Seventh-day Adventist
Theological Seminary
Andrews University

CHMN 538 Bilingual Ministry

Sparing 2020

Southern Union (Forest Lake SDA Church)

Alfonso Valenzuela

CLASS & CONTACT INFORMATION

Class location: Southern Union
Class date: Enero 26-30, 2020
Class time/day: Sunday 6-9:30 pm. Monday-Thursday 8am to 6pm—1 Hour noon break
Credits offered: 3 credits
Instructor: Alfonso Valenzuela—DMin, PhD, MFT
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COURSE DESCRIPTION

A study of the contextualized needs of Hispanics born in the U.S., with emphasis on principles for retaining church members and reaching those not in the church. This course counts as one of the core courses students need to complete the MAPMin program—Hispanic track.

Required Reading *(30 hours)*

1. Bloom, Madeline (2016). Beneficial Worship Patterns Within Bilingual SpanishI-English Christian Churches In The United ń
Tryggestad, Erik (2014). En inglés y español, 'una iglesia para todos'. The Christian Chronicle Press.

2. Hispanic American Minsitries (2019), Musica Bilingüe.

3. Helen Rose Ebaugh and Janet Saltzman Chafetz (2000). Dilemmas of Language in Immigrant Congregations: The Tie That Binds or the Tower of Babel? Review of Religious Research. Springer Publishing. Vol. 41, No. 4. pp. 432-452.

4. Manuel ortiz (2010). The Hispanic Challenge: Opportunities Confronting the Church. Intervarsity press

   Estos materiales pueden adquirirse escribiendo al Dr Valenzuela a: vale@andrews.edu

Recommended Reading
1. Sánchez, Daniel, R. (2006). *Hispanic realities impacting America: Implications for evangelism*. Church Starting Network.
2. Nibbs, Faith & Brettell, Caroline (2016). *Identity and the Second Generation: How Children of Immigrants Find Their Space*.
3. Paradis, Johanne; Generesee, Fred, & Crago, Martha (2011). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd Edition)
4. Baker, Colin; Wright, Wayne, & Cook, Barbara (2011). *Foundations of Bilingual Education and Bilingualism* (6th Edition).
5. All books are available through <amazon.com>

REVISION STATEMENT

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

Program Outcomes (PO)

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes
1. Delivers effective biblically-based sermons
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church
4. Trains church members for evangelism
5. Empowers church members for leadership
6. Capable of reaching specific social groups

Student Learning Outcomes (SLO) for this class are based on PO #4 & 6) Student will be able to:
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	Date	Class Topic	Assignments Due
Enero 2020	24	Pre-Intensive reports are due on Friday—two day before the intensive, before **6 pm**	(1) Reading report (30 hours from required and recommended list) (2) Demographic report on local church second generation church members **6 points deduction** for late reports
	26	- Getting to know each other—Formal introductions - Verify electronic class registration - Review course requirements - Group presentation schedule - Course introduction	*Enero 26, 2020* - First day of class - Demographic report on local church second generation church members due today **2 points deduction** for late reports

	27	• Immigration and language mixing • Hispanic immigration and bilingualism • Hispanic-Americans—Brief history and growth	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	28	• Hispanic-American profile • Language among immigrants • Bilingualism	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	29	• Bilingual ministry among immigrants • Education and evangelism among immigrants • Religion among second-generation immigrants	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	30	• The impact of culture on immigrants and evangelism • Implications for practice • Ministering among second generation immigrants	*Devotional*. Daily small group discussion and collaborative learning. ***Small group presentations*** based on collaborative learning during the week. Presentations are graded by the professor from a 1-10 point scale. (**5 points** of the final grade).
Abril **2020**	26		**Final project is due today (Abril 26, 2020)**. 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.

Mayo	26		Late final-assignment submission receives no more than a **B** by midnight on this day.
Junio	26		Late final-assignment submission receives no more than a **C** by midnight on this day.
172 days from the first day of class			*172 days from the first day of class*. Students who have not completed all intensive requirements will receive an **F** 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, reading requirements, projects, and written assignments. Hours definitions for this class:

- Class Lectures and Guided Studies: 45 hours
- Pre-Intensive Reading Report: 30 hours
- Pre-Intensive Demographic Report: 05 hours
- Post-Intensive Project Report: 55 hours
- **Total**:   **135 hours**

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***.
- This report is due on ***January 24 2020*** —Two days before the first day of class. The report must be posted electronically on the Learning Hub **before 6 pm**.
- There is *a 6-point deduction for submitting this report late*.

C. *Demographic guided report and presentation*—**5 points**
- Students need to submit and present a demographic report on the composition, by generations, of the local church membership she or he attends.
- The completed table below is du the first day of class and should be posted in the learning hub by **May 19, 2019**.
- 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.

Language dominance among student's church members (%)

Generation	Spanish Only Monolingual	English Only Monolingual	Dominant Bilingual Spanish	Dominant Bilingual English	Fully Bilingual Like native in both languages	Total %
First	%	%	%	%	%	%
1 ½ (Came under age 12)	%	%	%	%	%	%
Second	%	%	%	%	%	%
Third	%	%	%	%	%	%

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 and reaching second generation Hispanics in the NAD will be identified and assigned to each group for study during the intensive.
- Each group will prepare and share a 30-minute Power Point presentation during the last day of class. The PPP must be shared electronically with peers.
- The presentations will be evaluated by the professor 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.

- The project's topic will consist in the development of a project to minister and reach second-generation Hispanics in the local church. The project will be reported in a 20-page paper entitled: ***Teoría y práctica del bilingüismo***. The paper will need the following sections**: 1)** Title page. **2)** Table of Contents. **3)** Introduction**. 4)** ***Chapter 1***—Significado y niveles del bilinguismo. *5)* ***Capítulo 2***—El bilingüismo en la comunidad Hispana de los E.U. *6)* ***Capítulo 3***—El bilingüismo entre los Hispanos Adventistas de los E.U. *7)* ***Capítulo 4***—La evangelización y el bilingüismo en los E.U. *8)* ***Capítulo 5***—Estrategia para alcanzar bilingües en los E.U. **9)** Conclusion. **10)** Bibliography—Only sources used for the research. The contents of the paper must contain a deep study on the literature on bilingualism—Minimum of 15 recent authors plus Bible and EGW. Elena G. White counts as only one of the 15 authors required for the paper.
- This report should follow *AU Standards for Written work*: (http://www.andrews.edu/GRAD/style.html).
- 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 our Learning Hub in ***ONE MSW file***.

Criteria for Grades—Summary
- Pre-Intensive Reading Report (1 Page)   30 Points
- Pre-Intensive Demographic Report (2 pages)   5 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%)

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). Has no 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 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	
Project Description	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.	
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 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	
Format/Style	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in punctuation, spelling, and sentence formation	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	
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 thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

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 incur the penalties specified under the heading Grading and Assessment.

Additional Policies
During the preaching practicum, when students preach a sermon before their peer, the classroom door will be closed to avoid distractions to the preacher. Once closed, students will not be allowed into the classroom until the sermon ends.

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. The syllabus notifies students of the attendance requirements. *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 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*

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

Dr. Alfonso Valenzuela is an adjunct professor at Andrews University and the Pastor of the Riverside Spanish SDA Church in Southeastern California.