



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

B430 DE Psalms

3 credits. Prerequisites: B119 Bible Study Methods & B110 Intro to OT

 Online Video

May 9 – August 5, 2022
Summer 2022

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Course Goals

Course Description

This course explores the literary genres and theology of the Psalter. While the study covers different critical methods and approaches to reading the Psalms, it also considers how the Psalms are relevant to Christian worship, faith, and discipleship.

Relationship to Horizon's Mission

Through this course, students will gain a greater grasp of the Psalms, its genres, and theology, with the aim to foster one's understanding of God's character and work, to deepen one's spiritual walk, and to enrich one's ministry.

Core Competencies and Learning Outcomes



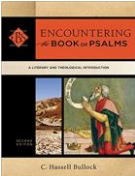
To demonstrate competency in **Biblical and Theological Literacy**, students will

1. Interpret the book of Psalms in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
 - *Assessment:* Exegetical Essay; Theological Response Emails
2. Describe the key interpretive issues that are critical for understanding the Psalter.
 - *Assessment:* Exegetical Essay; Theological Response Emails
3. Identify and explain key emphases and their significance within the Psalter.
 - *Assessment:* Devotional Reflection; Exegetical Essay; Theological Response Emails

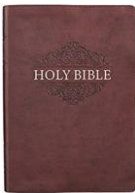
4. Explain how the theological witness of the Psalter speaks to the way we think, live, and minister today.
 - *Assessment:* Devotional Reflection; Exegetical Essay; Theological Response Emails

Course Work

Required Readings



Required: Bullock, C. Hassell. *Encountering the Book of Psalms: A Literary and Theological Introduction*. 2nd ed. Grand Rapids, MI: Baker Academic, 2018. ISBN: 9780801098307



Required: An English translation of Psalms. A translation that is more literal (e.g. NASB, ESV, NRSV, etc.) is preferable to one that is more paraphrased (NIV, NLT, etc.). In class, the professor will use ESV.

Recommended: Whether as a hard copy or through a program such as Logos or Accordance, students are encouraged to invest in a decent commentary on Psalms. While varying in price and size, good options include those by Goldingay; Breuggemann and Bellinger Jr.; deClaissé-Walford et al; Broyles; and Longman. See the bibliography below.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Theological Response Emails.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. *Lecture Videos & Responses.*

In order to pass the course, students are required to watch and respond to all lecture videos. Lecture videos are housed on Horizon's Video Centre. The link and password will be placed on Populi, under the "Syllabus" tab, under the list of "Links," in the right column.

After watching each "day" of lecture videos, students must submit a lecture response in the form of a written statement on Populi (100-250 words) or a FlipGrid video (1-3 min). The lecture

response should consist of the following components: 1) confirmation of having watched the class recordings and completed the corresponding readings; and 2) brief thoughts about what stood out most from the class, what the student has learned, and/or questions that have risen. Lecture responses should demonstrate engagement with the course material. Alternatively, the student may wish to meet the professor live over Zoom. This is encouraged in place of at least one of the lecture responses, preferably one of the initial ones (e.g., Thursday, May 12).

In order to pass the course, students must submit all of their lecture responses. Lecture responses are marked as pass/fail based on whether they demonstrate thoughtful engagement with the lecture content.

- **Assignment Length:** 30 hours of lecture videos; five brief lecture responses.
- **Due Dates:**

Lecture Videos	Video Length	Topics Covered	Lecture Response Due
Day 1	6hrs	<ul style="list-style-type: none"> • Course Introductions • Interpreting the Psalter • The Shape of the Psalter 	May 12
Day 2	6hrs	<ul style="list-style-type: none"> • Psalms 1-2: The Psalter's Introduction • Psalms of Lament 	May 19
Day 3	6hrs	<ul style="list-style-type: none"> • Psalms of Praise and Thanksgiving • Psalms of Trust • Psalms of Imprecation 	May 26
Day 4	6hrs	<ul style="list-style-type: none"> • Wisdom Psalms • Torah Psalms • Royal Psalms • Kingship of Yahweh Psalms • The figure of David 	June 2
Day 5	6hrs	<ul style="list-style-type: none"> • Psalms 146-50: The Conclusion of the Psalter • Psalms, the NT, and Jesus • Preaching the Psalms: Issues and Approaches 	June 9

2. *Reading.*

Students are to read the entirety of Psalms and the course text by June 23. While no summaries or reviews are required, students will be required to fill out a form (available on Populi under the Lessons tab) indicating how much of the readings they completed. The completion of the readings is required for one to pass the course. This assignment will be graded as complete or incomplete.

- Related learning outcome(s): # 1, 2, 3, 4.
- **Due date:** June 23.

3. *Devotional Reflections.*

Students will write a series of devotional reflections on the following eight Psalms: 6, 7, 10, 37, 38, 100, 115, 130. The goal of this assignment is to encourage students to pray, read, and meditate on Scripture. Designed to serve as a form of devotional to be spread out over two-three

weeks, this is not an assignment to be completed all at once. Students should complete no more than one devotional per day.

For each devotional, follow this procedure: 1) Pray; 2) Read the psalm; 3) Meditate on the psalm; and 4) Write a reflection. The reflection is to consist of two primary parts: 1) Summary; and 2) Application. For the first part of the reflection, students should *concisely* describe the main point(s) and movement of the psalm. What is the psalm about? What is its main point? How does the writer reach/support this main point? Students are to demonstrate that they are able to pick out the main idea of the psalm. The second part of the reflection should focus on the student's response to the psalm. What could you learn from this psalm? How might it be applied to one's life? This part of the reflection can go a variety of directions as the student may find the psalm encouraging, comforting, convicting, challenging, or even troubling. The main thing I want to see in this part is that you are meaningfully engaging with the psalm, leading to your own reflections.

For this exercise, students are to use no secondary resources (that is, no commentaries, study Bible notes, or other resources). While students should certainly take into account and apply what they have learned from class lectures and course readings, this is not a research project.

- Related learning outcome(s): # 3, 4.
- **Assignment Length:** 1 page each; 8 pages in total.
- **Due date:** June 23.

4. *Exegetical Essay.*

Each student will write an exegetical essay on Psalm 110. This paper should address the following points:

- Historical background
- Literary analysis: Discuss the psalm's form/genre, structure, movement, changes of voice, use of literary devices.
- Literary context: Is there significance to the psalm's position in one of the books of the Psalter or in the Psalter as a whole? Does it relate in a significant way to the larger movement/narrative of the whole?
- Significant interpretive issues
- The main point of the psalm and how the writer makes it
- Other theological points/implications
- Relation to the larger narrative of the OT/NT
- The significance of this psalm for the church today

Students are encouraged to study the psalm first by themselves before turning to secondary sources. Cite at minimum five scholarly secondary sources, including as least one scholarly journal article.

- Related learning outcome(s): # 1, 2, 3, 4.
- **Assignment Length:** 6-7 pages.
- **Due date:** July 7.

5. Theological Response Emails.

You are a leader at a local congregation and have recently received a series of emails from members with a variety of questions about Psalms. As the final assignment, each student will write responses to hypothetical situations and questions. The four questions will concern major concepts, difficulties, and questions covered throughout the course. Responses should be well written, include citations to research (five scholarly sources at minimum for the whole paper), and may be a mix of exegetical, pastoral, theological, and apologetic. I am not so much looking for tact in approaching potentially difficult situations but more of a demonstration of the student's understanding of the matter at hand. The questions are available on Populi under the Lessons tab.

- Related learning outcome(s): #1, 2, 3, 4.
- **Assignment Length:** 7-8 pages in total.
- **Due date:** July 21.

Estimate of Time Investment (*individual time investments may vary*)

1. Lecture Videos & Responses	30 hrs	May 12, 19, 26; June 2, 9
2. Readings	22 hrs	June 23
3. Devotional Reflections	8 hrs	June 23
4. Exegetical Essay	20 hrs	July 7
5. Theological Response Essay	20 hrs	July 21
Total =		100 hrs

Assessment Rubrics

Rubrics for each assignment will be available on Populi under the Lesson "B430 Assessment Rubrics."

Course Outline / Class Schedule

WEEK	ACTIVITY	DUE DATE
Week 1 May 9-15	Day 1 Lecture Videos & Response Due <i>Working on Reading</i>	May 12
Week 2 May 16-22	Day 2 Lecture Videos & Response Due <i>Working on Reading</i>	May 19
Week 3 May 23-29	Day 3 Lecture Videos & Response Due <i>Working on Reading</i>	May 26
Week 4 May 30-June 5	Day 4 Lecture Videos & Response Due <i>Working on Reading</i>	June 2
Week 5 June 6-12	Day 5 Lecture Videos & Response Due <i>Working on Reading and Devotional Reflections</i>	June 9
Week 6 June 13-19	<i>Working on Reading and Devotional Reflections</i>	
Week 7 June 20-26	Reading Form Due Devotional Reflections Due	June 23 June 23
Week 8 June 27-July 3	<i>Working on Exegetical Essay</i>	
Week 9 July 4-10	Exegetical Essay Due	July 7

Week 10 July 11-17	<i>Working on Theological Response Emails</i>	
Week 11 July 18-24	Theological Response Emails Due	July 21
Week 12 July 25-31	Resubmission of Devotional Reflections Due (as necessary)	July 25
	Resubmission of Exegetical Essay Due (as necessary)	July 26
	Resubmission of Theological Response Emails Due (as necessary)	July 27
Week 13 August 1-5	Additional Resubmissions (as necessary)	August 5

- First submissions of assignments will not be accepted after **Friday, July 22, 2022**.
- No resubmission of assignments will be accepted after **Friday, August 5, 2022**.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency

designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for more than 40% of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at

bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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