Hermeneutics and Communications

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Professor

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Assignment

### DevelopmentalReadings

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.

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.

Course Professor: Dr. James Strecker

Course Essential Elements

Reading Techniques for Scholarly Subject Research

Faith-Integrated Hermeneutics: Reading for Worldviews

Interpretive Methods in Social Research

Scholarly Writing Techniques/APA Style

**Source One:** Zimmermann, J. (2015) “Hermeneutics – A Very Short Introduction – Oxford University Press

**Comment 1**: *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase: “**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. As the Scottish philosopher John

Macmurray (1891–1976) pointed out, ‘If we did not know what water is

by drinking it and boiling it in our kettles, the scientific statement that

water is H2O would be merely a meaningless noise.”

**Essential Element:** This comment is associated with the essential element of faith-integrated hermeneutics: reading for worldviews.

**Additive/Variant Analysis:** This comment is additive to my understanding of the definition knowledge and how we view research as a way of adding to our spectrum of knowledge. The author suggests that scientific results and conclusions would not have significance to us without experiential references that make them consequential. We strive to acquire increased knowledge about things which we profoundly care about and have impacted us on basic levels.

**Contextualization:**  The author’s comments highlighted that the knowledge that scholars seek to acquire evolve from circumstances and experiences encountered in our daily activities at a fundamental level. The writer’s passion to find more comprehensive solutions for homelessness stem from encounters with homeless individuals at parks, beaches, at the grocery stores, traffic lights and other venues, and the deep desire to help. The foundational spark of involvement ignited the flame to acquire greater knowledge and to make a difference. The writer acknowledges that experiences and the curiosity that ensues, significantly influence the direction of scientific research and experiments.

**Comment 2:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase :** “Christians continued this tradition in their own way: if indeed Christ was the incarnation of God’s creative wisdom and power, and if indeed his life was the climactic fulfilment of the biblical narrative, then the

spiritual meaning of biblical histories, prophecies and proverbs must

ultimately refer to him. For this reason, early Christian readers had no

problem adopting interpretive strategies common to the ancient world,

such as typological and allegorical readings, in trying to unveil the

deeper, spiritual meaning of the text. For example, when God told Moses

to remove his sandals before the burning bush, Gregory of Nyssa (335–

94) found in this event the moral principle that just as Moses removed his

leather sandals to approach God, we must put off immoral behaviour

when interpreting the Bible. Gregory believed that we cannot comprehend

the light of divine truth unless the ‘dead and earthly covering of skins’ is

removed from the ‘feet of our soul’.”

**Essential Element:** This comment is associated with the essential element of faith-integrated hermeneutics: reading for worldviews.

**Additive/Variant Analysis:** This comment was additive to my beliefs regarding interpretation of the Bible. Scripture like other writings related to Christian faith requires divine revelations to us by God’s Holy Spirit. The interpretations by scholars of the bible, like the example of Gregory whose interpretative analogy was a far flung extension of the Bible truth from the text, are often imperfect. People throughout the ages have relied on looking at the interrelationships and sometimes secondary information not explicitly conveyed to extrapolate their interpretation of the Bible and other texts.

**Contextualization:** Pastors in the pulpits spend much of their time researching, reading the Bible, interpreting the scriptures and seeking divine revelations to be shared with their congregations, according to their calling. The congregation listens, and draws their own conclusions based upon their personal spiritual relationship with God. The writer knows that there are foundational, undeniable truths within the Bible. The writer thinks that individuals today and throughout the ages tend to decern the truths they need, to support their situation and persuasions.

**Source Two:** Sire, J. (1988). How to read slowly: Reading for comprehension.

[Chapter 2 General Principles of Reading Worldviewishly]

**Comment 3:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase: “**First it tests on the anvil of experience one’s own world view. It is always possible that a person with a different perspective will see what is actually there but we have missed. We certainly should alter our own views when we find they do not fit the way things are. A recognition of our own proneness to error should be a part of every Christian’s world view. Our own personal world view as Christians will always have many rough spots and gaps and downright mistakes.” (Page 42)

**Essential Element:** This comment is associated with the essential element Faith-integrated hermeneutics: Reading for Worldviews.

**Additive/Variant Analysis:** This comment is additive to my understanding of reading world-viewishly. As Christians we should realize that the perspective others may be clearer and more accurate than the views that we hold. We should be willing and open to changing our points of view and to embrace the new discoveries. We should also acknowledge that our world-view will have holes of misinformation and imperfect logic. Some things that we read and experience may support our views but others may provide divergent points of view, providing opportunities for personal growth.

**Contextualization:** The writer found that in conversing with others about the challenges they face, the knowledge gained about their circumstances are often so adverse to initial assumptions made. For example, a young man who was at the door of a restaurant asking for cash to purchase food and dressed in a well-worn suit and tie, brought certain conclusions to mind such as choosing to beg versus working or mental illness. But when the writer listened to his story it not as initially perceived. His reality involved lay-off from a good paying job, limited connections or support system within the city, eviction from his home, and a diminished self-esteem among other hurdles. Fortunately, he was able to receive the help needed to propel him towards a positive future. Research helps scholars and the writer to acquire knowledge that fill holes of misinformation.

**Comment 4:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase:** “Every essay, every report contains a different set of details, some revealing a specific world view, some not. Of course, every statement written or spoken will reveal something not explicitly stated—for example, the fact of language, the fact of communication and so forth. Each of these eventually fits into the author’s ultimate intellectual frame of reference.”

**Essential Element:** This comment is associated with the essential element Faith-integrated hermeneutics: Reading for Worldviews.

**Additive/Variant Analysis:** This comment is additive to my knowledge of world-views. The quote and subsequent additional readings created awareness that there are subtleties in readings or verbal communications which reflect the culture, the reference space and experiences of the author. To see an author’s world view the reader has to pay close attention to the concepts, read more slowly, and discern/identify and discover their reality.

**Contextualization:** Often in reading the writer concentrates on the main ideas being reflected, whizzing through the information, without paying much attention to the nuances. The material being read determines the level of focus required. For example if the text pertains to instructions for repair a machine, deeper analysis may not be required. If the text is historical in nature, reading may require thoughtful concentration regarding the environment and context of the writer. Sometimes it is necessary to read at a normal pace to absorb and analyze the framework and world-view of the author.

**Source Three:** Creswell, J.W., Clark, VL. P. (2014)Understanding research : a consumer’s guide / Vicki L. Plano Clark, John W. Creswell.—Second edition. (2014)

**Comment 5:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase:** “Reading the Conclusion sections of research articles can be challenging. In these sections, the researchers interpret their studies by stepping back from the results and making sense of what was found. Interpretation means drawing conclusions about the results and explaining how the results answer the study’s research questions. When researchers make interpretations, they go beyond simply reporting what was found in the study to making arguments about the meaning, importance, and implications of the specific results that were found. For example, consider a quantitative experiment that tested a new stress reduction intervention for new mothers by comparing two groups of mothers: those who received the intervention and those who did not. A result of this study could be that mothers in the treatment group had significantly lower levels of stress than the mothers in the control group. From this result, the researchers might

draw the conclusion that the intervention is an effective approach for helping mothers deal with the stress of being a new mother and recommend that clinics working with new mothers start up their own treatment programs.”

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

**Additive/Variant Analysis:** This quote is additive to my understanding and insights regarding the approach that should be taken in making conclusions about research information. The author notes that the researcher should be reflective about the results and the questions answered about the issues tackled in the research topics. The researcher not only provide the results data, but extend the discussion to the illumination, understanding, clarity and solutions demonstrated.

**Contextualization:** The writer is learning about the importance of not only sharing the data from the research but also identifying correlations. The conclusions which may be deduced from the results will hopefully identify solutions to address social needs. The focus of the research should be targeted and the issues sufficiently narrowed. The methodologies utilized should identify the contributing factors, the impacting issues, and produce clarifications which translate to accurate and important conclusions. Pertinent to interpretation and conclusions within research are the inferences that will be made.

**Comment 6:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase:** “You have now learned the important elements that go into the interpretation discussions and back matter for quantitative, qualitative, mixed methods, and action research studies. When you read the end of a research study, you should first identify these elements to understand the information presented. Once you have identified these elements, you also need to evaluate how well the authors addressed them. Although there are differences in the details of the elements depending on the research approach used, the conclusions and back matter in high-quality research also share several common features. In a good research study, the interpretations stated by the researcher should thoughtfully address the study’s purpose and research questions, should not contradict or overstep the results obtained in the study, and should not go beyond the limits of the study’s methods and procedures. The use of back matter varies, but in a good study the included supplemental information should be complete, relevant, and accurate.”

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

**Additive/Variant Analysis:** This quote is additive to my understanding of research interpretations. One of the main topics which should be discussed in the interpretations of the research is the reasons for the study. The conclusions should not over reach, allude to discoveries, or exaggerate the results above that which may be determined from the research design, procedures and analysis.

**Contextualization:** This information provided from the quote and the additional information provided by the author will be useful to implement in the writer’s future research. The interpretation of the data results in an integral part of the analysis. The details presented should be should be factual, comprehensive and material to the research. The writer has learned that it is important to discuss the research issue, deliberate on the findings, and draw conclusions from the results within the bounds of the study.

**Source Four:** Pyrczak, F. and Tcherni-Buzzeo, M (2019) Evaluating Research in Academic Journals. 7th Edition, Published by Routledge.

**Comment 7:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase: “**Researchers should reflect on their methodological decisions and share these reflections with their readers. This shows that careful thinking underlies their work. For instance, do they reflect on why they worked with one kind of sample rather than another? Do they discuss their reasons for selecting one measure over another for use in their research? Do they discuss their rationale for other procedural decisions made in designing and conducting their research?”

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

**Additive/Variant Analysis:** This comment is additive to my understanding that researchers should reflect on their processes of thinking in the decisions made for the choices in the methodology and analytical tools. The author notes that the reflections of the researcher should also be shared to provide the perspective and greater clarity for the readers.

**Contextualization:** Reflection is incorporated in the decision process of the writer in engaging in business decisions. For example, in researching the options for a student management system, the needs of the users are evaluated, and the specifications of the various software systems are compared. The various restraints which include the costs are determined and parameters for the sample chosen. In presenting the analysis of options to the decision makers, the writer’s thought processes or reflections are included in the narrative, along with the data, conclusions and recommendations.

**Comment 8:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase:** “Often, students complain that research articles are dry and boring and “Why do they include all those definitions anyway?” To the credit of researchers writing these articles, they include definitions to help rather than annoy the reader. Consider some of the complex concepts that need to be measured in a typical study. For example, researchers are interested in how prevalent domestic violence (DV) is. What is domestic violence? Do we only consider physical acts as domestic violence or psychological and verbal abuse as well? What about financial abuse? What about threats? These questions can be answered by using a careful and precisely worded definition of domestic violence. This can also help the reader figure out what the researchers may be missing if they use police reports rather than a survey of self-reported victimization.”

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

**Additive/Variant Analysis:** This quote is additive to my understanding of the importance of detailed explanation of key words, phrases and which help the reader to correctly interpret information in research articles. The author provides examples of questions which may arise as the reader understands the work presented. The author also suggests that by providing the explanations the reader may determine that the use of other records or tools could enhance the research.

**Contextualization:** The writer is obtaining a greater sense of important information that should be included in scholarly research. Inclusion of the definitions of key words, elements and tools in the research report promotes improved understanding by the reader. The definitions help to facilitate better collaboration and improved communication, sharing of ideas, and produce more relevant research comments from others. The writer will ensure that pertinent explanations are included in research papers.

**Source Five:**  Elder, L. and Paul, R. (2003) the Thinker’s Guide to How to Read a Paragraph and beyond. The art of Reading

**Comment 9:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase:** “One of the most important abilities that a thinker can have is the ability to monitor and assess his or her own thinking while processing the thinking of others. In reading, the reflective mind monitors how it is reading while it is reading. The foundation for this ability is knowledge of how the mind

functions when reading well. For example, if I know that what I am reading is difficult for me to understand, I intentionally slow down and paraphrase each sentence. I put the meaning of each sentence that I read into my own words."

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

**Additive/Variant Analysis:** This quote is additive to my understanding of reading. While reading the ability to understand or interpret should be interacting with the information being read. The author extends the afore-mentioned insight by stating that while reading the thoughts of the writer should be analyzed also.

**Contextualization:** The writer notes that while reading the pace slows with detailed information or data that is not fully understood. Often the sentences may be re-read several times to grasp an understanding of the material. The writer’s pace of reading adjusts to the type of information and the importance of the details. The writer agrees with the author that the reflective mind has a mechanism which naturally adjusts to the allow greater understanding while reading. According to the author, what is being read and the purpose determines how the reader should read.

**Comment 10:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase:** “Reading is a form of intellectual work. And intellectual work requires willingness to persevere through difficulties. But perhaps even more important, intellectual work requires understanding what such work

entails. This is where most students fall short. Consider the challenge of

analyzing, evaluating, and repairing an automobile engine. The biggest

challenge is in knowing how to do what needs to be done: how to use the

tools of auto mechanics in taking the engine apart and how to run tests on

specific systems in it. And learning this requires learning how an

automobile engine functions, the internal combustion system it represents.”

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

**Additive/Variant Analysis:** This comment is additive to my understanding of reading scholarly work. It requires effort to comprehend the meaning in the information expressed. Scholarly work should be tackled with the knowledge that diligence is needed to acquire understanding, and that the different works need the appropriate how to read strategies.

**Contextualization:** The writer enjoys reading a variety of books including inspirational stories, historical fiction, knowledge enhancing and do it yourself books, among others. Some reading materials tend to require minimal effort, stress and tend to allow speedy reading by the writer, for example, inspirational and uplifting stories. The writer finds; however, that intellectual books and scholarly works require work. A more deliberate and slower pace of reading is needed to understand and digest the contents.

**Source Six:** Gutwinski, S., Schreiter, S., Deutscher, K., & Fazel, S. (2021). The prevalence of mental disorders among homeless people in high-income countries: an updated systematic review and meta-regression analysis. *PLoS medicine*, *18*(8), e1003750

**Comment 11:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase: “**Homelessness continues to be a pressing public health concern in many countries, and mental disorders in homeless persons contribute to their high rates of morbidity and mortality. Many primary studies have estimated prevalence rates for mental disorders in homeless individuals. We conducted a systematic review and meta-analysis of studies on the prevalence of any mental disorder and major psychiatric diagnoses in clearly defined homeless populations in any high-income country…We found substantial heterogeneity in prevalence rates between studies, which was partially explained by sampling method, study location, and the sex distribution of participants. Limitations included lack of information on certain subpopulations (e.g., women and immigrants) and unmet healthcare needs. Our findings suggest that the burden of psychiatric morbidity in homeless persons is substantial, and should lead to regular reviews of how healthcare services assess, treat, and follow up homeless people. The high burden of substance use disorders and schizophrenia spectrum disorders need particular attention in service development.”

**Essential Element:** This comment is associated with the basic element interpretative methods in social research.

**Additive/Variant Analysis:** This quote is additive to my understanding of the vast range of methods used in social research. In this research the author makes reference to sampling method, location and participants which impacted the findings and conclusions.

**Contextualization:** The writer was made aware of the expansive research that has been performed to not only identify the sources that trigger homelessness but to find solutions. The writer deems that if attention is paid to address the leading cause or causes, the overall social challenges of homelessness could be assuaged. Mental illness seems to be one of the major causes of homelessness. The question remains regarding what should be the targets of future research to control or remedy this social issue.

**Source Seven:** Susser, E., Lovell, A., & Conover, S. (2021). Unravelling the causes of homelessness–and of its association with mental illness. In Epidemiology and the prevention of mental disorders [Abstract] (pp. 228-239). Routledge.

**Comment 12:** *(from COM 803-22 Hermeneutics and Communications)*

**Quote/Paraphrase:** “In the last decade the reappearance in the United States of widespread homelessness has been coupled with a high visibility of mentally ill homeless persons in urban centres. This apparent association between homelessness and mental illness has stimulated an intense and ongoing debate on the contribution of mental illness to homelessness. Although mentally ill persons were noticeable among the homeless in prior historical periods (Deutsch 1937; Grob 1973; Rothman 1971), the relationship between the two rarely generated public discourse of a similar scale or intensity.”

**Essential Element:** This comment is associated with the basic element interpretative methods in social research.

**Additive/Variant Analysis:** This comment is additive to my knowledge regarding research on homelessness. A significant percentage of homeless persons have mental illness as a key contributing factor. There is increased awareness, discussion and research on the escalation of the homelessness population and the element of mental illness in that demographic.

**Contextualization:** The writer sees the impact of homelessness on individuals, the city in which the writer resides, and the trends nationwide. The homeless population increased significantly over the past decade. Correspondingly, there is an explosion in the number of tent cities which provide temporary shelters. It is the writer’s hope that through collaborations, research, and greater awareness of the impact of homelessness, that comprehensive solutions can be found to address this social issue.

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