



TYNDALE

• SEMINARY •

Course Syllabus

(DRAFT SYLLABUS: FINAL VERSION WITH MINOR CHANGES WILL BE POSTED BEFORE THE BEGINNING OF THE COURSE)

**FALL 2019
PSALMS
OLDT 0618**

**SEPTEMBER 9 – DECEMBER 2, 2019
MONDAYS, 8:15 – 11:05 AM**

INSTRUCTOR: DR. REBECCA G. S. IDESTROM
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Wednesdays 2:00-3:00 PM, by appointment

Access course material at <http://classes.tyndale.ca/>
Course-related emails ONLY will be sent to your @MyTyndale.ca e-mail account.
[Learn how to access and forward emails to your personal account.](#)

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.

I. COURSE DESCRIPTION

This course is an introduction to the Psalter and its theology. The main theological themes of the Psalms and the different types of Psalms will be studied. Consideration will be given to the Psalms' historical and cultic contexts. The relevance of the Psalms to Christian faith and the life of the Church will be examined.

Prerequisite: Biblical Interpretation (BIBL 0501)

Recommended: Old Testament Theology and History (OLDT 0511)

II. LEARNING OUTCOMES

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

A. Knowledge and Understanding

1. identify and describe the important theological themes and issues addressed in the Psalms.
2. discuss the Psalms in terms of their function in ancient Israel and in their canonical context.
3. explain the interpretative issues and questions raised by scholars regarding the book of Psalms.
4. identify and explain different approaches taken to interpreting Psalms.
5. recognize the literary artistry of the Psalter as a book of poetry
6. discuss and assess the history of interpretation of the Psalms, including current issues in Psalms studies.

B. Discipline-specific Skills

1. analyze and exegete individual psalms in the Psalter.
2. identify different Psalm types.
2. assess and evaluate various approaches taken to the book of Psalms.
3. critically evaluate commentaries and articles written on the Psalms.
4. use the Psalms in their personal prayer life and in public worship.
5. seek practical ways in which the message of the book of Psalms can be interpreted and applied to the Church today in our contemporary context.

C. Transferable Skills

1. use the available resources for studying the Psalms.
2. foster the ability to communicate effectively in writing and orally by participation in discussion groups.
3. develop critical thinking skills to analyze, evaluate and synthesize a wealth of material.
4. learn self-disciplined study habits and the ability to meet fixed deadlines as set out by the course outline.
5. foster a desire for life-long learning in the study of the Psalter.
6. value and employ the resources of the Psalter for spiritual enrichment and Christian ministry.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

McCann, J. Clinton Jr. *A Theological Introduction to the Book of Psalms: The Psalms as Torah*. Nashville: Abingdon Press, 1993. ISBN #: 0-687-41468-7

Longman III, Tremper. *Psalms*. Tyndale Old Testament Commentaries. Vols. 15–16. Downers Grove: IVP Academic, 2014. ISBN #: 978-0-8308-4285-8

The STEP Bible (a helpful Hebrew and Greek online resource) <https://www.stepbible.org/> Tyndale recommends this 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](#).

B. RECOMMENDED TEXTS

Broyles, Craig C. [Psalms](#). New International Biblical Commentary. Peabody: Hendrickson, 1999.

Davidson, Robert. *The Vitality of Worship: A Commentary on the Book of Psalms*. Grand Rapids: Eerdmans, 1998.

deClaissé-Walford, Nancy L., Rolf A. Jacobson, and Beth Laneel Tanner. *The Book of Psalms*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2014.

Goldingay, John. *Psalms*. Volume 1: Psalms 1-41. Baker Commentary on the Old Testament Wisdom and Psalms. Grand Rapids: Baker Academic, 2006.

Goldingay, John. *Psalms*. Volume 2: Psalms 42-89. Baker Commentary on the Old Testament Wisdom and Psalms. Grand Rapids: Baker Academic, 2007.

Goldingay, John. *Psalms*. Volume 3: Psalms 90-150. Baker Commentary on the Old Testament Wisdom and Psalms. Grand Rapids: Baker Academic, 2008.

C. ASSIGNMENTS AND GRADING

The following written assignments and discussion groups will help foster the skills of critical analysis and exegesis, the ability to evaluate various approaches and perspectives taken to the Psalms, and deepen the student's knowledge of the overall message of the book of Psalms.

1. Devotional Study of the Psalms: due Monday, Oct 21, 2019 (25 % of the final grade).

The student is required to complete a devotional reading of the book of Psalms and write a response to this experience. The student is expected to read through the whole Psalter before October 21 and then write a ten-page reflection paper. This paper should include the following:

- A report that you have completed a prayerful, disciplined, and devotional reading of the entire Psalter.
- Reflections on five Psalms. You must choose five Psalms, not all from the same Psalm type, and write up your personal reflections on them. Why did you choose these five and what impact did they have on you personally? What did you learn from them?
- The final part of your paper should include a response to the whole experience of reading the Psalms devotionally. First, reflect on what impact did this experience have

had on your spiritual journey? How has it shaped your view of the Psalter? How did it affect you intellectually/cognitively, emotionally, and practically? Secondly, how would you convince someone who has never read the Psalms of the importance and value in reading the Psalms devotionally? In doing so, summarize what the book of Psalms is all about with the view of creating an interest in that person to read the Psalms devotionally.

2. Book Review Discussion Groups: (20 % of the final grade).

During the course of the semester the students will read and discuss the textbook by J. Clinton McCann, Jr., *A Theological Introduction to the Book of the Psalms: The Psalms as Torah* in small groups. See below the instructions for the discussion groups. The discussion groups will be held on the following dates: Sept 23, Oct 14, Nov 4 and Nov 18, 2019.

Book Review Discussion Group Instructions

During the course, there will be four in-class discussion times of approximately thirty minutes each. These discussions have five purposes:

- a. to challenge students to develop their critical, thinking skills.
- b. to enable students to improve their skills in developing and expressing theological arguments in a group context.
- c. to empower students to foster ability in leading fellow students in discussion.
- d. to have students take responsibility for their fellow students' education by mutually supporting one another.
- e. to encourage students to listen respectfully to views not their own.

Responsibilities of the student as group participant:

Having read the assigned chapters carefully for the day of the discussion groups, each student in the group should come prepared with some questions arising from their reading as well as some thoughtful reflections on the material. Some possible questions to ponder are: What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with McCann's views and argument? Do you find McCann convincing or are there weaknesses in his arguments? (For example, is the concept of the Psalms as Torah a helpful way to interpret the Psalms, why or why not?) The student can come up with their own questions as well related specifically to each chapter. Each student also needs to report to the group whether they have read all or only some of the assigned chapters for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, each student will assign a participation grade for each member of the group and submit the grade to the teacher by emailing it to her or to her research assistant (grade from zero to five, with five being highest). Base the grade on the following criteria:

- If the student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4.5-5.0 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 4 if the individual has contributed capably with respect to the above two criteria.
- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.
- Has the discussion led to a better understanding of the textbook and to a critical interaction with it? If not, reduce the grade.
- If the student has not completed reading all the chapters assigned for that day, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below.

All grades are confidential (the student may give fraction grades: e.g., 3.7).

Discussion Group Schedule

- **Sept 23, 2019** First Discussion Group: Preface, Intro, Part I: Chapters 1–2, pp. 9–50.
- **Oct 14, 2019** Second Discussion Group: Part II: Chapters 3–4, pp. 53–82.
- **Nov 4, 2019** Third Discussion Group: Part III: Chapters 5–7, pp. 85–124.
- **Nov 18, 2019** Fourth Discussion Group: Part IV: Chapters 8–9, Conclusion and Appendix, pp. 127–179.

3. Exegesis Paper on a Psalm: due Monday, Nov 25, 2019 (worth 40 %). See instructions below.

Instructions for the Exegesis Paper:

Choose one psalm and write 10–14 pages exegesis paper on it. Your paper should include the following (elements):

- Give the psalm a title/name.
- Identify the type or form of the psalm (whether it is a lament, thanksgiving psalm, praise). This is called form-critical analysis.
- Determine the historical background or *Sitz im Leben* (Life Situation) of the psalm if possible. Look for clues in the psalm itself. Is there a superscription which gives clues to its historical context? Look up the biblical reference to which it alludes. Check commentaries for further information on historical background. If there is a psalm

title, how does it contribute to, or influence, the interpretation of the psalm, in comparison to a reading of it without the title?

- Analyze the structure of the psalm. Note any change in speaker or subject. Do an outline of the psalm and explain how the parts fit together to create the whole.
- Do a verse by verse analysis by making observations on each verse.
- Discuss the literary techniques used in the psalm (acrostic, parallelism, strophic patterns, metaphors, similes, etc.).
- Analyze key words or phrases used in the psalm. What do they really mean? How do these significant terms contribute to the structure and the overall message of the psalm?
- Identify the tone or emotions expressed in the psalm (anger, love, comfort). Are there changing emotions in the psalm?
- Canonical analysis. Note the canonical placement of the psalm within the Psalter itself. In which book of the Psalter is it located, and how does it relate to that collection of psalms? Also consider whether the psalm is used anywhere else in the biblical canon (in the Old Testament or/and in the New Testament). If it is, how is the psalm used and understood in its new biblical context? For what purpose is it re-used?
- Discuss the main theological theme or themes in the psalm.
- What does the psalm say about God? List the epithets or names of God in the psalm.
- Are there certain theological traditions or themes alluded to in the psalm (e.g. Exodus, Covenant, Creation theology, Zion theology, etc.) which are found elsewhere in the biblical canon?
- Summarize the essential message of the psalm and its contribution to the overall message of the Psalter.
- Appropriation: How can the psalm be re-appropriated in our contemporary context (both individually and corporately)?

In appropriating the message of the psalm, begin by outlining the perspectives, principles, values, virtues and theological ideals arising from the psalm. What are some general principles or core values which flow out the biblical text? These ideas must flow from the perspective of the psalm's theological purpose in its original, ancient, biblical context. But although these perspectives, principles, values, virtues or theological ideals must arise out of the text, they must reflect relational and theological issues that *transcend the particulars of the biblical context*, and are *more generally true* in the broader biblical perspective of the character of God, and the divine-human relationship. Your perspectives/principles/values/virtues/ideals must be *rooted in the intentional theological outlook and purpose of the psalm* and should have a *relational focus*. They should be rooted in what the psalm says about who God is, about living the life of faith, or about what God is looking for in his relationship with his people, as seen in the psalm. It may also involve the relationship of God's people with one another, with the nations or with the creation, or God's relationship to the nations or to the creation.

Once you have outlined these core values, then recontextualize by considering the question of appropriation in the modern context. What is the contemporary significance of the psalm in your context? Give specific application to your personal

life, in your local congregation's life, and to the community of faith as a whole. Give concrete suggestions and examples and a plan for implementing them.

The paper must be well-researched, properly documented, and include a bibliography of the works consulted and cited. Please use a minimum of seven secondary sources. You may consult class texts, reference works, and other reputable and recent books and journal/periodical articles. However, be sure to use these sources for background and contextual information. Do not simply survey the interpretations of commentators for the passage that you are investigating, but give evidence of having worked through the interpretive issues yourself. When you use commentaries, make sure you interact and dialogue with the commentators, stating whether you agree or disagree with their interpretations and proposals, or demonstrating how they support your interpretation and conclusions.

Please NOTE: Going over the allowable page limit by more than one page (or word count by 350 words) on any of the written assignments may result in a reduction in the grade.

4. Required Reading and Personal Psalm: due Monday, Dec 2, 2019 (worth 15 %).

Along with the study of different topics and individual Psalms in class, the student will be required to read a number of articles or essays on specific topics related to the course, as well as sections from our textbook, the *Psalms* commentary by Tremper Longman III. Each week the student is expected to come prepared to discuss the readings due for that class/week. For each assigned article, the student must write down one thing that struck them about the reading (for example, something they saw in a new light) or a question it raised (in a sentence or two). In each class the student needs to come prepared to share this in class. At the end of the semester, the student will hand in the 1-3 sentences of a new insight or a question for each article along with their completed reading log.

In addition to the articles, you are required to read the *Psalms* commentary by Tremper Longman III on 22 psalms. Of course you can read more if you want but 22 are required for this reading assignment. Sixteen of the psalms you need to read are specifically mentioned in the weekly reading schedule below. For the remaining six psalms you can choose whichever psalms you want to read. At the end of the semester you need to report which psalms from Longman's commentary you read and hand this in as part of your required reading assignment. Unlike for the articles, you do not have to write down something that struck you about the reading or a question for Longman's commentary. You simply need to report that you read them.

The following psalms from the commentary are required reading for certain weeks: Psalms 1, 2, 8, 13, 15, 22, 30, 35, 69, 78, 106, 110, 121, 130, 144, 145. See the reading schedule below when you should read them.

The student will also write a personal psalm as part of the Reading Assignment:

In response to having studied the Psalms, write your own personal psalm. Choose the type of psalm you will write (Lament, Thanksgiving, Hymn of Praise, etc.), and then write in that genre. Put yourself in the shoes of the psalmist and write your prayer. With your personal psalm, identify the type of psalm it is in its title and hand in the psalm as part of your Required Reading Assignment.

Please note that if the student has not completed some of the required readings and written responses, marks will be taken off. This record along with the personal psalm is due on Dec 2, 2019 in class.

Read the all the articles/essays listed below. Most of the following articles and chapters are posted on the Psalms course page. However, some readings are on reserve in the library. These will be noted below:

Reading Schedule:

Introductory issues:

Read before Sept 16, 2019:

Read any two psalms from Longman's commentary, except Psalms 1, 2, 13, 15, 22, 30, 35, 69, 78, 106, 110, 121, 130, 145, which will be read later in the course (as listed above in the instructions).

Walter Brueggemann, "Psalms and the Life of Faith: A Suggested Typology of Function," in *The Psalms and the Life of Faith* (Minneapolis: Fortress Press, 1995), 3–32.

Eugene H. Peterson, "Text," and "Way," in *Answering God: The Psalms As Tools For Prayer* (San Francisco: Harper & Row, 1989), 11–20, 23–32. ON RESERVE IN THE LIBRARY

Introductory Issues continued:

Read before Sept 23, 2019:

Read any two psalms from Longman's commentary except the ones to be read later. See full list above.

Read the "Introduction" (pages 23–54) from the textbook, Tremper Longman III, *Psalms* (TOTC vols. 15–16; Downers Grove: IVP Academic, 2014).

Craig C. Broyles, *Psalms* (New International Biblical Commentary; Peabody: Hendrickson, 1999), 26–31.

First McCann Discussion Group: Read and discuss Preface, Introduction, Part I: Chapters 1–2, pp. 9–50.

Poetry in the Psalms:

Read before Sept 30, 2019:

Read any two psalms from Longman's commentary except the ones to be read later. See full list above.

Christopher Wright, "Getting to know the Psalms," in *How to Preach and Teach the Old Testament for All Its Worth* by Christopher J. H. Wright (Grand Rapids: Zondervan, 2016), 225–245.

Willem A. VanGemeren, "Psalms: 6. Literary Approach to the Psalms," in *The Expositor's Bible Commentary* (Revised Edition; vol. 5; eds. Tremper Longman III and David E. Garland; Grand Rapids: Zondervan, 2008), 48–56.

African Interpretations of the Psalms

Read before Oct 14, 2019:

Read Longman's Commentary on Psalms 1 and 2.

David Tuesday Adamo, "Psalms," in *Global Bible Commentary* (edited by Daniel Patte; Nashville: Abingdon Press, 2004), 151–162.

Grant LeMarquand, "The Bible as Specimen, Talisman, and Dragoman in Africa: A Look at Some African Uses of the Psalms and 1 Corinthians 12–14," *Bulletin for Biblical Research* 22.2 (2012): 189–199.

Second McCann Discussion Group: Read and discuss Part II: Chapters 3–4, pp. 53–82.

Psalms of Lament:

Read before Oct 21, 2019:

Read Longman's Commentary on Psalms 13 and 130.

Walter Brueggemann, "The Costly Loss of Lament," *Journal for the Study of the Old Testament* 36 (1986): 57–71.

Frederico G. Villanueva, "Preaching Lament," in *Reclaiming the Old Testament for Christian Preaching* (eds. Grenville J. R. Kent, Paul J. Kissling and Laurence A. Turner; Downers Grove: InterVarsity, 2010), 64–84.

Devotional Reading of the Psalms Assignment Due

Psalms of Praise and Thanksgiving:

Read before Oct 28, 2019:

Read Longman's Commentary on Psalms 30 and 145.

James Luther Mays, "Praise is Fitting: The Psalms as Instruction in Praise," in *The Lord Reigns: A Theological Handbook to the Psalms* (Louisville: Westminster John Knox Press, 1994), 61–71.

C. S. Lewis, "A Word About Praising," in *Reflections on the Psalms* (London: Geoffrey Bles, 1958), 90–98.

Read before Nov 4, 2019:

Read Longman's commentary on Psalm 15 and 121.

David Starling, "'Who Meditates in His Law': The Psalter and the Hermeneutics of Delight," in *Hermeneutics as Apprenticeship: How the Bible Shapes Our Interpretive Habits and Practices* by David I. Starling (Grand Rapids: Baker Academic, 2016), 23–34.

Third McCann Discussion Group: Read and discuss Part III: Chapters 5–7, pp. 85–124.

Preaching from the Psalms:

Read before Nov 11, 2019:

Read Longman's Commentary on Psalms 78 and 106.

Christopher Wright, "Preaching and Teaching from the Psalms," in *How to Preach and Teach the Old Testament for All Its Worth* by Christopher J. H. Wright (Grand Rapids: Zondervan, 2016), 246–261. ON RESERVE IN THE LIBRARY

Elizabeth Achtemeier, "Preaching from the Psalms," in *Preaching from the Old Testament* (Louisville: Westminster John Knox Press, 1989), 137–163.

The Problem of Vengeance and Imprecation in the Psalms:

Read before Nov 18, 2019:

Read Longman's Commentary on Psalms 35 and 69.

Eugene H. Peterson, "Enemies," in *Answering God: The Psalms As Tools For Prayer* (San Francisco: Harper & Row, 1989), 95–103.

Chalmers Martin, "Imprecations in the Psalms," in *Classical Evangelical Essays* (edited by W. Kaiser; Grand Rapids: Baker Book House), 113–132.

Fourth McCann Discussion Group: Read and discuss Part IV: Chapters 8–9, Conclusion and Appendix, pp. 127–179.

Read before Nov 25, 2019:

Read Longman’s Commentary on Psalms 8 and 144.

Exegesis Paper due

Messianic Interpretation of the Psalms:

Read before Dec 2, 2019:

Read Longman’s Commentary on Psalms 22 and 110.

Bruce K. Waltke, “A Canonical Process Approach to the Psalms,” in *Tradition and Testament: Essays in Honor of Charles Lee Feinberg* (eds. John S. Feinberg and Paul D. Feinberg; Chicago: Moody Press, 1981), 3–18.

Walter C. Kaiser, “The Messiah in the Psalms (Part 1 & 2),” in *The Messiah in the Old Testament* (Grand Rapids: Zondervan, 1995), 92–135 (92–110, 111–135). ON RESERVE IN THE LIBRARY.

Required Reading Assignment and Personal Psalm due

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Devotional Study of the Psalms	25 %
Book Review Discussion Groups	20 %
Exegesis Paper on a Psalm	40 %
Required Reading and Personal Psalm	15 %
Total Grade =	100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

Accuracy (a fair and accurate presentation of scholarly judgment on the issues) – Is what I say correct? Is it valid? Have I understood the topic or question?

Critical Analysis – Have I understood the main issues? Have I done sufficient research on the topic? Does my paper show critical reflection, interaction and dialogue with the biblical text and with authors writing on the subject?

Organization – Does my paper follow a clear outline? Does my paper have a thesis statement? Is there a clear progression and development of an idea or an argument in the paper? Does my argument have a meaningful order?

Clarity – Does what I say make sense? Will others clearly understand what I am seeking to express?

Good Grammar and Writing – Is my paper clean of spelling mistakes? Is the text punctuated correctly? Does the sentence structure consistently adhere to basic rules of good grammar? Do I use inclusive language?

Well Documented (thorough) – Is my work complete? Does my bibliography reflect sufficient research. Have I fully and accurately documented where I have relied upon the work of others? Have I provided complete information about my research sources? Will others be able to locate these sources on the strength of my documentation?

2. Matters of Style

You should submit written work in a style consistent with either the model outlined in [The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies](#) (P. H. Alexander, et al, eds. Peabody: Hendrickson, 1999; 2nd ed. Atlanta: SBL Press, 2014) or the Chicago Manual of Style Online. (Footnotes are preferred). 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](#).

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straight-forward style of academic prose (cf. the guidelines in Strunk and White, [Elements of Style](#)). Written work ought to betray clear organization, argument and coherent thought. The use of inclusive language is expected.

The title page for all written work ought to include the following:

The title of the paper, name of the course, name of the professor, date of submission, and your name.

Students are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

3. 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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

In all work, you are obliged to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. Plagiarism, by definition, is the use of the work of another person without proper acknowledgement. Examples of plagiarism include (but are not limited to) the following: copying a sentence or part of a sentence from a book or article without using quotation marks and citing the source; rephrasing another person's words without giving credit for the idea that you have borrowed by citing the source; copying the work of someone else and handing it in as your own. It is assumed that each assignment required for this course will be written independently. Please note that plagiarism in any form on any assignment will automatically result in a grade of "F" for the assignment with no opportunity for resubmission.

4. Late Assignments

The assumption is, of course, that all written work will be submitted on and before the corresponding due dates. Should this not occur, the following policy shall govern the evaluation of your work. For every week late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy work load, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the professor explaining the reason why the extension is needed. Such requests need to be submitted prior to the due date.

All assignments must be handed in by the last day of exams (Dec 13, 2019). No assignments will be accepted after that date, unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar and not to the professor.

5. Criteria for the Evaluation of Written Work

Your work will be evaluated on whether you answered the specific questions given and whether you followed the general guidelines for submitting written work. For example, the evaluation of your exegesis paper will be based on whether you followed the specific instructions for doing the exegesis paper.

6. Submission of Written Work

Students are required to retain a copy of all assignments (hard copy or electronic version). If a student wishes to submit written work by mail, they must be mailed directed to the Professor, c/o Tyndale Seminary. Alternatively, work may be given directly to the Professor in class on the due date. If the student wishes to have all written work returned to them (after the semester is over), they must submit the written work with a stamped, self-addressed envelope. Otherwise assignments will be returned to the main Tyndale reception and the student can pick them from the receptionist.

G. 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

Sept 9	Introduction to the Psalter The Origin and Function of the Psalms
Sept 16	The Canonical Shape of the Psalter
Sept 23	The Psalms and David

Sept 30	Psalms Titles and Technical Musical Terms Types of Psalms
Oct 7	Thanksgiving: NO CLASS
Oct 14	Psalms 1 and 2: Introduction to the Psalter
Oct 21	Psalms of Lament
Oct 28	Psalms of Praise and Thanksgiving
Nov 4	Liturgical Psalms
Nov 11	Historical Psalms
Nov 18	The Problem of Vengeance and Imprecation in the Psalms
Nov 25	Psalm 8: What is a human being?
Dec 2	Jesus Christ and the Psalms: Messianic Interpretation of the Psalms

V. SELECT BIBLIOGRAPHY:

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

See Tremper Longman III's bibliography in *Psalms*, pp. 15–22, and J. Clinton McCann, Jr.'s Notes in *A Theological Introduction to the Book of Psalms*, pp. 182–94.