COM-803 Hermeneutics and Communication

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Professor

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Assignment

**Assignment #2 – 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.
	2. 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.

**Course Essential Elements**

1. Reading Techniques for Scholarly Subject Research
2. Faith-Integrated Hermeneutics: Reading for Worldviews
3. Interpretive Methods in Social Research
4. Scholarly Writing Techniques/APA Style

**Source One:**

Zimmermann, J. (2015). *Hermeneutics: A very short introduction.* Oxford University Press

**Comment 1:**

**Quote/Paraphrase:**

“What is hermeneutics? A simple answer is that it means interpretation. Interpretation occurs in many fields of study and also in day-to-day life. We interpret plays, novels, abstract art, music and movies, employment contracts, the law, the Bible, the Quran, and other sacred texts; but we also interpret the action of our friends and enemies, or try to figure out what a job termination means in the context of our life story” (Zimmermann, 2015, p. 1).

**Essential Element:**

This comment is associated with the essential element of *Interpretative Methods in Social Research* and *Faith-Integrated Hermeneutics: Reading for Worldviews.*

**Additive/Variant Analysis:**

This direct quote is an additive statement to support the study of hermeneutics as a method of interpreting social research and the context of what humanity experiences throughout life. The practice of interpretation goes beyond reading scared texts; it involves all interdisciplinary areas of study and life. In essence, all human existences involve continuous interpretation within every area of life.

**Contextualization:**

This resonates with me as I am attempting to interpret the understanding of my current graduate program, the research I am studying, and how all the knowledge I am gaining can be integrated within a large scope of understanding. In essence, I am on a journey discovering the meaning behind how my day-to-day life is impacted by my understanding of how things function and exist through my worldview and conceptualization of the world around me.

**Comment 2:**

**Quote/Paraphrase**

“The goal of interpretation is to make sense of a text or situation, to understand what they mean. This seems to imply that interpretation only becomes necessary when we do not understand something right away. … Yet in other areas of life, the need for interpretation is less obvious. … Rather, hermeneutics is already unconsciously at work even when we grasp the obvious meaning of a red light. We see that hermeneutics is the art of understanding and of making oneself understood.” (Zimmermann, 2015, p. 1 – 2).

**Essential Element:**

This comment is associated with the essential element of *Interpretative Methods in Social Research* and *Faith-Integrated Hermeneutics: Reading for Worldviews.*

**Additive/Variant Analysis:**

This is an additive statement that connects and is supported in Paul’s writings found in Romans 1:18 – 20, “For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men who suppress the truth in unrighteousness, because that which is known about God is evident within them; for God made it evident to them. For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made, so that they are without excuse.” (NASB). In essence, hermeneutics is an innately ingrained in our DNA. It can be argued that much of what is subconsciously autodidactic is related to our current interpretation of understanding and innate awareness in life, such as moral awareness of what is right and wrong.

**Contextualization:**

As a researcher, the search for knowledge is often aligned with the requirement of solving a problem. However, it is important to understand that invisible knowledge can be easily interpreted through parsimonious research methods. This refers to research findings to align with the easiest explanation to articulate experimental outcomes.

**Comment 3:**

**Quote/Paraphrase**

“Here [Referring to Science] knowledge is the result of method and empirically verifiable repetition. … Hermeneutic thinkers, however, believe that we have falsely elevated this scientific ideal of knowledge, allowing it to become the measure of all human knowledge. They contest the idea that knowledge is obtained through disinterested observation. Rather, hermeneutic thinkers say that we only conduct experiments and want to know about the world because we are already deeply involved in it at the level of everyday, practical activity. Without this prior experiential relation to things, scientific results would be meaningless.” (Zimmermann, 2015, p. 12).

**Essential Element:**

This comment is associated with the essential element of *Interpretative Methods in Social Research.*

**Additive/Variant Analysis:**

This is an additive statement to support the theory of learning as it applies to the Constructivist Theory—in particular, Experiential Learning. The emphasize is to discuss the order by which the interpretation of knowledge and learning is applied through a constructivist viewpoint. In essence, all knowledge is built upon one’s own fundamental understanding of the world around them and without this fundamental insights, higher leveled operations (i.e., experimental research studies) could not be comprehended. Most importantly, this argument supports that hermeneutics comes before scientific knowledge because without one’s ability to understand fundamentals truths, there is no way to objectively interpret science without conceptional foreknowledge of the subject matter in question.

**Contextualization:**

This text is in alignment with my current research topic and interest. I am a firm believer in experiential learning as being an optimal theory to support leadership development and other methods of learning that requires insights that only life experience could produce (i.e., learning from situational experiences). While experiential learning can vary from learner to learner, so does hermeneutics. How one person interprets the world around them, another can experience the same event but have a completely different interpretation, yet both interpretations of their experience may be valuable for self-development.

**Source Two:**

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

**Comment 4:**

**Quote/Paraphrase**

“Researchers begin conducting a study in their topic area by identifying a problem to study—typically an issue, concern, or problem in society that needs to be resolved. Identifying a research problem consists of the researcher specifying an issue that needs to be studied, developing a justification for studying it, and suggesting the importance of the study for audiences that will read the report. By specifying a problem in a research study, the researcher limits the subject matter and focuses attention on an important aspect of the topic.” (Plano Clark & Creswell, p. 15)

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the first of eight steps that provides additive support for the research process. Identification of the research problem provides the foundation of reading the issue that is igniting the reason for the research being conducted. In essence, identifying the research problem provides purpose for the research to exist. In addition, this supports the notion of studying hermeneutics to “make sense of… to understand” (Zimmerman, 2015, p. 1)

**Contextualization:**

As I continue to review future literature, I must consider identifying the importance of the research question in the author’s article. Identifying this will be helpful for me to see trends from other authors and to determine how my future research can adjust according to the array of problems that have been researched or address from past findings.

**Comment 5:**

**Quote/Paraphrase**

“Researchers plan their studies so that they build on and add to the accumulated knowledge about the topic, and so they do not repeat a study that has already been done. Because of these concerns, reviewing the literature is an important step in the research process. … Researchers write a literature review passage that conveys what is and is not known about the topic of the research study, and they use this background information to plan their studies and to interpret the results at the end of the study.” (Plano Clark & Creswell, p. 15)

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the second of eight steps that provides additive support for the research process. The process of reviewing the literature connects well with the constructivist theory of learning, in that knowledge builds upon itself. As such, the purpose of the literature review is foundational to help the reader discover the background content involving the problem that is seeking resolution.

**Contextualization:**

This supports my research topic involving experiential learning theory, which is a sub-theory of the constructivist theory. Most of my research will involve a deep dive into the literature review and to conduct a literature review to apply towards my doctoral program.

**Comment 6:**

**Quote/Paraphrase**

“Specifying the purpose for research consists of identifying the major intent or objective for a study and narrowing it into specific research questions to be answered or hypotheses to be tested. … Researchers narrow their purpose statements to research questions or predictions that the researcher plans to address in the research study. This important step sets the direction and goals for a research study.” (Plano Clark & Creswell, p. 15)

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the third of eight steps that provides additive support for the research process. By providing a narrow focus on the specificity and reason for the study, it becomes easier for researchers to address meaningful content toward the discovery phases. This provides, both the researcher and the readers of said publications, a clear direction on areas addressed within the research scope.

**Contextualization:**

I find this text to be helpful because this encourages my writing to become more distinct and direct by providing the purpose of the study. I have used phrases such as, “The purpose of this literature review is to provide…” or “This article attempts to provide…” These phrases allow me to provide the reader a distinct approach to understanding the purpose of my research and enables me to be direct so there is clarity for my future body paragraphs to support this purpose.

**Comment 7:**

**Quote/Paraphrase**

“Once researchers have specified a purpose for their study, they need to choose the approach that they will use to accomplish this purpose. Choosing a research design involves the researcher designing an overall plan for the study’s methods—that is, an overall plan for selecting participants, collecting data, analyzing data, and reporting the results. Researchers first choose a research approach, such as a “quantitative” approach that emphasizes collecting and analyzing numbers, a “qualitative” approach that emphasizes collecting and analyzing words and images, or a “combined” approach that emphasizes collecting both numbers and words or images. Within the overall approach, researchers choose a particular design, or plan, that is best suited for addressing their study’s purpose and answering their questions.” (Plano Clark & Creswell, p. 15 - 16)

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the fourth of eight steps that provides additive support for the research process. Depending upon the research focus, a researcher must consider which research design they plan to implement to conduct their findings. Depending on the approach of the research questions, will determine the research design. Research questions that allow for quantitative methods, will result in numeric values in survey or data collection. Research questions that involve more details on narration and interviews, may result in a qualitative approach. There can also a mixed-methods approach, which involve a combination of both numeric and open response interpretations.

**Contextualization:**

I find this to be important, especially because my doctoral program will involve action research, which can involve a hybrid of these design, but often there is likelihood of my future action research to be more qualitative in nature. I believe that learning and reading from different authors in the literature will help me identify and correlate how their research design aligned with their researcher question. In this same way, I plan to analyze researcher’s proposed research design and methodology to get a better understanding of this need for the future.

**Comment 8:**

**Quote/Paraphrase**

“An essential aspect of any research study is the collection of data from participants to serve as the basis for answering the research questions and hypotheses. With a research design planned, the researcher turns to this critical step. Selecting participants and collecting data means that researchers select settings and individuals for a study, obtain necessary permissions to study them, and gather information by asking people questions or observing their behaviors. Of paramount concern in this process is the need to obtain accurate data from individuals in an ethical manner. This step produces a collection of numbers (e.g., test scores or frequency of behaviors) or words (e.g., responses, opinions, or quotes), depending on the study’s research design. The researcher collects these data to answer the research questions of the study.” (Plano Clark & Creswell, p.16).

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the fifth of eight steps that provides additive support for the research process. After a research design is created, the next step in the process is to formulate your methodology on how you plan to select participants and collect data. Forming this methodology must align with your research design, otherwise your data collection may be incarnate or may not be meaningful. For example, if a research design involved teachers to share an example of a stressor in their classroom environment, the researcher would likely focus on participant responses with similar words or values in textual meaning, thus resulting in more of a qualitative data collection process.

**Contextualization:**

While I am not required to select participant and collect data at this moment in my doctoral studies, I am aware this will be a requirement in the near future. With this in mind, I believe that the importance of identifying the methods used in the peer reviewed articles I find would provide helpful insights on how to apply and identify the best approach for my future research data collection and participant selection.

**Comment 9:**

**Quote/Paraphrase**

“Once researchers collect data, they next have to make sense of the information supplied by the participants in the study. While analyzing the data, researchers take the data apart to determine individual responses and then put the data together to summarize the information. When reporting results, researchers summarize the patterns they found from the analysis of the gathered data and represent these patterns in tables, figures, and discussions. This step produces the results and findings of a research study.” (Plano Clark & Creswell, p.16).

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the sixth of eight steps that provides additive support for the research process. Analyzing data requires the researcher to review individual and collective data and determine which trends are present among the data findings. Was to do this is to identify patterns or other visual insights such as transfiguring the data into graphic representations in order to view the data with visual insights.

**Contextualization:**

Analyzing data is an area I believe I have great insights in. However, this is also an area that I would like to refine. While I have experience using statistical analysis software, such as SPSS and I have performed statistical data in Microsoft Excel, I believe there are opportunities to enhance my future data analysis skills in the future.

**Comment 10:**

**Quote/Paraphrase**

“Researchers end their studies by drawing conclusions about what they have learned. Drawing conclusions about the research means that researchers interpret the results that they obtained and explain how the results provide answers to the research questions. When researchers make interpretations and draw their conclusions, they often summarize the major results, compare the results to predictions or to other research studies, and suggest implications of the results for audiences. Researchers also consider the limitations of their studies and suggest implications of the results for practice and future research studies. This interpretation provides the conclusion to a research study.” (Plano Clark & Creswell, p.16).

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the seventh of eight steps that provides additive support for the research process. Researchers must draw conclusions from the data they have gathered. It is important to consider that all research interpretations aim at finding insights toward the research question. In quantitative research designs, the goal is conclude either a rejection of the null hypothesis or a support in the research findings interpretation. Similarly, qualitative designs require an interpretation that can support continuations in the research topic.

**Contextualization:**

This is helpful to identify how one would draw conclusions. In my future research assignments, I believe I will have the opportunity to draw conclusions about the research that I conduct. This will allow me to pain the picture, by explaining my contextualization and application of the data shown.

**Comment 11:**

**Quote/Paraphrase**

“As a final step to research, researchers are expected to share their work publicly. Research can only add to the knowledge of specific subject matter if people in the field can read and learn about the research! The step of sharing a research study is called disseminating research. After conducting a research study, researchers develop a written report and distribute it to audiences (such as practitioners or other researchers) who can use the information. It is by researchers disseminating reports of their research that studies can make a difference for the problems in society.” (Plano Clark & Creswell, p.16).

**Essential Element:**

This comment is associated with the essential element of *Reading Techniques for Scholarly Subject Research.*

**Additive/Variant Analysis:**

This is the last of eight steps that provides additive support for the research process. Part of the opportunity to conduct research is to have findings published in future peer-reviewed article or conference publications. As further research is disseminated among scholars, further research can be go through this same cycle described above.

**Contextualization:**

I have been wanting to write for a peer-review publication, but have not had the insights on how to go about this process. However, I as I learn further, my plan is to develop a research literature review for publication in the near future. By using these eight steps toward the research process, I believe that I can accomplish this goal.

**Source Three:**

Shehadeh, A. (2020). Contextualizing your research project*.* In: C. Coombe, N. J. Anderson & L. Stephenson (Eds.), *Professionalizing your English language teaching.* (pp. 327-335). Springer. https://doi.org/10.1007/978-3-030-34762-8\_27

**Comment 12:**

**Quote/Paraphrase**

“As researchers, we must first contextualize our research project in the related literature and ground it in the relevant theory and/or practice. The related literature can be divided into two main (conceptual) parts. Part one is the established literature in the field that shows theory, trends, consensus, or lack thereof. … This background research also describes any possible trends, consensuses, agreements, and disagreements among researchers in our chosen area. … Part two of the related literature focuses on the research that was carried out on the topic of our current research or related areas in the last five to ten years. … It describes and illustrates in more detail the handful of studies that have investigated variables, issues, or aspects relating to our chosen area of research. The task of the investigator here is to explicitly show who did what (specific focus); how they did it (methodology used); and what they found (results obtained); as well as the significance or importance of these previous findings.” (Shehadeh, 2020, p. 328).

**Essential Element:**

This comment is associated with the essential element of *Interpretive Methods in Social Research.*

**Additive/Variant Analysis:**

This is an additive statement to support the current model used at Omega Graduate School, which is to apply contextualization within research findings. Based upon this text, contextualizing research involves discovering additive and variant theories, trends, or agreements within the last five years to ensure the relevancy of literature is merited to the ever-evolving span of social research developments.

**Contextualization:**

I am reminded of the importance to try to find the most relevant research within the last five years to ensure my literature is the most relevant. I understand that there are opportunities to use seminal research when appropriate. However, as I discover more relevant pieces of literature, my goal will be to look for theories, trends, and other literature that finds agreements (along with disagreements) upon the topic, in order to get the most well-rounded insights to the topic at hand.

**Source Four:**

Wang, J. (2024). Reformation hermeneutics and the spirit of humanism. *HTS Teologiese Studies/Theological Studies, 80*(3), 1-8. <https://doi.org/10.4102/hts.v80i3.9783>

**Comment 13:**

**Quote/Paraphrase**

“Overall, Luther emphasised that the Bible should be seen as an expression of God’s thoughts, with God instructing people through clear language. … Any obscurity or ambiguity in the Bible is actually due to the limited linguistic knowledge of people.” (Wang, 2024, p. 3).

**Essential Element:**

This comment is associated with the essential element of *Faith-Integrated Hermeneutics: Reading for Worldviews.*

**Additive/Variant Analysis:**

This is an additive statement to support the understanding of hermeneutics, which is to understand and interpret with accuracy the meaning behind language. This is an significant passage as Martin Luther was a pioneer in aiding in providing mass translation of the Biblical text to common people, who at the time were illiterate and were unable to read outside their common language. In essence, Luther argues that the language in the Bible are clear thoughts from God and communication is said to be clear. If anyone does not understand what written, it is likely due to their limited ability to interpret the meaning of the words from a literacy measure.

**Contextualization:**

Often times there are moments when I encounter peer-review articles and other texts that display words I have never used. Many may be academic jargon and at times there are words that I never really have been introduced to. When this occurs, I have to research what the meaning of a word means so I can fully understand the meaning of the word to grasp the full concept behind the literature. In the same way, I believe this is why the Bible has been translated into different versions to help others to understand the Word of God better.

**Source Five:**

Duvall, J. S., & Hays, J. D. (2012). *Grasping God’s word: A hands-on approach to reading, interpreting, and applying the Bible* (3rd ed.)*.* Zondervan.

**Comment 14:**

**Quote/Paraphrase**

“The process of interpreting and grasping the Bible is similar to embarking on a journey. Reading the text thoroughly and carefully lies at the beginning of the journey. From this careful reading we become able to determine what the passage meant in the biblical context — that is, what it meant to the biblical audience.

Often, however, when we try to apply this meaning directly to ourselves, we run into problems. We are separated from the biblical audience by culture and customs, language, situation, and a vast expanse of time. These differences form a barrier — a river that separates us from the text and that often prohibits us from grasping the meaning of the text for ourselves.” (Duvall & Jays, 2012, p. 39-40)

**Essential Element:**

This comment is associated with the essential element of *Faith-Integrated Hermeneutics: Reading for Worldviews.*

**Additive/Variant Analysis:**

This is an additive statement which supports the notion that interpretation requires a firm understanding to cultural context to fully comprehend correct interpretation and meaning from Biblical text. This also applies for any other non-sacred text. Without an understanding of certain cultural inferences and background, it can be possible to misinterpret or not understand a passage of scripture. In addition, this source represents a variant to Martin Luther’s ideology expressed from Wang’s (2024) commentary that Luther believed the scripture was clear in its understanding. However, while much of the text may be clear for face-value, there also requires sometimes a clear revelation that only God can provide through a unique and divine moment that becomes an individualized learned-moment from the Holy Spirit to the reader.

**Contextualization:**

I often find this concept to be very relevant to my own professional and personal development in understanding Biblical text and interpreting what God is attempting to share with me through the Bible. Therefore, as a researcher, it will be important for me to gain initial cultural background understanding to determine potential meaning and addition context when reading and reviewing areas of the Bible. In addition, as further researcher is conducted, there may be a need to identify and understand cultural differences in participants and research subjects.

**Source Six:**

Kameli, S., Daryani, S. M., Kheirandish, M., & Ahmadlou, M. (2020). Transparency of the concepts of directing and leadership in organizational leadership theory based on critical hermeneutics theory. *International Journal of Organizational Leadership*, *9*(2), 105–112. <https://doi.org/10.33844/ijol.2020.60499>

**Comment 15:**

**Quote/Paraphrase**

“In some sciences, interpretation is a commonly supported practice. In sciences, such as mathematics and physics, global signs and standards have fixed concepts, while in humanities, especially when there are cultural and social differences, words depend on human perceptions. In these scopes of science, when words are equated with one another and translated into different languages, the translator and their scientific and technical knowledge or even their specialty and study field will play a significant role in equating the words and making their meanings similar.” (Kameli et al., 2020, p. 105-106).

**Essential Element:**

This comment is associated with the essential element of *Interpretive Methods in Social Research.*

**Additive/Variant Analysis:**

This is an additive statement that supports the writing of Duvall and Hays (2012) in that depending on the subject discipline, understanding the cultural and sociological differences may impact the way one interprets text. In addition, translating literature that requires scientific and advance knowledge within those language with the intent to communicate in another language requires more diligence to ensure that the context of the original language is not distorted or misinterpreted.

**Contextualization:**

While studying in my Master’s of Science in Psychology degree, I was introduced to this concept when it came to assessments and evaluations methods. In particular, I learned that there are possibilities that participants may misinterpret certain words or meaning of words depending upon their cultural background and language barriers. For this reason, whenever I was asked to build a survey measurement, I would have been mindful and consider if any verbiage used could be misconstrued or misinterpreted based upon the user’s professional knowledge of terminology or cultural background. I am reminded of this when I went to Ghana, West Africa, and my tour guide, who spoke British English, did not know what the word “yell” meant. I had to help use an alternative word, such as “scream but not with the purpose of being scared, but to elevate one’s voice to capture one’s attention.” This was an experience that helped me understand how while both my guide and I spoke English, our cultural background and dialect resulted in a different understanding of a word within the same English language.

**Source Seven:**

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

**Comment #:**

**Quote/Paraphrase**

“When we read, we translate words into meanings. The author has previously translated ideas and experiences into words. We must take those same words and re-translate them into the author's original meaning using our own ideas and experiences as aids. Accurately translating words into intended meanings is an analytic, evaluative, and creative set of acts. Unfortunately, few people are skilled at translation. Few are able to accurately mirror the meaning the author intended. They project their own meanings into a text. They unintentionally distort or violate the original meaning of authors they read.” (Paul & Elder, 2008, p. 1).

**Essential Element:**

This comment is associated with the essential element of *Scholarly Writing Techniques/APA Style.*

**Additive/Variant Analysis:**

This is an additive statement to support scholarly writing practices. The best practice toward identifying a source from a scholarly peer-review article is to paraphrase the original text with its original meaning. When the text is rewritten in a way that interprets another understanding, it distorts the author’s original meaning of their message and research. As a result, this distortion may result in false readings and interpretations in research findings and critical data analysis depending upon the purpose of the original text.

**Contextualization:**

I am reminded that paraphrasing is both a skill and art. It requires me to analyze the original text and to critically think of a way to communicate the same meaning and message but in my own words. Way I have used this in the past is to provide analogies or examples that explain the initial meaning of the message, with the opportunity to pain a vivid picture of the conceptional framework discussed in research publications.

**Works Cited**

Duvall, J. S., & Hays, J. D. (2012). *Grasping God’s word: A hands-on approach to reading, interpreting, and applying the Bible* (3rd ed.)*.* Zondervan.

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