

1.	Record Nr.	UNINA990006513520403321
	Autore	Jupp, Thomas Cyprian
	Titolo	Guided Course in English Composition / T.C. Jupp, John Milne
	Pubbl/distr/stampa	London : Heinemann, 1977
	Descrizione fisica	97 p. ; 22 cm
	Disciplina	428
	Locazione	FSPBC
	Collocazione	XV IB 51
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910461117903321
	Autore	Davis Jeff <1959 June 5->
	Titolo	The First Generation Student Experience [[electronic resource]] : Implications for Campus Practice, and Strategies for Improving Persistence and Success
	Pubbl/distr/stampa	Sterling, : Stylus Publishing, 2010
	ISBN	1-57922-525-X
	Descrizione fisica	1 online resource (241 p.)
	Collana	An ACPA Publication
	Disciplina	378.1 378.1982
	Soggetti	Academic achievement -- United States EDUCATION -- Higher First-generation college students -- United States First-generation college students - United States Academic achievement - United States Education, Special Topics Education Social Sciences Electronic books.
	Lingua di pubblicazione	Inglese

Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	<p>Cover; Contents; Introduction; 1 HOW MANY FIRST-GENERATION COLLEGE STUDENTS ARE THERE?; Definitions; Counting First-Generation College Students; How Institutions Can Count Students; What the Data Show; First-Generation Student Status as a Proxy for Ethnicity; Counting the Institutions That Will Be Counting First-Generation Students; Now Is the Time for Action; Sonoma State University; Notes; 2 THE OBSERVABLE BEHAVIORS OF FIRST-GENERATION COLLEGE STUDENTS; Learning the Culture of College; First-Generation Status Is Not the Same as Low-Income Status; Section One: Learning at College</p> <p>Precollege PreparationBeing Underprepared at College; Learning How to Study; Different Way of Learning; New Way of Perceiving the World; Learning About Majors; Section Two: Campus Presence; The Imposter Phenomenon; Differences in the Classroom; Alternative Ways of Support; Validating the Presence of First-Generation Students; 3 THE INTERNAL PSYCHOLOGY OF FIRST-GENERATION COLLEGE STUDENTS; Section One: An Extended Campus Acclimation Process; The Existential Question About College Attendance; The Existential Question and Low-Income Status; Developing a College-Student Identity</p> <p>Engagement With Physical SpaceCampus Size; Blending In; Section Two: The Importance and Impact of Personal Relationships; Family Relationships; Family Mythologies About College; Faculty Relationships; Nonfaculty Professional Relationships; Peer Relationships and Role Models; 4 IN THEIR OWN WORDS; Narrative One: Rosa Avila; Narrative Two: Crystal Halverson; Narrative Three: Calvin Knight; Narrative Four: Maria Bravos; Narrative Five: Erica Camacho; Narrative Six: Jessica Gomez; Narrative Seven: Jeff Peterson; Narrative Eight: Anna Gutierrez; Narrative Nine: John Hunter</p> <p>Narrative Ten: Natalie JimenezNarrative Eleven: Carlos Sosa; Narrative Twelve: Yolanda Ortiz; Narrative Thirteen: Elizabeth Ordaz; Narrative Fourteen: Phillip Hammer; 5 NARRATIVE ANALYSIS; Narratives One-Three: Avila, Halverson, and Knight; Narratives Four-Seven: Bravos, Camacho, Gomez, and Peterson; Narratives Eight-Eleven: Gutierrez, Hunter, Jimenez, and Sosa; Narratives Twelve-Fourteen: Ortiz, Ordaz, and Hammer; 6 RECOMMENDATIONS; Section One: Learning at College; Issue 1; Issue 2; Issue 3; Issue 4; Section Two: Campus Presence; Issue 5; Issue 6; Issue 7</p> <p>Section Three: An Extended Campus Acclimation ProcessIssue 8; Issue 9; Issue 10; Issue 11; Section Four: The Importance and Impact of Personal Relationships; Issue 12; Issue 13; Issue 14; Conclusion; References; About the Author; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W; Y; Z</p>
Sommario/riassunto	<p>Given that first-generation students comprise over 40% of incoming freshmen, increasing their retention and graduation rates can dramatically increase an institution's overall retention and graduation rates. This book provides administrators with a plan of action to create the awareness necessary for meaningful long-term change, sets out a campus acclimation process, and provides guidelines for the necessary support structures. First-person narratives by first-generation students help the reader get to grips with the variety of ethnic and economic categories to which they belong. The book conc</p>