Course Description
In a study of the Greek text, students apply linguistic and exegetical methods for the exposition of the Johannine Epistles. Special attention will be given to Greek grammar and syntax, to literary structure, and to the meaning and application of the Greek text.

Course Objectives
(1) To understand and critically to evaluate academic research in the Johannine Epistles (JE).
(2) To understand issues of special introduction pertaining to the JE.
(3) To grow in facility with the translation of the Greek text, and with Greek grammar and syntax.
(4) To understand the implications of the JE for the contemporary church, and to understand Scripture as a model of applying theology to the life of the church.
(5) To understand with greater clarity and precision leading topics in the JE: the person and work of Christ, the ministry of the Holy Spirit, the application of redemption, and the church.

Required Texts (see below for page assts.)
(1) The Greek New Testament (NA28 or UBS5). N.B. – older editions of the GNT are not acceptable.
(2) Karen H. Jobes, 1, 2, & 3 John (ZECNT; Grand Rapids: Zondervan, 2014).

Assignments & Requirements
(1) Weekly Quizzes. Each week, we will have a quiz covering the assigned translation for the previous week. The assigned translation is the selection of the JE in parentheses in the schedule below. Students should be prepared to translate and to parse. You will be asked on each quiz how much of the current week’s assigned reading you have completed. You may drop any one quiz. There are no make-up quizzes. 40% of your final grade.

(2) Seminar Presentation. Each student will lead at least one seminar presentation in the course of the semester. In conjunction with that presentation, the student will submit an exegetical working paper not to exceed three pages in length. See guidelines below. 20% of your final grade.

(3) Final Exam or Research Paper or Sermon Outlines. Each student will choose either to write a research paper on some text of the JE or to take a final exam or to prepare a series of extended sermon outlines on the JE. The final exam will consist of translation and parsing the assigned texts of the JE, and an essay question. The final exam will be taken during final exam week. The research paper and the sermon outlines are due on ‘Paper Day’. The final exam will be administered during finals week. 30% of your final grade.
Sermon Outlines: Prepare 12 thorough sermon outlines covering the entirety of the JE. Each outline should reference at least three commentaries, and should be 1-2 pages in length. The student will also prepare one complete manuscript based on one of the outlines above.

Attendance
Class attendance is required for NT 528. If a student anticipates an unavoidable absence, he should notify the instructor in advance. Each hour of unexcused absence subjects the student reduction of his final grade by one-half of a letter grade. Two tardies (arriving after the beginning of the hour) constitute an hour of unexcused absence. Students missing more than one session (for any reason) may either submit an additional, compensatory assignment [determined by the instructor] or choose to receive a full letter grade reduction in their final grade.

Course Format
NT 528 is a seminar. The success of the seminar depends upon students’ willingness to prepare adequately for each course section and to participate in class discussions. Generally, the class will proceed by student-led seminar presentations on selected portions of the Greek text of the JE. In this way we will address pertinent questions of grammar, syntax, meaning, and application that the text raises.

Grading Scale
The grading scale for this course is the seminary’s grading scale. You may find it listed at the RTS Catalog, p.44.

Plagiarism
Please review the seminary’s policy on plagiarism. Plagiarized work will subject the student to failure in the course and possible disciplinary action.

In-Class Computer Use
Computers are not permitted in this course. Cell phones must be set to silent and stowed. If for some extraordinary reason you need to take a call, you may either wait until the break or leave the classroom.
Approximate Course Schedule

Please note that this schedule is approximate and subject to change at any time. The instructor's announced changes in class will be the final word on the nature and date of assignments. They are the student's sole responsibility to note and to implement.

29 Jan  
Course Introductions / Introduction to the Johannine Epistles  
Kruse 1-49; Jobes 21-40, 339-345

05 Feb  
1 John 1:1-4  
Kruse 51-61; Jobes 41-59

12 Feb  
1 John 1:5-2:2  
Kruse 61-76; Jobes 60-80

19 Feb  
1 John 2:3-17  
Kruse 77-97; Jobes 81-117

26 Feb  
1 John 2:18-27  
Kruse 97-112; Jobes 118-132

05 Mar  
1 John 2:28-3:10  
Kruse 112-132; Jobes 132-151

12 Mar  
Spring Break – Class Will Not Meet

19 Mar  
1 John 3:11-24  
Kruse 132-144,235-242; Jobes 152-173

26 Mar  
1 John 4:1-6  
Kruse 144-155; Jobes 174-185

02 Apr  
1 John 4:7-5:4a  
Kruse 156-173; Jobes 186-216

09 Apr  
1 John 5:4b-12  
Kruse 173-187; Jobes 216-227

16 Apr  
1 John 5:13-21  
Kruse 188-202; Jobes 228-246

23 Apr  
2 John  
Kruse 203-217; Jobes 247-283

30 Apr  
3 John  
Kruse 219-234; Jobes 285-337
Seminar Presentations
The following, with adaptation and modification, is drawn from a course handout by Richard B. Hays

During the semester, each student will write an exegetical working paper, not to exceed three pages in length. This paper will serve as a basis for initiating class discussion on the texts with which they deal. Each student will be asked to provide enough copies of his paper for all members of the class; the result will be that all of us will end up with a working exegetical notebook on portions of the JE.

Structure and Content
The following guidelines are designed to create a generic structure that will make our exegetical efforts into a communally useful enterprise. Each working paper should conform to the following format:

I. Outline of the Passage. Not just a listing of the contents (“and then…and then…”). Try to sketch an outline that illumines that structure and function of the text. How are its parts related to one another and how do they work? Do the conventions of ancient rhetoric provide clues about the structure of the argument (see commentaries)?

II. Key Exegetical Issues. Identify the major exegetical difficulties in the passage (e.g. text, translation, literary form, purported use of traditions or sources, relation to larger themes within Romans, relation to other biblical texts, historical reference). Seek to identify puzzling elements in the text that demand interpretation. The main task here is to identify and to ask good questions, not necessarily to answer them in the confines of your working paper. Try to focus our attention on what we would have to know to read the text with clarity and depth. Having raised questions, you might in some cases briefly enumerate possible answers and indicate how you would choose among the possibilities. Do not labor over every detail; labor only over those details which materially affect the interpretation of the text.

III. Significance of the Passage. What are the important questions (theological, pastoral, personal) raised for you by the passage? How does the passage speak to us and our historical situation? How might the text be used (or misused) in preaching? How has the text been read and applied in the history of interpretation (Patristic period, Reformation, etc.)?

IV. Discussion Questions. Formulate three incisive questions about the text that might be used to initiate and guide class discussion. Your questions should call for close reading of the text, not immediate reaction to it. Good questions invite us to explore the text. Bad questions invite us to explore our emotions or prejudices.

V. Additional Bibliography. Give full citations for additional sources that you have found helpful. An ATLA search will be necessary to access important and recent literature on your passage.

Assignment Dates. Papers are to be distributed to the class at the class session preceding the discussion of the passage. Observe this procedure scrupulously; this will afford everyone the opportunity to profit from your work and to come prepared to discuss the issues that you have raised. Seminar presentations will not begin before February 12.
Paper Guidelines

You will submit a 10-15 page research paper, exclusive of cover page and bibliography. This paper is an exegetical paper that demonstrates awareness of and competence in both the primary and secondary literature.

You must submit your paper both in hard copy and electronically. You may direct your electronic copy to the following e-mail address: gwaters@rts.edu. The subject line of your e-mail should read: “NT 528 Final Paper.” Send your paper in this e-mail as an MS-Word or PDF attachment only (PDF preferred).

The paper should have the following elements and meet the following guidelines:

- A concise introduction that reflects your awareness of the pertinent issues
- A strong, incisive, clearly-stated thesis in the opening of the paper
- A cogent argument that is integrally tied to and flows from your thesis
- Organization that is both inherent to the paper and evident to your reader
- A conclusion that properly concludes the argument of your paper, concisely reflecting on the implications of your thesis for our understanding of biblical teaching (generally) and for the life of the church today.
- Fair and decisive engagement of the secondary literature. You should engage positions that are similar to your own and positions with which you disagree.
- Engagement of the following kinds of sources:
  - Academic commentaries (not collections of sermons, lay commentaries, or devotional expositions)
  - Academic monographs
  - Articles published in scholarly journals
  - Literature published both before and after 1900
  - Reformed & evangelical sources as well as non-Reformed sources
- Footnotes (not endnotes or parenthetical references!). Footnotes should be single spaced, 10 pt font. The first line of each footnote should be indented.
- Pagination – each page should be clearly numbered
- Consistent, readable margins – ½ to 1 inch margins on each side of the text
- Text set in left justification, Times New Roman font, 12 pt. Set your indentation at ½ inch.
- Double or 1.5 spacing only.
- Greek or Hebrew typed or handwritten (no transliterations)
- Documentation according to format and standards prescribed in the SBL Handbook of Style – this applies both to the body of the paper and the bibliography. Please take special note of the abbreviations.
- Absence of typographical, grammatical, syntactical, or spelling errors. Such errors will result in a lower grade on your paper. Proofread!
- A staple in the upper left hand corner – no folders, etc., please.
The Good Paper Guide

In grading your final paper, I will make reference to the following criteria (in addition to the guidelines set forth above, p.4). I have adopted these criteria, with slight modification, from a syllabus of Dr. W. Duncan Rankin.

General
Is the paper interesting? substantial? well-written?
Is the paper sufficiently focused or developed?
Is the paper organized? organized clearly?

Development and Flow
Does the paper show clear plan and purpose?

Treatment
Is the thesis of your paper stated clearly? Is your thesis pedestrian?
Does your paper raise more issues than you have adequately addressed in it?
Does your paper raise issues that cannot be adequately addressed in a paper of this scope and length?
Does your paper provide sufficient data to enable the reader to understand the problems and issues?
Does your paper set forth and engage various positions fully? fairly? objectively?
Does your paper provide careful, biblical exegesis?
Do your conclusions follow from the premises and data you set forth in the paper?
Does your paper evidence knowledge of and interaction with the broader Reformed tradition? views within modern evangelicalism? non-evangelical views?
Does your paper have material that should have been excised? Does it have material that is not germane to the subject?
Is the length of your paper adequate to address the issues raised?

Documentation
Is your paper well documented? adequately documented? poorly documented?

Bibliography
Does your paper have a bibliography?
Is your bibliography excellent? adequate? poor?
Does your paper omit key secondary sources that should have been included?

Appearance
Is your paper neat in appearance? Is your paper annoying to read?

Errors
Does your paper have typographical errors? grammatical errors? syntactical errors? spelling errors?

Time of Submission
Was your paper submitted on time?
Did you submit it in both hard copy and electronically (per syllabus instructions)?

Your assigned grade is based upon the following: your successful completion of the instructions for this assignment, as those instructions are set forth in this syllabus; your overall quality of presentation; my assessment of your grasp of the subject matter; your skill in communicating the material; the quality of your work relative to your peers in the course.
### MDiv* Student Learning Outcomes

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
<thead>
<tr>
<th>Articulation (oral &amp; written)</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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| Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | 1. Greek syntax  
2. Exegetical study of JE |

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<thead>
<tr>
<th>Scripture</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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| Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Strong | 1. Major part of class is exegeting texts  
2. Original languages are used in class  
3. It’s a Bible class! |

<table>
<thead>
<tr>
<th>Reformed Theology</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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| Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Moderate | 1. Traditional Reformed categories are used for explaining many Johannine categories  
2. Exegetical basis for Reformed theology is stressed in class |

<table>
<thead>
<tr>
<th>Sanctification</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
<td>The texts studied (JE) contain many relevant applications to seminary students</td>
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<tr>
<th>Desire for Worldview</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
<td>Students gain facility to interpret and explain and apply Scripture to all of life</td>
</tr>
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<tr>
<th>Winsomely Reformed</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Strong</td>
<td>Students encouraged to weigh and negotiate interpretative differences charitably and fairly</td>
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<tr>
<th>Preach</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Strong</td>
<td>Students gain facility to interpret and outline the text – a necessary task for preaching the text.</td>
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<tr>
<th>Worship</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
<td>JE addresses issues concerning public worship</td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
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Date: 01/27/15