AZUSA PACIFIC UNIVERSITY
HAGGARD GRADUATE SCHOOL OF THEOLOGY
Course Instruction Plan

Course: UBBL-430 Johannine Literature
Prepared by: John E. Hartley, Ph.D.

Description: An intense study of Johannine theology as found in the Gospel of John, and the Epistles of John, and the Revelation of John. Special attention will be given to John’s concept of God, the Logos, the Spirit, life, light, love and knowledge.

Potential Outcomes: students will have opportunity to
1. To read the Gospel of John and the First Epistle of John.
2. To become acquainted with the ministry of Jesus as presented by John.
3. To become acquainted the teaching of the Johannine Literature.
4. To learn the distinctive character of the Gospel of John.
5. To practice good principles of interpretation in the study of passages in John.
6. To write an interpretive essay on a passage on John.
7. To write a paper on one of the major themes in John.
8. To read a critical article on John and write a review of it.
9. To present ideas from your research in a class session.
10. To be able to articulate in essay form the major ideas found in the Gospel of John.
11. To learn about the literary style of John the Evangelist.
12. To practice the skill of observing the text.
13. To improve one's writing skills.

Requirements:
2. There will be a mid-term Oct. 23 and a final Dec.
3. The student will write essays totaling at least 20 pages. See the section entitled "writing assignment."
4. Coming to class prepared for the discussion. Each Wednesday the student is to turn in a report detailing the work done for each class session and the work done for the coming essay.
5. Textbooks
   Required:
   Recommended:
Method of Grading: Memorization 5%, essays 60%, class discussion 10%; mid term 10%; final exam 10%, attendance 5%. To receive a passing grade a student must have submitted three or four essays that total at least 20 pages and taken the mid term and the final. Late papers will be accepted, but they are subject to a minimum of one grade reduction. The essays will be grade according to the letter grade multiplied by the number of pages of the essay divided by the total number of pages of all essays written for the course. (E.g., an essay of 8 pages with the grade of A will receive the value of 8 x 4 (four point scale) or 32 points. If the student turns in essays totaling 22 pages, the value of that essay is 8/22 of the essay grade. The essays will be graded on a continuous scale from 0 to 4 (e.g., a strong B paper may receive the grade 3.3 and an A paper with some weaknesses may receive the grade 3.7). Each essay, except the final essay, will be treated as a rough draft. It will be returned with comments and the student will have opportunity to improve the essay and raise the grade up to 1 point. There are no opportunities for extra credit work in this class.

Plagiarism: Anyone who plagiarizes (i.e., presents as one's own work something which has been taken from someone else) will receive an automatic zero on that piece of work and a warning. A second like offense will result in an "F" for the final course grade. While collaboration is good, the passing off somebody else’s work as your own (because you copied it out of a book, paraphrased it out of a book, bought a paper from a research paper service, downloaded it from the internet, wrote down ideas that someone else was dictating to you, recycled an essay written by someone else, or had someone else rewrite your paper for you) is plagiarism.

Honesty, Integrity and Professional Ethics. Graduate students are expected to do their own independent work, and to refrain from cheating, copying or plagiarizing the work of others. When drawing from various resources for research purposes students must provide citations, footnotes and bibliographic information. Students may not use an editor to redo or compose any work that is submitted in fulfillment of the requirements of this course in their own name unless approved in advance in writing by the Instructor, and only to the extent approved. Students who engage in academic dishonesty will automatically receive an "F" in the course and may be in jeopardy of expulsion from the university. The following statement appears in the Graduate Catalog:

"The maintenance of academic integrity and quality education is the responsibility of each student at Azusa Pacific University. Cheating or plagiarism in connection with an academic program is an offense for which a student will be expelled, suspended, or disciplined. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system.

Academic dishonesty includes:
1. Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
Students completing any examination should assume that external assistance (e.g., books, notes, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.

Students may not allow others to conduct research or prepare work for them without advance authorization from the instructor.

Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

2. **Fabrication** - Intentional falsification or invention of any information or citation in an academic exercise.

3. **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

4. **Plagiarism** - Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

**Withdrawals and Tuition:** The student is responsible to check the schedule as to the last day to drop this class and as the last day to withdraw. The student must be aware of the financial responsibilities with making any changes in schedule.

**Attendance:** See under grade policy.

**Make-up Exams:** There will be no deviation from final exam schedule without confirmation of a serious health problem of permission of the Chair of the Department of Religion and Philosophy in writing.

**Disabilities:** Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities in the structure of this particular class should meet with an advisor in the Learning Enrichment Center (LEC) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements. (The LEC does not provide assessment for students who have a suspected learning disability. Students are required to obtain this information from an outside source such as a licensed psychologist or qualified educational therapist.) All disabilities must be addressed at the opening of the courses or as they are discovered during the course.

**Library, Computer Center, Media Center:** Azusa Pacific University maintains excellent library and on-line, full-text databases available to all registered students. It is highly recommended that you visit the Marshburn Libraries, become familiar with on-line databases, and apply for internet access throughout your graduate program. For more information regarding library, computing and media services contact the Darling Library at 626-815-5087
Class Schedule:

   a. Survey Syllabus
   b. Johannine Literature pretest
   c. Historical Background of the Fourth Gospel
      Read the Fourth Gospel in one sitting. After finishing reading, write down a page or two of the thoughts and ideas produced in your thinking.
      Read The Student, the Fish and Agassiz, eCollege.

2. Discussion of Writing Assignments (9/6/2002)
   Read: J. Williams, Style Towards Clarity and Grace, pp. 1-14.

   a. How is John the Baptist introduced?
   b. Who interrogates him and why?
   c. What is John's message?
   d. How does John introduce Jesus?
   e. Who were Jesus' first disciples? Why did they follow Jesus?
   f. How does Jesus respond to Philip and Nathaniel? What testimony do they bear about Jesus?
   g. What does Jesus teach about belief?

   a. What is the significance of the first sign (or miracle) in Cana?
   b. What is the literary connection between the first sign and chapter 1?
   c. Read an article on Jewish marriage customs in early Judaism and New Testament times in a Bible dictionary. Summarize your findings for your own reference.
   d. Compare and contrast the cleansing of the Temple with the accounts in the Synoptics.
   e. Who is the audience? Who is present and is therefore the primary audience of the words and works of Jesus?

5. On the Geography of Israel (9/13/2002)
   Read: J. Williams, Style Towards Clarity and Grace, pp. 17-43.
   a. As you are reading the Gospel, pay careful attention to the works "know" and "understand."
   b. Summarize the first pericope (3:1-15) in one-sentence.
   c. In what respects may John 3:16 be called the kernel of the gospel?
   d. What do we learn about Jesus and John?
   e. Where does Jesus stop speaking and John start speaking?
   f. What is the character of the ending of this chapter?

   a. What is the author’s purpose in reporting the three encounters, i.e. Nicodemus, the Samaritan Woman, and the royal official?
   b. What are the significant words in this account.
   c. What critical role does water play.
   d. How does the woman become a witness of Jesus?
   e. What is taught about worship and why is this so crucial to the early church?
   f. What lesson does Jesus present his disciples?
   g. Where does Jesus go after Samaria and why?
   h. What is the nature of the second sign?

8. On writing (9/20/2002)

   a. What is unique about Jesus' healing the invalid at the pool?
   b. What special instructions does Jesus give this man after the man is challenged by the Jews?
   c. What teaching does Jesus give in light of the challenge of having healed on the Sabbath? What is the teaching on the judgment?
   d. What are the testimonies that verify Jesus' identity?
   e. What is Jesus’ relationship with the Father?
   f. What does Jesus gain by referring to Moses?
   g. Look up the number of references to Jews throughout the fourth Gospel. Write a paragraph on the insights gained from this survey.

    a. What feast of the Jews provides the context for Jesus' feeding 5,000? Look this feast up in a Bible dictionary, like *The New Bible Dictionary* or *The Oxford Companion to the Bible*. Jesus' feeding the
people is compared to what special situation in the wilderness wandering? To whom is Jesus being
compared. What is the OT background for the conclusion of the crowd about Jesus' identity? What
special instructions does Jesus give this man after the man is challenged by the Jews?

b. List the miraculous signs performed by Jesus thus far in chapters 2-6.
c. What is the significance of Jesus' coming to the disciples by walking on water?
d. What impact or effect did the feeding of the 5,000 have upon the multitude?
e. What is Jesus' teaching about bread and life?
f. How does this teaching relate to the Eucharist?
g. What is meant by the disciples’ response, “This is a hard teaching. Who can accept it?” (John 6:60)?
In that context what teaching does Jesus add?

11. On writing  
(9/27/2002)

Read: J. Williams, Style Towards Clarity and Grace, pp. 81-112.
A. Weston, A Rulebook for Arguments, pp. 60-70.

12. The Conflict (John 7:1-52)  
(9/30/2002)

a. Read Lev. 23:33-43 or on the Feast of Tabernacles in a biblical encyclopedia.
b. List the references to time in the section. What is the relationship between time and place?
c. How does Jesus relate to his brothers and what is the significance of their exchange.
d. When Jesus arrives at the feast and begins to teach what is the nature of the discussion that arises?
e. How do the people evaluate or understand who the Messiah is to be?
f. What does Jesus do on the last day of the feast? What is his teaching and how critical is it to his
mission?
g. How does this section supplement the picture given of Nicodemus given in chapter 3?

13. Further Conflict (John 8:1-59)  
(10/2/2002)

a. What is the character of testimony in deciding the truth of Jesus' teaching?
b. How is truth known and what does truth do and how is it related to freedom? How is the truth of a
claim established?
c. What is the meaning of being children of Abraham? How does reference to Abraham authentic the
distinctive character of Jesus?
d. What two ideas of sonship are contrasted in chapter 8? List the contrasts in two parallel columns,
noting the references for your observations.
e. What is Jesus' primary claim about his identity in this teaching?
f. What is the textual problem with accepting 7:53-8:12 as part of John's Gospel?
g. Is the story of Jesus’ response to the woman caught in adultery consistent with what we know of Jesus in other encounters with sinners? (Cite two examples of corroborating evidence.)


a. How is chapter 9 related to chapter 8?

b. Trace the progress of faith in the blind man’s life. Make a chart of the reversals in this story. Pay careful attention to the play on light and darkness, sight and blindness.

c. What is the theological assumption or prejudice of the disciples and the Pharisees towards the man born blind? Does Jesus share their assumption?

d. Does John include this story of the man born blind for apologetic purposes? How is the message of this story key to John's purpose in the gospel?


a. Read Ezek. 34, Ps. 23,

b. List the details of the analogy.

b. What ideas does Jesus include about his coming death.

c. What happens to the flock as a result of Jesus' being the good shepherd.

d. List the declarations which Jesus makes in chapter I 0, i.e. “I am...

e. What is the response of the Jews.

f. What is the core issue in the dialogue with Jesus.

g. How aroused do the Jews become at Jesus and why?

h. What does reference to John the Baptist contribute at this point in the Gospel?


a. Where else do the names Lazarus, Martha and her sister Mary appear in the gospels?

b. What evidence do you see in chapter 11 for the author’s selection of the signs (miracles) of Jesus and the design in the development of this gospel?

c. To what belief in a resurrection does Martha bear witness? What is her confession about Jesus' true identity?
d. What is the nature of Jesus' prayer at the tomb of Lazarus?

e. In what way does the raising of Lazarus motivate the Sanhedrin to hostile action?

f. How is Caiaphas a prophet?


a. In what way do references to time in chapter 12 point to the final glory and exaltation of Jesus on the cross?

b. What is the setting for the opening events of this section and its significance?

c. What does the anointing at Bethany in 12:1-11 teach about worship, priorities, and Judas Iscariot?

d. Why are the Greeks mentioned in 12:20-22? Does this note relate to 12:37-43? How?

e. What is the greatest value in this life?

f. How do Jesus' words confuse the crowd about his identity?

g. What saying in Isaiah is being fulfilled in the response of the Jews to Jesus?

h. How does Jesus public ministry end in this chapter?

20. On writing (10/18/2002)


a. Consider Peter's response to Jesus' washing his feet. Why does Peter take this approach.

b. What is the central lesson to be learned by Jesus’ disciples in the foot washing experience?

c. Trace the steps in the downfall of Judas Iscariot according to the Gospel of John. What role did Judas have at the table.

d. Why is the word "glorified" used in reference to Jesus death?

e. What is the new commandment?

f. How is Peter's response to Jesus telling about coming events to be understood? What is the distinctive mark of Christian discipleship according to chapter 13?


a. How do Jesus opening words of exhortation tie into what took place at the end of the last chapter?

b. What is the intent of Philip's question? It serves as the basis for what teaching?
c. There are two sections on the Holy Spirit. How is the Holy Spirit spoken about. What ideas are
given about the work of the Spirit? How does His work relate to that of Jesus? How His work
critical for the disciples?
d. What is the intent of Judas' question and what does Jesus teach his disciples in light of that question?
e. How does the material in this chapter help formulate the doctrine of the Trinity?

Special day (10/30/02)

Read: A. Weston, A Rulebook for Arguments, pp. 46-59.


a. Find an OT reference to Israel as God's vine/vineyard.
b. How are the disciples to relate to Jesus and how are they to keep that relationship?
c. What is the central commandment? How is this commandment fulfilled?
d. What is the source of opposition to those who love Jesus?
e. How will Jesus relate to his disciples in the future? What are the changes?
f. What is said here about the Holy Spirit?

27. Farewell Part 3 (John 16:3-33) (11/6/2002)

a. Who takes Jesus place after his departure and what role does that one have?
b. What does Jesus' replacement do for the disciples?
c. Ponder the significance of the phrase "a little while".
d. What does Jesus teach about prayer?
e. What are the contrasts with which Jesus concludes this teaching?

Read: A. Weston, A Rulebook for Arguments, pp. 80-88.


a. For whom does Jesus pray in chapter 17?
b. For what does Jesus pray in chapter 17?
c. Note the word “world” in chapter 17. What is the relationships between the disciple and “the world”?
d. What is meant by “sanctify” in chapter 17? Who is sanctified? How?
e. List insights you gain form pondering this prayer or write a paragraph or two of impressions on your
mind.
30. The Passion of Jesus (John 18:1-40)  
   a. Describe the arrest of Jesus. What quality of Jesus does John want to convey in the scene of this arrest?  
   b. Before what individuals is Jesus tried?  
   c. What was the trial before Annas like?  
   d. What is the setting for Peter's first denial. Was Peter taken off guard by the one who questioned him?  
   e. What is the goal of Jesus in the exchange with Annas?  
   f. Discuss the stages of Pilate's inquiry into the charges against Jesus.  
   g. Define Jesus’ kingdom according to his response to Pilate.  
   h. What is the official indictment under which Jesus was condemned?  

31. On writing  

32. The Passion of Jesus (John 19:1-42)  
   a. How does the Jewish leadership coerce Pilate to crucify Jesus?  
   b. Why was the placard fastened to the cross so significant to Pilate, to the chief priests and to the Evangelist/author?  
   c. What are Jesus last words?  
   d. How are the final moments of Jesus' death significant to John's message and teaching?  
   e. What is so important about water and blood?  
   f. What is significant about the participants in Jesus' burial?  

33. The Resurrection of Jesus (John 20:1-31)  
   a. List the questions asked in this section. Who asks them? What are the responses? What are the significances of the responses?  
   b. Who goes first to the tomb? What was taken along? What is the significance of this person going first?  
   c. Who comes next? At the tomb how do their responses vary? What is found in the tomb?  
   d. How did Jesus make himself known to Mary?  
   e. What is the thrust of the account of Jesus' appearance to the gathering of the disciples?  
   g. What is the relationship between seeing and believing in relationship to Jesus' resurrection? Why is the account of Thomas' becoming aware that Jesus had risen so valuable?  
   h. How does 20:30-31 serve as a statement of purpose for the author of the Fourth Gospel?  

34. On writing
35. Jesus' Directions to His Disciples (John 21:1-25)  
   (11/25/2002)  
   a. Many consider chapter 21 a later addition or supplement to the gospel? What literary evidence links it together with the whole?  
   b. What is the main teaching of chapter 21? How is Peter restored by Jesus to be a leader in the church?  
   c. Is there any significance to the number of questions Jesus puts to Peter and their variation?  
   d. What is the distinction between the two great disciples? Why is this important.

36. Survey of I John  
   (11/27/2002)  
   a. Read the First Epistle of John in one sitting.  
   b. Mark every occurrence of the word “know” and its cognates and synonyms (e.g. confidence, acknowledgment, recognition, et. al;  
   c. Summarize or list your observations.  
   d. What evidence is there in the epistle for apostolic authority?

37. Studies in I John  
   (12/2/2002)  
   a. Reread 1 John highlighting the following:  
      “sin”, “evil”, and “antichrist”  
      “love” “remain”, “abide”, “continue”  
   b. Summarize your observations about “sin”.  
   c. Summarize your observations about “love”.  
   d. Record 5 significant teachings of this epistle.

38. Prologue (John 1:1-18)  
   (12/4/2002)

39. Review  
   (12/6/2002)


Dodd, C. H. *The Interpretation of the Fourth Gospel_. Cambridge: Cambridge University, 1953


Moloney, Francis J. *Belief in the Word: Reading John 1-4_, Minneapolis, MN: Augsburg, 1994
Moloney, Francis J. *Signs and Shadows: Reading John 5-12_, Minneapolis, MN: Augsburg, 1996
Moloney, Francis J. *Glory Nor Dishonor: Reading John 13-21_, Minneapolis, MN: Augsburg, 1998


The Epistles of John
A Select Bibliography

The Revelation of John
A Select Bibliography


Encyclopedias and Dictionaries
*best

On Writing
Writing Assignments

The student may choose to write either 3 or 4 papers; the minimum total of pages for all papers is 20. The length of each paper will depend on the student's interest, the goal of the writing project, and the nature of the topic chosen. The essay is to sustain the thesis identified without being wordy. This assignment is structured to provide the student some flexibility. It also seeks to appeal to the student's strength in writing by not forcing a given paper to have a certain length. Defined page requirements often lead to a student using filler material to reach the set length. A page is 250 words. At the end of the essay give a word count for the essay proper, in order to determine the number of pages, excluding title pages, bibliography, etc.

1. **A critical review of a scholarly article, 2-4 pages:**

   Find a significant article on an issue in the Gospel of John. Write a critique of the article. Present briefly the author's thesis and the method used to substantiate the thesis. Then dialogue with the author in light of your understanding of John. Evaluate the character of the argumentation used in the article. *Please include a copy of the article with your review; the review will not be graded until the copy is provided.* There is an extensive bibliography on the web site for the class. You may also discover articles by looking at footnotes in sources used. Or you may use one of the bibliographic abstracts in the library.


2. **Write one or two interpretive essays on a chapter or critical section in John or I John.**

Three kinds of essays are identified below.

A. Studying a chapter or segment of a chapter in the gospel after chapter 5. Examples:

   John 10        Jesus' teaching of the good shepherd

   John 13:3-17   Jesus washes the disciples’ feet

   John 15:1-27   The disciple’s relationships

   John 17:1-26   Jesus’ high priestly prayer

   **Method for writing this interpretive essay:**

   1. Read the passage selected in John through 6 times. At the end of each reading record the impressions and insights gained. These impressions may be included with the essay as an appendix.
2. Outline the flow of the passage, capturing the argument in the outline. Have the outline center on the structure of the passage rather than on the ideological content. Include it in the essay.

3. Identify a thesis for the essay.

4. After you have become familiar with the passage and have a sense of its message, select five sources, not more than three commentaries. Draw key ideas from these sources.

5. Organize the presentation of the essay.

6. Present the message of the passage. Then consider special issues for interpretation.

7. Discuss the points of the special issue(s) selected for discussion. Include ideas that differ from yours. Show the weaknesses and strengths of those ideas. Bring out how your position is more compelling.

8. Conclude with the contribution made by this passage to the teaching of the Gospel of John.

B. Interpret a passage in light of its Old Testament background which would have been known by Jesus' audience. E.g., Jesus' teaching at the Feast of Tabernacles in John 8.

Method for writing a background essay:

1. Read the selected passage through 6 times. At the end of each reading record the impressions and insights gained. These impressions may be included with the essay as an appendix.

2. Outline the flow of the passage, capturing the argument in the outline. Have the outline center on the structure of the passage rather than on the ideological content. Include it in an appendix.

3. Identify a thesis for the essay.

4. Search for the Old Testament background. If the theme is frequent in the Old Testament, it is better to center on one key text from the Old Testament. Gain familiarity with that OT text by reading it over several times. Make a chart of the points of contact between the OT text and the passage in John. This chart may be part of the essay or included in the appendix.

5. After you are familiar with both passages, select five or six sources, not more than three commentaries. It is very valuable to find 2-3 articles on this topic. Draw key ideas from these sources.

6. Organize your presentation so that the argument is clear. Present your findings in a way that one gains a clearer understanding of what is taking place in the Gospel of John in light of the OT background. Draw on the secondary sources, presenting insights from them and, if appropriate, debating with a particular position raised in one or more of those sources.
7. Have a conclusion that brings out the depth in the message of the passage selected in light of the background in the tradition.

C. Compare the treatment of John's presentation of a specific work of Jesus with how one of the other gospel writer's presents it. E.g., Jesus' feeding of the multitudes. A list of comparisons between John and the Synoptics may be found on the web site.

Method for writing a comparative essay:

1. Read the selected passage in John through 6 times. At the end of each reading record the impressions and insights gained. These impressions may be included with the essay as an appendix.

2. Read the selected passage in another gospel through 6 times. At the end of each reading record the impressions and insights gained. These impressions may be included with the essay as an appendix.

3. Outline the flow of the passage in John and then outline the parallel passage, capturing the argument in the outline. Have the outline center on the structure of the passage rather than on the ideological content. Include it as part of the essay or in the appendix.

4. Pay close attention to the literary setting in the respective gospels.

5. Identify a thesis for the essay. In the opening paragraph state the nature of the comparison between the two accounts and the approach to be taken in comparing the two accounts.

6. After you have become familiar with the passages and have a sense of its message, select five or six sources, not more than three commentaries. It is very valuable to have 2-3 articles on the topic. Draw key ideas from these sources, documenting them in the essay.

7. Construct an approach to accounting for the way John presents the account. Include in the presentation a variety of ways to see the difference between John and the other Gospel writer. Evaluate the arguments. Lead the reader to see the reasons for the position you prefer.

8. Have a conclusion that brings out the nature of John's approach as a theologian.

3. An essay on a motif or theme in the Gospel of John or I John:

The following is a suggestive list of motifs that may be chosen.

<table>
<thead>
<tr>
<th>Light</th>
<th>Life</th>
<th>Believe</th>
<th>Glory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus the Son</td>
<td>Love</td>
<td>God the Father</td>
<td>Holy Spirit</td>
</tr>
<tr>
<td>Bread</td>
<td>Signs</td>
<td>Truth</td>
<td>Worship</td>
</tr>
<tr>
<td>Know</td>
<td>Sight (Seeing)</td>
<td>“I am” sayings</td>
<td>Faith</td>
</tr>
</tbody>
</table>
method for writing this background essay:

1. Using a search program find all the places the key word or theme occurs. Make sure that the search is done on the basis of the Greek language, not English language.

2. Study each passage in which the word occurs.
   a. Note words and ideas associated with the key word. What words cluster around it.
   b. What are the synonyms, what antonyms, found in the context of the word's usage?
   c. Note words that accompany the chosen word.
   d. How does John use the word? How do his discussion partners use the word? Is there a tension between them?
   e. Does the word have a crucial role in the OT. If so, find 3-5 OT texts where it has significant use.

3. Collect the information and compose a thesis statement.

4. Devise an approach for unfolding the concepts carried by the word or theme. You may wish to construct a chart on the usages of the word.

5. Read two to three articles on the theme/motif selected. For one of these sources choose a major source of New Testament words.

6. Select two or three passages where this word is used that have come to life or have more light shed on them as a result of your study. Present for your readers how the information about the term gives those passages greater meaning.

7. Write a conclusion about the significance of the term in the book of John you have selected.

4. Investigate an issue related to the Gospel of John

   Examples: Identity of the beloved disciple; John's use of dualism, Jesus as Son of Man, portrait of Jesus as second Moses, the identity of the Jews, the location of the cleansing of the temple in Jesus' life, the reason for Jesus first sign to be at a wedding, the significance of the "I Am" sayings, the role of Nicodemus, a particular pint of contact between material in John and the Qumran community, the teaching on the Holy Spirit, the lack of exorcisms in John, use of feasts as setting for Jesus' actions.

   1. Identify a passage that is key to the issue chosen.
2. Read that passage several times, becoming familiar with it, and outline the passage.

3. Read in a parallel source, if appropriate.

4. Choose 6-7 sources, including at least three articles, to discover perspectives on the issue.

5. Develop a clear thesis statement.

6. Organize the line of presentation so that it is clear, moving, and coherent.

7. Organize full coherent paragraphs. Include material from the sources used. Evaluate the position of the authors' sighted, both in strengths and weaknesses.

8. Arrive at a conclusion that is well defended.

**Style for all essays.**

1. Typed, double-spaced, except for quotations of more than four lines and explanatory notes.

2. Use proper footnotes or text notes.

3. Include a bibliography in correct style. This will be examined first. If it is not correct, the essay will be returned ungraded.

4. Have a clear thesis statement toward the beginning of the essay. Please place the thesis statement in italics or in a different font so that it is easily found.

5. At the front of the essay give the reader a clear understanding of the purpose of the essay. Also provide some guide post so that the reader knows where the essay is going.

6. Have good coherence and flow to the essay. Give the readers a sense of movement as they read the essay.

7. Identify a specific audience. Write to a group of people who are very interested in the topic, but have not done the work to have the perspective that you have. *At the front of the essay identify that audience.*

8. Identify a particular way of seeking to improve your writing style that has been attempted in the essay. You may even point out at what places this has been attempted.

**Criterion for evaluation**

1. Grasp of the teaching of John.

2. Giving the reader a good sense of having studied the text itself, rather than just having read about
the text. Concise is better than wordy. Interaction with the text is better than spiritual speculation.

3. The handling of secondary sources. Your ability at evaluating the arguments and positions of authors read.

4. Flow and coherence of the essay. Are the paragraphs well structured and is there a good movement and flow from one paragraph to another.

5. Power and force of argumentation or exposition.

6. Clarity in presenting the teaching of John as uncovered through this study.

7. Improvement in a particular character of writing style.

8. Spelling errors are unacceptable. Grammatical errors will lower the grade on the essay.

**General comments on writing about a biblical topic:**

Most of the time a scriptural reference is a poor, weak, powerless subject (of course, this is not valid in the discussion of the structure of a passage). Most of your audience will not know what is in a given reference. Avoid the verb "is" save as a helping verb. Compose clear unified sentences. Construct the essay so that each paragraph has a controlling sentence. Unite the paragraph and give the paragraph direction. Build clear transitions between paragraphs in order that the flow of the essay is smooth and engaging.

Before submitting the essay, read it aloud in order to improve the flow and the clarity of thought. This step will help eliminate unnecessary words and enhance the discovery of expressions that fail to communicate because they are too elliptical expressed for the reader to grasp the intended meaning. Think carefully on the selection of pivotal words.

Remember each easy is considered a quality rough draft (save the last essay). It may be rewritten in part or whole to raise the grade up to 1 grade level.

If you find an essay that holds your attention, is clear, and easy to follow, note that author's style. It may be worthy of learning from it.

<table>
<thead>
<tr>
<th>Paper one</th>
<th>Due October 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a page containing thesis statement and outline of passage or a page describing approach and sources</td>
<td>Due September 23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper two of four</th>
<th>Due October 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>a page containing thesis statement and outline of passage or a page describing approach</td>
<td>Due October 11</td>
</tr>
</tbody>
</table>

| Paper two of three and three of four | Due November 18 |
Check list before submitting the essay:

1. Your name is on the title page
2. The number of words in the essay section are clearly noted
3. All pages are numbered
4. The bibliography is presented with full, standard citation.
5. The thesis statement is clearly identified by being placed in a distinctive font.
6. The avoidance of using biblical reference as a subject. In that position they are powerless and to most of your readers unknown. Unless the essay is a biblical reference
7. Identification of the audience at the front of the essay.