COM 822 Persuasive Communications

Quinton Egson

Omega Graduate School

May 19, 2024

Professor

Dr. McClane

Use this page to copy and paste the assignment details

Assignment #3 – First Draft

1. Write a 5-page argumentative essay on your selected topic.

2. Paper Outline

a. Begin with an introductory paragraph that clearly states your topic, its importance,

and your position has a succinct thesis statement.

a. Address the topic of the paper with critical thought. Include logical arguments

and literature references to support the main points and sub-points of your

position. Include counterarguments, along with logical reasons for rejecting

them.

b. Add section headers to your paper that match your outline.

b. End with a conclusion that reaffirms your thesis.

c. Use a minimum of eleven scholarly research sources (two books and the remaining

scholarly peer-reviewed journal articles).

The assignment response starts on the third page.

**Children born in poverty have more difficulty reaching their full potential.**

Since children are resilient, some may overcome being raised in disadvantaged circumstances to succeed. Still, too many will not acquire the necessary tools or be exposed to an adequate support system and resources to overcome such a dire start. Furthermore, children born in poverty are less likely to reach their full potential, given that they frequently lack role models, not to mention that the high school dropout and incarceration rates are higher among them.

**Environments Matter: It takes a village to raise a child.**

Environments matter during a youth's adolescence/formative years; “Children in poverty is a major factor influencing the development of children” (Sameroff & Seifer, 2021, Abstract). Creating cultures for youth to not only survive but thrive in will undoubtedly have a direct impact on how successful or unsuccessful they are prone to be in the future. Adolescence is a critical human developmental stage that is essential to building a foundation that could lead to a child reaching or perhaps not reaching their full potential; the adolescence portion of a child’s life is extremely crucial (Lawrence & Adebowale, 2023; Backes & Bonnie, 2019).

It takes a village to raise a child, which is more prominent today than ever. According to Clinton, a village “is a network of values and relationships that support and affect our Lives” (Clinton, 2006, p.7). It is essential to Intentionally work with kids to help them develop a value system by modeling the behavior you expect from them. Those who grow up in an environment with an adequate support system influenced by solid adult role models have a better chance of reaching their full potential (Lindstrom et al., 2022). Undoubtedly, parents play a pivotal role in the rearing of their children. Furthermore, “When children are born, they depend on other grown-ups—grandparents, neighbors, teachers, ministers, employers, political leaders, and others who touch their lives directly and indirectly. Each of us plays a part in every child’s life: It takes a village to raise a child” (Clinton, 2006, p.5). All adults should recognize, embrace, and own the fact that they are role models and play a role in developing the youth they are constantly in communication with and those who may be watching from afar. Adults are responsible for creating a culture conducive to helping all kids reach their full potential. ‘Train up a child in the way he should go, and when he is old, he will not depart from it” (proverbs 22:6).  
Although youth are resilient during their formative years, the environment they grow up in will have a lasting effect on their worldview and approach to life. For example, children who grow up in abusive situations are more likely to become abusive. Children who grow up in environments where their parents did not finish high school or attain a college degree are less likely to graduate or attend college (Fry, 2021; Lindstrom et al., 2022).

**Many impoverished youth parents did not attend college.**

A recent Pew research report (PRC) conducted by Fry states, “Some 70% of adults ages 22 to 59 with at least one parent who has a bachelor’s degree or more education have completed a bachelor’s degree themselves. Only 26% of their peers who do not have a college-educated parent have a bachelor’s degree” (Fry, 2021, p. 5).

“Because minority and low-income students are significantly more likely than well-to-do white students to drop out of school, the individual costs fall unevenly across groups. Societal costs include loss of tax revenue, higher spending on public assistance, and higher crime rates” (Tyler & Lofstrom, 2009, p. 77).

Graduating from college, followed by a lucrative career, could be a way to propel poor youth above the impoverished threshold. However, as is aforementioned, they have a steep hill to climb to dig themselves out of the cycle of poverty. Children who grow up in disadvantaged situations are susceptible to remaining in poverty.

There is an excellent argument to be made which suggests poverty begets poverty. “The depth and persistence of extreme poverty raise the prospect of poverty traps, which arise if poverty becomes self-reinforcing if the poor’s equilibrium behaviors perpetuate low standards of living. This can happen when income dynamics are nonlinear and generate multiple equilibria, with a low-level equilibrium corresponding to poverty” (Carter et al., 2019, p. 3).

Poverty becoming self-reinforcing can be attributed to many things, such as a person’s mindset to accept their condition, especially if it has been generational.

**For various reasons, breaking the poverty (trap) cycle is challenging.**

“Why do people stay poor? This is one of the most important questions within the social sciences because of its implications for human welfare” (Balboni, 2022, et al., introduction). However, various societal factors can contribute to people's being poor. As previously stated, some people are born poor and/or unable to navigate their way out; it is as if they are trapped in a perpetual generational poverty cycle. “There are two broad views as to why people stay poor. One emphasizes fundamental differences, such as ability, talent, or motivation. The other is the poverty trap’s view, which emphasizes differences in opportunities that stem from access to wealth” (Balboni 2022 et al., abstract).

According to Balboni’s research, many of the world’s poor are not unemployed but underemployed; Balboni states, “Most of the world’s poor are employed but have low earnings, so to understand why they stay poor, we must understand why they work low-earning jobs. One view is that the poor have the same opportunities as everyone else, so if they work in low-earning jobs, they must have traits that make them unsuitable for other occupations (Balboni 2022 et al., p. 2).

The more you learn, the more you earn, for better or worse, is built into and remains consistently embedded within the fabric of our society; it is a societal norm.

Although learning may lead to earning, not everyone gets the same opportunities, and one’s network certainly impacts one’s net worth.

“The alternative view is that the poor face different opportunities and hence do low-earning jobs because they are born poor. There is a wealth threshold below which people are stuck in a poverty trap, where their initial wealth rather than their abilities or traits keep them in poverty” (Balboni 2022 et al., p. 2).

The statement above highlighting the two points is excellent, and I will add another one that should be considered. One could argue that the welfare system, which was designed to help people manage their way through impoverished circumstances with the idea that they would someday rise above the poverty line, has been counterproductive because some people are okay living off of governmental subsidies. Most people who depend on government subsidies do not attend college; many do not even graduate high school, further perpetuating the poverty cycle (Lowder et al., 2022). Is it the individual’s fault they were born and raised in an impoverished environment, putting them at risk? 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).

If being at-risk is the societal norm of impoverished youth, how are they supposed to be re-tooled to rise above the at-risk stigma category when they have been indoctrinated into thinking it is normal? Moreover, what role did they play in becoming an at-risk youth in the first place? More importantly, why have classifications of people, especially minorities, been excluded from many opportunities afforded to the majority? Perhaps there is time for a concerted effort to level the playing field. As stated by Andrews, “A sustainable and inclusive economy that “leaves no one behind” is more important than ever” (Andrews et al. 2012, executive summary).

Since children are resilient, some may overcome being raised in disadvantaged circumstances to succeed. Still, too many will not acquire the necessary tools or be exposed to an adequate support system and resources to overcome such a dire start. Furthermore, children born in poverty are less likely to reach their full potential, given that they frequently lack role models, not to mention that the high school dropout and incarceration rates are higher among them. As is stated in research by Lowder, underprivileged minorities have a much higher high school dropout rate in contrast to their well-to-do white counterparts. Furthermore, their inability to secure a high school diploma increases the probability that they will earn less money over time than graduates. They are more likely to be on welfare, and the chances of them being incarcerated are much higher. All the previously stated facts negatively impact society financially and in other ways (Lowder et al., 2022). With the right innate skills, motivation, and environmental support, youth may be able to maneuver their way out of poverty because they are resilient. However, they start life at a deficit.

Why the poor stay poor is a great question that calls for a very complex answer, and why some youth born in impoverished circumstances see their way to a better way of life is a matter of debate. However, all can agree that children are our future, and we put them in a position to improve their lives; it makes society better. We can build bridges that lead all kids, especially those who are underserved, to a better way of life, or we can build more prisons that will oppress/suppress them while having a negative financial (and otherwise) impact on society.

**Full-sentence outline**:

1. **Children born in poverty have more difficulty reaching their full potential.**
2. Many impoverished youths will not have the support system to help them escape poverty.
3. Many impoverished youths cannot acquire the tools to reach their full potential.
4. More impoverished youth drop out of high school than those who live above the poverty threshold.

**Environments Matter: It takes a village to raise a child.**

1. Too many impoverished children do not have adequate adult role models.
2. Many underprivileged youths have parents who were incarcerated and become incarcerated themselves.
3. Many impoverished youth parents did not attend college.
4. **For various reasons, breaking the poverty (trap) cycle is challenging.**
5. Children who are born poor often stay poor.
6. Being a part of the working poor, contributing to the under-employed population, is more prominent among people who were subject to poverty.
7. Networking and building bridges to a better way of life is more difficult for those who do not have the same privileges as others who were not born below the poverty line.

**References**

Andrews, C., de Montesquiou, A., Sánchez, I. A., Dutta, P. V., Samaranayake, S., Heisey, J. & Chaudhary, S. (2021). *The state of economic inclusion report 2021: The potential to scale*. World Bank Publications.

Backes, E. P., Bonnie, R. J., & National Academies of Sciences, Engineering, and Medicine. (2019). Adolescent Development. In *The Promise of Adolescence: Realizing Opportunity for All Youth*. National Academies Press (US).

Balboni, C., Bandiera, O., Burgess, R., Ghatak, M., & Heil, A. (2022). Why do people stay poor? *The Quarterly Journal of Economics*, *137*(2), 785-844.

Carter, M. R. (2019). *The economics of poverty traps*. C. B. Barrett, M. R. Carter, & J. P. Chavas (Eds.). Chicago: University of Chicago Press.

Clinton, H. R. (2006). *It takes a village*. Simon and Schuster.

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), 1-29.

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

Fry, R. (2021). First-generation college graduates lag behind their peers on key economic outcomes. *Pew Research Center*.

Lawrence, K. C., & Adebowale, T. A. (2023). Adolescence dropout risk predictors: Family structure, mental health, and self‐esteem. *Journal of Community Psychology*, *51*(1), 120–136.

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.

Lowder, C., O’Brien, C., Hancock, D., Hachen, J., & Wang, C. (2022). High school success: A learning strategies intervention to reduce drop-out rates.*The Urban Review, 54*(4), 509–530.

doi.org/10.1007/s11256-021-00624-z

Sameroff, A. J., & Seifer, R. (2021). Accumulation of environmental risk and child mental health

In *Children of Poverty* (pp. 233-258). Routledge.

Tyler, J. H., & Lofstrom, M. (2009). Finishing high school: Alternative pathways and dropout recovery.*The Future of Children, 19*(1) P 77-103.