**At-risk youth have a steeper hill to climb to reach success.**

Persuasive Communications

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Professor

Dr. McClane

[Quinton: see my remarks at the end after your References.]

Use this page to copy and paste the assignment details

Assignment #1 – Thesis Statement

1. Generate a thesis statement for your persuasive essay.

a. Using the OGS Forum Paper Template, complete the following:

i. Enter your essay title on the title page and the first page of the essay.

Complete the rest of the title page.

ii. Use the Thesis Statement Generator to draft a thesis statement.

Use only the “generate example” to view several examples of a

well-written thesis statement.

iii. On the Thesis Statement page, enter a clear, concise thesis

statement of the argumentative position.

iv. In the body of the paper, write a three-paragraph description of the

topic that includes the basic logic behind your argument.

v. In the Works Cited section, enter a minimum of 11 references relevant to

your topic. Include no more than two books; the remaining references

should be for journal articles from a minimum of four different academic

journals. Use only primary research articles with a majority of them

published within the past 5 years. Include references to both support

(additive) and counter (variant) your argument.

b. Professor will check for quality of content and word-count requirements. Grade

assigned will be Credit or No Credit (CR/NC).

**Thesis statement:**

Even though at-risk youth are resilient, they usually live in poverty and are less likely to become successful. Many at-risk youth do not attain college degrees, and the high school dropout rate is higher, leading to them making less money over their lifetime.

**At-risk youth have a steeper hill to climb to reach success.**

Growing up under the guidance of an engaged, loving mother in a classified, at-risk environment (as defined by Filges) was challenging. As Filges states, “ At‐risk youth are defined as a diverse group of young people in unstable life circumstances who are currently experiencing or at risk of developing one or more severe problems” (Filges et al., 2022, p.3). Although I was labeled at-risk, for the most part, things seemed normal to me as I was transitioning toward adulthood during those crucial formative years (Yassine & Bakass, 2023). Looking back, due to the lifestyle I was exposed to, I was too sophisticated for my age; I experienced many adverse events that I probably would not have had there been positive male role models sooner in my life (Filges et al., 2023). Moreover, when many kids my age were playing and having a carefree time, I did not have that experience since gunfire sounded off every so often, requiring me to be constantly vigilant because, at any moment, something could have happened to take or change my life (Price & Khubchandani, 2023).

Being constantly labeled at-risk was a steep mountain to overcome; it was almost as if society continually gave me an excuse to become an underachiever, especially when it came to academics. Although my mother was asked if I could skip a grade, and I was recognized as the most outstanding student in the school, I soon learned that getting good grades and attaining perfect attendance was frowned upon in my rough neighborhood, which led to a path of a form of self-sabotage. Furthermore, my educators, who “really” knew of my home situation, quickly dismissed my inability to turn in homework and/or complete assignments. Although I am confident their goal was to be sympathetic, they enabled me to build barriers prohibiting me from reaching my academic potential (Felten & Lambert, 2020; Lindstrom et al., 2022).

Being at risk was a term I often heard and eventually embraced. However, my mother convinced me otherwise; she told me I could attain anything in life, including becoming the President of the United States. My mother and mentors taught me about self-efficacy (1 Corinthians 3:6).

Regarding self-efficacy, God brought several diverse mentors into my life at a crucial time. All of whom I knew had my best interest in mind, and therefore, I connected with them and was willing to heed their advice (Felten & Lambert; Kay & Hinds, 2012; Arshad et al., 2021). Perhaps the two primary things all my mentors told me were, “Stay out of trouble and get an education so that you can make “good” money and be successful in life” (Sachs, 2008; ssa.gov). They told me that although I was a child at risk, I was highly resilient, whatever that meant! I knew they cared, and I trusted them, so I listened (Yassine & Bakass, 2023; Marks et al., 2020.). At-risk youth have steeper hills to climb to reach success; fortunately for me, I had a sound support system (especially my sports coaches) working within a terrible environment that led me down the path of success. In contrast, many or even most of the people I grew up with did not have the same outcome, which led them to a life of lack, chaos, or incarceration. (Steinbach & Langer, 2019; Ungar, 2004; Nunez et al, 2023).

**References**

COM 822-22 Persuasive Communication

Arshad et al. (2021). Character Development and Youth Leadership Mentoring. *Pertanika Journal of Social Sciences & Humanities*, 29 (S1), 39 – 55.

Felton & Lambert (2020) *Relationship Rich Education: How Human Connections Build Success in College.* John Hopkins UniversityPress.

Filges, et al (2023). Participation in organized sport to improve and prevent adverse developmental trajectories of at-risk youth: A systematic review.*Campbell Systematic Reviews,*19(20 1-18.

doi:https://doi.org/10.1002/cl2.1321

Filges, et al. (2022). Outreach programs to improve life circumstances and prevent further adverse developmental trajectories of at-risk youth in OECD countries: A systematic review.*Campbell Systematic Reviews,*18(4), 1-29

doi:https://doi.org/10.1002/cl2.1282

Forbes

[New Study: College Degree Carries Big Earnings Premium, But Other Factors Matter Too (forbes.com)](https://www.forbes.com/sites/michaeltnietzel/2021/10/11/new-study-college-degree-carries-big-earnings-premium-but-other-factors-matter-too/?sh=18dafbe535cd)

Lindstrom et al, (2022). Career and college readiness for underserved youth: Educator and youth perspectives. *Youth & Society*, 54(2), 221-239.

Marks, et al. (2020). Risk and resilience in minority youth populations. *Annual Review of Clinical Psychology*, 16, (1) 151-163.

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Nuñez et al,. (2023). Understanding the characteristics of at-risk youths in Guatemala: Evidence from sports for human development program.*Children,*10(1), 1-15.doi:https://doi.org/10.3390/children10010134

Prew Research Center

[Key facts about U.S. college graduates | Pew Research Center](https://www.pewresearch.org/short-reads/2022/04/12/10-facts-about-todays-college-graduates/)

Price & Khubchandani (2023). Child access prevention laws and non-Hispanic black youth firearm mortality.*Journal of Community Health,*48(2), 210-217. doi:https://doi.org/10.1007/s10900-022-01163-8

~~Scholar Advisor~~

[~~Do College Graduates Make More Money Than People Without A Degree | ScholarAdvisor.com~~](https://www.scholaradvisor.com/essay-examples-for-college/college-graduates-money-people-degree/)

Sigad, L. (2023). The role of relationships in resilience: Teachers who were at-risk youth supporting at-risk students.*Education Sciences,*13(11), 1-17.

doi:https://doi.org/10.3390/educsci13111118

Steinebach & Langer (2019). *Enhancing Resilience in Youth*. Springer Publication.

Ungar, M. (2004). *Nurturing Hidden Resilience in Troubled Youth*. University of Toronto Press.

Yassine, A., & Bakass, F. (2023). Youth’s poverty and inequality of opportunities: Empirical evidence from Morocco.*Social Sciences,*12(1) 1-28. doi:https://doi.org/10.3390/socsci12010028

Quinton:

For the first assignment for this course, COM 822-22, this was a really good start. Please note the following:

1. The highest grade you can receive for this first assignment is a B because there are so many items that need attention in the References section, and you still need to think more about your persuasive argumentative thesis.
2. Please read all of my comments carefully.
3. Please purchase your own copy of the APA 7 manual to keep with you as your go-to “Academic Resources Bible” so to speak. You need to refer to it often as you complete your assignments and submit Works Cited.
4. Next, label a Microsoft Word document and begin cutting and pasting as a list all of the suggestions that professors are making for improvement on your assignments. Re-read it prior to every written assignment. As your reservoir of suggestions increases from instructors, you will find yourself feeling more confident in your writing and researching.

## Finally, assignment #2 is Developmental Readings/Thesis Finalization and Paper Outline

1. Please include Thesis Finalization and Forum Paper outline as pages attached to the end of the Developmental Readings so that you are posting only one document in DIAL for assignment #2.

Thanks for all of your hard work! Keep it up!