Joseph M. Bryan School of Business and Economics  
Department of Marketing, Entrepreneurship, Hospitality, and Tourism

COURSE NUMBER: MKT 407  
COURSE TITLE: Sports Marketing  
CREDITS: 3:3  
PREREQUISITES/COREQUISITES: Junior Standing.  
FOR WHOM PLANNED: This is an elective course for juniors and seniors.

1. INSTRUCTOR INFORMATION:  
1.1. Dr. Harper Roehm, Associate Professor of Marketing  
1.2. Classroom: Bryan 132 Tuesday 6pm-8:45.  
1.3. Email: haroehm@uncg.edu  
1.3.1. All emails should contain a SUBJECT line that identifies which class, meeting time and group along with summary of inquiry (e.g., MKT407S20 Group 3 question about assn. Note: X = summer, S = Spring, F = fall & W = Winter).  
1.3.2. Note: If it is urgent please feel free to email as frequently as deemed necessary. Understand in normal situations, if you do not get a response in 24 hours consider re-sending your message.  
1.4. Office location: 376 Bryan  
1.5. Office hours:  
1.5.1. Tuesday 2pm-3:30pm, Thursday 11am-12pm or by appointment.  
1.5.2. Email or Google Hangouts or Webex video chat (see instructions on Canvas homepage)  
1.5.3. You can stop by anytime if I am in my office.  
1.5.4. Please knock because I keep the door closed at all times.  
1.6. Contact information:  
Contact information for MEHT Administration – Office 441 Bryan Building:  

Terri L. Sparks (336) 334-3797  
thspark2@uncg.edu  
Mailing Address  
Attn: Harper Roehm  
MEHT Department  
The University of North Carolina at Greensboro  
Fax 336-334-5580  

Diana Brandt: (336) 334-4547  
djbrandt@uncg.edu  
Bryan School of Business and Economics  
441 Bryan Building  
Greensboro, NC 27408  
Fax 336-334-5580

CATALOGUE DESCRIPTION: Sports marketing applies marketing, promotion, and sales tools and techniques to the specific domain of sporting events, sporting activities, and sports related products.

2. The Bryan School of Business and Economics’ Mission Statement  
In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

3. Bryan School Student Learning Goals  
Each program within the Bryan school has separate learning goals as listed with the degree program. The essential components of a professional education in business (excluding the B.S. and B.A. in Economics, the B.S. in Consumer, Apparel, and Retail Studies and the B.A. in Sustainable Tourism and Hospitality) include
common courses for breadth and opportunities for advanced work for depth in the various business
disciplines. These core business programs share the following common learning goals:
1. Students will implement the various steps of the critical thinking process, supported by the
appropriate use of analytical and quantitative techniques, to formulate recommendations for
subsequent decision making.
2. Students will apply appropriate ethical standards when making recommendations for business
decision making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing
environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve
business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful
business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

4. STUDENT LEARNING OUTCOMES: At the successful completion of this course, students will:
4.1. SLO1: Gain a broad overview of sports marketing.
4.2. SLO2: Know the strengths and weaknesses of four forms of sports marketing.
4.3. SLO3: Acquire and evaluate marketing research in order to develop, implement and modify sports marketing
strategies.
4.4. SLO4: Employ concepts of segmentation, targeting, and positioning to develop and/or analyze existing sports
marketing strategies.
4.5. SLO5: Understand the 4P’s of marketing: product, price, place, promotion as they apply to sports marketing
and their relationship with positioning and branding goals of organizations.
4.6. SLO6: Develop a sports marketing plan.

5. TEACHING METHODS
5.1. This course will utilize lectures, online class discussions, current event studies, a major group project, and
student participation.

6. EVALUATION AND GRADING

<table>
<thead>
<tr>
<th>Assignment/Activity Description</th>
<th>SLOs Measured in this activity (Identify the # from your SLOs list above)</th>
<th>% of Final Grade or Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>1-5</td>
<td>15</td>
</tr>
<tr>
<td>2 exams (15 pts. each)</td>
<td>1-6</td>
<td>30</td>
</tr>
<tr>
<td>In-class clicker Participation</td>
<td>1-6</td>
<td>15</td>
</tr>
<tr>
<td>Group marketing project</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Group peer evaluations</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>

7. Deliverables:
7.1. Assignments: There are a number of assignments in the class. You can find the number and the date due in the
schedule file that is posted along with the syllabus.
7.2. Exams: There will be two non-cumulative exams in this course. A study guide and exam instructions will be
provided for each exam.
7.3. Group marketing project: We will be creating a marketing plan for UNCG athletic department. Details for the
project will be provided when students are assigned to their groups.
7.4. Group peer evaluations:
The group Peer Evaluation is an extremely important tool to manage your group experience. Peer evaluations
are based on the performance of your group. This is because in the business world, performance is one of the
main benchmarks. Consequently, promotions, raises, etc. are typically based on outcome more so than effort. So, in this class, outcome/performance will be the basis for your group grades.

7.4.1. For many groups, all members participate equally. In those cases, the peer evaluation will be the same percentage as your group earned from all of the group activities. For instance, if your group earned a 91 percent of the points on all of your group activities your peer evaluation would be 91 percent of peer evaluation points.

7.4.2. If, however, you have well performing member, you can indicate that by providing that individual with high peer evaluation. In these cases, their peer evaluation will be higher than the group’s average outcome. In the example earlier, this person’s evaluation will be higher than 91 percent of peer evaluation points depending on the strength of the peer evaluations. Note in cases where groups earn in B, C or D range, it is rare for a well-evaluated group member to earn a peer evaluation above 10 to 15 percent. For instance, if your group earned 82 percent of project points, the well-evaluated group member would typically be 92 to 97 percent of peer evaluation points.

7.4.3. The peer evaluation can also be used in those unfortunate situations when a member is not performing to expectations. In such cases, you can communicate to those individuals that their peer evaluation will be negatively affected unless there are improvements. Do this as early as possible. Also, when doing this please inquire what you as a group can do to help this member. This often times can remedy the situation. If it does not help and the member does not participate as expected, their grade will be SIGNIFICANTLY LOWER THAN THE GROUP’S. IT SHOULD BE NOTED THAT CASES OF EXTREME NEGLECT OF GROUP RESPONSIBILITIES CAN RESULT IN EARNING A ZERO FOR ALL GROUP WORK including the PEER evaluations.

7.4.4. If a member cannot meet, they should provide work product on a timely basis for the missed group meeting. IT SHOULD BE NOTED THAT CASES OF EXTREME NEGLECT OF GROUP RESPONSIBILITIES CAN RESULT IN EARNING A ZERO FOR ALL GROUP WORK including peer evaluation.

7.4.5. For students who do not complete peer evaluations, they will earn 0 for their peer evaluation.

7.4.6. You should feel free to contact me about participation issues.

8. REQUIRED TEXTS/READINGS/REFERENCES


8.2. This book should be in the bookstore, but it is also available on amazon. Here is the amazon link to purchase or rent the book.

8.3. eBook can be rented/purchased in 3 places. Semester rental is $59 and lifetime access is $69:


8.3.2. https://chicagobusinesspress.com/book/sports-marketing-3#purchase
8.3.3.  https://www.vitalsource.com/products/sports-marketing-sam-fullerton-v9780615800226?term=fullerton+sports+marketing


8.5.  iClicker>1 or iClicker>2 will be used for class participation and activities.

1.1.1.  First Class the clickers will be used in Class 5.
1.1.2.  You have to register the clicker. Those directions will be provided.
1.1.3.  Acquiring iClickers:
    1.1.3.1.  iclicker 1 or iclicker 2: The class is set up for either 1 or 2.
    1.1.3.2.  iClicker 1’s are sold at the on-campus bookstore and have been known to buy them back.
    1.1.3.3.  There is also a large second-hand market and you can find reasonable offers on the eBay, Amazon or Craigslist. About 2,000 of iClickers are sold to UNCG students every semester, mainly to biology and physics students, so your friends may have one for you.
    1.1.3.4.  The newer iclicker 2 is more flexible, which might be helpful in other classes, but new is 5 dollars more expensive and there might be a smaller number of the cheaper used units available since it is so new. They can be purchased at the bookstore or online.  
http://www.iclicker.com/

9.  Student expectations of Faculty
9.1.  I have two very important goals:
    9.1.1.  Provide students with the marketing concepts that assist them in becoming productive contributors in the community (see Course Learning Objectives below).
    9.1.2.  Create a learning environment where students feel fairly treated.
9.2.  If you have a question/issue, please feel free to contact me.

10.  Health and Wellness
Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

11.  ACADEMIC INTEGRITY POLICY
11.1.  Students can refer to the Bryan School’s Guidelines for Ethical and Professional Behavior of Students and Faculty found in Canvas homepage.
11.2.  It is also important to note that the course policies stated in this syllabus are intended to provide both individual students as well as the entire class roster.
12. PARTICIPATION & ATTENDANCE POLICY

12.1. In-class Attendance and Participation:

There is an attendance and participation grade because of the integrative and participative nature of this class. It includes attendance and participation, such as iclicker answers. Attendance of, and behavior in, class meetings follows those standards of a professionally run meeting.

12.1.1. Be on time consistently. Absenteeism and/or lateness will impact your participation grade.

12.1.2. Laptops will NOT be open during class unless otherwise directed. Exceptions will be considered in case of ODS confirmed learning considerations.

12.1.3. No phones, irrelevant reading material, or conversations. Laptops, tablets PC's in the lab, phones, PDA's etc. should be properly used. Not meeting any of these standards will result in significant loss of participation points.

12.1.4. No recording of class is allowed. Exceptions will be considered in case of ODS confirmed learning considerations.

12.1.5. If you miss a class it is your responsibility to manage the situation. Therefore, you are responsible for any information and/or material from a missed class.

12.1.6. In the cases when you know in advance of potential MULTIPLE time conflicts, resulting in absences, late arrivals and/or early departures, you should consider taking the course another time because this situation would result in significant loss in participation and the possible failing grade.

12.1.7. Iclicker participation is 15 percent of the course grade based on your effort and participation. Because it is impossible to give every student a chance to speak in a large class like MKT 320, we will use iClickers to enable accurate monitoring of individual participation.

12.1.8. iClickers are NOT quizzes!

12.1.9. Every session there will approximately five questions (one every 10 minutes or so) pertaining to the course material that has just been covered. As long as you answer correctly 4 out of the 5 questions, you will receive 1 participation points for the session. You will receive 0.75 points if you answer 3 questions currently, 0.5 points if you answer two questions and 0.25 points if you answer only one question correctly. There are a number of lectures where participation points are attainable. So, if you attend enough lectures and answer enough questions correctly you can earn 100 percent of the 15 participation points.

1.1.3.5. Important: you cannot receive more than 1 participation point per lecture and more than 15 participation points per semester. Even if you attend all sessions and answer every single question correctly, your participation grade will be limited to 15 points total.

12.2. Absents due to Religious Observance:

12.2.1. If you believe you do have any religious holidays that might result in an absence affecting the completion of a class activity you must contact me at least two weeks before the holiday. I prefer to be contacted in the first two weeks since these dates are set and widely known.

12.2.2. There are a limited number of such absences, so you can find the policy in the Undergraduate Bulletin and the Office of the Provost’s web site. If you still have questions, please contact the Dean of Students (see contact information below) if you have any questions.

12.2.3. Dean of Students contact information:

210 Elliott University Center, PO Box 26170
1.336.334.5514 EMAIL deanofstudents@uncg.edu

13. EXAMINATIONS

13.1. There will be two exams the second one is cumulative in this course. A study guide and exam instructions will be provided for each exam. The date, times and locations of final exam can be found in the schedule in course Canvas site.

13.2. MAKE-UP EXAMS:
13.2.1. There are two types of make-ups. One, excused make-up. Two, not excused make-up. The difference is that if you do not have an excuse you earn a 25-percent penalty to your exam score if exam is taken within 48 hours of exam window closing.

13.2.2. Also, I am providing an exam buffer. For example, if an exam ends at 5pm, there will be an additional 5 hours of time that a student can still complete the exam. The buffer provides students some time to make alternate plans if they face an unexpected but not valid excuse such as IT problems. There are risks. There are absolutely no requests for excused make-ups (see below) during this buffer so if you have an issue during the buffer you have no remedy but to take a not excused make-up (see below). I strongly suggest you finish by the assigned deadline.

13.2.3. Excused Make-up Requirements:

13.2.3.1. Encounter a serious, unexpected and valid emergency or official school related activities, not including voluntary school activities/groups. In such situations, the student must contact me as soon as possible and must provide written evidence of the emergency/activity that includes verification of the time and date as well as a contact number of an individual that confirm the emergency/activity. I do not want to know personal and/or sensitive information just the general nature of the emergency/activity. It should be noted that the requirement of written documentation of the issue is part of my effort to ensure that all students in the course feel fairly treated.

13.2.3.2. Contact me immediately. As soon as you know of the situation. The latest I will accept the excuse is before the exam buffer begins (see above and/or exam instructions). After that exam buffer deadline, you are taking a not excused make-up exam.

13.2.3.3. Provide written documentation that; one, identifies/explains the situation, two, provides the dates and times of the event and, three, contact information from someone who the professor can contact to verify the situation. All three pieces of information are required.

13.2.3.4. It should be noted that the requirement of written documentation is my effort to ensure that all students in the course feel fairly treated. This serves as verification of a valid excuse, so the students who complete the exam on time have assurances that make-ups are not an unfair advantage. While at the same time, it ensures students with unexpected, valid emergencies who follow the instructions are not disadvantaged.

13.2.4. Not Excused Make-up Requirements:

13.2.4.1. Contact take me immediately.

13.2.4.2. Take the exam 48 hours of the exam window closing.

13.2.4.3. Understand after the exam buffer begins no excuse will be accepted and you receive the 25 percent penalty. For example, you earn 80 on the exam with the penalty you will receive 55 percent of the points the exam is worth.

13.3. Also, after 48 hours after the exam window you earn a zero on the exam.

13.4. Accommodations:

Challenges that require testing accommodations such as a quite setting and/or additional time are welcome. Student needs to provide me with the appropriate documentation from Office of Accessibility & Services (OARS formerly ODS) at least one week before a test. Ideally the student will do so at the beginning of the semester. Those students with said challenges but are not registered are encouraged to contact OARS immediately.

OARS Contact Information:

web site: http://ods.uncg.edu/student-services/register/
Suite 215 EUC, PO Box 26170
Greensboro, NC 27402-6170
VOICE/TTY 336.334.5440
FAX 336.334.4412
EMAIL oars@uncg.edu
14. GRADING POLICY
14.1. No assignments are accepted late.
14.2. There is one extra credit assignment at the end of the semester.
14.3. Many assignments are submitted online.
14.4. Assignments are graded for grammar, spelling, organization, completeness and overall professionalism.
14.5. If required, all gathered/non-original material should be referenced. APA Guidelines (Purdue University’s Online Version).
14.6. Students who are concerned about their writing can work with the UNCG writing center. It should be noted that Writing center well in advance of the due date of the assignment.
14.7. Students who are concerned about their verbal skills can work with the UNCG speaking center. It should be noted that speaking center well in advance of the due date of the assignment.
14.8. The due dates for assignments are included in the syllabus schedule section at the end of the syllabus unless otherwise noted.
14.9. All information submitted, including flash or online drives and/or attached files to emails, should be labeled:
   LAST Name, FIRST name
   Assignment name or number (e.g., Intro Class Assignment)
   Professor Pledge “name(s)”*
   *All work submitted should include the word “Pledged” followed by the student’s signature or typed name in the case of computer files. This is in accordance with the Academic Integrity policy
14.9.1. FAILURE TO MEET THESE INSTRUCTIONS COULD RESULT IN 5 PERCENT PENALTY ON AN ASSIGNMENT.
14.9.2. SAVE ELECTRONIC BACKUP COPIES OF YOUR ASSIGNMENTS.
14.10. Note: Files saved on flash or online drives, or ones sent via email attachment should have the label same information.
14.11. These are assignments due throughout the course. The assignments will be graded based on promptness, completeness and professionalism that includes; grammar, writing style, spelling and format.
14.12. The values of these assignments are listed below in the Grade Break Down section.
14.13. There are no late assignments, but there is an extra credit assignment posted at the end of the semester and it is worth one assignment.

15. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 91.99</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 89.99</td>
</tr>
<tr>
<td>B</td>
<td>82 to 87.99</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 81.99</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 79.99</td>
</tr>
<tr>
<td>C</td>
<td>70 to 77.99</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69.99</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</table>