

4. Demonstrate the ability to do a basic narrative analysis and exegesis of one passage from the Gospel of Mark by writing an exegesis paper according to the class requirements.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
9/16/24 Mon	Exegesis & Narrative Analysis		
9/17/24 Tue	Mark 1 8 Highlights		1, 3, 4
9/18/24 Wed	Mark 9 13 Highlights		1, 3, 4

POST-INTENSIVE COURSE REQUIREMENTS

1. **Two-Week Asynchronous Forums.** In the two weeks immediately following the intensive class we will have two asynchronous forums for you to participate in. In these forums you will be expected to ask questions arising from your narrative analysis and exegesis of a passage. Every student is expected to ask at least one question each week arising from your study. While these questions are a required part of the course, they give you an opportunity to get feedback from Dr. Shepherd on your narrative analysis and exegesis paper. Thus, you get points for getting help in making your paper better.
2. **Reading** pages 175-747 in *Mark* by Mark Strauss in the Zondervan Exegetical Commentary and making a two-page single-spaced reading report using the form for this available on Learning Hub. **Due 11/29/24**
3. **Producing a 7-10 page exegesis paper utilizing narrative analysis.** There is a form for this posted on Learning Hub. We will discuss this in detail in class. You must get approval for the passage you will use for your exegesis paper. **DO NOT** choose a long passage, it will be too much work. 5 to 10 or at maximum 15 verses is my recommendation. **It must be a complete story in Mark.** I will pass around a sign-up sheet during our intensive. Be thinking of the passage you want to work on. If someone else chose the same passage, no problem, but no collaboration in writing your paper and no use of AI. **Due 11/29/24**

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Class Absences

Assignment Description	Weighting
1. Reading Reports	30%
2. Exegesis Paper	50%
3. In Class Exercises	10%
4. Forums	10%
Total	100%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Late Submission

Assignments are due on the due date listed above at the beginning of class. No late submissions are accepted except for illness or serious family emergency.

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on
10-15 pages/hour for heavy reading for exams
Writing time: 2.5 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment: 0.5 hour per page

ABOUT YOUR INSTRUCTOR

Thomas R. Shepherd, PhD, DrPH, is Senior Research Professor of New Testament at the Seminary and is the pastor of the Eau Claire and Dowagiac SDA Churches in Michigan. He has taught at the Theological Seminary since 2008. From 2011 2019 he was the Director of the PhD in Religion and ThD Programs. He officially retired in 2020 but continues teaching for the seminary on contract. He became the interim pastor for the Eau Claire and Dowagiac Churches in October 2021 and was appointed the regular pastor of these two churches in April 2022. Before coming to the Seminary he taught at Union College in Lincoln, NE for 13 years as a professor in the Religion Division (1994 2007). He and his family were missionaries in Brazil in South America (1992 1994) and in Malawi in Africa (1979 1985).

Dr. Shepherd has been active in leadership within the national Society of Biblical Literature, writing proposals establishing the Mark and Methodology Consultation, the Mark Group, the Sabbath in Text, Tradition and Theology Consultation, and the Mark Passion Narrative Seminar of which he is co-chair. He has also presented scholarly papers at the annual meetings of the Society of Biblical Literature, the Evangelical Theological Society and the Adventist Theological Society. He was co-convenor of the international conference *Resurrection of the Dead: Biblical Traditions in Dialogue* held in

is the editor of *The Genesis Creation Account and Its Repercussions in the New Testament*

and Answers

Popular Books

Unmistakably Christian: Surprising Lessons from 1 & 2 Peter. Nampa, Idaho: Pacific Press Publishing Association. 2021.

Gospel of Mark. Sabbath School Quarterly Companion Book. Nampa, Idaho: Pacific Press Publishing Association. 2024.

Gospel of Mark. Sabbath School Quarterly for July September, 2024.

OTHER COURSE-RELATED POLICIES

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic

2. If this course has a remote learning element, please follow your teachers' instructions and policies for camera, microphone, and software use.
3. Students in this course commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Likewise, Christian ethics rule out disparaging faculty and classmates on social media or in virtual spaces.
4. Note that your instructor or a family member may be affected by the ongoing COVID-19 challenges. We are asking for your understanding and flexibility if classes need to be

Undergraduate restrictions: Students with 8 credits of incompletes may not register for more than 12 credits of new courses; for those with 12 or more credits of incompletes the number of new credits is limited by the dean of the respective college. Incompletes must be removed before graduation.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-85%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
86-89%	B+	70-74%	C+	55-59%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting

APPENDIX 2: FORMS AND RUBRICS

Reading Report Form for Shepherd Book NTST 536 Gospel of Mark

Name _____ Score _____/50

Type your data in the spaces after each heading. Be succinct. The report should be **1 page single-spaced**, not more.

Pages assigned: 9 124 **Pages you read:**

Helpful information for preaching you found in the book in bullet points with page number:

<

List in bullet points how you would use the above information in your sermon or sermons:

<

NTST 536 Gospel of Mark Grading Rubric Shepherd book

Name _____ Total _____/50

To get the full points on pages read you must read all the assigned pages. Less than total pages read loses proportionate points. The bullet points helpful information should fill about half the page and be reasonable points as helpful for sermons. The application to the sermon should reasonably and logically flow from the data.

Pages Read _____/20

Bullet points half page _____/15

Application to sermon reasonable/logical _____/15

Final Reading Report Form for Strauss pp. 175 747
NTST 536 Gospel of Mark

Name _____ Score _____/100

Type your data in the spaces after each heading. Be succinct. The report should be **2 pages single-spaced**, not more.

Pages assigned: 175 747 **Pages you read:**

Choose two chapters of the commentary to report on. A chapter in the commentary discusses a passage of

Chapters in commentary: **Passages of Mark these cover:**

Helpful background information listed in bullet points:

<

Helpful exegetical or theological points you gathered from the commentary listed in bullet points:

<

How you will use this data in a sermon or sermons:

<

Reading Report Grading Rubric

Narrative Analysis Exegesis Paper Grading Rubric Gospel of Mark

	Descriptions	A	B	C	D	F	Grade
Analysis of Text	Analysis of Text (Comparison of versions and commentaries)	Exceeds the basic standards (9 10)	Meets basic standards: knows how to identify difficulties in the translation of the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0 5)	Score:___
	Analysis of Literary Structure and Context (pericope, narrative, rhetorical, structural, intertextual, etc.)	Exceeds the basic standards (23 25)	Meets basic standards: the suggested structures correspond to the intent of the text; no more than 3 errors in each type of analysis used. (18 22)	Does not meet the basic standards in some areas (14 17)	Does not meet the basic standards in many areas (10 13)	Does not meet the basic standards at all. (0 9)	_____ Score:___
	Analysis of Backgrounds (history, primary literature: Greco Roman, Jewish, and Patristic, etc.)	Exceeds the basic standards (9 10)	Meets basic standards: Knows how to apply the i0.48 4CID 36/Lang (en-US)BDC q182.66				

Key Word Study and Historical Background Worksheet

Key Words You Identified in the Passage (3-5)

What Makes Them Key Words (Evidence from Bible Version Comparison and Commentaries)

Historical Background Information You Found Pertinent to Your Study

Sources of the Data