UF | **Sport Management**
UNIVERSITY *of* FLORIDA

SPM 7900: Readings in Strategic Sport Marketing
(Course Number: SM01)

Instructor contact information

Name: Yong Jae Ko
Office Hours: Wednesday (8:30-11:30AM)
Email: yongko@ufl.edu

Course description

This reading course provides an overview of theoretical background that has been applied and developed to explain a variety of strategic issues in sport marketing. While gaining exposure to a breadth of relevant theories and topics, students will identify research problems/gaps existing in the marketing literature and generate novel research ideas and proposal that contributes to the sport marketing literature and practices.

Course objectives

- Conduct a critical review of relevant literature on the selected topical area
- Identify research gaps and raise research questions in the selected topic
- Propose a research project that contributes new knowledge in the selected topic

Evaluation

	% Breakdown
Weekly reflections on readings	30
Monthly discussions with faculty advisor on weekly reflections	10
Research proposal/Conceptual paper	50
Research proposal/Conceptual paper presentation	10
Total	100

Readings

SEE WEEKLY SCHEDULE

Weekly reflections

The student will submit to the faculty advisor a 2-page reflection of the key findings in identified the paper and the new knowledge contributed to the literature through these readings. The student should also identify a potential future research idea. Paper should be double spaced using 12 size font and follow APA formatting guidelines.

Research proposal/Conceptual paper

The student will develop a 15-page paper (minimum) using APA formatting, selecting one of the two following options:

1. **Research Proposal**

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the study's purpose and research question(s).

Literature review: discuss the relevant theoretical frameworks that support the research question of the study, the relationships among the variables of the study the student proposes to interrelate and conclude with a research framework (or model) with research hypotheses or propositions. Use subheadings wherever possible for reader clarity.

Method, Analysis: Lay out the research design that can answer the research question and test research hypotheses. Provide measurement details, study population/sample, expected analysis details

Potential Contribution: Describe how this study might contribute to the literature and the specific sport industry segment, regardless of the results.

2. **Conceptual Paper**

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the paper's purpose. Highlights the tensions, inconsistencies, and contradictions surrounding an issue.

Literature review: Discuss the relevant literature in which the theoretical and/or conceptual frameworks are situated.

Framework/Propositions: Highlights the relevant literature that forms your argument, creating propositions that extends a theoretical space and provides bridges across constructs.

Discussion and Implications: Summarizes the contribution of your propositions, and provides the theoretical, practical, and research implications for them.

Research Proposal/Conceptual Paper presentation

Develop a power point presentation that addresses the key sections of your paper. The presentation should not last more than 20 min in duration.

Grading Scale

(There will be no rounding of the grades, no exceptions). The final grade will be assigned according to the following grading scale:

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

Course schedule

	Topic title	Readings per topic	Assignments due
Week 1	Introduction		
Week 2	Innovativeness Techno-culture	Posted on course website	
Week 3			Unit Reflection Paper One hour meeting
Week 4	AR/VR/AI	Posted on course website	
Week 5			Unit Reflection Paper One hour meeting
Week 6	Branding	Posted on course website	
Week 7			Unit Reflection Paper One hour meeting
Week 8	Social Media/ WOM	Posted on course website	
Week 9			Unit Reflection Paper One hour meeting
Week 10	CSR/Green Marketing	Posted on course website	
Week 11			Unit Reflection Paper One hour meeting
Week 12	Partnership	Posted on course website	
Week 13			Unit Reflection Paper One hour meeting
Week 14	Future Direction	Posted on course website	**Research proposal draft** One hour meeting
Week 15-16			**Presentation** **Final paper**

Statement of University's Honesty Policy (use of copyrighted materials and unethical exam behaviors)

"UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office at http://www.dso.ufl.edu/drc/ . The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework. If any student has a need for a special accommodation, please let me know within the first week of class to insure any necessary accommodations.

Late assignment policy

Late Assignments will be accepted with a penalty of 10% per calendar day late.

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Campus Resources

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/

Library Support, http://cms.uflib.ufl.edu/ask Various ways to receive assistance with respect to using the libraries or finding resources

Rubrics used for weekly reflections and Research Proposal/Conceptual Paper

Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains minimal insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Writing Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization,etc.) and sentence structure and length	The writing is free or almost free of errors. Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Paper is the number of pages specified in the assignment.	There are occasional errors, but they don't represent a major distraction or obscure meaning. Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	The writing has many errors, and the reader is distracted by them. Some sentences are awkwardly constructed so that the reader is occasionally distracted.	There are so many errors that meaning is obscured. The reader is confused and stops reading. Errors in sentence structure are frequent enough to be a major distraction to the reader. Paper has more or fewer pages than specified in the assignment.