COM 803 – Hermeneutics and Communication

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Professor

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***Assignment #1 – Core Essential Elements***

1. Select One (1) Core Essential Element from the Syllabus Outline:
	1. Create a 350-word original discussion paper (with cited sources) during the first week of the term. Post this document in DIAL.
	2. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NC).

Scholar-practitioners offer a unique skillset within the workplace: They are able to use their skills to provide critical insights for problem-solving by using applied research methods. These research skills often require time and practice for scholar-practitioners to acquire effective study habits and effective reading techniques. In this paper, a brief overview of three effective reading techniques will be discussed for scholarly research.

**Methods to Reading Effective Scholarly Research**

The first method scholar-practitioners should consider is to determine the purpose behind their need to review research (Paul & Elder, 2008). In essence, what is the desired goal one is aiming to achieve from reading scholarly publications? The type of content and research objective can help a researcher tailor their approach when using best research methodologies. For example, a researcher conducting a literature review for a peer-review journal publication may take a different approach than a researcher who is developing a white paper publication to discuss new trends in artificial intelligence. While both may likely take similar insights, the purpose behind the two writing publications are different in scope, tone, and structure, which leads to the next method a scholar-practitioner should consider.

The second method involves understanding the author’s purpose behind their writing (Paul & Elder, 2008). Not all texts are created equally. For example, not all peer-reviewed journal publications are built the same: Empirical research articles originate and provide an analysis of experimental data, which provides quantitative or qualitative results related to the experiment conducted (Pyrczak & Tcherni-Buzzeo, 2019). Meanwhile, a peer-reviewed literature review can provide a consolidated meta-analysis that aims at answers a problem question posed by the author. These two research journal publications, while both peer-reviewed, were created with a different purpose in mind from the authors. Determining which type of publications is important to consider when conducting scholarly research findings.

Lastly, scholar-practitioners should consider reading books and journal publications through the lens of X-ray vision goggles (Adler & Van Doren, 1967). Each publication has its own structure and major points of discussion. For example, in a peer-reviewed journal publication, often there is an abstract which will provide the main content of what the publication is discussing. In addition, scholarly peer-reviewed journals hold a certain skeleton structure which generally flows throughout most publications. The introduction and problem statements are likely in the first section of the article. This is later followed by a literature review, which discusses the history of the topic being discussed from prior research publications. There is typically a methodology section used to share how the research was conducted, a results section (if applicable), and typically a discussion of the publication outcomes at the end of the article. Each of these sections hold content that is specific and organized to the reader to easily to interpret the data and insights of the research.

**Conclusion**

This paper provided three methods to effective reading techniques for reviewing and interpreting scholarly research. To be effective, one must determine their goals and objectives toward their research, followed by selecting publications from authors with an appropriate scope. Lastly, researchers should be familiar with dissecting journal publication based upon the awareness of the general organizational structure of a peer-reviewed journal article. Understanding and applying these three methods can support scholar-practitioners to refine their skills and abilities in becoming effective catalyst towards positive change.

WORKS CITED

Adler, M., & Van Doren, C. (1967). *How to read a book: The classic guide to intelligent reading.* Touchstone, Simon & Schuster.

Paul, R., & Elder, L. (2008). *The thinker’s guide to how to read a paragraph: The art of close reading.* The Foundation for Critical Thinking.

Pyrczak, F., & Tcherni-Buzzeo, M. (2019). *Evaluating research in academic journals: A practical guide to realistic evaluation.* Routledge.