



PSALMS



BACK TO THE HEART OF WORSHIP

BRES 3211: Be Constant in Prayer

Tuesday, September 30, 2025

8:00 a.m., 10:00 a.m., 11:00 a.m.

Cone Chapel

Jolene Smith

Tessa Davidson, Teacher of Record

Syllabus

1. Course Description:

Learn practical and biblical ways to integrate the Psalms into daily spiritual formation and prayer life. Discover how the ancient prayers of the Psalter provide language for joy, lament, thanksgiving, and perseverance in modern prayer practices.

2. Learning Outcomes:

- Explain how the Psalms provide a biblically grounded language for navigating raw human emotions, including lament, joy, anger, and grief.
- Discover practical strategies for praying through the Psalms individually and in community using line-by-line Scripture prayer methods.
- Evaluate the role of poetic imagery, metaphor, and emotional honesty in Christian spiritual formation and prayer.
- Develop personal resolutions and actionable practices for cultivating a consistent, unedited prayer life rooted in the Psalter.

3. Reading Assignments:

Open and Unafraid by W. David O. Taylor

4. All assignments will be submitted on Canvas. Canvas course opens September 10. Last day to submit assignments is Friday, October 23

Grading

- Submit lecture notes (40%)
- 1000-word book review of *Open and Unafraid* by W. David O. Taylor which demonstrates fluency familiarity with each of the four learning outcomes listed above. (40%)

- 500-word reflection essay titled “Developing a Personal Plan for Unedited Prayer Through the Psalms” based on your main takeaways from the seminar, Taylor’s Open and Unafraid, and your 7-day "Psalms of the Day" prayer practice, including concrete personal resolutions for integrating biblical prayer into your daily life.

Academic Integrity Policy: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding’s Academic Integrity Policy.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center, telephone, (501) 279-4019.