Course Number and Section: KINE 3330-001  Instructor: Dr. Jeffrey Levine  
Class meeting time and location: T/TH 2:00-3:15 TBA  IH Office: IH 359  
Semester: Fall 2017  Office Hours: T&W 1-4:00 PM/by appointment  
Office Telephone: 361-825-3722  E-Mail: jeffrey.levine@tamucc.edu  

I. Course Description  
KINE 3330 is designed to provide the sport manager with an understanding of marketing issues within the sport industry. Special emphases are placed on the application and assessment of marketing sport within the private and public sectors.  

II. Rationale  
The increasing complexity of the sport industry has created a demand from sport professionals to identify and meet the needs of sport consumers. This course will provide students with the opportunity to learn about the sport consumer exchange process and apply these marketing principles to sport consumers through both products and services.  

III. Course Objectives/Student Learning Outcomes  
1. Recognize the components of the sport product industry.  
2. Define the five Ps of sport marketing: product, price, place, promotion, and people.  
3. Identify and discuss the many aspects of the sport consumer.  
4. Demonstrate an ability to utilize data-based marketing for research output and market segmentation.  
5. Demonstrate and utilize electronic media within the sport industry.  

IV. Course topics:  
1. Orientation  
2. Introduction to sport marketing  
3. Strategic implementation of sport marketing  
4. Study of the sport consumer  
5. Utilizing the five Ps of sport marketing  
6. Examine the uses of electronic media  
7. A look into the future of sport marketing  

V. State Adopted Proficiencies for Teachers and/or Administrator/Counselors  
A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. **LEARNER-CENTERED INSTRUCTION**: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. **EQUITY IN EXCELLENCE FOR ALL LEARNERS**: The teacher responds appropriately to diverse groups of learners.

D. **LEARNER-CENTERED COMMUNICATION**: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. **LEARNER-CENTERED PROFESSIONAL DEVELOPMENT**: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

VI. **Instructional Methods and Activities**

*Methods and activities for instruction include:*

**A. Traditional Experiences** (lecture/discussion; demonstration; guest speaker; on-line deliveries - quizzes, exams, video).

**B. Clinical Experiences** (simulations; cooperative assignments, develop a marketing plan, student presentations).

**C. Field Experiences** – Utilizing knowledge from text and class, students work in groups to develop and implement a marketing campaign for an organizational event in the community or university.

VII. **Evaluation and Grade Assignment**

*The methods of evaluation and the criteria for grade assignment are:*

(Be specific on type of assessments)

**A. Methods and Percentage of Final Course Grade Each Assessment Constitutes**

1. Traditional Assessment
2. Performance Assessment

Evaluation will be based on successful completion of the following activities:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Marketing Project (group)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (10 points each)</td>
<td>20%</td>
</tr>
<tr>
<td>Tests (4) @ approx. 50 pts each</td>
<td>25%</td>
</tr>
<tr>
<td>Marketing Plan (group) Presentation</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**B. Grading Scale**

\[
\begin{align*}
A &= 90 - 100 \\
B &= 80 - 89 \\
C &= 70 - 79 \\
D &= 60 - 69 \\
F &= Below 59
\end{align*}
\]
VIII. Textbook


IX. Bibliography

The knowledge bases that support course content and procedures include:
Sport Business Daily (subscription &/or online source at www.SBRnet.com)
Sport Marketing Quarterly (library &/or subscription)
Sport Business Journal (library &/or subscription)

X. Class Policies

*Participation: Due to the application activities involved in this course, student participation is mandatory. Failure to actively participate will result in point deductions. These points are subjective in nature and will be deducted at the discretion of the instructor and your teammates. Moreover, because of the importance of your specific role in event marketing, if you “no show” the assigned marketing event you will lose ALL your Event/Project points.

Marketing Project: To receive the full benefit of sport promotion, an applied sport promotion and sales project is included in this course. This will require students to conduct both on- and off-campus promotions and sales at predetermined events. Details concerning these projects will be given as soon as possible. Points will be earned by successfully completing the sport promotion project including pre-event discussion and planning, on-site participation, and post-event assessment. An evaluation rubric will be utilized by both your peers and the instructor to determine the number of points earned.

Marketing Plan: Students will prepare a marketing plan that helps an organization attain strategic objectives. More information will be provided.

Sporting Event Analysis - Students will attend a designated sporting event (assuming the role of a marketing researcher/critical observer) individually evaluate the game experience and environment. Describe and evaluate two sponsorship and/or promotional efforts. Finally, you must provide two marketing recommendations. More information will be provided.
**Quizzes/Examinations:**
Quizzes cover material from chapters from the text and lecture, question format – multiple choice, true/false. Exams are not cumulative and only covers material that lead up to the test. Questions are primarily derived from lecture presentations/videos, discussion boards, assignments, and the reading materials. Question format may include multiple choice, true-false, short answer, matching, and/or essay.

**Other Policies**

**A. Attendance** is required for each class. Students are expected to arrive to class on time and to participate in class discussions and activities. Please be on time as a courtesy to your professor and others. If you are going to be absent or late the instructor should be notified at the earliest opportunity. The student is responsible for informing the instructor if class attendance will be affected by “approved university business”. In order for absences to be excused by the instructor and for a make-up activity opportunity to be approved, the student must provide the instructor reasonable warning of the absence at the earliest opportunity (such as a schedule of out-of-town games). Documentation of university-approved commitments is required by the instructor. Documentation for absences due to personal emergencies may be requested by the instructor. Make up opportunities will NOT be permitted for class-work or assignments missed due to UNEXCUSED absences, late arrivals or early departures. More than THREE (3) unexcused absences during the semester will result in the following consequences:

1. The student will be denied make-up opportunities with each UNEXCUSED absence.
2. The instructor will schedule a conference with the student to discuss meeting class responsibilities with the THREE (3) unexcused absence.

**B. Assignments** are due the day they are scheduled to be due at the time they are scheduled.

**C. Make-up exams** are given only under dire circumstances in which prior permission from the instructor is required.

**D. Cell phones/Electronic Devices**
It is inappropriate to text or talk on cell phones during class unless utilized for projects for class and will not be tolerated. Failure to observe this policy will result in being asked to leave the class.

**E. Classroom Café**
The Classroom Café will be located in the class’ Blackboard webpage. This is a class forum that is intended to have several purposes. First, it is for posting questions that you may have that pertain to the class. Having specific questions about an assignment due date, a clarifying question on a homework assignment, or a question about a concept from a chapter are all examples of times where it is completely appropriate to post to the Classroom Café. If you have a question, odds are someone else does as well so please post! Check the classroom Café if you do have a question, as someone may have posted there before you.

If you email with a question that I feel should go in the Classroom Café because the entire class would benefit from knowing the answer, I may reply asking that you post the question the Classroom Café. Second, I may try to post interesting articles or discussions for you to check out every now and then (not for points, but to have conversations relevant to class, so please be sure to keep an eye out!).
F. Appropriate Classroom Behavior
Students are asked to be respectful of their fellow classmates and the instructor when participating in this course. Each person is entitled to their opinion, and encouraged to express that opinion. However, please do so in an appropriate and respectful manner. Also, students are expected to be prepared for each class, and be focused on the activities of the class. Appropriate questions and discussions are welcome during the course, whether it be in class, on discussion boards, the Classroom Café, or in other forums. Students who exhibit rude or disrespectful behavior to others may result in a reduced final grade or failure of the course.

XI. Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

XII. Academic Honesty/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in one or more of the following:

- Written reprimand;
- Requirement to re-do work in question;
- Requirement to submit additional work;
- Lowering of grade on work in question;
- Assigning grade of “F” to work in question;
- Assigning grade of “F” for course;
- Recommendation for more severe punishment.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XV. Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 15 is the last day to drop a class with an automatic grade of “W” this term.

XVI. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

XVII. Grade Appeals

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XX. Course Schedule

Tentative course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters/Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, Review Syllabus and Ch. 1 Sports Meets Marketing</td>
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<tr>
<td>2</td>
<td>Ch. 2 Sports Entertainment Consumption</td>
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<tr>
<td></td>
<td>Discuss Marketing Project</td>
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<tr>
<td>3</td>
<td>Ch. 3 Understanding the Marketing Environment</td>
<td>Test 1</td>
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<tr>
<td></td>
<td>Discuss Marketing Project</td>
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<tr>
<td>4</td>
<td>Ch. 4 Segmenting Audiences for Sport</td>
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<tr>
<td></td>
<td>Work on Marketing Project</td>
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<tr>
<td>Week</td>
<td>Chapter</td>
<td>Assignment/Activity</td>
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<tr>
<td>5</td>
<td>Ch. 5</td>
<td>Building a Relevant Brand</td>
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<td>6</td>
<td>Ch. 6</td>
<td>Defining the Product Offering</td>
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<td>7</td>
<td>Ch. 7</td>
<td>Tapping the Passion Through Experiential Marketing</td>
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<tr>
<td>8</td>
<td>Ch. 8</td>
<td>Planning the Brand Story</td>
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<tr>
<td>9</td>
<td>Ch. 9</td>
<td>Creating the Brand Story</td>
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<tr>
<td>10</td>
<td>Ch. 10</td>
<td>Telling the Brand Story Marketing Project</td>
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<tr>
<td>11</td>
<td>Ch. 11</td>
<td>Leveraging the Sport Brand Marketing Plan</td>
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<tr>
<td>12</td>
<td>Ch. 12</td>
<td>Measuring Sport Brand Performance Marketing Plan</td>
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<tr>
<td>13</td>
<td>Ch. 13</td>
<td>Living the Brand Promise Marketing Plan</td>
</tr>
<tr>
<td>14</td>
<td>Ch. 14</td>
<td>Preparing Future Sport Marketers</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>No Class</td>
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<tr>
<td>14</td>
<td></td>
<td>No Class</td>
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</tbody>
</table>

8
KINE 3330 Promotion of Sport
Syllabus Acknowledgment Form

I, (print name)__________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 3330 Promotion of Sport.

Signature __________________________________________ Date _____________________