**Hermeneutics and Communication**

Antwan D. Brown

Omega Graduate School

April 23, 2024

Professor

Dr. Ken Schmidt

Assignment

The journal is a written reflection of your learning journey while working in each course. The

Learning Journal integrates the essential elements of the course within your professional field of

interest. The objective of the course journal is to produce a degree of acculturation, integrating

new ideas into your existing knowledge of each course. This is also an opportunity to

communicate with your professor insights gained as a result of the course. The course

learning journal should be 3-5 pages in length and should include the following sections:

1. **Introduction** –Summarize the intent of the course, how it fits into the graduate

program as a whole, and the relevance of its position in the curricular sequence.

2. **Personal Growth** - Describe your personal growth–how the course stretched or

challenged you– and your progress in mastery of course content and skills during

the week and through subsequent readings – what new insights or skills you gained.

3. **Reflective Entry** - Add a reflective entry that describes the contextualization (or

adaptation and relevant application) of new learning in your professional field.

What questions or concerns have surfaced about your professional field as a result

of your study?

4. **Conclusion** – Evaluate the effectiveness of the course in meeting your professional,

religious, and educational goals.

**Intent of the Course**

This course is intended to help us, as adult learners, know how to read and place the information we will consume in our research in a proper context. The course also helps us apply this newly discovered information correctly, as demonstrated by our research writings, specifically our final projects or dissertations. When taken at the macro level, we understand that this is foundational to our progress in becoming scholar-practitioners. Suppose we cannot correctly understand, contextualize, and apply the information we gather. In that case, we will form conclusions that might not align with our research and hinder, if not altogether, hurt our credibility to bring about and lead social change.

It helps that this course is taken simultaneously with Research for 21st Century Scholarship because we learn how to mine for information in that course. Once this information is discovered, Hermeneutics and Communication teaches us how to make sense of these discoveries and adequately interpret them to and for others.

**Personal Growth**

This course has allowed me to put what I have known and taught but unknowingly and seemingly did not consciously put into action. As a pastor, hermeneutics is commonly applied to the spiritual arena, but I frequently tell audiences that we all use hermeneutics no matter the genre of literature read. Being a part of this course has helped demonstrate the use of this art and science, bring it to the foreground, and apply it in the academic arena. As the learning process continues, my comfort and confidence with academically applying hermeneutics sharpens, and I can process the information quickly yet thoroughly.

One tremendous help has been allowing myself to be comfortable reading variant views of my positions. Consuming variant view research allows me to have a holistic, objective view of a topic and to frame a scholastic argument that further supports how I interpret the evidence gathered through the research.

**Reflective Entry**

 This course has stretched my thinking and equipped me with the tools to digest information academically and to frame the information through a scholar-practitioner lens with the objective of relaying the information that might impact my community or even help craft legislation for positive change.

As I have progressed in my studies and discovered new information on my topic of interest, I believe the "missional" church has been anything but. We have seemingly abdicated our responsibility to "all nations" (and, if we are honest, our obedience to Christ) to systems not necessarily designed to fill that role. With this startling discovery, a few challenging, relevant, and necessary questions must be asked: (a) what has been the church's role in decreasing juvenile crime? (b) What have been the limitations to the church addressing this issue? (c) What resources can the church lend to resolve the problem? (d) How will the church partner with political entities and the community to be a solution in the juvenile justice space?

**Conclusion**

This course has been an eye-opener because it has equipped me to approach literature that speaks to juvenile justice or the reduction of juvenile crime objectively. The knowledge I have gained to complete my studies and impact the community I serve can neither be qualified nor quantified. This academic mountain seemed insurmountable initially, but with Dr. Schmidt acting as my sherpa, it all began to make sense and come together, turning this mountain into a hill.

Because of the knowledge gained in this course, I will examine how I consume information from now on. The newly gained insight will positively challenge my research methods, prior learning techniques, and their application, not to mention how I view myself and the calling placed upon me.

This course has been insightful and impactful in my new academic endeavor, and I cannot exclude Dr. Schmidt's instruction and counsel as pivotal to my success thus far.