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- 11 daysayer/Rhetorical
- 1 New Concrete Detail
- Metaphorical lang

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[REDACTED]
Pogreba

Per. 0

4 October 2017

I was a freshman when I went to my first high school football game. Crowds filled the stands as I joked with friends before the game started. The first quarter hadn't even ended before a blaring ambulance echoed through the stands. **The snap of a major player's neck and the shut of an ambulance door as a disastrous injury was made commonplace and play continued. This incident is almost customary** in high schools across the US. Over-funded danger in school sports over-crowds academics and other extra-curriculars and no one bats an eye. The overemphasis on sports in high school is **an incredibly dangerous pressure that is squeezing out room for academics and failing to recognize value in all types of student passions.**

First of all, the unbelievable danger of high school sports both in adolescence and throughout later years poses an incredible problem for sports students. Every single year students can be found clutching crutches or wrapped in casts. Some miss days or even weeks at a time as they struggle to factor managing their health into already stressful lives. Not only do the injuries cause unnecessary stress and pain while the student is healing, these injuries are renowned for causing serious problems later in life. Concussions are the most prominent example of this phenomena. And while every coach from the NFL to the high school diehard insists that these brain injuries are little to worry about, those less influenced by the sport widely disagree. Thrashing one's brain inside of its own skull manifests in severe confusion, memory loss, and a complete lack of coordination in only the first couple minutes after injury. Stories

about famous football players losing mental capabilities at a young age are unavoidable. And this is just one, currently enigmatic, injury that high school sports have inflicted upon kids. These injuries aren't free either. Parents who want the best for their kids end up spending ridiculous amounts of money on medical bills on top of registration, travel, and equipment fees all in the name of sports. The extreme danger in high school sports is costly, in money and in medical side effects.

Not only do high school sports burden students with health afflictions, they also detract from the most important purpose of school: ^{learning} ~~to learn~~. These sports have an intensive schedule. ^{Students face} There is practice for hours every night and games to travel to every single weekend. This schedule is built on a compounding pressure; as one school practices more to try and outcompete the others, the other high schools must increase their practice hours to maintain their reputation. This creates an overbearing schedule on students who are already juggling schoolwork and family responsibilities. But school sports do more than just take away time for studying. ^{not a novel} ~~In her esteemed novel~~, Amanda Ripley discusses how schools across districts have frequently hired teachers who are less competent so they can dual-function as a school coach (Ripley). Schools in United States schools are struggling with low performance rates compared to education around the world. Almost every conceivable method is employed to change these statistics from standardized tests, to teacher evaluations, to endless debates and laws and essays. Yet teachers with less impressive resumes, test scores, evaluations and all else crowd out the workplace for the one activity we can't let go: sports. Furthermore, because their job depends on it, and because they are so passionate about it, teachers hired as coaches work constantly to improve and encourage sports at their high school. While it

I'd switch order of these sentences to frontload the argument

may not even be conscious, the effect is visible in classrooms across the nation. Sports posters crowd the walls, teachers laud sports victories and pity defeats, all while concerts, science bowls, and musicals are left barely attended. As the ever-limiting funding for public schools is funneled into sports and school spirit, the less glamorous needs of academics that will give kids a glamorous future are forgotten.

While the opposition claims that sports are the key to high school spirit, the truth is that all forms of school involvement deserve the means to encourage students of any interest. Despite all the injuries, the lack of time, the academic drawbacks, the stress, every single proponent of high school sports talks about the connection they felt to the school because of their team. Coaches describe apathetic students who found a sense of belonging and purpose in a team. Former students rave about the people they met and the memories made that created worthwhile high school years. If these connections are so invaluable, these memories so irreplaceable, and this sense of belonging so essential, then why isn't it accessible to most anyone? High school students are human beings with diverse interests, friends, and ideals. Each subcommunity struggles to provide ample opportunities for their members as money flows into football and cheerleading. The path to getting students involved is not about over-supplying one aspect of involvement, it's about funding subcommunities equally. Letting orchestra kids buy usable instruments, or letting debate kids get new laptops, or even attempting to send half as many people to theatre performances as to football games encourages people to be involved in their school in a way they genuinely care about. Even these basic validations let students find and follow their interests in a way that is respected by the entire school community. What every high school needs to make students happier and healthier is not another cheerleading

squad, or gym renovation, or endless pep rally commending a few sports kids. **What every high school needs to do is refuse to actively take away funding from a plethora of activities that can bring every high school student joy.** No student is worth more than another because of what they are interested in. And no extracurricular can be praised for getting students involved as it shuns students trying to pursue their interests in a different area.

In summary, the excess emphasis on sports in high school is a deep-seeded trend that harms students. We take joy in watching teenagers compete and think that the price of neck snaps and lower grades and stress and high costs are worth the connection to the high school. **While this connection is praised and lauded by sports advocates, in the meanwhile, the majority of students at high school feel isolated and miss out on opportunities because their own passions are underfunded and underrepresented.** The US has an obsession with high school sports that are physically and mentally mistreating the teenagers involved. Now is the time to reevaluate the price we pay for first high school football games.

2017-18 High School Sports Revision Guide



Editing Comments

- ✓ **Colloq** is short for **colloquial**, which means informal. You always want to have formal language in your papers, avoiding the phrases of conversation and informal writing.
- ✓ **D** is short for **development**. This note means that you should expand on your argument, typically answering the questions **how** and **why**. It's not enough for a paper to assert claims; you need to prove them with analysis showing how and why those claims are true.
- ✓ **WC** means **word choice**. Fix your words.
- ✓ **AWK** means **awkward**. Either your structure or word choice needs reworking. If you're not sure what's problematic, read the section aloud.
- ✓ **HSS** is shorthand for **high school sports**.
- ✓ **T** means **thesis statement** and **TS** means **topic sentence**.




Revising Versus Editing

- ✓ The second draft of your paper should be a **revision**, not just an **edit**. Editing the paper merely means correcting issues of proofing and small mistakes that crept into the rough draft. A revision entails occasionally scrapping or rewriting a whole paragraph, restructuring the piece or sentences, even entertaining the idea that you need to develop a brand new argument. A revised paper will reflect new thought, new consideration, and new structure.
- ✓ My big suggestions for revision are often written in the margins of the paper and describe sentences or paragraphs as a whole. These are the most important changes to make in your paper. **DO NOT IGNORE!**
- ✓ Do not wait until the last minute to read my comments. Clear up any confusion in the days before you sit down to write the next draft.
- ✓

Common Errors to Correct

- ✓ **The thesis needs to answer the prompt.** For instance, this thesis (*Even though high school sports lead to injuries, sports provide a sense of community and equip students with more opportunities*) doesn't directly answer whether we should keep them.
- ✓ **Watch the use of "you."** While you certainly can use the word in a formal essay, you want to limit its use to particular circumstances when you are directly calling out the reader. Using it in place of a subject of the paper does not work, so avoid sentences like "When you are playing sports..." because that doesn't really reflect the audience of the paper.
- ✓ **Defend the unique benefit of sports.** One of the real weaknesses of many papers is the failure to defend why high school sports are uniquely beneficial. For instance, it's not enough to argue that they improve health through exercise, because there are many ways to get exercise. Tell the reader why high school sports create unique situations and opportunities to improve health—or any other benefit you identify.
- ✓ **Comma splices occur when you incorrectly combine two sentences with a comma.** When you have two independent clauses (each with a subject and verb) don't combine them with a comma. You either need to use a semicolon or two separate sentences.
- ✓ **Review the handout on topic sentences and thesis statements** if you had some issues with transition language.
- ✓ **Don't make the conclusion a summary of the essay.** A lot of you wrote *really long* conclusions that restated much of what you wrote in the body of the paper. Don't feel the need to re-tell the reader what you've just said. Trust that they will remember it. ☺ A better approach with the conclusion is to bookend your work from the introduction.


Pogreba
Per. 0
23 September 2017

I was a freshman when I went to my first high school football game. Crowds filled the stands as I joked with friends as the game started. The first quarter hadn't even ended before a blaring ambulance siren echoed through the stands. One of the football players had snapped his neck. The game continued. These events are commonplace in high schools across the US. Overfunded danger in school sports over-crowds academics and other extra-curriculars and no one bats an eye. The overemphasis on sports in high school is incredibly dangerous, detracts from academics, and discourages students from being involved in what actually interests them.

High school sports are unbelievably dangerous. Every single year students can be found clutching crutches or wrapped in casts. Some miss days or even weeks at a time, struggling to factor managing their health into already stressful lives. Not only do the injuries cause unnecessary stress and pain while the student is healing, these injuries are renowned for causing serious problems later in life. Concussions are the most prominent example of this phenomena. And while every coach from the NFL to the high school diehard insists that these brain injuries are little to worry about, those less influenced by the sport widely disagree. Thrashing one's brain inside of its own skull manifests in severe confusion, memory loss, and a complete lack of coordination in only the first couple minutes after injury. Stories about famous football players losing mental capabilities at a young age are unavoidable. And this is just one, currently enigmatic, injury that high school sports have inflicted upon kids. These injuries aren't free either. Parents who want the best for their kids end up spending ridiculous amounts of money on medical bills on top of registration, travel, and equipment fees all in the name of sports. The extreme danger in high school sports is costly, in money and in medical side effects.

Commented [1]: I think you might be going for choppy sentences here for effect, but I'm not sure it works. Develop it a bit better with a couple of sentences that flow

Commented [2]: I'd really like to see you move away from a three part list thesis. It's important to try to develop one of the more sophisticated argument structures we've done in class.

Commented [3]: This is a good example of a transition from narrow topic to one that is broader.

Commented [4]: Really good language here.

High school sports detract from the most important purpose of school: to learn. These sports have an intensive schedule, with practice for hours every night and games to travel to every single weekend. This schedule is built on a compounding pressure; as one school practices more to try and outcompete the others, the other high schools must increase their practice hours to maintain their reputation. This creates an overbearing schedule on students who are already juggling schoolwork and family responsibilities. But school sports do more than just take away time for studying. Schools across districts have frequently hired teachers who are less competent so they can dual-function as a school coach. These teachers emphasize sports in classes to maintain the stability of their job and academics takes the loss. As the ever-limiting funding for public schools is funneled into sports and school spirit, the less glamorous needs of academics that will give kids a glamorous future are forgotten.

If high school is a time to get involved, then all forms of involvement should be funded, not just football. Despite all the injuries, the lack of time, the academic drawbacks, the stress, every single proponent of high school sports talks about the connection they felt to the school because of their team. Coaches describe apathetic students who found a sense of belonging and purpose in a team. Former students rave about the people they met and the memories made that created worthwhile high school years. If these connections are so invaluable, these memories so irreplaceable, and this sense of belonging so essential, then why isn't it accessible to most anyone? High school students are human beings with diverse interests, friends, and ideals. Each subcommunity struggles to provide ample opportunities for their members as money flows into football and cheerleading. The path to getting students involved is not about over-supplying one aspect of involvement, it's about funding subcommunities equally. Letting orchestra kids buy usable instruments, or letting debate kids get new laptops, or even attempting to send half as

Commented [5]: Remember, topic sentences should have transition language

Commented [6]: Good. Interesting claim here.

Commented [7]: Include the information from the prompt here. There's a great source example that supports this.

Commented [8]: Talk specifically about the tradeoff here. What activities are funded less? Why?

Commented [9]: I think you can really easily shift this (and the thesis) into the boomer structure.

Commented [10]: Really good!

many people to theatre performances as to football games encourages people to be involved in their school in a way they genuinely care about. No student is worth more than another because of what they are interested in. And no extracurricular can be praised for getting students involved as it shuns students trying to pursue their interests in a different area.

In summary, the excess emphasis on sports in high school is a deep-seeded trend that harms students. We take joy in watching teenagers compete and think that the price of neck snaps and lower grades and stress and high costs are worth the connection to the high school. All the meanwhile, the majority of students at the school feel isolated and miss out on club opportunities because their own interests are underfunded and underrepresented. The US has an obsession with high school sports that are physically and mentally mistreating the teenagers involved. Now is the time to reevaluate the price we pay for first high school football games.

Commented [11]: I think this paragraph can have a more powerful tone if you are more critical of the decision to rob other activities to pay for sports.

Commented [12]: Shift thesis and last paragraph into more overt boomer structure. Include some of the evidence that's provided in the prompt as well as some of your own. Great start! It's only not an A because I really want you to switch to the boomer. :)