Master of Arts

NT789i
The Gospel of Mark

4-8 July 2016

Malyon College
is an approved institution of the
Australian College of Theology
MALYON COLLEGE
(www.malyon.edu.au)

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 (www.actheology.edu.au)

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 masters degrees to master’s 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. A number of 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,
the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
5 graduates holding an ACT research degree,
5 graduates holding any other degree of the ACT.
UNIT DETAILS

UNIT DESCRIPTION

The Gospel of Mark was probably the first Gospel written. Mark’s Gospel is a kerygmatic biography with an apocalyptic worldview and describes the story of Jesus’ life and passion. While Mark’s Gospel has always been dwarfed by Matthew, Luke, and John, in recent centuries it has been more properly appreciated for its literary artistry, theological sophistication, and significance in shaping Christian communities. This course will attempt the story and themes of Mark’s Gospel. The unit aims to bring students up to date on Marcan scholarship, refresh their thinking about the Gospels, and press them to think on how Mark’s Gospel can shape their own ministry.

CREDIT POINTS

This unit is valued at 8 credit points.

CO- AND PRE-REQUISITES

None.

EXCLUSIONS

None.

UNIT OUTLINE

The unit is made up of the following sections:

2. Exegesis of the Gospel of Mark.

UNIT OUTCOMES

On successful completion of this unit, students should be able to:

1. Identify recent critical issues in the study of Mark’s Gospel.
3. Demonstrate an understanding of Mark’s contribution to Christian thought.
4. Reflect on how to apply Mark’s story to their own contemporary setting.
LEARNING OUTCOMES

On completion of this unit, students will:

A. Knowledge and understanding:
   1. Know and understand the major themes, narrative contours, and theological texture of the Gospel of Mark.
   2. Know and understand recent scholarship on the Gospel of Mark.

B. Skills:
   2. Describe recent scholarship of the Gospel of Mark.
   3. Devise strategies for embodying and living the Gospel in a church community.

C. Application:
   1. Participate in academic study of a Gospel.
   2. Relate the Gospel of Mark to Christian spirituality and formation.
   3. Preach the Gospel of Mark with an informed view of its context and content.

WORKLOAD REQUIREMENT

An 8-point MA unit requires 260 hours of effort. This is put in across the semester in which the intensive is embedded. Graduate subjects do require more of this workload in the student research itself, rather than sitting in lectures. Therefore, students need to have that time in the weeks preceding and following the intensive.

ASSESSMENT REQUIREMENTS

The student shall complete the following assessment requirements:

1. Major essay.
2. Exegetical essay.

Students will be expected to attend all lectures, without exception
REQUIRED RESOURCES

In order to complete the unit, the student will be required to have access to the following resources:

2. A recent commentary on Galatians, recommended are those by:
   a. David Strauss.
   b. Robert Stein.
   d. Morna D. Hooker
   e. R.T. France.
   f. Eugene Boring.

LECTURE SCHEDULE

The unit will be taught in intensive mode from Monday 4 to Friday 8 July.

Students should note that, in terms of ACT and Maloryon College requirements, permission will not be granted for late arrival and/or departure.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 4 July</th>
<th>Tuesday 5 July</th>
<th>Wednesday 6 July</th>
<th>Thursday 7 July</th>
<th>Friday 8 July</th>
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<tbody>
<tr>
<td>10:00-12:00</td>
<td>Intro to Mark</td>
<td>Paul, Peter,</td>
<td>Mark’s Christology</td>
<td>Mark and</td>
<td>Review 5</td>
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<td>Mark</td>
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<td>Salvation</td>
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<tr>
<td>12:00-1300</td>
<td></td>
<td>Provenance &amp;</td>
<td>Mark and the OT</td>
<td>Mark and</td>
<td>Mark 15-16</td>
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<td>Purpose of Mark</td>
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<td>Discipleship</td>
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<tr>
<td>1300-14:15</td>
<td>Review 1</td>
<td>Review 2</td>
<td>Review 3</td>
<td>Review 4</td>
<td>Preaching Mark</td>
</tr>
<tr>
<td>14:15-14:45</td>
<td>Mark 1</td>
<td>Mark 4</td>
<td>Mark 7</td>
<td>Mark 11-12</td>
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<td></td>
<td>Mark 2-3</td>
<td>Mark 5-6</td>
<td>Mark 8</td>
<td>Mark 13</td>
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Review 1: Origins of Mark’s Gospel
Review 2: Mark and the Old Testament

Review 3: Mark and its Theology
Malbon, Elizabeth Struthers. *Mark’s Jesus: Characterization as Narrative Christology*. Waco, TX: Baylor University Press.

Review 4: Mark and Discipleship

Review 5: Mark and Hermeneutics
UNIT LECTURER

Michael Bird  Michael grew up in Brisbane before joining the Army and serving as a paratrooper, intelligence operator, and then chaplain’s assistant. It was during his time in the military that he came to faith from a non-Christian background and soon after felt a call to ministry. He graduated with a B.Min from Malyon College (2001) and Honours and Ph.D from the University of Queensland (2002, 2005). Michael taught New Testament at the Highland Theological College in Scotland (2005-9) before joining Crossway College in Brisbane as lecturer in Theology (2010-12). He joined the faculty at Ridley as lecturer in Theology in 2013. Michael describes himself as a “biblical theologian” who endeavours to bring together biblical studies and systematic theology. As an industrious researcher, Michael has written and edited over fifteen books in the fields of Septuagint, Historical Jesus, Gospels, St. Paul, Biblical Theology, and Systematic Theology. His forthcoming book Evangelical Theology is an attempt to develop a truly gospel-based theology and will be released in late 2013. He is the senior editor for the Journal for the Study of Paul and His Letters, co-editor of the New Covenant Commentary Series, an associate editor for Zondervan’s The Story of God Bible Commentary, and an elected member of the Studiorum Novi Testamenti Societas (the international society of New Testament scholars). He speaks often at conferences in the Australia, the UK, and USA and is currently working on a New Testament Introduction co-authored with N.T. Wright. He also runs a popular blog called Euangelion. Michael is married to Naomi and they have four children.

Contact details:
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Mobile 0402 541 112
✉ m.bird@ridley.edu.au
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. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. 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.

5. 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.
GRADE CRITERIA

Candidates in Master’s courses will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgements appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

Guidelines pertinent to each grade listed above are as follows:

Pass
The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline as that intersects with the topic, and an ability to critically evaluate a range of scholarly viewpoints.

Credit
The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of evaluating and assessing empathically a range of scholarly points of view, and evidences ability to arrive at genuinely independent scholarly judgments in a select area of study.

Distinction
The candidate demonstrates superior ability in the analysis and critique of primary sources and ideas in dialogue with a wide range of scholarly points of view reporting these empathically, to the extent that genuinely independent scholarly judgments are beginning to emerge in a select area of study.

High Distinction
The candidate demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas, and evidences genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study.

The learning outcomes of MA essays differ from the outcomes expected in the higher research degrees in that the following are not expected in MA essays:

1. Advanced critical or synthesising ability.
2. A comprehensive and penetrating assessment of scholarly literature.
3. The sustaining of extended and sophisticated argument.
4. The emergence of a creative or original contribution.

A 50% average over all the items of assessment is needed to pass the unit. All compulsory items of assessment must be submitted for an overall pass to be achieved.
ASSESSMENT REQUIREMENTS

Requirement 1: Book Review

Students prepare for the intensive by reading ahead one of the books listed in the reviews section found under the lecture schedule. Before arriving, students are expected to have read one of the books, written a 1000-word review, and are prepared to discuss the book at the relevant review session. Ideally, students will not all review the same book!

The key assessment criteria for the book review will be:

1. Provided an accurate summary of the book’s contents and significance.
2. Engaged in a critical evaluation of the book’s arguments.
3. Included a final reflection (one paragraph) of the book’s potential relevance to mission or ministry.

Length: 1000 words
Due: Friday 8 July by electronic submission on Moodle
Mark allocation: 10%
Requirement 2: Research Essay

Students are to write an essay on ONE of the following topics:

- “Mark presents Jesus as a human figure who was adopted as God’s Son at his Baptism and who himself awaits the return of the Son of Man.” Discuss.
- Describe the best way to interpret and apply the Marcan Olivet Discourse.
- How does Mark’s use of the Old Testament contribute to his Christology?
- “Mark has no atonement theology.” Discuss.
- Explain the role of the disciples in the Marcan narrative.
- Assess the extent to which Mark’s Gospel can be characterized as a manual for Christian discipleship.
- What was the original ending of Mark’s Gospel?

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

1. Evidence of awareness of recent issues in Marcan interpretation.
3. The construction of a clear and cogent argument.
4. A mixture of description of scholarly views and a critical evaluation of those views.
5. Sufficient citation of underpinning sources, esp. journal articles.
6. Sufficient intellectual digestion of the topic and coming to one’s own opinion.

**Length: 3500 words**

**Due: Monday 5 September by electronic submission on Moodle**

**Mark allocation: 45%**
Requirement 3: Exegetical Essay

Students are to write an exegesis paper of ONE of the following passages from the Gospel of Mark:


The essay must close with at least a 750-word section detailing its application to Christian life and mission.

The key assessment criteria for this assessment piece are as follows:

1. Evidence for having read and understood the passage in its literary and historical context.
2. Engaging in a thick reading of the text, preferably in its original language.
   a. Demonstrating an awareness of various views on the text.
3. Interaction with relevant commentators and scholarship on the set text.
4. Reflection on the significance of the text to Christian life and mission.

Length: 3500 words
Due: Monday 31 October by electronic submission on Moodle
Mark allocation: 45%
## 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)

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity</th>
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<tbody>
<tr>
<td>‘Shepherds with God’s heart’</td>
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<tr>
<td>a. grows a deepening relationship with Jesus</td>
<td>✓</td>
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<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
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<tr>
<td>c. is self-aware and maintains self-care</td>
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<td>✓</td>
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<tr>
<td>d. seeks and builds healthy relationships</td>
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<td>✓</td>
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<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
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<th>Graduate Attribute 2: Theological Maturity</th>
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<tr>
<td>‘Knowledge and understanding of God’s heart’</td>
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</tr>
<tr>
<td>a. knows and trusts the Bible</td>
<td>✓</td>
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<tr>
<td>b. understands the context of diverse theological ideas</td>
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<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
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<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
<td>✓</td>
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<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
<td>✓</td>
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<th>Graduate Attribute 3: Ministry Maturity</th>
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<tbody>
<tr>
<td>‘Knowledgeable and wise shepherds’</td>
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<tr>
<td>a. is able to have a godly influence over others</td>
<td>✓</td>
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<tr>
<td>b. possesses skills needed for chosen ministry path</td>
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<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
<td>✓</td>
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<tr>
<td>d. is able to work with and lead a team</td>
<td>✓</td>
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<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
<td>✓</td>
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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


ACT POLICIES AND PROCEDURES

KEY POLICIES

Students should take note of the following ACT policies:

1. Unit Moderation 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.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the home page.*