



Seventh-day Adventist  
Theological Seminary  
Andrews University

DSLE 503

**MARRIAGE, FAMILY AND INTERPERSONAL  
RELATIONSHIPS**

Springs 2024

*Jorge R. Mayer*

This course is designed for pastors who are interested in learning how to build stronger and healthier marriages and families. The course prepares participants in the theology and practice of ministry and shares practical principles to apply in supporting families who request pastoral guidance.

**CLASS & CONTACT INFORMATION**

<b>Class location:</b>	North Pacific Union Conference of Seventh-day Adventists
<b>Class meeting dates:</b>	February 4-8, 2024
<b>Class meeting times:</b>	Sunday: 6-9:00 pm— <i>3 periods of 45 minutes</i> with a 15-minute break. Monday-Thursday: 8-12 am 1:30-6:30 pm— <i>42 periods of 45 minutes</i> with a 15-minute break
<b>Course Website:</b>	
<b>Instructor Tel.:</b>	+1 (404) 432-9098
<b>Instructor Email:</b>	jorgemayer1@gmail.com
<b>Office hours:</b>	

**COURSE REQUIREMENTS**

**Prerequisites: 175 points**

- Reading report—500 pages (30 hours minimum) from three (3) different authors of the books listed below. Submit a two-page evaluation from each book read indicating the number of hours and pages read from the required reading. Such evaluation should consist of (1) new ideas

learned, and how to apply them; (2) concepts the student agrees or disagrees with authors; and (3) questions raised during the reading.

- The report should be submitted electronically on the LearningHub **and** to the professor's email in a MSWord document by the *first day of class*.
- *Late submission penalties*. Pre-intensive assignments are due the first day of class (**February 4, 2024**). Late submissions of these assignments are penalized each day with a 5-point deduction.

### **During the intensive: 75 points**

- ***Class attendance***. Students will need to spend 45 fifty-minute periods during the intensive with the professor. Participants who miss four class periods without a written consent from the seminary Dean (Dr. Jiri Moskala), will have to repeat the course.
- ***Collective learning***. During the intensive students may have time to work with peers in small groups to prepare presentations on topics related to the class

### **Final exam (optional): 75 points**

- If student choose to take it is to increase final grade. Final test will allow student to have access to his class notes.

### **Post-Intensive Requirements: 400 points**

- ***Final project***. To create and present in a church setting (both after the class was completed) a seminar on Family Life topics of approximately 90 minutes from ideas expressed by the professor during the intensive. Student will provide the professor (1) Instructor manual (word by word); (2) Participants manual (main topics with blank sentences); (3) Power Point presentations; and (4) Two photos showing the student and the participants during the presentation of the seminar. The project is due 90 days after the first day of class—**May 6, 2024**, before midnight EST, and submitted electronically in a MSWord document following *Andrews University Standards for Written Work*. Available at the following site: <http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf>. Late submission of this assignment is penalized each week with a 40-point deduction.

## **COURSE MATERIALS**

### **Required Reading:**

Balswik, Jack and Judy. *The Family, A Christian Perspective on the Contemporary Home*. Grand Rapids, MI: Baker Book House, 2021.

Blount, Sarah. *Fearless Parenting: Raising Godly Kids in an Ungodly World*. Columbia, SC: Living Messages Media, 2023.

Eggerichs, Emerson. *Amor y respeto*. Nashville, TN: Thomas Nelson, 2010.

Holladay, Tom & Chaundel. *Love-Power Parenting. Loving Your Kids the Way Jesus Loves You*. Grand Rapids, MI: Zondervan, 2011.

Terkeurst, Lysa. *Good Boundaries and Goodbyes: Loving Others Without Losing the Best of Who You Are*. Nashville, TN: Thomas Nelson, 2022.

White, Elena G. de. *El hogar cristiano*. Mountain View, CA: Pacific Press Publishing, 2014.

### **Recommended Reading:**

Balswik, Judith & Jack. *Authentic Human Sexuality. An Integrated Christian Approach*. Downers Grove, IL: IVP Academic, 2019.

Barna, George and Jimmy Myers. *Fearless Parenting*. Grand Rapids, MI: Baker Books, 2017.

Chapman, Gary & Ross. *Los 5 lenguajes del amor de los niños*. Miami: Unilit, 2017.

Comer, Phil, Comer, Diane. *Raising Passionate Jesus Followers: The Power of Intentional Parenting*. Grand Rapids, MI: Zondervan, 2018.

Covey, Stephen R. *Los 7 hábitos de las familias altamente efectivas*. New York: Golden Books, 2015.

Dobson, James. *Preparémonos para la adolescencia*. Nashville: Betania, 2005.

Gottman, John & Nan Silver. *The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert*. New York City: NY. Harmony Books, 2015.

Grunlan, Stephen A. *Marriage and the Family, A Christian Perspective*. Grand Rapids, MI: Academic Books, 2013.

Habenicht, Donna J. *Diez valores cristianos que todo niño debería conocer*. Buenos Aires: Asociación Casa Editoria Sudamericana, 2000.

Hutchison, Elizabeth. *Dimension of Human Behavior: The changing life course, sixth edition*. Thousand Oaks, CA: SAGE, 2019.

Hamner, Tommie J., and Pauline H. Turner. *Parenting in Contemporary Society*. Boston, MA: Allyn and Bacon, 2012.

Kuzma, Kay. *Maximizing the Magic of Marriage: 12 success strategies every couple needs to know*. Kindle Edition, 2020.

Latham, Glenn I. *Christlike Parenting; Taking the Pain Out of Parenting*. Seattle: Gold Leaf Press, 2002.

Lewis, Robert. *Real Family Values; Keeping the Faith in an Age of Cultural Chaos*. Gresham, OR: Vision House Publishing, 2010.

Leyland Fields, Leslie. *Parenting is Your Highest Calling; And 8 Myths That Trap Us in Worry and Guilt*. Colorado Springs: WaterBrook Press, 2008.

Smalley, Gary & John Trent. *The DNA of Relationship*. Colorado Springs, CO: Tyndale Publishing Inc. 2012.

Stinnett, Nick & Nancy, Joe & Alice Beam. *Fantastic Families. 6 Proven steps to building a strong family*. West Monroe, LA: Howard Publishing, 2008.

Tony, Evans. *Raising Kingdom Kids*. Carol Stream: IL. Tyndale House Publishing, 2014

Valenzuela, Alfonso. *Casados pero contentos*. Westlake Village: CA. Oak & Acron Publishing, 2018.

## REVISION STATEMENT

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

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

### **Program Learning Outcomes (PO):**

1. Know basic teachings of the Bible about marriage and the family.
2. Know main characteristics of the Latin American family living in the United States.
3. Consider the stages of marriage and guidelines necessary to effectively overcome each.
4. Analyze methods of instruction to effective parenting.
5. Discuss matters of interest such as divorce and remarriage, dating, adolescence, homosexuality, the crisis of middle life and sexuality

### **Student Learning Outcomes (SLO) The student:**

1. Have a better understanding what the Bible teaches about Family and Marriage
2. Know same characteristics of the Hispanic family in USA to better minister them
3. Become acquainted with couples' stressors and how to overcome them

Date	Topic	Assignment Due	CLOs Addressed
<b>Sunday, February 4</b>	Registration, syllabus review and course introduction	Reading report	
<b>Monday, February 5</b>	Characteristics and Purposes of the Family, Hebrew Children's Education		
<b>Tuesday, February 6</b>	Family throughout History, Hispanic Family in the USA	Possible Group Discussion	
<b>Wednesday, February 7</b>	Family Frameworks: Systemic, Development	Possible Group Discussion	
<b>Thursday, February 8</b>	Family Strategies: Stages, Enriching Family Habits.  Test	Possible group presentations  Test (optional)	
<b>Monday, May 6</b>		<b>Final project is due today.</b> The project must be posted on LearningHub, and Email to professor an electronic MSW document before midnight: <a href="mailto:jorgemayer1@gmail.com">jorgemayer1@gmail.com</a>	
<b>Thursday June 6, 2024</b>		Late assignments receive no more than a <b>B</b> by midnight on this day	
<b>Sunday, July 7, 2022</b>		Late assignments receive no more than a <b>C</b> by midnight this day	

Date	Topic	Assignment Due	CLOs Addressed
<b>Wednesday August 28, 2024</b>		<i>172 days from the first day of class,</i> Students who have not completed all intensive requirements will receive an “F” and will need to repeat the class.	

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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 tardiness are equal to one absence.

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters’ degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		<b>Professional Masters' Programs</b>	
		2 Credits	3 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>		<b>45</b> hrs
<b>Independent Learning Activities</b>	<b>Pre-Intensive Reading</b>		<b>30</b> hrs
	<b>90 Minutes Seminar</b>		<b>60</b> hrs
<b>Total Hours:</b>			<b>135</b> hrs

*Note.* In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

**Submission of Assignments**

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview-- Above.

**Late Submissions**

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the *Course Overview Table*. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

**ABOUT YOUR INSTRUCTOR**

**Jorge R Mayer (MDiv, DMin)** has taught at the Seventh-day Theological Seminary since 2003. He is a Charter Member of the Adventist Association of Family Life Professionals, as well as from the American

Association of Christian Counselors, both from 1988. He was President (three consecutive terms) for the Adventist Association of Family Life Professionals (July 2005-December 2011). And author of a book entitled *El hogar que yo soñé* (*The Home I Dream About*) and several articles published at *El Centinela* and *Revista Adventista* magazines. He travels extensively in the U.S. and abroad, teaching couples, families, pastors and lay leaders how to enrich and build families according to God's purpose.

## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### **Academic Accommodations**

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



### Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

### LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### 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.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).***

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

95-100%	<b>A</b>	80-84%	<b>B</b>	65-69%	<b>C</b>
90-94%	<b>A-</b>	75-79%	<b>B-</b>	60-64%	<b>C-</b>
85-89%	<b>B+</b>	70-74%	<b>C+</b>	55-59%	<b>D</b>
				58-Below	<b>F</b>

### *THE B GRADE*

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### *THE A GRADE*

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

### *THE C GRADE*

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

### *THE D GRADE*

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

### *THE F GRADE*

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

# ASSIGNMENT RUBRIC

## Rubric for Assessing Project Plans

Student \_\_\_\_\_

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
<b>Title Page</b>	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). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
<b>Introduction</b>	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 preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
<b>Project Description</b>	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
<b>Organization</b>	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 can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does 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	
<b>Format/Style</b>	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	

	style. No errors in punctuation, spelling, and sentence formation					
<b>Conclusion</b>	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 thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

