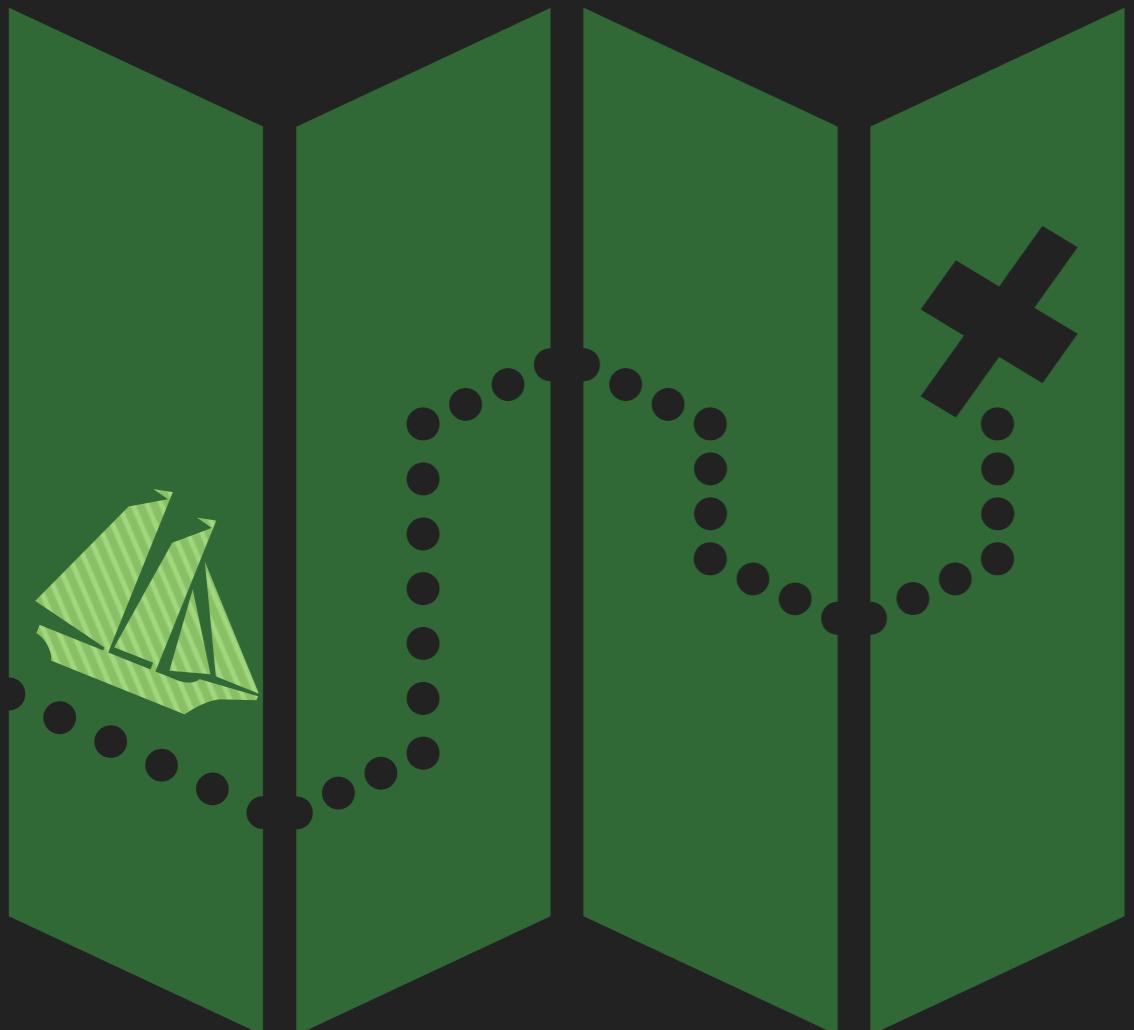


ORGANIZING AND
UNDERSTANDING

EXPLORING THE LITERATURE

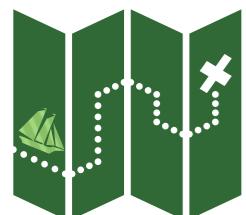
PART II



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AGENDA

- ▶ Organize our literature into logical **categories** and **paragraphs**
- ▶ Organize our categories into a logical **sequence**



FIND IT AT MYHERITAGE LIBRARY

Popul Res Policy Rev (2016) 35:791–823
DOI 10.1007/s11113-016-9409-x



Planning for the American Dream: The College-Savings Behavior of Asian and Latino Foreign-Born Parents in the United States

Molly Dondero¹ · Melissa Humphries²

Received: 28 August 2015/Accepted: 30 July 2016/Published online: 11 August 2016
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Abstract Rapid growth in the population of children of immigrants has occurred during an era of soaring college costs in the United States. Despite well-established knowledge that immigrant parents hold high educational expectations for their children and that children of immigrants will make up a large share of the U.S. college-aged population, little is known about how immigrant families prepare financially for their children's postsecondary education. We use data from the Education Longitudinal Study of 2002 to examine the patterns and predictors of college savings behavior among Asian and Latino foreign-born parents of high school students in the United States. Relative to white U.S.-born parents, Asian immigrant parents have higher odds of saving and have more money saved for their 10th-grader's college education. In contrast, Latino immigrant parents are less likely than white U.S.-born parents to save for their children's college education. However, among parents who save, Latino immigrant parents do not differ from white U.S.-born parents in the amount saved. For both Asian and Latino immigrant parents, income is less predictive of saving than it is for white U.S.-born parents, and the odds of saving increase with U.S. experience. Findings improve understanding

Electronic supplementary material The online version of this article (doi:[10.1007/s11113-016-9409-x](https://doi.org/10.1007/s11113-016-9409-x)) contains supplementary material, which is available to authorized users.

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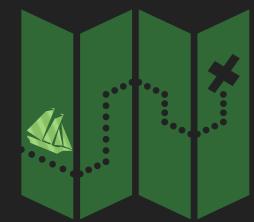
¹ Department of Sociology, American University, 4400 Massachusetts Avenue NW, Washington, DC 20015-8072, USA

² Texas Higher Education Coordinating Board, 1200 E. Anderson Lane, Austin, TX 78752, USA

Work in small groups, read the article. **Note what the categories** these authors have organized their literature into?

COLLEGE-SAVINGS
ARTICLE
EXAMPLE

ORGANIZING LITERATURE INTO CATEGORIES



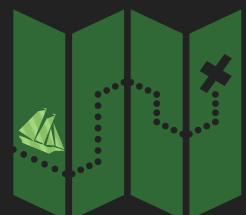
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Literature - Part I

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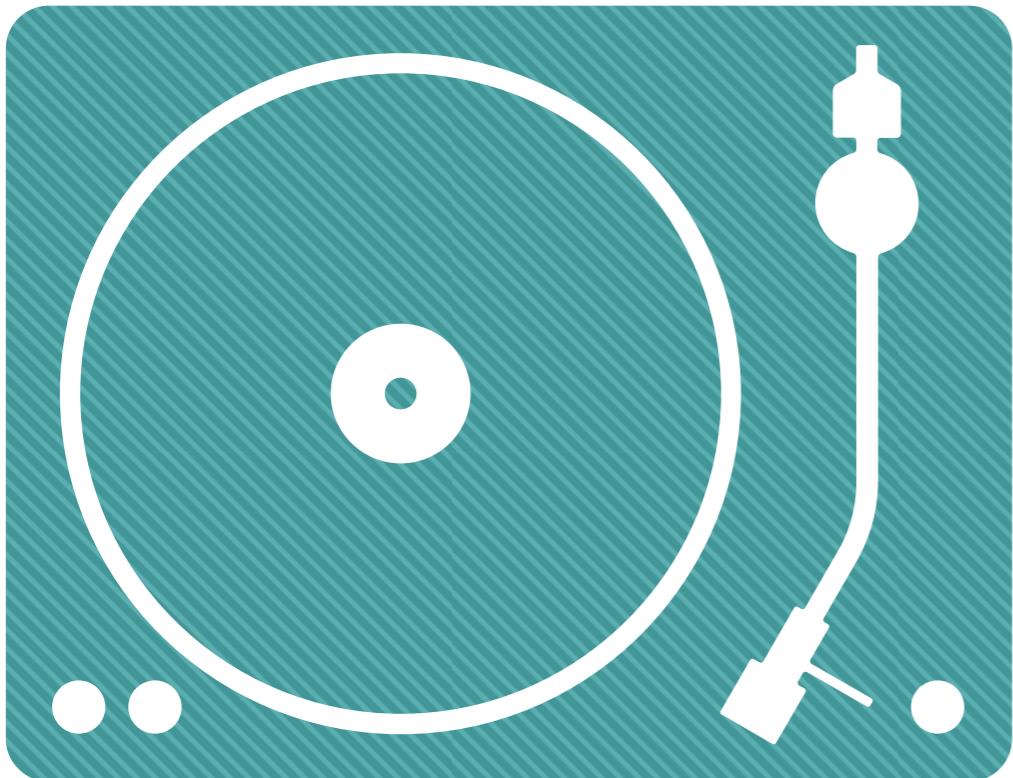
CATEGORIES

- ▶ Parents' College Savings Behavior
- ▶ Immigrant-Native Differences in Parents' College Savings Behavior
- ▶ Immigrant-Native Differences in the Association Between Income and Savings
- ▶ The Role of the US Experience

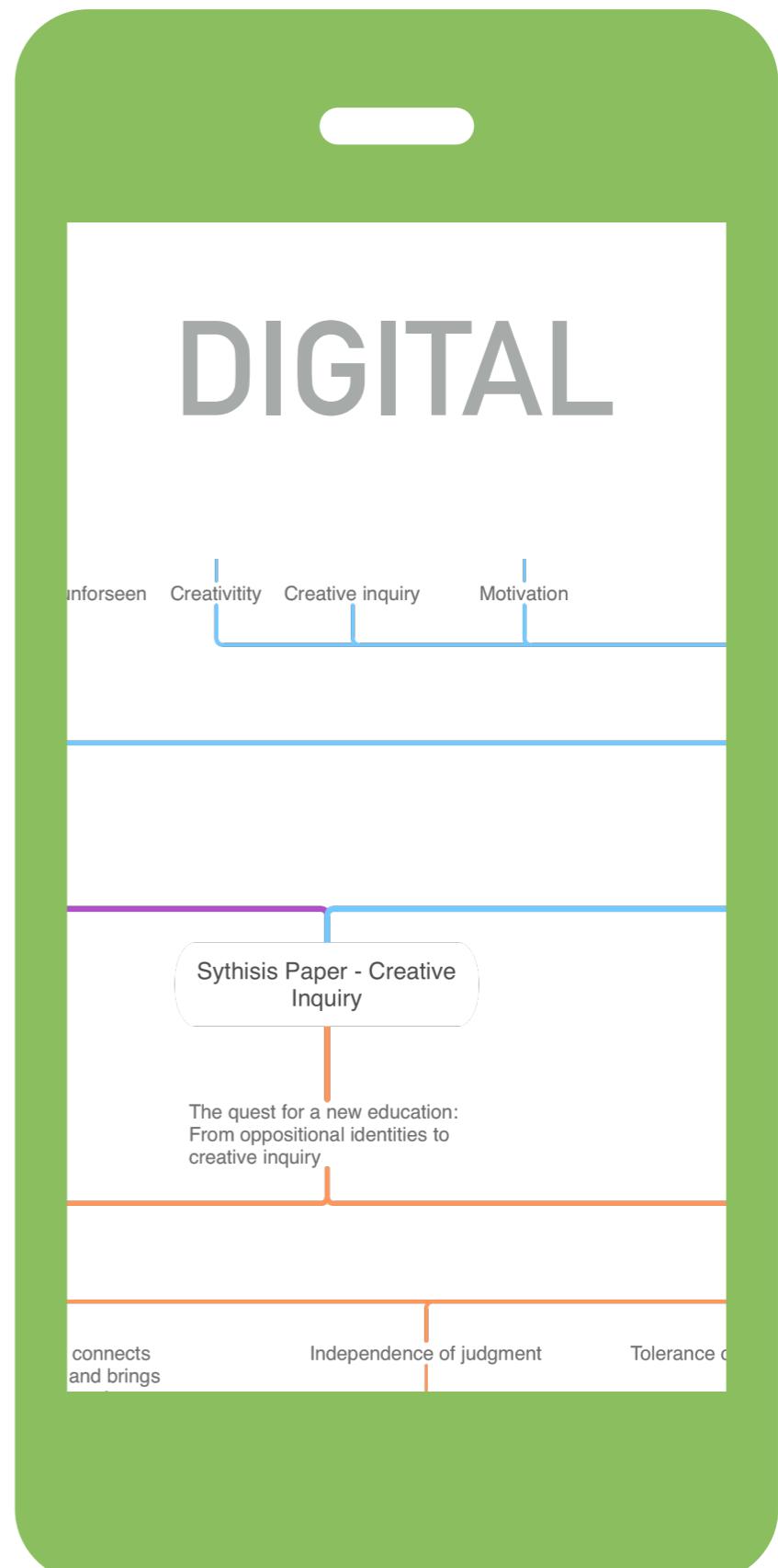
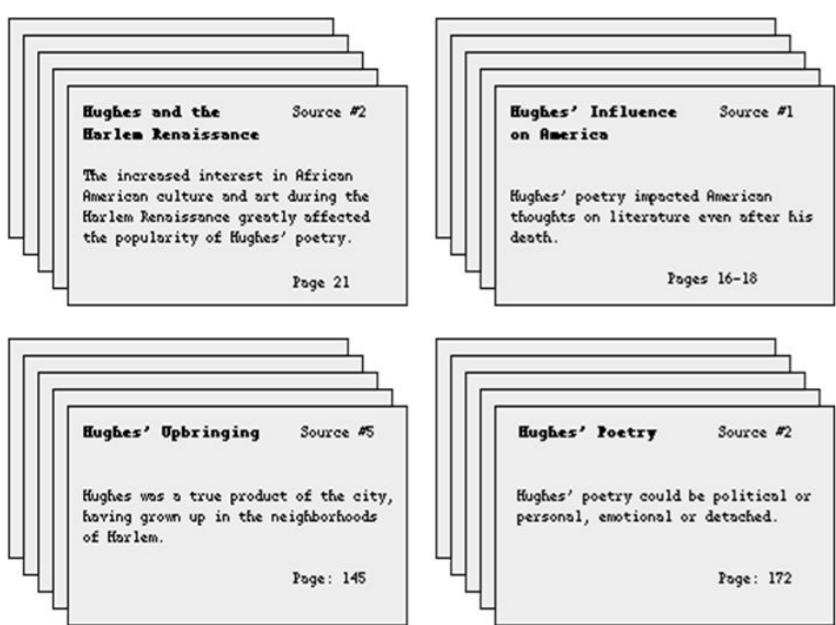


KEEPING CATEGORIES FOR YOUR RESEARCH

ANALOG



Exploring the
Literature - Part I



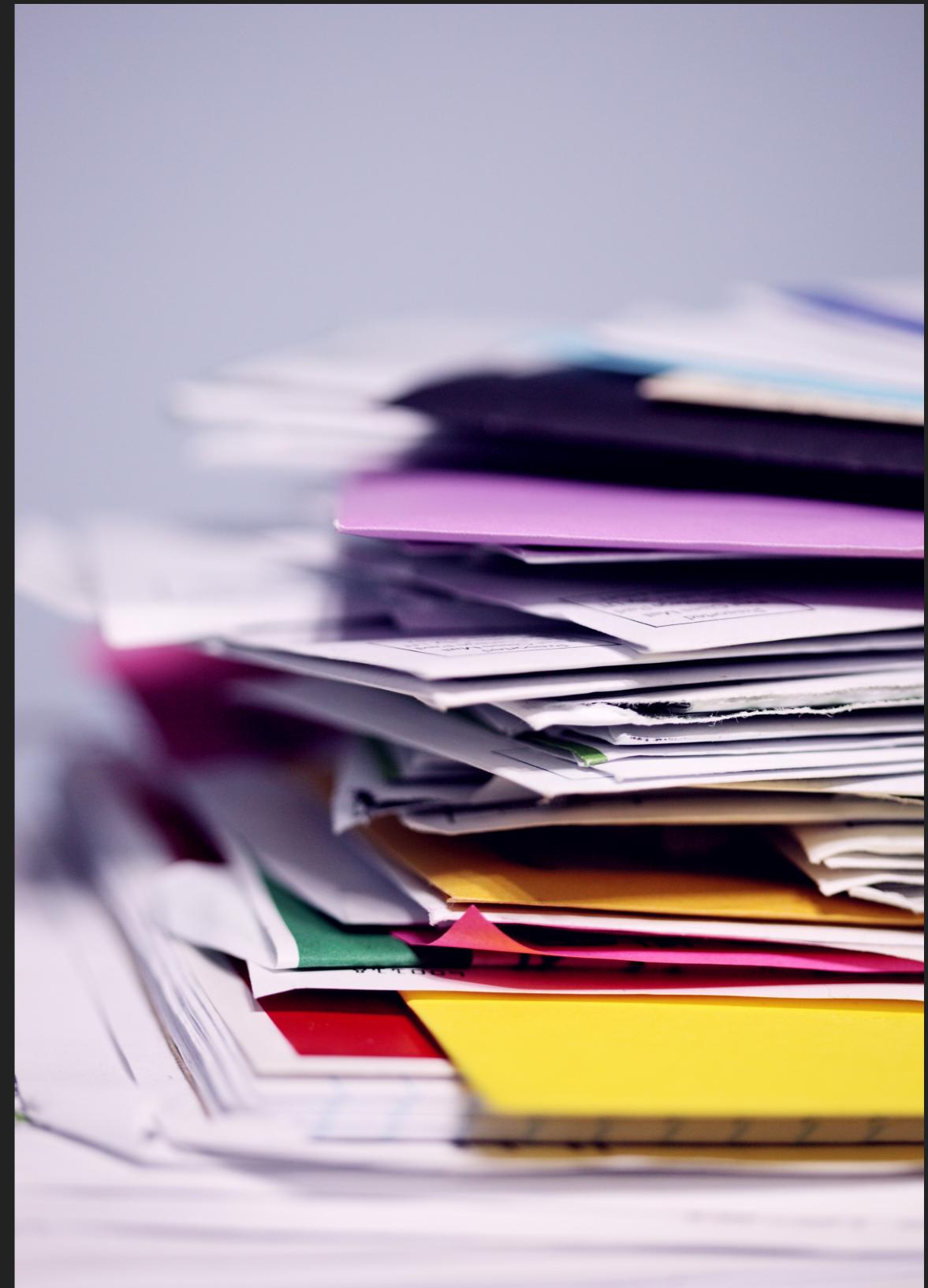
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LOOK AT YOUR OWN RESEARCH

Get your literature cards, or whatever system you are using, and try to **organize** them into categories.

(Hint: Look at the key terms you selected.)



SHARE YOUR CATEGORIES WITH THE OTHER PEOPLE IN YOUR GROUP.

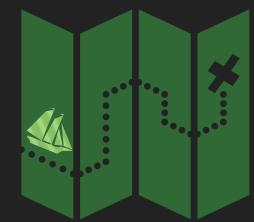
- Do they make sense?
- Do they have literature they can add to one of your groups?



A close-up photograph of a stack of papers. A single sheet of paper with a purple hue is positioned at the top of the stack. Below it, several white or light-colored documents are visible, some with printed text and others appearing to be handwritten notes. The stack is slightly messy, with some papers protruding from the sides.

Record your
categories on
a piece of
paper

ORGANIZING CATEGORIES SEQUENTIALLY



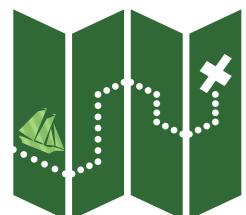
Exploring the
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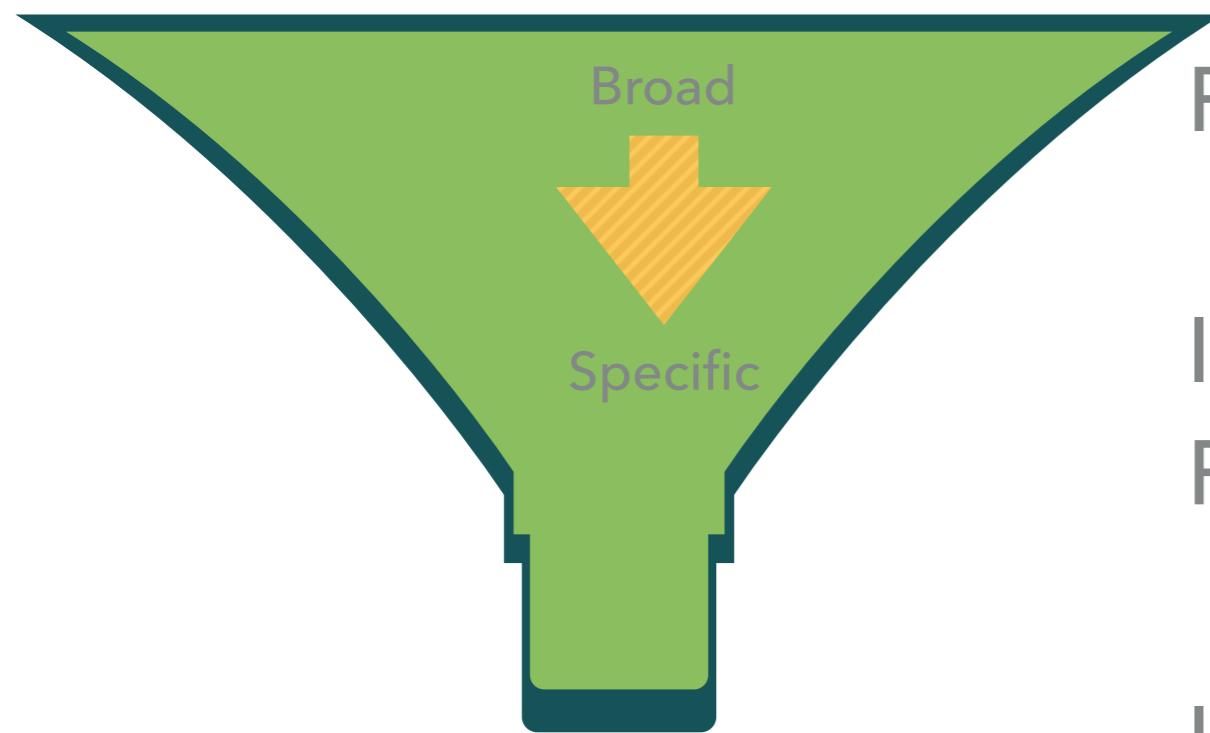
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WHAT DO YOU NOTICE ABOUT THIS ORDER? WHAT IS THE RELATIONSHIP BETWEEN CATEGORIES? WHAT LOGIC DID THE AUTHORS USE TO ORGANIZE THEM?

1. Parents' College Savings Behavior
2. Immigrant-Native Differences in Parents College Savings Behavior
3. Immigrant-Native Differences in the Association Between Income and Savings
4. The Role of the US Experience





Parents' College Saving Behavior

Immigrant-Native Differences in
Parents' College Saving Behavior

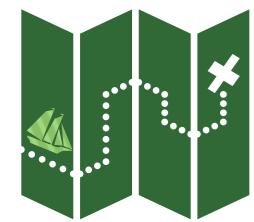
Immigrant-Native Differences in
the association between income
and savings

The Role of the US Experience

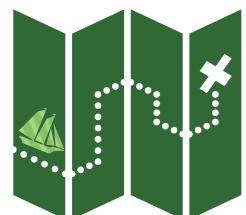
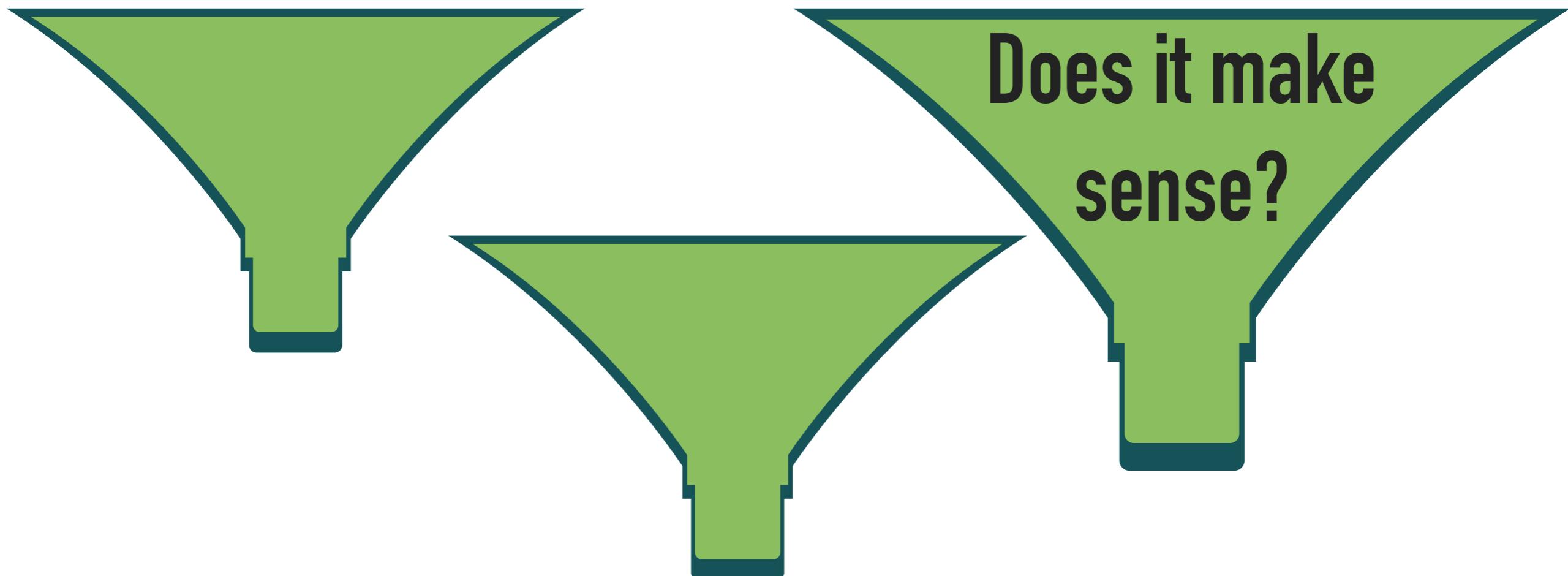




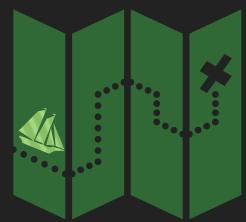
**Organize your
categories
sequentially.**



Share your organization with the other people in your group.



CREATING AN OUTLINE



Exploring the
Literature - Part I

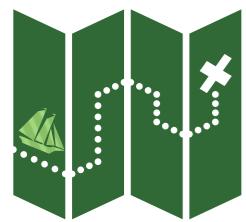
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ORGANIZE YOUR CATEGORIES INTO A LIST.

Literature Review Outline

- 1) Parents' College Savings Behavior
 - 2) Immigrant-Native Differences in Parents' College Savings Behavior
 - 3) Immigrant-Native Differences in the Association Between Income and Savings
 - 4) The Role of the US Experience
-

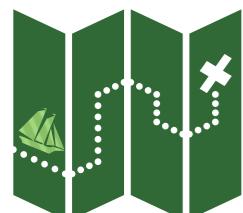


LITERATURE REVIEW OUTLINE

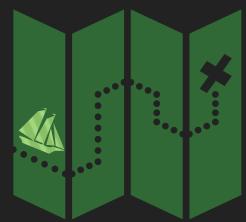
ORGANIZE YOUR LITERATURE (IN YOUR OWN WORDS AND WITH CITATIONS) UNDER EACH TOPIC.

Literature Review Outline

- 1) Parents' College Savings Behavior
 - a) Families contribute 70% of college costs with savings, income and loans; parents' savings and income cover 30% (Sallie Mae, 2014)
 - b) Parents are encouraged to save early for kids' education (Choy & Berker, 2003)
 - c) The amount of money parents save affects the selectivity of the school kids can apply to (An, 2010)
 - d) The amount of money parents save impacts if kids can attend a two or four-year institution (Charles et al., 2007)
 - e) The amount of money parents save is related to whether or not students stay in and complete college (Elliott & Beverly, 2011; Steelman & Powell, 1989)
 - f) Parents' saving efforts can have direct (pays for school) and indirect (parents expectations → college-bound identity → behaviors related to academic success) influence on kids going to college (Elliot & Beverly, 2011; Elliot, 2012; Kao, 2002).
- 2) Immigrant-Native Differences in Parents' College Savings Behavior
- 3) Immigrant-Native Differences in the Association Between Income and Savings
- 4) The Role of the US Experience



REFINING THE OUTLINE



Exploring the
Literature - Part I

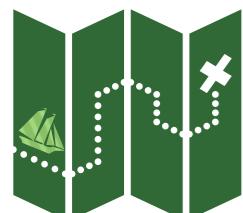
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FURTHER ORGANIZE EACH CATEGORY (IF POSSIBLE) INTO SUB- CATEGORIES.

Literature Review Outline

- 1) Parents' College Savings Behavior
 - a) Overview of parents saving
 - i) Families contribute 70% of college costs with savings, income and loans; parents' savings and income cover 30% (Sallie Mae, 2014)
 - ii) Parents are encouraged to save early for kids' education (Choy & Berker, 2003)
 - b) Effects on students of parents' saving
 - i) The amount of money parents save affects the selectivity of the school kids can apply to (An, 2010)
 - ii) The amount of money parents save impacts if kids can attend a two or four-year institution (Charles et al., 2007)
 - iii) The amount of money parents save is related to whether or not students stay in and complete college (Elliott & Beverly, 2011; Steelman & Powell, 1989)
 - iv) Parents' saving efforts can have direct (pays for school) and indirect (parents expectations → college-bound identity → behaviors related to academic success) influence on kids going to college (Elliot & Beverly, 2011; Elliot, 2012; Kao, 2002).
 - 2) Immigrant-Native Differences in Parents' College Savings Behavior
 - 3) Immigrant-Native Differences in the Association Between Income and Savings
 - 4) The Role of the US Experience



Finally...

Further organize each category
(if possible) into sub-categories.

Add to singleton categories by
finding more research.