Fall 2021

MKTG 3358 001 “Sports Marketing” (formerly known as MKTG 358)
Department of Management and Marketing
College of Business, Stephen F. Austin State University

Ryan Ivey
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Phone: 936-468–4333
Email: iveym@sfasu.edu
Class Time: M 4:00-6:30pm
Class Location: FH 136

Office Hours: by Appointment

Text and Materials: No Required Textbook – Reading Material Provided Through Bright Spaces (D2L)

Catalog Description: Marketing concepts, theories and practices in the sports industry. Topics include the unique qualities of the sports industry in relation to business and marketing strategy, including the product, promotion, pricing and distribution practices of sports marketing.

Program Learning Outcomes: Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at http://www.sfasu.edu/cob/ug-plo.asp.

Student Learning Outcomes:
1) Identify the Marketing, sports and business terms and concepts that are significant within the fields of Marketing and Sports Marketing, to be measured by performance on examinations.
2) Understand the ideas and reasoning that underlie these concepts, to be measured by performance on examinations.
3) Demonstrate how to apply and use these concepts in Marketing, Sports Marketing, and/or business, to be measured by performance on examinations and the term project.
4) Demonstrate preparation for entry into a career in Sports Marketing, to be measured by overall performance in meeting the course requirements.

Student's Responsibility: The student should come to class prepared to discuss the assigned readings. Students have significant weekly reading assignments, are required to submit seven written case summaries throughout the semester, and watch pre-recorded video content. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Attendance Policy: Attendance is not mandatory but missed assignments and quizzes cannot be made up.

Grading Policy: The course grade for this class will be determined from the scores on three exams (two exams for modules 1 and 2, and one comprehensive final exam [covering modules 1–3]), case study completion and analysis, product pitch, Dropbox assignments, and reading quizzes. All grades will be averaged with the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>2/400 pts (2 exams = 100pts each, 200pts final exam)</td>
</tr>
<tr>
<td>Case Study Solutions &amp; Analysis</td>
<td>210 pts (7 cases x 30 pts)</td>
</tr>
<tr>
<td>Year End Presentation</td>
<td>200 pts (May take place of final exam)</td>
</tr>
<tr>
<td>Dropbox Assignments</td>
<td>140 pts (7 assignments x 20 pts)</td>
</tr>
<tr>
<td>Reading Quizzes (articles and key terms)</td>
<td>100 pts (10 quizzes x 10 pts)</td>
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<tr>
<td>Total Points</td>
<td>850 pts</td>
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*Final grades will be determined using the policy outlined by the University:
  A = (89.45 – 100%)
  B = (79.45 – 89.44%)
  C = (69.45 – 79.44%)
  D = (59.45 – 69.44%)
  F = (59.44% or below)

Course Requirements:

Exams: There will be three exams. The first exam, worth 100 points (10%), will only cover material in module 1. The second exam, worth 100 points (10%), will only cover material in module 2. The final exam, worth 200 points (20%), is comprehensive but will focus mostly on module 3. Exams will be a combination of multiple choice, matching, true/false, short answer, and essay questions. (You may elect to forgo the final exam in lieu of the year end presentation).

Case Study Solutions & Analysis: There will be seven case studies introduced this semester. Students will be required to read each case study and complete a one page summary case before coming to class on the day the case is discussed (see calendar below). Students will work in groups of 3 or 4 to find solutions to the cases presented. The groups will then provide their solutions in class and at the end of class in written form. Each in-class group solution document is worth 30 points, for a total of 210 points. More details about this section will be provided in class and on Bright Space.

Year End Presentation: This presentation is designed for each student to take a holistic approach of all sports marketing and sales elements. As such, each student will be able to pick a city and will be responsible for creating a fictitious football franchise. Each student will be required to have the following elements within their presentation:

1. Logo creation:
   a. Logo should be meaningful and have a connection to the city where the franchise is located.
   b. Should include the mascot in some fashion.
   c. Colors used should have a connection to the city/franchise.

2. Premium seating:
   a. Create a fun, unique premium seating option for fans
   b. Pricing should be in line with other premium seating options for other franchises/teams within the city and/or region.

3. Sponsorship deck/presentation:
   a. Create a deck that you would present to a potential naming rights sponsor for your stadium
   b. Sponsor should be connected to the city/area.
   c. Use multiple sponsorship elements throughout deck presentation

4. Social media content calendar
   a. Create a month-long content calendar for social media accounts that make sense for your city/franchise
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5. Ticketing options/pricing:
   a. Create a pricing deck and a menu of ticketing options for your franchise
      i. Season tickets
      ii. Mini-plans
      iii. Group tickets
      iv. Single game tickets (Tiered pricing)

Each student will be required to have a 10 minute presentation on April 26 or May 3. There will be equal presentations on each respective day.

This is meant to provide a capstone project for each student, provide a holistic approach to what is/was covered throughout the course and create an opportunity for fun and creative thoughts.

Dropbox Assignments: There will be 7 assignments this semester. These will primarily include summary of the Case Studies (see Case Study section above). Each assignment will be worth 20 points toward the final course grade.

Reading Quizzes: There will be a quiz for each topic and will be due by class time on the first day that topic is covered. Therefore, the student will need to read the assigned articles and find the definitions to the key terms before taking the quiz and coming to class in order to be prepared to participate in class discussions. Each quiz is worth 10 points (1% of their final grade), totaling 100 points.

Quizzes will be administered on D2L. Students can find these listed under the quizzes tab. Due dates are listed on D2L. Students may take each quiz as early as they wish; they are opened to everyone on the first day of the semester. Quizzes will consist of 10 questions. The quizzes also have a 10 minute time limit.

Late Work / Make-Up Policy: Assignments turned in late will not be accepted. Students missing assignments for university excused absences must make arrangements to turn in assignments on or before the due date.

Note: This syllabus is provided to you as a guide for the class content and expectations this semester. It is not a contract, and is subject to change as necessary.
# TENTATIVE COURSE CALENDAR

**Mondays: 4:00 pm – 6:30 pm**

## MODULE 1 (Dates: August 23-September 27)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Assessing Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Intro to Sports Marketing</td>
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<tr>
<td>Aug 30</td>
<td>The Sports Marketing Mix</td>
<td>The Specifics of the Sport Product and Their Implications within the Marketing Activity (Constantinescu, 2011) &amp; Sport Marketing Mix Strategies (Lucian, 2013)</td>
<td>Two Reading Quizzes</td>
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<tr>
<td>Sept 6</td>
<td>Professional Sports Marketing with Case Study</td>
<td>Comparing Sports Marketing of Amateur Team Sports to Professional Team Sports (Robinson &amp; France, 2011)</td>
<td>Reading Quiz &amp; Case Study Summary (Dropbox)</td>
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<tr>
<td>Sept 13</td>
<td>College Sports Marketing</td>
<td>NCAA Guide - College Bound Student Athlete AND Implementing a Ticket Sales Force in College Athletics (Bouchet, Ballouli, &amp; Bennett, 2011)</td>
<td>Reading Quiz</td>
<td></td>
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<tr>
<td>Sept 20</td>
<td>College Sports Marketing &amp; Campus Recreation Marketing</td>
<td>The Influence of Campus Recreation Beyond the Gym (Henchy, 2011) AND Impact of Mkt Strategies on Campus Rec Sports (Kaltenbaugh, et al., 2011)</td>
<td>Case Study Summary (Dropbox) Reading Quiz</td>
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<td>Sept 27</td>
<td>Exam 1 - Module 1</td>
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<td>Exam</td>
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### MODULE 2 (Dates: October 4-25)

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Assessing Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Oct 4</td>
<td>Segmentation &amp; Target Markets</td>
<td>Increasing Baseball Revenue from the Female Market</td>
<td>Youth Sports Participation Styles &amp; Market Segmentation Profiles (Taks &amp; Scheerder, 2016)</td>
<td>Reading Quiz &amp; Case Study Summary (Dropbox)</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Sports Media</td>
<td>NYC Marathon - To Run or Not to Run</td>
<td>SID Attitudes Toward the Commercialization of Sports (Whiteside, Hardin, &amp; Ash, 2011)</td>
<td>Reading Quiz &amp; Case Study Summary (Dropbox)</td>
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<tr>
<td>Oct 25</td>
<td>Exam 2 - Module 2</td>
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<td>Exam</td>
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### MODULE 3 (Dates: November 1-December 6)

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Assessing Knowledge</th>
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<tbody>
<tr>
<td>Nov 1</td>
<td>Jobs in Sports Marketing</td>
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<td>Technology: The NFL's Friend or Foe? (Horrow &amp; Swatek, 2010)</td>
<td>Reading Quiz &amp; Case Study Summary (Dropbox)</td>
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<td>Nov 8</td>
<td>Technology</td>
<td>eSports &amp; AT&amp;T</td>
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<td>Nov 15</td>
<td>Sports Marketing Analytics</td>
<td>Ticket Sales Outsourcing Decision Making</td>
<td>Analytics in Sport Marketing (Mumcu &amp; Fried, 2017)</td>
<td>Reading Quiz &amp; Case Study Summary (Dropbox)</td>
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<tr>
<td>Nov 22</td>
<td>Social Media</td>
<td>Big Ten Social Media Strategy</td>
<td>Dimensions of Social Media Utilization Among College Sport Fans (Clavio &amp; Walsh, 2014) AND Pin It: Exploring How Pro Sports Organizations Use Pinterest (Hambrick &amp; Kang, 2015)</td>
<td>Reading Quiz &amp; Case Study Summary (Dropbox)</td>
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<tr>
<td>Nov 29</td>
<td>Year End Presentations</td>
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<tr>
<td>Dec 6</td>
<td>Year End Presentations/FINAL EXAM</td>
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Rusche College of Business

General Student Policies:

Student Academic Dishonesty (University Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one's own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one's paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf).

Course Grades (University Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy related to active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please refer to the complete policy at [http://www.sfasu.edu/policies/course-grades.pdf](http://www.sfasu.edu/policies/course-grades.pdf).

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Student Conduct (University Policy 10.4)
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at [http://www.sfasu.edu/policies/student-conduct-code.pdf](http://www.sfasu.edu/policies/student-conduct-code.pdf).) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/ exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.