate                                  | Generally logical order; Accurate Observations and analysis; Attempts at honest and clear self-presentation   | Introduction clear; Conclusion accurately summarizes main points; Effective overall organization and transitions                                | Generally correct use of footnotes and bibliography; Use of language conventions is accurate  |
| <b>C level</b><br>Satisfactory | Inclusion of some accurate information from outside sources; Attempts at clarity, conciseness, accuracy | Some lapses in order of presentation; Some observations/analysis; Some indication of accurate self-presentation   | Attempts to engage reader; Conclusion considers main points; Inconsistent overall organization  | Inconsistent use of research and language conventions   |
| <b>D level</b><br>Inadequate   | Limited and/or inaccurate and improperly sourced information; little research                           | Frequent lapses in order; few observations; limited and/or inaccurate analysis; Artificial presentation of self   | Little attempt to engage reader; Limited and inconsistent overall organization  | Frequent inconsistency in use of research and language conventions  |
| <b>Below</b><br>Unacceptable   | Inaccurate, Undone, and/or improperly sourced information   | Little or no order, Almost no independent observations; Clearly inaccurate analysis; Avoidance of presentation of self  | No attempt to engage reader; No rational organizational scheme  | Improper or no use of research conventions; Continuous errors in use of language  |