

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	TOPICS IN PREACHING: PREACHING FOR DISCIPLESHIP FROM MARK PAST 0739
Date and Time	JANUARY 10 – APRIL 4, 2022 MONDAYS 11:15 AM – 2:05 PM
Instructor	NARRY F. SANTOS, PhD Telephone/voice mail: (416) 226-6620 Ext. 2227 Email: nsantos@tyndale.ca
Class Information	The classes will be livestreamed on Mondays from 11:15 AM – 2:05 PM. Students may participate in live-streamed office hours as posted below. Office Hours: Mondays 3:00 PM – 5:00 PM
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. For security reasons, email forwarding function will no longer be available. It is the student’s responsibility to check MyTyndale.ca e-mail account frequently.

I. COURSE DESCRIPTION

Designed to deepen our understanding of preaching as a theological and pastoral activity of the church in service to the gospel. Different topics are offered each semester, such as preaching the parables of Jesus, preaching the Old Testament, preaching Christian doctrine and preaching in a multicultural context. Sermons are preached in class and evaluated with the goal of integrating theological reflection and pastoral practice. This course can be repeated as topics change.

Discipleship is a central theological motif in the Gospel of Mark. To effectively preach on discipleship from the Gospel, we begin with the understanding that true discipleship depends on a true understanding of Jesus. This course explores the theology and practice of preaching discipleship in Mark through the lens of Christology and of the Gospel as theological narrative. It also discusses literary critical approaches to interpret and preach passages on discipleship, in light of the whole Marcan narrative and of the 21st century context.

Prerequisite: PAST 0641 Introduction to Preaching

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- A. Explain the relevance of Mark's Gospel in preaching and addressing Christian and church discipleship today
- B. Formulate a personal theology of preaching discipleship in Mark
- C. Evaluate preaching outlines and sermons on discipleship in the context of a learning community
- D. Preach a discipleship sermon that is biblically faithful, hermeneutically sound, and homiletically creative in handling a relevant discipleship need in their ministry setting and in light of the 21st century context.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Thurston, Bonnie Bowman. *Preaching Mark*. Minneapolis, MN: Fortress Press, 2002. Pg. 1-190. ISBN 0-8006-3428-4.

This brief Marcan commentary, written by a female New Testament scholar and ordained minister, intentionally aims to be homiletical, "specifically to aid preachers and teachers in the church" (p. ix).

Garland, David E. *A Theology of Mark's Gospel*. Grand Rapids, MI: Zondervan, 2015. ISBN 978-0310270881.

This thick but accessible book was written by a prolific Marcan scholar, who trained in a Southern Baptist seminary. The comprehensive book covers introductory matters and major themes in Mark's theology.

Ourisman, David J. *From Gospel to Sermon: Preaching Synoptic Texts*. St. Louis, MO: Chalice Press, 2000. Pg. 1-132. ISBN 0-8272-1026-4. (Out of print but available as ebook)

This brief homiletics book, written by a visiting assistant professor of New Testament and Methodist minister, presents a "how-to" description "to preach from a sermon text in light of the story-as-a-whole of the synoptic gospel" (p. 7).

Beville, K.A. [*Preaching Christ in a Postmodern Culture*](#). Newcastle, UK: Cambridge Scholars Publishing, 2010. Pg. 1-127. ISBN 1-4438-2151-9. **(NOTE: This is available as a free ebook at the Tyndale Library, EBSCOhost AN 532126 with unlimited user access.)**

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Bayer, Hans F. *A Theology of Mark: The Dynamic between Christology and Authentic Discipleship*. Phillipsburg, NJ: P&R Publishing, 2012. Pg. 1-190. ISBN 978-1-59638-119-3.

This brief exploration on biblical theology, written by a Reformed New Testament scholar, studies the twin themes of Christology and discipleship in Mark, "showing how God-perception and self-perception, simultaneously shaped by the gospel, result in reconciled relationships and radical discipleship" (book's back cover).

Mathewson, Steven D. *Preaching the Four Gospels with Confidence*. Peabody, MA: Hendrickson Publishers, 2013. Pg. 109-132 only. ISBN 978-1598567021.

This brief book was written by a homiletics professor and Evangelical Free Senior Pastor.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. **Weekly Required Reading, Livestream Class Participation with One-On-One Coaching:** 10% of the final grade

Student livestream participation will be graded according to the following scale: (D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; (C): adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; (B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; (A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

The students are given required weekly reading assignments, according to the topics specified in the course schedule. The reading materials, which come from the textbooks, selected book chapters and/or articles given in class, and the whole Gospel of Mark, are due on the specified dates in the course schedule.

The students will also have a one-hour one-on-one time with the instructor, as part of an online coaching or mentoring opportunity. The students can choose whatever area of preaching, discipleship, or Marcan study issue that they want to be coached about (note: the one hour is coaching time, not counseling time). A week after this coaching hour, the student will submit a one-page, double-spaced self-assessment: “What I Discovered about Myself and My Ministry.” This requirement will not be “graded,” but must be completed under “class participation.” This assignment is related to Outcome #1.

2. **Journal of Weekly Lessons on Mark, Discipleship, and Preaching (MDP): One double-spaced page per week;** 25% of the final grade

The students will choose five lessons on Mark, discipleship, or preaching (MDP) that they will personally learn from the class sessions and assigned reading every week. They will follow this

two-part format: (1) MDP Lesson: (specify the lesson) – only one sentence in length; and (2) What this lesson on Mark, discipleship, or preaching means to me (or why this MDP lesson is important to me): (specify the personal meaning or importance of the lesson) – only two sentences in length. The five lessons will be submitted on a weekly basis. The length of the five weekly lessons can be less than one double-spaced page but must not exceed one page. This assignment is related to Outcome #1.

3. Forum Discussions: 5% of final grade. Forum #1 (Feb. 1-7); Forum #2 (Mar. 22-28). This assignment is related to Outcome #1.

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g., forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in forums or wait for further instructions.

Individual Posts & Responses:

There will be two forums in total and each forum will have two questions. The questions will be available on a Tuesday morning and students will post their responses by the following Friday, and comment on the posts of other students by Monday night. Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g., further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one-mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:59 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
--	---	---	---	---

Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context

4. Outline & Presentation of a Discipleship Passage from Mark's Gospel: 4 double-spaced pages; choice of discipleship passage due Jan. 24; outline of the discipleship sermon due on Feb. 7; presentation of the discipleship outline on Feb. 28; 15% of the final grade

The students will submit and present a sermon outline from a discipleship passage in Mark's Gospel. This assignment is broken into four parts: (1) submission of the chosen discipleship passage on Jan. 24; (2) submission of the sermon outline on Feb. 7 (10% of the final grade); (3) discussion with the instructor regarding the sermon outline (dates and times to be determined); and (4) presentation of the sermon outline to the class on Feb. 28 (5% of the final grade). The sermon outline will be four double-spaced pages in length. The first page will contain the title, text, intended audience, and context of the preaching (whole church, or youth, leaders, volunteers, or any specific group), and the discipleship outline. The last three pages will explain how the students were able to come up with the proposed outline. At the

day of presentation of the discipleship outline (Feb. 28), they will provide a copy of the outline to the class on the same day and will present it to the class for feedback. This assignment is related to Outcome #3.

5. Manuscript & Online Presentation of the Discipleship Sermon on Mark: 6-7 double-spaced pages; due on March 14; presentation on March 28; 30% of the final grade

The students will write a full manuscript on a discipleship sermon in Mark for their congregation or ministry. The manuscript will be for a maximum of 30 minutes (or 6-7 double-spaced pages). They will include in that manuscript the insights and needs that they gleaned from the updated version of their sermon outline, and their exegetical and narrative study and personal reflection on that Marcan discipleship passage (25% of the final grade). The manuscript will be due on Mar. 14. They will also receive feedback on their manuscript from the instructor before their presentation. They will then deliver the full sermon manuscript to the class on Mar. 28 (5% of the final grade), and then receive feedback from the class. This assignment is related to Outcome #4.

6. Personal Theology of Preaching Discipleship in Mark: 4 double-spaced pages; due on April 8; 15% of the final grade

With the goal of integrating the lessons, interactions, and required readings in the course, the students will formulate a doubled-spaced four-page personal theology of preaching for discipleship. Particularly, the students will develop a theology of preaching that relates to discipleship in the Gospel of Mark. To fulfill this final requirement, they will answer the following four questions:

- a) What did you learn about the Triune God and yourself (as a disciple and preacher) in relation to discipleship in Mark?
- b) What principles or insights about discipleship in Mark do you now uphold with deep conviction as a disciple and preacher?
- c) How can you as grow in discipleship as a preacher or communicator of God's Word?
- d) How can you equip those under your care or ministry to keep growing as disciples of Jesus through your preaching and discipleship?

Finally, the students will submit their theology of preaching discipleship on Apr. 8. This assignment is related to Outcome #2.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss

their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation, Required Reading, One-Hour Coaching Time	10 %
Journal of Lessons on Mark, Discipleship, & Preaching	25 %
Forum Discussions on Preaching Discipleship in Mark	5%
Sermon Outline of Discipleship Passage in Mark & Presentation	15 %
Sermon Manuscript of Discipleship Passage & Presentation	30 %
Theology of Preaching Discipleship in Mark	15 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Textbook #1: Thurston. *Preaching Mark*.

Textbook #2: Garland. *A Theology of Mark's Gospel*.

Textbook #3: Ourisman. *From Gospel to Sermon*. (purchased ebook)

Textbook #4: Beville, *Preaching Christ in a Postmodern Culture* (free Tyndale library ebook).

DATE

TOPIC

January 10
(Week 1)

Syllabus Discussion/Introduction to Mark's Gospel and its Relevance to Preaching

What are the interrelationships of Mark, discipleship, and preaching, and the value of studying them together?

What introductory matters in Mark are crucial and relevant to preaching discipleship in the Gospel?

How are the issue of genre and the consideration of the Gospel as narrative relevant insights for preaching purposes?

January 17
(Week 2)

Exploring the Christology and Discipleship Motifs in Mark (Part 1)

What is the relationship of Christology and discipleship in Mark?

How do we trace the Christological motifs in Mark's Gospel?

How do we trace the discipleship motifs in Mark's Gospel?

Reading #1 Due: Mark 1-3; Textbook #1: pp. 1-45; Textbook #2: pp. 181-199, 225-260

Journal #1 Due: Mark, Discipleship & Preaching (MDP) Lessons #1-5

January 24
(Week 3)

Exploring the Christology and Discipleship Motifs in Mark (Part 2)

What do we make of both the positive and negative portrayals of the disciples in Mark's Gospel?

What are the roles of other characters in the narrative in relation to Christology and discipleship?

Reading #2 Due; Mark 4-5; Textbook #1: pp. 46-70; Textbook #2: pp. 261-316

Journal #2 Due: MDP Lessons #6-10

Choice of Discipleship Passage from Mark

January 31
(Week 4)

Exploring the Christology and Discipleship Motifs in Mark (Part 3)

What are the Christological and discipleship teachings of Jesus, especially in Mark 8-10?

How do these teachings inform us on how we are to be a disciple and how we can help others become disciples of Jesus, too?

Reading #3 Due: Mark 6-10; Textbook #1: pp. 71-121; Textbook #2, pp. 438-454; Santos, pp. 145-167

Journal #3 Due: MDP Lessons #11-15; Forum #1 (Feb. 1-7)

February 7
(Week 5)

Studying Marcan Discipleship Passages for Preaching (Part 1)

Why is narrative study a valuable approach to preaching discipleship passages in Mark?

What are the narrative skills needed to prepare for preaching discipleship passages in Mark?

How does an interpretation of a passage connect to the whole narrative?

Reading #4 Due: Mark 11-16; Textbook #1: pp. 122-190; Textbook #3: pp. 1-48

Journal #4 Due: MDP Lessons #16-20

Outline of Discipleship Sermon from Mark Due

February 14
(Week 6)

Studying Marcan Discipleship Passages for Preaching (Part 2)

Why is rhetorical study a valuable approach to preaching discipleship passages in Mark?

What are the rhetorical and literary skills needed to prepare for preaching discipleship passages in Mark?

Reading #5 Due: Textbook #2: 85-94; Boomershine, pp. 15-21, 123-41; Santos, pp. 27-60; Journal #5 Due: MDP Lessons #21-25

February 21

No Class (**Family Day; Reading Days on Feb. 22-25**)

February 28
(Week 7)

Theology of Mark and Its Role in Discipleship and Preaching

What is the role of theology in Mark in relation to preaching?
What is the theological significance of Christology and discipleship motifs to preaching in Mark?
What are the discipleship qualities that we need to exemplify in the 21st century?

**Reading #6 Due: Textbook #2, pp. 388-437; Textbook #3: pp. 49-132
Journal #6 Due: MDP Lessons #26-30
Presentation of Discipleship Outline from Mark**

March 7
(Week 8)

Application in Preaching Marcan Discipleship Passages

How do we relate the world of the Marcan text and the world of the people we serve?
What are viable steps in making applications from the Gospel?

**Reading #7 Due: Mathewson, pp. 109-132; Eswine, pp. 97-116; Gibson, pp. 59-77; Johnson, pp. 149-175
Journal #7 Due: MDP Lessons #31-35**

March 14
(Week 9)

Preaching Marcan Discipleship Passages for the 21st Century (Part 1)

How does postmodern, secular, and pluralistic world affect our preaching today?
How do we preach discipleship in Mark in such a context?

**Reading #8 Due: Textbook #4: pp. 1-51; Lose, pp. 1-9, 81-96, 65-78
Journal #8 Due: MDP Lessons #36-40
Manuscript of the Discipleship Sermon from Mark Due**

March 21
(Week 10)

Preaching Marcan Discipleship Passages for the 21st Century (Part 2)

What are practical approaches or modes of preaching Christ in the 21st century?

Reading #9 Due: Textbook #4, pp. 53-127; Gibson, pp. 177-197

Journal #9 Due: MDP Lessons #41-45; Forum #2 (Mar. 22-28)

March 28
(Week 11) **Preaching of Actual Marcan Discipleship Passages**

April 4
(Week 12) **Summary and Conclusion
Course Evaluation**

Theology of Preaching Discipleship in Mark Due (Apr. 8)

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Barnett, Paul. *The Servant King: Reading Mark Today*. Sydney, Australia: Anglican Information Office, 1991.

Bayer, Hans F. *A Theology of Mark: The Dynamic between Christology and Authentic Discipleship*. Phillipsburg, NJ: P&R Publishing, 2012.

Best, Ernest. *Following Jesus: Discipleship in the Gospel of Mark*. JSNTSS 4. Sheffield, England: JSOT, 1981.

_____. *Mark: The Gospel as Story*. Edinburgh, UK: T & T Clark, 1983.

Beville, K. A. *Preaching Christ in a Postmodern Culture*. Newcastle, UK: Cambridge Scholars, 2010.

Blount, Brian K. and Gary W. Charles. *Preaching Mark in Two Voices*. Louisville, KY: Westminster John Knox, 2002.

Bock, Darrell. *Mark*. Cambridge, England: Cambridge University Press, 2015.

Boomershine, Thomas E. *Story Journey: Invitation to the Gospel as Storytelling*. Nashville, TN: Abingdon, 1988.

Dawsey, James. *Peter's Last Sermon: Identity and Discipleship in the Gospel of Mark*. Macon, GA: Mercer University Press.

Donahue, John R. *The Theology and Setting of Discipleship in the Gospel of Mark*. Milwaukee, WI: Marquette University Press, 2010.

- Dowd, Sharyn. *Reading Mark: A Literary and Theological Commentary on the Second Gospel*. Macon, GA: Smyth & Helwys Publishing, 2000.
- Eswine, Zach. *Preaching to a Post-Everything World: Crafting Biblical Sermons That Connect with Our Culture*. Grand Rapids, MI: Baker, 2008.
- Garland, David E. *A Theology of Mark's Gospel*. Grand Rapids: Zondervan, 2015.
- _____. *Mark: The NIV Application Commentary*. Grand Rapids, MI: Zondervan, 1996.
- Gibson, Scott M., ed. *Preaching to a Shifting Culture: 12 Perspectives on Communicating That Connects*. Grand Rapids, MI: Baker, 2004.
- Green, Joel B. and Michael Pasquarello, eds. *Narrative Reading, Narrative Preaching: Reuniting New Testament Interpretation and Proclamation*. Grand Rapids, MI: Baker Academic, 2003.
- Henderson, Suzanne Watts. *Christology and Discipleship in the Gospel of Mark*. SNTSMS 135. Cambridge, England: Cambridge University Press, 2006.
- Hooker, Morna. *Beginnings: Keys that Open the Gospel*. Harrisburg, PA: Trinity Press, 1997.
- _____. *Endings: Invitations to Discipleship*. Peabody, MA: Hendrickson Publishers, 2003.
- Johnson, Graham. *Preaching to a Postmodern World: A Guide to Reaching Twenty-First Century Listeners*. Grand Rapids, MI: Baker, 2001.
- Lose, David J. *Preaching at the Crossroads: How the World – and Our Preaching – Is Changing*. Minneapolis, MN: Fortress, 2013.
- Malbon, Elizabeth Struthers. *Hearing Mark: A Listener's Guide*. Harrisburg, PA: Trinity Press, 2002.
- Mathewson, Steven D. *Preaching the Four Gospels with Confidence*. Peabody, MA: Hendrickson Publishers, 2013.
- Osborne, Grant R. *Mark*. Grand Rapids, MI: Baker Books, 2014.
- Ourisman, David J. *From Gospel to Sermon: Preaching Synoptic Texts*. St. Louis, MO: Chalice Press, 2000.
- Paul, Ian and David Wenham. *Preaching the New Testament*. Downers Grove, IL: InterVarsity Press, 2013.
- Santos, Narry F. *Family Relations in the Gospel of Mark*. New York: Peter Lang, 2021.

- _____. [*Slave of All: The Paradox of Authority and Servanthood in the Gospel of Mark*](#). JSNTSS 237. London: Sheffield Academic Press, 2003. **(Available at the Tyndale Library through the EBSCOhost AN 378245 with unlimited user access)**
- _____. "Jesus' Paradoxical Teaching in Mark 8:35; 9:35; and 10:43-44." *BibSac* 157 (January 2000): 15-25.
- _____. "The Paradox of Authority and Servanthood in the Gospel of Mark." *BibSac* 154 (October 1997): 452-60.
- Smith, D. Moody. *Interpreting the Gospels for Preaching*. Philadelphia, PA: Fortress Press, 1980.
- Stock, Augustine. *Call to Discipleship: A Literary Study of Mark's Gospel*. Wilmington, DE: Michael Glazier, Inc., 1982.
- Suh, Joong Suk. "Discipleship and Community in the Gospel of Mark." Dissertation, Boston University Graduate School, 1986.
- Thurston, Bonnie Bowman. *Preaching Mark*. Minneapolis, MN: Fortress Press, 2002.