COM803-12 - Hermeneutics and Communication

Acep Loi

Omega Graduate School

February 16, 2025

Professor

Dr. James Strecker

Assignment

### *Developmental Readings*

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 One:** Adler, M., Van Doren, C. (1940, 2011). *How to read a book: The classic guide to intelligent reading*. Touchstone, Simon & Schuster.

**Comment 1:**

**Quote/Paraphrase: “**One of the primary rules for reading anything is to spot the most important words the author uses. Spotting them is not enough, however. You have to know how they are being used. Finding an important word merely begins the more difficult research for the meanings, one or more, common or special, which the word is used to convey as it appears here and there in the text.” (p. 12).

**Essential Element:** This comment is associated with reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This is additive to my understanding of how to read and understand texts better. It emphasizes that finding key words is just the start. To really get what the author means, you need to look closely at how those words are used in different parts of the text. This shows that words can have different meanings depending on the situation, and understanding them fully requires paying attention to their context. By doing this, readers can improve their ability to interpret and engage with what they read.

**Contextualization:**  This quote is meaningful to me because it shows how important it is to look closely at the words an author uses. Just finding important words isn’t enough, you need to understand what they mean and how they are being used in different parts of the text. This idea isn’t just for reading; it applies to everyday communication too, like in conversations or when listening to others. Taking time to understand deeper meanings helps us grow, both in how we think and how we connect with people.

**Comment 2:**

**Quote/Paraphrase:** “Authors sometimes have mixed motives. Like other human beings, they are subject to the failing of wanting to do too many things at once. If they are confused in their intentions, the reader cannot be blamed for not knowing which pair of reading glasses to put on. The best rules of reading will not work on bad books except, perhaps, to help you find out that they are bad” (p. 69).

**Essential Element:** This comment is associated with reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This comment is additive to the idea that clear communication is essential in any form of writing or interaction. When authors have mixed motives, it can lead to confusion not just for the reader but also within the structure of the text itself. This highlights the importance of intentionality knowing exactly what you want to achieve before you start. In practical terms, this means that recognizing a 'bad book' or unclear message early can save time and effort.

**Contextualization:** This quote reminds me that authors, like everyone else, can have unclear or conflicting goals when they write. If an author doesn’t know exactly what they want to say, it’s no surprise that readers might feel confused too. This idea applies to life as well when someone communicates without clarity, it’s hard for others to understand their message. In my experience, learning to spot unclear writing or communication has helped me focus on quality and purpose, whether in books, conversations, or even my own work.

**Source Two:** Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research (4th ed.)*. The University Of Chicago Press.

**Comment 3:**

**Quote/Paraphrase:** “Most of us have more than enough interests, but beginners often find it hard to locate among theirs a topic focused enough to support a substantial research project. They may also believe they lack the expertise for the project. However, a research topic is an interest stated specifically enough for you to imagine *becoming* a local expert on it. That doesn’t mean you already know a lot about it or that you’ll have to know more about it than others, including your teacher. You just want to know a lot more about it than you do now“ (p. 54).

**Essential Element:** This comment is associated with reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This comment is additive to the idea that research is more about committing to the process of learning. It introduces the concept of a 'local expert,' which means focusing on a narrow area of interest and building enough knowledge to contribute meaningfully within that scope. This approach also challenges the assumption that expertise is fixed, but it shows that expertise is relative and grows over time through effort and curiosity. For beginners, this can be empowering because it reframes research as a personal growth opportunity rather than a test of existing knowledge.

**Contextualization:** This quote really speaks to me because it matches what I’ve gone through when trying to pick a research topic. I often have so many ideas, but I get stuck thinking about I need to know everything before I start. This quote reminds me that I don’t have to be an expert right away. All I need is to focus on one specific idea and be willing to learn more about it as I go. For example, when I started thinking about leadership, I felt unsure and worried I didn’t choose the specific topic enough. But this quote helped me see that research is about learning step by step. It’s okay to start small and grow my knowledge over time.

**Comment 4:**

**Quote/Paraphrase: “**Readers do not read word by word, sentence by sentence, as if they were adding up beads on a string. They want to begin with a sense of the whole, its structure, and, most important, why they should read your paper in the first place. Then they use that sense of the whole and its aims to interpret its parts” (p.215).

**Essential Element:** This comment is associated with reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This comment adds to the idea that readers first try to understand the whole text before looking at single words or sentences. It explains that the structure and purpose of a paper act like a "map" to help readers follow the details. This idea shows why a clear introduction is important, it should explain the main ideas. It also suggests that writing is like a conversation, where the big picture helps make sense of the smaller details. This way of writing makes it easier for readers to understand by keeping everything clear and connected.

**Contextualization:** This quote really relate with me because it reflects how I read and write. When I pick up a paper or article, I don’t dive straight into the detail, I look for the main point first. If I don’t understand why the topic matters or how it’s organized, I often lose interest quickly. For example, when I was working on my own writing projects about leadership, I realized that starting with a strong overview made a huge difference. This quote reminds me that writing isn’t just about listing facts or ideas; it’s about creating a connection with the reader.

**Source Three:** Creswell, J. W., Clark, V. L. P. (2015). *Understanding research: A consumer’s guide, 2nd. Ed*. Pearson Education, Inc.

**Comment 5:**

**Quote/Paraphrase:** “Research problem is the issue, controversy, or concern that guides the need for a study. Researchers often identify real problems needing solutions in our society” (p. 80).

**Essential Element:** This comment is associated with interpretive methods in social research.

**Additive/Variant Analysis:** This comment adds to the idea that a research problem is not just a question, but it’s a real issue or challenge that affects people. Researchers look for problems in society, like education issues, unfairness, or environmental damage, and try to find solutions. This shows that research is about more than just thinking; it’s about making changes, helping people and making life better. It also reminds us that sometimes problems are difficult to be identified, and researchers need to work hard to find them and show why they are important.

**Contextualization:** This quote really helps me understand the importance of identifying and solving problems as a school leader, especially in my own research project. Sometimes, I struggle to recognize a problem and turn it into a research topic. In a school, challenges are always present, like improving the system or supporting teachers who feel overwhelmed. These real issues affect the whole school community. Personally, I chose modelling leadership as my research topic because I recognized the powerful impact of modeling in a school. The way leaders behave, make decisions, and communicate sets an example that influences the entire school environment. By understanding and modeling effective leadership, I believe I can contribute to meaningful education.

**Comment 6:**

**Quote/Paraphrase:** “Once you have determined that a source is relevant for your review, your next consideration is whether it is a good-quality source. The best sources for a literature review are those that are original reports of research, are peer reviewed, and come from sources that are known to be reputable” (p. 132).

**Essential Element:** This comment is associated with interpretive methods in social research.

**Additive/Variant Analysis:** This comment adds to the idea that just because a source is related to your topic doesn’t mean it’s good enough to use. It explains that the best sources are those that share new research, have been checked by experts (peer-reviewed), and come from places with a good reputation. Seminal books are good resources because they are the first original works on a theory or topic. Even though these books may be old, often published more than five years ago, they are still widely cited in recent research due to their foundational contributions and lasting relevance This shows why it’s important to look closely at who wrote the source, where it was published, and whether it’s trustworthy.

**Contextualization:** This quote shows why it is important to check the quality of sources in a literature review. A good source should be original, reviewed by experts, and come from a trusted place. As a school leader, I often receive many suggestions and feedback before making important decisions. But just like in research, not all feedback is equally useful. It is important to think about who is giving the feedback, their experience, and how much they know about the topic. Listening to people with knowledge and experience helps in making better decisions. Also, using trusted sources, whether in research or in decision-making, helps us build a strong and reliable understanding.

**Source Four:** Elder, L., & Paul, P. (2003). *The thinker's guide to how to read a paragraph\_ The art of close reading*. The Foundation for Critical Thinking.

**Comment 7:**

**Quote/Paraphrase**: “If we can get a basic idea of what a book is driving at before we read it in detail, we are much better able to make sense of the parts of it as we read them paragraph by paragraph. Knowledge of a whole helps us understand all of its parts. Knowledge of a part helps us better understand the whole (which contains the parts)” (p. 12).

**Essential Element:** This comment is associated with reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This is additive to my understanding that if we first understand the main idea of something like a book or a lesson it becomes easier to make sense of the smaller parts, like paragraphs or details. At the same time, understanding the small parts helps us see the bigger picture more clearly. This back-and-forth between the big picture and the details makes learning deeper and more meaningful.

**Contextualization:** This quote shows that it is very important to see the bigger picture before focusing on the details. As a school leader, when leading a meeting to set up a five-year roadmap for the school, I always begin by understanding the vision, mission, values, and goals. This helps everyone in the school understand the right way to make decisions about specific programs, policies, and daily operations. When all stakeholders share a common understanding, it becomes easier to align efforts and create meaningful progress.

**Comment 8:**

**Quote/Paraphrase: “**As we have said, it is quite possible to educate oneself entirely through reading. This can be done if one has the intellectual skills to work through complex written material, enter conflicting viewpoints, internalize important ideas, and apply those ideas to one’s life” (p. 18).

**Essential Element:** This comment is associated with reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This is additive to my understanding that reading is not just about getting information; it also helps develop important thinking skills like understanding, analyzing, and applying ideas. To truly learn from reading, we need to think about what we read, compare different opinions, and decide what makes sense. Being aware of how we think helps us understand and use new ideas better. For school leaders, reading about topics like education, leadership, and problem-solving can improve decision-making and help create better schools. Learning from different subjects also helps us find new solutions to challenges.

**Contextualization:** This quote helps in developing a better understanding of reading. Reading is not just about how many pages we have gone through; it is about engaging with the content meaningfully. Moreover, reading can relate to our life, profession, and perspective. The quote also emphasizes the importance of internalizing ideas and applying them to one’s life. This step is crucial for translating theory into practice. For example, if I read about the benefits of servant leadership, I can reflect on how to embody those principles in my daily interactions such as listening more attentively to teachers, supporting staff in their professional growth, or prioritizing the needs of students. Applying these ideas ensures that my leadership is not just theoretical but practical and impactful.

**Source Five:** Sire, J. W. (1988). *How to read slowly: Reading for comprehension*. Waterbrook Press.

**Comment 9:**

**Quote/Paraphrase :** “But as Christians we know that all truth is God’s truth and therefore there is nothing to fear from learning anything which is true. The major problem is error masquerading as truth. But unless we expose ourselves to other points of view and learn to analyze arguments, we may never learn to recognize error” (p. 126).

**Essential Element:** This comment is associated with faith-integrated hermeneutics: reading for worldview.

**Additive/Variant Analysis:** This comment adds to idea that as Christians, embracing truth means developing the ability to distinguish between truth and falsehood. This requires critical thinking, humility, and a willingness to engage with different perspectives. Studying various viewpoints does not weaken faith but strengthens it by deepening understanding and reinforcing biblical principles.

**Contextualization:** This quote strongly relates to my profession as a school leader. As a school leader, I have the responsibility to make decisions that impact the entire school community. In a Christian school, it is very important to recognize and challenge false purposes that may influence the school's direction. For every decision I make, the key question to test it is, 'Does this make God happy?' As the author mentions, it is easier to distinguish truth from falsehood than to recognize truth disguised as falsehood. This is why discernment, prayer, and seeking wisdom from Scripture are essential in guiding a school according to God’s will.

**Comment 10:**

**Quote/Paraphrase :** “We can read for entertainment, information or perspective. We can read in order to understand ourselves, other people, other cultures, other ideas. And we may do any or all of these for personal growth or professional advancement” (p.133).

**Essential Element:** This comment is associated with faith-integrated hermeneutics: reading for worldview.

**Additive/Variant Analysis:** This comment adds to the idea that reading is not just an activity but a tool for transformation. Reading helps develop empathy, critical thinking, cultural awareness, broaden perspectives, and much more. This makes reading a lifelong journey of learning and self-improvement. In my country, there is an old saying: ‘Reading opens the window to see the whole world.’ If we want to know how, why, when, or where something happens in the world, reading is the way to discover it

**Contextualization:** This quote strongly relates to my profession as a school leader. It reinforces my commitment to self-development as a leader through reading. A real example of this is my work with the head of curriculum to develop our kindergarten curriculum based on three key principles: seeing students as the image of God, creating contextual learning experiences, and adapting best practices from global education models. We begin this process by gathering as many relevant reading resources as possible, then reading through them, comparing, analyzing, and ultimately determining the best solutions. The more sources we explore, the more detailed and well-rounded our ideas become. This approach ensures that our decisions are informed, thoughtful, and beneficial for both students and teachers.

**Source Six:** Gougas, V. and Malinova, L. (2021) School Leadership. Models and Tools: A Review. *Open Journal of Social Sciences,* 9, 120-139. [10.4236/jss.2021.91009](https://10.4236/jss.2021.91009).

**Comment 11:**

Quote/Paraphrase: “In this study, a reference was made to the various models that can be found in a school unit but also to the tools used to capture it. For many years, several studies have been conducted worldwide related to the impact of leadership on the educational environment. The learning environment is quite dynamic because it consists of four pillars which are the leader, the subordinate teacher, the student and the parents” (p. 133).

**Essential Element:** This comment is associated with my own research topic about modelling leadership.

**Additive/Variant Analysis:** This is a variant to my understanding of how the learning environment affects leadership. The learning environment mentioned in the quote refers to internal factors. However, external factors also play a big role, such as partnerships with other organizations, government policies, school culture, and the mindset of the local community. Leadership cannot be limited to a single model or tool because its success depends on the school’s unique situation, including its culture, location, and students’ needs. For example, a leadership style that works well in a city school might not be effective in a rural school due to differences in resources, community involvement, and teacher roles.

**Contextualization:** This quote reinforces the importance of adaptable leadership, which aligns with my research on modeling leadership. The learning environment is shaped by both internal and external factors, requiring leaders to adjust their approach based on context. For example, when implementing new policies, I must consider not only the internal school culture but also external influences such as government regulations and societal expectations. I must keep in mind that whatever leadership style I apply, it should model the values we uphold. By modeling leadership that is flexible and responsive, I can create a school environment that remains dynamic, effective, and aligned with its vision and goals.

**Source Seven:** Khadija, H., Bibu, N., Sala, D., & Dorin, M. (2024). The Schools Principal's Leadership Style Influence on Teamwork Skills of Teachers in Arab Schools in Israel. *Revista De Management Comparat International*, 25(4), 638-651. <https://doi.org/10.24818/RMCI.2024.4.638>.

**Comment 12:**

**Quote/Paraphrase: “**However, the intensity of the correlation between the transactional leadership style of school principals and teachers’ teamwork skills, is very little higher than the correlation between the laissez-faire leadership style and teamwork skills This little expected result is explained by the researcher based on the traditional culture of the Arab society and the strong preservation of traditional Arab values, including the strong adherence to Muslim religious faith of the Arab communities even in the context of the modern and democratic Israeli state” (p. 647).

**Essential Element:** This comment is associated with my own research topic about modelling leadership.

**Additive/Variant Analysis:** This is addition to my my understanding of the cultural can significanly influence effectivenss and teamwork within schools. The finding that transactional leadership has only a little more effect on teamwork than laissez-faire leadership suggests that cultural factors outside of leadership style might be more important in shaping how people work together. In Arab society, where tradition and religious values are very important, leadership styles that fit with these cultural beliefs may work better than others. This raises an important question for leadership studies: How much should leadership styles be changed to fit cultural differences instead of being used the same everywhere? Understanding this is very important for school leaders who want to build teamwork while respecting the culture and values of their schools.

**Contextualization**: This quote emphasizes the importance of understanding how cultural and religious values shape leadership and teamwork, which directly connects to my role as a school leader. In a multicultural environment, like the one I lead, it’s crucial to recognize how different cultural expectations can influence how teachers and staff respond to various leadership styles. In Indonesia, especially in Papua, cultural values play a significant role in shaping leadership and teamwork. Papua has a strong connection to traditional customs and community oriented values, where decision making is often collective and deeply rooted in respect for elders and community leaders. This cultural context means that leadership styles in Papua may need to be more collaborative and consultative rather than authoritative or transactional. The main point is that even though leadership styles can be adapted by following the culture, they must still reflect the right values based on a biblical framework. In this way, modeling leadership becomes a powerful tool for guiding others while staying true to both cultural and biblical values.

**Works Cited**

Adler, M., Van Doren, C. (1940, 2011). *How to read a book: The classic guide to intelligent reading*. Touchstone, Simon & Schuster.

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research (4th ed.)*. The University Of Chicago Press.

Creswell, J. W., Clark, V. L. P. (2015). *Understanding research: A consumer’s guide, 2nd. Ed*. Pearson Education, Inc.

Elder, L., & Paul, P. (2003). *The thinker's guide to how to read a paragraph\_ The art of close reading*. The Foundation for Critical Thinking.

Gougas, V. and Malinova, L. (2021) School Leadership. Models and Tools: A Review. *Open Journal of Social Sciences,* 9, 120-139. [10.4236/jss.2021.91009](https://10.4236/jss.2021.91009).

Khadija, H., Bibu, N., Sala, D., & Dorin, M. (2024). The Schools Principal's Leadership Style Influence on Teamwork Skills of Teachers in Arab Schools in Israel. *Revista De Management Comparat International*, 25(4), 638-651. <https://doi.org/10.24818/RMCI.2024.4.638>.

Sire, J. W. (1988). *How to read slowly: Reading for comprehension*. Waterbrook Press.