

Course ID:	Course Title:	Fall 2022
NT 615	The Gospel of Mark	Prerequisite: OT 502 or NT 502
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Jonathan W. Lo, PhD	First Day of Classes:	Sep 12
Days:	Monday	Email:	Jonathan.Lo@ambrose.edu	Last Day to Add/Drop:	Sep 20
Time:	1:00-4:00 PM	Phone:	(403) 410-2000 ext. 6940	Last Day to Withdraw:	Nov 21
Room:	L2084	Office:	L2064		
Lab/Tutorial:	Tutorial: Friday (Optional)	Office Hours:	By Appointment	Last Day to Apply for Extension:	Nov 23
Final Exam:	N/A	Zoom Link: Click here Meeting ID: 415 275 1948 Passcode: 31415			

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A detailed thematic and exegetical study of the Gospel of Mark, with special attention given to Mark's theology of God, his Christology, and his understanding of discipleship. Consideration will be given to literary, historical, and theological characteristics of the gospel.

Expected Learning Outcomes

Upon successful completion of this course, the student will be able to complete the following tasks:

1. *Describe* the contents of Mark's Gospel in terms of its structure, themes, and typologies.
2. *Articulate* the emphases of Mark's Gospel in relation to its genre as biography.
3. *Identify* the influence of the Hebrew Scriptures upon Mark's narration of Jesus' story and significance.

4. *Evaluate* the theological contributions of Mark’s Gospel to the NT canon, in terms of theological concepts such as Christology, The Kingdom of God, Discipleship, Eschatology, and topics such as Messianism, Healing, Purity, Ecclesiology, Ethics, and the Use of Hebrew Scriptures (Intertextuality).

5. *Acquire* knowledge about the myriad of approaches to interpreting and contextualizing Mark’s Gospel.

Required Textbooks and Readings

Bond, Helen K. *The First Biography of Jesus: Genre and Meaning in Mark’s Gospel*. Grand Rapids, MI: Eerdmans, 2020.

Marcus, Joel. *The Way of the Lord: Christological Exegesis of the Old Testament in the Gospel of Mark*. Louisville, KY: Westminster John Knox, 1992.

Lo, Jonathan. “The Conflation of Messianic Traditions in Mark’s Composite Scriptural References” in *Hill Road 43*, July (2019): 52-80. [Published in Chinese, the English version will be distributed via Moodle]

Course Schedule

Date	Topic	Assigned Reading	Assignment
Sep 12	1. Introduction: Distinctively Mark, The Historical Context, The Synoptic Problem		
Sep 19	2. Genre and the History of Interpretation	Bond, 34-128, 229-344; Marcus, 1-11	
Sep 26	3. Literary Structure and Primary Themes	Bond, 129-192, Lo “Composite Citations”; Marcus 12-79	
Oct 3	4. Gospel Beginnings: 1:1-15	Bond, 196-205; <i>Gospel of Mark</i>	
Oct 10	<i>NO CLASS: Thanksgiving Day</i>		
Oct 17	5. The Mighty Deliverance (1): 1:16-3:35	Bond, 206-221; <i>Gospel of Mark</i>	<i>Diagrammatic Summary Due</i>
Oct 24	6. The Mighty Deliverance (2): 4:1-6:44	<i>Gospel of Mark</i>	
Oct 31	7. The Mighty Deliverance (3): 6:45-8:21	<i>Gospel of Mark</i>	
Nov 7	<i>NO CLASS: Reading Week</i>		
Nov 14	8. The Way to Jerusalem: 8:22-10:52	Bond, 222-226; Marcus 80-110; <i>Gospel of Mark</i>	<i>Book Review & Analysis Due</i>

Nov 21	9. Arrival in Zion (1): 11:1-12:44	Bond, 227-229; Marcus 111-152; <i>Gospel of Mark</i>	
Nov 28	10. Arrival in Zion (2): 13:1-14:31	Marcus 153-198; <i>Gospel of Mark</i>	
Dec 5	11. Arrival in Zion (3): 14:32-16:8	Bond, 345-372; <i>Gospel of Mark</i>	
Dec 12	12. The Theology, Message, and Implications of Mark's Gospel	Bond, 373-400; Marcus 199-204	
Dec 19			<i>Major Paper Due</i>

Requirements:

1. Participation (10%) – Throughout the semester

To encourage students' participation in the online discussion forums, 1% will be awarded for every substantial post (showing evidence of effort and thought, containing at least 100 words) that engages with the course material (e.g. lectures, text-book and biblical readings) for that week, whether it is a question, a comment, a reflection, a reply to the instructor or a fellow student, or an attempt to bridge the course material to other theological disciplines, such as pastoral theology, systematic theology, church history, spirituality, or missiology, etc. Students may also choose to relate the course material to ministry, or even a contemporary issue or current event. Only one post per week will be counted for credit, and the post must be germane to the course topic for the week *and* demonstrate evidence of the student's effort.

2. Diagrammatic Summary (25%) – Due Oct 17th @ 5pm

A Diagrammatic Summary is a tool for visually laying out the contents and arguments of an entire Biblical text so that its structures and themes can be seen at a glance. The student will produce a Diagrammatic Summary of Mark's Gospel. The summary should consider every verse in the gospel and present the structural and thematic units of the letter on one piece of paper. Assessment will be based on the ability of the student to articulate the structure and themes of the book, showing how the parts contribute to the whole. The student should carefully trace the development of the plot and make note of important themes and recurring motifs. Examples will be circulated in class.

3. Book Review and Analysis (25%) – Due Nov 14th @ 5pm

A 1,500-2,000-word book review on Joel Marcus's *The Way of the Lord* that identifies the author's main points, provides a summary of the book's arguments, critically evaluates and interacts with the book's thesis, and responds to the question: "To what extent and how is the Gospel of Mark dependent on Isaiah?"

The essay is due at 5pm on Nov 14th and only electronic submissions (PDF) via Moodle are accepted. Please include the name of the Course Code, the Student's Name, and the Assignment *in the name of the PDF document*:

e.g. NT615_PeterLaraque_BookReview.pdf

If there are any questions about how to do this, the IT department is ready to provide assistance (helpdesk@ambrose.edu). A 5% penalty will be deducted for each working day the assignment is late unless an extension has been arranged and granted prior to the due date.

4. Major Paper (40%) – Due Dec 19th @ 5pm

A 4,000-4,500-word exegesis paper on an approved Markan text or a 4,000-4,500-word research paper on an approved topic pertaining to Mark's Gospel that contains research and argumentation at a postgraduate level, as well as the ability to locate, comprehend, and utilize relevant primary & secondary sources to substantiate one's claims. The successful paper will also demonstrate a strong grasp of the chosen text/topic and be able to situate it within the broader content and themes in Mark discussed in class throughout the semester. The paper should be accompanied by proper footnotes and a bibliography and demonstrate an appropriate level of rigor in terms of the level of research, the accuracy of claims, logic and consistency, and clarity of presentation and thought.

Maximum length: 4,000 to 4,500 words

Required number of sources: 15, including primary texts, periodical literature and monographs (or parts thereof).

The essay is due at 5pm on Dec 19th and only electronic submissions (PDF) via Moodle are accepted. Please include the name of the Course Code, the Student's Name, and the Assignment *in the name of the PDF document*:

e.g. NT615_PeterLaraque_MajorPaper.pdf

If there are any questions about how to do this, the IT department is ready to provide assistance (helpdesk@ambrose.edu). A 5% penalty will be deducted for each working day the assignment is late unless an extension has been arranged and granted prior to the due date.

Grade Summary

1. Participation	10%
2. Diagrammatic Summary	25%
3. Book Review & Analysis (~2000 words)	25%
4. Major Research Paper (~4000 words)	40%
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Total:	100%

Please format all submitted assignments using Chicago style. For help with writing and citations, students may contact Ambrose Writing Services (writingservices@ambrose.edu) or consult:

<https://owl.english.purdue.edu/owl/resource/717/03/>

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Attendance:

By the act of enrollment, the student is responsible for all coursework and expected to attend regularly and punctually all scheduled classes. Unexcused absences will be considered in calculating the student's final grade.

Grade Summary:

Grade	Point Equivalent	Interpretation	Grade Points
A+	100	Mastery: Complete Understanding of Subject Matter	4.00
A	96-99		4.00
A-	91-95		3.70
B+	86-90	Proficient: Well-Developed Understanding of Subject Matter	3.30
B	81-85		3.00
B-	76-80		2.70
C+	71-75	Basic: Developing Understanding of Subject Matter	2.30
C	66-70		2.00
C-	61-65		1.70
D+	56-60	Minimal Pass: Limited Understanding of Subject	1.30
D	51-55		1.0
D-	50		
F	Below 50	Failure: Failure to Meet Course Requirements	0.00
P		Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Bibliography:

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Beavis, Mary Ann. *Mark's Audience: The Literary and Social Setting of Mark 4:11-12*. JSNT Supp 33. Sheffield: Sheffield Academic Press, 1989.

Brown, Jeannine K. *The Gospels as Stories: A Narrative Approach to Matthew, Mark, Luke, and John*. Grand Rapids, MI: Baker Academic, 2020.

Collins, Adela Yarbro. *Mark*. Hermeneia. Minneapolis, MN: Fortress, 2007.

Donahue, John R. and Daniel J. Harrington. *The Gospel of Mark*. Sacra Pagina. Collegeville, MN: Liturgical Press, 2002.

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Evans, Craig A. *Mark: 8:27-16:20*. WBC 34b. Nashville, TN: Nelson, 2001.

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Garland, David E. *A Theology of Mark's Gospel*. Grand Rapids, MI: Zondervan, 2015.

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- Kingsbury, Jack Dean. *The Christology of Mark's Gospel*. Philadelphia, PA: Fortress, 1983.
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- . *Hearing Mark: A Listener's Guide*. Harrisburg, PA: Trinity Press, 2002.
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- Snow, Robert S. *Daniel's Son of Man in Mark: A Redefinition of the Jerusalem Temple and the Formation of a New Covenant Community*. Eugene, OR: Wipf & Stock, 2016.
- Watts, Rikki E. *The Gospel of Mark: A Commentary on His Use of the Old Testament*. Vancouver, BC: Regent College, 2017.

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Wrede, William. *The Messianic Secret*. Trans. J. C. G. Greig. Cambridge: James Clarke & Co., 1971. [originally published in German in 1901]

Wright, N. T. *Jesus and the Victory of God*. Minneapolis, MN: Fortress, 1997.

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Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor

in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.