**Hermeneutics**

**[30-day assignment]**

*Hermeneutics is a Greek word* that has to deal with the interpretation of a text. To do so one must understand (a) the science of the interpretation, (b) in-depth analysis, (c) and research of a written message. This interpretation also includes analysis of statistical data.

**Question 1**

**Discuss how one builds a thesis or purpose statement for writing**.

**Answer to Question 1**

Two main ways to build a thesis or purpose statement for writing are -

1. Firstly, the specific purpose or thesis statement should be written first.
2. Then, include its three main elements, which are the, what; why, and who.
   1. What, - What are you writing about?
   2. Why, - Why are you writing i.e. is it to inform, persuade, or interpret?
   3. Who. - Who is your reader?

Examining these main elements would provide for a precise thesis statement.

**Question 2**

**Discuss the TPO sequence in preparing to write.**

**Answer to Question 2**

TPO stands for Think, Plan, and Organize, these handles should be followed before you write.

Think first

Decide on the aim of what you will write about, and what you know about the topic. This would include sources and knowledge, and who would be your target audience.

Note: - finding something is a fact-finding process, which should not be mistaken for thinking about the topic. This includes if the writing would be to inform, persuade, or interpret; and why you will be doing it.

Plan –

This is the process of arranging, clearly and concisely

When the ideas are listed in order of priority it provides the basis for an outline and gives the purpose statement.

Organize

An adequate outline and effective sequencing are recommended, which would allow for ideas to flow easily. As such, poor organizations should be avoided, including too much or too little material. Then, important ideas or details could get buried in the writing process.

**Question 3**

**List three classical steps of writing and discuss the order of these steps.**

**Answer to Question 3**

The TPO would take the writer almost halfway through the writing because it contains the outline, facts, and examples. There are three main divisional stages: (a) write; (b) draft or revise, and (c) review.

Writing stage - Consider using a hard copy or electronic device for committing to the sentences, paragraphs, the divisions for your trend of ideas, tone, and mood of what is to be written.

The revising or draft stage  This is where the writer switches roles from writer/creator to editor. It involves editing proofreading, and rearranging ideas to improve the idea's style and order; also known as disposition. This gives the difference between good and bad writing. It is not an unnecessary nuisance. It must be carried out orderly and give some time before beginning the revision process.

Review stage - This is where final touches are made such as in the message which should be clearly stated; the following of the subject matter and the accuracy of the facts presented. Look at the reader's perspective in interpreting the words and actions precisely, and with conciseness. This can also involve skillfully interpreting the work of other writers.

Carry out all the stages orderly while allowing for movement for changes, additions, further research, or back and forth.

**Question 4**

**Discuss how Developmental Readings fit into the total structure of the Course of Study.**

**Answer to Question 4**

The course of study is made up of a structure where a coherent curriculum, of multiple subject areas, is placed together over sixteen (16) weeks. This distance learning exercise includes 30, 60, 90, and 120 days set for assignments, through organized participation. The learning should be from books no more than ten years old; and current journals during the past three years.

On the other hand, Developmental Readings are a research-oriented process, which should contain essential information specific to each course.

The manner Developmental readings fit into the course of study is based on the objective. This is to take advantage of the experience and knowledge the students begin with and for them to become more informed participants. Students are also encouraged to gather new information that would add to their knowledge and understanding and to research the writings of other authors so they can draw on those writer’s styles and minds. However, the information must be related to the content of the area of study. Inclusive data should be additive and variant, materials, based on whether they are for, or against the topic**.** Their progress, projects, and content review specified in the Learning Contract materials should be logged and journaled.

**Question 5**

**Review the use of additive and variant material as it relates to Developmental Readings.**

**Answer to Question 5**

The main goal of developmental readings would be to make use of different author’s work, which should be carefully examined to develop a database or support for research. While Additive material adds, a variant would be to take away. They should be drawn from purposeful readings. As a result, it will indicate the student's analysis and interpretation of the writer's thinking and techniques. The student would then acquire broader more balance-based facts; which add to their foundational understanding or challenge their understanding of the subject and produce data to be reviewed.

**Developmental Readings** emphasize learning gained from the material read. The process is designed to assist with the assimilation of new ideas into the existing cognitive structure on the subject. It also produces a degree of what is assimilated, and integrated from what has been learned. The process places the learner inside the dynamics of an interactive learning environment.