



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYB3655HF
Course Name: Gospel of Mark Zoom
Class Location: May 4 – 7, 9 am – Noon
Class Day & Time: May 11-14, 9 am – Noon

Instructor Information

Instructor: Ann Jervis
E-mail: a.jervis@utoronto.ca
Office Hours: By appointment

Course Prerequisites or Requisites

None.

Course Description

An opportunity to read the entire Gospel of Mark communally. The class will provide space for historical, literary and theological questions.

Course Methodology

Lectures, class dramatic presentations, reflection papers.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)

• will be able to demonstrate familiarity with the Gospel of Mark	Pre-class assignment Dramatic presentations	MTS: 1.1 MDiv: 1.1
• are articulate about the story Mark tells and the key points of his presentation of the good news of Jesus Christ;	Dramatic presentations Reflection papers	MTS: 1.1; 1.3 MDiv: 1.1; 1.3
• will be able to communicate some of the ideas of Markan interpreters	Reflection papers	MTS: 1.1 MDiv: 1.1

Course Resources

Required Course Texts

The first two should be purchased either as Kindle editions or through an online source

- Moloney, F. J., *Mark. Storyteller, Interpreter, Evangelist* (Peabody, MA: Hendrickson, 2004).
- Boring, M. E., *Mark. A Commentary* (Louisville: Westminster John Knox, 2006)
- An additional commentary of your choice from the list below.
- Course Packet – on Quercus

List of commentaries from which to choose:

- Black, C. C., *Mark*. Nashville: Abingdon, 2011.
- Cranfield, C. E. B., *The Gospel According to Saint Mark*. Cambridge: Cambridge University Press, 1959.
- Dowd, S. *Reading Mark: A Literary and Theological Commentary on the Second Gospel*. Macon, GA: Smyth & Helwys, 2000.
- Guelich, R. A. *Mark 1 – 8:26* Dallas, TX: Word Books, 1989 and C. A. Evans, *Mark 8:27-16:20* Nashville: Thomas Nelson, 2001.
- Hooker, M. *A Commentary on the Gospel According to St. Mark*. London: A & C Black, 1991.
- Hurtado, L. *Mark*. NIBC 2. Peabody, MA: Hendrickson, 1989.
- Lane, W. L. *The Gospel of Mark*. Grand Rapids: Eerdmans, 1994.
- Moloney, F. J. *The Gospel of Mark. A Commentary* Peabody, MA: Hendrickson, 2002

Class Schedule

NOTE: There are two pre-course assignments, see below under “Requirements”

NOTE ALSO: Bring to class 1) Bible; 2) Boring commentary; 3) Moloney; and Course Packet.

Day 1 (May 4) Mark 1:1-3:35

Themes: Historical Context and History

9:00-9:50 - Introduction and Small Group Discussion of readings (for readings see below under Pre-class Assignment)

10:00-10:40 - Lecture on Introductory Issues

10:50-11:10 – Professor led discussion of aspects of Mark 1:1-3:35

11:15-12:00 – Beginning of small group discussion on the focus (choice of passages, theme/s or character/s) and manner of presenting Mark 1:1-3:35.

Day 2 (May 5) Mark 1:1-3:35 continued

9:00-9:50 – Gathering and then breakout groups for preparation

10:05 – 12 pm - presentations, with break as appropriate or needed.

Day 3 (May 6) Mark 4:1-8:21

Themes: Kingdom of God and Parables

For today, have read:

- Mark 4:1-8:21 along with two commentaries: Boring's and the one you chose.
- Perrin, *Jesus and the Language of the Kingdom, Symbol and Metaphor in New Testament Interpretation* (SCM Press, 1976), pp. 1-14 and 194-205 (Course packet)
- Donahue, *The Gospel in Parable* (Minneapolis: Fortress, 1988), pp. 1-27 (Course packet).
- Moloney, pp. 125-130

Same pattern as May 4, except focusing on Mark 4:1-8:21 throughout the day.

Day 4 (May 7) Mark 4:1-8:21 continued

Same pattern as May 5

Day 5 (May 11) Mark 8:22-10:52

Theme: Christology

For today, have read:

- Mark 8:22-10:52 along with the two commentaries
- Malbon, E., "The Christology of Mark's Gospel: Narrative Christology and the Markan Jesus," in *Who Do You Say That I Am?* Ed. by M. A. Powell and D. R. Bauer (Louisville, KY: Westminster John Knox, 199), pp. 33-48 (Course packet).
- Juel, D. H. *A Master of Surprise. Mark Interpreted* (Minneapolis: Fortress, 1994), pp. 91-105 (Course packet).
- Moloney, pp. 130-158.

Same pattern as May 4, except focusing on Mark 8:22-10:52 throughout the day.

Day 6 (May 12) Mark 8:22-10:52 continued

Same pattern as May 5

Day 7 (May 13) Mark 11:1-16:8

Theme: Disciples, Jesus' Death and Resurrection and The Ending of Mark

For today, have read:

- Mark 11:1-16:8 along with the two commentaries
- Weeden, J. “The Heresy that Necessitated Mark’s Gospel” in Telford, ed., *The Interpretation of Mark* (Philadelphia: Fortress, 1985), pp. 64-77 (Course packet).
- Tannehill, R. C., “The Disciples in Mark: the Function of a Narrative Role,” in Telford, ed., *The Interpretation of Mark* (Philadelphia: Fortress, 1985), pp. 134-157 (Course packet).
- Juel, D. H., “A Disquieting Silence: The Matter of the Ending,” in Gaventa and Miller, eds. *The Ending of Mark and the Ends of God* (Louisville, KY: Westminster John Knox, 2005), pp. 1-14 (Course packet).
- Blount, B., “Is the Joke on Us? Mark’s Irony, Mark’s God and Mark’s Ending,” in Gaventa and Miller, eds. *The Ending of Mark and the Ends of God* (Louisville, KY: Westminster John Knox, 2005) pp. 15-32 (Course packet).
- Black, C. C., “The Face is Familiar – I Just Can’t Place It,” in Gaventa and Miller, eds. *The Ending of Mark and the Ends of God* (Louisville, KY: Westminster John Knox, 2005), pp. 33-49 (Course packet).
- Moloney, 159-181 and 96-113.

Day 8 (May 14) Mark 11:1-16:8 continued

Same pattern as May 5

Evaluation

Requirements

Pre-Class Assignment: Before May 4 (for first day of class)

1. Have read through the Gospel of Mark twice. Using an English translation (I prefer you to use either the New American Standard Bible or the New Revised Standard Bible), read as slowly as you can. As you come across puzzling, interesting, or arresting passages, consult two commentaries, one which you have chosen from the list below and the required commentary by M. E. Boring. Make notes for yourself.
2. On the basis of your reading of Mark, write a five page summary of the gospel, including comments on the following:
 - a. Who are the main characters in the narrative and how does Mark characterize them?
 - b. What do you think Mark wants his readers to understand about Jesus?
 - c. What are two puzzling aspects of Mark’s narrative?
 - d. What for you is the most important feature of Mark’s narrative?

This must be sent to the professor by 9 a.m. on the first day of class. (Worth 25%)

Also Before May 4

- Read Boring, *Mark*, pp. 1-25. Be prepared to discuss with your classmates at the first class what you have read. (Have your reading notes with you during class).
- Read Moloney, *Mark: Storyteller, Interpreter, Evangelist*, pp. 3-43. Be prepared to discuss with your classmates what you have read. (Have your reading notes) with you during class.
- Read, C. Meyers, *Binding the Strong Man. A Political Reading of Mark’s Story of Jesus* (Maryknoll, NY: Orbis, 1991 (pp. 39-87 (in course packet). (Have your reading notes with you during class).

- Prepare notes and observations on Mark 1:1-3:35. Keep in mind that you will be part of a group that presents in *dramatic* form of Mark 1:1-3:35. Bring these notes to class. They will be the basis of your group project on the first day.

Note: you will not be asked to hand in to the professor your reading notes, but they will be very helpful for your participation in your small group.

Evaluation:

1. Pre-class Assignment (as outlined above): 25%
2. Reflection on presenting the Gospel: 60%

A dramatic commentary on the gospel will be worked out in small groups. The purpose of these dramatic commentaries is to present to the rest of the class an interpretation of the content of an assigned portion of the gospel. Where possible, it is encouraged that the theme of the day, as reflected in the readings, will be evident in the presentation. It is to be emphasized that, as much as technology allows, these are to be communal and dramatic presentations. Some ideas: a radio play, a visual play, a still life with commentary. The length of the presentations will be determined by the number of students in the course.

After the days when there are presentations (May 5, 7, 12 and 14) each participant will prepare a three page reflection on: 1) her/his own opinions about the important passages and themes in the passage for the day; 2) how s/he thought the information from the readings and/or lecture could or should be incorporated into the presentation [here it is important to give evidence of having interacted with the assigned readings]; and 3) what s/he thought of the final product her/his group produced.

The ideal scenario is that students hand in these three page reflections the following day (May 6, 8, 13 and 15). However, life being what it is, if this is not possible, they must all be handed in by the Thursday of the week following the end of the course (May 21).

Each three page reflection is worth 15% (the total grade worth for all five being 70%).

3. Class Participation: 15% This grade acknowledges the importance of students' preparation for and participation in all aspects of the class.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.