



**St Andrew's Greek Orthodox Theological College**

## **B7270A Johannine Literature**

**Semester One, 2025**

**Teaching Staff:**

Lecturer: Assoc Prof. Sr Margaret Beirne

Phone: 0418 682 133

Email: [margaret.beirne@rscoffice.com](mailto:margaret.beirne@rscoffice.com)

## B7270A Johannine Literature

### Semester One, 2025

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<b>Unit weighting:</b>	9 credit points
<b>Mode of delivery:</b>	Face-to-face and online
<b>Prerequisites:</b>	9 Biblical Studies credit points
<b>Exclusions:</b>	B9270 Unlocking John

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**Scheduled times and Venues:** Zoom Lectures will be delivered weekly on Tuesdays, 9.30am - 12.30pm on campus. Distance students will have access to the Zoom recording approximately 12-24 hours after the completion of the lecture.

<b>Workload:</b>	Weeks in Teaching Session:	12 weeks
	Timetabled hours/week:	3 hours
	Study & assignments:	9 hours
	Total Workload/week:	12 hours

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### Curriculum Objectives

This unit builds upon the knowledge and skills learned in the pre-requisite units. It examines the historical context, literary forms and theological content of the Gospel and Letters of John, and their application to Christian life, ministry, and worship.

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
<b>Course Outcomes</b>					
<i>broad and coherent body of biblical and theological knowledge</i>	✓				

<i>skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>		✓	✓	✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/ or scholarship</i>					✓

## Learning Outcomes

At the end of this course unit, students will be able to:

1. assess how the historical, cultural, and religious background of the Johannine community influenced the development of the Johannine literature
2. identify the major themes, emphases, and principal theological ideas of the Johannine literature
3. exegete selected passages from the Johannine literature
4. integrate significant secondary literature into the critical study of the Johannine literature
5. apply insights from a critical study of the Johannine Literature to a range of life and ministry situations.

## Content

- 1) The history and religious perspective of the Johannine community especially as reflected in the Johannine epistles.
- 2) The distinctive literary style, imagery, and narrative features of the Johannine corpus
- 3) Key theological themes of the Johannine tradition
- 4) Contemporary methodologies for studying the Johannine literature
- 5) Exegesis of selected passages or themes from the Johannine literature.

## Assessment Tasks

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
<b>Critical review</b>	20%	Tuesday 1 April 2025	# 1, 4
<b>Exegetical essay</b>	40%	Tuesday 6 May 2025	# 2, 3, 4
<b>Exam</b>	40%	Exam Week	# 2, 3, 5

## Detailed information on assessment tasks

### 1. Critical review (1,000 words)

Write a critical review of the following article. Include an assessment of the various arguments. Conclude your review with a brief explanation of your own opinion.

Skinner, Christopher W. 'The Rise, Demise, and After-lives of the Johannine Community', in Seglenieks, Christopher & Christopher W. Skinner (eds.). *The Johannine Community in Contemporary Debate*. Minneapolis, MN: Fortress Press, 2024, 3-20.

### 2. Exegetical essay (2,000 words)

Write an exegetical essay on John 4:4-26 (NRSV)

- (a) Begin by reading the passage and making notes on each of the steps in the exegetical essay method provided in Moodle Week 5 and practised in class.
- (b) Develop your notes / dot points into a draft essay.
- (c) Read the excerpts / articles provided in Moodle Week 5.
- (d) Engage critically in your essay with at a minimum of six relevant excerpts / articles, including at least four of those provided in Moodle Week 5, and provide footnote references. Make sure that the publication details in your footnotes match exactly and accurately with those in your Bibliography.
- (e) Presentation is to be a formal essay with critical references to at least six commentaries and scholarly articles, footnotes, and bibliography.

### 3. Written Exam

The exam questions will cover

- Topics contained in the lecture notes, and
- Exegetical exercises on selected passages from the Gospel of John.

## Unit Schedule

### Week 1 3 March

Introduction to course unit. Assessment tasks. 'The Johannine literature': historical context, authorship; the Beloved Disciple.

### Week 2 10 March

Background to the Johannine Literature; the Johannine Community - scholarly debate; reading the Letters of John in detail.

### Week 3 17 March

The Gospel according to John: stated purpose (Jn 20:31); structural outline; narrative shape; characters; literary devices: the Fourth Gospel and the Synoptics.

**Week 4** 24 March

John 1:1-18, the Prologue: its shape, style, imagery, origin, and relationship with the rest of the Gospel; John (the Baptist) in the Fourth Gospel. John 1:19-51: call of the first disciples.

**Week 5** 31 March

John 2-4: narrative shape; first two of Jesus' "signs" – pointers to Jesus' identity and the nature of Johannine faith; an exegetical approach to the Fourth Gospel; exegetical exercise.

**Week 6** 7 April

John 5-8, with special attention to the healing miracles, Jewish feasts and sacraments; the "bread of life" theology; the Ἐγώ εἰμι sayings

**Mid-semester recess Monday 14 April - Sunday 27 April**

**Week 7** 28 April

John 9-12, especially the episodes of the man born blind, raising of Lazarus, and the hints of the coming Passion.

**Week 8** 5 May

Book of Glory: overview; John 13, emphasis on interpretation of the foot-washing; writing an exegetical essay; significant Johannine critical scholarship.

**Week 9** 12 May

The 'last discourse', John 14-17: its key theological themes; as a resource for Christian spirituality and ecumenism.

**Week 10** 19 May

The Johannine Passion Narrative – John 18-19; its use of distinctive Johannine terms: ὥρα, δόξα, ἀλήθεια, and related theological emphases.

**Week 11** 26 May

John 20-21. Structural outline of John 20 and the role of Johannine characters in the reader's understanding of resurrection faith. John 21: a later addition?

**Week 12** 2 June

Contribution of the Fourth Gospel to the development of the Church's Christology; early Christian commentaries: Origen, Cyril of Alexandria, John Chrysostom and Augustine.

**Recommended References**

Anderson, Paul N. "The Community that Raymond Brown left behind. Reflections on the Johannine Dialectical Situation". Newburg, OR: George Fox University, 2013, 1-11.

Ashton, John. *Understanding the Fourth Gospel*. 2<sup>nd</sup> ed. Oxford: OUP, 2007.

Bauckham, Richard & Carl Mosser (eds.), *The Gospel of John and Christian Theology*. Grand Rapids: Eerdmans, 2008.

Bennema, Cornelis. *Encountering Jesus: Character Studies in the Gospel of John*. Milton Keynes UK: Paternoster, 2009.

- Beirne, Margaret M., *Women and Men in the Fourth Gospel: A Genuine Discipleship of Equals*. London: Sheffield Academic Press, 2003.
- Brown, Raymond E. *An Introduction to the Gospel of John*. Completed and edited, Francis J. Moloney. New York: Doubleday, 2003.
- \_\_\_\_\_. *The Community of the Beloved Disciple*. London: Geoffrey Chapman, 1979.
- Cirafesi, Wally V. “The Johannine Community Hypothesis (1968-present): Past and Present Approaches, and a new way forward” *Currents in Biblical Research* (2014), 173-193.
- Derrenbacker, Robert, Dorothy Lee, & Muriel Porter, (eds.), foreword by Francis Moloney, *The Enduring Impact of the Gospel of John*. Eugene, OR: Wipf & Stock, 2022. [Authors are all Melbourne-based NT scholars.]
- Ford, David. *The Gospel of John, A Theological Commentary*. Grand Rapids, MI: Baker Academic, 2021.
- Lieu, Judith. *I, II, III John: a commentary*. Louisville: Westminster John Knox Press, 2008.
- Moloney, Francis J. *Letters to the Johannine Circle: 1-3 John*. Mahwah NJ: Paulist, 2020.
- Painter, John. “The Fourth Gospel: A ‘Spiritual’ or ‘Theological’ Gospel”, in *Anatomies of the Gospels and beyond: Essays in honour of R.A. Culpepper*. M.C. Parsons et al. (eds.). Leiden: Brill, 2018, 348-365.
- Papadopoulos, Gerasimos, *The Gospel of St John: a commentary*. Trans. Peter A. Chamberas. Brookline MA: Holy Cross Orthodox Press, 2010.
- Parsenios, George L. *First, Second and Third John*. Grand Rapids: Baker Academic, 2014.
- Skinner, Christopher. “The Rise, Demise, and After-lives of the Johannine Community”, in Seglenieks, Christopher & Christopher W. Skinner (eds.). *The Johannine Community in Contemporary Debate*. Minneapolis, MN: Fortress Press, 2024, 3-20.
- Verheyden, Joseph et al (eds.), *Studies in the Gospel of John and its Christology: Festschrift Gilbert Van Belle*. Leuven: Peeters, 2014.
- Von Wahlde, Urban C. *A Commentary on the Gospel and Letters of John*. Grand Rapids: Wm B. Eerdmans, 2010.

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## Course Unit Revision

The learning activities, learning resources, and assessment details were thoroughly revised as at 23 December 2022, and updated 21 February 2025.

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## Extension Policy

1. In accordance with the policy of the Sydney College of Divinity, it is a requirement of a student's course unit that all assessment tasks be completed by the due dates set by the lecturer and published in the Course Unit Booklets.
2. Late assessment tasks without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Example:

A student submits an assignment worth 50 marks four days late. Total mark available = 50. Penalty for being four days late = (5% of 50) x 4 = 10-mark penalty. The student's original mark for the quality of their work is 40. The student's final mark will be reduced to 30 (40 – 10 = 30).

3. Assessment tasks submitted without an approved extension beyond 10 days after the due date will receive a zero mark and will NOT be annotated by the lecturer.

### 4. Types of Extensions

#### 4.1 Lecturer's Extension

The lecturer may grant an extension of 1 to 7 days beyond the due date. An extension must be applied for in advance of the original due date. In cases of sudden serious illness or misadventure, the student may apply as soon as would be reasonably practical. Extensions of more than 7 days may only be granted by the Registrar.

#### 4.2 Registrar's Extension

A Registrar's Extension must be applied for in advance of the original due date, or of the extended due date where a Lecturer's Extension has already been granted. A Registrar's Extension may provide up to 21 days of additional time beyond the original due date.

#### 4.3 Faculty Board Extension

In exceptional circumstances, where the student's grade remains unresolved by the time of the end-of-semester Faculty Board meeting, the Board will determine whether to ascribe a unit grade of 'E' (Extension - with the possibility of any grade thereafter), or 'I' (Incomplete – with the final grade limited to a Pass only), or 'N' (Fail). The student will be invited by the Registrar to write an explanatory letter to the Board describing the exceptional circumstances. In making its determination, the Board will consider such things as supporting documentation, Faculty comments, the student's study load, and the student's level of engagement with the unit and overall academic track record. The student will be notified of the outcome within three (3) working days of the meeting.

### 5. Acceptable Grounds for an Extension

An extension of an assessment task due date may be granted on the following grounds, generally understood to be beyond the student's control:

- a. illness or temporary disability (medical certificate);
- b. bereavement (funeral notice)
- c. unavoidable work commitments (letter from employer)
- d. accident (detailed account of incident)
- e. technical difficulties (screenshot or photo with detailed account of problem)
- f. family or personal circumstances or genuinely unavoidable commitments (detailed description).

## 6. Unacceptable Grounds for an Extension

The following are not ordinarily considered acceptable grounds for seeking an extension:

- a. Where the student could reasonably be expected to avoid the circumstances that prevented timely submission.
  - b. Holiday arrangements including local, national and international travel.
  - c. Misreading the exam timetable.
  - d. Employment commitments unless the student is experiencing financial hardship, has been refused leave, or has been directed to undertake unusual or extraordinary duties beyond their control.
  - e. Liturgical services or church-related activities. All Faculty members have such responsibilities too, both during and outside ordinary office hours including weekends.
  - f. Where it is a re-attempted assessment task.
7. At the end of a semester, no grade other than a 'Fail' will be ascribed by the Faculty Board to any unit where none of the assessment tasks have been completed.

## 8. How to Apply for an Extension

8.1 With the Moodle home page for your unit, scroll down to the section labelled **Requesting an Extension**. It will typically be located below the Assessment Package and above the Week 1 topic / lecture.

8.2 Read the 'Extension Policy'.

8.3 Select the type of extension you wish to apply for: Lecturer's Extension or Registrar's Extension.

8.4 Complete the online Google form and upload supporting documents (e.g., medical certificate) if you have a Gmail account, or else complete the online form and send your supporting documents in a separate email to your Lecturer or to the Registrar, depending on the type of Extension.

8.5 Wait for a reply. Follow-up with an email if you have not received a response within 72hrs.

## 9. May I Apply for an Extension after the Due Date?

Yes, but only if you were genuinely unable to apply before the due date due to serious illness or misadventure. In such cases, you should aim to do so within three (3) days of the due date and provide sufficient explanation and supporting documents.



## 10. Additional Regulation(s)

- a. A unit which is ascribed an Extension (E) grade, or an Incomplete (I) grade is considered to be an 'open' unit, with its final mark as yet unresolved. Any remaining assessment task(s) must be completed prior to the commencement of the subsequent semester.
- b. If the remaining assessment task(s) are not completed prior to the subsequent semester, then the student's study load for the new semester will be reduced by one (1) unit for each 'open' unit from their previous semester. This reduction in a student's study load may effect eligibility for scholarship assistance provisions offered by St Andrew's and for government student allowance schemes (e.g. Austudy), both of which typically mandate a particular study load.
- c. If the student was enrolled in the final semester of their course, then any remaining assessment task(s) must be completed in order for the student to become eligible for graduation.

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### Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word-for-word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. In this Unit the use of AI to generate ideas or text is also considered plagiarism and will be penalised in the same way. For more information on plagiarism and other forms of academic misconduct refer to the *Academic Integrity Policy* on Moodle.

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### St Andrew's Marking Criteria for Grading Written Assignments

<i>Criteria</i>	<b>F</b>	<b>P</b>	<b>Cr</b>	<b>D</b>	<b>HD</b>
<b><i>Relevance and Task fulfilment</i></b> Relevance to task question. Relevance to unit materials. Identifying key issues	Insufficient number of elements addressed. Little or no evidence of relevancy. Inadequate display of knowledge and understanding of key concepts.	Adequate number of elements addressed, mostly relevantly. Evidence of limited but satisfactory knowledge and understanding of key concepts to attain the outcomes.	Most elements satisfactorily addressed. Relevant response and evidence of extensive knowledge and good comprehension of key concepts.	Almost all the elements substantially addressed. Highly relevant and excellent response incorporating distinctive insight with depth and subtlety. Evidence of very high level of knowledge and understanding of key concepts.	All elements of writing task comprehensively addressed. Highly relevant and outstanding response incorporating highly distinctive insight with depth and subtlety. Evidence of superior knowledge and understanding of key concepts.
<b><i>Argument and organisation</i></b>	The argument in response to task question	The argument in response to task question	The argument in response to task question	The argument in response to task question	The argument in response to task question

Logical and cogent argumentation; Coherence and cohesion; essay and paragraph structure	not adequately articulated in the introduction and not adequately developed in the body paragraphs. Insufficient ability to construct logical argument and to express ideas clearly and succinctly within the structure of academic paragraphs. Inadequate summary of key argument in the conclusion.  Inability to construct coherent argument.	adequately articulated in the introduction and developed in the body paragraphs in a sequence of ideas. Rudimentary ability to construct coherent patterns of argument and to express ideas clearly and succinctly and in a logical sequence within the structure of academic paragraphs. Adequate summary of key argument in the conclusion.  Ability to construct sound argument based on evidence.	clearly articulated in the introduction and developed in the body paragraphs in a logical sequence of ideas. Good ability to construct coherent patterns of argument and to express ideas clearly and succinctly and in a logical sequence within the structure of academic paragraphs. Good summary of key argument in the conclusion.  Ability to construct well-reasoned and coherent argument based on discriminating use of evidence.	very well articulated in the introduction, extensively developed in the body paragraphs as a logical sequence of ideas. Highly developed ability to construct coherent patterns of argument and to express ideas clearly and succinctly and in a logical sequence within the structure of academic paragraphs. Effective summary of key argument in the conclusion.  Some evidence of imagination, originality and independent thought.	excellently articulated in the introduction, comprehensively developed in the body paragraphs as a logical sequence of ideas. Superior ability to construct coherent patterns of argument and to express ideas cohesively and succinctly and in a logical sequence within the structure of academic paragraphs. Excellent summary of key argument in the conclusion.  Sustained evidence of imagination, originality and independent thought.
<b><i>Analysis of primary source</i></b> Use of and engagement with primary texts	Inadequate selection and use of source material to support argument. Lack of detailed analysis and display of ability to identify key message and themes of text.	Satisfactory selection and use of source material to develop and support argument with some detailed analysis. Adequate ability to identify key message and themes of text.	Good selection and use of source material to develop and support clear argument with detailed analysis. Highly developed ability to identify key message and themes of text.	Very good selection and use of source material to develop and support critical argument with detailed analysis. Very highly developed ability to identify key message and themes of	Excellent selection and use of source material to develop and support critical argument with detailed analysis. Outstanding ability to identify key message and themes of text.

				text.	
<b>Secondary sources</b> Selection and engagement with scholarly works	Inadequate selection and use of scholarly works. Secondary sources are irrelevant. Little or no engagement.	Adequate selection and use of relevant scholarly works. Some engagement with secondary sources to develop argument.	Good selection and use of relevant scholarly works. High level of critical engagement with secondary sources to develop argument.	Very good selection and use of relevant scholarly works. Very high level of critical engagement with secondary sources to develop argument.	Excellent selection and use of relevant scholarly works. Sophisticated critical engagement with secondary sources to develop argument.
<b>Presentation</b> Written expression; Presentation according to academic standards; academic referencing; word limit	Unsatisfactory standard of written expression and lack of accuracy in the use of academic English. Unsatisfactory presentation and inadequate ability to use Chicago style of referencing. Possible issues with academic integrity and compliance with word limit. Possible presence of AI generated content.	Satisfactory standard of written expression and adequate accuracy in the use of academic English. Satisfactory presentation and adequate ability to use Chicago style of referencing. Possible minor issues with academic integrity and compliance with word limit.	High standard of written expression and mostly accurate and effective use of language in academic style. Good presentation and use of Chicago style of referencing. Adherence to academic integrity and compliance with word limit.	Very good written expression and accurate and effective use of language in academic style. Very good presentation and use of Chicago style of referencing. Adherence to academic integrity and compliance with word limit.	Excellent written expression and sustained accurate and sophisticated use of language in academic style. Exemplary presentation and excellent use of Chicago style of referencing. Adherence to academic integrity and compliance with word limit.