

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 201-003 - Introduction to Sport Management (3)
Fall 2015

DAY/TIME:	W 4:30 - 7:10 p.m.	LOCATION:	FX – Krug Hall Room # 5
PROFESSOR	Dr. Christopher Atwater	EMAIL ADDRESS	catwater@gmu.edu
OFFICE LOCATION:	PW – Bull Run Hall Room # 223	PHONE NUMBER:	202-500-6279
OFFICE HOURS:	W 12:00 - 2:00 p.m.	FAX NUMBER:	703-993-2025

PREREQUISITES

None

COURSE DESCRIPTION

Introduces sport management profession. Primary focus is on sport industry, including professional sport entertainment, amateur sport entertainment, for-profit sport participation, nonprofit sport participation, sporting goods, and sport services.

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Differentiate between the various functional areas of sport management;
2. Describe the organizational and managerial foundations of sport management;
3. Identify the historical, sociological, cultural, and psychological foundations of sport management;
4. Identify current trends and issues in sport management;
5. Demonstrate an understanding of professional preparation in sport management.
6. Demonstrate an improvement in their overall communications skills during class

INSTRUCTOR EXPECTATIONS

1. All assigned reading for each class is expected to be done prior to coming to class.
2. All written assignments must be typed in APA format (computer word processing is recommended).
3. Regular attendance and participation is expected. If you miss a class, it is your responsibility to obtain class materials from sources other than the instructor. Attendance will be monitored and attendance is defined as arriving on time for class and remaining in class.
4. You will be expected to check Bb regularly as well as being alert to emails from the instructor. The instructor will email you using *Bb email*.

CLASS ATTENDANCE

It enhances your academic success to be in class; therefore, you should attend ALL scheduled class meetings. Students are expected to attend the class periods of the courses for which they register and attend those classes **on time**. In-class participation is important not only to the individual student, but to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Texting in class is **NOT** acceptable behavior; neither is falling asleep. It is assumed that laptops are being used to take notes or to follow Blackboard power points; other use is a distraction to me and your classmates.

PARTICIPATION

Respect the free exchange of thought in an academic environment and the participants therein. For example: a) do not have any sound emitting devices turned on; b) wait until the teacher/guest speaker has finished prior to gathering your belongings; and c) do not smoke, chew tobacco, eat, sleep, disrupt others by inappropriate talking,

or disrespect the class schedule by being tardy. You are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) listen actively to the comments of others; c) be punctual; d) ask any and all appropriate questions that you have; and e) maintain civility in your interpersonal communications. Class discussions will be conducted in a civil, informed fashion wherein disruptive students will be asked to leave the class. Your contributions are not only welcomed, they are essential.

ALTERNATIVE WORK

There is NO make-up work. Only those excused absences supported by documentation will be addressed at the instructor’s discretion on an individual basis (e.g. a physician’s note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to due date. A grade of ‘0’ will be assigned to all missed work unless otherwise determined by the instructor. You are strongly encouraged to hand assignments in on time.

GRADING *There will be NO extra credit.*

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a ‘0’ for the associated evaluation.

NATURE OF COURSE DELIVERY

Hybrid

REQUIRED READINGS

Esherrick, C., & Baker, R. E. (2013). *Fundamentals of Sport Management*. Champaign, IL: Human Kinetics Publishers.

Masteralexis, L. P., Barr, C. A., & Hums, M. (2015). *Sport Industry Readings*. (C. Atwater, & C. Esherrick, Eds.) Burlington, MA: Jones and Bartlett Learning.

EVALUATION

This course will be graded on a percentage system, with a total of 100% possible.

REQUIREMENTS	% of Grade
Attendance and Participation: Students are expected to attend class regularly and participate in active discussions and lectures.	10%
Online Learning Modules and Quizzes: Students are required to work through online learning modules and complete multiple choice, matching and true/false quizzes demonstrating comprehension of the materials contained in the modules - (10 total worth 2% each).	20%
Midterm Examination: Multiple choice and true/false – 50 questions – All materials covered up to the day of the midterm exam will be included.	25%
Final Examination: Multiple choice and true/false – 50 questions – All materials covered between the midterm exam and the final exam will be included.	25%
Interview Project: Students are required to develop an interview protocol and conduct a 15-30 minute interview with an individual involved in the sport industry at any level. Students provide a narrative as well as complete transcripts to satisfy the writing portion of the assignment. Students also give an oral presentation of approximately 5-10 minutes describing who they interviewed and what they learned.	20%
TOTAL	100%

GRADING SCALE

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE

DATE		TOPIC	READINGS DUE	
W	September	2	Introduction to Class and How You are Evaluated	Syllabus
W		9	Online Learning Module and Quiz # 1 Slideshow 1 - What is Sport Management? Online Learning Module and Quiz # 2 Slideshow 2 – What Can I Do With Sport Management?	Chapter 1 - HK Chapter 2 – HK
W		16	Slideshow 3 - Sport Management Principles and Functions Slideshow 4 - Historical Aspects of the Sports Business Industry	Chapter 3 - HK N/A
W		23	Online Learning Module and Quiz # 3 Slideshow 5 - Sociology of Sport Online Learning Module and Quiz # 4 Slideshow 6 - High School and Youth Sports Online Learning Module and Quiz # 5 Slideshow 10 - Leadership in Sport Organizations	N/A Chapter 1 - J&B Chapter 4 - HK
W		30	Slideshow 7 - Collegiate Sport Slideshow 8 - International Sport	Chapter 2 - J&B Chapter 3 - J&B
W	October	7	Slideshow 9 - Professional Sport Review of Materials and Study Guide	Chapter 4 - J&B N/A
W		14	MIDTERM EXAM – SLIDESHOWS 1-10	N/A
W		21	Online Learning Module and Quiz # 6 Slideshow 12 - Sport Venues, Event Management, and Building Operations Online Learning Module and Quiz # 7 Slideshow 13 - Sport Law	Chapter 6 – HK Chapter 7 – HK
W		28	Slideshow 11 - Sport Policy and Governance Slideshow 14 - Sport Marketing	Chapter 5 – HK Chapter 8 - HK
W	November	4	Online Learning Module and Quiz # 8 Slideshow 15 - Sport Sales Online Learning Module and Quiz # 9 Slideshow 17 - Sport Media Online Learning Module and Quiz # 10 Slideshow 19 - The Sporting Goods Industry and Licensed Products Industries	Chapter 5 – J&B Chapter 9 - HK Chapter 7 - J&B
W		11	Slideshow 16 - Sport Agency Slideshow 18 – Sport Economics	Chapter 6 – J&B Chapter 10 - HK
W		18	Slideshow 20 – Golf Course Management Review of Materials and Study Guide	Chapter 8 - J&B N/A

DATE		TOPIC	READINGS DUE
W	November	23	No Class – Thanksgiving Break
W		30	Interview Project Presentations – Day # 1
W	December	7	Interview Project Presentations – Day # 2
W		16	FINAL EXAM – SLIDESHOWS 11-20

Note: Faculty reserves the right to alter the schedule as necessary.

STUDENT EXPECTATIONS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.