

## Bible and Theology Department

### “Shaping Servant-Leaders”

<p><b>COURSE NUMBER and TITLE:</b> BNT 540 &amp; BNT 531 Studies in the Synoptic Gospels and Acts: Gospel of Mark <b>CREDIT HOURS:</b> 3 <b>SEMESTER:</b> Fall 2018 <b>COURSE DAY/ TIME:</b> Thursdays 6:00 pm – 8:50 pm <b>LOCATION:</b> Room 225 AGTS</p>	<p><b>INSTRUCTOR:</b> Gary Martindale, Ph.D. <b>PHONE:</b> (417) 865-2815, ext. 8514 <b>OFFICE:</b> Trask 214P <b>EMAIL:</b> <a href="mailto:martindaleg@evangel.edu">martindaleg@evangel.edu</a> <b>OFFICE HOURS:</b> 3 pm – 5 pm (M-F) or by appointment</p>
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#### REQUIRED TEXTBOOKS:

1. A standard text of the Bible, preferably *ESV* or *NASB*.
2. Anderson, Janice Capel and Stephen D. Moore, eds. *Mark and Method: New Approaches in Biblical Studies*. Minneapolis: Fortress, 1992.  
**ISBN:** 0-8006-2655-9
3. Garland, David E. *A Theology of Mark’s Gospel*. Grand Rapids: Zondervan, 2015. **ISBN:** 978-0-310-27088-1
4. Hurtado, Larry H. *Mark*. Understanding the Bible Commentary Series. Grand Rapids, MI: Baker Books, 2011. **ISBN:** 978-0-8010-4664-3
5. Kelber, Werner H. *Mark’s Story of Jesus*. Philadelphia: Fortress, 1979.  
**ISBN:** 0-8006-1355-4
6. Marshall, Christopher D. *Faith as a Theme in Mark’s Narrative*. Society for New Testament Studies Monograph Series, ed. Margaret E. Thrall, no. 64. Cambridge: Cambridge University Press, 1989; paperback edition 1994.  
**ISBN:** 978-0-521-47766-6

**REQUIRED CLASS SUPPLIES:** Students may use electronic devices in class for taking notes or research activities but not for other purposes during class time.

#### **EVANGEL UNIVERSITY MISSION:**

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

## **ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:**

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

## **CATALOG DESCRIPTION:**

An analytical and exegetical study of the Gospel of Mark in its historical and cultural contexts, with emphasis on narrative criticism and the gospel's rhetorical features

## **COURSE PREREQUISITES:**

(For BNT 540--catalog recommends BOT 530 Old Testament Introduction and BNT 530 New Testament Introduction (or equivalent). For BNT 531-- BIBL 116 Essential Christianity; must have already completed one, upper-division book study; 3.5 GPA in Bible/Theology; Jr/Sr status; check with Chair for more information.

## **COURSE OVERVIEW:**

**Unit One     Biblical Introduction and Mark 1:1-3:12**

**Unit Two     Mark 3:13-8:26**

**Unit Three    Mark 8:27-10:52**

**Unit Four     Mark 11:1-16:20**

## **COURSE PROCEDURES and PURPOSE:**

This course will consist of lectures, presentations by students, class discussions, reading of scholarly materials, writing and research assignments as well as implementation of selected spiritual disciplines. The purpose of this course is to prepare students for academic research in Biblical Studies, including an understanding of various methodologies, as well as exegetical work that leads to sound teaching and preaching.

## **COURSE REQUIREMENTS:**

### **BASIC TECHNOLOGY, COMMUNICATION, AND READING REQUIREMENTS**

Although this course is a seated offering, the online learning management system, referred to as Course Commons, will enhance the student's learning experience.

- Students submit assignments to drop boxes in COURSE COMMONS, unless directed otherwise by the instructor.
- Students should submit assignments in Microsoft Word format.
  - File extension: .docx or .doc format
  - Campus computer labs have Microsoft Office 2013 or Office 2016.
- The latest version of Office is available for your personal machine. It can be downloaded by following the instructions at: <https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-GetMicrosoft-Office-for-free->
- All assignments are due on the date and time specified in the syllabus.

- The course requires that students have daily access to a computer, the internet, and Evangel email.
- The instructor expects students to communicate with him regarding any concerns, technical difficulties, and/or questions they may have via email, phone call, or face-to-face appointment.

### **ATTENDANCE:**

Class attendance is extremely important to a learner's success. Building a habit of good attendance will translate into one's professional responsibilities and future career. There are no excused absences, but should a student miss class, she or he will be responsible for collecting missed information. The instructor expects to be present and on time. Three tardies count as one absence. Since this course meets one time per week, three missed classes constitute an excessive amount of absences. With the third absence, the instructor reserves the right to reduce a student's overall grade. **The instructor does not allocate partial credit for attending part of an evening class.**

### **COURSE OUTCOMES:**

**Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), EU20 Outcomes (EU20), Faith, Work, and Economics Outcomes (FWE)**

*Upon completion of this course, the student will be able to:*

#### *CLOs*

1. Discuss biblical introduction issues pertaining to the book (authorship, date, audience, occasion, purpose, and structure).
2. Give a brief history of scholarly interpretation of this Gospel.
3. Discuss the book's leading themes, theological emphases, and intertextual dynamics.
4. Summarize the main rhetorical devices of Mark and provide examples from the text.
5. Articulate an evangelical approach to interpretation of Mark's Gospel, noting the role of "context."
6. Interpret Mark's Gospel through the lens of narrative analysis.
7. Describe the role of secrecy in Mark and discuss the book's ending.

#### *PLOs*

8. Construct an interpretive paradigm for bridging horizons between an ancient biblical text and the contemporary world. Specifically, students carefully evaluate a number of interpretive paradigms and apply one to bridge the Gospel of Mark and contemporary world. The interpretation paper serves as the assessment instrument for MATS 2, Bridge the Horizons.
9. Critique various methods and critical approaches to biblical interpretation; through evaluation, students determine positive contributions and limitations for biblical exegesis. Specifically, students analyze prominent methods used in biblical and theological studies, including traditional and contemporary approaches. Anderson / More presentations

and related discussions serve as the assessment instrument for MATS 7, Critique Critical Methods.

10. Analyze and present the results of analysis in cogent, creative, and interactive ways. Specifically, a student's research, development, and use of primary scholarly resources culminates in an academically crafted interpretation document that the instructor uses for assessment for ThM2, Original Scholarly Research.

*EU20*

11. See number nine above. The course provides various assignments that advance one's knowledge base and interpretive skills. Students work through key elements of the interpretation process as well as participate in class exposition of the text itself. Each student will write an interpretation paper that reflects one's research, analysis, and exegesis as an assessment instrument for C3, Biblical Interpretation.

*FWE*

12. Evaluate Mark's Gospel as it pertains to work and economics within the book's social and economic contexts.) Students share their findings in a paper designated "Mark's Theology of Work, which serves as the assessment tool for FWE5, Economic Flourishing.

**COURSE ASSIGNMENTS:**

All assignments have specific due dates that are also listed on the course outline. Assignment instructions also follow below. Since this course meets once per week, more than one assignment may be due on the same day. **Unless otherwise directed by the instructor, students should submit all assignments to drop boxes on COURSE COMMONS.** The instructor does not accept assignments via email.

- 1. Assignment 1** Book Report: Kelber (4% of overall grade) **Aug. 30**
- 2. Assignment 2** Annotated Bibliography: "Markan Sandwiches" (3%) **Sept. 6**
- 3. Assignment 3** Content Review: Mark 1:1- 8:26 (6%) **Sept. 13**
- 4. Assignment 4** Book Report: Marshall (13%) **Sept. 20**
- 5. Assignment 5a** Annotated Bibliography: select from four listed options (3%) **Sept. 27**
- 6. Assignment 5b** Intertextual Reading: 1 Peter and Mark (3%) **Sept. 27**
- 7. Assignment 6a** Anderson / Moore Presentations: Chps 1 & 2 (3%) **Oct. 4**
- 8. Assignment 6b** Annotated Bibliography: select from three remaining options (3%) **Oct. 4**
- 9. Assignment 7** Anderson / Moore Presentations: Chp 3 (3%) **Oct. 11**
- 10. Assignment 8a** Content Review: Mark 8:27 – 10:52 (6%) **Oct. 25**
- 11. Assignment 8b** Take-Home Overview: Hurtado (11%) **Oct. 25**
- 12. Assignment 9** Theology of Work: Assess Mark's treatment of work and money (5%) **Nov. 1**

- 13. Assignment 10a** Content Review: Mark 11:1- 16:20 (6%) **Nov. 8**
- 14. Assignment 10b** Anderson / Moore Presentations: Chp 5 (3%) **Nov. 8**
- 15. Assignment 11** Anderson / Moore Presentations: Chp 6 (3%) **Nov. 15**
- 16. Assignment 12** Interpretation Paper (21%) **Nov. 29**

### **INSTRUCTIONS FOR COURSE ASSIGNMENTS:**

*The instructions below contain essential information for completing assignments successfully. When needed, the instructor gladly offers clarification.*

**Book Report Kelber:** Read *Mark's Story of Jesus* by Werner Kelber and write a report. The paper should be about three pages in length. First, give a concise and accurate summary of the book (approximately two pages). Then, indicate strong and weak points of the work (one or more pages). **DUE: August 30**

**Annotated Bibliographies:** Students study and assess three scholarly documents. Typically, an annotation is a brief summary and an appraisal of an article, essay, chapter in a book, or book. The summary should include the purpose of the material and give an overview of the content. The evaluation portion describes strengths or weaknesses of the material. Each annotation should be single spaced and be about one-half page in length. Typically, annotators do not formulate annotations in complete sentences. For this assignment, however, please write in complete sentences. **DUE: September 6, 27, October 4**

For additional help, consider the following example below, and be sure to put the bibliographical entries in your paper exactly as they appear below.

Satterthwaite, Philip. "'No King in Israel:' Narrative Criticism and Judges 17-21." *Tyndale Bulletin* 44 (1993): 75-88.

Satterthwaite applies narrative criticism to Judges 17-21, a passage of scripture that has not generally been esteemed for its literary skill. He explains how techniques such as patterns, repetition, narration, dialogue, characterization, and analogy are used by the author of Judges to show that God disapproves of the actions of the Israelites. Satterthwaite also uses the techniques to discount the belief that the chapters are at many points composite. Instead, he shows how chapters 17 through 21 can give a unitary explanation. Satterthwaite presents a valid argument for evaluating Judges 17-21 through literary criticism. His explanation of analogies in the chapters is especially thought provoking, as he shows how events in the chapters are not only analogous to other events in the chapters but also analogous to events preceding and following the period of the Judges. By pointing out the techniques, Satterthwaite helps readers gain more of an appreciation for the literary beauty of Judges 17-21. (\*adapted from Deborah F.)

From the articles below, select two for the annotation assignment in addition to Edwards' article, "Markan Sandwiches;" the instructor requires this article for everyone.

Anonymous. "Embracing Suffering." In *Embracing Obscurity: Becoming Nothing in Light of God's Everything*. Nashville: B & H Publishing Group, 2012.

Dunn, J. D. G. "The Messianic Secret in Mark." *Tyndale Bulletin* 21 (1970): 92-117.

Edwards, J. R. "Markan Sandwiches: The Significance of Interpolations in Markan Narratives." *Novum Testamentum* 31 (1989): 193-216.

Hedlun, Randy J. "Purity Worldviews, Purity Mapping, and First-century Israelite Cosmology." Unpublished paper: Copyright 2011.

Campbell, Ken M. "What was Jesus' Occupation?" *Journal of the Evangelical Theological Society* 48 (2005): 501-19.

Wenham, G. J. "Matthew and Divorce: An Old Crux Revisited." *Journal for the Study of the New Testament* 22 (1984): 95-107.

**Content Review:** These assignments cover **content and organization of the biblical text only**. Students can expect true and false options, multiple-choice questions, matching, and perhaps some listing for each of the review sections. Dates are **September 13** (Mk 1:1-8:26), **October 25** (Mk 8:27-10:52), and **November 8** (Mark 11:1-chapter 16:20). The goal is to help students thoroughly familiarize themselves with the biblical text.

**Book Report Marshall:** Read Marshall's *Faith as a Theme in Mark's Narrative* and write a **five-page report**. First, give a concise and accurate summary of the book (approximately two pages); remember, examples and specific references tend to enhance one's paper. Then, indicate strong and weak points of the work (one or more pages). Finally, select two chapters from the book and answer the following questions **for the each** of these two chapters: What did I learn from reading this particular chapter? How will this chapter contribute to my walk with Christ or to my ministry? Write approximately one page for each of these two chapters. You may also want to conclude the report with a short, paragraph-length conclusion or summary. The goal here is to acquaint students with the neglected faith theme in Mark's Gospel to see how a scholar explores this topic using narrative analysis.

**DUE September 20**

**Intertextual Reading:** Students write a three-page paper comparing and contrasting two New Testament books, 1 Peter and Mark's Gospel. Comparing biblical themes and emphases are good places to start the assignment. Be sure to cite reference points; that is, provide chapter and verse when referring to the biblical texts. **DUE: September 27**

**Anderson / Moore presentations:** Students will make one presentation over a chapter in *Mark and Method*. The presentation should be approximately fifteen minutes long and include a summary of the chapter, along with one's assessment of the particular method's potential for interpreting Mark's Gospel. Presenters should prepare to ask and entertain questions from fellow students.

Students who are not presenting will receive grades for participation. Discussion adds significantly to successful learning. Therefore, come prepared and contribute. The amount of participation is important. Other “quality” factors, however, are far more important, such as overall attentiveness to the line of discussion, relevance and insight demonstrated by comments and questions, and the ability to explain and to defend one’s position. (adapted from Dr. Mike Palmer) **DUE: October 4—chps 1 & 2; October 11—chp 3; November 8—chp 5; November 15—chp 6**

**Take-Home Overview:** The instructor guides students through Hurtado’s commentary in order to help students gain a deeper and more complete understanding of the biblical text.

**DUE: October 25**

**Theology of Work:** Students will assess Mark’s treatment of work and money. Which passages call the reader’s attention to work? How might Christian leaders use Mark to help people find meaning in their work and use of money, meaning that creates value for others and provides for households? What is the relationship between work and rest in Mark’s text? Distinguished authors, Corbett and Fikkert, admonish us to “never lose sight of the goal: reconciling relationships is the essence of poverty alleviation” (*When Helping Hurts*, 123). Students respond to this statement and these questions in order to formulate a “theology of work.” Offer a concluding paragraph that provides three implications for believers today. Students may want to review Ken Campbell’s article, “What was Jesus’ Occupation?” Another great resource is Tom Nelson’s *Work Matters: Connecting Sunday Worship to Monday Work*. **Due November 1**

**Interpretation Paper:** The interpretation/exegesis paper is integral to one’s learning experience. Each student will write an interpretation paper that reflects the fruit of her or his insight and investigation, seeking to bridge horizons of the biblical text and contemporary world. The instructor encourages students to select a theme, topic, or pericope that is of significant interest. Submit papers that are thirteen to fifteen pages in length **plus** bibliography. Use at least twelve primary sources, which may include Hurtado, Garland, or any of the assigned reading. Devote the first two pages to describe one’s method and approach; that is, supply the reader with an interpretive paradigm and use it to craft the interpretation paper. The wise student will include an analysis of sources as well as using them to support one’s position or argument. Please number pages except for the first page. Students will select a topic in conversation with the instructor. Please submit the paper through Turnitin.com. See “Written Assignments” below and the attachment on CC “Learning to Write Takes Time and Practice.” **Due November 29**

**ASSESSMENT:**

The instructor assess assignments on the grading scale below.

A	93 to 100%	C	73 to < 76%
A-	90 to < 92%	C-	70 to < 72%
B+	87 to < 89%	D+	67 to < 69%
B	83 to < 86%	D	63 to < 66%
B-	80 to < 82%	D-	60 to < 62%
C+	77 to < 79%	F	0 to < 59%

### **GRADING POLICY:**

Successful completion of the course requires students to submit course work in a timely manner as specified in this syllabus. The instructor encourages students to retain a copy of all assignments until the conclusion of the course.

### **WRITING POLICY:**

The instructor expects graduate-level work, which means students should comply with conventional English spelling, grammar, and punctuation. The instructor prefers inclusive language. Read carefully "**Learning to Write**" on your student portal. The instructor will **lower a student's grade** for failure to follow the directives in "**Learning to Write.**" Students can also find helpful information at the following site: [www.wordtinker.com](http://www.wordtinker.com). Click on "Helpful Sites," and you will discover a number of places that will assist you. Also, here is a link on Evangel's website which describes plagiarism and offers tips for avoiding it.

<http://www.evangel.edu/financial/more-information/consumer-information/understanding-plagiarism/>

Adhere to the following format requirements:

- 12-point
- 1" margins
- Double-spaced
- One may use a conventional coversheet or place the following information in **single-spaced** format in the upper-left corner of the first page.

Your Name	(example) ⇒	Anna Caley
Course identification		BNT 531 (or BNT 540)
Due Date for the Assignment		8/30/18
Assignment		Book Report: Kelber

For the interpretation paper, please use a coversheet.

### **ACADEMIC INTEGRITY:**

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students must understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

Faculty have the responsibility to address all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

### **ELECTRONIC DEVICES IN THE CLASSROOM:**

The use of electronic devices during class to support the students' learning is appropriate. The University prohibits any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities.

Students should use cell phones only for academic purposes during class. Do not answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires one to use his or her cell phone, please make the professor aware of the circumstances.

### **DISABILITY ACCOMMODATIONS:**

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. If a student has already established accommodations through Academic Support and received accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success so that accommodations can be arranged (ZM-208; 417-865-2815 x.8215). See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

### **COURSE OUTLINE:**

*The course outline is subject to change at the discretion of the instructor. The instructor will notify students of changes in class and through COURSE COMMONS announcements.*

<b>Class Date</b>	<b>Garland's A Theology of Mark's Gospel (3%)</b>	<b>Other Assignments</b>
Week One (for Aug 30)	<b>Chapter 1a</b> <b>pages 39--67</b>	Book Report: Kelber (4% of overall grade)
Week Two (for Sept 6)	<b>Chapter 1b</b> <b>pages 68--98</b>	Annotated Bibliography: "Markan Sandwiches" (3%)
Week Three (for Sept 13)	<b>Chapter 2a</b> <b>pages 99--136</b>	Content Review: Mark 1:1- 8:26 (6%)
Week Four (for Sept 20)	<b>Chapter 2b</b> <b>pages 136--146</b>	Book Report: Marshall (13%)
Week Five (for Sept 27)	<b>Chapter 2c</b> <b>pages 146--178</b>	Annotated Bibliography: select from four listed options (3%) <b>AND</b> Intertextual Reading: 1 Peter / Mark (3%)
Week Six (for Oct 4)	<b>Chapter 3</b>	Anderson / Moore Presentations: Chps 1 & 2 (3%) <b>AND</b> Annotated Bibliography: select from three remaining options (3%)
Week Seven (for Oct 11)	<b>Chapter 4</b>	Anderson / Moore Presentations: Chp 3 (3%)
Week Eight (for Oct 18)	<b>Fall Study Week</b>	
Week Nine (for Oct 25)	<b>Chapter 5</b>	Content Review: Mark 8:27--10:52 (6%) <b>AND</b> Take-Home Overview: Hurtado (11%)
Week Ten (for Nov 1)	<b>Chapters 6 &amp; 7</b>	Theology of Work: Assess Mark's treatment of work and money (5%)
Week Eleven (for Nov 8)	<b>Chapters 8, 11, &amp; 12</b>	Content Review: Mark 11:1- 16:20 (6%) <b>AND</b> Anderson / Moore Presentations: Chp 5 (3%)
Week Twelve (for Nov 15)	<b>Chapters 9 &amp; 10</b>	Anderson / Moore Presentations: Chp 6 (3%)
Week Thirteen (for Nov 22)	<b>Happy Thanksgiving</b>	
Week Fourteen (for Nov 29)	<b>Chapters 13 &amp; 14</b>	Interpretation Paper (21%)

- APPENDIX A Supplemental Resources**
- APPENDIX B Outline for an Evangelical Hermeneutic**
- APPENDIX C EU20 Outcomes covered but not assessed**
- APPENDIX D Course Commons Information**

## **APPENDIX A Supplemental Resources**

**Black, David Alan, ed. *Perspectives on the Ending of Mark: 4 Views*. Nashville: Broadman and Holman, 2008.** Four biblical scholars discuss the end of Mark's Gospel: Mark concludes his Gospel at 16:8, or is the long ending, 16:9-20, his original? Perhaps, Mark's original ending was lost; perhaps, 16:9-20 was added by Mark "to round off Peter's lectures." The final chapter is the most helpful. Here Darrell Bock summarizes the issues and makes cogent comments. The last chapter is worth the read for those who are not familiar with textual criticism and scholarly debate on this topic; the last chapter, then, provides an excellent overview of key issues.

**Garland, David E. *A Theology of Mark's Gospel*. Grand Rapids: Zondervan, 2015.** Garland provides a thorough treatment of critical issues and major topics. He writes from an informed, evangelical point of view. The writing style is easy to follow, and another bonus is the bountiful supply of bibliographical recourses. The book is a "must read" for students of Mark's Gospel.

**Gundry, R. *Mark: A Commentary on His Apology for the Cross*. Grand Rapids: Eerdmans, 1993.** This commentary displays scholarly acumen, discusses the Greek text, and provides healthy dialogue with other scholars. The commentary is for advanced students.

**Harrington, Daniel J. *What Are They Saying About Mark?* New York: Paulist Press, 2004.** Harrington continues and updates the work set out by Matera in order to address recent developments in Biblical studies. Harrington charts explorations in literary, theological, and historical studies. He concludes the book with a chapter entitled "Engaged Readings." The latter discloses how research has shifted to capture personal and interpersonal dimensions of interpretation.

**Lane, W. *The Gospel of Mark*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1974.** Lane's work, although somewhat dated, is still the most cited reference work for the Gospel of Mark. Of the resources listed here, this commentary is one of the best works on Mark from the last century.

**Malbon, Elizabeth Struthers. *In the Company of Jesus: Characters in Mark's Gospel*. Louisville, KY: Westminster John Knox Press, 2000.** Malbon is a narrative critic, and *In the Company of Jesus* is a collection of her articles. Although those who are unfamiliar with narrative criticism may find her work difficult to negotiate, the book offers significant insights for those who are willing to work through the material.

**Martin, Ralph. *Mark: Evangelist and Theologian*. Grand Rapids: Zondervan, 1973.** Martin is a thoughtful scholar and theologian. His book is set against the backdrop of scholarly debate when Source, Form, and Redaction criticisms were key methodologies. His work, then, provides not only an invigorating discussion of Mark but also an interactive synopsis of earlier debates.

**Matera, Frank J. *What Are They Saying About Mark?* New York: Paulist Press, 1987.** Matera provides a concise summary of scholarly debate on such issues as Composition, Christology, Setting, and Discipleship. The book is a good source for motivated students who desire an extended introduction to some key issues.

**McGeough, Kevin M. *The Romans: An Introduction*. Oxford: Oxford University Press, 2004.** The author provides an exceptional instrument for those who want to learn more about Roman culture and history. Not only does McGeough write in an easy to follow manner, he also provides an extensive annotated bibliography as well as websites and other electronic resources. The author, for example, cites *Perseus* as a useful tool; he shares its Internet address so that readers can access a number of Roman sources which have been translated into English. Students who study the Gospel of Mark, Philippians, or the book of Romans, will benefit from McGeough's achievement.

**Resseguie, James L. *Narrative Criticism of the New Testament: An Introduction*. Grand Rapids: Baker Academic, 2005.** For those interested in serious study of the New Testament, this book is a "must" read. Resseguie equips students, scholars, and pastors in the art of reading biblical texts carefully, giving attention to authorial design and textual nuances. He defines Narrative Criticism, supplies helpful descriptions of various rhetorical features, and provides detailed explanations of narrative properties such as setting, character, and plot. After reading *Narrative Criticism of the New Testament*, one will also recognize its value as a useful reference tool.

**Witherington, B. III. *The Gospel of Mark: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 2001.** This noted scholar examines the Markan text in light of its social and rhetorical contexts. The commentary is an example of recent attempts to engage the text from different perspectives and methodologies. Some of his insights are especially helpful.

Upon request, the instructor will provide an extensive, seventy-seven page bibliography.

## APPENDIX B

### Outline for an Evangelical Hermeneutic

Interpretation and application of biblical texts from an evangelical perspective typically follows this process:

1. Step one: Exegesis is a careful analysis of a text by examining various contexts (historical, cultural, geographical, literary, and semantic-grammatical contexts) in order to determine the message of the text for the original audience.
  
2. Step two: Application refers to bringing the original message into the contemporary setting. Duvall and Hays offer five steps to move from exegesis to application:
  - a) Summarize the message of the text for the original audience.
  - b) Determine similarities and differences between the biblical situation and our situation.
  - c) Build a theological bridge between the text and our world.---Use the similarities and differences from step two, especially the similarities.
  - d) Apply the theological principle to a specific situation in one's life or in the believing community.
  - e) Contemporization: (alternate to step four above) Retell the story, bringing it into the contemporary setting with the goal of producing an equivalent effect.

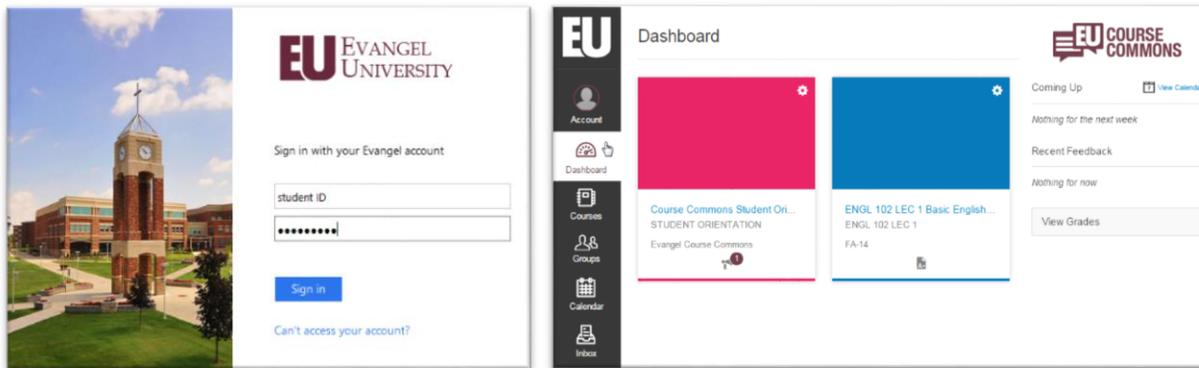
**APPENDIX C**  
**EU20 Outcomes Covered but not Assessed**

This Course Covers but does not assess the following EU20:

- C1 Spiritual Formation The course incorporates a reflective component which includes the discipline of Christian meditation.
- C4 Ethical Decision-making Students read about horrendous ethical and moral failures in this book because some people in the story make poor choices. Judas is an obvious example, but Herod and his wife also make tragic mistakes. Jesus' disciples also exhibit poor decision-making skills on occasion.
- E3 Historical Inquiry The study of an ancient document such as Mark requires historical investigation and consideration of key social, political, and religious issues. Students will read, for example, an essay concerning first-century Jewish culture with its emphasis on purity worldviews, mapping and cosmology. Students will consider the theological, social, and political content as it compares to the Mark narrative.
- G2 Healthy Relationships Students explore family and intercultural relationships as readers encounter them in Mark's Gospel; relationships among family members is, in fact, a significant focus.
- G4 Perspectives & Worldviews Processing worldviews inherent in Mark's account is critical to understanding the text, including values and behaviors in a shame/honor setting as expressed in first-century Mediterranean cultures.

## APPENDIX D Course Commons Information

This course will use *COURSE COMMONS*, Evangel's learning management system. There are links to *COURSE COMMONS* in the Student Portal and the Evangel website. The login page for *COURSE COMMONS* is <https://courses.evangel.com/>.

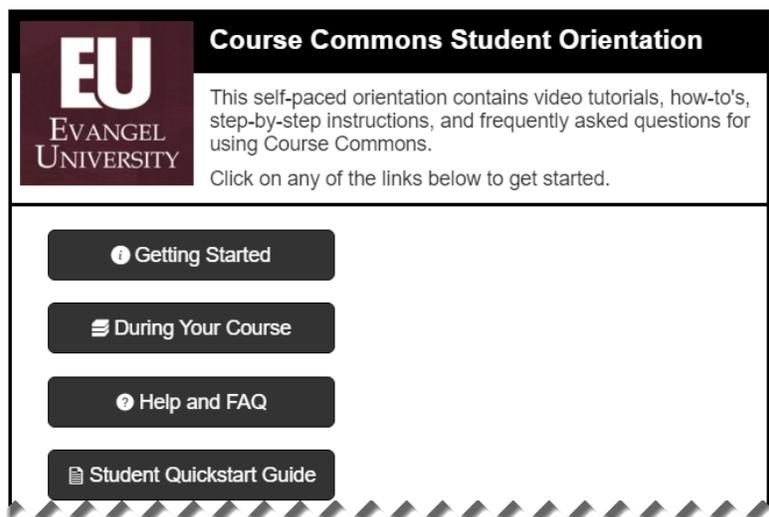


**Use your  
Evangel**

***username and password to login.***

### **COURSE COMMONS STUDENT ORIENTATION**

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to *COURSE COMMONS* you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



### **ACCESSING THE COURSE IN COURSE COMMONS**

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

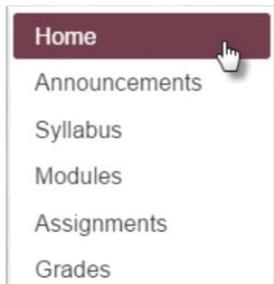
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in *COURSE COMMONS* seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through *COURSE COMMONS*. Only access to already submitted work, course resources and grades will be available.

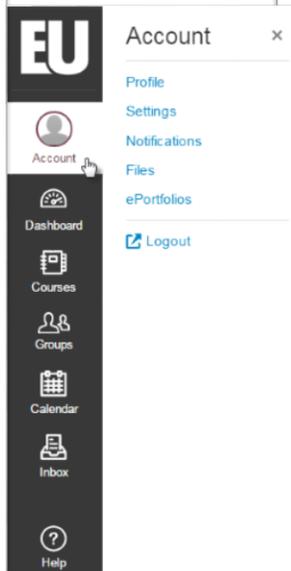
## **ACCESSING COURSE CONTENT IN COURSE COMMONS**

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.



All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu. Students can adjust their personal settings in *COURSE COMMONS*. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout *COURSE COMMONS*.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from *COURSE COMMONS* and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the *COURSE COMMONS* Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

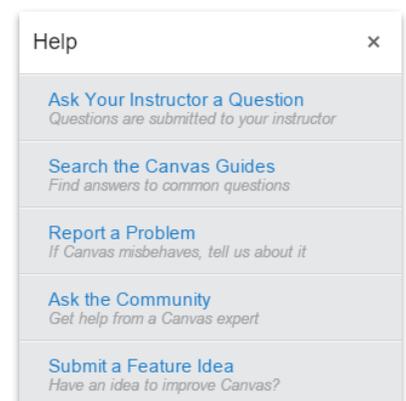
## **ACCESSING GRADES IN COURSE COMMONS**

All course grades will be recorded and shown through *COURSE COMMONS*. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the *COURSE COMMONS* Student Orientation: [How to Check My Grades](#). **HOW TO GET HELP WITH COURSE COMMONS**

Help is never more than a few clicks away! You can access the Help menu from any page in *COURSE COMMONS*.

Click on the Help icon in the lower left corner of the screen. Because the *COURSE COMMONS* is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.



From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link:

<https://community.canvaslms.com/community/answers/guides/>.

### **COURSE COMMONS TROUBLESHOOTING**

***Do you have a question about a quiz, an assignment, or another item in the course?*** Contact your professor.

***Are you having technical problems with COURSE COMMONS?*** Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

***Are you having trouble with your Evangel account (username and password)?*** Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), [helpdesk@evangel.edu](mailto:helpdesk@evangel.edu)