

1-1-2004

NT 511 The Gospel of Mark

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ASBURY THEOLOGICAL SEMINARY
Department of Inductive Bible Study

NT (IBS) 511 Mark
Fall, 2004

Joseph R. Dongell, Instructor
BC 337

- I. General Description:** This course aims, through the study of Mark, to foster Bible study which is:
- methodical : following orderly procedure that is methodologically and hermeneutically self-aware,
 - inductive : promoting direct personal study of the text prior to use of secondary sources,
 - interactive : engaging the interpretations of others across history, tradition, and culture,
 - structural : observing conceptual connections between units of text as a key component of meaning,
 - literary : recognizing the literary character of Scripture and the significance of literary context,
 - historical : honoring the location of Biblical texts in their particular historical and cultural settings,
 - confessional : understanding the entire enterprise of encountering Scripture as housed within the faith and life of the Church of Jesus Christ; and especially within a Wesleyan perspective,
 - theological : seeking to place the passage in the context of the whole canon of Holy Scripture and Christian doctrine; and honoring the unity of the canon of Scripture,
 - appropriational : insisting that studying Scripture must issue in obedient and faithful speech and action throughout the whole spectrum of one's life,
 - reverent : pursuing Biblical study humbly, prayerfully, and in conscious surrender to the Holy Spirit.

II. Course Objectives:

- A. Method: As a result of fulfilling the requirements, a student should be able to:
 - 1. analyze, interpret, evaluate, and apply biblical passages with reasonable skill;
 - 2. describe with clarity the fundamental principles of effective Bible study;
 - 3. articulate the larger hermeneutical challenges involved in engaging the Scripture.
- B. Content: As a result of fulfilling the requirements, a student should be able to:
 - 1. present a clear and thoughtful interpretation and appropriation of each biblical passage examined by the class during the course of the semester;
 - 2. identify and explicate the major themes and concerns of the Gospel of Mark;
 - 3. place major theological claims of Mark's Gospel within the larger thought of the Bible.
- C. Attitude: It is our desire that through this instructional process a student will be:
 - 1. more deeply committed to the lifelong practice and refinement of sound Bible study;
 - 2. more deeply committed to understanding, living, and proclaiming the truth taught within this Gospel and within Scripture as a whole;
 - 3. more deeply convinced of God's desire to address and transform the Church and redeem the World by the power of God's Spirit working *through God's Word*.

III. Course Texts:

A. Required

- 1. **English Bibles:** At least three (3) modern English versions from different traditions
- 2. **Greek Text:** Nestle, Eberhard, Barbara and Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini, and Bruce M. Metzger. Novum Testamentum Graece. 27th ed. Stuttgart: Deutsche Bibelgesellschaft, 1993.
- 3. **Bibliography:** Bauer, David R. An Annotated Guide to Biblical Resources for Ministry. Peabody, MA: Hendrickson, 2003.

4. **Commentary:** Evans, Craig A. Mark 8:27-16:20. Word Biblical Commentary. Nashville: Thomas Nelson, 2001.
 5. **Grammar:** Wallace, Daniel B. The Basics of New Testament Syntax: An Intermediate Greek Grammar. Grand Rapids: Zondervan, 2000.
 6. **Dictionary:** Green, Joel B., Scot McKnight, and I. Howard Marshall, eds. Dictionary of Jesus and the Gospels: A Compendium of Contemporary Biblical Scholarship. Downers Grove, Ill.: InterVarsity, 1992.
 7. **Lexicon:** Danker, Frederick W. A Greek-English Lexicon of the New Testament and Other Early Christian Literature. 3rd ed. Revised and edited by Frederick William Danker. Chicago: University of Chicago Press, 2000.
- B. **Not Required** (recommended for use as needed, but not required; see Bauer above for a wider listing of resources for Biblical study.)
- Achtemeier, Paul J. Mark. 2nd ed. Proclamation Commentaries. Philadelphia: Fortress, 1986.
- Anderson, Hugh. The Gospel of Mark. New Century Bible Commentary. Grand Rapids: Eerdmans, 1976.
- Cotterell, Peter and Turner, Max. Linguistics and Biblical Interpretation. Downers Grove: InterVarsity Press, 1989.
- Guelich, Robert A. Mark 1-8:26. Word Biblical Commentary. Waco, TX: Word, 1989. [Note: The second volume of this commentary is not yet available.]
- *Gundry, Robert H. Mark: A Commentary on His Apology for the Cross. Grand Rapids: Eerdmans, 1993.
- *Hooker, Morna D. The Gospel according to St. Mark. Black's New Testament Commentary. Peabody, MA: Hendrickson, 1991.
- *Lane, William L. Commentary on the Gospel of Mark. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1974.
- *Oden, Thomas C. and Hall, Christopher A. Mark. Ancient Christian Commentary on Scripture, Vol. II. Downers Grove: InterVarsity Press, 1998.
- Rhoades, David, and Michie, Donald. Mark as Story: An Introduction to the Narrative of a Gospel. Philadelphia: Fortress, 1982.
- Schweizer, Eduard. The Good News according to Mark. Atlanta: John Knox, 1970.
- Taylor, Vincent. The Gospel according to St. Mark: The Greek Text with Introduction, Notes, and Indexes. London: Macmillan, 1952.
- *Thompson, David L. Bible Study that Works. Rev. ed. Nappanee, IN: Evangel, 1994.
- Tolbert, Mary Ann. Sowing the Gospel: Mark's World in Literary-Historical Perspective. Minneapolis: Fortress, 1971.

IV. Requirements:

- A. **Assignments:** Lessons must be finished by class time on the dates given in this Syllabus. Lessons may be typed or may even be handwritten, provided the handwriting is legible. Please use the cover sheet provided, and securely staple work to it.
- B. **Attendance:** It is expected that students will punctually attend every class session unless detained by illness or other emergency.
- C. **Participation:** It is expected that students will participate meaningfully and creatively both in small group discussions and in plenary class discussion.

V. Grading Policies:

A. Grade Calculations:

The final grade for the course will be the numerical average of the six (6) graded assignments with a seventh grade, the self-assigned class participation grade. [The six graded assignments will constitute 6/7ths of the grade, and the class participation grade will constitute 1/7th of the grade.] A grading rubric for determining class participation will be supplied by the professor.

The class participation grade will be self-assigned (by the student) according to a rubric supplied by the professor. It will reflect the student's own assessment of the quality of his or her class attendance (including tardiness), participation in plenary class discussion and small group discussion, contribution to the morale of the class, and quality of note taking during the semester.

B. Related Matters:

1. The ATS Catalog's description of grades and their values will apply.

The averages of letter grades within this course will be calculated arithmetically according to the following values below, and then adjusted back to the nearest letter grade for reporting the final course grade:

A:100; A-:96; B+:92; B:88; B-:84; C+:80; C:76; C-:72; D+:68; D:64; D-:60;

F:55 (if an assignment is completed, but at a failing quality); F: 0 (if no work is submitted).

2. Exceptional work will exhibit these characteristics:

•precision, accuracy, specificity, depth, insight, clarity, freshness, thoroughness, and balance. It must be remembered that merely “good and accurate” work does not necessarily merit an “A”. Also, exceptional work must engage the Biblical texts (to some degree) in their original languages, and must manifest a balanced use of time.

3. Lessons Entirely Omitted If a *graded* lesson is omitted entirely (i.e. never turned in), then it will be calculated as a “0” in the numerical averaging of the final grade. If a *credit-no credit* lesson is omitted (never turned in), then the final course grade will be reduced by a full letter (e.g. from B+ to C+).

4. Late Lessons: A lesson turned in late (any time after the due date) will be received, but reduced one and a half letter grades (e.g. from B+ to C-). Of course, if there is an appropriate reason (serious illness, family emergency) then no penalty will be assessed.

5. Independence: Assignments must reflect the independent work of each student unless otherwise specified in an assignment. Study groups (which are encouraged) must exercise special care to preserve the independence of each member. Group members may encourage each other and provide accountability for study, but may not produce group projects, nor nurse each other along with specific content-related guidance and suggestions. *Violation of "Independence" constitutes cheating, and may result in loss of credit for the entire course.*

VI. The Calendar

Lesson A	Sept. 14	credit/no credit
Lesson B	Sept. 21	credit/no credit
Lesson C	Sept. 28	graded
[NO LESSON]	Oct. 5	-----
Lesson D	Oct. 12	graded
Lesson E	Oct. 19	graded
Lesson F	Oct. 26	credit/no credit
[NO LESSON]	Nov. 2	-----
Lesson G	Nov. 9	graded
Lesson H	Nov. 16	graded
[NO LESSON]	Nov. 23	-----
Lesson I	Dec. 2 (Thursday)	credit/no credit
Lesson J	Dec. 9 (Thursday)	graded

NOTE:

There will be no class session and no assignment due during exam week. December 9 will be our last time together. On that date bring the following:

- Lesson J
- class participation grading rubric (filled out)
- self-addressed envelop for return of Lesson J

VII. The Lessons

Advice Gathered from Many Students

- *Don't do a whole lesson in a single sitting. Eight straight hours even of Gilligan's Island can be fatal.
Do work in several blocks of time.
- *Don't do your work during the worst hours of your day. When would you want your doctor operating?
Do your work during your peak production hours, if possible.
- *Don't do your work around proven distractions. Most minds are not like multi-task computer chips.
Do find a place conducive to reflective study.
- *Don't postpone work until the day before. Don't join the April 15th 11:59 PM crowd. It's depressing!
Do begin your work earlier in the week, allowing your thoughts to "percolate".
- *Don't wander through the week, just hoping you'll find an ideal time to do the assignment. You won't!
Do plan ahead in order to set aside good study time.
- *Don't forget to read the text carefully, first. How could you know much about a person without "dating"?
Do invest up-front time in careful reading of the text.
- *Don't treat these assignments as "just assignments".
Do pray for illumination, and expect to learn something life-transforming!

The Time Factor in Doing Lessons

Each of the Lessons is designed to take from **nine to ten hours (9-10) to complete**. When multiplied over the ten (10) Lessons of the semester, that translates into ninety to one hundred (90-100) hours of student investment for this course. These figures are just below the range of hours recommended in the catalogue for a three-hour course (97.5-117 hours, calculated as 7.5-9.0 hours of investment each week for a three-hour course, over 13 weeks of the semester, see p. 25 of the 2000-2001 catalog).

No one should interpret the 9-10 hour target for each Lesson as a "time limit," or think that there would be a penalty for going beyond. I am not interested in penalizing anyone who has the time and desire to invest more than 9-10. However, no one should feel any pressure to do more than the expected. Grading is not based on a simple measure of hours invested. Do your best to complete the phases of each Lesson within the 10 hour target. If you have trouble getting to each phase of the Lessons, reflect on how you are spending you time. You may need to set the depth of your plow a little shallower, at places; or just "call it quits" on one phase of a Lesson that has gotten out of hand timewise.

A nice correlation between the weekly investment of 9-10 hours in this course, and in the life of ministry, is to be found in Haddon Robinson's suggestions about the preparation of sermons. In his view, 8 or 9 hours may be spent in working with the full interpretation of the Biblical text to be preached, with 4 or 5 hours devoted afterwards to crafting the text of the sermon itself. The weekly investment in IBS Lessons, then, may help us develop the monthly rhythm that Robinson submits as a healthy pattern for sermon preparation.

Please
Staple
Here

Student Name _____

Group Name _____

Lesson # _____

Time Invested _____

Course _____

Time of Class _____

******* Lesson handed in on time?*******

Yes _____

No _____

******If Late, have these items below filled in:**

Date actually turned in: _____

Professor's signature _____

IBS Lesson Cover Sheet for Dr. Dongell