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in recent years. Shoud costs increase, we and many other athletes do not get back further. 5 Without question, some big schools have lost their way. On some campuses the pursuit of athletic competition has eroded the ideal of the student athlete. Players at these schools have every right to complain, when the demands of competition effectively prevent them from being students. But the answer is not to organize and essentially turn pro. This would only further lessen the priority on learning. If scholarship athletes already find it hard to balance schoolwork with team commitments, under arrangements that obligate educational opportunity, think how much harder it would be if they were being paid to play. April QAS 2017 4 58 Unauthorized copying or reuse of any part of this page is illegal. Unauthorized copying or reuse of any part of this page is illegal. Question-and-Answer Service 6 The answer for young athletes who want to be paid to play is not to target universities, which have a different mission, but professional sports leagues like the National Basketball Association and the National Football League, which still bar high school athletes from turning pro. If players are good enough to earn a living at that age, I say, let them. Very few, however, are that good. At the college level, even the highest-ranked teams field relatively few players who will ever play a day of professional sports. 7 Strong athletic departments do two things well. They afford young athletes the chance to reach their full potential, and they prepare them for life when the cheering stops. For the vast majority of student athletes, that life begins at graduation. For the exceptional ones who make it to the pros, post-sport life begins soon enough. The average length of a pro football career is only about three years. 8 Valuing education doesn't have to compromise an athlete's potential. Here at the University of Delaware, Elena Delle Donne played women's basketball from 2009 to 2013, earning top collegiate honors and helping the team become one of the best in the nation. She was a top pick in the Women's National Basketball Association draft and was later named rookie of the year. In college, she maintained a 3.6 G.P.A., earning a degree in human services. 9 My own experience as a student athlete was more typical. I was a good student in high school, and a good football player. My options at graduation were greatly multiplied by my success as an athlete. I accepted financial help to play at the University of Pennsylvania, where I majored in engineering. An injury in my junior year brought my football career to an end. Then I discovered my passion for research, went on to earn a Ph.D. in engineering and embarked on a path that has taken me places I never imagined when playing on a defensive line. 10 This is the reality for most college athletes, even in the five major conferences. If the football players at Northwestern think they will do better for themselves by collecting a salary in college, they're wrong. 11 My advice, even to those talented enough to turn pro straight out of high school, is the same: Play ball but be smart. Earn a degree. Write an essay in which you explain how Patrick T. Harker builds an argument to persuade his audience that college athletes should not be allowed to form unions. In your essay, analyze how Harker uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with Harker's claims, but rather explain how Harker builds an argument to persuade his audience. April QAS 2017 Unauthorized copying or reuse of any part of this page is illegal. 59 Unauthorized copying or reuse of any part of this page is illegal. 5 KJMI NCMI NLMI NXMI ZKMI KWMI NGMI NNMI ZBMI ZLMI KXMI NJMI NRMi ZCMI ZNMI NBMI NKMI NWMI ZGMI ZRMI 120283-120283 • UNL517 800888

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