

STUDY GUIDE

Understanding and Engaging Under-Resourced College Students

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Chapter One: Colleges, Resources, and Economic Class

1. What are the eight resources that play a vital role in the success of an individual?
2. Describe four challenges faced by postsecondary students who come from generational poverty.
3. 3. What makes understanding generational poverty so challenging? Why?

Chapter Two: *What Are the Causes of Poverty?*

1. List four clusters along a continuum of causes of poverty.
2. What are two additional areas of research into causes of poverty?
3. Describe four features of racism.
4. What are the major risk factors that negatively affect college academic performance?
5. Describe the Double Whammy of disadvantage.

Chapter Three: Internal Resources

1. Poverty is more about other resources than it is about _____? Why?
2. What are hidden rules?
3. What are some of the hidden rules for each class surrounding money, language, possessions, and education?
4. What are some of the hidden rules of college?
5. Which resources can an educator influence greatly?
6. Why should students be taught the hidden rules of middle class?
7. How will an understanding of the culture and values of poverty lessen the anger and frustration that educators periodically feel?
8. Explain why and how “The inability to think abstractly can be detrimental to the type of learning expected at the college level.
9. What are the characteristics, attributes, and behaviors that indicate high levels of emotional resources? Motivation and persistence? Integrity and trust?
10. How colleges provide emotional resources when the student has not had access to appropriate role models?

Chapter Four: External Resources

1. What are the five registers of language? Which one has to be directly taught?
2. Which register do many poor students not have access to at home?
What areas of their lives are affected by the absence of this register?
3. What has to be present in order for the acquisition of language to occur? Why does this present a problem at times?
4. What is the difference between a formal-register discourse pattern and a casual register discourse pattern? What is the difference as they relate to story structure?
6. What can colleges do to address casual register, discourse patterns, and story structure?

7. How can use of the adult voice be taught in colleges and universities?
8. What factors can lead to instructors' holding lower expectations for some students?
9. How can attending college result in loss of relationships for some students?
10. What are support systems?
11. What support systems can schools can use to help students?
12. Support systems need to include the teaching of very important skills. What are these?
13. What are the differences between bonding and bridging capital? How can colleges build resources for students?
14. What are deposits and withdrawals with regard to students from poverty

Chapter Five: In Action—the *Why* and the *How* of Learning Strategies

1. What are ways of building respect in the classroom and on campus?
2. How does intent interface with nonverbal communication?
3. What are some ways of enhancing students' feelings of connectedness to the college campus?
4. Describe at least five approaches to developing thinking skills, and explain why each is critical to the cognitive development of under-resourced students.
5. Describe approaches for robust vocabulary instruction in college classrooms.
6. Why should staff development focus on a diagnostic approach rather than a programmatic approach?

Chapter Six: The Why and How of Instructional Design

1. What hidden rules to instructors bring to the instructional setting?
2. Why might under-resourced students assume learning is for the sake of the test rather than the sake of learning?
3. Explain the *What*, *Why*, and *How* of instructional design.

Chapter Seven: Paradigm Shifts in Higher Education

1. How might a paradigm shift from *unprepared students seen as remedial, high-risk to under-resourced students seen as problem solvers and creators* impact higher education?
2. What other paradigm shift listed in chapter seven would have a powerful influence on the future of higher education and under-resourced students?
3. The righting reflex cuts directly to the corrective action for the student, without _____.
4. What are the benefits of learning communities on college campuses?
5. Describe the goals related to each of the six elements of the *Investigations into Economic Class in America* (Formerly *Getting Ahead*) curriculum.

Chapter Eight: In Action—Facilitating the *Investigations into Economic Class in America* Curriculum

1. What are the benefits of the *Investigations into Economic Class in America* Curriculum?
2. As a result of the investigative approach, most students who go through the *Investigations into Economic Class in America* curriculum come away with what three things?
3. What are the six elements that students in the *Investigations into Economic Class in America* curriculum are guided through?

Chapter Nine: Building Synergy among Stakeholders

1. Explain how “The process of investigating all four causes of poverty, not just one or two as is often the case, provides a comprehensive and holistic approach to ending poverty.”
2. What role do businesses play in education in term of workforce, jobs, and internships and apprenticeships for students?

Chapter Ten: Resources and the College Campus

1. Explain how College Campus can be used as the context for investigating community resources.

Chapter Eleven: Developing Human and Social Capital on the Campus and in the Community

1. Explain why it is important for colleges to direct resources so that part-time faculty also can be engaged with their students and the campus community.
2. Who qualifies as facilitators for *Investigations into Economic Class in America* program?
3. What are the benefits of student co-facilitators for the *Investigations into Economic Class in America* program?
4. What issues should be considered when examining each element in the student life cycle in college?
5. What are some examples of issues in the various elements of the student life cycle?
6. What are some examples of student life-cycle adjustments that correspond to issues of economic class?

Chapter Twelve: Beyond the Classroom—Fostering Student Engagement with Sociopolitical and Economic Structures

1. How are under-resourced students uniquely qualified to serve in the design/redesign of policies, environment, processes, and programs on college campuses?
2. Describe how colleges can directly address the recurring predictable patterns—within the four causes of poverty—through education, services, and policy

Chapter Thirteen: Developing Community Partnerships

1. What is the initial factor to consider in choosing a partnership?
2. What are the four steps necessary for establishing effective partnerships?
3. Describe twenty factors influencing the success of collaboration?
4. Describe factors to be considered when establishing leadership, communication, and institutional buy-in for community partnerships.
5. Explain *Strategic Doing*.

Summary Question

Describe three things you will do as an individual, and three things your department or campus can do to serve under-resourced students more effectively.