

George Mason University
College of Education and Human Development
School of Sport, Recreation and Tourism
Management

SPMT 425 – Sport Analytics
3 Credits, Fall 2022
Online

Faculty

Name: Gregory Purcell
Email: gpurcell@gmu.edu
Phone: 540-280-5825

Office: Krug Hall 213
Hours: By Appointment

Prerequisites/Corequisites

STAT 250

University Catalog Course Description

Discusses theories and concepts in sport analytics. Topics cover player performance, player management, sports data strategies, team management, and game day operations and strategies

Course Overview and Learning Objectives

This course prepares students to gain an appreciation and knowledge of sport management while analyzing the strategies and concepts that are apparent within today's industry. At the conclusion of this course, students will be able to:

- 1) Analyze the concepts and characteristics of analytics in sports today.
- 2) Successfully interpret the aspects within analytics in sport today, i.e. impact of analytics in sport, player data, player data points, performance data tracking, etc.
- 3) Comprehend and engage in critical thinking with the analytic topics in sports today, while analyzing the importance of these aspects toward players, coaches, teams, etc.
- 4) Obtain a unique perspective of the growing trend and field of sport analytics, while recognizing the reasons for doing so within sports today.
- 5) Absorb and gather insight on the strategies and concepts being used today to evaluate player/team performance related to sports analytics.
- 6) Comprehend and effectively analyze the different trends of sports analytics today, while assessing the outcomes and concepts of the impact within the sports analytics field.

Course Delivery Method

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu") and email password. The course site will be available online January 23, 2022 at midnight.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations

- Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday morning at 5:00 am, and finish on Sunday night at 11:59 pm
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least five times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates*. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Required Texts

Severini, Thomas (2020). *Analytic Methods in Sports: Using Mathematics and Statistics to Understand Data from Baseball, Football, Basketball, and Other Sports* (2nd Edition). Boca Raton, FL: CRC Press.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and Examinations:	% of Grade
Discussion Boards: <i>Seven prompted discussion board posts and subsequent responses to two other posts. Discussion participation includes active engagement and appropriate responsiveness.</i>	15%
Terms and Concepts Quizzes: <i>Students are required to complete 6 quizzes in which they will demonstrate knowledge gained through textbook readings. The six quizzes will include matching problems where students will be asked to demonstrate their knowledge of important terms and concepts regarding data analytics generally and sport analytics more specifically.</i>	20%
R/Excel Assignments: <i>Students will be required to learn both the statistical platform R and the Microsoft platform Excel, which are the industry standards in relation to sport analytics. Students will use textbook lessons in conjunction with R/Excel video tutorials to analyze large sport related datasets and demonstrate comprehension and techniques learned throughout the course.</i>	30%
Final Project: <i>Students will take a culmination of knowledge learned through textbook readings, video tutorials and assignments throughout the semester to create their own unique statistic and data visualizations using a given dataset. They will showcase their R/excel skills by using these programs to perform statistical analyses on this data set to create this new statistic. Finally, students will evaluate their work by preparing a 10-page paper, explaining the processes they went through to create and evaluate their statistic and how their statistic may have practical use for a sport entity or organization.</i>	35%
Total	100%

Grading Policies

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	

Course Schedule:

Chapter	Week	Week Start	Week End	Assignments Due
1	1	8/22	8/28	<ul style="list-style-type: none"> • Course introduction Video/Instructor Introduction Video <ul style="list-style-type: none"> • Review Syllabus • Discussion Board 1 (Trading Card Ice Breaker) <ul style="list-style-type: none"> • Read Chapter 1
2	2	8/29	9/4	<ul style="list-style-type: none"> • Read Chapter 2 Textbook • Watch Excel Tutorial/Assignment Video • Terms and Concepts Quiz (Chapter 1/2)
	3	9/6	9/11	<ul style="list-style-type: none"> • Discussion Board 2 • Excel Assignment #1
3	4	9/12	9/18	<ul style="list-style-type: none"> • Read Chapter 3 • Watch Excel Tutorial/Assignment Video • Terms and Concepts Quiz (Chapter 3)
	5	9/19	9/25	<ul style="list-style-type: none"> • Discussion Board 3 • Excel Assignment #2
4	6	9/26	10/2	<ul style="list-style-type: none"> • Read Chapter 4 • Watch Excel Tutorial/Assignment Video • Terms and Concepts Quiz (Chapter 4)
	7	10/3	10/9	<ul style="list-style-type: none"> • Discussion Board 4 • Excel Assignment #3
5	8	10/11	10/16	<ul style="list-style-type: none"> • Read Chapter 5 • Watch Excel Tutorial/Assignment Video • Terms and Concepts Quiz (Chapter 5) • Watch R/R Studio Setup Videos & Setup for Weeks 10-15
	9	10/17	10/23	<ul style="list-style-type: none"> • Discussion Board 5 • Excel Assignment #4
6	10	10/24	10/30	<ul style="list-style-type: none"> • Read Chapter 6 • Watch R Tutorial/Assignment Video • Terms and Concepts Quiz (Chapter 6)
	11	10/31	11/6	<ul style="list-style-type: none"> • Discussion Board 6 • R Assignment #1
7	12	11/7	11/13	<ul style="list-style-type: none"> • Read Chapter 7 • Watch R Tutorial/Assignment Video • Terms and Concepts Quiz (Chapter 7)
	13	11/14	11/20	<ul style="list-style-type: none"> • Discussion Board 7 • R Assignment #2
Final	14	11/21	11/27	<ul style="list-style-type: none"> • Final Project due Sunday December 4th • Course end, No Final Exam
	15	11/28	12/4	

Course Performance Evaluation

Students are expected to submit all assignments on time via the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Professional Dispositions

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu>

