

Instructor's Manual

Exercises in Sportscasting

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Introduction

Conceived as a supplement to *Sportscasters/Sportscasting: Principles and Practices*, this collection of exercises adds to the pedagogical mix. Following the outline of a broad approach to understanding the topic—which includes the history, economics, audience, media, sociology, practicality, and future concerns of sports and sportscasting, it has this general outline:

- Chapter 1. Introduction to the study of sportscasters and sportscasting
- Chapter 2. The historical development of sports and sportscasting
- Chapter 3. The economics of sports, sportscasters, and sportscasting (sports advertisers and advertising, sport tourism, sports marketing and management, the sports-media complex, sportscasters' earnings, and sports sponsorship)
- Chapter 4. Audiences for sports and sportscasting (U.S. audiences, international audiences, and special events)
- Chapter 5. The role of the media in sports and sportscasting (print media, broadcasting, and beyond, sportscasters—the “Jockocracy” issue, sportscasters as celebrities, and sportscaster profiles)
- Chapter 6. Sociocultural perspectives on sports and sportscasting (pervasiveness and salience of sports, role modeling/heroes, and issues—racial and gender consideration)
- Chapter 7. Practicum on sportscasting
- Chapter 8. Future concerns and considerations about sports and sportscasting

Designed for teachers and students, as well as anyone interested in the topic, the *Exercises in Sportscasting* includes a range of ap-

proaches. The idea here is that participants in this process will want to learn as much as they can about the subject.

As you will see, each chapter offers several ways to enhance the learning process. Some chapters encourage discussions of topics with family and friends and/or in the classroom, and most are meant to get you both thinking and talking about sportscasting-related issues. There also are a number of bibliographic lists, encouraging further research on various topics, along with an approach to reporting on your reading that encourages critical thinking. Exercise 1.4 is a “Fill in the blanks,” with the answers on the next page, as is Exercise 2.3 “Sport history firsts,” and the essays in Exercise 2.4 have suggested inclusions for answers. If you are interested in doing survey scholarship, there are two examples here: Exercise 4.5 offers directions on how to get information on audiences for the Olympic Games, along with a sample and coding forms, and Exercise 5.8 gives you a good background for interviewing sportscasters. *In the hope that you use soft drinks*, as suggested, you should enjoy Exercise 5.6, “The Brent Musburger Drinking Game”—another way to monitor sportscaster-speak. There actually are a number of fun exercises here, as you will see.

In terms of the practicum, you are asked to consider the field of sports journalism, examine sports clichés, construct a resume, analyze your voice, and actually practice sportscasting. As in anything else, the more you are willing to try these various activities, the more it will help you in the long run. This is, after all, only your beginning.

After the exercises is a separate section focusing on the way this course has been taught in the past. It includes the following:

1. Syllabus
2. Critical Dates
3. Student profile
4. A suggested invitation for a sportscaster speaker

Designed for teachers, this section is suggestive only, and is open to input—as is, in fact, this whole project. Your responses are encouraged, and I wish you well in your analysis of and/or career in sportscasting.

Chapter 1

Introduction to Sports, Sportscasters, and Sportscasting

Exercise 1.1: Your Definition/Description of Sportscasting

We all have our own experiences with the subject of sportscasting. Tell about yours, including your interest in the topic. At some point, give your own definition and/or description of sportscasting.

In addition, what has been your personal experience with sportscasting and sportscasters? Have you met any sportscasters personally? Who are your favorites? Who are your least favorite(s)? Think about why, and share your thoughts.

Exercise 1.2: Globalization of Sports (book review)

From the bibliography that follows, choose a book and critique it, including the following information:

1. The book: Full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): Who she or he is—profession, background, experience, and other publications.
3. Frame of reference: The writer's point of view, or bias. Do you think she or he is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: What is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.

5. Evidence: What kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: What does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: Was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: Was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 1.3: Sportscasting Firsts

Lou Schwartz has put together a list of "Sportscasting Firsts, 1920-Present," available at <http://www.americansportscasteronline.com>, from American Sportscasters Online. Choose one of these events to research further, and feel free to add more to the list.

- Sept. 6, 1920 - First Radio Broadcast of a Prizefight -Jack Dempsey versus Billy Miske - WWJ
- Nov. 25, 1920 - First Radio Play-by-Play Broadcast of a Collegiate Football Game - Texas University versus Mechanical College of Texas - WTAW
- Aug. 5, 1921 - First Radio Broadcast of a Baseball Game-Pittsburgh Pirates versus Philadelphia Phillies Harold Arlin on KDKA
- Aug. 6, 1921 - First Radio Broadcast of a Tennis Match - Australia versus Great Britian, Davis Cup - Harold Arlin on KDKA
- Oct. 5, 1921 - First Radio Broadcast of a World Series- New York Yankees versus New York Giants Sandy Hunt and Tommy Cowan on WJZ
- Oct. 7, 1922 - First Radio Chain Broadcast- WJZ and WGY transmitted a World Series game from the field Grantland Rice and Graham McNamee

- Nov. 24, 1923 - First Radio Broadcast of the Annual Army - Navy football game - Graham McNamee
- Jan. 1, 1927 - First Coast-to-Coast Radio Program - Univ. of Alabama versus Stanford - originating from Pasadena, California, broadcast from the Rose Bowl - NBC network
- May 17, 1939 - First Televised Sports Event - Columbia versus Princeton baseball - Bill Stern on NBC
- Aug. 26, 1939 - First Television Broadcast of a Pro Baseball Game - Cincinnati Reds versus Brooklyn Dodgers Red Barber on W2XBS
- Oct. 22, 1939 - First Television Broadcast of a Pro Football Game-Brooklyn Dodgers versus Philadelphia Eagles - W2XBS
- Feb. 25, 1940 - First Television Broadcast of a Hockey Game-New York Rangers versus Montreal Canadiens -W2XBS
- Feb.28, 1940 - First Television Broadcast of a Basketball Game - Fordham versus U. of Pittsburgh W2XBS
- Sept. 30, 1947 - First Televised World Series-New York Yankees versus Brooklyn Dodgers - aired on three stations: WABD, WCBS, WNBT -Bob Edge, Bob Stanton and Bill Slater
- Oct. 3, 1951 - First Coast-to-Coast Television Broadcast of a Baseball Game-NY Giants versus Brooklyn Dodgers, Game 3 of NL playoffs. Giants win on Bobby Thomson's homerun known as the "Shot Heard 'Round the World."
- Aug. 26, 1955 - First Color Television broadcast - Davis Cup match between Australia and the U.S. - NBC
- July 23, 1962 - First Satellite Telecast via Telstar Communications - included portion of Chicago Cubs versus Philadelphia Phillies from Wrigley Field - Jack Brickhouse
- Jan.15, 1967 - First Television Broadcast of a Football Championship- Green Bay Packers versus Kansas City Chiefs - Jack Buck
- Nov. 8, 1972 - First Sports Telecast by HBO - New York Rangers versus Vancouver Canucks from Madison Square Garden reaches HBO's 365 subscribers in Wilkes Barre, Pa. - Marty Glickman

Aug. 16, 1976 - First Pro Football Game Outside the United States- St. Louis Cardinals versus San Diego Chargers in Japan- Jack Buck

Aug. 3, 1993 - First Woman to do Television Play-by-Play of a Baseball Game -Colorado Rockies versus Cincinnati Reds - Gayle Gardner on KNGN-TV in Denver

Exercise 1.4: Fill in the Blanks

1. The evolution of sportscasting has gone from sports reporting for information to _____ in terms of its profitability.
2. Sportscasting is a \$_____ industry.
3. Television executives and advertisers are primarily interested in sportscasters who can _____.
4. Super Bowl hype helps draw audiences of (number) _____ viewers with advertising costing \$_____ per minute.
5. _____ at ABC is credited with helping that network become known for its sports, introducing shows like *Wide World of Sports* in 1967 and *Monday Night Football* in 1970.
6. Women sportscasters, although few in number, include: _____, _____, and _____.
7. According to Red Barber, _____ was the first genuine pioneer in radio sports announcing.
8. In the 1960s, the annual number of network hours of sports programming was 787; in the 1970s, 1,340; and now it is _____.
9. The major networks sell about \$_____ in advertising for sports.
10. Leading sportscasters currently earn salaries of _____-figure incomes.
11. Sporting events created for television, such as celebrity tennis or billiards, The Skins Games, battles of network "superstars," and shows like them are called _____.
12. ABC paid \$_____ for rights to the 1984 Los Angeles Olympics, \$_____ for the 1988 Calgary Olympics, and NBC paid \$_____ for the 2006 Torino Olympics and 2008 Beijing Olympics.
13. Americans spend about _____% of our gross national product (GNP) on sports.

14. Sports marketing statistics show corporate sponsorship costs of \$_____ for endorsements from sports figures, and about \$_____ on event sponsorship and participation.
15. My personal favorite sportscaster is: _____.

Answers

1. Infotainment
2. Multibillion dollar industry
3. Draw and sustain audiences
4. 140+ million viewers, with advertising costing \$2 million per thirty seconds
5. Boone Arledge
6. Mary Carillo, Gayle Gardner, Robin Roberts, Lesley Visser, etc.
7. Major J. Andrew White
8. 24/7
9. ABC \$1.33 billion, CBS \$1.43 billion, NBC \$472 million, ESPN \$1.16 billion and ESPN2 \$219 million, Fox \$1.18 billion, and TNT \$221 million.
10. Seven
11. "Trashsports"
12. ABC—\$225 million 1984; \$309 million 1988; NBC—\$1.5 billion for 2006 and 2008
13. One (1) percent
14. \$900 million for endorsements, \$7.7 billion for sponsorships
15. (students' choice)

Chapter 2

The Historical Development of Sports and Sportscasting

Exercise 2.1: Oral Histories on Sports, Sportscasters, and Sportscasting

Probably the best way for you to understand and appreciate the history of sports and sportscasting is by talking to people who have experience with the past. Let me suggest that you conduct interviews with two persons—preferably one male and one female, preferably separately, preferably both born before or during World War II about their early memories with sports, sportscasters, and sportscasting. Use your own knowledge about the history, economics, politics, content trends, and sociocultural implications of radio and television in your interviews. Prompt your interviewees to remember some of their favorite early programs, performers, even advertisers.

Write up a summary of your findings, including detailed descriptions on when and where the interviews were performed, how long they lasted, whether you tape-recorded responses and/or wrote them down, whether or not those responses are reported verbatim, and overall how you felt about the survey procedure. Also, provide detailed descriptions about the persons you interviewed, especially demographically.

This method has proven to be a fascinating way to learn history, and old-timers really enjoy the process. Be sure to thank them for sharing their memories!

Exercise 2.2: Hype in Sports History

Often, we might wonder about what is hyped in sports history, and what might be ignored. As a sports scholar, you might consider the

following approach to sports media criticism of television and/or film:

1. Who are the actors in this episode or series, and what roles do they play?
2. Who made the program or movie: production company, producer, director, writer, director of cinematography, and so on? Have I seen other works by these people? Is it pertinent to know and mention them?
3. Do I like this episode or movie? Why? Why not?
4. Have I been fair with this episode or movie after only one viewing, or should I see it a second time to see what I might have missed?
5. What biases might I have toward the episode or movie's star(s), director, and/or subject matter?
6. Have I been as objective as possible? Have I used examples to support my views? Have I been prejudiced by my attitude toward the episode or movie's theme or plot? Have I described it accurately?

Exercise 2.3: Sports History Firsts

Fill in the blanks.

1. The first successful sports broadcast in the United States: _____
2. In baseball, this broadcast took place during its 53rd season: _____.
3. Describe the first World Series sportscast: _____

4. Jack Graney, the first ex-athlete to occupy the broadcast booth, became known as: _____.
5. The first Olympic Games broadcast for the American public were: _____.
6. Davis Cup, the first tennis match, had reportage on this date: _____.
7. The first broadcast of a college football game was: _____.
8. Radio covered the first boxing match between whom: _____.

9. The first live sporting event on television was: _____.
10. Regarding the print media, what was the first sport magazine to debut in the 1820s: _____.
11. The newspaper that had the first distinct sports section: _____.
12. Name the first daily newspaper totally devoted to sports, with regional sections: _____.
13. HBO's first regional sportscast: _____.
14. ESPN, the first twenty-four-hour all-sports cable network, began: _____.
15. Ted Turner's Goodwill Games first began: _____.

Answers

1. April 11, 1921, when the *Pittsburgh Post's* sports editor, Florent Gibson, did the play-by-play over station KDKA, describing the no-decision fight between Johnny Ray and Johnny Dundee at Pittsburgh's Motor Square Garden.
2. August 5, 1921, broadcast by Harold Arlin—Pittsburgh Pirates defeating the Philadelphia Phillies 8-5.
3. Thomas Cowan, sitting in a New York studio, recreated for the radio audience over stations WJZ and WBZ the 1921 World Series on October 5, as the New York Giants defeated the New York Yankees 5-3. Grantland Rice did the play-by-play.
4. "The Voice of the Indians," 1932.
5. 1932 radio reports from Lake Placid for the winter games, Los Angeles for the summer games. Ted Husing provided summaries on WABC in New York.
6. August, 1921 over KDKA.
7. November 5, 1921, with Harold Arlin of KDKA covering Pittsburgh versus West Virginia; he yelled so hard at one touchdown that he knocked the station off the air.
8. Over WJY in 1921, the world heavyweight championship prize fight between Jack Dempsey and George Carpentier of France.
9. The second game of a baseball double-header between Columbia and Princeton, covered by Bill Stern out of New York's Baker Field on May 17, 1939.
10. William Trotter Porter's *Spirit of the Times*.
11. William Randolph Hearst's *New York Journal*, 1895.
12. Frank DeFord's *The National*, which debuted January, 1990.

13. 1972 hockey game between the New York Rangers and Vancouver Canucks.
14. September, 1979.
15. 1986.

Exercise 2.4: Essays

1. Describe the broad trends that best depict qualifications of what makes and have made the best sportscasters over the years.
2. Trace the developments from sports journalism to sports broadcasting.
3. Discuss sportscasters themselves: as sponsors, celebrities/stars, as fans' favorites, as former athletes ("jockocracy"), and as newscasters.
4. Outline some of the distinctions of the symbiosis between media and sport.

Suggested Essay Answers

1. In the early days, *voice* was the most distinguishing characteristic. Review the Waldo Abbott 1941 quotation about phraseology, diction, rules, and regulations, and review some early sports journalists. The second phase of sportscasting concentrated more on *knowledge of sport*, and began the practice known as "jockocracy." Currently, it appears that *knowledge of television* is what is critical. Consider Marty Glickman's suggestion that succinctness, self-discipline and awareness of the action are the criteria. Still today the demographics of sportscasters remain pretty much within the purview of white males, aged thirty to fifty. It is found that local/regional sportscasters differ greatly from national network ones, the former being more involved personally with the teams.

2. Bruce Garrison shows how sports reporting is becoming more professional—list some examples. We are thought to be in the "age of realism"—what Karmer (1987) calls the double whammy of electronic media and tabloid journalism, such that the rules are being rewritten. Print was revolutionized by the introduction of *USA Today*—especially graphics, statistics, and wide-ranging sports coverage. But so far no newspaper has caught on; even though *The National* was well done, sports fans today mostly depend on television and the Internet for their coverage. Television itself has revolutionized sports

coverage, from ABC in the 1970s to the introduction of ESPN and other 24/7 sports channels. We have moved from game stories centered on quotes from players and coaches and postgame trips to the locker room to instant messaging and “reality” monitoring. It becomes sobering to realize how we are moving from being told about sports to choosing what stories we want to follow; in other words, we are increasingly becoming more active in the process.

3. Cite some examples of sportscasters as sponsors, and then consider the issue of how some of them become bigger than the events they are covering. Who are “homers”? Who are former athletes? Who are newsmakers? Include considerations of race, gender, homophobia, and the like.

4. What is real relative to sportscasting? What differences are there between how reportage is received from print media, radio or television, the Internet, iPods, and other technologies? Discuss various production techniques, such as slo-mo replays, time-lapse shots, telestrators, wireless microphones, cameras attached to items like pucks, and how they might determine how a story is delivered. And consider how editing and videotaping have revolutionized not only what we see but also when and how we see it—remote controls, Tivos, and general zipping and zapping of ads and programs. The potential for great sports viewing, and for learning about new sports and other countries' sports, is outstanding—but will we settle for the same old/same old? Will we ask more from our sports, and from our sportscasters?

Chapter 3

The Economics of Sports, Sportscasters, and Sportscasting

Exercise 3.1: Sports Tourism

As one of the fastest-growing niche markets in the more than \$500 billion tourism industry, sports tourism encourages us to participate directly, such as on ski trips, at golf or tennis camps, on theme cruises, or as spectators for events such as the Olympic Games, Super Bowl, World Cup, and the like. Tell about your own experience in sports tourism. You might want to refer to some of these books:

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Exercise 3.2: The Economics of Sports (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who she or he is—profession, background, experience, and other publications.
3. Frame of reference: the writer's point of view, or bias. Do you think he or she is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 3.3: Product Placement

Concern about commercial imperatives in the sports industry has caused many critics to worry about its encroachment into our daily lives. As a way to have you realize how often products are being advertised to us while we are enjoying our favorite teams, keep a count of who has ads, where, how and how often, and then consider how well it is done. Do you approve?

Exercise 3.4: Players' Salaries

When you hear about major league player salaries ranging from \$300,000 to \$20+ million for superstars, what is your reaction? Do you ever hear sportscasters talking about player salaries?

Chapter 4

Audiences for Sports and Sportscasting

Exercise 4.1: Sports Audiences (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who she or he is—profession, background, experience, and other publications.
3. Frame of reference: the writer's point of view, or bias. Do you think he or she is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 4.2: Televised Sports Highlights

Making an aesthetic comment on why people enjoy televised sport, Stanley J. Baran cited these examples: “Carlton Fisk’s famous 1975 World Series homer, the American hockey victory over the Soviet Union team at the Lake Placid Olympics and the camera’s sad attention to Thurman Thomas in the last quarter of the 1994 Super Bowl, its focus on the individual miscues that had led to a fourth straight Buffalo Bills defeat.” What are some of your fondest televised sport memories? Why?

Exercise 4.3 Media Criticism

“Criticism is essential to the involvement of fans, journalists and the officials who put together the teams” (sports columnist Bill Peterson, 2000). “Criticism greases the wheel. Spectator sports are of no

use to spectators who aren't allowed to express pleasure and displeasure of critically assess, however feebly the causes of victory and defeat. It's disingenuous and mildly manipulative to suppose competent adults who care if a team wins or loses have no business caring how that team wins or loses."

Tell about times you have been critical of a player, a team, an event, maybe a sport decision. What did you do about it—did you talk to other people, call a radio station, write a letter, put your thoughts on a blog? Whether you did or didn't do anything about your reaction(s), this would be a good time for you to examine your role as a critical sports spectator.

Exercise 4.4: Scores versus Statistics

Even though you are used to listening to sportscasters reel off a bunch of numbers, next time pay close attention to determine whether they are simply scores or actual statistics—the latter, descriptive or inferential. For example, when he or she relates something from a newswire, think about whether it is just an accounting or whether it deals with "averages" actually based on a set of data.

Alternatively, as you take on the role of sportscaster, you will be inundated with lots of lists, and it is your job to make numbers interesting. Check out how you can parlay predictions based on past scores and statistics.

Olympics Survey Directions

The next three pages will help you to get information about audiences for various Olympics Games. They include the following:

1. A description for a telephone survey, called "Directions."
2. The actual survey itself.
3. A suggested coding scheme.

In addition, you will want to have a Fortran Coding Form, with numbers 1 to 22 on the top (allowing for more than 1,000 respondents), as well as numbers 1 to 16 down the left-hand side to cover the questions you will ask.

This first sheet is called "Directions," and you should put the number and name of the Olympics under that. Use it as a template.

Directions**XXIX SUMMER OLYMPICS AUDIENCE SURVEY,
BEIJING, CHINA, 2008**

This survey is to be undertaken during the showing of the 29th modern Olympic Games, the Beijing Summer Olympics in 2008. NBC will air the Games, beginning with three-hour opening ceremonies and continuing from August 8-24. Most of the coverage is during prime time, from 8-11 p.m., but audiences might also follow it on the Internet.

Methodology for this telephone survey is called “random sampling,” which basically means you will take a telephone book in your area and call every “n/th” person under your designated area. One way to do this would be to use the letter that starts your last name; figure out if you want to call every 5th, 10th, even 100th person listed. Try each household twice; then, if you don’t get through, try the next residence. Don’t bother to leave a message on answering machines. Keep track of the following information:

- No answer
- Refusal
- Busy
- Mechanical problems

Your introductory approach is very important, so speak clearly, saying something like, “Hello, this is (your full name) calling. I’m a student (or researcher) at X College, taking a communications course that is surveying audiences for the Beijing Olympic Games.”

Note that this introduction is nonthreatening. The respondent figures that you are not selling something, and will probably want to help out because you are local. If they are interested, tell them about the survey, about the network broadcasting the Games, about your studies—but not too much personal information about yourself. Stick to the survey, but they might be interested to know that CBS paid \$50,000 to cover the 1960 Winter Olympics in Squaw Valley, California, or they might want to talk about sports stories and celebrities, boycotts, terrorism, politics, drug testing, ads, and more.

Write it all down, especially added remarks, which often turn out to give the most insight.

Olympics Survey

**XXIX SUMMER OLYMPICS AUDIENCE SURVEY,
BEIJING, CHINA, 2008**

1. Are you interested in the Olympics? Have you been following them?
 No (If no, is there anyone in the house who has been?)
 Yes
2. How much of the Beijing Summer Games have you been following?
 Less than one hour
 Several hours
 Several days
3. How much of the Olympic Games do you usually like to follow?
 All of them
 Most of them
 Lots of them
 Not much
4. Do you videotape (or "Tivo") any of the Games?
 No
 Yes (Some Lots All)
 Specific events: _____
5. Do you also like to read and watch news about the Olympics?
 No
 Yes (Read Watch)
 Specific sources: _____
6. Do you have a preference for the winter or summer Games?
 No
 Yes (Winter Summer)
7. Do you have a preference for any particular sports?
 No
 Yes (have a list of various sports, to prompt them)
8. Which of these statements best describes why you watch the Games:
 I like the Olympics because they're *different and exciting*.
 I like to be able to *discuss them with other people*.
 I like to *compare myself* with the athletes and experts.

- ___ I like to *learn* about the countries, the competitors, the sports.
- ___ All
___ None
9. Do you happen to know which network has this Olympics contract?
___ No
___ Yes (___ ABC ___ CBS ___ CNN ___ Fox ___ NBC ___ Other)
10. Do you happen to know how much rights to these Games cost?
___ No
___ Yes (___ NBC paid \$3.5 billion for exclusive broadcasting rights to the Summer and Winter Games 2000-2008.)
11. Do you have any favorite Olympian(s)?
___ No
___ Yes (Be specific: _____)
12. Do you have any favorite sportscaster(s)?
___ No
___ Yes (Be specific: _____)

Some information about you:

13. Gender (Don't ask—try to guess from their voices):
___ Male
___ Female
14. What year were you born? _____
15. Would you say your income level is above _____ or below _____ \$25,000?
16. How much television do you usually watch?
___ Less than one hour/day
___ 1-3 hours/day
___ 3+ hours/day

THANK YOU!

Further comments:

Olympic Games Coding***Coding Scheme******XXIX SUMMER OLYMPICS AUDIENCE SURVEY,
BEIJING, CHINA, 2008***

(ID identifies number of the respondent, whether 0001, 0100, or up to 1999)

ID	1. _____
ID	2. _____
ID	3. _____
ID	4. _____
WATCH	5.) 1. No 2. Yes
SEEN	6.) 1. Less than 1 hour 2. Several hours 3. Several days
LIKE	7.) 1. All of them 2. Most of them 3. Lots of them 4. Not much
VIDEO	8.) 1. No 2. Yes
AMTVIDEO	9.) 1. Some 2. Lots 3. All
READ	10.) 1. No 2. Yes
NEWS	11.) 1. No 2. Yes
PREF	12.) 1. No 2. Winter 3. Summer
SPORTS	13.) 1. No 2. Yes 3. All 4. Other

- WHY 14.) 1. Different/exciting
2. Discuss
3. Compare myself
4. Learn
- NETWORK 15.) 1. No
2. NBC
3. Other
- RIGHTS 16.) 1. No
2. Yes
3. Other
- OLYMPIAM 17.) 1. No
2. Yes
- SPRTCAST 18.) 1. No
2. Yes
- GENDER 19.) 1. Male
2. Female
- YEARBORN 20.) 1. 1-10
2. 11-20
3. 21-35
4. 36-50
5. 51-65
6. 66+
- INCOME 21.) 1. Less than \$25,000
2. \$25,000
3. More than \$25,000
- TVWATCH 22.) 1. Less than one hour/day
2. 1-3 hours/day
3. 3+ hours/day

NA (Not applicable)

DK (Don't know)

MD (Missing data)

Chapter 5

The Role of Media in Sports and Sportscasting

Exercise 5.1: Radio Ownership

You have read the statistic that, of about 600 million radios in the United States, each of us has at least two. Is that true for you? An exercise that I have always enjoyed doing with my students is telling them that there are supposedly seven radios per household, and then walking them through their own instances.

Try it. Start with your house: your kitchen, bedroom(s), bathroom(s), what you may call your den or TV room, attic, cellar, and elsewhere. Count each member of your family, and see if they have portable radios, such as on Walkmans, computers, wristwatches, and the like. Next, take into account the various automobiles associated with your family.

Past experience with this experiment in class shows that people are pessimistic about the figure of seven; but, as they go through their own counts, using fingers and sometimes having to move onto toes, they are amazed. Hardly anyone out of a class of forty has fewer than seven radios, and a number have double that figure. Try this out with your friends!

Exercise 5.2: Media (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.

2. Author(s): who he or she is—profession, background, experience, and other publications.
3. Frame of reference: the writer's point of view, or bias. Do you think he or she is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 5.3: Media Analysis

One of the best ways for you to find out firsthand about various sports-media issues is for you to perform what is known as a “content analysis” (Fuller and West, 2001). First, consider what subject(s) you want to cover—such as drug scandals, portrayals of women, racist language, fans’ signs, sportscaster statistics, or whatever you think would be interesting. Generally, you want to consider quantity and quality of coverage; from there, you can begin to draw some conclusions.

For print media, you will want to consider how many sources you will use, and then include information about the number of articles, who wrote them, whether the subject is a lead or cover topic, where it is placed in order of importance and where on the page, length, whether there are accompanying photographs, and any other items you think might be worth including. For broadcasting, you will also want to include when and where the sports subject was covered, by and for whom, and why. Now, you better understand what it means to be a social scientist.

Exercise 5.4: Sports Heroes and Heroines

The athletes Hank Aaron, Lance Armstrong, Roger Bannister, Wilt Chamberlain, Dorothy Hammill, Michael Jordan, Diana Nyad, Mary Lou Retton, Wilma Rudolph, Babe Ruth, Anika Sorenstam, and Tiger Woods are often cited as heroes and heroines. Who might you add to or delete from this list, and why?

Exercise 5.5: Sports Celebrityhood

Choose someone from sports and answer the following questions about him/her in terms of your presumed relationship: What distinguishes this person from others of a similar type? What is attractive, compelling, and/or noteworthy about him or her? What is it about this person that interest or provokes you? Is it his or her achievements—the things he or she has done? Or is it more a matter of style, the manner in which he or she goes about things? Does it have to do with what the person stands for or represents to you? Is it something physical? Or perhaps it is none of these things; what is it, then?

Exercise 5.6: The Brent Musburger Drinking Game

This is in the public domain (<http://www.fanblogs.com>); you might want to try it out—with *soda* of some sort (!) It offers you a chance to check out a popular sportscaster, Brent Musburger, who pronounces “partner” as “pard-ner.”

Rule #1: “The Pardner”—a person is picked to be the Pardner at the beginning of the game. The first time Brent says “Pardner,” the Pardner has to take one drink, and then picks someone else to be the Pardner. The next time Brent says it, the new Pardner has to take two drinks, and then pick a new Pardner, and so on and so on. The Pardner must wear a special “Pardner” hat.

Rule #2: “Folks”—everyone drinks one drink when Brent says “Folks.” However, if Brent says “Hold on Folks,” everyone must drink once but the first person to drink has to finish their drink for not holding on.

Rule #3: “It’s a foot race!”—whenever Brent says “It’s a foot race,” everyone has to finish his or her drink. The first one done becomes “That Man” and gets to punch the Pardner in the arm.

Rule #4: “There’s that man again”—after someone becomes “That Man,” they get to give away three drinks to someone of their choosing the next time Brent says “That Man.” That person then becomes “That Man.” If Brent says “That Man” before “It’s a foot race,” The Pardner becomes That Man. If The Pardner becomes That Man first, he gets to punch the new That Man in the arm twice after giving away the three drinks. There must also be a special hat for “That Man.”

Rule #5: “Dr. Pepper”—every time Brent says “Dr. Pepper” everyone has to yell out “I’M A PEPPER!” and take two drinks. Afterward,

each person must give out a satisfied “AAAAAAHHHHH!” as if in a Dr. Pepper commercial. Anyone who fails to do so must drink again.

Rule #6: “Jack Arute”—whenever Brent says “Our ol’ buddy Jack Arute” everyone has to say “AROOOOOOT!” Last one to do it has to do a shot. If everyone does it simultaneously, the Pardner must do a shot.

Rule #7: “In the college game”—whenever Brent says this little gem, everyone must say “Shut the **** up Brent.” Drink two, and punch the Pardner in the arm.

Rule #8: Mentioning a Big 10 school during a Big 12 game—whenever Brent does this, the first person who names the Big 10 school’s mascot gets to make somebody drink for eleven seconds, since there’s eleven schools in the Big 10.

Rule #9: Calling a touchdown before the player actually scores. For example, during an interception return, Brent says “It’s a touchdown!” before the player actually scores. In this case, everyone must start drinking and continue to drink until the player actually does score. If by some odd event, the player does NOT score, everyone must finish his or her drink.

Rule #10: “Gary, my man”—whenever Brent says “Gary, my man,” the Pardner gets to choose someone to be Gary. From that point on, that person must be referred to as “Gary, my man” until the game is over. “Gary, my man” gets to give away five drinks the rest of the game any time Brent says “Gary, my man.” If someone talks to “Gary, my man” without calling him that, they have to do a shot. If there is someone playing the game actually named Gary, that person is automatically “Gary, my man.”

Rule #11: “The Major”—if Brent has a pet nickname for one of the players during the game, for example calling Major Applewhite “The Major,” everyone must drink five anytime Brent uses this nickname. However, “Gary, my man” does not drink but gets to give away five drinks since this person already has a nickname of his or her own.

Rule #12: “John Saunders”—the first time Brent quips with John Saunders, everyone must drink one. The next time, everyone must drink two, and so on and so on.

Rule #13: In the booth. Whenever there’s a camera shot of Brent in the booth, the Pardner must make a toast to Brent. After the toast, everyone must drink one.

Rule #14: “My Friend”—every Pardner gets to choose a “Friend.” The friend must always get up to get the Pardner another drink (since the Pardner will be doing quite a bit of that). However, when Brent utters “My Friend” the friend gets to punch the Pardner in the arm for making him get up so much.

Exercise 5.7: Sportscaster Gaffes

American Sportscasters Online has included Top 10 Comments made by sports commentators that they would like to take back, from *Home & Away Newspaper*, 9/6/04, available at (www.americansportscastersonline.com/trivia.html). Check out their list, and add some gaffes you have heard sportscasters make.

1. Weightlifting commentator at the Olympic Snatch and Jerk Event: “This is Gregoriava from Bulgaria. I saw her snatch this morning during her warm up and it was amazing.”
2. Ted Walsh, Horse Racing commentator: “This is really a lovely horse and I speak from personal experience since I mounted her mother.”
3. Grand Prix Race announcer: “The lead car is absolutely, truly unique, except for the one behind it, which is exactly identical to the one in front of the similar one in back.”
4. Greg Norman, Pro Golfer: “I owe a lot to my parents, especially my mother and father.”
5. Ringside boxing analyst: “Sure there have been injuries, and even some deaths in boxing, but none of them really that serious.”
6. Baseball announcer: “If history repeats itself, I should think we can expect the same thing again.”
7. Basketball analyst: “He dribbles a lot and the opposition doesn’t like it. In fact, you can see it all over their faces.”
8. At a trophy ceremony, BBC-TV Boat Race, 1988: “Ah, isn’t that nice, the wife of the Cambridge President is hugging the cox of the Oxford crew.”
9. Metro Radio, college football: “Julian Dicks is everywhere. It’s like they’ve got 11 Dicks on the field.”

10. U.S. Open TV commentator: "One of the reasons Arnie Palmer is playing so well is that, before each round, his wife takes out his balls and kisses them. . . . Oh my God, what have I just said?"

Exercise 5.8: Sportscaster Survey

(These questions provide a format for you when interviewing sportscasters.)

- I. Background
 - A. How did you happen to get involved in sportscasting?
 - B. Were you an athlete?
 - C. Were you always interested in sports?
 - D. What role did your family play in your sportscasting interest?
- II. Educational preparation
 - A. What is your educational background?
 - B. Did you study journalism, business, communication, etc.?
 - C. What kind of preparation did you have for this line of work? (e.g., internships, on-the-job training)
- III. Sportscasting as a profession
 - A. How long have you had your present job?
 1. What was your route to getting it?
 2. What are its plusses and minuses?
 - B. What other jobs have you had?
 - C. What other sportscasting-related jobs have you had?
 - D. What is your job title, and what exactly do you do?
 - E. To whom do you report?
 - F. Describe a typical day and/or season.
 - G. How do you feel about your salary?
- III. The sportscaster as a professional
 - A. What kind of advice would you give to aspiring sportscasters?
 - B. Who are your role models in this field?
 - C. Who are your favorite sportscasters, and why?
 - D. Who are your least favorite sportscaster, and why?
 - E. What characteristics do you think make for the best sportscasters?
 - F. What do you predict your future looks like?

IV. Demographics

A. Gender: ___ Male ___ Female

B. Year born: _____

C. Race/ethnicity: _____

D. Marital status: _____

E. Education: _____

F. Salary:

___ less than \$25,000

___ \$25,000

___ \$25,000+

___ \$100,000+

G. Community/volunteer involvement: _____

H. Future goals, both career and personal: _____

Further comments:

Chapter 6

Sociocultural Perspectives on Sports and Sportscasting

Exercise 6.1: Sports in Your Life

Without our even realizing it, sports and media are an integral part of our daily lives. Typically, from the minute we wake up to a radio or television set (is yours tuned to a sports channel?) until we retire at night, we consume an unending stream of “sportainment.” As a sports media user, monitor yourself.

What are your main media sources for sports news and entertainment? Are you a newspaper and/or magazine reader, television watcher, radio listener, iPoder, teletexter, blogger, video or movie viewer, and/or do you talk to people about sports? Would you go so far as to say you are “addicted” to any particular media source or specific program? Once you have performed this exercise about sports in your life, what conclusions might you draw about it?

Exercise 6.2: Sociology and Sports (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who he or she is—profession, background, experience, and other publications.
3. Frame of reference: the writer’s point of view, or bias. Do you think he or she is qualified to write about this subject? Is the book based on personal experience?

4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 6.3: Gender and Sports (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who he or she is—profession, background, experience, and other publications.
3. Frame of reference: the writer's point of view, or bias. Do you think s/he is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 6.4: Gender Orientation and Sports (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who he or she is—profession, background, experience, and other publications.
3. Frame of reference: the writer's point of view, or bias. Do you think he or she is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 6.5: Race and Sports (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who he or she is—profession, background, experience, and other publications.
3. Frame of reference: the writer's point of view, or bias. Do you think he or she is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

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Exercise 6.6: Sports and Religion

Is sport a religion? Or is religion a sport? Discuss this with some other people, and then come up with your opinion about how sports and religion might be related.

Exercise 6.7: Beer and Circus

In 2001, Murray Sperber, professor of English and American Studies at Indiana University, wrote an eye-opening book called *Beer and Circus: How Big-time College Sports Is Crippling Undergraduate Education*. Examining the impact of intercollegiate athletics in terms of money spent on athletes and athletic departments, media and public relations, college admissions and retention, it is an indictment of how sports have infiltrated and impacted our culture. What has been your experience with college athletics?

Exercise 6.8: Sports Violence

Sport violence has been encouraged, even elevated, since at least the original Olympic Games. Whether framed as a mirror of society, a result of fan behavior, economic incentives, innate aggression, and/or the role of psychological stress, the jury is still out as to how it should be handled.

(Fuller, 2005b)

What is your theory about sport violence? If you want to do added research on ethics and values, the following books are excellent resources:

- Benedict, Jeff (1997). *Public heroes, private felons: Athletes and crimes against women*. Boston: Northeastern University Press.
- Benedict, Jeff (1998). *Athletes and acquaintance rape*. Thousand Oaks, CA: Sage.
- Benedict, Jeff (2000). *Out of bounds: Inside the NBA's culture of rape, violence, and crime*. Boston, MA: Northeastern University Press.
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- Bryant, Jennings (1989). Viewers' enjoyment of televised sports violence. In Lawrence A. Wenner (Ed.), *Media, sports, & society*. Newbury Park, CA: Sage: 270-289.
- Dunning, Eric (1999). *Sport matters: Sociological studies of sport, violence, and civilization*. London: Routledge.
- Giulianotti, Richard, Norman Bonney, and Mike Hepwarth (Eds.) (1994). *Football, violence, and society identity*. London: Routledge.
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Exercise 6.9: Team Owners of Professional Sports Teams

Richard Lapchick (2005), director of The Institute for Diversity and Ethics in Sport at the University of Central Florida, is the key author of *2004 Racial and Gender Report Card*, which compares the WNBA, NBA, NFL, MLB, and Major League Soccer. Lapchick reports, “The period under review showed that the leadership at the top levels of the pro leagues and the NCAA regarding diversity issues was paying off with many improvements. While the results continue to filter down to teams and colleges at a slow pace, there were also improvements at the professional levels on teams where most of the positions in sport are located. Nonetheless, it is not surprising that issues of race and gender persist as concerns for sport in America. As in society itself, we have a long way to go to achieve equality in sport. However, it was especially notable that there were improvements for gender in the 2004 Report in the NBA, NFL, MLB, and MLS with significant jumps in the NBA, MLB and MLS. The WNBA and college sport remained about the same overall for gender. There were improvements for race in the 2004 Report in the NFL and WNBA. The NBA and MLB maintained their A and B+ grades; MLS and college sport lost ground slightly overall on race” (p.1).

One of the key areas in regard to equity is in team ownership. Kenneth L. Shropshire (1996) reported nearly 100 percent white majority ownership of the NBA and the NFL, with MLB coming in at 97 percent. Update these statistics according to white, black, Latino, Asian, and other ownership situations in various sports.

Exercise 6.10: Minority Coaches

In 2002, attorneys Johnnie Cochran Jr. and Cyrus Mehri released a report called “Black Coaches in the National Football League: Superior Performances, Inferior Opportunities,” noting that, since the NFL began in 1920, over 400 head coaches had been hired, but only six were African Americans. It led to what became known as the “Rooney Rule,” requiring teams to interview at least one minority candidate for head coach positions. Super Bowl XLI (2007) was especially exciting in that both coaches—Tony Dungy (Colts) and Lovie Smith (Bears) are African Americans. Trace the timeline to this breakthrough, and check out what various sportscasters said about it.

Exercise 6.11: Women's Sports News

“Silence, sports bras, and wrestling porn: Women in televised sports news and highlights shows,” by Messner, Duncan, and Cooky (2003), found women’s sports news lacking. Using the media of your choice (newspapers, magazines, radio, television, Internet, and/or any combination), content analyze about a week and see if their findings still hold.

Chapter 7

Practicum on Sportscasting

Exercise 7.1: Sportscasting (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who he or she is—profession, background, experience, and other publications.
3. Frame of reference: the writer's point of view, or bias. Do you think he or she is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.
5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

Bibliography on Sportscasting/Sportscasters/Sports Journalism

- Anderson, Douglas A. (1994). *Contemporary sports reporting*, 2nd ed. Chicago, IL: Nelson-Hall.
- Catsis, John R. (1995). *Sports broadcasting*. Chicago, IL: Nelson-Hall.
- Hedrick, Tom (2000). *The art of sportscasting: How to build a successful career*. Diamond Communications, Inc.
- Helitzer, Melvin (1996). *The dream job: \$sport\$ publicity, promotion and marketing*. Athens, OH: University Sports Press.
- Kuiper, Koenraad (1996). *Smooth talkers: The linguistics performance of auctioneers and sportscasters*. Mahwah, NJ: Lawrence Erlbaum.
- McFadden, Cyna (1986). *Rain or shine: A family memoir*. New York: Knopf. (video)
- O'Donnell, Lewis B., Carl Hausman, and Philip Benoit (1992). *Announcing: Broadcast communicating today*, 2nd ed. Belmont, CA: Wadsworth.
- Olbermann, Keith and Dan Patrick (1997). *The big show: Inside ESPN's SportsCenter*. New York: Pocket Books.

Exercise 7.2: Sports Clichés

Back in 1949, Stanley Woodward predicted that sports clichés would soon become extinct, but nearly four decades later Wanta and Leggett (1988, p.82) found that they “nonetheless continue to creep into sports reporting. A baseball player hits a ‘round-tripper,’ a basketball player scores from ‘the charity stripe,’ and a football player ‘explodes’ downfield to catch a ‘bomb’ and ‘hit paydirt.’”

From this quotation come several exercises that should help you in the practicum aspect:

1. Make a list of what you consider to be sports clichés.
2. Monitor a sports program and see how many clichés are included.

Exercise 7.3: Resumé

One of the most important aspects of getting hired, or accepted for further study, relates to your resumé. Keep it simple, all on a single

page, and make it clear that you are qualified. Here is a sample template, which includes educational, work, community experience, and your own special skills:

Sal Smith
P.O. Box 12
New York, NY 01100
(phone, fax, e-mail, Web site)

Goal: To be a sportscaster

Educational Experience

Such-and-such high school 2004

B.A. Communications, Worcester State College 2008

Work Experience

Camp counselor

Newspaper deliverer

Assistant soccer coach

Community Experience

Drama club

Youth fellowship

Red Cross blood drive

Varsity tennis

Skills

Computer

Fluent in Spanish

Video production

Exercise 7.4: Voice Lessons

There are certain self-diagnoses you can do to make sure your voice is pleasant-sounding. Reading from a newspaper or magazine, check yourself out as a speaker in front of a mirror, on a tape recorder, in the shower, on a roommate, or wherever you think might help you:

1. Do I have a localized accent?
2. Do I slur my words?
3. Do my sentences go up at the end?
4. Do I speak slowly enough for people to understand me?
5. Do I sound relaxed and natural?
6. Do I have an even-sounding pitch?

Exercise 7.5: Practice

The Naismith Memorial Basketball Hall of Fame in Springfield, Massachusetts, has a booth where you can go and “play sportscaster,” so to speak. It offers machines with videos of actual sporting events, which encourage you to do a voiceover to accompany the visuals. You can do this yourself: tape part of a game and test yourself doing play-by-play for it. But be cautioned that you should start out with only a few minutes of action, and that you will need to know players’ names and numbers before beginning. Enjoy!

Exercise 7.6: Internship Evaluation

Here is a suggested template for both you and your media internship chair to evaluate your experience:

College/university
 Department
 Internship evaluation

Student: _____ Year/semester: _____
 Agency supervisor: _____ Title: _____
 Contact information: _____

Indicate your evaluation of the intern/internship on the traits listed, 1 being outstanding, 2 very good, 3 average, 4 mediocre, and 5 poor.

	1	2	3	4	5
Accuracy					
Appearance					
Communication					
Competence					
Creativity					
Dependability					
Initiative					
Pride in work					
Professionalism					
Self-confidence					
Speed					
Team player					
Overall					

Chapter 8

The Future of Sportscasters/Sportscasting

Exercise 8.1: The Future of Sportscasters/Sportscasting

From all that you have read here, what predictions might you have for the future of sportscasters and sportscasting?

Exercise 8.2: Sports Ethics

How would you define “sports ethics,” and how do you think they might be implemented into the system? Give some examples. If you want to do added research on ethics and values, here are some suggestions:

- Arnold, Peter J. (1997). *Sports, ethics, and education*. London: Cassell.
- DeSensi, Joy T. and Danny Rosenberg (1996). *Ethics in sports management*. Morgantown, WV: Fitness Information Technology.
- Jones, Donald, with Elaine L. Daly (1992). *Sports ethics in America: A bibliography, 1970-1990*. Westport, CT: Greenwood.
- Lumpkin, Angela, Sharon Kay Stoll, and Jennifer M. Beller (2003). *Sport ethics: Applications for fair play*. St. Louis: Mosby.
- McNamee, M.J. and S.J. Parry (Eds.) (1998). *Ethics and sport*. London: E. and F.N. Spon.
- Shogan, Debra (1999). *The making of high-performance athletes: Discipline, diversity, and ethics*. Toronto: University of Toronto Press.
- Tannsjo, Torbjorn and Claudio Tamburrini (Eds.) (2000). *Values in sport: Elitism, nationalism, gender equality and the scientific manufacture of winners*. London: E. and FN Spon.
- Whannel, Garry (2002). *Media sport stars: Masculinities and moralities*. London: Routledge.

Exercise 8.3: Technology

“Today, we can access sporting events on our personal computers, our cell phones and pagers, and soon, we are told, on our iPods, via broadband, wireless, and on-demand media that have evolved to where we never need to be without knowledge of our favorite teams and players,” (*Sportscasters/Sportscasting*). What are your predictions about the role of technology and sport?

Exercise 8.4: Drugs and Doping in Sports

We are increasingly aware of drugs and doping in sports. What have been your experiences with this topic? Have you discussed it with other people? If you want to do added research on drugs and doping, here are some suggestions:

O’Leary, John (Ed.) (2001). *Drugs and doping in sport: Socio-legal perspectives*. London: Cavendish.

Wilson, Wayne and Edward Derse (Eds.) (2001). *Doping the elite sport: The politics of drugs in the Olympic movement*. Champaign, IL: Human Kinetics.

Exercise 8.5: The Politics of Sports (book review)

From the bibliography, choose a book and critique it, including the following information:

1. The book: full name of the title, author(s) name, when and where published and by whom, number of pages and illustrations.
2. Author(s): who she or he is—profession, background, experience, and other publications.
3. Frame of reference: the writer’s point of view, or bias. Do you think she or he is qualified to write about this subject? Is the book based on personal experience?
4. Thesis: what is the main point here? Why do you think this book was written? Read the preface and the book jacket, if applicable. Give a brief description of the book in terms of its thesis, and give your opinion on how well it is supported.

5. Evidence: what kinds of arguments does the author use, and how successfully? Do you think the facts are valid? Are the conclusions under- or overstated, and how do they stand up?
6. Contribution to knowledge: what does this book add to both your education and that of others who might read it? Who might like to read this book?
7. Your evaluation of the book: was it well written? Well organized? Would you read more books by this author?
8. Overall personal reaction: was reading this book and writing this book report a worthwhile experience for you? Did you discuss this book with anyone?

Bibliography on the Politics of Sports

General Politics

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- Allison, Lincoln (2006). *The global politics of sport: The role of global institutions in sport*. Oxford, UK: Routledge.
- Arnaud, Pierre and James Riordan (eds.) 1998. *Sport and international politics*. London: E. and FN Spon.
- Baker, Aaron and Todd Boyd (eds.) 1997. *Out of bounds: Sports, media, and the politics of identity*. Bloomington, IN: Indiana UP.
- Barry, John M. 2001. *Power plays: Politics, football, and other blood sports*. Jackson, MS: University Press of Mississippi.
- Booth, Douglas. 1998. *The race game: Sport and politics in South Africa*. London: F. Cass.
- Festle, Mary Jo. 1996. *Playing nice: Politics and apologies in women's sports*. NY: Columbia University Press.
- Houlihan, Barrie. 1994. *Sport and international politics*. NY: Harvester Wheatsheaf.
- Sage, George H. 1990. *Power and ideology in american sport: A critical perspective*. Champaign, IL: Human Kinetics.
- Vinokur, Martin Barry. 1988. *More than a game: Sports and politics*. New York: Greenwood.
- Weitz, Rose (ed.) *The politics of women's bodies: Sexuality, appearance, and behavior*. New York: Oxford UP.

Nationalism

- Donnelly, Peter (Ed.) (1997). *Taking sport seriously: Social issues in Canadian sport*. Toronto: Thompson.

- Houlihan, Barrie (1994). *Sport and international politics*. New York: Harvester Wheatsheaf.
- Ingham, Alan G. and John W. Loy (Eds.) (1993). *Sport in social development: Traditions, transitions, and transformations*. Champaign, IL: Human Kinetics.
- Maguire, Joseph (1999). *Global sport: Identities, societies, civilisations*. Cambridge, UK: Polity Press.
- Wilson, John (1994). *Playing by the rules: Sport, society, and the state*. Detroit, MI: Wayne State University Press.

Sports Nationalism

- Hong, Fan (2006). *Sport, nationalism and orientalism: The Asian games*. London: Routledge.
- Maguire, Joseph (2005). *Power and global sport zones of prestige, emulation and resistance*. London: Routledge.
- Porter, Dilwyn (2004). *Sport and national identity in the post-war world*. London: Routledge.
- Thoma, James E. and Laurence Chalip (1996). *Sport governance in the global community*. Morgantown, WV: Fitness Information Technology.
- Wilcox, Ralph (Ed.) (1994). *Sport in the global village*. Morgantown, WV: Fitness Information Technology.

Exercise 8.6: Legalities of Sports and Sportscasting

There are a number of legal issues surrounding sports and sportscasting that are well worth researching. If you are interested in racial discrimination, for example, you might construct a historical timeline including topics such as minority ownership in broadcasting, as in *Metro Broadcasting, Inc. vs. FCC* (1990)—later overturned by *Adarand Constructors vs. Pena* (1995). If you are interested in discrimination relative to gender or gender orientation, you might want to expand the locker-room topic for the former, or analyze sportscaster comments about the latter. If you are interested in sports broadcasting rights, you might consider future dissemination categories and their potential impact(s) on our financial resources and privacy rights. Personal or public, local or global, you are encouraged to keep examining sport and sportscasting on many levels.

Suggestions for Teaching Sportscasting

Since this is such a popular course, it is also an outstanding means for introducing the skill of critical thinking. Some suggestions to help you organize, are included in the following sections:

Syllabus: Students expect to get this handout first, so it should be a good general introduction to what they can expect. Notice that at the top you should include whatever information they might need to know about when and where the course will meet, and when and how they can contact you.

The course description says it all: what will be covered, why and how. Of course you should feel free to personalize it according to what you want to do with the subject of sportscasting, but this should provide a good general outline. For supplemental textbooks, of course *Sportscasters/Sportscasting: Principles and Practices* is suggested, but you might also want to search other resources. *Note:* I highly recommend you call upon local sportscasters to come speak to your class; separately, I have included a sample letter that you might use to invite them.

Critical Dates: It is helpful to both you and your students to have the course outlined so expectations are clear from the start. Note that each week involves class participation, assignments explained well in advance, a comprehensive approach to the subject of sportscasting, and plenty of room for speakers to join your classes.

Student Profile: Over the years, I have found this to be the single most important input I can get from my students. As it is handed out, after they receive the syllabus and dates and understand something about what a course will entail, I announce that profiles will *only* be read by me, so they should feel free to let me know any information they deem relevant and important for me to know. They are also told to particularly highlight any information they don't want shared—such as address or contact information, as I like to put together a general list for them to get to know one another.

Under “name,” I suggest they might write in what they want to be called—nickname, or shortened/changed name from what the roster

might indicate. Contact data might be necessary if I have questions during the semester, and I have also used it if someone has been absent for a period of time and I'm wondering about his or her well-being. It's always good to know what they have for a major and maybe a minor, as many might come from outside the discipline. Asking about career goals usually solicits comments about wanting to make lots of money, but my goal is to have some baseline information on their general writing skills. That pretty much holds true about the other questions, too.

Once the profiles are collected, everyone in the class introduces herself/himself: name, major, where they are from, and anything else they might want to add. At that stage, I point out that they have all spoken up, and that they are encouraged to speak up often throughout the course. It's fun to get general input on the media question (#3), as they share recent and/or favorite choices. And you simply won't believe what "additional comments" often appear on the other side of the paper. Try it.

Suggested Invitation for a Sportscaster Speaker—adjust as needed.

Syllabus

SPORTSCASTING

Course number

Class meeting day(s), time, room

Professor's name, office location, phone, e-mail, and office hours

College/University

Semester and year

Course Description:

Focusing on the role of sportscasting as a media process, this course covers its history and development, economics (advertising, the sports-media complex, and sportscasters as sponsors), audience(s), role of the media (symbiosis/interdependence), “jockocracy,” sociological perspectives and issues, sportscasters as celebrities, profiles of particular sportscasters, and future concerns and considerations of sportscasting. In addition, a practicum provides invaluable “how-tos,” and a highlight will be special lectures given by local, practicing sportscasters.

Materials:

1. Required textbook:

Linda K. Fuller (2008). *Sportscasters/Sportscasting: Principles and Practices*. Binghamton, NY: The Haworth Press.

2. Additional resources:

Dictionary, newspapers, and sports-related media.

Grading System:

Topic choice	20 %
Thesis statement/argument	20 %
Organization	20 %
Mechanics	20 %
Style/delivery	20 %
	<u>100 %</u>
Book report	20 %
Midterm	20 %
Practicum	20 %
Class participation	10 %
Final project	30 %
	<u>100%</u>

Course Requirements:

1. Attendance and participation: students are expected to do all readings and assignments and be prepared to contribute to class discussions.
2. Assignments will include one book report, a midterm, practicum, and final project. All homework papers are to be typed double-spaced on white, 8 1/2" x 11" paper. It is important that all deadlines are met, as late assignments will be penalized one grade. In addition to quality of content, work will be graded for spelling, grammar, punctuation, and neatness.

Critical Dates

SPORTSCASTING

Course number

Class meeting day(s), time, room

Professor's name, office location, phone, e-mail, and office hours

College/University

Semester and year

Date: _____

- Week 1** *Overview:* syllabus, dates, student profile
Assignment: research your favorite sportscaster (get acquainted with one another and course expectations)
- Week 2** *Introduction* to sport, sportscasters, and sportscasting; discuss your favorite sportscasters, and why; Fuller, *Sportscasters/Sportscasting*, Chapter 1/ Intro. (pages)
Assignment: from Appendix 9, research a Hall of Fame
- Week 3** *History/background*—the development of sportscasting; definitions and descriptions of sports journalism/sportscasting; review “Sportscasting Firsts” from American Sportscasters Online; report on the Hall of Fame that you researched; Fuller, *Sportscasters/Sportscasting*, Chapter 2/History (pages)
Assignment: get oral histories on early sportscasting; Sign up for Final Projects
- Week 4** *Economics* of sportscasting
Advertisers and advertising
Sport tourism

Sports marketing and management
 The sports-media complex
 Sportscaster earnings
 Sports sponsorships
 Report on the oral histories
 Fuller, *Sportscasters/Sportscasting*, Chapter 3/Economics (pages)
Assignment: check out product placement in sporting events

Week 5 *The audience(s)* for sportscasting
 U.S. and international audiences
 Special events
 Report on product placement in sporting events
 Fuller, *Sportscasters/Sportscasting*, Chapter 4/Audiences (pages)
Assignment: Read a book about sport and media

Week 6 *Role of the media* in sportscasting
 Sportswriters/sportswriting
 Sports journalism/sports journalists
 Sports print media today
 Book reports on sport/media
 Fuller, *Sportscasters/Sportscasting*, Chapter 5/Media (pages)
Assignment: Analyze a sports program

Week 7 *Role of the media* in sportscasting (continued)
 Sports broadcasting—radio and television
 Programs: ESPN, Jim Rome Show, *MNF*, *Playmakers*, Real sports, etc.
 Controversies
 Beyond broadcasting
 Report on a sports program
 Fuller, *Sportscasters/Sportscasting*, Chapter 5/Media (pages)
Assignment: Research the topic of sportscaster celebrityhood

- Week 8** *Role of the media* in sportscasting (continued)
The “jockocracy” issue
Report on sportscaster celebrityhood
Fuller, *Sportscasters/Sportscasting*, Chapter 5/Media (pages)
Assignment: Research a specific sportscaster
- Week 9** Midterm exam
- Week 10** *Sociocultural* perspectives on sportscasting
Pervasiveness and salience of sports
The language of sports
Nationalism and politics
Role models/heroes
Fuller, *Sportscasters/Sportscasting*, Chapter 6/Socio-cultural (pages)
Assignment: Research race or gender/gender orientation and sport
- Week 11** *Sociocultural* perspectives on sportscasting (continued)
Report on race or gender/gender orientation and sport
Racial, gender, and homophobia issues
Fuller, *Sportscasters/Sportscasting*, Chapter 6/Socio-cultural (pages)
Assignment: Prepare for practicum
- Week 12** *Practicum*
Fuller, *Sportscasters/Sportscasting*, Chapter 7/How-to (pages)
- Week 13** *Future concerns and considerations* of sportscasting
Sportscasting-related topics, including ethics
Fuller, *Sportscasters/Sportscasting*, Chapter 8/Future (pages)
- Week 14** Final project reports

Student Profile

SPORTSCASTING

Course number

Class meeting day(s), time, room

Professor's name, office location, phone, e-mail, and office hours

College/University

Semester and year

Name: _____

Address:

Street/PO: _____

Phone: _____

E-mail: _____

Employment: _____

Major: _____

Minor: _____

Career goals:

1. Give your definition of "sportscasting":

2. What experience(s) have you had with writing and/or speech-making other than school assignments?

3. Please list your major sources of information, including your favorite newspapers, books, magazines, journals, radio and television shows, films, Web sites, blogs, etc.

4. As you understand the purpose of this course, are there any particular areas or skills on which you would like to concentrate? What are your special fields of interest?

Please feel free to put any additional comments on the other side.

Invitation for Sportscaster Speaker

Date:
Name of sportscaster invitee
Address

Dear (title and name):

As a (your title) in the Communications (or other) Department of (your college/university), I am teaching a course in Sportscasting (when, where), and it would mean a great deal to my students if you could come in as a guest lecturer. Since you are out there doing the job, your “real,” nonacademic approach to the topic will be invaluable.

The class, of about (number of) students, meets on (day, time, place). A copy of our syllabus and dates is enclosed. The following dates would be most appropriate for speakers: (list as many as you can!)

(\$—you may want to alter this part!) Because we are a (state institution), we are unfortunately not in a position to offer an honorarium, but undoubtedly our appreciation can more than make up for that case. We can, at least, arrange for parking.

If you have any questions or suggestions, please feel free to contact me. My contact information is listed below.

Thanking you in advance,

(your signature)

(your postal address, along with phone, fax, and/or e-mail)

