

Below are the 2 sample essays that we read in class. Please take a closer look at the essay you wrote and see where you can make improvements. Consider what your peer-reader suggested when making revisions. Please type your homework, 12-point font, Times New Roman, double spaced.

Sample Essay 1.

Anyone who watches NFL football every Sunday is most likely aware that the athletes on the field make a significant amount of money for their efforts. The NFL generates a lot of income from television contracts, corporate sponsors, and advertisers, and the teams themselves benefit from ticket and merchandise sales. The players in turn are paid market-appropriate salaries. Anyone who watches college football games on Saturday will see similar, if slightly younger athletes, yet how much are those players making? The author of this article correctly notes these players don't earn a salary, and that's something he would like to correct. His argument? College athletes deserve compensation for their work just like any other employee.

The author begins by detailing how much money corporations, athletic conferences, and universities make from advertising and sponsor revenue. The Pacific-12 conference, for example, "signed television rights deals worth \$3 billion." Speaking of television, CBS and Turner Broadcasting made a lot of money as well – thirty seconds of commercial advertising during the Final Four cost \$700,000. Schools with successful programs also do well. The article points out that the University of Texas football program netted \$77.9 million in 2011-2012.

The author uses this evidence to portray corporations, athletic conferences, and universities as the "unscrupulous tycoons from a Dickens novel." Those familiar with Dickens can picture more than one wealthy character who doesn't care for the working poor left eking out miserable lives in relative poverty. And who are these working poor? Student athletes, of course! The author uses the Dickens metaphor to convince the reader that corporations, athletic conference, and universities do not have the student athletes' interests at heart. He then pivots to how much the athletes make for their efforts on behalf of the "unscrupulous tycoons" – absolutely nothing.

How much is the average student scholarship worth? According to the author, most leave a few thousand dollars in yearly out-of-pocket expenses to the student in spite of an average "forty hours a week" dedicated to their sport. And if an athlete is unable to play due to injury, even that scholarship money can be revoked. The author uses this information to compare a student athlete with an employee who benefits from federal and state labor laws. The comparison is painfully clear and made even more so when the author points out that student athletes do not have the right to unionize.

Throughout his essay, the author has effectively painted a Dickensian picture in which student athletes literally sweat, strain, and toil under the watchful eye of their universities, while those in power rake in millions of dollars. The evidence presented convincingly leads the reader to one conclusion: that student athletes deserve to be compensated.

Sample Essay #2

Anyone who watches NFL football Sunday knows that those players make a lot of money. They make so much money because the teams and the league make money from television and advertising. But what about college football players or other college athletes? They don't make any money at all. The author thinks that isn't right. He argues that student athletes should get paid for their work just like anyone else.

The author talks about how much money schools, conferences, and corporations make off of college sports. It's a lot of money. For example, a television deal was worth \$3 billion for the Pacific-12 conference, and it cost \$7000,000 for a television commercial during the Final Four basketball tournament. The author includes this to make the point that other people make a lot of money, but student athletes don't. This helps the reader feel some sympathy for the players and supports the author's argument that they should be paid.

The author then turns to a comparison of student athletes and employees. Student athletes don't earn salaries. They do get a scholarship, but that still leaves many of them short of money to pay the bills. They work forty hours a week. If they are hurt, then they may lose their scholarship because they can't play. The author talks about this to compare how student athletes earn money with how typical employees earn money. Employees have legal rights, but student athletes don't really have any. This is a good comparison, and it makes the reader believe that student athletes should be paid like employees, which is the author's concluding point.