

Psalms BLIT 731

Course Syllabus

Semester/Year: Spring 2021

Units: 3

Instructor: Lynn Jost, Ph.D.

Office Hours: As needed

Office Location: SEM 101

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Synchronous and asynchronous distance learning

Schedule: Tuesday 11:30 am – 1:00 pm

Course Description

This course is a study of the book of Psalms with attention to literary analysis, the use of the Psalter as a text of study and inspiration for the church and a guide to personal and corporate prayer.

Student Learning Objectives

1. Analyze the psalms literarily, giving attention to ANE poetic literature, basic principles of Hebrew poetry, the types of psalms, and the general structure of the Psalter.
2. Identify and analyze the theological themes in the Psalter generally and in particular psalms and types of psalms.
3. Lead church gatherings to faithful responses to the biblical text through exegetical sermons and/or discovery (inductive) Bible study.
4. Explore the use of the Psalms as a prayer book.

Required texts

Contemporary translation of the Bible (e.g., NRSV or TNIV)

Brueggemann, Walter. *From Whom No Secrets Are Hid: Introducing the Psalms*. Louisville, KY: Westminster John Knox, 2014. Kindle. ISBN 978-0-664-25971-6

De-Claissé-Walford, Nancy L., Rolf A. Jacobson, and Beth LaNeel Tanner. *The Book of Psalms*. NICOT. Eerdmans, 2014. ISBN 978-0-8028-2493-6

Recommended texts

Brueggemann, Walter and William H. Bellinger, Jr. *Psalms*. New Cambridge Bible Commentary. New York: Cambridge University Press, 2014. 3-unit students.

De-Claissé-Walford, Nancy L. *Psalms, Books 4-5*. Wisdom Commentary. Liturgical Press, 2020.

Hopkins, Denise Dombkowski. *Psalms, Books 2-3*. Wisdom Commentary. Liturgical Press, 2016.

COURSE OVERVIEW

The course will seek to pursue three major agendas. One, as a graduate course in biblical studies, this class will address literary issues and critical questions. Students will engage the scholarly work to explore the psalms as classical scriptural literature. Two, as a practical course for pastors and teachers, the course will give opportunity to develop skills in preaching and teaching the scriptures to congregational gatherings. Three, as a seminary course for believers in need of a growing relationship with God, the course invites participants to use the psalms for personal and corporate prayer.

COURSE Outline

Classtime	Content Focus	Assignments Due	Bible Reading
January 12	Course Introduction	Essay of 250 words or more: Psalms and I	
January 19	Reading the Psalter	Read Peterson, 23-32 Brueggemann, <i>Secrets</i> , #1	Psalms 1-2
January 26		Brueggemann, <i>Secrets</i> , #2	Pss 9-10, 19, 27, 42-43, 44, 105, 115, 119, 145
February 2		Brueggemann, <i>Secrets</i> , #3	29, 68
February 9		Brueggemann, <i>Secrets</i> , #4	22, 96, 103, 104 117, 146-150
February 16		Brueggemann, <i>Secrets</i> , #5	47, 82, 93, 96-99
February 23		Brueggemann, <i>Secrets</i> , #6	104, 114
March 2			46, 74, 79
March 8-12	Spring Break		
March 16		Brueggemann, <i>Secrets</i> , #8-9, 12	3, 4, 6, 7, 17, 35, 39, 54, 58, 86, 88; 69, 137
March 23		Brueggemann, <i>Secrets</i> , #10-11	22-23; 6, 32, 38, 51, 102, 143
March 30		Brueggemann, <i>Secrets</i> , #13, 16	14, 37, 44, 49, 53, 90, 111; 18, 30, 107, 116
April 6			
April 13		Brueggemann, <i>Secrets</i> , #14	72, 73, 74, 79, 89
April 20		Brueggemann, <i>Secrets</i> , #15, Appendix	78, 105-106, 135, 136;
April 27			120-134;
May 4			5, 11, 12, 13, 16, 17, 33, 40, 144
May 6 at 5:00 p.m.	Late work accepted only if negotiated with professor	All work should be complete; penalties enforced	

Course Assignments

1. Class Participation

Participation/interaction in class sessions is essential. There is a grade reduction of 2% for each hour of missed class that is not made up. Students missing more than 12 hours risk course failure.

2. Preparation by Reading (10%)

Reading is to aid informed class participation. All students are expected to read the required textbook, the book for class reporting, and commentary and other resources as needed for the exegetical study and sermon or Bible study. Students will be asked to engage in Moodle dialogue in preparation for class. Students are to read prayerfully each of the psalms and to report this reading as well. Minimum reading: 300 pages per unit. 70 hours approximately

3. Class Report on Reading (20%)

All students are to select a monograph on the Psalms with the guidance and approval of the professor, to study the book, and to prepare a PechaKucha presentation on PPT based on the themes and thesis of the book, identifying the unique and provocative features of the book's perspective for class purposes. The session should creatively inspire conversation among the class participants (about 10-15 minutes) in which opportunity is given to respond to and

develop the insights from the book. The student is to submit recorded PechaKucha 48-hours before class for viewing prior to class. 10 hours minimum

4. **Journal (20%)**

Students should practice reading the psalms prayerfully. A journal of at least 10 entries per unit of credit is required. The entries are to include extended reflective meditations on individual psalms. Three or more entries are to be posted on the last day of each month with the whole due on December 13. The use of poetry and other creative, reflective media is expected. The work does not need to be polished but should be easily accessible to the intended audience (the professor). Late work will be penalized. 30 hours minimum

5. **Sermon or Bible study (50% TOTAL)**

a. **Exegetical Papers (20%)** All students will write one 5-7 page exegetical study of one selected biblical text using the exegetical method outlined in BIB-725 (or another method as negotiated with the professor). Complete, careful word studies and structural analysis are essential. No less than three commentaries should be consulted. The grading rubric will correspond to the Bible study method selected. **The exegetical paper will be due five days in advance of the sermon or Bible study.** 10 hours minimum

b. **Proclamation (30%) Three unit students only**

Option One: Preaching the text

The student will prepare and preach one 15-22-minute sermon based on the exegetical study using one of the methods developed in Preaching 1. Students will collect feedback from at least two listeners (sermon evaluation forms on class website). A “Hermeneutical Journey Report” is due with the sermon. See Nancy Lammers Gross, *If You Cannot Preach Like Paul . . .*, for outline and model (see class website). Your report must also engage the listener feedback. Length: 400-700-words; 10 hours minimum

Option Two: Teaching the text (30%)

The student will prepare and teach a 45-60 minute Discovery Bible study growing out of the exegetical study and using the method and rubric of BIB 725. The role of the instructor is not to lecture but to engage the gathered community in exegetical discovery. The evaluation form (class website) demands that the study leader formulate clear learning objectives, introductions, conclusions, and creative, engaging teaching plans and methods to engage the learners. It is required that the learning community be the class members or a college-age or adult study. Lesson plan must be submitted 48 hours before the teaching session. A self-evaluation as outlined in BIB 725 is due seven days after the presentation. 10 hours minimum

Students who prefer to do more class leadership may negotiate to reduce other assignments.

Note: A penalty of 20% will apply to all late papers. A penalty of 30% will apply to late sermons and Bible studies. An additional 10% penalty will accrue with each additional week of tardiness.

Estimated Coursework Time

READING	Hours
Textbooks	
<i>From Whom No Secrets Are Hid</i>	10 hours
<i>Psalms</i> ; Cambridge	30 hours
Additional reading	20 hours
Bible Reading	10 hours
ASSIGNMENTS	
Exegetical Study	10 hours
Sermon/DBS	15 hours
Journal	30 hours
PechaKucha	10 hours
CLASSROOM LEARNING	45 hours

READING	Hours
TOTAL ESTIMATED ASSIGNMENT HOURS FOR COURSE	180 hours

EXTRA CREDIT

Extra Credit will improve your grade no more than one full grade level (e.g., from a C- to a B-) and no higher than an A- (people earning a B+ can raise the grade to an A-; those with a B or B- can go no higher than B+). Extra Credit includes the following: Memorize Psalm 51. Recite.

Directions for Submission of Assignments

Exegetical Studies, Sermons, and Discovery Bible Studies are to be uploaded on MOODLE before deadlines.

Makeup Work/Late Assignments

A penalty of 15% will apply to all late work. An additional 10% penalty will accrue with each additional week of tardiness. No work will be accepted after December 16 at 5 p.m. See University policies below for Incomplete policies.

Final Grades

Letter Grade	Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	70
Credit	73 and above
No Credit	Below 70

If you believe any grade to be in error, please discuss it with me. If you are not satisfied with our discussion, you may take your concern to the provost. Contact me, your program director, or your advisor if you feel like you need help with this course. If you need accommodations due to a learning diagnosis, contact the program director before the course begins.

University Policy and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A *University Policy Summary* may be found on the university website at <http://registrar.fpu.edu/catalog>

Criteria	Does Not Meet Criterion (0.00-1.00)	Approaches Criterion (1.01-2.00)	Meets Criterion (2.01-3.00)	Exceeds Criterion (3.01-4.00)
<p>Criterion: Format/Style</p> <p>P-SLO: Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p>Weight: 10%</p>	<p>Inconsistent grammar, spelling and paragraphing throughout paper and inability to explain findings clearly. Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. Does not use style and format appropriate to the discipline.</p>	<p>Adequate verbal explanation of findings. Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language, sentence structure, and/or word choice are present. Applies an appropriate style and/or format to the discipline, but errors exist.</p>	<p>Clear and logical written and verbal explanation of findings. Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. Uses consistent and correct style and format for the discipline.</p>	<p>Exceptionally concise written and verbal explanation of findings. Prose is free of mechanical errors. A variety of sentence structures and effective figures of speech are used. Writer is clearly in command of standard, written, academic English. Indicates a thorough understanding of discipline-specific style and format without any errors.</p>
<p>Criterion: Clarity/Cohesion of Writing</p> <p>P-SLO: Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p>Weight: 10%</p>	<p>Fails to present a clear and cohesive essay.</p>	<p>Minimal analysis present, presents occasional confusion regarding point of view and authorial voice; occasionally confuses key issues, assumptions and questions; conclusion is absent, superficial, or confused</p>	<p>Presents an accurate, well-organized essay, with clear analysis, recognizes key issues, assumptions, and questions; minor confusion regarding authorial voice; presents a conclusion that summarizes findings or results</p>	<p>Presents analysis that is precise, detailed, and focused; synthesizes issues, assumptions, and questions in a cohesive manner; identifies point of view and establishes clear authorial voice; conclusion is coherent and unique</p>
<p>Criterion: Creativity</p> <p>P-SLO: Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p>Weight: 10%</p>	<p>Writes with a pedantic style or fails to address relevant issues</p>	<p>Creative style is attempted, but lacks fluidity and imagination.</p>	<p>Writes with a consistent style that thoroughly engages the text by addressing key issues and constructing an argument consistent with the meaning of the text</p>	<p>Writes with a lively, stylish, and exceptional articulation; generates novel and well-crafted ideas resulting in vibrant fresh, and creative conclusions.</p>
<p>Criterion: Integration of Scholarly Sources</p> <p>P-SLO: Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p>Weight: 10%</p>	<p>Fails to include information on topic, with lack of research or evidence.</p>	<p>Includes minimal research with few scholarly sources.</p>	<p>Indicates a depth of research with critical evidence from a variety of scholarly sources; evidence of integration with the writer's observations and analysis is present but not fully developed.</p>	<p>Exhibits exceptional research, with detailed evidence from a wide variety of scholarly sources; integration of scholarship with the writer's observations and analysis is clear, concise and congruent.</p>

<p>Criterion: Find the Unit</p> <p><i>P-SLO:</i> Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p><i>Weight: 5%</i></p>	<p>Fails to identify a workable and defensible unit.</p>	<p>Identifies the unit without a full explanation of what defines it; may miss an accurate definition of the unit; minor discrepancies may exist.</p>	<p>Defines the textual unit (pericope) by explaining what distinguishes this unit from the preceding and from the following units; some but not all of the other components are accurate or complete.</p>	<p>Defines the textual unit (pericope) by explaining what distinguishes this unit from the preceding and from the following units and what unifies the unit. Identifies transition terms, literary type (genre), and textual variants that influence the text's meaning.</p>
<p>Criterion: Outline the Unit Using Structural Terms</p> <p><i>P-SLO:</i> Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p><i>Weight: 10%</i></p>	<p>Outline lacks structural analysis and formal terms.</p>	<p>Outline attempts structural analysis and /or formal terms, but there is confusion about major divisions, structural labels, and minor sub-points; there may be a failure to meet the expectations of a full outline.</p>	<p>Outlines the text using structural analysis. Uses formal (structural) terms as labels. Outlines subsections. Works sequentially within the text. Includes quoted text and verse numbers at least 70% of the time.</p>	<p>Outlines the text using structural analysis. Uses formal (structural) terms to label each line of the outline. Divides the major sections of the pericope based on textual structure. Outlines minor sections by analyzing verbal structure, parallel structures, subordination of phrases, logical connectives. Uses consistent outline nomenclature and structure (numbering, avoiding single divisions). Works sequentially. Includes quoted text. Includes verse numbers.</p>
<p>Criterion: Research Key Terms</p> <p><i>P-SLO:</i> Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p><i>Weight: 10%</i></p>	<p>Fails to identify significant terms.</p>	<p>Identifies at least one significant term, but fails to use findings from the resources in a way that sharpens the meaning of the text.</p>	<p>Identifies 70% of key terms (repeated, theologically significant, background, or puzzling terms); explains findings based on study of term including verse in which the term occurs; transliteration of the original term; usages of the term elsewhere in the text, biblical book, and testament; survey of the categories of use of the term elsewhere with biblical references as examples of each major use). Identifies more than one facet of the term with biblical references of each. References findings from theological word books and makes suggestions regarding</p>	<p>Identifies key terms (repeated, theologically significant, background, or puzzling terms) as appropriate (for intense exegetical work this may include several terms per verse; for a 2000-3000 word essay it may include 2-4 terms.) Explains findings (what is not obvious) from a thorough study of each term (including the verse in which the term occurs); transliteration of the original term; usages of the term elsewhere in the text, biblical book, and testament; survey of the categories of use of the term elsewhere with biblical references as examples of each major use). Consults commentaries and theological wordbooks and evaluates and reports the conclusions of these</p>

			the exegetical significance of the terms in order to interpret the text.	references. Analyzes the theological and exegetical significance of the terms in order to explain the importance of the term to interpretation.
<p>Criterion: Rediscover the Message</p> <p><i>P-SLO:</i> Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p><i>Weight: 10%</i></p>	Fails to give evidence of engagement with scholarly sources, to analyze the text's message, and/or to construct meaning of the text.	Consults commentaries, analyzes the text's message, and describes the findings, but fails to offer fresh insight regarding the meaning of the text.	Building on the study outlined above (including reference to genre, outline, and key terms), analyzes the text's message, identifying patterns, parallels, contrasts, chiasms, inclusios, repetition, progression, and rhetorical strategies in the pericope. After consulting commentaries and other references, interprets the message of the pericope. Includes reference to historical context and cultural issues.	Organizes and incorporates analysis so that the voice of the author describes the findings, moving from overall structure to important but more minor patterns. Interprets the meaning of the text in a manner that is convincing, creative, based on consultation of reliable scholarly sources, and unique.
<p>Criterion: Mark the Literary Context</p> <p><i>P-SLO:</i> Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p><i>Weight: 10%</i></p>	Fails to identify the rhetorical development or the larger biblical context or biblical themes	References canonical connections but does not complete identification of the rhetorical development of context and themes	Situates the text by identifying contrasts, parallels, rhetorical development of the text's immediate context and the pattern and progression of the book as a whole. Compares with theological themes throughout the same testament. Identifies ways in which NT texts build on OT theological themes. Avoids supersessionism when tracing the trajectory of OT texts into NT.	By identifying and analyzing the external relations of the text to the immediate, biblical book and canonical context, creates an interpretation of the meaning of the text that is creative, unique, and stimulating.
<p>Criterion: Abbreviate the Unit</p> <p><i>P-SLO:</i> Exegete biblical texts within a design that includes the descriptive and constructive tasks</p> <p><i>Weight: 5%</i></p>	Fails to summarize the text and may make reference to contemporary application	Summarizes the text with 70% inclusion of terms and message; may exceed 40 words	Summarizes the rhetorical purpose of the text, including key terms and the primary message, in a single sentence of no more than 40 words.	Abbreviates the unit with exceptional clarity, conciseness, and creativity

<p>Criterion: Live the Vision</p> <p>P-SLO: Apply biblical theological perspectives in serving and leading in one's own and other ministry contexts</p> <p>Weight: 10%</p>	<p>Fails to develop applications that grow out of fresh insights gained in the textual study</p>	<p>Makes initial practical applications to community and individual</p>	<p>Analyzes theological application of the text to the contemporary faith community and specific, practical application to the individual writer of the study using insights that grow out of the study itself, are linked to a broader theological grid (e.g., <i>God's Design</i>), and clarify the nature of the application (attitude, belief, action)</p>	<p>Creates contemporary meaning of the text with prophetic clarity, pastoral charity, and scholarly acuity</p>
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Evaluation of FORMMAL Paper

Format (10 pts)	_____
Clarity/Cohesion (10 pts)	_____
Creativity (10 pts)	_____
Source Integration (10 pts)	_____
Find the Unit (5)	_____
Outline (10)	_____
Research key terms (10)	_____
Rediscover the Message (10)	_____
Mark the Literary Context (10)	_____
Abbreviate the unit (5)	_____
Live the application (10)	_____
Total	_____

Evaluation Rubric for Discovery Bible Study Analysis

Implement the FORRMAL Bible study in a discovery study group. Failure to provide audio/video recording reduces maximum grade to 80%.

Criteria	Does Not Meet Criterion (0.00-1.00)	Approaches Criterion (1.01-2.00)	Meets Criterion (2.01-3.00)	Exceeds Criterion (3.01-4.00)
<p>Criterion: Context and learners</p> <p><i>Weight: 5%</i></p> <p><i>P-SLO:2.1</i></p>	Written analysis of the study lacks description of learning context	Gives a general description of the context	Provides complete description of the learners and a general analysis of their context	Concisely (typically <100 words) analyzes and evaluates context and learners, including complete demographic information and the type of learning group
<p>Criterion: Lesson objectives/plan</p> <p><i>Weight: 10%</i></p> <p><i>P-SLO:2.1</i></p>	Lesson plan fails to provide clear learning objectives and a full summary of a creative lesson plan	Lesson plan provides the following at the minimum: learning objectives and a summary of lesson plan	Lesson plan includes objectives that meet many but not all of the following criteria: use verbs from Bloom's taxonomy; participant- (not lesson-) oriented; concisely and comprehensively identify key objectives grow out of study; plan may contain too many or too few objectives. Lesson plan questions balance open-ended yet directive aims (neither exclusively objective answers nor too vague); demonstrates attempts to use variety in learning activities	Lesson plan is tested with instructor 48 hours before lesson and documents lesson objectives that aligned with the higher levels of Bloom's taxonomy, clear, comprehensive, achievable, measurable, and appropriate to audience; presents lesson plan outline that includes clear, complete instructions and projected timeline uses polished, well-honed directives open-ended questions to guide participant discovery; includes anticipated participant responses; summarizes lesson plan that is creative, challenging, with ideas to engage contemporary applications; lesson plan includes all leader-in-p verbatim yet is limited to 1-2 page notes; demonstrates that objective form basis of plan
<p>Criterion: student engagement strategy and implementation</p> <p><i>Weight: 20%</i></p> <p><i>P-SLO:2.1</i></p>	Lacks evidence that the lesson is based on student discovery or that the students were exposed to ideas growing out of the study	Gives evidence that the most important ideas of the exegetical study are presented, but depends on lecture rather than student-based discovery for some of the learning; introduction and conclusion are planned	Gives evidence that the lesson engaged learners in discovery study of biblical based on leader's exegetical study; focus of lesson plan is on participant discovery; includes an introduction and a conclusion	Gives evidence that the lesson engaged learners in discovery study of biblical text with attention to prior elements discovered in exegetical study; focus of lesson plan is on participant discovery that is clearly guided yet open to new insights; lesson plan includes an engaging introduction and a conclusion that demands a response

<p>Criterion: reporting on participant responses Written report of what responses were elicited from participants and audio/video recording of session</p> <p><i>Weight: 15%</i> <i>P-SLO:2.1</i></p>	Lacks report of participant responses and video/audio recording	Acknowledges participant responses; audio/video may be incomplete	Reports, reviews, and gives analysis of learner participation, including answers to strategic questions in learning plan; submits audio/video in usable format	Reports participant responses elicited in lesson, including verbatim of strategic points in the lesson, to comprehensively inform reviewer; "best" and "worst" moments as well as overall progress of lesson; clear audio/video recording
<p>Criterion: engagement with written participant evaluations Written response to feedback from class participants (include written critique of at least 2 participants)</p> <p><i>Weight: 10%</i> <i>P-SLO:2.1</i></p>	Lacks written participant feedback	Includes participant feedback and gives minimal response	Responds to participant feedback by acknowledging issues raised	Engages written participant feedback by analyzing affirmations and concerns and suggesting appropriate responses
<p>Criterion: self-analysis: content, strategies, action plan</p> <p><i>Weight: 30%</i> <i>P-SLO:2.1</i></p>	Responded to feedback and theological self-analysis as well as analysis of strengths of presentation and not less than one idea of what was learned that could be done with greater skill in the future	Provides initial plans for improvement	Analyzes strengths and weaknesses of guided discovery and not less than one idea of what was learned that could be done with greater skill in the future	Offers theological self-analysis as well as analysis of strengths and weaknesses of guided discovery; includes a rewritten learning plan that refines the plan used in the discovery study with components and details for improved participation; not less than one idea of what was learned that could be done with greater skill in the future
<p>Criterion: Format/Style</p> <p><i>Weight: 5%</i> <i>P-SLO:2.1</i></p>	Inconsistent grammar, spelling and paragraphing throughout paper and inability to explain findings clearly. Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. Does not use style and format appropriate to the discipline.	Adequate verbal explanation of findings. Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language, sentence structure, and/or word choice are present. Applies an appropriate style and/or format to the discipline, but errors exist.	Clear and logical written and verbal explanation of findings. Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. Uses consistent and correct style and format for the discipline.	Exceptionally concise written and verbal explanation of findings. Prose is free of mechanical errors. A variety of sentence structures and effective figures of speech are used. Write clearly in command of standard, written, academic English. Indicates thorough understanding of discipline-specific style and format without a errors.

<p>Criterion: Clarity/Cohesion of Writing</p> <p>5%</p>	<p>Fails to present a clear and cohesive essay.</p>	<p>Minimal analysis present; presents occasional confusion regarding point of view and authorial voice; occasionally confuses key issues, assumptions and questions; conclusion is absent, superficial, or confused.</p>	<p>Presents an accurate, well-organized essay, with clear analysis, recognizes key issues, assumptions, and questions; minor confusion regarding authorial voice; presents a conclusion that summarizes findings or results.</p>	<p>Presents analysis that is precise, detailed, and focused; synthesizes issues, assumptions, and questions in a cohesive manner; identifies point of view and establishes clear authorial voice; conclusion is coherent and unique.</p>
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Grading

_____	5	Context and learners
_____	10	Lesson objectives/plan
_____	20	student engagement strategy and implementation
_____	15	Report of participant responses
_____	10	Engagement with written participant evaluations
_____	30	self-analysis: content, strategies, action plan
_____	5	Format/style
_____	5	Clarity/cohesion of writing

Evaluating and Documenting Teaching
Teacher Evaluation Form

Teacher's Name: _____ Date: _____

Evaluating and Documenting Teaching
Teacher Evaluation Form

Teacher's Name: _____ Date: _____

1. List two insights that others in the group shared that you found most surprising or provocative. Who said these things?
2. When do you most actively participate? What inspired you?
3. Please write out one question asked by the leader that required you to OBSERVE content in the Bible.
4. Please write out one open-ended question asked by the leader that required you to INTERPRET or APPLY an observation.
5. What is your primary "take away" from this discussion in terms of understanding of the text?
6. What is your primary "take away" from this discussion in terms of application of the text to daily life?
7. This study follows a Bible Discovery method. Comment on what you observed about the role of the study leader.

Name:
Date:
Text:
Context:

Learning Objectives:

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	Time & Supplies Needed
Introduction (Hook):	2-3 minutes
Observation of the text (Book):	10-20 minutes
Interpreting Observations (Look):	15-25 minutes
Personal application (Took):	3 – 5 minutes