

# PSALMS

(updated 8/23/11)

**OT 538 E/H (3 hrs. credit)**  
**Fall 2011, Tuesdays 2:00-4:45 PM, Room B212**

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## WEBSITES:

Professor's website: <http://www.leeroymartin.com>

Seminary website: <http://www.ptseminary.edu/>

## COURSE DESCRIPTION:

The book of Psalms is studied from the perspective of Pentecostal faith and ministry. Prime attention is given to the literary features and theological import of both the book and individual, representative psalms. Key matters of scholarly debate, historical background, authorship, sociological context, etc., are also addressed. Study of selected psalms is pursued inductively and is informed by scholarly resources, corporate interaction, and spiritual discernment.

## COURSE TEXTS:

James L. Mays, *Psalms*. Interpretation Commentary Series (Louisville: John Knox, 1994). ISBN 9780804231152.

Walter Brueggemann, *The Message of the Psalms: A Theological Commentary*. Augsburg Old Testament Series. Augsburg, 1984. ISBN 9780806621203

## COURSE LEARNING OUTCOMES

1. In this course we will experience and give priority to encounter with God through His Word, particularly the book of Psalms.
2. As a result of this course students will be able to demonstrate knowledge of the Word of God by showing familiarity with the structure, content, theological emphases, canonical context, and Pentecostal context of the book of Psalms.
3. As a result of this course students will be able to rightly divide (interpret/discern) the Word of God, in particular the book of Psalms, by means of a Pentecostal approach to Scripture that utilizes critical appropriation of spiritual and academic resources.
4. This course will enable students to practice and foster community of faith relationships around the Word of God, specifically around the book of Psalms.
5. As a result of this course students will be able to bring a knowledge of the book of Psalms to bear upon Pentecostal faith and practice.
6. As a result of this course students will be able to produce ministry of the Word, specifically of the book of Psalms, through writing, speaking, and enacting the Word in relation to various gifts of ministry.
7. This course will facilitate the students' ability to discern the Spirit of the Word that attends the Word of the Spirit through reverential recognition and response to the presence and voice of the Holy Spirit in and through the book of Psalms, assessed in the context of Pentecostal community.
8. This course will further the students' growth as persons of the Word by ingesting the Word, specifically the book of Psalms, to the point that it is embodied in their life and witness.

**COURSE REQUIREMENTS:**

1. **Course Participation and Reflection/Response.** Students are expected to participate in course sessions not only through regular attendance but also through weekly preparations, contributions in class discussions, and theological reflection on the biblical text. Each week the student should select one of the assigned Psalms and write a Reflection/Response paper according to the instructions below.
2. **An Exposition Paper** on a selected psalm from the book of Psalms. This exposition should be 10-15 pages, typed and double-spaced with formal documentation of all sources cited. Due at the beginning of the last class session. 50 % of course grade.
3. **(English Credit) A Bibliographic Report** that includes a one-page critical review for each of three selected journal articles on Psalms that you found to be noteworthy. 25 % of course grade. Due at the beginning of the eleventh class session.
4. **(Hebrew Credit) A Translation Assignment and Weekly quizzes** (from *Biblia Hebraica Stuttgartensia*) for each person taking the course for Hebrew credit. The translation assignments will be due weekly. 25 % of course grade.

**COURSE SCHEDULE AND OUTLINE**

1. Aug. 23	Introduction	Course Syllabus
2. Aug. 30	Psalms 1, 2 & 8	Martin, "Delight in the Torah"
3. Sept. 6	Psalms 13, 19 & 22	Textbooks and Other Resources
4. Sept. 13	Psalms 24, 40 & 49	Textbooks and Other Resources
5. Sept. 20	Psalms 51, 63 & 69	Textbooks and Other Resources
6. Sept. 27	Psalms 72, 73 & 77	Textbooks and Other Resources
Oct. 3-5	<i>Fall Break</i>	
7. Oct. 11	Psalms 89, 90 & 91	Textbooks and Other Resources
8. Oct. 18	Psalms 100, 103 & 105	Textbooks and Other Resources
9. Oct. 25	Psalms 106, 107 & 113	Textbooks and Other Resources
10. Nov. 1	Psalms 121, 127 & 133	Textbooks and Other Resources
11. Nov. 8	Psalms 136, 137 & 139	Textbooks and Other Resources <i>(Bibliographic Report due)</i>
12. Nov. 15	Psalms 143, 146 & 150	Textbooks and Other Resources
13. Nov. 22	<i>(Exposition Paper due)</i>	
Nov. 29-Dec. 2	<i>Reading Week</i>	
Dec. 2	<i>Reflection/Response assignments due</i>	

**Format of the Class Sessions**

1. Reviewing the context (canonical & historical)
2. Hearing the Psalm
3. Verbalizing initial responses (affective, theological, practical). What leaps out at you?
4. Outlining the structure  
(What is the structure or the apparent divisions and subdivisions of the Psalm? What distinguishes these parts? What holds them together? What is the progression, development, climax, focal point, etc.?)
  - a. verses and strophes (parallelism)
  - b. movements: speakers, change of topic, etc.
  - c. form criticism (Psalm type)
5. Examining figures of speech/rhetorical devices. How do they impact the hearer and help to form the message?  
(What are the prominent themes, words, repetitions, contrasts, symbolisms, etc., and how do they function in the passage? What is the perspective, style, mood, etc.?)

6. Observing contextual connections.  
(How does the Psalm reflect, respond, or relate to the surrounding Psalms? To the book of Psalms as a whole? To the surrounding historical and sociological situations that we noted previously? To the themes, patterns, and traditions found elsewhere in the Old Testament and in the ancient world?)
7. Placing this Psalm in the Pentecostal context (the life of faith and worship)  
(In light of the foregoing considerations, how is life informed, formed, or transformed by this passage? What response is being called for? How might this passage be speaking beyond its own day even unto our own?)
  - a. orientation, disorientation, or reorientation?
  - b. Discerning the Spirit of worship in this Psalm

Absences: In light of the fact that we will not be giving a final exam, students may be inclined to avoid a class or two in order to work on term papers and other assignments. This behavior is not acceptable. Since a major portion of the course grade depends upon the reflection journal/class participation, any unexcused absence will result in a lowering of this grading component. **I RESERVE THE RIGHT, SHOULD STUDENTS HABITUALLY FAIL TO ATTEND CLASS PREPARED, TO INSTITUTE A COMPREHENSIVE FINAL EXAM.**

Please take note of the following policy concerning incompletes:

***An Incomplete is not lightly given.*** It is designed for the rare occasion when the student has been seriously ill or suffered some other hardship beyond one's control (procrastination is not an acceptable reason). Permission to receive an "I" must be requested on forms which are available in the Academic Dean's office and must be approved by the respective teacher and the Academic Dean, ***not later than the last regularly scheduled day of class.*** Under extraordinary circumstances beyond the student's control, the student may apply to the Academic Dean and the instructor and with their approval register for an incomplete and pay the appropriate fee. **Application must be made within one month from the end of the course.**

If the "I" is not removed by one year from the date of enrollment in the course, it becomes an "F". **The student will then need to repeat the course.** No "F" resulting from an "I" may be changed to a passing grade. In such cases the course must be repeated to attain a passing grade and/or academic credit for the course. No "F" resulting from the failure to file for an incomplete may be changed to a passing grade.

In order for this instructor to give permission for taking an Incomplete, the following terms must be met:

1. The request must be based on an emergency which developed at a time and for a length of time that it interrupted work already in progress.
2. The student must describe the nature of the emergency. Matters of a private nature will be received as confidential material.
3. The student must present to the instructor the work that has already been completed. The instructor will evaluate the work in relation to the request.
4. The student must propose a completion date.
5. If the student does not submit the required work on the agreed upon date of completion, a grade of zero for that assignment will be entered on the student's record.

### **Grading System (exerpted from the Seminary Catalog)**

Factors considered in assessing work and assigning grades:

1. Information Gained - demonstration of useable knowledge of pertinent data, accurately assembled and organized (to include: terms, ideas, theories, dates, names, events, people, places, institutions, processes, documents, etc.).
2. Ability to use Methodology - demonstration of ability to use advantageously the tools and resources of that particular discipline in a way that is fruitful for that course.
3. Ability to Communicate - demonstration of ability to organize and communicate material pertinent to that subject area, including written and, where applicable, verbal skills.
4. Evidence of Originality - demonstration of fresh and new insights into the subject matter and/or its methodology and application.

### **Details of Grading System:**

The Church of God Theological Seminary uses letter grades. They are to be interpreted by the following guidelines:

**A = EXCELLENT** - represents a high level of information gained, ability to use methodology, ability to communicate and evidence of originality.

**B = ABOVE AVERAGE** - represents an above-average grasp of the information and methodology, a commensurate ability to communicate, an industrious attitude and thoroughness.

**C = AVERAGE** - represents acceptable work, but tends to be mechanical and lacking in originality and depth. It may reflect a lack of concern to excel or ability to demonstrate insight into material studied.

**D = BELOW AVERAGE** - represents unsatisfactory achievement in all areas! but is passing.

**F = UNACCEPTABLE** - represents work that fails to meet the requirements for a seminary course or failure of the student to file for an incomplete. If the course is repeated and successfully passed the new grade, rather than the "F", will be used in calculating the student's G.P.A. and the first course will be expunged from the transcript. **The course must be repeated if it is over a year old and the grade received was an "F".**

### **GUIDELINES FOR REFLECTION AND RESPONSE ASSIGNMENTS**

**BASIC INSTRUCTIONS:** Reflection on the biblical text should focus on two questions. 1) How do we measure ourselves as God's people/person in the light of the passage under consideration? 2) How do we correct ourselves in the light of the biblical text? The reflection-response should be broad enough to communicate to all Pentecostal Christians, regardless of their cultural contexts. These reflection-response sections should not "sermonize" on the text, but rather through the use of questions and/or thought provoking statements, lead others to engage the biblical text as "living word". These critical reflective statements and questions should lead believers to respond faithfully to the word.

**FORMAT:** Your reflection section should begin with a short paragraph that summarizes a major theme found in the biblical passage. Based on your understanding of the passage, you should next ask at least four questions that bring the text to bear upon the Church and the Christian life. The response section should suggest at least four ways that believers can bring their lives into conformity with the text.

**EXAMPLES:** Below is an example of my reflection-response on Jonah 1-2. You may also want to read the examples from the commentary on 1 John by Dr. John Christopher Thomas.

Reflection and Response—Jonah 1-2

*Reflection*

The stubborn refusal of Jonah to carry out his prophetic mission registers the theme of human resistance to the will of God. The greatest enigma of this first half of the book is the underlying motivation for Jonah's flight. We can surmise from Jonah's persistent silence that he considers argument with God futile. He would know that Moses, Elijah and other prophets who chose to dispute the wisdom of their call were unable to evade the will of God. The fact that Jonah chooses to run is evidence of the seriousness of the prophetic call. Those who have truly encountered God must take God seriously. A prophet cannot pretend that the call and command of God do not exist. God is a real presence whose word demands a response; and Jonah's response was to flee. Like Jonah, Pentecostals carry with them the constant conviction that the word of God really matters, that God is present, and that God demands our full attention. Jonah is right to take God seriously.

In reflecting on Jonah's prophetic story, we should remember that the Church is a community of prophets (Joel 2.28; Acts 2.16-18). By what means does the 'word of the Lord' continue to challenge the Church? In what ways does the Church function as a prophetic voice in the world? In our present context, surrounded by competing voices and alternative notions of reality, how important is it that the Church give preeminence to God and his Word? What is the attitude of the Church toward the Great Commission? Are there churches that might be judged as disregarding the divine commission? How do we make such a judgment? How does God respond to corporate disobedience? How does God discipline a disobedient Church?

As a means of facilitating our individual response to Jonah's story, we might consider the following questions: In what ways have I encountered the call of God? What is my attitude toward the word of God? Has God challenged me to a specific task that I have resisted? In what ways has my disobedience negatively affected my family and my Church? Have I run from God, avoiding his presence? Do I take God seriously? Have I repented over my disobedience? When God disciplines me, what are the 'big storms' and 'big fish' that he uses to get my attention? Are there ways that I can encourage other brothers and sisters to joyfully obey the call of God?

### *Response*

Among other possibilities, I suggest the following responses to Jonah 1-2:

First, identify any specific directives from God that you have refused to fulfill, perhaps making a written list. Repent of your disobedience.

Second, respond obediently and joyfully to God's Word, even when it challenges you to actions that are difficult and unexpected.

Third, engage in mutual encouragement and prayer with other Christians about the mission of the Church and the prophetic ministry of the body of Christ.

Fourth, in prayer and worship give thanks for the faithfulness of God, who persistently pursues his rebellious servants and saves them from their stubborn ways.

## **INSTRUCTIONS FOR TERM PAPER**

### **FORM**

1. This paper should conform to the standard research paper format as found in Kate L. Turabian's guide: [A Manual for Writers of Term Papers, Theses, and Dissertations](#) (use latest edition).
2. The bibliography must include at least three Old Testament Introductions, ten commentaries, and five journal articles. Monographs should be consulted if they relate to your passage or topic. These categories must be listed separately in the bibliography. Developing your bibliography should prove to be painless, considering the extensive bibliography that I have provided for you.
3. Footnotes must be placed at the bottom of the page. You must adhere to the guidelines given below as regards footnoting and quoting. Furthermore, due to the concise nature of this paper, direct quotes should be used sparingly. In following a source, you should instead rely primarily upon summarization and paraphrase.

4. Use 12 point type, with a left margin of one and one-half inches and the other three margins of one inch.
5. The finished paper must include the following parts, in this order:
  - Title Page
  - Table of Contents
  - Body of the paper
  - BibliographySamples of these pages are found below.
6. Please keep a copy of your work in case your paper is accidentally lost.
7. Limited use of "Liquid Paper" correction fluid is acceptable, but make it neat.
8. Do NOT put your paper in a binder of any kind. Use one staple in the upper left corner.

## CONTENT

This paper calls for the student to choose a specific Psalm and present a detailed analysis.

### Analysis of a Specific Passage.

The paper should have an introduction, body, conclusion, and bibliography.

A. Although the outline of your paper may follow the structure of the Psalm that you are studying, the analysis should pay attention especially to the following 3 concerns:

1. Literary Features: What is the structure or the apparent divisions and subdivisions of the passage? What distinguishes these parts? What holds them together? What are the prominent themes, words, repetitions, contrasts, symbolisms, etc., and how do they function in the passage? What is the perspective, style, mood, etc.? What is the progression, development, climax, focal point, etc.?
2. Contextual Factors: How does the passage reflect, respond, or relate to the surrounding verses and chapters? To the book as a whole? To the surrounding historical and sociological situations? To the themes, patterns, and traditions found elsewhere in the Old Testament and in the ancient world?
3. Theological Function: In light of the foregoing considerations, how is life informed, formed, or transformed by this passage? What audience is being addressed? What response is being called for? How might this passage be speaking beyond its own day even unto our own?

B. This analysis should be attempted on your own before turning to research sources. Then you should seek help in 1) commentaries (see below) , 2) other books (see library catalog), and 3) available periodical articles (see ATLA index).

C. This analysis will be evaluated in terms of how well it shows 1) balanced and persuasive interpretation of the passage, 2) integration of your insight with that of recognized scholarship, and 3) clarity and coherence of discussion.

D. The structure of your analysis (the body of the paper) should follow the structure of the biblical text itself.

E. Hebrew and Greek words may be typed or hand printed. English students may use transliterations.

### F. Additional Instructions for **Hebrew students**.

- (1) Include an appendix with parsing sheets covering the entire passage.
- (2) It is not necessary to discuss every Hebrew word and phrase in the body of your paper. However, you must demonstrate that you have done a thorough study of the Hebrew text (see resources below).

## II. Preaching or Teaching Outline (1-2 pages)

A. *Purpose*: One of the core practices of the Seminary is "Witness", and one of the Student Learning Outcomes for this course calls for the student to be able to communicate the message of the Bible. Your writing of the paper demonstrates your ability to communication to the academic audience.

Although the Seminary's courses in preaching and teaching are designed to be the primary context where students bridge the gap between academic and practical writing, your preaching /teaching outline should demonstrate your ability to communicate to the the local church audience.

B. *Method*: The preaching/teaching outline should embody a practical approach that exemplifies your own vision for communicating the message of the passage you have studied.

C. *Structure*: The preaching/teaching outline should include the following elements:

Title, Scripture Reference, Introductory statement (1 or 2 sentences),

Thesis statement,

Main points (and sub-points if desired) accompanied by concise sentences that encapsulate each point,

Concluding statement (1 or 2 sentences),

Statement of Desired Outcome (what you hope your hearers will do in response to your preaching).

## GUIDELINES FOR USING FOOTNOTES AND QUOTATIONS

1. Footnotes should be used whenever you employ an idea or words which belong to someone else. A footnote may also be used to certify a given fact or statistic or to give an editorial word of explanation.
2. A footnote must be used immediately after the quotation, statement, or word which you wish to document. A footnote refers only to the statement or word it follows. It cannot be made to refer at the same time to previous sentences in the same paragraph or previous paragraphs, unless all the material lies within the same direct quotation.
3. Any time you duplicate the words of another in the same sequence, even if it is only a short phrase within a sentence, you are quoting. You must designate this as a quotation. Footnoting is mandatory, but footnoting alone does not designate a quotation. There are two ways of designating a quotation, as the following two statements indicate and illustrate. As I have said many times before, "Quotations less than four lines long are so designated by being placed within quotation marks." Furthermore, quotations four lines long or longer are so designated by being placed in an indented, single-spaced block. When this is done, quotation marks should not be used.
4. It is important to introduce a quotation in order to avoid confusing or distorting the context of the quoted author. This is usually done with such phrases as "according to X" or "X says."
5. Quotations should always serve the paper and should not include material which is not germane to the immediate argument.
6. Too much quoting, especially from the same source, will cause you to be overdependent on your sources and unable to synthesize your research into an organized and logical presentation of your own making.
7. Violation of these guidelines will result in penalty reduction of your grade.

### **TERM PAPER EVALUATION CRITERIA**

Your term paper will be graded based upon the categories of research, originality, integration, organization, and style.

#### **The Grade of "A" will be given to your paper if it meets the following qualities:**

You have followed the instructions found in the syllabus for the course. Your research shows that you have consulted sources of both high quality and quantity, with excellent documentation. You have accurately and thoroughly presented the important critical issues.

Your paper demonstrates creativity, insight, and cogency. You have fresh, new insights into the subject, the methodology, and the application. This appears to be YOUR paper.

Your work is an excellent example of integration, critical thinking, and the blending of research with your own independent ideas. You show very good interaction with your sources. Your critical thinking is apparent. You have integrated the results of your research with your own ideas.

The structure of your paper is excellent. It is clear and logical, and your thesis is well supported. Your organization of the paper fits the topic very well.

Your English prose is well polished, with superior style and vocabulary. You use excellent transitions and summaries. Finally, you have produced a superior, professional looking paper, with superb analysis and evaluation. Virtually no weaknesses are visible.

#### **The Grade of "B" will be given to your paper if it meets the following qualities:**

You have followed most of the instructions found in the syllabus for the course. Your research shows a good use of sources of some quality. Perhaps more or better sources could have been used, or you overlooked some important questions. You do not seem to be fully aware of critical issues.

Your paper demonstrates some creativity. Your insights are good but not outstanding. It appears that you could have given a bit more thought to the topic.

You have not shown enough interaction with sources. However, some critical thinking is evident. More evidence of integration (the blending of research with your own ideas) is needed.

The structure of your paper is good, but not excellent. It is coherent, but no striking insights are developed.

Your paper shows good English prose for seminary work. Major problems are not apparent in your writing style, but there is room for improvement as you gain experience.

Finally, you have produced a good paper that includes above average analysis and evaluation. Only a few weaknesses are apparent. You should do well in Seminary work, and I believe that you can move up to a higher level as you gain more experience in research and writing.

#### **The Grade of "C" will be given to your paper if it meets the following qualities:**

You may not have followed the instructions found in the syllabus for the course. Your research shows that your use of reference material is no more than adequate for the assignment. You need to work on your skills in research and the use of the library. You are not aware of the scholarly issues surrounding your topic.

Your paper demonstrates little evidence of insight, and the content is somewhat lacking in originality. Invest more time in your own study of the topic.

You show some interaction with sources. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is acceptable, but needs improvement.

Your writing style shows some flaws and needs to be improved. Please focus some of your time and attention on improving your writing. Finally, you have produced a paper with some good qualities, but with several obvious imperfections. I believe that you can move up to a higher level as you gain more experience in research and writing.

#### **The Grade of "D" will be given to your paper if it meets the following qualities:**

You probably did not follow the instructions found in the syllabus for the course. Your research appears to be inadequate for acceptable seminary work. You need to learn how to find sources and/or how to document them.

Your paper demonstrates very little evidence of originality. Have you thought about this topic at all?

You show very little interaction with sources and little integration with critical scholarship. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is not clear, and your thoughts are not well organized. Please spend more time thinking through your presentation.

Your writing style shows many errors, such as sentence fragments, comma faults, misspelled words, and other such grammatical problems. Finally, for whatever reason, you have produced a weak paper with many imperfections. However, you should not get discouraged. This paper should serve as a learning experience for you, and you can improve your research and writing skills if you will work at it.

### STEP-BY-STEP GUIDE TO WRITING YOUR PAPER

1. Choose the Psalm that you will study.
2. Read the Psalm several times and record your observations.
3. Read the OT introductions and commentary introductions to gain an understanding of the biblical book as a whole.
4. Collect books and journal articles.
5. Create a provisional plan for your paper.
6. Read the commentaries, books, and articles, making notes of important ideas, especially as they relate to your own observations.
7. Revise your plan for the paper. Locate any sources that may clarify any questionable issues in the text.
8. Write the paper, integrating and interacting with the relevant sources that you have consulted.
9. Revise and proofread the paper.

### ACCEPTABLE COMMENTARIES ON THE BOOK OF PSALMS

These are the commentaries that you may use when writing your research paper. Any other commentary must be approved by the professor.

Allen, Leslie C., *Psalms 101-150* (Word Biblical Commentary; v. 21; Waco, Tex.: Word Books, 1983).

Anderson, A. A., *The Book of Psalms* (New century Bible Commentary; Grand Rapids, Mich.: Eerdmans, 1981).

Briggs, Charles A., and Emilie Grace Briggs, *A Critical and Exegetical Commentary on the Book of Psalms* (International Critical Commentary on the Holy Scriptures of the Old and New Testaments; v. 15; Edinburgh,: T. & T. Clark, 1906).

Broyles, Craig C., *Psalms* (New International Biblical Commentary. Old Testament Series; 11; Peabody, Mass.: Hendrickson, 1999).

Brueggemann, Walter, *The Message of the Psalms: A theological Commentary* (Augsburg Old Testament studies; Minneapolis: Augsburg Pub. House, 1984).

Craigie, Peter C., *Psalms 1-50* (Word Biblical Commentary; v. 19; Waco, Tex.: Word Books, 1983).

Eaton, J. H., *The psalms: A historical and spiritual Commentary with an Introduction and New Translation* (London: T & T Clark International, 2003).

Hossfeld, Frank-Lothar, et al., *Psalms 2: A Commentary on Psalms 51-100* (Hermeneia--a Critical and historical Commentary on the Bible; Minneapolis: Fortress Press, 2005).

Kidner, Derek, *Psalms 1-72: An Introduction and Commentary on Books I and II of the Psalms* (Tyndale Old Testament Commentaries; London: Inter-Varsity Press, 1973).

\_\_\_\_\_, *Psalms 73-150: A Commentary on Books III-V of the Psalms* (London: Inter-Varsity Press, 1975).

Kraus, Hans-Joachim, *Psalms: A Commentary* (Minneapolis: Augsburg Pub. House, 1988).

Limburg, James, *Psalms* (Westminster Bible Companion; Louisville, Ky.: Westminster John Knox Press, 1st edn, 2000).

Mays, James Luther, *Psalms* (Interpretation, A Bible Commentary for teaching and Preaching; Louisville: John Knox Press, 1994).

Rogerson, J. W., and J. W. McKay, *Psalms* (3 vols.; Cambridge; New York: Cambridge University Press, 1977).

Schaefer, Konrad, and David W. Cotter, *Psalms* (Berit Olam; Collegeville, Minn.: Liturgical Press, 2001).

Tate, Marvin E., *Psalms 51-100* (Word Biblical Commentary; v. 20; Dallas, Tex.: Word Books, 1990).

Terrien, Samuel L., *The Psalms: Strophic Structure and Theological Commentary* (Eerdmans Critical Commentary; Grand Rapids, Mich.: William B. Eerdmans Pub., 2003).

Weiser, Artur, *The Psalms, A Commentary* (Philadelphia,: Westminster Press, 1962).

Wilcock, Michael, *The Message of Psalms: Songs for the People of God* (Bible Speaks Today; 2 vols.; Downers Grove, Ill.: InterVarsity Press, 2001).

You may not use older commentaries such as Martin Luther, John Calvin, Matthew Henry, John Wesley, Adam Clarke, Albert Barnes, etc. except in relation to the history of effect or history of interpretation. You may not use homiletical commentaries such as Spurgeon, Parker, Pulpit Commentary, Biblical Illustrator, etc. except in relation to your sermon outline.

## RESOURCES FOR HEBREW EXEGESIS

### *Parsing Guides*

Davidson, B. Analytical Hebrew-Chaldee Lexicon (Peabody, MA: Hendrickson Publishers). ISBN: 0913573035. Hebrew words are listed in alphabetical order.

Owens, John Joseph, Analytical Key to the Old Testament (4 Vols., Grand Rapids: Baker Academic Books). ISBN for Volume 1: 0801067146. Every verse in the Hebrew Bible is analyzed word-by-word.

### *Concordances*

Strong, James. The New Strong's Concordance (Nashville: Thomas Nelson Publishers, 1996). The index assigns a number to each Hebrew word, and that number can be used to locate the Hebrew word in other reference works listed below.

Wigram, George (ed.), The New Englishman's Hebrew Concordance. Hendrickson Publishers, 1996. This book lists the biblical verses where each Hebrew word appears. Words are organized according to the Strong's Concordance numbers. ISBN: 1565632087.

Even-Shoshan, Abraham. A New Concordance of the Old Testament (Jerusalem: Kiryat Sefer, 1989). This work includes definitions in modern Hebrew.

### *Lexicons and Word Books*

Botterweck, G. Johannes, and Helmer Ringgren. Theological Dictionary of the Old Testament (Grand Rapids: Eerdmans, 1974-).

Clines, David. Dictionary of Classical Hebrew (Sheffield: Sheffield Academic Press, 1993-).

Gesenius, The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon (Peabody, MA: Hendrickson Publishers, 1979). Hebrew words are identified with Strong's Concordance numbers. ISBN: 1565632060.

Harris, R. Laird, Gleason Archer, and Bruce Waltke (eds.), Theological Wordbook of the Old Testament (2 Vols.; Chicago: Moody Press, 1980). ISBN: 0802486495. Includes English index and Strong's numbers. This is a very good work with in-depth discussions of the Hebrew words, yet it is quite easy to understand.

Holladay, William, ed. A Concise Hebrew and Aramaic Lexicon of the Old Testament (Grand Rapids: Eerdmans, 1988).

Jenni, Ernst and Claus Westermann, eds. Theological Lexicon of the OT (3 Vols.; Peabody, MA: Hendrickson Publishers, 1997).

Kittel, Gerhard. Theological Dictionary of the New Testament (10 Vols.; Grand Rapids: Eerdmans, 1964). Contains a large amount of Hebrew information.

Köhler, Ludwig, *The Hebrew and Aramaic Lexicon of the Old Testament* (2 vols.; Leiden: E. J. Brill, Study edn, 2001).

VanGemeren, Willem A., ed. *New International Dictionary of Old Testament Theology and Exegesis* (5 Vols.; Grand Rapids: Zondervan, 1997).

#### *Grammar and Syntax*

Gesenius, Wilhelm. *Hebrew Grammar* (Edited by E. Kautzsch. Translated by A. E. Cowley. Oxford: Clarendon Press, 1910). ISBN: 0198154062.

Jöüon, Paul. *A Grammar of Biblical Hebrew* (2 Vols. Translated and Revised by T. Muraoka. Reprint of first edition with corrections. Subsidia Biblica-14/II. Rome: Editrice Pontificio Instituto Biblico, 1993).

Waltke, Bruce K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax* (Winona Lake, Ind.: Eisenbrauns Pub., 1990).

Williams, Ronald J. *Hebrew Syntax: An Outline* (2d ed. Toronto: University of Toronto Press, 1976).

#### *Computer Software for Bible Study*

##### BibleWorks

The best computer software for Bible study in the Hebrew and Greek is Bibleworks. It includes numerous Bible versions, other helpful works, and several of the books listed above including the Brown-Driver-Briggs Lexicon, The Theological Wordbook of the OT, and Gesenius' Hebrew Grammar.

##### LOGOS Bible Software

Another excellent software package for Bible study is the Logos system. A package is available that includes several Bible translations and dictionaries.

##### QuickVerse

Quickverse offers a package that is quite similar to Logos.

#### FREE BIBLE SOFTWARE

The eSword software may be downloaded freely from the internet.

<http://www.e-sword.net/index.html>

#### **TRANSLATION ASSIGNMENT FOR HEBREW STUDENTS**

Translate the following passages from the book of Psalms and parse the verb forms (you may want to use the Hebrew worksheet but it is not required). Weekly quizzes will come from these passages.

Due	Psalms text (verse numbers refer to the Hebrew text)
Week 2	Psalms 13
Week 3	Psalms 42.1-6
Week 4	Psalms 51.1-8
Week 5	Psalms 72.1-11
Week 6	Psalms 88.1-10
Week 7	Psalms 91.1-13
Week 8	Psalms 103.1-5
Week 9	Psalms 107.1-9
Week 10	Psalms 127
Week 11	Psalms 137.1-6
Week 12	Psalms 146

Hebrew students may want to listen to the Hebrew text each week. You can download mp3 files of the Psalms at [http://www.aoal.org/hebrew\\_audiobible.htm#Psalms](http://www.aoal.org/hebrew_audiobible.htm#Psalms).

**ONLINE RESOURCES FOR RESEARCH AND WRITING:**

Purdue University Writing Lab:

<http://owl.english.purdue.edu/owl/resource/545/01/>

Especially all nine pages under "General Academic Writing"

<http://owl.english.purdue.edu/owl/resource/589/01/>

Strunk and White, Elements of Style

<http://www.bartleby.com/141>

Critical Thinking Resources

<http://www.criticalthinking.org/estore/bookstore.cfm/>