COURSE DESCRIPTION: "This course constitutes an intense exegetical study of a discrete portion of the New Testament such as the Sermon on the Mount, John, 1 Timothy, Ephesians, etc. Prerequisites include Greek 1, Greek 2, and Greek Exegesis" (2009-2011 RTS Catalog, p. 68). The course this fall will be devoted to Christ’s passion in Mark 14-16.

COURSE OBJECTIVES:
1. To strengthen students’ Greek by translating and discussing an extended section of narrative text;  
2. To build vocabulary related to Mark 14-16;  
3. To strengthen students’ exegetical and communication skills by writing an exegesis paper;  
4. To highlight Mark’s portrait of the passion of Christ by comparing his account with the other Gospel writers;  
5. To consider text-critical and pastoral issues in regard to the ending of Mark’s Gospel.

REQUIRED TEXTS (and summary of reading assignments):
1. Greek New Testament (Mark 14—16)  
2. K. Aland, ed., Synopsis Quattuor Evangeliorum (Mark 14—16 and parallels)  
3. D. A. Black, ed., Perspectives on the Ending of Mark’s Gospel (all)  
7. F. Thielman, Theology of the New Testament (Chs. 1-3)  
8. D. B. Wallace, Greek Grammar Beyond the Basics (relevant sections)  

One additional reading assignment (Metzger, Textual Commentary; on reserve) will also be made during the semester as indicated in the Tentative Course Outline below. Please note that it is assumed that each student will personally and carefully do all the assigned reading.

COURSE PROCEDURES: This course is an exegesis class. Class time will be devoted to reading, translating, and discussing the Greek text of Mark 14-16 together. You will profit most from the class if you do the assignment IN ADVANCE. The general outline of the course is indicated on the Tentative Course Outline below. The student is expected to be present and on time each time the class meets, unless providentially hindered. Attendance and participation are required and both will figure in the final grade.

To prepare for class translate the assigned Greek text in Mark, using Burer & Miller as needed; parse all verbs and verbals; identify the grammatical function of every word, using Wallace and Zerwick as needed; learn ALL new vocabulary using Burer and Miller; browse the Gospel parallels using Aland to note similarities and differences. Translations and parsing will be collected at regular intervals as announced in advance in class.

No computers may be used in class, unless otherwise stated by the professor.

COURSE GRADE/ASSIGNMENTS:
1. Mid-term exam—A mid-term exam will be given on October 20 (or when we have finished Mark 14). The exam will be worth 125 points total, 100 for the exam itself and 25 for reporting on your
reading (see Reading Report below). The exam will cover reading, translation, parsing, vocabulary, and discussion of the Greek text of Mark up to the exam.

2. **Final**—A final exam will be given during finals' week. The material to be covered on the exam will be announced in class. The exam itself will be worth **125 points total**, 100 for the exam itself and 25 for reporting your reading (see Reading Report below).

3. **Reading Report**—There will be a question on each exam asking whether or not you personally completed all the assigned reading (including translations or substitute reading), and, if not, what percentage you did read. The question will be worth 25 points on each exam, for a total of 50 points for the course.

4. **Attendance and participation**—Attendance and participation are required. Students must come to class and be on time. The professor reserves the right to lower the attendance grade for chronic tardiness. Students must also be prepared to recite and participate in discussion. (**100 points**)

5. **Translation and parsing**—Translations and parsing of all verbs and verbals will be collected at regular intervals to be announced in class in advance. Translations and parsing will be graded on the basis of timely submission and completeness. (**50 points**)

6. **Exegesis paper**—Students will submit an original exegesis paper on any passage of their choice in the Greek text of Mark’s Gospel which involves interpretive issues. See General Guidelines for Exegesis Paper on p. 4 of the syllabus for more details. The paper is due at **2 p.m. on Wednesday, December 1, 2010**. (**100 points**)

The student's cumulative points will be divided by the total possible points (**500**) to arrive at a percentage which will then be given a letter grade according to the RTS Catalog (p. 44).
# TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT:</th>
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</table>
| AUG 25  | Syllabus; *Introduction to Mark*  
CM, Chs. 1-2, 4 |
| SEP 1   | *Mark 14:1-11*  
Ladd, Chs. 1, 3-4 |
| SEP 8   | *Mark 14:12-26*  
Ladd, Chs. 5-6 |
| SEP 15  | *Mark 14:27-42*  
Ladd, Chs. 10-11 |
| SEP 22  | *Mark 14:43-52*  
Ladd, Chs. 12-14 |
| SEP 29  | *Mark 14:53-65*  
Ladd, Chs. 15-16 |
| OCT 6   | *Mark 14:66-72*  
Thielman, Chs. 1-3 |
| OCT 11-15 | **READING WEEK** |
| OCT 20  | **MID-TERM EXAM** |
| OCT 27  | *Mark 15:1-15* |
| NOV 3   | *Mark 15:16-32* |
| NOV 10  | *Mark 15:33-47* |
| NOV 17  | *Mark 16:1-13*  
Black, Chs. 1-2  
B. Metzger, *Textual Commentary*, pp. 102-7 |
| NOV 24  | **Class canceled for Thanksgiving** |
| DEC 1   | *Mark 16:14-20*  
Black, Chs. 3-5  **Paper due at 2 p.m.** |
| TBA     | **FINAL EXAM** |
General Guidelines for Exegesis Paper

You will submit an original exegesis paper on any passage of your choice in the Greek text of Mark’s Gospel which involves interpretive issues. The issue(s) may be textual, historical, and/or theological in nature. The ending of Mark is excluded because we will discuss it at some length in class; any other passage in Mark is fair game. Your paper passage must be approved by the professor. The paper must be based on and involve discussion of the Greek text.

The length of the paper is 10-15 pages, **excluding** endnotes, and bibliography. The standards for style and form are Strunk & White and Turabian (esp. 7th ed.: chs. 15-17, 20-25, Appendix), respectively.

The precise format of the paper is largely up to you, as long as you somewhere incorporate the exegetical steps discussed by Fee in *New Testament Exegesis* (order may vary). Please include your own translation of the passage at the beginning of the paper. Your paper should have a concise general introduction (indicate your passage and the interpretive issue[s] to be handled in the paper), a brief and succinct summary of the historical AND literary contexts of your passage, a clear and detailed explanation of the interpretive issue(s) in your passage (summarize interpretive options AND defend your own conclusion), and a short summary/conclusion of your paper.

Your paper should include a title page (with at least the passage and your **four-digit identifier number only [NO NAME]**), body of the paper (with elements noted above), and bibliography of all works used (i.e., works cited in your notes). The bibliography (and thus your paper) should include **several** (i.e., **more than one**) **journal articles**, in addition to commentaries, books, etc. Please use footnotes (at the bottom of the page), **NOT** endnotes, with the **humanities style of documentation** as explained in Turabian. Greek words should be typed (if your word-processing software/printer can do so) or handwritten. Do not transliterate!

Number the pages of your paper (excluding the title page; see Turabian), maintain one-inch margins, use left justification and 12 pt. Times New Roman font, and double space the text (footnotes can be single-spaced). Please submit your paper stapled in the upper left-hand corner; do not submit it in a folder or binder of any sort.

The exegesis paper is worth **100 points** and is due at **8 a.m. on Wednesday, December 1, 2010**.

**Please proofread your paper carefully before submitting it. Typographical, grammatical, and/or spelling errors will lower the grade on the paper.** I will **NOT** deduct points for occasional errors in form in notes or bibliography, but I will correct them and refer you to Turabian. A persistent pattern of disregard for correct bibliographic form will, however, result in a lowering of the grade on the paper.

**LATE PAPERS WILL LOSE ONE FULL LETTER GRADE PER DAY.** Please have the paper in on time.

Please submit **two copies** of your paper, one electronic, the other hard copy. Turn in the latter in class or drop it in the professor’s mail basket in the BSB (by the deadline specified above). Send the former as a Word-document attachment or PDF file to direland@rts.edu, and include “NT526 Paper” on the subject line of your email. **PLEASE DO NOT INCLUDE YOUR NAME ANYWHERE IN THE PAPER ITSELF; USE YOUR FOUR-DIGIT IDENTIFIER NUMBER ONLY.**
Policy for Editing Papers

On the assumption that written material submitted by students at RTS should be solely their own work, my policy is that no editing of papers by other people is permitted. (I do may a slight exception for international students; see below.) Please do not ask others (spouses, parents, children, pastor, classmates, friends, proofreaders, the mailman, etc., etc.) to read your paper for the purpose of offering suggestions or making corrections of any sort (they can offer suggestions and comments after you get your paper back). You sink or swim on your own. At the time the paper is submitted, please also turn in the following page (separate from the paper), signed, to affirm that the paper is your own work. If I should somehow discover that you have violated this policy, you will receive a zero (0) on the paper, and zeroes do hurt your overall average for the class.

International Students

In recognition of the difficulty of studying and writing in a language other than your native one, I will make a slight exception for international students to the “no editing” policy stated above.

If you ask someone else to edit your paper, here are the conditions:

1. That person must be shown this statement and must sign it.
2. That person must be identified by name on copies of all drafts on which he/she works (see #3 below).
3. All copies of all drafts read and edited by others must be submitted with your final draft.
4. Any editing must be very general in nature, as indicated below, by way of example. An editor may:
   a. point out awkward English sentence or overall structure of the paper (write ‘awkward’ [or similar] in the margin), but may not correct the structure;
   b. signal typos, etc. (circle), but may not correct them;
   c. indicate poor or incorrect word choice (underline/circle with question mark), but may not offer alternatives;
   d. indicate inconsistent or incorrect bibliographic form (‘wrong/inconsistent form’), but may not correct the form;
   e. in short, at most indicate errors or weaknesses, but may not correct or rewrite the paper in any way.
Pledged:

“The exegesis paper submitted by me for NT526 is my own work. I have received no help from others in the research and writing of it.”

______________________________ (Print name)

______________________________ (signature) ________________ (date)

For international students and editor only:

“I have read the editorial guidelines/conditions above, and, to the best of my knowledge, have received and/or provided editorial assistance only within those guidelines.”

______________________________ (Print name of editor)

______________________________ (Signature of editor) ________________ (date)

______________________________ (Print name of student)

______________________________ (Signature of student) ________________ (date)
Course Objectives Related to MDiv* Student Learning Outcomes

Course: NT526 Exegesis in NT-1
Professor: Dennis Ireland
Campus: Jackson
Date: Fall 2010

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong> Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Moderate</td>
<td>Exegesis paper (20% of the grade)</td>
</tr>
<tr>
<td><strong>Scripture</strong> Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Strong</td>
<td>Detailed exegesis of Greek text</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong> Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</td>
<td>Discussion of interpretive issues in terms of Reformed theology, including Westminster Standards</td>
</tr>
<tr>
<td><strong>Sanctification</strong> Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Minimal</td>
<td>Some attention to implications of understanding of Mark’s portrait of passion of Christ for Christian life</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong> Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
<td>Consideration of passion of Christ in Mark’s Gospel</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong> Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Minimal</td>
<td>Discussion of interpretive differences in fair and irenic spirit</td>
</tr>
<tr>
<td><strong>Preach</strong> Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
<td>Focus on exegesis rather than exposition of text to others</td>
</tr>
<tr>
<td><strong>Worship</strong> Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
<td>Not applicable in this exegesis class</td>
</tr>
<tr>
<td><strong>Shepherd</strong> Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Minimal</td>
<td>Not applicable in this exegesis class</td>
</tr>
<tr>
<td><strong>Church/World</strong> Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>None</td>
<td>Not applicable in this exegesis class</td>
</tr>
</tbody>
</table>

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.