



## Course Syllabus

### Section 1: Course Information

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#### **Format**

Eight weeks.

#### **Course ID**

BIOT 3123

#### **Course Title**

Hebrew Poetry

#### **College**

College of Unrestricted Education – Department of Ministry and Theology

#### **Prerequisites**

None

#### **Credit Hours**

3

#### **Instructor**

See the online course in MyFire for instructor contact information and availability.



## **Course Description**

A study of poetry in the Old Testament with special emphasis given to Psalms and Song of Solomon. There will also be an analysis of the rhythm of thought and parallelism characteristic of Hebrew Poetry.

## **Course Overview**

This course introduces students to Hebrew Poetry by focusing on the books of Psalms and Song of Songs. The course content includes introductions to these two books of the Old Testament, characteristics of Hebrew poetry, and a broad overview of major theological themes found in the Psalms and Song of Songs. Students will learn the material through readings, discussion forums, course teaching, and projects.

## **SEU Mission and Vision Statements**

### **Mission Statement**

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

### **Vision Statement**

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences and the discipline of



spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

In addition to our mission and vision statement, we hold fundamental truths about the Christian faith that include the following:

- The Scriptures are inspired by God and declare His design and plan for mankind.
- There is only one true God who is revealed in three persons: Father, Son and Holy Spirit (commonly known as the Trinity).
- Jesus Christ, as God's son, was both fully human and divine.

We are proud of our affiliation with the Assemblies of God and our Pentecostal tradition. We are also proud to be a welcoming community for students from all Christian backgrounds and denominations. Our campus includes many Baptists, Presbyterians, Methodists, etc., as well as nondenominational students. Everyone shares a strong commitment to knowing Christ and making Him known, and we celebrate our theological similarities while appreciating our differences.

Refer to [Human Sexuality](#) for additional details related to What We Believe.

### **Title IX Statement**

Southeastern University is committed to creating an environment for every student to thrive academically spiritually and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).



While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available. For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at [smpowell@seu.edu](mailto:smpowell@seu.edu), by phone at 863-667-5236, or in person at Pansler U225. For more information about Title IX reporting options at Southeastern, please go to: <http://www.seu.edu/titleix>.

If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the Campus Counseling Center (<http://myseu.seu.edu/services/counseling-health-wellness-services/seu-care-team/>) located in Health Services in Smith Hall, by phone at 863-667-5205, or by e-mail at [care@seu.edu](mailto:care@seu.edu).



## Course Materials

1. *Encountering the Book of Psalms* by C. Hassell Bullock
2. *Psalms* by James L. Mays

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.



## **Course Topics**

**The purpose of this course is to introduce, reinforce, and measure learning on the following topics:**

- Hebrew Poetry
- Songs from the Depths
- Singing the Torah and Hymns of Praise
- Songs of Lament
- Songs of Thanksgiving
- Songs of Trust
- Other Songs of Worship in the Psalms
- Song of Songs

## **Intended Learning Outcomes**

**As a result of reading, study, and assessments in this course, the student should be able to:**

- Describe aspects of Christian faith through the study of the Psalms and the Song of Songs.
- Demonstrate a knowledge of the literary structure, content, message, themes, and canonical context of the Psalms and the Song of Songs.
- Appreciate the purpose and function of the Psalms in Israel's worship, contemporary corporate, and private worship.
- Describe the various genres of the Psalms.
- Comprehend the purpose and function of the Song of Songs.
- Identify the characteristics of Hebrew poetry.



## Key Performance Indicators

**Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments. Successful students will:**

- Explain the diverse genres of poetry in the Hebrew Bible.
- Discuss the nature and characteristics of Hebrew poetry, including parallelism, metaphor, imagery, and chiasmus.
- Apply the practices of reading and interpreting Hebrew poetry to other biblical poetic texts.



## Section 2: Course Policies

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### Grading Scale

The university's general grading scale is provided in the Academic Policies and Procedures section of the [Southeastern University Catalog](#). All online courses use the following scale:

Grade Letter	Grade Percentage
A	94 – 100%
A-	90% to 93%
B+	87% to 89%
B	84% to 86%
B-	80% to 83%
C+	77% to 79%
C	74% to 76%
C-	70% to 73%
D+	67% to 69%
D	64% to 66%
D-	60% to 63%
F	0% to 59%



### **Late Work**

All assignments should be submitted no later than the due date unless prior arrangements are made with the course instructor and a new date is established. If assignments are submitted after the due date without making arrangements with the course instructor, then 5 points will be deducted for each day that the assignment is late. To receive credit for the discussion forums, students must actively participate in the discussions during the assigned period.

### **Extra Credit**

None.

### **Class Participation**

Students are required to login regularly to the online course. The instructor will monitor student activity and participation through MyFire. Students are also required to participate in all class activities such as discussion board posts and responses, chat, or conference sessions and group projects.

### **Official Email**

You are expected to check your SEU webmail account **daily** during the course term. All written correspondence between instructor and student must be handled through the SEU email system.



## **MyFire Use**

Please, make it a habit to always check your MyFire account as messages; assignments, grades, and other important related materials may be posted. It is the student's responsibility to check grades and notify your instructor if you have questions.

## **Technical Difficulties**

Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 Support Center via the links provided in the below Technical Support section.

Be sure your computer system complies with all [SEU Technical Requirements](#). These requirements are listed within MyFire and a [Browser Checker](#) is provided to ensure the browser you are using is compatible with MyFire.

## **Technical Support**

If you have questions or need assistance, you can reach out to our 24/7 Support Center at [1-888-889-6599](tel:1-888-889-6599) or [click here](#) to submit a support ticket via email. *Note: Email response is within 24 hours. If immediate assistance is required, please contact support via phone/chat.* To chat LIVE! with a Support Representative, [click here](#).



## **Disability Statement**

Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled. Students with medical diagnoses that qualify them for accommodations must contact ADA services at (863) 667-5283, or e-mail [ADAservices@seu.edu](mailto:ADAservices@seu.edu). Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the director of academic and auxiliary services with a list of his or her current professors and their e-mails.

Contact with the Office of Academic and Auxiliary Services is mandatory for each new semester. For more information, visit the SEU [students with disabilities](#) page on our website.

## **Academic Honesty**

Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and, when done intentionally, violates the integrity of the community.

*Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source.*

Plagiarism includes unattributed use of any source, in any medium, published or unpublished.

Examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit



- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.

Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

For more information, visit the SEU [Plagiarism page](#) on our website.

### **Course Evaluation**

In order to help us to assess the effectiveness of our courses and instructors, please complete the course evaluation. **If you receive a course evaluation for this course, you are required to complete it.**

### **Official Withdrawal**

To officially withdraw from this course you must consult the Registrar's Office for details.



## Netiquette

### General Rules of Netiquette

- Make your messages easier to read by making your paragraphs short and to the point.
- DO NOT SHOUT BY TYPING IN ALL CAPS.
- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you.
- Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.
- In an online discussion forum, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.

## Section 3: Course Schedule

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The **Course Schedule** provides a listing of your work in this course. The assessments are listed by week and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

**Withdraw:** The last day to withdraw from this course is the last day of Week 5.

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### Module 1: XX/XX/XX – XX/XX/XX

#### Aim

- Recognize the nature of biblical poetry.
- Identify the features of Hebrew poetry.
- Recognize the function of poetry in the Bible.
- Compose two couplets, or compose four lines of poetry.

#### Learn

- Bullock, *Encountering the Psalms*, pp. 17-39
- View videos (provided in the course)

#### Apply

- Module 1 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 30





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## Module 2: XX/XX/XX – XX/XX/XX

### Aim

- Identify the five divisions of the Psalms.
- Recognize the different types of Psalms.
- Identify the theology of the Psalms.
- Recall the history of the Psalms.
- Discuss why the use of Psalms in contemporary worship is a significant and relevant practice in the Church.
- Demonstrate knowledge and comprehension of the reading assignments.

### Learn

- Bullock, *Encountering the Psalms*: Chapters 3, 4, & 5
- Mays, *Psalms*, pp. 1–39
- Psalm 40
- View videos (provided in the course)

### Apply

- Module 2 Study Questions
  - Due: Friday
  - Points: 30
- Module 2 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 30



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## Module 3: XX/XX/XX – XX/XX/XX

### Aim

- Identify the significance of the Torah psalms.
- Recognize the literary structure of Psalm 1.
- Recognize the literary forms of the hymns.
- Discuss how the Torah is significant for informing a lifestyle of worship.
- Demonstrate knowledge and comprehension of the reading assignments.

### Learn

- Bullock, *Encountering the Book of Psalms*, pp. 209–220
- Mays, *Psalms*, pp. 40–44
- Bullock, *Encountering the Book of Psalms*, pp. 109–122
- Mays, *Psalms*, pp. 361–363
- Psalms 1 & 113
- View video and resource (provided in the course)

### Apply

- Module 3 Study Questions
  - Due: Friday
  - Points: 20
- Module 3 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 30



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## Module 4: XX/XX/XX – XX/XX/XX

### Aim

- Identify the literary structure and content of the Psalms of Lament.
- Review Psalms 13 & 22.
- Discuss examples of lament in worship and how it gives an opportunity to cry out against the injustices in the world.
- Demonstrate knowledge and comprehension of the reading assignments.

### Learn

- Bullock, *Encountering the Book of Psalms*, pp. 123–139
- Mays, *Psalms*, pp. 77–79, 105–115
- Psalms 13 & 22
- View videos and resources (provided in the course)

### Apply

- Module 4 Study Questions
  - Due: Friday
  - Points: 30
- Module 4 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 30



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**Module 5: XX/XX/XX – XX/XX/XX****Aim**

- Recognize how identify the literary structure.
- Review the content of Psalms 30 & 100.
- Discuss the context of lament.
- Demonstrate knowledge and comprehension of the reading assignments.

**Learn**

- Bullock, *Encountering the Book of Psalms*, pp. 141–55
- Mays, *Psalms*, pp. 139–142; 317–320
- Psalms 30 & 100
- View videos and resources (provided in the course)

**Apply**

- Module 5 Study Questions
  - Due: Friday
  - Points: 30
- Module 5 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 30



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**Module 6: XX/XX/XX – XX/XX/XX****Aim**

- Identify the literary structure, content, and theological implications of the psalms of trust.
- Discuss how to build faith through the songs of trust.
- Demonstrate knowledge and comprehension of the reading assignments.

**Learn**

- Bullock, *Encountering the Book of Psalms*, pp. 157–70
- Mays, *Psalms*, pp. 115–18; 130–32; 296–298
- Psalms 23, 27, & 91
- View videos and resources (provided in the course)

**Apply**

- Module 6 Study Questions
  - Due: Friday
  - Points: 20
- Module 6 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 30



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## Module 7: XX/XX/XX – XX/XX/XX

### Aim

- Identify the literary features and content of the imprecatory psalms and the royal psalms.
- Discuss how the Psalmist's strong understanding of the justice side of God's character can instruct us today.
- Demonstrate knowledge and comprehension of the reading assignments.

### Learn

- Bullock, *Encountering the Book of Psalms*, pp. 171–92; 221–232
- Mays, *Psalms*, pp. 44–51; 90–96; 348–350; 421–424
- Psalms 2, 18, 69, 109, & 137
- View videos (provided in the course)

### Apply

- Module 7 Study Questions
  - Due: Friday
  - Points: 20
- Module 7 Discussion Forum
  - Due: Saturday, Tuesday
  - Points: 30



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**Module 8: XX/XX/XX – XX/XX/XX****Aim**

- Apply the features of Hebrew poetry to the Song of Songs.
- Recognize the function of Song of Songs in the Old Testament.

**Learn**

- Brueggemann's *An Introduction to the Old Testament: The Canon and Christian Imagination*, pp. 357–362 (access provided in the course)
- View video (provided in the course)

**Apply**

- Module 8 Discussion Forum: Final Project Presentation
  - Due: Saturday, Tuesday
  - Points: 30
- Final Project
  - Due: Tuesday
  - Points: 100



## Section 4: Assessments

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### Discussion Forums

#### Description

##### Weekly/Modular Discussion Forums

Each week/module, students will participate in a class discussion. The discussion topics will relate to the weekly readings and will encourage the student to apply what they have learned during the week as they engage with both the instructor and their fellow students. Each week students will be required to respond to the given discussion questions with a **substantial post** (more than 300 words) that demonstrates depth of understanding and is supported by a minimum of one cited and referenced source. This initial post should be posted each week by Saturday at 11:59 PM EST.

In addition to the initial post, students must respond substantially to a minimum of two of their peer's initial posts (100 word minimum for each reply). These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions. These posts should be made each week by Tuesday at 11:59 PM EST.

##### Final Project Presentation

A presentation of the Final Project will occur in the final week/module. Students must record and upload the psalm to the course's final discussion forum. The written psalm must also be submitted to the course instructor (see the Final Project instructions below).

For the presentation, students may choose to either:



- Read the psalm
- Sing the psalm accompanied by music, **or**
- Present the psalm as spoken word poetry

**Total Possible Points**

240

**Grade Weight**

25%



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## **Study Questions**

### **Description**

Students must read the assigned readings from the textbook before answering the following questions (questions are study questions from the textbook). Students must answer each question in well-developed paragraphs (between 300–500 words), demonstrating their knowledge and comprehension of the reading assignments. Accordingly, students should not simply restate the textbook, but rather provide substantial evidence(s) and explanation to support their responses. Each question is worth 10 points. Study questions are due on Friday at 11:59 p.m. EST.

### **Total Possible Points**

150

### **Grade Weight**

25%



## **Final Project**

### **Description**

Students will write a psalm of lament, thanksgiving, or hymn (praise). The psalm the student chooses to write must follow the literary structure and content of the psalms found in the Old Testament. That is, if a student chooses to write a psalm of lament, then the psalm must include the following elements: (1) address to God, (2) complaint/lament, (3) confession of trust, (4) petition, (5) assurance of being heard, and (6) vow of praise. Consequently, students must identify the genre/type of psalm they chooses to write.

- The psalm must also include parallelism and figurative language.
- The psalm must have at least 12-15 lines.

A presentation of the Final Project will occur in the final week/module via the final discussion forum.

### **Total Possible Points**

100

### **Grade Weight**

50%