

TORONTO PREP SCHOOL

| | |
|----------------------|---|
| COURSE: | Interdisciplinary Studies: Sports and Entertainment Marketing, (IDC4U) |
| GRADE: | 12 |
| CREDIT: | 1.0 |
| PREREQUISITE: | Any university, university/college, or college preparation course. |
| TEACHERS: | Mr. Michael Pizzuto and Mr. Steve Tsimikalis |
| TEXT: | None - Readings will be posted online |
| EMAIL: | mpizzuto@torontoprepschool.com , stsimikalis@torontoprepschool.com |
| WIKISITE: | tpshome.wikispaces.com |

ABSTRACT: This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic and mass media resources; to analyze historical innovations and exemplary research; and to investigate real life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products and communicate new knowledge

The Sports and Entertainment Marketing interdisciplinary course emphasizes the development of practical skills and knowledge in order to solve problems, make decisions, create personal meaning, and present findings related to the growing importance that the sports and entertainment industry plays in our modern economy. Through individual and collaborative inquiry, research into contemporary issues, real-life situations, and careers related to Sports and Entertainment Marketing, students will develop skills in the areas of marketing essentials, facility location and design, branding, licensing, merchandising, advertising, public relations/publicity, event marketing, sponsoring and naming rights, product distribution, legal issues and career opportunities in Sports and Entertainment Marketing.

OVERALL EXPECTATIONS FOR STUDENT LEARNING:

Overall Expectations in Theory and Communication

By the end of this course, students will:

- demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied;
- demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- demonstrate the skills and strategies used to develop interdisciplinary products and activities.

Overall Expectations in Processes and Methods of Research

By the end of this course, students will:

- be able to plan for research, using a variety of strategies and technologies;
- be able to access appropriate resources, using a variety of research strategies and technologies;
- be able to process information, using a variety of research strategies and technologies;
- be able to assess and extend their research skills to present their findings and solve problems.

Overall Expectations in Implementation, Impacts, and Consequences.

By the end of this course, students will:

- implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies;
- evaluate the quality of interdisciplinary endeavours, using a variety of strategies;
- analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- analyse and describe how interdisciplinary skills relate to personal development and careers.

ADDITIONAL OVERALL EXPECTATIONS:

By the end of this course, students will:

- explain the process of developing a marketing plan;
- develop a marketing plan for a good, service, or event;
- analyse the uses of a marketing plan;
- explain the stages of product development;
- explain the factors involved in pricing of goods, services, and events;
- demonstrate an understanding of strategies involved in the promotion of goods, services, and events;
- explain how marketing influences consumers and competition;
- demonstrate an understanding of the importance of marketing research to a business and how information technology can be used to obtain and analyse marketing-related information;
- assess the role played by literature, the arts, and popular culture in the development of Canadian identity;
- explain how social, political, cultural, environmental, and economic processes shape urban places;
- analyse and compare urban forms and functions around the world, using concepts and theories of spatial organization;
- demonstrate an understanding of the applications of data management used by the media and the advertising industry in various occupations;
- solve problems involving the probability of an event or combination of events for discrete sample spaces;
- demonstrate an understanding of discrete probability distributions, represent them numerically, graphically, and algebraically, determine expected values, and solve related problems from a variety of applications;
- use methods of economic inquiry to locate, gather, evaluate, and organize different types of current economic information from a variety of sources;
- analyse various economic choices, using the concepts, models, and processes of economic inquiry; and
- communicate the results of economic inquiries, using appropriate economic terms, concepts and models, and a variety of forms .

OVERALL EXPECTATIONS FOR STUDENT LEARNING: SKILLS:

It is expected that students will demonstrate the following (this is not an exhaustive list)

- ability to work independently;
- organizational skills;
- effective work habits;
- ability to work in teams;
- initiative; and
- homework completion

UNITS

Unit 1: Sports and Entertainment Marketing Foundations

Students will describe the process by which sports and entertainment marketing impacts the economy and evaluate the significance and components of sports and entertainment as a viable industry; explain how sports and entertainment marketing influences consumers and competition; demonstrate an understanding of the importance of significant people and events in the history of the sports and entertainment marketing industry. Students will differentiate between marketing of sports, marketing through sports, and grassroots sports marketing.

Unit 2: Data Gathering Techniques and Statistical Analysis

Students will evaluate the considerations involved in facility design; analyse and compare site and situational attributes of industrial location using concepts and theories of spatial organization; recognize the value of product research and development in sports and entertainment; and demonstrate an understanding of the applications of data management used by sports teams and their financial departments.

Unit 3: Selling and Promotion

Students will explain the function of promotion in sports and entertainment marketing; explain the role of promotion; demonstrate the ability to utilize the promotional mix in different forms of promotion; understand the use and importance of sponsorship and endorsements; and the use of technology in promotion. Students will demonstrate an understanding of the strategies involved in the promotion of sports, sporting goods, products associated with sports teams and individuals, and events. Students will also explain the components of branding and licensing within the sports and entertainment industry and analyze pricing strategies and factors that affects sports and entertainment products.

Unit 4: Career-Sustaining Opportunities in Sports and Entertainment Marketing

Students will recognize and discuss the wide range of career opportunities that exist within the field of sports marketing and the key requisite skills; explain the effects of new information technologies on marketing strategies and consumer trends; identify and describe various environmental, ethical, social, and legal issues that affect sports marketing activities. The students will demonstrate an understanding and application of salary cap constraints and will demonstrate the traits required to be an effective sports agent and/or sports manager. Students will demonstrate organizational, presentation, and leadership skills.

Unit 5: The Marketing Plan

The students will explain the process of developing a marketing plan for an expansion sports team and be able to analyse the uses of the marketing plan. Students will design a plan to activate, service, and maintain sponsorship partnerships; and communicate the results of economic inquiries in determining the feasibility of their marketing decisions.

| Unit | Length |
|--|---------------|
| Sports and Entertainment Marketing Foundations | 25 |
| Data Gathering Techniques and Statistical Analysis | 20 |
| Selling and Promotion | 27 |
| Career-Sustaining Opportunities in Sports and Entertainment Marketing | 8 |
| The Marketing Plan | 30 |
| <i>Total</i> | 110 hours |

Assessment and Evaluation of Student Performance:

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the categories of knowledge and skills outlined on the *Achievement Chart - Business Studies, Grades 9-12*.

A variety of strategies will be used to assess and evaluate student achievement. These strategies include oral communication, performance, and writing tasks such as tests, quizzes, assignments, projects, reports, presentations and computer applications.

ACHIEVEMENT CATEGORY:

Knowledge/Understanding

Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding). **25%**

Thinking/Inquiry and Problem Solving:

The use of critical and creative thinking skills and/or processes. **20%**

Communication

The conveying of meaning through various oral, written, and visual forms, including electronic forms. **20%**

Application

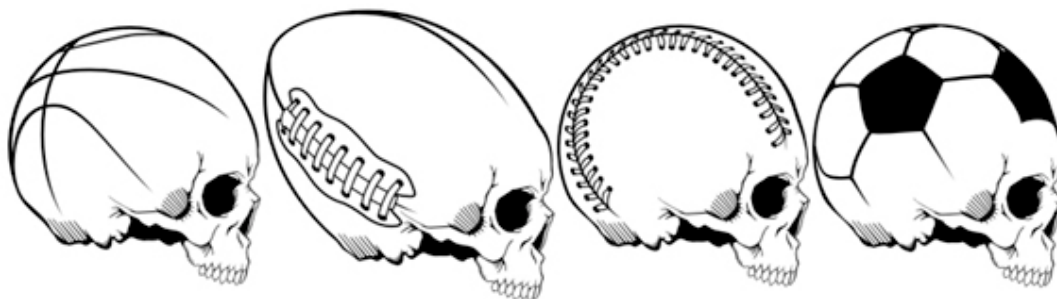
The use of knowledge and skills to make connections within and between various contexts. **35%**

Term Work 70%

Course Cumulative Task (CCT) 30%

Students will prepare and present a marketing plan for a second NHL team for the GTA - 20% of CCT.
Students will write a final exam based on the course material - 10% of CCT.

Extra help will be available Monday to Friday 9:00 - 9:55 AM and after school by appointment. Help will also be available at the After School Homework Club and on most Saturday Club dates.



CONTENT AREAS:

- History of Sports Marketing
- Importance of Sports Marketing to the Canadian and Global Economies
- Demographic, Geographic, and Psychographic Analysis of GTA
- Arena Location Proposal
- Arena Facility Design
- Branding - Team Name, Logo, Sweater Design, Merchandising
- Sponsorship and Naming Rights
- Website and Ticket Design
- Game Day Preparations
- Promotional Events, Press Releases, and Community Outreach
- Print, Radio, and TV ads
- Salary Cap and Team Selection Statistical Analysis
- Contract Negotiations
- Marketing Plan

COURSE TASKS AND ASSIGNMENTS:

- Analysis of "The New Economics of the NHL: Why Canada Can Support 12 Teams"
- Demographic, Geographic, and Psychographics Analysis of the GTA
- Team Name, Logo, Sweater Design (Home, Away, Third jersey), Business Card
- Arena Location - Industrial Location Analysis - New Site vs. Existing Site - justification of choice
- Facility Design - Multi-purpose use facility
- Naming Rights and Sponsorship - Pros and Cons of Naming Rights and Sponsorship
- Ticket Design and Website Design Templates
- Press Release introducing the new team and Opening Night Celebration
- Print Media, Radio, and TV/Internet Ads for the team
- Selection of two rosters based on salary cap restrictions and marketing considerations
- Key elements in Contract Negotiations - Mock Meeting - Sports Agent vs. GM
- Marketing Plan for an Expansion Team in the GTA - Course Culminating Task (CCT)

Schedule of Weekly Components - some tasks may be two weeks in duration

| | |
|-------------------|---------------------------------|
| Tuesday/Wednesday | - teach background |
| Thursday/Friday | - work and implementation |
| Monday | - present findings and analysis |

All due dates for submissions, course culminating task, and test dates are found in the handout titled "Course Submissions and Course Culminating Task"



Academic Due Date Policy

All assignments and projects will have a due date.

The due date is the **beginning** of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry's policy document "Growing Success". Late projects/assignments will be assessed at a reduction of **5% per day** for the first two days and **10% per day** after that to a maximum of **50%**. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher's discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

Extension Request Form

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, **extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date**. It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the **maximum of 2 times in each course and for no more than 3 days**. After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

Illness/Doctor's Notes

If a student is absent on the due date, a doctor's note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the **first day** the student returns.

Parental Communication

Parents will be contacted if the assignment/project is not submitted on the due date.

Email receipt of Assignments

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher's email in-box.