

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

SPMT 201 – DL1 – Introduction to Sport Management (*Online*)  
Spring 2021 – online asynchronous

**Faculty**

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**Prerequisites/Corequisites**

none

**University Catalog Course Description**

Introduces sport management profession. Primary focus is on sport industry, including professional sport entertainment, amateur sport entertainment, for-profit sport participation, nonprofit sport participation, sporting goods, and sport services. Notes: Open to non majors.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before masonlive.gmu.edu) and email password. Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles.

Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication. **A standard week runs from 12:01 am Monday and ends 11:59 pm Sunday.**

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Differentiate between the various functional areas of sport management;
2. Describe the organizational and managerial foundations of sport management;
3. Identify the historical, sociological, cultural, and psychological foundations of sport management;
4. Identify current trends and issues in sport management;
5. Demonstrate an understanding of professional preparation in sport management.
6. Appreciate current research in sport management.

## Required Texts

Principles and Practice of Sport Management 6th Edition  
by Lisa P. Masteralexis (Author), Carol A. Barr (Author), Mary Hums (Author)

ISBN-13: 978-1284034172

ISBN-10: 1284034178

## 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).

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a '0' for the associated evaluation.

Three Quizzes (three chapters per quiz) x 15 points each <i>multiple choice, T/F, via Blackboard</i>	45 possible points
Online Discussion Boards (10) x 3 points each	30 possible points
Sportography Paper and Presentation	15 possible points
Work in Sports Job of the Week Reflection Journal Video	10 possible points
<b>Total</b>	<b>100 possible points</b>

### *Instructor Expectations:*

1. 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. Your contributions are not only welcomed, they are essential.
2. 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 frequently throughout the week. **Highly recommended to login at least twice a week.**
3. 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.**
4. Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
5. Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
6. Students must abide by the Honor Code, guided by the spirit of academic integrity.

**Alternative Work:** *There is NO make-up work.* Only those excused absences supported by documentation will be addressed at the instructor’s discretion on an individual basis (e.g. a physician’s note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged PRIOR to due date. A grade of ‘0’ will be assigned to all missed work unless otherwise determined by the instructor.

### Grading Scale

A	94-100	A-	90-93	B+	88-89
B	84-87	B-	80-83	C+	78-79
C	74-77	C-	70-73	D	60-69
F	0-59				

This course will be graded on a percentage system, with scores adding up to 100 percent.

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

#### 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://ods.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.

- Religious Holidays - A list of religious holidays is available on the University Life Calendar page (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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 from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## **COURSE OUTLINE**

This outline indicates which chapters will be covered and when exams will be administered. The ordering of the chapters may be changed as current events dictate.

<b>Week</b>	<b>Topic, Readings, Assignments Due</b>
1 <i>1/25-1/31</i>	Welcome to SPMT 201, watch all introductory videos on Blackboard course Acquire the textbook <b>Blackboard Discussion board #1 due</b>
2 <i>2/1-2/7</i>	Ch. 1: History of Sport Management <b>Blackboard Discussion board #2 due</b>
3 <i>2/8-2/14</i>	Ch. 20: Strategies for Career Success <b>Blackboard Discussion board #3 due</b>
4 <i>2/15-2/21</i>	Ch. 2: Management Principles Applied to Sport Management <b>Blackboard Discussion Board #4 due</b>
5 <i>2/12-2/28</i>	<b>Quiz #1, Chapters 1,21,2</b>

6 3/1-3/7	Ch. 3: Marketing Principles Applied to Sport Management <b>Blackboard Discussion Board #5 due</b>
7 3/8-3/14	Ch. 4: Financial and Economic Principles Applied to Sport Management <b>Blackboard Discussion Board #6 due</b>
8 3/15-3/21	<i>BREATHE WEEK, NOTHING DUE</i>
9 3/22-3/28	Ch. 5: Legal Principles Applied to Sport Management <b>Blackboard Discussion Board #7 due</b>
10 3/29-4/4	<b>Quiz #2, Chapters 3,4,5</b>
11 4/5-4/11	Ch. 6: Ethical Principles Applied to Sport Management <b>Blackboard Discussion Board #8 due</b>
12 4/12-4/18	Ch. 8: Collegiate Sport <b>Blackboard Discussion Board #9 due</b>
13 4-19-4/25	Ch. 9: International Sport
14 4/26-5/2	<b>Sportography/Video Presentation due on Blackboard Discussion Board</b> <b>Blackboard Discussion Board #10 grade include your peer responses to sportgraphy videos</b>
15 5/3-5/9	Chapter 10: Professional Sport
Final Exam Period	Quiz #3, Chapters 6,8,9,10

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## ASSIGNMENT DESCRIPTIONS

### **Blackboard Discussion Boards (10 @ 3 points each)**

Online discussions are a way to provide a collaborative classroom experience online. For each discussion, each student is **required to make (at minimum) 3 posts.**

An initial discussion post in response to the proposed question(s) must be made by **Wednesday of each week at 10:00 p.m.**

The remaining 2+ discussion posts should be in response to other students' initial post, **by Friday of each week at 10:00 p.m.**

These responses should be substantive and provide additional analysis/and or raise additional questions (**avoid I AGREE TYPE STATEMENTS, if you agree, elaborate!**)

**Each initial post is to be (at minimum) 150 words. Responsive posts are to be (at minimum) 100 words. *Your efforts on discussion boards will be reflected in points earned on a weekly basis.***

### **Work in Sports Job of the Week Reflection Journal Video (10 points presentation)**

Every week, one or two students will record a short video to inform the rest of the class about a current job opening in the sport industry of interest that s/he has researched. The position can range from entry-level through executive suite.

Students not presenting should view and comment on the video(s) every week.

You should be prepared to talk about the job requirements and duties, qualifications, and the organizational structure management hierarchy, etc., **however, do not simply recite the job posting itself.** Possible guiding questions include: Why does this position interest you? What steps might one take to attain this position? What is the starting salary? Please make sure to include the website in which you found the posting. There can be no duplicate announcements - each student's job should be unique.

### **Sportography (10 points written, 5 points presentation)**

Submit a three to four-page paper via Blackboard describing your involvement (or noninvolvement) in physical play, informal games, and organized sports. The paper should identify who was involved; your personal experiences related to family relationships/dynamics, friends, school, teachers, and coaches; key moments (at least one negative and one positive moment); intense memories; your current situation; and your anticipated future.

Students will also submit a five-minute video summarizing their sportography in Discussion Board #10. Posting and responses will follow the Discussion Board protocol listed above.

**The goal of this assignment is to be critically self-reflective as you remember, describe, and analyze your sport experiences, the contexts in which they occurred, and the impact they had on you and others who were involved.**

#### ***Sportography: A Guide to Writing about Your Experiences***

- Think back to your early experiences of playing physical games and sports and describe them in terms of when they occurred, the context in which they occurred, and what was going on in your life as they occurred. How were those early experiences related to your age, social class, race or ethnicity, family, and neighborhood or community?
- When children first play sports (or do not play sports through childhood), they do so in connection with ideas about themselves, about their bodies, and about the meaning of their experiences. Where did these ideas come from in your childhood (ages 4–12)? How did they influence the patterns of your experiences and the emotions that accompanied them? Have they changed in your life since age 12? How have they influenced your experiences since childhood up to the present time?
- Opportunities to play sports and the character of sport experiences often are different for

boys and girls and for children from different racial or ethnic groups and social class backgrounds. Write about how gender, race/ethnicity, and social class influenced the sports you did or did not play as a child. Have factors related to gender, race/ethnicity, and social class influenced your experiences through your life to the present? Explain as best as you can.

- Many young adults say that without their parents/guardians/support systems, they never would have had the opportunity to play sports as a child or adolescent. Explain the ways that your support system encouraged/facilitated or discouraged/interfered with your sport participation. Were there differences between the support provided by your support system? Write about this.
- Think about how your experiences related to sports have influenced (or not influenced) your life. Write about this.
- Concluding paragraph should describe what you anticipate in the future with respect to sports in your life, and how that future is connected with your past experiences and what may be occurring in your life in the future.