



DSRE 503
**MARRIAGE, FAMILY AND INTERPERSONAL
RELATIONSHIPS**
Spring 2020

Jorge R. Mayer (CFLE, M.Div, D.Min)

This course explores the tools available for a Pastor to perform marital and family guidance. The study includes theological, psychological and sociological principles with their respective application to the family life.

CLASS & CONTACT INFORMATION

Class location:	Southern Union - Forest Lake SDA Church (515 Harley Lester Lane, Apopka, FL 32703-6129)
Class meeting dates:	January 19-23, 2019
Class meeting times:	Sunday: 6-9:00 pm— <i>3 periods of 50 minutes</i> with a 10-minute break Monday-Thursday: 8-12 am 1:30-6:30 pm— <i>42 periods of 50 minutes</i> with a 10-minute break
Course Website:	
Instructor Tel.:	(404) 432-9098/ Administrative Assistant: Suyapa Vanegas (770) 408-2163
Instructor Email:	jorgemayer1@gmail.com
Office hours:	Write or call for questions regarding the course

COURSE PREREQUISITES

PREVIO AL INTENSIVO – 175 puntos

Como preparación para esta clase, cada alumno debe leer/estudiar:

- Quinientas (500) páginas de por lo menos tres libros de la lista previa (REQUIRED READING).
- En adición a leer, el estudiante realizará un informe por cada libro leído
- Cada informe debe indicar (1) conceptos nuevos que aprendió y como los planea utilizar en su trabajo con las familias, (2) ideas con las que está de acuerdo y en desacuerdo, y/o (3) preguntas que se le han presentado en el curso de la lectura.
- Los informes deben ser de dos páginas a doble espacio no incluyendo la página de presentación, si la hubiese.
- Los informes deben indicar las páginas leídas y el tiempo utilizado de cada libro.
- Estos informes se deben entregar el lunes 16 de enero, 2020.
- Los estudiantes podrán ser invitados a dar un recuento verbal durante la clase sobre sus informes.

DURANTE EL INTENSIVO – 75 puntos

- a. Asistencia puntual y activa a las clases. Ausencias que superan tres horas de clase (de 50') producirá un 10% de reducción en la nota final. Tres tardanzas equivalen una ausencia.
- b. Debido a que el énfasis de las clases es crear una atmósfera de aprendizaje e investigación, se espera el uso responsable de medios electrónicos tales como celulares, mensajes, internet.

EXAMEN FINAL – 75 puntos

- a. El examen, al final de la clase, es opcional.
- b. Si el estudiante optara por hacerlo, el puntaje que obtuviese será para aumentar su calificación general.
- c. El examen final consistirá de preguntas de desarrollo. Se permitirá el uso de las notas de clase
- d. A través de él se medirá la capacidad del estudiante de integrar el contenido expresado en la clase; lo cual será presentado en ideas escuetas (breves), claras y de composición profesional.

POSTERIOR AL INTENSIVO – 400 puntos

- a. Crear y presentar en una iglesia un seminario sobre un tema de Vida Familiar de aproximadamente 90 minutos, basado en ideas expresadas en la clase. El seminario se habrá de producir posterior a la asistencia de la clase.
- b. Entregar el contenido completo del seminario presentado en la iglesia. El mismo deberá incluir:
 - a. Manual del instructor
 - b. Manual del participante
 - c. Presentación visual (transparencias, Power Point)
 - d. Dos (2) fotografía, una del grupo de participantes con el instructor, y la otra del instructor conduciendo el taller.
- c. Fecha límite para la entrega: Abril 16, 2020. Ese día debe estar en las (1) manos del instructor, o (2) tener el sello postal en el paquete de envío o (3) recibido vía e-mail (programas aceptados: MS Word, Power Point (hasta versión 2010). No fax.

Contenido	60%
Organización	15%
Presentación	25%
TOTAL	100%

COURSE MATERIALS

Required Reading:

1. Balswik, Jack and Judy. *The Family, A Christian Perspective on the Contemporary Home*. Grand Rapids, MI: Baker Book House, 2014.
2. Feldhahn, Shaunti. *The Good News About Marriage*. Colorado Springs, CO: Multnomah Books, 2004.
3. Eggerichs, Emerson. *Amor y respeto*. Nashville, TN: Thomas Nelson, 2010.
4. Barna, George and Jimmy Myers. *Fearless Parenting*. Grand Rapids, MI: Baker Books, 2017.
5. Holladay, Tom & Chaundel. *Love-Power Parenting. Loving your kids the way Jesus loves you*. Gran Rapids, MI: Zondervan, 2011.
6. Balswik, Judith & Jack. *Authentic Human Sexuality. An Integrated Christian Approach*. Downers Grove, IL: IVP Academic, 2019.
7. White, Elena G. de. *El hogar cristiano*. Mountain View, CA: Pacific Press Publishing, 2014

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 the basic teachings of the Bible about the marriage and the family.
2. Know the 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 will:

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

TOPICS AND ASSIGNMENTS

Month		Day	Class Topic	Assignments Due Dates
Jan 2020		19	Registration, syllabus review, and course introduction Origen and Meaning of "Family"	Reading report
		20	Characteristics, Purposes of the Family, Hebrew Children's Education	
		21	Family throughout History, Hispanic Family in the USA	Group Discussion
		22	Family Frameworks: Systemic, Development	Group Discussion
		23	Family Strategies: Stages, Enriching Family Habits Test	Group Discussion Final Test (optional)

April 2020		16		Final project is due today (April 16). Email an electronic MSW document before midnight to: jorgemayer1@gmail.com
May 2020		17		Late assignments receive no more than a B by midnight on this day (May 17 2020)
June 2020		16		Late assignments receive no more than a C by midnight this day (June 16)
July 2020		16		Students who have not completed all intensive requirements by July 16 will receive a 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 tardies 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:

- Class Lectures—Blended learning: 45 hours
- Pre Intensive Assignments: 35 hours (Due first day of class)
- Post Intensive Project Report: 55 hours (Due 172 days-6 months after first day of class)
- **Total: 135 hours**

Criteria for Grades

- Pre-Intensive Reading Report 175 Points
- During the intensive participation 75 Points
- Post Intensive Project Report 400 Points
- **Total: 650 Points**

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 Raúl Mayer

621 Cheviot Ct
Apopka, FL 32712
404 432-9098

PERSONAL DATA

- Born on June 1, 1953 in Argentina
- Married to Nibia Pereyra from Uruguay
- Three children: Ronald, Lissie, and Kevin, all born USA citizens and married
- Lived in Argentina, Chile, Brazil while dependent because of parent's Church assignments

EDUCATION

- 1978 – Bachelor's degree in Religion, Philosophy, Education, and Psychology from River Plate Adventist University
- 1986 – Master of Divinity equivalency from Adventist Theological Seminary at Andrews University
- 1999 – Doctor of Ministry from Adventist Theological Seminary at Andrews University

EXPERIENCE

- 1879-1980 - Youth Pastor at the River Plate Adventist University Church, and Boy's Associate Dean at the River Plate Adventist University
- 1980-1981 - Literature Evangelist in the Central California Conference
- 1981-1985 - Senior pastor to Arlington Spanish Church, Potomac Conference

- 1986-1991 - Senior pastor to the Capital Spanish Church for five years
- 1991 - Hispanic Coordinator for the Potomac Conference
- 1991-1997 - Senior Pastor of the Berrien Springs Spanish Church and Hispanic Coordinator for the Michigan Conference
- 1997-1998 - Hispanic Coordinator and Evangelist for the Michigan Conference
- 1998-2002 - Vice President for Spanish Language Ministries at Florida Conference
- 2002 – 2020 – Hispanic Ministries Director and Ministerial Associate for the Southern Union Conference

SPECIAL ACHIVEMENTS

- Guest Professor for Adventist Theological Seminary @ Andrews University since 2003
- Charter Member of the Adventist Association of Family Life Professionals, as well as from the American Association of Christian Counselors, both from 1988 until present
- President (three consecutive terms) for the Adventist Association of Family Life Professionals (July 2005-December 2011)
- Certified Family Life Educator from Andrews University from 1988
- Organized and lead Hispanic Family Life Ministries in the Michigan and Florida Conferences while serving in those fields
- 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

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

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (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.

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.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

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

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
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	Table of contents and subheading levels follow AUSWW Standards.	Paper provides a table of contents and is organized using different subheading level.	Paper provides first level headings, but headings do not clearly reflect	Does not provide a table of contents and is not divided under headings and subheadings. Does	

	AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Subtitles reflects upon the subject, but wording can be improved.	However, does not follow AU standards of written work	upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	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	

BASIC BIBLIOGRAPHY

Balswick, Jack O. & Judith K. *The Family; A Christian Perspective on the Contemporary Home*. Grand Rapids, MI: Baker Books, 2014.

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

Barna, George. *Revolutionary Parenting*. Carol Stream, IL: Tyndale House Publishers, 2007.

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

Carter, Betty & Monica McGoldrick, eds. *The Changing Family Life Cycle*, Second Edition. Needham Heights, MA: Simon & Schuster, 1989.

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

Covey, Stephen R. *The 7 Habits of Highly Effective Families*. New York: Golden Books, 1997.

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

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

- Ezzo, Mary. *Your Child's Mind, Trusting God's Design to Guide Your Child's Development*. Cottage Grove, MN: Solid Foundations Publishing, 2002.
- Feldhahn, Shaunti. *The Good News About Marriage*. Colorado Springs, CO: Multnomah Books, 2004.
- Friel, John & Linda. *Los 7 errores que cometen los buenos padres*. Deerfield Beach, FL: Santillana USA Publishing, 2008.
- Grunlan, Stephen A. *Marriage and the Family, A Christian Perspective*. Grand Rapids, MI: Academie Books, 2013.
- Habenicht, Donna J. *Diez valores cristianos que todo niño debería conocer*. Buenos Aires: Asociación Casa Editoria Sudamericana, 2000.
- _____. *How to Help Your Child Really Love Jesus, Practical Suggestions for Instilling Spiritual Values*. Hagerstown: Review & Herald, 1994.
- 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, 2001.
- Holden, George W. *Parenting, A Dynamic Perspective*. Thousand Oaks, CA: SAGE Publications, 2010.
- Holladay, Tom & Chaundel. *Love-Power Parenting. Loving your kids the way Jesus loves you*. Grand Rapids, MI: Zondervan, 2011.
- Kuzma, Kay. *Parenting Boot Camp*. Boise, ID: Pacific Press, 2010.
- 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, 2000.
- 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. 2004.
- Stinnett, Nick & Nancy, Joe & Alice Beam. *Fantastic Families. 6 Proven steps to building a strong family*. West Monroe, LA: Howard Publishing, 1999.
- Valenzuela, Alfonso. *Cómo fortalecer la familia*. Pasadena, CA: Living Ministries, 2003.
- _____. *Transforma a tus hijos, con el método que no falla*. Benton Harbor, MI: Patterson Printing, 2008.
- White, Elena G. de. *El hogar cristiano*. Mountain View, CA: Pacific Press Publishing, 2014.