ACTS
SEMINARIES

Associated Canadian Theological Schools
of Trinity Western University

BOT 652B: Exposition of the Psalms

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Summer - 2019   Course Dates: April 29 – August 31, 2019
2 credit hours   Class Days: May 6-10, 2016
Prerequisites: BIB 505   Class Time: 8:30 am - 12:30 pm

I.   Course Description

This course provides both an overview of the Psalter and more detailed analysis of selected psalms. Relevant hermeneutical issues are highlighted, key themes that are helpful for spiritual formation and ministry are investigated, and the enduring significance of this beloved anthology is explored.

II.   Objectives

By the end of this course, each student should be able to:

1) describe the important theological themes and issues addressed in the biblical Psalter;
2) apply sound hermeneutical methodology to the interpretation of the Psalms;
3) analyze the Psalms in terms of their functionality in ancient Israel and their canonical context, both as the words of the covenant people to their God and of God to his covenant people;
4) describe the nature of the relationship between the Psalter and the New Testament;
5) appreciate and participate in an informed discussion on the creativity and literary artistry of the psalmists;
6) make use of the resources of the Psalter for spiritual enrichment, worship, and counselling.

III.   Course Textbooks

Allender, Dan and Tremper Longman, *Cry of the Soul*. Colorado Springs: NavPress, 1999. =
        A&L (259 pages)
deClaissé-Walford, Nancy L., Rolf A. Jacobson, and Beth LaNeel Tanner, "Introduction." *The
        Book of Psalms*. Grand Rapids: Eerdmans, 2014. = **dJT** (50 pages) – *NOTE: Available
        online on the Moodle site*.
McCann, J. Clinton. *A Theological Introduction to the Book of Psalms: The Psalms as Torah*.
        Nashville: Abingdon, 1993. (204 pages)
Peterson, Eugene H. *Answering God: The Psalms as Tools for Prayer*. New York:
        HarperSanFrancisco, 1989. (140 pages)
Witvliet, John D. *The Biblical Psalms in Christian Worship: A Brief Introduction and Guide to
        Resources*. Grand Rapids: Eerdmans, 2007. (150 pages)

IV.   Course Assignments

Typically, a student is expected to spend approximately 40 hours to complete the work necessary
to earn 1 semester hour of credit, hence 80 hours for a 2 credit course. This includes time spent
in class, so students are required to attend all classes. For full credit, assignments must be
completed on time. Grades for late written work will be reduced 5% per day (weekends = 1 day)
to a maximum reduction of 35%. All assignments must be completed in order to receive credit
for this course.
        Several kinds of assignments have been created to help the student acquire the skills
necessary for responsible interpretation of the Psalms, to work through the required material of
the course, and to reflect on the significance of that material.

1) Participation:
   Students will participate in class discussions or forums on subjects pertaining to the
   assigned readings and to other topics. This will count for 10% of the total grade.
2) Readings:
   By May 15, complete reading A&L, dJT, and McCann. Keep track of your impressions
   regarding the usefulness of these texts as guides to your understanding of the message of
   the Psalms.
3) Praying the Psalms:
   Peterson talks about engaging in a daily practice of "praying the Psalms for ten or fifteen
   minutes" and then taking another five or ten minutes to journal, "writing whatever is
   there in the mind and spirit (not trying to comment on the psalm or explain it), using the
   journal to pay attention to oneself, the praying person answering God" (p. 129). For this
   assignment, read through the book of Psalms the first time along with the books by
   Peterson and Witvliet, and select any six of the dated entries for your Psalter prayer
   sessions (these entries should consist of 250 words each, i.e., a total of 1500 words) for
   submission. This paper is due June 15 and will count for 20% of the total grade.

4) <u>Readings, Textbook Evaluations, and Reading Statement</u>:
   Do your <u>second reading</u> of the book of <u>Psalms</u>. Write a <u>1500 word paper</u> in which you evaluate all the textbooks/readings in terms of factors such as their:
   - contribution to your understanding of the book of Psalms
   - treatment of issues that are relevant to the expositor
   - practicality with regard to encouraging spiritual formation, prayer, and worship
   - overall informativeness
   - readability

   Give specific examples to support your evaluative statements, and provide relevant page numbers in the books for your examples. Complete and sign the <u>Reading Statement</u> on page 5 this syllabus, attach it to the front of this paper, and submit both by <u>July 5</u>. This will count for 30% of the total grade.

5) <u>Expository Paper</u>: Select either Psalm 59 or 88 and write a 3000 word exposition. In your analysis:
   - Identify the form of the psalm and, as part of your research, re-read it in conjunction with others of the same type, noting both its similarities and distinctive features. Readings and class discussions regarding form-critical analysis will prepare you for this.
   - Outline the psalm and explain how the parts fit together to create the whole.
   - Discuss significant terms and explain their contribution to the structure and/or message of the psalm.
   - Do a careful exegesis of the psalm.
   - Summarize the essential message of the psalm and its contribution to the overall message of the Psalter.
   - Discuss how you might draw on the psalm that you have analyzed for this assignment in preparing to counsel a client who is enduring the kind of experience that could be reflected in the words of the psalmist (e.g., anxiety, depression, despair, fear, PTSD, paranoia, anger).

   This paper is to be well-researched, properly documented, and is to include a bibliography of works consulted and cited. You may consult the class texts, reference works, and other reputable and recent books and journals/periodicals (NB: these should be more substantive than Study Bible notes). At least <u>eight sources</u> should be used. However, be sure to employ these sources for background and contextual information. Do not simply survey the interpretations of commentators for the psalm that you analyze, but give evidence of having worked through interpretative issues for yourself. Citation or other use of sources must be scrupulously documented. As will be the case for your other written submissions, the grade for this assignment will be based on both the content of the paper and the quality of your writing. This paper is due on <u>August 1</u> and will count for 40% of the total grade.

Grade Allocations

1. Participation in Discussions and Forums 10%
2. Praying the Psalms Journal (June 15) 20%
3. Textbook Evaluations and Reading Statement (July 5) 30%
4. Expository Paper (August 1) 40%

Grading Scale

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

V.   Submission of Assignments

The procedures for the submission of written assignments are for students to post Word documents in the MyCourses Assignment Dropbox or to send them as e-mail attachments.

VI. Course Outline

Apr. 29 - May 15 Readings: A&L, dJT, McCann

May 6 - 10   Class sessions: Interpreting Psalms, Psalm Types (Torah/Wisdom, Complaint/Lament, Thanksgiving, Redemptive History, Royal, Enthronement, Ascents, Zion, Hallel, Liturgy/Procession), Class Discussion
Online Forums

May 16 - June 15 Readings: Psalms (first time), Peterson, Witvliet
Prepare and submit Praying the Psalms Journal

June 16 - July 5 Readings: Psalms (second time)
Complete and submit Textbook Evaluations and Reading Statement

July 6 – Aug. 1   Prepare and submit Expository Paper

VII. Bibliography

See Allender & Longman, "Notes," pp. 261-63; deClaissé-Walford, Jacobson, and Tanner, pp. 47-51; McCann, "Notes," pp. 182-94; Peterson, "Notes," pp. 141-151; Witvliet, pp. 148-157.

Reading Statement
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<u>Note</u>: Readings are to be completed by the dates indicated below.

       May 15   A&L, dJT, McCann.

       June 15   Psalms (first time), Peterson, Witvliet.

        July 5   Psalms (second time).

Record the percentages for the appropriate options below. Then sign (<u>legibly and in English</u>) and date this statement. <u>Due: July 5</u>.

I completed _____ % of the assigned readings <u>by</u> the due dates.

I completed _____ % of the assigned textbook <u>after</u> the due dates.

I failed to complete _____ % of the assigned readings.

<u>NB</u>: The total of the preceding percentages cannot exceed 100%!!

Signed: _____   Date: _____

Please print your name (in English!) _____

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal https://www1.twu.ca/services

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. The student's email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If the student does not know his/her account or password, there is a link at the login area called "I forgot my password." When one clicks on that link, one will be walked through the process of retrieving one's account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM), and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (http://www.twu.ca – also see http://www.twu.ca/campus/campus-notification.html for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page www.twu.ca/library - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware of the need to "clean up" most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information can be found at the following website: http://www.apastyle.org/pubmanual.html.

For free online programs that will enable students to create properly formatted bibliography citations, they should go to http://www.calvin.edu/library/knightcite/ ("Chicago" stands for "Turabian") or http://www.sourceaid.com/citationbuilder/

CANIL students can locate this on the CANIL intranet, under the "student" side. More information is given to incoming students in the fall.

Please check with your professor to see which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at http://www.twu.ca/research/research/research-ethics/default.html. Those needing additional clarification may contact the ACTS Academic Director's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for seminary students. Though some features in the handbook are focused on the university's undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: http://www.twu.ca/studenthandbook/.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:
http://acts.twu.ca/library/plagiarism.ppt
http://acts.twu.ca/library/Plagiarism.swf (14 minute flash tutorial)
http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within

the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in-group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.

- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able to do so may attend class in person when possible if he/she wishes.)

  ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly <u>before</u> the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to "arrive" as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.

- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:

  - ➢ Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.

  - ➢ Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Webex link fails.)

  - ➢ Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as "distance" education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.