

# Syllabus

## Sports and Entertainment Marketing

### Course Overview

This one-semester course is intended to help you gain an insight into the field of sports, entertainment, and recreation marketing. This course has 16 lessons organized into four units, plus four Unit Activities. Each lesson contains one or more Lesson Activities.

Additionally, there is one Course Activity that you need to work on throughout the duration of the course. This activity is a long-term project spread over the length of the course. The due date for this activity is to be determined by the course instructor

This course covers fundamental concepts in sports, entertainment, and recreation marketing. It also covers essential skills related to advertising, sponsorship, and marketing campaigns. In addition, the course covers crucial workplace skills, such as teamwork and leadership skills.

You will submit the Unit Activity documents to your teacher, and you will grade your work on the Lesson Activities by comparing them with the given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and post-test questions that come at the beginning and end of the unit, respectively; and an end-of-semester test. All of these tests are a combination of simple multiple-choice questions and technology-enhanced (TE) questions.

### Course Goals

This course will help you meet the following goals:

- Describe the scope and working of the sports, entertainment, and recreation industry.
- Discuss the scope of various marketing functions and its effect on sports, entertainment, and recreation marketing.
- Explain the effects of workplace skills such as time management, teamwork, work ethics, leadership, and result orientation.
- Discuss the importance of segmentation and positioning for the success of sports, entertainment, and recreation marketing.
- Explain the importance of marketing research and quantitative methods in sports, entertainment, and recreation marketing.
- Discuss the role of advertising, endorsement, and sponsorships in sports, entertainment, and recreation.

- Discuss the processes of sales and organizational purchases in sports, entertainment, and recreation industry.

## **Prerequisite Skills**

Sports and Entertainment Marketing has the following prerequisites:

- basic math knowledge
- ability to visualize and apply creativity and innovation
- familiarity with the writing process and following guidelines

## **General Skills**

To participate in this course, you should be able to do the following:

- Perform basic operations on a computer.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of the general skills required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## **Credit Value**

Sports and Entertainment Marketing is a 0.5-credit course.

## **Course Materials**

- notebook
- computer with an Internet connection and speakers or headphones
- Microsoft Word or equivalent

## **Course Pacing Guide**

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

## Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

| Course Components  | Count     | Weight      |
|--|-----------|-------------|
| <b>Pretest.</b> <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i>  | 4         | 0%          |
| <b>Module.</b> <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i>   | 16        | 20%         |
| <b>Discussion.</b> <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i> | 4         | 20%         |
| <b>Unit Activity.</b> <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>  | 4         | 10%         |
| <b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>   | 4         | 20%         |
| <b>Course Activity.</b> <i>Course Activities are similar to Unit Activities in scope but may be found at any point in the course, either to prepare the student for new learning or to act as a performance-based activity required for a learning objective. Like Unit Activities, Course Activities include simple rubrics, and sample answers are available for teachers. Course Activities are teacher graded.</i>   | 1         | 10%         |
| <b>End of Semester Test.</b> <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>  | 1         | 20%         |
| <b>Total</b>   | <b>34</b> | <b>100%</b> |

\*Teachers may manually adjust these weights if desired, per district grading requirements.

## Unit 1: Marketing and Other Functions

### Summary

In this unit, you will learn about the structure of a business firm and financial statements. You will also learn about the basics of sports, entertainment, and recreation marketing. Finally, you will explore essential career skills, such as teamwork and time management.

| <b>Day</b>       | <b>Activity/Objective</b>   | <b>Type</b>        |
|------------------|---|--------------------|
| 1 day:<br>1      | <b>Syllabus and Plato Student Orientation</b><br><i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i> | Course Orientation |
| 4 days:<br>2–5   | <b>Business Functions</b><br><i>Explain the structure of a business firm.</i>   | Lesson             |
| 4 days:<br>6–9   | <b>Finance and Budgeting</b><br><i>Explain the role and structure of financial statements.</i>  | Lesson             |
| 4 days:<br>10–13 | <b>Marketing Fundamentals</b><br><i>Discuss the scope of various marketing functions and its impact on advertising.</i>                           | Lesson             |
| 3 days:<br>14–16 | <b>Teamwork</b><br><i>Discuss the benefits of teamwork, work ethic, and time management skills.</i>   | Lesson             |
| 1 day:<br>17     | <b>Space Jumble</b>   | Game               |
| 4 days:<br>18–21 | <b>Unit Activity/Threaded Discussion—Unit 1</b>   | Unit Activity      |
| 1 day:<br>22     | <b>Post-test—Unit 1</b>   | Assessment         |

## Unit 2: Mapping Markets

### Summary

In this unit, you will learn the importance of segmentation and positioning in marketing. You will also familiarize yourself with the impact of design and evolution of products and promotions on marketing. Finally, you will understand the importance of quantitative methods in sports, entertainment, and recreation marketing.

| Day              | Activity/Objective  | Type          |
|------------------|---|---------------|
| 4 days:<br>23–26 | <b>Segmentation and Positioning</b><br><i>Explain how segmentation and positioning are key tools for SERM success.</i>  | Lesson        |
| 4 days:<br>27–30 | <b>Product Planning</b><br><i>Explain the design and evolution of products and promotions and their effect on SERM.</i> | Lesson        |
| 4 days:<br>31–34 | <b>Marketing Intelligence</b><br><i>Discuss the importance of marketing research and quantitative methods in SERM.</i>  | Lesson        |
| 1 day:<br>35     | <b>Space Jumble</b>   | Game          |
| 4 days:<br>36–39 | <b>Unit Activity/Threaded Discussion—Unit 2</b>   | Unit Activity |
| 1 day:<br>40     | <b>Post-test—Unit 2</b>   | Assessment    |

## Unit 3: Marketing Communication

### Summary

In this unit, you will understand how the sports, entertainment, and recreation marketing industry works. You will also learn about the various aspects involved in advertising, sponsorship, and endorsement.

| Day              | Activity/Objective  | Type          |
|------------------|---|---------------|
| 4 days:<br>41–44 | <b>Sports, Entertainment and Recreation Marketing (SERM) Fundamentals</b><br><i>Describe the scope and working of the SER industry.</i>         | Lesson        |
| 4 days:<br>45–48 | <b>Advertising Operations</b><br><i>Describe how SERM advertising campaigns are created and tracked across various media.</i>                   | Lesson        |
| 4 days:<br>49–52 | <b>Sponsorship and Endorsements</b><br><i>Explain sponsorships and endorsements as they relate to the SER industries.</i>                       | Lesson        |
| 4 days:<br>53–56 | <b>Integrated Marketing Campaigns</b><br><i>Explain the process by which integrated SERM campaigns are formulated and tracked across media.</i> | Lesson        |
| 1 day:<br>57     | <b>Para Jumble</b>  | Game          |
| 4 days:<br>58-61 | <b>Unit Activity/Threaded Discussion—Unit 3</b>   | Unit Activity |
| 1 day:<br>62     | <b>Post-test—Unit 3</b>   | Assessment    |

## Unit 4: Making the Sale

### Summary

In this unit, you will learn about the right selling skills in the field of sports, entertainment, and recreation marketing. You will also learn about the economic theories and pricing mechanism in sports, entertainment, and recreation marketing. Finally, you will learn about leadership skills.

| Day                     | Activity/Objective   | Type            |
|-------------------------|--|-----------------|
| 4 days:<br>63–66        | <b>Selling Skills</b><br><i>Describe the process of selling in SERM.</i>   | Lesson          |
| 4 days:<br>67–70        | <b>Foundation Economics</b><br><i>Explain how economic theory affects sports, entertainment, and recreation marketing.</i> | Lesson          |
| 4 days:<br>71–74        | <b>Pricing</b><br><i>Describe the working of pricing mechanisms and their relevance to SERM.</i>                           | Lesson          |
| 4 days:<br>75–78        | <b>Organizational Buying</b><br><i>Explain how SER organizations buy.</i>  | Lesson          |
| 4 days:<br>79–82        | <b>Leadership Skills</b><br><i>Discuss the importance of leadership and result orientation.</i>                            | Lesson          |
| 1 day:<br>83            | <b>Para Jumble</b>   | Game            |
| 4 days:<br>84–87        | <b>Unit Activity/Threaded Discussion—Unit 4</b>  | Unit Activity   |
| Extend<br>ed<br>Project | <b>Extra Innings Project</b>   | Course Activity |
| 1 day:<br>88            | <b>Post-test—Unit 4</b>  | Assessment      |
| 1 day:<br>89            | <b>Semester Review</b>   |                 |
| 1 day:<br>90            | <b>End-of-Semester Test</b>  | Assessment      |

## Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map](#).