

## **BIBL 6310 The Book of Psalms: A Canonical Journey from Lament to Praise**

North Park Theological Seminary

Summer 2026: May 18 – July 10

*On-Campus Intensive: June 1 – 5*

**3 credit hours**

### **INSTRUCTOR INFORMATION**

[Rev. J. Nathan Clayton, Ph.D.](#), Associate Professor of Old Testament

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Office: Nyvall Hall 321

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*Email & phone:* Please feel free to email or call me Monday–Friday during business hours (8:00 a.m.–5:00 p.m. Central Time). I typically respond within 24 hours on weekdays.

*Meeting with professor:* Students are welcome to schedule an appointment. If you are having any difficulties in the course, I encourage you to be in contact early on so we can problem-solve together.

To schedule an *online* office meeting via Teams video, please use [this Bookings link \(online meetings\)](#).

To schedule an *in-person* office meeting, please use [this Bookings link \(in-person meetings\)](#).

### **COURSE DESCRIPTION**

The book of Psalms is more than a collection of ancient prayers and hymns—it is a theologically shaped journey from lament to praise. In this course, students will explore the canonical structure of the Psalter, the role of seam psalms at the major book divisions, and the rich theological themes that bind the collection together.

Drawing on biblical studies, canonical criticism, and practices of spiritual formation, students will deepen their ability to faithfully interpret, preach, and teach the psalms for the life of the church today. Practical attention will be given to incorporating the psalms into congregational worship, pastoral care, and the rhythms of ministry. Through close reading, theological reflection, and devotional engagement, students will encounter the Psalms not merely as ancient literature, but as formative Scripture for God’s people. Fulfills a general elective for all degree programs.

### **REQUIRED TEXTS**

An **English Bible**.

**Brueggemann**, Walter. *Spirituality of the Psalms*. Minneapolis: Fortress, 2007. 76 pages.

**Jacobson**, Rolf A., and Karl N. **Jacobson**. *Invitation to the Psalms: A Reader’s Guide to the Psalms*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 2024. 208 pages.

**Wenham**, Gordon. *The Psalter Reclaimed: Praying and Praising with the Psalms*. Wheaton: Crossway, 2013. 186 pages.

**100 pages** of a chosen Psalms commentary. See the select bibliography below, and students can discuss other options as well with the instructor.

*These articles and essays, available on Canvas:*

**Clayton**, J. Nathan. “From Lament to Praise: How the ‘Seam’ Psalms Can Teach Us to Walk the Godward Path.” *The Covenant Quarterly* Spring (2024): 37-51. 14 pages.

Newsom, Carol A., Sharon H. Ringe, and Jacqueline E. Lapsley, eds. *Women’s Bible Commentary*. 3<sup>rd</sup> ed., rev. and updated. Louisville: Westminster John Knox, 2012.  
Nancy L. **de Claissé-Walford**, “Psalms.” 12 pages.

**Ellison**, S. D. “Revisiting the Psalter’s Shape: Hope for a Davidic King in the Psalter’s Utopian Vision.” *Journal of the Evangelical Theological Society* 67, no. 4 (2024): 625-42. 17 pages.

Keener, Craig, and M. Daniel Carroll R., eds. *Global Voices: Reading the Bible in the Majority World*. Peabody, MA: Hendrickson, 2013.

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.” 15 pages.

Wintle, Brian, et al., eds. *South Asia Bible Commentary: A One-Volume Commentary on the Whole Bible*. Sanjay Park, India: Open Books; Cumbria, UK: Langham; Grand Rapids: Zondervan, 2015.

Augustine **Pagolu**, et al., “Psalms” (20-page selection).

Sanon, Yacouba, Elizabeth W. Mburu, and Nathan Chiroma, eds. *Africa Bible Commentary: A One-Volume Commentary from over 100 African Scholars*. 2<sup>nd</sup> ed. Cumbria, UK: Hippo Books; Grand Rapids: Zondervan, 2025.

Yacouba **Sanon** and Tewoldemedhin **Habtu**, “Psalms 1-89” (20-page selection)

### Notes on the Readings:

The above represents approximately 570 pages of required reading (the maximum for a 3-hour NPTS course is 1000 pages).

Several of the assigned readings (e.g., *Global Voices*, *South Asia Bible Commentary*, *Africa Bible Commentary*) and entries in the final bibliography provide non-Western perspectives that may be used to meet the Reflection Essay’s non-Western source requirement.

Also, students do *not* have any required Bible reading, but it is strongly recommended that students read through the book of Psalms several times, in different English versions.

### DEGREE LEARNING OUTCOMES

The major North Park Theological Seminary degree learning outcomes this course intends to address are:

MACF

Interpret Scripture with historical and theological integrity in relation to Christian formation.

MACM

Interpret Scripture with historical and theological integrity in relation to one’s ministry.

MATS

Interpret Scripture with historical and theological integrity for diverse communities and contexts.

MDIV

Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.

### IDEA OBJECTIVES

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us, and we use them for ongoing efforts to improve the quality of our courses. These are the IDEA objectives for this course:

### COURSE LEARNING OBJECTIVES

- 1. Analyze the canonical structure and theological shape of the Book of Psalms as a five-book collection.**  
Students will articulate the Psalter’s major theological movements (including lament to praise), the function of key seam psalms, and the shaping role of canonical arrangement in forming the message of the collection.  
**Assessed through:** Mini Reading Journal; Reflection Essay; Worship Service Project
- 2. Engage selected psalms through informed theological and literary analysis, demonstrating awareness of poetic form, historical context, and canonical placement.**  
Students will demonstrate responsible interpretive judgment by integrating close reading with historical, literary, canonical, and theological reflection.  
**Assessed through:** Mini Reading Journal; Reflection Essay

3. **Construct a sustained theological argument about the Psalms as Scripture for the Church, integrating secondary scholarship (including non-Western voices) into coherent analysis.**  
Students will critically engage course readings and articulate a clear thesis regarding the theological and ecclesial significance of the Psalter.  
**Assessed through:** Reflection Essay
  
4. **Apply canonical and theological insights from the Psalms to the design and leadership of congregational worship.**  
Students will demonstrate the ability to translate exegetical and theological insight into pastorally responsible and contextually appropriate worship practices.  
**Assessed through:** Worship Service Project
  
5. **Evaluate the role of the Psalms in shaping spiritual formation, pastoral care, and communal life within contemporary ecclesial contexts.**  
Students will assess how the theological movement of the Psalter informs ministry practice across seasons of suffering, hope, praise, and worship.  
**Assessed through:** Mini Reading Journal; Worship Service Project; Reflection Essay

### GRADING SCALE

Course requirements and grading:

- |                                    |            |
|------------------------------------|------------|
| 1. <b>Reading Report:</b>          | <b>20%</b> |
| 2. <b>Mini Reading Journal:</b>    | <b>15%</b> |
| 3. <b>Worship Service Project:</b> | <b>30%</b> |
| 4. <b>Reflection Essay:</b>        | <b>35%</b> |

North Park Theological Seminary grading scale:

A	95-100	C	80-83
A-	93-94	C-	78-79
B+	91-92	D+	76-77
B	88-90	D	72-75
B-	86-87	D-	70-71
C+	84-85	F	0-69

**A to A- Exceptional work.** The quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

**B+ to B- Above average.** This grade applies to meritorious work, above average, applied to more than the fulfillment of requirements.

**C+ to C- Average.** This grade applies to average work that still fulfills the course requirements.

**D+ to D- Unsatisfactory.** This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

### ASSESSMENTS

#### 1. Reading Report (20%):

Students will complete a structured Reading Report documenting their engagement with all required pre-intensive and post-intensive readings. The report is divided into two sections:

**Pre-Intensive Reading (due May 30)**

**Post-Intensive Reading (due July 10)**

For each assigned book or set of readings, students will record a completion score using the following scale:

- 4 = 100% completed
- 3 = 75–99% completed
- 2 = 50–74% completed
- 1 = less than 50% completed
- 0 = none completed

The Reading Report functions as a formal attestation of engagement with the required course readings. Faithful completion of the reading is essential for meaningful participation in the intensive week discussions, for informed development of the Worship Service Project, and for theological synthesis in the final Reflection Essay. The blank Reading Report form is included in the Appendices and will also be available on Canvas.

## 2. Mini Reading Journal (15%)

Students will submit **four structured reading journal entries** designed to foster theological integration and critical engagement with the course readings. These entries require students to move beyond summary by articulating key interpretive claims, theological insights, canonical connections, and implications for ministry.

Each entry should be **250–300 words** (include word count). Strong entries will demonstrate careful reading, thoughtful synthesis, and clear engagement with major themes in the Psalter, particularly the canonical movement from lament to praise.

Students should post their entries according to the following schedule:

### *Pre-Intensive Reading:*

Post 2 journal entries by Saturday, May 30

**Journal Entry #1:** respond to either Jacobson & Jacobson, *Invitation to the Psalms* or Brueggemann, *Spirituality of the Psalms*.

**Journal Entry #2:** respond to one of the essays due: Clayton, Ellison, de Claissé-Walford, or LeMarquand.

### *Post-Intensive Reading:*

**Journal Entry #3:** respond to either Wenham, *The Psalter Reclaimed* or 100 pages of a chosen Psalms commentary.

**Journal Entry #4:** respond to either Pagolu, et al., “Psalms (20-page selection)” or Sanon and Habtu, “Psalms 1-89 (20-page selection).”

For grading criteria, see the rubric in the Appendices.

## 3. Worship Service Project (30%):

As a culminating integrative assignment during the intensive week, students will collaboratively design and lead a **30–45 minute worship service** intentionally shaped by the theology, canonical structure, and liturgical practices of the Psalms. The service should reflect careful engagement with specific psalms and demonstrate theological coherence across its elements.

Working together as a class, students will plan a service that includes Scripture readings from the Psalms, prayer, music, and a teaching or preaching component, along with additional elements as appropriate. The service should intentionally reflect themes explored in the course, including the movement from lament to praise and the role of the Psalter in shaping the worshipping community.

Each student will submit on Canvas by July 10 a **brief (150–200 word) individual reflection** describing their specific contributions to the planning and leadership of the service.

A **brief handout** should accompany the service and include the order of worship, selected texts, and other information necessary for meaningful participation.

Scheduled class time during the intensive week will be devoted to planning and preparation. The service will be presented on **Friday afternoon**. Although the project is completed collaboratively, each student is expected to contribute meaningfully to the theological design, planning, and leadership of the service.

For grading criteria, see the rubric in the Appendices.

#### 4. Reflection Essay (35%):

**Length:** 6–8 pages (double-spaced, Times New Roman font, 1-inch margins).

The 6–8 page count does **not** include the title page or the final short bibliography.

The Reflection Essay serves as the **capstone of the course**. It is not an exegetical study of a single psalm. Rather, it invites sustained theological and canonical analysis of the Psalter as a shaped collection. While close engagement with specific psalms may be included, the primary goal is to articulate a coherent theological argument about the Psalms as Scripture for the Church.

Students should draw on course readings, class discussions, and insights gained from the Worship Service Project. The essay should demonstrate thoughtful synthesis of major course themes, including (as appropriate) the canonical movement of the Psalter, the relationship between lament and praise, the theological function of seam psalms, and the role of the Psalms in shaping worship and spiritual formation.

#### Sources and Documentation

Students must engage **at least four secondary sources**, including:

Required course readings and/or additional scholarly sources

**At least one non-Western source**

Sources should be integrated meaningfully into the argument, not merely summarized. Students should demonstrate the ability to interact critically and constructively with scholarly voices in service of a sustained theological claim.

Use parenthetical citations in the body of the essay (Author, page number). Include a short bibliography at the end following the **Chicago Manual of Style**. Students should follow the models provided in [this online citation quick guide](#) (*bibliography* entries).

#### Structure and Clarity

The essay should include: a clear and focused thesis; logical development of argument; section headings to indicate major movements of the essay; coherent theological reasoning; careful writing and formatting

#### Due Date

The Reflection Essay is due **July 10**. It will be accepted until **July 14**, with a **2% penalty per day late**. It will not be accepted after July 14.

#### Suggested Reflection Prompts

Students may choose one of the prompts below or develop a related question in consultation with the instructor.

**a. The Psalter as a Theological Journey**

Reflect on the Book of Psalms as a canonically shaped collection. How does the movement from lament to praise shape theological understanding of God, suffering, hope, and worship? How did the course readings and intensive week discussions deepen or complicate your reading of the Psalter as Scripture for the Church?

**b. Seam Psalms and Canonical Theology**

Discuss the theological function of seam psalms at the major book divisions of the Psalter. How do these psalms contribute to the shaping of the Psalter's overall message? How might attention to these seams influence preaching, teaching, or pastoral use of the Psalms today?

**c. Lament, Praise, and Spiritual Formation**

Analyze the theological relationship between lament and praise in the Psalms. How does this dynamic shape faithful expression before God across seasons of life and ministry? In what ways might the Psalter challenge or correct contemporary Christian approaches to worship and spirituality?

**d. The Psalms in Worship and Ministry**

Reflect on what you learned about the use of the Psalms in congregational worship through the course readings and the collaborative worship service project. How can a canonical and theological reading of the Psalms shape responsible worship planning, pastoral care, and/or teaching in the Church?

e. **Reading the Psalms as Christian Scripture**

How should Christians read the Psalms within the whole canon of Scripture? Reflect on the theological tensions and opportunities involved in reading Israel's prayers as the prayers of the Church, drawing on course readings and class discussion.

## **COURSE SCHEDULE**

The course is organized in three phases:

1. **Pre-Intensive Work (May 18 – May 30):**

*By Saturday, May 30:*

a. Read:

**Jacobson & Jacobson**, *Invitation to the Psalms*; **Brueggemann**, *Spirituality of the Psalms*

**Clayton**, "From Lament to Praise;" **Ellison**, "Revisiting the Psalter's Shape;" **de Claissé-Walford**, "Psalms;" **LeMarquand**, "The Bible as Specimen."

b. Post:

**Reading Journal Entries #1-#2**

2. **Intensive Week (June 1 – June 5):**

A detailed schedule for the week will be provided on Canvas. Regular breaks (including a long lunch break) will be built into this daily schedule. Mornings will focus more on lectures and interactive discussions with the whole class; afternoons will focus more on small group projects and group work for the Friday worship service project. *These topics may be adjusted as needed.*

**Monday, June 1: Orientation to the Psalms**

Morning topics:

Course Overview, An Orientation to the Psalter, History of Interpretation: Highlights

Afternoon topics:

Reading the Psalms as a Book, Psalm Genres, Small Group Activity (Genres), Group Work

**Tuesday, June 2: Poetry & Books I-II**

Morning topics:

The Poetry of the Psalms, Pss 1-2, Book I & Ps 41, Pss 42-43

Afternoon topics:

Poetry of the Psalms, Overview of Book II, Small Group Activity (Poetry), Group Work

**Wednesday, June 3: Ps 72 & Books III-IV**

Morning topics: Ps 72, Ps 73, Book III & Ps 89

Afternoon topics: Ps 90 & Book IV, Pss 105-106, Small Group Activity (Exegetical Workshop), Group Work

**Thursday, June 4: Book V & Major Themes**

Morning topics: Ps 107, Overview of Book V, Pss 145 & 146-150

Afternoon topics: The Trajectory of Lament in the Psalms, Small Group Activity (The Psalms & Shepherding), Group Work

**Friday, June 5: Major Themes & Worship Service**

Morning topics: The Trajectory of Praise in the Psalms, Royal & Messianic Themes in Select Psalms, Small Group Activity (Prayer Practices)

Afternoon topics: Group Work, Student-Led Worship Service

### 3. Post-Intensive Work (June 6 – July 10):

By July 10:

- a. Read:  
**Wenham, *The Psalter Reclaimed*; 100 pages** of a chosen Psalms commentary  
  
**Pagolu, et al., “Psalms (20-page selection);” Sanon and Habtu, “Psalms 1-89 (20-page selection).”**
- b. Post on Canvas:  
**Reading Report**  
**Reading Journal Entries #3- #4**  
**Worship Service Reflection**  
**Reflection Essay**

### ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a *failing grade* on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.
5. *Use of ChatGPT or other AI composition software to impersonate the student’s work on individual assignments.*

For additional information, see the [Seminary Academic Catalog](#), pp. 25–26.

### ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, **please email the Disability Access Specialist ([ada@northpark.edu](mailto:ada@northpark.edu)) or contact by phone (773-244-5737)**. Student Engagement facilitates the interactive process that establishes accommodations. [This is the webpage](#) for Disability Resources.

### TITLE IX

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or [TitleIX@northpark.edu](mailto:TitleIX@northpark.edu) to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are private resources, meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or [counseling@northpark.edu](mailto:counseling@northpark.edu). Please refer to North Park’s [Safe Community](#) site for reporting, contact information, and further details.

### INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of “Incomplete (I)” from the course instructor *before the last week* of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are *not* considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

**APPENDICES**

<b>Reading Report</b> 20% of final course grade		
<b>Student Name:</b>		<b>Raw Score:</b> / 24 points
For the following <b>Pre-Intensive</b> and <b>Post-Intensive</b> sections of the course, when readings are due, please record in the chart below a number between 0 and 4 for each reading or sets of readings, according to this scale:  4 = 100% completed 3 = 75-99% completed 2 = 50-74 % completed 1 = less than 50% completed 0 = none of the readings completed		
Course Sections	Readings	Completion # 0-4
<b>Pre-Intensive Reading Due May 30</b>	Jacobson & Jacobson, <i>Invitation to the Psalms</i>	
	Brueggemann, <i>Spirituality of the Psalms</i>	
	Clayton, Ellison, de Claissé-Walford, LeMarquand <i>Essays</i>	
<b>Post-Intensive Reading Due July 10</b>	Wenham, <i>The Psalter Reclaimed</i>	
	Chosen Psalms Commentary, 100 pages <u><i>Indicate Commentary Chosen:</i></u>	
	Pagolu (et al.), Sanon and Habtu, <i>2 Commentary Sections</i>	

<b>Mini Reading Journal Rubric</b> 15% of final course grade, each journal entry is graded on a 10-point scale			
Criteria	Meets Expectations	Developing	Needs Work
<b>Engagement with Readings (4 pts)</b>	Demonstrates clear, substantive engagement with the assigned readings; reflections presuppose careful reading. 4 pts	Shows partial or uneven engagement with the readings; connections may be underdeveloped. 2-3 pts	Limited or superficial engagement; entries suggest incomplete or minimal reading. 0-1 pt
<b>Theological / Interpretive Reflection (4 pts)</b>	Offers thoughtful theological and canonical reflection, moving beyond summary to interpretive insight and ministerial implications. 4 pts	Reflection is present but largely descriptive or underdeveloped. 2-3 pts	Little evidence of theological or interpretive reflection. 0-1 pt
<b>Clarity and Focus (2 pts)</b>	Writing is clear, focused, and within the expected length; ideas are coherent and purposeful. 2 pts	Writing is generally clear but may lack focus or precision. 1 pt	Writing is unclear, unfocused, or significantly outside length expectations. 0-0.5 pt

<b>Worship Service Project Rubric</b> 30% of final course grade, 100-point scale			
Criteria	Meets Expectations	Developing	Needs Work
<b>Theological and Canonical Integration (40 pts)</b>	The service demonstrates thoughtful theological coherence and sustained engagement with specific psalms, reflecting awareness of the canonical shape of the Psalter and its theological movement (e.g., lament to praise, kingship, covenant, trust, etc.). 36-40 pts	The service shows some theological integration of the Psalms, though connections may be uneven or underdeveloped. 28-35 pts	Theological integration of the Psalms is minimal, unclear, or largely implicit. 0-27 pts
<b>Faithful and Effective Use of the Psalms in Worship (35 pts)</b>	Scripture readings, prayer, music, and teaching/preaching employ the Psalms responsibly, contextually, and theologically appropriately for congregational worship. 31-35 pts	Use of the Psalms is generally appropriate but may lack clarity, balance, or intentional integration across elements. 23-30 pts	Use of the Psalms is unclear, poorly integrated, or insufficiently connected to the service as a whole. 0-22 pts
<b>Clarity, Design, and Pastoral Sensitivity (25 pts)</b>	The service is well structured, pastorally attentive, and clearly communicated, including an effective worship handout with key information for participants. 22-25 pts	The service is generally coherent but may lack clarity, flow, or pastoral attentiveness in places; the handout may be incomplete. 16-21 pts	The service lacks clear structure or pastoral awareness; communication and/or the worship handout is minimal or ineffective. 0-15 pts

<b>Reflection Essay Rubric</b> 35% of final course grade, 100-point scale			
Criteria	Meets Expectations	Developing	Needs Work
<b>Theological and Canonical Reflection</b> (40 pts)	Demonstrates sustained and coherent theological analysis of the Psalms as a canonically shaped collection. Articulates a clear and compelling thesis, engages major course themes (e.g., canonical movement, lament and praise, seam psalms, worship, spiritual formation), and develops a well-reasoned theological argument with depth and insight. 36-40 pts	Shows theological engagement with the Psalms as a collection, but analysis may be uneven, largely descriptive, insufficiently sustained, or lacking a clearly developed thesis. 28-35 pts	Minimal or unclear theological analysis. Lacks sustained canonical engagement, coherent argument, or meaningful interaction with major course themes. 0-27 pts
<b>Integration of Course Readings and Secondary Sources</b> (35 pts)	Effectively and critically engages at least four secondary sources (including at least one non-Western source), integrating them thoughtfully into a sustained theological argument. Sources are used analytically rather than merely summarized and clearly contribute to the development of the paper's central claim. 31-35 pts	Engages the required number of secondary sources, but integration may be uneven, largely descriptive, insufficiently analytical, or weakly connected to the central argument. 23-30 pts	Fails to engage the required number of secondary sources or uses sources in a minimal, inappropriate, or largely summary-driven manner. Limited evidence of meaningful scholarly interaction. 0-22 pts
<b>Clarity, Focus, and Organization</b> (25 pts)	Presents a clear, focused thesis and develops the argument logically with effective section headings and smooth transitions. Writing is precise and coherent. Paper remains within length expectations. Parenthetical citations and bibliography follow Chicago style accurately and consistently. 22-25 pts	Argument is generally clear but may lack consistent focus, logical progression, or structural clarity. Writing may include imprecision or minor formatting inconsistencies. 16-21 pts	Argument lacks clarity, focus, or logical organization. Writing is unclear or significantly outside length expectations. Citation and bibliography formatting are inconsistent or incorrect. 0-15 pts

## BIBLIOGRAPHY

### a. Select Commentaries:

- Alter, Robert. *The Book of Psalms: Translation and Commentary*. New York: Norton, 2007.
- Ash, Christopher. *The Psalms: A Christ-Centered Commentary*. 4 vols. Wheaton, IL: Crossway, 2024.
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- Berlin, Adele, Avigdor Shin'an, and Benjamin D. Sommer. *Psalms 120-150: The Traditional Hebrew Text with the JPS Translation*. The JPS Bible Commentary. Philadelphia: Jewish Publication Society, 2023.
- Blaising, Craig A., and Carmen S. Hardin, eds. *Psalms 1-50*. Ancient Christian Commentary on Scripture 7. Downers Grove, IL: InterVarsity Press, 2008.
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- Charry, Ellen T. *Psalms 1-50: Sighs and Songs of Israel*. Brazos Theological Commentary on the Bible. Grand Rapids: Brazos, 2015.
- Clifford, Richard J. *Psalms 1-72*. Abingdon Old Testament Commentaries. Nashville: Abingdon, 2002.
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- Cohen, Abraham, A. J. Rosenberg, and E. Oratz, eds. *The Psalms: Hebrew Text and English Translation, with an Introduction and Commentary*. The Soncino Books of the Bible. Brooklyn, NY: Soncino, 1992.
- Craigie, Peter C., and Marvin E. Tate. *Psalms 1-50*. 2<sup>nd</sup> ed. Word Biblical Commentary 18. Nashville: Nelson, 2004.
- de Claissé-Walford, Nancy, Rolf A. Jacobson, and Beth LaNeel Tanner. *The Book of Psalms*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2014.
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- Estes, Daniel J. *Psalms 73-150*. New American Commentary 12. Nashville: Broadman and Holman, 2019.
- Futato, Mark D. "The Book of Psalms." Pages 1-450 in *Cornerstone Biblical Commentary*. Vol. 7. Edited by Philip W. Comfort. Carol Stream, IL: Tyndale House, 2009.
- Gillingham, Susan. *Psalms through the Centuries: A Reception History Commentary on Psalms 1-72*. Blackwell Bible Commentaries. Hoboken, NJ: Wiley Blackwell, 2018.
- \_\_\_\_\_. *Psalms through the Centuries: A Reception History Commentary on Psalms 73-151*. Blackwell Bible Commentaries. Hoboken, NJ: Wiley Blackwell, 2022.
- Goldingay, John. *Psalms Volume 1: Psalms 1-41*. Baker Commentary on the Old Testament: Wisdom and Psalms. Grand Rapids: Baker, 2006.

- \_\_\_\_\_. *Psalms Volume 2: Psalms 42-89*. Baker Commentary on the Old Testament: Wisdom and Psalms. Grand Rapids: Baker, 2006.
- \_\_\_\_\_. *Psalms Volume 3: Psalms 90-150*. Baker Commentary on the Old Testament: Wisdom and Psalms. Grand Rapids: Baker, 2006.
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