Bachelor of Ministry, Bachelor of Theology, and Related Programs

NT434D
The Fourth Gospel
(Greek Text)

Semester 1, 2017

Malyon College
is an approved institution of the
Australian College of Theology

NT434D is offered by Malyon College as part of the Master of Divinity and related programs authorized for distance and contact delivery by the college which is an accredited award of the Australian College of Theology (ACT).
Malyon College

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.
UNIT DETAILS

Unit Description

NT434D The Fourth Gospel (Greek Text) is an advanced elective New Testament exegesis unit in the Department of Bible and Languages. It entails detailed study of critical issues and the theology of the Fourth Gospel, building upon the foundations laid in NT301. The unit also comprises the translation and exegesis of selected chapters of the Fourth Gospel, building upon the foundations laid in LA004.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

Co-Requisite: NT301. Pre-Requisites: LA004A and LA004B

Exclusions

This unit cannot be completed for credit purposes if the student has already received credit for any of the following units:

NT424 The Fourth Gospel (English Text)

Unit Content

The unit is made up of the following sections and sub-sections:

1. The theology of the Fourth Gospel, including such topics as: Christology; pneumatology; the church; eschatology; salvation/life/judgement; sacraments; faith and signs.
2. The critical issues in the Fourth Gospel, such as: authorship; dating; provenance; formation of and historical background to the Gospel; John and the Synoptic Gospels and the Gospel tradition.
3. Translation and exegesis of the Greek text of John 1-3, 5-6, 15-16. An acquaintance with the issues in the major textual variants is expected.

Learning Outcomes

The learning outcomes for NT434D The Fourth Gospel (Greek Text) are as follows:

Knowledge and understanding

Know and understand:

1. The Fourth Gospel: authorship, date, occasion, formation, setting, purpose
2. The themes and theology of the Fourth Gospel
3. Interplay between narrative, encounter, sign and teaching
4. Relation to the Synoptic Gospels and the gospel tradition
5. The Greek text of the Fourth Gospel
6. The nature and methods of New Testament exegesis

Skills
In order to determine the meaning of the Greek text of the Fourth Gospel, be able to:

1. Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
2. Identify the authorship, date and purpose
3. Translate into English
4. Evaluate textual variants and issues in the history of the text
5. Recognise literary form, genre, structure and rhetorical conventions
6. Utilise the historical, social and cultural contexts
7. Assign passages to the literary and canonical contexts
8. Establish the meaning of significant words and phrases in the contexts of John’s writings
9. Trace inter-textual references and allusions
10. Discuss the main themes, arguments and theological teachings
11. Translate and exegete the Greek text of selected passages from the Fourth Gospel

Application
Be in a position to:

1. Exegete the Greek text of the Fourth Gospel for personal understanding and for use in ministry contexts
2. Integrate perspectives from the Fourth Gospel into biblical interpretation and Christian thinking
3. Apply the teaching of the Fourth Gospel to situations and issues in contemporary Christianity and society

Workload Requirement
A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1) Contact students:
   a) Lectures – 3 hours per week;
   b) Preparation and revision – 2 hours per week;
   c) Assignments – 5 hours per week.

2) Distance students:
   a) Home study; including forums and revisions – 5 hours per week;
   b) Assignments – 5 hours per week.
Learning Guides

You should access the Learning Guides on the unit Moodle page for guidance through your studies for the semester.

Assessment Requirements

You will need to complete the following assessment requirements:

1. Weekly posts on the forum: on introductory themes in Weeks 1-3, and translations of specified passages in Weeks 4-13 (compulsory, but no mark value attaches to this requirement)
2. Minor essay on a Johannine introductory theme (20%)
3. Major essay on the exegetical foundations of a Johannine theological theme (40%)
4. Exam (90 minutes; focus on translation and exegesis) (40%)

Contact students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

In order to complete the unit, you will need to have access to the following resources.

The primary source in this unit is the Greek text of John’s Gospel, so the following is mandatory:


You will also need a good commentary which references the Greek text of John’s Gospel. The following is recent and accessible:


You might also wish to consult the following, which is an excellent interpretation of John’s Gospel, though getting a little dated and with limited reference to the Greek text (and then only in transliteration):


Remarkable for the detail of its treatment and breadth of background understanding is:


Fairly recently published, detailed and elegantly written, and paying sustained attention to the literary structures of John’s Gospel, is:

Even more recent, standing in the tradition of and drawing extensively upon the great commentators on John’s Gospel such as Augustine, Chrysostom, Aquinas, Luther, Calvin, Barrett and many more, and written with genuine passion and love both for the text and its readers, is:


I recommend all of the above resources heartily. I’d dare to say that while the other commentaries listed here are excellent for helping you get to know John’s Gospel, Bruner’s will also lead you to love it.

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

### General Comments

The Fourth Gospel is eminently worth studying, and I trust that you will find your understanding of this intriguing Gospel greatly enriched, and your faith strengthened, through your encounter with it this semester.

I hope it goes without saying (but let me say it anyway!) that your encounter with the Greek text of the Fourth Gospel is the primary outcome for this unit. Make it your primary goal to become as familiar as possible with the Gospel of John itself (all twenty-one chapters, and not just the seven designated for exegesis – it’s impossible to understand these chapters if they are wrenched out of the context of the gospel as a whole). A good strategy for achieving this goal would include reading through John repeatedly in a number of English versions, in an interlinear, and (of course) in the Greek text itself. On the whole, the Greek in the Gospel of John is some of the easiest and most straightforward in the entire New Testament, so you shouldn’t be too troubled by it. Your reading should be aimed at soaking in the content of John’s Gospel and producing your own detailed outline of the Fourth Gospel, paying particular attention to its purpose, structure and argument. And please pay attention to the “Application” component of the Learning outcomes (see page 4 above). This is a key outcome of the unit, which will be missed if we are tempted to think that we can approach the Gospel of John (or any part of Scripture, for that matter) in a purely “academic” way. My prayer is that your engagement with John will go even further than that, and that (like untold numbers of Christ-followers before you) you will find your life transformed by the text of this remarkable gospel.

### Lecture Schedule

The lecture schedule on the following page is for contact students (hence the dates given, which are all Tuesdays, since that is when the contact class is scheduled). I am including it here 1) to help you keep your studies on track this semester, and 2) to give you the necessary information should you be able to visit the contact class sometime (you would be very welcome to do so). Contact classes run from 9:30 am to 12:25 pm each Tuesday morning of the semester.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14 Feb</td>
<td>Introduction to the unit, assessment. “Getting Acquainted with the Fourth Gospel”: the purpose of the gospel of John, thinking our way through John’s Gospel, some critical issues (authorship, date and place of writing, audience, occasion), the historicity of the Fourth Gospel, the current state of scholarly discussion on the Fourth Gospel.</td>
</tr>
<tr>
<td>3</td>
<td>28 Feb</td>
<td>“Interpreting John’s Gospel”: a basic guide to biblical exegesis, checklist for doing biblical exegesis, a literary approach to understanding John’s Gospel</td>
</tr>
<tr>
<td>4</td>
<td>7 Mar</td>
<td>John 1:1-28, translation, exegesis, theology</td>
</tr>
<tr>
<td>5</td>
<td>13 Mar</td>
<td>John 1:29-51, translation, exegesis, theology</td>
</tr>
<tr>
<td>6</td>
<td>21 Mar</td>
<td>John 2:1-25, translation, exegesis, theology</td>
</tr>
<tr>
<td>7</td>
<td>28 Mar</td>
<td>John 3:1-36, translation, exegesis, theology</td>
</tr>
<tr>
<td>8</td>
<td>18 Apr</td>
<td>John 5:1-24, translation, exegesis, theology</td>
</tr>
<tr>
<td>9</td>
<td>25 Apr</td>
<td>John 5:25-47, translation, exegesis, theology ANZAC Day. No classes, but you are expected to complete this week’s work on your own.</td>
</tr>
<tr>
<td>10</td>
<td>2 May</td>
<td>John 6:1-40, translation, exegesis, theology</td>
</tr>
<tr>
<td>11</td>
<td>8 May</td>
<td>John 6:41-71, translation, exegesis, theology</td>
</tr>
<tr>
<td>12</td>
<td>16 May</td>
<td>John 15:1-27, translation, exegesis, theology</td>
</tr>
<tr>
<td>13</td>
<td>23 May</td>
<td>John 16:1-33, translation, exegesis, theology</td>
</tr>
</tbody>
</table>

**STUDY WEEK 1**

**STUDY WEEK 2**

**STUDY WEEK 3 and FINAL EXAM (90 minutes)**
UNIT LECTURER

The unit NT434D The Fourth Gospel (Greek Text) is taught by Rev Dr D L Morcom.

Although my given name is “Donald,” everyone has called me “D” (my initial) since I was about three days old. I was born in Brisbane but spent most of my childhood and youth and much of my adulthood in South Africa, where my parents served as missionaries. I have been a passionate Christ-follower for as long as I can remember. My professional background was in the printing industry and in Christian publishing. I studied at the Baptist Theological College of Southern Africa (LThHons) and at the University of South Africa (BA). After serving as pastor of two Baptist churches in the Johannesburg area, I studied at the Southern Baptist Theological Seminary in Louisville, Kentucky in the United States (MDiv, PhD). I was then appointed lecturer and later Principal of the Baptist Theological College in Johannesburg, where I taught for thirteen and a half years. I and my family returned to Australia in 2002. After three years of pastoral ministry I was appointed to Malyon College at the beginning of 2005, where I presently serve as lecturer.

I am married to Jackie, and we have three adult children (Michelle, Bryan and Joanne), four grandchildren (so far!) and an energetic golden Labrador.

Contact details:
Office number  (07) 3354 5656
E-mail  d.morcom@malyon.edu.au
UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
   a. **Body of assignment:**
      i. 1\textsuperscript{st} level – 1%
      ii. 2\textsuperscript{nd} and subsequent levels – 2%
   b. **List of References and referencing:**
      i. 1\textsuperscript{st} level – 1%
      ii. 2\textsuperscript{nd} and subsequent levels – 2%
Grade Criteria

Bachelor’s students at the advanced undergraduate degree 400-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

Pass
✓ Demonstrates an engagement with primary sources.
✓ Has begun to grasp the foundational features of the discipline.
✓ Is beginning to engage with a range of scholarly viewpoints.

Credit
✓ Demonstrates ability in engaging primary sources.
✓ Evidences a grasp of the foundational features of the discipline.
✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Distinction
✓ Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
✓ Evidences a sound grasp of the foundational features of the discipline.
✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

High Distinction
✓ Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.
**ASSESSMENT REQUIREMENTS**

**Requirement 1: Weekly forum posts on Moodle (compulsory; no mark value)**

Online/distance students must complete a weekly forum activity and post it on the forum for this unit each week, **not later than the Monday of the following week**. (So, for example, your forum post for Module 1, which commences on Monday 13 February 2017, is due not later than Monday 20 February 2017, and so on). For distance/online students these forum posts are a compulsory component of the unit (even though they attract no mark value), and are intended to make up in some way for the fact that you do not have the benefit of the classroom experience.

The forum activities in Weeks 1-3 focus on introductory issues, and require a brief but meaningful responses to the issues raised. By “brief” I mean a paragraph or two (or three), and by “meaningful” I mean that I want to see evidence that you have given at least some serious thought to the issues raised. No formal “research” is required beyond a considered engagement with the material contained in each Module; similarly, no List of References or technical formatting is required. I do hope that you’ll also interact with the contributions made by other students.

In Weeks 4 – 13 inclusive, students post their own accurate and elegant English translations from the assigned portion of the Greek text of John’s Gospel, commenting briefly on significant points in the grammar, and providing rationale for translation choices where appropriate.

**Length:** Not applicable

**References:** Not generally applicable, unless you want to refer specifically to a resource you found particularly helpful in answering the forum question in Weeks 1-3, or preparing your own translation in Weeks 4-13

**Due:** Weekly, as per the Schedule of Lectures on page 7

**Mark allocation:** None, but this requirement is indispensable preparation for the final exam
Requirement 2: Minor essay on a Johannine introductory theme (1250 words, 20%)

Write an essay on ONE of the following topics. Your essay must demonstrate the contemporary ministry application of the insights gained from your research.

What is the purpose of the Fourth Gospel? How should an understanding of this purpose influence our interpretation of John’s Gospel? Provide specific examples.

OR

What do we mean when we refer to the Fourth Gospel as a "Gospel"? How should an understanding of the literary genre "Gospel" influence our interpretation of the Fourth Gospel? Substantiate your answer fully with specific examples from the Fourth Gospel.

The key assessment criteria for this requirement are as follows:

1. Topic: the student understands what the topic requires, remains focussed on the topic, and provides specific, concrete responses to each of the issues posed in the topic.

2. Primary Source Research: the student demonstrates a thorough engagement with the primary source (that is, the Greek text of the Fourth Gospel); the text of the Fourth Gospel is analysed carefully as it intersects with the topic; all references to the text are quoted in Greek.

3. Secondary Source Research: the student demonstrates familiarity with a range of scholarly viewpoints on the issues raised in the topic, reports these viewpoints empathetically, and evaluates them critically.

4. Argument: the student constructs a logical, clear and well-organised argument, documents each stage of the argument thoroughly from both primary and secondary sources, and reaches well-substantiated conclusions; the argument demonstrates a grasp of the foundational features of New Testament introduction as a discipline.

5. Application: The student pays due attention to the “Application” component of the Learning Outcomes (see page 4 above).

6. List of references: The list of references is indicative of appropriate research.

7. Presentation: Requirements for the writing of assignments have been adhered to. These requirements include the overall quality of the typescript, formatting, documentation, writing style and expression, grammar, spelling, and proper title page.

Length: 1250 words

References: In addition to the Greek text of John’s Gospel, at least 10 references

Due: Friday 31 March 2017, by electronic submission on Moodle

Mark allocation: 20%
Write a detailed essay on the exegetical foundations of any ONE of the following theological themes of John’s Gospel, and demonstrate the importance of the theme for personal, church, and societal contexts. NOTE: Your essay must demonstrate sustained, intensive engagement with the Greek text of pertinent passages from John’s Gospel. Essays which do not comply with this requirement will be rejected as unsatisfactory.

a. Christology
b. Pneumatology
c. The church (ecclesiology)
d. Eschatology
e. Salvation/life/judgement
f. Sacraments
g. Faith and signs

The key assessment criteria for this requirement are as follows:

1. Topic: the student understands what the topic requires, and remains focussed on the exegetical foundations of the chosen theological theme in the Fourth Gospel.

2. Primary Source Research: the student demonstrates a thorough engagement with pertinent portions of the primary source (that is, the Greek text of the Fourth Gospel); the text of the Fourth Gospel is analysed carefully as it intersects with the chosen theological theme; all references to the text are quoted in Greek.

3. Secondary Source Research: the student demonstrates familiarity with a range of scholarly viewpoints on the chosen Johannine theological theme, reports these viewpoints empathetically, and evaluates them critically.

4. Argument: the student constructs a logical, clear and well-organised argument, documents each stage of the argument thoroughly from both primary and secondary sources, and reaches well-substantiated conclusions; the argument demonstrates a grasp of the foundational features of New Testament exegesis as a discipline.

5. Application: The student pays due attention to the “Application” component of the Learning Outcomes (see page 4 above).

6. List of references: The list of references is indicative of appropriate research.

7. Presentation: Requirements for the writing of assignments have been adhered to. These requirements include the overall quality of the typescript, formatting, documentation, writing style and expression, grammar, spelling, and proper title page.

Length: 2500 words

References: In addition to the Greek text of John’s Gospel, at least 15 references

Due: Friday 12 May 2017, by electronic submission on Moodle

Mark allocation: 40%
**Requirement 4: Final Exam (90 minutes; 40%)**

A 90-minute examination will be written at the end of the semester. Note these details:

1. The exam will comprise translation and exegesis of selected passages from John 1-3, 5-6, 15-16.
2. Students will be required to choose 2 out of 5 passages for translation and exegesis. Each passage will comprise about 5 or 6 verses. The translation (including relevant notes to justify or further explain translation choices) counts for one-third of the marks; exegesis of the passage comprises the remaining two-thirds.
3. You will need access to an unmarked Greek New Testament.

Students should note that:

1. All unit topics are subject to assessment, but no topic will be assessed twice.
2. The examination may include any, but not necessarily all, topics.

The **key assessment criteria** for this requirement are as follows:

1. **Translation (one third of the marks):** The student provides an accurate and elegant translation of the passages chosen, and supplements the translation with insightful notes which justify and explain the translation where necessary.
2. **Exegesis (two thirds of the marks):** The student writes detailed and accurate exegetical notes on the passages chosen, paying special attention to important concepts and the argument of the passages. Answers must demonstrate sustained references to the Greek text of the passages chosen.

**Length:** 90 minutes

**Date:** As per the examination timetable – please read carefully!

**Mark allocation:** 40%
UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”
(Jeremiah 3:15)

Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’

- a. grows a deepening relationship with Jesus ✓
- b. is secure in God’s call with a desire and ability to learn and grow ✓
- c. is self-aware and maintains self-care ✓
- d. seeks and builds healthy relationships ✓
- e. is committed to living with integrity and prayerful dependence on God ✓

Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’

- a. knows and trusts the Bible ✓
- b. understands the context of diverse theological ideas ✓
- c. forms a personal theology which is both biblical and thoughtful ✓
- d. reflects theologically and applies the Bible to real life ✓
- e. is committed to helping others know God’s grace and truth and live God’s way ✓

Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’

- a. is able to have a godly influence over others ✓
- b. possesses skills needed for chosen ministry path ✓
- c. understands cultures and contexts and is able to minister in a range of contexts ✓
- d. is able to work with and lead a team ✓
- e. is committed to serving, evangelising and mentoring others ✓

1. A major thrust of this unit
2. A contribution that this unit should make
3. A possible function of this unit, but not targeted
4. An unlikely product of this unit

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
**RECOMMENDED READINGS**

The list below provides you with references that relate to the unit material and topics under consideration.

**General Exegesis Resources**


**Greek Text and Aids for Translation and Exegesis**

_Accordance_ software (for Mac).


_BibleWorks 9_ software (for PC).


**General Studies on the New Testament which include the Fourth Gospel**


**General Studies on John’s Gospel**


**Commentaries on John’s Gospel**


ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.