

CHMN 525

Hispanic-American Culture and Challenges
Pacific Union, September 9-13, 2018
Rogelio Paquini (DMin,)

Andrews University

CHMN 525

Hispanic-American Culture and Challenges Pacific Union, September 9-13, 2018

GENERAL CLASS INFORMATION

Class location: Pacific Union
Class time/day: Sunday 6:00-9:00 pm. Monday-Thursday 8-12 am 1:00-6:00 pm
Credits offered: 03 credits

INSTRUCTOR CONTACT

Instructor: Rogelio Paquini
Telephone: 626-274-4993
Email: ropaq@mac.com
Office location: TBD
Office hours: Write or call for questions regarding the course

COURSE DESCRIPTION

Studies into the nature of the multifaceted North American Hispanic Culture and challenges. This course counts as one of the core courses students need to complete the MAPM program—Hispanic track.

Prerequisites:

1. Reading—500 pages (30 hours minimum) from the books below. Submit a one-page report on key concepts you learned.
2. Select an article on the Hispanic Culture. This article will be read in front of the class for discussion.

COURSE MATERIALS

Libro de texto:

1. Rodriguez, Daniel A. (2011) A future for the Latino church. InterVarsity Press (Available through Amazon.com)
2. Daniel Sanchez, R (2006). *Hispanic realities impacting America: Implications for evangelism and missions*. Church Starting Network.
3. McIntosh, Gary L. (2002). *One church, four generations: Understanding and reaching all ages in your church*. Baker Books.
4. Ospino, Hoffman (2010) Hispanic ministry in the 21st Century: Present and Future. Convivium Press.
5. Norman, Bruce R. (2003) *Bridging the Gap: Reaching the internet generation*. Advent Source.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

- Understand the differences and similarities between immigrant and firstborn American members.
- Demonstrates skills in ministering across cultures.
- Understands the differences across generations
- Trains church members to face cultural challenges
- Empowers church members for embracing differences
- Capable of reaching across generational groups

Student Learning Outcomes (SLO) The student will:

1. Explain the effects of language mixing resulting from immigration
2. Understand the communication challenges of Hispanics born in the U.S.
3. Minister to Hispanic-born SDA members
4. Implement strategies to reach bilingual Hispanics in the NAD

TOPICS AND ASSIGNMENTS

Month	Day	Class Topic/Assignment submission	Assignments Due Dates
September 9-13 2018	9	<ul style="list-style-type: none"> • Getting to do each other. • Verify electronic class registration • Review course requirements • Devotional and group presentation schedule • Course introduction 	September 9 <ul style="list-style-type: none"> • First day of class • (1) Reading report (30) hours from required and recommended list. • The report must be downloaded to learninghub Andrews University system and emailed to instructor before 6 pm. • (2) List and description of current issues faced in the Hispanic-American church. • 6-point deduction for late reports

	10	<ul style="list-style-type: none"> • Historical Perspective • Hispanic-American Culture • Worldview 	Devotional. Daily small group discussion and collaborative learning sessions on the subject
	11	<ul style="list-style-type: none"> • A Biblical Perspective • Hispanic American Worship Challenges • Historical perspective 	Devotional. Daily small group discussion and collaborative learning sessions on the subject
	12	<ul style="list-style-type: none"> • Practical Perspective 1 • Differences between First and Second Generation • Bilingual churches 	Devotional. Daily small group discussion and collaborative learning sessions on the subject
	13	<ul style="list-style-type: none"> • Final Report 	<ul style="list-style-type: none"> • Write a 20-page final report based on an outline approved by the professor during the intensive. Student should bring to the professor an outline of the final report before the end of the intensive (<i>September 13, 2018</i>).

	13	<ul style="list-style-type: none"> • Preaching Hispanic American church today • Ministry Hispanic American church today 	Devotional. Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week. Presentations are graded by peers from a 1-10 point scale. (10 points of the final grade).
December	5	90 days after the first day of class	Final project is due today (December 5, 2018). By midnight, this day, students should post in the Learning Hub an electronic MSW document with final project. Project will be graded according to the rubric included in this syllabus.
January	5	120 days after the first day of class	Late final-assignment submission receives no more than a B by midnight on this day (January 5, 2019).
February	5	150 days after the first day of class	Late final-assignment submission receives no more than a C by midnight on this day (February 5, 2019).

March	1	172 days after the first day of class	172 days from the first day of class. Students who have not completed all intensive requirements by March 1, 2019 will receive a DN and will need to repeat the class.
-------	---	---------------------------------------	--

GRADING AND ASSESSMENT

Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures and guided studies (45 hrs.), reading and other written assignments:

- Class Lectures—guided studies 37 hours
- Pre intensive Current Issues Report 08 hours (Due first day of class)
- Pre Intensive Reading Report: 30 hours (Due first day of class)
- Post Intensive Project Report: 60 hours (Due 172 days after first day of class)
- **Total:** **135 hours**

Post Intensive Project Report

Criteria for Grades

A. Punctual attendance at all classes is required

- Students exceeding 10% of total course appointments will need a written excuse from the dean's office.
- Absences not due to illness also need written approval from the dean's office.

B. Reading report—30 points

- Students need to invest a minimum of 30 hours reading from required and recommended books (see list above). A one-page report should be submitted with the following information: (a) the name of the student, (b) the number of hours read, c) the authors and titles of the books read—*In this order*. The report should answer the questions: 1. What ideas do you agree with the author? 2. What Ideas do you disagree with the author? 3. What ideas could you implement I your ministry setting and how?

- This report is due on *September 9, 2018*. The report must be downloaded to learninghub Andrews University system and emailed to instructor **before 6 pm**.
- There is a *6-point deduction for submitting this report late*.

C. Current Issues in Hispanic-American church report and presentation—10 points

- Students need to submit and present a Current Issues report on their Hispanic-American Church Setting.
- The completed table below is due the first day of class and should be emailed to instructor September 9, 2018.
- Students will have a 5-10-minute presentation of this report before peers and must come ready to respond to questions they may have regarding the report. Schedule for the presentation will be arranged the first day of class.
- There will be a 2-point deduction for late submission of this assignment.

D. Group presentation—5 points

- This course fosters collective learning. The first day of class, students will be divided into small groups to research, during the intensive, on a topic collectively chosen by course participants.
- Selected topics on challenges associated with ministering in the Hispanic-American Church today.
- Each group will prepare and present a 30 minute Power Point presentation during the last day of class (**September 13**). The PPP must be shared with peers in the classroom.
- The presentations will be evaluated by peers on a 1-5 grading scale, considering contents, quality of slides, and practical usability of the presentation.

E. Final report—60 points

- Write a 20-page final report based on an outline approved by the professor during the intensive. Student should bring to the professor an outline of the final report before the end of the intensive (*September 13, 2018*).
- The project's topic should be: Development of a project to minister in a *Hispanic-American church*. The project will be reported in a 20-page paper with the following sections: **1)** Title page. **2)** Table of Contents. **3)** Introduction. **4)** Foundations for Hispanic-American Ministry—content should be biblical/theological and should integrate current literature on the subject—Minimum of 15 recent publications plus Bible and EGW. **5)** Description of the project—including implementation plans or implementation narrative—if the project is implemented. **6)** Conclusion. **7)** Bibliography—Only sources used for the research.
- This report should follow *AU Standards for Written work*: (<http://www.andrews.edu/GRAD/style.html>).
- This report is **due on December 5, 2018** by midnight. Late submission of this report will be penalized according to the submission dates specified in the Topics and Assignments table, above.
- **Note:** The final report must be submitted through email to the instructor **ONE MSW file**.

|

Criteria for Grades—Summary

- Pre-Intensive Reading Report (1 Page) 30 Points
- Pre-Intensive Current Issues Report (2 pages) 30 Points
- Class presentation—Graded by peers 5 Points
- Post-Intensive Project Report (20 pages) 60 Points
- **Total:** **100 Points**

Grading Scale

A (95-100%)	B (83-86%)	C (73-76%)
A - (90-94%)	B - (80-82%)	C - (70-72%)
B+ (87-89%)	C+ (77-79%)	D (60-69%)

Assignment Submission and Penalties

- Pre intensive—Due first day of class (5 points deduction)
- Report on article—Due first day of class (5 points deduction)
- Post-Intensive project (See explanation of deductions under “Due Date” in the “Topics and Assignments” Table).

ASSESSMENT GUIDELINES

Rubric for Assessing Project Plans

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution’s name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows 0 errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately previews its structure	The introduction states the main topic but lack a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the	Project is well described. Some details regarding protocols, organization,	Project is satisfactorily described and meets paper length	Project is poorly describes and does not meet number of pages.	The report misses entire sections of the project	

	organization, implementation, and evaluation are offered. Meets paper length requirements	implementation, and evaluation of the project are missing. Meets length			description. Does not meet paper length.	
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject but wording need can be improved.	Paper provides a table of contents and is organized using different subheading level. However, do not follow AU standards of written work	Paper provides first level headings but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	
Format/Style	All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in errors in punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

CLASS POLICIES

Classroom Seating

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

All late assignments will be penalized according to the specification stated in the table under Topics and Assignments.

Additional Policies

Students whose application is in process are welcome to stay as listeners under the understanding that the class will not be registered to his name, even if he receives an acceptance letter, after the intensive is finished.

Examinations

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time". *AU Bulletin*

Class Attendance

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. *AU Bulletin*

Teacher Tardiness

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean". *AU Bulletin*

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students taking the class for credit are considered class members until they file a Change of Registration form in the Office of Academic records". *AU Bulletin*

Excused Absences

"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher". *AU Bulletin*

Academic Integrity

"In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have

yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Rogelio Paquini is the Lead Pastor of the West Covina Hills SDA Church in Southern California. For twenty years he has work in Churches in multicultural, multigenerational and multiple services settings. His passion is to train Christians to share Jesus in today's world.