

fully filled outline on

## Topic: college athlete payment

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### I. Introduction

- A. Hook:** College sports generate massive television ratings, packed stadiums, and billion-dollar sponsorship deals—yet the athletes at the center of this system remain unpaid.
- B. Background:** The NCAA operates under an amateurism model that classifies college athletes as students rather than employees, despite the commercial nature of college sports.
- C. Thesis:** College athletes should be paid because they generate billions in revenue for universities and organizations, face time demands that prevent outside employment, and deserve basic rights for their labor.

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### II. Paragraph 1: Athletes Generate Billions (Economic Foundation)

- A. Topic Sentence:** College athletes are the primary source of revenue in a multibillion-dollar industry.
- B. Evidence 1:** NCAA Division I football and basketball programs generate billions annually through media rights, ticket sales, and sponsorships.
- C. Evidence 2:** Coaches, athletic directors, and conferences earn high salaries funded directly by athlete performance.
- D. Evidence 3:** Universities reinvest profits into facilities and branding rather than athlete compensation.
- E. Explanation:** Without athlete labor, these financial gains would not exist.
- F. Connection to Thesis:** Paying athletes reflects their economic contribution to the system.
- G. Transition:** Beyond revenue generation, the demands placed on athletes create additional financial challenges.

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### III. Paragraph 2: Time Demands Prevent Other Work (Practical Need)

- A. Topic Sentence:** The time commitment required of college athletes makes traditional employment nearly impossible.
- B. Evidence 1:** Athletes spend 30–40 hours per week on practices, games, travel, and training.
- C. Evidence 2:** Academic schedules are often disrupted by competitions and mandatory team

activities.

- D. Evidence 3:** Scholarships frequently fail to cover full living expenses.
- E. Explanation:** Without the ability to earn income elsewhere, athletes face financial strain.
- F. Connection to Thesis:** Compensation would help athletes meet basic living needs.
- G. Transition:** Financial pressure is not the only issue—ethical concerns also demand reform.

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## IV. Paragraph 3: Basic Rights and Fair Treatment (Ethical Dimension)

- A. Topic Sentence:** Paying college athletes is an issue of fairness and basic labor rights.
- B. Evidence 1:** Athletes risk injury that can have lifelong consequences without guaranteed compensation.
- C. Evidence 2:** Universities control athlete schedules, conduct, and public image.
- D. Evidence 3:** Athletes historically lacked control over the use of their names and likenesses.
- E. Explanation:** These conditions resemble employment without corresponding protections.
- F. Connection to Thesis:** Ethical treatment requires acknowledging athletes as compensated contributors.
- G. Transition:** Critics argue that payment would damage college sports, but this claim deserves scrutiny.

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## V. Counterargument: “Paying Athletes Will Destroy Amateur Sports”

- A. Opposing Claim:** Critics argue that paying athletes would eliminate amateurism and harm competitive balance.
- B. Supporting Evidence:** Smaller programs may struggle to afford payments.
- C. Acknowledgment:** Financial disparities between schools are a valid concern.
- D. Rebuttal:** Revenue-sharing models, stipends, or conference-based systems can protect fairness while compensating athletes.
- E. Transition:** With these concerns addressed, reform becomes both feasible and necessary.

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## VI. Conclusion

- A. Restated Thesis:** College athletes deserve compensation because they generate immense revenue, sacrifice time for employment, and deserve ethical treatment.
- B. Summary of Key Arguments:** The NCAA’s economic reliance on athletes, their restricted earning capacity, and fairness concerns support athlete payment.

**C. Call to Action:** Policymakers and the NCAA must modernize compensation rules to reflect the realities of college sports today.

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