

BIB452 John's Writings
Pacific Life Bible College
Spring 2015
Friday 8:00-11:20

Instructor: Brad Copp, bcopp@pacificlife.edu , (604) 868-1162

College Mission Statement:

The mission of Pacific Life Bible College is to glorify God and fulfill His Great Commission by helping the church prepare men and women for Spirit-powered, servant leadership within their churches, families, communities and chosen careers.

Character Development

Your character development is encouraged through courses that emphasize personal integrity, dynamic classroom and chapel experiences, an on-going mentoring program, and a community of supportive faculty, friends, and fellow students. We consider character qualities to be the main criteria for assessing leadership potential (1 Timothy 3).

Academic Excellence

On the foundation of godly character, we add knowledge: systematic instruction from God's Word, applied to a changing world. Leaders that make an eternal difference in their world have a thoroughly Christian worldview, understanding people and current events from the timeless perspective of Scripture.

Ministry Experience

While we strive to instill in you a sense of academic excellence, we don't end the process there. Hearers of the Word are to also be doers of the Word. We help you apply learning to practical service to others through connecting to local church leadership for guided hands-on practicums and internship programs. Our goal is to help you become a leader, firmly founded on sound doctrine and reaching out in the effective power of the Spirit.

Course Description:

A study of the Apostle John and his three epistles, the Revelation, and an advanced study of his Gospel. The historical, cultural, theological and hermeneutic issues and the unique contribution of these books to understanding the nature of Jesus will be highlighted.

Course Objectives:

Upon completing this course, the student should be able to:

1. Understand, communicate and respond to the major themes and teachings of the Gospel of John.
2. Implement the inherent responses intended by the author of John's Gospel.
3. Continue a lifetime of research and study in the Gospel of John, building on the foundational understanding from this class.
4. Understand, communicate and respond to the major themes and teachings of John's Epistles.
5. Implement the inherent responses intended by the author of John's Epistles.
6. Continue a lifetime of research and study in John's Epistles, building on the foundational understanding from this class.
7. Understand the unique genre(s) of Revelation to properly interpret this book in an exegetically responsible manner.
8. Understand, communicate and respond to the major themes and teachings of Revelation.
9. Implement the inherent responses intended by the author of Revelation.
10. Continue a lifetime of research and study in Revelation, building on the foundational understanding from this class.
11. Have an increasing esteem and love for Jesus Christ and these five Biblical books.

Course Textbooks:

Holy Bible – formal equivalent or functional equivalent translation (no paraphrase)

Carson, D.A., The Gospel According to John – PNTC, Grand Rapids, Eerdmans, 1991.

Mounce, Robert H., The Book of Revelation, Revised – NICNT, Grand Rapids, Eerdmans, 1997.

Stott, John R. W., The Letters of John – TNTC, Downers Grove, InterVarsity, 2009.

Course Requirements:

1. **Class attendance** – The student is to be present, to be on time, and to actively participate in class discussion and activity. See the PLBC attendance policy below.
2. **Bible Reading** – Student is to read all of the passages to be covered in class before the beginning of the class period. The completion of the reading will be reported on each weekly Exegesis Exercise
3. **Exegetical Exercises** – The student is to choose one of the passages from those to be covered in the current week (see the assignment sheet for a list of passages). The student will complete an exegetical exercise on that passage according to the instructions found on the attached assignment sheet. **Due Weekly**
4. **Term Project** – The student is to choose a theme topic from any of the five books and research its use throughout the book. The student will write a 2500-3500 word paper to communicate their findings including the application of that theme for today. Topic must be submitted for approval no later than **Fri. Feb. 6th**.
Due Friday April 10th at 5pm.
5. **Midterm Exam** – Student is to write a 60 minute exam covering the Gospel of John.
Friday Feb. 27th, 8:00-9:00am.
6. **Final Exam** – Student is to write a 120 minute exam covering John’s Epistles and the book of Revelation. **Friday April 17th 8:00-10:00am.**

Course Evaluation:

Exegetical Exercises	40%
Term Project	20%
Midterm Exam (Gospel of John)	20%
Final Exam (Epistles of John and Revelation)	<u>20%</u>
	100%

BIB452 Course Schedule

Date	Block 1	Block 2	Block 3	Assignment
Wk. 1 Jan. 9	Course Introduction	Gospel of John Introduction	John 1:1-18	None
Wk. 2 Jan. 16	John 1:19-2:25	John ch. 3	John ch. 4	EE1 due
Wk. 3 Jan. 23	John ch. 5	John ch 6	John chs. 7-8	EE2 due
Wk. 4 Jan 30	John chs. 9-10	John chs. 11-12	John ch. 13	EE3 due
Wk. 5 Feb. 6	John ch. 14	John ch. 15	John ch. 16	EE4 due Term Proj. Topic due
Wk. 6 Feb. 13	John ch. 17	John chs 18-19	John chs. 20-21	EE5 due
Wk. 7 Feb. 20	Intro to Epistles I Jn. 1:1-2:2	I Jn. 2:3-3:24	I Jn. 4:1-5:21	EE6 due
Wk. 8 Feb. 27	Midterm Exam	2 & 3 John	Intro. to Revelation	Midterm EE7 due
Wk. 9 Mar. 6	Spring Reading Break NO CLASS			
Wk. 10 Mar. 13	Rev. 1:1-2:11	Rev. 2:12-3:22	Rev. chs. 4-5	EE8 due
Wk. 11 Mar. 20	Rev. 6:1-8:1	Rev. 8:2-9:21	Rev. chs. 10-11	EE9 due
Wk. 12 Mar. 27	Rev. chs. 12-13	Rev. chs. 14-15	Rev. chs. 16-17	EE10 due
Wk. 13 Apr. 3	Good Friday NO CLASS			
Wk. 14 Apr. 10	Rev.18:1-19:10	Rev. 19:11-20:15	Rev. chs. 21-22	EE11 due Term Proj. due Fri.5pm
Final Exam – Fri. Apr. 17 th , 8:00-11:20am				

Course Bibliography

General Reference

- Beale, G.K. and D. A. Carson, Commentary on the New Testament Use of the Old Testament, Grand Rapids, Baker Academic, 2007.
- Carson, D. A., and Douglas Moo, An Introduction to the New Testament- 2nd ed., Grand Rapids, Zondervan, 2005.
- Green, Joel B., Scot McKnight and I. Howard Marshall, Dictionary of Jesus and the Gospels, Downers Grove, InterVarsity, 1992.
- Kostenberger, Andreas J., A Theology of John's Gospel and Letters, Grand Rapids, Zondervan, 2009.
- Ladd, George Eldon, A Theology of the New Testament- rev. ed., Grand Rapids, Eerdmans, 1993.
- Martin, Ralph P. and Peter H. Davids, Dictionary of the Later New Testament & Its Developments, Downers Grove, InterVarsity, 1997.
- Pate, C. Marvin, The Writings of John – A Survey of the Gospel, Epistles, and Apocalypse, Grand Rapids, Zondervan, 2011.

Interpretation

- Bock, Darrell L. and Buist M. Fanning eds., Interpreting the New Testament Text, Wheaton, Crossway, 2006.
- Burge, Gary M., "Interpreting the Gospel of John," in David Alan Black and David S. Dockery eds., Interpreting the New Testament, Nashville, Broadman & Holman, 2001.
- Charles, J. Daryl, "Interpreting the General Epistles," in David Alan Black and David S. Dockery eds., Interpreting the New Testament, Nashville, Broadman & Holman, 2001.
- Duvall, J. Scott and J. Daniel Hays, Grasping God's Word- 2nd ed., Grand Rapids, Zondervan, 2005.
- Fee, Gordon D., New Testament Exegesis- 3rd ed., Louisville, Westminster John Knox, 2002.
- Fee, Gordon D. and Douglas Stuart, How to Read the Bible for All Its Worth- 3rd ed., Grand Rapids, Zondervan, 2003.
- Goldsworthy, Graeme, Gospel-Centered Hermeneutics, Downers Grove, InterVarsity, 2006.
- Kaiser, Walter C. and Moises Silva, An Introduction to Biblical Hermeneutics, Grand Rapids, Zondervan, 1994.
- Klein, William W., Craig L. Blomberg and Robert L. Hubbard Jr., Introduction to Biblical Hermeneutics- rev. ed., Nashville, Thomas Nelson, 1993.
- Lubeck, Ray, Read the Bible for a Change, Federal Way, Authentic Media, 2005.
- Luter, Boyd, "Interpreting the Book of Revelation," in David Alan Black and David S. Dockery eds., Interpreting the New Testament, Nashville, Broadman & Holman, 2001.
- Michaels, J. Ramsey, Interpreting the Book of Revelation, Grand Rapids, Baker, 1992.
- Osborne, Grant R., The Hermeneutical Spiral, Downers Grove, InterVarsity, 1991.

Commentary on John's Gospel

Bruce, F. F., The Gospel of John, Grand Rapids, Eerdmans, 1983.

Carson, D. A., The Farewell Discourse and Final Prayer of Jesus, Grand Rapids, Baker, 1980.

Kostenberger, Andreas J., John – BECNT, Grand Rapids, Baker, 2004.

Morris, Leon, Expository Reflections on the Gospel of John, Grand Rapids, Baker, 1988.

-----, The Gospel According to John – NICNT rev. ed., Grand Rapids, Eerdmans, 1995.

Commentary on John's Epistles

Johnson, Thomas F., 1, 2, and 3 John – NIBC, Peabody MA, Hendrickson, 1993.

Marshall, I. Howard, The Epistles of John – NICNT, Grand Rapids, Eerdmans, 1978.

Smalley, Stephen S., 1, 2, 3, John – WBC, Dallas, Word Books, 1984.

Commentary on Revelation

Aune, David, Revelation – WBC 3 Vols., Dallas, Word Books, 1997.

Beale, G.K., The Book of Revelation – NIGTC, Grand Rapids, Eerdmans, 1998.

Bullinger, E. W., Commentary on Revelation, Grand Rapids, Kregel, 1984.

Ladd, George Eldon, A Commentary on the Revelation of John, Grand Rapids, Eerdmans, 1972.

Michaels, J. Ramsey, Revelation – IVPNTC, Downers Grove InterVarsity, 1997.

Morris, Leon, Revelation – TNTC rev. ed., Downers Grove InterVarsity, 1987.

Osbourne, Grant, Revelation – BECNT, Grand Rapids, Baker, 2002.

Peterson, Eugene H., Reversed Thunder, San Francisco, HarperCollins, 1988.

PLBC Academic Freedom Statement

PLBC Faculty and students are granted academic freedom within the context of submission to God's revealed truth. The Scripture is the final and primary functional authority on all questions of truth, value and practice. Instructors should model a passionate pursuit of truth wherever it leads, fairly present all major sides of controversial issues, demonstrate academic integrity in evaluating diverse truth claims, extend gracious, loving respect toward those who disagree, and exemplify courageous faithfulness in holding to those truths that are Biblically justified. Instructors need to demonstrate unity in essentials, liberty in non-essentials and charity in all things. Students should follow and embrace the Biblical ideal of passion for truth in a context of intellectual freedom under humble submission to God and love for one another.

PLBC Absence Policy:

Students are expected to be present, prepared and on time for all classes. Students should not miss any class session except for illness or unavoidable emergency situations. Students are expected to schedule all appointments after school hours. A student who is physically present, but clearly not engaged (asleep, surfing the web, etc.) may be marked absent at the instructor's discretion.

If a student adds a course after the first class session, the student will be considered absent for every class session missed. In the case that the student changed their schedule at the request of their advisor or the college administration, the instructor will be advised whether the student should be counted absent for class sessions missed.

Students who enter the classroom after the class begins or fail to return before the end of a break period will be recorded as tardy. If a student misses more than 25% of any class session, they should be marked absent for that class session. Every three tardies will be counted as one absence.

Total absences in excess of 25% of classes may result in the student being asked to withdraw from the class with a fail. Please inform the Dean if a student is absent without excuse for more than 2 classes in succession or consistently late. Instructors have the option to make attendance a portion of the student's final grade, which would be lowered for each absence or consistent lateness without acceptable excuse. Instructors are encouraged to be clear about their absence policy and fairly hold the students accountable to that policy. Instructors are also encouraged to exercise grace in circumstances that warrant a softening of the policy, always with an eye to what is best for the student in the long run.

Students may be excused from class by prior approval of the administration. Students shall not receive a grade penalty for an excused absence. However, excused absences may still count against the 25% maximum allowable absence.

PLBC Course Extension Policy

Instructors are able to grant students an informal extension of one week after the PLBC assignment deadline date. If more time is required, the student must apply and pay for the formal extension (maximum extension of one month from the assignment deadline date). The formal request for an extension must be made before the end of the semester. Valid reasons for extensions consist of issues such as a death in the family, a family emergency, personal illness, chronic health issue, or a learning disability. The instructor has the right to deny any extension request. When an extension is approved the final course grade will be set to "I" (Incomplete) and after the one month extension has expired, a grade is assigned to the student based on the course work received to date. A fee of \$15 per credit hour is charged for course extensions.

Class Policies

In order to be fair to all students, to organize my workweek, and to be prompt with marking, the following policies will be adhered to. It is also an important aspect of preparation for life after PLBC that students should learn to plan and use their time effectively so as to meet deadlines, and learn also to work within the parameters set for assignments.

- Assignments may be submitted in class, posted on Populi, send via e-mail, or delivered to the PLBC office (make sure it is time and date stamped by the receptionist). I would prefer they be posted in Populi, but feel free to use whichever method is convenient.
- Electronic Submissions will be accepted in docx, doc, odt or pdf formats. Any other format must be cleared with the instructor prior to submission.
- All assignments must be submitted by the beginning of class on the date they are due. If class will be missed because of illness, assignments may be submitted *before* scheduled class time. Any assignment not submitted at the requested time will be considered late.
- Late work will receive a deduction of 10% per day late (excluding weekends) up to 50% deduction. You may submit a late assignment either in class, via e-mail, via Populi or via the PLBC office.
- Extensions for late work may be given for a short period when circumstances arise which in my view could not reasonably have been foreseen and which are sufficiently serious to warrant an exception to the rule. See the PLBC Course Extension Policy for details.
- All work must be typewritten (except exams), neat and legible.
- All assignments must be your own work. Work sharing and plagiarism are not acceptable.
- Because of the limited number of language and exegesis tools in the library, I ask that you be considerate of others and not monopolize the resources. I would also ask that dorm students give priority to off campus students or those with more limited schedules.
- Because of the uneven quality of the information, Wikipedia and other similar information sharing resources are not acceptable reference for this class.
- I expect all students (because you are adults) to be considerate to the instructor and fellow students by being fully engaged in all class sessions. Boredom is a two way street. You cannot be bored without your willing consent and participation. Even if the course material is not presented in a dynamic, entertaining fashion, it is the student's responsibility to actively engage and get the most out of the course material. Think of this as getting your money's worth out of the class. Also think of this as going "All In" in this aspect of your discipleship. God deserves your Very Best, even in classroom attention.
- The Myth of Multi-tasking is a lie. It has been proven that the human brain cannot give quality attention to multiple tasks at once (that is why cell phone usage while driving is illegal). Therefore, it is counter-productive to yourselves and the people around you to engage in non-class related activities while class is in session. Students should not facebook, text, play video games, engage in non-class related conversation, etc. in class. It is not only a hindrance to your learning process; it is incredibly rude to the instructor and your fellow students. Please refrain from these activities until break time. Students are encouraged to politely request their neighbors to cease these activities if they are observed during class time.
- I expect all students to think critically and be willing to disagree with the texts, teacher, or each other. I am confident that all of you will do so in manner fitting Bible College students and ministers of the Gospel of Jesus Christ.

Helpful Information

- Your best resource for this course is the people around you. The instructor is willing and available to help you as much as my very busy schedule will allow. However, your peers are also an invaluable source of insight. And you will be wise to share with other students outside of class and help each other explore and develop, meditate upon and apply the concepts of this course.
- I cannot read minds. If you don't understand something or are struggling, I want to help. But in many cases I won't become aware of the problem until it is too late. Please feel free to take the initiative and approach me with questions or problems and I will do my best to help.
- Course Stuff will be posted on Populi and the course website. If you go to my profile (search on 'Brad Copp') and go to "Bulletin Board" and click "Follow Brad", then any updates I post for this class will automatically be posted to your home page on Populi. Please check back often because the class section will be regularly updated.
- In addition, I will put course material including study guides, reviews, and practice quizzes on my website. Go to my homepage and follow the appropriate link. The address is www.bradcopp.com. Please check back often as the website will be updated on a regular basis.
- Please realize that, at best, this course can only be an introduction to these five books. It is hoped that this course will give you a foundation upon which to launch a lifetime of study, devotion, teaching and preaching. Be encouraged (even commanded – see Matt. 22:37, 2 Tim. 2:15, etc.) to continue in your study of these books even after the course.
- Finally, do not lose God in the process of education. Take advantage of the College student ministry and discipleship opportunities. Take time to interact with Jesus about every part of your life. Specifically, invite the Lord to teach and lead you in the course material. The Bible was written out of lives of prayer, worship, devotion and wisdom's wrestling with life and the Mighty Acts of God. It would be a tragedy and violation of these books if you treated this course as only an intellectual exercise. I also hope that you learn to rely on Him for the strength to learn and grow and fulfill all of the expectations placed on you at PLBC. "Do not pray for easy lives; pray to be stronger people! Do not pray for tasks equal to your powers; pray for powers equal to your tasks. Then the doing of your work shall be no miracle, but you shall be a miracle. Every day you shall wonder at yourself, at the richness of life which has come to you by the grace of God." Phillips Brooks.

Course Presuppositions:

The motivation for teaching a course on theology is rooted in our presuppositions and the implications of those presuppositions regarding the nature and function of God's Holy Word, the Bible. These introductory words will serve to articulate our core values concerning the Scripture and provide a framework for the task being learned and practiced.

Our presuppositions regarding the Scriptures cover the nature of the Bible, core values regarding the interpretation of the Bible, and the implication of the above for the church. In terms of the nature of Scripture we affirm the following:

- We affirm that “the Bible is a supernatural book, God’s written revelation to his people given through prepared and selected spokespersons by the process of inspiration.”¹
- We affirm that the Bible is God’s infallible, inerrant Word and is authoritatively true and is effectual in accomplishing its purpose.
- We affirm that “the Bible manifests unparalleled spiritual worth and a capacity to change lives. The Bible has the unique power to affect the reader spiritually.”²
- We affirm that the Bible is characterized by both unity and diversity. It is diverse in that it represents a variety of human authors, different languages, different cultures, and a variety of literary genre that comes to us over a vast span of time. It is unified in that the Bible possesses an inherent unity because ultimately it has one divine author.³
- We affirm “that the Bible is understandable; it is an accessible book. It presents a clear message to anyone willing to read it, and that is why people throughout history have understood its teachings.”⁴
- As spiritual descendants of the Great Reformation “we accept the 66 books of the canon as the entirety of God’s scriptural record to his people.”⁵

In terms of interpreting the Scripture we affirm the following:

- We affirm that truth and meaning are to be found in the text. We deny that truth and meaning are dependent upon the reader or the interpreter. Meaning is not to be imposed on the text, rather, the reader or interpreter will gain understanding

¹ Klein, Dr. William W. and Blomberg, Dr. Craig L. and Hubbard, Jr., Dr. Robert L. Introduction to Biblical Interpretation. Dallas, London, Vancouver, Melbourne: Word Publishing, 1993. (88)

² Ibid (91)

³ Ibid (91-92)

⁴ Ibid (92)

⁵ Ibid (92)

by submitting to the authority of the Bible, applying sound interpretive technique, and heeding the presence of the Holy Spirit who brings understanding through illumination.

- We affirm that a text contains only one meaning, however, in some cases there may be many appropriate applications of a text to life.
- We affirm that proper interpretation must take into account issues of continuity and discontinuity in the relationship between the Testaments. This means that we recognize a promise/fulfilment motif with Jesus Christ being the ultimate fulfilment of God's redemptive plan.

These affirmations regarding the Scripture and its interpretation form the basis on which to place the techniques which will be learned in this course of study. It is of utmost importance that exegetical procedures be performed with these core values in mind. It is not enough, however, to merely learn responsible hermeneutical procedures without thinking of applying truth to the lives of God's people. In light of this we affirm the following in regards to God's church:

- We affirm that the church is in constant need of reformation.
- We affirm that sound theology based on biblical exegesis is one of the primary means God uses to bring reformation about.
- We affirm that the ideal for the Christian is a synthesis of intellectual excellence and a relational, passionate faith. Whenever reformation has occurred, the Church has been able to achieve something of this synthesis. This synthesis is accomplished through bringing all of life under the authority of God's Word, which is the goal of exegesis.
- We affirm that the health of the church depends on its use of the Scriptures. The authority of the Scriptures must be believed and practiced in every aspect of the life of the church. The mission of the church as salt and light is gauged in part by its' use and treatment of the Scriptures.

The presuppositions articulated in this prologue provide you, the student, with a frame of reference that reveals our positions on important matters regarding the nature and function of the Word of God. We have not attempted to defend our positions in this prologue. We have merely put them forward and we are committed to conducting ourselves in such a way that we will be faithful to these core values.

BIB452 Exegetical Exercises Assignment Sheet

Each week the student will complete one Exegetical Exercise on the assigned NT readings.

1. The student will read **ALL** of the assigned reading for the week.
2. The first line of the EE (after the student's name) will be a report of the reading completed during the week (something like "I have read ___% of the assigned reading this week").
3. The student will then choose **ONE** of the passages assigned for the week. See the next page for the assigned passages. The student will write a report on their exegetical findings from that passage using the following format:
 - a. *General exegetically significant observations or sentence flow*: Choose one of the following options:
 - i. *Make a detailed list of observations* (Review your notes from Bible Research and Intro to Hermeneutics, etc. for the kind of things you should be observing): Please include verse references with your observations. This section can be bullet point format and should be approximately 1-2 pages per Bible chapter in length.
 - ii. *Make a sentence flow of your passage* (Review your notes from Advanced Bible Interpretation for the process): Please use the format taught in ABI and include every word of the passage from a formal equivalent translation.
 - b. *Questions*: List any questions you have about the text, its meaning or application. What is unclear to you? What do you need to research further? The length of this section will vary per student, but should have a minimum of 3-4 questions per section.
 - c. *Main point(s) of the passage*: Summarize the main point or points of the passage in one or two sentences.
 - d. *Key words, phrases, themes*: List any key words, phrases or themes you have found in the passage, including the verse reference for each. See the Theme List for each Bible Book.
 - e. *Old Testament References or Allusions*: List those times John refers to the OT, either directly quoting, indirectly alluding to the OT passage or symbolically using an OT reality. Give the reference in the NT passage and the OT reference to which it points.
 - f. *Key rhetorical devices*: Record the ways/devices that John uses to fulfill his purpose, including verse references.
 - i. *For John's Gospel*: Things that John uses to glorify Jesus.
 - ii. *For John's Epistles*: Things that John uses to encourage/challenge the readers to godly living and faithfulness.
 - iii. *For Revelation*: Things that John uses to encourage/challenge the readers to patient faithfulness under suffering/persecution.
4. The student will then read the relevant section of the course textbook and then add the following material to the Exegetical Exercise:
 - a. *Answers to Questions*: For each question listed in section "b" above, describe any answers found in the textbook or other research. Please include a page reference to the resource where the answer was found. If the textbooks do not address that question, "no answer found" is an appropriate response.
 - b. *"Things that I missed"*: List any relevant items from the sections above that you did not see in your first reading in the Bible, but subsequently discovered from the textbook reading. Please include both verse references and page references to the textbook.

Assigned Passages for each week:
Choose **ONE** passage from each week.

EE1

John 1:19-34; 1:35-51; 2:1-12; 2:13-25; 3:1-21;
3:22-36; 4:1-26; 4:27-42; 4:43-54

EE2

John 5:1-47; 6:1-21; 6:22-59; 6:53-71; 7:1-24;
7:25-52; 8:12-30; 8:31-59

EE3

John 9:1-34; 9:35-10:21; 10:22-42; 11:1-44; 11:55-12:11;
12:1-19; 12:20-50; 13:1-17; 13:18-30

EE4

John 13:31-14:14; 14:15-31; 15:1-17; 15:18-16:15; 16:16-33

EE5

John 17:1-26; 18:1-27; 18:28-19:15; 19:16-42; 20:1-29;
21:1-23

EE6

I Jn 1:1-2:2; 2:3-27; 2:28-3:24; 4:1-21; 5:1-21

EE7

2 Jn 1:1-13; 3 Jn 1:1-14

EE8

Revelation 1:1-20; 2:1-29; 3:1-21; 4:1-5:14

EE9

Revelation 6:1-17; 7:1-8:5; 8:6-9:21; 10:1-11:19

EE10

Revelation 12:1-18; 13:1-18; 14:1-20; 15:1-16:21; 17:1-18

EE11

Revelation 18:1-24; 19:1-20:15; 21:1-22:5; 22:6-21

Themes in John's Gospel

This is just a handy listing of the themes for the EE assignments. Each theme will be explained and elaborated in class.

Believe/Belief
Son of God/Father
Messiah
Signs/Works
Life
Light/Darkness
Remain/Abide
Truth/Falsehood
Witness/Testimony
Revealing/Knowing God
World/Heaven
New Birth/Children of God
Glory
Sent
Judgment
Connection with OT
Lift Up
Hour
Love
Ascend/Descend
Name
Feasts
"I AM"
Commands
Reception/Rejection

Themes of John's Epistles

This is just a handy listing of the themes for the EE assignments. Each theme will be explained and elaborated in class.

Light/Darkness

Sin

Love/Hate

AntiChrist

Falsehood

The Name

Fellowship

Commands

Overcoming

World

True/Truth

Deny/Confess

Son/Father

Remain/Abide

Life

Anointing

Know/Believe

Righteousness

Revelation

New Birth

One Another

Greater

Witness/Testimony

Walk

Themes of Revelation

This is just a handy listing of the themes for the EE assignments. Each theme will be explained and elaborated in class.

Promised Blessing
Challenge to Endure
Warning of Punishment
Suffering
Overcoming
Faithfulness
Holiness
Testimony
True Worship
False Worship
Deception/Falsehood
Blasphemy/Rejection
Spiritual Adultery
Persecution
Vindication/Justice
Triumph
Judgment
Sovereign Control
Glorious/Greater
Revealing
Salvation/Blood
Creator