

**Integrated Communication for Sports**  
**ADV 305s, (06220) PR305s (06795), ADV391k (06675)**  
Spring 2019

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**Class Meets:** MW 11-12:30. CMA 2.306

**Instructor:** Steve Wille (Professor Wille] **Office:** CMA 4.304

**Email:** [swille@austin.utexas.edu](mailto:swille@austin.utexas.edu)

**Office hours:** Wed 9:45 to 10:45 and by appt.

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**Office:** TBD

**Office Hours:** TBD

## Course Description

The course provides a foundational perspective on how brands use integrated marketing communications to connect with and impact their target audiences through sports as well as how sports organizations (leagues, teams, tours, etc.) use integrated communications to reach prospective fans and customers.

### What will I learn?

- How an integrated approach to marketing communications enables impact and efficiency compared to non-integrated approaches
- How major brands use this technique within their sports marketing to blend a large variety of of tactics
- How sports advertising offers unique benefits to large brand advertisers
- How sponsorship provides an opportunity for brands to associate with popular sports, teams and athletes
- How sport organizations seek profit and use analytics together with integrated marketing communications to drive fan enthusiasm and business results
- How sports organizations use business storytelling to maximize the effectiveness of marketing communications

### *Learning Outcomes*

1. Be able to discern whether a marketing communications effort is integrated or non-integrated
2. Be able to envision how particular integrated marketing techniques might fit a market situation
3. Understand how sports organizations use tools like analytics to decide on marketing communications direction
4. Be able to build integration into various tactics that might make up a brand or sports organization campaign
5. Be able to identify within a sports organization's activities, productive narratives and then use a knowledge of business storytelling to bring those narratives to life.

### How will I learn?

A combination of lectures, discussions, readings, case examples, industry guests, short assignments and two group projects will be used to achieve the learning outcomes. How our course topic is playing out in real time will be accomplished with the use of Sports Business Journal discussions.

**Pre-requisites for the course:** University GPA of 2.25 or higher

### How to succeed in this course:

Successful students in their class keep up with the readings and come to class prepared to participate in lively discussion. Your enthusiasm and love for sports is a plus, but remember we will be looking at the course material from the perspective of a business's trying to thrive – a very competitive game in its own right with a great deal of strategy and nuance

## Course Requirements

### Required Materials

Most readings will be made available on Canvas. One required textbook will be used primarily in the second half of the course:

- 1) **The Sports Strategist** Irving Rein, Ben Shields, Adam Grossman  
Oxford University Press  
ISBN 978-0-19-026744  
Copyright 2015
- 2) **Sports Business Journal:** Students are required to take an on line semester subscription to **Sports Business Journal** within a discounted program offered by the publication. Sign up information will be posted on Canvas.
- 3) **Arkaive App:** Attendance will be taken using the free Arkaive App. Students are required to purchase the additional feature which allows them to check their recorded attendance at any time. Student issues with unrecorded attendance who do not have the app will not be considered. Issues regarding unrecorded attendance must be brought up to the TA within a week of the date in question.

### Class Participation

Class participation is essential and ranks at the top of factors students use to define a valuable course. Class participation forms part of your grade in this class. Credit for the 6 participation points available will be based upon the student turning in 3x5 index cards (which students should always carry a supply of) with their name, EID the topic they contributed to and a description of the contribution. Two points will be awarded for each appropriately completed and accepted card.

### Attendance

Attendance is required for all class meetings and contributes a potential of 4 points to your final grade. In-class assignments will get a score of zero in the case of unexcused absences. For each unexcused absence after the second instance, a student will lose one of the available 4 attendance points. An excused absence is defined as a documented illness, documented University-related absence (sports team travel) and religious holidays (prior notification required). Excused absence for illness requires health provider documentation.

Attendance is recorded and maintained in the required Arkaive app. You are required to purchase the feature that allows you to keep up with your attendance records. Discrepancies must be reported to the TA within a week of the recorded absence in question. Though we often remind students to check in to Arkaive as class begins, the responsibility to check in rests solely with the student. Lack of a reminder is not an excuse for not checking in. The time window to check in to Arkaive may either be at the beginning of class or the end of class at the Instructor or TA's discretion

### Assignments

1. Approximately 15 Class Prep Assignments tied to class topics will be given, often in the form of a Canvas Discussion or Canvas Quiz. (Quizzes are designed to make sure top line content is absorbed and to alert the instructor to areas of reinforcement. Discussions are designed to prepare students to express a variety of views in the upcoming class.) If greater or fewer number of class prep assignments are ultimately given, the available points will be divided by the number of assignments ultimately given
2. Other Class Prep Assignments include 3 Sports Business Journal Days which require reading a number of issues and submitting a written summary of 3 articles prior to a class discussion, Additionally, a Bio Assignment is included (Quizzes are designed to make sure top line content is absorbed and to alert the instructor to areas of reinforcement. Discussions are designed to prepare students to express a variety of views in the upcoming class.)
3. Two group projects will be assigned, One requires students to research and analyze brand integrated efforts to market through sports using the Super Bowl as a vehicle. The second one asks students to analyze a sport team's marketing situation and develop plausible narratives and communications examples using storytelling practices discussed in class.

### Exams

Two exams will be given, one near the middle and another non-cumulative one at the end of the term. Typically, they are a mix of multiple choice and True/False but may contain other types of questions at times. Each counts for 25% of the final grade

### Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Graded Elements	Points possible	Percent of Total Grade
Class Prep Assignments:	150	15
Attendance	40	4
Participation	60	6
Exam 1	200	20
Exam 2	200	20
Group Project 1	150	15
Group Project 2	200	20
Total	1000	100

### Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at

<https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule.

**Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced by email, Canvas Announcement or announced in class.

wk	day	mo	date	Topic	Out of Class Activity	Assignments Due	Project dates
0	w	Jan	23	Course Overview/Expectations	Complete Reading 1: Defining Integrated Marketing Communications		
				<b>Topic 1 Integrated Marketing Communications</b>		Complete Quiz 1 by Sunday, Jan 27, 5 pm	
1	m		28	What is Integrated Marketing Communications?			Project 1 Team Formation
	w		30	IMC Case: Bud Light		Complete Bio Assignment 2	Brands Assigned
2	m	Feb	4-Feb	IMC Case: P&G			Project 1 Assigned
	w		6	Why IMC and Managing IMC			
				<b>Topic 2 Advantages of Sports for Brand Advertisers</b>			
3	m		11	Large, Live, Involved Audiences with program integration Available	Complete Reading 2: The Case for Advertising in Live	Complete Discussion or Quiz 4 by Sunday 5 pm Feb 10	
	w		13	Examples of Benefits in Action			
4	m		18	Sports Business Journal Day	Review issues to date of Sports Business Journal, use directed search if prompted	Complete Sports Business journal Article Summary Assignment 5 by	
				<b>Topic 3 Brand Use of Sponsorship to Market Through Sports</b>			
	w		20	Difference From Advertising,	Complete Reading 3: Sponsorship	Complete Discussion or Quiz 6	
5	m		25	Image Transfer and Association			
	w		27	Exclusivity, Activation and Ambush Marketing			Project 1 Due
6	m	Mar	4	Sports Business Journal Day	Review issues to date of Sports Business Journal, use directed search if prompted	Complete Sports Business journal Article Summary Assignment 7	
				<b>Topic 4. Endorsement and Cause Marketing</b>			
	w		6	Benefits/Drawbacks of Two Common Strategies			
7	m		11	Review	Prepare for review by identifying areas you would like to see focused on		
	w		13	Exam 1			
	m		18	Spring Break			
	w		20	Spring Break			
				<b>Topic 5: Fan Avidity</b>		Assignments Due	
8	m		25	Definitions, Precursors, Symptoms and Resulting Behaviors	Complete Reading 4: Fan Avidity	Complete Discussion 8	Project 2 Assigned
				<b>Topic 6 Crafting a Distinct Identity</b>			
	w		27	Identity Day, More than graphics, benefits, Factors in Designing	Complete Reading 6: Sports Strategist Chapter 2	Assignment: Earn points by "identifying" by wearing your favorite team's gear	
9	m	April	1	Implementing Identity, Institutional Rhetoric, The Refresh Dilemma			
				<b>Topic 7 Storytelling and Narrative</b>			
	w		3	The nature of Stories, Narrative as choice	Complete Reading 5: Sports Strategist Chapter 3	Complete Discussion or Quiz 9	
10	m		8	Characters and plot			
	w		10	imagery and setting			
11	m		15	Sports Business Journal Day	Review issues to date of Sports Business Journal, use directed search if prompted	Complete Sports Business journal Article Summary Assignment 10	
				<b>Topic 8: Winning not a Business Strategy. Follow the Money</b>			
	w		17	Industry Needs, Revenue Focus, Ticket Sales and Issues	Complete Reading 6: Sports Strategist Chapter 1, and Ticket Sales Reading		Project 2 Due
12	m		22	Moneyball and Analytics Concepts and Uses	Complete Reading 7: Sports Strategist Chapter 5	Complete Discussion or Quiz 11	
	w		24	TBD			
				<b>Topic 9 The Sports Organization Communications Plan</b>			
				Components, Business Objectives, Marketing Objectives, Target Markets, Positioning	Complete Reading 8: Promotion Planning	Complete Discussion or Quiz 12	
13	m		29	Communications Objectives, Channel Strategy, Tactics, Measurement			
	w	May	1				
14	m		6	Review			
	w		8	Exam 2			

# Policies

## Classroom Policies

### Electronic Devices Subject to Banishment

Devices will be allowed as we begin the semester but are subject to being banned if non class use is significant and persistent. Don't be the person who contributes to this action being taken. A lack of involvement in class discussion is the first tell-tale sign that the experts are right. None of us can learn in class and surf at the same time!

### Behavior expectations

Behavior that diminishes the learning experience of others will not be tolerated. These include repeatedly arriving late, leaving early, visibly demonstrating non engagement, excessive conversations during lectures. Offenders are subject to being dismissed from a given class and repeated such behavior may lead to a student being dropped from the class. To enable communication and engagement, students are required to occupy the seats closest to the front as available. Failure to do so will prompt a warning, after which disciplinary action may be taken.

### Grading Policies

[Description of your general approach; e.g. assignments are flexible but grades are firm; there is no curve; etc.]

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

### Late work

All late work runs the risk of most likely earning none of the available points for the assignment. Exceptions will only be made under extreme circumstances. If you turn work in late, do not expect to earn points on it.

**Student responsibilities:**

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

**University Policies****Academic Integrity**

Each student in the course is expected to abide by the University of Texas Honor Code: **"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."** **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the

University Honor Code which can be found at the following web address:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Q Drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

**University Resources for Students**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

### *Services for Students with Disabilities*

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

### *Counseling and Mental Health Center*

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

### *The Sanger Learning Center*

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

*Undergraduate Writing Center:* <http://uwc.utexas.edu/>

*Libraries:* <http://www.lib.utexas.edu/>

*ITS:* <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

### **Important Safety Information:**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

### **Title IX Reporting**

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:

[www.utexas.edu/emergency](http://www.utexas.edu/emergency)