

NT 2043

Exegesis of John

Fall Semester 2016

Louisville Presbyterian Theological Seminary

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The main purpose of this advanced exegesis course is to read the Greek text of the Gospel of John to understand how the author uses language to shape an understanding of Jesus. We will focus on John's use of Greek conventions, the literary arrangement of the Gospel, and critical issues of interpretation that arise during our reading. As we move through the text, we will read relevant scholarly literature and learn to use a few helpful exegetical tools. In addition to these matters of text and translation, we will reflect on theological issues that arise from our growing understanding of John's narrative artistry.

Course Requirements

1. Regular attendance and participation in course discussions and exegesis. You will be called upon to read and interpret the text in class. You will need to do the assigned readings and exegesis prior to each class session.
2. Exegetical Presentation. Each student will be responsible for the presentation of one of the passages highlighted for each class session. The choice of text for presentation must be arrived at in consultation with the instructor. You may choose any of the texts in the schedule with an asterisk (*) by the topic. Presentations should focus on an outline of the passage, key exegetical issues, how the passage fits into the larger narrative, and formulate at least two questions for class discussion. You will prepare a handout as a part of this presentation.
3. Commentary Review Presentation. Each student will be responsible for providing the class with a critical review of one of the commentaries on the list. The review will discuss the intended audience, the text behind the commentary, theological leanings of the author, and places where the commentary might and might not be useful. When you select your commentary, please email this information to the other members of the class and the instructor. We will schedule dates for these presentations after the first week. Your review will be written and distributed to your classmates and the instructor.
4. Exegesis paper (including summary presentation). Each student will prepare an exegesis paper, with original research, on a text of their choosing from the gospel. The text chosen must be cleared in consultation with the instructor prior to research and writing. The paper will have 3 preliminary parts:
 - 1) A one paragraph description of your text. You will describe the text, how you anticipate approaching it, your plan for research, and how you might use this text in your ministry.
 - 2) A bibliography from your research that lists sources you will use in your paper. The bibliography should have at least 3 peer-reviewed journal articles and no more than 2 commentaries. It should have more than 5 sources.

3) An outline of the content of the final paper.

The paper must be typewritten and 10-15 pages in length, not including title page and bibliography. For matters of form and style, please use Turabian. I expect you to use Zotero to assist you in gathering the necessary bibliographic information and in correctly formatting the footnotes and bibliography. In addition to turning in the written paper, each student will present their research results in class on one of the last two days we meet for the semester. We will discuss the nature of the presentations as we get closer to that date.

Grading

Participation and attendance:	20%	
Exegetical Presentation:	20%	
Commentary Review:	20%	
Exegesis Paper:	40%	
Paragraph	5%	-due Sept 29
Bibliography	5%	-due Oct 27
Outline	5%	-due Nov 17
Presentation	5%	-done Dec 6 or 8
Final Paper	20%	-due Dec 6 or 8

Books

- Brandt, Jo-Ann A., *John (Paideia Commentaries on the New Testament)* Baker Academic
- Edwards, Ruth B. *Discovering John: Content, Interpretation, Reception* Eerdmans
- A Greek New Testament (for example):
 - *Novum Testamentum Graece: Nestle-Aland 28th*, German Bible Society
 - *The Greek New Testament, 4th Revised Edition*, Hendrickson Publishers
- Black, David Allen *It's Still Greek to Me: An easy to understand guide to intermediate Greek* Baker Academic

Official Stuff

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010. [Note: This is available online through the library]

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.