Seventh-day Adventist Theological Seminary
Andrews University

PATH 525
HISPANIC-AMERICAN CULTURE AND CHALLENGES
Fall 2022

INFORMACIÓN GENERAL DEL CURSO

Lugar:	Oficinas de la Conferencia del Sureste de California
	11330 Pierce St.
	Riverside, CA 92505
Fecha:	Septiembre 11-15, 2022 (Domingo 6-9 pm; Lunes-Jueves 8-12;1:30-6:00 pm)
Curso:	PATH 525 Hispanic-American Culture and Challenges (3 créditos)
Website:	LearningHub

INSTRUCTOR

Instructor:	Luis Fernando Ortiz, MDiv, DMin
	Director, Programa de Maestría en Divinidades, Andrews University
	Director, Sábado Joven Internacional
	Director, Care for Cuba
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Oficina:	Seminario Teológico Adventista, Andrews University, N209

DESCRIPCIÓN DEL CURSO

A study of the contextualized needs, challenges and opportunities of Hispanics born in the U.S., the nature of the multifaceted North American Hispanic Culture and difficulties in ministry with emphasis on principles for retaining church members and reaching the unreached.

This course counts as one of the core courses for the MAPMin program, Hispanic track.

COURSE PREREQUISITES

Prerequisites: September 11, 2022, before midnight.

1. Reading—500 pages (30 hours minimum) from the books below. Submit a one-page report on key concepts you learned.

2. Select a topic on the Hispanic Culture from the assigned reading material. Prepare a 3-page reflection on the topic. Create a 15-minute presentation on the same topic to be shared during class.

During the intensive:
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 will have time to work with peers in small groups to prepare 20-minute presentations on topics related to the class

Post-Intensive Requirements

1. ***Final project***. **(Dec 11, 2022—11:59 pm)**. A 20-page research paper, following *AU Standards of Writing Work* should be posted today by 6 pm. The paper must be posted in the Learning Hub, in a MSWord document by **6:00 pm**.

2. The project will be graded based on the Project Rubric at the end of this document and should have the following parts: **1)** *title page*; **2)** *table of contents; and 3) appropriate content subheadings.* The final project paper must be submitted electronically in a MSWord document following the *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

3. This final assignment is due on ***Dec 11, 2022,*** before midnight.

4. Late submission of this assignment is penalized with a 10-point deduction.

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COURSE MATERIALS

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Required Reading:

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.

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

Program Learning Outcomes (PO):

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes
1. Understands the differences and similarities between immigrant and firstborn American members.
2. Demonstrates skills in ministering across cultures.
3. Understands the differences across generations
4. Trains church members to face cultural challenges
5. Empowers church members for embracing differences
6. Capable of reaching across generational groups

Student Learning Outcomes (SLO) The student:
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 ⌈SEP⌉
4. Implement strategies to reach bilingual Hispanics in the NAD

Month	Date	Class Topic	Assignments Due
September	11	• Complete ***30 hours of reading*** from the Required and Recommended list of books, above.	*September 11, de 2022.* • **S**ubmit the reading report in the [LearningHub](#) • before 11:59 pm • Late reports—6 points deduction
Sep	12	• Review course requirements • Devotional and group presentation schedule. • Course Introduction	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject • 3-page reflection is due at class time in LearningHub. • All presentations will be shared at random on class time.

		Historical Perspective • Worldview • History of Immigration in the USA • Hispanic Immigration	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	13	**Biblical Perspective** • The Bible and Immigration • The Bible and Cultural Differences • The Bible and Generational Differences	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	14	**Contemporary Challenges 1** • Cultural Issues • Social Issues • Economic Issues • Political Issues	*Devotional*. Daily small group discussion and collaborative learning sessions on the subject
	15	**Contemporary Challenges 2** • First and Second Generation • Bilingual Churches • Hispanic American Worship • Preaching to the 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).
Dec	11	**Final Report** **90 days after the first day of class**	**Final project is due today (Dec 11,2022 before midnight)**. A 20-page research paper, following *AU Standards of Writing Work* should be posted today by 6 pm. The paper must be posted in the Learning Hub, in a MSWord document by **11.59 pm**.

Jan	11	**120 days after the first day of class**	Late assignments receive no more than a **B** by midnight on this day (**January 11, 2023**). **Before 11:59Pm** LearningHub
Feb	12	**150 days after the first day of class**	• Late assignments receive no more than a **C** by midnight this day (**February 12, 2023**) at **11;59PM. LearningHub**
March	05	**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 05, 2023,** will receive an **F** and will need to repeat the class. LearningHub

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.

ESCALA Y CRITERIO DE EVALUACIÓN

1. Asistencia, participación activa y discusión en clase (20%)
2. Presentación personal y en grupo (20%)
3. Reporte de lectura y reflexión de 3 páginas (20%) (Previo a la clase)
4. Proyecto práctico y escrito (40%) (Posterior a la clase)

Escala de Evaluación

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%)

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.

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

Professional Masters' Programs		
		3 Credits
Instructor Contact Hours	**Face to Face Instructional Time**	**45** hrs
Independent Learning Activities	**Name of Assignment #1** **Pre-Intensive Reading**	**30** hrs
	Name of Assignment #2 **20-page project/paper**	**60** hrs
Total Hours:		**135** **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.

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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

POLIZAS DE CLASE

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 Submissions
Assignments must be turned in on time in order to receive full credit. Submissions after the deadline will incur a 5-point per day reduction.

Use of Computers in class
Students who wish to attend class with a laptop computer and who would like to surf the internet, answer e-mails, facebook, etc, must submit a written request on the first day of class and agree to receive (at least) a letter grade reduction from their final grade, then permission will be given to attend class and enjoy the simple pleasures of life in the technological world! Otherwise if they aspire to receive the grade they earned through the fulfillment of the course requirements they are expected to take notes of the lectures and sign a pledge to limit the use of the computer to note taking. Thank you for your willingness to become an active learner and participant of this course

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.*
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". -- *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.

Luis Fernando Ortiz, es el Director del programa de Maestría en Divinidades en la Universidad de Andrews y creador/director de *Sábado Joven*, un ministerio de evangelismo y retención juvenil presente en más de 30 países. Su tesis doctoral fue "Towards a Theology of Youth Ministry and its praxis in the Local Church" "Hacia una Teología del Ministerio Juvenil y su Praxis en la iglesia Local". Está casado con Daniela y tienen tres hijos, Daniel, Samuel y Da

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	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	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	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	