



On-Campus Course Syllabus

NTS 310 L1

NT Intensive: The Gospel of Mark

Fall 2022

Class Information

Day and Time: Monday, 7:30-10:00 pm

Room Number: E201

Contact Information

Instructor Name: Dr. Terri Moore

Instructor Email: tmoore@criswell.edu

Instructor Phone: 214.818.1314

Instructor Office Hours: Tuesdays 1:30-3:30 pm; Thursdays 10:00 am-12:00 pm

Course Description and Prerequisites

An intensive study of selected books in the English Bible. (Course may be repeated for credit when the book differs; Prerequisite: NTS 101; Prerequisite may be taken concurrently: 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 overall structure and plot of the Gospel of Mark and outline subsections and major features in the Gospel and how they communicate meaning.
3. Identify and discuss major issues and themes related to the interpretation of Mark: the kingdom of God; Christology; discipleship; religious, economic, and political power dynamics; the ending of Mark, etc.
4. Apply exegetical skills to interpret narrative texts with improved confidence and skill level.

Required Textbooks

1. A copy of (or digital access to) an English translation of the Bible.
2. Mark L Strauss. *Mark: Exegetical Commentary on the New Testament*. Grand Rapids, Zondervan, 2014. (ISBN: 9780310243588)
3. David Rhoads, Joanna Dewey, and Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*. 3rd Edition. Fortress, 2012. (ISBN: 9781451411041)
4. 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.

Recommended Reading

A handout will be provided in class.

Course Requirements and Assignments

*See the class schedule and Canvas for details and dates.

1. **Reading (40%):** 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** come to class prepared to discuss the reading. For clarity, the reading requirements and assessments are as follows:
 - a. Gospel reading: Students will read through the entire gospel of Mark three times during the semester.
 - i. At the beginning and end of the semester, students will read through the whole gospel in one sitting (one day). Together these count for 5% of the reading requirement. I suggest using the translation in your Rhoads/Dewey/Michie textbook (chapter 1) for one of these readings.
 - ii. Smaller portions of the gospel are assigned each week and will be reported with weekly reading reports and reflections. (See below.)
 - b. Weekly reading and reporting:
 - i. Each week includes assigned reading from the gospel and the textbooks. We will discuss reading strategies in class.
 - ii. Students should complete this reading and the corresponding Canvas quiz **by 6:00 pm** on class days. The Canvas quiz will include questions related to the percentage of the reading completed and will ask for three thoughtful comments or questions related to the reading.
 - iii. The two lowest quiz scores will be dropped.
2. **Research Paper (20%):** Students will write a research paper on the Gospel of Mark. This will be an exegetical paper on a passage in Mark. Further instructions will be provided to students by the second week of the semester and there will be related due dates throughout the semester.
3. **Final Exam (35%):** A final exam will be given during exam week. It includes two parts:
 - a. A "classic" exam on the gospel of Mark. This will include all the material covered this semester and a detailed review sheet will be made available to students. (25%)
 - b. A mini project with options for students to create media or visuals that communicate the message, structure, and/or theology of Mark. More information will be given in class. (10%)
4. **Class Attendance and Participation (5%):** 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 considers various personality styles and learning differences. Unexcused or excessive absences will impact the student's class participation grade. Attendance will be recorded.

Course/Classroom Policies and Information

1. Be present, attentive, and respectful during class time. Be on time for class and remain for the entire class period. See class attendance section for details.
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. Arrive on time and leave the classroom for emergencies only. Participate in whole class discussions.
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.
5. Follow Canvas carefully for daily assignments and course schedule.
6. When uploading assignments to Canvas, use scanned/PDF documents or Microsoft Word documents rather than JPEG or pictures.
7. **I do not accept late assignments in upper levels classes (300 level or above).**
8. You are required to follow any health and safety guidelines set by the college while in our classroom.
10. The college is allowing remote work only for students approved through Student Services. Otherwise, students should be physically present for on-campus courses. If you are approved by Student Services for remote work: Join the Zoom call at least five minutes early to address any issues. Join with your video on. Be prepared to navigate Canvas and Zoom, print materials, and scan and upload assignments when necessary.
11. Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Class attendance is important for individual students and the entire classroom ethos. More than two absences will negatively impact your grade.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as

any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions
A	93-100	4.0 grade points per semester hour	Exceptional, Superior Work
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	Above Average Work
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	Average Work
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	Below Average Work
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	Unacceptable

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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

	Topic	Reading Requirements	Assignment due
Class 1 Aug 15	Class Procedures Introduction to Mark	Mark 1—16*	Mark reading 1* (*=due Friday)
Class 2 Aug 22	Introduction to Mark	Syllabus Strauss: pp 7-10, 17-56 Rhoads: Preface & Introduction	Reading report 1
Class 3 Aug 29	Beginnings & Kingdom Authority	Mark 1:1-45 Strauss: ch. 1—7	Reading report 2 Choose a passage
Sept 5, Labor Day, No class			
Class 4 Sept 12	Conflict	Mark 2:1—3:35 Strauss: ch. 8—14 Rhoads: ch. 2, pp 39-47	Reading report 3
Class 5 Sept 19	Parables (4:1-34) Authority over Natural & Supernatural (4:35—6:6a)	Mark 4:1—6:6a Strauss: ch. 15—20 Rhoads: ch. 2, pp 47-61	Reading report 4
Class 6 Sept 26	Expanding Mission and Miracles, pt 1	Mark 6:6b—6:56 Strauss: ch. 21—25 Rhoads: ch. 3, all	Reading report 5
Class 7 Oct 3	Expanding Mission, Miracles, & Conflict, pt 2	Mark 7:1—8:21 Strauss: ch. 26—31 Rhoads: ch. 4, pp 73-82	Reading report 6 Sources/notes due*
Oct 10-14, Student Development Week, No class			
Class 8 Oct 17	Discipleship & foretelling his death, 1	Mark 8:22—9:29 Strauss: ch. 32—36 Rhoads: ch. 4, pp 82-97	Reading report 7
Class 9 Oct 24	Discipleship and foretelling his death, 2	Mark 9:30—10:52 Strauss: ch. 37—42 Rhoads: ch. 5, all	Reading report 8 Outline/writing due*
Class 10 Oct 31	Conflict in Jerusalem	Mark 11:1—12:44 Strauss: ch. 43—51 Rhoads: ch. 6, pp 117-123	Reading report 9
Class 11 Nov 7	The Olivet Discourse (13:1-37) Events leading to Arrest (14:1-31)	Mark 13:1—14:31 Strauss: ch. 52—55 Rhoads: ch. 6, pp 123-136	Reading report 10
Class 12 Nov 14	Arrest and crucifixion	Mark 14:32—15:47 Strauss: ch. 56—62	Reading report 11 Exegetical Paper due*
Nov 21-25, Thanksgiving Week, No class			
Class 13 Nov 28	Resurrection (16:1-8) Longer Endings of Mark (16:9-20)	Mark 16:1-8, 9-20 Strauss, ch. 63 Strauss pp. 727-731 Rhoads: pp 137-152	Reading report 12
Class 14 Dec 5	Theology of Mark/Catch up/Review	Mark 1—16* Strauss, 733-747 Rhoads: pp 153-177	Mark reading 2* Reading report 13
Dec 6-9	Finals		Final Exam

