

Co op 10

Before ~~Coop 9 on January 19, 2012~~ complete the following:

- Read chapters 7 and 8 of *Words of Delight*, by Leland Ryken
- Answer the following questions.
- Complete the poem activities.

For your reading, keep in mind the goal is to understand the concepts and apply them to the below questions. The book goes into more detail than we will cover in class; feel free to skim some of the examples as long as you understand the concepts. Remember, the author is just categorizing the Psalms (familiar territory) in terms of poetry (familiar territory as well); the concepts are understandable, even if explained in somewhat technical terms. The ideas are fairly basic so don't despair! :)

For the next two coops we will be studying biblical poetry—before coop 9-on-Jan.-19,-2012; you will be reading about the language and artistry of biblical poetry. Before coop 10-on-February-2, 2012, you will read chapters 9 and 10, with just a little bit of pre-class work to complete. The exercises and reading assignment are a little lighter than usual. As you go, if you find that you disagree with Ryken about a particular interpretation or idea, feel free to write yourself a note on the subject and ask your teacher about it in class. Just make sure that you can back up your objection or alternate interpretation from the text!

2019 info:
this is for
co-ops 10-11

The suggested subject for recitation or reading aloud this week is Psalm 91.

Chapter 7

1. What makes poetry different from prose (159)?

What special ability must a poet have (160, bottom of 165)?

2. What two activities do poetic images require of a reader (161-162, bottom of 165)?

3. You should be fairly familiar with metaphor and simile already from the work that we did with them in our study of Egyptian poetry. Summarize in writing (just two or three sentences) Ryken's description of how metaphor and simile function (166-167).

4. After refreshing your memory of metaphor and simile, try this exercise: ~~if you have Internet access~~, use a Bible search engine in your preferred translation to do a search for the word

two

“like.” Pick ~~three~~ ^{two} similes that appeal to you, identify their literal references, and then interpret them. Do not choose any of the examples listed in Ryken. Refer to pages 167 and 169-176 if you need help, and be prepared to share the results with your teacher in class. You may need to do some extra research (as Ryken did on ancient shepherding) to really understand your chosen similes.

5. As a final exercise for this chapter, on the copy of Psalm 126 below (give yourself plenty of space between lines on the page) and mark it to identify any instances of metaphor, simile, hyperbole, personification, or apostrophe, or any uses of parallelism (mark each kind of parallelism that you find). Don't be frustrated if parallelism is harder to identify and distinguish than it looks at first. As always, do your best and trust your teacher to help you in class.

I have attached an example of this on the forum

Psalm 126

A song of ascents.

- 1 When the LORD restored the fortunes of Zion,
we were like those who dreamed.
- 2 Our mouths were filled with laughter,
our tongues with songs of joy.
Then it was said among the nations,
“The LORD has done great things for them.”
- 3 The LORD has done great things for us,
and we are filled with joy.
- 4 Restore our fortunes, LORD,
like streams in the Negev.
- 5 Those who sow with tears
will reap with songs of joy.
- 6 Those who go out weeping,
carrying seed to sow,

will return with songs of joy,
carrying sheaves with them.

Chapter 8

1. ~~Remember our discussion in Week 7 about teaching, delighting, and the effects of artistry?~~ What are the two main purposes of artistry (bottom of 187 to top of 188)?

Since you have had time to experience several different kinds of ancient literature (Egyptian, Mesopotamian, and Greek poetry), do you think that Ryken's definition of the purposes of artistry is a good one?

Are these two purposes universal, or do they apply only to the Bible?

~~Do you agree with our previous discussion about the relationship between artistry and teaching?~~

2. For your final exercise for chapter 8, use the copy of Psalm 139 below. Then, using colored pens or highlighters or whatever you might need, mark everything mentioned by Ryken concerning this poem. Show, for example, where there is a pair of rhetorical questions in Psalm 139 (203). This exercise is intended to help you review and put together everything that Ryken has taught you in Chapter 8, so please do it carefully.

Go through the chapter carefully and try to mark what you find, but do not worry if you do not find "everything" there is to note. We will go over this in class. But do give it a good try!

Psalm 139

For the director of music. Of David. A psalm.

- 1 You have searched me, LORD,
and you know me.
- 2 You know when I sit and when I rise;
you perceive my thoughts from afar.
- 3 You discern my going out and my lying down;
you are familiar with all my ways.
- 4 Before a word is on my tongue
you, LORD, know it completely.
- 5 You hem me in behind and before,
and you lay your hand upon me.
- 6 Such knowledge is too wonderful for me,
too lofty for me to attain.
- 7 Where can I go from your Spirit?
Where can I flee from your presence?
- 8 If I go up to the heavens, you are there;
if I make my bed in the depths, you are there.
- 9 If I rise on the wings of the dawn,
if I settle on the far side of the sea,
- 10 even there your hand will guide me,
your right hand will hold me fast.
- 11 If I say, "Surely the darkness will hide me
and the light become night around me,"
- 12 even the darkness will not be dark to you;
the night will shine like the day,
for darkness is as light to you.
- 13 For you created my inmost being;
you knit me together in my mother's womb.
- 14 I praise you because I am fearfully and wonderfully
made;
your works are wonderful,
I know that full well.

- 15 My frame was not hidden from you
when I was made in the secret place,
when I was woven together in the depths of the earth.
- 16 Your eyes saw my unformed body;
all the days ordained for me were written in your book
before one of them came to be.
- 17 How precious to me are your thoughts,[a] God!
How vast is the sum of them!
- 18 Were I to count them,
they would outnumber the grains of sand—
when I awake, I am still with you.
- 19 If only you, God, would slay the wicked!
Away from me, you who are bloodthirsty!
- 20 They speak of you with evil intent;
your adversaries misuse your name.
- 21 Do I not hate those who hate you, LORD,
and abhor those who are in rebellion against you?
- 22 I have nothing but hatred for them;
I count them my enemies.
- 23 Search me, God, and know my heart;
test me and know my anxious thoughts.
- 24 See if there is any offensive way in me,
and lead me in the way everlasting.

Defining Terms Read these over for your reference; be able to use them in class

- Literature: The interpretive presentation of human experience in an artistic form (187).
- Elements of Artistry: Pattern (design), unity, theme (central focus), balance, contrast, unified progression, variety in unity (variation), symmetry, repetition, recurrence (or rhythm) (92, 187).
- Denotation: The straightforward dictionary meaning of a word (161).
- Connotation: The additional overtone or overtones of meaning, especially emotional overtones, which a word communicates (161).

Final assignment (due co-op 10): Write the 8-10 line poem described on your syllabus under co-op 9. Type on a separate page. You may type or handwrite the technique identifications. (This will not be shared in class :).) I have attached an example of this on the forum. Simplicity is fine in this assignment!

Co-op 11

Before ~~Co-op 10~~ on ~~February 2, 2012~~, complete the following:

- Read chapters 9 and 10 of *Words of Delight*, by Leland Ryken. See note in red
- Explicate Psalm 116 or Psalm 84. Both are provided below. You just need to pick one to explicate.
- Answer the questions listed below the copy of the Psalms. Do not be daunted by the length of these questions! You just need to read them and jot notes, as the TOG material says: "For questions 2-5 especially, you do not have to write out complete answers. Just think about them before class, and perhaps write a few notes to yourself about how you would answer them."

Ditto for last co-op's notes.

For your ch. 10 reading, feel free to read headings only and/or skim AFTER the middle of p. 241

We will practice this at co-op 10 so it will be easier to pick up

Assignment for *Words of Delight*, by Leland Ryken

This week we will focus on applying the process of poetry analysis described by Ryken. Over the course of your rhetoric-level literature studies, you will find the tools of poetry analysis to be essential.

We will also give our attention to a method of properly defining and describing genres. You will learn about many different genres in your four years of rhetoric-level literature, so it is important that you learn how to identify, characterize, and explain the purpose or effects of each. After that, we will briefly discuss a few interesting ideas from Chapter 10.

The subject for recitation or reading aloud this week is Psalm 84 or Psalm 116.

1. Explicate Psalm 116 (or Psalm 86) according to the process demonstrated by Ryken in Chapter 9. (It is best to begin this exercise after you have read both Chapter 9 and Chapter 10.) Pages 207-211 will show you what kind of things can be said about the poem, and the rest of the chapter contains examples which should be helpful. Chapter 10 contains much information that can help you with your analysis of the poem's genre, structure, and unity. Here is an outline to help you get started:

- Genre Options: Psalm 116 is a lyric poem, so everything that Ryken says about lyric poems applies to it. Of the four sub-genres, Psalm 116 may turn out to be a lament psalm, a praise psalm, a nature psalm, or a worship psalm. Decide which of these you think it is and explain why you would put it into that sub-genre (no more than three sentences).

This and the following 5 questions will be your explication of the Psalm. Simply answer them (directly on the page is fine)

1 •Implied Situation: Describe (in a sentence or two) the implied situation of the poet.

2 •Intellectual Core

- Topic: Name the topic of the poem (no more than one sentence).
- Theme: Name and describe the theme of the poem (no more than two sentences).

3 •Structure and Unity: This can refer to descriptive structure, expository structure, narrative structure, dramatic structure, repetitive structure, logical structure, catalogue structure, psychological structure, principle of contrast, unifying image pattern or controlling metaphor. Choose one or two (no more than three) of these and use them to explain the structure of the poem. You may find it helpful to print the poem out on a single page so that you can diagram your thoughts on its structure, just as you practiced diagramming Ryken's analysis of various poems last week.

4 •Poetic Texture: Possibilities include image, metaphor, simile, apostrophe, personification, and hyperbole. Identify any of these that

appear in the poem, and explain how they serve to enhance the effect that the poet is trying to create (one to two brief paragraphs).

- 5 •Artistry: What most struck you in this psalm? What seemed most beautiful? If you have studied the poem carefully, there was probably something that seemed especially lovely to you. Tell about it! Make your teacher see that beauty, too (one sentence to one paragraph).

Psalm 116

- 1** I love the LORD, for he heard my voice;
he heard my cry for mercy.
- 2** Because he turned his ear to me,
I will call on him as long as I live.
- 3** The cords of death entangled me,
the anguish of the grave came over me;
I was overcome by distress and sorrow.
- 4** Then I called on the name of the LORD:
"LORD, save me!"
- 5** The LORD is gracious and righteous;
our God is full of compassion.
- 6** The LORD protects the unwary;
when I was brought low, he saved me.
- 7** Return to your rest, my soul,
for the LORD has been good to you.
- 8** For you, LORD, have delivered me from death,
my eyes from tears,
my feet from stumbling,
- 9** that I may walk before the LORD
in the land of the living.
- 10** I trusted in the LORD when I said,
"I am greatly afflicted";
- 11** in my alarm I said,
"Everyone is a liar."
- 12** What shall I return to the LORD
for all his goodness to me?
- 13** I will lift up the cup of salvation
and call on the name of the LORD.
- 14** I will fulfill my vows to the LORD
in the presence of all his people.
- 15** Precious in the sight of the LORD
is the death of his faithful servants.
- 16** Truly I am your servant, LORD;
I serve you just as my mother did;
you have freed me from my chains.
- 17** I will sacrifice a thank offering to you
and call on the name of the LORD.
- 18** I will fulfill my vows to the LORD
in the presence of all his people,

19 in the courts of the house of the LORD—
in your midst, Jerusalem.
Praise the LORD.

OR Explicate Psalm 84, using the same format outlined above for Psalm 116. (Psalm 84 is on the next page.)

Psalm 84

For the director of music. According to *gittith*. [b] Of the Sons of Korah. A psalm.

- 1** How lovely is your dwelling place,
LORD Almighty!
- 2** My soul yearns, even faints,
for the courts of the LORD;
my heart and my flesh cry out
for the living God.
- 3** Even the sparrow has found a home,
and the swallow a nest for herself,
where she may have her young—
a place near your altar,
LORD Almighty, my King and my God.
- 4** Blessed are those who dwell in your house;
they are ever praising you. [c]
- 5** Blessed are those whose strength is in you,
whose hearts are set on pilgrimage.
- 6** As they pass through the Valley of Baka,
they make it a place of springs;
the autumn rains also cover it with pools. [d]
- 7** They go from strength to strength,
till each appears before God in Zion.
- 8** Hear my prayer, LORD God Almighty;
listen to me, God of Jacob.
- 9** Look on our shield, [e] O God;
look with favor on your anointed one.
- 10** Better is one day in your courts
than a thousand elsewhere;
I would rather be a doorkeeper in the house of my God
than dwell in the tents of the wicked.
- 11** For the LORD God is a sun and shield;
the LORD bestows favor and honor;
no good thing does he withhold
from those whose walk is blameless.
- 12** LORD Almighty,
blessed is the one who trusts in you.

Questions continued...jot notes on these so you can discuss in class

2. Notice the difference that Ryken describes between a reflective lyric like Psalm 8 (228-229, 232-234) and an emotional lyric like Psalm 46

(228-229, 234-239). Now consider Psalm 116 again. Is it reflective, emotional, or both? To which different parts of you do the reflective and emotional techniques appeal?

3. Ryken says that “everyone extols one thing or another” (247). Some have said that human beings are worshippers by nature, that we will always be worshipping someone (or something), and that the only question is who or what the object of worship will be. Is that true in your own life? When you choose to obey your parents, whom are you worshipping? When you choose to complain about something, whom or what are you worshipping?

4. Ryken tells us that two things “define the approach of the psalmists to nature” (250): first, that they were a nation of farmers; and second, that they believed in God, who is transcendent and has created nature (250). You will re- member from our study of the *Odyssey* and the Greek worldview that the Greeks were seafarers and that they had a very different view of nature. Be prepared to compare and contrast Hebrew and Greek views of nature in class, in light of these differences.

5. Ryken writes, “One of the functions of literature is to take us from our own world and transport us to another world that we enter by means of our imagination. From that world we can see our own experience with renewed clarity and zest” (262). Have you found that your own Christian experience seems fresher, clearer, and more vibrant because of the time you have spent studying the works and worldviews of other cultures?

Keep all these things in mind as you write your psalm from the perspective of the exiled Israelite (assigned on co-op 10, week two, on the syllabus)