Thinking in Stats

A STUDY OF SPORTS WRITING
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Abstract

In the world of writing, many aspects of it are studied through different lenses. These lenses create various aspects for the readers to understand and think further about the topic of writing. However, the one that is hardly looked at is the realm of sports journalism. Sports journalists, writers, correspondents all play a role in writing the Friday night football game using their own techniques to record the stats (pen and pencil primarily), sending out updates via social media (Twitter), and implementing those statistics into the story printed in the morning paper or sent out to the companies’ various social media accounts. Technology has certainly played a role in expanding the mediums that a sports story can be accessed aside from the print edition of the newspaper. These avenues are great for reaching a more diverse age group than those who read the morning newspaper, but these avenues come at the expense of the shrinking attention spans and public commentary. Yet with technology rapidly changing and adapting to meet the current trends, so too does the writing. This change should open up the possibility on writing studies to meet this transference from pen and paper to a key board and blank word document. The culmination of all of these factors leads to the point that sports writing and other genres of writing should have its own curriculum among the likes of Biology, Business, or Nursing. This study opens the audience to the prospect that there is more to writing of any kind than what people think.
**Introduction**

The purpose of the project is to explore how statistics are used in sports writing for news publications and examine the relationship between written language and statistical data in communicating information to a general audience. This study was originally done for a previous course, but after careful consideration I decided to start the study over with a bigger purpose and more participants.

I wanted to see how the stats translated over to the actual story. Being a writer myself, I was interested in how the statistics had an overall impact on the story as well as how the story was written in the first place. The questions that came up from this study were simple questions ranging from how the stats are recorded and then incorporated into the story to the stylistic aspects of the story itself. However, as I read more into the research writing itself, I found that there is more to the writing of the story itself.

The texts that I used to help support my claims are purely academic in the areas of overall writing studies with some focused on the sports writing itself. The claims that are made range from “writing should be studied closely to how different sports have different stats” and “ways they are interpreted to even the writer’s ‘good’ writing.” Along with this study are the use of interviews conducted between four individuals who have a combined experience of over 100 years in the sports journalism field.

This study is the culmination of interviewing and studying individuals who are sports writers in the field and how they use stats in the sports story itself. The purpose of this study is to find how the stats are recorded and how the journalists’ individual writing styles and strategies play into the story itself.
**Literature Review**

The professional world that sports journalism operates in is one where they have to operate in tandem with other journalists and professions. With technology and social media coming into play, writing has never been more important in today’s digital age and so has the importance of writing studies. Charles Bazerman’s “The Case for Writing Studies as a Major Discipline” primary focus as a writer and professor has been how writing encompasses everything from academia to the professional world. The purpose of the article is the study of writing as a major discipline. This study sums up the use of writing in all aspects of life which are constantly evolving thanks to the advantages and uses of technology. However, as technology evolves, the need for studies in writing has never been more important as the means of communicating the message of a story in a technologically driven age. The content of the article mainly discusses the importance of writing and how it should be studied in all aspects. The best use of writing is for putting together large, important and multi-layered stories, where writing is seen at the center. In a technologically dominated world, the importance of writing and communicating electronically in a textual format has never been more important. Writing in academia is only a small part of the overall scope of writing that occurs outside in the professional world. For sports journalism, writing is the key to getting the story of how Player A broke a school record for the most touchdowns in a single game, for example. Without the writer, the reader wouldn’t be able to properly read the story, taking the budgeted information given in the story and processing it without being at the game the night before. Prior to this study, no other studies have been conducted in sports journalism and the use of statistics in the stories. Having conducted this study, I will have shed some light on the sports journalism profession and the use of statistics in stories with the potential to impact further writing studies.
The interaction between journalists and the outside world is where people see only the surface of what sports journalism is, but only those in the profession or has been in the profession know the collectivism that is there. Dr. Barbie Zelizer’s, “Journalists as Interpretive Communities”, article is focused on American journalists. The context behind this article is mainly focused on the complexities behind the collectivism that is American journalism. Journalists of America have secular ideas and twists behind their writing unless there is a crisis and/or war. The realm of journalism is professional when it comes to reporting the story for the general public. When they write away from others or for a company, the collectivism is cast aside to reveal the secular side of journalism.

Yet along with traditional print journalism comes the advancement of technologies and attention spans shortening because of technology. Jim Porter’s, “Why Technology Matters: A Cyberwriter’s Tale”, article on cyberwriting looks at the evolution of writing from when it started by hand to typewriters to computers and now to smartphones and other smart devices. Many writers now not only write the play-by-plays via pen and paper, but also on laptops and post updates on social media depending on the game. The usage of social media in the sports realm and printed paper versus online papers is a section where journalists are divided individually. In this study, I have found that journalists use social media and cyberwriting to get the story out as well as finding how they don’t like to use social media and they’re reasons behind it.

Along with the advancement of technology and the digital social media age, comes this social aspects that are involved. Chris Gratton & Ian Jones both have experience in the area of sports statistics in their study “Research Methods for Sports Studies”. One such area that I quoted them on is the area of interpretivist and how a sports journalists are seen as the eyes for
the people who are not there. The use of social media is a regularity for sports journalists as they are the eyes of readers who are not or could be at the game. Thus with the use of social media comes the aspect of readers commenting on the story or pointing out a fact that needs to be fixed allowing the journalists or newspaper to make a correction. This social aspect is not necessarily positive nor constructive all the time as some writers have the comments section eliminated to avoid such issues.

With newspapers reaching for a more diverse readership, the expansion from not only online and print versions of the newspapers reaches over into the realm of social media. James P. Zappen’s “Digital Rhetoric: Toward an Integrated Theory” continues the discussion of the use of technology and the implementation of social media. The article “encompasses a wide range of issues, including novel strategies of self-expression and collaboration, the characteristics, affordances, and constraints of the new digital media, and the formation of identities and communities in digital spaces. There are notes about the current disparate nature of the field and calls for an integrated theory of digital rhetoric that charts new directions for rhetorical studies in general and the rhetoric of science and technology in particular” (Zappen, pg. 319) . For my study, I will be focusing on how the journalists use their own writing styles along with the structure for the piece and social media updates to analyze how they incorporate everything into their sports pieces. From the aspect of the journalist, the use of technology to further a sports piece into the hands of a reader comes at the price of their attention spans as well as the diversity in the readership. Journalists who have been in sports journalism for most of their lives, have evolved from typing on a typewriter to using a laptop to umbrella companies telling their writers to utilize social media to report an score update adds another sophisticated level to this study. The use of social media today is more prevalent in sports writing and is constantly being
analyzed through different techniques so the readers are able to comprehend the message quicker. This will give the readers some insight as to what happens during the game and even afterwards.

The dynamic use of technology today and the expanding social media commentary causes the writers to think about the potential comments that the readers may make on the stories that are published. Gary A. Olson’s “Toward a Post-Process Composition: Abandoning the Rhetoric of Assertion” talks about the use of the writers’ peers to provide commentary and the understanding of their own writing process. One of my participants makes a remark of only using the comments to “report errors,” but otherwise turning the rest of the comment section off because of the lack of constructive criticism.

In relation the study of writing and the structuring of a piece for the ease of the reader, Ann Harleman Stewart’s “The Role of Narrative Structure In The Transfer of Ideas: The Case Study and Management Theory” alludes to this idea of structuring the narrative of the story called subchunking. The use of subchunking to help create sections for the piece allows for better readability for the reader to quickly get the information they need without having to dig through the vernacular.

The digital age has made information access easy with a tap of the finger. This has made our society more knowledgeable about events and updates. Starke-Meyerring, Doreen, Paré, Anthony, Artemeva, Natasha, Horne, Miriam, and Yousoubova, Larissa, all discuss the nearly 2,500 year-old civic discourse that is writing and how it plays into what they call “knowledge societies”. Though with technology making information and a plethora of knowledge available at the tap of a finger, the 21st Century and onward are now being considered Knowledge Societies. The authors raise questions regarding ethics and the further development of writing studies to
help further discover the plethora of ways writing can impact society. This further promotes Bazerman’s thesis on turning a field into a major discipline like that of Biology or Business.
Methodology

The first part of this study, after gathering all relevant secondary sources, was mainly conducting interviews with the participants. Two of the four participants (Barret Daniels and Bryan Patscow) were selected for a previous study. Collectively, the four participants were selected based on their years of experience in the sports journalism field. The process of finding these individuals started out with contacting the original two I interviewed previously and then Barrett Daniels recommended two more individuals (Randy Tamey and Steven Tennant) to participate based on their recommendation and combined experience culminating into a more rounded study.

The second part of this study consisted of observations, with each participants’ permission, at a sporting event where I would watch the individuals record the statistics and then write the story. Once the story was written and a copy was sent to me and I have provided for the reader for all intents and purposes of showing how the statistics are implemented in the story.

Observations of sporting events were recorded via written notes on a notepad and/or electronic device using a word processing or note-taking application. Audio recording of face-to-face interviews were used with the permission of the participants. This ensures the accuracy of data collection, allowing me to review the interview during data analysis, and provide stronger evidence for all interpretations formed. During the interview, participants have been made aware of the use of pseudonyms to avoid individually identifying information and comments that could jeopardize their career. To ensure the security of the data and identity, the audio and all interviews were stored on a separate device and identities are not to be identified without the express permission of the participants. If any identifiable information is revealed during the interview, it will be immediately erased.
Photographs of documents, workspaces, or any composing instruments and resources used to complete my writing were taken with the participants’ permission. These images will provide insight into the work environments and materials that shape their writing process and will provide evidence as to how they record and implement the statistics into their pieces. I draw about the use of statistics and the writing processes in sports writing.
Collecting the Statistics in Sports Journalism

According to Dr. Barbie Zelizer, journalists are “are members of an interpretive community instead, united by its shared discourse and collected interpretations of key public events” (Zelizer, pg. 1). Being a journalist means writing for the public and always looking for an angle to report to the public. The field of journalism can be divided up into many fields for journalists and correspondents to cover which leads to a multitude of angles being covered all at once. The aim of this study is to look into the division of sports journalism, how the journalists utilize the statistics recorded during a game, and the adaptation to the constantly evolving technology.

A sports journalist will cover various levels of sports games throughout the entirety of his/her career leading to learning various techniques and ways to record the statistics during the game. From there the journalists, often times on deadlines right after a game ends or at the stroke of midnight, will write the story whether it be a featured story or a short recap and send it off to a publisher. From there the public will either reading it in print or online versions or through various social media outlets (Facebook, Twitter, and sometimes Instagram). However, as technology progresses so too does the world of sports journalism as they try to make their stories more readily available for the public. This study has shown results in how the individuals record game statistics and then utilize those statistics in the stories with their own writing styles involved.

My first participant, dubbed Bryan Patscow, is the Assistant Athletic Director for Communications at the University of Downtown Central. One of his activities associated with his title is being the Assistant Sports Information Director (ASID) of the university, aiding in the supplying of statistics for the public on the university’s website as well as handing out the
information to the proper officials on game day. When asked about how the stats are recorded and the format, Patscow said, “For the longest time, the standard use to be Stat Crew or it's also called the Automated Score Book. That was pretty much the standard for NCAA Schools. The NCAA actually just partnered with a company out of Europe that records all the stats for FIFA and the European leagues over there. So it's kind of in a transition and they're going to be adding more sports to their capabilities as well. So in the near future it'll be a different software, but they'll still be standardized” (Patscow, 2018). The use of the program Stat Crew allows for the statistics to be recorded and updated in real-time, allowing for the public and the NCAA to be updated automatically with almost no delay.

Figure 1 will give a bit of context as how Stat Crew is formatted for a volleyball game:
The Play input sections indicate to the recorder which commands are used to indicate the number of techniques or skills that were accomplished. The following list shows in greater detail as to what the commands mean:

<table>
<thead>
<tr>
<th>Command</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Serve</td>
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<tr>
<td>A</td>
<td>Attack</td>
</tr>
<tr>
<td>O</td>
<td>Over</td>
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<tr>
<td>D</td>
<td>Dig</td>
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<td>K</td>
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<tr>
<td>I</td>
<td>Subs</td>
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<tr>
<td>S</td>
<td>Sets</td>
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<tr>
<td>B</td>
<td>Block</td>
</tr>
<tr>
<td>J</td>
<td>Adjust</td>
</tr>
<tr>
<td>G</td>
<td>Game Central</td>
</tr>
<tr>
<td>C</td>
<td>Compute</td>
</tr>
<tr>
<td>R</td>
<td>Recalculate</td>
</tr>
</tbody>
</table>

This shows that the commands each have an indicator for the recorder to make note of. Referring to Figure 1, the right side of the screen shows what happened during that play of the game. The statistician was able to record the by having a second keypad plugged into the laptop, using one hand to enter in the number while the other entered in the command code. One example is Player 79 for UDC dug after Player 17 and set for Player 9 followed by an attack by Player 4. All of these commands added up for a score for UDC.

The volleyball game was hectic and fast paced as the participants have commented on it saying that volleyball is the most difficult to keep track of statistics. However, this tactic of using a two keypad system to record the stats is a great tool for the writer to use digitally. If you were to try and record the statistics on a paper, then you would be looking to the scorer’s bench to find out what happened while you were recording the previous stats. The use of technology to help record is perfect for the writer especially when the game has ended.

Following the game, Patscow finds two volleyball players from UDC and interviews them for the article. After that the structure follows for the article:
Inside the box score (Figure 2) reveals featured players who had the most stats earned for the game:

![Box Score Image]

The use of the “Inside the Box Score” scored through Stat Crew allows the writer to be able to write the story put on the University’s sports website and social media pages as well as seamless transferring over to the national leader boards.

Randy Tamey, a sports journalist who has been writing since 1971, said in his interview referencing the structure of the story that “it's just the same as any regular news story, inverted
pyramid, all that stuff. Most important thing goes first. Try to remember to get the score up fairly high in the story. Try to tell people what sport it actually is. You know every game is different. You can't have a preconceived notion. And so I'm kind of a why person. I figured I'm writing the story for the people who weren't there and want to know why did we win, why did we lose?” (Tamey, 2018).

When I observed Randy Tamey covering a southeastern Indiana football team, the way the stats were recorded was different than what Patscow did at UDC. In Figure 3 and Figure 4, Tamey used a legal pad dividing up the sheet into eight individual squares corresponding to a different stat followed by another sheet for the play by play summary.
Having a vast amount of experience as a sports journalists at different levels of sports, Tamey said he “tries to treat every level the same. I keep my own stats because honestly I think I keep better track of the game that way. And you know, I think writers can get lazy if they're getting stats, like particularly in college or the pros, their mind might tend to wonder if they don't have to be focused on what they're writing down” (Tamey, 2018). I found myself doing the same at a football practice one day when the team was practicing a Kick Off Coverage (KOC) play. From the sport where Player 8 caught the ball at the 10 yard line then running to the 35 yard line, Player 8 had earned a recorded 25 yards. Referring to Tamey’s sheet, the stat would be recorded with the player number followed by the yard where the ball was caught. When the play ends, he marks an arrow across the yard that the ball was caught with the tip pointing to where the player was tackled or knocked out of bounds. Underneath this arrow, Tamey would write down the total yardage gained during the time while also making note of it in the upper right
hand corner of the specific square, often times marking out previous yardage gains at the same time.

However, Tamey, as stated in the interview, says that he distrusts the use of technology to report a statistic from the journalist standpoint. Even though technology is rapidly expanding and encompassing all walks of life and professional career sectors, Tamey prefers to use pen and paper that he has used for the majority of his career. The threat of the writer becoming “lazy” and their minds might “wonder” is very real. When it comes to writing in my case, I would open Twitter to check score updates or news reports. I would only do this for a couple of minutes, but when I would check the time, 30 minutes have passed taking away that precious time I could have been writing. For sports journalists, however, they can simply look up a current stats of the teams they are covering or refer to a stat sheet given by the school’s SID and may only pay attention to the game to write about who won. The risk is that the journalist may miss an important detail that can make or break the story they already have framed in their mind. Other journalists have the same distrust toward technology as Tamey does.

Barrett Daniels, a career journalist entering his 44th year of sports journalism as a freelance correspondent, says that he, too, does not use technology to record the stats during a game. Daniels go so far as to have a note pad prepped the night before the game. His comment on technology being used to record stats is that “most coaches will wind up taking their stats right off of the film. They will break the film down afterwards or assistant coaches will break the film down and keep their stats right off the film” (Daniels, 2018). Daniels alludes to that sometimes coaches will have a staff member take the stats during a game or they will watch the film the next day to get the stats. Yet sometimes that technology may not be as good as a set of
eyes to capture what happened play by play. One story that Daniels tells relates to this, but with a twist highlighting that journalists can also record statistics as they saw it happen.

“One of my favorite stories is on a rainy night covering a high school football game several years ago, I was up in the press box and I was keeping my stats and everything. On the following Monday, the high school football coach called me and wanted to know: ‘Can I get your stats and your play by play sheet so I can help us breakdown the play because they were trying to break the film down and we're having difficult time without a play by play.’ He borrowed my play by play sheet. I've got the time of each play, I've got the Yardage, I've got the number of the player who carried the ball and, a lot of cases, the number of the player who made the tackle or I've got the number of the quarterback plus the receiver. I've got how many yards it covered, whether it was a first down or not, all that on one play. Sometimes I will make a note about somebody making a great block on a play, ‘left guard made a great block and scored a 65 yard touchdown run’. I might write down a ‘46 counter’, which was the name of the play. ‘Great block by number 18’, things like that. A description. Well, whenever I passed this along to this coach and he used it, he wouldn't have returned it. He said, ‘I couldn't believe how much detail that you have on your play by plays’. And I use that; I use that same approach whenever I covered the college level and high school. For a college level football, my play by play is what I used to actually write the story because I made my notes on that play by play, but the stats which totaled yards, first downs and all that I took from it, from what the SID gave me” (Daniels, 2018).

The use of a play by play sheet tends to help a writer with formulating the story. For Tamey and Daniels, the use of a stat sheet or a play by play sheet helps the writer formulate the
story whether they already know the angle of the story by half time or at the end of the game. Tamey says that “I figured I’m writing the story for the people who weren't there and want to know how we won, why did we lose. And that's what I try to convey […] so you know, I'm their eyes” (Tamey, 2018). Tamey depicts that role of a sports journalist as being the eyes of the people as Dr. Barbie Zelizer suggests that “journalists routinely generate shared meaning about journalism by capitalizing on practices overlooked by the profession, and underscored by the need for alternative frames through which to conceptualize journalism in all its complexities” (Zelizer, 1993). This idea of generating a shared meaning gives the writers a purpose as to why they are writing what they are writing. Tamey uses a more “outdated” way of taking stats by using pen and pencil whereas other sports journalists and analysts’ use a stat program to record the statistics. Referring back to Zelizer, the use of this “outdated” or “overlooked” practice can make a difference in how the story comes out.

Relating to this is when I had to send updates via Twitter out every fifteen minutes while observing Tamey. I got to learn from where Tamey was coming from because during that period he would be dictating what to tweet and I would read the Tweet aloud to make sure it sounded grammatically correct as well as what Tamey wanted to hear all while another play was about to begin. Dr. Zelizer’s theory on shared experiences and meanings is explanatory here. The time I took to type the Tweets, reading those tweets aloud for clarity and what Tamey wanted to hear was the time that Tamey and I shared. Those Tweets were a shared experience from the eyes of a sports journalist who has recorded statistics for 47 years on pen and paper and a young writer who has used both pen and paper and a laptop to write his stories.
To show two comparisons on how the sports journalists would record their stats, both Tennant and Tamey worked with each other during the course of their careers at the same newspaper. Tennant explains this experience in full:

“I keep stats like when I first started working in Terre Haute, there was a guy (Randy Tamey) that worked for the morning paper who had done it for a really long time and I used to always sit next to him because it seemed like for whatever reason he and I would wind up going to the same game a lot. And so when I first started doing it I didn't really know what I was doing. So I watch how he did it and saw how he did it and have basically kept a lot of that. Some minor changes here and there, but there are some things I would say that being computer savvy is helpful because I can visualize right now, even though it was almost 40 years ago, I can visualize watching him and how he did stuff, but I'll watch Randy Tamey and he'll sit there every game and he'll draw all these lines and all the for all these things so I got on Excel and I made a form and I made copy of that. I just don't have it in me to just draw those new boxes every game. Every night I go out and I'm tired of having to draw in these boxes and so I just have made one for every sport. I just liked the more work I can do before I go, the better off I am. But everybody's got their own way of doing things and if that clearly has worked for him for 50 years or whatever, I wouldn't try to tell him how to do it. I don't think he doesn't use a tape recorder. I mean I've seen his writing and he's kind of like me: He's the only person on the planet that could read his writing” (Tennant, 2018).

To illustrate the fact, below is a picture of a stat sheet (Figure 5) put together by Tennant at a recent observation.
Figure 5 shows how each stat is divided up and organized neatly so that Tennant is able to go back over his sheet when he writes or begins writing the story. His play by play sheet was similar to Tamey’s sheet (Figure 3 & 4), but only divided in half to indicate who had the ball before either a turnover or a touchdown was scored. After a turnover or touchdown was scored and a keep kicked the ball to the other, he drew an arrow to the other half of the sheet from whichever team scored or turned over the ball. The total play time would then be written underneath. For example, at the observation, I saw Tennant write under an arrow after High School N scored a touchdown against High School C. The time read 7:21. Looking at the game clock on the scoreboard, I saw there was still 8:19 left in the quarter. The time markings matched each other thus describing how much time had transpired between the High School P having the ball and rushing for a touchdown.

The comparison here is that both Tamey and Tennant have had similar experiences with using the same recording style, but the difference is Tennant found that there wasn’t enough time for him to create the boxes everyday so he created a template that he used for various types of
sports at the various levels he covered. Tennant and Daniels both agree that whichever way you choose to record the stats that works for you, then do it the way you want to.

“As I used to tell my stringers whenever I was sports editor,” says Daniels “as long as you can follow it yourself and can give an accurate accounting in the box score, I don't care what system, you know, x might mean rebounds for you and it might mean an assist for me. You know your interpretation” (Daniels, 2018).
Statistics and Rhetorical Context

During this study, journalists have been found to not use the statistics recorded during the game in the sports piece. Steven Tennant claimed that both the statistics gathered for a story and the specific use of those statistics will vary depending on specific context in which the story is written and published. In other words, an article written about a high school football game for a local paper might make very different use of statistical data than an article written about a professional football game written for an online sports site. Drawing on his extensive experience as a sports journalist and editor, Tennant claimed:

“If it's a game that I don't know what the outcome's going to be, I try to find out in advance some information. One story I've done that would have any bearing on this or be helpful, Friday night for example, Greencastle played football and both teams had a really good running back that was ranked in the top 30 in the state in rushing yards. But the guy that got the most yards that night was another guy for Greencastle. So I knew going in that these two guys were the ones that we're going to get. So of course all the defenses on both teams were trying to stop that one other guy. So Greencastle had the secondary guy who ran for the most yards and really was probably the main reason why they won. So in that case, the numbers really mattered. I mean, to be honest, there are some games I go to where the numbers don't really matter as much, if at all. High School football is one thing where there's very rarely two perfectly even teams. And the game goes right down to the last play and it's decided by one particular score. I mean, I've seen teams win by 3 one week and lose by 30 the next week. There's so much of the variance and the ability level so in those kind of games, the stats really don't matter” (Tennant, 2018).
By the “outcome of the game”, Tennant means the end of the 4th quarter or second half of the game depending on the sport being covered. Tennant’s claims that the stats may not matter to the story depending on the outcome raises some questions as to what happens from there. Tennant doesn’t mean that the recorded statistics; he just means that the angle at which was originally there, is now gone and the statistics don’t necessarily reflect the outcome of the game or match on paper. You could have a kid shoot 30 for 30 on two-point shots, but when the team gets crushed 110-30, then that statistic doesn’t reflect accurately the cause behind the loss. When that angle is gone, then depending on deadline and time left to write, the journalist may have to find that angle through the recorded statistics or notes that were made during the game. Tamey’s prior remarks on writers becoming “lazy” or “wandering” is prevalent in this case because then writers are more than likely scrambling to find a good angle for the story. This will force the writer to interpret what they saw.

According to Ian Jones and Chris Gratton in “Research Methods for Sports Studies”, the way that people accept research in general is through a positivist approach. “Positivism refers to the school of thought that the only ‘true’ or valid form of knowledge is that which is ‘scientific’, that is where the principles and methods of the natural sciences (such as chemistry or physics) are used to study human behaviour, which in itself is objective and tangible in nature” (Gratton, Jones, 2004). However, Gratton and Jones both talk about rejecting that approach through the lens of sports studies:

“The key argument of those rejecting the positivist approach is that sport is a social phenomenon, that is those who participate in, watch or manage sports are acted upon by a number of external social forces, but also have free will to respond to such forces in an active way, and are not inanimate objects, whose behaviour can be understood in terms of
causal relationships. When examining sport we cannot predict whether X will always cause Y as – unlike the subject matter of the natural sciences – we all have, to differing extents, freedom to act in a number of different ways” (Gratton, Jones, 2004)

The use of the journalist in the realm of sports is to provide context for what happened during the game. The indication of external forces putting stress on those who watch the game is one, where as a journalist, you have to get the stats and the story right for the reader. For example, when I observed Randy Tamey, the game ended at 9:45 only giving him 15 minutes to write a story. However, during halftime Tamey was well underway writing the piece that would be submitted before 10pm. During remaining fifteen minutes, Tamey went from writing a few lines to looking back at the play by play sheet, implementing those stats into his story. Daniels says that when it comes to writing the final piece that there is no first draft:

“You don't do a draft if you're on deadline, you start writing. You finished the game, you've got an idea of where you're going with the angle on it, the winning team or the team in your area. For instance, if I'm covering a Terre Haute team versus an Indianapolis team, I'm going to concentrate on the Terre Haute team and not so much the Indianapolis team. So you write to your audience, right? I write to my audience and I concentrate on the plays in the moments that decide the game” (Daniels, 2018).

Everyone has a deadline to meet whether you are a student in grade school or a professional author writing his/her fifth novel. Those deadlines are no joke in the journalism profession where the time to get information out to the readers is sensitive and extremely important. Daniel’s quote is really interesting and worth considering in greater depth. Two possible points that come from Daniels’ comments are: 1) the writing process is significantly condensed for sports journalists – they often do not have time to draft so their process will
require entering a game with an angle in mind so they can more efficiently record information and take notes. This, in turn, affects how they record and make use of statistics; 2) a sports journalist will decide what angle to take based on his audience and the publication he or she is writing for. Both of these points actually connects quite well with Tennant’s comments at the beginning of this section and it extends my comments about Tamey in this paragraph.

Remembering that the newspapers also publish the story to the public via social media or their website, the question of looking back on prior pieces to build up the next story was an interesting after thought. Gary A. Olson’s “Toward a Post-Process Composition: Abandoning the Rhetoric of Assertion” talks of how “such instructions [in composition] includes ample opportunities to read and comment on the work of peers and to receive the comments of peers about one’s own writing” (Olson, pg. 7). When I asked Tennant about reading comments to help make a future story better, his response hinted at only looking at them for reporting errors, which will be expanded on later.

“That's kind of interesting,” Tennant says. “I actually have blocked the comment [section] from the sports stories. I'm not for the fact that people were being critical of me, but people would use them to attack coaches they didn't like or even teams. There was a situation last year where the spouse of a varsity coach at Greencastle just totally ripped apart some other team that her spouse had nothing to do with. ‘They're really not that good because they don't play anybody and they, you know,’ Blah, Blah, Blah. ‘They're really not that good’, ‘Oh look at that. Yeah. They got beat’ and just all kinds of stuff. And nothing constructive was coming from it” (Tennant, 2018).

Tennant’s utilization to have the public comment on stories generates the idea that the comments are negative in the scope of the story thus only showing comments on the person’s personal
page. However, Tennant may be right to block it because of the lack of constructive criticism. That’s part of the job that sports journalists and editors must live with and decide ethically whether or not to allow such comments hinder the story or community.

The Importance of Writing Practices in Sports Journalism

The importance of writing in any field or genre is key to telling the story. As Charles Bazerman has said in “The Case for Writing Studies as a Major Discipline”, “Composition is best positioned to begin to put together the large, important, and multi-dimensional story of writing. We are the only profession that see[s] writing at its center” (Bazerman, 2002). Bazerman says that writing is important to better understand why and how it is important that writing is to greater studies on the same level as Biology or Business or Philosophy. In the interview with Tennant, I asked how important writing is in the sports journalism field, his response echoed Bazerman’s theory:

“I would say that having been an English teacher [prior to being a sports journalist] for 15 years, the overall writing ability of kids is much less. It decreased dramatically in my 15 years and I would even want to know what it's like now. I mean it's just the number of people that can take this budget information and process it and interpret the stats and figure it out. That's just like when you interview a coach. I interview a coach for three minutes. Some of the things they say are really important and I'll make sure to put those in and other things [are] like, ‘yeah, that's not really all that interesting’ so I kind of take that out. I would say it seems like on an overall scale that the printed word, I don't know if it's going away, but it's definitely changing away from newspapers to websites. I just think about a new sports website called ‘The Athletic’ and
they're hiring away all the people from the big newspapers and such, but you still have to have people to write stuff. I just know that there's not nearly as many people as there used to be who can write well enough to do a good job at any kind of journalism and that number is going to decline. I could always write and some people have a thing that they can do well and for some people it's putting stuff together or some people it's doing whatever. But for me, it was always writing and it came really easy to me and I don't think it comes easy to everybody” (Tennant, 2018).

Now Tennant’s response is that of his own personal opinion, but his words should not be taken as such. His words highlights the need for further studies as to the decline of writing in schools as well as in general society. However the declination of writing in schools could also be a cause to the capacity and attention spans decreasing.

The capacity and attention spans of readers nowadays has decreased dramatically causing writing and writers to adjust to what is being put out to keep the audience interested. According to Ann Harleman Stewart, author of “The Role of Narrative Structure In The Transfer of Ideas: The Case Study and Management Theory”, there is the idea of structuring the narrative of the story. This idea is called subchunking. Subchunking is when the narrative “carves up the total content into smaller, more manageable units presented in a logical and predictable sequence. Subchunking not only makes processing easier for the reader but also holds and directs the reader's attention. Narrative subchunking consists in the ordering of events in time” (Stewart, 133). One such example be seen in Appendix C where Sports Editor Steven Tennant of the Banner Traffic wrote the story in a similar format to UDC’s story format. In the world of journalism, all newspapers, journalists, and correspondents stick to the Associated Press Style guide as much as possible, but under the umbrella of either a university or a private
company, there might be a style guide that is similar to the AP Style guide but with some eccentric twists. With social media now a factor of reaching a more diverse audience, there are pros and cons along with it. Pros come with getting a story out almost immediately and not having to have employees come in and begin printing out the paper with the story in it and putting it together. The cons that come along with this is that the journalists are having to use technology that they might not be as familiar to them as it is to everyone else. The night I observed Tamey, he had me tweet out updates every fifteen minutes or so with a hashtag at the end, for those in the social media world who follow either the Twitter account attached the hashtag or just follow the hashtag. Tamey’s response though to the use of social media and the final sports story piece says another con that writers need to pay attention to if they want to have a greater impact on the audience. Tamey says that:

“Probably the biggest generalization is you can say is that nobody reads anymore. I would hate to think of the percentage of readership we might have in the 18 to 30 age group, I would think, is slim to none and slim may have left town. There are so many other ways to get superficial information that the in depth information sometimes gets ignored” (Tamey, 2018).

The in-depth information to most readers is not important in this time period, according to Tamey. Though his belief is voiced as such, this can be a factor into how he structures and writes his story. As we see in Appendix B, the statistics are placed more toward the bottom of the story and mentioning players throughout the piece. His belief here is that the in-depth versus the superficial information. Superficial information only matters to the audience when they are looking for who won and who lost, who scored the most points during the game, and which team they play next. The difference is seen in the structure of the piece as the in-depth information is
more towards the end where the recap of the story (the superficial information) is more towards the beginning of the story. That’s the structure of the story that most colleges and professional sports publish, like UDC and how their sports stories are structured.

When asked the same question, Daniels response is curt, but to the point: “The way I look at it is you want to know about what happened in the game by the newspaper. I am still very much an old, old newspaper guy. I don’t like to give it away for free” (Daniels, 2018). The notion that by putting the story out on social media is “free” refers back to the pros of using social media which means you don’t have to print out the story in a newspaper to be sent out the following morning. Yet this shows the growing diversity in the realm of the sports journalism readership world: a) there is the older generation that is still adamant on using the paper, TV, or radio to get the news and b) there is the current generation (people my age which is the current millennial generation) that would much rather have the information sent out via social media where there is instant gratification when they have the full story at their fingertips within minutes. But with technology comes with the advancement that writers must adapt to.

**Technology’s Growing Role in Sports Journalism**

Being in the 21st century, technology is expanding and new versions of the same technology are coming out every month. With that expansion and development of new technology or software, sports journalism is impacted by this as well and that technology matters to the industry. Jim Porter, author of “Why Technology Matters to writing: A Cyberwriter’s Tale”, “Technology does indeed matter to writing—and in significant ways. But how it matters can vary, depending on the particular technology, the habits and attitudes of the individual writer, and the context of learning and use” (Porter, 2002). The importance of technology serves
a role in advancing the story and getting it to the readers in different mediums aside from the traditional print edition of a newspaper. The importance of technology from the perspective of a writer is another step to getting their work published. Porter explains that there is another side of technology that people don’t necessarily consider. “One of the features of this story is certainly the importance of social networks and personal help, as well as the value of having access to public labs. Whenever I pushed to another level of technology use, somebody was there to help give me a boost to that next level or that next set of skills” (Porter, pg. 381). Looking at the technology advancement from the social level, you can see that by having someone help navigate you through technology, such as technical support, can have an impact that we don’t necessarily understand when our hard drive decides to quit on you.

From the journalistic standpoint, the technology in this case is social media. In connection with Porter’s theory on computers being used as another means for a medium to send the story, James P. Zappen in his article “Digital Rhetoric: Toward an Integrated Theory”, when quoting B. J. Fogg, “shows how the computer itself (and its associated software) functions as a persuasive technology: as a tool when, for example, it simplifies processes or customizes information; as a medium when it simulates cause-and-effect processes, environments, or objects; and as a social actor through a variety of physical, psychological, linguistic, and social cues” (Zappen, pg. 320).

As previously mentioned by Porter and echoed by Zappen, the physical and social cues are interacting with people to navigate through new technology. Another social cue is reporting back to the journalist or the newspaper if an error is in the story. Tennant responds says that “now there is a part of the website that says "report error" and that is still there because in that way, if there's a factual error that needs to be corrected, I can do that. But usually, for the first
two years I was here, there was not anything about the game that anybody pointed out that would have made the stories any better” (Tennant, 2018).

The use of the “report error” page is a great tool to report a factual error because as a journalist, depending on the importance of the story, when you get out of an event, and when the deadline is, you may not have enough time to write an error-free story. However, the psychological cue is actually having to think and perceive what needs to be written. This very idea is formed, written down to convey a certain angle, and that is how the story is formed.

Writing though is divided up by discourses which ranges from creative to academic to professional writing. The fact that sports journalism writing is not seen as a major discourse is where the need for a major discipline, in relation to level that biology is studied at, is needed. According to Doreen Starke-Meyerring et al.:

“For writing studies as a discipline that traces its intellectual roots to ancient studies of the rhetoric of civic discourse and thus to 2,500 years of inquiry into human thought and knowledge, the renewed attention to writing as a knowledge-making practice raises a number of urgent questions: What roles does writing play in knowledge-intensive societies? What specific exigencies arise for writing in knowledge-intensive settings? How do rhetoric and writing work to produce, share, question, or advance knowledge in civic, workplace, and institutional spaces whose main purpose either is or depends on the production of knowledge? That is, in what ways is writing epistemic? In turn, these questions have implications for the institutional, organizational, and community environments in which writing happens” (Starke-Meyerring et al., 2011).

The very idea that today when technology, electronic communications, and the age of social media dominate all forms of communication, writing has never been more prevalent. As
Bazerman has said before, there needs to be a major discipline in the realm of academia to study various types of writing on the same level as say Biology, Business, or Nursing. With the public’s attention span and attention to detail shrinking, the need for writing to be seen as more of a public concern and matter is growing. The skill of being able to write, to edit, and to communicate well in the working world are a necessity in whatever field you are going into.

Conclusion
For writers, we have to be able to do everything as well as possible, but even the great writers of the past didn’t do well on their first draft. For sports journalists though, most of the time the first will be the only draft that will be written. Being the collective eyes of the audience for those who could not attend a game or sporting event, that first draft of a story has to be as close as possible to what happened the night or hour before. Sports journalists represent the stories that evolve from a simple touchdown beating out School B to a player becoming the leading scorer in the conference. Writing of any kind is important in today’s electronic, technologically, and social media driven age with sports journalism reaching out to the masses through the use of social media outlets and online newspapers. With character limits on some social media platforms, the updates that are sent out don’t entirely paint the picture of what’s going on and are often times mentioned in the final piece.

With the evolution of technology and social media, the old ways of recording statistics and the formulation of the news story is becoming a thing of the past causing new ways of implementation for the current sports writers to use the updates through Twitter. However the old ways of recording stats and implementing them into the story are being overlooked with the use of SIDs at all levels of sports causing some journalists to become “lazy” when gathering the statistics for the story. This transition from the old ways to a more advanced, and more efficient style of recording is now becoming the focus of statistics gathering studies whereas the old ways that are overlooked should be the focus of such academic and research driven studies. In correlation, writing should be a major discipline as many theorists have said before, due to the large volume of ways to study the many genres of writing ever since the first cave painting or hieroglyph was recorded on stone.
The aim of this study was to discover the ways that the Sports Journalists gathered the stats and utilized them to write the story they would send off for publication. From the original hypothesis, the focus changed to how the writer used their writing process to write the story for the readers leading me to understand the similarities in structure and the mannerisms each of the journalists had when discussing their experiences as Sports Journalists at the various levels. The hope from here is that other academics or writers such as myself will understand that sports journalism is a monster of its own, therefore deserving further study to discover the many intricacies in the writing.
Appendix

Appendix A: University of Downtown Central Story

INDIANAPOLIS – The [redacted] volleyball team (9-3, 4-0 GLVC) won its fifth straight match on Friday night in Ruth Lilly Fitness Center, sweeping Southern Indiana to stay perfect in conference play to begin the 2018 season.

The last time the Greyhounds began GLVC play 4-0 was in 2012 when they finished 15-3 and eventually advanced to the NCAA Elite Eight.

HOW IT HAPPENED
The Screaming Eagles jumped out to a 4-1 lead in both of the first two sets before the Hounds pulled away. [redacted] recorded nine kills in the opening frame, including the first and last of the game.

Once UIndy knotted the second set at 10, the Hounds proceeded to rattle off seven straight to shut down the Screaming Eagles. [redacted] and [redacted] finished the set win with kills and combined for seven of the team’s 16 in the game.

The Hounds were in control of the third set from the beginning, leading 12-7 to force a Screaming Eagle timeout. [redacted] tallied two kills on five attempts in her lone set of the night.

INSIDE THE BOX SCORE
[redacted] attacked at a .432 clip in the win, the fourth time this season the sophomore has hit at least .400 in a match. Friday night marks the second straight contest for Furlong hitting at least .400, as the Galena, Ill. native had 14 kills on .462 hitting on Tuesday against Maryville.

[redacted]’s 13 kills is the fifth straight match that she has recorded double figures, aligning with the Hounds’ winning streak. The sophomore has now reached double-digit kills 10 times in 2018, with a five-match streak from August 24 to August 31.

[redacted] tallied five service aces in the sweep, and has now recorded at least four in five straight matches. The Greyhounds have at least two aces in each match this season and are averaging 5.6 over the past five contests.

[redacted] dished out 44 assists against Southern Indiana, and has recorded at least 40 nine times this season.

With another 21 digs by [redacted], the sophomore is now averaging 7/set over the last four games.
HOUND BYTES
Sophomore outside hitter [REDACTED]: “It was a great opportunity to work on our process and I think each game we’re getting better and doing things right. Tonight we were in the driver seat the entire time. Winning is too much fun.”

Sophomore outside hitter [REDACTED]: “I feel like we played hard the entire time. Our team chemistry is great and we all want to win.”

UP NEXT
The Hounds close out their five-match home stand tomorrow afternoon at 3 p.m. against Bellarmine.

The Knights dropped a four-setter to Lewis on Friday night in Louisville.
Appendix B

Randy Tamey Story

By Randy Tamey

Terre Haute North's emerging sophomore talent got another chance to showcase itself Friday night in Conference Indiana high school football at Columbus North.

But the most prominent sophomore in the game was shifty — think Barry Sanders — running back Blake Huffman of the Bull Dogs, and his talents helped the home team to a quick start and an eventual 42-10 victory for the state's ninth-ranked Class 6A team.

The Patriots had a pair of impressive scoring drives against one of the state's best defenses in the second half, but the 28-0 deficit they were facing at the time proved way too much to overcome.

The Bull Dogs took the opening kickoff and quickly went 58 yards in seven plays, most of the damage done early by the 5-foot-7, 170-pound Huffman. He scored from the 1-yard line at 9:55.

A three-and-out Patriot series followed by an 18-yard punt return by Huffman set up another quick score, and the visitors were 14 points down after less than seven minutes.

Then the Patriots had a good stretch. They drove from their 25 deep into Columbus territory, giving up the ball when a fourth-down pass was knocked away in the end zone; forced the Bull Dogs into a field goal attempt that missed, and put together two more first downs offensively before punting the ball away.

But Huffman broke away for a 69-yard touchdown run midway through the second quarter, and quarterback Trenton Kelley scrambled 22 yards on fourth down to set up a touchdown pass with 23.8 seconds left in the half.

"Obviously [Columbus North has] a very good football team," Coach Chris Barrett of the Patriots said after the game. "We can compete against guys like that, but we can't make mistakes... just about all our mistakes were fundamental, combined with being too tentative."

Bryce Switzer — a sophomore — returned the second-half kickoff 40 yards and appeared to give his team a spark. A 27-yard third-down connection from Tristan Elder to sophomore Jace Russell set up Elder's 7-yard touchdown run on a bootleg moments later and the Patriots had scored in less than two minutes.

Columbus responded with a 72-yard drive of its own, throwing a touchdown pass to D'Andre Scruggs on third-and-13 — an example of the killer mistakes, Barrett indicated — but the Patriots came back and marched again.
This time — a sophomore — had the big catches, including a 32-yarder that gave the Patriots first-and-goal at the 5. Nothing materialized from there, however, and kicked a 30-yard field goal with 1:11 left in the third quarter.

"I'm proud of the way we came out in the second half," Barrett said. "We made some plays and we moved the ball."

The Patriots got one defensive stop, but the offense didn't move. then iced the game with a 59-yard scoring drive that took more than half of the fourth quarter.

finished with 219 yards on 36 carries, while dinked and dunked for 188 yards on 20-for-28 passing.

"Their sophomore is faster than our sophomores," joked later, "and he's surrounded by more good upperclassmen.

"We had a lot of guys play well," the coach continued. "We've just got a lot of growing pains, although our upperclassmen are doing a good job of providing leadership and setting a good example."

passed for 193 yards for the Patriots, who were held to 47 yards on the ground. Defensive standouts, besides usual leaders, included 10th-graders .

Columbus North 42, Terre Haute North 10

Terre Haute North=0=0=10=0=—=10

Columbus North=14=14=7=7=—=42

CN — 1 run (kick), 9:55 1st
CN — 22 pass from (kick), 5:17 1st
CN — 69 run (kick), 5:18 2nd
CN — 22 pass from (kick), 0:23.8 2nd
THN — 7 run (kick), 10:18 3rd
CN — 13 pass from (kick), 5:43 3rd
THN — 30 field goal, 1:11 3rd
CN — 3 run (kick), 2:32 4th

=THN=CN

First downs=12=23
Rushes-yards=15-47=44-259
Passing yards=193=188
Comp-Att-Int=19-36-1=20-28-0
Return yards=4=28
Fumbles-lost=0-0=0-0
Punts-avg=5-30.8=2-22
Penalties-yards=9-58=7-45

Individual statistics
Passing — THN: Elder 19-36-1, 193 yards. CN: Kelley 20-28-0, 188.

Next — Terre Haute North (2-4, 1-3 Conference Indiana) hosts next Friday. Columbus North (5-1, 2-0) will be at that night.
Appendix C

Steven Tennant Story

BAINBRIDGE — North Putnam Head Coach Sam Carnes knows what needs to happen on
nights like Friday, when the field is wet and muddy and offensive effectiveness can be limited.

You have to have line play.

Carnes’ Cougars got strong play up front to help their running backs pile up 234 yards on the
ground in a 15-6 win over Cascade. They will play at Class 2A No. 1-ranked Western Boone on
Friday in the sectional championship.

“In a game like this, the line wins the game,” he said. “The quarterback has to get the exchange
and the running back has to protect the ball, but at the end of the day it’s the linemen. They had
some big guys, but we knew we were better up front.

“Our kids play better together.”

The Cougars returned the opening kickoff to near midfield, and marched 51 yards in nine plays
to take a lead they would never give up.

Chris Murray carried six straight times during the drive, picking up a pair of first downs on the
way, and finished off the march to the end zone with a three-yard TD just 4:49 into the game.

A long kickoff return and a 15-yard penalty on North Putnam put the Cadets in Cougar territory
at the 37. Kevin Barger of North Putnam intercepted a Cascade pass on the first play from
scrimmage after the score, but the Cougars could not convert.

The Cadets spent a lot of time in North territory the rest of the half, but could not dent the end
zone.

North Putnam forced a fumble at its own 19 to end a drive midway through the second period,
and the Cadets missed a field goal after being unable to score in the red zone with first-and-goal
at the four.

The Cougars added a 22-yard field goal by Elliot Sabenz with 1:49 left in the first half, and took
a 9-0 lead into the intermission.
Lucius Alexander (12) turns upfield after making an interception against Cascade on Friday night.

A scoreless third quarter saw Lucius Alexander make an interception to stop Cascade’s first drive, and the Cougars stopped the Cadets without a first down on their next two possessions.

An effective “pooch” punt by quarterback Evan Davies gave North Putnam a big field position advantage late in the third quarter, pinning Cascade at its own six.

Following a short punt, the Cougars took over at the Cascade 32 and drove to their final score. Davies carried the ball across the goal line from 10 yards out with 7:27 left to give North a 15-0 lead.

Cascade took over at its own 47 following the kickoff, and a pair of Cougar penalties aided the Cadets in driving toward their only score.

Dylan Kottkamp hit Zarek Chomalewski on a 10-yard touchdown pass with 4:55 left, but the Cougars were just too far ahead.

Carnes sprung a new weapon on the Cadets, as offensive lineman Luke Sanford was utilized as a running back. He had been used previously as a blocking back, but carried the ball eight times for 21 yards and picked up a pair of first downs — including one on fourth-and-one that led to the final touchdown by Davies.

“We put that in this week, and Luke did a great job with it,” Carnes said. “I’m glad we did. He was disappointed he didn’t get the two-point conversion, and he gave it his all. He loves this team and gives it his all every play.”

Carnes is not fearing the prospect of playing the undefeated and top-ranked Stars.
“There are no bad teams left,” he said, before knowing specifically if his team would be meeting WeBo or Tipton. “I don’t care if we’re playing No. 1, 2, 3 or whoever. At the end of the day, we have to beat the best to win the state championship.

“That’s been our goal since we lost to Tipton [in the sectional opener] last year,” Carnes added. “We have our hands full this weekend, and our opponent will be tough to get read for. We’re looking forward to it, though, and we’re just glad to be able to get to play November football. That’s what it’s all about.”

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**Individual statistics**


**Passing** — Cascade: Kottkamp 4-16-2 71, de Escudero 1-1-0 3, North Putnam: Davies 2-10-0 19.

Transcripts

The Transcripts were recorded for the use of this study. Though only snippets of each interview was used, placing the entire interview transcripts in the appendix might help with further research on writing in general as well as potential studies based on this study. All names in this study are pseudonyms and no revealing information has been used nor mentioned in this study and should be kept as such until there is such a time the identities may be revealed with the express permission of the individuals involved.

Transcript Bryan Patscow Interview

Joseph Fields: 00:01 Alright, so starting off here, can you give me some information about your job, what your title is, what your daily activities and the tail?

Bryan Patscow: 00:15 My title is Associate Athletic Director for communications at the University of Indianapolis, I mean day to day I wear a lot of hats honestly. There's a lot of different things that I oversee. So I oversee obviously the recording of statistics but also our video streaming initiative that we stream most all our home games here on here on campus and photography and graphic design is part of my job writing recaps and producing content for a mediaflix.com as well as athletics on social media, Twitter, Facebook and Instagram. We also have a YouTube channel that we produce content for and promote as well. A Game Day publications like a program for football games. We do a year in review publication. Every year we keep record books. We don't print those anymore. We don't really print media guides per se like we used to. That's kind of a dying thing around the industry, but we put those online so all the records and for most sports that we have the information for any way or I haven't been compiled and put it online.

Joseph Fields: 01:57 How long have you been involved in the sports journalism area?
Bryan Patscow: 02:02 I've been in working in sports information here for 12 years at the University of Downtown Central and that's where I started my career in this field. So it's been about 12 years.

Joseph Fields: 02:13 So mainly it's collegiate sports that you've covered 100 percent. UDC Athletics? So how is a stat taking different here at the collegiate level? Different than what different than say high school for example?

Bryan Patscow: 02:34 I can't speak to what the high schools do really. I'm sure it varies wildly would be my first impression, depending on the school, depending on the help that they have there, and their athletic departments and what volunteers or whatever they can utilize to get stats. But with the NCAA, it's pretty standardized because they, you know, they require you to turn in those stats in a certain format using a certain software. If I went to another NCAA institution, whether it be Division One, Division two or Division three, I'm probably going to be using the exact same software doing the exact same thing where I would imagine high school, like I said, it's probably a wide range of how that happened.

Joseph Fields: 03:31 What format or form does the NCAA use?

Bryan Patscow: 03:35 It's a little more complicated this year. For the longest time, the standard to use would be a stat crew. That's the software or it's also called the automated score book. That was pretty much the standard for NCAA School. The NCAA actually just partnered with a company out of Europe that records all the stats for FIFA and the European leagues over there. So it's kind of in a transition and they're going to be adding more sports to their capabilities as well. So in the near future it'll be a different software, but they'll still be standardized. It would just be a different software I guess.

Joseph Fields: 04:38 Right. So after the game is over, the stats are done and they're taking down. How do you approach that into the writing process of the story that's going to be put on social media or on the website the following day?

Bryan Patscow: 04:53 Oh, it doesn't go up the following day. It goes up the day of. We try to get a story out within an hour or so of a
completion of a game, but using the stats, it's just as simple as interpreting the box score and the final stats and then putting that into your story. I don't know if there's any science to it or anything like that, but it's obviously a major tool and how you paint the story and how you tell the story as far as who did what and when and where, you know, all that's in the stats really. It's just a matter of putting that into a paragraph form.

Joseph Fields: 05:42 How do you approach writing the story, for example, like what are your processes for pre-writing, drafting it, doing your revision before you send it out? How do you approach that?

Bryan Patscow: 05:58 Well, I guess I should go before the game, there's some times I'd like to make some notes. I like to take that, if we win, say, we've now beat this team five times in a row. Just little things like that I can kind of map out in my head beforehand. But as the game is going on, just taking notes of a big things or occurrences in the game that I might want to put in the story. But I try to keep the who, what, when, why and where and then just kinda use the inverted pyramid. I kinda incorporate a lot of that.

Bryan Patscow: 06:38 But these days I'm trying to do less of a long form story where I would just have an opening paragraph that kind of tells the what, when, why, where type thing. And then I kind of have a section, I actually have headers for the sections that tell you what and how it happened, so then I'll just go over the big turning point, a couple of key statistics that a person might have in your records are broken. And then I'd have inside the box or with just some bullet points of, you know, so and so through three touchdowns. And so and so had ted talk, you know, just kind of some bullet points that someone can quickly look and read and then I have a section where sometimes I'll have a video of a coach or a player post-game, but sometimes I'll just have quotes from them. So I have player quotes or coach quotes under that. And then at the bottom that I just have an index. So whatever games coming up next, that's Kinda the standard format I've taken these days. I don't think people are reading as much online. You no longer stories. Uh, so, you
know, I think it's just a way to kind of condense things and kind of hit the high points but still tell the story.

Joseph Fields: 07:51 So how is the recording similar or different between sports? Like for example basketball or football or volleyball. How are they different? How are they similar

Bryan Patscow: 08:04 They all use the same software but that software company has tailored each sport individually. Obviously that's so much different as far as what stats are recorded and, whatnot. Volleyball is, is probably the hardest and quickest game to record stats for. Not only is it fast, there's no really time to correct any mistakes until there's a time out or something. So that's the most challenging, I think far and away the most challenging and a distant second is probably basketball game as well as football, baseball, softball. There's a lot of time between plays and between pitches or whatever. So you know it's just depends on the game. There are a lot different than each other obviously. So those stats software is a lot different as well, but inherent in that sport and just makes it different.

Joseph Fields: 09:03 So you mentioned earlier that you use social media a lot to get stories out to the public. How was the format different than what you read on the website?

Bryan Patscow: 09:15 Social media is just 240 characters; you're not telling a story. I just use for say if we win a football game or whatever game and I'll put a little graphic out with a picture for hopefully from that game if I have it. If not, I'd use any older picture. But we've done final score graphics where we put the actual score on the graphic, but this year we just call it a WIN graphic. We put the word WIN on it and it's a little simpler. It's more highlighting the picture itself and the student athletes themselves in that tweet. I don't usually take the time to go over any stats in a tweet or anything. It's usually just, you know, promoting the games beforehand and result and during the game I'll give score updates on twitter or whatever. if you are just using the words on social media, every social media outlet is a little different than what we want to do. But obviously there's the writing on the website and story recaps doesn't really reflect in the social media.
Joseph Fields: 10:19 So how do you format a score update for social media for example?

Bryan Patscow: 10:26 We like to use Emojis a lot more and kind of just use the sport Emoji and then I like to use the vertical line and then you know, saying maybe so and so scored a touchdown in the second quarter. Not every sport has their own Emoji so a lot of times it's just using Facebook and online or I guess if it's football, maybe I would put the quarter in the time that the score happened. It kind of varies a little bit. We're trying to make everything consistent, but that's still not quite there yet, I don't think. But it's just quick little tidbit of a score, a home run or whatever or the gray for volleyball. We don't really update points per se, but you know, German Shepard's wins, 25-21 or whatever.

Joseph Fields: 11:22 During the course of your career, how has statistics changed in terms of recording and publishing? Or how have they changed depending on the Sports Association in their ruling the summit?

Bryan Patscow: 11:47 I'm not one of the older school guys that started before the software statcrew software came out. I think if you're talking about just how I report on it, I think I touched on it where I'm writing less words in the recaps because that's just how I guess attention spans are getting smaller or whatever that reason is. I think it's just more effective now and not to just spend more time efficiently. I would say not to spend as much time writing a longer story, but incorporating the stats is still a big thing. It might be maybe even bigger now as far as just in a recap goes because there are less paragraphs and descriptive words or whatever. It's more numbers, more stats based.
Transcript 2: Barrett Daniels Interview

Joseph Fields: 00:09 Give me some information about you and your job, what your title entails, what you do for your daily activities.

Barrett Daniels: 00:33 My current situation is I am a correspondent. I'm a freelance correspondent and I cover high school football for a variety of newspapers and that newspaper might change from week to week. I stay in on top of a high school football this season so I follow who wins, what games, stat leaders in that so, therefore, I'm prepared to go and cover any of the teams in my particular area.

Joseph Fields: 01:36 How long have you been in sports journalism?

Barrett Daniels: 01:39 I have been in sports journalism for 44 years. I started in 1974 at the Linton Daily Citizen. I've been Sports Editor for 20 years at the Banner Traffic Newspaper in Greencastle. And let's see, I was a sportswriter for a small chain of newspapers for a short time on the south side of Indianapolis and the Beech Grove/Martinsville area, Franklin, and then the Frawfordsville Journal Review and the Territorial Hoover Star so I've written a lot for a lot of different papers, but as a freelance writer at one time in one year I had byline's in nine different newspapers.

Joseph Fields: 02:43 So in your career thus far how many sports have you covered ranging from high school to college to professional.

Barrett Daniels: 02:54 I have covered high school and that includes every sport at the high school level, except I think lacrosse is now coming in. I've not covered Lacrosse, but I've covered every sanctioned sport that the IHSA offers. At the college level, I've covered College basketball at the Division One and division two and division three levels; college football I have covered at the division one and I've covered division three football plus division one football for IU, Purdue, DePauw University, Wabash College, a variety of different things. I've covered two NCAA division three Final Fours. In college baseball. I have covered division three primarily, some division one but not a lot. I've covered the division
three baseball playoffs, baseball tournament, NCAA Division three baseball tournament. So I've covered a variety of things. At the Professional Levels I have covered the Indianapolis Colts for the Banner Traffic from the time they moved out here And until I left the Banner Traffic Newspaper. Joseph Fields: Can you give like an exact date or approximate? We'll say 1984. I think it was when they moved here. We did cover some colts a while, some while I was in Frawfordsville. And then whenever I was with the Banner Traffic, we covered from 1988 to the mid-nineties, we covered every colts home game. Um, as far as the Indiana Pacers goes, I would get up to there, five, 10 times a year to cover them one year. Uh, the way that schedule worked, we were able to cover the last home game and then all of the playoffs that were being hosted in Indianapolis.

Joseph Fields: 06:01 So between the three levels of sports, how has stat taking differentiated or are the stats similar?

Barrett Daniels: 06:18 Stat taking at the pro level and at the college level they provide your stats for you. At the high school level, of course you have to take it, take your own statistics. There are different interpretations at the high school level versus say the pro level. For instance, I believe it's at the pro level that they take quarterback sack yardage off of quarterbacks passing yardage. It's been a long time since I've done a pro game, but that used to be the way it was. The stat taking at the high school level, you learned from experience part of it, but you also, in my case, I had a statistical guide from the NCAA. I use the NCAA statistical guide back years ago and then I have learned by reading and looking up things in there's obscure a little points and I think this does apply to college and high school level as well. For instance, if there is a holding penalty on a play, well that's a spot foul so the running back will maybe get two yards credit to the spot to the point of the foul. He gets the yardage but it is not counted as a carry. Just little anomalies like that that pop up that you pay attention to in the stat book. You work at a system as far as keeping up with things during the game and one of the things that I have found for me, whether I am working at pro game, college game, a high school game or a junior high game, is that you don't want to change your system. Okay? In other words, if you keep it this way for a
pro game, you're going to it this way for that junior high game that you're doing because what happens is that way it messes. Or at least with me anyway, you get out of rhythm and it messes up. It messes with your storyline development that is going on in your head. During the course of the game, you think more about how you're keeping stats rather than watching the game. And when you start worrying about stats over the game or over the story, then you're in trouble.

Joseph Fields: 09:39 So like during the game, is there any program that you use at the college level? I know this from my first observation is that they use a program called stat crew.

Barrett Daniels: 09:56 I do not use a computer. The interesting part that I've noticed in and I see it more with high school basketball computer programs. Laptops with computer programs being used at high school basketball games. I don't see it at the high school football level now because I will say a lot of high schools at the level that I cover. Um, I'm not at the 6A games like the Ben Davis and the Warren Central's and all. I'm at the smaller schools. Most coaches will wind up taking their stats right off of the film. They will break the film down afterwards or assistant coaches will break the film down and keep their stats right off the film. At some of the larger schools where they might have, say a sports information director at say at Ben Davis or Warren Central or something like that, or the bigger schools, you'll see a computer program being used. That some that are being used at the pro-levels such as the Purdue levels.

Joseph Fields: 11:58 When it comes to writing the story after the game and everything's done in Stat taking, how do you approach your writing process? If you have a writing process, how do you approach writing this story?

Barrett Daniels: 12:12 That's hard to describe you think about that because, okay, there are writers and there are reporters. In there I'm a reporter. So basically I'm going to report on what I saw. I'm not paid to be there as an analyst. I'm paid to be there as a reporter and report on the game. Okay. And that's what I do. You see some other writers will basically turn the game into a feature story. In my particular case, I'm going to say
I'm looking for an angle. What decided this game? What was the play of the outstanding offensive line. Wasn't the point guard on the basketball team that made the Outstanding Rebounds on the Basketball Team? Was it that three run home run in the first inning, even though the fact that even though the final score doesn't always dictate what the angle of the story is and you've got to look to see what was the most important moment or element to that game. I've missed the angle and sometimes I've hit the angle. And so sometimes it's very obvious, sometimes it's not. I covered a football game last night where the offensive line of the winning team was outstanding, but at the same time, the team that lost, was very poor, was really kind of poor on defense, had a lot of fumbles and didn't have the blocking to develop a running game. So was as much as it turned into a blow out and it was as much about one team being not very good and the other team just being better.

Joseph Fields: 15:09 How do you approach writing the actual piece, like what's your process and your prewrite process?

Barrett Daniels: 15:19 You don't do a draft if you're on deadline, you start writing. You finished the game, you've got an idea of where you're going with the angle on it, the winning team or the team in your area. For instance, if I'm covering a Terre Haute team versus an Indianapolis team, I'm going to concentrate on the Terre Haute Team and not so much the Indianapolis team. So you write to your audience, right? I write to my audience and I concentrate on the plays in the moments that decide the game.

Joseph Fields: 16:09 So between the sports, how is that recording different or similar?

Barrett Daniels: 16:15 Basketball and volleyball for instance, are too much faster sports. In other words, you've got to have a system that with the flick of your pin, you're done, you don't have time to write a big description and everything. In other words, you're writing a slash for an assist or a check or something. Football and baseball are slower sports for instance, and you have more time to have a more developed in depth system, if you will. Tennis and soccer again, are a slower sport. Basically with soccer you're looking for goals, of
course, or you're looking for an assist. Okay? If you're a newspaper, those are your two primary one things. So that's a slower sport as far stat keeping goals, then you've got more time. Okay? Tennis, you have time between. You're talking about unforced errors versus ehrs and you've got time between; you get 20, 30 seconds. Once the ball hits, once place stopped to, to write your thing, to write your information down. The system itself, there's an official way to do it, which sports information directors and with sports information directors and stat statisticians for like the NBA and the NFL have to follow. There is an official way to do it. Yes. But as I used to tell my stringers whenever I was sports editor, as long as you can follow it yourself and can give an accurate accounting in the box score, I don't care what system, you know, x might mean rebounds for you and it might mean an assist for me. You know your interpretation. My favorite, one of my favorite stories is on a rainy night covering a high school football game several years ago, I was up in the press box and I was keeping my stats and everything. On the following Monday, the high school football coach called me and wanted to know: "Can I get your stats and your play by play sheet so I can help us breakdown the play Because they were trying to do it, they were trying to break the film down and we're having difficult time without a play by play." He borrowed my play by play sheet I've got the time of each play. I've got the Yardage, I've got the number of the player who carried the ball and a lot of cases, the number of the player who made the tackle or I've got the number of the quarterback plus the receiver. I've got how many yards it covered, whether it was a first down or not. All that on one play. Sometimes I will make a note about somebody making a great block on a play, left guard made a great block and scored a 65 yard touchdown run. I might write down a 46 counter, which was the name of the play. Great block by number 18. Things like that. A description. Well, whenever I passed this along to this coach and he used it, he wouldn't have returned it. He said, I couldn't believe how much detail that you have on your play by plays. And I use that; I use that same approach whenever I covered the college level and high school. For a college level football, my play by play is what I used to actually write the story because I made my notes on that play by play, but the stats which
totaled yards, first downs and all that I took from it, from what the SID gave me.

Joseph Fields: 21:34 Regarding social media score updates, do you use social media and update the audience on the scores? If so, what is the format?

Barrett Daniels: 21:49 This is very quick. I use Twitter and is the only one I use. I don't use Facebook. I used completely twitter. I don't update scores unless I do it at halftime for the most part, I do not put in names of players on Twitter. I will put: Greencastle, 14 South Putnam 7" In other words, Greencastle scores on opening kickoff seven. Oh, you know, uh, one of the things that always drove me nuts, and still does, people a lot of times don't know what game they're tweeting about. "Oh, Terre Haute North? Who's Terre Haute North play?" For instance, I will introduce it, "Start the evening by coming to you from Greencastle High School" or wherever I am on that particular night followed by Greencastle's records versus whoever they are playing. Then once the game starts, "Greencastle takes opening kickoff for touchdowns. Seven. First quarter at halftime". Then halftime "Greencastle 21; South Putnam 14; Joe Smith of Greencastle carries 200 yards", you know, a leader as something exceptional going on with that particular game. And that would be as far as I go. at the end of the game I typed the word "Final Greencastle, 28 South Button, 21" Boom. And that's all I sent. The way I look at it is you want to know about what happened in the game by the newspaper. I am still very much an old old newspaper guy. I don't like to give it away for free.

Joseph Fields: 24:28 So you don't use any writing process when doing a score update?

Transcript 3: Randy Tamey Interview

Joseph Fields: 00:00 Can you give me some information about you and your job and what your title entail?

Randy Tamey: 00:10 Well, I'm not sure I have a title exactly. At one time they called me the "prep sports editor", but I don't think that's entirely accurate now. I'm basically the high school guy, the backup ISU guy, and anything else that happens to come up since I've been there a year or two.

Joseph Fields: 00:33 How long have you been in the career of sports journalism?

Randy Tamey: 00:39 Well, when I was in the second grade we had a second grade paper and I did sports for that. So let's say 60 years. I'm getting paid for it. Well, if you don't count the Indiana state Summit at Indiana state, I have been full or part time at the Tribune Stars since August of 1971.

Joseph Fields: 01:07 In your career thus far, how many sports have you covered between high school, college, and Professional?

Randy Tamey: 01:18 Well, let's see. It'd probably be easier to find out what I haven't covered. I've never done hockey or field hockey or badminton, but I have done gymnastics men and women, a lot of wrestling, football, basketball, baseball and softball, tennis, golf, swimming, track and field. Let's see. I covered rodeo once and probably something else other than I can remember.

Joseph Fields: 01:56 How has recording stats differentiated between the three levels of sports?

Randy Tamey: 02:10 I try to treat every level the same. I keep my own stats because honestly I think I keep better track of the game that way. And you know, I think writers can get lazy if they're getting stats, like particularly in college or the pros, because you know, their mind might tend to wonder if they don't have to be focused on what they're writing down. So that's my theory anyway. I don't know if it's a good thing or not.
Joseph Fields: 02:43 How do you approach writing the story that will be published in the paper by midnight or for the following day?

Randy Tamey: 03:00 Well, I mean for me it's just the same as any regular news story, inverted pyramid, all that stuff. Most important thing goes first. Try to remember to get the score up fairly high in the story. Try to tell people what sport it actually is. You know every game is different. You can't have a preconceived notion. And so I'm kind of a why person. I figured I'm writing the story for the people who weren't there and want to know why did we win, why did we lose? And that's what I try to convey.

Joseph Fields: 03:40 So you write towards more a specific audience?

Randy Tamey: 03:45 Well, yeah, I guess you could say that. I mean the people that buy the Tribune Stars are probably buying to find out about the team that I'm covering or the two teams that I'm covering. If two of our teams are playing each other. So you know, I'm their eyes.

Joseph Fields: 04:09 So regarding recording the stats, how are they different or similar between sports? Like for example, football and basketball, how are they different? How are they the same?

Randy Tamey: 04:26 There's time between plays. There sometimes isn't. In basketball there's only so much you can keep. In Football, you can keep almost everything. Basketball if you've done it long enough, you can keep almost everything. I do volleyball and I can't keep digs in addition to everything else so I'm limited there. And then there's the sports where honestly, you don't keep any stance. I mean you get them but you don't keep them swimming, particularly track and field to some extent. They'll tell you what they are, but you can't keep them yourself.

Joseph Fields: 05:14 Do use social media to update update scores and if so, do you use any kind of format to update it?

Randy Tamey: 05:27 Yeah. In fact are you staying the whole game? I'm going to put you to work on that then because I'm supposed to be Tweeting. Your Dad has undoubtedly told you about this like every 15 minutes for our TribStarTicker, so that is kind
of a pain in the butt for me to try and keep stats and Tweet and take down stats. But yeah, they tell me it's important. I'm old so it's not very important to me about anything that draws attention I guess is good.

Joseph Fields: 06:11 To build on that, how has social media changed the realm of sports writing?

Randy Tamey: 06:16 Well, I think probably the biggest generalization is you can say is that nobody reads anymore. I would hate to think of the percentage of readership we might have in the 18 to 30 age group I would think is slim to none and slim may have left town. There are so many other ways to get superficial information that the in depth information sometimes gets ignored.

Joseph Fields: 07:05 How does the Tweet update end up translating over to the story?

Randy Tamey: 07:15 It doesn't really. I mean, to me, they're separate entities entirely. Like I said, it's a very superficial treatment, but they'll be social agents and hopefully it'll be a little more in depth, a little more personal and a little more informative than the paper.

Joseph Fields: 07:41 So you don't use any sort of format and process to send out a score?

Randy Tamey: 07:44 No.

Joseph Fields: 07:48 Just the standard first score and the first quarter?

Randy Tamey: 07:53 It'll be a little more than that depending. But if I'm keeping stats, I don't have time to make Tweets. My thumbs are not that good. I'm a hunt and peck or so and they don't have a big enough keyboard for me to type my Tweets. Joseph Fields: So what do you use to record your stats during the game? I'm a little distrusting of technology so I've never tried to add anything like that. I just write them down and like in football, my football stats total as they go. And so at the end of the game I've got the yardage, I've got the attempts, completions, interceptions, et Cetera, and people buy. But if a big wind comes up and blows my paper away, we're all done.
Transcript 4: Steven Tennant Interview

Joseph Fields: 00:03 If you would please give me some information about you and your job, what your title is, what your title entails with your daily activities.

Steven Tennant: 00:18 Well, I'm the sports editor of a daily newspaper that publishes a print edition four days a week and then also provides online content on some of the things when there's not a print edition published. I'm the sports editor. That means I coordinate everything. I obviously can't go to every game of every team because we have like, in the fall there are 26 different athletic teams between the four high schools. But I schedule other people to cover things that I'm not able to go to. And then when nobody's able to go to something, I coordinate with the coaches and some of them text me their information or some of them email it. Some of it is available online. Cross Country, for example, they can just tell me what website it's on and I can go find what I need off of there. I try and tell the coaches that the best way for them to get me information is whatever is easiest for them and I can deal with it. I mean, if I wanted it to be difficult about it, I guess, you know, texting is probably the least effective way because I have to then copy and paste that into an email and send it to myself so I can upload to the system here. But I just want to make sure that everything gets in that it's possible. And so I try to make that happen the best way that I can there. Some weeks I'll go to a lot of different activities. Like this past weekend I was at a football game and then I probably left here about 1:00 in the morning. I live 45 minutes away and I got home and then I had to be at South Mont at 10:00 for volleyball. So that was a really short night. It's not always that way, but there are several nights and then the worst part was that they won, which was good, but then they didn't play again until 6:00, so I drove an hour back home and slept for awhile. Then I drove an hour back up that night. So there are some nights when it can be really difficult timewise. But this week we're down to three cross country runners and one volleyball team and then it's football sectional week so there's a lot less going on. So actually I'm going to be off Tuesday, Wednesday and Thursday so I can have a little bit of time off because there won't be any more of that
until March when basketball is over. On an average day, even with like the next three, I won't be here. I'll still be checking stuff online to see like the new football rankings will come out tomorrow for football. So one of our teams is in those. So I'll still be checking online to do that and I'll still get in the next three days. I'll still get five to 10 texts or emails or phone calls wanting information or stuff, so I'll still deal with a bunch of that, but it'll be from home and then that's the kind of thing where if I get an email and I don't feel like messing with it, I can wait til later. But like today for example, I went to Cloverdale and talked to a girl for the featured athlete thing that we do every week. Sometimes I do that, like it runs in the Wednesday paper sometimes I do that on Tuesday and it runs the next day. Sometimes I've done it the week before. Just kind of depends on who it is and what their schedule is and what my schedule is. So I went and talk to her and I came in here then I'm, I've been gathering all the information from Saturday. The other cross country was online, the volleyball I went to one and then our other reporter went to the other and then there were other things that happened in soccer and tennis that I can get those online. So basically the rest of my day to day will be taking all that information, putting it together, choosing pictures that I took to run with it, and then I'll post all that stuff online and then they'll go into the daily paper and then I'll also start doing stuff for Wednesday's paper, like this featured athlete thing. I'll try to get that done today. Then I'm going to write a column that's going to run on Wednesday so I don't want to have to come back in tomorrow and I'll get a bunch of that kind of stuff done. So the main thing is the four days a week. We have a printed paper I need to make sure to have something for. I mean there are some days in the summer in which there's not anything local in the paper. I try not to do very many, but you know, sometimes there's just nothing going on and everything. But we try to get as much done as we can and get as much done as we can. And that's all we can do.

Joseph Fields: 05:07 So how long have you been in sports journalism field?

Steven Tennant: 05:13 Well, I started in 1979 as a senior in high school in Terre Haute and I started working for a well to show how long
ago that was at the time they had two newspapers. They had a morning paper and an afternoon paper and I worked for the afternoon paper and uh, so then I did that for about, uh, four years and then my last year of college I didn't do that anymore. Then I went and took a job over in Greensburg over towards Cincinnati and I was a sports editor there for three and a half years. And then I moved back to Terre Haute and I went back to school to get my teaching degree then I worked at the paper in Terre Haute from like probably '88 to 2000. And then I started teaching and I did that for 15 years. And during that time I still did a little bit of correspondent work for them, like in the sectional tournament in basketball and stuff. And I wrote a column for probably 10 years for them and um, so then I get out of teaching in 2014 and so I went back to working for the paper and then I came here to the newspaper that has no name in the April of 2016. So I've been here about two and a half years or so.

New Speaker: 06:33 In your career thus far, how many sports have you covered from ranging from high school to college to professional?

Steven Tennant: 06:46 Well, there are 20 IHSAA sports that they sponsor. I can actually say I've never done gymnastics because hardly anybody has it, but I would say I've definitely done all of the others, some more than others. I've done soccer and wrestling and swimming and cross country and track and baseball and softball and basketball and football and tennis. So really, I've done really all of those at various levels. At the college level, I really haven't done as much college type stuff. I mean, the one thing that I like to do that people have found popular to follow the former athletes when they go off to participate in college so I do a little thing every season where I go through all the websites and I find all the people on all the teams and I list those and then I put sometimes if they either aren't that good or they're injured or something, they might not have very many or any numbers or sometimes there's like offensive lineman in football that there's no way to say how well they're doing. I mean, I tried to find out if their first, second string or if they're starting or whatever. But that's been, I'd say what I've done the most of in terms of college and then pros very little. I haven't really gone to any pro events because our
focus and really the focus of every newspaper is to have more local content. So really other than Indianapolis, you know, they would cover those teams because that's their team.

Joseph Fields: 08:43 How is there a difference between these statistics between the three levels of sports? Is there a format and how is that different?

Steven Tennant: 09:02 Well, I would say the higher up you get, the more of it they do for you. Like there's some high school basketball tournaments where when you go to the sectional they have somebody there that keeps the stats and they print them off and bring you a copy at the end of every quarter. So at those I just kind of say, well, I'm just taking pictures and keep a track of the play by play. So then I don't do that now. That's pretty rare. Not too many people do that. Then in college they definitely always do that light. And I will say I've covered a few things since I've been here. Like I went to the on game last year and one other football game and I've been to a couple of basketball games, but you know, for all those things they definitely provide all the stats so those are much easier to cover in terms of my workload because I don't have to worry about that. That's all provided for you than at the pro level. Obviously they do that all the time, but I haven't really been to very much of that throughout my time.

Joseph Fields: 10:08 When you are sitting down and you're writing the story that is going to be put out or putting together a story what is your approach? What is your writing process for it?

Steven Tennant: 10:20 Well, I mean if it's a game that I don't know what the outcome's going to be, I try to find out in advance some information like, like one story that I'll send you a link to that I was thinking about, things I've done that would have any bearing on this or be helpful, Friday night for example, Greencastle played within football and both teams had a really good running back that was ranked in the top 30 in the state in rushing yards. But the guy that got the most yards that night was another guy for Greencastle. So I knew going in that these two guys were the ones that we're going to get. So of course all the defenses on both teams were
trying to stop that one other guy. So Greencastle had the secondary guy who ran for the most yards and really was probably the main reason why they won. So in that case, the numbers really mattered. I mean, to be honest, there are some games I go to where the numbers don't really matter as much, if at all. I mean football is one thing. High School football is one thing where there's very rarely two perfectly even teams. And the game goes right down to the last play and it's decided by one particular school score. I mean, I've seen teams win by 3 one week and lose by 30 the next week. There's so much of the variance and the ability level so in those kind of games, the stats really don't matter. One thing I thought was interesting, like I run the story from the DePauw Games in the Tuesday paper from Saturday and like a couple of weeks ago, they had a game where they played one of those, one of the conference scenes and might've been Dennison and they held the other team to negative 50 yards rushing and they lost anyway. So now because they made five turnovers. So in that particular case, I didn't really write that, but I'm gonna write something about that later, just as a kind of an anomaly because I would say "if you hold the other team to negative 50 yards rushing you usually would probably win 99 percent of the time. This was one of those other times where they, this other stuff causes them to lose because they didn't take care of the ball so they end up losing anyway." That was kind of interesting thing there that I didn't necessarily write that story, but I did notice that in the story that they provided. Basketball is probably the sport that we cover the most. I mean, I don't think there's any question that there's the most interest in high school basketball. I'm on all the high school sports and in the last three years have really been a pretty fortunate to see some of them play. Cloverdale has had two of the top 11 scores in the history of the state of Indiana. So some of their games became really dicey because Kubernetes set a 25 point fourth quarter several times in Jailin More had several of those and I have a stat sheet and I have the quarters are evenly blocked out for how much room I leave for it. And then there's times where I'd have to draw an Arrow and write other stuff because they would be filled up with everything that was in there. So those became a little bit tougher. One thing that's kind of funny, just kind of
random, but people at the game, they want to know what's going on so I don't know what they think I do during the game, but especially with those guys play and I'd be sitting there and doing all this and all that. "How many is he got?" "Hold on, let me, I'll get you the next time out". People constantly asked me "How many points does he have?" It's like, "Well, you know, I'm really trying to make sure I know how many points he has. And then when I figured that out, then I'll tell you what that is later." Something else that's factored into it as a social media. I try to tweet information during the Games and sometimes when I'm doing my story later, I think I have put something in my story, but I actually had tweeted that so I really wrote it, but I wrote it online and I didn't write it in my story. So I'd like to read my story back later. It was like, "I can't believe I didn't even put that in there. Oh, okay. That's right. I tweeted that." So it's really tough to keep straight in your mind what have you tweeted and what have you put in your story and that is not easy to do. I think as time has gotten by I do that and if it ever became too big of a problem, I would just quit tweeting during the games. But I think people like that, the ones that can't go to the games, but that's definitely a new problem that didn't exist before. Um, so that's kind of an interesting dynamic. yeah, that's, and really the other stats for all the other sports. in baseball and softball earned runs is a big deal, but I told you to sports that our teams around here are very good end and I thought it was really that stat wise, I thought it was interesting because I was looking up the numbers and I thought, man, our pitchers have the lowest, had gotten to be of the lowest era in the state. This guy's like a one point something around average that's unbelievable. And I kind of got to look at us like, well, when your team makes an average of eight errors per game, all those runs were unearned because they shouldn't have gotten on base in the first place. So it's like, okay, so that's really not a valid stat when your team makes eight errors again, because that doesn't mean your pitchers weren't that good. That just means that because of the way the guidelines go that they don't get charged with an earned run even though you know, it's still scored. So those are kinds of things where you have to really look at the numbers and really make sure you understand what they mean. That's like people that do this job well really
have to know these games because you couldn't just take some random person off the street and send them to a game and expect them to know what's a normal percentage for shooting or passing or whatever. Because if you didn't know what's normal then you couldn't write about stuff that's added, which you're more wanting to write about, you know, like if Kubernetes would score 35 points in a game for him that was a bad game. And so for other people it'd be like "oh my gosh, this guy scored 35 points." And so just not knowing or knowing the histories and things like that is like one of the games I went to last year that I thought really stood out stat wise is a Greencastle played at Cloverdale and boys basketball and I'm calling York had 40 points for Greencastle and was not the leading score in the game because Jailin More who had 53 and I found out later that was the fifth highest combined point total between two players in the same game in state history. And so that doesn't happen very often. So those are just numbers that, you know what I mean does it really matter whether he got it, you know, last night and he would do this other game next Tuesday, but just the fact that it was in the same game and there were such high numbers. That was something that I really played up pretty big because that was a big statistical anomaly because that didn't happen hardly ever.

Joseph Fields: 18:10 Is there a format that you follow or Statcrew when reporting the stats?

Steven Tennant: 18:18 As far as gathering them, it's the exact same way every game and then how they get put into the paper, like the box score format is the same, but how I use them or what I use them for varies a lot just depending on how much they matter. See what's an example of that? I'd say one thing for that that matters is in volleyball. It's really a good sport and it's fun to watch. But I couldn't sit there and keep digs and I mean I could probably figure out kills but you know, there's so much going on. I don't know how the people that do it actually do that, but like in that case, I get those numbers when the match is over. But I couldn't tell you if one player had the most digs or kills or sets or aces, aces, we can figure it out. So when the game is going on, I try to make notes about Kills and Aces. Those are the most obvious to pick out, but some other things, there might be statistical
things that are interesting, but I really haven't put the time into trying to learn how to do volleyball stats and I really couldn't. I mean wrestling is Kinda the same way; if I go to wrestling, I get the results and I talked to the coaches and maybe some athletes, but I don't know enough about it in my skill set. There is not enough to where I can say, oh, well, when Johnny got that two point reversal and then near take down at the end of the second period. I don't know that sport well enough to use their stats very well. My background is mostly in baseball, basketball and football. For those sports I would feel very confident in knowing which statistics in which number matter the most. Another one that would be interesting to know would be tennis or even golf. Now in golf, in the sectional, they put online hole by hole score. So I could sit there and look back at it and say, "okay, well, she had a, she was even par until the fifth hole and then she got four bogeys in a row" so I can at least figure that out. But you know, but just the logistics of golf would make that impossible during the actual match. I have to find out later and they don't do that for anything else other than the sectional so there are some sports in which it's easier than others and for some it's impossible. I mean soccer is kind of another one. I can tell when people make goals and I can tell who passed it to him, but there's other numbers that they use and they talk about that I'm not nearly familiar enough with to where I could use that for any way to show anything. So it just kinda depends on the sport and what's your background strengths are in the sports.

Joseph Fields: 21:45 Do you use social media to update score? If so, then how do you format the update?

Steven Tennant: 21:55 I've kind of just touched on that, but it's kind of interesting that I need to understand that whoever is following might not have been there the whole game. Like if I just put "Greencastle scores, it's 35 to 6" people might not know who they're playing. They might not know whether Greencastle just got their only touchdown and they're the one with 6 points. So I try to I abbreviate what I do because like I put "g castle" and "s Putnam" and "n Putnam" because like if I put "SPU" it'll suggest South Putnam so I can more quickly do that because I don't want to take away
from being able to watch the game by doing that. It's a perk for you the fans not at the game. I don't mind doing it but I don't want to let it get in the way. The best way that I do it is if I'm at a game, most of the time I can either go home and do it or come back here and do it. But there's some times there's things that aren't going to be where I need to be. Like I have a laptop with a keyboard on an iPad with a keyboard and I can send it there. But if I have my ipad at a game, it's much faster. I'm much better being able to type whatever's going on. Then the, because I'm a one finger texter, I haven't really put any effort into trying to do it with two thumbs and people do that. I'm sure people that, that do the two thumb way could probably do it. But I try to give them as much information as possible without taking up too much of my time and I try to make it to where if somebody just happens to pick up their phone or look, they can kind of have get an idea of what point of the game it is and what has happened before. I might say "Greencastle gets seven straight points to open the second set. South Mont leads the 2-1". So that way at least people get an idea because I hate it when I watch it or like see a score and it's a partial owner. You can have all the information is like, "okay, well is that the first inning or is it the last thing?" I don't even know what time the game started so I try to do that, but I'm really careful to not take away from doing a good job for the part that really matters, which is getting into the paper.

Joseph Fields: 24:41

So regarding that, what constitutes as good writing in the journalism field and what constitutes as bad writing?

Steven Tennant: 24:55

Well, bad to me would be cliches. I mean people that write badly will normally include things that are unimportant. So since this is all not to be identified or whatever, I'll just say this, we've recently added a new person to our correspondent group and I really hadn't seen a writing sample before and so we just sent this person to a game and this person had covered games for another newspaper before. I hadn't really written any of those stories, but I was kind of a banking or hoping on the fact that it was going to be good. And it really turned out where I found out what the temperature was and what the weather was and how one team at driven in what direction they went to this other game. All this stuff that didn't really matter. Since I've seen
a couple of stories that were poor, I actually switched and had somebody else to do those instead until I have a chance to sit down and say, "okay, here's what you need to write about." These are the things that matter so we need to have a play by play and stats and coaches comments and so that to me was bad and probably just because it had never been taught the right way. It's really just about like anything else good writing would know. Length is kind of conditional. I mean there are times in which I've written long stories that when it's over it's like, you know, that didn't really need to be that long because I gave him wasn't really that good. I try to tailor mine toward how good was the game and if it's 70 to nothing, do we really need to describe in detail on each drive where they started, how many plays it was, how much time ran off the clock, who got all the first downs. I mean there are times in which if it's a bad game then I will fast forward through: "so and so added a couple of fourth quarter touchdowns on a one yard run by this guy in a two minute drive and another run by that guy." And I'll kinda fast forward because it really doesn't matter what's going on for that particular story. One sport that's really tough here to do to me is baseball because in baseball for whatever reason, our teams are very below average. Last year for example, Greencastle, Here's a stat that I put in a color, I actually did a three part series on baseball just trying to examine why it was so poor and this had to be the only team in the state where Greencastle lost 14 games by the 10 run rule and won the county tournament, which those would be not normal numbers. Now I guess, you know, my dad would say, "hey, if you put four teams in a tournament, somebody's going win," you know, they might not be very good, but they'll either be a little bit better or less bad than the other team, so somebody is going to win, doesn't mean they're good. But so in that case there were just some of the teams had a team batting average of like one and 19, which is really awful. And then I talked about their earned runs, some of that were teams that had more than half of their runs all year. Their pitchers gave up or unearned runs were high. You had no chance to win if you're doing that. And so in those cases, I'm just pointing out things that matter, not being wordy, not being cliché. I mean, there's times when out I'm being cliché I'll kind of make fun of it. I'll say, "like they all say, you know, it's the second season, you know,
throw the record books out the window, you know, everybody's back is up against the wall" and if there was no paper tomorrow I'll just sometimes like if I'm going to use clichés, I almost make fun of him because of how often they've been said because generally those are not good things anymore to use because they've just been said and written so much so. Somebody that hasn't read a lot about sports, I wouldn't know if those things were cliché or not and clichés are a matter of opinion, but to just base your story around, "well this team had their backs were up against the wall in fourth quarter," but, that's only been written about 50 million times so I try not to do that. But yeah that's really it as far as good writing goes. You have to know the people. I mean, I don't think there's any question that I do a better job now. However good I have a job I do now. It's way better than when I got here because I would have to go to a something and say, "Hey, what's that What's that girl's name over there?" Because I didn't know any of the people or any of the teams or any of the players were, who was good or bad. So especially that first spring I was only here for probably the last six weeks of the spring season and I did the best I could, but I'm in no way going to sign those stories up for being good because I didn't know anybody. But now that I've been hearing, some of the people that are playing that are seniors that might be a fourth year of varsity player, but I've gotten to know them better. So when they do stuff, I have a better idea. Like one thing that really helps with that is with the featured athlete things, the first year I did that I would have to send an emails to the Athletic Directors s and kind of explain, "So I don't know these kids; throw me a few names, people that are outgoing and interesting to talk to" and they would send me that and I'd go and talk to them and I didn't really know what to ask anything about them. Whereas now some of these kids I've already interviewed before, I might be friends with their parents on social media so they share maybe too much. So like today for example, this girl that I did the featured athlete interview with, her mom puts everything on Facebook. She wears these classic rock, Beatles, Rolling Stones t-shirts all the time. So when I went to ask her about what does she like to do in her personal time, away from school, away from sports, I knew that was the thing. So I hear about that. And she told me about that.
So that's something where whoever the first personal did in April of 2016, I would've had no idea there. So it's just, I mean, when they say that experience is the best teacher and there's no question that that's accurate because I definitely can talk to people now and know more about them and just know who has been on teams that almost won the sectional and how you ticked off does that make you and just, just having that background information, too, is really helpful. But I sure didn't have it when I first came here.

Joseph Fields: 32:31

Have you ever looked back on the comments from the previous story and kind of use those comments and try and write a better story you cover?

Steven Tennant: 32:40

That's kind of interesting. I actually have blocked the comment from the sports stories. I'm not for the fact that people were being critical of me, but people would use them to attack coaches they didn't like or even teams. There was a situation last year where the spouse of a varsity coach at Greencastle just totally ripped apart some other team that her spouse had nothing to do with. "They're really not that good because they don't play anybody and they, you know," Blah Blah Blah. "They're really not that they're good." "Oh look at that. Yeah. They, they got beat" and just all kinds of stuff. And nothing constructive was coming from it. Now there is a part of the website that says "report error" and that is still there because in that way, if there's a factual error that needs to be corrected, I can do that. But usually, for the first two years I was here, there was not anything about the game that anybody pointed out that would have made the stories any better. There's one situation this year where one of the football teams had a roster change at some point and the kicker that was on the program, or like the person that went out and kicked was number 20 on the program, had a different name than what his name really was. So whoever went to that game, I can't tell from the stands, you know what number 20 kicked, and it was wrong. And so this kid's dad pointed that out and I tried to tell him, I said, "well, thank you for that." I said, "here's the program that I went by" and I took a screen capture of the roster and I sent it to him. I said, you know, "just so you'll know, the program had another name as number 20." So that's why that mistake happened. The
number of mistakes that I've made here has been, I'd say very minimal. I'd say early on just some of that from not knowing much about the backgrounds of people. One of the bad things is in track eight people actually get to run, but they can put eight people down as the available people and then they pick whoever they want out of those four you to run, but now do the other four, they probably know which four it's going to be, know that they are going to run. So I go to the website, it's a sectional and I get the information. It's like "well is it the first four for you are," or "is it the four in this column are these four" and you can't really tell what's going on. So there were sometimes in which I'll say would make a change. Maybe they turned in who they were going to have run and then they made a change. I didn't know they made a change but somebody else ran it. So I put in there what it said, that's who I'm putting in there. And one lady said, "I want you to know you had all those names are wrong." I said, "well, tell you what." So I took a screen capture of the list. That really cuts down on the complaining because if I can point out to them that it wasn't my mistake that the people I got the information from was a change or whatever that. As far as the actual comments, I have vetoed those. I had one coach last year that took a lot of coaxing. He was not going to do an interview with me because he was afraid that people that didn't like him were going to put bad stuff on the website and the comments. And so I told him, "I'll tell you what, I can fix that real quick." So I took those off and then I thought about how it's pretty sad that somebody who really had some interesting things to say that was a very well read story and because we do have a little thing where it says most stories are the five most popular stories read last week based upon the hits on the website. And it was clearly one of those wouldn't have happened if I would've not been able to tell this guy that. So I had no problem doing that. It's a shame because there are some people that would always get on there and they might be from one certain school, but they would either be a "way to go" or whoever and they would just always trying to be nice and positive and tell people congratulations and all that. But, um, those were a small minority of the story.
How important do you think writing is in the sports journalism field? And do you think a study on sports journalism will help reveal more about the insight in the work that is needed to get the story right?

Well, I don't know. I'll have to answer that this way. I would say that having been a teacher for English for 15 years, the overall writing ability of kids is much less. It decreased dramatically in my 15 years and I would even want to know what it's like now. You know, I used to say when I was at the Terre Haute paper, people would complain about stuff and it's like you all see the ones we didn't hire. I mean it's just the number of people that can take this budget information and process it and interpret the stats and figure out and that's just like when you interview a coach. I interview coach for three minutes. Some of the things they say are really important and I'll make sure to put those in and other things is like, "yeah, that's not really all that interesting" so I kind of take that out. But I don't know that a study is really necessary. I would say it seems like on an overall scale that the printed word, I don't know if it's going away, but it's definitely changing away from newspapers to websites. I mean, I just think about a new sports website called "The Athletic" and they're hiring away all the people from the big newspapers and such, but you still have to have people to write stuff. I don't really know that a study is necessary or what it would really determine. I just know that there's not nearly as many people as there used to be who can write well enough to do a good job at any kind of journalism and that number is going to decline. I could always write and some people have a thing that they can do well and for some people it's putting stuff together or some people it's doing whatever. But for me, it was always writing and it came really easy to me and I don't think it comes easy to everybody. I probably had the worst answer yet on that question because I don't really think study is really necessary and I think that's what it would show is just there's just not that many people that I can do it.

In regards to that question as well, according to Lester Faigley, author of the article "Writing Without Teachers": "think of writing as an organic developmental process. And
we start writing at the very beginning before you know you're meaning at all and encourage our words to gradually change and evolve only at the end will you know what you want to say. In other words, is writing sports journalism in this case organic and grows before what you know what to right? Or do you already know what to write?

Steven Tennant: 41:37

It matters if it's a feature story or a game story. I mean with feature stories, which I don't really have any of those on the schedule for this week, but let's see, what's a recent feature story I did? Okay. Well after the county volleyball tournament, there was a girl for Greencastle that has in her whole career of middle school and high school had played in 11 county tournaments and had won every one so I did a story with her. I talked to her after the county and I didn't even actually use any of those comments in the story because if it was going to be so big I didn't want to make the story to be too long, so I just decided to take those comments and save them for like the Wednesday paper. but in that case I didn't really realize that story kind of developed from what she said and what her coach had said about her. So then at that point it's like, "okay, that's a separate story, so I'm not going to put that in this game." Then the story about her in the county, none of that was even in there because I wanted it to stand on its own so in that case I was surprised sometimes I know exactly what the story is going to be about and I go there and I asked people the exact questions that I intend to ask and I get pretty much the answer that I am expecting to get. And the story comes out about exactly the way that I thought it was going to, but it was still an interesting enough story to merit that. Game stories kind of matter. It matters to whether there's a deadline or not. Like the football stories I do, I don't really get a chance to ever read back through them and look at them as closely as I would like because I'm trying to get these other two pages done. Sometimes I'm still writing up volleyball and soccer from Thursday night that they didn't send until Friday. So I don't always have the time to write, but like volleyball, for example, that happened Saturday night and was over about 8:00, I haven't even written that yet, so I've had more time to think about it and digest in my mind what I want that story to be about. Those were probably better sometimes because I don't have
to worry about the pressures of deadlines as much and I can kind of take some time with it. But there are different kinds of stories and they all have their different goals in mind. But you just have to kind of wait. I mean like if you go to a basketball game, you might think, you know who's gonna win based on the past scores and such and there are some times I've been at a basketball game where if I happen to have my iPad with me, I'll write the lead to the story because it's really clear the way it's going to play out and I'll think of something interesting and I'll write that down. But then there are other times when I get back here and it's like, "well, that game was a really very interesting. So this story is going to be one of those Jailin scored 40 points, leading the Clovers to a 80 to 79 win over the Bull Dogs on Friday night at Cloverdale" because he did what he normally does and nothing was different. There was nothing that was exceptional about it. So sometimes, not very often, but there's just times in which is a kind of a summary lead like that. And there's, I don't have any little little catchy things like what I've come up with from volleyball when I'm going to write about is that the Saturday night match, the format and structure of the way it went was kinda like Greencastle's whole season. Like they won the sectional last year and this year they weren't as good. Cloverdale beat them really bad and that was going pretty poorly and Greencastle came back and won the county. And then they only last maybe one more match the rest of the year. On a Saturday night they played South Mont and Greencastle lost the first set. They just got blasted 25 to 12 or something. They got killed, but then they came back and won the last three. So I'm going to compare the structure of how that match went to the whole season. Now, if I would have had time to write that at 9:00 Saturday night, I'm probably would have had time. I mean like it does help having drive time because like if I'm at Greencastle or something, it's only a couple of minutes back here to the office, but if I'm at a road game and I come back, that's usually what I do on the way back: I try to visualize what I'm going to say and trying to figure out what angle or what little twist it's going to have. But it's hard to really apply one particular strategy because there's so many variables that happen. You just have to be flexible and you have to be able to just roll with it and if you have a
deadline, you got to think pretty quick. But if it's not a
deadline story, then you can put more time into it and
probably have a better story.

Joseph Fields: 47:32  One last question. During the course of your career, how
has stats changed in terms of recording and publishing?

Steven Tennant: 47:48  I would really say practically none. In basketball, they
added the three point shot in, but I'd already done
newspapers for probably eight years by the time they did
that. I mean that complicated it a little bit because I then
changed my format where I had another little separate box
for three pointers only. It's not hard to deal with. I would
really say not at all the way I keep stats like when I first
started working in Terre Haute, there was a guy that
worked for the morning paper who had done it for a really
long time and I used to always sit next to him because it
seemed like for whatever reason he and I would wind up
going to the same game a lot. And so when I first started
doing it I didn't really know what I was doing. So I watch
how he did it and saw how he did it and have basically kept
a lot of that. Some minor changes here and there, But there
are some things I would say that being computer savvy is
helpful because I can visualize right now, even though it
was almost 40 years ago, I can visualize watching him and
how he did stuff, but I'll watch Randy Tamey and he'll sit
there every game and he'll draw all these lines and all the
for all these things. so I got on Excel and I made a form and
I made copy of that. I'm sorry because I just don't have it in
me to just draw those new boxes every game. Every night I
go out and I'm tired of having to draw in these boxes and so
I just have made one for every sport. I just liked the more
work I can do before I go, the better off I am. But
everybody's got their own way of doing things and if that
clearly has worked for him for 50 years or whatever, I
wouldn't try to tell him how to do it. I don't think he doesn't
use a tape recorder. I mean I've seen his writing and he's
kind of like me: He's the only person on the planet that
could read his writing. Nothing anybody else really needs
to know, I've had a few mechanical difficulties with. I
mean like I use voice memo on my phone and when I do it,
I touched the button about every three minutes just to make
sure that it's still going because there was one time in which
I interviewed a girl. But it's like, "wow, I didn't get that". So at that point it was like, "okay, I gotta write this right now. I still remember what she said." And so I actually sat down and I knew what questions I asked and I pieced it together and she never said anything. I don't know if there would have been anything in any way damaging or, inappropriate or whatever. I was just going to leave that out. But I really think I reconstructed it pretty well. That's obviously not the preferred way, but for me that's one time out of hundreds since I've been here. It's like as long as I make sure that it really records that part of it and for me it's a lot easier, but for some people if they like to write it down they can do that, but not me.
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