NT 530 The Gospel of Mark

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I. General Description: This course aims, through the study of Mark, to foster Bible study which is:
- methodical (following orderly procedure, rather than relying on chance),
- inductive (promoting direct personal study of the text prior to use of secondary sources),
- structural (observing logical connections 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 settings),
- theological (placing the passage in the context of the Scripture and Christian doctrine), and
- reverent (pursuing Biblical study humbly, prayerfully, under the influence of the 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.
B. Content: As a result of fulfilling the requirements, a student should be able to:
   1. present a clear and thoughtful interpretation 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 practice and refinement of sound Bible study as a lifelong personal and ministerial pursuit;
   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 his Spirit working through his Word.

III. Course Texts:
A. Bibles: Any assortment of (at least three) modern English translations (not paraphrases), with the Greek New Testament used according to the level of one's ability.
C. Secondary Resources (recommended for use as needed, but not required; see BRM above for a wider listing of resources for Biblical study.)
   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
IV. Requirements:
Assignments: Most learning will take place while doing the assignments. They must be:
1. On Time: Lesson must be submitted at class time, on the date given in this Syllabus.
2. Legible: Lessons may be typed or handwritten. If written, writing must be legible.
3. Stapled: Please do not turn in loose sheets, or sheets fastened "creatively".
4. With Cover Sheet: Fill out and use the provided Cover Sheet for each assignment.

V. Grading Policies:
A. Assignments
1. The ATS Catalog's description of grades and their values will apply.
   The final grade within this course will be calculated by averaging the letter grades given to
   the weekly assignments according the following numerical values below. The numerical
   average will then be rounded to the nearest grade/numerical value, which will stand as the
   final 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).
   Each one of the ten (10) lessons will contribute 10% toward the final grade.
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”.
3. Lessons: Omitted or Late: Students are to complete all of the 10 assigned lessons (A through J).
   There are no provisions for skipping or choosing among lessons. An Omitted lesson (one not
   turned in at all) will be calculated as a zero in the averaging of the final grade. If a student has
   not completed an assignment by the time it is due, four options remain:  a) to receive a zero for
   the assignment;  b) to turn in the incomplete assignment on time, with a lower grade as the
   likely outcome;  c) if the lesson if at least 2/3’s complete at the time due, to complete and turn in
   the lesson at a later time, but to receive an automatic reduction of a full letter grade (e.g. from a
   B+ to C+) for lateness;  or d) if the lesson is not yet 2/3’s complete, to complete and turn in at a
   later time an alternative assignment provided by the professor, with the full letter reduction for
   lateness.
4. Feedback: Feedback will be provided by comments supplied on returned assignments, by daily
   class lectures, and by interaction with peers in small groups. Additional consultation with the
   professor during office hours is available at student initiative.

*Lane, William L. Commentary on the Gospel of Mark. New International
*Oden, Thomas C. and Hall, Christopher A. Mark. Ancient Christian Commentary
Rhoades, David, and Michie, Donald. Mark as Story: An Introduction to the
Schweizer, Eduard. The Good News according to Mark. Atlanta: John Knox,
1970.
Taylor, Vincent. The Gospel according to St. Mark: The Greek Text with
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
5. **Independence**: Assignments must reflect the independent, inductive work of each student. Therefore, no resources of any kind (whether books, notes of others, conversations, etc.) may be consulted unless specifically called for 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 content-related guidance and suggestions. Violation of "Independence" constitutes cheating, and may result in loss of credit for the entire course.

B. **Attendance**

Attendance of all class session is expected. Class sessions provide necessary instruction for the proper completion of lessons, provide feedback from professor and peers, and supply a large measure of encouragement. It should not be surprising if poor attendance will be directly reflected in poor performance in one’s lessons, along with discouragement with the course in general.
VI. The Calendar

Seven Words to the Wise or 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". They will!

*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 getting to know the passage well through careful reading.

*Don't treat these assignments as "just assignments".  
Do pray for illumination, and expect to learn something life-transforming in each lesson!

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lesson Due Date</th>
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<tbody>
<tr>
<td>(Tues--Mon)</td>
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<tr>
<td>Week 1 2•6--2•12</td>
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<tr>
<td>Week 2 2•13-2•19</td>
<td>Lesson A 2-14 (Wed.)</td>
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<tr>
<td>Week 3 2•20-2•26</td>
<td>Lesson B 2-21 (Wed.)</td>
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<tr>
<td>Week 4 2•27-3•5</td>
<td>Lesson C 2-28 (Wed.)</td>
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<tr>
<td>Week 5 3•6-3•12</td>
<td>Lesson D 3-7 (Wed.)</td>
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<tr>
<td>Week 6 3•13-3•19</td>
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<td>Week 7 3•20-3•26</td>
<td>Lesson E 3-21 (Wed.)</td>
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<td>Week 8 3•27-4•2</td>
<td>Lesson F 3-28 (Wed.)</td>
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<tr>
<td>Week 9 4•3-4•9</td>
<td>Lesson G 4-4 (Wed.)</td>
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<td>Week 10 4•10-4•16</td>
<td>[-----------S P R I N G B R E A K--------]</td>
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<tr>
<td>Week 11 4•17-4•23</td>
<td>Lesson H 4-18 (Wed.)</td>
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<td>Week 12 4•24-4•30</td>
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<tr>
<td>Week 13 5•1-5•7</td>
<td>Lesson I 5-2 (Wed.)</td>
</tr>
</tbody>
</table>
Week 14  5•8-5•14  Lesson J  5-9  (Wed.)  

Week 15  5•15-5•21  [---No Class---ALL LATE WORK IN BY 5-18--]
Lesson A

1. Read the entire book of Mark through \textit{twice}: \([\text{Mark 1:1-16:8}]\)
   a) each time in a single sitting, if at all possible;
   b) each time aloud, if at all possible \(\text{ (this is quite important)}\);
   c) you may use a different version/translation each time you read.

   NOTE:  If English is your second language, you may read in your native language.
   \(\text{(Write on the front of your cover sheet what version(s) you used. )}\)

2. List out the ten (10) most important themes of the Gospel as a whole (i.e. recurring ideas, or events, or
   teachings, or scenes, or actions, etc.) according to your best judgment.  Also, briefly explain or
   describe each of the 10 themes you have discovered (in about 50 words for each of the 10).  Be
   as specific and clear as you can be.  \(\text{(Remember to staple a cover sheet to your work.)}\)

3. Read through the handouts you have received this week  \([\text{Doing Detailed Observation, Detailed}
   \text{ Observation Example}]\).  \(\text{(Write on the front of your cover sheet that you have done this.)}\)