

BUS 210: Managing Sport for Society

Section 5547

Online

Spring 2023

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Course Materials & Books:

Required: Bowers, M.T., & Dixon, M.A. (eds.) (2015). *Sport Management: An Exploration of the Field and its Value (1st ed.)*. Urbana, IL: Sagamore Publishing.

Technology Requirements: As this is an online class, it is expected that you have consistent and reliable access to the internet. All lectures, quizzes, and assignments will be posted on Brightspace. The course page should be accessed multiple times/week.

Course Description:

This course provides an overview of the business of sports, including career opportunities. The value of professional management to sports organizations is examined.

Learning Outcomes:

At the end of this course, students in this course will be able to...

1. Articulate the breadth of the sport industry.
2. Identify the importance of organizational strategy and goal setting in sport firms
3. Explain how the basic management skills are critical to the success of a sport organization
4. Demonstrate the ability to critically analyze and logically discuss how basic principles and frameworks in management, marketing, law, finance, economics,

sales, sociology and ethics interrelate as components in the overall operation of sport and entertainment organizations.

5. Successfully search for potential career opportunities in the sport industry and prepare a job or internship application in the industry.

Course Schedule and Assignments:

All assignments will be posted to the course page on Brightspace. Rubrics for assignments will also be provided in advance of projects. I expect you to put effort into your work for the class and truthful in your presentation of your work, that is, no plagiarism, cheating, or the like.

A draft schedule is posted at the end of the syllabus and is subject to change. All changes will be posted in the newsfeed of Brightspace. Please see me if you have questions about academic misconduct. Please note that all assignments are due on time. **Assignments will not be accepted late.** Your assignment is late if it is not turned in by the time posted on Brightspace.

All weeks run Monday through Sunday EXCEPT Week 1, which begins on a Monday. All assignments unless otherwise noted are due at 11:59 PM at the end of the week.

Assessment:

Chapter Quizzes	10%
Industry Visits	15%
News Discussion	15%
Chapter Activities	20%
Career Profile Package	40%
Total Percentage for Course	100%

Chapter Quizzes. To ensure students are keeping up with reading in the course, there will be 9 quizzes given on Brightspace that will open the Sunday before they are due. Each quiz is 5 questions, and **untimed**. All quizzes are due on **SUNDAY by 11:59 PM**. The final quiz grade will be an average of all quiz scores. *Quiz material will come straight from the reading and may not always be covered in the course lectures.* Students are responsible for being up to speed on all reading in order to perform satisfactorily on the quizzes.

Industry Visits. To better understand career opportunities in the sport industry, as well as what it takes to work in sport, I have recorded several interviews with professionals throughout sport. These podcast-style interviews are around 20-30 minutes. During the week assigned, students should listen to the interview, and write a list of 5 things they learned about working in sports. An example is posted on Brightspace.

News Discussions. Students will be placed in small discussion groups at the beginning of the semester. Your group will have its own thread for 12 weekly discussions posted by the instructor. There, one member will serve as the moderator, which will rotate, with each member serving as moderator twice. The instructor will serve as the moderator during the first discussion to model expectations.

Most weeks, the instructor will post an article related to a current issue in sport management, along with guided questions. By Wednesday of each week, each group member (except the moderator) is required to respond to the questions critically and thoughtfully. Responses should be around 250 words/1 paragraph in length. From there, the moderator is responsible for responding to the original posts and pose follow-up questions to the other group mates. The discussion is expected to be ongoing throughout the week.

Grades will be assigned individually. The instructor reserves the right to remove an individual from the group discussion at any time.

Chapter Activities. For this course, students will need to complete one activity per chapter. These activities that are designed to give students a practical experience as to how that chapter's content may apply to a job in the real world or provide more in-depth content related to the chapter. While related to the chapters, the answers are not covered in the chapter directly, and require the student to critically apply the chapter material to the activity. In most cases, there is no "right" or "wrong" answer, as students are expected to use what they've learned to make judgment calls that would be similar to job expectations in the real world. **Activities are due by 11:59 PM the date they are listed.**

Career Profile Package. Each student will be responsible for developing a career profile for a sport management-related job position, preferably one the student plans on pursuing. There are five parts to the career profile package: (1) job posting, (2) résumé, (3) cover letter, (4) career timeline, and (5) elevator pitch.

Job Posting The job description must be for an entry-level role that you believe you can obtain upon completion of your degree. The job description can be either for a company currently hiring or a company that is not hiring but you would be suitable for entry-level position. Students who are unsure where to begin should search the NCAA Job Market (<http://ncaamarket.ncaa.org/jobs>), Team Work Online (<http://www.teamworkonline.com/>). *To receive all 25 points, your credentials by the time you graduate must meet the required roles for the position.* You must copy and paste the job description and link into a word document, and submit the word document to the Dropbox.

****I understand not everyone wants to work in sport. That's ok! If you're having trouble finding a job in sport that meets your field, please let me know and we will work together to find something.***

Résumé Students should submit a current résumé that only includes experienced gained until this point. Resumes should only be one FULL page unless the student has enough significant experience to fill two FULL pages.

Résumés should include references. This should be your real résumé, not one that you've embellished for the purpose of meeting the job posting requirements.

Cover letter The cover letter must address the entry-level position from the job description posted on the class discussion board. A rubric for students' reference is posted on Brightspace. *To receive all points, the cover letter must be specific for the position posted to the class job discussion board.*

Career timeline Students need to develop a timeline showing the steps to their desired job. The timeline should start from the student's current academic year and developed all the way through to their desired job. Things that MUST be included are significant knowledge obtained, expected gained experience in the area, internships, entry-level jobs, and the various levels to reach that goal. The internship and entry-level job must be a researched opportunity and are both obtainable (include information like job descriptions, salary – changes in salary, and locations). Students can create the timeline in any DIGITAL format they choose.

*Please note that regardless of format, complete sentences and references are expected.

Elevator pitch Students will create an elevator pitch of no more than 2 minutes where they explain why they are the best person to hire for the "job" to which they are applying. This should be in a video format.

Course Evaluations:

At the end of each semester every student has the opportunity to provide constructive feedback on the course. It is important to me that you take the time to let me know your thoughts about the course. I use your feedback to make improvements in the course materials, assignments, and outcomes.

GRADING/EVALUATION:

Grading Standards. An A represents outstanding performance. Effort alone does not guarantee above average grades. Quality, not quantity counts. Grades for each assignment are based on the level of detail, the soundness and justification of your ideas, and the quality of your work. If you are writing “challenged,” use the Writing Center at the library. If you require adaptations to meet course requirements, it is your responsibility to notify the instructor during the first week of class.

Grade Sheet/Rubrics. Using grade sheet/rubrics as design templates will ensure that you don’t lose points needlessly. All rubrics will be posted on Brightspace for your reference.

Late Assignments. All assignments must be completed and submitted on time. All work must be submitted on Brightspace. *NO WORK WILL BE ACCEPTED VIA EMAIL. I will not accept any late work.*

Plagiarism. Plagiarism is academic dishonesty and strictly prohibited. Students sometimes commit plagiarism without understanding they are doing so. Avoid this by visiting <http://www.education.indiana.edu/~frick/plagiarism/> and taking the quiz. If you’re still uncertain about what constitutes plagiarism, it is your responsibility to ask for assistance. I may also ask you to submit papers to Folio using Turn It In, an anti-plagiarism website. Students who plagiarize will be reported and receive a grade of “0” on the assignment. Plagiarism can also result in course failure and potentially university dismissal. In cases of suspected plagiarism, university policy will be followed.

COURSE POLICIES

Class Conduct: Students are expected to treat one another and the instructor with respect on the Brightspace discussion boards. There are times when topics that may be sensitive in nature to some students or are controversial may come up in the course. It is the expectation that students respect one another’s opinions even if they differ from their own. Disrespectful conduct toward others in the class will not be tolerated.

ACADEMIC INTEGRITY / PLAGIARISM

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one’s research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy which are contrary to the academic purposes for which the University exists. Acts that violate academic integrity

disrupt the educational process and are not acceptable.

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the office of Community Standards and Mediation, online at usm.maine.edu/communitystandards/academic-integrity or by calling and requesting a copy at (207) 780-5242.

UNIVERSITY POLICIES AND RESOURCES

Below you'll find information for our most crucial student services and supports. For USM's most complete and current information on services available to students, as well as academic policies, see [The Academic Services & Policies Overview webpage](#).¹

- Request disability accommodations | (207) 780-4706 | dsc-usm@maine.edu
- Report Interpersonal violence | (207) 780-5767 | usm.titleix@maine.edu
- Report On-Campus Emergencies and Safety Concerns | (207) 780-5211 or your local police agency.
- Get academic help | mycampus.maine.edu/group/usm/learning-commons1
- Get technology help | usm.maine.edu/computing/helpdesk
- Meet with an Advisor | usm.maine.edu/advising



Scan the QR Code to go to the [Academic Services & Policies webpage](#)²

¹ <https://mycampus.maine.edu/group/usm/common-syllabus>

² <https://mycampus.maine.edu/group/usm/common-syllabus>

Course Schedule:

This is a draft course schedule. Content and due dates are subject to change.

Week	Reading <i>Due Sunday by 11:59 PM</i>	Quizzes & Assignments <i>Due Sunday by 11:59 PM</i>
Week 1 Monday Jan. 16 - Sunday Jan. 22	<i>Chapter 1 – Why Sport Management Matters</i>	<input type="checkbox"/> Intro video <input type="checkbox"/> Quiz 1
Week 2 Monday Jan. 23 - Sunday Jan. 29	<i>Chapter 1 – Why Sport Management Matters</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 1 Activity
Week 3 Monday Jan. 30 - Sunday Feb. 5	<i>Chapter 2 – History of the Field</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 2 Activity <input type="checkbox"/> Job Posting <input type="checkbox"/> Quiz 2
Week 4 Monday Feb. 6 - Sunday Feb. 12	<i>Chapter 3 – Sport’s Role in Socialization</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Industry Visit #1 <input type="checkbox"/> Quiz 3
Week 5 Monday Feb. 13 - Sunday, Feb. 19	<i>Chapter 3 – Sport’s Role in Socialization</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 3 Activity <input type="checkbox"/> Industry Visit #2
Week 6 Monday Feb. 20 - Sunday Feb. 26	<i>Chapter 4 – Sport & Health</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 4 Activity <input type="checkbox"/> Quiz 4
Week 7 Monday Feb. 27 - Sunday, March 5	<i>Chapter 5 – Sport & Economic Development</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 5 Activity <input type="checkbox"/> Résumé <input type="checkbox"/> Quiz 5

Week 8 Monday March 6 - Sunday, March 12	<i>Chapter 6 – Sport for Community Development</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 6 Activity <input type="checkbox"/> Industry Visit #3 <input type="checkbox"/> Quiz 6
Week 9 Monday March 13 – Sunday March 19	<i>Spring Break, No Reading</i>	<i>Spring Break, No Assignments</i>
Week 10 Monday March 20 – Sunday March 26	<i>Chapter 7 – Sport & National Identity</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Career Profile – Cover Letter <input type="checkbox"/> Quiz 7
Week 11 Monday March 27 - Sunday, April 2	<i>Chapter 7 – Sport & National Identity</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 7 Activity <input type="checkbox"/> Industry Visit #4
Week 12 Monday April 3 - Sunday April 9	<i>Chapter 8 – Sociocultural, Racial, & Diverse Aspects of the Sport Industry</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Career Profile – Career Timeline <input type="checkbox"/> Quiz 8
Week 13 Monday April 10 – Sunday April 16	<i>Chapter 8 – Sociocultural, Racial, & Diverse Aspects of the Sport Industry</i>	<input type="checkbox"/> News Discussion <input type="checkbox"/> Chapter 8 Activity <input type="checkbox"/> Industry Visit #5
Week 14 Monday April 17 - Sunday April 23	<i>Chapter 9 – the Future of Sport Management</i>	<input type="checkbox"/> Chapter 9 Activity <input type="checkbox"/> News Discussion <input type="checkbox"/> Quiz 9
Week 15 Monday April 24 - Sunday April 30		<input type="checkbox"/> Career Profile - Elevator Pitch <input type="checkbox"/> Industry Visit #6