COM 803-12: Hermeneutics and Communication, Subterm A

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Professor

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1. Create Developmental Readings from seminal sources and scholarly peer-reviewed

journal articles. For this course, use five of the seminal book readings in the

Course Resources folder and find at least two articles on a topic of research

interest. Review the instructions for Assignment #3, the course essential elements,

and course readings to identify selections of provided books and located journals to

create entries.

a. Refer to the "Student Guide to Developmental Readings" in the General

Helps folder for updated information on sample comments, the grading rubric,

and key definitions related to developmental readings.

**Source 1:** Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., FitzGerald, W. T. (2016).

*The craft of research,* fourth edition. University of Chicago Press.

https://drive.google.com/drive/folders/1CTn\_p6uw4fB0fnrcnrXzRzfrlgPD6PVu

**Comment 1:**

**Quote/Paraphrase:** “In a research argument, you make a claim, back it with reasons supported by evidence, acknowledge and respond to other views, and sometimes explain your principles of reasoning.” (p.130)

**Essential Element:** The comment is associated with the element of Reading Techniques for Scholarly Subject Research.

**Additive/Variant Analysis:** The type of analysis is additive to reading techniques for scholarly subject research.The book reports on research that builds an argument supporting the researcher’s claim, by providing evidence and reasoning.

**Contextualization:** I will admit the concept of learning **r**eading techniques to enhance my research skills, was not in my sphere of understanding until now. I realize to expand my scholarly research abilities I must equip myself with practical reading techniques. Booth's publication can provide me with reading tools I can utilize. The book will enable me to provide a stronger argument for my research.

**Source 2:** O′Leary, Z. (2007). *The social science jargon buster: The key terms you need to know*. SAGE.

https://drive.google.com/drive/folders/1CTn\_p6uw4fB0fnrcnrXzRzfrlgPD6PVu

**Comment 2:**

**Quote/Paraphrase:** “…Until we realize there are, always have been, and always will be alternative ways of knowing that vary across cultures, ideologies, and discourses, social scientists will be limited in their ability to both appreciate and produce knowledge that confronts the biases of their own cultural and ideological positioning.” (p.90)

**Essential Element**: The comment is associated with the element of Interpretive Methods in Social Research.

**Additive/Variant Analysis**: The analysis is additive to Interpretive Methods in Social Research. The book emphasizes the need for the researcher to be open-minded enough to challenge his or her own limited knowledge and notions of the subject matter. Instead, examine the beliefs and concepts of others who challenge what the researcher has accepted as true. The recognition of different ideologies could open the door to research paths that would not have been explored.

**Contextualization:** When Florida's Governor, Ron DeSantis defended the new language about Black history within his state public school curriculum that stated that slavery enabled enslaved individuals to acquire skills that were beneficial to them, I was more than a little appalled. It was easy to label him as a typical politician fueled by the flames of the most recent controversial topic. Instead, I challenged myself to understand why this Governor would take such an adamant stance. When I delved deeper into the issue, I discovered that Florida is one of the top educational systems in the United States. The school's standards are apex. Finally, I was able to discover that DeSantis was trying to provide a more historical perspective on slavery. Do I agree with him, no. However, I learned to inspect the source and the sources before drawing conclusions. DeSantis and his stance on slavery provided me with an important overview of research that I will be able to utilize continuously.

**Source 3:** Zimmermann, J. (2015*). Hermeneutics: A very short introduction*. OUP Oxford.

https://drive.google.com/drive/folders/1CTn\_p6uw4fB0fnrcnrXzRzfrlgPD6PVu

**Comment 3:**

**Quote/Paraphrase:** “We are born into families, cities and nations, languages, institutions, ideas, and social values that shape our understanding of the world….Within this matrix of meaningful relations, we are constantly interpreting and being interpreted, told who we are but also coming to understand ourselves …” (p.58)

**Essential Element:** The comment is associated with the element of Interpretive Methods in Social Research.

**Additive/Variant Analysis:** The analysis is additive to Interpretive Methods in Social Research. The book takes a bird’s eye view to interpretive methods saying that interpretation is ubiquitous. It is shaped by our lived experiences. It asks how we see ourselves and how do we think other people see us. The text provides us with certain social and societal perspectives.

**Contextualization:** During the eighties and early nineties, pop culture in the United States of America experienced two types of USA dialects—valley girl and Ebonics. The first dialect was spoken by influential women who lived in California, specifically the esteem valley. In contrast, the other dialect Ebonics (though there is a lot of debate about Ebonics being an USA dialect) was the language of Black people living in some USA neighborhoods where socioeconomic disparities were prevalent. Those speaking Ebonics were thought to be uneducated. During that time, I was hesitant to speak in some groups because I thought how I communicated would be misinterpreted as Ebonics. It was clear no one would think I was a valley girl. Fortunately, call it fate, a friend introduced me to the writings of Zora Neale Hurston, writer and anthropologist. Hurston wrote: *There Eyes are Watching God.* This book was written in southern Black dialect in the USA weaving a story with a language that was completely USA and completely Black culture. From that reading, my internal interpretation of myself changed, as well being conscientious about how people thought I communicated.

**Source 4**: Duvall, J. S., & Hays, J. D. (2012). *Grasping God's Word: A hands-on approach to reading, interpreting, and applying the Bible*. Zondervan Academic.

https://drive.google.com/drive/folders/1CTn\_p6uw4fB0fnrcnrXzRzfrlgPD6PVu

**Comment 4:**

**Quote/Paraphrase:** “The first term that needs defining is author. When discussing nonbiblical literature, the term author refers to the person who wrote the literature. When we use the term author in conjunction with the Bible, however, we are referring to both the human author and the divine Author. When we study the Bible, we are looking for the meaning God intended.” (p.224)

**Essential Element:** The comment is associated with Faith-Integrated Hermeneutics: Reading for Worldviews.

**Additive/Variant Analysis:** This is additive to Faith-Integrated Hermeneutics: Reading for Worldviews. The main takeaway is that no other author takes precedence in the Bible above God.

C**ontextualization:** He was a well-known preacher with his own television ministry. I did not know what to expect as I sat in the pew ready to hear the sermon, but he took me by surprise by suggesting that anyone who could not control their appetites should put a knife to their throat. He let us know he was speaking from Proverbs 23:2.I grabbed my purse and left the church. I was young in the faith then, and though I was a neophyte, I believed that the preacher was not delivering God's word, but his own. Duvall and Hays are straightforward when it comes to ensuring faith-integrated hermeneutics in biblical context should be focusing on God's message.

**Source 5:** Paul, R., & Elder, L. (2003). How to Read a Paragraph and Beyond. the Art of Close Reading. How to Read a Text Worth Reading and Take Ownership of Its Important Ideas, Dillon Beach, CA: The Foundation for Critical Thinking.

https://drive.google.com/drive/folders/1CTn\_p6uw4fB0fnrcnrXzRzfrlgPD6PVu

**Comment 5**:

**Quote/Paraphrase:** “Thus when you read, you are reasoning through the text; you are reading for a purpose, using concepts or ideas and assumptions of your own, making inferences, thinking within a personal point of view. At the same time, the text you are reading is the product of someone else’s reasoning. You therefore recognize that embedded in the text is the author's purpose, the author's question, assumptions, concepts and so forth. The better you are at understanding your own reasoning within your own perspective, the better you can understand the reasoning of others.”(p.11)

**Essential Element:** The comment is associated with Reading Techniques for Scholarly Subject Research.

**Additive/Variant Analysis:** This is additive to Reading Techniques for Scholarly Research. Researchers should not only consider the content written, but who has written the content. Discover the author's objectives. Finally, researchers should examine their own viewpoint on the content and the producer of the information.

**Contextualization:** The idea of examining not only the information gathered for the research, but also the people whodeveloped the information is a new concept for me.Having those details about the writer(s) could change my whole outlook on my research because it will provide nuances about the writer that I would have never considered. It might even change my mind about using the information that I have found.

**Source 6:** Eriksson, D. (2023). The art and science of scholarly writing: framing symmetry of specificity beyond IMRAD. *European Business Review*, *36*(2), 141-153.

<https://doi.org/10.1108/EBR-01-2023-0004>

**Comment 6:**

**Quote/Paraphrase: “**When presenting the specificity of the publication, the authors should also argue what the target audience is, and in what way the target audience will benefit from the publication. This will be echoed at the end of the publication, where contributions and conclusions should be made for the same target audience” (p.144)

**Essential Element Identification:** The comment is associated with Scholarly Writing Techniques/APA Style.

**Additive/Variant Analysis:** This is additive to Scholarly Writing Techniques/APA Style. It examines the audience who will be interested in and will benefit from the study.

**Contextualization:** I spent 10 years in the field of marketing. One of the key aspects of the industry is identifying your target audience. I could easily relate to Ericson's emphasis on the need to know your audience and how the research will benefit them. For example, it is not wise to assume that breast cancer research will benefit and appeal to doctors with a focus on brain cancer. Neurologists are looking for research that is based on their own cause. Specificity determines the type of research to be conducted and who the research will help.

**Source 7:** Barbeta-Viñas, M. (2024). Discursive bridges: a socio-hermeneutical analysis of meaning shifts. *Critical Discourse Studies*, 1-20**.**.

[**https://doi.org/10.1080/17405904.2024.2326204**](https://doi.org/10.1080/17405904.2024.2326204)

 **Comment 7:**

**Quote/Paraphrase:** “Meaning shifts seldom occur between extreme ideological poles but rather between similar ideological positions that share certain aspects of language but differ in others, which open up to different forms of ideological meaning. (p.17)

**Essential Element Identification:** The comment is associated with Interpretive Methods in Social Research.

**Additive/Variant Analysis:** Comment is an additive to Interpretive Methods in Social Research. The article emphasizes that even with extreme polarizations of ideologies there still remains shared aspects likeness interpretations that can help bridge disruptive gaps related to how people may understand a certain meaning.

**Contextualization:** I took a course once in leadership. It had a chapter on conflict management. The main lesson of the chapter was no matter how difficult the conflict was between the two sides; find the point of mutual agreement and understanding. According to the chapter, finding the common ground was the catalyst to closing ideological gaps of opposing views no matter how big the discourse. Fast forward, conflict management is a tool I use frequently on my job and when I have to deal with those on opposite sides of a decision needing to be made, the first thing I will ask those with opposing views is what can we agree upon first.

**Source 8:** Biller, N. C. (2024). Faithful Integration: The Importance of Worldview, Hermeneutics, and Theology for Christian Counseling. *Salubritas: International Journal of Spirit-Empowered Counseling*, *3*(1), 8.

<https://doi.org/10.31380/2771-1242.1040>

 **Comment 8:**

**Quote/Paraphrase:** “ The bottom line is that questions of theology underlie questions of ultimate meaning” (p.99)

**Essential Element Identification:** The comment is associated with Faith-Integrated Hermeneutics: Reading for Worldviews.

**Additive/Variant Analysis:**. Comment is variant to Faith-Integrated Hermeneutics: Reading for Worldviews. The writer of the article is challenging the reader to take a panoramic understanding of theology and dares to say if one is looking for “whatever” is meaningful one will find it the study of religious beliefs. However, is this true?

**Contextualization:** Although I embrace what the author of the article is trying to say, I think it is too simplistic. One thing that I have learned in doing research for this paper is meaning is by no means an easy concepts. There are countries in the world having wars over what they think God said about land and possession. Each side believes God said a certain thing to their country and because of that meaning people are dying. Although I do believe true meaning starts and ends with God, people have a lot misunderstandings along the way.

**Source 9:** Lau, S. (2024). The Distinction between Theology and Ethics: A Critical History. *Journal of Religious Ethics*.

[**https://doi.org/10.1111/jore.12468**](https://doi.org/10.1111/jore.12468)

 **Comment 9:**

**Quote/Paraphrase:** “For example, is ethics something like “phi-losophy” or “science,” standing outside of theology and perhaps comparable to a foreign nation seeking friendly trade relations? Or does ethics ambiguously exist both inside and outside of theology?” (p.222)

**Essential Element Identification:** The comment is associated with Faith-Integrated Hermeneutics: Reading for Worldviews.

**Additive/Variant Analysis:**. The analysis is additive to Faith-Integrated Hermeneutics: Reading for Worldviews. It asks the question where ethics fits in when we are interpreting religious hermeneutics.

**Contextualization:** How do you measure ethics in the context of understanding faith? For years on my jobs, I occasionally worked with our ethics department to ensure we adhered to the guidelines set forth by the social work profession to govern itself. Sadly, where many professional organizations monitor ethical behavior of those in the field, those with different faiths and religions have refocused their attention on political agendas instead of building the character of people who are supposed to represent the faith. For me, good character is the cornerstone of a person, but I have found lately in different congregations we are taught who to vote for instead of how to be better ethical people of faith.

**Source 10:** Devi, A. P., & Suroto, S. (2024, July). Explicit reading strategy instruction in an online reading classroom. In *ELT Forum: Journal of English Language Teaching* (Vol. 13, No. 2, pp. 125-136).

<https://doi.org/10.15294/elt.v13i2.1639>

 **Comment 10:**

**Quote/Paraphrase: “…**In online reading instructions, explicit reading strategies are required so that students can develop their comprehension more independently and become strategic readers.**”**

**Essential Element Identification:** The comment is associated with Reading Techniques for Scholarly Subject Research. Online reading is very different than text reading and many students do not have the skillsets to view the content read from adifferent perspective.

**Additive/Variant Analysis:**. The comment is associated with additive focusing on Reading Techniques for Scholarly Subject Research. What strategies can you put into place to gleam content from HTML content or a PDF? How are you able to toggle between different research information that you find in databases? There is way too much information on the world wide web and effective researchers will need to learn how to streamline what is most important for their study.

**Contextualization:** I have been learning how to read differently but also learning how to do so within the context of using technology**.** There is a plethora of information out there, but you only need what is germane to your research.

**Source 11:** Yuliani, N. D., Raudah, S., & Apriliani, H. (2024). The Effectiveness Of Reading Aloud To Improve Students’ Reading Comprehension. Nusantara Journal of Education and Social Science, 1(1), 9-17.

https://jurnal.unukase.ac.id/nujess

 **Comment 11:**

**Quote/Paraphrase:** “ There are several techniques that can be used

in reading skills, in this study the researcher focused on the 'reading aloud technique' as a teaching method to improve reading comprehension.” (p. 9)

**Essential Element Identification:** The comment is associated an additive focusing on Reading Techniques for Scholarly Subject Research.

**Additive/Variant Analysis:**. The comment is associated with additive focusing on Reading Techniques for Scholarly Subject Research. There are some techniques that stand the test of time and reading out loud is one of those techniques.

**Contextualization:** I have always had problems understanding written material to be read if I read it silently. Somehow when I read it out loud the audible makes a difference in the comprehension. I find it critical to read out loud to myself or use the read out loud function on the computer to help me better understand text especially text that is scholastic in nature.

**Work Cited**

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