**Hermeneutics**

**[120-day assignment] –**

**COM 701-4.A CCCR-2:**

**(A)**

**Study/Review Questions (Expanded answers)**

**120-day** - **Terminal Course assignment(s) in lieu of final exams**

1. **Comprehensive Core Content Review (CCCR-2)** Study/Review Questions (Expanded Answers) Review your responses to the CCCR-1 questions listed in the 30-day assignments for each course in this Learning Contract. Expand responses with additional learning and contextualization in your profession, life goals, and service.

(B)

**Course Learning Journal**

**30-day Assignment Questions**

1. Discuss how one builds a thesis or purpose statement for writing.
2. Discuss the TPO sequence in preparing to write.
3. List three classical steps of writing and discuss the order of these steps.
4. Discuss how Developmental Readings fit into the total structure of the Course of Study.
5. Review the use of additive and variant material as it relates to Developmental Readings.

**Question 1**

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

**Answer to Question 1 – 30 days**

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.

**120days - Expand the response including developmental reading**

The thesis (Thesis Definition & Meaning 2025) is a dissertation embodying the results of original research, which are, the topic, the claim, the major points, and includes and most importantly the Thesis Statement (Thesis Staements n.d.) which is a concise statement of the core argument, main idea, and summary of an essay, or research paper. Thus, it serves as a map of an essay for the reader to understand the scope and purpose of the writing and states your perspective on a topic. This statement is placed in the introduction and it should be written in no more than one or two sentences. To build a thesis statement one should consider the use of the What, Why, and Who elements

In the field of Pastoring, one of the main functions is to prepare and preach a sermon weekly, and in so doing he should implement these elements to structure his address clearly and concisely. Preparation should be to decide if the aim might be to persuade or interpret a text and decide who would be the target, even before researching the topic. Since I began working on developing a good introduction, inclusive of the Thesis Statement, I have experienced much more confidence and comfort both in myself and in the hearers.

**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 2**

**120 days - Expand the response including developmental reading** Discuss the TPO sequence in preparing to write.

What would be the topic; the reasons for doing so, if it is to inform, persuade, or interpret materials; and who would be the targeted audience? Further, to build a strong Thesis Statement, the Plan, Think, and Organize (TPO) structure should be included even before writing. Thinking through this task planning, and arranging the layout allows for a well-structured order.

One of the fourth objectives of hermeneutics is to enhance student writing skills. The TPO formula of think, plan, and organize, is recommended when preparing to write. One should not grab writing materials before considering what to write, who to write to, and more so, why write at all.

Firstly - Think: -

1. What – this includes the factual contents and examples to be used on the topic because having information is the strength of the paper. Note, that it is not only to be acquainted with the information but to know various sources about the topic.
2. Why – it gives the reasons and purpose for writing. Consider if you want to persuade, inform, or interpret.
3. who would you be writing to (your target audience)?

Secondly, Plan– Decide beforehand, what the main ideas to be discussed and arrange them effectively. This layout would allow us to stay on the topic, even before writing can begin, and create the relevant sections beforehand. Although thinking and planning might seem similar, figuring out what you want before you say it is necessary. Then the conclusion can be decided on even before you begin.

Thirdly, who **-** are your readers or audience? For example, are they adults or children, employees or employers? I recalled having to speak at a funeral in a small village, which is considered high risk for crime. I had to carefully decide who would be the targeted audience on that day. Would it have been, the grieving family, the criminal elements, members of the neighbourhood, or the young innocent children who were looking on?

**Question 3**

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

**Answer to Question 3 (30 days)**

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 the skillful interpretation of 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 3**

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

**120 days - Expand the response including developmental reading**

The three classical steps of writing are: - (a) Plan TPO), (a) Write/draft, (b) write/draft, and (c) review and edit. The order is stated as follows: -

Firstly, consideration should be given to what to embark on, i.e. the process analysis; plant it out as carefully as possible, and then organize it accordingly. Thus the TPO comes as the main activity for effective writing. Practically speaking it is the recording of one’s thoughts and ideas together. Writers are advised to read authors and prioritize their orientation, background, philosophy, and purpose over the content.

Secondly, the writing stage to look forward, to analyzing and structuring. This is where research information for facts to support the different aspects of the essay while keeping in mind who will be the readers. This allows the writer to encapsulate the entire picture, frame, and structure, including sections, headings, paragraphs, sentences, words, and punctuations.

Thirdly, the review stage - this is where clarity, conciseness, and precision take precedence. It is not an unnecessary nuisance. Ensure that the essence, meaning, and facts are carried through accurately. Skillfully interpret v while allowing for movement for necessary changes, additions, further research, or back and forth. The writer should then switch roles to become the editor – using proofreading, spell check, and proper grammatical construction.

 I have realized the importance of using these steps and the order in which they should be presented, especially in my sermon preparation. It gives me a sense of confidence and precision. Even more so the audience seems to be able to follow or even ask questions by pointing to the exact part mentioned in the sermon.

**Question 4**

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

**Answer to Question 4 (30-day Objectives)**

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, which is – a summarization of hermeneutic principles and philosophy in written material; the summarization of the methodology of interpretation, and a summarization of the effective model of interpreting written material.

**Question 4 Expanded answer (120 days)**

**How developmental readings fit into the overall structure of the course of study** **(hermeneutics).**

The structure of the course

The Hermeneutics course is delivered via a distance learning method, where it is structured, to run for sixteen (16) weeks’ timeframe. It is further divided into 30, 60, 90, and 120-day segments after which assignments should be submitted. A pre-preparation period, called “Core” is conducted for the first five (5) days of every semester, either on campus or via the Zoom platform. This is where in-depth knowledge and information about the subject area, what is required; and participants and lecturers will interact. Following this, they would be on their own to engage in eclectic readings and research. It is recommended that students gather essential information, from books and current journals specific to this course, along with the writings of various authors to substantiate the objectives of this course.

The Developmental Readings

On the other hand, developmental readings can be stated simply as reading for advancement. Further, it is a research-oriented process, utilized as a key to equipping the student knowledge base. Its focus is on advancement, maturing, and growth, in learning from stage to stage. The learning should be the basis of their understanding as they read and interpret authors and their contents, from various texts; be they traditional or modern. Therefore, the student should properly utilize the information gained from their research to enhance their writing skills and by extension their life and career. They should read and re-read to grasp a broad view of any given topic. Sometimes it may require seeing and looking at the same thing from different angles

Hermeneutics.

The word Hermeneutics is derived from a Greek word that means interpretation of a text. Simply put, Hermeneutics (Green 2005) is defined as the theory of interpretation, thus making it an art and science, of how to interpret. The various types of hermeneutics have moved from the classical, religious, philosophical, and literary, to the empirical.

**How Developmental readings fit into the overall structure of the study of hermeneutics.**

Developmental reading is reading specific texts, and interpreting their content accurately, especially in the case of legal or biblical texts. In the discipline of Hermeneutics, there are, different methods and theories to interpret a text. These include – (a) classical, (b) philosophical, (c) literary, (d) empirical, and € religious which gave the genesis of the interpretation of Holy scriptures. Different principles for the interpretation of a text can be utilized to look deeper into a text to (a) understand the meaning of its content; the author and his style; (b) the possible ways it can be interpreted or analyzed; and how it can be applied, especially in religious, poetry, and legal writings.

For instance: - Greeks and Jewish Rabbis developed tools of codes and rules called “Kora” and Homer for allegorical meanings. This gave the understanding of literal, moral, and allegorical texts, especially the Holy Bible and other religious or c**lassical** texts. This shows how to use interpretation in biblical, theological, historical philosophical, and cultural settings. For instance, Grammar involves the language symbols, types of expression, and figures of speech to be utilized. For Historical meanings, the background, settings, and even the culture are considered to understand the language of a text.

Critical interpretation – the language context, progressive revelation, and harmony are recommended. Then Philosophical interpretation focuses on the nature of understanding and interpretation. In other words, how it relates to human existence and how it will fit into philosophical questions.

For students to grow and develop in their lives, and careers they must develop their knowledge and understanding through research. It involves reading that goes beyond the surface. They should look at exploration, investigation, and exegetic of writings to, unmasking literary criticism. These will give them a better ability to interpret. Therefore, the way developmental readings fit into the course of study is based on the stated course objectives. These are – (a) hermeneutic principles and philosophy; (b) methods of interpretation, and (c) engaging the model of interpreting written material effectively.

**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 use 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. Thus, 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.

**Question 5**

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

**Answer to Question 5**

**120 days - Expand the response Review the use of additive and variant material as it relates to Developmental Readings.**

Given that Developmental Reading is mainly to read authors and their materials for specific information to support research. Then finding Additive and Variant meanings from those materials should be factored into a paper. According to Merriam-Webster’s dictionary, **(a)** Additives (htt4) are characterized by addition, while **(b)** Variant is characterized by Variant interpretations or opinions. Varying slightly from a usual or standard form or **Manifesting variety, deviation, or disagreement**. Additive adds to knowledge and understanding of a topic and Variant material adds to content or knowledge or may even challenge one’s existing understanding in any given area of study.

**Additive material as it relates to Developmental Readings.**

1. Additives altering of the written content, whether it be information to add, improve, or strengthen, and enhance the student’s mindset, especially when coming into contact with researched information.
2. It adds new ideas, concepts, constructs, and alters premises, assumptions, operational definitions, and subject jargon added to content/knowledge or that challenges the preconceived understanding of the student’s thinking.

It is easy to find additives while researching a topic because for some, coming into agreement does not take too much from the person. The learner doesn’t have to think hard, wonder, or imagine too much, in as much as it makes common sense. However, this would indicate a student's need to develop stronger, in reading and research. For example, I often wondered why some people cannot see beyond what is presented. More so, I would get annoyed silently, while attempting to engage others in discussion from another angle, but they can only agree. Now I understand the value of additive and variant materials.

**Variant materials** **as it relates to Developmental Readings.**

1. Students must read purposefully to gather data drawn from the information by analyzing the contents of the material. For example, in the case of stories, Biblical texts, or literary passages, being open-minded can allow for objective comprehension of these texts. The simple difference in spelling of a word can bring a different perspective. Therefore, when these variant materials are encountered the learner should address them through discussions initially, then include them in their knowledge base, as foundational understanding of the subject.

It would not be a good thing to storing new information would not benefit anyone. These newly realized materials should be utilized effectively, to put across a point differently, from another angle, in different ways. Based on these factors, both are necessary elements to a student’s developmental readings. They can contribute to a paper being balanced and well-rounded in content based on proper interpretation. By dealing with additive and variant material the learner develops insights into the writer's thinking and writing techniques and opens a wide door to understanding both reading and writing.

**Bibliography**

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