

Course Syllabus for MKT 3410 Sports Marketing

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Course: MKT 3410 3.0.(1) Sports Marketing
Book: Course Syllabus for MKT 3410 Sports Marketing

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Description



This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read.

You can print the entire book by clicking on the link under the Table of Contents, or you can print any chapter through the administration menu.

Table of contents

Course Information

Technical Assistance and Information

Course Outcomes and Module Learning Objectives

Materials and Resources

Technical Information

Grade Breakdown and Grading Scale

Grade Breakdown

Quizzes

Module Journal Activities

Exams and Proctoring

Course Policies

Engagement and Participation

Academic Integrity

Accessibility

Netiquette

Diversity Statement

Extensions

Transcript Information

Copyright

Course Information

MKT 3410: Sports Marketing

Instructor: Dr. Thomas Karam

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Catalog description: Application of marketing concepts to sports and leisure activities; emphasis on planning and strategy development.

Technical Assistance and Information

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software. This article discusses a different Moodle site, but functionality is the same.

If you have any technical problems or questions, email Online & Continuing Education at Answers@outreach.lsu.edu. Be sure to include your name, course number, and section in your contact.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Analyze the importance of sports marketing to amateur and professional athletes, as well as to sports organizations.
2. Identify various aspects of the personal brand of athletes and their teams, which make their brands more marketable.
3. Provide practical insight into various ideas that can be used for successful sports marketing.
4. Describe the importance of negotiations to successful sports careers and industries.

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Introduction to Sports Marketing

1. Explain the role of marketing in the world of sports (CO1, CO2, CO4)
2. Discuss how athletes can add value to the marketing of sports (CO2, CO4)
3. Identify ways in which companies can engage in sports to strengthen their brands (CO2, CO4)

Module 2: Personal Branding

1. Identify the elements in the personal branding formula (CO1, CO2)
2. Explain the importance of an athlete managing his/her brand (CO1, CO2)
3. Explain the elements that make a person "likeable" (CO2, CO3)
4. Discuss the importance of likeability (CO2, CO3)

Module 3: Corporate Branding

1. Discuss the objectives of corporate branding (CO1, CO2, CO4)
2. Explain the strategies that are important to elevate a company's brand (CO2, CO3)
3. Explain why companies can use athletes to promote their corporate brand (CO1, CO2, CO3)
4. Discuss the importance of a company properly marketing athletes who can enhance the visibility of the corporation (CO1, CO2, CO4)
5. Explain the strategies for repairing a damaged corporate brand (CO1, CO3, CO4)

Module 4: The Role of Agents and Celebrity Endorsements

1. Discuss the different roles of an agent (CO1, CO3, CO4)
2. Explain the factors that can enhance an agent's credibility (CO1, CO3, CO4)
3. Explain how an agent can enhance the effectiveness of an athlete as an endorser (CO2, CO3, CO4)
4. Discuss the importance of companies using celebrity endorsements to sell products (CO2, CO3, CO4)
5. Identify companies who have hired celebrities to enhance their products (CO1, CO2, CO4)

Module 5: Sports Sponsorship

1. Describe the importance of sports sponsorship (CO1, CO3, CO4)
2. Discuss the risks of becoming a sponsor (CO2, CO3)
3. Discuss the reasons why companies become involved in sports sponsorships (CO3, CO4)
4. Discuss the benefits companies receive by being a sponsor (CO2, CO4)

Module 6: Why Sponsorships Fail

1. Discuss why sponsorships can fail (CO3, CO4)

2. Explain the various types of ambush marketing (CO1, CO3)
3. Describe how companies can protect themselves from ambush marketing (CO1, CO3, CO4)

Module 7: Management of Public Information and its Impact on the Fan Experience

1. Discuss the various parts of public information (CO1, CO2, CO3)
2. Analyze how teams effectively work with the media to create positive public opinion (CO1, CO2, CO4)
3. Identify various ways to positively influence public opinion (CO3)
4. Analyze and discuss ways of creating a positive experience for the fans attending the game (CO1, CO2, CO3, CO4)

Materials and Resources

Required Materials

Though many of the articles assigned in this class should be available to read for free online, a full subscription to the Wall Street Journal may be required to access articles required to complete some of your graded work in this course.

You can purchase a lower cost, student subscription to the Wall Street Journal at <https://education.wsj.com/students/>.

When prompted, please enter **Louisiana State University Online Distance Learning** as your university.

Technical Information

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page.

Google Chrome and Firefox are the recommended browsers for Moodle 3 at LSU. We also recommend that you have installed Javascript and it is enabled.

Hardware Recommendations

The following are helpful for completing your coursework and remote testing:

- A headset with microphone
- A webcam

Printing Your Course Material

Use one of the following methods to print module content:

- See [printing options using Firefox](#)
- Use the print commands in Moodle to print book chapters and full books.
- Embedded PDFs contain printing functionality.
- Select Ctrl + P from your computer's keyboard.
- If you have added a print icon shortcut on your browser's toolbar, click the icon to print content.

Grade Breakdown and Grading Scale

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown

YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.

If you pass the final examination your grade will be calculated as follows:

- Quizzes = 10 points each
- Journals = 10 points each
- Mid-Course Exam = 100 points
- Final Exam = 100 points
- Total = sum of points earned

Component	Points
7 Quizzes	70
7 Journals	70
Mid-Course Exam	100
Final Exam	100
Total = total points earned	340

LSU GRADING SCALE

The following grading scale applies:

- 97%–100% = A+
- 93%–96% = A
- 90%–92% = A-
- 87%–89% = B+
- 83%–86% = B
- 80%–82% = B-
- 77%–79% = C+
- 73%–76% = C
- 70%–72% = C-
- 67%–69% = D+
- 63%–66% = D
- 60%–62% = D-
- 0%–59% = F

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings, videos, module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You can take the quiz 1 time, and you will be given 30 minutes. Each quiz is worth 10 points.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit it. You will be able to review your answers when you are finished.

Module Journal Activities

Description

In each module, you will complete a journal activity where you will research a general topic based on information covered in the module. Click on the journal title in each module, where you will find a prompt asking you to demonstrate critical thinking about the concepts and topics presented in the module.

Each module journal activity is worth 10 points.

Submission Guidelines

Your contributions should be thoughtful, concise, and address the prompt fully.

Your response should be at least **150-200** words long and include at least one Wall Street Journal article to support your claim. You do not need to cite the article, but the title, writer/author, and a link to the article must be provided in your post. Use good English grammar, correct punctuation, and complete sentences. Your posts will be graded based on their thoughtfulness and completeness.

Grading Rubric

The following rubric is a sample of what is expected in your original posts.

Forum Criteria	Maximum Points
Original post consists of at least 150-200 words and meets grammar expectations.	4
Original post is engaging, relevant, and on topic.	4
Original post references and includes at least One Wall Street Journal article that is relevant to the prompt.	2
	Total Points: 10

Exams and Proctoring

Carefully read the following information, which is also listed in the exam modules in your course. Navigate to those exam modules when you are ready to take your exams.

Content

There will be two examinations in this course. Each exam will contain 30 multiple-choice questions (worth 2 points each) and two essay questions (worth 20 points each).

The Mid-Course Exam covers the material presented in modules 1–4 and follows Module 4. The Final Examination is comprehensive and follows Module 7.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- These exams are closed-book and closed notes. No outside or course resources will be allowed at the time of your exam.
- Exams will be completed under proctor supervision.
- No other browser tabs may be open and you may not navigate out of the exam once it has started.
- No restroom breaks are allowed.
- The use of smart devices is strictly prohibited.

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL). When you are ready to create your account, visit the [Louisiana State University ODL ProctorU portal](#). When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- [Technical Specifications](#): provides specifications and a link to [test your equipment](#)
- [How It Works](#): video explaining testing process
- [Getting Started](#): instructions for first time users
- [Contact Us](#): provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Digital & Continuing Education Professional Development](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor.

Academic Integrity

Students in Online Distance Learning (ODL) courses must comply with the [LSU Code of Student Conduct](#). Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

Plagiarism

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook.

Collaboration

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and that ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed below to craft your communication.

For more information, read [The Core Rules of Netiquette](#) by Virginia Shea (1994).



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.



[Request an Extension](#)

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the Office of the University Registrar [Transcript Requests page](#) to view your options.

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