Inductive Study of the Gospel of Mark
J-Term 2013 Syllabus*
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1. General Description:
   This course seeks to introduce the student to the various aspects of Methodical/Inductive Bible Study through the study of the Gospel of Mark.

2. Course Objectives:
   A. Methodology: By the end of the course the student should be able to Observe, Interpret, Evaluate and Apply books as a whole or any segment/paragraph within scripture.
   
   B. Content: The Student should be able to
   i. Grasp the structure of the Book of Mark as a whole.
   ii. Point out crucial passages within the book and major themes.
   iii. Demonstrate their knowledge of the Methodical/Inductive method through examples from the book of Mark.

   C. Attitude: The Student should desire and intend to
   i. Apply the inductive method to other biblical books.
   ii. Make the Bible their major text.
   iii. Use the Gospel of Mark as a resource for preaching and teaching.

3. Course Texts:
   A. English Standard Version of Scripture (Recommended) – a relatively new version which is an “essentially literal” translation and seeks to translate word for word in the order of the KJV, NASB and the RSV.

   B. Bauer, David R. and Traina, Robert A. Inductive Bible Study: A Comprehensive Guide to the Practice of Hermeneutics

4. Course Procedure:
   A. The most important part of the class will be the student’s independent, direct contact with scripture.
   
   B. Grading will be based upon:
      i. Class participation and reading: - 15%
         1. Mark – due Tue.
         2. Inductive Bible Study due Thu.
      ii. Nightly Lessons – due Wed, Thu, and Fri. - 60%
      iii. Final Synthesis of Mark – due Sat. -25%

   C. Grading Scale: 95-100 A; 90-94 B; 80-89 C.

*Much of this syllabus and course is based upon studies under Dr. David Thompson and Dr. David Bauer at Asbury Theological Seminary.
5. Inductive Studies in the Gospel of Mark

Suggestions for doing the lessons:

a. Begin by direct study of the scripture. DO NOT, in any lesson, turn first to secondary sources of any sort – including a study Bible.

b. Read through the assignment.

c. Review the suggestions sheet in appendix and sample lesson.

d. Aim at readable assignments, not works of art. Do not focus the majority of your time on “making it look good”. Instead, focus most of your time on the inductive study. Computer charts are particularly time consuming.

Lesson 1. Read through the Book of Mark  
Due: Tuesday
1. Familiarize yourself with the major events.
   2. Do this in one sitting.

Lesson 2. Read Inductive Bible Study  
Reading report due: Thursday
1. Gut the book – i.e. don’t read every word unless you have the time. This is a wordy book that is meant to be used more as a foundation/resource.
   2. Focus attention on understanding the major divisions of the inductive method:
      Observation, Interpretation, Evaluation, Application, Correlation.
   3. Focus in on
      a. Part 1: Chapters 1,5
      b. Part 2: Chapters 11,12, 13
      c. Part 3: Chapters 14, 15, 16
      d. Part 4: Chapters 17, 18

Lesson 3. Outline the book of Mark in Chart form  
Due: Wednesday
1. Give short descriptive titles to each segment (chapters) and each division (paragraph).
2. Note key passages (key verses or paragraphs) through which to understand the book as a whole.

Due: Thursday
1. Read the entire segment in one sitting.
2. Focus upon Observation, but begin Interpretation.
3. Answer and document the following:
   a. **Materials**: indicate what kind of material dominates this segment – (biographical, geographical, chronological, ideological (MBS 55-56)
   b. **Genre**: what kind of genre would this segment fall into: parable, teaching, healing, proverb, miracle …
   c. **Outline**: Give brief descriptive titles to each paragraph in this segment and any other subunits you identify.
   d. **Structure**: Identify the structures (Semantic, Rhetorical) which govern the segment as a whole. I.e. what binds this section together? (MBS 36-67)
   e. **Strategic areas**: Identify the key areas (single verses, paragraphs at most) through which to understand this passage.
f. **Interpretive questions:** write a set of four questions (definitional, rational, modal, implicational – MBS 100-110) which you would need to research to understand this section. Base the questions upon one structural observation.

g. Chart – present the segment in a one page chart.

**Lesson 5. Paragraph Survey – Mark 10:35-45**

**Due: Friday**

1. Focus upon Observation and Interpretation and take a shot at Application.
2. We will be attempting to answer the question: What is the meaning of this paragraph within its context?
3. Answer and document the following:
   (Observation)
   a. Structure: divide the paragraph into clauses and discern the structures which bind the clauses to each other
   b. Strategic area: identify the strategic area(s) of this paragraph. Provide rationale for your selection.
   c. Note any other major observations.

   (Interpretation)
   a. Questions: Select the most important structure from above and write a set of interpretive questions you would need to answer to understand the paragraph. Give initial answers to these questions.
   b. Word definitions: Document which words you would need to define in order to understand this paragraph. Depending upon your resources, give initial definitions.
   c. Context: Note any contextual observations which help interpret this paragraph.
   d. Summarize your findings by attempting to answer the question: What is the meaning of this paragraph within its context? Do so by choosing one of the following methods (MBS 166-167 – I adapted these)
      a. List the main truths of the passage.
      b. Summarize the main truth in a pregnant sentence.
      c. Outline the entire paragraph emphasizing the structure.
      d. Paraphrase the passage in your own words.

   (Evaluation)
   a. Note any other major passages within the book of Mark that deal with the truth found in this passage.
   b. Note a few passages, stories with the Bible that deal with the truth found in this passage.
   c. Evaluate whether this is a minor theme, sub-major theme, or major theme in scripture. I.e. is this truth a big deal to God?

   (Application)
   a. Note a few areas in life in which this truth specifically applies.
   b. Answer the initial question: How would I preach this?
Lesson 6. Book of Mark Synthesis – Mark 1:1

1. Synthesize your understanding of the book of Mark by answering the following question from the content of the book: What is the meaning in Mark 1:1 of “The Gospel of Jesus Messiah, God’s Son”?
2. Re-do your outline.
3. Use the skills you have learned from lessons 4 and 5 and adapt them for this task.
4. The focus is to show your understanding of the process of inductive Bible Study.

Extra work for more credit (must be passed through Beth Cullison)

Lesson 7. Read How to Read the Bible for All its Worth by Gordon D. Fee and Douglass Stewart. Write a one page synthesis of the major ideas that impacted you from this book. ie. what did you learn that you didn't know? How will these ideas help your personal ministry?

Lesson 8. Choose one of the following Segments/Paragraphs and do an inductive study as presented in lessons 4-5:
1. Mark 5:21-43
2. Mark 6:1-6
3. Mark 7:14-23
4. Mark 9:30-10:52
5. Mark 10:35-45
6. Mark 11-12:12
7. Mark 12:1-12
8. Mark 13
9. Mark 14:32-42
10. Mark 15:33-16:8
STRUCTURAL DEFINITIONS AND INTERPRETIVE QUESTIONS

SEMANTIC STRUCTURES

1. **Comparison**: the association of like things.
   i. **Materials**: What is involved in each of the elements compared, and what is the meaning of each element? What is the meaning of the other important elements involved in the presentation of this comparison? How does the comparison illuminate the element being compared to it? Wherein are they similar? What are the full implications of these findings?
   ii. **Structure**: Why does the writer use comparison? This comparison? What are the implications of the comparison itself?

2. **Contrast** - the association of opposites.
   i. **Materials**: What is involved in the contrast? What is the meaning of each of the major elements involved in the contrast? What are the differences between the contrasted elements, and what is the meaning of these differences? What is implied by these findings?
   ii. **Structure**: What is the significance of the contrast itself? Why does the author present the material in this contrasted fashion? What is implied by the use of this contrast?

3. **Repetition (Continuation)** – the recurrence of the same terms, phrases, clauses, etc...
   i. **Materials**: What is involved in each of the recurring elements, and what is their meaning? Why are they repeatedly cited? What is implied by these findings?
   ii. **Structure**: Why does the writer make recurring mention of these matters? What is implied by this recurrence?

4. **Continuity** – The repeated use of similar terms, phrases, clauses, etc...
   i. **Materials**: What is involved in each of the recurring elements, and what is their meaning? Why are they repeatedly cited? What is implied by these findings?
   ii. **Structure**: Why does the writer make recurring mention of these matters? What is implied by this recurrence?

5. **Climax** – the arrangement of material in such a way as to progress from the lesser to the greater and ultimately to the greatest. The high point.
   i. **Materials**: What is involved in the high point of the unit, and in the materials leading up to it? What is the meaning of each? How do the preceding materials lead to this high point? What are the full implications of these findings?
ii. Structure: Why does the author use this climactic movement? What is implied by such a presentation?

6. **Cruciality** – when a passage takes a major turn, reversing its previous course at a particular pivot point.
   i. Materials: What is the meaning of the major elements involved in the pivotal point in this unit? What is involved in each? How does the pivot serve to change the direction of the unit? How does what precedes lead to it, and how does what follows flow from it? What are the implications of these findings?
   ii. Structure: Why does the author use such cruciality? What is implied by the presentation of pivot in this unit?

7. **Particularization and Generalization** – the movement from the general to the particular, and from the particular to the general. When the author moves from a specific statement to a more general saying on the same subject he generalizes. When he moves from a general to a more specific statement, he particularizes.
   i. Materials: What is involved in the general statement(s) and in the particulars? What is the meaning of the major elements of both the general statement and its particulars?
   ii. Structure: How does the general statement illuminate the particulars, and vice versa? What are the full implications of each?

8. **Causation and Substantiation (Cause/Effect)** – When A produces B or when A results in B or A leads to B. When the Cause leads to the Effect it is Causation. When the Effect is mentioned before the Cause it is Substantiation. Causation uses linking words and phrases such as “therefore”, “then”, “so then”, “consequently”, “as a result” and expresses results. Substantiation uses connecting words like “for”, “because”, and “since” and expresses reasons.
   i. Materials: What is involved in this cause and this effect? What is the meaning of each of a major elements in the cause(s) and the effect(s), and of the cause and effect as a whole? How does this cause produce this effect? How does this effect follow from this cause? What are the full implications of these findings?
   ii. Structure: What is the significance of this causal structure? Why is this causal or substantive presentation used? What is implied by the causal or substantive structure?

9. **Instrumentation** – the setting forth of the means to an end as well as the end itself. Instrumentation thus involves the factor of purpose.
   i. Materials: What is involved in both the means and the end(s)? What is the meaning of the means used and end(s) intended or produced? What is the meaning of the other elements involved in his instrumental presentation? How do the means serve as instruments for realizing the ends, and how is the end made possible through the means? What are the implications of these findings?
   ii. Structure: Why does the author structure these elements instrumentally? What may be implied by this?
10. **Introduction (Preparation)** – the inclusion of material which prepares the reader to understand that which follows. This material provides the context for that which follows by the introduction of characters, setting, ideas, and other information.
   i. Materials: What is involved in the preparatory materials, and in those materials for which they prepare? What is the meaning of the major elements in both? How do these materials serve to orient the reader for what follows? How does what follows relate to this orientation? Why such an introduction? What is implied by these findings?
   ii. Structure: Why does the writer thus structure the word? What is implied by the orientation structure itself?

11. **Summarization** – The inclusion of a summary either preceding or following a unit of material.
   i. Materials: What is involved in the components in the summary? What is the meaning of each? How do they summarize the content of the unit? What are the full implications of these findings?
   ii. Structure: Why does the writer use such a summary? What is implied by the summarization?

12. **Interrogation** – the presentation of a question with its answer or a problem with its solution.
   i. Materials: What is involved in each question (problem) and each answer (solution)? What is the meaning of the major elements involved in the question and the answer? What do the question and the answer mean? How does the answer/solution respond to the question/problem? What are the full implications of these findings?
   ii. Structure: Why does the writer use this movement from question/problem to answer/solution? What is implied by this structure?

**RHETORICAL STRUCTURE**

1. **Chiasm** – the presentation of material in descending and ascending order: A B C C B A
   iii. Materials: What is the meaning of the major elements placed in the chiastic order, and what is involved in them? To what semantic structure does this chiasm apparently relate, and how does this rhetorical device function with reference to it? What do these findings imply?
   iv. Structure: Why does the writer place these elements chiastically? What may be implied by the structure itself?

2. **Inclusio** – the presentation of material as an interruption of other material: A A B A A.
   i. Materials: What is the meaning of the major elements arrayed in this inclusio? What is involved in them? To what semantic structure does this inclusio apparently relate, and how does this rhetorical device function with reference to it? What do these findings imply?
3. **Interchange** – the presentation of material in an alternating order: A B A B A.
   
i. Materials: What is the meaning of the major elements placed in this alternating order? What is involved in them? To what semantic structure does this interchange apparently relate, and how does this rhetorical device function with reference to it? What do these findings imply?
   
ii. Structure: Why does the writer place these elements thus? What may be implied by the structure itself?