Persuasive Communications

Quinton Egson

Omega Graduate School

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Professor

Dr. McClane

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.

Assignment #2 – Thesis Finalization & Paper Outline

1. Create Developmental Readings from the Assignment #1 Works Cited list and

additional resources discovered during your research. The developmental readings

should support your arguments and counterarguments.

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.

2. Revise your thesis statement according to feedback from your professor, if

needed.

3. Develop a sentence outline for your argumentative essay. Include main points and sub-

points for your argument and the counter-arguments you will present. Make sure your

outline clearly indicates the direction of your argument. Provide one properly cited (APA)

quotation that you can use to support each of the main points and sub-points in your

outline.

**Source 1:**  Smith et al., (2022). Risk behaviors and experiences among youth experiencing

Homelessness—Youth risk behavior survey, 23 U.S. states and 11 local school

districts, 2019.*Journal of Community Health, 47*(2), 324-333.

doi:https://doi.org/10.1007/s10900-021-01056-2

**Comment 1:**

**Quote/Paraphrase**: “Youth experiencing homelessness experience violence victimization, substance use, suicide risk, and sexual risk disproportionately compared with their stably housed peers” (Abstract).

**Essential Element**: This student-selected comment is associated with at-risk youth.

**Additive/Variant Analysis:** This adds to the discussion of at-risk youth and their challenge to be as successful as youth who are not classified as at-risk. As the researcher stated, “Homeless youth are susceptible to risk factors at a higher level than those who are not at risk.” There are many factors to add to at-risk youth reaching their full potential, and homelessness is undoubtedly one of them.

**Contextualization**: A substantial portion of my life’s work has been working with at-risk youth of all ethnicities. When it comes to being an at-risk youth, there are no color lines, social status doesn’t come into play, and sexual orientation is not a pressing issue. The pressing issue is survival, and if a person can learn to weather the storm and survive, perhaps they can learn to thrive.

**Source 2:** Smith et al., (2022). Risk behaviors and experiences among youth experiencing

Homelessness—Youth risk behavior survey, 23 U.S. states and 11 local school

districts, 2019.*Journal of Community Health, 47*(2), 324-333.

doi:https://doi.org/10.1007/s10900-021-01056-2

**Comment 2:**

**Quote/Paraphrase:** “According to the National Center for Homeless Education, more than 1.38 million youth in the United States were identified as homeless (i.e., lacking a fixed, regular, and adequate nighttime residence) during the 2018–2019 school year” (page 324).

**Essential Element**: This student-selected comment is associated with at-risk youth.

**Additive/Variant Analysis**: This is additive to my discussion in that many factors contribute to youth being at risk, and at-risk youth have a steeper hill to climb to become successful. As stated, well over a million youth fit the criteria to be labeled at-risk, and children who fall under that banner are less likely to succeed than those who don’t.

**Contextualization:** Most at-risk, underserved youth seek a level playing field. During my forty (plus) years of working with underserved/at-risk youth, I have concluded that, for the most part, they aren’t looking for a handout, as some people who only know them from a distance may think. Most of them are simply looking for a level playing field so that they can become the best versions of themselves.

**Source 3:** Steinebach & Langer (2019). *Enhancing Resilience in Youth*. Springer Publication.

**Comment: 3**

**Quote/Paraphrase**: “Risk and resilience are not simply opposite sides of the same coin; risk is not the absence of resilience, nor is resilience the absence of risk. They each offer unique ways of understanding the developmental strengths and challenges of minority youth; in many ways, they coexist and inform one another” (p. 155).

**Essential Element:** This student-selected comment is associated with at-risk youth.

**Additive/variant Analysis:** The author’s statement adds to my research, discussion, and understanding. At-risk youth learn to be resilient to cope and survive. The author is spot on. They are not simply opposite sides of the same coin; I concur that the two coexist to keep the at-risk vigilant of his surroundings and hopeful that tomorrow will be a better day!

**Contextualization**: Being resilient does not minimize the effects of most of the unhealthy and, at times, horrific environments that some, if not many, at-risk youth live in daily. Resiliency is that little light of home anchored to the hope that this will get better because they cannot get any worse for the most part.

**Source 4**: Filges, T., Dalgaard, N. T., & Viinholt, B. C. A. (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)

doi:https://doi.org/10.1002/cl2.1282 (p. 1-29)

**Comment 4:**

**Quote/Paraphrase**: “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 serious problems. At‐risk youth are often very unlikely to seek out help for themselves within the established facilities, as their adverse developmental trajectories have installed a lack of trust in authorities” (p.3).

**Essential Element**: This student-selected comment is associated with at-risk youth.

**Additive/Variant Analysis:** Filges' research adds to my discussion and understanding of at-risk youth. Nearly all of my research suggests that at-risk youth live in an unstable environment, which often leads to a lack of uncertainty, which leads to developing a “hard to break” sense of being skeptical and untrusting.

**Contextualization:** During many of the formative years of my life, I was raised in a compromising environment riddled with at-risk youth like me. We all learned to embrace our unstable circumstances while often dreaming of a better way of life than we were constantly exposed to. We learned to survive, and a big part of that was continually keeping our guards up, trusting half of what we saw and nothing we heard.

**Source 5**: Krishnamoorthy, L., & Merchant, Z. (2023). Applying persuasive techniques in an

online learning environment: A mixed-method study.*Pedagogical Research, 8*(2).

doi:https://doi.org/10.29333/pr/12933

**Comment 5:**

**Quote/Paraphrase**: “Persuasion is inherent to the instructional process. It is an essential element in teaching and instruction, the process of changing learners’ perspectives about a given topic or changing their behavior by altering their underlying knowledge or beliefs in the topic involved” (introduction).

**Essential Element:** This quote is associated with persuasive writing techniques.

**Additive/Variant Analysis**: The author’s research adds to my understanding of persuasive writing. In writing a persuasive document, it’s essential to connect with the receiver, which is often accomplished by knowing your audience and teaching (informing) them in a way that will likely bring them to your side of the argument (situation). Persuasive writing takes time and effort, along with understanding your target audience and the desired outcome you aim to achieve with your correspondence.

**Contextualization**: Unfortunately, and fortunately, my job called for me to draft several persuasive documents annually. Before drafting the documents, I asked myself the following questions: 1) to whom am I writing? 2) Hi, can I persuade them to support my organization? 3) What can I do to move them into action? In writing a persuasive letter, I make sure that I give the reader enough information to make an informed decision without feeling manipulated or sold on anything. I aim to allow them to help me help our kids by writing well-written persuasive correspondence that moves them into action.

**Source 6:** Derin et al. (2020). Persuasive communication: What does existing literature tell us

about persuasive communication among students? *Utamax: Journal of Ultimate*

*Research and Trends in Education*, *2*(1), 12-18.

**Comment 6:**

**Quote/Paraphrase:** “Persuasion is a communicative process of altering the beliefs, attitudes, intentions, or behavior of another by the conscious and unconscious use of words and nonverbal messages. Persuasion theory even has a scientific formula. It includes three critical generators of people’s identities that are highly persuasive to change people’s attitudes and behaviors: values, beliefs, and motivations” (page 13).

**Essential Element**: This quote is associated with persuasive writing techniques.

**Additive/Variant Analysis**: The abovementioned research adds to my understanding of persuasive communication and writing. Persuasive communication comes in various forms, with three prominent methods: verbal, nonverbal, and written. These methods have the same common denominator… moving people towards a desired outcome via strategic persuasive communication.

**Contextualization:** My job, which is primarily effective communication, requires me to persuade people to embrace our mission to provide services to underserved youth, especially those who live in impoverished communities. Two major job components include constantly producing written materials that encourage/persuade donors to give to our organization. Secondly, that same persuasive approach must be verbalized throughout the year in several speaking engagements. Persuasive communication is compelling communication in a written and verbal manner.

**Source 7:** Thomas, D., & Thomas, A. (2020). Writing persuasive texts: Using grammatical

metaphors for rhetorical purposes in an educational context. *Australian Journal of*

*Linguistics*, *40*(2), 139-159.

https://doi.org/10.1080/07268602.2020.1732867

**Comment 7:**

**Quote/Paraphrase**: “Persuasive language has been described as the language of power. When a person can use persuasive language effectively in speech and writing, it increases their ability to participate and access power in democratic societies” (abstract).

**Essential Element**: This quote is affiliated with persuasive writing techniques.

**Additive/Variant Analysis:** This research adds to my knowledge and understanding of persuasive communication in that it reinforces what I have learned about verbal (speech) and written communication. Learning how to convey a solid message to persuade others to join you in your position regarding a particular matter can be a method to move the needle positively and positively impact the world.

**Contextualization:** For the last ten years, I have had the opportunity and responsibility of speaking with about 150 high school students at the Town Hall Speaker Series in Indian Wells, California. In preparation for the session, I spend time writing what message I want to convey to them to persuade them to make good decisions. After I complete the written outline, the next step is to convey the written persuasive message via speech effectively. Taking adequate time to write the message is extremely important, and being able to verbalize it is essential as well. It has been my experience that Good/persuasive communication is essential to conveying and building a healthy community.

**Source 8**: Lindstrom, L., Lind, J., Beno, C., Gee, K. A., & Hirano, K. (2022). Career and college

readiness for underserved youth: Educator and youth perspectives. *Youth &*

*Society*, *54*(2), 221-239.

**Comment 8:**

**Quote/Paraphrase**: “Students experiencing family poverty and hardship also may have limited access to adult role models or mentors who can provide support for the process of transition to careers and college” (p. 230).

**Essential Element:** This student-selected commentis associated with At-risk youth.

**Additive/Variant Analysis:** This comment is a variant of my research and understanding in that, for the most part, at-risk youth have access to role models at church, school, sports, youth facilities, etc. One could argue that this statement is additive due to the words “may have.” Still, I will place the above statement in the variant category according to my research and understanding.

**Contextualization:** Growing up in an at-risk environment, there were plenty of adult role models; some were better than others, but there was a long list, starting with the ministers at church and teachers at school. Moreover, coaches and other worthy/caring adults from different walks of life were also often accessible.

**Source 9:** Al-Khawaldeh, et al. (2023). The art of rhetoric: Persuasive strategies in Biden’s

inauguration speech: A critical discourse analysis.*Humanities & Social Sciences*

*Communications, 10*(1), 936.

doi: HTTPs://doi.org/10.1057/s41599-023-02450-y

**Comment** **9:**

**Quote/Paraphrase:** “Political speeches are a significant genre within the realm of political discourse in which politicians use language intentionally to steer people’s mindsets and emotions to achieve a specific outcome. Since politics is mainly based on a constant struggle for power among concerned individuals or parties, persuasive techniques are crucial elements politicians use to manipulate others or make them accept their entrenched ideas and plans” (Page 2).

**Essential Element**: This quote is affiliated with developing a persuasive argument.

**Additive/Variant Analysis**: This research/discussion is additive to my understanding of developing a persuasive argument in that it supports additional research I have discovered regarding the subject matter. Although the researcher highlighted the strategies utilized in a persuasive agreement and connected them to politics, they (the strategies) can be used in all kinds of professional fields, such as in the courtroom and in sales, to name a few.

**Contextualization**: When conducting mediations for the county that I live in, I realized that learning the art of persuasive communication was essential to getting people to move towards a viable solution. The goal was not to convince either party what they should specifically do. However, the aim was to get both parties to decide on a fair, viable solution that they were both satisfied with.

**Source 10:** Al-Khawaldeh, N., Rababah, L. M., Khawaldeh, A. F., & Banikalef, A. A. (2023). The art

of rhetoric: Persuasive strategies in Biden’s inauguration speech: A critical discourse

analysis.*Humanities & Social Sciences Communications, 10*(1), 936.

doi:https://doi.org/10.1057/s41599-023-02450-y

**Comment** **10:**

**Quote/ Paraphrase:** The researchers concluded that “The study concludes that the effective use of linguistic and rhetorical devices is important for constructing meanings in the world, being persuasive, and conveying the intended vision and underlying ideologies.”

**Essential Element**: This quote is affiliated with developing a persuasive argument.

**Additive/Variant Analysis:** The research mentioned above adds to my discussion and understanding of developing a persuasive argument. The art and science of communication come in various shapes and sizes. Nowadays, in the technological information age, effective use of linguistic and other rhetorical modes of communication via technology is crucial.

**Contextualization:** Effective use of persuasive communication (most of which is via technology) is essential to moving the needle in my professional arena on many levels. To begin with, one must be able to persuade board members to buy into the organization’s mission/purpose. Secondly, there is a need to persuade staff members to push the mission forward without hesitation. Lastly, all other stakeholders need to be constantly informed of our excellent work to convince them financially (and by other means) to support our mission.

**Source 11:** Gier, N. R., Krampe, C., & Kenning, P. (2023). Why it is good to communicate:

Understanding the influence of message framing in persuasive communication on

consumer decision-making processes.*Frontiers in Human*

*Neuroscience,*doi:https://doi.org/10.3389/fnhum.2023.1085810

**Comment 11:**

**Quote/Paraphrase**: One approach to bridging the gap between consumer intentions and behavior is persuasive communication to reinforce their intentions and thereby support their behavior change. Message framing has proven to be a useful, persuasive communication tool.

**Essential Element**: This quote is affiliated with developing a persuasive argument.

**Additive/Variant Analysis:** This comment adds to my research and understanding of developing a persuasive argument. When developing a persuasive argument, a few things come into play, including, but not limited to, understanding the other side of the argument. You must know when is the best time to present the argument, understand the audience, and frame the argument in a clear, concise, persuasive format.

**Contextualization**: Throughout the year, my job has prompted me to embark on several arguments (cases) for support regarding various subject matters. Prior proper preparation has been the key to success for me. In preparing, I pray for wisdom, study my audience, prepare for opposing questions, make sure the setting and time are good, and finally frame my argument in a professional manner that is likely to bode well with the audience. I don’t know anyone who has won every argument, but I have certainly won more than I have lost.

**Source 12**: Felton & Lambert (2020) *Relationship Rich Education: How Human Connections*

*Build Success in College.* John Hopkins UniversityPress.

**Comment: 12**

**Quote/Paraphrase:** “Two important points here worth calling out explicitly is that

unprecedented diversity makes the centering of human connection more urgent than it

has been in some time and that doing so brings additional, other invisible challenges.”

(forward).

**Essential Element**: This student-selected quote is affiliated with an at-risk youth.

**Additive/Variant Analysis**: The above quote adds to my research, discussion, and understanding of the subject matter of “at-risk youth” in that now, more than ever, all youth, especially those labeled at-risk, need to be connected to something that brings them hope for the future.

**Contextualization:** While working as a counselor at the local juvenile hall, I noticed that, for the most part, those at-risk kids that I was working with had no hope for the future. They had a lot of challenges in their lives, and they believed things would get worse. During sessions with them, they often indicated that they had accepted that their life was terrible and that it was only going south from there. Those whom I could reach took my advice and got connected to something positive, like their church youth group, the Boys & Girls Club, or joining a sporting team. Their avenue to a road to success was

bridged by deciding to be connected to someone/something constructive (positive).

**References**

Al-Khawaldeh, N., Rababah, L. M., Khawaldeh, A. F., & Banikalef, A. A. (2023). The art

of rhetoric: Persuasive strategies in Biden’s inauguration speech: A critical discourse

analysis.*Humanities & Social Sciences Communications, 10*(1), 936.

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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

Gier, N. R., Krampe, C., & Kenning, P. (2023). Why it is good to communicate the bad:

Understanding the influence of message framing in persuasive communication on

consumer decision-making processes.*Frontiers in Human Neuroscience.*

doi:https://doi.org/10.3389/fnhum.2023.1085810

Krishnamoorthy, L., & Merchant, Z. (2023). Applying persuasive techniques in an

online learning environment: A mixed-method study.*Pedagogical Research, 8*(2)

doi:https://doi.org/10.29333/pr/12933

Lindstrom, L., Lind, J., Beno, C., Gee, K. A., & Hirano, K. (2022). Career and college

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*Society*, *54*(2), 221-239.

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Homelessness—Youth risk behavior survey, 23 U.S. states and 11 local school

districts, 2019.*Journal of Community Health, 47*(2), 324-333.

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

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metaphors for rhetorical purposes in an educational context. *Australian Journal of*

*Linguistics*, *40*(2), 139-159.

https://doi.org/10.1080/07268602.2020.1732867

**This is my thesis statement:**

Since children are resilient, some may overcome being raised in disadvantaged circumstances to succeed. Still, too many will not have or acquire the necessary resources to overcome such a dire start. Furthermore, children born in poverty are less likely to reach their full potential, given that the high school dropout and incarceration rate is higher among those who grow up in impoverished circumstances.

**The outline for my thesis, as mentioned above statement, is as follows:**

My topic is: Children born in poverty are disadvantaged and have more difficulty reaching their full potential.

**My main idea is that children born in poverty are less likely to reach their full potential.**

As Lindstrom wrote, “Students experiencing family poverty and hardship may also have limited access to adult role models or mentors who can provide support for the transition to careers and college” (Lindstrom et al., 2020, p. 230).

**Evidence to support my main idea is that high school dropout and incarceration rates are higher amongst disadvantaged students.**

In America, school dropouts make up nearly half the heads of households on welfare. High school dropouts are likely to live in poverty and have their families in poverty (U.S. Bureau of Labor, 2021; Ressa & Andrews, 2022, p. 11).

**A viable counterargument to my position is that children are resilient, so they can overcome disadvantaged circumstances and still reach their full potential.**

Steinbach was spot on when he penned, “Risk and resilience are not simply opposite sides of the same coin; risk is not the absence of resilience, nor is resilience the absence of risk. They each offer unique ways of understanding the developmental strengths and challenges of minority youth; in many ways, they coexist and inform one another” (Steinebach & Langer, 2019, p. 155).

**Source One:**

**Comment 1:**

**Quote/Paraphrase:**

**Essential Element:**

**Additive/Variant Analysis:**

**Contextualization:**

**Comment 2:**

**Quote/Paraphrase**

**Essential Element:**

**Additive/Variant Analysis:**

**Contextualization:**

**Source Two:**

**Comment 3:**

**Quote/Paraphrase**

**Essential Element:**

**Additive/Variant Analysis:**

**Contextualization:**

**Comment 4:**

**Quote/Paraphrase**

**Essential Element:**

**Additive/Variant Analysis:**

**Contextualization:**

**Comment 5:**

**Quote/Paraphrase**

**Essential Element:**

**Additive/Variant Analysis:**

**Contextualization:**

**BE SURE TO CONTINUE** YOUR DEVELOPMENT READING ASSIGNMENT BY COMPLETING **A MINIMUM OF 12 COMMENTS** FROM AT LEAST **5 SCHOLARLY JOURNALS** AND **2 BOOKS**.

REFER TO THE DEVELOPMENTAL READING RUBRIC FOR SPECIFIC NUMBER OF SOURCES AND COMMENTS NEEDED.

DELETE THIS TEXT BEFORE SUBMITTING TO YOUR PROFESSOR.

**Works Cited**