

Integrated Communication for Sports
ADV 305s, (0582) PR305s (06355), ADV391k (06325)
Fall 2018 Rev

Class Meets: MWF 10-11a.m. CMA 2.306

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Course Description

The course provides a foundational perspective on how brands use integrated marketing communications to connect with and impact their target audiences 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 behind a large number 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 as 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 one group project 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:

The Sports Strategist Irving Rein, Ben Shields, Adam Grossman
Oxford University Press
ISBN 978-0-19-026744
Copyright 2015

Additionally, 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

Electronic Devices

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!

Classroom expectations

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.

Behavior expectations

Disruptive behavior including excessive conversations during lectures will not be tolerated. Offenders are subject to being dismissed from the class that day with attendance going uncounted.

Assignments

1. 15 Reading assignments tied to class topics are accompanied by either a Canvas Discussion or Canvas Quiz, including 3 Sports Business Journal Days which require reading and a written summary of 3 articles, plus the Bio Assignment (2 pts) (Quizzes are designed to make sure top line content is absorbed and to alert the instructor to areas of reinforcement_(17% of grade)
2. A group project will be assigned that asks students to analyze a sport teams marketing situation and develop

plausible narratives and communications examples using practices discussed in class. (23% of grade)

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: 15 Reading Discussion/Quizzes including 3 Sports Business Journal Day, plus Bio Assignment (2 points)	1 each	17
Attendance	4	4
Participation	6	6
Exam 1	25	25
Exam 2	25	25
Group Project	25	23
	100	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 (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Week	Date	Day	Class Topic	Out of class activities	Assignments due
1	29 AUG	w	Introduction syllabus review	Avidity Reading	
	31	f	Avidity's importance to Brands Marketing Through Sports	Reading 1. Quiz 1	Avidity Reading

2	5 SEPT	w	Introducing Integrated Marketing Communications: 1+1= 3	Reading 1: Integrated Marketing Communication Prepare your Bio Assignment	5 pm Tuesday, Sep 4. Finish Reading 1 and Quiz 1
	7	f	IMC Case History Bud Light	Read Sports Business Journal	Bio Assignment due Sep 7 5 pm
3	10	m	IMC Case History; Thank You Mom	Re-read "Barriers to IMC" portion of Reading #1	
	12	w	Managing IMC: As Easy as Spinning Plates while Chewing Gum: In class simulation	Prepare for SBJ Day	Prior to class on Wed Sep 12 th , re-read "Barriers to IMC" portion of Reading #1
	14	f	Sports Business Journal Day: The Here and Now	In Class Discussion Reading 2 and Quiz	By 4 pm Thursday September 13 th , summarize 3 chosen SBJ articles in bullet points, turn in on Canvas as prep for SBJ Day.
4	17	m	Lecture and Discussion: The Power of Sports for Large Brand Advertisers 1		By 5 pm Sunday Sep 16, complete Reading 2 Quiz 2
	19	w	Lecture and Discussion: The Power of Sports for Large Brand Advertisers 1	Sponsorship Reading3	
	21	f	Sponsorship: The Power of Association 1		By 5pmThursday, September 20 th Complete 3 Quiz 3
5	24	m	Sponsorship: The Power of Association 2		
	26	w	Sponsorship Activation, Negotiation	Ambush Marketing Reading 4 and Quiz/Discussion 4	
	28	f	Ambush Marketing lecture and discussion	Digital Strategies Reading	By 5pm Thursday, Sep 27 complete the Ambush marketing Reading 4 and Discussion 4
6	1 OCT	m	Sports Digital I Strategies for Brands	Sales Promotion and Brand Visibility Strategies Reading and quiz/discussion.	By 5 pm Sunday Sep 30, Complete Reading 5 and Quiz 5
	3	w	Sales Promotion and Brand Visibility Strategies	Read Sports Business Journal and prepare 3 article summaries	By 5 pm Tuesday, Oct. Turn in you bullet point summary of 3 Sports Business Journal articles on Canvas
	5	f	Sports Business Journal Day #2	Study for Exam 1. Identify areas of most interest for Monday Review	Look over distributed Review Outline prior to class Monday
7	8	m	Exam Review	Study for Test	Study for Test
	10	w	Exam 1	Fan Avidity Reading	By 5pm Thursday, October 9, complete Fan Avidity reading 6 and quiz/discussion 6.

	12	f	Fan Avidity 2		
8	15	m	Fan Avidity 2	Reading #6 The Winning Business	
	17	w	The Winning Business / How Teams Make Money	Reading # 7 Team Ticket Sales	By 5 pm Tues, Oct. 16 th complete Reading #6 and quiz/discussion #6
	19	f	Ticket Sales Strategies	Review plot of the book or movie, Moneyball	By 5pm Thursday October 18, complete Reading # 8 and Discussion/Quiz#8
9	22	m	Moneyball and Analytics		By 5pm October 21, review the book or movie Moneyball and complete the discussion/quiz #9
	24	w	Moneyball and Analytics		
	26	f	Business Storytelling		By Thursday, October 25 th complete the reading# on Analytics
10	29	m	Identity		By Sunday at 5 pm, complete Reading #9 on Identity
	31	w	Narrative and its components	Project Assigned. Read over Group Project Document	By Tuesday October 30 at 5 pm, complete the Narrative Reading #10 and complete the question/quiz # 10
	2 NOV	f	Discussion of Project In Class and In Class Project Group Work	Read Sports Business Journal Day	By Monday, November 4 at 5 pm complete Sport Business Journal summaries to Canvas
11	5	m	Sports Business Journal Day #3		
	7	w	Narrative case study: Brooklyn Nets		
	9	f	Narrative Case Study: Chicago Cubs		
12	12	m	Hold/TBD/Possibly Cause Marketing		
	14	w	Hold/TBD/Possibly Endorsement		
	16	f	Planning the team story: situation analysis	Reading 11: Segmentation and Targeting	
13	19	m	Planning the Team Story: target market selection/segmentation		By 5 pm Sunday, Nov. 12 th ,complete reading #11and the quiz/discussion 11

	21	w	No class	Thanksgiving	
	23	f	No class	Thanksgiving	
14	26	m	Planning the Team Story Product Design		
	28	w	Planning the Team Story: Creative Messaging	Reading 12. Owned, Earned and Paid Media	
	30	f	Planning the Team Story: Channel Selection (Paid, owned and Earned)	Group Projects Due	By 5 pm Thursday November 29, complete Reading 12 and Discussion/Quiz 12. Group Projects Due
15	3 DEC	m	Hold for project presentations		
	5	w	Hold for project presentations		
	7	f	Exam Review		
14	10		Exam 2		

Policies

Classroom Policies

Statement on Learning Success

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. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

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.

Absences

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.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.

- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come 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

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 For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at 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