



On-Campus Course Syllabus

NTS 510 L00.A

The Gospel of Mark

Spring 2019

Class Information

Day and Time: Thursdays, 4:15-6:45

Room Number: E209

Contact Information

Instructor Name: Dr. Terri Moore

Instructor Email: tmoore@criswell.edu

Instructor Phone: 214.818.1397

Instructor Office Hours: by appointment

Course Description and Prerequisites

This course will be an intensive study of the Gospel of Mark. Prerequisites NTS 101, NTS 201.

Course Objectives

At the close of the course, the student should be able to:

1. Discuss introductory issues related to the Gospel of Mark and how they impact interpretation: authorship, audience, date, historical context.
2. Summarize the structure and plot of the Gospel of Mark as well as point to subsections important in the overall message of the Gospel.
3. Identify and discuss major theological themes and other issues related to the interpretation of Mark: the kingdom of God; Christology; discipleship, power, and Christian community; the ending of Mark, etc.

Required Textbooks

1. A copy of (or digital access to) an English translation of the Bible. Please choose from one of the following translations: ESV, HCSB, NASB, NET, NIV, NRSV.
2. Francis J. Moloney. *Mark: Storyteller, Interpreter, Evangelist*. Grand Rapids, Baker, 2004. (ISBN: 978080104718300)
3. Mark L Strauss. *Mark: Exegetical Commentary on the New Testament*. Grand Rapids, Zondervan, 2014. (ISBN: 9780310243588)
4. David Rhoads, Joanna Dewey, and Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*. Fortress, 1999. (ISBN: 800631609)
5. The professor may hand out or post notes or reading guides occasionally throughout the semester. These are important and helpful for the student to read and study.

Course Requirements and Assignments

*See the class schedule at the end of the Syllabus for details and dates.

1. **Reading reports and summaries (45%):** The reading requirements for this course are heavy and the content is important. You are required to read the material on the class schedule each week **and** to write chapter summaries for a portion of the reading. For clarity, the reading requirements are:
 - a. Weekly reading reports (25%)
 - i. Read the assigned reading for the class period and report it on Canvas **every week**. To receive points for that week you must read 100% of the assignment and report **before class**.
 - ii. There are two “catch-up” days in the semester. Any reading *for that unit* that you did not complete on time may be completed and reported by the catch up day for 50% credit.
 - b. Reading summaries (10%)
 - i. Write a 1-3 paragraph summary for each chapter of the Gospel of Mark.
 - ii. Write a 1-3 paragraph summary for each chapter in Moloney’s book.
 - iii. No summaries required for the commentary by Strauss. Just report your reading weekly.
 - iv. The summaries are not due until the end of the semester but the organized student will write them as the reading comes due.
 - c. Reading and Book review of Rhoads/Dewey/Michie book (10%). This book is only assigned to graduate students. There is no weekly schedule to follow or weekly reading to report. Read this book during the semester and write a book review (Give a summary of each chapter plus a response to the book. What did you find helpful? What do you have more questions about? Is there anything you would critique?) The review is due by the end of the semester but can be turned in at any time before that.
2. **Final Exam (25%):** A comprehensive final exam will be given on canvas during exam week. It will include all the material covered this semester and a detailed review sheet will be made available to students.
3. **Research Paper (20%):** Students will write a research paper on the Gospel of Mark. Students will have the option of an exegetical paper on one passage in Mark or a theological paper on one theme throughout the Gospel of Mark. Further instructions will be provided to students by the third week of the semester.
4. **Class Attendance and Participation (10%):** Students are expected to be present and attentive during class time. Class participation points are awarded based on attendance and appropriate class interaction and behavior. This assessment takes into account various personality styles and learning differences. Up to three excused absences will be allowed for emergencies (sicknesses, etc). Unexcused or excessive absences will impact the student’s class participation grade. More than three absences will result in a full letter grade reduction. Attendance will be recorded.

Course/Classroom Policies and Information

1. Be present, attentive, and respectful during class time.
2. Silence all devices during class time and put away distractions (social media, games, etc.). Please only respond to emergency messages or calls.

3. Avoid distracting your classmates and/or professor. If you must leave the room during class time or you arrive late, please do so as quietly as possible. If you need to talk to your classmates, wait for the break or after class.
4. Questions about the topic at hand are welcome and enhance the learning experience for the whole class. Do not hesitate to ask questions during class. For “off-topic” questions unrelated to the course or the unit being studied, the professor is happy to discuss outside of class time. Speak with the professor to arrange an appointment.
5. **There are no late assignments accepted for this class.**

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

	Topic	Reading Requirements	Assignment due
Class 1 Jan 24	Class Procedures/ Intro to Mark		
Class 2 Jan 31	Introduction to Mark	Mark 1—16 (read the entire gospel in one day) Strauss, pp 7-10, 17-56 Moloney, ch 1 & 3	Reading report 1
Class 3 Feb 7	Beginnings and ministry in Galilee (1:1-45)	Mark 1:1-45 Strauss, ch. 1—7 Moloney, pp 59-64	Reading report 2
Class 4 Feb 14	Conflict with religious leaders (2:1—3:35)	Mark 2:1—3:35 Strauss, ch. 8—14 Moloney, pp. 64-70	Reading report 3
Class 5 Feb 21	Parables and teaching by the sea (4:1-34) Ministry and Miracles (4:35—6:56)	Mark 4:1—6:56 Strauss, ch. 15—25 Moloney, pp. 70-75	Reading report 4
Class 6 Feb 28	More Conflict (7:1—8:21)	Mark 7:1—8:21 Strauss, ch. 26—31 Moloney, pp. 75-81	Reading report 5
Class 7 Mar 7	Review and catch up, unit one	*catch-up day (any reading you did not complete on time thus far can be completed by this date for 50% of the points)	Reading report 6 (optional)
Mar 11-15	Spring Break, no class		
Class 8 Mar 21	Discipleship and foretelling his death (8:22—10:52)	Mark 8:22—10:52 Strauss, ch. 32—42 Moloney, pp. 82-87	Reading report 7
Class 9 Mar 28	Conflict in Jerusalem (11:1—12:44)	Mark 11:1—12:44 Strauss, ch. 43—51 Moloney, pp. 87-93	Reading report 8
Class 10 Apr 4	The Olivet Discourse (13:1-37)	Mark 13:1-37 Strauss, ch. 52—53 Moloney, pp. 93-96	Reading report 9
Class 11 Apr 11	Arrest and crucifixion (14:1—15:47)	Mark 14:1—15:47 Strauss, ch. 54—62 Moloney, pp. 96-111	Reading report 10
Class 12 Apr 18	Resurrection (16:1-8) The Ending of Mark (16:9-20)	Mark 16:1-20 Strauss, ch. 63, plus pp. 727-731 Moloney, pp. 111-121	Reading report 11
Class 13 Apr 25	Review/Catch up, unit two Writing workshop	*catch-up day (any reading you did not complete on time since Spring Break can be completed by this date for 50% of the points)	1. Research topic, notes, & questions 2. Reading report 12 (optional)
Class 14 May 2	Theology of Mark/ Review	Strauss, 733-747	1. Research paper 2. Reading report 13
Class 15 May 9	Theology of Mark/Review	Moloney, ch. 6—8	Reading report 14
May 13-17	Finals week		1. Final Exam 2. Reading Summaries 3. Book Review

Selected Bibliography

The required textbooks have excellent bibliographies on Mark that should be consulted for serious study and research in Mark (Moloney, pp. 201-215, Strauss, pp. 51-56). Other suggestions are:

General Exegesis and Interpretation:

D. Bock and B. Fanning, ed. *Interpreting the New Testament Text: Introduction to the Art and Science of Exegesis* (Crossway, 2006).

H. Hendricks & B. Hendricks. *Living By the Book: The Art and Science of Reading the Bible* (Moody, 2007).

Commentaries on Mark:

A. Y. Collins. *Mark: A Commentary* (Augsburg, 2007).

J. R. Edwards. *The Gospel according to Mark* (Eerdmans, 2004).

R. T. France. *The Gospel of Mark: A Commentary on the Greek Text* (Eerdmans, 2004).

R. Stein. *Mark*. Baker Exegetical Commentary on the New Testament (Baker, 2008)

Theology, Interpretation, and Background of Mark:

B. Blackwell, J. Goodrich, and J. Mason, ed. *Reading Mark in Context* (Zondervan, 2018).

D. Bock and B. Simpson. *Jesus According to Scripture*, 2nd edition (Baker, 2017).

D. Bock. *Jesus the God-Man*. (Baker, 2016).

D. Bock and R. Zuck, ed. *A Biblical Theology of the New Testament* (Moody, 1994).

D. Harrington. *What Are They Saying About Mark?* (Paulist, 2004).

R. Horsley. *Hearing the Whole Story* (Westminster John Knox, 2001)

D. Rhoads, J. Dewey, and D. Michie, *Mark as Story: An Introduction to the Narrative of a Gospel* (Fortress, 1999).

N. Santos. *Slave of All: The Paradox of Authority and Servanthood in the Gospel of Mark* (Sheffield, 2003).

W. R. Telford, ed. *The Interpretation of Mark*, (T&T Clark, 1995).

W. R. Telford. *The Theology of Mark* (Cambridge, 1999).

H. Waetjen. *A Reordering of Power* (Wipf & Stock, 1989)