



Master of Divinity, Master of Ministry, and Related Programs

NT620/D
The Synoptic Gospels: Mark
(English Text)

Semester 2, 2014

Malyon College
is an approved institution of the
Australian College of Theology

NT620/D is offered by Malyon College as part of the Master of Divinity and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).

MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24-hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework master's degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. Several senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

UNIT DETAILS

Unit Description

NT620/D gives an opportunity to students to study one of the Synoptic Gospels in detail, in this case the Gospel of Mark. Following on from a critical introduction to the Gospel, selected passages from the Gospel will be exegeted and studied in detail. The intention of the unit is to develop the student's appreciation for and understanding of the Gospel through this detailed study.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

NT301 or NT501, Jesus and the Gospels.

Exclusions

1. **NT530 and NT630**, The Synoptic Gospels: (Greek Text):
Where the focus of study was either on all the Synoptic Gospels or on the Gospel of Mark. If the focus of the study was only on the Gospels of Matthew and/or Luke, this exclusion does not apply.
2. **NT420 and NT620**, The Synoptic Gospels (English Text):
Where the focus of study was either on all the Synoptic Gospels or was on the Gospel of Mark. If the focus of the study was only on the Gospels of Matthew and/or Luke, this exclusion does not apply.

Unit Content

1. Theology and critical issues:
 - a. Overview and structure.
 - b. Introduction to Mark.
 - c. Theology of Mark.

2. Textual exegesis:
 - a. Early Galilean ministry (1:1-3:19).
 - b. Miracles of Jesus (various).
 - c. Confession, declaration and transfiguration (8:27-9:13).
 - d. The Olivet Discourse (13:1-37).
 - e. The Passion Narrative (14:1-15:41).

Unit Outcomes

A. Knowledge and understanding:

In relation to a selected Synoptic Gospel, know and understand

1. Authorship, date, occasion, setting, purpose.
2. Character, style, and interrelationship with other Synoptic Gospels.
3. The themes and theology of the selected Gospel.
4. Contemporary issues in the study of the selected Gospel.
5. The English text of the selected Gospel.
6. The nature and methods of New Testament exegesis.
7. A selection of historic and contemporary interpretations of the Synoptic Gospels.

B. Skills:

In order to determine the meaning of the English text of the selected Gospel, be able to

1. Use sources such as biblical and theological dictionaries, commentaries and on-line resources.
2. Recognise literary form, genre, structure and rhetorical conventions.
3. Compare and contrast translations.
4. Evaluate matters relating to authorship, date and purpose.
5. Utilize the historical, social and cultural contexts.
6. Assign passages to their literary and canonical contexts.
7. Establish the meaning of significant words and phrases in the contexts of the selected Gospel and other Synoptic Gospels.
8. Trace inter-textual references and allusions.
9. Discuss the main themes, arguments and theological teachings.
10. Exegete the English text of passages from the selected gospel.
11. Discuss interpretations of the Synoptic Gospels.

C. Application:

Be in a position to

1. Exegete the English text of the selected Gospel for personal understanding and for use in ministry contexts.
2. Integrate perspectives from the Synoptic Gospels into biblical interpretation and Christian thinking.
3. Apply the teaching of the Synoptic Gospels to situations and issues in contemporary Christianity and society.
4. Evaluate interpretations of the Synoptic Gospels.

Workload Requirement

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
 - a. Lectures – 3 hours per week;
 - b. Preparation – 2 hours per week;
 - c. Assessment – 5 hours per week.
2. Distance students:
 - a. Home study; including forums and revisions – 5 hours per week;
 - b. Assessment – 5 hours per week.

Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

Assessment Requirements

The student shall complete the following assessment requirements:

1. Introduction assignment.
2. Theology assignment.
3. Exegesis assignment.

Contact students will be expected to attend all lectures; while the forum posts are the distance student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

Students will be required to have access to at least one critical commentary on the Gospel of Mark; highly recommended options are:

Edwards, James R. 2002. *The Gospel According to Mark*. Nottingham: Apollos.

Lane, William L. 1974. *The Gospel According to Mark*. NICNT. Grand Rapids: Eerdmans [A little dated, but still very highly regarded].

Stein, Robert H. 2008. *Mark*. Baker Exegetical Commentary. Grand Rapids: Baker.

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Lecture Schedule

Mod	Date	Preparation	Topic/s		
1	19 Jul	Review NT620/D Unit Guide	Unit introduction	Structure and content of Mark	
2	26 Jul	The Introduction section of textbook	Introduction to and Theology of Mark		
3	2 Aug	The section in the chosen commentary addressing the passage being studied in each module	Early Galilean Ministry I: Mark 1:1-28		
4	9 Aug		Early Galilean Ministry II: Mark 1:29-2:12		
5	16 Aug		Early Galilean Ministry III: Mark 2:13-3:19		
6	23 Aug		Miracles of Jesus I: Mark 4:35-5:43		
7	30 Aug		Miracles of Jesus II: Mark 6:30-56; 7:24-8:9		
8	6 Sep		Confession, declaration and transfiguration Mark 8:27-9:13		
9	13 Sep		Miracles of Jesus III: Mark 8:22-26; 9:14-29 and 10:46-52		
S/W	20 Sep			Study Week	
S/W	27 Sep			Study Week	
10	4 Oct	The section in the chosen commentary addressing the passage being studied in each module	The Olivet Discourse: Mark 13:1-37		
11	11 Oct		The Passion Narrative I: Mark 14:1-31		
12	18 Oct		The Passion Narrative II: Mark 14:32-72		
13	25 Oct		The Passion Narrative III: Mark 15:1-41		

UNIT LECTURER



After working as an Air Traffic Controller in the South African Air Force, **Charles de Jongh** commenced his ministry experience working with children, teenagers and young adults while completing his initial theological studies at the Baptist Theological College in Cape Town, South Africa, where he graduated with a Licentiate in Theology. He continued to focus on young adults' ministry while completing a BA at the University of Stellenbosch with majors in Biblical Studies and Psychology.

In 1991, he commenced ministry in a church plant as the solo pastor at the Hilton Baptist Church, South Africa; during his ministry, the church grew from 6-10 attendants to over sixty. At the same time, he completed an MA at Stellenbosch University, researching 'contemporary developments in Christology in Africa.' After five years of ministry, he took up a lecturing position at the Baptist Theological College of Southern Africa with a focus on Biblical Studies and Practical Theology. While lecturing, he carried out doctoral research at the Rand Afrikaans University into the 'significance of hermeneutical method in recent biblical scholarship.' Other ministry included serving on the Executive of Baptist Youth of Southern Africa and chairing the Board of Mission Aviation Fellowship South Africa.

Charles has been a lecturer at Malyon College since July 2007, with his main teaching areas being Biblical Studies and Youth Ministry. He has since completed a doctorate at the University of Johannesburg in Higher Education, examining 'theories of multiple intelligences and learning assessment for deep learning in higher education.'

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UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.
4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
 - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
 - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
5. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
 - a. Body of assignment:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%
 - b. List of References and referencing:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%

Grade Criteria

Graduate Diploma and Master's students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass

- ✓ Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Credit

- ✓ Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

Distinction

- ✓ Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction

- ✓ Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.

ASSESSMENT REQUIREMENTS

Requirement 1: Introduction Assignment

Students are to write a critical introduction to ONE of the following introductory issues related to the Gospel of Mark:

Authorship

or

Reason and purpose

The format of the submission may take on any one of the following forms:

- ✓ A regular research essay, adhering to the College's 'Assignment Style Guide.'
- ✓ An illustrated entry for a Bible encyclopaedia, using creativity and variety as desired.

The **key assessment criteria** for this requirement are as follows:

1. Awareness and presentation of various proposals.
2. Demonstrable understanding of various proposals.
3. Deliberate references to the biblical text where appropriate.
4. Conclusions reasonably argued and motivated.

Length: 1500 words

References: sources indicate of critical scholarship, including journal articles

Due: Monday 21 August by electronic submission on Moodle

Mark allocation: 20%

Requirement 2: Theology Assignment

Students are to write a Christology based on the miracle stories found in the Gospel of Mark and delineated as studied in the unit. In other words, if the studied records of the miracle stories were the only Scriptures related to Jesus, how would you describe Jesus?

Students should note that the topic, as set, means that they are not permitted to address any other parts of Scripture, other than those specifically listed above.

The **key assessment criteria** for this requirement are as follows:

1. Adequate and exclusive referencing to the miracle stories.
2. Reasonable interpretation of the miracle stories.
3. Develops a comprehensive Christology based on the miracle stories.
4. Holistically addresses the person, nature and ministry of Jesus.

Length: 2000 words

References: no less than eight meaningful references, including journal articles

Due: Monday 2 October by electronic submission on Moodle

Mark allocation: 30%

Requirement 3: Exegesis Assignment

Students to submit a detailed technical exegesis of one of the following passages from the Gospel of Mark, concluding with a deliberate application of the exegeted passage to the contemporary world and situation:

- a. Mark 1:1-13
- b. Mark 8:31-9:1
- c. Mark 13:5-20
- d. Mark 14:12-26

In terms of word length, the essay should be divided as follows:

- ❖ *Introduction – approx. 150 words*
- ❖ *Technical exegesis – approx. 1800 words*
- ❖ *Contemporary application – approx. 700 words*
- ❖ *Conclusion – approx. 150 words*

The **key assessment criteria** for this requirement are as follows:

1. ***Utilized references as per the set requirement.**
Students will be penalized 1% per reference short
2. Focuses on key aspects and sections of the biblical text.
3. Demonstrates an advanced awareness of options of interpretation.
4. Draws reasonable and intentional exegetical conclusions.
5. Meaningfully integrates relevant background and cultural insights.

Length: 3000 words

References: *specialist references indicative of detailed exegesis and research

Due: Monday 30 October by electronic submission on Moodle

Mark allocation: 50%

**** With respect to the sources, students will be required to reference the following sources as a minimum:***

- *Two female commentators.*
- *Two majority world commentators (Africa, Asia, South America).*
- *Two relevant journal articles*
- *Three quality single-volume commentaries.*

**** All sources are to be quoted or referred to, at least once, in the actual essay; in other words, if you do not reference a source, do not include it in the List of Reference.***

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Developing Christians of Influence

“Then I will give you shepherds after my own heart,
who will lead you with knowledge and understanding.”
(Jeremiah 3:15)

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation – <i>‘Shepherds with God’s heart’</i>				
a. Is secure in God, living in the truth and freedom of the gospel				✓
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines		✓		
c. Intentionally plans for growth, being aware of personal strengths and weaknesses			✓	
d. Grows spiritual, personal and relational health, especially through accountability			✓	
e. Is committed to influencing and serving others in the church and the world	✓			
Graduate Attribute 2: Theological Formation – <i>‘Knowledge and understanding of God’s heart’</i>				
a. Understands the ‘big story’ of the Bible and the gospel	✓			
b. Is personally able to interpret and apply the Bible	✓			
c. Is formulating a biblical, historical and contemporary theology		✓		
d. Reflects biblically and theologically on life and practice	✓			
d. Is committed to communicating and demonstrating the gospel			✓	
Graduate Attribute 3: Ministry Formation – <i>‘Knowledgeable and wise shepherds’</i>				
a. Has a godly influence on others			✓	
b. Possesses the knowledge and skills needed for chosen ministry path	✓			
c. Ministers and communicates the gospel with clarity in a range of contexts			✓	
d. Works well in a team and intentionally does so				✓
e. Is committed to servant leadership and the mentoring of others				✓
1. A major thrust of this unit 2. A contribution that this unit should make 3. A possible function of this unit, but not targeted 4. An unlikely product of this unit				

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.

RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

The Gospel of Mark

- Akin, Daniel L. 2014. *Exalting Jesus in Mark*. Christ-Centred Exposition Commentary. Nashville: Broadman & Holman.
- Beavis, Mary Ann. 2011. *Mark*. Paideia Commentaries on the NT. Grand Rapids: Baker.
- Cole, R. Alan. 1983. *Mark*. Tyndale NT. Leicester: IVP.
- Collins, A. Y. 2007. *Mark*. Hermeneia. Minneapolis: Fortress.
- Cotter, Wendy J. 2010. *The Christ of the Miracle Stories: Portrait Through Encounter*. Grand Rapids: Baker.
- Dowd, Sharyn. 2000. *Reading Mark: A Literary and Theological Commentary on the Second Gospel*. Macon: Smyth & Helwys.
- Edwards, James R. 2002. *The Gospel According to Mark*. Nottingham: Apollos.
- Evans, C. A. 2001. *Mark 8:27-16:20*. Word. Nashville: Nelson.
- France, R. T. 2002. *The Gospel of Mark*. NIGTC. Grand Rapids: Eerdmans.
- Garland, David E. 1996. *Mark*. NIVAC. Grand Rapids: Zondervan.
- Guelich, R. A. 1989. *Mark 1-8:26*. Word. Dallas: Word.
- Gundry, R. H. 1993. *Mark: A Commentary on His Apology for the Cross*. Grand Rapids: Eerdmans.
- Kernaghan, R. J. 2007. *Mark*. IVPNTC. Downers Grove: IVP.
- Lane, William L. 1974. *The Gospel According to Mark*. NICNT. Grand Rapids: Eerdmans.
- MacArthur, John. 2015. *Mark 1-8*. Chicago: Moody.
- MacArthur, John. 2015. *Mark 9-16*. Chicago: Moody.
- Marcus, J. 2000. *Mark 1-8*. Anchor Bible. New York: Doubleday.
- Sabin, Marie Noonan. 2006. *The Gospel According to Mark*. Collegeville: Liturgical.
- Sabin, Marie Noonan. 2001. "Women Transformed: The Ending of Mark is the Beginning of Wisdom." *Cross Currents*. Accessed March 17, 2017. www.aril.org/sabin.htm.
- Stein, Robert H. 2008. *Mark*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker.
- Witherington, B. 2001. *The Gospel of Mark: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans.

New Testament Background

- Bruce, F. F. 1977. *New Testament History*. London: Oliphants.
- Du Toit, A. B. (ed). 1998. *Guide to the New Testament II: The New Testament Milieu*. Guide to the New Testament. Halfway House: Orion.

- Evans, Craig A. And Stanley E. Porter. 2000. *Dictionary of New Testament Background*. Downers Grove: IVP.
- Ferguson, Everett. 1993. *Backgrounds of Early Christianity*. Grand Rapids: Eerdmans.
- Green, Joel B, Scott McKnight and I. Howard Marshall (eds). 1992. *Dictionary of Jesus and the Gospels*. Downers Grove: IVP.
- Jeffers, James S. 1999. *The Greco-Roman World of the New Testament Era: Exploring the Background of Early Christianity*. Downers Grove: IVP.
- Keener, C. S. 1993. *The IVP Bible Background Commentary: New Testament*. Downers Grove: IVP.
- Skarsaune, O. 2002. *In the Shadow of the Temple: Jewish Influences on Early Christianity*. Downers Grove: IVP.
- Witherington, B. 2001. *New Testament History: A Narrative Account*. Grand Rapids: Baker.
- Wright, N. T. 1992. *The New Testament and the People of God*. Minneapolis: Fortress.

New Testament Introduction

- Achtemeier, P. J., J. B. Green and M. M. Thompson. 2001. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans.
- Brown, R. E. 1997. *An Introduction to the New Testament*. New York: Doubleday.
- Carson, D. A., D. J. Moo and L. Morris. 1992. *An Introduction to the New Testament*. Downers Grove: Zondervan.
- De Silva, David A. 2004. *An Introduction to the New Testament: Context, Methods and Ministry Formation*. Downers Grove: IVP.
- Drane, J. 1999. *Introducing the New Testament (Revised)*. Tring: Lion.
- Geisler, Norman L. 2007. *A Popular Survey of the New Testament*. Grand Rapids: Baker.
- Gundry, R. H. 1994. *A Survey of the New Testament (3rd edition)*. Grand Rapids: Zondervan.
- Guthrie, Donald. 1990. *New Testament Introduction (Revised)*. Downers Grove: IVP.

New Testament Theology

- Caird, G. B. 1994. *New Testament Theology*. Oxford: Clarendon.
- Hays, Richard. 1996. *The Moral Vision of the New Testament*. San Francisco: Harper Collins.
- Hurtado, L. 2003. *Lord Jesus Christ: Devotion to Jesus in Earliest Christianity*. Grand Rapids: Eerdmans.
- Ladd, G. E. 1993. *A Theology of the New Testament (Revised)*. Grand Rapids: Eerdmans.
- Thielman, Frank. 2005. *Theology of the New Testament*. Grand Rapids: Zondervan.
- Elwell, W. A. 1998. *Encountering the New Testament: A Historical and Theological Survey*. Grand Rapids: Baker.
- Lohse, E. 1991. *Theological Ethics of the New Testament*. Philadelphia: Fortress.
- Marshall, I. Howard. 1990. *Jesus the Saviour*. London: SPCK.
- Marshall, I. Howard. 2004. *New Testament Theology*. Downers Grove: IVP.
- Martin, R. 1978. *New Testament Foundations (2 volumes)*. Grand Rapids: Paternoster.
- Matera, F. J. 2007. *New Testament Theology*. Louisville: Westminster John Knox.
- Thielman, F. 2005. *New Testament Theology*. Grand Rapids: Zondervan.

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publically available in the following handbooks, through links on ACT's home page (www.actheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.