



Department of Sports Media
SPME 2200 Special Topics:
Becoming the voice: Play by Play Announcing

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Course Title: The title of this course is “Becoming the Voice” which is surrounded by the question, *what does it take to become a play-by-play announcer?* A radio play-by-play broadcaster is never seen; they are only a voice, and for the majority of a television broadcast, the voice is all people remember. The profession comes down to bringing a game or an event to life with your voice, knowledge, and preparation to entertain the fans. The word “Becoming” in the title is key because the goal of this course is to prepare passionate students to take on the weight of being a play-by-play announcer. College is a place to become what you want to be and those who want to be sports broadcasters will learn to become the voice of whatever sport or event they are passionate about. The “Voice” part of this title will relate to the craft of announcing, how to prepare for a broadcast, and how to overall find your voice. While the game or event is happening, it is never the same without a good broadcaster's voice summarizing the action in real-time. It is a very prestigious position to be the voice and “Becoming the Voice” is the first step.

Course Description: “Becoming the Voice” is a course that is geared towards those students who are interested in knowing what it takes to become a play-by-play announcer. This course is filled with nine different readings written from pro broadcasters giving their advice on the industry, to sports journalists, all the way to academic journals doing studies on the profession. Students in this course will be given the material and knowledge of what it takes to announce a game while also learning about the stories of specific broadcasters and their journeys through the industry. At the start of the course the class will be asked the question “What makes a good play-by-play announcer?” and this is a question that students will come back to at the end of the semester. Nevertheless, this question is there for students to get a grasp on studying other play-by-play broadcasters and taking positives and negatives from all of them to answer this question. The course will then get students to explore the importance of bringing a game to life. They will look at studies of how a broadcast is much more engaging, especially when there are late-game heroics when announcers are bringing it to life. Students will also engage in books from broadcasters talking about some of the greatest moments in sports like Derek Jeter’s 3,000th hit and why the moment is that much more special with a broadcaster overlaying the action. Once the class is exposed to the background of play-by-play and its importance they will then look into the changes in the industry and how networks like ESPN are more personality-oriented and less professional like it used to be. Comparisons of broadcasters like Scott Van Pelt and Stephan A. Smith will be made and we will look at what the two different on air broadcasters do differently and how students can take a mix of their skills to use on air. This will lead us to look at the sex and race discrimination that is rooted in the job market. Students will engage in conversation about this and talk about the shifts that have been made by major networks to cut down on this issue. Broadcasting games will also be an integral part of this course. Students will study broadcasts, call games and have live critiques from students in class and the final project will be them calling a live Ithaca College game that will incorporate all the things they learned throughout the semester.

Student Learning Objectives:

At the end of the course, you will be able to do the following

1. Being able to answer the question “What makes a good broadcaster,” in your own words.
2. Becoming familiar with the history of the industry and looking at specific journeys of sports broadcasters.
3. Knowing how to prepare for a game properly (making “big boards,” how to interview coaches).
4. Understanding the shifts in the play-by-play industry when it comes to the negatives of discrimination and the pros of opportunity.
5. Being able to call a sporting event from start to finish in a professional way using class material.

Rationale: A course that strictly focuses on play-by-play is needed at Ithaca College for a multitude of reasons. The first: a large portion of the Sports Media student population is interested in broadcasting live events. In 2021 the incoming Intro to Sports Media course had 14/25 students express that they wanted to call play-by-play. That is 56% of a classroom that is interested and eager to announce sports here at Ithaca College, but without a course where do these students learn about the ins and outs of play-by-play? Most have to call games and work through a trial and error process while playing full tuition. While many Sports Media students can take classes on relations, media publications, and documentaries, there is no avenue for play-by-play. This course is one that has an audience and is needed for students that are in the Sports Media major, because live broadcasts of games is an integral part of media. Students that are passionate about broadcasting can take this course to hone their skills and learn about the industry they want to go into while also calling play-by-play for Ithaca’s student media stations. This will allow them to be better prepared and have an understanding of what it takes to make it in this specific part of sport. Students that are interested in

play-by-play and are in Sports Media, should have a course that prepares them to do it. Additionally, very few schools in America have a college course that specifically focuses on play-by-play. Ithaca College having a course in their reality new Sports Media curriculum would be a crucial tool for not only recruiting, but also will widen the range of learning in the major. College sports are an integral part of American culture, with many universities having a long history of successful athletic programs and what makes sports so special is the game, but how it is brought to life. Broadcasters have the ability to do that, and giving students an outlet to broadcast games for their school and learn how to better do it is a rarity in higher education. "Becoming the voice" is worthy of a study because it will teach students how to become a play-by-play broadcaster, expose them to aspects of the journey in the profession, and it will better prepare them to bring sporting events to life. All three of those traits make this course a rich addition to the Sports Media curriculum.

Course Policies:

Late Assignments: Assignments should not be turned in late. Everyday that goes by before an assignment is turned in will cause a 10 point deduction on the assignments overall grade. Students should be diligent with their time and are expected to hand in work on time. If students need extensions on assignments they should let me (Cam Manna) know five days prior to the due date to work out details. As a professor I understand the stress of deadlines and if students fairly communicate needing extra time I will fairly accommodate them without penalty.

Attendance: At the beginning of every class attendance will be taken on a mandatory basis. A student's grade will not be penalized for an unexcused absence until missing three or more classes. Once this threshold is broken students will lose 5 pts on their attendance grade which starts at 100 every time they miss class. If a student can't make a class an email 24 hours prior is needed for it to be considered an excused absence. If a student abuses their unexcused absences the first step will be a private conversation

with me (Cam Manna) and if it continues to happen it can affect a student's grade like an unexcused absence.

Technology: Students should use their technology for school use only in the classroom. While a student is allowed to have their laptop out in class to take notes, if I (Cam Manna) say to put devices away then all students should close their computers. Phones should not be out or used in class unless told to do so and if a student has an emergency.

Assignments:

Why Play-by-Play?: For the courses first assignment students will read the article “buzzer beaters” and “Barn burners”: The effects on enjoyment of watching the game go “down to the wire” and write a 500 word essay on why they believe play-by-play is a crucial element in sports. Students use direct quotes from this article in their responses but are welcome to use other information and facts to better their argument. This assignment will force students to look into the importance of play-by-play and how it impacts people which will hopefully give them a better idea of the skill before diving into learning how to do it. “Why play-by-play” will get students to engage in a simple question on a deeper level. This assignment is significant because it introduces students to this course by making them look into play-by-play and its impacts on things as small as high school sports, to the impact historic sports moments have had because of someone's voice.

The Imperfections Podcast: The second assignment for this course will be a podcast to be done with a partner and a guest that is currently calling play-by-play. The goal of this assignment is to extract information about the sex and racial discrimination in sports broadcasting and how it has had a grounded home in sports for a long time. Bringing on a guest to answer questions and discuss these issues will not only add information to the course curriculum but it will be a learning tool when it comes to being a broadcaster and having to ask tough questions in an interview setting. Students will read the article

On the sidelines: Sex and racial segregation in television sports broadcasting by *Sociology of Sport Journal* before conducting this interview. They will be asked to apply the knowledge they gained from reading this piece into their interview. After conducting the interview the class will listen/watch the interview together and there will be a live critique of how each student could have asked questions better and what they did well during the conversation. This assignment is significant because it forces students to look at the imperfections and issues that need fixing in the industry which is crucial to understand because it can change the view point of how aspiring broadcasters approach different situations. It is also significant because play-by-play announcers need to know how to interview, prepare questions, and be personable with others and that is something that this assignment will not only teach but exploit imperfections that students can improve upon.

Study The Pros: The third assignment of this course will be a study of a play-by-play broadcaster. Students will have to tune into a live game and take notes on the announcers about their live action commentating, chemistry with their color announcer, storytelling, and any other unique information they see fit. This assignment will force students to really listen and study a broadcast not from the action on the court but by what the announcer is really saying and how he or she conveys the action. Students may have to record these broadcasts so they can go back and give specific time stamps of the game where they felt the broadcaster did something noteworthy. This assignment is significant because not only does it push students to really dissect a play-by-play broadcast, but it prepares them to gear up to do it themselves. The students will also be asked to read the article *Sports anchors went all in on outrage. Then there's Scott Van Pelt* by The New York Times as this reading will give them an idea of what to look for when comparing broadcasters. Even though this debate is more about comparing on air personalities it does a good job at educating their audience about what should be looked at when criticizing a sportscaster. Watching and listening to broadcasters is a great way to learn and after the students learn about the importance of play-by-play and the profession's imperfections, this is a perfect segway to put that together. This assignment will be the lead into the beginning of students building a play-by-play craft.

The assignment should be at least two pages of writing and it can be in bullet point form.

Video/Audio for the study: <https://www.youtube.com/watch?v=wHW-4yanQBI>

Preparation Workshop: The fourth assignment of this course will be a workshop with Knicks radio play-by-play announcer Ed Cohen on how to properly prepare for games and make “big boards.” Before Cohen comes into class students will read the book *The art of sportscasting: How to build a successful career* by Diamond Communications and write a 400 word reflection about what they believe is the biggest asset towards becoming a successful sportscaster. Cohen will then speak to the class about preparation and what goes into calling a game. Students will get to see Cohen’s process and schedule leading up to a game as well as his “big boards” which are filled with rosters, stats, quotes and other snippets of information to call a game. This assignment is significant because this is the next step into leading students to the point of calling a game for the final project of this class. Having a professional broadcaster come in and share how he approaches a broadcast and shows first hand how he makes his “big boards” is a perfect learning experience for aspiring play-by-play broadcasters, as well as them reading about how the best got to where they are now.

Play-by-Play: The final assignment of this course will be an assessment of the students calling play-by-play for an Ithaca College basketball game. With this course only having five true assignments, the back half of this course will give every student a fair chance to call a four quarter game split up over five weeks. Students will use what they have learned in the course and the preparation workshop to call a game. They will be expected to talk to both team’s coaches and record the interviews to be sent in for grading which will be based on how they conducted the interview. Students will also have to submit their boards and the audio/video file of the game for grading. Over this five week period students will have a 10 minute stretch of their broadcast critiqued by the class, and they will also have to write a 400 word reflection about their experience (both positive and negative) from calling the game. This assignment is significant

because students finally get to use their voice and it wraps up the “Becoming the voice” course. The course taught students why play-by-play is important, what to look for in an announcer, the issues in the industry, and how to properly prepare for a game. After all of that they put it to the test with this assessment.

Grading Rubric: Students are expected to hand in their work on time and follow assignment directions thoroughly. Attendance is mandatory for this course and will be taken before every class.

A - A- = The student does not miss class and shows a complete understanding in the material and goes above and beyond on class assignments. The student flourishes in classroom discussions and shows complete comfortably in their play-by-play assessment.

B+ - B= The student rarely misses class and shows an understanding of the material and at times takes an assignment to the next level, but is still missing some key material. The student pays attention in class and tends to participate plus they meet the requirements of the play-by-play assessment.

B- - C= The student tends to miss class and at times shows an understanding in the material. The student tends to not meet the requirements for an assignment and misses due dates. While the student may pay attention in class they tend to not participate and don't meet the full requirements of the play-by-play assessment.

C- - D= The student often misses class and rarely shows an understanding in the material while also not meeting the requirements for assignments. The student misses due dates and has trouble paying attention in class while also not participating. Lastly, this student misses most if not all of the requirements of the play-by-play assessment.

F= The student does not show up to class, does not hand in assignments on time or does them at all, while not meeting any of the requirements. The student disrupts class

and never participates while also not preparing or understanding the play-by-play assessment.

100-93= A

92-90= A-

89-87= B+

86-83= B

82-80= B-

79-77= C+

76-73= C

72-70= C-

69-65= D+

64-60= D

<60= F

Assumptions and Biases: A lot of assumptions come with a sports media course, especially one that is strictly about calling play-by-play. With this course being offered to all sports media students who I assume are very aware of play-by-play and its popularity in the profession I think people will join this class thinking “speaking on air” is easier said than done. “Becoming the Voice” will be a course that is supposed to be for students who are serious and committed to becoming broadcasters, but I assume this course will also weed out a lot of students who are just taking the class to “talk about sports” when in reality that is not the case. Students will learn early on the course that while it is supposed to be a fun and educational sports media course, it is not a class where students discuss the games from last night and debate sports. It is about how to become a solid play-by-play announcer. Overall, I assume this course will have some learning curves for students causing some to maybe even drop the course. Personally, as a course designer, I think I designed this course with a bias because I am a play-by-play announcer. I designed this course the way I would have wanted to be taught if I was a student. When I began composing this syllabus I wanted to make

sure the readings in this course weren't just long boring readings, so I picked readings that I felt were short, educational and would be productive to class discussions. Once again, that is a bias on my part because I believe in a play-by-play course, workshops and repetition are more beneficial than reading long texts for every assignment. The course will also have a bias when it comes to the “big board” interviewing and play-by-play assignments because grading those is less on a rubric basis and more about if I enjoy the students' style and voice. While this is an educational course and students will be graded fairly on their hard work and meeting requirements, play-by-play can be a subjective skill and sometimes certain peoples styles will not meet the listeners ear. Because of that bias could be shown in the grading, but not to the point it would truly damage someone's grade.

Annotated Bibliography:

Becoming The Voice: Annotated Bibliography

**Bryant, J., Rockwell, S. C., & Owens, J. W. (1994). “buzzer beaters” and “Barn burners”: The effects on enjoyment of watching the game go “down to the wire.” *Journal of Sport and Social Issues*, 18(4), 326–339.
<https://doi.org/10.1177/019372394018004003>**

In the article, ‘Buzzer beaters’ and ‘barn burners’: the effects on enjoyment of watching the game go ‘down to the wire’ the Journal of Sports and Social Issues dives into what late-game heroics and suspenseful moments can do for a listener's enjoyment. The article researches the impact and effects play-by-play broadcasters have on a game, especially a game that ends with a game-winner. At the end of the day the game is going to be played on the field or court and it will have its impact, but this article highlights how the announcers can bring the suspenseful moments to a whole different level. The piece uses a high school football game as their study. They decided to videotape a football game and then add a voice-over with play-by-play and color

commentary. What they found was that the version without the commentary was exciting, but the commentary added a more suspenseful version of the game which made people care because of the human nature behind the microphone and the information they could give that the game couldn't show. This article is important for play-by-play announcers to read because it shows them the impact they have on one game, but it can also be a lesson on how to properly bring a suspenseful game to life. For example, just because there is commentary, it does not mean it will benefit the game, because good commentary benefits games. So this article can be a good segway from knowing your impact to making your impact as an announcer.

Coventry, B. T. (2004). On the sidelines: Sex and racial segregation in television sports broadcasting. *Sociology of Sport Journal*, 21(3), 322–341.

<https://doi.org/10.1123/ssj.21.3.322>

In the article titled On the Sidelines: Sex and Racial Segregation in Television Sports Broadcasting the *Sociology of Sport Journal* explores the impacts of the rooted sex and racial segregation within television sports broadcasting. This article looks deeper into this study than just the people on screen and their sex and race. The study uses analysis and compares the relationships between each job classification in sports broadcasting. Through the article, students will find that women are subjected and well-represented in reporting and sideline reporting but are not often seen as color or play-by-play commentators. Additionally, the article highlights that people of color are more found as “in-game analysts and are the least likely to work as play-by-play announcers” (p.3). The article does shift and look at the growth of women’s broadcasters as play-by-play announcers and the same for people of color highlighting names like Doris Burke of ESPN and Mark Jones of ESPN/NBC and how they are transcending the way people think of sportscasting. This is a crucial piece for students to look at because it shows them the issues and biases within the industry and how not everything about broadcasting is perfect, but it will also be a match starter to find ways to get diversity into broadcasting more easily. This reading could pose the question of “How do we get more people of color involved?” “How do we get more funding into inner

cities and all-girls schools for broadcasting to broaden the scope?" This reading can spark all those questions.

Feuillet, A., Alem, A., Durand, C., Terrien, M., & Scelles, N. (2023). What can be learnt from failures in the Sports Media Business? A case study of the mediapro crash in football media rights in France. *Journal of Media Business Studies*, 21(1), 1–22. <https://doi.org/10.1080/16522354.2023.2189427>

The academic journal article by the Journal of Media Business Studies titled What can be learned from failures in the sports media business? A case study of the Mediapro crash in football media rights in France dives into one of the main failures in the sports media business. The collapse of Media Pros' venture into football media rights in France can be used as a case study for students to delve into and find out why this investment truly went wrong. This paper highlights how the basis of the business model was a failure from the beginning and how it brings the specific variables of the operation of the business model to the forefront in simpler terms. The study not only talks about what happened after the failure but it identifies key challenges faced by Mediapro beforehand and during the process of gaining the media rights including overcommitment, financial instability, and misalignment with market dynamics. This academic journal would be a great tool to teach students how to mitigate risks and how to have a concrete plan before diving into a big commitment. Even though this does not directly relate to play-by-play broadcasting, it is a much-needed source for broadcasters especially for those who are into soccer, because learning about the industry and the failures is a valuable tool before you step into those waters. Because of this, a play-by-play broadcaster can then evaluate a situation and a media team better because of their understanding of media rights and the variables that go into it.

Goldberg-Strassler, J. (2013). *The baseball thesaurus*. Lineup Books.

Jesse Goldberg's book, *The Baseball Thesaurus*, is a novel that dives into the art of calling play-by-play for baseball. Baseball is a sport with its lingo and jargon, a

colorful patois developed over decades and millions of games and Goldberg brings this to life through anecdotes, breaking down no-hitters and home run calls from former legend broadcasters Vince Skully and Jack Buck and what makes their calls so special and even dives into the basics of why a “bunt” is called a bunt. This book makes it clear that broadcasting a baseball game is not as basic as saying “That is a hit or an out” it is an art that takes creativity, thoughtful word choice, or in the words of Goldberg “poetry.” In the book he states, “A home run is never just a home run,” says Goldberg-Strassler. “It’s a round-tripper, a four-bagger, a dinger, a tater, or a jack. Baseball’s language is unmatched in both its color and its poetry.” This novel is perfect for up-and-coming broadcasters because it touches on the importance of word choice on air, but also how to handle traditions and big moments. A big question that is asked is should a broadcaster mention that a pitcher is throwing a no-hitter? It takes a deep dive into those specific questions and because of that this book is also for the average baseball fan, and for those who want to learn the lingo about the game. I would recommend this book to those who not only love the game of baseball but want to broadcast the game and bring it to life. Simply, this is a book that will make people understand the importance of words, explanation, and being the voice to make history.

Hedrick, T. (2000). *The art of sportscasting: How to build a successful career.* Diamond Communications.

Tom Hedrick’s book *The Art of Sportscasting: How to Build a Successful Career* is a must-read book for aspiring sports broadcasters, and for those who want to learn more about not only the great sports voices but also the hard work it takes to make it to the top. What makes this such a strong voice is all the points of views, and stories Hedrick fills in this book from some of the best sports broadcasters like Bob Costas, Jim Nantz, and Jack Buck. First off, the information in this book is reliable because the stories and insight are direct quotes coming from these broadcasters. Being taught how to do something like call play-by-play from an experienced professor is valuable, but it is that much more valuable for students to get first-hand insight from those who have climbed the ranks. This book highlights stories about long-time broadcaster Bob Costas and how he was working at a television station in Syracuse and calling minor league

baseball before receiving the big paychecks to announce the Olympics and multiple World Series. Stories like this are valuable for students because it is eye-opening to see the grind of broadcasting. 76 top-notch sportscasters share valuable knowledge in this book and all of them talk about how many years of hard work, travel, and learning it takes before you truly make it to the top. While their stories are enjoyable and motivating, they don't just look back on the good and bad times; they give specific actions with lists of do's and don'ts and tips for young sports broadcasters, making this a perfect learning tool for a play-by-play class.

Journal of sports and social issues. (2000, May). PILLOW TALK AND THE POLITICS OF REPRESENTATION . Ithaca, NY. Retrieved April 20, 2024,.

In the article, PILLOW TALK AND THE POLITICS OF REPRESENTATION, the Journal of Sports and Social Issues focuses on who is in front of the camera on television broadcasts. It does a dude comparison between “reporter” and commentators how their jobs are so different and the meaning behind each one. The article makes it clear that most of the ESPN network on-air talent are reporters and their job is to show highlights and describe a recap of a game. This is why the word “Pillow Talk” in the title is so perfect because their job is to recap and report on the work that has already been done. What the article means by this is that the play-by-play and color announcers have already done all this work in live action and the reporters are then taking their information and recapping it long after it happened. This comparison between a reporter and live commentator is important to look at because it gives people, especially aspiring media members, a better understanding of each job duty; however, it also shows how big of a responsibility a play-by-play and color commentator has, because they are the first ones around the action before it is recapped. This article shows the difference between these two jobs and for a play-by-play announcing class, this is crucial to look at because again it highlights the responsibility of the job and the impact it has during the game on the fans, but for the reporters postgame who listen to it back before they recap it.

Mahler, J. (2024, February 29). *Sports anchors went all in on outrage. Then there's Scott Van Pelt*. The New York Times.

<https://www.nytimes.com/2024/02/29/magazine/scott-van-pelt-sports-center.html>

This article from the New York Times Magazine titled, *Sports anchors went all in on outrage. Then there's Scott Van Pelt*, who highlights the career of ESPN sports anchor Scott Van Pelt and his unique but rich style. This article breaks down Van Pelt's time with ESPN as the host of "Late Night Sports Center." Van Pelt is one of the few left at ESPN now that comes on air with a calming intelligence which is now becoming a unique factor in sports broadcasting. The article talks about how his charm, humor over loudness, and provocation are things consumers are not seeing on television anymore. ESPN is now filled with more personalities than broadcasters. In other words, more on-air broadcasters spend more time screaming and arguing than bringing the news to the viewer in an intelligent way. This article talks about why sports media is changing in a lot of ways and how Van Pelt used to be the common standard, but now he has become unique in being more professional on air. The text also breaks down ESPN's response to competition and streaming challenges, and the shift towards more outspoken personalities in sports broadcasting. This is where things are going in sports media so it is important for those who are aspiring on-air broadcasters to know about these shifts so they can better prepare themselves to adjust to the change.

McGuire, J. (2002). *Selective perception and its impact on the evaluation of Radio Sports Play-by-play announcers*. *Journal of Radio Studies*, 9(1), 51–64.

https://doi.org/10.1207/s15506843jrs0901_6

In the article, *Selective Perception and its Impact on the Evaluation of Radio Sports Play-By-Play Announcers* by the Journal of Radio Studies, John McGuire and the Journal of Radio Studies study how perceptions can influence how people perceive and evaluate play-by-play announcers. This article looks at preexisting beliefs and how they play a factor in how they may interpret the information they receive from an announcer. An example of this comes from fandom and how listeners may rate an announcer more negatively if their favorite team is losing with them calling play-by-play.

This can cause unfair criticism towards announcers who are doing a good job. This article discusses those issues and analyzes this type of media content. From top to bottom, this is a crucial article for students to read for two main reasons. The first is the hope that this article will make them aware that sometimes a good performance behind the microphone will not be perceived well, and that is a pill announcers need to swallow. Not everyone will love your work and it may have nothing to do with your actual skill and more about a comment you made or because someone's favorite team is losing. The second is not letting your own beliefs or biases affect your perception of other play-by-play announcers. It is important for aspiring play-by-play announcers to listen to all types of broadcasts and because of that, you need to avoid pre-existing beliefs. This article talks about how to do that and more.

Willis, C. (2024). Minority language broadcasting beyond the core audience: The approach of BBC Alba and S4C to non-speakers of Scottish Gaelic and Welsh.

***International Journal of Cultural Policy*, 1–16.**

<https://doi.org/10.1080/10286632.2024.2321256>

The academic journal titled *Minority language broadcasting beyond the core audience: the approach of BBC Alba and S4C to non-speakers of Scottish Gaelic and Welsh* by Cragi Willis breaks down the importance of public broadcast networks in minority languages. The journal talks about how public broadcasting in minority languages is a core pillar for fans and is needed in the sports world, however, the text makes it clear that it also overlaps with cultural policy more broadly when considering the wider audience. The channels it highlights are BBC, Alba, and S4C which are entirely there for public broadcasting in a minority language. A lot of these channels have policies though that don't let them air in certain countries which holds consumers that speak specific languages out from hearing or viewing information. This article unpacks these aspects specifically focusing on non-English speakers and breaks down the importance of having these channels and how they can be more successful in the future. This is important for students to consume because it opens up a different avenue of broadcasting, especially for those who speak a different language. It will broaden the English speakers' view on broadcasting and give them knowledge about these smaller

channels and how they could help them in the future. More than anything, broadcasters should know the ins and outs of the industry, not just the side that affects them.

Appendix to Annotate Bibliography: All these texts have a strong purpose in this course and provide real and grounded information on play-by-play. They are all needed because they provide either deep insight on the industry, first hand experience and questions on issues that need to be answered. Every source has a different angle on the play-by-play profession but all of them are educational and impactful. While one of the sources is filled with stories from professional play-by-play announcers and how they ended up making it to the top of the industry, which is a positive and educational source for students to consume, other sources talk about the issues of discrimination and the dying parts of the industry, which is a negative source but it is still educational and gives another angle.