COM 803-12 Hermeneutics and Communication

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Professor

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Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

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

**Comment 1:**

**Quote/Paraphrase:** “…the key idea for identifying research is that researchers use a process of research to *collect and analyze data* in order to increase our knowledge about a topic or issue. The collection and analysis of data is what differentiates research from all other types of activities. Data are pieces of information (numbers, words, facts, attitudes, actions, and so on) that researchers systematically gather from entities, such as individuals, families, organizations, or communities. Researchers analyze or make sense of this data in some way to produce results that answer their question. Therefore, the defining feature of research is that researchers go out and gather data to answer their question as opposed to answering it based on their own opinions, experience, logic, hunches or creativity.

**Essential Element:** This comment is associated withessential element Scholarly Writing Techniques/APA Style

**Additive/Variant Analysis:** This comment is additiveto my understanding of research and scholarly writing. The author begins with asserting that research is a process. This suggests that there is a progression of steps for what a scholar does to be considered research. At this point, the author does not explain what the order is, rather the section is limited to the definition of research. The final conclusion that research is separate from one’s opinion on its own.

**Contextualization:** This clarification of what definition of research is helpful for me because it emphasizes the collection of data and analysis of data and not just the collection of data. It is very easy for this researcher to seek informally seek information and not place the same amount of emphasis on the analysis. Leaders must be certain that after information is collected an equal amount of effort is placed into the analysis component. This article also reminds me to be discriminant in what one reads or hears is research without understanding who the researcher is.

**Comment 2:**

**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…Evaluating research involves individuals assessing the quality of a research study.”

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

**Additive/Variant Analysis:** This comment is additive to my understanding of research as a wholistic project. A mandate to share findings is not one that this reader has considered before. My question is, with the proliferation of information in the world, how does one share the research in a way that is meaningful. Not every article will be peer-reviewed and published. What does this mean for the legitimacy of the research? How much disseminating is enough to satisfy this piece of the research equation. Again, if the research is conducted and disseminated but is not evaluated does that invalidate the research that was conducted?

**Contextualization:** This paragraph is somewhat hard for me to accept on its own. Perhaps I need to do more research to see if it is indeed true. If the research that I personally conduct is not read by anyone, what does that say about me as a researcher. Would one be wasting their time if their research was not utilized to move the body of knowledge as we would all like?

**Comment 3:**

**Quote/Paraphrase**: In discussing the conclusion section, the author states “When reading this section, you will notice that the researchers provide their interpretation of the results. That is, they do not present new results in this section, but instead present information to help make sense of the results found and reported in the Results section. “

**Essential Element**: This comment is related to the essential element of Interpretative Methods in Social Research

**Additive/Variant Analysis**: This comment is additive to my understanding of presenting research findings. This section provides insight into how to conclude the research proposal by drawing conclusions and providing implications, recommendations and limitations. It is unclear to me how to present an interpretation free of bias as opposed to just presenting the facts.

**Contextualization**: My prior understanding of research is in stark contrast to what I am understanding about hermeneutics. It seems impossible to interpret without sharing opinion even if that opinion is based upon the results of the research study. This must be a limitation of qualitative research that might not be found in quantitative research. The interpretation of meaning seems to play a larger role in communication of research than previously thought by me.

**Source Two:** Booth (2016) The Craft of Research, 4th Ed-2

**Comment 4:**

**Quote/Paraphrase “**A second reason for writing is to see larger patterns in what you read. When you arrange and rearrange the results of your research in new ways, you discover new implications, connections, and complications. Even if you could hold it all in mind, you would need help to line up arguments that pull

in different directions, plot out complicated relationships, sort out

disagreements among experts…That’s why careful researchers never put off writing until they’ve gathered all the data they need: they write from the start of their projects to help them assemble their information in new ways.”

**Essential Element:** This comment is associated with the essential element Scholarly Writing Techniques

**Additive/Variant Analysis:** This comment is additive to my understanding of Scholarly Writing. My experience with writing is that it can be difficult to write and keep track of what you are writing so that it connects in a logical manner. Not only is it easy to lose the reader, but the writer can also be lost in the task of the assignment. The author uses the word “careful” to describe those writers who write as they go. The comment is additive because in my prior experience writing, it seems that the appropriate way to proceed is to gather all of the data first and then start writing. In cooking or crafting, proceeding as we go along would take additional time and possibly belabor the project. Maybe that is exactly the point and why the author calls it “careful” to write as you go along. I really appreciate the statement that writing as you go along helps the writer to present the information in new ways. It is also important to remember that writing as you go along does not preclude the writer from editing as they go along as well.

**Contextualization:** One of my bigger concerns about pursuing a doctoral degree is getting saddled with the All But Dissertation (ABD) moniker. For every person I know that has completed a doctoral program, I seem to know one that started and did not finish. The author’s suggestion to write as we go along seems to be a reasonable suggestion not just to complete the project, but to have a body of work that is easy to understand and impactful.

**Comment 5:**

**Quote/Paraphrase:** A third reason to write is to get your thoughts out of your head and onto paper, where you’ll see what you really *can* think. Just about all of us, students and professionals alike, believe our ideas are more compelling in the dark of our minds that they turn out to be in the cold light of print. You can’t know how good your ideas are until you separate them from the swift and muddy flow of thought and fix them in an organized form that you—and your readers—can study,

**Essential Element:** This comment is associated with the essential element of Scholarly Writing

**Additive/Variant Analysis:** This comment is additive of my understanding of the similar ways in which all scholars think. In this section, writers are encouraged to write in order to make certain that what we have to say is accurate and understandable. It seems that this suggestion makes more sense if it is applied to speaking. One can speak without writing but writing requires writing so it does not seem like a logical suggestion.

**Contextualization:** This suggestion seems redundant except that many times I have thought myself to be quite profound and capable of communicating a thought until those thoughts are placed on paper. It is reassuring to know that students and professionals both suffer from this disillusion. I have certainly found this to be the case in completing this assignment.

**Source Three**: Adler (1940) How to Read a Book 17

**Comment 6:**

**Quote/Paraphrase:** Leading up to this quote, the author contends that there is only one way to read. “Without external help, you take the book into your study and work on it. With nothing but the power of your mind, you operate on the symbols before you in such a way that you gradually lift yourself from a state of understanding less to one understanding more. Such elevation, accomplished by the mind working on a book, is reading, the kind of reading that a book which challenges your understanding deserves. Thus, I roughly defined what I meant by reading: the process whereby a mind, with nothing to operate on but the symbols of the readable matter and with no help from the outside, elevates itself by the power of its own operations.

**Essential Element:** This comment relates to the element of Reading Techniques for Scholarly Subject Research

**Additive/Variant Analysis:** This comment is variant from my understanding of reading. The author contends that securing help in understanding from commentary or others outside of yourself means that you are not reading. It is understandable that there has to be effort placed into reading in order to understand, however, that idea that you can only wrestle with a though alone escapes me and seems unreasonable. The author also states that if you read without gaining additional understanding then you have not read at all. Again, this does not agree with my experience or what I have learned.

**Contextualization:** In the world of literature, reading a book by Toni Morrison taxes my brain unlike any other writer. Reading her books is always a labor of love with an emphasis on the labor. For that genre of reading, it seems reasonable that one could wrestle with her thoughts and ideas singularly. However, in the world of scholarship, it seems less reasonable for a scholar reader/writer to rely only upon their understanding. Is that not the point of reading? To understand?

**Comment 7:**

Quote/Paraphrase: The author suggests that when he is really reading, he has a pencil and paper nearby. “…another sign by which I do tell whether you are doing the job of reading. Not only should it tire you, but there should be some discernible product of your mental activity. Thinking usually tends to express itself overtly in language. One tends to verbalize ideas, questions, difficulties, judgements that occur in the in the course of thinking. If you have been reading, you must have been thinking; you have something you can express in words.”

**Essential Element**: This comment relates to the element of Reading Techniques for Scholarly Subject Research

**Additive/Variant Analysis**: This quote is additive to my understanding of writing. The author seems to argue that note taking is a necessary part of the reading process. His comments seem to indicate that there should be a consequence of the reading process and a logical way to produce that is through taking notes as you write.

**Contextualization:** It has certainly been my experience that I often take notes as I read in order to solidify and clarify what it is that I am learning. Note taking also provides a way to highlight a thought that might need to be emphasized or revisited on another occasion. What is not noted is that your notes are only as relevant as your ability to note the main topic of discussion.

**Source Four:** Zimmerman, J. Hermeneutics. A Very Short Introduction

Comment 8:

**Quote/Paraphrase**: “We will see that hermeneutics is the art of understanding and of making oneself understood…One is engaged in hermeneutics whenever one tries to grasp the meaning of something…the goal of hermeneutics is understanding, and that although understanding may be guided by analytical principles, it cannot be reduced o them. Understanding requires art rather than rule-governed science.

**Essential Element**: This comment relates to the element Faith-Integrated Hermeneutics and Reading Techniques for Scholarly Subject Research

**Additive/Variant Analysis**: This quote is additive to my understanding of hermeneutics. Rather than only being concerned with biblical principles which I had previously thought, the author emphasizes the broad scope of hermeneutics to include ordinary events. The author also compares hermeneutics to art on more than one occasion. This emphasizes the difference between art which is subjective and science which is not.

**Contextualization**: Prior to taking this course I had not thought about hermeneutics. Indeed, the word sounded intense and specialized. It is interesting to me that the goal of hermeneutics is like the goal of reading as stated in other readings which is to understand and be understood. This theme of understanding and interpretation makes sense in light of the many books and articles that will need to be read in this program.

Comment 9:

**Quote/Paraphrase**: “While we have used the word ‘activity’ to describe understanding as the interpretive act of integrating things into a meaningful whole, hermeneutic philosophers argue that interpretation is not only something we do but also something we are.” The author continues by stating the interpretation is fundamental way of being in the world and uses the phrase “interpreting animals” to describe how central interpretation is to our lives.

**Essential Element**: This comment relates to the essential element of Faith-Integrated Hermeneutics

**Additive/Variant Analysis**: This quote is additive to my understanding of this complicated nature of hermeneutics. In the previous quote, I made light of the simplicity of hermeneutics. But as one continues to read, we can see that there are layers to this topic. In this section, the author presents the philosophical view that interpretating the world we live in is a natural state. By using the term animal, the primal nature of interpreting is highlighted. Later in the paragraph a distinction is made between interpreting for the acquisition of facts vs. determining meaning. It

**Contextualization:** Understanding the difference between knowledge of facts and understanding of meaning is important particularly as it relates to social research. So much of what we do as leaders requires the ability to look beyond the obvious and find an understanding that is more nuanced. Becoming culturally competent certainly requires one to be more flexible (art) as we make decisions that affect a large group of people whose own culture intersects with the culture of others.

**Source Five**: Sire: How to Read Slowly (1978)

 Comment 10

**Quote/Paraphrase**: “When we begin to think we can do so only because our mind is already filled with all sorts of ideas with which to think. These “more or less fixed ideas” we think with constitute our mental model of the world—in other words, our world view.” The author continues to compare our mind to the slots in a filing cabinet. The slots include our concept of God, our views of the nature of the world, our idea of human nature, our understanding of ethics, and the meaning of history.

**Essential Element**: This comment relates to the essential element of Faith-Integrated Hermeneutics: Reading for World Views

**Additive/Variant Analysis:** This quote is additive to my understanding of world views. Prior to studying this definition, I would have considered one’s view of the world from an inside looking out perspective. The author sheds light on how world view is as introspective as it is outward looking.

**Contextualization:** What I understand as philosophy seems to be defined as worldview. In this particular time in history, it is fascinating to witness the way humans are behaving based upon their worldview. When we think of community building, leaders need to take into account the differences in our worldview that shape who we are and who we want to be.

**Source Six:** Pfluger, L. R., Parks, M. J., & Shlafer, R. J. (2023). The Protective Effects of Developmental Assets on Internalizing Symptoms among Youth Impacted by Parental Incarceration. *Journal of Child and Family Studies, 32*(5), 1344-1359. https://doi.org/10.1007/s10826-022-02518-4

 Comment 11

**Quote/Paraphrase**: “Importantly, developmental assets can play an influential role in youths’ mental health. Research demonstrates that developmental assets are associated with lower levels of internalizing symptoms among youth, including depressive symptoms and suicidal ideation…Assets that comprise positive identity (sense of purpose, self-esteem) have been found to be the strongest predictors of reduced rates of depression and suicide among adolescents.

**Essential Element**: This quote relates to the essential element of Faith-Integrated Hermeneutics: Reading for World Views

**Additive/Variant Analysis:** This comment adds to my understanding of the importance of developmental assets and the impact their presence can have on the lives of teenagers. It makes sense that anything that assists with building strong mental health would impact suicide ideation. However, suicide continues to be a major concern for teenagers which leads one to wonder are their any developmental assets available to teens today.

**Contextualization:** Teenagers in the United States are raised with a fair amount of comfort and convenience as compared to many others in the world. Yet, like many adults, the level of depression is staggering for teenagers. Our society is going through many changes and teenagers will need to be able to have the mental acuity to adapt and adjust to the changing environment they will inherit. Social leadership will need to rethink our priorities in order to give all people what they need to thrive in life.

**Source Seven:** Sgaramella, T. M., & Ferrari, L. (2024). Developmental Assets and Career Development in the Educational System: Integrating Awareness of Self-Identity, Knowledge of the World of Work and the SDGs in School Programs. *Behavioral Sciences, 14*(2), 109. https://doi.org/10.3390/bs14020109

Comment 12

**Quote/Paraphrase**: “From childhood to adolescence, individuals’ experiences are grounded in the construction of self-identity. According to the perspectives of constructivist and *developmental* systems [13], to support children and youths in constructing their self-identity, we need to adopt an integrated perspective that considers all aspects of their development and the mediating role of their many relevant contexts, including their family status at birth and their resulting opportunities.”

**Essential Element**: This quote relates to the essential element of Faith-Integrated Hermeneutics: Reading for World Views

**Additive/Variant Analysis:** This quote is additive to my understanding of self-identity. The article emphasizes that we need to help support children in constructing their self-identity, but it does not explain how.

**Contextualization:** Today when we think of the term identity, we tend to think in terms of gender identity simply because it captures the news. However, if our world views shape who we are, then providing supports to help children develop their identity might be helpful in providing them the constitution needed to succeed in this country. Leaders will need to be open to what it means to have a self-identity and the intersections that may occur therein.

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