



## **Class Information**

**Day and Time:** Thursday, 4:45-7:15

**Room Number:** E201

## **Contact Information**

**Instructor Name:** Dr. Terri Moore

**Instructor Email:** tmoore@criswell.edu

**Instructor Phone:** 214.818.1314

**Instructor Office Hours:** Tuesdays, 9:00-11:00 am; Wednesdays, 9:00-11:00 am

## **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**

(enter 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 analyze how they impact interpretation: authorship, audience, date, historical context.
2. Detail the structure and plot of the Gospel of Mark as well as subsections and narrative details important to the overall message of the Gospel; and analyze how these elements impact interpretation.
3. Identify major issues and themes related to the interpretation of Mark and how they impact the meaning of the whole story: the kingdom of God; Christology; discipleship; religious, economic, and political power dynamics; the ending of Mark, etc.
4. Apply an exegetical method to research a passage in Mark using appropriate primary and secondary sources, displaying competency in exegeting narrative texts.
5. Reflect on the portrait of Jesus in the Gospel of Mark and apply its message to their personal spiritual lives in various ways.

## **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*. 3<sup>rd</sup> 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.

## 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. Students are required to read the material on the class schedule each week **and** come to class prepared to discuss the reading. A handout on the reading assignments will provide more details.
  - a. Gospel reading (5%): 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. Smaller portions of the gospel are assigned each week and will be reported with weekly reading journaling/reports. This means you will read through the gospel three times in the semester.
  - b. Weekly reading and journaling/reports (35%):
    - 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 4:30 pm** on class days. The Canvas quiz will include questions related to the percentage of the reading completed and will have a journaling section. A separate handout will give further details on weekly reading and journaling.
    - iii. The two lowest 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. *Due before Thanksgiving.*
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

*\*\*For upper-level courses (300 and above), I expect students to be curious, committed, and prepared to discuss the assigned reading of the day. Review the following policies:*

### 1. **In the Classroom:**

- a. Be present and attentive and respectful to both the professor and fellow students during class time.
- b. Silence all devices during class time and put away distractions (social media, games, etc.). Please only respond to emergency messages or calls.
- c. **Arrive on time and leave the classroom for emergencies only.** Participate in whole class discussions rather than comment to your neighbor.
- d. 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.
- e. You are required to follow any health and safety guidelines set by the college while in our classroom.

### 2. **Assignments:**

- a. **Follow Canvas and the Syllabus carefully for daily assignments and course schedule.**
- b. If uploading assignments to Canvas, use scanned/PDF documents or Microsoft Word documents rather than JPEG or pictures.
- c. **I do not accept late assignments in upper-level courses (300 or above). Plan accordingly.**
- d. Pay careful attention to **the college’s Academic Honesty policy and the course AI policy below.** All work completed in this course should be your own. You may not work with other students to complete individual work in this course nor should you turn in work an artificial intelligence program has generated or composed. Breaking these policies may result in failure of the assignment or the entire course.

**3. Attendance in NTS310:** Since this is a NT Intensive class, your voice and input are valued. Class attendance is important for individual students and the entire classroom ethos. More than two absences will negatively impact your class participation grade. More than four absences will incur more serious grade penalties (drop in letter grade).

**4.** 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 exhibit signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

## Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

## Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.

- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

#### Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

#### Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.
  - Contact the **Financial Aid Office** for details on how attendance affects aid.
  - Understand the consequences of non-participation.

#### Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

#### Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

#### Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

#### Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
  - Organize course content on a module basis using organizational tools within Canvas
  - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
  - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
  - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
  - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
  - Use Zoom in Canvas for all "live" (synchronous) class sessions

#### Important Note:

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.

## 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

			<b>Grade Definitions</b>
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.

## Course Policy on the use of Artificial Intelligence (AI)

In regards to the use of AI in this course students should abide by the following standards.

AI-related functions you **MAY NOT USE**:

- Text Generation – You **may not** use AI to generate text, answers to questions, or to compose any assignments.
- Outline Generation – You **may not** use AI to generate an outline for an assignment.

AI-related tools you **MAY USE**:

- Spellcheck and grammar – built into programs like Word, Pages, and Google Docs.
- AI re-writing tools – tools that take your writing and make suggestions for clarity, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper. *I suggest using these sparingly* and you should keep the original draft of your work before editing it with any AI program.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software. Again, be wise and learn how to use AI to find the best sources for your project. AI often creates sources that do not exist—do your own careful research.

*A note from Dr. Moore on AI use:* Remember, *you* are the product of your education—you are becoming a deeper thinker and a more effective communicator. In this class, your goal is to learn a particular skill or acquire important information. While you are a student, work to cultivate your skills in thinking and writing, using AI only sparingly as a tool to improve your skills than replace important steps in your development.

## **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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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](mailto: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](mailto: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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Week & Date	Topic	Reading Assignment	Assignment Due
Week 1 8/21	Class Procedures Introduction to Mark	Mark 1—16*	Mark reading 1* (* = due Saturday)
Week 2 8/28	Introduction to Mark	Syllabus Strauss: pp 7-10, 17-56 Rhoads: Preface & Introduction	Reading report 2
Week 3 9/4	Beginnings & Kingdom Authority	Mark 1:1-45 Strauss: ch. 1—7 Rhoads: pp 163-177	Reading report 3
Week 4 9/11	Conflict	Mark 2:1—3:35 Strauss: ch. 8—14 Rhoads: ch. 2, pp 39-47	Reading report 4 <b>Choose a passage*</b>
Week 5 9/18	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 5
Week 6 9/25	Expanding Mission and Miracles, pt 1	Mark 6:6b—6:56 Strauss: ch. 21—25 Rhoads: ch. 3, all	Reading report 6
Week 7 10/2	Expanding Mission, Miracles, & Conflict, pt 2	Mark 7:1—8:21 Strauss: ch. 26—31 Rhoads: ch. 4, pp 73-82	Reading report 7 <b>Sources/notes due*</b>
Week 8 10/9	Discipleship & foretelling his death, pt 1	Mark 8:22—9:29 Strauss: ch. 32—36 Rhoads: ch. 4, pp 82-97	Reading report 8
<b>Oct 13-17 Student Development Week—No classes</b>			
Week 9 10/23	Discipleship and foretelling his death, pt 2	Mark 9:30—10:52 Strauss: ch. 37—42 Rhoads: ch. 5, all	Reading report 9 <b>Outline/writing due*</b>
Week 10 10/30	Conflict in Jerusalem	Mark 11:1—12:44 Strauss: ch. 43—51 Rhoads: ch. 6, pp 117-123	Reading report 10
Week 11 11/6	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 11
Week 12 11/13	Arrest and crucifixion	Mark 14:32—15:47 Strauss: ch. 56—62	Reading report 12 <b>Exegetical Paper due*</b>

<b>Week 13</b> 11/20	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 13
<b>Nov 24-28 Thanksgiving Break—No classes</b>			
<b>Week 14</b> 12/4	Theology of Mark/ Catch up/Review	Mark 1—16* Strauss, 733-747 Rhoads: pp 153-162	Mark reading 2* Reading report 14
<b>Finals week</b>	Exam week December 9-12		<b>Final Exam</b>

\*=due Saturday