

Sport Events and Community Development

SPM6610 | Class # 19095 | 3 Credits | Spring 2024

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Course Info

INSTRUCTOR

Name & Credentials: Kyriaki Kaplanidou, PhD, Professor
Department of Sport Management
Email: kkaplanidou@ufl.edu
Preferred Method of Contact: **Via canvas course or direct Email**

OFFICE HOURS

Virtual Office: Please contact me to make an appointment.

MEETING TIME/LOCATION

This course does not have scheduled meeting times. Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

COURSE DESCRIPTION

This course will provide students advanced practical information in sport events and community development, including the impacts of sport events on host and neighboring communities, the planning and sport event outcomes for bid phase, event preparation stage, host event phase and post event phase.

PREREQUISITE KNOWLEDGE AND SKILLS

Prerequisite: 7HH or 8HH standing.

REQUIRED AND RECOMMENDED MATERIALS

No required text for this course. There will be notes and open access resources that will be posted on canvas.

COURSE FORMAT

This course will consist of pre-recorded lectures and interviews, readings, and discussions. Students should read all textbook and reading materials before watching lectures and interviews. After readings students should watch pre-recorded lectures and interviews to complete weekly discussions based on assigned due dates. Key

assignments part of the course need to be completed on time. Students should be self-directing and are responsible for adhering to all posted due dates on syllabus. To compete this course students need basic understanding of how to operate a computer, how to use wording processing software and Zoom.

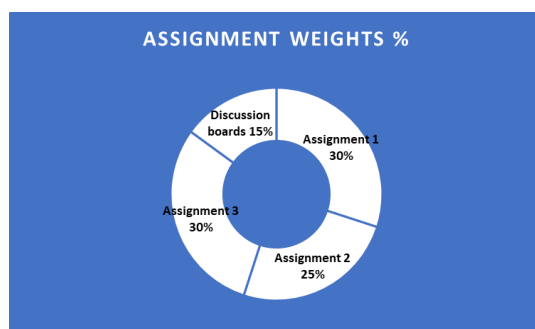
COURSE LEARNING OBJECTIVES

By the end of this course, students should be able to:

- Discriminate between sport event legacies and sport event impacts
- Identify the impacts sport events cause in host and neighboring communities
- Compare and contrast the planning and sport event outcomes for bid phase, event preparation stage, host event phase and post event phases
- Identify community development goals using sport events and the partnerships needed to deliver on legacy planning

EVALUATION SCHEME

	% weights of evaluation methods
Project 1- Research project 1 (Module 1-week 2-7)—(individual assignment) Compare and contrast the terms sport event legacy and impacts based on the available academic literature. You will have to search the academic literature for definitions and distinctions (if any) of the two terms. Interview a sport event manager and ask them their perception about what they think are impacts and what legacies of their event on the community. This should be a 10-page paper that will also result in a 5 min presentation to the rest of the class. More details in the assignment.	30
Research Project 2 (Module 2-week 8-11) (individual assignment) Research the bid files for one mega sport event, one national sport event, and one regional sport event—identify the sections they present in the bid files and compare and contrast the expected outcomes the event will bring to the community. This should be a maximum 20-slide presentation to the rest of the class. More details in the assignment.	25
Project 3 (Module 3-Topics 12-16) (individual assignment) You will be assigned a sport event to study its impacts for the community. You will have to do research to identify the positive and negative outcomes of the sport event for the host community residents (published research and news articles). This should be a 10-page paper (max) that will also result in a 5 min presentation to the rest of the class. More details in the assignment.	30
Online discussions/participation (Modules 1, 2, 3)	15
Total	100



DISCUSSION BOARDS

There are Discussion Board Assignments that are due as outlined on the schedule. During the week they are due, you have to **submit them by 11:00 p.m. on Thursdays**. Discussion threads should build on the weekly readings and be reflective of both the articles and course concepts. There will be additional instructions on the course website regarding the post expectations and deadlines.

GRADING

The grades are formed on calculation of assignment weights. The grades on canvas are not representing your final grade. (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

WEEKLY SCHEDULE (Tentative and could be changed due to schedule conflicts)

Module	Dates	Topics	Topic	Exercises/assignments	Logistics
1. Understanding sport event impacts and legacies for community development	Jan 8-12	1	Introduction, syllabus overview, expectations		
		2	Defining the terms legacy and impact for sport events—typology of sport events		Discussion 1 due by 11:00 pm Thursday, Comment on one other student submission for every discussion post by Sunday of the topic week
	Jan 15-19	3	Costs of hosting sport events for communities		No discussion board
	Jan 22-26	4	Benefits from hosting sport events for communities		Discussion 2 due by 11:00 pm Thursday. Comment on one other student submission by Sunday, 11 pm
	Jan 29-Feb 2	5	<i>Watch video: Guest speaker Joleen Cacciatore – Director, Gainesville Sports Commission, The role of a local sport commission in community development</i>		Discussion 3 due by 11 pm Thursday Comment on one other student submission by Sunday, 11 pm
	Feb 5-9	6	Business legacy of mega sport events (readings topic 6)-		Discussion 4 due by 11 pm, Thursday Comment on one other student submission by Sunday, 11 pm
		7	The sport event travel industry perspectives		

Project 1	Feb 12-16		Project 1 (paper and presentation)	Project 1 due by wednesday Feb 14, at 11 pm. Watch and comment on another presentation under the pertinent discussion thread by Friday Feb 16, 11 pm. Record your presentation using zoom or voice thread and share the link under the pertinent assignment.	
2. Sport event bidding and preparation (Topics 8-11)	Feb 19-23	8	Bidding stage		Discussion 5 due by 5 pm Thursday , 11 pm, comment on one other student's submission by Sunday 11 pm
	Feb 26-march 1	9	Key factors in deciding whether a community should bid for a sport event		Discussion 6 due by 11 pm Thursday, comment on one other student's submission by Sunday, 11 pm
	March 4-8	10	The bidding process; the importance of resident support for the bid; issues dealing with the bid process		Discussion 7A, 7B, due by 11 pm Thursday, comment on one other student's submission by Sunday, 11 pm
	March 18-22	11	Project 2 (paper and presentation)	Project 2 due by Wednesday March 20 , at 11 pm. Watch and comment on another student/group presentation under the pertinent discussion thread by Friday March 22, 11 pm. Record your presentation using zoom or voice thread and share the link under the pertinent assignment.	

3. Sport event hosting, sustainability, partnerships (Topics 12-15)	March 25-29	12	Preparing for the event- planning and implementing. During the event considerations- event success, media coverage		
	April 1-5	13	Post event considerations-legacy and sustainability planning, partnerships		Discussion 8 due by 11 pm Thursday, comment on one other student submission by Sunday, 11 pm
	April 8-12	14	Leveraging		Watch lecture Discussion 9 due by 11 pm Thursday, comment on one other student submission by Sunday
	April 15-24	15	Project 3 (group paper and presentation) due by Monday December 4, 11 pm	Project Presentations online submission due by Friday April 19, 2024, 11:59 pm. Record your presentation using zoom or voicer thread and share the link with the class. Watch and comment on another student presentation under the pertinent discussion thread by Monday April 22, 11:59 pm.	Complete teaching evaluations by Wednesday April 24, 2024

COURSE & UNIVERSITY POLICIES

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click [here](#) to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. If any student has a need for a special accommodation, please let me know within the first week of class to ensure any necessary accommodations.

ONLINE Class Demeanor Expected by the Professor

You are expected to upload your posts on time and complete your assignments on time. If you are late posting for any reason, please let the instructor know as soon as possible. Please be familiar with all the due dates and be respectful of those assignments that require your post by a certain date so another student can respond.

Late assignment policy

Late assignments will be accepted with a penalty of 10% per calendar day late which means that after 10 days from the due date the assignment will receive no points.

Inclusivity statement

The following statement reflects my beliefs and was adopted by the UF Center of Teaching Excellence: "Inclusive teaching provides a learning experience that allows students from all backgrounds, learning styles and abilities to be successful. Inclusive teaching strategies contribute to an inclusive learning environment in which all students feel equally valued. Inclusivity in the classroom implies that the classroom environment is one in which all students feel that their contributions and perspectives are equally valued and respected (Cal Poly)." Source: <http://teach.ufl.edu/resource-library/inclusivity-in-the-classroom/>

Teaching Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

Attendance policy

For this course, students are not physically required to be present. However, and in general requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> . Please let the instructor know as soon as possible if you are not able to meet a deadline.

Campus Resources

Campus Resources: Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [the Student Health Care Center website](#).

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code.