



## R.H. KING ACADEMY

# SPORTS & ENTERTAINMENT MARKETING Course Outline

## **A: COURSE DETAILS**

Department: Business Studies Date: August 2017 Course Code: IDC4U1  
Credit Value: 1 Pre-requisite: Gr. 11 Values Course  
Teachers: Ms. Shanmugarajah, Room A12 416-396-5560 ext. 20105  
ushyanthini.shanmugarajah@tdsb.on.ca  
Extra Help: Room A12, Monday-Friday, 12:00pm-1:00pm or by appointment  
Locally Developed Course: September 2010

### MINISTRY OF EDUCATION POLICY

*The Ontario Curriculum Interdisciplinary Studies: Grade 11 and 12, 2002*

### TEXT BOOK/RESOURCES/OTHER LEARNING MATERIALS

- Sports and Entertainment Marketing Third Edition: Kaser & Oelkers  
**\$80.00 (replacement cost if book is lost).**

## **B: EXPECTATIONS**

### INTRODUCTION TO SPORTS & ENTERTAINMENT MARKETING

The Sports and Entertainment Marketing interdisciplinary course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings related to the growing Sports and Entertainment Marketing industry.

Through individual and collaborative inquiry into contemporary issues and real-life situations related to Sports and Entertainment Marketing, students will deepen their knowledge and understanding of ethics, consumer research, advertising, public relations/publicity, event marketing, endorsement, sponsorship, product distribution, and career opportunities in this field.

### **COURSE CONTENT:**

By the end of this course, students will be able to do the following:

#### Unit 1: Introduction to Sports & Entertainment Marketing

- demonstrate an overall understanding of marketing for sports and entertainment using key terminology
- describe why and how target markets work and are used in marketing strategies
- describe various marketing strategies and how and why they are used, the evolution of strategies historically
- analyze the various ethical issues associated with sports and marketing marketing

### Unit 2: Consumer Behaviour

- demonstrate an understanding of the family life cycle, age and other demographic factors and how marketing professionals use this information
- demonstrate an understanding of how prevailing and shifting cultural norms and values marketing strategies
- demonstrate an understanding of how changing demographics in a given marketing (class, race, gender etc.) affect consumer behaviour and marketing strategies
- demonstrate an understanding of how changing climatic and geographic conditions affect consumer behaviour and marketing strategies

### Unit 3: Marketing Mix—Product, Place, Price

Apply understanding of how products are developed, launched and refined for sports and entertainment markets

- understand the importance of the place in the marketing mix, ie. how the facility affects marketing (layout, image, security etc.)
- understand the complexity of pricing strategies
- demonstrate an understanding of how sponsorships and endorsements are created and how they benefit involved organizations

### 4. The Marketing Mix—Promotion

- distinguish between the various forms of advertising such as television, radio, internet, print, outdoor etc.
- demonstrate an understanding of how sales promotions are used and the various types (contests, sweepstakes, freebies, coupons, rebates)
- demonstrate an understanding of how public relations and publicity are used to create awareness for products and services

### 5. Event Planning

- understand and apply the process of developing an idea or event for sports and entertainment
- apply organization, time management and other skills to plan a successful event
- understand the organizational elements involved in planning an event such as human resources, budgeting
- apply knowledge and skills in executing and evaluating an event

### 6. Sports, Recreation, Entertainment Career Exploration

- explore and apply skills for success in the sports and marketing field
- identify various career opportunities that are available in sports, recreating and entertainment
- evaluate the various post –secondary education options available to practice in this field

<u>Chapter/Task</u>	<u>(Summative Evaluations)</u>	<u>Time Period (18 or 19 weeks)</u>
Ch.1 Overview and Trends	(Test, in-class assignment)	week 1-2
Ch.2 Ethics	(ISU #1, Research Project)	week 2
Ch.3/4 Consumer Behaviour	(Test, Research project)	week 3/4
Ch.7/8/9 Product, Place, Price	(Test, ISU# 2, Research Project)	weeks 5-8
Ch.10/11 Promotion	(Test, in-class Assignment)	weeks 9-11
Ch.15 Careers	(Research Project)	week 12
Ch.14 Event Planning	(ISU #3 Event Planning)	weeks 13-18

**Note:** The order of units is **subject to change.**

### Independent Study Units (ISUs)

At RH King one of our unique features is a focus on ISUs, or Independent study Units. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests

them. While the project is “independent”, teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

**PROGRAM PLANNING CONSIDERATIONS**

Some students in this course may have special needs. If you have a specific challenge around hearing, vision, learning disability, or another issue which could affect your learning please see the teacher by the end of the first week of classes.

**C: COURSE ASSESSMENT & EVALUATION**

<b>ACHIEVEMENT CATEGORIES:</b>		<b>FINAL BREAKDOWN</b>	
		Term Work	70% *
		Exam	30%
		<b>Total</b>	<b>100%</b>
Knowledge	12.5%	*Evaluations may consist of tests, quizzes, short essays, in-class assignments, homework checks, internet research assignments, portfolio, journal writing, group projects, oral presentations, field trip assignments etc.	
Thinking	12.5%		
Communication	12.5%		
Application	12.5%		
ISU's	20%		
<b>TOTAL (Term Work)</b>	<b>70%</b>		

Missed Evaluations Policy

- ❖ Whenever possible, a student must inform the teacher in advance, if a class is to be missed
- ❖ A student who is absent for any evaluation will obtain a mark of zero for that evaluation unless they provide acceptable documentation explaining that absence. In that case, alternate arrangements will be made for the evaluation.

Legitimate Reasons for Missing a Test with Prior Notice

- ❖ The student is involved in a school sanctioned excursion or team event
- ❖ The student is involved in a recognized religious event, court or immigration appointment

Some legitimate reasons for missing a test without notice

- ❖ The student is ill or there is a family emergency

Acceptable Documentation

- ❖ Doctor’s certificate or parent/guardian note stating that the student was unable to attend class.

## D: LEARNING SKILLS:

<b><i>Works Independently</i></b>	<ul style="list-style-type: none"> <li>• Uses a wide variety of strategies.</li> <li>• Always/almost always meets deadlines.</li> <li>• Focused, and rarely needs reminders to stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of strategies.</li> <li>• Usually meets dealings.</li> <li>• Focused, but occasionally needs reminders to stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses several strategies.</li> <li>• Sometimes meets deadlines.</li> <li>• Focused, but often needs reminders to stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a few strategies.</li> <li>• Rarely meets deadlines.</li> <li>• Rarely focused.</li> </ul>
<b><i>Teamwork</i></b>	<ul style="list-style-type: none"> <li>• Takes on a variety of roles in a group.</li> <li>• Always/almost always shares ideas.</li> <li>• Listens passively and actively almost all of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently tries alternate roles in a group.</li> <li>• Usually shares ideas.</li> <li>• Listens passively and actively most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally works in the same role in a group; occasionally tries an alternate role.</li> <li>• Sometimes shares ideas.</li> <li>• Listens passively and actively some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows reluctance to take on an alternate role in a group.</li> <li>• Rarely shares ideas.</li> <li>• Rarely listens passively or actively.</li> </ul>
<b><i>Organization</i></b>	<ul style="list-style-type: none"> <li>• Always/almost always brings required material to class.</li> <li>• Effective organization.</li> <li>• Always/almost always uses resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually brings required materials to class.</li> <li>• Considerable organization.</li> <li>• Usually uses resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally brings required materials to class.</li> <li>• Partial organization.</li> <li>• Sometimes uses resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely brings required materials to class.</li> <li>• Limited organization.</li> <li>• Rarely uses resources.</li> </ul>
<b><i>Work Habits</i></b>	<ul style="list-style-type: none"> <li>• Completes all homework.</li> <li>• Always/almost always submits work on time.</li> <li>• Always/almost always makes up missed work.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes most homework.</li> <li>• Usually submits work on time.</li> <li>• Usually makes up missed work.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes more than half of homework.</li> <li>• Generally submits work on time.</li> <li>• Sometimes makes up missed work.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes little, if any, homework.</li> <li>• Rarely submits work on time.</li> <li>• Rarely makes up missed work.</li> </ul>
<b><i>Initiative</i></b>	<ul style="list-style-type: none"> <li>• Always/almost always acts to solve problems.</li> <li>• Always/almost always recognizes what needs to be done and does it.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually acts to solve problems.</li> <li>• Usually recognizes what needs to be done and does it.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes acts to solve problems.</li> <li>• Sometimes recognizes what needs to be done and does it.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely acts to solve problems.</li> <li>• Rarely recognizes what needs to be done and rarely takes appropriate steps.</li> </ul>

## E: CLASSROOM PROCEDURES:



**COMPUTER LAB:** As this class takes place in a computer lab, **computer lab rules must be strictly followed.** Please read, sign and have a parent/guardian sign the attached Classroom and Computer Use Policies Agreement. If a lab rule is violated the resulting consequence may include suspension of computer privileges for the entire school network regardless of assignment due dates or course. Make sure you check your workstation, and report

anything that looks out-of-the-ordinary at the beginning of class. **You are responsible for taking care of your workstation and every student is responsible for taking care of the computer lab.**



**TEAM WORK:** You will be working with many different people in the class on project teams. It is expected that you will work hard as a member of your team and be dedicated to its success. Remember that during your lifetime, you will often have to work with people that function differently in a team situation, however you must work cooperatively and respectfully. In an unmanageable situation it is your responsibility to discuss the circumstances with the teacher before the task/assignment is due.



**MARKS:** Please check your posted marks and inform Ms. Shanmugarajah if errors were made in recording the marks in MARKBOOK.



**ATTENDANCE/PUNCTUALITY:** Regular attendance and punctuality are a must. Students can keep track of assignments, homework and test dates in their student planner. **Students are responsible for catching up on missed homework and in-class assignments.**



**PLAGIARISM:** All work submitted must be original work.

Plagiarism/cheating is copying, reproduction, or paraphrasing significant portions of someone else's material, and representing these as one's own thinking by not acknowledging the appropriate source, or by failing to use appropriate quotation marks. **Plagiarism and/or copyright infringement will immediately receive a zero, parents/guardians will be informed and will be referred to a vice-principal.**



**LATE ASSIGNMENTS:** Assignments that are submitted past the due date may incur a All assignments handed in past the ultimate due date or after marked assignments are returned will not receive a mark.



**SURPRISE!** There may be short unannounced quizzes, assignments, and homework checks in order to ensure understanding of the subject matter.



**TYPED REPORTS:** All assignments must be typed and business professional, unless otherwise stated by Ms. Shanmugarajah.



**FOOD/DRINKS:** No food or beverages (other than water) is permitted in the classrooms/computer labs. We don't want creepy, crawly, critters in the classroom!

# Student – Teacher - Home Communication (please print neatly)

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Student Number \_\_\_\_\_ Email \_\_\_\_\_

Home Phone Number \_\_\_\_\_

Caregiver First and Last Name \_\_\_\_\_ Relationship: \_\_\_\_\_

Work or Cell Number \_\_\_\_\_ Email \_\_\_\_\_

Caregiver First and Last Name \_\_\_\_\_ Relationship: \_\_\_\_\_

Work or Cell Number \_\_\_\_\_ Email \_\_\_\_\_

### Your Timetable

Period	Room	Teacher and Subject
A		
B		
C		
D		
Mentor		



Access to a home computer? Yes  No  Internet at home? Yes  No



Do you have allergies or medical conditions that may affect your time at school/in class?

\_\_\_\_\_

\_\_\_\_\_



List teams, councils or other extra-curricular activities you are participating in at R.H. King Academy.

\_\_\_\_\_

\_\_\_\_\_

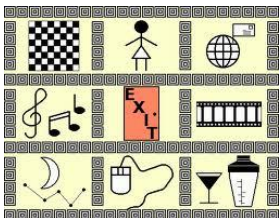


Are you currently working or volunteering? If so, where?

\_\_\_\_\_

\_\_\_\_\_

What else would you like Ms. Shanmugarajah to know about you (interests, special accommodations, hobbies, special talents, specific learning needs etc.)?



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