



CST 4712ONLH NT BOOK STUDY:

The Gospel of Mark

Online Syllabus Shorter University

Instructor Information

See link in Canvas.

Course Information

- Course: New Testament Book Study: The Gospel of Mark
- Section:
- Course Number: CST 4712ONLH
- Credit Hours: 3
- Prerequisites: CST 1012 Survey of New Testament

Course Description

An exegetical and analytical study of selected New Testament books. This course may be taken more than once for credit provided that the student is studying a different New Testament book each time.

Mark's narrative is concerned with two interrelated questions: Who is Jesus? And what does it mean to be his disciple? The goal of this course is to obtain a deeper appreciation of the person, mission and teaching of our Lord, in order to serve him better as his followers, aligning ourselves with his Kingdom purposes.

Student Outcomes

By the end of this course students will be able to:

1. Research Mark's gospel using appropriate tools and resources
2. Demonstrate a grasp of the content, literary features, major themes, and the theology of the Gospel of Mark.
3. Identify key issues in the critical study of Mark's gospel
4. Demonstrate proficiency in biblical interpretation and theological reflection
5. Articulate the primary theological and ethical concerns of Mark's gospel
6. Reflect on the Gospel of Mark and its implications for Christians and churches today

Required Texts

A Modern Translation of the Bible (ESV, NASB, NIV, NET, etc.)

Hurtado, Larry, *Mark in the Understanding the Bible Commentary Series*. Baker Books, 1989. (ISBN 978-0801046643)

Malbon, Elizabeth Struthers. *Hearing Mark: A Listener's Guide*. Trinity Press International, 2002.

Supplemental Materials

Supplemental materials are recommended but not required. The student should have access these works as needed.

Rhoads, David, Joanna Dewey, and Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*, 3d ed. Fortress Press, 2012.

Technology

- Students must have regular access to a computer and an Internet connection to participate in this course. All coursework is conducted online, and no in-person meetings will be held.
- Shorter University uses Canvas as its online Learning Management System (LMS). A LMS provides students and faculty with an Internet-based learning environment that is both secure and easy to use. All course materials will be provided through Canvas, and all assignments will be submitted through the software, as well. When a student is enrolled in a course, they will automatically be enrolled in the course module in Canvas.
- Students can [log in to Canvas](#) using their normal SCHOLAR ID and password.
- Students should always email their instructors from their Shorter University Hawkmail account. Emails can be initiated from an email program or from Canvas itself.
- Assignments may be distributed in proprietary file formats, such as PDF or Microsoft Word. Students will be expected to have the necessary software to open and interact with these files.

Grading Information

Assessments	Percentage of Total Grade
<i>Introductory and Teaching Forum Postings</i>	30%
<i>Narrative Analysis</i>	30%
<i>Exams</i>	20%
<i>Participation</i> Reading Log Completion of Course Surveys	20%
<i>Total for the course</i>	100%

Grade Scale	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Course Requirements, Assessments, and Policies

Course Requirements

1. Regular preparation and participation
2. Timely completion of assignments
 - a. Readings from text of Mark
 - b. Review of supplementary materials (PowerPoint slides, research materials)
3. Completion of Discussion Forums
4. Completion of written assignments (Reading Log, Narrative Analysis)

Course Assessments

Effective reading is an interactive, constructive process in which students become familiar with vocabulary, concepts, and methods used in the study of the New Testament, as specifically applied to the Gospel of Mark. Furthermore, students become familiar with current thinking within the discipline of gospel studies.

For each reading assignment, students should read the course materials in the following order each week:

1. Complete reading of the assigned passage in Mark's gospel
2. Complete the reading assignment in Malbon, *Hearing Mark*
3. Complete the supplemental materials (PowerPoint slides, research materials)
4. Skim Hurtado, *UBCS Mark*.

Introductory and Teaching Forums

In a traditional classroom, each student would be expected to attend class regularly and interact with the professor and with the other students. The online classroom is no different. The discussion forum allows us to reflect on each week's material individually, but more importantly, it also allows us to discuss the material with one another and learn as a community. Each week's discussion forum will have a topic which will either require you to respond to a reading or critically engage with an issue.

Week 1: Introductory Forum Post

Write an introductory paragraph and post in the Introductory Forum. Provide the following information:

- Your name
- Where you live
- Your major (if you have one)
- Something interesting about yourself
- Anything you would like to share with classmates
- Your expectations for the class

Post your introduction before 11:55pm Tuesday of Week 1.

Weeks 3, 5, 6, and 7 Teaching Forums

Weeks 2, 3, 5, and 7 you will be asked to reflect on selected topics drawn from the readings and prepare a three-page double spaced teaching brief. One or two paragraph responses to each of the following questions will provide structure for the briefs:

1. What is the focus of the passage?
 - a. Week 2 topic: Who is Jesus?
 - b. Week 3 topic: The kingdom of God
 - c. Week 5 topic: Who is Jesus and what it means to follow him?
 - d. Week 6 topic: Jesus and the Temple – What is the role of the temple in Mark 11:1-13:37?
 - e. Week 7 topic: Life after resurrection – What did Mark expect of his readers?
2. Explain any concepts, insights, or methods of study in the reading or the passage would be new to your audience?
3. What might your audience find challenging in the passage? Explain why.
4. What are the three most important points or insights from the passage that would be beneficial to your audience? Why are these points/insights the most important?

Your audience is your classmates. So, you will be presenting your teaching brief to an audience who has an advanced knowledge of the text. Furthermore, your brief should be clear, complete, and accurate. This assignment also requires that you read, review, then respond to briefs posted by your classmates.

Steps to constructing the brief:

1. Read carefully the assigned readings for the week before attempting to complete the brief.
2. Read carefully the discussion question or topic. Be sure to answer all parts of the question or topic.
3. Do not wait to the last minute to post your brief! Posting early also ensures that you will not miss the deadline. Post your briefs early so that you will have enough time to reflect on classmate briefs
4. Make sure you check your briefs and responses for spelling and grammar.

In your replies to other student's briefs:

1. Expand on or clarify a point made in the answer.
2. Offer an additional argument to support a position taken in an answer.
3. Suggest ways in which an idea could be more clearly expressed.
4. Identify passages where you think the writer misunderstood a concept or applied it incorrectly.
5. Disagree with a point or position made in an answer.

If you are disagreeing with the views of another student, please be respectful and constructive in your response. You may criticize a position but not a writer. State clearly and precisely the point you disagree with. Make sure you have not misinterpreted the writer's position. Offer reasons

why you think the view is incorrect and support your position by citing the text of Mark, the course textbooks, or other reliable sources.

Grading: Be sure to respond to at least two of your classmates' posts. Keep in mind that responses limited to platitudes (I liked your brief and similar statements) will be substantially down-graded. Responses will be graded on overall understanding of the topic clarity, accuracy, insightfulness, grammar, spelling. Grading for brief posts is as follows:

- Brief; 70 points
- Interactive Response #1: 15 points
- Interactive Response #2: 15 points

Week 2 Teaching Forum: Who is Jesus?

- Initial Essay due before 11:55pm Wednesday
- Interactive Responses due before 11:55pm Friday

Week 3 Teaching Forum: Define the Kingdom of God

- Initial Essay due before 11:55pm Wednesday
- Interactive Responses due before 11:55pm Friday

Week 5 Teaching Forum: What does it mean to follow Jesus?

- Initial Essay due before 11:55pm Wednesday
- Interactive Responses due before 11:55pm Friday

Week 6 Teaching Forum: Jesus and the Temple – What is the role of the temple in Mark 11:1-13:37?

- Initial Essay due before 11:55pm Wednesday
- Interactive Responses due before 11:55pm Friday

Week 7 Teaching Forum: Life after resurrection – What did Mark expect of his readers?

- Initial Essay due before 11:55pm Wednesday
- Interactive Responses due before 11:55pm Friday

Written Assessments

Instructions for written assignments are posted in Canvas.

Written Assignments

Reading Log

DUE: Week 1

Narrative Analysis

DUE: Weeks 3, 5, 6, and 7

Assignment Descriptions

Narrative Analysis

The narrative analysis project will be broken into **four** parts, and you are required to submit **three of the four** parts individually by the due date and time (11:59 PM (Eastern Time) on the date specified). Part 4 is a combination of parts 1-3 into a finished draft. If you have trouble submitting your assignments, please contact your Instructor immediately. Grades from all **four** parts of this assignment will count toward your final grade.

Choose one and only one of the following passages for the narrative analysis: Mark 2:1-3:6; 8:22-10:52; 11:1-13:36; 14:1-16:8.

Part 1 (Due Week 3) Narrative analysis begins with content of the story, including events, characters, settings, and their interaction as the plot. Describe the characters and settings.

Part 2 (Due Week 5) The second step in a narrative analysis is an examination of how the story is told, the rhetoric of the story. Understanding the rhetoric is central to understanding the meaning of the story and its application. Identify the theme of the passage then trace the development of the theme throughout the passage.

Part 3 (Due Week 6) The third step is to examine the interaction between the author, the story, and the reader. What message is the author communicating to the hearer/reader? What does the author expect his audience to believe, confess, or do in response to the passage?

Part 4 (Due Week 7) Combine Parts 1-3 into one document incorporating instructor feedback into the final draft. Do not simply add the parts together. Take time to review and revise as needed to make the parts flow as one document.

Each part of your narrative analysis should build upon the preceding part and you must submit each part by its individual due date in time to receive a grade. This scaffolded format is intended to encourage revision and help you to achieve your best final grade. Part 4 will be your narrative analysis in its finished form.

Exams

Students will complete a midterm (Week 4) and a final exam (Week 8). The exams will consist of a series of multiple choice and/or short answer questions.

Study guides for the exams will be posted on Canvas.

Course Policies

Participation is required to complete this course successfully. Please note that participation is measured by completing the teaching forums by the specified due dates, in conjunction with all assignments, tests, and course surveys.

As a rule, late work is generally not accepted. Because the course is only eight weeks long, it is important that you turn your assignments in on time. Should you have an emergency situation, please contact your professor directly.

Course Schedule

(Check Canvas for details/instructions of assignments.)

- **Week 8 ends on a Friday, so ensure that all assignments are completed by Friday during the last week.**

Week	Reading	Weekly Assessments and Items Due
1	The Gospel of Mark 1-16 Malbon, <i>Hearing Mark</i> , 1-9	Introductory Post Reading Log
2	Mark 1:1-13 Malbon, <i>Hearing Mark</i> , 11-16 Hurtado, <i>UBCS Mark</i> , 1-21	Teaching Forum Choose passage for Narrative Analysis
3	Mark 1:14-4:34 Malbon, <i>Hearing Mark</i> , 16-33 Hurtado, <i>UBCS Mark</i> , 21-80	Teaching Forum Narrative Analysis Part 1
4	Mark 4:35-8:21 Malbon, <i>Hearing Mark</i> , 35-53 Hurtado, <i>UBCS Mark</i> , 81-132	Exam #1
5	Mark 8:22-10:52 Malbon, <i>Hearing Mark</i> , 55-73 Hurtado, <i>UBCS Mark</i> , 133-178	Teaching Forum Narrative Analysis Part 2
6	Mark 11:1-13:37 Malbon, <i>Hearing Mark</i> , 75-88 Hurtado, <i>UBCS Mark</i> , 179-227	Teaching Forum Narrative Analysis Part 3
7	Mark 14:1-16:8 Malbon, <i>Hearing Mark</i> , 88-100 Hurtado, <i>UBCS Mark</i> , 228-286	Teaching Forum Narrative Analysis Part 4 Submit Complete Narrative Analysis
8	Mark 16:9-20 Malbon, <i>Hearing Mark</i> , Hurtado, <i>UBCS Mark</i> , 287-290	Exam #2 Complete Course Surveys

Selected Bibliography

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- Best, E. "Discipleship in Mark: Mark 8:22-10:52." *Scottish Journal of Theology* 23 (1970): 323-37.
- Blackwell, John. *The Passion as Story: The Plot of Mark*. Fortress Press, 2010.
- Dewey, J. "Women in the Gospel of Mark." *Word and World* 26 (2006): 22-29.
- Dowd, S. and E. S. Malbon. "The Significance of Jesus' Death in Mark: Narrative Context and Authorial Audience." *Journal of Biblical Literature* 125 (2006): 271-297.
- Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*, 4th ed. Grand Rapids: Zondervan, 2014. (pp. 93-97, 111, and 132-167)
- Hill, D. "Jesus before the Sanhedrin—On What Charge?" *Irish Biblical Studies* 7 (1985) 174-86.
- Hooker, M. D. *The Gospel According to Saint Mark*. Black's New Testament Commentary. Peabody, MA: Hendrickson, 1991.

- Hurtado, L. W. "The Gospel of Mark in Recent Study." *Themelios* 14 (1989): 47-52.
- Kingsbury, Jack Dean. *The Christology of Mark's Gospel*. Philadelphia: Fortress Press, 1983.
- _____. *Conflict in Mark*. Minneapolis: Fortress Press, 1989.
- Klein, William, Craig L. Blomberg, and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Rev. ed. Nashville: Thomas Nelson, 2004 (pp. 323-344 and 432-438).
- Malbon, Elizabeth Struthers. *Hearing Mark: A Listener's Guide*. Harrisburg, PA: Trinity Press International, 2002.
- Marshall, Christopher D. *Faith as a Theme in Mark's Gospel*. Cambridge: University Press, 1994.
- Pennington, Jonathan T. *Reading the Gospels Wisely: A Narrative and Theological Introduction*. Grand Rapids: Baker Academic, 2012.
- Rhoads, David, Joanna Dewey, and Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*, 3d ed. Fortress Press, 2012.
- Strauss, Mark L. *Mark* volume 2 in the Exegetical Commentary on the New Testament, gen. ed. Clinton E. Arnold. Grand Rapids: Zondervan, 2014.
- Sweetland, D. "The Structure and Main Themes of Mark's Gospel." *The Bible Today* 44 (2006): 5-11.
- Tannehill, R. C. "The Gospel of Mark as Narrative Christology." *Semeia* 16 (1979): 5795.
- Tuckett, C., ed. *The Messianic Secret*. Issues in Religion and Theology 1. Philadelphia: Fortress /London: SPCK, 1983.
- Vielhauer, P. and G. Strecker. "Apocalypses and Related Subjects." In E. Hennecke, W. Schneemelcher, R. McL. Wilson, eds. *New Testament Apocrypha*. Vol. 2. 2nd ed. Cambridge: J. Clarke/Louisville: Westminster/John Knox, 1992. Pp. 552-60; 56982 (602).
- Watson, F. "Why Was Jesus Crucified?" *Theology* 88 (1985): 105-112.
- Yarbro Collins, A. *The Beginning of the Gospel: Probing of Mark in Context*. Eugene, OR: Wipf & Stock, 2002.

Policies and Procedures

Netiquette

Netiquette is a set of rules for how to communicate effectively and politely online.

Effective written communications are an important part of online learning. In a face-to-face class, body language along with verbal responses and questions help students and the instructor communicate with each other. In an online environment, however, misunderstandings can easily occur when basic rules of Netiquette (online etiquette) are not followed, such as using texting abbreviations or USING ALL CAPITAL LETTERS IN WRITTEN COMMUNICATIONS. Therefore, please use the following guidelines when communicating in this course:

- Using ALL capital letters in online communication indicates you are yelling. Limited use of capitalized words is acceptable when emphasis is needed. Underscoring and italics can also be used for emphasis.
- Use a descriptive subject line in emails and forum postings.
- Include your name in all emails; we can't always tell who you are based on your email

address.

- No derogatory comments, ranting or vulgar language is acceptable in any form of communication in the course. Respect for others and their views is expected.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears to be unacceptable, please inform the instructor via email.

Class Attendance

Online courses are typically delivered asynchronously, meaning that there are no fixed times when students need to be online. While there is no standard attendance policy for online classes, students are expected to log-in to class several times each week to check for updates and to communicate with the professor and/or with other students. There will also typically be deadlines for the completion of assignments, and there may be requirements that the student participate each week in online chats or forum discussions. In some cases, there may be a requirement for the student to log-in at a particular time during the week to participate in a group chat or discussion. As with any traditional course, a student cannot skip several weeks of online classes and expect to succeed!

No Show Policy

Students who fail to complete the mandatory introduction forum within the first 9 class days from the start of the session will be automatically dropped from the class. PLEASE NOTE: Students must login as well as complete mandatory introduction forum within this 9-day period. Simply logging into a course will still constitute as a NO SHOW for the course if the mandatory introduction forum within the actual online course platform is not completed within the first 9 class days from the start of the session.

Students who do login and complete the mandatory introduction forum within the first 9 days from the start of the session, but who then stop participating in their online class will NOT be automatically withdrawn from the class. To withdraw from the class the student must send an e-mail to their advisor and his or her instructor from his or her Shorter e-mail account requesting to withdraw. The withdrawal will be effective from the date of the e-mail request. An automatic F will be given if a student is not properly withdrawn.

Academic Integrity Policy

A Community of Honor

As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

Academic Dishonesty

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or

encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source - including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

Procedure

- A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.
- B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (see Appendix A) which should include evidence and other necessary documentation. The instructor will determine the appropriate remedy: either to assign a grade of zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process)
- C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.
- D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently barred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by

the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.

Appeals

- A. The student who wishes to appeal an academic violation charge should submit his/her appeal in writing to the chair of the appropriate department by the appeal due date indicated on the Academic Violation Form, which is normally within ten regularly scheduled class days after the completion date of the Academic Violation Form. This statement should contain the reasons for which the student is appealing the instructor's decision. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within ten regularly scheduled class days of receiving the written appeal, the department chair will notify in writing both the instructor and the student of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.
- B. When, in the opinion of the department chair, the student fails to show reasonable cause for further investigation, the chair may deny the appeal without taking further action. When, in the opinion of the department chair, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the chair will meet with the faculty member and with the student and render a decision within ten regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair may request that the Registrar remove the Academic Violation Form from the student's record. The chair will notify both the student and the instructor of this action.
- C. If the student files the initial appeal or elects to appeal the chair's decision during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor or department chair is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term. In extreme or unusual circumstances regarding the timeliness of the appeals process, the provost will make the final determination.
- D. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within ten regularly scheduled class days of receiving the response from the department chair. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within fifteen (15) regularly scheduled class days. The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the registrar to remove the record of the Academic Violation Form from the student's permanent record. The results of the Academic Integrity Appeals Committee are final.
- E. All results from the proceedings of the Academic Dishonesty Appeals Committee should be reported to the appropriate academic dean, dean of students, provost, and president as information.

NOTE: During the appeals process, the student may continue to attend the class in which the violation occurred.

Students Needing Accommodations

Shorter University provides accommodations for students who have a disability. The student must contact the Director of Educational Support in FSU 219 (706-233-7323) as soon as possible to discuss your needs. Shorter University is committed to providing access to programs and services to all qualified students with disabilities. Student Support Services is located in the Fitton Student Union, Room 219 (706-233-7323). Academic support is available to all students through the Center for Learning and Academic Success at Shorter (CLASS). The Center offers peer tutoring and coordinates study groups for students seeking assistance. Also, students can receive help with writing through individual tutoring in the Writing center. CLASS is located on the second floor of the Sheffield-Thompson building in the Bailor Suite.