

1 Student

2 Teacher

3 AP Language and Composition

4

5 Title IX

6 Ever since the early 1800s, feminism has been playing a role in shaping the man-
7 dominant nation. There was a time when women were hardly allowed to partake in anything
8 other than domestic work. Now, women can even participate in athletic opportunities since the
9 Educational Amendments Act of 1972. Under Title IX of this act, “no person in the United States
10 shall on the basis of sex be excluded from the participation in, be denied the benefits of, or be
11 subjected to discrimination under any education program or activity receiving federal financial
12 assistance.” Women’s sports have grown outstandingly since then, but so has men’s anger. Many
13 feel that men’s sports are being undermined in relation to women's now. Is this act harmful
14 towards men? Even though some of men’s sports are being cut and their budget lowered, it’s
15 only a small sacrifice compared to what women have had to endure for years.

16 The articles *Title IX Is a Success and Should Not Be Blamed for Hurting Men’s Sports*
17 (article 1) and *The Game in Play* (article 2) both mark their stance, Pro-Title IX, by giving the
18 benefits for both genders. Article 1 discusses the benefits from women in sports by talking about
19 the future. Because women are able to join many different sport programs, this gives the chance
20 that they will become coaches. Having an increase in the number of coaches means there are
21 more people with the same expertise that can help with game strategies, helping athletes, and
22 even learning from each other. Article 2 gives the readers the statistic that both women and men
23 have had an increase in athletes since Title IX. Although the percentile in the increase in women

1 in college sports, over 600%, than men, 46%, men still have more athletes altogether two female
2 to three male participants.

3 Both of these articles are giving men reasons why Title IX is not just helpful for women,
4 but for men as well. The articles include men's benefits to try and persuade them that Title IX is
5 not something to be fighting against. Title IX ultimately brings people together to help each other
6 out.

7 Article 1, *Title IX Is a Success and Should Not Be Blamed for Hurting Men's Sports*, also
8 offers a solution to the problem of men's sports being cut or having a reduced budget. The author
9 of this article talks about how their college added more female sports programs, but had to freeze
10 them due to no funding. But, when other coaches found out about this, they voluntarily
11 transferred some of their money to the frozen programs and helped start the new sports. Later on
12 in the article, the author brings up this solution again, stating "The bottom line is that schools can
13 maintain many athletic teams if they are willing to allocate smaller budgets to the teams. On
14 campuses like ours, where the athletic leaders and the coaches are willing to allocate resources so
15 that more students can participate, the system works."

16 The author uses that statement to single out their school from others by saying "campuses
17 like ours", then goes on to subtly attack programs that are stingy with their funds. The wording
18 makes readers of this article get the idea that the main focus isn't on the athletes, but only on the
19 money involved.

20 In opposing articles, like *Title IX Hurts Men's Sports* (article 3) and *Title IX Undermines*
21 *Sports Programs* (article 4), the authors use the fact that male athletic funds are being cut in
22 order to help start female programs. They repeat this statement frequently throughout their
23 articles and go on to say that as women become more athletically involved, men's sports are

1 being let go.

2 The repetition of the use of funds being lowered and programs cut, the authors are trying
3 to get the readers sympathy. By making the audience feel sorry for men, it helps them make their
4 case against Title IX. They want the readers to turn against Title IX, and to not look at the full
5 picture of what Title IX really does, which is bring people together.

6 The author in article 3, *Title IX Hurts Men's Sports*, helps make their case against Title
7 IX by segregating men and women, which ironically is why the title was made in the first place.
8 “Title IX policy ignores not only legitimate difference between men and women but legitimate
9 differences among women. We are not all athletes, and we are not all scholars.”

10 By trying to show the difference in men and women in athletics, the author reveals they
11 don't understand why Title IX was created to begin with. It was created to stop discrimination
12 against opposing genders, which the author is failing to do. The point the author tried to make
13 lets us know that Title IX is still needed today.

14 Title IX is not as harmful to men as people make it out to be. Yes, they had to start
15 sharing facilities. They had to let go of the spotlight and let women shine as well. This is a
16 strange change for them, they never had to do this before. But it's a good change. They also do
17 experience budget reductions because of Title. But where else are the programs going to get the
18 money? If all the programs get together, they can find a way to move money around so that all
19 sports get the funding they need to survive.

20 Another resolution is to survey the students on what sports they participate in most, then
21 look at those sports and look at how much it costs to run those programs. If many athletes want
22 to participate in track other than tennis, it would make sense to start track first, then see how
23 much money they have to possibly start a tennis team.

1 You can't blame men's sports being cut solely on the creation of women's programs. It
2 may be a factor, but it is not the only reason. There are other factors, such as low participation,
3 low trainers, low funding, etc., that have aided to letting go some programs. Blaming this only on
4 women shows that people don't look at the full picture of things. They are too focused on little
5 details to notice what is really going on.

6 By having these points made, it could possibly change how people feel about Title IX and
7 help them understand what it is really about. Title IX is not attacking men, it is helping men and
8 women become equals. Still, there are some kinks in this title, but if everyone comes together,
9 they can be solved.

Works Cited

- 1
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- 7 2010. *Opposing Viewpoints*. *Opposing Viewpoints in Context*. Web. 5 Dec. 2014.
- 8 Ladd, Amy L. "The Game in Play." *The Sports Bra, the ACL, and Title IX - The Game in Play - Springer*. Clinical
- 9 Orthopedics and Related Research, 11 Apr. 2014. Web. 10 Dec. 2014.
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- 12 IX: A Voice from Division III." *On Campus with Women* 32.40606 (2003). *Opposing Viewpoints in Context*.
- 13 Web. 4 Dec. 2014.
- 14 "What Is Title IX?" *What Is Title IX*. University of California Santa Cruz, n.d. Web. 10 Dec. 2014.
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Work Sample Evaluation

Subject Area: Composition 1

Task Title: Affecting Change through Academic Discourse

Student Work Sample Title: Title IX

The document was scored using the *CCR Task Bank Rubric*. The final scores are indicated in the following chart.

Scoring Criteria	Insufficient Evidence	Developing	Progressing	Accomplished	Exceeds
Research and Investigation			X		
Ideas and Content			X		
Reading and Analysis			X		
Communication			X		
Organization		X			
Accuracy			X		

Annotations: The following evidence from the work sample and the reviewer’s comments support the scores above. Page and line numbers refer to the original work sample.

Scoring Criteria	Page #	Line #	Commentary about the work sample
Research and Investigation: <i>Locating resources independently and/or identifying information within provided texts</i>	1	9-12	The student uses details from the Title IX law to introduce the topic of the paper.
	1	16-17	The student introduces two articles but does not identify author or publishing information.
	2	7-8	The focus of this paragraph is on one of the articles mentioned above.
	2	20-21	Again, the student introduces two additional articles that address the opposing side of the argument without the use of proper in-text citations.
Ideas and Content: <i>Presenting a thesis and understanding concepts</i>	1	14-15	The thesis is unclear – making a comparison about how men’s sports have been cut, but that this is minor compared to what women have had to “endure.” It is unclear exactly what the rhetorical situation is and what the paper will address.
	1	16-17	The topic sentence introduces two texts that are in favor of the topic, but the student doesn’t set a context for the rhetorical situation or show their importance in relation to the topic.
	2	7-8	The topic sentence introduces a specific topic addressed in one of the articles.
	2	20-21	This paragraph introduces two articles representing the opposing side of the argument, but makes no claim about their significance.
Reading and Analysis: <i>Evaluating sources and selecting evidence to support the central idea</i>	1	12	The work sample makes unsubstantiated claims about the growth of women’s sports and men’s anger, but doesn’t indicate the importance of this idea in the larger context of the topic.
	1	18-22	There is a simple summary of the contents of the first article with no analysis connecting it to the thesis.
	1-2	22-2	Summary of the second article with no analysis.
	2	7-15	Summary of one aspect of the article with no discussion of how it fits into the existing discourse on the topic.
	2	17-19	These sentences begin to evaluate the author’s rhetorical language in favor of Title IX.
	3	2-5	The work sample addresses the rhetorical strategies employed by the authors cited.
	3	10-13	There is an attempt to analyze the author’s argument, but it is awkwardly organized.
	3	6-7	The student addresses the irony in the author’s argument, but does not go on to develop its importance in the larger rhetorical context.
3	20	The student’s voice begins to come out as he/she offers suggestions that contribute to the conversation.	

Scoring Criteria	Page #	Line #	Commentary about the work sample
Communication: <i>Using subject-appropriate language and considering audience</i>	1	18-19	It is unclear throughout the opening paragraphs what the student's main claim is. The student uses subject-appropriate words to describe the situation, but the vocabulary and development does not lead to a deeper understanding of the issues or topics being discussed.
	2	7-15	The work sample discusses the main points of the article with language that is appropriate to the conversation about women's athletics and Title IX.
	3	2-5	There is an awkward use of language when stating things such as "get the readers sympathy" and "making the audience feel sorry for them" rather than the academic vocabulary appropriate in the discussion of pathos in an author's argument.
Organization: <i>Structuring main ideas and supporting information</i>	1	16+	This paragraph follows analytical structure in theory, but does not develop commentary that adds to the rhetorical discussion, nor does it discuss the rhetorical impact of the articles covered.
	2	3-6	This paragraph should be connected to the ideas presented in the previous paragraph. The paragraph is another summary with some discussion of the topic, however it is just three unconnected sentences.
	2	16-19	This paragraph moves into analysis of the article cited in the previous paragraph, but it should be connected to that paragraph rather than on its own.
	3	10-19	The ideas presented in these two paragraphs would make the argument more effective if they were organized into a clearer organizational structure.
	4	1-9	This paragraph is consistent with earlier paragraphs and the student makes some good points. However, the paragraphs do not show effective analytical structure.
Accuracy: <i>Attending to detail, grammar, spelling, conventions, citations, and formatting</i>	1	16-17	The student cited two articles but uses incorrect punctuation.
	2	12-15	While the student cited evidence from a source, they did not provide the proper in-text citations.
	2	11-12	This particular sentence is awkwardly structured and the student misuses a comma.
	3	14-16	The student uses some effective parallel structure that contributes to the student's argument.