

## NT (IBS) 511 Gospel of Mark Elements of a Unit Survey

2/16

Note that what I have here and in the PowerPoint presentation modifies, in minor ways, the description of the Segment Survey in Bauer/Traina.

### A Segment SURVEY

- forms the backbone for IBS by laying the groundwork for all subsequent steps
- involves initial observations (with minimal interpretation). Your observations may be modified through further, more detailed investigation in later phases of the IBS process.
- attempts to gain an orientation to the segment *as a whole* as a basis for investigating the segment in greater detail.

***ALWAYS COMPLETE INDEPENDENT WORK ON PRIMARY SOURCES (text of Mark, concordance) BEFORE CONSULTING SECONDARY SOURCES. ALWAYS CITE CHAPTER AND VERSE FOR YOUR FINDINGS. BE THOROUGH, ACCURATE, AND PRECISE.***

A Segment SURVEY consists of 5 steps (I assume you will begin with prayer):

1. Identify Main Units and Subunits
  - a. Block the segment, identifying major breaks by chapter/verse and writing titles for each block using no more than 5 words per title.
  - b. For longer units, attempt to sub-divide major blocks.
2. Identify and Interrogate Primary Structures
  - a. Identify only *primary* structures. Key qualifications for a primary structure:
    - i. Does it involve all (or nearly all) of the segment?
    - ii. Is it significant for understanding the segment?
    - iii. If you cannot answer “yes” to both of these questions, it is not a *primary* structure. Do not cite it here.)
  - b. For each primary structure or combination of structures:
    - i. Name the structure(s): i.e., Causation      Recurrence of contrast
    - ii. Provide a brief, accurate, and clear description of the structure, citing chapter/verse to indicate parameters/components of the structure.
    - iii. Write a full set of interpretive questions about the structure itself. **YOU DO NOT ANSWER THE QUESTIONS AT THIS POINT.**
      1. *All* questions are asked *of the structure*. (The right *type* of questions.)
      2. Questions are asked in the correct *order*.
        - a. Identification and definition (Who, what, and when questions)
        - b. Means and reasons (How and why questions)

- c. Implications (“So what” questions)
- 3. Note that you provide each of these components for each structure/combination of structures before going on to deal another primary structure.
- 3. Identify Strategic Areas and Justify Your Choice(s)
  - a. Strategic areas are a *very few* verses that give us insight into the segment as a whole.
  - b. Strategic areas are selected on the basis of their role within primary structure(s). For example, if contrast is a primary structure, is there one or two verses where that contrast is most apparent? If so, that verse or two are *strategic* in that they give us insight into the whole segment. If we understand the contrast in this verse(s), we will understand the contrast running through the whole.
  - c. When you cite strategic areas, *always* give the reason for your selection based upon the relationship of this area to one or more of your primary structure(s).
- 4. List Additional Major Impressions/Observations
  - a. Here is a place where you can note any other observations or questions you might have come across in the process of your SURVEY that did not fit in the formal SURVEY itself. For example, you may have noted a secondary structure (one that does not run through the segment as a whole).
  - b. Basically, you list information here that you want to remember for possible use later in your study.
- 5. Interact with Approved Secondary Sources on the Unit As A Whole
  - a. *Only after completing your own independent study* as outlined above, you may consult secondary sources such as commentaries, Bible dictionaries, BibleWorks, Study Bible notes, etc.—anything other than the text of Mark and a concordance.
  - b. List any information you glean from these sources and *always provide full bibliographic data* for your sources.
  - c. Keep in mind that you are consulting secondary sources for the purpose of interacting with scholars about their understanding of the *unit as a whole*.