

# REVEALED WORD UNIVERSITY



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## COURSE: PENTATEUCH

### 1. Summary about Facilitator and Course

N°	ITEMS	DETAILS (DESCRIPTION)
1	Names of Facilitator	Celestin Ngirabakunzi
2	Academic Title	Doctor
3	Email	<a href="mailto:celestin@rwuni.com">celestin@rwuni.com</a>
3	Website course link	<a href="https://brandapp.co.za/rwuni/">https://brandapp.co.za/rwuni/</a>
4	University Website	<a href="https://rwuni.com">https://rwuni.com</a>
5	Concentration/Specialization	Old Testament Studies & Kingdom Theology
6	<b>Course Title</b>	<b>Pentateuch</b>
7	Course Code	RWUNIFATAB0001
8	Credits (1 Credit=10 hours)	3
9	Facilitation time	6:00 – 8:00 pm Central Africa Time
10	Faculty name	FATAB( Faculty of Theology and Biblical Studies)
11	Department	Biblical Studies
12	Cohort	Undergraduate Students
	Academic year	2022
13	Learning & Facilitation language	English
14	Important recourses and material for students	Bible, Smartphones, Tablet or computer, handbook or diary, pens, bible commentaries and dictionaries, course notes and course syllabus

### 1. VISION OF REVEALED WORD UNIVERSITY

To raise up Spirit-anointed leaders who will disciple nations in workplace.

### 2. MISSION OF REVEALED WORD UNIVERSITY

To contribute to the social economic transformation of the people of the World by imparting both Godly and ethical professional and practical marketable skills through rigorous professional, Technical training and education

### **3. PURPOSE OF REVEALED WORD UNIVERSITY**

To edify the body of Christ, to equip God's people for the work of the ministry, to unite in faith, to grow in quality, quantity, stability and integrity so that the whole body is healthy and growing and full of love.-(Ephesians 4; 11-16). 4.

### **4. VALUES OF REVEALED WORD UNIVERSITY**

1. Integrity 2. Accountability 3. Transparency 4. Fairness 5. Love 6. Excellence 7. Christ Centred

### **5. MOTTO OF REVEALED WORD UNIVERSITY**

Equipping, Activation and Multiplication

### **6. GENERAL OBJECTIVE OF REVEALED WORD UNIVERSITY**

To edify the body of Christ, to equip God's people for the work of the ministry, to unite in faith, to grow in quality, quantity, stability and integrity so that the whole body is healthy and growing and full of love.

### **7. SPECIFIC OBJECTIVES OF REVEALED WORD UNIVERSITY**

1. Develop a strong and deep relationship with the Lord.
2. Provide an in-deep understanding of the Word of God.
3. Make believers firm and stable in their walk with the Lord as revealed by the Word through The ministry of the Holy Spirit.
4. Prepare believers for ministry, leadership, and servant hood in the body of Christ.
5. Impart a correct and clear understanding of the Word of God.
6. Train and equip future leaders by means of the best training methods.
7. To connect believers with marketplace for invading nations for Christ.
8. Professional training of African people, with special inclusion of the youth and women.
9. Quality education of African people
10. Preparation of African people with ethical values for positive impact and change.
11. Socioeconomic development and transformation concentrating on home-grown solutions in Africa.
12. Servant-hood Entrepreneurship and leadership development in African Countries.
13. Conservation of and keeping African heritage for positive and sustainable development for next generations.
14. Connecting African communities to mutually beneficial relationships with the rest of the world.

SOURCE: <https://rwuni.com>

### **1. Course Description:**

A survey of the history of the scholarly study of the Pentateuch followed by a detailed study of selected passages from Genesis through Deuteronomy.

The material in the first five books of the Bible (i.e., the Torah or Pentateuch) provides the foundation for the rest of the biblical tradition. These books explore the beginnings of the world, the ambiguities and complexities of human character and community, and the character of the God who calls a faithful human community into existence. In our work in this course we shall develop an understanding of the overall shape of the Pentateuch—the flow of its narrative and the character of its legal materials. In the process we shall consider

the biblical texts under the broad thematic headings of God, humanity and human community. In addition to the biblical text itself, we shall consider briefly the tradition of biblical scholarship that has developed over the past 200 years

Textbooks

1. [http://mis.kp.ac.rw/admin/admin\\_panel/kp\\_lms/files/digital/SelectiveBooks/Theology/Dictionary%20of%20the%20Old%20Testament%20Pentateuch%20\(%20PDFDrive%20\).pdf](http://mis.kp.ac.rw/admin/admin_panel/kp_lms/files/digital/SelectiveBooks/Theology/Dictionary%20of%20the%20Old%20Testament%20Pentateuch%20(%20PDFDrive%20).pdf)

## **1.1. Course Learning Outcomes**

*Critical Thinking Outcomes:*

Upon successful completion of this course, students will have demonstrated the ability to do the following:

1. Use the library catalogue and online databases to identify and locate resources relevant to the study of the Pentateuch;
2. Understand and articulate alternative perspectives/theories on the topics and texts we consider in this course;
3. Understand how knowledge is gained in the study of the Bible and how biblical scholars work;
4. Present the results of research in an organized and coherent manner;
5. Develop and present a coherent interpretation of selected biblical texts.

## **1.2. Course Content Learning Outcomes**

Students who complete this course successfully will be able to:

1. Describe the major themes and narrative flow of the books of the Pentateuch;
2. Interpret texts from the Pentateuch within their literary context;
3. Summarize some of the major scholarly perspectives that have been put forward regarding the interpretation of Pentateuchal texts;
4. Describe both the diversity and the coherence of perspectives that are found in the Pentateuch regarding God, humanity and human community;
5. Articulate how the motifs of God, humanity and human community as they are developed in the Pentateuch have been and continue to be used to inform and influence faith communities.

**Course Requirements:**

### **2.2.1 Courses Attendance**

Students are encouraged to attend online videoconferencing class sessions. Attendance will be have 10% of course mark. Student with 30 minutes late will not gain attendance mark of the class session.

### **2.2.2. Reading, Preparation and Attendance**

The class will meet in evening time. Some classes will provide background information, a theoretical framework for our work and/or elucidate the biblical context for the topic under consideration. Other classes will focus on the interpretation of specific biblical texts. Significant responsibility to prepare diligently and to participate fully in class will be placed upon students.

The readings of The Book of the Torah should be completed while reading the Biblical materials. This will provide students with a basic familiarity with the biblical story. In class it will be assumed that you have completed these readings and have this basic familiarity with the biblical narrative.

### 2.2.3. Close Reading

Students will complete a “close reading” of an assigned biblical text. In the close reading, students will be expected to write an interpretation of the biblical passage on the basis of their own careful reading of the text. Students will be provided with a guide that will help them complete their close reading. Close reading report on form of presentation will be part of assignment and will have 20% of all course mark.

### 2.2.4. Take-Home Assignment

Rather than a final examination, students will complete a final, take-home assignment near the end of the course. If students have completed the reading assignments during the semester and participated fully in class, it is expected that they will be able to complete this assignment without additional research. The take-home assignment will be distributed on last day class session via email: [ceo@rwuni.com](mailto:ceo@rwuni.com) , March 4, 2022 and will be on Friday Evening. The take-home assignment will be worth 50% of the course grade.

### 2.2.5. Professionalism

A fundamental requirement for success both as a student and more generally in life is the display of what I will term “**professionalism.**” In the context of this course, professionalism includes a range of behaviors which will lead to success:

*attendance at class, arrival in class on time and in time to be prepared for the class to begin, completion of reading assignments and other work assigned as class preparation, submission of assignments on time, the completion of assignments in a professional manner (with proper formatting, grammar, spelling and documentation), showing respect for others and for the views of others, engagement with the material covered in class, refraining from use of digital media (i.e., texting, emailing, accessing the internet) during class, etc.*

Just as a high level of professionalism will result in a successful outcome in the course, a lack of professionalism will result in lower marks in the course and a lower final grade. Professionalism will be assessed throughout the course and 30% of the course grade will be assigned for professionalism. To determine the mark for professionalism, all students will begin with 100 points. Points will be deducted for each occurrence of unprofessional conduct.

#### **For example:**

1. Missing a class for any reason will result in a loss of 10 points;
2. Being late for class for whatever reason will result in a loss of 5 points;
3. Lack of preparation for a class will result in a loss of 10 points;
4. Late submission of an assignment will result in a loss of 10 points;
5. Using digital media during class will result in a loss of 10 points;
6. Displaying a lack of respect for others and the views of others will result in a loss of a minimum of 10 points; etc.

At the end of the course, students with 85-100 points will be awarded a grade of A for professionalism; students with 75-84 points will be awarded a grade of B+ for professionalism; students with 70-75 points will be awarded a grade of B for professionalism; students with 65-69 points will be awarded a grade of C+ for professionalism; students with 60-64 points will awarded a grade of C for professionalism; students with a 50-59 points will be awarded a grade of D for professionalism; students with 0-49 points will be awarded a grade of F (0) for professionalism. The mark for professionalism will be worth 30% of the course grade.

### 2.2.6. Course Requirement Summary

S/N	Assignment	Value	Due Date
1	Courses Attendance	10 % of course grade	All class session dates ( Feb28-March 4,2022
2	Close Reading	30 % of course grade	March 3,2022
4	Take-Home Assignment	50 % of course grade	March 4,2022
5	Professionalism	10 % of course grade	All class session dates ( Feb28-March 4,2022

### 3. Grading Scale

The following grading scale will be used to convert grades for individual assignments to the letter grading system used by Revealed Word University:

Grade	Percentage	Grade points	Description
A+	96-100	4.5	<b>Exceptional work;</b> the quality of work consistently exceeds expectations for the course. This grade is awarded only in the most exceptional cases
A	83-95	4.0	<b>Excellent work;</b> the quality of work demonstrates that the student has a thorough understanding of the issues under consideration, has an excellent grasp of alternative viewpoints, can interpret and apply the relevant materials to the development of an argument and shows excellent scholarly judgment. The student's writing is excellent and shows attention to detail.
B+	76-82	3.5	<b>Very good work;</b> the quality of work demonstrates that the student has a very good understanding of the issues under consideration, has a very good grasp of alternative viewpoints, can interpret and apply relevant materials to an argument and shows very good scholarly judgment. The student's writing is sound and clear.
B	70-75	3.0	<b>Good work;</b> the quality of work demonstrates that the student has a good understanding of the issues under

			consideration, has a grasp of alternative viewpoints, is able to interpret and apply relevant materials to an argument and shows good scholarly judgment. The student's writing is sound and clear
<b>C+</b>	<b>65-69</b>	<b>2.5</b>	<b>Satisfactory work;</b> the quality of work demonstrates that the student has a sound understanding of the issues under consideration, has a grasp of some alternative viewpoints, is able to interpret and apply relevant texts to a basic argument and shows some scholarly judgment. The student's writing is basically sound, but likely could use some additional attention to detail.
<b>C</b>	<b>60-65</b>	<b>2.0</b>	<b>Adequate work;</b> the quality of work demonstrates that the student has a basic understanding of the issues under consideration, has an elementary grasp of some alternative viewpoints, is able (with some difficulty) to interpret and apply relevant texts to an argument and shows some elementary scholarly judgment. The student's writing is basically sound, but requires careful attention to detail before the quality of work will improve significantly. There is room and some potential for significant improvement. Work at this level may not be acceptable for credit in a student's major.
<b>D</b>	<b>50-59</b>	<b>1.0</b>	<b>Borderline work;</b> the quality of work demonstrates that the student has developed a very basic understanding of the issues under consideration, shows some grasp of alternative viewpoints, has difficulty interpreting and applying texts in a sound manner, has difficulty formulating a coherent argument and shows only rudimentary scholarly judgment. The student's writing has serious deficiencies and hinders the overall quality of the student's work.
<b>F</b>	<b>0-49</b>	<b>0</b>	<b>Inadequate work;</b> the quality of work does not meet minimum standards for credit in this course. Typically the student has not demonstrated that she/he is able to work at a university level in this course.

#### 4. OTHER GUIDELINES

To earn a passing grade, students must submit all required assignments in the course.

Late submissions will be accepted for assignments up to one week after the due date. However, a per diem penalty of 2% for the respective assignment will be assessed. Assignments that are more than one week late will not be accepted.

All written submissions must adhere to the page/word limits that have been established.

Students should use a 10 point or 12 point font and should provide 1 inch or 2.5 cm margins on all sides of the page. I will not read beyond the established page/word limit! It is important for students to learn how to express themselves concisely and clearly by including the information that is essential and eliminating unnecessary verbiage. Attendance at class is expected. Students who fail to attend and participate in class consistently should expect that this failure will be reflected in their grade (in the quality of their written assignments and in their mark for professionalism). If attendance and participation in class is sufficiently negligent, procedures to remove a student from the class may be initiated (see Academic Policies of Revealed Word University).

### **Academic Policies:**

Students are responsible to review and abide by all Revealed Word University academic policies

Four policies are of particular relevance:

#### **4.1. Academic Integrity**

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean, Secretary of Faculty for undergraduate students or Head of Department for Master and PhD students.

The Academic Dean will chair a joint meeting of student and Facilitator to hear both the allegations and the student's response to the allegations. The Academic Dean will

then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and Facilitator will be notified of the Academic Dean's decision in writing. A copy of the decision will be sent to the Registrar and Deputy Vice Chancellor of Academics, Quality Assurance and Research (DVCAR). The DVCAR has the right to appeal the decision of the Academic Dean

#### **4.2. Use of Personal Computers, Electronic Devices and Cell Phones in Booth Classrooms.**

We consider the Revealed Word University classroom environment to be a special place of focused engagement between Facilitators and students. As such, electronic devices are allowed in the classroom only for the purposes of course instruction. The use of computers, the internet (including email), downloaded material, or other electronic devices such as cell phones require the express permission of the instructor. Social Networking sites such as Facebook, Instagram, Twitter, blogging and other related activities are not permitted in classrooms. The use of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the instructor.

#### **4.3. Unclaimed Term Work.**

It is the student's responsibility to claim all term work, assignments or tests. Any term work that has not been claimed by students will be held for a period of four months from the end of final exam period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will be destroyed according to RWUNI guidelines.

#### **4.4. Withdrawal.**

Any student who is considering withdrawing from the course is requested to speak with the facilitator and contact the Revealed Word University Registrar at [registrar@rwuni.com](mailto:registrar@rwuni.com)

If you are having difficulty with the course, or think that any grade assigned to your work is unfair, please contact me at [ceo@rwuni.com](mailto:ceo@rwuni.com). Chances are that we can solve any problems together.

### **5. TENTATIVE COURSE SCHEDULE**

<b>DATES</b>	<b>TOPIC</b>	<b>PREPARATION</b>
<b>Feb 28, 2022</b>	Topic 1: Introduction to the Pentateuch Topic 2: Digging Beneath the Surface of the Pentateuch	In small groups, students will read Genesis 6:1-9:17. As you read through this narrative you will be asked to note whether the story flows well or whether it seems broken in places. Identify any apparent inconsistencies, repetitions or variations in the text. Read: 1. Book of the Torah, pp. 1-12.

	<p><b>TODAY'S THEME1 : CREATION NARRATIVES IN GENESIS</b>  1-3 Topic 1: God Who Calls the World into Existence Topic 2: Intimacy and Alienation in Genesis 2:4b3:25</p>	<p>Read: 1. Genesis 1:1-2:4 Describe the state of the world as it is presented in Gen 1:1-2. In your reading of this creation narrative, pay careful attention to the structure of each day of creation. Make a simple list of what is created on each of the seven days of creation. (Don't worry about capturing every detail. Just list this in broad categories.)</p> <p>What are some of the claims that Genesis 1:1-2:4 makes about God and humanity? Read: 1. Genesis 2:4-3:25 As you read, note the various relationships that are established in the acts of creation in Genesis 2 (God &amp; humans; humans and the earth; male and female; humans and animals). In Genesis 3, note how each relationship has been affected by the act of disobedience in the garden. 2. Book of the Torah, pp. 22-27. After completing the readings, compare and contrast the creation narrative in Genesis 1 with the creation narrative in Genesis 2-3. In what ways are they similar and in what ways are they different? Note what Genesis 2:4b-3:25 asserts about God, humanity and human community</p>
	<p><b>TODAY'S THEME2: SIN AND GRACE IN GENESIS 4-11</b>  Topic 1. Genesis 4-11: Alienation Abounds Topic 2: Reflection Upon Genesis 1-11</p>	<p>Read: 1. Genesis 4-11 As you read, divide these chapters into major stories (e.g. Gen 6-9 – flood). For each of the stories note how sin and its consequences are described and how grace and its consequences are described. Completing this work in advance of class is essential if you are to understand the work that we will complete during class. 2. The Book of the Torah, pp. 27-41. Read: 1. Let Justice Roll Down, pp. 71-104. When reading these pages, pay attention to the various themes that Birch identifies as being significant in Genesis 1-11. Identify the major claims made in Genesis 1-11 regarding the nature of God, humanity and human community.</p> <p><b>TODAY'S THEME: THE PROMISE/FULFILMENT THEME IN GENESIS</b></p> <p>Topic 1: Promise and Fulfilment in Genesis 12-25 Topic 2: Abraham's (Aborted) Sacrifice of Isaac Read: 1. Genesis 12-25 As you read these chapters, notice how the promises which God makes to Abraham in Genesis 12:1-9 are fulfilled or threatened in each story in Genesis 12-25. 2. The Book of the Torah, pp. 41-64. What claims does this cycle of stories make about God, humanity and human community? Read: 1. Genesis 22</p>

<b>March 1,2022</b>	<p><b>TODAY’S THEME: THE PROMISE/FULFILMENT THEME IN GENESIS</b>  <b>Topic 1:</b> Promise and Fulfilment in Genesis 12-25  <b>Topic 2:</b> Abraham’s (Aborted) Sacrifice of Isaac</p>	<p>Read: 1. Genesis 4-11 As you read, divide these chapters into major stories (e.g. Gen 6-9 – flood). For each of the stories note how sin and its consequences are described and how grace and its consequences are described. Completing this work in advance of class is essential if you are to understand the work that we will complete during class. 2. The Book of the Torah, pp. 27-41. Read: 1. Let Justice Roll Down, pp. 71-104. When reading these pages, pay attention to the various themes that Birch identifies as being significant in Genesis 1-11. Identify the major claims made in Genesis 1-11 regarding the nature of God, humanity and human community.  4. Tuesday, October 2, 2018 <b>TODAY’S THEME: THE PROMISE/FULFILMENT THEME IN GENESIS</b>  <b>Topic 1:</b> Promise and Fulfilment in Genesis 12-25  <b>Topic 2:</b> Abraham’s (Aborted) Sacrifice of Isaac  Read: 1. Genesis 12-25 As you read these chapters, notice how the promises which God makes to Abraham in Genesis 12:1-9 are fulfilled or threatened in each story in Genesis 12-25. 2. The Book of the Torah, pp. 41-64. What claims does this cycle of stories make about God, humanity and human community? Read: 1. Genesis 22</p>
	<p><b>TODAY’S THEME: TRANSITION TO LIFE EGYPT</b>  <b>Topic 1:</b> Alienation and Reconciliation in the Joseph Story  <b>Topic 2:</b> Transition to Slavery</p>	<p>Read: 1. Genesis 37-50 In some ways, the Joseph story is a continuation of the story of Jacob into the next generation. How would you suggest the legacy of Jacob’s troubled relationships is passed on to the next generation? Is any reconciliation within this family evident in the story? 2. The Book of the Torah, pp. 82-94. 3. Let Justice Roll Down, pp. 105-114. What are some of the claims that the stories in Genesis 12-50 make about God, humanity and human community? What characteristics of each do you see worked out in these stories? Read: 1. Exodus 1-2 Break down Exodus 1-2 into “scenes.” For each scene describe briefly the action which takes place and note whether the mood in each scene changes at all. 2. The Book of the Torah, pp. 95-105.</p>
<b>March 2,2022</b>	<p><b>TODAY’S THEME 1: THE EXODUS</b>  <b>Topic 1:</b> The Call of Moses Read: 1. Exodus 3-6 How would you compare God’s engagement in the story of Israel in Egypt in Exodus 1-2 and in Exodus 3-6? What is the turning point in this level of engagement?  <b>Topic 2:</b> “You shall know that I am the LORD”</p>	<p>Read: 1. Exodus 3-6 How would you compare God’s engagement in the story of Israel in Egypt in Exodus 1-2 and in Exodus 3-6? What is the turning point in this level of engagement?10  Topic 2: “You shall know that I am the LORD” Read: 1. Exodus 7-15 As you read through Exodus 7-15, pay attention to the conflicts that develop in the narrative of the encounters between Moses and Pharaoh. Identify the underlying question which is answered by this story. 2. The Book of the Torah, pp. 105-116.</p>
	<p><b>TODAY’S THEME2 : FROM EXODUS TO SINAI</b>  <b>Topic 1:</b> Reflection on the Significance of the Exodus  <b>Topic 2:</b> Journey to Sinai</p>	<p>1. Exodus 16-18 Divide these chapters into individual stories (3-4 in total). For each story make note of the specific crisis that arises and how it is resolved.</p>

<b>March 3,2022</b>	<p><b>TODAY'S FOCUS 1: THE FORMATION AND NATURE OF ISRAELITE COMMUNITY</b></p> <p>Topic 1: Covenant and the Formation of Community Read: 1. Exodus 19-31 In Exodus 19, notice all of the phenomena that accompany God's presence on the mountain.</p> <p>Topic 2: The Ten Commandments</p>	<p>Read: 1. Exodus 19-31 In Exodus 19, notice all of the phenomena that accompany God's presence on the mountain.11</p> <p>Topic 2: The Ten Commandments 2. The Book of the Torah, p. 117-129. How do the exodus experience and the theophany on Mt. Sinai help us to understand the nature of the covenant? Read: 1. Exodus 19:1-20:21 Take notice of the division between those commandments which are focused primarily upon Israel's relationship with YHWH and those which outline the nature of Israelite community.</p>
	<p><b>TODAY'S FOCUS 2 : LIVING IN THE PRESENCE OF THE HOLY GOD</b></p> <p>Topic 1: Covenant Rupture and Renewal</p> <p>Topic 2: Leviticus – Living in the Presence of the Holy God</p>	<p>Read: 1. Exodus 32-34 In Exodus 32 the Israelites construct a golden calf. Why did they do this? How did they do this? What was the result? Note the role of Moses in Exodus 32-34. How does he interact with YHWH? With the Israelites? What is the result of Moses' conversation with God? 2. The Book of the Torah, pp. 129-135. Read: 1. The Book of the Torah, pp. 136-156. How does the book of Leviticus deal with the problem of how Israel, as an unholy people, can live in the presence of the holy God?</p>
<b>March 4,2022</b>	<p><b>TODAY'S FOCUS 1: MEMORY AND IDENTITY IN DEUTERONOMY.</b></p> <p>Topic 1: The Nature of Israelite Community</p> <p>Topic 2: Deuteronomy – Remember Who You Are!</p>	<p>Read: 1. Deuteronomy 1-11 As you read these chapters, note the various episodes in which "Moses" describes Israel's failure to remain absolutely devoted to YHWH. Also, as you read these chapters, note all of the places in which "Moses" exhorts the Israelites to "remember" and what they are to remember. Pay special attention to Deuteronomy 6 and the importance which is placed upon the instruction (law, torah) that has been given to the Israelites</p>
	<p><b>TODAY'S FOCUS 2 : ISRAELITE COMMUNITY ACCORDING TO DEUTERONOMY</b></p> <p>Topic 1: The Covenant Community</p>	<p>Read: 1. Deuteronomy 12, 15, 18, 24, 26, 28, 30- 32, 34 Particularly in the early chapters, make note of the provisions that are made for the various groups of people who may not be able to survive without assistance (e.g. widows, orphans, aliens, those in debt, etc.)</p>